

5th Grade



Dear Parents/Guardians,

As we approach the end of the school year, we look back and reflect on how much each and every student in fifth grade has grown. They are great examples of how hard work and dedication pay off. With summer approaching, the students will be given a well-deserved break. While these months are a good opportunity for students to relax and celebrate their success, it is also important to continue to immerse your child in activities that will prepare them for the upcoming school year. During the SUMMER we encourage students to continue enforcing all the skills we learned this year. Attached you will find resources and activities that your child can work on. Be sure to also access the IRLA Reading Level Summer Packets for your child's level.

Math Entry Level Skills

- **Multiplication Fluency - Fact Masters Day1 through 13:**
<http://ntnmath.com/new/pages/factmastersmultiplication.php>
- **Division Fluency - Fact Masters Days 1 through 13**
<http://ntnmath.com/new/pages/factmastersdivision.ph>
- **Whole Number Place Value System**
<https://youtu.be/KG6ILNOiMgM>
- **Comparing whole numbers**
<https://www.youtube.com/watch?v=F64vCtdcbvM>
- **Rounding whole numbers**
https://youtu.be/_ARhxT5WyWc

- Adding and subtracting multi-digit whole numbers with borrowing and regrouping <https://www.youtube.com/watch?v=mAvuom42NyY>
<https://www.youtube.com/watch?v=Y6M89-6106l&list=PLkKkkg7gKxgSgXszAjRBIS9r6k19ffsgf>
- Basic Math Vocabulary associated with the four operations (Sum, product, difference, quotient, etc)
<https://www.splashlearn.com/math-vocabulary>
https://www.google.com/imgres?imgurl=https%3A%2F%2Fi.pinimg.com%2Foriginals%2F8f%2F55%2F30%2F8f553029aab2bf6880797d91d66024fa.jpg&imgrefurl=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F136163588703981983%2F&tbid=gZJmQufQ49Xi1M&vet=12ahUKEwjHwOvWyOjpAhUPPN8KHczsDNcQMygGegUIARD8AQ..i&docid=ZvKT_wFfrKVZ9M&w=640&h=640&q=anchor%20chart%20for%20math%20vocabulary&ved=2ahUKEwjHwOvWyOjpAhUPPN8KHczsDNcQMygGegUIARD8AQ
- Conceptual understanding of fractions (part/whole)
<https://www.youtube.com/watch?v=CA9XLJpQp3c>
- Understanding concept of perimeter and area
- <https://www.youtube.com/watch?v=AAY1bsazcgM>
https://www.youtube.com/watch?v=_uKKI8R1xBM

Exit Level Skills for Grade 5

- Decimal Place Value system
- Comparing Decimals
- Rounding Decimals
- Performing operations with decimals
- Performing operations with fractions
- Understanding Concept of Volume



5th Grade Reading

5th grade Parents and Students,

We have finally made it to the end of the school year and we are so proud of all you accomplished this school year, in our school building and remotely. We have put together a list of resources that you can use to continue practicing the skills that we have learned this year. Some of these resources are links to websites that we have used during remote learning as well as resources that you can use without the use of technology. It is so important that you remember to continue to read everyday for at least 30 minutes. We have assigned lessons on iready that you will have access to throughout the summer, so please be sure to pace yourself. Most importantly stay healthy, safe, enjoy your much needed break, and have plenty of fun in the sun when you can.

5th Grade Reading Resources:

- **Iready**
<https://login.i-ready.com/> - Your teachers have assigned lessons on iready that you will have access to over the summer.
- **Readworks.org**
<https://www.readworks.org/> - Your teachers have assigned lessons on readworks that you will have access to over the summer
- **Lexia Core**
<https://www.lexiacore5.com/register> - This resource is self paced. You will have access to continue using lexia core 5 all summer to work on your individualized reading plan.
- **Newsela** - stay updated on current events or other informational articles or topics that you are interested in. Sign in with your gmail account and you will have access to browse lots of informational articles.
<https://newsela.com/>
- **Brain Pop-password is ps354stem**
<https://www.brainpop.com/>
- **Pearson** - using your pearson realize username and password you can login and access your reading street textbooks as well as many other resources for both math and reading
<https://www.pearsonrealize.com/index.html#/>
- **Epic Reading** - students can log in using google and have access to a digital library of books to read independently.
<https://www.getepic.com/sign-in>
- **New York Public Library**
<https://www.nypl.org/books-music-movies/ebookcentral>
- **Imagine Language and Literacy**

<https://api.imaginelearning.com/>

Read Alouds

<https://www.youtube.com/channel/UCc0Dm2nKfy1dtBOaX4EEeWQ/playlists>

Elements in Non Fiction Texts

<https://youtu.be/3mAI9QMJJTo>

Non Fiction Text Features

<https://youtu.be/3mAI9QMJJTo>

https://youtu.be/1wyl_n20-SU

Non Fiction Texts 5th Grade

<https://youtu.be/3xvSoKJu2jg>

Grade 5 ELA: Theme in Literature

<https://youtu.be/7VsHtx3hZ3A>

Compare and Contrast

<https://youtu.be/HtGzwoVCO4E>

<https://youtu.be/Fh3h8UUZZHE>

Context Clues

<https://youtu.be/CyK01USxdg0>

<https://youtu.be/CiNggzdWklo>

Reading Response Quilt

Describe a problem or conflict your character faced in this chapter. How would you solve it?	What lesson(s) do any of the characters learn in this chapter? What do we, as readers, learn?	Have you faced a problem similar to one faced by a character in this chapter? How did you solve it?	Which character do you have the most in common with? Why?	Were you able to predict the ending? If so, what clues did the author provide?	Did the ending satisfy you? What changes would you make?	How does the author make you feel that you are really a part of the story?
Identify an important decision made by the protagonist in this chapter. Would you have decided the same thing? Why or why not?	Pick three adjectives to describe one of the characters. Use examples from the text to support your choices.	Which character do you most admire/least admire? Why?	After the events at the end of the story, do you think the protagonist will behave differently? Why or why not?	Select a quote from the chapter, and explain its significance to the character or plot. Why does this quote need to be included in the chapter?	Would you read another book by this author? Why? What did you like/dislike about the author's writing style?	What is the main conflict (problem) in the book? How do the characters react?
Would you like to have one of the protagonists as a friend? Why or why not?	Create your own prompt. <i>**Must be approved by the teacher prior to writing.</i>	Which minor character most influences the protagonist? Give an example and explain why?	Would this book make a good movie? Why or why not? Which actors should play the characters? Why?	Which character showed good or bad judgement? Why?	Was any conflict (problem) left unsolved? Why?	Explain why the setting of this novel is so important to the plot. Give examples from the text.
What part of the story would you change? How would you change it?	What are the protagonist's strengths and weaknesses?	What was the most memorable event that occurred so far in the story?	How well did the author develop the characters? What did you like about them? What did you dislike?	Which character would you love to talk to? Why? What would you discuss?	How does this story make you feel? Why?	If you could give some advice to one of the characters, who would you select, and what would you say?

Please have students respond to reading by using one of the prompts from the list above for fiction texts.

