



CALVERT™
PUBLICATIONS

5th grade

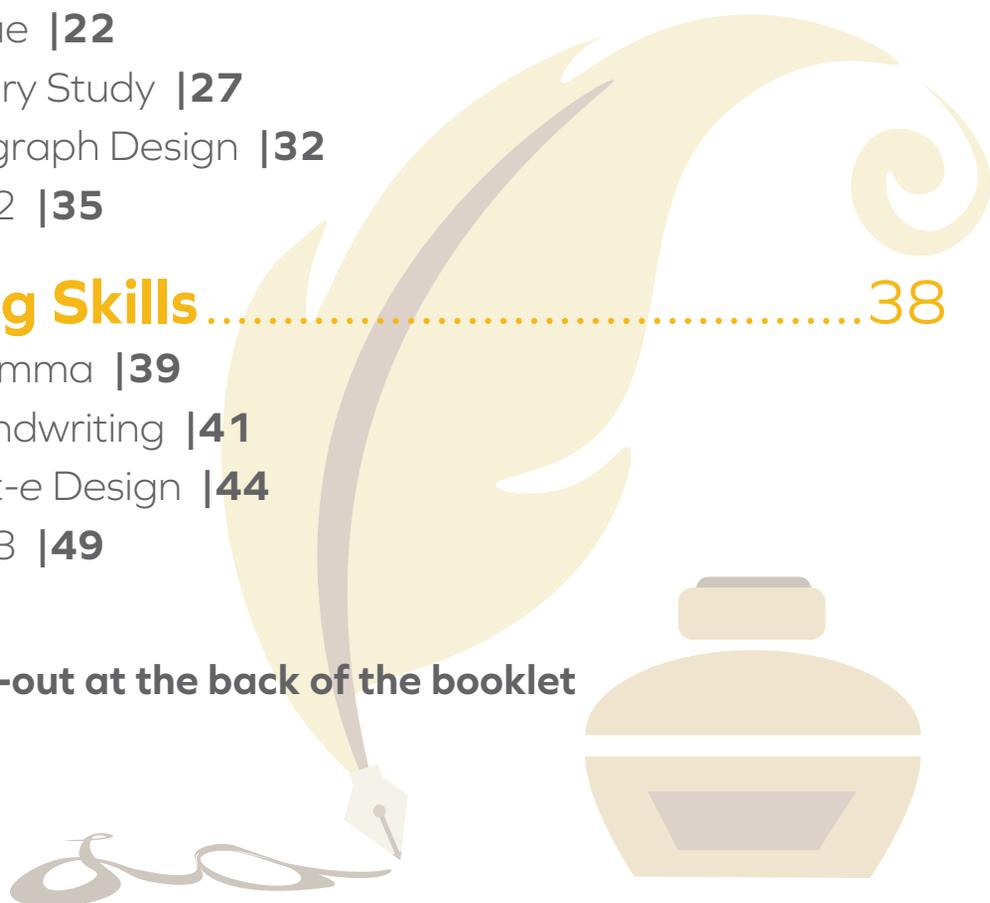


LANGUAGE ARTS

LANGUAGE ARTS 501

STORY MESSAGES

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STORY MESSAGES

Language arts is to your educational development what the nervous system is to your physical development. It is the art of giving and receiving information. Four major skills must be mastered in language arts—reading, listening, speaking, and writing.

Learning new information is gaining *knowledge*. Using the information you learn to make decisions and to gain new information is *wisdom*.

Practicing the best ideas in your daily experiences molds your character.

Communication habits are very important because they reflect who you are on the inside.

The goal of language arts is to teach you how to read and listen accurately and how to speak and write effectively when you communicate with other people and with yourself.

FOUR MAJOR SKILLS

LISTENING

READING

Make possible our receiving information from others.

SPEAKING

WRITING

Make possible our giving information to others.

To find the topic of a paragraph, read the paragraph and take the following steps.

STEPS TO THE TOPIC

Step 3. Write the noun that you underlined most often. That noun will be the topic.

Step 2. List all the nouns that you underlined.

Step 1. Underline the noun in each sentence that you think is the subject of the sentence.

**START
HERE**



Try this three-step method on the following paragraph. Read the paragraph while following the steps to find the paragraph topic.

^aChores were given to every child in the home when Grandpa and Grandma were children. ^bMother and Father made certain the chore was not too hard or too easy. ^cThe chore had to be just right to fit the child. ^dThe chore would be done at the same time each day, and, as the child learned to do the task, it would take less time. ^eNew chores were added as the children learned to work quickly and accurately. ^fChores were tasks such as carrying firewood, carrying drinking water from an outdoor well, feeding the pets, or cleaning the kitchen table. ^gChores were fun because they made children feel needed and important. ^hDo you have chores to do each day?

- 1.4** In the Subject Box, write the noun or pronoun you think is the subject of each sentence above.

SUBJECT BOX	
a. _____	b. _____
c. _____	d. _____
e. _____	f. _____
g. _____	h. _____

- 1.5** In the Topic Box, write the noun most often used in the paragraph above.

TOPIC BOX



Using the words from your Spelling Words -2, complete the following chart.

Write a second word from the spelling list that has the same vowel-digraph sound.

WRITE THE...	WORD	VOWEL DIGRAPH	FIRST SYLLABLE	SECOND SYLLABLE	WORD
2.52	creature _____	ea _____	crea _____	ture _____	creature _____
2.53	booklet _____	oo _____	book _____	let _____	booklet _____
2.54	smoothly _____	oo _____	smooth _____	ly _____	smoothly _____
2.55	eschew _____	ew _____	es _____	chew _____	eschew _____
2.56	sweeten _____	ee _____	sweet _____	en _____	sweeten _____
2.57	railway _____	ai _____	rail _____	way _____	railway _____
2.58	wayward _____	ay _____	way _____	ward _____	wayward _____
2.59	loader _____	oa _____	load _____	er _____	loader _____
2.60	sower _____	ow _____	sow _____	er _____	sower _____
2.61	caution _____	au _____	cau _____	tion _____	caution _____



Write a story using your spelling words.

2.62

Look at the chart again. You were given ten words as examples. Use these ten words in a story about a boy, his dog, and a big black spider. Try to make your story meaningful. When you use the spelling words in your story, draw a box around them. Draw a picture to illustrate the most exciting event in your story. Your teacher will check your work for you.



Teacher check:

Initials _____ Date _____

Before Joe could answer, Rick yelled out to Jalen and Brett, "Hey, wait up guys. What's going on?"

"We were just talking about the game on Friday night. We'll tear them up," laughed Brett.

As the threesome walked ahead, Joe slowed down. "It's the same old story," he said to himself. "Good ol' Joe is fine until somebody better comes along. Why does Rick even like those guys? Everybody knows they're always in trouble. They're rubbing off on Rick. I wonder if that's why Rick cheated."

By the time Joe arrived at his locker, everyone seemed to be surrounding Rick. Apparently Rick enjoyed the attention. "No wonder he liked all the physical exercise he does. Maybe I'm just jealous," thought Joe. "He's so popular. I need to learn to **behave** and think differently."

"Rick, you're the best guy on the team. You just have to qualify. If you don't, they'll put Joe in the starting line-up. We need you, man."

Joe couldn't tell for sure who said that. He hid behind his locker door. He knew he wasn't as good a player as Rick, but he could hold his own. He was as diligent as the next guy. Besides, he was no cheater. All he'd have to do is tell Ms. Marshall he saw Rick cheat and Rick wouldn't get to play. What would happen then?

Joe began to groan as he thought about it all. "Who's the chameleon, Rick or me?" he asked himself. He knew cheating was wrong, but he sure didn't want to tell on Rick.

Later that afternoon as he moved in the direction of the math classroom, Joe could see Ms. Marshall was handing out the math tests. "Rick," she said, "I'm glad to see your grades are improving. Keep up the good work."

Rick looked down at his paper and mumbled, "Thanks."

Joe thought Rick looked a little uncomfortable, but he couldn't tell for sure.

It looks like all of our team will be playing in the championship game," said Ms. Marshall.

"I hope you put in as much effort in Friday's game as you did in studying for this test."

"Oh, Ms. Marshall? Joe asked raising his hand.

"Yes Joe?" replied Ms. Marshall.

"May I see you after class?" Joe asked.

"Yes, Joe. I have about 10 minutes," replied Ms. Marshall.

(To be continued in Part 2)



LANGUAGE ARTS 502

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Test |Pull-out at back of the booklet





Write a sentence to describe what your body might be doing while your mind is doing each of these activities.

THINKING

MEMORIZING

ASKING QUESTIONS

MAKING DECISIONS

TALKING IN DISCUSSIONS

PRACTICING HANDWRITING

SHARING IDEAS

SOLVING PROBLEMS



Teacher check:

Initials _____ Date _____



“The Flight”

It happened many years ago, before the traders and missionaries first came into the South Seas, while the Polynesians were still great in numbers and fierce of heart. But even today the people of Hikueru sing this story in their chants and tell it over the evening fires. It is the story of Mafatu, the Boy Who Was Afraid.

They worshiped courage, those early Polynesians. The spirit which had urged them across the Pacific in their sailing canoes, before the dawn of recorded history, not knowing where they were going nor caring what their fate might be, still sang its song of danger in their blood. There was only courage. A man who was afraid—what place had he in their midst? And the boy Mafatu—son of Tavana Nui, the Great Chief of Hikueru—always had been afraid. So the people drove him forth. Not by **violence**, but by indifference.

Mafatu went out alone to face the thing he feared the most. And the people of Hikueru still sing his story in their chants and tell it over the evening fires.

It was the sea that Mafatu feared. He had been surrounded by it ever since he was born. The thunder of it filled his ears; the crash of it upon the reef, the mutter of it at sunset, the threat and fury of its storms—on every hand, wherever he turned—the sea.

