



## Roots

**Directions:** Review the roots and their meanings in the chart. Then, underline the root in each word and write its definition on the line.

ROOT	MEANING
aud	hear
miss/mit	send or let go
scribe/scrip	write
tract	pull or draw

1. permit

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2. inscribe

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3. tractor

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4. prescription

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5. audience

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6. dismissal

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## Clouds Near and Far

You've probably heard the expression "as light as a cloud." Did you know that even the smallest cloud weighs hundreds of tons?

Although we can describe clouds as large, floating masses, each is really a collection of countless tiny water and ice droplets. If you've ever tried to lift a bucket of water or ice, you'll know how heavy water can be. But don't worry; the air pressure pushing up on the clouds is greater than the pressure pushing down on the clouds, so the cloud will stay in the sky until the pressure falls. That's when it will begin to rain or snow!



Scientists know that clouds can be found nearly anywhere where there's an atmosphere. Our moon has no clouds because it has no atmosphere. The planet Mercury doesn't, either; its closeness to the Sun burned away its atmosphere long ago.

But even planets and moons with atmospheres seldom have clouds like ours. Mars has very thin clouds that are made of carbon dioxide. The clouds on Jupiter are made of poisonous methane gas. Methane clouds also surround Titan, Saturn's largest moon.

The cloudiest planet in our solar system is Venus; it has so many clouds, in fact, that astronomers cannot see its surface. But those clouds are also made of hazardous materials; when it rains on Venus, it rains sulfuric acid!

So all in all, it's probably best that we live where we do. Especially when the weather gets wet!



## Central Idea, Supporting Details, and Text Structure

**Directions:** Refer to the passage “Clouds Near and Far” as you complete this page. Answer all questions in complete sentences.

1. What is the central idea of this passage?

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2. What are some supporting details in this passage?

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3. What structure does the author use in this passage?

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4. What three headings would you add to this passage?

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## Content Vocabulary

**Directions:** Read the vocabulary words. Then, find each word in the Glossary and write its definition.

1. persistent

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2. nuisance

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3. navigate

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4. extinct

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5. pesky

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6. resistance

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**Directions:** Think about today’s session. Write about something that was challenging for you. OR Write about what you would like to have more practice with. Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.

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ROOT	MEANING
aud	hear
miss/mit	send or let go
scribe/scrip	write
tract	pull or draw

inscribe    auditory    attract    submission    transcript

**Directions:** Read the following sentences. Use what you know about each root's meaning to choose the word that completes each sentence. Then, write the word on the line.

1. The beautiful display of fruit is meant to \_\_\_\_\_ customers.
2. Hector read the \_\_\_\_\_ of the interview with the government official.
3. The deadline for \_\_\_\_\_ of work for the art show is next week.
4. I have an excellent \_\_\_\_\_ memory because I remember things when I hear them.
5. Josie's grandmother will \_\_\_\_\_ a special message on the inside of her ring.



## **Clouds Near and Far**

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## Central Idea, Supporting Details, and Text Structure

**Directions:** Refer to the passage “Those Awful Mosquitoes” as you complete this page. Answer all questions in complete sentences.

1. What is the central idea of this passage?

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2. What are some supporting details in this passage?

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3. What do you notice about the structure of this passage?

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4. Look at the diagram of the mosquito. What did you learn from this text feature?

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## Content Vocabulary

**Directions:** Read each statement below. Is the statement a denotation or a connotation of the underlined vocabulary word? Write denotation or connotation next to the statement.

1. When something is extinct, it is no longer alive.  
\_\_\_\_\_
2. The word persistent makes me think about my little sister when she wants a snack. \_\_\_\_\_
3. The word pesky makes me feel annoyed. \_\_\_\_\_
4. The word nuisance refers to an annoying person, thing, or circumstance.  
\_\_\_\_\_
5. The word navigate makes me think of the time my dad got lost driving home from the movies. \_\_\_\_\_
6. The word resistance refers to the ability not to be affected by something.  
\_\_\_\_\_

**Directions:** Think about today’s session. How do you feel about your Vocabulary skills? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.

[illegible]



## Syllabication

**Directions:** Divide the following words into syllables. Then, read each word.

WORD	WORD DIVIDED INTO SYLLABLES
transcribe	
admission	
contracted	
auditor	

**Directions:** Complete each sentence with one of the words from above.

1. Celia's stomach muscles \_\_\_\_\_ when she sat up straight in her chair.
2. The \_\_\_\_\_ listened very carefully during the presentation.
3. After recording my grandmother's story of moving to a new country when she was a young girl, I will \_\_\_\_\_ it for my history paper.
4. How much does the pool charge for \_\_\_\_\_ on the weekend?



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## Your Turn to Write

[illegible]



## Content Vocabulary Review

**Directions:** Write a sentence for each vocabulary word. Each sentence should reflect details from the passage "Those Awful Mosquitoes."

1. navigate

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2. nuisance

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3. persistent

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4. pesky

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**Directions:** Write a sentence that tells the connotation of each vocabulary word below.

1. extinct

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2. resistance

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**Directions:** Think about today’s session. How do you feel about your Fluency skills? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.

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