

Buckle Down[®]

to the **COMMON CORE STATE STANDARDS**



4

**English
Language
Arts**

TABLE OF CONTENTS

Unit 1: Reading	7
Lesson 1: Word Parts	8
<i>Common Core: RF.4.3a, L.4.4b</i>	
Lesson 2: Word Meaning.....	24
<i>Common Core: RI.4.4, RF.4.4c, L.4.3a, L.4.4a, L.4.4c, L.4.5c, L.4.6</i>	
Lesson 3: Main Idea and Details.....	36
<i>Common Core: RL.4.1, RL.4.2, RL.4.10, RI.4.2, RI.4.10</i>	
Lesson 4: Getting the Most from What You Read	46
<i>Common Core: RI.4.1, RI.4.2, RI.4.7, RI.4.10, RF.4.4a</i>	
Lesson 5: Poetry, Prose, and Drama.....	57
<i>Common Core: RL.4.5, RL.4.10, RF.4.4b</i>	
Lesson 6: Story Elements.....	76
<i>Common Core: RL.4.3, RL.4.6, RL.4.7, RL.4.10</i>	
Lesson 7: Literary Devices.....	92
<i>Common Core: RL.4.4, L.4.5a, L.4.5b</i>	
Lesson 8: Informational Text	100
<i>Common Core: RI.4.5, RI.4.8, RI.4.9</i>	
Lesson 9: Text Structures.....	110
<i>Common Core: RI.4.3, RI.4.5, RI.4.10</i>	
Lesson 10: Information You Can See	122
<i>Common Core: RI.4.7</i>	
Lesson 11: Comparing Passages	134
<i>Common Core: RL.4.6, RL.4.9, RI.4.6, RI.4.9, RI.4.10</i>	

Unit 2: Writing	143
Lesson 12: Planning	144
<i>Common Core: W.4.4, W.4.5</i>	
Lesson 13: Drafting.....	156
<i>Common Core: W.4.4, L.4.3a, L.4.3b, L.4.3c</i>	
Lesson 14: Revising, Editing, and Publishing	168
<i>Common Core: W.4.4, W.4.5, W.4.6, L.4.3a</i>	
Lesson 15: Writing Opinions	179
<i>Common Core: W.4.1a, W.4.1b, W.4.1c, W.4.1d</i>	
Lesson 16: Writing to Inform.....	188
<i>Common Core: W.4.2a, W.4.2b, W.4.2c, W.4.2d, W.4.2e</i>	
Lesson 17: Narrative Writing	197
<i>Common Core: W.4.3a, W.4.3b, W.4.3c, W.4.3d, W.4.3e</i>	
Lesson 18: Research and Information.....	208
<i>Common Core: RI.4.10, W.4.7, W.4.8</i>	
Lesson 19: Writing a Response	227
<i>Common Core: RL.4.10, W.4.9a, W.4.9b</i>	
Unit 3: Language	239
Lesson 20: Grammar and Usage	240
<i>Common Core: L.4.1a, L.4.1b, L.4.1c, L.4.1d, L.4.1e</i>	
Lesson 21: Writing Sentences	250
<i>Common Core: L.4.1d, L.4.1f</i>	
Lesson 22: Punctuation, Capitalization, and Spelling.....	260
<i>Common Core: L.4.1g, L.4.2a, L.4.2b, L.4.2c, L.4.2d, L.4.3b</i>	



Unit 4: Speaking and Listening 275

Lesson 23: Listening..... 276
Common Core: SL.4.2, SL.4.3

Lesson 24: Discussing 282
Common Core: SL.4.1a, SL.4.1b, SL.4.1c, SL.4.1d, SL.4.6

Lesson 25: Speaking 289
Common Core: SL.4.4, SL.4.5, SL.4.6

Mechanics Toolbox 296

To the Teacher:

Common Core State Standards are listed for each lesson in the table of contents and for each page in the shaded gray bars that run across the tops of the pages in the workbook (see the example at right).





Lesson 1: Word Parts

Words are not like flowers. You can't sprinkle water over them and watch them grow into larger words. Instead, you can learn how small words grow into large words by learning about prefixes, suffixes, and root words. You can also learn a lot about making and growing words by learning where these words come from.