He could not remember when the fear of it first had taken hold of him. Perhaps it was during the great **hurricane** which swept Hikueru when he was a child of three. Even now, twelve years later, Mafatu could remember that terrible morning. His mother had taken him out to the **barrier-reef** to search for **sea urchins** in the reef pools. There were other canoes scattered at wide intervals along the reef. With late afternoon the other fishermen began to turn back. They shouted warning to Mafatu’s mother. It was the season of hurricane and the people of Hikueru were nervous and ill at ease, charged, it seemed, with an almost animal awareness of **impending** storm.

But when at last Mafatu’s mother turned back toward shore, a swift current had set in around the shoulder of the reef-passage: a meeting of tides that swept like a millrace out into the open sea. It seized the frail craft in its swift race. Despite all the woman’s skill, the canoe was carried on the crest of the churning tide, through the reef-passage, into the outer ocean.



| Sea urchin



| Coral reef

The use of the hyphen in **3** is at the end of a line of reading material. If you need to divide a word, divide it at the end of a syllable, and put the next syllable on the following line.

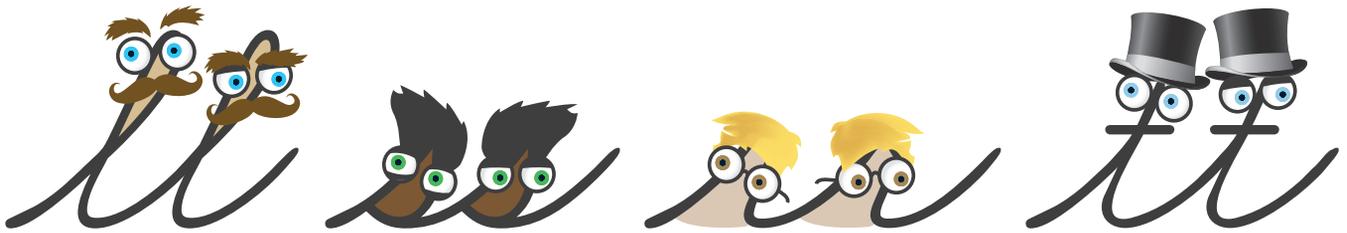
One syllable words cannot be divided at the end of the line.

Sometimes we are in doubt as to where to divide words into syllables.

One rule is easy to remember:

Words can be divided between two consonants that are the same.

You might call them “consonant twins.”



Write the consonant twins on the line. Each word has two consonants that are the same. Divide the word by drawing a vertical line between the consonant twins.

- 1.50**
- a. challenge _____
 - b. classify _____
 - c. discussion _____
 - d. intelligent _____



Complete these sentences.

- 1.51** The previous words contain the double consonants of a. _____ and
b. _____.
- 1.52** Words can be divided into syllables between _____.

Remember the three most common ways to use a hyphen:

1. Joining number words,
2. Joining compound words that describe (adjectives or adverbs), and
3. Dividing words at the end of a line of reading material.

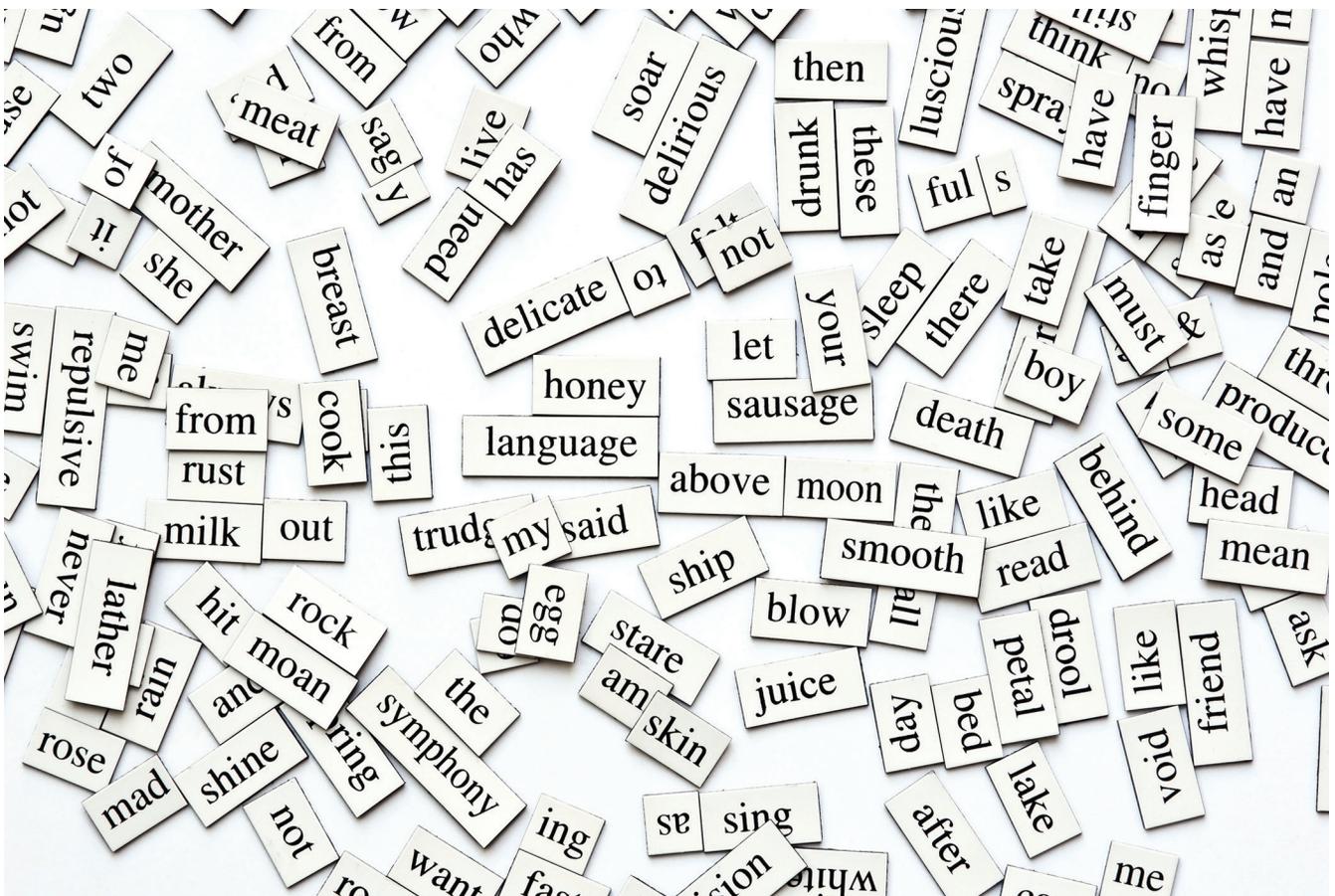
Contractions

The English language has two standard forms known as formal English and informal English. Formal English is used when a writer or speaker is expected to be scholarly. Formal English is used by ministers, educators, doctors, lawyers, scientists, and top government officials. We will learn more about formal English in another unit.

Informal English allows us to use contractions. Informal English is used in speaking and writing thoughts most people can understand. When you read a newspaper, you're reading informal English. Some authors use informal English in writing stories. When a speaker or writer uses informal English, he shares his thoughts with more people.

Contractions are two words that are joined together by dropping one syllable. An apostrophe is written where the omitted letters were in the words. Contractions differ from compound words because of the change of letters and pronunciation. They also differ from compound words in that the meaning of the two words does not change when a contraction is formed.

Contractions are used in informal English when writing or speaking. Contractions are never used in formal English. In a future unit, we will learn more about how our language came to be and how it has changed.



Write on each line the kind of word that should be there: noun, adjective, or verb (each answer, 2 points).

3.018

- a. _____
- b. _____ c. _____
- d. _____ e. _____ f. _____
- g. _____ h. _____ i. _____ j. _____
- k. _____ l. _____ m. _____
- n. _____ o. _____
- p. _____

Write a diamond-shaped poem (this activity, 14 points).

3.019

(Have your teacher assign the points.)

LANGUAGE ARTS 503

WORDS TO STORIES

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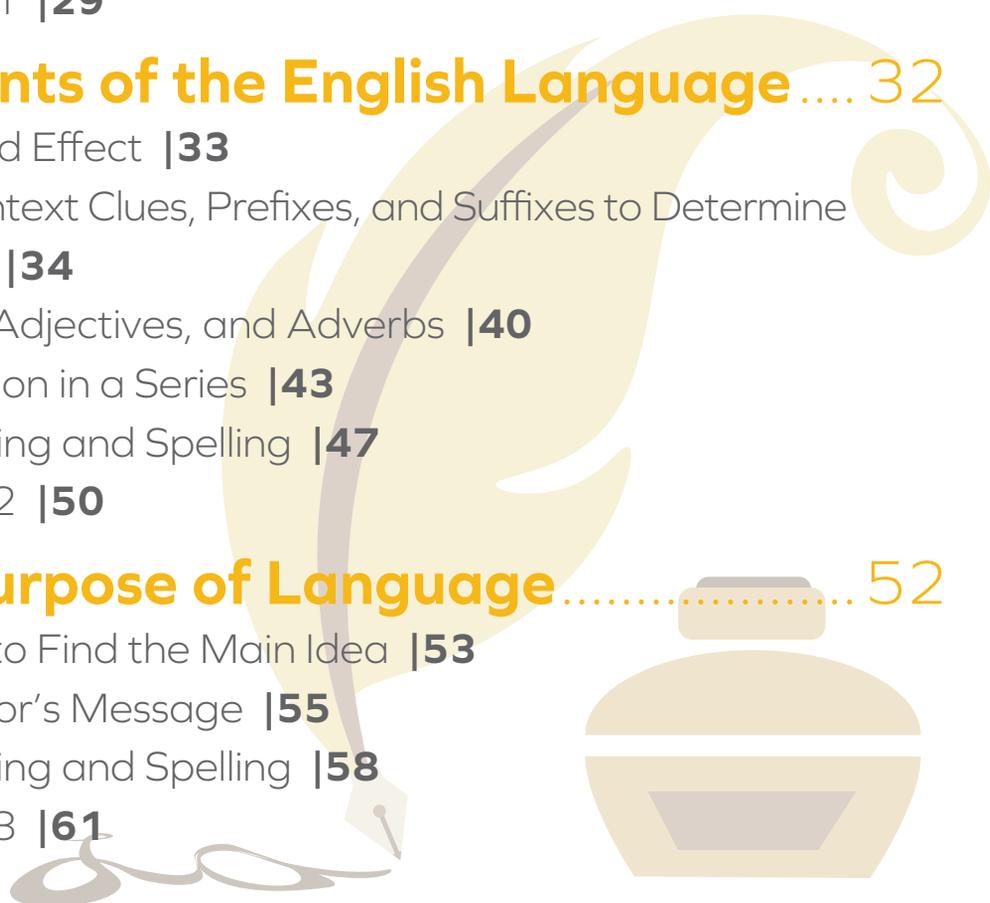
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Test | **Pull-out at the back of the booklet**



