

## Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.

### Writing Prompt

Imagine that you have been asked to write a brief biography about one of your favorite athletes, such as Gabby Douglas. Briefly tell about this athlete's life, including why he or she is important. Use at least two of the academic vocabulary words.

**competition(s) • encouraged • opposed • confident**

### BIOGRAPHY

- a story about a real person's life
- may tell about a person's whole life, part of his or her life, or a single event
- usually tells events in order

### 1. Plan It

Use the planner to organize facts and ideas about your athlete's life and work. If you need more information on your athlete, ask a teacher for permission to search a Website or print source.



### Biography

Name and sport played:

Accomplishment(s):

Interesting facts:

Why he or she should be remembered:

Note ideas about why your athlete is important here.

## 2. Write It

Now use your organizer to write a biography of an athlete you admire. Start by filling in the writing frame with your athlete's name and facts about him or her. End by summing up why this person is so important.

\_\_\_\_\_ plays the sport of \_\_\_\_\_.

Another fact about \_\_\_\_\_ is \_\_\_\_\_

(His, Her) first big accomplishment was \_\_\_\_\_

This athlete should be remembered because \_\_\_\_\_

## 3. Check It and Fix It

After you have written your biography, check your work. Use the checklist to evaluate your writing. Then make any final changes needed. Write a clean copy of your biography on a separate sheet of paper.



### CHECKLIST

Evaluate your writing. A score of "5" is excellent. A score of "1" means you need to revise your work.

**1. Does the biography clearly sum up the life of an athlete?**

1 2 3 4 5

**2. Are the most important facts about the athlete's life included in the biography?**

1 2 3 4 5

**3. Are at least two academic vocabulary words used?**

1 2 3 4 5

## Academic Vocabulary • Morphological Families

- A suffix is a syllable added to the end of a base word to change its meaning or the way it is used in a sentence. Read the chart to learn about some suffixes and their meanings.

Suffix	Meaning	Example
-ion, -ment	the act of _____	<b>addition</b> = the act of adding <b>enjoyment</b> = the act of enjoying
-ly	in a _____ way	<b>slowly</b> = in a slow way
-or	one who _____	<b>sailor</b> = one who sails

**Directions:** Read the following passage. Notice the words with suffixes as you read. Then answer the questions below.

The gymnastics meet started with a spectacular balance beam routine by Amy's main competitor. Then Amy hopped onto the beam and started her routine confidently, with no hesitation. She did fine on her somersaults and cartwheels, but on one backflip she had a bad landing. Her ankle felt like a knife had ripped through it, and she saw bluish stars

in front of her eyes. She heard her mother shout words of encouragement. As she finished her routine, Amy thought, "There goes my chance to be a finalist." But when the numbers came up, she scored the highest! Although her ankle was throbbing, she stepped to the judges' table and accepted her medal.

1. Why did Amy's mother shout words of encouragement?

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2. What did Amy mean when she thought, "There goes my chance to be a finalist"?

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3. What is the base word in *encouragement*? How does the suffix change the meaning of the base word?

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4. Change the suffix of *competitor* from *-or* to *-ion*. What is the new word and its meaning?

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5. Which word in the passage has a suffix like *commonly*? Write its definition.

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## Academic Vocabulary • Directions

- Directions are instructions that are given in order, usually in numbered steps.
- When you read directions, make sure you read through all the steps before you begin.
- Then follow directions by doing what is instructed, one step at a time. Reread directions if you need help understanding what to do next.

**Directions:** Use the following directions to answer the questions below.

### Rhythmic Breathing

The following directions will help you learn rhythmic breathing for swimming competitions.

1. Stand in water that is about chest deep.
2. Lean forward, and turn your face to one side so that your ear is underwater but your face is just above the water line.
3. Breathe in and hold your breath.
4. Turn your head so your face is down,

and exhale slowly through your mouth.

5. Rotate your head back to the start position and inhale again.
6. Try performing this action to the right and to the left to see which is more comfortable.
7. Then repeat steps 3 through 5 over and over in a regular rhythm.
8. Practice until you can do steps 3 through 5 confidently.

1. What is the purpose of these directions?

2. What is the first step in the directions? What is the last step?

3. To do rhythmic breathing, which steps must be repeated? Why?

4. Why must these steps be done in order?

5. Why do you need to practice steps 3 through 5?

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in front of her eyes. She heard her mother shout words of encouragement. As she finished her routine, Amy thought, "There goes my chance to be a finalist." But when the numbers came up, she scored the highest! Although her ankle was throbbing, she stepped to the judges' table and accepted her medal.

