

Academic Vocabulary • Context Clues

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

Hurricane Preparation

The weather forecasts said that my town would face a severe hurricane this evening. Our neighbors were preparing by boarding up windows to protect them from being damaged by the terrible storm. We listened to the radio to check the storm's progress. "We need leave town," Mom said worriedly. She stood on the porch and waved her arms to attract Dad's attention as he walked up the driveway. "Let's pack up the car," she yelled as the rain battered our shuttered windows. As we drove away, we hoped our neighborhood would not be destroyed while we were gone.

- 1 What **two** details in the passage show how severe the hurricane will be?
 - A Neighbors are boarding up windows.
 - B The radio tells the storm's progress.
 - C Mom waves to attract Dad's attention.
 - D The narrator's family is leaving town.

- 2 Why does Mom wave her arms?
 - A to say hello to Dad
 - B to keep herself cool
 - C to show Dad the shuttered windows
 - D to draw Dad's attention

- 3 Which of the following statements is true?
 - A The family wants their home to be crushed by the storm.
 - B The family hopes the neighborhood will grow while they are gone.
 - C The family hopes the neighborhood will not be broken apart.
 - D The family wants the neighborhood to look more pleasant.

- 4 Read the sentence.

"Our neighbors were preparing by boarding up windows to protect them from being damaged by the terrible storm."

What is the meaning of the word *damaged* in this sentence?

- A broken
- B invited
- C strong
- D awful

- 5 Read the sentence.

"As we drove away, we hoped our neighborhood would not be destroyed while we were gone."

Which of the following sentences could be added after this sentence to help readers understand the meaning of the word *destroyed*?

- A But we knew that if the neighborhood did fall apart, we would be able to build it again.
- B Dad thought it would take a miracle for us to make it out of town in time.
- C Strong winds nearly tipped our car over, showing how bad the storm really was.
- D Mom's plan for getting out of town was looking better and better.

Textbook Features

Books have different features that help you find the information you need. At the front, a **table of contents** lists chapters, articles, or stories and their page numbers. An **index** lists subjects that the book covers and tells the page on which the information can be found. An index is usually in the back of the book.

Directions: Use the table of contents and the index to answer the questions.

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Storms	
Chapter 1	
Weather and the Water Cycle	3
Chapter 2	
Hurricanes and Tornadoes	11
Chapter 3	
Repairing Damage	17

Index
air masses, 4
meteorologist, 5
natural disasters
Hurricane Andrew, 19
Hurricane Katrina, 18
Hurricane Sandy, 20
storm surge, 14

1. In which chapter will you look to read about severe weather?

2. On which page will you look to find information about Hurricane Katrina?

3. Which chapter has information about fixing harm caused by a storm?

4. Which chapter might contain information how a storm is caused?

5. On which page would you find information about meteorologists?

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2. On which page will you look to find information about Hurricane Katrina?

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3. Which chapter has information about fixing harm caused by a storm?

Chapter 3

4. Which chapter might contain information how a storm is caused?

Chapter 1

5. On which page would you find information about meteorologists?

page 5

Academic Vocabulary • Morphological Families

Directions: Read the following passage from the short story “Dee’s Stormy Night.” Then answer the questions below.

The winds were growing stronger than expected, and Dee looked out the window nervously. Weather forecasts on radio and television stations called for heavy rain. News programs predicted this would be the severest storm of the summer.

Dee knew that a storm like this could easily bring destruction. The last time there was a really bad storm, many roads flooded.

Grass and leaves had covered the storm drains, leaving the rain no place to go.

Suddenly, the lights went out. Just as Dee’s aunt handed her a flashlight, they heard a loud boom. A tree branch hit the front door! Luckily, the front door was not damaged. *Wow! This is going to be some storm,* Dee thought.

1. How does the base word *destroy* help you understand the word *destruction*?

2. What is an example of destruction given in the passage? Write it below.

3. How can you figure out the meaning of the word *severest*?

4. What is the meaning of *damaged*?

5. How are the words *destruction* and *damage* alike?

Academic Vocabulary • Prefixes and Suffixes

- Sometimes you may come across words you do not know. You can look to see if the base word has a **prefix** at the beginning or a **suffix** at the end that helps you figure out the meaning.
- The **prefix** *un-* makes a word mean “not” or “the opposite of.” For example, *unhappy* means “not happy.”
- The **suffix** *-ly* makes a word mean “in a ____ way.” For example, *slowly* means “in a slow way.”
- The **suffix** *-tion* makes a word mean “the act of ____.” For example, *addition* means “the act of adding.”
- The **suffix** *-ive* makes a word mean “tending to ____.” For example, *active* means “tending to act.”