Reading Response Quilt

Informational Text

<p>What do you think is the author's purpose for writing this text? Is it to inform you about the topic, persuade you about something, or other?</p>	<p>Does the author do a good job of introducing the topic in an interesting way? Did it make you want to read more? Why or why not?</p>	<p>Identify one opinion and one fact from the text. How do you know the statements you chose are opinions and facts?</p>	<p>What are the two most interesting pieces of information you read in the text? Why?</p>	<p>If you could sit down with the author of this text, what would you want to discuss? Are there questions you have regarding what the author wrote? Do you have an opinion you want to share with him/her?</p>
<p>Would this text be different had it been written ten years ago? How? Why or why not?</p>	<p>What else would you like to learn about this topic? What in the text made you want to learn more information?</p>	<p>What do you think the author's claim/thesis is in this text? Is the claim/thesis strong? Do you agree with it or not? Why?</p>	<p>Write a contrasting thesis for this topic. What evidence can you come up with to support this new thesis?</p>	<p>How could you apply some of the information you learned to help solve a problem in today's society?</p>
<p>Were there any subheadings and/or chapter titles used? Was this helpful in organizing the text?</p>	<p>Identify three descriptive words the author used in the text. How were these words helpful in explaining the information?</p>	<p>How did the author make this text interesting for the reader?</p>	<p>Did the author use any pictures/captions to support his/her research? Describe one of the pictures and explain why you think it is important.</p>	<p>Describe a personal connection you have with this text. Does it remind you of something that's happened in your life, another text you have read, or a film you have seen?</p>
<p>Do you think the author's evidence is convincing? What is the strongest piece of evidence you read?</p>	<p>What could the author have done to make the text more interesting for the reader?</p>	<p>Who is the ideal audience for this text? How do you know?</p>	<p>What would be another good title for this text? Why?</p>	<p>Student Choice--You must get your topic approved by the teacher before writing.</p>

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Please have students respond to reading by using one of the prompts from the list above for informational texts.

READING



Directions: Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!

B	I	N	G	O
Find a new or unique place to read, like outside.	Search in a book to find words with these prefixes: mid-, inter-, and fore-.	After you read a fiction book, write about how the story would be different if you changed the setting.	Before you read a nonfiction book or article, brainstorm everything you know about the topic of the book.	Read a book you have never read before.
Read a book or an article that someone in your home picks out for you.	Find one word you don't know the meaning of. Ask someone what it means or look up the definition using a dictionary.	Read to someone who is older than you.	Tell a friend, family member, or teacher about a book you think they would like, too.	Enjoy a favorite snack or listen to your favorite music while you read.
Call a friend or family member and read to them. Ask them to read a story to you, too!	Re-read your favorite book.	Free Space	Make a list of three facts you learned from a nonfiction book or article.	Read a fiction book and compare yourself to the main character. Write or tell someone your comparison.
After you read, tell what verb tense is used in the book. Is it past, present, or future?	Find the longest word in a book. In three minutes, write down all the words you can make using the letters in that word.	After you read a book you enjoy, find out if the author has written other books. Research the author or ask an adult.	Read to someone who is younger than you.	Read a fiction story in the voice of your favorite character, athlete, or hero.
After reading, write or tell someone about something that surprised you.	Write or tell someone a summary about what you learned from a book.	Write down something you want to know more about after you read a book.	Read a nonfiction book or article.	After you read, come up with a new title for the book or article.

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.



Grade 5 Reading

Student At-Home Activity Packet 1

This At-Home Activity Packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 5
Reading activities
included in this packet!

Name _____ Date _____

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. Look Beyond the Word or Phrase.

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"

Homographs

Introduction **Homographs** are words that have the same spelling but different meanings. Sometimes homographs have different pronunciations from one another.

- The word *wind* is a homograph.

A brisk wind blew, so I buttoned my coat.

Then I began to wind my way down the hill to the village.

- You can use a dictionary to check the meaning and pronunciation of homographs. Each homograph is a separate entry in the dictionary.

Each homograph has a raised number after the entry word.

wind¹ (wind) *n.* **1.** moving air
2. breath, or breathing

wind² (wind) *v.* **1.** to go along a twisty path
2. to wrap something around another object

The homograph's pronunciation is in parentheses after the entry word.

- To find the right meaning of a homograph, read the definitions for each entry. Then see which meaning makes sense in the sentence you are reading.

Guided Practice

Read the passage. Find each underlined homograph in a dictionary. With a partner, figure out how to pronounce it. Then write a short definition above each word.

HINT Homographs are spelled the same but are not necessarily pronounced the same.

The village was a perfect place to loaf for a few hours. I bought a fresh loaf of bread at a bakery near the beach. A dove was eating crumbs on the sidewalk. Across the street, a sea gull dove for food as I watched. Then I bought a present for my mom at a store. I planned to present it to her tonight at dinner. An old wound in my leg began to ache. So, I wound my way slowly along the streets.

Independent Practice

For numbers 1–5, choose the correct meaning of the underlined word as it is used in the sentence.

- 1 I wandered down to the port to watch cargoes being unloaded from boats.
- A **port**¹ (pôrt) *n.* a harbor
 - B **port**² (pôrt) *n.* the left on a ship
 - C **port**³ (pôrt) *n.* a valve, or opening that lets liquid out
 - D **port**⁴ (pôrt) *n.* a person's manner, or bearing
- 2 "Your ship looks sound," I said to a fisherman.
- A **sound**¹ (sound) *n.* a noise
 - B **sound**² (sound) *adj.* in good shape
 - C **sound**³ (sound) *n.* a long, wide body of water
 - D **sound**⁴ (sound) *v.* to measure how deep water is
- 3 "It has to be," he said. "Tomorrow we're bound for the fishing lanes."
- A **bound**¹ (bound) *v.* to leap or jump forward
 - B **bound**² (bound) *n.* border
 - C **bound**³ (bound) *adj.* tied
 - D **bound**⁴ (bound) *adj.* on the way to a particular place
- 4 "High winds and fierce storms are sure to batter us on the open seas," he continued.
- A **batter**¹ ('batə r) *v.* to hit, pound
 - B **batter**² ('batə r) *n.* a player at bat
 - C **batter**³ ('batə r) *n.* a liquid mixture, often of flour, eggs, and milk
 - D **batter**⁴ ('batə r) *n.* a sloping structure
- 5 "Fortunately, our bow is sturdy and true," he finished.
- A **bow**¹ (bou) *v.* to bend the head or upper body in greeting
 - B **bow**² (bou) *v.* to be pushed over with age or pressure
 - C **bow**³ (bou) *n.* the front of a ship's hull
 - D **bow**⁴ (bo) *n.* a weapon for shooting arrows

Lesson 8

Finding the Theme of a Poem

Learning Target

Studying how a poet reflects upon a topic and the details she includes will help you identify the theme of a poem.

- **Read** Poems can express feelings and ideas on many topics. The **speaker** in a poem **reflects** on a topic by saying what he or she thinks and feels about it. You can use these reflections and other details in a poem to figure out that poem's message, or **theme**.

Identify the theme of this comic strip by studying what the characters say and do. Also think about how the comic strip ends.



- **Think** What have you learned so far about using details to identify a theme? Complete the chart below, filling it out with details from the comic strip.

What Do the Characters Say?	What Do the Characters Do?	How Does the Comic Strip End?	What Is the Theme?
			<p><i>Night can ease the worries of the day.</i></p>

- **Talk** Share your chart with a partner.
- What is the topic of the comic strip?
 - Did you describe in the same way what the friends say and do? How about the ending?
 - Do the details you found support the theme? How do you know?



Academic Talk

Use these words to talk about the text.

