

Orange (OR) IRLA Level Summer Reading Support

June 2020

Dear PS 354 Families,

- As you know, we are closing out the school year in an unprecedented way and now more than ever, our collaborative efforts must continue in order to support our students during the summer months.
- To support you and your child this summer, we have compiled this document for students who are reading at the **Orange (OR)** level in IRLA in order to support them with targeted practice in the skills required at this level.
- This document may include skills cards, activities, games, and more to support your child at their level.

Summer Work:

1. Have your child read a minimum of 30 minutes per day at least 5x a week. (15 minutes=1 step)
 2. Have your child log their steps on the attached summer reading log.
 3. Summer logs will be reviewed in the fall.
 4. Use the provided resources at least 5x per week.
- In addition to the reading logs, *attached you may find word lists to study and practice with your child over the summer.* Learning these words now will aid your child with advancing through reading levels over the following school year.
 - Be creative and come up with ideas for safe outdoor reading fun!

Have a wonderful summer!

The PS 354 Staff

Orange Level Learning Focus

Or Learning Focus

Proficiency and Comfort in New Genres (Historical Fiction, Realistic Fiction, Biography, Poetry, etc.)

Or readers should demonstrate proficiency in at least five very different kinds of text. Encourage students to expand their reading experience through literacy circles, read-aloud, book clubs, sharing time, modeling, book talks and having enough of the right books in these genres. Or readers are learning to analyze how different texts in the same series or genre approach similar themes. Proficient Or-level readers are comfortable in realistic/contemporary fiction, poetry, plays, informational writing, a variety of traditional tales, historical fiction, and biography.

In Or text, the vocabulary demands are increasing, with 6–10 words and/or phrases on a typical chapter book page not familiar from everyday speech. Or-level readers already know all but 1 or 2 of these academic words from their extensive reading at the earlier levels. Students who have not read widely will not know most of the words and will have comprehension difficulty because of the academic vocabulary load. These students must go back to the color level where they can define all (or almost all) of the words used and read from there, or they may develop the habit of “reading” without comprehension.

Or-level readers should finish an Or chapter book, or its equivalent, each week.

Key Common Core State Standards

CCSS RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Orange Level Skill Card

The following images are of the OR level skill card. The skill card will explain what the student needs to master throughout the level. The students need to master these components before moving to the next reading level.



Or: Skills Card

Reader: _____ Room: _____

Range of Reading

1. Complete a chapter book each week.
2. Read and understand Orange books in at least 5 genres.
3. Read for an hour a day, including 30 minutes at home without anyone reminding you.

Vocabulary & Language

- Context Clues: notice new words or phrases and use context clues to hypothesize meaning.
- Synonyms/Antonyms: come up with synonyms/antonyms for words in text.
- Word Parts: use Greek/Latin affixes and roots as clues to the meaning of a word.
- Figurative Language: find an example of figurative language (e.g., metaphor, simile, personification, idiom, adage) and describe its meaning and effect.

Comprehension: Support answers with evidence from the text.

Literature

1. From what genre is this text? What else have you read in this genre or by this author? How does this compare? Describe how the narrator's or speaker's point of view influences how events are described.
2. Identify and describe the following literary elements in the text:
 - Plot (conflict and resolution)
 - Setting (time of day or year, historical era, place, situation)
 - Characters (traits, roles, similarities, major and minor)
 - Narrator (first person/third person)
3. Compare each of the above with those of another text.
4. What is the theme (meaning, message, moral, lesson, view, or comment on life) of the text? Use details from the text to support your conclusion.
 - Which 3 scenes (chapters, stanzas) were most important and how do they connect to each other?
5. Select two characters or events. Compare and contrast them. Use specific details from the text.

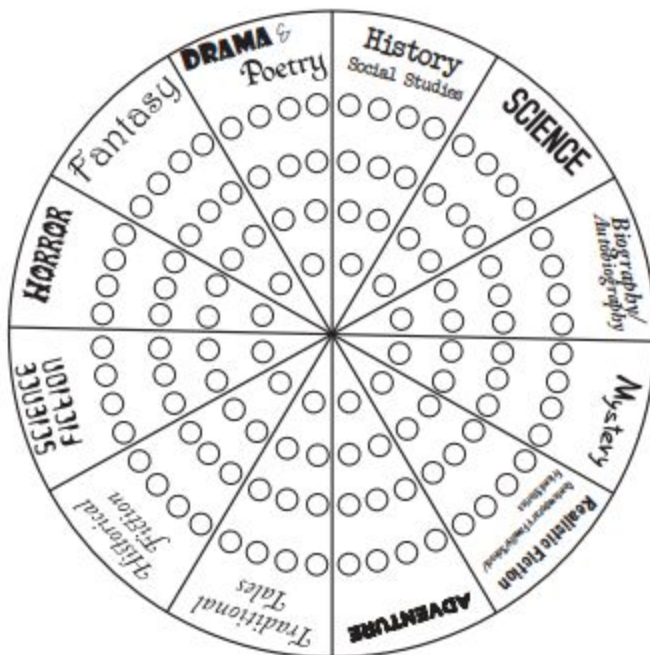
Informational Text

1. From what field of study is this text? What did you already know about the subject?
2. What are two or more main ideas in the text? State each of them in one sentence.
3. What reasons and evidence does the author give to support each of these main ideas?
4. How does the author organize the information (e.g., compare/contrast, pro/con, cause/effect, chronological sequence)?
5. Compare the organizational structure above with another text.
6. What is the author's opinion or point of view on the material? How does it differ from yours?
7. Select two individuals, events, ideas or concepts and explain how they are related.
8. Interpret one of the graphic features in the text (charts, maps, illustrations, diagrams, time lines, tables) and explain how the information adds to the rest of the text.



SC-CCR-V8-OR

Or: Genre Expansion




Use Greek and Latin roots to help you solve unknown words.

cent	eco	equi	form	fract, frag	gen	geo	grad	log	long	macro
<i>hundred</i>	<i>house</i>	<i>equal</i>	<i>shape</i>	<i>break</i>	<i>kind, birth</i>	<i>earth</i>	<i>step</i>	<i>word, thought</i>	<i>long</i>	<i>large</i>

macro	micro	min	opt	phys	pon, posit	psych	schem	sci	semi	struct
<i>large</i>	<i>small</i>	<i>little, small</i>	<i>eye</i>	<i>nature</i>	<i>put</i>	<i>mind, soul</i>	<i>plan</i>	<i>know</i>	<i>half</i>	<i>build, form</i>

Unknown Word	Greek/Latin Root I noticed	I think it means...

		Coaching Record		Or
		Reader _____ Coach _____ Date _____		
Talk Time (5 min)	Take some time to share about reading lifestyles. <ul style="list-style-type: none"> • <i>What are you reading at home?</i> • <i>What would you like to learn about?</i> • <i>What books would you like to be able to read?</i> 			
Reading Practice (10 min)	Title(s): _____		Level(s): _____	
	Reading Strategies	In this book, the reader was able to: <ul style="list-style-type: none"> <input type="checkbox"/> Adjust reading speed and/or expression for various purposes. <input type="checkbox"/> Stop when comprehension breaks down/identify specific words or passages causing comprehension difficulty and rework for clarification. 		
		Vocabulary		
	Word(s) Identified as New in This Book	Word(s) Identified as Figurative Language	Word(s) Solved Using Context Clues, Affixes/Roots	
Book Discussion (5-10 min)	Reading Comprehension	<i>What was your book about?</i> <ul style="list-style-type: none"> <input type="checkbox"/> Use a complete sentence. <input type="checkbox"/> Use evidence from the text to support the answer. 	<i>Why...? (Ask deeper thinking questions.)</i> <ul style="list-style-type: none"> <input type="checkbox"/> Use a complete sentence. <input type="checkbox"/> Use evidence from the text to support the answer. 	
	Genre Discussion	<ul style="list-style-type: none"> • <i>What genre does this book belong to? How do you know?</i> • <i>Have you read other books in this genre? How does this one compare?</i> • <i>What do you like/notice about this genre?</i> 		
Skill Practice (5-10 min)	Vocabulary	Context Clues	Student comes up with reasonable synonyms for new words using context (meaning) clues from the sentence, paragraph, and by visualizing what's happening so far in the text and thinking about what would make sense.	
		Latin/Greek Roots	Student uses growing bank of Latin and Greek roots to figure out unfamiliar words.	
	Genre	Student is gaining proficiency and comfort with Or-level chapter books in new genres by: <ul style="list-style-type: none"> <input type="checkbox"/> Previewing/reading the first chapter and deciding whether to read the rest. <input type="checkbox"/> Trying out different authors and genres to learn what books they love to read. <input type="checkbox"/> Finishing an Or-level chapter book in a few days (at least one per week). <input type="checkbox"/> Using the corresponding Genre Card to familiarize him/herself with the characteristics of the genre. 		

