

Name \_\_\_\_\_

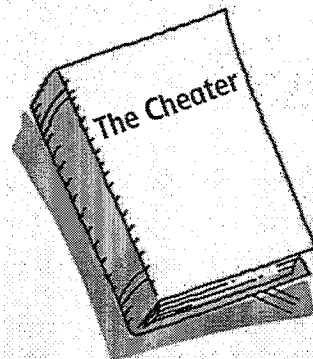
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# The School Story

## Write a Book Review

Natalie's mother, Hannah, must write an initial review for "The Cheater" for her boss, Letha. Use text evidence to answer the questions that describe Hannah's feelings about the other characters.



**Reread page 23. What does Hannah know about Zee Zee and the Sherry Clutch Agency?**

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**Reread page 24. How does Hannah react to Letha's demand? How does Hannah feel about Letha?**

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**Reread page 31. How does Hannah react to Cassandra Day's book?**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**The School Story**  
**Independent Reading**

In an e-mail, write an initial review of "The Cheater" for Letha, Hannah's boss. Describe the author and the book and tell why the book should or should not be published.

The form is a simulated email window. At the top, it says "New Message". Below that, there are three fields: "To: Letha", "From: Hannah", and "Subject: Review of 'The Cheater' by Cassandra Day". The main body of the window is a large text area with horizontal lines for writing.

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## Prefixes *dis-*, *ex-*, *inter-*, *non-*

**The School Story**  
Vocabulary Strategies:  
Prefixes *dis-*, *ex-*, *inter-*, *non-*

The words in the box begin with the prefixes *dis-* or *non-*, meaning "not"; *ex-*, meaning "out" or "beyond"; or *inter-*, meaning "between/among." Choose the word that best completes each sentence.

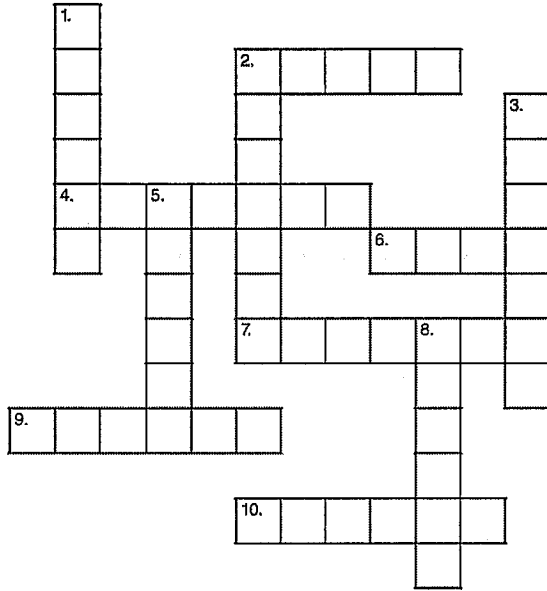
disappeared    nonstop    displease    displace    exceed  
nonfiction    extract    interact    interlace    interview

1. The rabbit \_\_\_\_\_ into the bushes.
2. The dentist had to \_\_\_\_\_ the rotten tooth.
3. Put a few large rocks in the birdbath to \_\_\_\_\_ some water.
4. Do not \_\_\_\_\_ the boundary of the playground during recess.
5. Talking during the assembly will \_\_\_\_\_ the speaker.
6. Being at the amusement park all day was \_\_\_\_\_ fun.
7. Reporters like to \_\_\_\_\_ famous people for the news.
8. A good \_\_\_\_\_ book sticks to the facts.
9. The designer wanted to \_\_\_\_\_ the cloth with gold silk thread.
10. When good friends \_\_\_\_\_, they feel relaxed and natural.

# Short Vowels

**The School Story**  
Spelling: Short Vowels

**Basic** Complete the puzzle by writing the Basic Word for each clue.



## Spelling Words

1. batch
2. reject
3. vanish
4. sloppy
5. rhythm
6. blunder
7. strict
8. meadow
9. recover
10. cleanse
11. text
12. mystery
13. expand
14. bluff
15. promptly
16. initials
17. statue
18. polish
19. somehow
20. dreadful

### Across

2. a group of something
4. to make clean
6. a book or other piece of writing
7. to return to a normal condition
9. a grassy field
10. to make smooth and shiny

### Down

1. enforced all the time
2. a mistake
3. something that is not understood
5. become larger
8. disappear

**Challenge** How could you earn money to buy a bike? Write sentences with your ideas. Use three of the Challenge Words. Write on a separate sheet of paper.