Prefixes, Suffixes, and Root Words

Many words in the English language are made up of smaller word parts. These parts include root words and affixes. A **root word** is the basic part of a word. Root words mostly come from Latin and Greek. For example, *graph* is the root word of *graphic*. **Affixes** are the letters added to the beginning or end of a root word. These letters change the word's meaning. They may change the meaning a little or a lot. Prefixes and suffixes are the two types of affixes. Learning some common prefixes and suffixes will help you understand more of what you read.



TIP 1: Prefixes go before root words.

A **prefix** is a word part added to the beginning of a root word. Adding a prefix to a root word is like adding a link to a chain. The prefix and word simply hook together.

When you add a prefix to a root word, the meaning of the word changes. For example, *unhappy* does not mean the same thing as *happy*.

The following table shows some common prefixes and their meanings.

Prefix	Meaning	Example
dis-	the opposite of, not	discover displace
im-	not	impolite improper
in-	not	indefinite incorrect
mis-	badly, wrong, not	mismanage misspell
multi-	many	multipurpose multivitamin
non-	not, the opposite of	nonliving nonsense
over-	beyond, more than	overcook overwork
pre-	before	pregame preheat
re-	again	reconnect redraw
un-	the opposite of, not	unfriendly unpleasant
under-	beneath, less than	undersea underfoot

Fill in the following table to see how prefixes can change the meanings of root words. Use the prefix table to help you.

Affixed Word	Prefix	Root Word	Meaning of Affixed Word
distrust	dis-	trust	not having trust
impatient			not patient
invisible	in-		
mistake		take	
multicolor			having many colors
nonfat	non-		
overdone		done	
prewriting			before writing (planning)
reuse	re-		
untrue		true	
underline			line beneath something

The next activity will help you practice making your own words using prefixes.



Practice Activity 1

Directions: Add a root word to each prefix. Next to each example, write the meaning of the new word. Use a dictionary for help if you need it. The first one has been done for you.

1. dis- *disrespect: not having respect* _____
2. im- _____
3. in- _____
4. mis- _____
5. multi- _____
6. non- _____
7. over- _____
8. pre- _____
9. re- _____
10. un- _____
11. under- _____



TIP 2: Suffixes go after root words.

A **suffix** is a word part added to the end of a root word. Adding a suffix changes the meaning of the root word. Think about the word *happy* again. If you add the suffix *-ness*, you make the word *happiness*. You can't always just stick a suffix on a root word. Sometimes, you must change the spelling of the root in the new word. Notice that when we added the suffix *-ness* to *happy*, we dropped the *y* and changed it to an *i*.

The following table shows some common suffixes and their meanings.

Suffix	Meaning	Example
-able	able to be or become something worthy of being or becoming something	acceptable washable
-en	to make or become made from	lighten wooden
-er, -or	person who	baker inventor
-ful	acting in a certain way having a lot of something	thankful healthful
-ish	belonging to a nation like somewhat	Swedish selfish bluish
-less	without missing something	waterless sleepless
-ly	in such a way as happening sometimes	gently daily
-ment	action or process result of action or process	government measurement
-ness	a way of being something appearing some way	tenderness redness
-ous	full of having	joyous famous
-y	full of having a lot of something	scary drippy

Fill in the following table to see how suffixes can change the meanings of root words. Use the suffix table to help you.

Affixed Word	Root Word	Suffix	Meaning of Affixed Word
straighten	straight	-en	to make straight
helpful	help		
breakable		-able	
coldish			somewhat cold
mindless	mind		
slowly		-ly	
payment			act of paying
kindness	kind		
decorator		-or	
wondrous			full of wonder
bubbly	bubble		

The next activity will help you practice making your own words using suffixes.

**Practice Activity 2**

Directions: Add a root word to each suffix. Next to each example, write the meaning of the new word. Use a dictionary for help if you need it. The first one has been done for you.