The History of the English Language. In this lesson, you will learn about how the other languages that English came from as well as how English changed and evolved over time. You will also practice valuable reading comprehension skills. This will allow you to determine the author’s purpose for writing a passage or a story. This lesson includes readings that you will use to answer questions about each author’s purpose.

Informal English is “everyday English.” When you read a newspaper, you are reading informal English. Some authors use informal English in stories they write. When speakers or writers use informal English, they share their thoughts with more people. As a result, the listening or reading audience is much larger.

We can use contractions in informal English. Verb contractions are two words that are joined by dropping one syllable. In writing, an apostrophe marks the original position of the sounds and letters that are deleted. Contractions differ from compound words because of the change of letters and pronunciation. They also differ from compound words in that the meaning of the two words does not change when a contraction is formed. Contractions often occur with the words *is*, *not*, *did*, *will*, *have*, *are*, and *would*.

Author’s Purpose. You must develop many important comprehension skills to become a good reader. You have already studied many of these skills in previous Language Arts units. These comprehension skills include finding the main idea and putting events in sequence.

To continue learning about the history of the English language, you’ll read the story of *Beowulf*. After reading the story, you’ll answer questions about the author’s purpose.

But first, let’s look at the exciting history of the English language. Sometime during the nineteenth century (1800s), scholars began tracing the history of the English language. By comparing English root words that expressed the same ideas as Greek, Latin, and German root words, they discovered similarities.



GREEK	LATIN	GERMAN
antidote	jury	kindergarten
dynasty	circus	wanderlust
logic	produce	cobalt
photograph	elevate	bagel
telepathy	inhabit	plunder



Abbreviations. An abbreviation is a shortened form of a word. A period is put at the end of an abbreviation to signal that the word has been shortened.



Complete these activities.

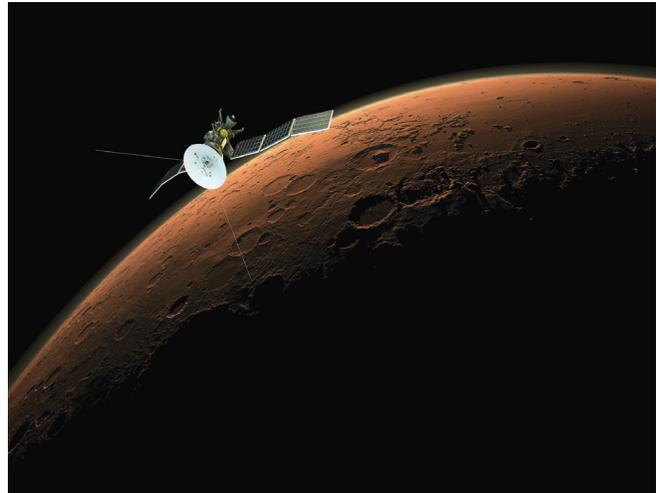
- 1.26** The idiom "stay cool" means _____.
 a. in trouble b. remain calm c. no longer have control over
- 1.27** The idiom "in a jam" means _____.
 a. in trouble b. remain calm c. no longer have control over
- 1.28** Write a paragraph using at least three idioms.

Using Context Clues. Studying the words around an unknown word gives you the **opportunity** to figure out the meaning without having to look it up. If you know the meanings and connotations of the surrounding words, the clues can help you determine the meaning of the unknown word. Let's read the passage and figure out some words using context clues.

NASA scientists confirmed in October 2015 that Mars once had **saltwater** streams, at least during the planet's summers. Dark streaks are seen flowing downhill. These dark lines are known as **recurring** slope lineae (RSL).

These RSLs are seen **emanating** out of the walls of some craters on Mars.

Let's look at the word *emanating*. There are many strategies to use when identifying a new word in context.



| Satellite orbiting Mars

CONTEXT CLUE STRATEGIES

- Some clues **define**. They tell what the word means.
- Some clues **restate**. They state the meaning in new words, or they give the meaning in just one word, called a synonym.
- Some clues give **examples**.
- Some clues show **contrasts**, or they show the meaning in just one word, called an antonym.
- Some clues **explain**.

Looking at the word *emanating*, you can see that it is providing an explanation. You can see it is talking about the location of the RSLs. They are flowing downward in craters. So, the word must mean coming from the walls or flowing out from the walls. If you looked up the word in the dictionary, you would find this definition:

Emanating. *verb.* Spread out from; being produced by

So, you were right! You determined the correct meaning by looking at the context.

Let's look at another context clues strategy. This time, you will use the strategy of definition. Sometimes, authors place the definition of a word near the word in the text because they anticipate that readers may not understand it.

Reading to Find the Main Idea

Did you know that it takes courage to learn how to read? Some students are afraid of books, especially large books! They think that “large” means “long, boring, and difficult.” Fear of large books causes people to miss out on exciting adventures and new ideas.

Another common fear is *long-word-phobia*. When this fear attacks students while they are reading, they skip over long and unfamiliar words and miss the message they should be reading. Reading isn’t fun if you are afraid of large books and long words!

Being a successful reader means that you understand, or comprehend, what you read. In Language Arts 501, you learned about ten reading skills. Let’s expand on them with ten essential skills you need to become a great reader and writer.

TEN ESSENTIAL SKILLS

SKILL	BENEFIT
1. Activate Prior Knowledge	think about what you already know on the subject you are reading. What do you think you might learn from reading the text that you don’t already know?
2. Identify the Main Idea	the main idea is what the text is about.
3. Identify Sequence	when you sequence text, you place the events in order.
4. Closely Read Language and Vocabulary	all of the words are important in text, analyze all of the words. Use your context clues to determine meaning to words you may not know. Use your phonics skills to sound out unfamiliar words.
5. Analyze Character, Plot, and Setting	to comprehend a story, you must be able to describe each of these from the story.
6. Recognize Fact and Opinion	this skill helps you know if the text is credible and reliable..
7. Make Predictions	think about what will happen next in the text based on what you have been reading.
8. Make Inferences	to answer questions, you sometimes need to read between the lines, or make inferences, based on what you read.
9. Draw Conclusions	after you read a text, form your own opinion or make decisions based on what you read.
10. Identify Author’s Purpose	the author’s purpose is why the author wrote the text.

LANGUAGE ARTS 504

WRITTEN REPORT

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Self Test 3	57
Test	Pull-out at the back of the booklet



1.19 More lead is found in automobile fumes than in industrial discharge. _____

1.20 Paint factories discharge greater amounts of lead than soap factories. _____

1.21 Snow gathers poisonous chemicals as it falls to the ground. _____

1.22 Eating one handful of snow would kill a child. _____

Reading between the lines. A main idea may not be directly stated. It may be **implied**. When you **infer** ideas that are implied, we say you *read between the lines*. You can use supporting details to prove an idea that is inferred.



| Looks like we are having fruit salad for supper!

SELF TEST 2

Complete these sentences (each numbered answer, 3 points).

- 2.01** A sentence is a complete _____ .
- 2.02** Over time, language _____ as new words are created.
- 2.03** Every language has order and _____ .
- 2.04** A sentence has _____ parts.
- 2.05** The _____ of a sentence tells what the sentence is about.
- 2.06** The _____ of a sentence tells something about the subject of the sentence.
- 2.07** Words that describe nouns are _____ .
- 2.08** Words that describe verbs are _____ .
- 2.09** *The, a, and an* are a. _____ or b. _____ .
- 2.010** Words that name persons, places, or things are _____ .
- 2.011** Adjectives tell what _____ .
- 2.012** Adjectives tell how _____ .
- 2.013** Adjectives tell which _____ .
- 2.014** Adverbs tell _____ .
- 2.015** Adverbs tell _____ .
- 2.016** Adverbs tell _____ .
- 2.017** Some adjectives change into _____ when *-ly* is added.
- 2.018** The word *quickly* is a(n) _____ .
- 2.019** The word *quick* is a(n) _____ .
- 2.020** Every sentence begins with a(n) _____ letter.

Answer true or false on the blank in front of the sentence (each answer, 1 point).

- 2.021** _____ The introductory sentence of a paragraph is often the topic sentence.
- 2.022** _____ Sometimes the main idea of a paragraph is not stated, but is inferred from the supporting details.
- 2.023** _____ Opinions are the same as statements of fact.



| New ways of gathering information in the 21st century

Gathering information. Gathering information is the second step in preparing a report. Once you know what kind of information you want, you must decide where to look for it. Places we look for information are called **sources**.

Encyclopedias and other books provide much information of general interest about common things. We learn about the newest ideas and inventions in newspapers and magazines, by radio, television, internet sources, and other electronic media.

