

Dear Fifth Grade Students,

I have included work for you to do while we are in this most unusual situation. The things I have included are the regular things we do in class so there should not be any confusion. There are assignments for two weeks in this packet. This should keep you busy while we deal with this health crisis.

I hope you all stay safe and healthy and get all of your assignments done. I look forward to seeing you all very soon.

Love,

Mrs. McQueen

## Lesson Plans for March 16, 2020- March 27, 2020

March 16-20

Monday

Spelling Packet- This is assigned on Monday. You may work at your own pace to finish it. You may do a page a day or do it all at one time-that is up to you. You should have it completed by Friday.

Reading-Lesson 4- Reading with a Plan pages 53-57.

Tuesday Lesson 4- Reading with a Plan pages 58-63

Wednesday Lesson 4- Reading with a Plan pages 64-68

Thursday Butterflies on the Go pages 69-71

Friday Write each spelling word in a sentence.

March 23-27

Monday Spelling Packet- This is assigned on Monday. You may work at your own pace to finish it. You may do a page a day or do it all at one time-that is up to you. You should have it completed by Friday.

Tuesday Lesson 5 Making Connections 69-71

Wednesday Lesson 5 Making Connections 72- through Tip 4 on page 77

Thursday Lesson 5 Making Connections page 77 Tip 5- through page 81

Friday- Lesson 5 Making Connections pages 82-86.

Write each spelling word in a sentence.

Also, Accelerated Reader will be available for you to test at home. Please continue to read your books and test. In the new AR there are articles that you can read and test on them. If you have access to them they will count as well. Be sure to keep reading—share books with your brothers, sisters and friends.

## Reading Strategies

1. Read the title.
2. Look at the pictures, graphs, any visuals on the page.
3. Read the questions and underline the key words in the questions.
4. Read the passage 2 times.
5. Answer the questions. Prove answers--- question to paragraph and paragraph to question.
6. Underline three sentence block of any vocabulary word that you are asked to find.

# Lesson 4

Standard 9

## Reading with a Plan

Think about how scary it was the first time you went skating or rode a bicycle. Do you remember how much better you felt once you could find your balance? Now when you skate or ride your bicycle, your fear is gone and you know what to expect. You probably don't even think about staying balanced anymore. And now that you're more skilled, you probably have a lot more fun than you did before.

Reading can be fun, too. This is especially true if you know what you're reading, why you're reading it, and what you're thinking as you read. You'll review all of these skills in this lesson.

---

### **Tip** 1. Know why you are reading.

The reason we read is called our **purpose**. We read for many different purposes. Depending on the purpose, we change the way we read something. For example, we study science textbooks to learn more about science. Sometimes, we also need to memorize information. That takes a lot of care. We read books for school slowly. We think carefully about what the text is saying. It's harder to read a textbook than it is to read a note from a good friend.

Often, we read novels and short stories for fun. We read them more quickly or with fewer questions in our minds. We probably don't take notes as we go. But we still work to remember details or character names as if we're putting together a puzzle.

Whether you are reading to study, to understand, to follow directions, to enjoy, or to solve problems, you should be ready to put in a little work. Thinking about why you're reading something can help you figure out what to focus on.

1. Which of the following items would probably be read mainly for fun?

- A. a train schedule
- B. a short story
- C. a history textbook
- D. a road map

2. Which of the following could you read to learn how to make something?
- A. a cookbook
  - B. a comic book
  - C. a letter from a pen pal
  - D. a phone book

**TIP** 2. Look over the passage and predict what it will be about.

When you know what to expect in a passage, reading can be easier and more enjoyable. You can often get clues about the passage from text features included by the author. A **text feature** is anything that stands out when you look quickly at a passage. All of these text features can add up to help you make a prediction. A **prediction** is an "educated guess" about what the passage will be about. Here are some text features to look for when you preview a passage or book.

## Special Print

Many books, encyclopedia entries, and other things you read use different styles of print to help arrange the text. Here are a few of those special styles:

roman (regular) print

*italic print*

**boldface print**

underlined print

CAPITAL LETTERS

## Title and Author

Most written works have a name, or title. The title usually appears in larger print than any other text in the story, article, book, or poem. It usually includes the author's name.

## Headings and Subheadings

Headings are like mini-titles. They tell about sections or parts of a passage rather than the whole thing. They break the passage or chapter into small parts and let the reader know what is coming next. For example, a magazine article about endangered species in Texas might be broken up by the following headings:

Endangered Mammals

Endangered Fish and Reptiles

Endangered Birds

Subheadings break up the text under a heading even more. Headings and subheadings are helpful to readers trying to make a prediction. They also allow readers to go back to the article and easily find the kind of information that is most important to them.

## Visual Information, Captions, and Footnotes

Look at any pictures, illustrations, charts, graphs, or tables that go with the passage. **Captions** are sentences or short paragraphs that explain a photograph, drawing, graph, chart, or table. Captions are found under or beside the pictures they describe.

As you are reading, you may come across a tiny number next to a new word or idea, like this.<sup>1</sup> At the bottom of the page, you'll see another of those tiny numbers next to an explanation of the word or the idea. This is called a footnote. **Footnotes** explain words or ideas in the passage at the bottom (or "foot") of the page.

Preview the following passage and answer the questions that follow. Later in the lesson, you will have a chance to read the passage more carefully.

### ***Anne to the Rescue***

adapted from *Anne of Green Gables*  
by Lucy Maud Montgomery

#### **The Request**

Just as Anne came up from the cellar with a plateful of apples for Uncle Matthew, she heard the sound of footsteps on the icy boardwalk outside the kitchen door. In rushed Anne's friend and neighbor Diana Barry, white-faced and out of breath.

"What on earth is the matter, Diana?" cried Anne.

"Oh, Anne, do come quick. Minnie May is awful sick—she's got croup<sup>1</sup> and can't breathe right. The babysitter says it's really bad, and Mother and Father are away in town. Oh, Anne, I'm so scared!" Without a word, Uncle Matthew grabbed his coat and headed to the barn. Anne knew he was planning to get his horse and ride to Carmody for the doctor.

"Don't cry, Di," said Anne cheerily. "I know exactly what to do for croup. Don't forget that I helped Mrs. Hammond raise her three pairs of twins—and they had the croup regularly. Here, let me take this bottle of ipecac.<sup>2</sup> You may not have any at your house."

The two little girls hurried across the snow-custed fields to Diana's house. The night was clear and frosty, and big stars were shining.

#### **The Cure**

When they arrived, they saw that three-year-old Minnie May was really very sick. She lay on a sofa, feverish and restless. Mary Joe, the babysitter, was helpless. Anne could see that she was unable to think and act to solve the problem.

<sup>1</sup> croup: a sickness that causes difficulty breathing and a severe cough

<sup>2</sup> ipecac: a syrupy medicine once used to cure croup

Anne went to work with speed and skill.

"She's bad, but I've seen worse. First, we need hot water and lots of soft cloths. Diana, you and Mary Joe see to that. I'm gonna give Minnie May some of this ipecac."

The ipecac went down many times during that long night. As Anne worked with patience over the suffering child, the other girls kept up a roaring fire and heated enough water for a hospital full of sick babies.

It was three o'clock in the morning when Matthew arrived with the doctor. But the emergency was over. Minnie May was sleeping soundly.

#### **An Astonished Doctor**

"I was awfully near giving up," Anne explained to the doctor. "I thought she was going to choke to death. I gave her every ounce of ipecac in that bottle, and when the last dose went down I said to myself, 'This is the last hope.' But, in about three minutes, she coughed until her lungs were clear, and then she began to get better. You can just imagine my relief, Doctor. You know there are some things that cannot be expressed in words."