1. -able *admirable: able to be admired* _____
2. -er or -or _____
3. -ful _____
4. -ish _____
5. -less _____
6. -ly _____
7. -ment _____
8. -ness _____
9. -en _____
10. -ous _____
11. -y _____

**TIP 3: Both prefixes and suffixes can be added to root words.**

A root word can have both a prefix and a suffix added to it. Some even have more than one of each. Here are a couple of examples. Fill in the blank spaces in the table.

Prefix +	Root Word	+ Suffix	Affixed Word	Meaning of Affixed Word
un-		-able	unusable	
mis-		-ment	mismanagement	

**Practice Activity 3**

Directions: Write the meaning of each word on the line provided. Use the prefix table on page 9 to help you. The first one has been done for you.

- rewrite

write again

- impossible

- unknowable

- misunderstood

- pregame

Write a word using a suffix that means the same as each of the following groups of words. Use the suffix table on page 12 to help you. The first one has been done for you.

6. able to be washed

washable

7. make short
-

8. full of thanks
-

9. a way of being clever
-



TIP 4: Root words can help you figure out new words.

Knowing the meanings of common root words can help you figure out new words. Here are some common root words you should know.

Root Word	Meaning	Example
aqua	water	aquarium, aquatic
dict	say	dictionary, predict
loc	place	locate, location
micro	small	microscope, microwave
port	carry	portable, transport
struct	build	construct, structure
therm	heat	thermometer, thermos
tract	pull	attract, tractor
zo	animal	zoo, zoology

**Practice Activity 4**

Directions: Write the meaning of each word on the line provided. Use the root word table to help you. You may also use a dictionary if you need it. The first one has been done for you.

1. dictate

to say or read out loud

2. local

3. zookeeper

4. support

5. instruct

6. microcomputer

Word Sounds

We get much more practice with speaking and listening than with reading. Often, words on a page will make more sense if you hear them.



TIP 5: Sound out unknown words to figure out their meaning.

When you see an unknown word, try sounding out the word. Use what you know about letter sounds to figure out how the word is pronounced. If you're taking a reading test, sound out the word in your head, not out loud. Listen for word parts (prefixes, root words, and suffixes) you already know. Or listen for smaller words within the larger word. If you can sound out a difficult word, you may be able to figure out what it means.



TIP 6: Use what you know about word sounds to figure out new words and how to pronounce them.

Here is a quick review about sounding out words.

- The letters *c* and *g* can make a hard sound or a soft sound.

Hard	Soft
castle	citizen
gravy	general

- The letter *k* can make a hard sound or remain silent.

Hard	Silent
kingdom	knee

- Words can say their sounds in letter order or blend their sounds. Sometimes, two or more letters can make a new sound. Here are some examples:

In order: cat (c + a + t) mop (m + o + p) deep (d + e + e + p)

Blend: black truck flew

New sound: shoe think tough

- Most of the time, when a vowel is followed by one or more consonants (except *r*), it has a short-vowel sound.

lip lid sun apple mop at it get

- Most of the time, when a vowel is followed by a consonant and a final *e*, it has a long vowel sound and the *e* is silent.

brave side tune home scheme

- Most of the time, when a vowel is followed by two or more consonants and a final *e*, it has a short vowel sound and the *e* is silent.

prance dense bridge lodge plunge

- Usually, when two vowels are side-by-side in a word, the first vowel has a long sound and the second vowel is silent.

toast seaside bait toe juice

- A single vowel at the end of a word often has a long vowel sound.

he go hi she no be flu



TIP 7: Use word sounds to figure out how to say words that look alike.

Words often look alike but sound different. For example, the word *dinner* has one more *n* than *diner*. But that *n* makes all the difference in how it sounds. The second *n* in *dinner* makes the *i* sound like the *i* in *pin*. The same is true about the words *robe* and *robber*. The word *robe* follows the silent-*e* rule you learned about in Tip 6. But the second *b* in *robber* makes the *o* sound like the *o* in *job*.

When you find words that look like other words, do your best to remember the rules and sound them out.