### Challenge

- salary  
quintet  
magnetic  
tepid  
intact

Name \_\_\_\_\_ Date \_\_\_\_\_

# Spelling Word Sort

**The School Story**  
Spelling: Short Vowels

Write each Basic Word beside the correct heading.

/ă/ spelled <i>a</i>	
/ĕ/ spelled <i>e</i> or <i>ea</i>	
/ĭ/ spelled <i>i</i> or <i>y</i>	
/ŏ/ spelled <i>o</i>	
/ŭ/ spelled <i>u</i> or <i>o-consonant-e</i>	

**Spelling Words**

1. batch
2. reject
3. vanish
4. sloppy
5. rhythm
6. blunder
7. strict
8. meadow
9. recover
10. cleanse
11. text
12. mystery
13. expand
14. bluff
15. promptly
16. initials
17. statue
18. polish
19. somehow
20. dreadful

**Challenge**

salary  
quintet  
magnetic  
tepid  
intact

**Challenge** Add the Challenge Words to your Word Sort. Some words will fit in more than one group.

**Connect to Reading** Look through *The School Story*. Find words in the selection that have the /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/ spelling patterns on this page. Add them to your Word Sort.

\*

Name \_\_\_\_\_ Date \_\_\_\_\_

# Proofreading for Spelling

**The School Story**  
Spelling: Short Vowels

Find the misspelled words and circle them. Write them correctly on the lines below.

The author's work was sloopy, and the writing was pretty dredfull. There was no rhythim or style to the writing. The mistery the author tried to create didn't work. As a publisher, Martin could never print the tex .

Yet Martin felt very uneasy, somhow, after he promptly wrote the note to rejeckt the writer's story once again. Martin glanced out the window. What he saw there made him feel that he might have made a blundar.

A young man was standing like a stawew, staring intently up at his office. The man's stare was not a bluf because Martin could see the hopefulness in the man's face. Martin decided that if the writer was truly dedicated, he could allow him one last chance to pollesh his work.

### Spelling Words

1. batch
2. reject
3. vanish
4. sloppy
5. rhythm
6. blunder
7. strict
8. meadow
9. recover
10. cleanse
11. text
12. mystery
13. expand
14. bluff
15. promptly
16. initials
17. statue
18. polish
19. somehow
20. dreadful

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Name \_\_\_\_\_ Date \_\_\_\_\_

# Subjects and Predicates

**The School Story**  
Grammar: Complete Sentences

A **sentence** is a group of words that expresses a complete thought. All sentences have two parts: a subject and a predicate. The **simple subject** of a sentence is whom or what the sentence is about. The **simple predicate** is the main word that describes the action or the state of being. The **simple predicate** is a verb.

**subject predicate**

The author placed her book on the shelf.

**Thinking Questions**

*Which part of the sentence tells whom or what the sentence is about? Which part describes the action or state of being?*

**Activity** Underline the simple subject in the sentences. Circle the simple predicate.

1. Carla opened the manuscript.
2. The proofreader checked all the spelling.
3. Before lunch, she finished the chapter.
4. The publisher told him to make the changes.
5. The index is the last part of the book.
6. The editor called right before dinner.
7. Shannon helped Carla with the writing.
8. The author finally felt comfortable with all the edits.



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# Complete Subjects and Predicates

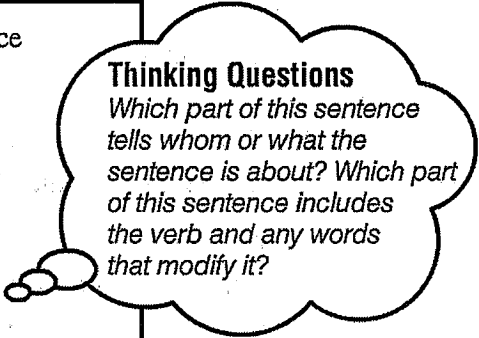
**The School Story**  
Grammar: Complete Sentences

A **complete subject** tells whom or what a sentence is about, including any words that modify it.

A **complete predicate** tells what the complete subject is or does. It includes a verb or verbs and any words that modify them.

**complete subject    complete predicate**

A box of cookies landed on my desk.



**Activity** Circle the complete subject in each sentence. Underline the complete predicate.

1. People in publishing know about correct punctuation.
2. Great authors write with their readers in mind.
3. The publisher sent the editor a text message.
4. Some authors write non-fiction books.
5. A young, unknown writer sent in a long manuscript.
6. Confused readers may want to review the footnotes.
7. The printing company is waiting for the pages.
8. Science fiction is my favorite type of book.