- **theme**
- **speaker**
- **topics**
- **reflect**

Darkness in the Desert

by Morena Sommers

For desert animals, the day
Is not a time for work or play.
There's little shade; the world is dry.
The clouds are absent from the sky.
5 Things sizzle in the searing heat,
The burning sands hurt creatures' feet—
And so when it turns light they creep
Beneath the ground to fall asleep.

But late in the day the sky grows dim.
10 The sun drops past the canyon rim.
The stars peek through, and very soon
The night replaces afternoon.
Inside their dens the creatures stir—
They like the cooler temperature.
15 By ones and twos, by fives and tens
The animals creep from their dens.

On mountain, prairie, plain, and hill,
The night is when the world is still.
In deserts, though, the times reverse:
20 The dark is good, the light is worse.
The daytime is the time to rest.
For desert creatures, night is best.

The desert fox, the mouse, the hare,
At night they scamper here and there.
25 Their claws scratch softly in the sand.
Their faint calls echo through the land.
From dusk to dawn, all through the night
They feed and play till morning light.

Close Reader Habits

When you reread the poem, **circle** words and phrases that tell the topic of the poem. Then **underline** details that show the speaker's reflections on the topic.

Explore

What details in the poem "Darkness in the Desert" develop its theme?



Look for evidence of what the speaker thinks about day and night in the desert.

Think

- 1 Complete the chart below. Identify the poem's topic, the details that develop the topic, and the speaker's reflections on the topic. Use this information to determine the theme of the poem.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

Talk

- 2 Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem's theme? If necessary, return to your chart to change or add details.

 Write

- 3 **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response. Use the space provided on page 17 to write your answer.

HINT Start your response by stating the theme in one sentence.



Write Use the space below to write your answer to the question on page 16.

Darkness in the Desert

3 Short Response What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response.

HINT Start your response by stating the theme in one sentence.



Don't forget to check your writing.

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

NIGHT WALK

by Amy Saito

1 The sky above, the streets below,
The stars reflecting off the snow—
A lovely night for us to go
Out for a walk, the puppy thinks.

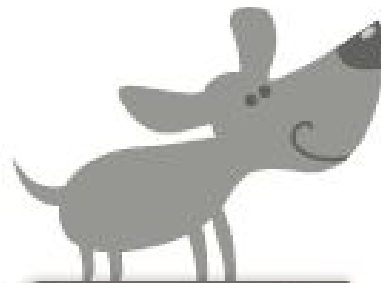
5 The moon's a brilliant shade of gold,
And though she's just a few months old,
The puppy knows the night is cold—
She leans into the wind and blinks.

What's that thing moving in the tree?
10 The puppy dashes up to see.
It's vanished! What a mystery!
She sits beneath the tree to bark.

Her master guides her through the night
First turning left, then turning right
15 The dark is deep, there is no light
She yanks her leash: is this the park?

The night's a lovely time to roam
But now it's time for heading home.
She's only little, after all,
20 Can't run all night when she's so small.
Someday she'll grow a little more
And when she's three, or maybe four
She'll run all night, and she'll be tough—
Tonight, though, she's gone far enough.

25 Her master strokes her furry head,
And yawning, she goes off to bed.
But as she sleeps, the moonlight beams
Will dart and dance inside her dreams.



Close Reader Habits

What is the message of the poem? Reread the poem. **Underline** details showing what the puppy does. Use these details to identify the poem's theme.

Think Use what you learned from reading the poem to answer the following questions.



1 This question has two parts. Answer Part A. Then answer Part B.

Part A

How are the events in stanzas three and four important to the theme of the poem?

- A The events show it is a good night for a walk.
- B The events show that puppy is young and active.
- C The events show the speaker is the puppy's master.
- D The events show that the night is dark and dangerous.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- A "What's that thing moving in the tree?" (stanza three)
- B "The puppy dashes up to see." (stanza three)
- C "... sits beneath the tree." (stanza three)
- D "Her master guides her." (stanza four)
- E "... there is no light" (stanza four)
- F "She yanks her leash:" (stanza four)

A narrative poem tells a story. Identifying how characters respond to events will help you figure out the theme of the poem.

Talk

2 What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 20 to record such details.



Write

3 Short Response Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response. Use the space provided on page 20 to write your answer.

HINT Think about the speaker's reflections on how the puppy will change over time.

NIGHT WALK

2 Use the chart below to organize your ideas.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?



Write Use the space below to write your answer to the question on page 19.

3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response.

Lesson 2

Prepositions and Prepositional Phrases

Introduction A **preposition** is a word that shows how other words in a sentence are related. Words such as *about*, *by*, *in*, *of*, *on*, *to*, and *under* are prepositions.

- A **prepositional phrase** begins with a preposition and ends with a noun or a pronoun. The noun or pronoun is called the **object** of the preposition.

The Emperor penguins [*of*] [**Antarctica**] spend winter [*on*] the open [*ice*].

- A preposition tells about the relationship between the object of the preposition and another word in the sentence. Look at these sentences.

Emperor penguins swim *under the* ice when they hunt.

I recently saw a movie *about these amazing* penguins.

- In the first sentence, the preposition *under* tells about the relationship between *ice* and the verb *swim*. In the second sentence, the preposition *about* tells about the relationship between *penguins* and the noun *movie*.
- A prepositional phrase sometimes tells *how*, *when*, *where*, or *what kind*. In the sentences you just read, the prepositional phrase *under the ice* tells *where* the penguins swim. The prepositional phrase *about these amazing penguins* tells *what kind* of movie it was.

Guided Practice

Underline the prepositional phrase in each sentence and circle the preposition. Then draw an arrow from the object of the preposition to the word it relates to.

HINT Most prepositional phrases come after the noun or verb they describe.

Example:
I read a book *about* Emperor penguins.

- 1 Emperor penguins breed in the winter.
- 2 Female Emperor penguins lay eggs on the ice.
- 3 Males watch the eggs while the females travel to the sea.
- 4 The warmth of the males' feathers protects the eggs.
- 5 The females return and provide food for the little chicks.

Independent Practice

For numbers 1–3, choose the prepositional phrase in each sentence.

- 1 Emperor penguins can be found on only one continent.
- A found on only one continent
 - B can be found
 - C only one continent
 - D on only one continent
- 2 Antarctica's winter begins in late March.
- A winter begins
 - B begins in
 - C in late March
 - D begins in late March
- 3 There are 17 types of penguins, and the Emperor penguin is the largest.
- A of penguins
 - B and the Emperor penguin
 - C is the largest
 - D are 17 types of

For numbers 4 and 5, answer the question.

- 4 Read this sentence.

Most animals move to a warmer place each winter, but Emperor penguins do not.

What is the purpose of the underlined preposition?

- A to describe when animals move
- B to connect *warmer* with *animals*
- C to connect two phrases about winter
- D to show a relationship between *move* and *place*

- 5 Read this sentence.

The feathers of the penguin keep out cold air and water.

What is the purpose of the underlined preposition?

- A to connect *feathers* with *cold*
- B to show a relationship between *feathers* and *penguin*
- C to tell what a penguin's feathers do
- D to show a relationship between *penguin* and *cold*

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- assured
- complained

Anna's MONSTERS

by Justin Nuñez



1 I'm scared of the darkness, I don't care who knows it,
 I don't like the darkness at all.
 I sleep with the lights on—two lights in my room,
 And a much brighter light in the hall.
 5 I'm frightened of monsters that might come and get me,
 Whenever I climb into bed.
 My mother says, "Anna, you're just being silly,
 The monsters are all in your head!"