	Student Practice						Or
Academic Vocabulary	<p>Or-level books have 6-10 words per page that are not in students' everyday speech. Or readers must notice most of these words and be able to answer vocabulary questions like these:</p> <p><input type="checkbox"/> What word could you put in the place of this new word that would not change the meaning of the sentence?</p> <p><input type="checkbox"/> What is the difference between the literal and nonliteral meaning of this word/phrase (e.g., take steps)?</p> <p><input type="checkbox"/> Make a connection between this new word and your own life.</p> <p><input type="checkbox"/> These two words (e.g., believed/suspected) mean almost the same thing. What is the difference?</p>						
Latin and Greek Roots in Math and Sciences	cent <i>hundred</i>	eco <i>house</i>	form <i>shape</i>	geo <i>earth</i>	log <i>word, thought</i>	long <i>long</i>	
	century	ecology	formation	geology	logical	longitude	
	centimeter	ecosystem	formula	geometry	biology	alongside	
	micro <i>small</i>	phys <i>nature</i>	pon, posit <i>put</i>	scop <i>look at, observe</i>	scl <i>know</i>	semi <i>half</i>	
	microcosm	physician	component	telescope	science	semicircle	
	microbe	physical	position	microscope	scientific	semicolon	
New Genres: Titles Read and Ratings (1 to 4 stars)	LITERATURE			INFORMATIONAL			
	Realistic/Contemporary			Social Studies/History			
	Traditional Tales						
	Historical Fiction			Science			
	Poetry						
	Plays			Biography			
	Other (specify)						



Or Latin and Greek Roots in Academic Vocabulary

Math and Sciences

Most modern English words originated in other languages, especially Latin and Greek. Learning the meaning of these common Latin and Greek roots will help you with English academic vocabulary, especially in math and science. Use the back of this page to test yourself.

Common Root	Meaning	Origin	Examples
cent	hundred	Latin	centimeter, century, centenary, percentile, centennial
eco	house	Greek	ecology, ecosystem, ecological, economy, economical, economic
equi	equal	Latin	equal, equality, equivalent, equidistant, equilateral, equilibrium, equilibrate, equinox
form	shape	Latin	formation, deformed, deformity, reform, conform, formal, format, inform, information
fract, frag	break	Latin	fraction, fracture, fragment, fragmentate, infraction, refraction
gen	kind, birth	Greek	gen, genetic, genetics, genocide, homogeneous, heterogeneous, gender, genre,
geo	earth	Greek	geography, geographic, geology, geologic, geothermal, geocenter, geometer
grad	step	Latin	grade, gradual, gradient, degrade, graduate, graduation
log	word, thought	Greek	logic, logical, logistics, monologue, dialogue, biology, geology, astrology
long	long	Latin	longitude, longitudinal, longevity, elongate, elongation
macro	large	Greek	macrocomputer, macroeconomy, macroscopic, macrostructure, macrobiotic, macrocosm
micro	small	Greek	microchip, microscopic, microbe, microfiber, microcosm, microeconomics, microwave, microcomputer
opt	eye	Greek	optic, optical, optometry, optometrist, optician
phys	nature	Greek	physical, physics, physician, physiology, physiotherapy, physiotherapist
pon, posit	put	Latin	position, component, composition, postpone
psych	mind, soul	Greek	psychology, psychologist, psyche, psychopath, psychiatrist
schem	plan	Greek	scheme, schematic, schemata
sci	know	Latin	science, scientific, scientist, omniscient
semi	half	Latin	semicircle, semicircular, semisphere, semicolon, semibold, semiconductor

Common Core State Standard Language 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Vocabulary Word Share

- ❖ This is a form that your child could use when independently reading and they come to a word they do not know.
 - They could fill this Academic Vocabulary Word Share to help them with unfamiliar words.
 - This will help them to learn new words and their meanings and to keep it for future use.
 - This is like their own mini dictionary that they are able to access at any time.

Academic Vocabulary Word Share

Write Word Found In Text

What do you think it means? _____

Actual definition: _____

Illustrate the Academic Vocabulary word. Use it in a sentence.

Challenge:
Can you generate a synonym for this word?

Academic Vocabulary Word Share

Write Word Found In Text

What do you think it means? _____

Actual definition: _____

Illustrate the Academic Vocabulary word. Use it in a sentence.

Challenge:
Can you generate a synonym for this word?



Biography

Genre Card

Reader: _____ Room: _____

Be prepared to answer the following questions in a live interview speaking as your person:

1. Where are you from? What was it like to live there during that period of time?
2. Tell us about your childhood. What about your childhood most affected your life as an adult?
3. Growing up, who were the mentors/heroes you looked up to? Why?
4. What do you feel was the turning point in your life, the moment where you felt things changed for you?
5. What obstacles did you have to overcome? What did you do to overcome those obstacles?
6. What are your most significant achievements?
7. What was the legacy that you hoped to leave behind because of what you accomplished in your life?
8. What lesson do you hope people learn about the way that you lived your life?



Biography

An account of a person's life written by another person.

Setting

Historical Time

When did this person live? What was going on in the larger world during key stages of this person's life? What influence did these things have on the person?

Geographical Place

Where did this person live? Town? State? Country? Hemisphere? What was the physical environment like? What influence did this have?

Social, Political, and Cultural

What were the social, political, and cultural worlds of this person (family, neighborhood, schools, community, religious group, etc.)? What effect did they have?

Characters

Main Character

Describe this person and their:

- Challenges to overcome/advantages
- Character traits
- Strengths/weaknesses
- Major accomplishments

Important People in His/Her Life

What people played a major role in this person's life and how did they influence him/her?

Connection to You

In what ways are you like this person? In what ways are you different?

Questions

If you could meet with this person, what would you ask him/her?

Milestones

Milestones

What were the major milestones in this person's life? Put 10 key events on a time line. Choose 3–5 key events and explain what effect they had (cause/effect).

Retell the Life Story

In your own words, tell this person's life story:

- Birth
- Youth
- Adulthood
- Old age/death
- Legacy

Turning Point

Was there any one turning point in this person's life? Explain.

Legacy

What is the major thing for which this person is remembered?



GRAPHIC NOVELS

Genre Card

Reader: _____ Room: _____

Graphic Novels: Combining Art and Text to Tell a Story

Use this organizer to analyze the choices of graphic artists and to plan your own comic.

Key Elements	Conveyed Primarily By...	
	Art	Words
Characters <ul style="list-style-type: none">• Physical Characteristics• Motivations/ Emotions• Character Traits		
Setting <ul style="list-style-type: none">• Place• Time• Situation		
Plot <ul style="list-style-type: none">• Conflict• Rising Action• Climax• Falling Action• Resolution		
Theme <ul style="list-style-type: none">• Moral/Message		
Literary Devices <ul style="list-style-type: none">• Personification• Metaphor• Idioms• Hyperbole• Symbolism• Mood• Imagery• Irony• Tone• Foreshadowing• Flashback		

GRAPHIC NOVELS

Types of

Graphic

Literature

illustrated books
comic books
manga
serial
adaptation

Format

inker
penciler
letterer
perspective
realistic
stylized
sequential
line
background
foreground
splash page

Genre

informational
biography
historical fiction
memoir
superhero
mystery
humor
romance
adventure
fantasy
horror
science fiction
myth
traditional tale

Character

Types

hero
sidekick
vigilante
villain
archenemy
nemesis
stock character
mutant
historical
protagonist
antagonist



Graphic Style Elements

Sequential Art: The art form used in graphic stories. It uses a series of related pictures that show information about setting, character, action, and events. Each picture moves the reader forward in time through the story.

Panel: A picture with defined borders. Graphic stories usually have a number of panels on each page.

