



# Compton USD Learning Packet #3

**Fifth Grade**

**Name** \_\_\_\_\_



# 5th Grade Learning Packet

## TABLE OF CONTENTS Week 4

Day	Lesson	Date Completed
1	Spelling: Homophones Read " Nancy's First Interview" and answer the questions.	
	Start the lesson, Adding & Subtracting Tenths & Hundredths, #1-23	
	Science: Read About Structure and Function	
2	Do the Vocabulary activity. Read "The Day the Rollets Got Their Moxie Back"(CATQ) and answer the questions.	
	Finish the lesson, Adding & Subtracting Tenths & Hundredths, #24-40	
3	Do Practice pages 216-220 (Genre/Literary Element, Idioms, Homophones, Sentence Fluency, Write to Sources)	
	Start the lesson, Adding Decimals 2, #1-20	
	Science: Read "Plant Structure: Plants also have structures that help them survive." and "Animal and Plant Structures: Each structure has a specific function."	
4	Grammar: More About Complex Sentences, Commas with Clauses Making and Inference from Informational Text - Topic: The Bearded Dragon	
	Finish the lesson, Adding Decimals 2, Analysis/Summary/Prediction	
	Science: Read "Examples of the Structures and Functions of Living Things" and "Animal and Plant Structures Discussion Questions"	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



Name \_\_\_\_\_

sweet	poll	manor	currant	council
suite	pole	manner	current	counsel
pray	waste	pier	presence	stationery
prey	waist	peer	presents	stationary

**A. Write the spelling word that goes with the words in each group below.**

1. paper, envelopes, \_\_\_\_\_
2. unmoving, fixed, \_\_\_\_\_
3. survey, opinion, \_\_\_\_\_
4. post, flag, \_\_\_\_\_
5. river, flow, \_\_\_\_\_
6. fruit, berry, \_\_\_\_\_
7. style, way, \_\_\_\_\_
8. house, estate, \_\_\_\_\_

**B. Write the spelling word that best completes each sentence.**

9. An owl hunts for its \_\_\_\_\_ at night.
10. I \_\_\_\_\_ that the weather is good for our picnic.
11. It's a joy to be in the \_\_\_\_\_ of my friends.
12. My brother received many \_\_\_\_\_ for his birthday.
13. The ripe peaches were juicy and \_\_\_\_\_.
14. Our hotel \_\_\_\_\_ had two large bedrooms.
15. The city \_\_\_\_\_ voted to change the zoning law.
16. My sister and I often go to Grandfather for \_\_\_\_\_.
17. Jason is a \_\_\_\_\_ from my fifth-grade class.
18. We walked out on the \_\_\_\_\_ to watch the sailboats.
19. I don't think this old belt will fit around my \_\_\_\_\_.
20. It is a \_\_\_\_\_ of time to rake leaves on a windy day.

Name \_\_\_\_\_

**A. Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.**

Alex walked up to the old manner house. The son of the owner was Alex's pier from school. Alex and the boy were in class together, but they were never close friends. The boy always seemed shy in Alex's presents.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

The house was now closed up, and the family was gone for the summer. Alex thought it was a waist to leave such a beautiful house empty. Before the family left, the boy's father had told Alex he could fish in the stream on the property. Alex had his poll with him today, and he walked to a spot where the currant flowed gently.

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**Writing Activity**

**B. Write a passage for a story about two other peers. The story can be set in the past or the present. Use at least four spelling words in your writing.**

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Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to check your understanding.

### Nancy's First Interview

11 Nancy listened to her father finish a telephone call. "You're really  
12 putting me on the spot," he said. "I already have plans today, Jim."

24 Mr. Jenson listened for a few moments and then hung up the telephone.

37 Nancy prepared herself for bad news.

43 Her father sighed. "I'm really sorry, Nance, but I have to work today.

56 We'll have to go fishing another time." Mr. Jenson was a reporter for the

70 city newspaper. After the stock market crash of 1929, his newspaper had

82 laid off most of the reporters. He was glad to have a job, but working on a

99 skeleton crew left him overworked and underpaid.

106 Nancy tried not to look upset. She wished she could do something to

119 comfort her dad. She didn't want him to feel guilty. "It's okay, Dad,"

132 she said, forcing a smile.

137 "All of our photographers are on other assignments," he grumbled.

147 "What am I supposed to do now?" He paused for a moment, lost in

161 thought. "Nancy," he said, "do you remember when I showed you how to

174 use my camera?" She nodded. "If you can help me today, we can spend

188 some time together."

191 Nancy jumped up from her chair and ran to her bedroom to change out

205 of her fishing clothes. "Make tracks," her dad called down the hallway.

217 "We're in a hurry!"

Name \_\_\_\_\_

Mr. Jenson told Nancy about the assignment as they drove out of town. They were going to interview a family of migrant workers who had moved from Oklahoma to California in search of work. These families were sometimes called “Okies.”

Mr. Jenson pulled up to a crooked shack on the edge of a farm. A tall, thin man and a round woman greeted them at the door.

Nancy and her father followed Mr. and Mrs. Carter into the tiny house. All of their belongings were in one room: two dirty mattresses, a wobbly kitchen table with four mismatched chairs, and a small camping stove. Nancy felt self-conscious; her family’s small house seemed like a mansion compared to this place.

Mr. Jenson started the interview. “What brought you folks to California?” he asked.