But I don't think that's true, because of what happened
 10 Last night, the first day of the week.
 I put on my nightgown, got under the covers—
 Rolled over, and heard a strange squeak.
 It wasn't a mouse, and it wasn't a rabbit,
 It wasn't a dog or a cat.
 15 So I screamed out in terror. My mother came running!
 "Whatever," she asked me, "was that?"

"I heard a strange noise!" I explained to my mother,
 I was almost too frightened to talk.
 I *knew* it was monsters, some big hungry monsters,
 20 It was all I could do not to squawk!
 "I *don't* like the darkness," I said to my mother,
 "I don't like the dark and the night.
 Can't I get up and sit with you out on the couch,
 In a room that's all cheery and bright?"

25 "Oh, *Anna*," Mom said, and she looked at me sadly.

"Do we need to go through this once *more*?

Last night you assured me that you saw a monster—

It turned out to be socks on the floor."

"But this one was real!" I complained to my mother.

30 "I heard it squeak loudly and clear!

I don't like the darkness, the monsters will eat me—

Don't let them come anywhere near!"

My mother explained that the noises weren't monsters;

She showed me some interesting things.

35 For example, I learned that my bed makes a squeak

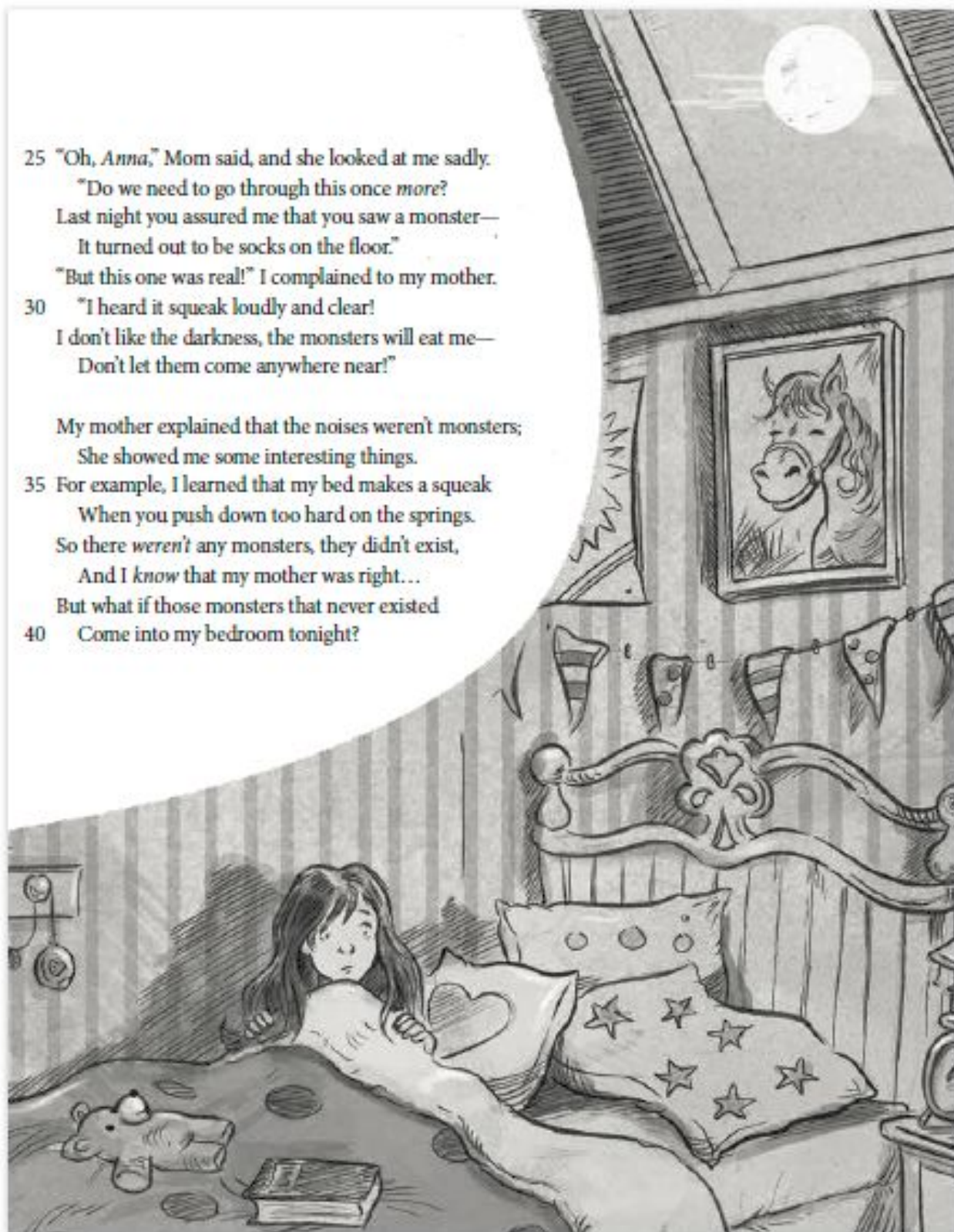
When you push down too hard on the springs.

So there *weren't* any monsters, they didn't exist,

And I *know* that my mother was right...

But what if those monsters that never existed

40 Come into my bedroom tonight?



Think Use what you learned from reading the poem to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read the line from the first stanza of the poem.

The monsters are all in your head!

Which phrase **best** states the meaning of all in your head?

- A easy to see
- B ready to attack you
- C only imagined
- D giving you a headache

Part B

Which detail in the first stanza **best** helps the reader understand the meaning of all in your head?

- A "I'm scared of the darkness, . . ."
- B "I sleep with the lights on, . . ."
- C "Whenever I climb into bed."
- D "Anna, you're just being silly, . . ."

2 Which statement **best** summarizes the speaker's message about fears?

- A For most people, nighttime is scary because it is dark and quiet and nobody is awake.
- B Many people are much too fearful, and some are even afraid of their own surroundings.
- C It can be hard to stop being afraid, even when someone proves that what you fear is not real.
- D It is easy to get over a fear once someone shows you that your fear is based on something that is not real.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- hovering
- vaster

SUMMER NIGHT

by Bianca Cappetta

- 1 The city is full of streetlights, stoplights, floodlights
making it hard to see the stars
But Ben and Louie are out this summer night at ten PM
in front of their apartment building, peering up at the sky anyway.
- 5 Ben asks if that's the constellation Orion hovering over there just
above that billboard
Louie shrugs because he doesn't know for sure
He asks how many light-years to the edge of the universe
and what's beyond the edge when you get there
- 10 *if you could get there (which you probably can't, but if you could)*
Ben says he doesn't know for sure either
It's a vast place, the universe, but what's beyond it must be vaster still
And they know they should go inside and get ready for bed
but it's too wonderful out here below the faint glow of the stars
- 15 and they just can't



Writing and Research

This is a rough draft of an essay. It has some mistakes. Read the essay. Then answer the questions that follow.

Climbing Mount Whitney

California's Mount Whitney is the highest mountain in the United States, outside of Alaska. Mount Whitney is 14,496 feet high. That's high, but not so high that it can't be climbed by a fit hiker. I read all about it in a library book, *Climbing Mount Whitney*. Last summer I reached the summit of Mount Whitney. Yes you can also do it, but you'll need some preparation.

