Name__________________________________________

Main Idea and Details

• The topic is what a paragraph is about and can usually be stated in a word or two.
• To find the main idea of a paragraph, think about all of the important information the paragraph gives about the topic. The main idea is the most important of these. Sometimes it is stated directly, but sometimes it is not.
• Details tell more about the topic. They are less important pieces of information that support the main idea.

Directions Read the following passage. Complete the diagram below by telling the main idea of the paragraph. Then list supporting details that tell more about the main idea.

On January 24, 1848, gold was discovered at Sutter’s Mill in California. What followed was a period of great turmoil and confusion. Settlers streamed in by wagon and by ship as the fever to make a fortune took hold. Very quickly, the population of San Francisco jumped from a few hundred to ten thousand. However, at this time California was not a state and had no effective government. Consequently, there were few restrictions on the behavior of the people flooding the area. At Sutter’s Mill, crops were destroyed and buildings were pulled down. Crime was everywhere. The California gold rush had begun!

Home Activity Your child identified the main idea and supporting details of a nonfiction passage. Work with your child to identify the main idea and supporting details of individual paragraphs in a magazine article about wild animals. Challenge your child to summarize the entire article.

Reader’s and Writer’s Notebook Unit 5

Comprehension 349
Key Features of a Brochure
• provides information about a specific place or thing
• is often written for special programs, events, exhibits, or tourist attractions
• provides important facts and details about the place or thing
• usually includes related illustrations, photographs, or charts

Water: From Puddles to Pipelines

All forms of life need water. From June 1–August 31, the City Museum invites you to experience “Water: From Puddles to Pipelines.”

Water Cycle: Begin your tour with a 3-D video of the water cycle of the oceans. Then participate in an experiment illustrating how temperature affects ocean currents. Using a touch screen, discover how plants take part in the water cycle.

Water Works: This exhibit is about the ways people move and use water. A detailed scale model shows how aqueduct systems channeled water into ancient cities. A contrasting model shows how we have updated water distribution in modern times.

Life in Water: This exhibit begins with a video presentation of the many different organisms that live in water, from microscopic bacteria that multiply in the brown muck of small ponds to enormous blue whales that gracefully patrol the oceans. A large saltwater aquarium features tropical fish that dart in a neon rainbow.

And More! If you’re ready to get wet, visitors can make dams, build fountains, or make fog and freezing rain! Are you ready to take the plunge?

Museum Hours

<table>
<thead>
<tr>
<th>Museum Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday–Thursday</td>
</tr>
<tr>
<td>Friday</td>
</tr>
<tr>
<td>Saturday and Sunday</td>
</tr>
</tbody>
</table>

Ticket prices:
Students and Seniors, $4.00; Adults, $7.50
Discounts available for large groups.

1. What attraction does this brochure describe?

2. Circle the section of the brochure that gives important information about the hours and admission fees for this attraction.
Vocabulary

Directions Choose the word from the box that best matches each definition. Write the word on the line.

1. swallowed up; overwhelmed
2. what is saved and stored away
3. to make use of
4. to wear or eat away gradually
5. to pull out or draw out

Directions Choose the word from the box that best completes each sentence. Write the word on the line.

6. Gold is valuable as a metal because it does not _________________.
7. Many people are attracted by the _________________ shininess of gold.
8. A wave of fortune seekers _________________ the riverbed to search for gold.
9. New methods have been developed to _________________ gold from the Earth.
10. Some people would enjoy having a _________________ of gold because of its value.

Write a Business Letter

On a separate sheet of paper, write a letter to a science museum about how to find out more about precious metals. Your business letter should identify specific aspects of the topic that you wish to research further. Use as many vocabulary words as you can.

Check the Words You Know
characteristic
Corrode
Enveloped
Exploit
Extract
Hoard
Comparative and Superlative Adjectives

**Comparative adjectives** compare two people, places, things, or groups. Add **-er** to most short adjectives to make their comparative forms. Use **more** with longer adjectives. **Superlative adjectives** compare three or more people, places, things, or groups. Add **-est** to most short adjectives to make their superlative forms. Use **most** with longer adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright</td>
<td>brighter</td>
<td>brightest</td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive</td>
<td>most expensive</td>
</tr>
</tbody>
</table>

Never use **more** or **most** with **-er** and **-est**.

No: more longer, most amazingest
Yes: longer, most amazing

When adding **-er** or **-est** to an adjective that ends in **e**, drop the **e**: large, larger, largest. If the adjective ends in **y**, change the **y** to **i**: happy, happier, happiest. If the adjective ends in a single consonant, double the consonant: hot, hotter, hottest.

Some adjectives have irregular comparative and superlative forms: good, better, best; bad, worse, worst; much, more, most; little, less, least.