Gutter: The space between each panel.

Speech Bubbles: Bubbles with words in them that show when a character is speaking.

Thought Bubbles: Bubbles (often shaped like clouds—but always different from speech bubbles) that show what a character is thinking.

Captions: Words, usually in boxes, that give reader information that could not be shown in the pictures or dialogue.

Motion Lines: Lines drawn into a picture to show when characters or objects are moving fast.

Sound Effects: Exclamations (usually in larger letters and in different colors than the other words) that show sounds. Some common examples are: POW! BLAM! KABOOM!





Mystery

Genre Card

Reader: _____ Room: _____

Mystery: Whodunit?

Authors of detective stories use logic and suspense to engage readers in mental puzzles, allowing them to use their own deductive reasoning skills in a race to try and crack the case even before the detective does. Did you solve the mystery before the end of your book? Use the questions below in your investigation of the mystery genre.

Setting/Plot

The Mystery

What is the central mystery of the story? What type of crime is involved? Why does it matter to the characters? How does it relate to the theme?

Scene of the Crime

Where and when does the story take place? How do you know? How does the setting help develop the characters or the action? Where and when does the crime happen? Are there witnesses? Are they reliable? Why or why not?

Clues & Red Herrings

What clues are found? How do clues help solve the case? Are there false clues that mislead the detective? How does the detective determine them to be false?

Plot

What are the most important events in the story? How is the mystery resolved? Is it a satisfying ending? Why or why not?

Character

The Sleuth

Who is trying to solve the crime? Why does it matter to him/her? Describe the detective's:

- physical characteristics
- motivations
- place in society
- strengths
- weaknesses

Suspects

Who is suspected of the crime? Why are they suspected? What role do stereotypes or assumptions play in this? How are the suspects connected to the victim? The detective? The real perpetrator?

The Perpetrator

Who really committed the crime? Was he/she a suspect throughout the story, or was it a surprise? Why did he/she commit the crime? How is he/she different from the detective? How are they alike?

Theme

Theme

What is the theme or central idea that unifies the story as a whole? How is this theme developed throughout the story?

Suspense

How does the author use any of the following to cause suspense or create tension in the reader?

- cliffhangers
- dialogue
- flashbacks
- foreshadowing
- unreliable narrator
- word choice

Logic & Intuition

How does the detective use logical deduction to solve the case? How does he/she use intuition or 'hunches' to solve the case? Which does he/she rely on more often?

Author's Purpose

Why do you think the author wrote this book? What do you think he/she wants you to feel or think after reading it?



Mystery

Mystery Vocabulary

Crime Terms

accomplice
arson
blackmail
bribe
burglary
counterfeit
criminal record
crook
embezzle
felony
forgery
fraud
fugitive
hoax
homicide
identity theft
illegal
infamous
kidnapping
mafia
misdemeanor
money laundering
mug shot
murder
notorious
robbery
scam
shoplifting
smuggling
vandalism

Detection Terms

alias
alibi
analyze
clue
cold case
commit
Crime Scene
Investigation (CSI)
deduction
DNA
circumstantial
evidence
Federal Bureau of
Investigation (FBI)
fingerprint
forensics
genetics
hunch
Modus Operandi (MO)
motive
observation
perpetrator (perp)
private eye
sleuth
stakeout
statement
surveillance
suspect
undercover
victim
witness

Legal Terms

accuse
acquit
apprehend
arrest
attorney
capital offense
community service
condemn
confess
convict
court
defendant
federal
jail
judge
jurisdiction
jury
juvenile
lawyer
parole
penitentiary
plea bargain
premeditated
presumed innocent
proven guilty
prison
probation
prosecute
sentence
trial
verdict
warrant





Genre Card

Poetry

Reader: _____ Room: _____

1. What is poetry? How do you know?
2. How do you think the poet is trying to make you feel as you read the poem?
3. What topic(s) do you think the poet is exploring?
4. Identify the theme and support your interpretation with evidence from the poem.
5. How does the poet's word choice help communicate the theme of the poem? What evidence from the poem supports your answer?
6. What images does the poet use to help communicate the theme of the poem? What evidence from the poem supports your answer?
7. How does the format or structure of this poem relate to the meaning? What evidence from the poem supports your answer?

Poetry

VOCABULARY

Figurative Language

personification
simile
metaphor
hyperbole
symbolism

Types of Poetry: Lyric and Narrative

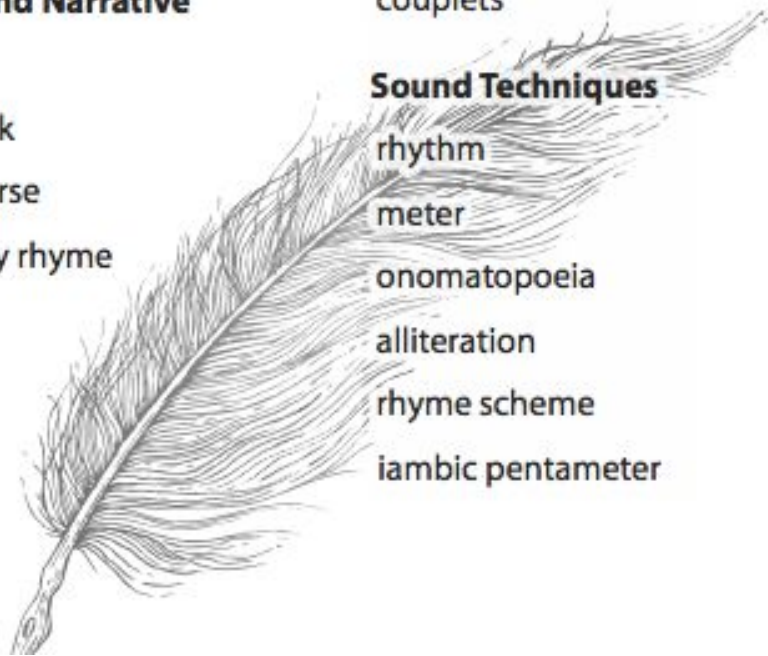
haiku
limerick
free verse
nursery rhyme
epic
lyric

Structural Elements

syllable
line
line breaks
stanza
verse
rhyme scheme
couplets

Sound Techniques

rhythm
meter
onomatopoeia
alliteration
rhyme scheme
iambic pentameter



Orange Skill Builders: Structural Analysis





Name: _____

Structural Analysis
Greek Combining Forms 1



Read the Greek combining forms in the box and think about their meanings. Write each combining form next to the picture that best shows its meaning. Then, write a word that uses the combining form. You may need to use a dictionary.

bio	tech	psych	geo
-path-	arch	phys	theo
phon	chron	auto	phobia

1 path sympathy		2 _____	
3 _____		4 _____	
5 _____		6 _____	
7 _____		8 _____	
9 _____		10 _____	
11 _____		12 _____	

Core5 Level 17
Reproduction rights for PS 154 for use until June 30, 2020.
Printed by Farrah Abem.
This material is a component of Lexia Reading® www.lexialearning.com
© 2020 Lexia Learning Systems LLC








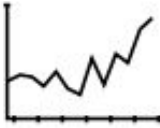




★ Choose five words from above to use in a short story. Then, read your story to a partner.

Name: _____



Read the Greek combining forms in the box and think about their meanings. Write each combining form next to the picture that best shows its meaning. Then, write a word that uses the combining form. You may need to use a dictionary.

derma	astro	scope	meter
graph	gram	tele	naut
biblio	anti	sphere	audio

1 meter perimeter		2 _____	
3 _____		4 _____	
5 _____		6 _____	
7 _____		8 _____	
9 _____		10 _____	
11 _____		12 _____	

Core5 Level 17
Reproduction rights for PS 154 for use until June 30, 2020.
Printed by Farrah Reem.
This material is a component of Lexia ReadingLiaison
© 2020 Lexia Learning Systems LLC

★ Choose five words from above and write a sentence for each. Then, read your sentences to a partner.

Name: _____

Circle the word to complete the sentence. Then, write the word on the line.

