

## Poem

Practice reading this poem to a partner.

### Native American Voice

by Courtney Ticsay

The beautiful land of our people  
 Stretches far and wide, far and wide.  
 We travel over it,  
 Making faint footprints  
 In winter snow and spring mud.

Across the wide land of our people  
 We hunt and fish. Our dwelling places  
 We create from Earth,  
 Protecting ourselves from enemies, wind,  
 And even wild animals.

My small life is part of the whole:  
 I am in constant communion with the Great Spirit.  
 Nature fills my dreams and days,  
 And as I grow older, I better understand  
 Brotherhood and the whisperings of the land.

Through good times and lean, my people survive,  
 Because of our love for the land.  
 Because we respect and cherish our place in nature,  
 Respect and cherish the living things around us,  
 Respect and cherish the beautiful land of our people.



Did you read the poem with fluency? Use the form on the next page to evaluate yourself and your partner.

## Reading Response Form

**A** On a scale of 1 to 5, rate yourself and your partner. Do this for the first reading and final reading, at least. On a scale of 1 to 5, 5 is considered outstanding, 3 is good, and 1 is average.

- 1.** Did I ...
- Read the words correctly?
  - Read at a good pace?
  - Read with expression?
  - Read clearly for my audience?

First Reading	Second Reading	Final Reading

- 2.** Did my partner ...
- Read the words correctly?
  - Read at a good pace?
  - Read with expression?
  - Read clearly for the audience?

First Reading	Second Reading	Final Reading

**B** After the first reading, share with your partner how you thought he or she read, and offer suggestions for improvement.

**C** After the final reading, answer the following questions for yourself.

- 1.** What did I do well?
- First Reading \_\_\_\_\_
- Second Reading \_\_\_\_\_
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## Prefixes *co-*, *col-*, *com-*, *con-*, and *syn-*

By learning common roots and **prefixes**, you can figure out the meanings of new and unfamiliar words.

The following prefixes mean “with” or “together.”

**co-, col-, com-, con-, syn-**

- *con-* means “with” or “together”
- *verge* means “edge, margin, or border”
- *converge* means “to come together from different directions (edges or borders)” or “to meet”

Choose a word from the word bank that matches a definition below. Use your knowledge of the prefixes. You may use a dictionary for help.

co-own

convene

collect

compress

synthesis

co-manage

compound

collide

synopsis

1. Combining elements of separate material  
synthesis
2. To gather \_\_\_\_\_
3. To own jointly with someone else \_\_\_\_\_
4. Substance made or formed by combining parts \_\_\_\_\_
5. A summary of the plot of a story or book \_\_\_\_\_
6. To press together \_\_\_\_\_
7. To lead or supervise together \_\_\_\_\_
8. To come together, assemble \_\_\_\_\_
9. To come together at impact \_\_\_\_\_

## Letter

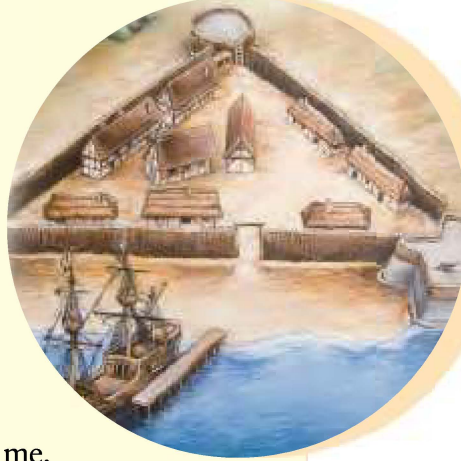
Practice reading the letter to a partner.

### Letter from an Indentured Servant

Adapted from a letter by  
Richard Frethorne

Virginia, 1623

Loving and Kind  
Father and Mother,



There is nothing here to comfort me. Since I left the ship, all I have eaten is watery porridge and peas. There is not enough meat or poultry to be had; I haven't seen any deer around, and I am working too hard to hunt for fowl. Early until late I work and work, awarded for my labor with yet more porridge. Four men have to share a meager serving of bread, so it's little wonder that so many have fallen ill.

Not only am I hungry, but I also have hardly any clothing. My cloak was even stolen by a man whom I believe sold it for food. Fortunately, Mr. Jackson in Jamestown is kind to me and has given me some fish, but I am still miserable and hungry. I want nothing more than to go home.

I do beg you, good Father, to release me from my great grief. I know you would cry if you saw my pathetic state. Give my love to all my friends and family. The answer to this letter will mean life or death for me; please, Father, send for me as soon as possible.