"Yes, I know," nodded the doctor. He looked at Anne as if he were thinking some things about her that couldn't be expressed, either.

Leading the horse, Anne and Matthew walked home in the wonderful, white-frosted winter morning. They crossed the long white fields, walked under a glittering fairy arch of frosty maples, and returned to the cozy warmth of Green Gables.

3. What do you think the passage will be about?

---

---

---

4. How does the author break the story into parts?

---

---

---



5. Why would someone most likely read this passage?
- A. to be entertained by an interesting story
  - B. to find information about treating croup
  - C. to solve a confusing medical problem
  - D. to learn about doctors during the early 1900s
6. What does the author use to let the reader know what *croup* is?
- A. a picture
  - B. a footnote
  - C. a subheading
  - D. a caption

---

**TIP** 3. Take note of what pictures and other types of visual information tell you.

Pictures and other kinds of visual information can tell you much more than the subject of a passage. They can help clarify details. They can also give additional details that are related to the information in a passage.

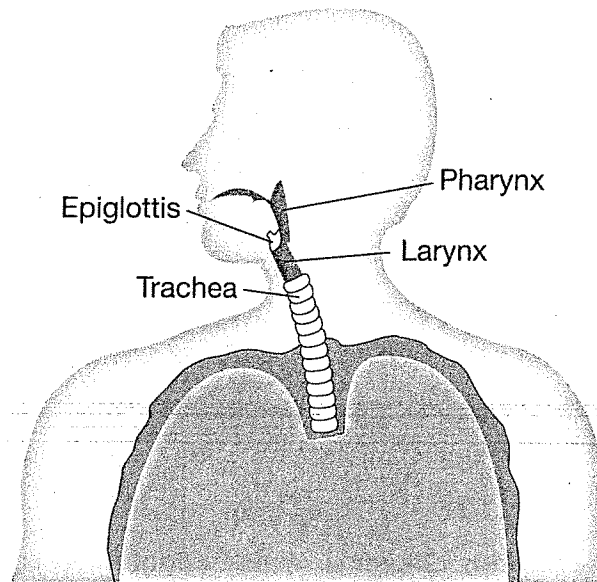
Don't skip over drawings, diagrams, maps, or photographs. A drawing can give you information about the setting of a story. It might show an important event in the story in a way that helps you understand what happened. It can even tell you about the feelings the author hopes to get across through the writing. A cartoonlike drawing, for example, is more likely to illustrate a funny story than a serious or sad one.

Pictures and other kinds of visual information can also help you understand passages that are not stories. For example, a photograph might show an animal in its habitat. A map might show where historical events took place or the location of a country that is unfamiliar to you. A diagram shows relationships, the meanings of terms, or how things work. Labels, arrows, and other similar features identify the different parts of a diagram.

Read the following passage and look at the diagram. Then answer Numbers 7 and 8.

### ***Croup: What Is It?***

Croup is most often caused by a virus. The larynx and trachea become swollen. A barking cough results. Because small children have such narrow windpipes, croup can make it difficult for them to breathe.



7. The diagram shows that the larynx and trachea are part of the
- A. face.
  - B. lungs.
  - C. throat.
  - D. stomach.
8. Why is the diagram most likely included with this passage?
- A. to help people identify when a child has croup
  - B. to explain the meanings of the words *larynx* and *trachea*
  - C. to tell how the virus causes children to become ill
  - D. to show parents how to treat their child's croup

**TIP** 4. Think about what type of writing you are reading.

Genre is just a fancy word for “type of passage.” Your purpose for reading different genres will vary. You might read fiction to be entertained. You might read nonfiction to learn about a topic. As you can probably tell, purpose and genre are closely connected.

There are four main genres: fiction, nonfiction, poetry, and drama. Writings within each genre tend to have some qualities in common, like organization and style. There are, however, different types of writing within each genre.

**Fiction** tells a made-up story. In fiction, characters try to solve problems, and the story is usually told in the order events happened. Novels (such as *Charlotte’s Web*) and short stories are the most common forms of fiction. Here are some types of fiction:

- **realistic fiction** – Realistic fiction includes stories that could happen to anyone. Even though the stories seem real, they were made up in the author’s mind.
- **fantasy** – Fantasy includes stories that could never really happen because they have impossible characters, places, and events. The books in the *Harry Potter* series are fantasy.
- **science fiction** – Science fiction is made of stories set in the future or stories about humans in a struggle with science or machines. *The Martian Chronicles* is an example of science fiction.
- **historical fiction** – Historical fiction tells about real people or real events from the past. But be careful! These stories are still fiction because the writer makes up some characters, scenes, and conversations. A book like *Sarah, Plain and Tall* by Patricia MacLachlan is an example of historical fiction.
- **fables** – Fables are stories that have a moral or lesson. They often feature animals as characters and include events that could never really happen. The characters and events teach the reader something about life. You are probably familiar with the fable “The Tortoise and the Hare.”
- **folktales** – Folktales are usually very old stories passed down from one generation to the next. They often tell us a lot about the people or nations that produced them. “Paul Bunyan and His Blue Ox” is a folktale. Some fables may also be considered folktales.

**Nonfiction** gives true information about real people, places, things, ideas, and events. Types of nonfiction include the following:

- **biographies** – Biographies tell stories about a person's life.
- **autobiographies** – Autobiographies tell the story of the author's life.
- **letters to the editor and persuasive essays** – Letters to the editor and persuasive essays tell what the author thinks or believes about a topic.
- **textbooks, news articles, and instructions** – Textbooks, news articles, and instructions include fact-based information.

**Poetry** comes in many styles. Some poems tell a story. Others simply describe an image or an emotion. Some poems rhyme; others don't. Poems try to express ideas and feelings in unusual ways. Poetry is usually written in groups of lines called **stanzas**. You will read about poetry in a later lesson in this book.

**Drama** is written to be spoken and performed onstage. Works of drama, often called plays, tell actors what to say and how to move on the stage. Some dramas are based on true events, but others are made-up stories. School plays, TV shows, and movies are examples of drama. You will read about drama in a later lesson in this book.

9. Carefully read "Anne to the Rescue" on pages 55 through 56. This passage is an example of
- A. fiction.
  - B. poetry.
  - C. nonfiction.
  - D. drama.

**Where Did It Come From?**

One way to help determine a passage's genre is to think about where you might find it. Would you find it in a how-to guide? If so, it's probably nonfiction. Would you find it in a short-story collection? If so, it's probably fiction. Would you find it in a newspaper? If so, it's probably nonfiction.

**Tip 5. Ask yourself questions as you read, and check your understanding.**

You should keep busy while you're reading. Don't wait until you have finished reading a passage to try to figure out what it is saying. Ask yourself questions about the passage as you read along. Here are some of the questions you might ask:

- Do I understand this part?
- Does this really make sense?
- Why did this happen?
- How is the information arranged? Are events told in the order they happened? Or is the author using a different kind of order?
- Where is this going? What might happen next?
- What is the main idea of this passage?

10. Write one or two questions about events in "Anne to the Rescue" that you don't understand or you would like to know more about.

---

---

---

---

**Tip 6. Connect the author's ideas with real life.**

Questions on the state test will always be about what you have read in the passages on the test. You will not be asked questions requiring "outside knowledge" unrelated to the passages. However, you can use your "outside knowledge" and experience to help you understand what you are reading.