1	We will learn about the mountains of South America in <u>geography</u> class.	geography technology
2	I enjoyed reading the _____ about the life of George Washington.	barometer biography
3	To study the stars, it is important to have a _____ to see them with.	telescope cardiogram
4	At the end of the research paper, I need to include a _____.	chronometer bibliography
5	My little brother was excited to get an _____ from the basketball player.	autograph antigen
6	You can send messages with a _____ by using the Morse code.	archetype telegraph
7	The United States is located in the northern _____ of the earth.	hemisphere dermis
8	The student will study the sounds of language in her _____ class.	physiology phonology
9	A car's _____ shows drivers how fast they are going.	speedometer audiogram
10	This _____ will tell us how to put the new desk together.	stratosphere diagram
11	The doctor studied the patient's _____ to determine the source of his chest pain.	technology cardiogram
12	When our class was studying local history, we learned that the _____ are kept in City Hall.	antigens archives
13	I want to study _____ in college because I'm interested in how the mind works.	psychology pathology
14	The _____ explained that permanent hearing loss could be caused by a loud explosion.	audiologist archeologist

★ Choose five words that you did not circle and write a sentence for each. Then, read your sentences to a partner.

Name: _____

Read the Greek combining forms in the box and think about their meanings. Choose two combining forms to make a word that matches the definition. Then, write a sentence that uses the word you wrote. You may need to use a combining form more than once.

audio	chron	ology	astro	psych	gram
phobia	anti	phon	meter	path	tele
graph	naut	scope	auto	tech	biblio

1 the study of the mind psychology
After reading a book about psychology, I understood more about emotions.

2 the study of disease _____

3 an instrument to see things that are far away _____

4 a person who navigates through the stars _____

5 the study of time _____

6 a person's own written signature _____

7 a written message sent from far away _____

8 a fear of books _____

9 an instrument to measure a person's hearing _____

10 the study of sound _____

★ Read your sentences to a partner. Explain the meaning of any words that your partner does not know.

Name: _____

Read the Greek combining forms in the box and think about their meanings. Write each combining form next to the picture that best shows its meaning. Then, write a word that uses the combining form. You may need to use a dictionary.

demo
crat
micro

therm
photo
neo

hypo
~~mania~~
macro

hyper
hydro
mega

1
mania
maniac



2



3



4



5



6



7



8



9



10



11















12



Name: _____

Read the Greek combining forms in the box and think about their meanings. Write each combining form next to the picture that best shows its meaning. Then, write a word that uses the combining form. You may need to use a dictionary.

poly	mono	gon	deca
phil	anthro	pyro	stat
pod	morph	nym	cycl

1 anthro anthropology 	2 _____ _____ 
3 _____ _____ 	4 _____ _____ 
5 _____ _____ 	6 _____ _____ 
7 _____ _____ 	8 _____ _____ 
9 _____ _____ 	10 _____ _____ 
11 _____ _____ 	12 _____ _____ 

Core5 Level 18

Reproduction rights for PS-354 for use until June 30, 2020.
Printed by Farrah Ahmed.
This material is a component of Lexia Reading© www.lexialearning.com
© 2020 Lexia Learning Systems LLC

★ Choose five words from above and write a sentence for each. Then, read your sentences to a partner.

Name: _____



Circle the word to complete the sentence. Then, write the word on the line.

1	You must use a <u>microscope</u> to examine the structure of a cell.	microscope telescope
2	Plants use sunlight to convert carbon dioxide and water into food. This process is called _____.	photosynthesis monopoly
3	The newborn twins stayed overnight in the _____ care unit of the hospital.	neonatal autocratic
4	The photographer set her camera on a _____ to take a picture of the sunset.	decimeter tripod
5	A thesaurus is helpful if you need to find a _____ for a word.	synonym hydroscope
6	The Olympic athlete trained rigorously for all of the ten events in the _____.	decathlon microwave
7	A caterpillar goes through a _____ and changes into a butterfly.	monolith metamorphosis
8	Last year, my father injured his foot while running and had to see a _____.	podiatrist blastoderm
9	The walls and the furniture in the _____ room were all similar shades of blue.	polymorphic monochromatic
10	I felt chilly even though the house _____ was set at a comfortable temperature.	thermostat polygon
11	The class president used a _____ at the pep rally to encourage the crowd to cheer for our basketball team.	diagonal megaphone
12	To take advantage of the Earth's heat, scientists are studying the use of _____ energy.	geothermal tripod
13	Growing plants inside a terrarium gives students the chance to study a _____ of the natural world.	microcosm decagon
14	When you first learn a new skill or begin a new hobby, you may be called a _____.	macrometer neophyte

★ Choose five words that you did not circle and write a sentence for each. Then, read your sentences to a partner.

Name: _____



Underline the Greek combining forms in each word. Then, write a definition for the word.

1	telephoto	<u>designed to give a large image of a distant object</u>
2	thermometer	_____
3	microscope	_____
4	hypodermic	_____
5	decimeter	_____
6	polymorphic	_____
7	geothermal	_____
8	hypothermia	_____
9	anthropology	_____
10	decagon	_____
11	hydrophobia	_____
12	megaphone	_____
13	polygon	_____
14	tripod	_____
15	pyrophobia	_____
16	geomorphic	_____
17	demographics	_____
18	microbiology	_____

Reproduction rights for PS 154 for use until June 30, 2020.
Printed by Fairah Iboom.
This material is a component of Lexia Reading® www.lexialearning.com
© 2020 Lexia Learning Systems LLC

★ Choose five words from above and write a sentence for each. Then, read your sentences to a partner.

Name: _____



Read the word pairs and think about the relationship between the words. Use the key at the top of the page to label each word pair.

Person to Task = PT

Person to Object = PO

Person to Location = PL

Object to Category = OC

Cause and Effect = CE

1 baker : mixes _____	2 hungry : eat _____
3 writer : pen _____	4 baby : crib _____
5 tennis : sport _____	6 reporter : writes _____
7 sleepy : rest _____	8 funny : laugh _____
9 pitcher : baseball _____	10 circle : shape _____
11 singer : stage _____	12 drum : instrument _____
13 soldier : protects _____	14 florist : flower _____
15 lifeguard : beach _____	16 student : book _____
17 goalie : net _____	18 tulip : flower _____
19 doctor : helps _____	20 happy : smile _____

★ Write your own analogies for each of the five given relationships.

Orange Skill Builder: Vocabulary



Name: _____

Read the first pair of words and think about how they are related. Then, use this relationship to help you choose a word from the box to complete the second pair.

learns	month	fruit	serves	writes
tools	swings	hospital	fish	book
cry	bird	builds	crib	-teaches-
cuts	farm	flood	bowl	plane

1	actor:performs AS professor: <u>teaches</u>
2	baby:rattle AS student: _____
3	child:plays AS reporter: _____
4	baker:mixes AS golfer: _____
5	driver:taxi AS pilot: _____
6	teacher:classroom AS baby: _____
7	baker:mixes AS waiter: _____
8	florist:flowers AS carpenter: _____
9	deer:forest AS cows: _____
10	plum: fruit AS trout: _____
11	soldier: protects AS barber: _____
12	pitcher: baseball AS baker: _____
13	tired: sleep AS sad: _____
14	blue: color AS grape: _____

★ Discuss the relationship between these words with a partner. Challenge each other to come up with different answers for five of the analogies.

Name: _____

Read the word pairs and think about the relationship between the words. Use the key at the top of the page to label each word pair.

Person to Task = PT Person to Object = PO Person to Location = PL
Object to Category = OC Cause and Effect = CE

1 plumber : wrench _____	2 thirsty : drink _____
3 child : plays _____	4 pecan : nut _____
5 shopper : mall _____	6 sad : cry _____
7 chef : kitchen _____	8 pine : tree _____
9 firefighter : hose _____	10 baby : cries _____
11 apple : fruit _____	12 red : color _____
13 teacher : classroom _____	14 waiter : tray _____
15 tired : sleep _____	16 pitcher : throws _____
17 carpenter : hammer _____	18 student : learns _____
19 deer : forest _____	20 yo-yo : toy _____

★ Write your own analogies for each of the five given relationships.

Name: _____



Read the words and think about how they are related. Then, write a sentence that explains this relationship.