1. Why did Amy's mother shout words of encouragement?

**to give Amy confidence and support after she had a bad landing**

2. What did Amy mean when she thought, "There goes my chance to be a finalist"?

**She thought she had lost the competition because she had a bad landing.**

3. What is the base word in *encouragement*? How does the suffix change the meaning of the base word?

**encourage; the suffix -ment makes the word encouragement mean the act of supporting**

4. Change the suffix of *competitor* from -or to -ion. What is the new word and its meaning?

**competition; the act of trying to win**

5. Which word in the passage has a suffix like *commonly*? Write its definition.

**confidently; in a sure way**

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7. Then repeat steps 3 through 5 over and over in a regular rhythm.
8. Practice until you can do steps 3 through 5 confidently.

1. What is the purpose of these directions?

**The purpose is to learn how to do rhythmic breathing.**

2. What is the first step in the directions? What is the last step?

**The first step is to stand in chest-deep water. The last step is to practice rhythmic breathing.**

3. To do rhythmic breathing, which steps must be repeated? Why?

**Steps 3 through 5 must be repeated to do the rhythmic breathing. The repetition allows for continuous breathing.**

4. Why must these steps be done in order?

**The steps must be done in order to inhale and exhale at the right times.**

5. Why do you need to practice steps 3 through 5?

**to be able to do them confidently**

## Now You Try It!

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### Writing Prompt

The local newspaper just ran a story about schools having more opportunities for girls to participate in school sports. Write a letter to the editor stating your support or disapproval. Use ideas from “A Letter to the Editor: Leveling the Playing Field” and at least three of the academic vocabulary words.

**competitor(s) • encouragement • oppose • confidence**

### LETTER TO THE EDITOR

- written by a reader of a newspaper or magazine publication in response to a story recently issued by the publication

### 1. Plan It

Use the planner to record your opinion and reasons about girls playing school sports. Circle your two strongest reasons.

### Letter to the Editor

#### My Opinion

Your opinion is how you feel about the subject.

#### My Reasons

Your reasons explain and support your opinion.

Now use your planner to write a letter to the editor. First, underline the phrase stating your opinion. Then explain your two strongest reasons. Make sure to use ideas from “A Letter to the Editor: Leveling the Playing Field.”

After reading your story on schools providing girls with more opportunities to play sports, I think our schools (should do much more, is doing enough, should not bother) to include girls in sports. I feel this way because \_\_\_\_\_

After you have written your letter to the editor, check your work. Use the checklist to evaluate your writing. Then make any final changes needed. Write a clean copy of your letter to the editor on a separate sheet of paper.

Evaluate your writing.  
A score of “5” is excellent.  
A score of “1” means you  
need to revise your work.

- 1   2   3   4   5

- 1    2    3    4    5

- 1    2    3    4    5



## Academic Vocabulary • Context Clues

- A **context clue** is a word, phrase, or sentence that helps you understand the meaning of an unknown word.
- Context clues may include definitions or explanations of a word's meaning.

**Directions:** Read the following passage. Then answer the questions below.

Today, millions of people around the world celebrate Earth Day. But that was not always the case. In 1962, Gaylord Nelson wanted to let people know the environment was in trouble. He tried to get President Kennedy to make the environment a public issue. Nelson was unsuccessful, but he kept at it for several years. Finally, Earth Day was created. On April 22, 1970, 20 million Americans gathered wherever they could in support of

a healthy environment. In 1990, about 200 million people in 141 countries celebrated Earth Day with traditions, or customs, such as planting trees or preparing a meatless meal. Ten years later, in 2000, people in 184 countries showed their concern about planet Earth. The reason people celebrate Earth Day today is to take care of the Earth. Nelson died in 2005, but Earth Day lives on throughout the world.

1. What traditions do people have on Earth Day?

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2. When was Earth Day first celebrated?

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3. What is the reason why we celebrate Earth Day?

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4. What is the meaning of *traditions*? How do you know?

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5. What is the meaning of *created*? How do you know?

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1. What traditions do people have on Earth Day?

**planting trees and preparing a meatless meal**

2. When was Earth Day first celebrated?

**April 22, 1970**

3. What is the reason why we celebrate Earth Day?

**to take care of the Earth**

4. What is the meaning of *traditions*? How do you know?

**customs; the definition is in the text**

5. What is the meaning of *created*? How do you know?

**made; Earth Day did not exist before, but now it does**

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### Writing Prompt

Imagine that you are the editor of your school newspaper. One of the reporters wants to write an article about dances from around the world. Write an e-mail to the reporter telling him or her to interview dancers to learn about one traditional dance. Use ideas from “Dancing Around the World” and at least three of the academic vocabulary words.

**creative • traditionally • preparation • reasons**

### E-MAIL

- is a letter or message sent electronically
- has a subject line that tells what the e-mail is about
- is written to a specific person or people

## 1. Plan It

Use the planner to make a list of information that you want the reporter to include in the article. Choose a dance. Write at least three questions about the dance. Then write reasons why readers might need to know the answers to these questions.