Talking to people is another way of gathering information. The knowledge stored in the minds of men and women can be very valuable information. By asking people questions, you can understand specific information clearly. If you are blessed with a grandfather or grandmother who will share information with you, that is wonderful. Your parents, grandparents, teacher, and community friends are other people who can provide information.

When a report is about a plant or animal, you can gather information by making careful observations of the plant or animal, in addition to reading source materials and asking questions.

To gather information, do the following tasks.

ACTIVITY	SOURCE	PLACE OR PERSON
READ	books, encyclopedias, newspapers, magazines, computer, Internet	library, home
LISTEN OR WATCH	radio reports, television programs, podcasts, videos, people	library, home, community
OBSERVE	the things around you, the people who may be doing what you are interested in	nature, field trips
QUESTION	people who can answer questions about the specific information you want	parents, grandparents, friends, special people who are interested in your topic

Taking notes is an important part of gathering information. Using note cards to record what you learn is an easy way to keep the information organized. Use one card for each question from the list of things you want to learn.

Here is a way of organizing the information on the card.
Do not forget to write accurate information about the source.

TOPIC:	Stars
QUESTION:	How are stars helpful to people?
ANSWER:	Stars help people in at least three ways: 1. measuring time 2. telling direction 3. surveying streets, lots, and highways
SOURCE:	World Book Encyclopedia, vol. S, p. 660

LANGUAGE ARTS 505

STORY ELEMENTS

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Test	Pull-out at the back of the booklet



STORY ELEMENTS

People have been telling stories since the beginning of time. Today, we know many of the ancient stories as fairy tales. They exist in every culture all over the world. In the past, these stories were often told as cautionary tales.

For example, the European fairy tale “Little Red Riding Hood” often served as a warning that people are not always who they appear to be. Little Red Riding Hood believes the wolf is her grandmother and in the earliest version of the story, the wolf eats the grandmother and the little girl!

Even today, there are many places in the world where people can't read. They learn from the stories that are passed down through oral storytelling from grandparent to parent to child. Children are both taught and entertained through the stories they hear. Stories are told about brave deeds of fathers, mothers, grandfathers, grandmothers, and even great grandparents! These kinds of stories tell the history of a family, tribe, or country. Some stories even tell the history of the world.

Storytelling helps people remember their past. The stories not only entertain children but also provide guidance. They teach about what to do in different circumstances, such as when you are in danger. Storytelling is a powerful way that people have taught and continue to teach their children. Storytelling helps us know who we are.



Arthur and the Sword in the Stone

- 1 Merlin was the greatest of the magicians. It was only by Merlin's power that Uther won the lovely wife he wanted. It was by Merlin's power, so the tales were told, that Uther's son was protected and **nourished** during his childhood and youth. Many of the knights of King Uther would gladly have taken their **liege's** throne. To protect the baby Arthur, Merlin carried him away to the home of the good knight, Sir Ector. Along with Sir Ector's son Kay, Arthur was trained in all the knightly virtues. No one, not even Sir Ector, knew that the boy was King Uther's son. Arthur himself thought he was Sir Ector's blood son and Kay's true brother.
 
- 2 By the time Arthur had grown to be a tall, manly youth and was skilled in the use of **arms**, King Uther had long been dead. Much **wrangling** over his **successor** was being carried on by the knight, in spite of the fact that King Uther had declared on his death bed that his son Arthur was living and should be king.
- 3 At Christmastide, the Archbishop of Canterbury called together all the men-at-arms and the great ladies of the land. Merlin had declared that at Christmastide great wonders would be done. From all parts of the land came barons, knights, and ladies with long **retinues** of servants. Crowding into London, they gathered into the greatest church.
- 4 When the people came out of the service, a great marble stone had appeared in the churchyard. The stone was square, having in the **midst** of it an iron **anvil**, a foot high. A majestic sword protruded from the anvil. The **hilt** of the sword was **wondrously** decorated with jewels, gleaming in the sunlight. Around the sword, in letters of gold, was inscribed:

Whosoever pulleth this sword out of this stone and anvil is the true-born king of Britain.
- 5 At the sight of this marvel, the excitement of the crowd rose at once. For some time, everyone circled restlessly around the churchyard, wondering aloud what the words on the stone meant. Every man among them wanted to be the first to try to draw the sword from the anvil. For, since none was **excluded**, each hoped he might that day become the king of Britain.
- 6 At last, the Archbishop brought order to the crowd and arranged the men to try in turn. One after another, young and old men pulled their mightiest. None could **budge** the sword by so much as a fraction of an inch.

Improving Spelling and Handwriting

Some words that we use often in speech give us trouble when the time comes to spell them. The **ordinal** numbers are an example of this. In this section, you will learn to spell some of them, as well as some words that end in *-ism*. You will practice writing some difficult letters.

Spelling. Most ordinal numbers end in *-th*. Also, you must make changes to some of the **cardinal** numbers when adding the suffix *-th*.

For example:

CARDINAL NUMBER	CHANGE	ORDINAL NUMBER
four	none	fourth
five	fi + f	fifth
eight	eigh	eighth
nine	nin	ninth
twelve	twel + f	twelfth
twenty	twent + i + e	twentieth
forty	fort + i + e	fortieth
hundred	none	hundredth

The suffix *-less* can change nouns to adjectives. The meanings of the words can change because of adding the suffix *-less*. Study these words.

Notice some of the changes.

ROOT WORD	NEW WORD (ADJECTIVE)	MEANING WITH <i>-less</i>
care	careless	not careful with
hope	hopeless	desperate; without hope
thought	thoughtless	not caring; with thought
power	powerless	weak; without power
home	homeless	not having a home
pain	painless	not difficult; without pain
harm	harmless	safe; without harm
effort	effortless	not difficult; without effort
worth	worthless	having no value; without worth
breath	breathless	panting; without breath



Complete these activities. Nine dictionary definitions are given below. On the line in front of each definition, put the word from the preceding list that matches the definition.

2.30 _____ a piece of fake jewelry may be described as this

2.31 _____ not taking care of possessions

2.32 _____ a snake which is not poisonous might be described as this

2.33 _____ being exhausted after running a great distance may result in this

2.34 _____ lacking a place to live

2.35 _____ not having any strength

2.36 _____ not causing hurt

2.37 _____ not caring about the feelings of other people

2.38 _____ thinking that there will not be a positive result



LANGUAGE ARTS 505: TEST

Circle the correct form in each of these sentences and draw a line through the incorrect form (each answer, 2 points).

1. The book fell (off of / off) the shelf.
2. Daniel sits (beside / besides) Carter in class.
3. Mandy, Jenna, and Julia shared a pizza (among / between) the three of them.
4. Abby slept (fewer / less) hours than her baby sister Sarah.
5. Ben (can't hardly / can't) wait for his birthday.

Answer *true* or *false* (each answer, 2 points).

6. _____ A retinue is a group of attendants.
7. _____ Lineage means the length of something.
8. _____ A legend is the same as a fairy tale.
9. _____ Uther Pendragon was Arthur's father.
10. _____ Sir Ector raised Arthur.
11. _____ Merlin hid the baby Arthur.
12. _____ Sir Kay and Arthur pulled the sword from the stone.
13. _____ The use of dialogue in a story makes it more confusing.
14. _____ Words like *jousting*, *liege*, and *anvil* indicate the story was probably set in the distant past.
15. _____ A tournament is a form of government.

LANGUAGE ARTS 506

POETRY

Introduction | **3**

1. Story Poems 5

Reading Story Poems | **6**

Enjoying Poetry | **15**

Improving Spelling and Handwriting | **21**

Self Test 1 | **25**

2. Humorous Poems 29

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3. Inspirational Poems 47

Reading Inspirational Poems | **48**

Writing Poetry | **55**

Improving Spelling and Handwriting | **67**

Self Test 3 | **70**

Test | **Pull-out at the back of the booklet**



Enjoying Poetry

To fully enjoy poetry, you should read it aloud or listen to it read aloud. Of course, you need to know what the poem means. But you must also learn to hear its music, appreciate its language, and experience the poet's feelings. Poetry is similar to music in that way.

Rhythm. Every poem has rhythm. The rhythm of a poem is found in the beat, the **stress** or **emphasis**, you hear when the poem is read aloud. Sometimes the beat is very regular. Read these two lines, stressing the underlined syllables.

I saw a bird high in a tree,
The song it sang brought joy to me.

The rhythm is made by the stressed syllables. This is the beat. When the stressed or accented syllables are overstressed, the poem sounds "sing song" instead of rhythmical.

A rhythm that has a beat every other syllable is a fast rhythm. Tap this rhythm out softly—*ta da ta da ta da*. Do you hear a sound similar to horses galloping?

Say this poetic line with the fast rhythm: A large black horse came galloping.

Now, tap this rhythm out softly—*ta da ta da ta da*. What do you hear now—perhaps skipping feet? Say this poetic line with the fast rhythm: Little girls were skipping rope.

Rhythms that have several unstressed syllables between stressed syllables are slower. The words in these poems make the rhythm sound either happy or sad.

Tap this rhythm out softly—*ta da da ta da da ta da da*. Now, try this one—*ta da da ta da da ta da da*. Which of these two rhythms is brighter, lighter? Do you see how the rhythm helps to tell the feeling, or mood, of emotion?

Say this poetic line with the slower rhythm: On the first day of school in the fall.

Another kind of rhythm is called cadence. *Cadence* is a rhythmical pattern that is not completely regular. Cadence is equally as poetic and equally as pleasing as regular rhythm.

Read these lines of cadenced verse.

Small black cat on window sill
Purrs quietly.

The lines have cadence, but not regular rhythm. Yet both kinds of poetry have a kind of music you can hear.



| Black cat

Handwriting. Uniform slant for tall letters requires much practice. Keep your paper slanted. Keep your hand position correct. Keep your hand relaxed. Use the big muscle in your arm to move your hand.

