

## Academic Vocabulary • Context Clues

- You might read a word that is new to you. You can use context clues in the surrounding words or sentences to decide what the word means.
- Context clues can be definitions or explanations of a word.

**Directions:** Read the following passage. Then complete the table. Read each statement and answer the questions at the top of each column.

**M**y family is going to visit an animal rescue shelter this weekend. Rescue shelters take in animals that have been abandoned or mistreated by people. This is not our family’s usual, or regular, Saturday morning activity. It is a special trip. My parents say my sister and I can choose a pet from the shelter, but we can’t agree on what type of pet to get. Cats make the best pets because they are very quiet and you can teach a cat to use a litter box. Dogs

have to be walked three or four times a day, and that’s too much trouble.

Of course, my sister wants a dog—a big one. She has never raised a puppy before, but she promises that she will take care of it every day. I don’t think she will be an able dog owner because she doesn’t have the needed skills. Besides, kittens are cuter than puppies. When we go to the shelter to look at all the animals, I believe I will be able to change her mind.

Word	Definition
1. rescue shelter	
2. usual	
3. raised	
4. able	

**Directions:** Think about the passage you have just read and the photo essay “Dogs to the Rescue!” List the advantages of owning a cat and a dog. Use at least two of the academic vocabulary words: **able, raised, senses, usual.**

## Cats vs. Dogs

Cats make good pets because . . .	Dogs make good pets because . . .
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

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<b>Word</b>	<b>Definition</b>
1. rescue shelter	<b>a place that takes in animals that have been abandoned or mistreated</b>
2. usual	<b>regular or normal</b>
3. raised	<b>take care of</b>
4. able	<b>having the needed skills</b>

**Directions:** Think about the passage you have just read and the photo essay “Dogs to the Rescue!” List the advantages of owning a cat and a dog. Use at least two of the academic vocabulary words: **able, raised, senses, usual.**

## Cats vs. Dogs

Cats make good pets because . . .	Dogs make good pets because . . .
1. <b>Answers will vary.</b>	1. <b>Answers will vary.</b>
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

## Now You Try It!

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

### HOW-TO ARTICLE

- explains each step in a process
- often uses sequence words, such as *first*, *next*, and *last*
- is often written in list form

### Writing Prompt

Write a how-to article for your school newspaper on how to raise a puppy. Use ideas from “Should You Be a Puppy Raiser?” and at least two of the academic vocabulary words.

**ability • raiser • senses • unusual**

### 1. Plan It

Use the organizer to record steps for raising a puppy. Include information from “Should You Be a Puppy Raiser?” Organize the steps by putting them in order from first to last.



### Advice Column

Write numbers in the boxes to show the order of the ideas.

<input type="checkbox"/>	_____
	_____
	_____
<input type="checkbox"/>	_____
	_____
	_____
<input type="checkbox"/>	_____
	_____
	_____
<input type="checkbox"/>	_____
	_____
	_____



## 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.

### **Baby Finds New Home** by Jess Salvatore

**D**iego Salvatore didn't know what it was at first. It was small and pink. It was lying at the bottom of the tree in his backyard. It looked like it needed his help.

#### **Saturday Surprise**

Diego found the baby animal on Saturday morning. He wrapped it carefully in an old towel, and he placed it in a shoebox. He talked to other kids on his street, but they were unable to figure out what it was. "I thought it was a puppy," Diego's friend Brandon said. They decided to show it to Mrs. Sing. Mrs. Sing lives next door to Diego. She loves animals. She has many birds, fish, and a tank of hermit crabs.

#### **Mystery Solved**

Mrs. Sing told them the animal was a baby squirrel. She called the Wildlife Center. The Center said they would raise the squirrel until it was old enough to take care of itself. "We typically rescue many baby squirrels each spring," said Alice, who works at the Center. "They usually fall out of their nests."

After lunch, Mrs. Sing and Diego drove to the Center. They left the baby squirrel with Alice. They also made a donation to the Center. Their donation will help the Center rescue more young and wounded animals.

1. What is the action verb in the headline? What parts of the introduction grab your attention?

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2. What usually happens to baby squirrels each spring?

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3. How do you know Diego was unable to figure out what the baby animal was?

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## Academic Vocabulary • Word Relationships

### Word Bank

able	raiser	senses	unable
ability	raising	sensing	unusual
raise	sensed	sensory	usually

**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. Horrified zoo visitors were \_\_\_\_\_, or powerless, to get to the boy.
2. Gorillas are \_\_\_\_\_ to walk by moving on their knuckles and feet.
3. Mothers \_\_\_\_\_, or care for, their babies for about three years.
4. Binti Jua, with her baby Koola hanging onto her back, \_\_\_\_\_ that the child was in danger.
5. Read the manual to find out about \_\_\_\_\_ a puppy to be a guide dog.
6. \_\_\_\_\_ experiences, such as different sights, sounds, and smells, can distract puppies.
7. Guide dogs are good at \_\_\_\_\_ danger and leading people to safety.
8. It is not \_\_\_\_\_ for a special teacher to work with your dog for a few months.
9. Rescue dogs are trained to find people using their \_\_\_\_\_ of smell and hearing.
10. They are good at finding people because they are \_\_\_\_\_ to follow scents, or smells.