Name \_\_\_\_\_ Date \_\_\_\_\_

# Fragments and Run-ons

**The School Story**  
Grammar: Complete Sentences

A **sentence fragment** is a group of words that does not express a complete thought. A **run-on sentence** is two or more sentences run together with commas or without punctuation.

**sentence fragment**

A dance on Saturday.

**complete sentence**

A dance will be held on Saturday.

**run-on sentence**

A dance will be held on Saturday, I'm going.

**complete sentence**

A dance will be held on Saturday, and I'm going.

**Thinking Questions**

*Does the group of words express a complete thought? Is the sentence made of two sentences with commas or without punctuation?*

**Activity** Label each group of words *sentence fragment*, *run-on sentence*, or *complete sentence*. Correct any sentence fragments or run-on sentences.

1. Manuscript to the publisher. \_\_\_\_\_  
\_\_\_\_\_
2. The author read the final pages she was happy. \_\_\_\_\_  
\_\_\_\_\_
3. Three editors in the company from California. \_\_\_\_\_  
\_\_\_\_\_
4. The proofreader gave the corrections to the writer. \_\_\_\_\_  
\_\_\_\_\_
5. Meetings with the publisher on Tuesdays and Thursdays. \_\_\_\_\_  
\_\_\_\_\_
6. Mr. Brown is president of the publishing company, he works hard. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Contractions

**The School Story**  
Grammar: Spiral Review

<b>Incorrect</b>	Hasn't no one read the story?
<b>Correct</b>	Hasn't anyone read the story?
<b>Incorrect</b>	She printed copies for us, and there on the table.
<b>Correct</b>	She printed copies for us, and they're on the table.

**1–6. Write the correct word in parentheses to complete the sentence.**

1. I \_\_\_\_\_ had no time to read it. **(have, haven't)**
2. His manuscripts don't \_\_\_\_\_ require changes. **(ever, never)**
3. Footnotes are important, so be sure you haven't left \_\_\_\_\_ out.  
**(any, none)**
4. \_\_\_\_\_ hard to believe the book is going to be published. **(its, it's)**
5. I think that \_\_\_\_\_ writing an interesting story. **(you're, your)**
6. \_\_\_\_\_ are good chapters in the book's middle section. **(They're, There)**

**7–10. The rules below have errors. Circle the error. Then write the correct word on the line.**

7. Don't keep food or drinks nowhere near the manuscript.  
\_\_\_\_\_
8. Nothing from the proofreader shouldn't be included in the manuscript. \_\_\_\_\_
9. Save your edits often if your working on an important file.  
\_\_\_\_\_
10. Be respectful to authors. There the ones who provide the original stories. \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Connect to Writing

**The School Story**  
Grammar: Connect to Writing

<b>Sentence Fragment</b>	The mother and baby elephant at the zoo.
<b>Complete Sentence</b>	The mother and baby elephant live at the zoo.
<b>Run-on Sentence</b>	Danielle gave me a book to read, I finished it in one night.
<b>Complete Sentence</b>	Danielle gave me a book to read, and I finished it in one night.

Read the sentences. Fix sentence fragments and run-on sentences to form complete sentences. Write the new sentences on the lines.

1. The manuscript is long, we can't reduce its length.  
\_\_\_\_\_  
\_\_\_\_\_
2. The new writer learned a lot, she received the editor's comments.  
\_\_\_\_\_  
\_\_\_\_\_
3. The final pages delivered to the printing company yesterday.  
\_\_\_\_\_  
\_\_\_\_\_
4. He edits with a red pen, I prefer blue.  
\_\_\_\_\_  
\_\_\_\_\_
5. Several chapters rewritten by the author.  
\_\_\_\_\_  
\_\_\_\_\_
6. The printing company should always be notified by five o'clock, that is when they close.  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Focus Trait: Voice

## Using Precise Words and Descriptive Details to Reveal Characters

Sentence with Basic Facts	Sentence That Reveals the Character
Mark could not find his manuscript.	Mark felt a sense of panic as he searched frantically for his missing manuscript.

Revise these sentences to reveal the characters' thoughts, feelings, and actions. Include precise words and descriptive details.

Sentence with Basic Facts	Sentence That Reveals the Character
1. Mark spent weeks writing his manuscript.	
2. When Mark let me read his story, he was nervous.	
3. I smiled as I read the story.	
4. I was happy for my friend.	