The last letter looks lost.



1.91

Copy the words. Check your handwriting with the model. Copy the words again.



Teacher check:

Initials _____ Date _____



Ask your teacher to give you a practice spelling test of Spelling Words- 1.

Restudy the words you missed.



Review the material in this section to prepare for the Self Test. The Self Test will check your understanding of this section. Any items you miss on this test will show you what areas you will need to restudy in order to prepare for the unit test.



Write the letter of the correct answer in the blank.

- 2.24** In this poem, *anon* means _____.
 a. anonymous b. at once c. briefly
- 2.25** In this poem, *housekeeping* means _____.
 a. cleaning house b. renting houses c. rich living
- 2.26** *Fortnight* means _____.
 a. two weeks
 b. forty days and nights
 c. forty nights
- 2.27** *Forfeit* means _____.
 a. four feet
 b. the right to something is lost
 c. fortify
- 2.28** *Sumptuous* means _____.
 a. very grand
 b. very long
 c. belonging to an abbot



In addition to symbolism, figures of speech, and the sounds of words, poets use other devices. Descriptive adjectives, strong verbs, and beautiful words help to make good poetry, as well as good prose. These devices are all useful in making other people see what you see and feel what you feel. None of these devices, however, take the place of an honest sharing of feelings. Poetic devices help you say what you want to say, but you must be honest.

Poetic forms. In Language Arts 502, you studied the Diamante (diamond shaped) form of poetry. You will now add to that by studying these forms: pen picture, rhymed couplet, rhymed **quatrain**, and free verse.

The pen picture is very short; only one stanza of three lines. Each line is a metaphor that describes the thing named by the title.



Lightning

by S. Reemtsma

Sudden shocking sky-filled webs;
Jagged zigzags;
White hot spears.



Complete these activities.

- 3.42** Write several pen pictures on a separate paper. Choose the best ones for your poetry booklet.
- 3.43** Write a rhymed **couplet**. The rhythm, *ta da, ta da, ta da, ta da*, will be the easiest to work with, but you may choose another if you wish. You may use one of the pairs of rhyming words from the following list, or make up a pair of your own. Write several couplets if you can, using separate paper. Read them to several people and let them help you choose the best. Save the best for your booklet of poetry.

LANGUAGE ARTS 507

WORD USAGE

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Writing Personal Reactions | **21**

Spelling and Handwriting | **23**

Self Test 1 | **28**

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Reviewing Nouns | **33**

Spelling and Handwriting | **44**

Self Test 2 | **49**

3. Analyze Storytelling 52

Story Elements | **58**

Spelling and Handwriting | **68**

Self Test 3 | **73**

4. Using Adjectives 78

Reviewing Adjectives | **78**

Spelling and Handwriting | **86**

Self Test 4 | **90**

Test | **Pull-out at the back of the booklet**





Reading from *Gulliver's Travels*. Jonathan Swift (1667-1775) wrote an interesting book called, *Gulliver's Travels* (1735). In the story, Lemuel Gulliver leaves England to become a ship's doctor. However, on one **voyage**, Gulliver is shipwrecked in the South Seas. Everyone is lost but Gulliver, who swims to an unknown shore.

You will read how Gulliver awoke to find himself in a very strange land. Try to imagine each thing that happens to Gulliver as you read it.

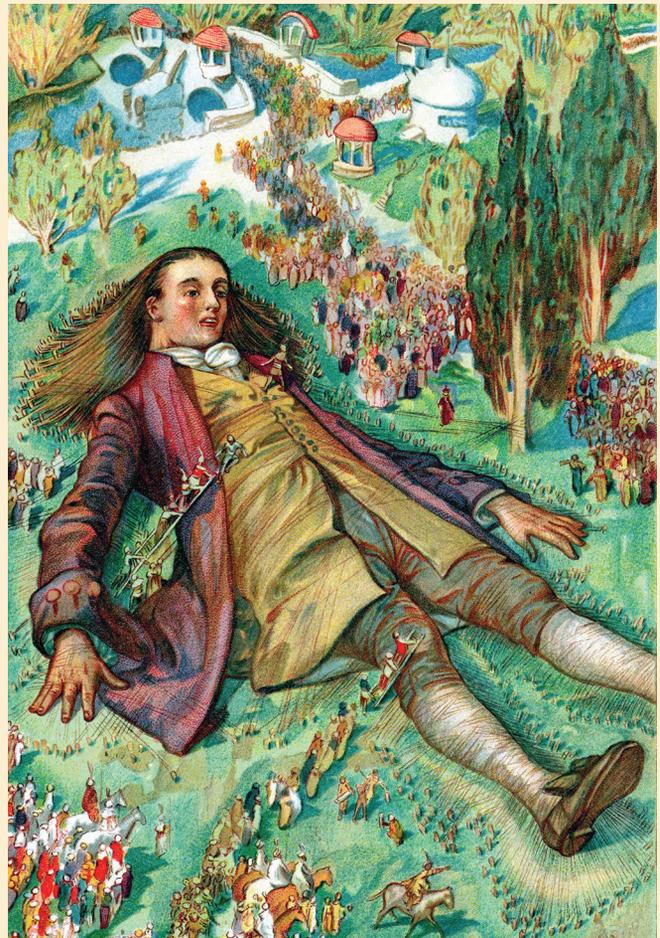
A Voyage to Lilliput

by Jonathan Swift (retold by Sandra Stone)

I must have been sleeping for nine hours. When I awoke, it was daylight and I was laying on very short, soft grass. I tried to get up, but could not. My arms and legs were tied to the ground. My long, thick hair was also tied down. I was unable to move, and I could only look up. The hot, bright sun began to hurt my eyes.

Then I heard some noise around me, but could not see anything other than sky. Suddenly, I felt something alive on my left leg. It climbed gently over my chest and up to my chin. I turned my eyes down to see what it could be. To my amazement, I **perceived** it to be a human creature, not quite six inches tall! In his hand he carried a bow and arrow.

Meanwhile, I could feel many more following the first one; about forty of them, I later learned. I was so astonished, I roared loudly, and they all retreated in fear. Later, I was told some of them got hurt when they jumped to the ground.



Soon the little creatures returned, and one **ventured** all the way up to see my face. In great admiration he lifted up his hands and cried in a **shrill** voice, "*Hekinah degull!*" The others repeated the same strange words.

As you can imagine, I was very uneasy and finally struggled to get loose. I **wrenched** out the pegs that held my left arm to the ground. With a hard pull, I also loosened the strings that tied my hair down on the left side, but it hurt me terribly. Now I was able to move my head about two inches.

Spelling and Handwriting

Now you will learn to spell homonyms that have a long /ī/ sound. You will also practice some difficult letter combinations in handwriting.

Spelling. *Homonyms* are words that sound alike, but have different spellings and meanings. It is important to spell homonym words correctly or the reader may have difficulty understanding what you write.



Look at the homonym words *sail* and *sale*.

A *sail* belongs on a boat.

A *sale* is a bargain at a store.

"There is a *sail* on vegetables this week." This sentence does not make sense because the wrong word was used. It should read, "There is a *sale* on vegetables this week."

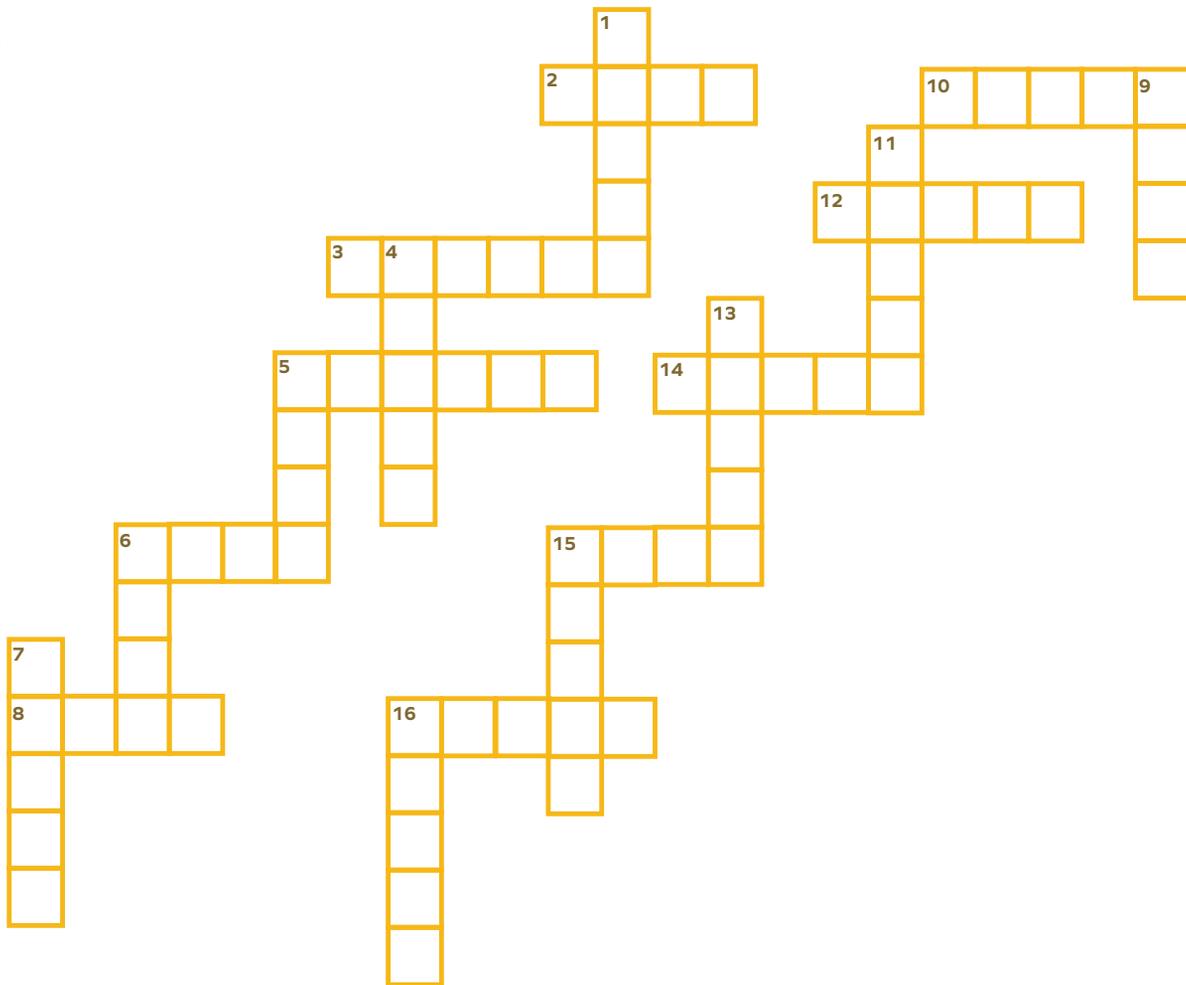




Complete the crossword puzzle with your spelling words.