1 hawk : bird	<u>A hawk is a type of bird.</u>
2 rudder : boat	_____
3 stumble : fall	_____
4 enter : exit	_____
5 city : state	_____
6 finger : hand	_____
7 walk : stroll	_____
8 leopard : tail	_____
9 architect : plans	_____
10 read : newspaper	_____
11 lettuce : vegetable	_____
12 scared : scream	_____
13 tree : leaf	_____
14 hopeful : optimistic	_____
15 scissors : cut	_____
16 singer : voice	_____
17 triangle : shape	_____
18 sick : healthy	_____

★ Write five additional word pairs. Then, challenge a partner to explain how the words in each pair are related.

Name: _____

Read the words and think about how they are related. Then, write a sentence that explains this relationship.

1	flute : instrument	<u>A flute is a type of instrument.</u>
2	graceful : clumsy	_____
3	stove : kitchen	_____
4	spin : dizzy	_____
5	word : sentence	_____
6	horse : mammal	_____
7	gigantic : huge	_____
8	zebra : stripes	_____
9	doctor : hospital	_____
10	mountain : steep	_____
11	carpenter : build	_____
12	strum : guitar	_____
13	cook : kitchen	_____
14	wing : bird	_____
15	funny : hilarious	_____
16	shell : walnut	_____
17	gas : car	_____
18	artist : studio	_____

★ Write five additional word pairs. Then, challenge a partner to explain how the words in each pair are related.

Name: _____



Read the Greek combining forms in the box and think about their meanings. Choose two combining forms to make a word that matches the definition. Then, write a sentence that uses the word you wrote. You may need to use a combining form more than once.

mania	scope	poly	hypo	phobia	hydro
pyro	mega	cycle	tri	gon	thermia
crat	phone	photo	micro	biblio	auto

1	an instrument used to look at small things	<u>microscope</u>
	<u>The scientist observed the virus under a microscope.</u>	
2	a fear of water	_____
3	an instrument used to make sounds larger or louder	_____
4	a ruler who governs completely by himself	_____
5	a shape with many sides	_____
6	extreme enthusiasm for books	_____
7	a tool to look at objects under water	_____
8	a vehicle with three wheels	_____
9	an obsession with setting things on fire	_____
10	abnormally low body temperature	_____

★ Read your sentences to a partner. Explain the meaning of any words that your partner does not know.

Name: _____



To read longer words, it is helpful to know where to place the accent or stress. Read each word below and underline the root. Then, circle the accented syllable. Remember: *The accent usually falls on the root.*

1 distract	2 structure	3 propel
4 abduct	5 portable	6 contracted
7 injection	8 dictation	9 subtraction
10 predictable	11 inspector	12 propeller
13 ruptured	14 vocalist	15 construction
16 spectator	17 deduction	18 trajectory

★ Read these words to a partner. Confirm that you are placing stress on the correct syllable by asking your partner to repeat the word.



Name: _____

To read longer words, it is helpful to know where to place the accent or stress. Read each word below and underline the suffix. Then, circle the accented syllable. Remember: For longer, Latin-based words that contain the suffixes *-ate*, *-ite*, or *-ive*, the accent falls on the third syllable from the end.

1 circulate	2 dedicate	3 appetite
4 negative	5 calculate	6 estimate
7 secretive	8 definite	9 tentative
10 positive	11 concentrate	12 sensitive
13 aggravate	14 indefinite	15 illustrate
16 hesitate	17 medicate	18 opposite

★ Read these words to a partner. Confirm that you are placing stress on the correct syllable by asking your partner to repeat the word.



Name: _____

To read longer words, it is helpful to know where to place the accent or stress. Read each word below and underline the suffix. Then, circle the accented syllable. Remember: For words that contain the suffixes *-ity*, *-ic*, or *-ical*, the accent falls on the syllable right before the suffix.

1 identity	2 facility	3 hospitality
4 activity	5 traffic	6 fantastic
7 terrific	8 historic	9 practical
10 comical	11 critical	12 botanical
13 humidity	14 captivity	15 intensity
16 elastic	17 hysterical	18 energetic

★ Read these words to a partner. Confirm that you are placing stress on the correct syllable by asking your partner to repeat the word.



Name: _____

To read longer words, it is helpful to know where to place the accent or stress. Read each word below and underline the connective. Then, circle the accented syllable. Remember: *For longer, Latin-based words that contain the connective i or u, the accent falls on the syllable right before the connective.*

1 contin <u>u</u> ous	2 brilliant	3 million
4 opinion	5 experience	6 obvious
7 genuine	8 strenuous	9 monument
10 document	11 junior	12 spaniel
13 companion	14 zodiac	15 audience
16 stadium	17 comedian	18 custodian

★ Read these words to a partner. Confirm that you are placing stress on the correct syllable by asking your partner to repeat the word.

Name: _____

To read longer words, it is helpful to know where to place the accent or stress. Read each word below and underline the *ti*, *si*, or *ci*. Then, circle the accented syllable. Remember: For words that contain the letter combinations *ti*, *si*, and *ci*, pronounced as /sh/, the accent falls on the syllable right before the /sh/ sound.

1 gracious	2 vicious	3 delicious
4 spacious	5 session	6 profession
7 passion	8 mission	9 ignition
10 addition	11 partial	12 connection
13 musician	14 special	15 impression
16 permission	17 nation	18 vacation

★ Read these words to a partner. Confirm that you are placing stress on the correct syllable by asking your partner to repeat the word.

Orange Skill Builder: Fluency

Name: _____

Fluency
Passage Fluency 6



Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:

- 1 Read the words carefully and clearly.
- 2 Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- 1 Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- 2 As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 If you watch scary movies, you know what plant keeps vampires away. The garlic plant. Vampires won't go near garlic because the smell is sickening to them. So wise people in vampire films hang garlic all around their homes. Every window and door has the plant dangling from the top.

Yes, garlic is bad for the vampires in films and in books. But it is absolutely fantastic for real live humans!

Garlic belongs to the family of vegetables that includes onions and leeks. For thousands of years, this powerful plant has been used in cooking and as a medicine. Yes, it tastes delicious when added to food. But it has many health benefits as well.

Garlic bulbs grow underground. Each bulb, called a head, consists of several sections, known as cloves. One garlic head may contain anywhere from four to 20 cloves.

Garlic tastes good in food and is good for your health. Various scientific studies have shown that garlic helps keep your heart healthy. It can help you fight off the flu, chicken pox, and the common cold. It can kill certain germs.

Each garlic clove has an outer covering that must first be removed. Crushing or chopping up a clove releases the strong aroma and taste that garlic lovers love. But be sure to brush after meals. Eating garlic can make your breath smell exactly like garlic!

2 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____



Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:

- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Mrs. Cantu’s students were performing in a piano recital. As she sat in her seat in the front row, Yuki tried not to fidget. She’d be performing her piece halfway through the recital.

The first performer, Parker Mills, was playing now. Poor Parker was having a difficult time with his piece. He was hitting one wrong note after another. When he finished, the audience clapped politely.

“They’re probably just glad he’s done,” Ida muttered to Yuki, who laughed.

Then she felt guilty they were making fun of Parker. “I’ll probably be just as bad, or even worse,” Yuki whispered.

Suddenly, it was her turn. Yuki tried to look confident as she walked onto the stage.

Yuki set her music on the piano stand with shaky hands. It was her turn to play in the piano recital.

“Relax,” she told herself, “you’ve practiced this piece over and over again. You know what to do.” She decided to ignore the audience and concentrate on the music. Taking a deep breath, Yuki began to play.

She had chosen a piece called “SeeSaw” by a composer named Bartok. It had a silly name but it was a beautiful piece. Her hands skillfully danced across the keys.

Before she knew it, Yuki was done and had made only one minor mistake. She faced the audience with a carefree grin as they loudly applauded for her.

2 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____



Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:

- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 You know the function served by most parts of your body. For example, you have eyes to see and a nose to smell. But do your fingernails have a function? Or are they just something you can decorate with fingernail polish?

Actually, fingernails are useful tools, if you think about it. They help you pick things up, peel fruit, scrape away dried paste, tie knots, and scratch itches.

Human nails are similar to animals' claws and hooves. All are made of the same material, keratin. Hair is also made of this substance. Keratin consists of dead cells, so it's not living tissue. This is why it's not painful to cut your hair or your nails.

You know that your nails grow. After all, they need to be trimmed from time to time. A nail starts growing at the root, the part of the nail that is still underneath the skin. As it grows, it slides over the nail bed toward the end of your finger or toe. It separates from the skin when it gets near the top.