Connect the ideas in the passage to things you know about or have experienced. You can start doing this even before you begin reading. Once you have previewed the passage and figured out the topic, ask yourself questions like: *What do I already know about this topic? What does it remind me of?* If you are reading a fiction passage, you might ask yourself the following questions: *Has something like this ever happened to me? Would I act the same way the characters are acting?*

As you read, keep making these connections to your own life and experiences. Even if those connections are only to things you've seen in movies or TV shows, they can still help you understand the passage.

Read the following passage. Then answer Number 11.

### ***New Friends***

When Mischa first met Laurie, she didn't think they'd have much in common. After all, Mischa had moved to Midland from Wisconsin, while Laurie had lived in Texas all her life. And Mischa only had one sister, while Laurie had three sisters and a brother! To top it all off, Mischa was a tennis player, while Laurie couldn't get enough of volleyball. Soon, though, the girls became best friends. It was great that they had the same fifth-grade teacher and took a ballet class at the dance studio, but they enjoyed learning about each other's differences the most!

11. Does this passage remind you of something from your life? Write it down on the following lines.

---



---



---



---

### **TIP 7. Summarize as you read.**

When you **summarize**, you retell the main idea and most important details in a passage or part of a passage. Summarizing is very helpful when you are reading something difficult. It is always easier to understand something one step at a time than it is to try to understand the "big picture" all at once. As you read, stop every now and then. Think about what you just read. Retell it in your own words. List the important points in your mind, or write them down.

12. Which of the following best summarizes the part of "Anne to the Rescue" called "The Request"?
- A. Diana's parents are away in town. She and a babysitter have been left to take care of a sick child.
  - B. Matthew grabs his coat and heads for the barn. Anne knows that he plans to saddle his horse and ride to town for a doctor.
  - C. Anne comes up from the cellar with a plateful of apples. She hears someone coming. Then her friend Diana rushes in, out of breath.
  - D. Diana rushes to her friend's house and begs Anne to help with a sick baby. Anne grabs medicine, and they hurry back to Diana's house.

13. Summarize the part of the story called "The Cure."

---

---

---

---

---

---

---

## Lesson 4 Review

Read this selection. Then answer the questions that follow it.

### Scary Talent

by Carol Gillespie

#### I Find My Talent

- 1 Everyone has a talent, right? That's what my mom has always told me, and for once I wish she was wrong. You see, my talent is drawing. No big deal, right? Well, I don't mean to brag, but I am better than anyone in my class—maybe even in my school.
- 2 For years, drawing has been my life. "Just say anything and I'll draw it!" I tell my friends and family. "You want me to draw a bluebonnet? No problem. You want me to draw a space alien in a Cowboys uniform? Easy."
- 3 In fact, everyone at school asks me to draw pictures for them. I must've drawn hundreds of pictures—airplanes, horses, soldiers, castles, and dragons—all of them different and just as easy as the next. It all started back in October, when Ms. Kelly, my teacher, asked me to draw a picture. We were studying dinosaurs, and she wanted a *Tyrannosaurus rex* on the chalkboard. "No problem, Ms. Kelly," I said, and I drew it, my best creation yet. She clapped, saying its sharp teeth made it look like the most terrifying creature she had ever seen. I'd never been so happy. I had finally found my talent!

#### Not Everyone Is So Happy

- 4 I should've quit then, because some of my classmates became jealous. Take Alex Gamboni, for example. Alex is the smartest kid in school, a real brainiac. Before I came along, Alex got a lot of attention. Kids would try to stump him with math problems and long, hairy vocabulary words. Alex couldn't be stumped, and the class loved it. But once word spread about my talent, no one cared about Alex's huge brain anymore.

GO ON 



- 5 Then there's Gina May, the Hula-hoop champ. Before I came along, Gina was the star of the playground. Kids used to cheer her on as she spun that Hula-hoop around her waist for hours. Now, Gina won't even bring a Hula-hoop to school. I don't think those two ever forgave me for stealing the spotlight. Why didn't I see it coming?

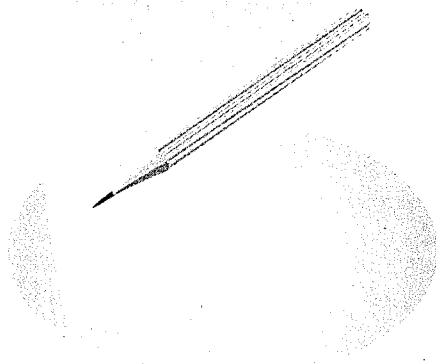
### **The Chin and the Bathroom Scrawl**

- 6 It happened this morning, after recess. At the time, I felt great. The sun was shining, and I had just drawn my first comic. The comic was about a superhero named "The Chin," who fights crime by knocking out bad guys with his bowling-ball-size chin. Instead of joining in our usual soccer game, my buddy Carl and I spent recess planning the next episode, in which The Chin confronts his enemy, The Elbow.
- 7 Then we filed inside and went to the restroom, just as Ms. Kelly likes us to do before we go back to class. And there on the bathroom wall, drawn with a thick, black marker, was a big picture of Ms. Kelly. Let me tell you, it was not a nice drawing. It made her nose look like a long carrot and her hair like strands of rusty wire. Her eyes were crossed, and wavy stink lines were coming out of her mouth. And next to her large face the artist had scrawled "Ms. Smelly"!
- 8 Suddenly, David Ryan, the class tattletale, ran out of the bathroom screaming for Ms. Kelly. The rest of us slunk back to class, not wanting to know what was going to happen next.
- 9 When Ms. Kelly returned to the classroom, her face looked wobbly, if that's possible. She was frowning, but there also seemed to be tears in her eyes. Who could have done such a thing to her? Ms. Kelly is a tough teacher, but she only ever has kind things to say to us students. Even now, all she said was, "Please settle down. I've let the principal know what has happened. He may want to speak to some of you a little later."
- 10 While we worked on our social studies projects, almost everyone kept turning to look at me. I could feel my face turning hot with

embarrassment and shame. Shame! Even though I had done nothing. But everyone else thought I did. I think Ms. Kelly is great. So why do people think it was me who drew that picture? Because the drawing was good, that's why. The drawing was better than good—it was great. And who's the greatest artist in school? Me.

**Trapped!**

- 11 After thinking it over, I figured that the real culprit would be found out soon enough, and then I'd be off the hook. It turns out that I figured wrong. It soon came time for math class, when I go with some of the other kids to Mr. Foster's class. I picked up my books, and out of my notebook spilled dozens and dozens of sketches—all of them variations of the horrible picture of Ms. Kelly.
- 12 She looked down at the drawings scattered across the floor. Then she looked at me, her face getting all wobbly again. "Jack," she said, "I think you need to go see the principal."
- 13 So here I am, sitting in the principal's office and wishing I'd never discovered my stupid talent in the first place. Who set me up? Is there another artist in the class who is jealous of all the attention I've been getting? Or is this the work of Alex and Gina?
- 14 Everyone has a talent, says my mom. What I want to know now is: who has the talent to get me out of this mess?