First of all, get in shape. The best training is climbing lower mountains or hills. Cycling, running, and walking up stairs are also good practice. Occasionally do some activity like biking or inline skating for a really long time. Try skating for 30 or 40 miles, or take a bike ride of four to five hours. Then try it with a backpack!

Lack of oxygen at high elevations makes it harder to breathe. Get used to this by spending some time at high elevations just before you climb. If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

Go On



Write Use what you learned from reading "Summer Night" to answer the following question.

- 5 Short Response** What is the theme of the poem "Summer Night"? Use details from the poem to support your answer.



Learning Target

In this lesson, you used details from poems to identify their themes. Explain why this activity is important for understanding poetry in general.

Now that you're in shape and used to the height, rest. The day before your climb, take it easy. The night before your climb, eat a dinner of spaghetti, rice, or noodles. Finally, climbing day is here! You're rested and ready. Eat a light breakfast. Then put on your sneakers, get your water and snacks, and head for the trail. Take it slow and steady. By the end of about eight hours, you will have reached the top of Mount Whitney. At that moment you'll be looking down on every other person in the continental United States. Wow, what could be cooler than that?

23 Read this sentence from the essay.

I read all about it in a library book, *Climbing Mount Whitney*.

What is the correct way to write the title of the book?

- A 'Climbing Mount Whitney'
- B "*Climbing Mount Whitney*"
- C *Climbing Mount Whitney*
- D "Climbing Mount Whitney"

- 24 Read this sentence from the essay.

Yes you can also do it, but you'll need some preparation.

Which of the following should replace the underlined part to make the sentence correct?

- A Yes—you can also do it
- B Yes, you can also do it,
- C Yes you can also do it
- D Yes! you can also do it,

- 25 Read this sentence from the essay.

If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

On the lines below, rewrite the sentence with the correct verb tense for the underlined word.

- 26 Read this sentence from the essay.

By the end of about eight hours, you will had reached the top of Mount Whitney.

How should the underlined part be corrected?

- A reached
- B had been reaching
- C have reached
- D will have reached

Go On

Lesson 15

Using Context Clues


 **Introduction** You can use **context clues** to figure out the meaning of an unfamiliar word. The chart below gives examples of different types of context clues.

Type of Clue	Example
Definition	<u>Superfoods</u> , or natural foods that may prevent disease, have become popular.
Cause/Effect	Some superfoods, such as blueberries and red beans, contain <u>antioxidants</u> . These can help remove harmful substances from the human body.
Comparison	Some experts look <u>dubiously</u> on claims about superfoods, but other experts believe strongly <u>that these foods can improve health</u> .

Context clues can also help you figure out words with more than one meaning. For example, the table below has two sentences with the word *source*. What does *source* mean in each sentence? You can use the underlined context clues to figure out which meaning of *source* is being used.

Sentence	Context Clues	Definition
Choosing high-sugar drinks can be a <u>source</u> of health <u>problems</u> .	A <u>problem</u> has a cause. Therefore, the <u>source</u> of a problem is its cause.	the cause of something
The <u>website</u> MyPlate.gov is a <u>source</u> for <u>facts</u> about food choices.	A <u>website</u> can have information such as <u>facts</u> . Therefore, a <u>source</u> is something that gives information.	something that gives information

The sentences before and after the sentence with an unfamiliar word can also hold context clues.

 **Guided Practice** Determine the meanings of *fleeting*, *empirical*, and *panacea*. Then underline the words or phrases that helped you determine their meaning.

HINT The phrases *as a result of*, *because of*, and *thanks to* all signal cause-and-effect relationships. Words such as *but*, *too*, *also*, and *as well as* all indicate comparisons.

Some fads are **fleeting**, but more than a few people feel that superfoods are here to stay. The idea of superfoods isn't new, but the amount of **empirical** information we have about them is. Scientific observations and tests offer some evidence that certain foods can help people stay healthy. Nobody claims that these foods are a **panacea**—nothing can guarantee perfect health or cure every disease—but they can be part of a sensible diet.

Independent Practice

For numbers 1 and 2, read the paragraph. Then answer the questions.

For centuries, people in coastal areas of China and Japan have harvested a superfood found in marine environments. Recent studies show that eating seaweed protects against infection. It also might reduce the risk of serious diseases and extend peoples' life spans. If true, these would be important benefits.

- 1 What does the word marine mean in this paragraph?
 - A very nutritious
 - B dark blue in color
 - C having to do with the ocean
 - D member of the armed forces

- 2 Which two words from the paragraph help you understand the meaning of marine?
 - A "China" and "Japan"
 - B "coastal" and "seaweed"
 - C "centuries" and "people"
 - D "superfood" and "studies"

For numbers 3 and 4, read the paragraph. Then answer the questions.

Closer to home, you can find superfoods right in your garden or local store. Think "crisp and crunchy." Cabbage, broccoli, cauliflower, and kale detoxify harmful substances. As a result, they may help to prevent some forms of cancer. These veggies also are low in calories and have lots of vitamins A, C, and K.

- 3 What does the word detoxify mean in this paragraph?
 - A to move in a wide circle
 - B to chew food slowly
 - C to make a difficult decision
 - D to remove bad effects

- 4 Which two words from the paragraph help you understand the meaning of detoxify?
 - A "crisp" and "crunchy"
 - B "prevent" and "cancer"
 - C "veggies" and "substances"
 - D "calories" and "vitamins"

Lesson 11

Unfamiliar Words



Learning Target

Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.

- **Read** When you read, you probably come across words you do not know. Some of these unfamiliar words may be **academic vocabulary**, or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular **subject area**, such as science, social studies, or economics. A subject area can have many topics. For example, money is one **topic** in the subject area of economics.

Read the poster below. Underline any words you might not know.

The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise \$10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!



© Jurgens/Shutterstock

- **Think** Use the chart below to help determine the meanings of unfamiliar words. The word's context has been provided for you. In the "Possible Meaning" column, write what you think the word means. Then go back to the text, find **context clues** that tell you about the word's meaning, and write them in the "Clues" column.

Unknown Word	Context	Possible Meaning	Clues
Shelter	"... build a new <u>shelter</u> to protect our pets?"		
Donation	"Please make a <u>donation</u> ..."		
Benevolence	"... each act of <u>benevolence</u> counts!"		

- **Talk** Share your chart with a partner.
- Did you come up with similar meanings?
 - Did you find the same clues to the words' meanings?
 - Are there any school subjects for which figuring out words is especially important? If so, which subjects?

🗣️ **Academic Talk**

Use this word and these phrases to talk about the text.

- **academic vocabulary**
- **subject area**
- **topic**
- **context clues**

Explore

What context clues can help you understand unfamiliar words and phrases in the text?



Look for context clues in the same sentence or nearby sentences.

Think

- 1 Complete the chart below by telling the context of each unfamiliar word or phrase, its possible meaning, and the clues that led you to that definition.

Unfamiliar Word or Phrase	Context	Possible Meaning	Clues
<i>Peer into the past</i> (paragraph 1)			
<i>Inventive potters</i> (paragraph 3)			
<i>Contemporary</i> (paragraph 4)			
<i>Retrieved</i> (paragraph 4)			

Talk

- 2 Use context clues to determine why clay was an "ideal substance" for making certain objects.