You may use your dictionary.

1.51



Down

1. Act of seeing
4. Darkness
5. To employ
6. Image
7. Passageway
9. Amount of space a thing takes up
11. Reward
13. Looked into; raised with force
15. Made to pay money as punishment
16. Person underage

Across

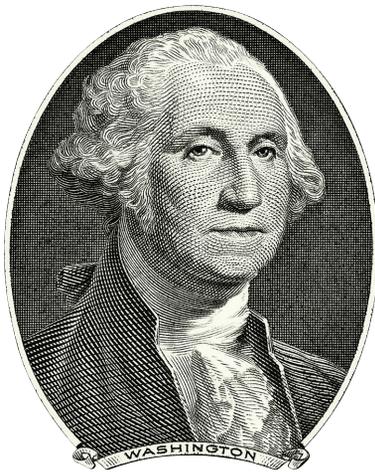
2. Quote; refer to
3. Title of honor
5. Taller
6. Not doing anything
8. Island
10. Deep breathing
12. Looks into; raises with force
14. High opinion of one's self
15. To discover
16. Works in mines



Complete these sentences with a common noun.

- 2.2 The unfriendly _____ closed the door.
- 2.3 The _____ made a crashing noise in the woods.
- 2.4 The hungry _____ searched the forest for food.
- 2.5 She visited a(n) _____ to learn how the mail is sorted.
- 2.6 Kevin sings in the choir at _____.
- 2.7 The _____ cleans our classroom each day.
- 2.8 His friend traded a(n) _____ for his radio.
- 2.9 The farmer planted _____ in his field.
- 2.10 A(n) _____ flew through the clouds.
- 2.11 The boys loaded the _____ into the car.

Proper nouns are specific, or particular names for people, places, or things. We show proper nouns by capitalizing them. Proper nouns are always capitalized.



| George Washington



| California



| Independence Day

We capitalize proper nouns, such as people's names, names for holidays, states and countries, titles, and names of special places and things.

LANGUAGE ARTS 508

ALL ABOUT VERBS

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Test	Pull-out at the back of the booklet



- c. Put the pictures on the board.
- d. Ask your classmates to write verbs that express the actions in the pictures and put the words under the pictures.

VERBS ARE ACTION WORDS



waiting

crying

helping

laughing

walking

running



Teacher check:

Initials _____ Date _____



Think about verbs you could add to complete this sentence: A good friend will...

- | | |
|---|--|
| <p>1.19 _____ the truth</p> <p>1.21 _____ if a friend is in trouble.</p> <p>1.23 _____ their toys.</p> <p>1.25 _____ about their friend.</p> <p>1.27 _____ spending time together.</p> | <p>1.20 _____ when a friend wants to talk.</p> <p>1.22 _____ to a grown up if their friend is in trouble.</p> <p>1.24 _____ their friend's games too sometimes.</p> <p>1.26 _____ their friend up when they are sad.</p> |
|---|--|

Handwriting. In this unit, you are practicing to improve the slant of your handwriting. In Section 1 you practiced the straight line strokes. You will want to look back at the illustration to see how you should be slanting your paper. Are you remembering to pull the straight lines downward toward the midsection of your body?



Complete these handwriting activities.

2.51

Copy the model letters. Your letters will look like the models when you have the right slant and are using straight lines for downward strokes. Does your writing look like this?



2.52

Copy the model words.

package

poundage

voyage

baggage

Showing Comparison with Adverbs

You can see differences all around you. Almost everything you see has degrees of difference. Adverbs can help you describe things by using degrees of **comparison**.

Pretend you are sent out to cut down a tree for firewood. "Get a tall tree," your mother had said as you left the house. Those words are important as you now carefully examine the trees. You notice that all the trees are tall. Some trees are taller than others and one tree is the tallest of them all. Mother's words are forcing you to make a comparison. Tall comes in degrees when you compare. The degrees of tall are *tall*, *taller*, and *tallest*. These words are defined as degrees of comparison.

You have learned that degrees of comparison are used when adjectives describe nouns. Degrees of comparison are also used when adverbs show comparison. The degrees of comparison have names you can learn to use. The chart will teach you the name of the degree of comparison and the suffix used to make a word show the degree of comparison.



| Tall, taller, or tallest?



Use the formula to change nouns into adjectives.

NOUN plus (Spelling change) plus (Suffix) = ADJECTIVE

clerk minus *k* plus *-ic* plus *-al* = clerical

- 3.77 comic plus *-al* = _____
- 3.78 music plus *-al* = _____
- 3.79 electric plus *-al* = _____
- 3.80 editor plus *-ial* = _____
- 3.81 finance minus *e* plus *-ial* = _____
- 3.82 congress plus *-ion* plus *-al* = _____
- 3.83 race minus *e* plus *-ial* = _____
- 3.84 intellect plus *-ual* = _____
- 3.85 contract plus *-ual* = _____
- 3.86 fact plus *-ual* = _____
- 3.87 event plus *-ual* = _____
- 3.88 bury minus *y* plus *-ial* = _____
- 3.89 commerce minus *e* plus *-ial* = _____
- 3.90 industry minus *y* plus *-ial* = _____
- 3.91 president plus *-ial* = _____



Using the spelling words as adjectives, fill in the blank lines.

- 3.92 _____ duties included filing and bookkeeping.
- 3.93 _____ instruments were on the shelf in the music room.
- 3.94 _____ stories made the class laugh.
- 3.95 A(n) _____ wire burned out, causing the disastrous fire.
- 3.96 _____ arrangements were made to pay for a return trip.
- 3.97 An author can write a(n) _____ review of the latest news.
- 3.98 The _____ Record is printed daily.
- 3.99 There are many _____ problems in our world, like discrimination.

LANGUAGE ARTS 509

READING FLUENCY

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Writing a Report with Fact and Opinion	59
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Test | **Pull-out at the back of the booklet**



Fill in the blank.

- 1.6 A group of countless stars is a(n) _____.
- 1.7 To understand is to _____.
- 1.8 Facts or proof of something is _____.



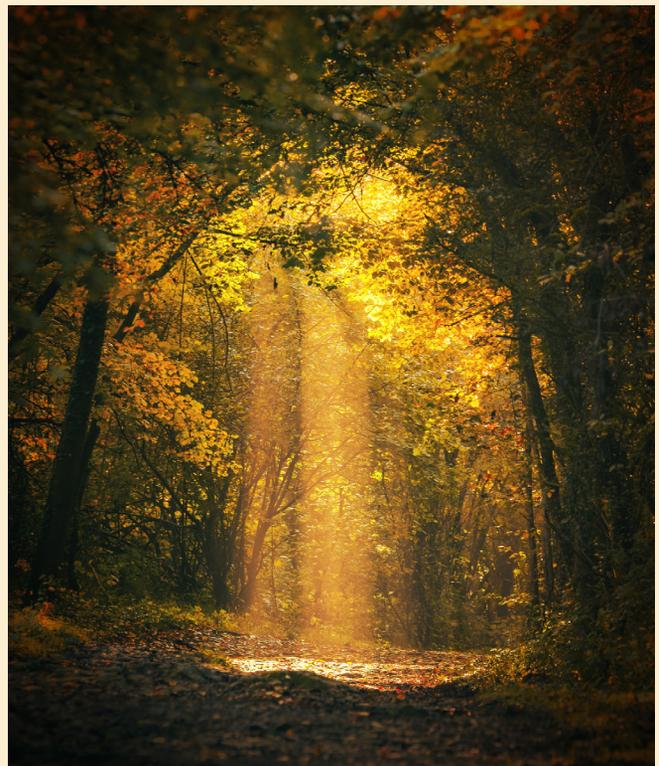
Look at the passage from the poem “Autumn Days” by William McKendree Carleton. What type of expression do you think is appropriate for this passage?



Autumn Days

Yellow, mellow, ripened days,
 Sheltered in a golden coating;
 O'er the dreamy, listless haze,
 White and dainty cloudlets floating;
 Winking at the blushing trees,
 And the sombre, furrowed fallow;
 Smiling at the airy ease
 Of the southward-flying swallow.
 Sweet and smiling are thy ways,
 Beauteous, golden, Autumn days!

Shivering, quivering, tearful days,
 Fretfully and sadly weeping;
 Dreading still, with anxious gaze,
 Icy fetters round thee creeping;
 O'er the cheerless, withered plain,
 Woefully and hoarsely calling;
 Pelting hail and drenching rain
 On thy scanty vestments falling.
 Sad and mournful are thy ways,
 Grieving, wailing, Autumn days!