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### Mystery Solved

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After lunch, Mrs. Sing and Diego drove to the Center. They left the baby squirrel with Alice. They also made a donation to the Center. Their donation will help the Center rescue more young and wounded animals.

1. What is the action verb in the headline? What parts of the introduction grab your attention?

***Finds is the action verb; didn't know what it was and it needed his help grab my attention.***

2. What usually happens to baby squirrels each spring?

***They normally fall out of their nests and have to be rescued.***

3. How do you know Diego was unable to figure out what the baby animal was?

***because he decided to show the animal to Mrs. Sing***

## Academic Vocabulary • Word Relationships

### Word Bank

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ability	raising	sensing	unusual
raise	sensed	sensory	usually

**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. Horrified zoo visitors were **unable**, or powerless, to get to the boy.
2. Gorillas are **able** to walk by moving on their knuckles and feet.
3. Mothers **raise**, or care for, their babies for about three years.
4. Binti Jua, with her baby Koola hanging onto her back, **sensed** that the child was in danger.
5. Read the manual to find out about **raising** a puppy to be a guide dog.
6. **Sensory** experiences, such as different sights, sounds, and smells, can distract puppies.
7. Guide dogs are good at **sensing** danger and leading people to safety.
8. It is not **unusual** for a special teacher to work with your dog for a few months.
9. Rescue dogs are trained to find people using their **senses** of smell and hearing.
10. They are good at finding people because they are **able** to follow scents, or smells.

## Now You Try It!

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



- tells readers why they should visit a place
- includes information about things to do or see
- gives interesting facts about a place

### Writing Prompt

Write a travel guide like “Surf’s Up, California” that tells about your community and encourages people to visit. Use at least two of the academic vocabulary words.

**explore • form • located • possible**

### 1. Plan It

Use the organizer to brainstorm facts about your community. Think about why people would want to visit. Add details about things people might be excited to do or see.



**My Community:** \_\_\_\_\_

Facts about my community	Why would people want to visit?

## 2. Write It

Now use your organizer to write your travel guide. Use the writing frame to help you. Remember, a travel guide should get people excited about visiting a place.

**Come visit \_\_\_\_\_ !**

What makes this community different? \_\_\_\_\_

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Why should you visit? \_\_\_\_\_

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## 3. Check It and Fix It

After you have written your guide, check your work. Use the checklist to evaluate your writing. Then make any final changes needed. Write a clean copy of your travel guide on a separate sheet of paper and share it with a classmate.



### CHECKLIST

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

**1. Does the guide give good reasons that people would want to visit the community?**

1 2 3 4 5

**2. Does the writing include interesting information about the community?**

1 2 3 4 5

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

1 2 3 4 5

## Academic Vocabulary • Earth Science Textbook

- A **textbook** teaches about a particular subject. These books are organized to help you find information quickly through tables of contents, chapter titles, headings, subheadings, illustrations with captions, and vocabulary words.
- An **Earth science** textbook deals with the physical parts of the Earth and its atmosphere.

**Directions:** Use the following sample of a textbook to answer the questions below.

**Earth Science Unit 3**  
**Chapter 4 Ocean Life**

**Lesson 2: Marine Ecosystems**

**Vocabulary** colony, skeleton, reef

**Coral Reefs** A coral is a tiny sea animal whose body is shaped like a tube. Most corals are about the width of a penny. Because they are so small, it is possible for thousands of corals to be located in the same place. There are two basic kinds of corals: soft corals and hard corals. Soft corals seem to be colorful plants that sway with the ocean waves, while hard corals look more like rocks or tree branches.

Corals live in a large group called a **colony**, staying in the same location because of their slow growth. Sometimes there are many colonies located in the same area. When a baby hard coral settles down, it begins to form a **skeleton**, or a hard outer covering. The corals' skeletons stick together to build a **reef**. Reefs have different formations. Some look like large boulders, while others look like spiky horns.