Write

- 3 **Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage. Use the space provided on page 38 to write your answer.

HINT First, define *ideal substance*. Then explain how clay fit that definition.



Write Use the space below to write your answer to the question on page 37.

Here, Pyggy Pyggy

- 3 Short Response** Define the phrase ideal substance. Support your definition with context clues from the passage.

HINT First, define *ideal substance*. Then explain how clay fit that definition.



Don't forget to check your writing.

From Furs to Five-Dollar Bills

by Jason Liu

- 1 Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.
- 2 Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.
- 3 Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.
- 4 After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.



In China, knife money was used from 600 to 200 B.C.E.



This is one of the earliest American silver dollars ever minted.

Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.



Think Use what you learned from reading the text to answer the following questions.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What is the meaning of the word currency as it is used in paragraph 4?

- A goods used in trade
- B an idea accepted by many people
- C something that is up-to-date
- D the money used in a country

Part B

Which phrase from the passage helps the reader understand the meaning of currency?

- A "based on the dollar"
- B "produced by hand"
- C "lost its value"
- D "a new design"

2 Underline the word in the paragraph below that means "traded or exchanged one thing for another."

A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

Talk

3 Discuss the meaning of minted as it is used in paragraph 4 of the text.



Write

4 Short Response Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted. Use the space provided on page 41 to write your answer.

A context clue may give a definition, an explanation, or an example. Sometimes an author will include a word with a similar meaning. Other times, the clue may be a word with an opposite meaning.

HINT Use quotes from the passage to show what words or phrases help you define minted.



Write Use the space below to write your answer to the question on page 40.

From Furs to Five-Dollar Bills

- 4 Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted.

HINT Use quotes from the passage to show what words or phrases help you define *minted*.

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **financial**
- **economy**

WHAT WAS the Great Depression?

by Fran Severs

- 1 When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could "buy now, pay later." They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.

During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.



2 At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.

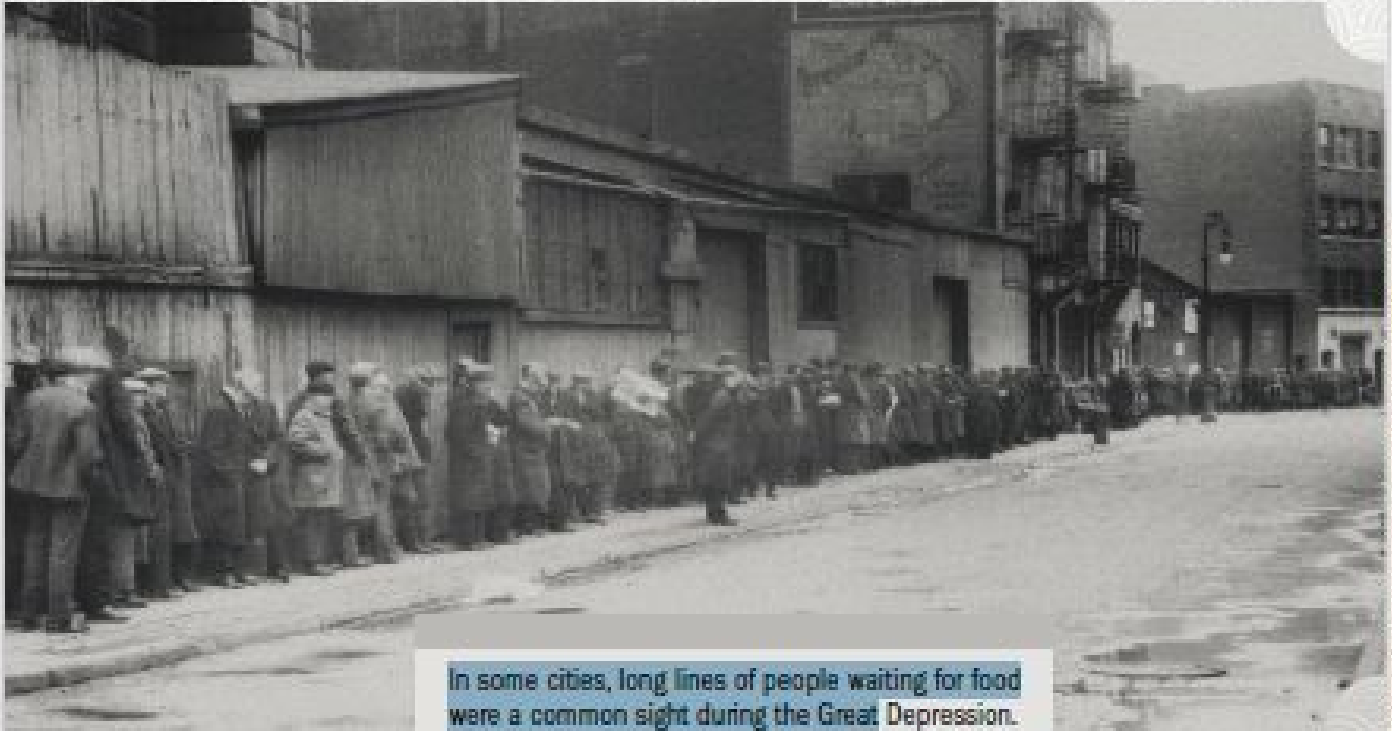
3 The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

4 Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.



©World History Archive / Alamy

During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.



Library of Congress, Prints and Photographs Division, Washington, D.C.

In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

- 5 About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.
- 6 Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.
- 7 The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.



Think Use what you learned from reading the article to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read this sentence from paragraph 1.

By the end of the 1920s, warehouses were filled up with merchandise that no one bought.

What does the word merchandise mean as it is used in this sentence?

- A goods
- B large items
- C shares of stock
- D jobs

Part B

Which detail from paragraph 1 **best** supports the answer to Part A?

- A "... that no one bought ..."
- B "... even more products ..."
- C "... factory production slowed ..."
- D "... lost their jobs ..."

2 The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

- 3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the phrase hard times in paragraph 7 of "What Was the Great Depression?"

- A a period of great difficulty
- B a time when farmers couldn't grow crops
- C a time when jobs paid low wages
- D a period of mild sadness

Part B

Which sentence from the article helps the reader determine the meaning of the phrase hard times as it is used in paragraph 7?

- A "When World War I officially ended in 1919, Americans were tired of the war and ready for good times." (paragraph 1)
- B "From June through September 1929, the prices of stocks soared." (paragraph 2)
- C "About two million homeless men, women, and children drifted around the country." (paragraph 5)
- D "Roosevelt's plan to fix the nation's money problems was called the New Deal." (paragraph 6)

- 4 Read the sentence from paragraph 1.

To meet the demand, factories rushed to make even more products.

Which dictionary entry **best** defines demand

- A "forceful statement"
- B "wish"
- C "strong need"
- D "question"



Write

- 5 Short Response** Paragraph 6 of the passage states, "By 1937, the unemployment rate had fallen to about 14 percent." Define the phrase unemployment rate. Support your definition with at least **one** context clue from the passage.



Learning Target

In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.

Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Can They Do It?

Sunday, March 25. Everyone at Westfield Elementary School approached the date with fear and dread. The servers in the cafeteria prepared meals with worried looks and shaking hands. Teachers buzzed about it in the teachers' room. Students whispered about the approaching date in hallways. The date was so terrifying that some Westfield students break into tears at the mention of it. Others simply sat at their desks, stunned. Sunday, March 25, was the first day of Turn-Off-the-Television-and-Keep-it-Off-for-the-Whole-Week Week.