**Directions** Write the comparative and superlative forms of each adjective.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>fine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>easy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plentiful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>little</td>
<td></td>
<td></td>
</tr>
<tr>
<td>positive</td>
<td></td>
<td></td>
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<tr>
<td>brilliant</td>
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</tbody>
</table>

**Directions** Circle the correct form of the adjective to complete each sentence.

15. My sister’s ring is (shinier, more shinier) than mine.
16. The diamond looked (spectacularer, more spectacular) than the sapphire.
17. John was the (most careful, carefulest) prospector of all the miners.
18. Can she make this gold leaf (more thin, thinner) than it is now?

**Home Activity** Your child learned about using comparative and superlative adjectives. Have your child scan a magazine article, select five adjectives, and tell the comparative and superlative forms of each adjective.
Name

Suffixes -ism, -age, -ure

<table>
<thead>
<tr>
<th>Spelling Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>mileage</td>
</tr>
<tr>
<td>moisture</td>
</tr>
<tr>
<td>heroism</td>
</tr>
<tr>
<td>storage</td>
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<tr>
<td>passage</td>
</tr>
<tr>
<td>organism</td>
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<tr>
<td>journalism</td>
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<tr>
<td>failure</td>
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<tr>
<td>mixture</td>
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<tr>
<td>postage</td>
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<tr>
<td>luggage</td>
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<tr>
<td>departure</td>
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<tr>
<td>patriotism</td>
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<tr>
<td>optimism</td>
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<tr>
<td>acreage</td>
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<tr>
<td>percentage</td>
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<tr>
<td>enclosure</td>
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<tr>
<td>voltage</td>
</tr>
<tr>
<td>temperature</td>
</tr>
<tr>
<td>mannerism</td>
</tr>
</tbody>
</table>

Words in Context  Write a list word that completes each sentence.
1. Another word for dampness is ___.
2. When you are running a fever, your ___ is high.
3. Someone with a lot of land owns a lot of ___.
4. If it’s time for you to leave, it’s time for your ___.
5. You need ___ to mail a letter.
6. If you have a lot of baggage, you have a lot of ___.
7. If something is not a success, it is a ___.
8. If you are brave, you are displaying ___.
9. If you drive a long distance in your car, you put on a lot of ___.
10. If you combine things, you make a ___.

Word Relationships  Match each phrase with a list word. Write the list word.
11. way of acting
12. strength or electrical force
13. act of storing away
14. a way through
15. newspaper or broadcast news
16. positive attitude
17. part of each hundred
18. an enclosed area
19. love of country
20. living thing

Home Activity  Your child wrote words that ended in -ism, -age, and -ure. Ask your child to pick five words from the list, spell them, and use them in sentences.
Vocabulary • Unfamiliar Words

- If you see an unfamiliar word as you read, use context clues to figure out the meaning of that word. Context clues are the words and sentences around an unfamiliar word.

Directions  Read the following passage about gold mining. Then answer the questions below. Look for context clues as you read.

In 1848, thousands of hopeful people engulfed California, swarming into the state from around the world, to pan for gold. Today gold is mined in many countries, but South Africa is the world’s largest source of this precious metal. Miners tunnel underground and use hydraulics and other advanced methods to extract, or pull out, gold from the Earth. Human beings exploit this natural treasure of the Earth, making use of it for various purposes. Some miners have been known to say that too much gold can corrode a person’s soul, eating away at honesty and integrity. If you discovered gold, would you hoard it or give it away?

1. What does exploit mean? What clue helps you to determine the meaning?

2. What clues help you to determine the meaning of engulfed? What does this word mean?

3. Which words around the word extract give a clue to its meaning?

4. How do context clues help you determine the meaning of corrode?

5. What do you think hydraulics means? What clues help you decide on this meaning?

Home Activity  Your child identified and used context clues to understand new words in a passage. As you read another nonfiction article with your child, have him or her identify unfamiliar words. Then work with your child to find context clues to help clarify the meanings of these words.
Type Formats

Recognizing type formats helps you understand the structure and design of what you read.

- **Bullets** are used to list details or parts of a topic.
- **Boldface** is darker than regular type. It is used to set off titles, headings, and subheadings.
- **Underlining** and **italics** (slanted type) may signal important words or ideas.
- **Type size** can be varied to make titles and headings stand out.

Directions Read this article about panning for gold and answer the questions below.

### PANNING FOR GOLD

The simplest method of mining gold is **panning**. All that is needed is a circular dish or pan and a water source.

**A three-step process.** Panning for gold involves these steps:

- Fill a dish with sand or gravel.
- Hold it under a stream of water.
- Rotate the pan at the same time.

The water swirls away the lighter parts of the sand and gravel. If there are gold particles, they will be left near the center of the pan.

**Panning for gold today.** Even though the Gold Rush was over long ago, prospectors still pan for gold. The western United States is known to hold gold. In addition, travelers can go on gold panning trips to many other countries.