- 1 The theme of this story is —
- A being well known for something isn't always a good thing
  - B you can't trust people to do the right thing every time
  - C if you are kind to someone, your kindness will be repaid
  - D the happiest people are the ones who are creative
- 2 The main purpose of the subheadings in this story is to —
- F give extra information about the plot
  - G tell which characters are a part of the story
  - H hint at what each part of the story is about
  - J make the story longer on the page
- 3 Jack's talent was discovered when he was asked to draw —
- A a bluebonnet
  - B a *Tyrannosaurus rex*
  - C The Chin
  - D a picture of Ms. Kelly
- 4 "Scary Talent" is an example of —
- F realistic fiction
  - G poetry
  - H nonfiction
  - J a folktale
- 5 Why would a person be most likely to read this story?
- A To learn how to become a popular student
  - B To learn what children do during a normal day of school
  - C To find a hidden talent in himself or herself
  - D To be entertained by the story of a boy and his problem
- 6 How does Ms. Kelly find out about the drawing in the bathroom?
- F One of the students in the class tells her about it.
  - G She sees it when she goes into the bathroom.
  - H Drawings like it spill out of Jack's notebook.
  - J The principal finds out about it and tells her.

- 7 What is the main idea of the section "Not Everyone Is So Happy"?
- A Alex and Gina decide to plot against Jack.
  - B Some kids don't like the attention Jack is getting.
  - C Alex Gamboni is the smartest kid in the class.
  - D Jack loves the attention he gets for his talent.

- 8 Which detail in the section "The Chin and the Bathroom Scrawl" supports the idea that Jack did not draw the picture of Ms. Kelly?
- F Jack had already drawn his first comic of the day.
  - G Other students in the class keep looking at Jack.
  - H Jack thinks Ms. Kelly is great.
  - J Jack is the greatest artist in the school.

- 9 In the section "Trapped!" the word figured means —

- A dismissed
- B decided
- C dreamed
- D hoped

- 10 In paragraph 13, the phrase set me up means —

- F gave help
- G tricked into trouble
- H put together
- J stood upright



## 9: Butterflies On the Go

Many birds **migrate** south when it is cold in the northern areas of the country. Did you know that some butterflies also travel to warmer places? Every year, monarch butterflies go on an **unusual** journey as they travel from the north to the south, and then back to the north again.

The monarchs begin from two areas in the United States. Some of the butterflies live west of the Rocky Mountains. They migrate to the **southern** coast of California each fall. Other butterflies live east of the Rocky Mountains. They migrate to the plains of Mexico each year.

How can such small creatures travel so far? Scientists really aren't sure how they do it. The monarch butterflies may use wind **currents** to carry them far away. The high winds from storms could carry them for many, many miles. They also may have a special system for sensing direction. By using it, they always know which way they are going.

The monarchs that begin each trip do not return to the north in the spring. They don't live long enough to complete such a long trip. The butterflies that begin the trip lay eggs during their **journey**. The caterpillars that hatch from these eggs eventually spin cocoons. Young butterflies **emerge** from the cocoons and continue the journey their parents began. The young butterflies return to the same trees

other monarchs have used for years. How do they find a place they have never seen? No one knows just how they do it—but they do it every year.

Monarch butterflies complete a trip that few people could make. They are amazing creatures!



### Context Clues (I.B)

1. The word **migrate** means—

- A fly high in the clouds
- B rest in the trees
- C begin a difficult trip
- D move from one climate to another

### Structural Cues (I.A)

2. In which word do the letters **ern** mean the same as in **southern**?

- A Govern
- B Stern
- C Western
- D Fern

*Context Clues (I.B)*

3. In this passage, the word **currents** means—

A storms  
B disasters  
C movements  
D systems

*Synonyms/Antonyms (I.D)*

4. Which word means about the same as **journey**?

A Trip  
B Hatch  
C Direction  
D Spring

*Synonyms/Antonyms (I.D)*

5. Which word means the **OPPOSITE** of **unusual**?

A Odd  
B Normal  
C Strange  
D Dangerous

*Context Clues (I.B)*

6. The word **emerge** means—

A follow  
B fall  
C come from  
D spin

*Facts/Details (II.A)*

7. Monarch butterflies west of the Rocky Mountains migrate—

A in different directions  
B to the east of the Rocky Mountains  
C to Mexico  
D to the southern coast of California

*Main Idea (III.A)*

8. This passage is mostly about—

A how monarch butterflies locate wind currents  
B why caterpillars spin cocoons  
C the movement of monarch butterflies from one place to another  
D how scientists have learned about monarch butterflies

*Cause/Effect (IV.A)*

9. The monarch butterflies that begin the journey do not finish because they—

A return to their home after laying eggs  
B do not live long enough to finish  
C cannot find the right wind currents  
D do not always know where they are going

*Sequential Order (II.B)*

**10.** Which of the following happens first?

- A** Caterpillars hatch from the eggs.
- B** Caterpillars spin cocoons.
- C** Monarch butterflies emerge from cocoons.
- D** Monarch butterflies lay eggs.

*Inferences (V.A)*

**11.** Monarch butterflies migrate south when it is cold in the north because they—

- A** cannot survive in cold weather
- B** must lay their eggs somewhere
- C** use the wind currents
- D** must return to the same trees each year

*Fact/Opinion (VI.A)*

**12.** Which is an **OPINION** from this passage?

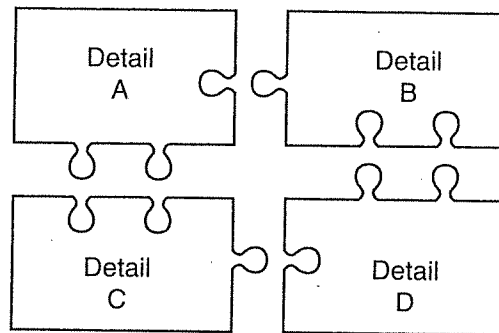
- A** Monarch butterflies live in the United States.
- B** Young monarch butterflies emerge from cocoons.
- C** Monarch butterflies are truly amazing creatures.
- D** Caterpillars spin cocoons.

# Lesson 5

Standards 2.7(A), 9, 3.11(C)

## Making Connections

In previous lessons, you learned to stay active as you read. Doing so will help you find the passage's main idea and important details. But being an active reader is about more than just finding individual details and ideas. Active reading also means seeing how those details or ideas are connected to one another. It's a little like doing a puzzle. You're looking at one piece at a time, but you're also seeing how that piece fits in (or doesn't) with the other pieces.



In this lesson, you'll practice reading skills such as making comparisons, finding causes and effects, uncovering problems and solutions, ordering events, and making educated guesses about what you've read.

### **Tip** 1. Look for words that show comparisons.

A **comparison** shows how things are alike and different. Have you ever heard the saying "It's like comparing apples and oranges"? That saying means that, sometimes, two things don't have much in common. Therefore, it isn't fair to say that one is just like the other.

For the most part, you shouldn't compare two things that are very different. If you do, you can come to some wrong conclusions. For example, is Carrie Underwood better than the Beatles? You might like one more than the other, but they make different kinds of music, so it's hard to say who is "better."

Authors often make comparisons. Reading passages are loaded with words that show how two or more things are alike and different. As you read, look for these comparisons. Think about why the author included them.



Read the following passage. Look for words and phrases that show how the people Ellie sees are alike and different.

The first morning in her new house, Ellie looked out the window and saw a boy about her age walking to school. He was tall and thin, and the way he walked reminded her of a camel. He took long, slow steps, and his whole body seemed to float up and down, as if carried by gentle waves of water. His shirt was buttoned crookedly, his hair went every which way, and his socks were two different colors.

Ellie finished putting her lunch and notebooks in her schoolbag. When she looked up again, she thought she was seeing things. There was the same boy passing her house again. This time, however, his hair was neater. But he had exactly the same walk, the same clothes, and the same mismatched socks.

She pressed her face to the window and looked up the street. No, there were two boys—identical twins.