Mr. Humphrey Blodgett had graduated from Westfield Elementary School before television was even invented. He promised to take the entire school to Wacky World Water Park. In order to win the trip everyone had to turn off his or her television set for a week. Would either Westfield students and Westfield teachers be up to the challenge?

"Does that include basketball games?" Mrs. Travis asked. Mrs. Travis was a huge sports fan.

"What about educational television Mr. Blodgett?" Ms. Morgan, the school librarian, wondered. Mr. Kramer thought he should be able to watch his favorite show "for health reasons."

"No, there will be no television of any kind," Mr. Blodgett answered. "Read a book, take a walk; or play a game." Then, looking right at Mr. Kramer, he added, "Learn to knit. It's very good for the nerves."

"Boy, how tough will this be?" Mr. Kramer complained after Mr. Blodgett had left. But it turned out that it wasn't as difficult as everyone had thought. By the end of the week, the school was buzzing with excitement over having won a wonderful trip.

23 Read this sentence from the story.

In order to win the trip everyone had to turn off his or her television set for a week.

Which of the following should replace the underlined part to make the sentence correct?

- A In order to win the trip everyone,
- B In order to win the trip, everyone
- C In order, to win the trip everyone
- D In order to win, the trip everyone

Go On

24 Read this sentence from the story.

The date was so terrifying that some Westfield students break into tears at the mention of it.

Which word or words should replace the underlined verb to make the sentence correct?

- A have broken
- B will be breaking
- C will break
- D broke

25 Read this sentence from the story.

Would either Westfield students and Westfield teachers be up to the challenge?

Which of the following should replace the underlined part to make the sentence correct?

- A either Westfield students nor
- B neither Westfield students or
- C either Westfield students or
- D neither Westfield students and

26 Read this sentence from the story.

"Read a book, take a walk, or play a game."

Which of the following should replace the underlined part to make the sentence correct?

- A book take, a walk, or
- B book, take a walk, or
- C book; take a walk; or
- D book, take a walk or,

Tools for Instruction

Use Context to Find Word Meaning

Using context to determine a word's intended meaning is an essential reading strategy. Although students are often told to "use the context" to figure out the meaning of an unfamiliar word, they may need more specific guidance. To help students use context effectively, introduce specific types of context clues that they can look for in sentences and paragraphs.

Three Ways to Teach

Identify Sentence-Based Context Clues 20–30 minutes

Connect to Writing Explicitly teach students about the different types of context clues that can be used to determine meanings for unknown words. Then have students develop their own sentences with clues that help classmates guess above-level missing words.

- Display the following chart. Name the first type of clue, and read aloud the example sentence. Help students figure out a meaning for the italicized word and identify the (highlighted) context clues in the sentence, which give a definition for the word. Then guide students to tell how they can recognize definition clues in other sentences. Record a simple explanation in the "What It Does" column.
- Repeat the process to introduce the remaining types of clues. Each time, note signal words that emphasize the clue, including *is*, *or*, and *other*, and *but*.

Type of Clue	Example Sentence	What It Does
Definition	An <i>asteroid</i> is a rocky body that orbits the Sun.	Tells the meaning of the unfamiliar word explicitly
Appositive	An animal that is a <i>carnivore</i> , or meat eater, may hunt for its food.	Tells the meaning of the unfamiliar word beside it, marked off by commas or dashes
Examples	The streets were filled with <i>buses, taxis, and other vehicles</i> .	Describes the unfamiliar word by naming types of it
Contrast	Lush, green forests receive <i>steady rains</i> , but deserts are bare and <i>arid</i> .	Tells the meaning of an unfamiliar word by describing its opposite

- For independent practice, give each student two words likely to have known meanings, such as *skyscraper*, *meal*, *author*, and *study*.
- Tell students to write a sentence with their word, leaving a blank in its place. Challenge them to write a sentence with such strong context that listeners will easily guess the word.
- As students read aloud their sentences (saying "blank" for the word), talk about the context clues that helped listeners figure out the missing word. Repeat the activity, challenging students to write a sentence that uses a different type of context clue for their second word.

Identify Paragraph or Text-Based Context Clues 10–15 minutes

Explain that sometimes readers have to read the sentences before and after an unfamiliar word to determine its meaning. Choose a passage with a challenging, above-level word that is not defined in the same sentence but can be understood by rereading the paragraph. Display the paragraph with the word underlined, and model asking and answering questions such as these to determine the word's meaning:

- *What is this paragraph about?*
- *Do the sentences around the unfamiliar word describe it in a different way, by giving a synonym or example or by showing a contrast?*
- *Can I make an educated guess about what the word could mean?*
- *If I replace the word with what I think it might mean, does the sentence make sense with the topic or purpose of the paragraph?*

For independent practice, have partners choose another paragraph that includes one or two unfamiliar words. Have them use the questions above to search for context clues that will help them figure out the meaning of the unfamiliar words.

Use Multiple-Meaning Words to Highlight Context 10–15 minutes

- Explain to students that context clues can help readers clarify the intended meaning of a multiple-meaning word. *Say, Although looking up a word in a dictionary can be helpful, it can sometimes be hard to know which meaning was used in the text when a word has several definitions.*
- Display a list of multiple-meaning words. Then provide sentences using varied meanings for the words.

fan	The <u>fan</u> cheered for her team.	There was only a <u>fan</u> to keep us cool.
fry	The <u>fry</u> swim downstream right after hatching.	My dad will <u>fry</u> potatoes for dinner.
lap	I held the plate in my <u>lap</u> .	We ran one <u>lap</u> around the track.
strike	Watch the hammer <u>strike</u> the nail.	That pitch looks like a <u>strike</u> .

- Discuss how the context clues in each sentence clarify the intended meaning of the word. Provide independent practice by suggesting other multiple-meaning words and asking students to give oral sentences that make each of the word meanings clear. Then ask students to choose one word and draw each of its meanings.

Check for Understanding

If you observe...	Then try...
difficulty using context to define an unfamiliar word	confirming that students have sufficient background knowledge to understand the context. Ask students to briefly summarize the paragraph in their own words. Correct any misunderstandings, and proceed to model using the context to define the unfamiliar word.
errors in determining word meanings based on context	substituting students' definitions for the unfamiliar word, and verifying whether the inserted meaning makes sense.