Fingernails grow three or four times faster than toenails. The slowest-growing fingernail is the thumb. Toenails are thicker than fingernails, especially the big toe. That's why it is so hard to cut it. Try trimming your toenails after a bath or shower when the nails are softer and easier to cut.

2 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____



Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:

- ❶ Read the words carefully and clearly.
- ❷ Pay attention to punctuation and read with expression.

THE LISTENER SHOULD:

- ❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?
- ❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 Stars are scattered across the universe. Over a thousand of them fill our night sky. Long ago, people connected some of these glittering dots to form patterns. We call these patterns constellations. Looking for a constellation is a quick way to locate a particular star. In the past, constellations served another purpose for farmers. As Earth orbits the sun, the night sky changes. Different constellations are visible at different times of the year. Early farmers used constellations like calendars, to identify the season. If they saw a certain constellation, it was time to plant crops.

In 1929, scientists arranged stars into 88 constellations so that each star in the sky belonged to just one constellation.

What constellations are easy to find in the night sky? It depends on where you live. In the northern hemisphere, most people are familiar with Ursa Major, the Great Bear. This constellation reaches its highest point in summer. It can be found directly over the North Pole. You'll have a hard time finding it in winter, when the Great Bear drops below the horizon.

Even better known is one part of this constellation. This pattern of seven bright stars looks like a square with a crooked tail. It goes by various names in various countries. In the United States, it's known as The Big Dipper. In Great Britain, it's sometimes referred to as The Wagon.

2 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Name: _____

Read the passages below with a partner. Take turns being the reader and the listener.

THE READER SHOULD:	THE LISTENER SHOULD:
<ul style="list-style-type: none">❶ Read the words carefully and clearly.❷ Pay attention to punctuation and read with expression.	<ul style="list-style-type: none">❶ Listen closely to the reader. Is the reading smooth, clear, and easy to understand?❷ As you listen, think of a question about the passage to ask the reader when he or she has finished reading.

1 The Greek hero Hercules was the strongest man in the world. He served a king who ordered him to perform difficult tasks. The king demanded that Hercules bring him golden apples from a secret garden. The apples belonged to the goddess Hera and were guarded by three sisters.

Hercules did not know where the garden was. But he knew that the three sisters' father was Atlas, the giant who held up the heavens on his shoulders. Hercules asked Atlas for help. Atlas agreed to visit the secret garden and request the apples from his daughters. He told Hercules, "Hold up the heavens while I am gone." Hercules placed the burden on his own back.

The giant Atlas held up the heavens as punishment from the god Zeus. He passed that weighty burden to Hercules while he went off to get the golden apples that Hercules needed. But Atlas was not eager to take back his burden. When he returned with the golden apples, he said to Hercules, "I'll deliver these apples to your king. Keep holding up the heavens."

Hercules said he was willing, but wanted to put a pad on his shoulders first. Atlas agreed to hold the heavens for a moment while Hercules made the adjustment. Hercules shifted the heavens onto Atlas' shoulders, picked up the golden apples, and proceeded to the king.


2 Discuss each reading with your partner.

- Was the reading smooth and easy to understand?
- Did the reader read with expression?
- What questions do you have about the passage?

★ Practice these skills using a paragraph from a book of your choice.

Orange Skill Builder: Vocabulary

Name: _____

Vocabulary
Shades of Meaning 

Write the words in order based on their shades of meaning. Then, write a descriptive sentence using at least one of the words.

1 enormous small tiny	<u>tiny</u> <u>small</u> <u>big</u> <u>enormous</u> <i>The pin made a tiny hole in my shirt.</i>
2 alert drowsy energized	<u>exhausted</u> _____ _____ _____
3 clean dirty spotless	_____ _____ <u>filthy</u> _____
4 funny grim hilarious	_____ <u>serious</u> _____ _____
5 grandparent newborn teen	_____ _____ <u>adult</u> _____ _____
6 mumble shout speak	_____ _____ <u>whisper</u> _____
7 dab scour wipe	_____ <u>scrub</u> _____ _____
8 impolite kind mean	<u>cruel</u> _____ _____ _____
9 huge large microscopic	_____ <u>little</u> _____ _____
10 antique modern outdated	_____ _____ <u>ancient</u> _____

Name: _____



Write the words in order based on their shades of meaning. Then, write a descriptive sentence using at least one of the words.

1	bright dark glaring	<u>dark</u> <u>dim</u> <u>bright</u> <u>glaring</u>	<i>The petrified actor stood frozen in the glaring spotlight.</i>
2	abundant limited sufficient	<u>nonexistent</u> _____ _____	_____
3	beaming grimacing pouting	_____ <u>smiling</u> _____	_____
4	flow drip trickle	_____ _____ _____	<u>gush</u>
5	jog sprint stand	_____ _____ <u>walk</u> _____	_____
6	easy grueling tricky	_____ _____ <u>challenging</u> _____	_____
7	tasty unappetizing scrumptious	_____ <u>bland</u> _____	_____
8	bad mediocre fabulous	_____ _____ _____	<u>atrocious</u>
9	bizarre common offbeat	_____ <u>peculiar</u> _____	_____
10	balmy cool sweltering	<u>freezing</u> _____ _____	_____

★ Choose one sentence from above to use as a short story starter. Write at least one paragraph.

Name: _____



Read the sentences below. Choose the two words that best complete the sentence. Then, write your own sentence using the remaining word.

1 bright dark glaring	Although trekking across the desert dunes may be <u>easy</u> for a camel, it would be a <u>grueling</u> experience for us. <u>Tying your shoes while wearing mittens can be tricky.</u>
2 alert drowsy exhausted	After a long day at the beach, I started to feel a bit _____ on the car ride home. In contrast, my sister was _____ and chatty.
3 worried confident panicked	At first he felt _____ about taking the test. However when he finished, he was _____ that he had done well.
4 fearless terrified uneasy	Usually I am _____ when it comes to rock climbing, but the height of the rock wall made me slightly _____.
5 irritated furious happy	She was _____ when her neighbor's dogs barked during the day, but she became _____ when they kept her awake at night.
6 stride dawdle dash	If you _____ to the bus stop, you'll eventually need to _____ to catch the bus.
7 scrumptious unappetizing bland	One simple recipe for chicken soup was too _____, but another included too many spices and looked completely _____.
8 bad fabulous mediocre	She was just a _____ trumpet player until her new music teacher inspired her to become _____ by practicing every day.
9 noisy quiet thunderous	We thought a trip to the mountains would be a _____ retreat from the city, but birds and animals can be as _____ as cars and people.
10 frequently never rarely	She _____ visits the new restaurant in town because she loves the food, but she _____ sees the chef because he stays in the kitchen.

★ Choose one set of words (e.g., dawdle, stride, dash) to act out. Have a partner try to guess the words.

Name: _____

Read the sentences below. Choose the two words that best complete the sentence. Then, write your own sentence using the remaining word.

1	always never rarely	Jorge loves soccer and <u>always</u> brings his ball to school, but he is so shy that he only <u>rarely</u> asks anyone to play with him. <u>Linda wants to do well in school, so she never forgets her homework.</u>
2	gushes flows drips	When there is a knot in the hose, water just _____ out. Normally, water _____ out of the hose in a steady stream. _____
3	careless fastidious attentive	I made several _____ errors on my spelling quiz last week, so I resolved to be more _____ when I take the quiz this week. _____
4	happy annoyed livid	Alysha felt merely _____ when her sister borrowed her clothes, but she was _____ when her sister spilled paint on her favorite dress. _____
5	cold tepid boiling	After my brother took a long shower, the water was only _____ when it was my turn. It soon became completely _____. _____
6	spotless clean filthy	He washed his _____ football uniform twice, but a few stains remained even though it was basically _____. _____
7	discouraged fearful content	Jasmine felt _____ when she broke her wrist before the basketball tournament. She had to be _____ with watching from the bench. _____
8	hot warm frigid	Plants and animals that thrive in the _____ temperatures of the Mojave Desert could never survive in the _____ climate of the Arctic. _____
9	modern antique ancient	_____ technology allows us to communicate in ways that _____ civilizations could never have imagined. _____
10	drenched damp dry	I was _____ after waiting for the bus in the rain. My clothes were still _____ at the end of the day. _____

★ Choose one set of words (e.g., fearful, discouraged, content) to act out. Have a partner try to guess the words.