1. What is the topic of this article? How do type formats help you determine the topic?

2. Within the text of the article, how can you recognize the article’s main ideas?

3. What does the use of italics indicate in the first paragraph?

4. What do the bullets signal in the second paragraph?

5. How do type formats help you to understand this article?
Directions  Read this portion of an encyclopedia entry about rocks. Then answer the questions below.

ROCKS. Under a layer of soil, the Earth is made of rock. Rocks tell the story of changes that have happened to the Earth over time. The study of rocks is called geology.

Rocks and Minerals. Rocks are made up of minerals. Anything that is not an animal or a vegetable is a mineral. Rocks are solid mineral deposits. Some examples of rocks are gold, silver, salt, and quartz. Nonsolids such as water and gas are considered minerals but not rocks.

Types of Rocks. There are three main groupings of rocks, based on the ways in which they were formed. They are as follows:
• Sedimentary rocks. These rocks were formed by layers of lake, river, or ocean deposits.
• Igneous rocks. These rocks were produced by heating and cooling. Lava is an example of igneous rock.
• Metamorphic rocks. These formerly igneous or sedimentary rocks were produced when heat and pressure changed their form.

Hardness of Rocks. Some rocks are harder than others. In 1822, Frederick Mohs developed a scale to rate the hardness of rocks. Talc has the lowest rating, and diamond has the highest.

6. What is the topic of this entry? How do you know?

7. How do type formats signal main ideas in the entry?

8. For what purpose are italics and underlining used in this article?

9. What do the bullets signal in the third paragraph?

10. In what ways do type formats help you to understand this encyclopedia entry?

Home Activity  Your child learned how recognizing type formats can help him or her understand the structure and ideas of a text. Together, look at a volume of an encyclopedia. Ask your child to explain the use of different typefaces. Challenge him or her to tell how the typefaces indicate topics, main ideas, details, and important terms.
Suffixes -ism, -age, -ure

Proofread a Brochure  Circle six misspelled words in the brochure. Write the words correctly. Find a sentence with incorrect punctuation. Write it correctly.

What to Do on St. William Island
You will find sandy beaches, spectacular views, water sports, and great shopping. Whare? The island of St. William. St. William Island is a unique mixture of tropical island paradise and historic architecture. The high percentige of historic buildings will take you back in time. You’ll marvel at the well-preserous old warehouses, public buildings, military structures, and churches in Port City. There are trolleys on the island that provide passage to breathtaking views of the harbor and town. You won’t need much luggage, because the temperature is always warm. Reserve your departere date today!

1. __________________  2. __________________
3. __________________  4. __________________
5. __________________  6. __________________
7. __________________

Proofread Words  Circle the word that is spelled correctly. Write it on the line.

8. patriotism  patriotism  8. __________________
9. optimizum  optimism  9. __________________
10. acreage  acreage  10. __________________
11. percentage  percentage  11. __________________
12. enclosure  enclosere  12. __________________
13. voltage  voltege  13. __________________
14. tempureture  temperature  14. __________________
15. mannerism  mannerizm  15. __________________

Home Activity  Your child identified misspelled words with suffixes -ism, -age, and -ure. Ask your child to say and spell all list words that end with -ism.
Comparative and Superlative Adjectives

Directions  Read the passage. Then read each question. Circle the letter of the correct answer.

Have You Hugged a Robot Lately?

(1) Robots have become even more incredible in recent years. (2) The newest robots demonstrate that we can get rid of some of the ________ jobs in our daily lives. (3) New domestic robots, for example, have become skillful at sweeping floors or carrying a glass of milk. (4) In industry, robots are doing tasks with ________ accuracy at ________ cost than humans. (5) The smallest robots are some of the most interesting. (6) The Chinese have manufactured one of the cutest robotic boats. (7) It is the size of a postage stamp, yet it is among the strongest boats ever built. (8) From Japan comes a one-meter-tall robot that opens refrigerator doors and lifts heavy boxes with the most astonished look in his eyes. (9) Soon we’ll be able to direct a robot to prepare our (enjoyable) meal.

1 Which superlative adjective best completes sentence 2?
   A cheapest
   B dullest
   C most interesting
   D most exciting

2 What change, if any, should be made in sentence 3?
   A Change skillful to more skillful
   B Change skillful to least skillful
   C Change skillful to skill
   D Make no change

3 Which pair of adjectives best completes sentence 4?
   A most major/highest
   B exact/minimal
   C more/least
   D greater/lower

4 Which comparative adjectives could replace the superlative adjectives in sentence 5?
   A happier/sadder
   B smaller/more interesting
   C tallest/fastest
   D oldest/funniest

5 Sentence 9 could best be replaced with which sentence?
   A Soon we’ll be able to direct a robot to prepare our more enjoyable meal.
   B Soon we’ll be able to direct a robot to prepare our less enjoyable meal.
   C Soon we’ll be able to direct a robot to prepare our most enjoyable meal.
   D Soon we’ll be able to direct a robot to prepare our least enjoyable meal.