1. Why are the words *colony*, *skeleton*, and *reef* printed in **boldfaced type**?

2. Why do corals stay in the same location?

3. What kinds of coral reef formations might you find in the ocean?

4. What is the subject of this section of the lesson? How can you tell?

5. Why do textbooks divide information into units, chapters, lessons, and sections?

## Academic Vocabulary • Morphological Families

**Directions:** Fill in each blank with the correct word from the choices provided.

explore      explores      exploring      explorer      exploration

1. The brave \_\_\_\_\_ led the others through the jungle.
2. The sea turtle \_\_\_\_\_ the reef and looks for something to eat.

form      forms      formed      forming      formation

3. Many coral reefs \_\_\_\_\_ deep in the ocean.
4. The rock climber wanted to climb the interesting rock \_\_\_\_\_.

locate      locates      located      locating      location

5. The scientist quickly \_\_\_\_\_ the rare fish and snapped its photo.
6. Mom is \_\_\_\_\_ the best spot for our picnic.

possible      impossible      possibly      possibility      impossibility

7. It is \_\_\_\_\_ that I may have forgotten to lock the car door.
8. The little boy buried a treasure in the sand so that it would be \_\_\_\_\_ for others to find.

# Academic Vocabulary • Earth Science Textbook

- A **textbook** teaches about a particular subject. These books are organized to help you find information quickly through tables of contents, chapter titles, headings, subheadings, illustrations with captions, and vocabulary words.
- An **Earth science** textbook deals with the physical parts of the Earth and its atmosphere.

**Directions:** Use the following sample of a textbook to answer the questions below.

## Earth Science Unit 3 Chapter 4 Ocean Life

### Lesson 2: Marine Ecosystems

**Vocabulary** colony, skeleton, reef

**Coral Reefs** A coral is a tiny sea animal whose body is shaped like a tube. Most corals are about the width of a penny. Because they are so small, it is possible for thousands of corals to be located in the same place. There are two basic kinds of corals: soft corals and hard corals. Soft corals seem to be colorful plants that sway with the ocean waves, while hard corals look more like rocks or tree branches.

Corals live in a large group called a **colony**, staying in the same location because of their slow growth. Sometimes there are many colonies located in the same area. When a baby hard coral settles down, it begins to form a **skeleton**, or a hard outer covering. The corals' skeletons stick together to build a **reef**. Reefs have different formations. Some look like large boulders, while others look like spiky horns.

1. Why are the words *colony*, *skeleton*, and *reef* printed in **boldfaced type**?

**because they are vocabulary words**

2. Why do corals stay in the same location?

**because they grow slowly**

3. What kinds of coral reef formations might you find in the ocean?

**rocks, tree branches, large boulders, or spiky horns**

4. What is the subject of this section of the lesson? How can you tell?

**coral reefs; it says so in the subheading**

5. Why do textbooks divide information into units, chapters, lessons, and sections?

**It makes information easier to find and understand.**

## Academic Vocabulary • Morphological Families

**Directions:** Fill in each blank with the correct word from the choices provided.

explore      explores      exploring      explorer      exploration

1. The brave **explorer** led the others through the jungle.
2. The sea turtle **explores** the reef and looks for something to eat.

form      forms      formed      forming      formation

3. Many coral reefs **form** deep in the ocean.
4. The rock climber wanted to climb the interesting rock **formation**.

locate      locates      located      locating      location

5. The scientist quickly **located** the rare fish and snapped its photo.
6. Mom is **locating** the best spot for our picnic.

possible      impossible      possibly      possibility      impossibility

7. It is **possible** that I may have forgotten to lock the car door.
8. The little boy buried a treasure in the sand so that it would be **impossible** for others to find.

## Now You Try It!

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

### Writing Prompt

Imagine you are starting a club at school that supports ways to protect our oceans. Write a short article for the school newspaper to tell people about your new club. Use ideas from “Exploring the Oceans with Alvin” and at least two of the academic vocabulary words.

**exploration(s) • formed • location(s) • impossible**

### NEWSPAPER ARTICLE

- has a headline and a short introduction that grab attention
- answers *who, what, when, where, why, and how*
- describes a current event and includes important information about the event

## 1. Plan It

Use the organizer to make notes about your club. Ask yourself, *What is my club's purpose? What do I want people to know about my club?* If you need more ideas for your club, ask a teacher for permission to search a Website or print source.



### Article Organizer

#### Purpose

This is where you describe the purpose and beliefs of the club.

#### Ideas & Activities

These are the kinds of things the club will do together.

## 2. Write It

Now use your organizer to write your article. The writing frame below will help you get started. Make sure to include ideas from “Exploring Oceans with Alvin.”

### THIS JUST IN

Our new Ocean Club believes that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What kinds of activities is the club planning? First of all,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 3. Check It and Fix It

After you have written the article, check your work. Use the checklist to evaluate your writing. Then make any final changes needed. Write a clean copy of your article 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 article clearly state the important details about the club?**

1 2 3 4 5

**2. Are there ideas from “Exploring Oceans with Alvin” that support the description?**

1 2 3 4 5

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

1 2 3 4 5