Directions: This passage is about a boy who has to walk home in the dark. Read the passage. Then answer Numbers 1 through 8.

from
Fright in the Forest

by Kay Kryptson

“If we played one more game, I could beat you,” Scott said. He and his cousin Bridgette had been playing Chinese checkers for three hours straight. Bridgette had been successful every time. “But I’ve got to get home or Mom’s gonna have a cow.”

“Yeah, you were supposed to be home an hour ago,” Bridgette said. “Now you’ll have to walk in the dark—without a flashlight.”

Scott and Bridgette lived on opposite sides of a small wooded area. Picken’s Forest, it was called. Scott didn’t think it was big enough to be called a forest. The trees certainly were thick enough, though. And at night, it could be pretty dark in there.

A narrow trail wound through the woods between their houses. Scott usually had a flashlight to help him find his way down the trail, but this time he had forgotten it.

So what, he thought. I’ve been down that trail a zillion times.

“See ya tomorrow at school,” Scott said as he walked out the back door of Bridgette’s house.

“Yeah. That is, *if* you make it home tonight,” Bridgette teased.

The field in back of the house glowed with the bluish light of a full moon. The tall grass swayed softly as Scott walked toward the trail entrance at the edge of the woods. But as he got closer, the moon slipped behind a heavy cloud. Suddenly everything was pitch black, and where the trail disappeared into the woods, it was even blacker.

No big deal, Scott told himself. Nothing’s in those woods but squirrels and raccoons.

At least he *hoped* that was all.

As he walked down the trail, Scott took his mind off the unwelcoming shadows by thinking about his checkers game. Bridgette was good, no doubt about it. But he didn’t think it was hopeless that he might win the next game. *I’ll challenge her to another game tomorrow*, he thought to himself.

Scott was nearly running through the forest that had never seemed so dangerous. He started thinking about how he had scared his little brother that morning. He replayed the events in his head.

“You’d better not go into my room,” he had said to Logan. “A troll lives in there.”

“Scott, you’d better stop scaring Logan,” Bridgette scolded. “You got in big trouble the last time your mom caught you.”

“But it’s the only way to keep him out of my room!” Scott answered.

Scott loved his little brother. He was a cute little redhead with pudgy cheeks and a big, trusting smile. But the older he got, the more he got into Scott’s things. And a guy can have a lot of things by the time he’s nine years old.

Scott saw a glow of light among the trees in front of him and suddenly stopped. He heard the sound of footsteps in dry leaves. They crunched closer and closer from the trail ahead of him. Then the sweep of a flashlight beam shone across his face.

Scott felt more scared than he had ever been in his life. His heart pounded, and he shook with fear.

A voice came from farther along the trail. “Scott? Scott, is that you?”

Heaving a sigh of relief, Scott called, “Mom. It’s me! It’s me!”

He ran toward her, knowing that she’d be pretty upset. But strangely, she just hugged him and told him that she had been very worried.

As they walked home together, Scott said, “You know what, Mom? From now on, Logan can play in my room any time he wants.”

1. Read the following sentence from the passage.

“Bridgette had been successful every time.”

What does *successful* mean?

- A. having success
- B. without success
- C. worthy of success
- D. made from success

2. What is the root of the word *bluish*?

3. Read the following sentence from the passage.

“Suddenly everything was pitch black, and where the trail disappeared into the woods, it was even blacker.”

Which word has the same root word as *disappeared*?

- A. distant
- B. appealing
- C. appearance
- D. apply

4. Read the following sentence from the passage.

“As he walked down the trail, Scott took his mind off the unwelcoming shadows by thinking about his checkers game.”

What does *unwelcoming* mean?

5. Read the following sentence from the passage.

“I’ll challenge her to another game tomorrow, he thought to himself.”

What does *challenge* most likely mean?

6. Read the following sentence from the passage.

“Scott was nearly running through the forest that had never seemed so dangerous.”

What does *dangerous* mean?

- A. putting in danger
- B. lack of danger
- C. full of danger
- D. like danger

7. Read the following sentence from the passage.

“He replayed the events in his head.”

What does *replayed* most likely mean?

8. In the passage, Scott heaves “a sigh of relief.” Which of the following words makes the same *ie* sound as *relief*?

- A. lie
- B. tried
- C. spies
- D. thieves