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.

### Table of Contents

**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?
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.

<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Storms</strong></td>
</tr>
<tr>
<td>Chapter 1</td>
</tr>
<tr>
<td>Weather and the Water Cycle .......... 3</td>
</tr>
<tr>
<td>Chapter 2</td>
</tr>
<tr>
<td>Hurricanes and Tornadoes .......... 11</td>
</tr>
<tr>
<td>Chapter 3</td>
</tr>
<tr>
<td>Repairing Damage ................................ 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>air masses, 4</td>
</tr>
<tr>
<td>meteorologist, 5</td>
</tr>
<tr>
<td>natural disasters</td>
</tr>
<tr>
<td>Hurricane Andrew, 19</td>
</tr>
<tr>
<td>Hurricane Katrina, 18</td>
</tr>
<tr>
<td>Hurricane Sandy, 20</td>
</tr>
<tr>
<td>storm surge, 14</td>
</tr>
</tbody>
</table>

1. In which chapter will you look to read about severe weather?
   **Chapter 2**

2. On which page will you look to find information about Hurricane Katrina?
   **page 18**

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**
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
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?
   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.
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
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?
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.
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? the Midwest and the Northeast

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

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

4. What three natural disasters are the biggest threats on the West Coast? earthquakes, forest fires, and mudslides
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 severe, or very bad, damage.

2. Often there are terrible floods and dangerous fires that also destroy buildings.

3. After a hurricane, areas with severe damage often attract people who want to help.

4. The storm had passed through the American South a few days before, causing terrible destruction.

5. Many people’s homes were severely damaged, or badly destroyed, and the people needed to find shelter.

6. Bobby and Ashley set up an attractive table with colorful signs for the bake sale.

7. The Galveston Hurricane of 1900 was the severest, or worst, natural disaster in U.S. history.

8. The Hurricane of 1900 showed just how destructive, or harmful a flood could be.

9. The improvements made to the city helped protect it from being severely damaged by the storm.

10. Galveston’s success would not have been possible without the improvements that were made after the terrible, damaging Hurricane of 1900.
Now You Try It!
Read the writing prompt and follow the steps to complete the assignment.

Writing Prompt
With your teacher’s approval, interview two classmates about their pets. Use ideas from the interview “Pets” to help guide your questions. Then write a report about what your classmates said. Use at least two of the academic vocabulary words in your report.
act • inform • provide • wander

1. Plan It
Use the organizer to write at least three interview questions you want to ask. For example, What kind of pet do you have? Then ask your teacher for permission to interview your classmates. If needed, use a separate sheet of paper to write your classmates’ answers.

Interview Questions

- conversation where one person asks questions and the other person answers
- questions focus on a certain topic, event, or a person’s life
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.

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

CHECKLIST
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

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?

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pros are reasons in favor of animals living in homes.</td>
<td>Cons are reasons against animals living in homes.</td>
</tr>
</tbody>
</table>
2. Write It
Now use your organizer to write your blog post below. Underline your opinion and then use the sentence frame to state your reasons. Explain your reasons with ideas from “Pets in the White House.”

Wild Animals in Homes

I think that wild animals (should, should not) be allowed to live in homes. I think this because

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Check It and Fix It
After you have written your blog post, check your work. Use the checklist to evaluate your writing. Then make any final changes needed. Write a clean copy of your blog post 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 blog post clearly state an opinion about wild animals in homes?
   1 2 3 4 5

2. Are there ideas from “Pets in the White House” that explain the opinion?
   1 2 3 4 5

3. Are at least two academic vocabulary words used?
   1 2 3 4 5
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?
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.
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?
   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
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 **inform**, or tell, us about how to pick out a pet.

2. Animal shelters are places that **provide** animals with a place to stay when they do not have a home.

3. Owners need to teach their pets how to **act**, or behave.

4. Herbert Hoover’s son had two pet alligators that **wandered**, or roamed, outside the White House.

5. Those two toothy **wanderers** must have been trouble for President Hoover’s dog, King Tut.

6. It was very unusual to see a President **acting** so silly.

7. I hope this post has been **informative** and that you learned something new.

8. It **provided** the first clue needed to reunite Miss Chewie with her family.

9. The company then **informed** the Garcias that Miss Chewie had been found.

10. You would have to keep that **information** up to date.