Richard

Did you read the letter with fluency? Use the form on the next page to evaluate yourself and your partner.

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## Contractions

**Contractions** are made up of two words. The contraction has the same meaning as the original words.

When combining words to form a contraction, replace one or more of the letters with an apostrophe.

- I will = I'll
- she will = she'll
- you are = you're

**A** Write the correct contraction on the line. Circle the letter or letters in each example that you left out when you formed the contraction. The first one has been done for you.

1. they will *they'll* \_\_\_\_\_
2. he is \_\_\_\_\_
3. we are \_\_\_\_\_
4. he will \_\_\_\_\_
5. they are \_\_\_\_\_
6. we will \_\_\_\_\_
7. she is \_\_\_\_\_
8. I am \_\_\_\_\_

**B** Write the two words that make up the contractions below.

1. who's \_\_\_\_\_
2. it's \_\_\_\_\_
3. you'll \_\_\_\_\_
4. it'll \_\_\_\_\_
5. there's \_\_\_\_\_

## Main and Helping Verbs

**Main verbs** express the action of a sentence.

Michael **plays** basketball with Roger and Alice.

**Helping verbs** can be used to change the tense of a verb.

Michael **will play** basketball with Roger and Alice.

The most common helping verbs are forms of the verbs *be*, *do*, and *have*.

Michael **has played** before. I **am playing** for the first time.

Choose a helping verb from the word bank below to complete each sentence. Circle the main verbs. The first one is done for you.

am	is	are	was	were
have	has	had	will	did

- The children are or were going to school today.
- We \_\_\_\_\_ eat lunch later today than usual.
- New reading books \_\_\_\_\_ given out late in the day.
- Older students \_\_\_\_\_ read that book already.
- A teacher \_\_\_\_\_ assigning seats right now.
- I \_\_\_\_\_ applying to be a hall monitor for the rest of the year.
- James \_\_\_\_\_ aid me with my homework last night.
- Roberta \_\_\_\_\_ diced all the onions.
- Fred \_\_\_\_\_ paid for the tickets on the first night of the sale.
- The Clarks \_\_\_\_\_ flying to Mexico.

## Action and Linking Verbs

How do you know an **action verb** from a **linking verb**? Consider this dialogue.

**Doug:** Andre, when you **act** silly, I **laugh** so loud our teacher **watches** us!

**Andre:** I **am** happy that I **seem** funny to you, but I **will be** quieter in the future.

- Ask yourself which of the highlighted verbs show action. Can you *act*, *laugh*, and *watch*? If you can *do* it, then it is an action verb.
- Which of the highlighted verbs link subjects to more information about the subjects? *Am*, *seem*, and *will be* do not describe an action. However, these linking verbs do connect the subject, *I*, to descriptions of the subject—*happy*, *funny*, *quieter*.

**A** Underline the verb in each sentence and write whether it is an *action* or *linking verb* on the line.

1. Allison shops for clothes at the mall. \_\_\_\_\_
2. The soup was delicious. \_\_\_\_\_
3. Raul tasted the salty pretzel. \_\_\_\_\_
4. The mail has been late all week. \_\_\_\_\_
5. That farmer grows wheat taller each year. \_\_\_\_\_
6. She is tired of video games. \_\_\_\_\_
7. This game seems too childish. \_\_\_\_\_

**B** Write three sentences on the lines below. Circle any action verbs in your sentences and underline any linking verbs.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



## Interview

Practice reading this interview to a partner.

### Handy Betty

**REPORTER:** We are here today in Minnesota to learn about the Betsy Hager Chapter of the Patriots from the American Revolution. Lorna Johnson is going to tell us why this is known as the Betsy Hager Chapter.

**LORNA:** Elizabeth Hager was a true patriot from the time of the Revolution. She was born in Boston in 1750, and people called her “Handy Betty” or “Betsy the Blacksmith.”

**REPORTER:** Are you saying she was good with tools?

**LORNA:** She often made things from iron and wood.

**REPORTER:** How did she gain those skills?

**LORNA:** Betsy worked for a farmer. Later she worked for Samuel Leverett, a blacksmith and outspoken patriot. They would secretly repair old weapons and donate them to the soldiers.

**REPORTER:** Why did the pair have to work in secret?

**LORNA:** Because making weapons for fighting against the British government was illegal! During the Battle of Concord the British abandoned six cannons. Betsy found them, and she and Samuel fixed them and gave them to the American soldiers. Because of these actions, our chapter of the Patriots from the American Revolution considers Betsy a hero.



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