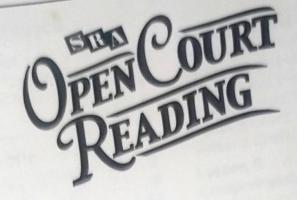


Reteach





Reteach

Level 6 Workbook





GIFT OF THE ASIA FOUNDATION NOT FOR RE-SALE

QUÀ TẶNG CỦA QUỸ CHÂU Á KHÔNG ĐƯỢC BÁN LẠI



Columbus, Ohio

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Author's Purpose

Focus

Authors have different purposes, or reasons, for writing.

- Authors write to inform the reader or to explain something.
- Authors write to **entertain** the reader.
- Authors write to **persuade** the reader about something.
- ► Sometimes authors have more than one purpose for writing.

Guided Practice

For each of the following sentences, decide the author's purpose.

- Write A if the author's purpose is to inform or explain.
- Write B if the purpose is to entertain.

-	TT11	C11 1 111		1 - C 41	
1.	The night was	filled with	the frightening	sounds of the	unknown.

- A porcupine's quills can cause burning pain and even infection.
- The first rule of survival in the wilderness is to think fast.
- _____ 4. He had been alone for days now, and his only thought now was to survive and get home, no matter what.
- _____ 5. In order to make a fire, one needs fuel and oxygen.
- _____ 6. Campers should always make sure that campfires are completely out before leaving the campsite.
- 7. The fire moved and danced like a living thing.
- ______ 8. The thought of seeing his friends and his family filled him with new hope.
- 9. A person who knows which plants and roots are edible can survive in the wilderness for a very long time.
- _____ 10. The fire would keep the porcupine from coming through the door again.

UNIT I

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For each title below, write explain author's purpose.	in, entertain, or persuade to identify the		
Lear	n to Knit in Five Easy Steps		
Why	Why You Should Own a Dog		
The	The Island of Doom		
A Be	eginner's Guide to Astronomy		
Independent Practice	Write a paragraph that either entertains, explains, or persuades. You can use the following for ideas for your paragraph, or use a topic of your own.		
Adventures in Outer Space			
► How to Make the Perfect Sandwich			
▶ Why Cats Are Better Than Dogs/Why	y Dogs Are Better Than Cats		
Keep in mind that:			
To entertain, authors use vivid detail	ls and interesting situations.		
To explain or inform, authors give in	nformation.		
To persuade, authors give reasons to	o convince the reader.		

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▶ Short-Vowel Sounds

The short vowel sound can be spelled in the following ways.

- The short a can be spelled a: establish;
- The short e can be spelled e: athletic;
- The short i can be spelled *i: shipwreck*;
- The short o can be spelled o: object;
- The short u can be spelled u: publish.

Visualization Strategy Complete each spelling word by adding the correct short-vowel sound.

withstand	rapid	mathematics	ancestor	accent
athletic	significant	possible	establish	publish

- 1. sign_ficant _____
- 2. mathem_tics _____
- 3. _ncestor _____
- 4. withst_nd _____
- 5. p_ssible _____
- 6. athl_tic _____
- 7. p_blish _____
- 8. _ccent _____
- 9. est_blish _____
- 10. r_pid _____

UNIT I

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Strategy Use

Using strategies can help you figure out what a word means. When you come across a word you don't know, ask yourself the following questions:

- Now is the word used in the sentence? Is it a noun, adjective, or verb? Finding out what part of speech a word is can help you to figure out what it is doing in a sentence. If it is a noun, it could be the subject or object of a sentence. If it is a verb, then it could explain the action in a sentence. If it is an adjective, it could be describing something in the sentence.
- Have you seen the word before? How was it used then? Try to think back to the other time you saw the word. If you can remember how it was used then, it might help you to figure out what the word means in the sentence you are looking at now.
- Does this word remind you of other words you know? Is the prefix, root, or suffix familiar?

Try to take the word apart. Does the word have any words you know inside of it? Does it have a prefix such as re- or un-?

Circle the part of the word you recognize.

- 1. congratulatory
- 2. reconstruction
- 3. unrecognizable
- 4. midshipman

UNIT I

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▶ Verbs

Rule

- A verb can express a state of being.
- Action verbs express mental or physical actions.
- Action verbs can also tell what a subject has or owns.

Example

- ➤ Football is a popular game in the United States.
- ▶ The quarterback decides what plays to make. (mental action)

He might **run** with the ball or **throw** it to another player. (physical actions)

The quarterback **has** a lot of responsibility.

Underline the action verbs once. Underline the state-of-being verbs twice.

- 1. Joe Montana was an amazing quarterback.
- 2. He made more last-minute comebacks than any other quarterback in the history of professional football.
- 3. Montana began his career at the University of Notre Dame.
- **4.** During a game against the University of North Carolina in his sophomore year, Montana completed an 80-yard touchdown pass.
- 5. Montana led Notre Dame to last-minute victories in key games against Air Force, Purdue, and the University of Houston.
- **6.** In the 1979 Cotton Bowl, in which Notre Dame played the University of Houston, icy sleet pelted the players, and arctic winds swirled around them.
- 7. During the third quarter of this game, with Houston leading 34–12, Montana, who had the flu, reentered the game.
- **8.** Amazingly, Montana engineered play after play that steadily brought his team closer to victory.
- 9. Only two seconds were left in the game, with the score at 34–28 in Houston's favor, when Montana threw a touchdown pass to Kris Haines.
- 10. In 1981, Montana was the starting quarterback for the Forty-Niners.