When Ellie got to school, she learned that these boys were the Humphrey twins, Hector and Horace. They never walked together because they didn't like each other much. That seemed funny to Ellie, since they both looked and acted exactly the same.

Ellie compares and contrasts Hector and Horace after they each walk by her window. To **compare** means to show how things are alike. To **contrast** means to show differences. Noticing when authors make comparisons will help you better understand the things you read.

The following list shows just a few comparison words you should look for:

Alike	Different
both	but
like	unlike
all	however
too	instead of
just as	different from
similar to	not the same as
the same as	on the other hand

One-syllable words that are used to describe can be turned into comparison words by adding suffixes. For example, *fast* can be turned into the comparison word *faster* by adding the suffix *-er*. Adjectives with two or more syllables are turned into comparison words by adding "more" or "most" or "less" and "least." Here are a few more examples:

Words Using ...	Examples		
-er	bigger	shorter	louder
-est	tallest	smartest	creepiest
more, most	more curious	most handsome	
less, least	less colorful	least frightened	

- Now go back to the passage about the Humphrey twins. Underline any comparison words you see.
- The twins are alike because they both
  - have matching notebooks.
  - have the same neat hair.
  - enjoy each other's company.
  - have mismatched socks.
- How are the twins different from one another?
  - One of them is tall and thin; the other is short and muscular.
  - One of them walks like a camel; the other walks like a giraffe.
  - One of them has messy hair; the other has hair that is neater.
  - One of them wears matching socks; the other wears no socks.

**Tip** 2. Compare details.

What if you search for comparison words but don't find any? You can still figure out how two things are alike and different. You just have to put your detective skills to work.

Read the following fable about two birds. Think about how the author describes each character.

### ***The Peacock and the Crane***

adapted from a fable by Aesop

One day a peacock met a crane. The peacock began making fun of the crane's plain feathers.

"I am dressed in bright gold and purple feathers," said the peacock. "I am a dazzling sight to see, but you wear only drab white feathers."

"But with these feathers," replied the crane, "I can fly to the highest mountains and sing near the stars. You can only hop along near the ground."

4. In the following boxes, list as many details as you can about the two birds.

Peacock	Crane

5. How are the birds different?
- A. The crane can fly, but the peacock cannot.
  - B. The peacock can fly, but the crane cannot.
  - C. The crane is proud, but the peacock is humble.
  - D. The peacock is plain, but the crane is colorful.

---

**TIP** 3. Find the order of events in the passage.

In most stories, characters try to solve one or more problems. One way to spot problems and their causes is to make a list of events in the order they happen. This is called using **chronological order**. That's a mouthful, but all it means is "in time order." By putting events in the order they happen, you can more easily see how one event leads to the next.

Read the following passage about a missing shoelace. Think about how one event leads to the next.

### ***It's One Thing, Then Another***

by Malia Hewson

I was reading a book in my room, quietly minding my own business, when Mom walked in carrying her only pair of sneakers. Her hair was pulled back in a ponytail, and she was dressed in shorts and a T-shirt. I could tell she was ready to go for her nightly run. I could also tell by the way her lips were pressed tightly together that she wasn't too happy.

"Malia," she said, holding up her left sneaker, "what happened to my shoelace?"

I knew she wasn't going to like it, so I set down my book and took a deep breath. "If you really want to know, it's Fran's fault. She's the one who wanted to play softball this afternoon."

"And what does that have to do with my shoelace?" Mom asked, puzzled.

"Well," I began, "during the last inning of the game, I hit the ball just past second base, where I'd parked my bike."

"And?"

"And because my bike got in the way of the ball, my back reflector broke. It just plain cracked. I've got quite a swing," I added, smiling.

"Keep going," Mom said.

"Anyway," I went on, "I know you don't like me to ride my bike without a reflector, since it isn't safe and all, so I stopped at the bike store on my way home from the game and bought a new one."

"What does that have to do with my shoelace?"

"I'm getting to that. After I got home and took off the broken reflector, I went inside to fix a snack. Except when I came back outside, I couldn't find the screw I needed to attach the new reflector. I looked through the toolbox for another one that would fit, but I didn't have any luck. So I got to thinking, and I remembered that when Dad and I put the latch on the gate in the backyard, we used a screw just about the size I needed. Well, I took off the latch, and the screw fit perfectly. The only thing is, the gate wouldn't shut then. And, of course, I didn't want Skippy to get out of the backyard, so that's where your shoelace comes in. I used it to tie the gate shut."

"Why didn't you use one of your own shoelaces?"

"Well, I was wearing my shoes, and yours were just sitting by the front door."

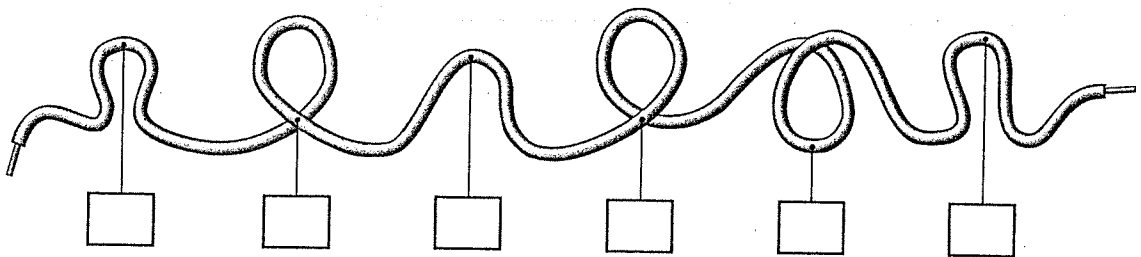
"What if I'd been out running?"

"Then I'd have to do some explaining to Dad tonight."

"Where *are* his running shoes, anyway?" Mom asked. I could see she was getting an idea.

6. Fill in the following timeline with the letter of each event listed below, then use the timeline to answer the questions that follow.

- A. Malia loses the screw to the new reflector.
- B. Malia uses her mom's shoelace to tie the gate shut.
- C. Malia's friend asks her to play softball.
- D. Malia takes the latch off the gate.
- E. Malia breaks the reflector on her bike.
- F. Malia's mom asks Malia where her shoelace is.



\* Be Careful - This one is tricky!  
Really think about what has to happen first.

7. Why does Malia take the latch off the gate?
- A. The latch needs to be repaired.
  - B. Her mom wants to go running.
  - C. She needs a screw for the reflector.
  - D. She wants Skippy to stay in the yard.
8. At the end of the passage, what is Malia's mother most likely thinking about?
- A. asking Fran if she wants to play baseball
  - B. having Malia put the latch back on the gate
  - C. going for a run in another pair of shoes
  - D. taking a shoelace from one of Dad's shoes

---

**Tip** 4. Look for the cause and effect of the problem.

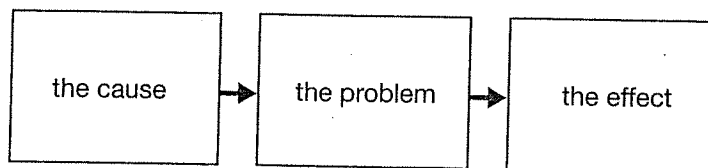
TEACHER: Jackie, you've been late to school every day since school began. What's the reason?

JACKIE: I can't help it. The sign on the street says "School, Go Slow."

—from *101 School Jokes* by Sam Schultz

Life is full of little problems. Problems usually have some sort of cause behind them. In "It's One Thing, Then Another," Malia does each thing for a reason. She buys a new reflector *because* her old one broke. She takes the latch off the gate *because* she needs a screw. You get the idea. The following tips will help you spot problems, causes, effects, and solutions in a reading passage.