Orange Skill Builder: Comprehension

Name: _____



- 1 Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.

engineer (noun) An engineer is a person who designs technologies to solve problems.

- 2 Reread the informational text on the next page, "Borrowing Nature's Designs." Informational texts give facts about a topic. Use the glossary to help you with the meaning of unfamiliar words.
- 3 The main idea of this text is in Paragraph 1. Put a star (★) in the margin next to the main idea of the text.
- 4 Informational texts often have subheadings that can help you identify the main ideas in different sections of the text. Focus on the main idea and key details of one section.
- a Put a checkmark (✓) next to one subheading. The subheading can help you think about the main idea of the section.
 - b Underline 3 to 4 key details in this section. Key details in each section can also help you think about the main idea of the section.
- 5 Complete the chart by rewriting the information *in your own words*. Use the markings you made on the text to help you paraphrase the text.

text main idea	
subheading	
section main idea	
section key details	

- 6 Write a summary of one section of the text on another page. Use information from your chart to help you.

★ Work with a partner to research another technology based on a design from nature. Use an approved search engine and the key word *biomimetic*. Then, create a multimedia presentation using video, photos, or diagrams to explain what you learn.



Borrowing Nature's Designs

1 Imagine a day when doctors could help a person grow a replacement body part—just like starfish and lizards can do. What if bridges were built from something much stronger than steel—fibers made of spider silk! Some engineers study nature's designs in order to develop new technologies. These engineers are using a kind of science called biomimetics. Biomimetics comes from the Greek words *bios* "life" and *mimesis* "to imitate."

2 **Prickly Plant Parts**

In 1941, a Swiss engineer named George de Mestral went for a hike with his dog. Afterward, picking off burrs from his clothes and dog's fur, he became curious. How did the burrs manage to stick so well? He studied the structure of each burr and discovered that the spines ended in tiny hooks. He went on to invent a kind of fastener made of tiny hooks. He helped start a company to produce the fasteners. Velcro® is still a trade name for these burr-inspired fasteners. They are used on clothing, shoes, school binders, and many other products.

3 **Sticky Feet**

Little lizards called geckos have an astounding ability to cling to walls, ceilings, and other surfaces. For decades, scientists have studied gecko feet to figure out what makes them so sticky. Experiments show that millions of microscopic hairs on each toe are mainly responsible for a gecko's grip. But geckos don't just stick to a surface—they unstick, too. To do that, a gecko tugs the foot in the opposite direction, releasing the grip. Engineers have developed gecko-inspired robots that climb walls. They've made a fabric-like material that can stick to smooth surfaces. They're also working on grippers that might someday be used to pick up junk floating in space.

4 What problems will biomimetic engineers try to solve next? One thing is for sure: nature will provide inspiration for new solutions.

GLOSSARY

burrs (noun, plural) A burr is a prickly covering of a nut or seed.

surfaces (noun, plural) A surface is the outer layer.

structure (noun) A structure is the way parts are arranged.

Name: _____



- 1 Read and underline the definition of the phrase below. Knowing this phrase and its definition will help you complete the following activities.

natural hazard (noun) A natural hazard is an event in nature that causes damage.

- 2 Reread the poem on the next page, "Hail" by J. Patrick Lewis. Poets use the sound, as well as the meaning, of words to express feelings and ideas.
- 3 Poets often use figurative language to help readers form pictures in their minds. A metaphor is a type of figurative language in which two unlike things are compared without using *like* or *as*.

- a Go back to the poem, and circle the two nouns in Lines 1 and 2.
- b What does this comparison help you imagine?

- 4 Alliteration is the repetition of beginning sounds in words. Poets often use alliteration to put emphasis on words and ideas.
- a Go back to the poem, and underline two pairs of words with repeated beginning sounds in Lines 1 and 2.
- b Write the words below.

- 5 The rhythm of a poem is like a drumbeat that goes with groups of words.
- a Read the poem aloud, and listen for the rhythm.
- b What does the rhythm help you imagine?

- 6 The narrator in a poem is called the speaker. How does the speaker seem to feel in Line 6?

- 7 The poem has a central message, or theme, about nature. Write a sentence to state this theme.

- ★ A haiku is a three-line, 17-syllable poem that paints a clear picture about a single moment or image, usually from the natural world. The syllable pattern is 5-7-5. Write a haiku about a natural hazard, such as an earthquake or blizzard.

Name: _____



Hail
by J. Patrick Lewis

- 1 The hail flies
- 2 on furious hooves.

- 3 It batters cars
- 4 and rooftops,
- 5 slamming anger,
- 6 and then melts away.

WORDS TO KNOW

batters (verb) To batter is to pound or hit with force.

furious (adjective) Furious means powerfully fast or violent.

hooves (noun, plural) A hoof is a horse's foot.

Name: _____

- 1 Read and underline the definition of the word below. Knowing this word and its definition will help you complete the following activities.

contribute (verb) To contribute means to give help to a person, a group, or a cause.

- 2 Reread the persuasive text on the next page, "Join the North School Walkers." Authors of persuasive texts state their opinion or position and often give reasons and evidence to support it.
- 3 The authors state their position in Paragraph 1. Put a star (★) in the margin next to their position.
- 4 In Paragraphs 3 to 5, the authors give three reasons and evidence to support their position.
 - a Put a checkmark (✓) in the margin next to each reason.
 - b Underline evidence that supports each reason.
- 5 Complete the chart below by rewriting the information *in your own words*. Use the markings you made on the text to help you paraphrase the text.

opinion	
reason 1	
evidence	
reason 2	
evidence	
reason 3	
evidence	

- 6 On another page, write a summary of the text. Use information from your chart to help you.

- ★ Create a poster to illustrate and explain a program that—in your opinion—would contribute to your community. Clearly state your opinion and give reasons and evidence to support it.

Name: _____



Join the North School Walkers

Dear Parents of North School Students:

- ¹ Have you heard about our walking-school-bus program? It began last year with 30 students. As the new school year begins, 50 students have enrolled. It would be great to see 100 or more students participate because this program has many benefits that will help our children and our community.
- ² Here's how the program works. Your child waits for the "bus" each morning at an assigned time and place. The bus is not a vehicle but a group of students with one adult leading and one adult following. All the walkers stay together, with the adults making sure that everyone crosses streets safely. At the end of the school day, the walkers reverse their route. Right now, the adults are volunteers, but we hope to find the money to pay workers soon.
- ³ The walking-school-bus program is good for everyone's health. Health experts point out that today's youngsters are not getting enough exercise and are at risk of developing health problems as a result. Walking is a simple and effective physical activity. And it doesn't pollute the air with vehicle fumes!
- ⁴ In addition, students have a safer way to get to school. The walking-school-bus program reduces not just the number of school buses but also the number of parent-driven cars that clog the streets by North School. When students no longer have to dodge traffic to enter the building, safety will be improved.
- ⁵ There has been an unexpected bonus to the program—a greater sense of community among the walkers. What better way to feel part of a neighborhood than by taking a daily walking tour? Help your child and our community by enrolling in the North School Walkers program. Sign-up sheets are in the school office.

Sincerely yours,

Edda Freeman and Tony Palermo
Parent Coordinators of the North School Walkers

Name: _____

- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

resource (noun) A resource is a supply of something you need.

- 2 **Reread the story on the next page**, “An Uninvited Guest.” It is realistic fiction—a story about events that could actually happen to lifelike characters in a believable setting.
- 3 Go back to the story, and **circle the three main characters**.
- 4 Most events in the story take place in one setting, which is described in Paragraph 1. The events at the end of the story take place in a different setting, which is described in Paragraph 12. **Put a box around each setting**.
- 5 The characters must solve a problem when an “uninvited guest” wants to share a resource: their home! **Put a star (★) in the margin next to the problem**.
- 6 The characters solve their problem in a series of events. **Put a checkmark (✓) in the margin next to each major event**.
- 7 The characters’ problem is solved in the resolution, near the end of the story. **Put a smiling face (☺) next to the resolution** in Paragraph 10.
- 8 **Complete the chart below**. Use the markings you made on the text to help you.

main characters	
settings	
problem	
major events	
resolution	

- 9 **Why do the characters react differently to the bat’s need for two resources: somewhere to live and something to eat?** Use information from your chart and details from the story to help you answer the question on another page.