The Milky Way

Thousands of years ago, humans tried to count the stars. The scientist Ptolemy counted 1,056 stars. Another man, Tycho Brahe, counted 777 stars. Kepler counted 1,005. Each man thought he had fully determined the number of the stars. With the invention of the telescope in the seventeenth century, people soon learned there were many more than a thousand stars.

On a clear night, you may be able to see two thousand or three thousand stars, but well over a hundred billion stars are now known to be in our own galaxy. Yet our galaxy is not the only one in our universe. Powerful telescopes have shown evidence of millions of galaxies in space. Each galaxy contains billions of stars. Many astronomers are now agreeing that numbering the stars is not humanly possible.

Scan the text, “The Milky Way,” and then circle the general content of the text (this answer, 2 points).

- 1.033** telescope’s invention how to count stars
 our galaxy, the Milky Way people who counted stars

Skim the passage and write the correct answer to each question (each answer, 2 points).

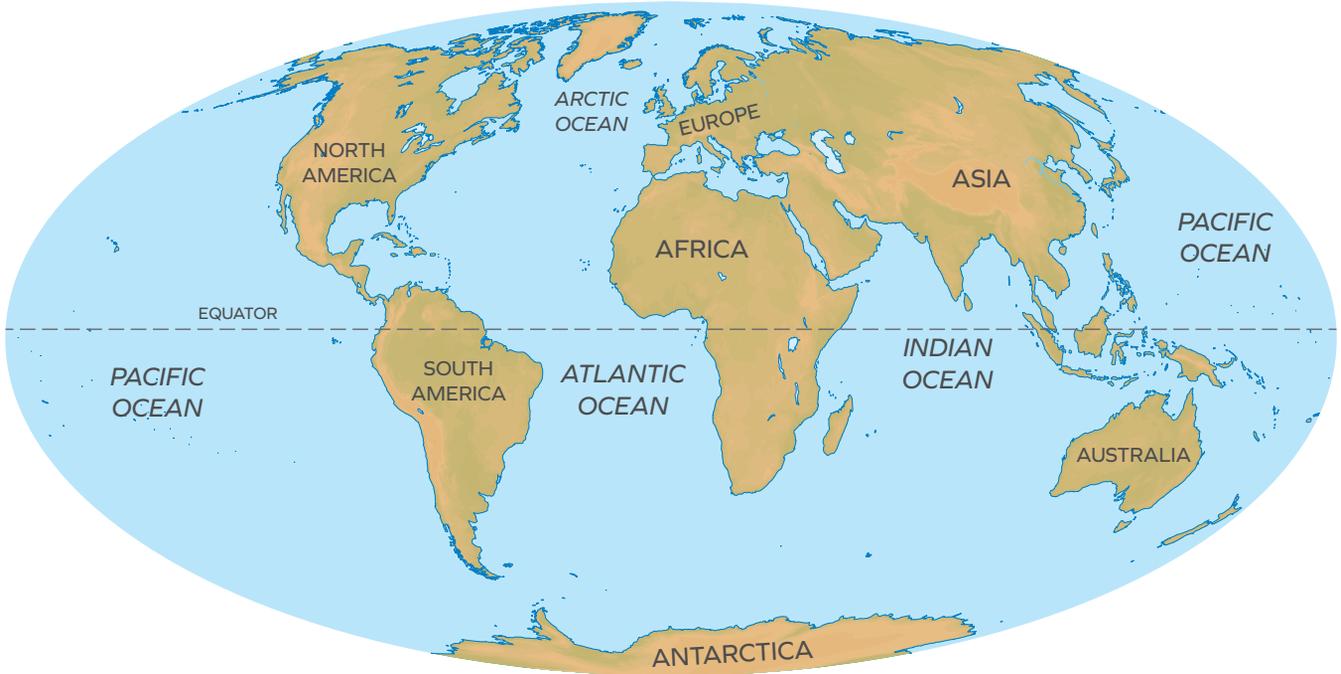
- 1.034** How many stars are in our galaxy? _____
- 1.035** In what century was the telescope invented? _____
- 1.036** Powerful telescopes have shown evidence of how many galaxies?

- 1.037** What are many astronomers now in agreement about? _____

- 1.038** A group of countless stars is a(n) _____ .

Read the text, “The Milky Way,” slowly for details and write the letter of the correct answer on the line (this answer, 2 points).

- 1.039** How many stars did Ptolemy count? _____
 a. billions
 b. 2,000
 c. 1,056



| World map



Study the world map and answer these questions.

2.1 Is Australia located below the equator? _____

2.2 What oceans border Australia?

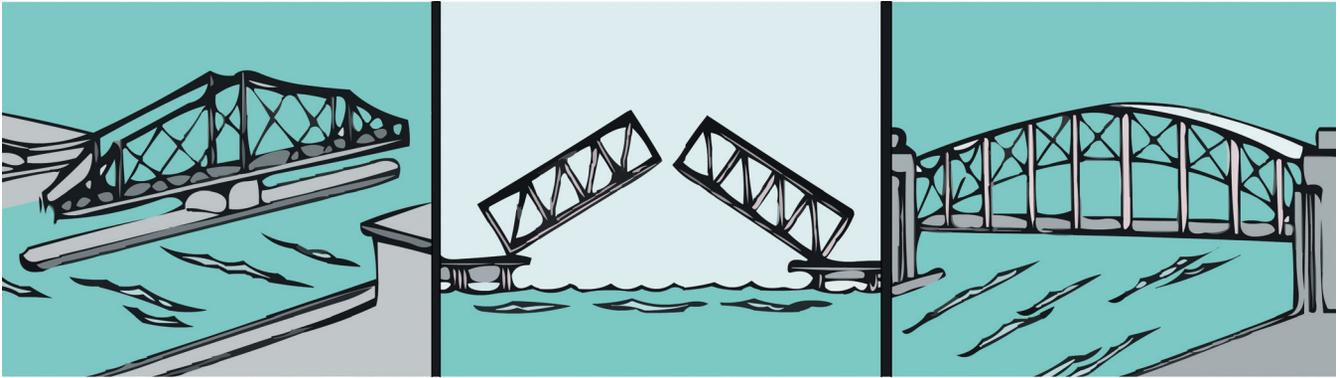
a. _____

b. _____

2.3 Do you think the flight from the United States would be long or short?

2.4 Describe the continent of Australia in comparison to the continent of Asia.

Captions often accompany illustrations. Captions are short explanations, usually under the illustration, to help you understand the illustration. Sometimes a caption may be just the title of the illustration.



Swinging drawbridges swing sideways to let a ship pass.

Bascule bridges tilt up to let ships pass.

Some bridges are built high so they do not have to be moved.



Use the illustrations and captions to answer these questions.

2.21 Could you tell what kind of bridges these were without the captions?

2.22 What is the name given to bridges that tilt? _____

2.23 Does the illustration help you understand what a swinging drawbridge looks like?

Outlining. You have already learned the important skills of scanning, skimming, reading slowly for details, and using graphic aids. All these skills will help you gain information from reading material.

Outlining is another important skill. When you organize the important facts of an article into an outline, it helps you remember what you have read.

A Nonfiction Story about African Americans in Colonial Williamsburg

Before you read the article, ask yourself what you already know about the topic. And what do you think you will learn about after reading this passage?

You will see the following words within the text. Read these over before you skim the text. In nonfiction, the text will sometimes have a list of important terms to know.

To start, skim the text to determine the main topic of the text. Pay close attention to the title and any words in bold. This is called previewing the text. In text with pictures, charts, and other graphics, you can look at these when you preview a text.



African Americans in Colonial Williamsburg

by Leslie Anderson Morales

If you visited Williamsburg in 1775, you would have seen African Americans everywhere you looked. Some were free, but most were slaves.

Most of the slaves in eighteenth-century Virginia were the children and grandchildren of people kidnapped from villages in West Africa. Slave traders bought these men, women, and children in African ports. Then they took them to the New World (Colonial America).

If the Africans lived through the ocean crossing, they were sold like animals at a **colonial** slave market. By the 1770s, about half of the people in Williamsburg were of African **heritage**.

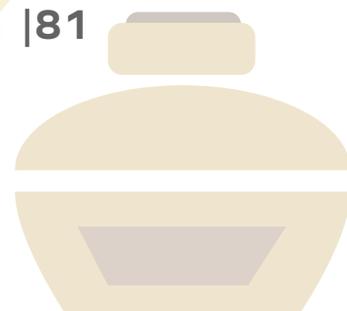
Slaves and free blacks were important to the life of the town. African-American men groomed horses and chopped wood. They built buildings, carted goods, and made wheels.



LANGUAGE ARTS 510

STORY ELEMENTS AND POETRY REVIEW

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3. Writing Skills	69
Using Reading Skills	70
Recognizing and Writing Sentences	77
Writing Dialogue and a Personal Reaction	81
Spelling and Handwriting	83
Self Test 3	89
Test	Pull-out at the back of the booklet



Poetry is another type of literature. You learned in Language Arts 506 that poetry expresses strong feelings in a few words. The language and rhythm of poetry help create emotion. Every poem must have rhythm. The rhythm of a poem is found in a beat or **stress** that is heard when the poem is read aloud. Rhythm is made by stressed syllables. Listen for the stressed syllables in this example.

Example: *We're sharing the garden,
As friends often do.*

Another kind of rhythm is **cadence**. It is a rhythmical pattern that is not completely regular.

Example: *Delicate clover and feathery wild carrot
Cheerfully nod.*

Both kinds of rhythm have a kind of music you can hear if you try.

Here is an example of a poem that rhymes. The rhyming words are in italics.

Example: A tired caterpillar went to sleep one *day*,
In a snug little cradle of silken *gray*.

You have also learned that poetry uses devices such as **metaphor**, **simile**, repetition of sounds, imitation of sounds, **personification**, and **symbolism**.