The **cause** is the reason behind a problem. The **effect** is what happens because of the problem.



One way to find the cause and effect of a problem is to look for special words in the passage. The following list shows a few cause-and-effect words you should look for:

Cause Words	Effect Words
cause	therefore
due to	led to/lead to
a result of	resulted in
because	as a result
on account of	so

As you read the following passage, underline any words or phrases that show causes or effects. Then answer Numbers 9 through 12.

### ***Dangerous Waters***

Our seas and oceans are threatened by two dangers: dumping and overfishing. Oil spills cause the deaths of many sea creatures and birds. They also ruin our beaches. Factories, farms, and towns dump sewage and dangerous chemicals into our waters. This dumping poisons fish and shellfish. Eating these animals can lead to sickness and even death.

Overfishing lowers the number of fish even more. Some kinds of fish do not lay eggs fast enough to replace those that are caught. As a result, the number of cod, herring, and anchovies in some areas is very low. It isn't just fish that are threatened. Many whales have been hunted to the point that they, too, are in danger of dying out.

9. According to the passage, what do oil spills cause? Write your answer on the following lines.

---



---



---

10. The passage states that an effect of dumping is
- A. a lack of
  - B. overfishing.
  - C. whales dying out.
  - D. the poisoning of fish and shellfish.

11. According to the passage, what are some of the effects of overfishing? Write your answer on the lines below.

---

---

---

12. Which of the following is an effect of overfishing?
- A. Restaurants are forced to close in coastal towns.
  - B. Some types of fish decrease in number.
  - C. People are poisoned by eating the remaining fish.
  - D. Beaches are littered with too many poisoned fish.

---

**TIP** 5. Put the problem and its cause into a "because" sentence.

You won't always see clue words like *because* and *as a result* in a passage, but that's OK. It doesn't mean the passage doesn't have any causes or effects. If you can't find any "cause" words, look for the cause of the problem on your own. Then link the problem and its cause in a "because" sentence. Look at this example:

Sarah's face went pale. A frog was in her milk.



Sarah's face went pale *because* a frog was in her milk.

Read the following paragraph. Then answer Number 13.

A long time ago, many children were expected to work for a living instead of go to school. These children worked in many different jobs. Some made things in factories, while others sold newspapers. Some even did dangerous work in mines. Not everyone thought it was a good idea for children to work. These people thought that children should be allowed to play and, even more important, to learn. Today, laws protect children from having to work.



13. Why did some people think children shouldn't work?

Some people thought children should not work because \_\_\_\_\_

\_\_\_\_\_

Now use your "because" sentence to answer Number 14.

14. One reason people didn't think children should work was because they thought
- A. children did poor quality work.
  - B. there were not enough jobs for adults.
  - C. children should learn and play instead.
  - D. all factories should be closed down.

---

**Tip** 6. Connect details to make guesses.

When authors write stories, they don't give every possible detail. They don't say, "Roger woke up. Roger walked over to his dresser. He opened a drawer. He looked at his socks. Then, he picked out a pair of socks." A story with that much detail would be boring!

Instead, authors sometimes let you figure out what is happening. They want you to create some details with your imagination. Stories are more interesting that way. Besides, you're getting older and wiser. Authors know that you don't need everything spelled out for you. You can make some leaps yourself and be rewarded by guessing correctly.

An **inference** is a guess based on known facts. You make inferences all the time in real life. For example, imagine that when you come home from school, you see a car parked in front of your house with a pizza delivery sign on its hood. In addition, there's a woman standing at your front door. She's in a uniform and is holding a big red bag. You can infer that you are having pizza for dinner that night.

In the same way, you make inferences when you read. But inferences are usually about small parts of a passage. You can connect inferences and details from the whole passage to draw a conclusion about what you've read. A **conclusion** is a final decision you make about a passage.

Let's return to the pizza example. Let's say you walk into the house, and your dad looks like he hasn't slept in a week. He tells you he had a busy day. If you add up all the details, you might conclude that your dad ordered pizza because he was too tired to cook dinner.

When answering an inference or conclusion question, start with what you know. Then put the details together to make connections. The following tips will give you suggestions about what to do next.

---

**Tip 7. Look for details that support your inferences and conclusions.**

Evidence is the information in the passage you use to figure out an answer. You should always try to base your answers on evidence in the passage. By using evidence, you can make sure your inferences and conclusions are believable.

How did you know you were having pizza for dinner in that earlier example? The red bag, the uniform, and the car in front of your house are details that can also be used as evidence to support your inference. If your inference had been "We're having submarine sandwiches for dinner," you can tell the inference is incorrect because there's no evidence to support it.

Read this paragraph and answer the questions that follow.

It was a cool, crisp morning. Kim slipped her book bag over her shoulders, hopped on her bike, and headed down Maple Street. Her tires made soft crunching sounds as she rolled through piles of leaves.

15. What time of year do you think it is? \_\_\_\_\_

16. How do you know?

\_\_\_\_\_

\_\_\_\_\_

17. Where do you think Kim is going? \_\_\_\_\_

18. What clue tells you where Kim might be going?

\_\_\_\_\_

\_\_\_\_\_

**Tip 8. Think about what makes sense, based on what you know about the world.**

It's true that you will need evidence to support your inferences and conclusions. Still, remember that your guesses are also drawn from real life.

Let's go back to the pizza example one more time. How did you know you were having pizza for dinner? Well, you saw the pizza delivery car and the uniformed woman holding the red bag. We already covered that. But how do you know that the red bag is important? You probably knew the bag was important because you've eaten pizza before. You probably already knew that delivered pizzas often come in bags. The bags help keep pizza warm. In this case, you used what you already knew to help you make your inference.

Another way to use what you know is to put yourself in the character's position. If a character gets her backpack stolen, think about how you would feel if you were the character. Would you be glad or thankful? No! You'd probably be steaming mad. Therefore, you can guess that the character is pretty mad, too. Watch out, though. Even if you feel good about your guess, it's still important to back that guess up with evidence from the passage.

**Tip 9. Look for other relationships in the text.**

There are other ways ideas are connected in a passage. Some writers ask a question and then give an answer. For example, read the following section of an article about New York.

**Why is Texas called "the Lone Star State"?**

The first flag of Texas included a single white star in a blue rectangle.

**What is the state animal of Texas?**

The official state animal is the armadillo. The state bird is the mockingbird. Texas even has a state insect, the monarch butterfly.

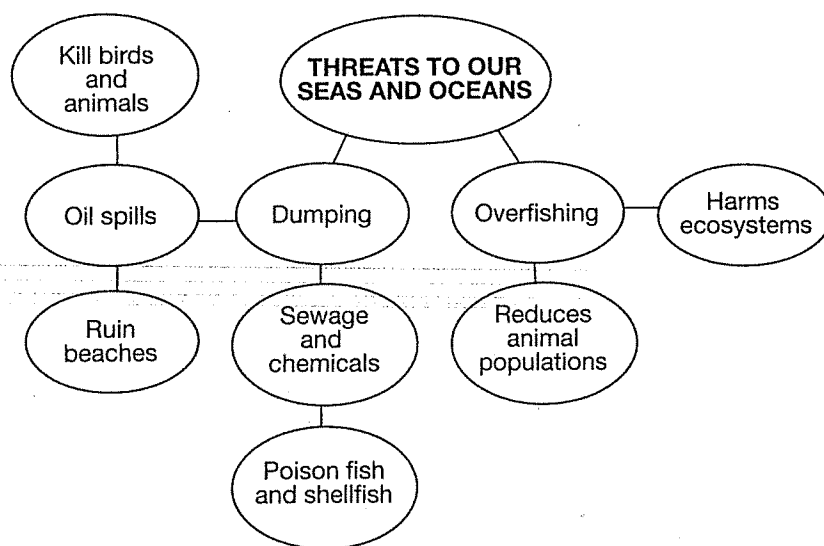
In the above example, you can see the questions and answers. But if you look even more carefully, what do you see? Well, if you reword the question "Why is Texas called the Lone Star State?" just a bit, you get "What caused Texas to be called the Lone Star State?" The answer is a form of a "because" statement. Does that sound familiar? The question and answer are really ways to show a cause and that cause's effect.