5th Grade Writing Resources:

Narrative Writing:

Brainstorming story ideas

<https://www.youtube.com/watch?v=AxlnWagSaA0&list=PLTCzXKdxBpDDTpvoywXGuipjJTxBcFJsN>

Planning and pre-writing

<https://www.youtube.com/watch?v=nBQ8dU0KPtg&list=PLTCzXKdxBpDDTpvoywXGuipjJTxBcFJsN&index=2>

Writing an introduction

<https://www.youtube.com/watch?v=M2H29fRVqf8&list=PLTCzXKdxBpDDTpvoywXGuipjJTxBcFJsN&index=3>

Writing a draft

https://www.youtube.com/watch?v=5Y_fxQ_52pk&list=PLTCzXKdxBpDDTpvoywXGuipjJTxBcFJsN&index=4

Writing a conclusion

<https://www.youtube.com/watch?v=GJMQWNd1TT8&list=PLTCzXKdxBpDDTpvoywXGuipjJTxBcFJsN&index=5>

Revising your work

<https://www.youtube.com/watch?v=HLcjb0t6SRI&list=PLTCzXKdxBpDDTpvoywXGuipjJTxBcFJsN&index=6>

Editing your work

<https://www.youtube.com/watch?v=SNs9zZm9jzg&list=PLTCzXKdxBpDDTpvoywXGuipjJTxBcFJsN&index=7>

Opinion Writing:

Choosing a topic

<https://www.youtube.com/watch?v=qv4rHG6rrr8>

Making a plan

<https://www.youtube.com/watch?v=7kYtkqfXMOg>

Introduction

<https://www.youtube.com/watch?v=JmEWpwB85E0>

Reasons and Examples

<https://www.youtube.com/watch?v=X1e8Zg-fYgE&t=25s>

Conclusion

<https://www.youtube.com/watch?v=3Xo9C8BxgWE>

Revising

<https://www.youtube.com/watch?v=6sZao2fUhSw>

Editing

<https://www.youtube.com/watch?v=LSmjkSkaR70>

Information Writing:

What is it?

https://www.youtube.com/watch?v=DN4d76QP_MA

Choosing a topic

https://www.youtube.com/watch?v=-mWY8F9pITE&list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&index=2

Making a plan

https://www.youtube.com/watch?v=ehzBzAo3h44&list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&index=3

Writing an introduction

https://www.youtube.com/watch?v=i6BTfNQiXXI&list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&index=4

Writing a draft

https://www.youtube.com/watch?v=m0y_HvsIP_s&list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&index=5

Writing a closing

https://www.youtube.com/watch?v=90TT0q2mHws&list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&index=6

Making a table of contents

https://www.youtube.com/watch?v=xcjqc10fVgs&list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&index=7

Making a glossary

https://www.youtube.com/watch?v=UMxNJiANqJU&list=PLTCzXKdxBpDDcTXBNyvPmR1r_nOg-26sX&index=8

Writing prompts



Personal Narrative Writing Prompts



1. Write about your favorite holiday that you and your family celebrate. Why is it your favorite? What are your family traditions?
 2. Write about a very special time in your life. Be sure to use a lot of details!
 3. Think about a time when you were very scared and write about it. What were you afraid of? What happened? Are you still afraid of it?
 4. Write about a day you spent with your best friend. Who is your best friend? What did you do together?
 5. Write about your favorite family vacation. Where did you go? Who was there? Why was it your favorite?
 6. Write about your favorite school field trip. What grade were you in? Where did you go? What did you learn?
 7. Write about your favorite memory at school. What grade were you in? What happened? Why is it your favorite memory?
 8. Write about a very special time you spent with your family. What did you do together? Who was there?
 9. Write about your favorite birthday party. How old were you? Why was it your favorite?
 10. Think about a day that was not so great. What happened? Where did it happen? Why was it not a great day?
- ii. Every teacher is special in their own way. Choose one of your teachers (any grade level, any subject - even specials) and tell why he/she is special to you.

12. Everyone has someone they look up to as a role model. Who do you look up to and why?
13. Think about a time when you finally got something you had been working hard to get. Tell the story about your struggle, how you worked hard to get it, and what it was like to finally have it.
14. What is your favorite subject in school and why?
15. Think about the first night you spent away from home. Maybe you spent the night at a friend's house or at a family member's house (such as cousins or grandparents). Write about what it was like and what happened that night.
16. We all get gifts from time to time, whether it's for your birthday, Christmas, or some other celebration. Write about your most favorite gift that you ever received. What was it? Who gave it to you? Why was it your favorite? Do you still have it? If not, what happened to it?
17. Write about your favorite toy from any time during your childhood. What is the toy and why was it your favorite?
18. Think about your most favorite activity to do for fun. What is the activity? Why is it your favorite? Is it a "by yourself" activity or can someone else do it with you? Is it something you get to do often?
19. Who do you most want to be like when you grow up and why?
20. If you could have any career in the world, what would it be and why?



5th Grade Book List

1. **I Am the Ice Worm by Mary Ann Easley**
2. **Hatchet by Gary Paulsen**
3. **Kit's Wilderness By David Almond**
4. **Peak by Roland Smith**
5. **Baseball in April and Other Stories by Gary Soto**
6. **The Light Princess by George Mc Donald**
7. **The Phantom Tollbooth by Norton Juster**
8. **Sir Cumference and the First Round Table: A Math Adventure by Cindy Neuschwander**
9. **Bread and Roses, Too by Katherine Patterson**
10. **Secret Garden by Frances Hodgson Burnett**
11. **Island of the Blue Dolphin by Scott O'Dell**
12. **The Mystery of Rascal Pratt by Robbie Scott and Gary Cianciarula**
13. **Number the Stars by Lois Lowry**
14. **On the Wings of Heroes by Richard Peck**
15. **The Shakespeare Stealer by Gary Blackwood**
16. **The Slave Dancer by Paula Fox**
17. **The Wall: Growing Up Behind the Iron Curtain by Peter Sis**
18. **The Canning Season by Polly Horvath**
19. **The Pepins and Their Problems by Polly Horvath**
20. **The Top 10 Ways to Ruin the First Day of 5th Grade by Kenneth Derby**
21. **What Would Joey Do? by Jack Gantos**
22. **Airborn by Kenneth Oppel**
23. **Chasing Vermeer by Blue Balliett**
24. **Alabama Moon by Watt Key**
25. **Becoming Naomi Leon by Pam Munoz Ryan**
26. **Homeless Bird by Gloria Whelan**
27. **The Liberation of Gabriel King by K.L. Going**
28. **Maniac Magee by Jerry Spinelli**
29. **No Talking by Andrew Clements**
30. **Show; Don't Tell! Secrets of Writing by Josephine Nobisso**
31. **The Grapes of Math by Gregory Tang**
32. **How Basketball Works by Keltie Thomas**
33. **Animals in the House by Sheila Keenan**
34. **The Watsons Go to Birmingham by Christopher Curtis**
35. **The Call of the Wild by Jack London**
36. **Holes by Louis Sacher**
37. **Walk Two Moons by Sharon Creech**
38. **Black Beauty by Anna Sewell**
39. **Space Case by Stuart Gibbs**
40. **My Side of the Mountain by Jean Craighead George**
41. **Out of my Mind by Sharon Draper**
42. **Tiger Eyes by Judy Blume**
43. **The Dark is Rising by Susan Cooper**

- 44. Princess Academy by Shannon Hale**
- 45. Escape From Mr. Lemoncello's Library by Chris Grabenstein**
- 46. Blended by Sharon Draper**
- 47. Brown Girl Dreaming by Jacqueline Woodson**
- 48. Bud, Not Buddy by Christopher Paul Curtis**
- 49. The Crossover by Kwame Alexander**
- 50. Genesis Begins Again by Alicia D. Williams**
- 51. Ghost by Jason Reynolds**
- 52. Ghost Boys by Jewell Parker Rhodes**
- 53. A Good Kind of Trouble by Lisa Moore Ramee**
- 54. Harbor Me by Jacqueline Woodson**
- 55. How High the Moon by Karyn Parsons**
- 56. New Kid by Jerry Craft**
- 57. One Crazy Summer by Rita Williams-Garcia**
- 58. The Parker Inheritance by Varian Johnson**
- 59. The President of the Whole Fifth Grade**
- 60. So Done by Paula Chase**