A *metaphor* compares two things. It calls one thing by another name in order to show it is like the other thing. It does *not* use the words like or as.

Example: The pilot was an eagle soaring alone.

A *simile* is a phrase that compares one thing to another but uses the words *like* or *as*.

Example: as hungry as a bear
waking up in late winter

Alliteration is a repetition of the beginning sound of words (like the s sound).

Example: A silly snake sadly sat.

Imitation of sounds is a device that makes poetry lively. This official name for this device is *onomatopoeia*, but you will not be expected to remember this term until middle school.

Example: buzz of a bee



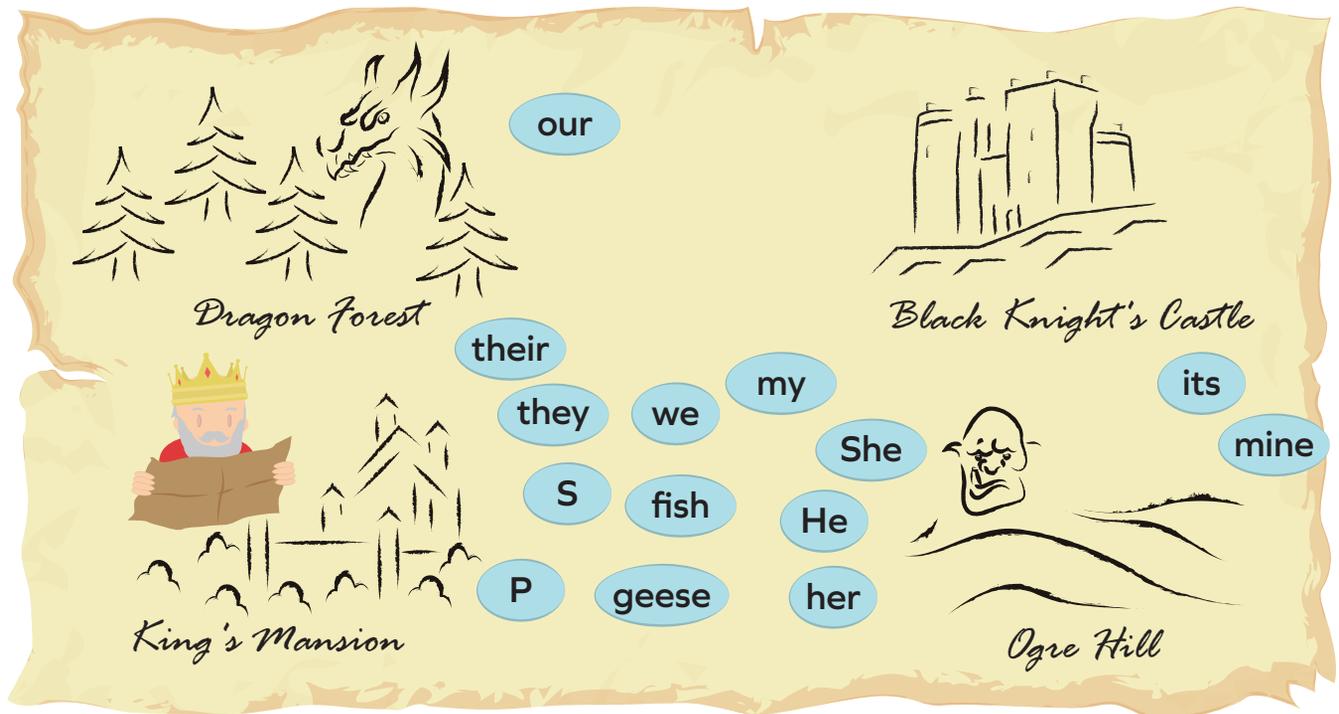
| Trevor was as hungry as a bear!

Using Nouns and Adjectives

As you review your study of nouns and adjectives, you will also solve a mystery.



King Milford received a note from his favorite squire. Alas! The note was torn. However, clues to the squire's whereabouts are circled and numbered in this section. Find the six clues and trace the path from the king's mansion to the place the squire is being held captive.



Possessive nouns show ownership. Review these three rules for changing nouns to possessive nouns.

1. If the noun is singular, always add 's.

Example: elephant elephant's trunk

2. If the noun is plural already and ends in s, just add an apostrophe (').

Example: two boys two boys' car

3. If a plural noun does not end in s, then add 's.

Example: the children the children's toys



Write the possessive noun of these singular and plural nouns.

- | | | |
|-------------|---------|-------|
| 1.73 | men | _____ |
| 1.74 | oxen | _____ |
| 1.75 | kittens | _____ |
| 1.76 | train | _____ |
| 1.77 | traders | _____ |
| 1.78 | lion | _____ |



| The dragon's treasure



Complete the sentences using the positive, comparative, and superlative forms of these adverbs.

well

better

best

- 2.79 Jane reads _____ . (positive)
 2.80 Sally reads _____ . (comparative)
 2.81 Peggy reads _____ . ⑤ (superlative)

Negative adverbs express negative meanings. The following words are **negative** adverbs.

hardly

scarcely

barely

nothing

none

never

no

only

but

nobody



Choose a negative adverb from the list to complete each sentence.

- 2.82 We have _____ used all our allotted supplies.
 2.83 The dog _____ touched his dinner.
 2.84 You can _____ blame them for being frightened.

Don't forget about King Milford. Did you help him find the right path?

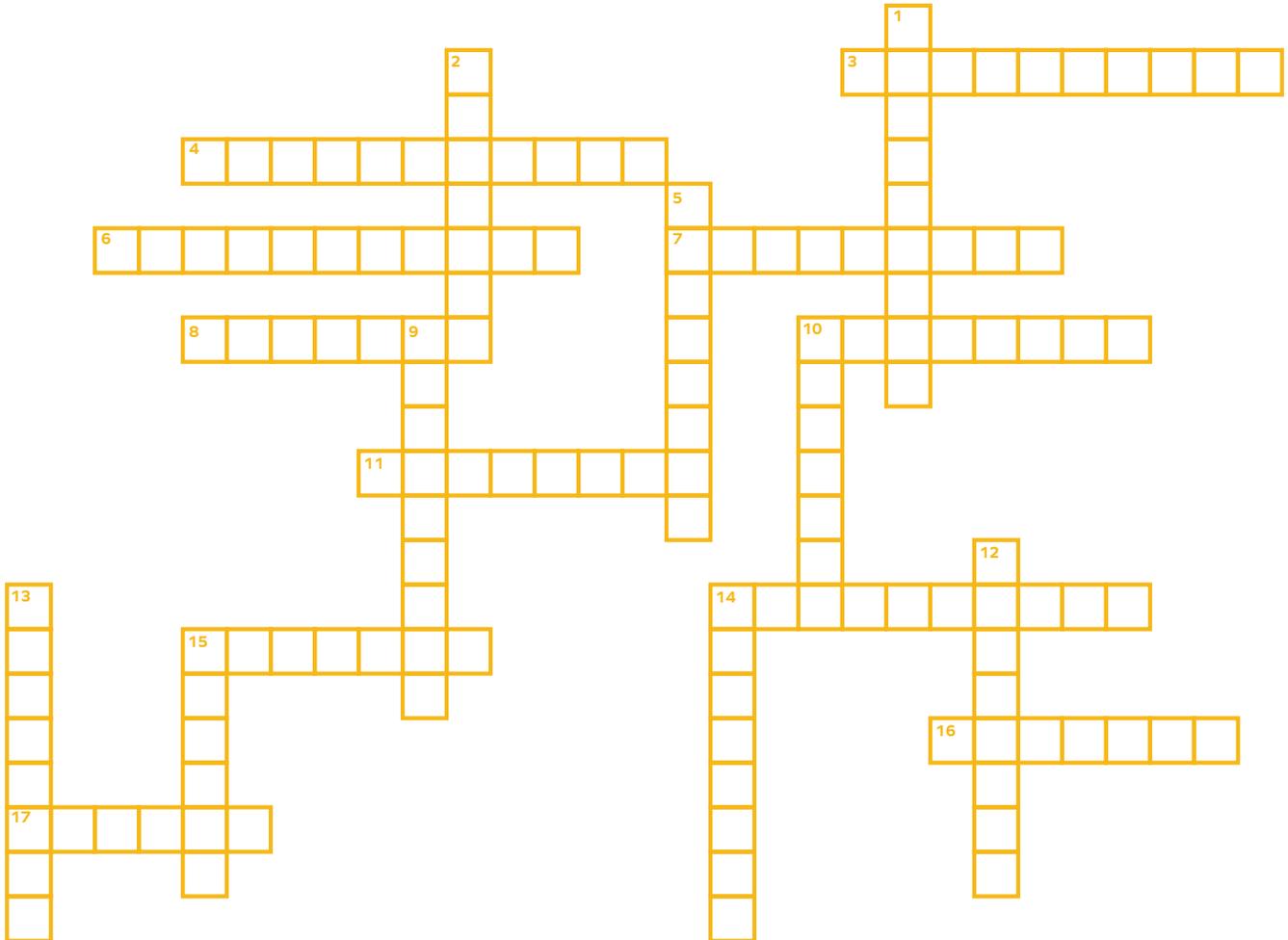




Solve the crossword puzzle.

2.89

Use Review Words 505.



Across

- 3. work
- 4. a tendency to care too much for material things
- 6. devotion to the United States
- 7. pleasure
- 8. great courage
- 10. meet face to face
- 11. without help
- 14. central characters who are not usual heroes
- 15. without sense
- 16. list of items or events
- 17. next after seventh

Down

- 1. great surprise
- 2. thoughts and actions based on realities alone
- 5. uneasy
- 9. person who knows much about science
- 10. words directly before or after a word or sentence that influence its meaning
- 12. moving forward
- 13. next after thirty-ninth
- 14. a remedy
- 15. next after third



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