# Tip 10. Use graphic organizers to show connections.

You can use a graphic organizer to display the information from a passage. A **graphic organizer** shows connections visually. Different types of graphic organizers work best for different purposes. For example, a **chart** uses columns and rows to group information by category. Information about the official state animals of Texas can be organized on a chart.

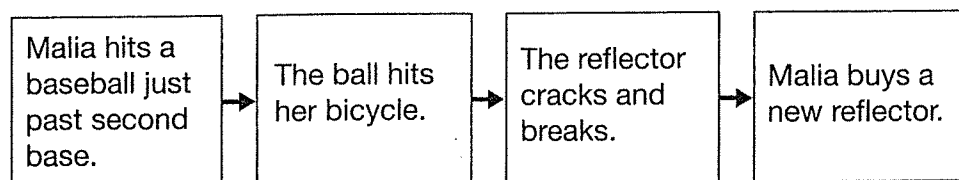
State Animals of Texas	
animal	armadillo
bird	mockingbird
insect	monarch butterfly

A **web** is another type of graphic organizer. You can use a web to show the connections between ideas and details related to one topic. For example, information from the passage about the threats to our seas and oceans could be shown in this way:



Notice that on a web, the most important ideas are in bubbles closest to the bubble that shows the main topic. The connecting bubbles include details.

Graphic organizers can also be used to show the order of events in a story. For example, events in the passage about Malia and her mother's shoelaces could be shown in this way:



This sequence chart might look familiar. It's similar to the timeline you completed earlier in this lesson.

## Lesson 5 Review

Read this selection. Then answer the questions that follow it.

# Objects in the Sky Are Farther Away Than They Appear

by Shawna Freedman

- 1 Did you know that every time you look up at the sky, you are looking at the past? Think about it. It takes time to walk across a room, take a bus across town, or drive a car across the state. Similarly, it takes time for light to travel from a lamp to the page of your book, from a lighthouse to a boat at sea, or from the sun to Earth.
- 2 Of course, light travels much, much faster than you can go by foot, bus, or car. It travels through empty space at a rate of about 186,000 miles per second. Nothing goes faster! But even at that speedy rate, it takes time for light to reach Earth from objects in the solar system or outer space. Given the great distances between objects in the solar system and even greater distances between objects in outer space, that time adds up. For example, the sun is about 92,960,000 miles from Earth; light from the sun takes eight minutes to arrive here. So, in other words, when you look at the sun (*not* directly, please!), you are seeing it as it was eight minutes ago. You are, in fact, looking at the past.
- 3 Eight minutes ago might hardly seem like the past. But think about the distance between the stars and Earth. The stars are so far away that astronomers use a unit called a light-year to measure their distances from Earth. A light-year is the distance that light travels through empty space in one year—about 5,870,000,000,000 miles! The nearest star, Proxima Centauri, is about 24 trillion miles away. That's about 4.3 light-years away. So when we look at Proxima Centauri (or, more likely, its close neighbor, Alpha Centauri, the third-brightest star in the sky), the light we see has gone on a more than four-year journey to get here. And that's the *nearest* star.

GO ON 

## Just How Far Is It from There to Here?

Star	Fun Facts	Distance from Earth in Light-Years
Proxima Centauri	The nearest star	4.3
Sirius	The “dog star,” the brightest in the sky	8.7
Vega	Fifth-brightest star; was the North Star about 13,000 years ago	26.4
Pollux	Brightest star in the constellation Gemini	34
Castor	Another star in the constellation Gemini	47
Rigel	Brightest star in the constellation Orion	about 800
Polaris	The North Star	about 820

4 Among the most distant objects visible from Earth are mysterious objects called quasars. (*Quasar* is short for “quasi-stellar object.”) First seen in the 1960s, quasars appeared as points of light, similar to stars. But astronomers found that these starlike objects were about two billion light-years away. The great distance puzzled astronomers: a star that far away would be too faint to see, even through a telescope. For light to reach Earth from a distance of two billion light-years, it would have to shine as brightly as an entire galaxy! Even more puzzling was that the light seemed to be coming from a region in space smaller than that of our solar system, which is of course much, much smaller than the size of a galaxy.

5 When astronomers looked more closely, they could see that the faint image of a galaxy surrounded many of the quasars. Astronomers now believe that a quasar is actually a vast black hole at the center of a galaxy. This giant black hole creates spectacular heat and light as it tears apart stars that get too close to it. Because quasars are so far away, to look at one of these fascinating objects is to look at the distant past—and possibly learn a lot about the history of the universe.

- 1 What is the main idea of this passage?
- A We see stars in the sky as they were in the past because it takes so long for their light to reach us.
  - B Scientists use a unit called the light-year to measure the vast distances between stars.
  - C The closest star to Earth is Proxima Centauri, 24 trillion miles away, but others are much farther away.
  - D Light takes eight minutes to travel the distance from the sun to Earth.
- 2 Scientists most likely use the term *light-years* instead of miles when discussing distances in space because —
- F over huge distances, a number of miles becomes too large to be meaningful
  - G there is too much math involved when using miles
  - H readers need to know that light is important in the study of space
  - J a light-year is longer than a mile
- 3 In paragraph 1, the author mentions walking across a room, riding a bus, and driving a car. She most likely does this to —
- A discuss ways for people to travel
  - B be sure readers share experiences in common
  - C show how slowly people move
  - D help readers' understanding by mentioning everyday examples

4 In paragraph 2, what is the most likely reason why the author tells you not to look directly at the sun?

- F You will not be able to see it.
- G You will see it as it was eight minutes ago.
- H You should look elsewhere in the sky instead.
- J You might harm your eyes.

5 Why were scientists puzzled at first by the existence of quasars?

- A No stars were seen in the part of the sky where quasars were found.
- B Scientists believed they could not see anything so far away from Earth.
- C Quasars were too faint to be seen through telescopes.
- D Quasars looked like stars but were judged too far away to be stars.