### E-mail to a Reporter

Questions about the \_\_\_\_\_ Dance

Reasons

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## 2

## Academic Vocabulary • Electronic Encyclopedia

- An **encyclopedia** gives general information about many different subjects. An electronic encyclopedia can be found on a computer or on the Internet. They are organized alphabetically by **entries**, which are the topics. You can locate topics by using **keyword searches**. Hotlinks, which are underlined words, will take you to articles on related topics.

**Directions:** Read the entry from an online encyclopedia and answer the questions below.

## Electronic Encyclopedia

🏠 home

**Keyword Search**

[Print Article](#)
[E-Mail Article to Friend](#)
[Bookmark Article](#)

### Ethnic Diversity

Most contemporary societies are, to some extent, ethnically diverse. There are several reasons for this occurrence. Conquerors brought people from different societies to live under their rule. Another cause is that people were brought to a new society as slaves. When they are not forced to move, people are often motivated to move to new societies to create new lives for themselves or to flee political and religious persecution. See also [ethnicity](#), [immigration](#).

*Assimilation* occurs when a newly arrived group takes on some (or all) of the customs and values of the dominant group. Assimilation can occur voluntarily or it can be forced by the dominant group.

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1. This selection is part of a larger topic entitled *Ethnic Groups*. What keywords would you use if you wanted to learn about how the Irish moved to America?

2. If you wanted to learn about people who moved to flee religious persecution, what words would you use in the keyword search?

3. What is the meaning of the word *reason*? What word in the passage is a synonym for this word?

4. According to the entry, what are three reasons people leave their native lands?

5. What is the meaning of the word *traditions*? Which word in the entry is a synonym for this word?

## Academic Vocabulary • Word Relationships

### Word Bank

creation  
creative  
creatively

reason  
reasons  
reasonable

prepared  
preparation  
unprepared

traditions  
traditional  
traditionally

**Directions:** Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

1. There is a \_\_\_\_\_, or special purpose, for celebrating each holiday.
2. He did not think the people would win, so he was not \_\_\_\_\_ for the fight.
3. The makeup and costumes are so colorful and \_\_\_\_\_!
4. Cajun cooks no longer had their \_\_\_\_\_, usual ingredients available.
5. I met one of the dancers afterward, and he seemed very \_\_\_\_\_, despite his crazy dancing.
6. I didn't have enough \_\_\_\_\_ time to learn the dance, so now I'm exhausted!
7. Thinking \_\_\_\_\_, they used local meat and seafood in their cooking to work with the old recipes.
8. They brought recipes for dishes from their home countries and \_\_\_\_\_ —cooked, boiled, or baked—them with foods from their new homeland.
9. The \_\_\_\_\_ they added these ingredients was to make the beans more flavorful.
10. They changed the flavor of \_\_\_\_\_ New England chowders yet again by adding olive oil, tomatoes, green peppers, and garlic.

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- This selection is part of a larger topic entitled *Ethnic Groups*. What keywords would you use if you wanted to learn about how the Irish moved to America?

***Irish immigrant or Irish immigration would be possible keywords.***

- If you wanted to learn about people who moved to flee religious persecution, what words would you use in the keyword search?

***Immigration and religious persecution are possible keywords.***

- What is the meaning of the word *reason*? What word in the passage is a synonym for this word?

**explanation for a result; cause**

- According to the entry, what are three reasons people leave their native lands?

**Economic, political, and religious freedom are three reasons people may move.**

- What is the meaning of the word *traditions*? Which word in the entry is a synonym for this word?

**ways of thinking or behaviors handed down; customs**

## Academic Vocabulary • Word Relationships

### Word Bank

creation  
creative  
creatively

reason  
reasons  
reasonable

prepared  
preparation  
unprepared

traditions  
traditional  
traditionally

**Directions:** Choose the word from the word bank that best completes each sentence. Some words may be used more than once or not at all.

- There is a **reason**, or special purpose, for celebrating each holiday.
- He did not think the people would win, so he was not **prepared** for the fight.
- The makeup and costumes are so colorful and **creative**!
- Cajun cooks no longer had their **traditional**, usual ingredients available.
- I met one of the dancers afterward, and he seemed very **reasonable**, despite his crazy dancing.
- I didn't have enough **preparation** time to learn the dance, so now I'm exhausted!
- Thinking **creatively**, they used local meat and seafood in their cooking to work with the old recipes.
- They brought recipes for dishes from their home countries and **prepared**—cooked, boiled, or baked—them with foods from their new homeland.
- The **reason** they added these ingredients was to make the beans more flavorful.
- They changed the flavor of **traditional** New England chowders yet again by adding olive oil, tomatoes, green peppers, and garlic.