Directions: Read each sentence. One word is underlined in each sentence. Circle the prefix *un-* or the suffix *-ly*, *-tion*, or *-ive* in the underlined word. Then circle the correct meaning of the word.

1. Bobby and Ashley replaced the broken treats with undamaged ones.
not broken not sweet
2. Many people’s homes were severely damaged, or badly destroyed.
in a bad way in a strange way
3. The storm had passed through the American South a few days before, causing terrible destruction.
the act of causing the act of destroying
4. Rachel fixed the unattractive car wash sign by drawing colorful pictures on it.
not looking good not tending to make
5. The attraction of the baked goods caused Mr. Huang to visit the bake sale table.
the act of watching the act of drawing in
6. Mrs. Miller knew the Red Cross was helping with the relief effort for the disaster caused by the destructive storm.
tending to make new tending to tear apart
7. Mr. Miller attractively arranged treats on a tray for the children’s bake sale.
in a pleasing way in an organized way

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1. How does the base word *destroy* help you understand the word *destruction*?

The base word *destroy* tells me that *destruction* has to do with something being torn apart.

2. What is an example of destruction given in the passage? Write it below.

“many roads flooded”

3. How can you figure out the meaning of the word *severest*?

by looking at the base word *severe* and the context clue “a really bad storm”

4. What is the meaning of *damaged*?

broken

5. How are the words *destruction* and *damage* alike?

They have similar meanings.

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Academic Vocabulary • Human-Interest Article

Key Features of a Human-Interest Article

- has a headline and a short introduction that grab attention
- describes people or events in an emotional way

Directions: Read the article and answer the questions below.

Escaping a Disaster by Janet Winston

No matter where you live in the United States, natural disasters can occur. In the Midwest, severe flooding along major rivers can be a problem, since many cities are built along the rivers. During winter, blizzards can dump many feet of snow quickly. Tornadoes with whipping winds can destroy entire towns. Along the Atlantic Coast, hurricanes blow in off the ocean and roar through cities. On the West Coast, from California to Washington, the threat of earthquakes is very real. Similarly, forest fires and mudslides on the coast and in mountainous regions can happen without warning.

Liz Raines and her family were relaxing in the backyard when they saw dark clouds of smoke in the distance. “There was so much smoke, I knew it wasn’t just a neighbor grilling,” says Liz. Her mother urged her to check the news. A forest fire was heading toward their neighborhood. “I packed clothes and food, buckled the kids in the car, and got out of there fast,” Liz remembers. When they returned, they discovered the fire had damaged their home. “We’re just happy we made it out in time,” says Liz.

1. Which parts of the country are most subject to blizzards?

2. Which of the following would be the worst disaster: severe flooding, melting blizzard, or a light earthquake?

3. What kind of disaster could cause damage such as burned walls and scorched furniture?

4. What three natural disasters are the biggest threats on the West Coast?

Academic Vocabulary • Word Relationships

Word Bank			
attract	unattractive	destroy	severe
attracts	damaged	destruction	severest
attractive	damaging	destructive	severely

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. If a hurricane reaches land, the strong winds and rain can cause _____, or very bad, damage.
2. Often there are terrible floods and dangerous fires that also _____ buildings.
3. After a hurricane, areas with severe damage often _____ people who want to help.
4. The storm had passed through the American South a few days before, causing terrible _____.
5. Many people's homes were severely _____, or badly destroyed, and the people needed to find shelter.
6. Bobby and Ashley set up an _____ table with colorful signs for the bake sale.
7. The Galveston Hurricane of 1900 was the _____, or worst, natural disaster in U.S. history.
8. The Hurricane of 1900 showed just how _____, or harmful a flood could be.
9. The improvements made to the city helped protect it from being _____ damaged by the storm.
10. Galveston's success would not have been possible without the improvements that were made after the terrible, _____ Hurricane of 1900.