6 What discovery led scientists to learn the real nature of quasars?

- F The actual size of our solar system
- G The faint image of a galaxy surrounding the quasar
- H An improved telescope that could see farther into space
- J A black hole that tore apart stars that got too close to it



- 7 Castor and Pollux were two characters in Greek mythology who were placed in the sky so that they could always be together. What does the chart show about Castor and Pollux?
- A The two stars are located in different constellations.
  - B The two stars are equally bright.
  - C The two stars are actually far apart.
  - D The two stars are among those farthest away from Earth.
- 8 Which of the following means the opposite of vast?
- F *mighty*
  - G *tiny*
  - H *grand*
  - J *measurable*



Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

- |                                  |                 |
|----------------------------------|-----------------|
| 1. _____                         | 1. distance     |
| 2. _____                         | 2. importance   |
| 3. _____                         | 3. balance      |
| 4. _____                         | 4. attendance   |
| 5. _____                         | 5. absence      |
| 6. _____                         | 6. performance  |
| 7. _____                         | 7. dependence   |
| 8. _____                         | 8. substance    |
| 9. _____                         | 9. disturbance  |
| 10. _____                        | 10. appearance  |
| 11. _____                        | 11. assistance  |
| 12. _____                        | 12. ignorance   |
| 13. _____                        | 13. brilliance  |
| 14. _____                        | 14. ambulance   |
| 15. _____                        | 15. residence   |
| 16. _____                        | 16. radiance    |
| 17. _____                        | 17. resistance  |
| 18. _____                        | 18. reluctance  |
| 19. _____                        | 19. persistence |
| 20. _____                        | 20. hesitance   |
| <b>Review Words</b> 21. _____    | 21. creature    |
| 22. _____                        | 22. measure     |
| 23. _____                        | 23. rancher     |
| <b>Challenge Words</b> 24. _____ | 24. vigilance   |
| 25. _____                        | 25. inference   |

Name \_\_\_\_\_

The suffixes *-ance* and *-ence* mean "an action or act" or "the state of." Adding these suffixes to a base word or root creates a noun: *assist* + *ance* = *assistance*.

Many words that end in *-ance* or *-ence* are related to adjectives that end with *-ant* or *-ent*: *assistance* is related to *assistant*.

Sometimes adding *-ance* or *-ence* changes the base word: *ignore* → *ignorance* (drop *e*).

**DECODING WORDS**

Adding suffixes can change the consonant sound in a word. For example, the /t/ in *radiant* changes to /s/ when adding *-ance* to form *radiance*. In the word *select*, the /t/ changes to /sh/ when adding the suffix *-ion* to form *selection*. Use knowledge of adding suffixes to sound out each word.

Write the words that contain the matching syllable and spelling pattern.

distance	absence	disturbance	brilliance	resistance
importance	performance	appearance	ambulance	reluctance
balance	dependence	assistance	residence	persistence
attendance	substance	ignorance	radiance	hesitance

two syllables ending in  
*-ence*

1. \_\_\_\_\_

two syllables ending in  
*-ance*

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

three syllables ending in  
*-ence*

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

three syllables ending in  
*-ance*

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



Look for more words with the suffix *-ance* or *-ence*. Record each word and a related word in your writer's notebook. Note any consonant sound changes. Then read the words aloud.

Name \_\_\_\_\_

distance	absence	disturbance	brilliance	resistance
importance	performance	appearance	ambulance	reluctance
balance	dependence	assistance	residence	persistence
attendance	substance	ignorance	radiance	hesitance

**A. Write the spelling word that has the same, or almost the same, meaning.**

1. need \_\_\_\_\_
2. commotion \_\_\_\_\_
3. glow \_\_\_\_\_
4. material \_\_\_\_\_
5. refusal \_\_\_\_\_
6. home \_\_\_\_\_
7. brightness \_\_\_\_\_
8. steadiness \_\_\_\_\_
9. look \_\_\_\_\_
10. uncertainty \_\_\_\_\_
11. unwillingness \_\_\_\_\_
12. determination \_\_\_\_\_

**B. Write the spelling word that belongs with each word family below.**

13. ignore, ignorant, \_\_\_\_\_
14. assist, assistant, \_\_\_\_\_
15. import, important, \_\_\_\_\_
16. perform, performer, \_\_\_\_\_
17. distant, distantly, \_\_\_\_\_
18. absent, absently, \_\_\_\_\_
19. attend, attendant, \_\_\_\_\_
20. ambulate, perambulator, \_\_\_\_\_

Name \_\_\_\_\_

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.

- |                                  |                 |
|----------------------------------|-----------------|
| 1. _____                         | 1. serious      |
| 2. _____                         | 2. furious      |
| 3. _____                         | 3. eruption     |
| 4. _____                         | 4. usually      |
| 5. _____                         | 5. direction    |
| 6. _____                         | 6. position     |
| 7. _____                         | 7. forgetful    |
| 8. _____                         | 8. comfortable  |
| 9. _____                         | 9. finally      |
| 10. _____                        | 10. destruction |
| 11. _____                        | 11. apparently  |
| 12. _____                        | 12. completely  |
| 13. _____                        | 13. eventually  |
| 14. _____                        | 14. carefully   |
| 15. _____                        | 15. microscopic |
| 16. _____                        | 16. allergic    |
| 17. _____                        | 17. scientific  |
| 18. _____                        | 18. safety      |
| 19. _____                        | 19. activity    |
| 20. _____                        | 20. sickness    |
| <b>Review Words</b> 21. _____    | 21. distance    |
| 22. _____                        | 22. ambulance   |
| 23. _____                        | 23. substance   |
| <b>Challenge Words</b> 24. _____ | 24. aquatic     |
| 25. _____                        | 25. mathematics |

Name \_\_\_\_\_

**DECODING WORDS**

A suffix is one or more letters added to a base word or root. It changes the meaning and part of speech of the base word. For example:

**-ful**, means "full of"; forms an adjective  
**-ion, -tion, -ation, -ition**, mean "act or process of"; forms a noun

Many adverbs end in **-ly**: *helpfully, busily*. Some adjectives that end in *e*, such as *comfortable*, drop the *e* when **-ly** is added: *comfortably*. Adjectives that end in *l* double the final consonant when **-ly** is added: *finally*.

Adding a suffix can change the final consonant sound in a base word. The /t/ in *direct* changes to /sh/ when **-ion** is added (*direction*). The /k/ in *music* changes to /sh/ when **-ian** is added (*musician*). Use knowledge of suffixes to sound out each word.

Write the spelling words that match the parts of speech. Then read each word aloud, with and without its suffix.

serious	direction	finally	eventually	scientific
furious	position	destruction	carefully	safety
eruption	forgetful	apparently	microscopic	activity
usually	comfortable	completely	allergic	sickness

**nouns**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**adverbs**

8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

**adjectives**

14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_



Look for more words with suffixes, such as **-ic, -tion, or -ian**. Record each word and its base word in your writer's notebook. Note any /k/ to /sh/ or /t/ to /sh/ changes. Read the words aloud. How does each suffix affect each base word?

Name \_\_\_\_\_

serious	direction	finally	eventually	scientific
furious	position	destruction	carefully	safety
eruption	forgetful	apparently	microscopic	activity
usually	comfortable	completely	allergic	sickness

**A. Write the spelling word that matches each definition below.**

1. very angry \_\_\_\_\_
2. at last \_\_\_\_\_
3. seemingly \_\_\_\_\_
4. damage \_\_\_\_\_
5. absent-minded \_\_\_\_\_
6. freedom from harm or danger \_\_\_\_\_
7. extremely tiny \_\_\_\_\_
8. course of movement \_\_\_\_\_
9. thoughtful, solemn \_\_\_\_\_
10. with attention to detail \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

11. I moved the plant to a sunny \_\_\_\_\_ on the windowsill.
12. We \_\_\_\_\_ have soccer practice each day after school.
13. The effects of the volcanic \_\_\_\_\_ were widespread.
14. I can't eat peanuts because I am \_\_\_\_\_ to them.
15. The new seats in the theater are very \_\_\_\_\_.
16. Finger painting is an \_\_\_\_\_ many young children enjoy.
17. The \_\_\_\_\_ made me feel tired and achy.
18. I found an article about global warming in a \_\_\_\_\_ journal.
19. Our vacation will \_\_\_\_\_ end, and we will return home.
20. The runner was \_\_\_\_\_ exhausted after the race.