★ **This story is told from the point of view of a third-person narrator. What if the story were told from the point of view of the bat? Rewrite the story from this first-person point of view.**



An Uninvited Guest

¹ The dark-winged, unidentified flying object swooped from the ceiling toward the family seated in the kitchen and back up again. Bashir screamed, and his sister Aisha slid off her chair to hide under the table.

² "Don't worry," their grandmother said calmly. "It's just a bat."

³ "What do you mean it's just a bat?" Bashir shrieked, "Those things carry rabies!"

⁴ Aisha peered out from under her hiding spot. "Babies? I don't see its babies."

⁵ Bashir shook his head and answered, "Not babies—rabies, rabies! It's a disease you get from bats. They bite you, and then you die."

⁶ Aisha started to cry, and their grandmother said, "Let's not overreact. First, very few bats carry rabies. Second, there's a medical treatment for rabies. And third, this poor bat is probably just as afraid of you as you're afraid of it."

⁷ "Who's afraid?" asked Bashir in the bravest voice he could muster. Just then, the bat spread its wings and glided toward Bashir's head. He screamed again and ducked behind Aisha under the table.

⁸ After a few more swoops around the room, the bat settled on a shelf. With a toss of a blanket, Bashir's grandmother succeeded in trapping the bat in its soft folds.

⁹ Bashir crept closer to the bundle in his grandmother's arms and saw that the bat's eyes were fixed on him with a combination of what he thought might be curiosity and fear. "Now what should we do with it?" he asked in a hushed tone.

¹⁰ "We need to set it free, of course," their grandmother asserted, walking to the door and opening it. "I'm not sure if this bat wants to make a home in our attic or if it's lost, but it will be much more comfortable outside." She shook the blanket gently to release the bat, and they watched it soar into the distance until it disappeared.

¹¹ Bashir breathed a sigh of relief, and his grandmother smiled. "I'm always happy to see bats outside because they devour mosquitoes," she remarked. "We need them, even though we don't like to share our indoor spaces with them."

¹² One evening not long after the visit with his grandmother, Bashir noticed familiar black figures circling against the sky outside his window. He recognized them immediately and murmured, "Hello, my mosquito-eating friends," pleased that this time he did not feel afraid at all.

Name: _____

Read the sentences below and underline the signal word or phrase. Then, complete the sentence. Remember to pay attention to the signal word so that you add the correct information to the sentence.

1	Thunderstorms can be thrilling to see and hear <u>although...</u> <u>they can be dangerous.</u>
2	After hours and hours, the snow stopped falling. Then... _____
3	My uncle does not enjoy the beach. On the contrary,... _____
4	The dog became covered in mud as... _____
5	My brother loves to put unusual toppings on his pizza such as... _____
6	The octopus is a unique creature. It has no bones, a huge head, and... _____
7	Ostriches do not fly like other birds. Instead,... _____
8	Forty years ago, many people wrote using pen and paper. Now... _____
9	Planting a vegetable garden can be rewarding. On the other hand,... _____
10	The garbage truck was noisy and foul-smelling. Moreover,... _____
11	Skateboarding without a helmet is dangerous. For example,... _____
12	I had done all my homework and studied for the test, yet... _____

★ Choose one sentence from above to use as a short story starter. Write at least one paragraph, and be sure to use signal words.

Name: _____



Read the sentences below and underline the signal word or phrase. Then, complete the sentence. Remember to pay attention to the signal word so that you add the correct information to the sentence.

1 Over time, a tadpole's body changes. For example,...
it grows legs.

2 There are many benefits to playing a team sport. Primarily,...

3 We watched the fireworks shoot up into the night sky as...

4 Sam hung the laundry outside to dry. Later,...

5 We wanted to have a picnic at the park today, but,...

6 Farmer Bill enjoyed his visit to the city though,...

7 The American flag stands for freedom. The Statue of Liberty, too,...

8 The park is a beautiful place to visit in the spring. Similarly,...

9 My sister does not enjoy playing sports. On the other hand,...

10 Bottlenose dolphins do not often swim alone. Instead,...

11 At the restaurant, he ordered a hamburger and fries along with,...

12 I was not always a good swimmer. At first,...

★ Choose one sentence from above to use as a short story starter. Write at least one paragraph, and be sure to use signal words.

Name: _____



Read the three types of signal words in the box. Then, underline the signal word or phrase in each sentence and write another word or phrase with a similar meaning above it.

addition	and, additionally, in addition to, moreover, furthermore, as well as, plus
summary	in brief, in short, in summary, in the end, ultimately, eventually, to sum up
example	for instance, for example, in particular, specifically, remarkably, notably

1	The Conquistadors brought tomato <u>as well as</u> potato plants back to Europe.
2	In Braille, raised dots stand for letters. Additionally, each set of dots fits under a fingertip.
3	Some plants make seeds that float. Remarkably, coconut seeds are ocean voyagers.
4	Komodo dragons have teeth, scaly skin, four legs, and clawed feet.
5	Many plants grow from seeds. In particular, lilacs and tomatoes start as seeds.
6	My favorite book takes the reader on an adventure through time. To sum up, it has something for everyone!
7	Coral reefs are home to a variety of sea life. For example, some reefs have thousands of species of fish.
8	Ostriches are flightless birds with sharp eyesight. Additionally, they are fast runners.
9	The road race course circled around the lake and wove through the park. Eventually, the runners completed a loop that took them all over town.
10	In the end, kudzu had a new nickname: "the vine that ate the South."

★ Work with a partner to find at least ten signal words or phrases in a classroom book or textbook.

Name: _____

Read the three types of signal words in the box. Then, underline the signal word or phrase in each sentence and write another word or phrase with a similar meaning above it.

time	currently, as, now, at first, later, subsequently, while, initially
comparison	likewise, also, in the same way, as well, too, similarly
contrast	although, however, on the other hand, in contrast, on the contrary, yet

1	<u>In contrast</u> My brother likes chocolate ice cream the best. <u>On the other hand</u> , my favorite ice cream is vanilla.
2	Almost 30,000 species of fish have been named by scientists, yet many more undiscovered species exist.
3	The kudzu vine covers trees while it climbs toward sunlight.
4	People tried to save the scared hippo. Initially, the hippo thrashed at the rescuers.
5	He used to be afraid of dogs but later got a puppy of his own.
6	Bats can fly and hunt in the dark by listening to sound waves. Similarly, submarines locate other objects in the ocean by tracking underwater echoes.
7	The yo-yo became popular in the United States in the 1930s. At first, millions were sold.
8	I grew up on a farm in the country. In contrast, my cousins grew up in the city.
9	Our solar system used to have nine planets. Currently, there are eight.
10	Cumulus clouds have puffy tops. Stratus clouds, however, look like flat sheets.

Core5 Level 17
Reproduction rights for PS 354 for use until June 30, 2020.
Printed by Farrah Beem.
This material is a component of Lexia Readings www.lexialearning.com
© 2020 Lexia Learning Systems LLC

★ Work with a partner to find at least ten signal words or phrases in a classroom book or textbook.

Name: _____

- 1 **Read and underline the definition** of the word below. Knowing this word and its definition will help you complete the following activities.

theory (noun) A theory is an idea based on facts that might explain something.

- 2 **Reread the informational text on the next page**, “Mysteries of the Deep Sea.” Informational texts give facts about a topic. **Use the glossary** to help you with the meaning of unfamiliar words.
- 3 Go back to the text, and **put a star (★) next to the main idea** in Paragraph 2.
- 4 The author gives examples of two mysterious deep-sea creatures to support the main idea of the text. **Put a checkmark (✓) next to each paragraph that describes these creatures.**
- 5 **Complete the chart below by rewriting the information in your own words.** Use the markings you made on the text to help you paraphrase the text.

main idea	
example 1	
example 2	

- 6 How are an oarfish and a giant squid similar? How are they different? **Use evidence from the text to compare and contrast the oarfish and the giant squid.**

- 7 **Write a summary of the text** on another page. Use information from your chart to help you.

- ★ **The author states, “Scientists are trying to understand how deep-sea creatures become so enormous in an environment that seems to have a small food supply.” State your own theory to explain this mystery.**