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1. Which parts of the country are most subject to blizzards?

the Midwest and the Northeast

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severe flooding

3. What kind of disaster could cause damage such as burned walls and scorched furniture?

forest fire

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earthquakes, forest fires, and mudslides

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1

2. Write It

Now use your organizer to write a report. Summarize your classmates' answers to your interview questions. Write your report below.

Pets

After interviewing two classmates, I have found that
pets are

3. Check It and Fix It

After you have written your report, use the checklist to evaluate your writing. Make any changes needed. Write a clean copy of your report 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 report clearly
sum up what classmates
said?**

1 2 3 4 5

**2. Are ideas from the
interview "Pets" used
in the report?**

1 2 3 4 5

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

1 2 3 4 5

Now You Try It!

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

Writing Prompt

Imagine that you are going to write a blog post that is either for or against people keeping wild animals in their homes. Write a paragraph giving your opinion on whether wild animals such as foxes, zebras, and alligators should be allowed to live in peoples' homes. Use ideas from the blog "Pets in the White House" and at least two of the academic vocabulary words.

action(s) • information • provided • wandering

BLOG

- an online journal of a writer's experiences, observations, or opinions

1. Plan It

Use the organizer to brainstorm reasons for (pros) or against (cons) wild animals living with people. Read your list of reasons. Are you for or against wild animals living in people's homes?



Should Wild Animals Live in Homes?

Pros are reasons in favor of animals living in homes.

PROS

CONS

Cons are reasons against animals living in homes.

2

Academic Vocabulary • Word Relationships

- When you are reading and see an unfamiliar word, use **context clues**, or words around the unfamiliar word, to figure out its meaning.
- Context clues include definitions, explanations, and synonyms.

Directions: Read the following passage about a dog. Then answer the questions below. Look for context clues as you read.

Walking down one of her usual streets, Officer Laura heard the whimpering pleas of a puppy. She looked around and realized the puppy had fallen into a storm drain. She reached down but could not get to the puppy. Instead of wandering away, Officer Laura decided to stay and help and called the fire department.

The fire department provided help for the puppy. The department sent firefighters who lowered a special hook with a looped rope to lift the puppy. At first, the puppy

acted afraid and refused to come near the hook and rope. It appeared upset, as if it were bothered by the rope. The firefighters carefully worked the rope around the puppy, and it was finally lifted to safety.

The pup was wet and dirty. Officer Laura dried the little puppy with a towel. She held the puppy up to show the crowd who had gathered to watch. The crowd applauded and then wandered off. Officer Laura and the puppy also strolled down the street. Officer Laura realized she had found a new partner.

1. Circle the word *appeared* in the passage. Then circle the word that is a synonym for *appeared*.
2. Draw a box around the word *wandered* in the passage. Then draw a box around the word that is a synonym for *wandered*.
3. What does *acted* mean? What are examples of how the puppy acted?

4. What does *provided* mean? What clues help you to determine the meaning?

5. What word in the passage is an antonym for *wandering*? How does it help you understand this word?

Academic Vocabulary • Word Relationships

Word Bank

act
acting
actions

inform
informed
information

informative
provide
provided

provides
wandered
wanderers

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. Today pet expert Morgan Mahoney is here to _____, or tell, us about how to pick out a pet.
2. Animal shelters are places that _____ animals with a place to stay when they do not have a home.
3. Owners need to teach their pets how to _____, or behave.
4. Herbert Hoover's son had two pet alligators that _____, or roamed, outside the White House.
5. Those two toothy _____ must have been trouble for President Hoover's dog, King Tut.
6. It was very unusual to see a President _____ so silly.
7. I hope this post has been _____ and that you learned something new.
8. It _____ the first clue needed to reunite Miss Chewie with her family.
9. The company then _____ the Garcias that Miss Chewie had been found.
10. You would have to keep that _____ up to date.

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seemed to be; afraid, upset, bothered

4. What does *provided* mean? What clues help you to determine the meaning?
gave; "sent firefighters who lowered a special hook with a looped rope to lift the puppy"

5. What word in the passage is an antonym for *wandering*? How does it help you understand this word?
"staying"; *wandering* means not staying in one place

Academic Vocabulary • Word Relationships

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