“Work,” Mr. Carter said. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. “Upkeep cost an arm and a leg, and the drought killed our chances of a good crop.”

“Don’t you miss home?” Nancy asked. She immediately felt bad for interrupting, but her father smiled.

“There’s nothing to miss,” Mrs. Carter said. “The only thing we have left in this world is each other.”

Nancy was full of questions. The Carters answered them all. She realized that her family was a lot like the Carters. When times were tough, families supported one another.

After the interview, Nancy’s father helped her set up the camera so she could take a few photos. Mr. Carter nodded at her and said, “You’ve got a good little reporter there.”

Mr. Jenson grinned. “I taught her everything she knows,” he said. “She’s a chip off the old block.”



**During the Great Depression of the 1930s, migrant workers packed their few belongings and headed for California.**

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Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. Who goes on the newspaper assignment with Mr. Jenson?**

\_\_\_\_\_

**2. How does the Carters' home contrast with the Jensons' home?**

\_\_\_\_\_

\_\_\_\_\_

**3. How does Nancy compare her own family to the Carters?**

\_\_\_\_\_

\_\_\_\_\_

**4. When Mr. Jenson says Nancy is a "chip off the old block," which two people is he comparing?**

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



name:

date:




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## Adding and Subtracting Tenths and Hundredths

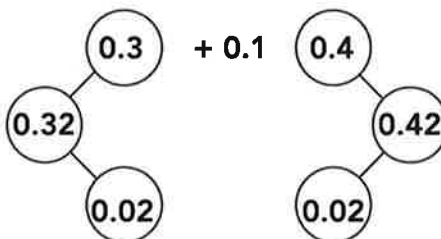
**Part 1 Directions:** Use Base 10 Blocks and your Decimal Base 10 Place Value Mat to simplify each problem. Then, use number bonds to show how you added with the blocks. Finally, model your problem with place value cards. See the sample done for you.

### 1) $0.32 + 1$ tenth

#### Base 10 Blocks

	<u>Tenths</u>	<u>Hundredths</u>
0.32		
+		
0.1		
<b>Total: 0.42</b>		

#### Number Bond



#### Place Value Cards

	0	.3	2
+	0	.1	
	0	.4	2

### 2) $0.32 + 2$ tenths

#### Base 10 Blocks

#### Number Bond

#### Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks



name:

date:

#:

**3)  $0.32 + 3$  tenths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**4)  $0.32 + 4$  tenths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**5)  $0.32 + 6$  tenths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks



name:

date:

#:

**Part 1 Conclusions:**

6) What was the same in the five problems you simplified?

---

7) What changed in each problem?

---

8) What changed in each answer?

---

9) What part of a number changes when you add tenths?

---

10) Use your conclusion to simplify:  $0.32 + 5$  tenths.

**Part 2: Adding Hundredths** *Follow the same steps as in Part 1*

**11)  $0.32 + 1$  hundredth**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10

Place Value Mat

and

Base 10 Blocks



name:

date:

#:

**12)  $0.32 + 2$  hundredths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**13)  $0.32 + 3$  hundredths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**14)  $0.32 + 5$  hundredths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks



name:	date:	#:
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**15)  $0.32 + 6$  hundredths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**Part 2 Conclusions:**

16) What was the same in the five problems you just simplified?

---

17) What changed in each problem?

---

18) What changed in each answer?

---

19) What part of a number changes when you add hundredths?

---

20) Use your conclusion to simplify:  $0.32 + 4$  hundredths.



name:

date:

#:

### Part 3: Subtracting Tenths

**21) 0.87 – 1 tenth**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**22) 0.87 – 2 tenths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**23) 0.87 – 3 tenths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks





# Read About Structure and Function

## STRUCTURE OF LIVING THINGS DEFINITION

A *structure* is anything made up of parts held together. Plants and animals have many structures that help them survive. Some structures are internal, like the lungs, brain, or heart. Other structures are external, like skin, eyes, and claws. Some structures are unique, like the long neck of a giraffe. Other structures are more common, like a heart.

**To better understand the structure and function of living things....**

## LET'S BREAK IT DOWN!

### Animal Structure: All animals have structures that help them survive.

All animals have structures that help them survive in their environment. Some structures help animals find food, like the amazing eyesight of an eagle. Other animals have camouflage to help them hide from predators. Some structures are very unique to certain animals, like the water monitor lizard's long, forked tongue. They use it to smell and find food.









One special structure that insects have is their hard outer skeleton, called an *exoskeleton*. Exoskeletons are like wearing armor. It protects insects from predators and keeps insects from drying out. Exoskeletons can also have special structures on them, like the horns on some beetles that are used to compete with other beetles for mates.



Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words. Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
<b>assume</b>	You should always <u>assume</u> that you are supposed to pay attention in class.	
<b>guarantee</b>	The grocer gave us a <u>guarantee</u> that his vegetables are fresh.	
<b>nominate</b>	She wanted to <u>nominate</u> North America as the best continent.	
<b>obviously</b>	The family <u>obviously</u> needs a new sofa.	
<b>sympathy</b>	Everyone felt <u>sympathy</u> for the giraffe with the sore throat.	
<b>weaking</b>	He felt like a <u>weaking</u> when he could not lift the table.	

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Name \_\_\_\_\_

assume

guarantee

nominate

obviously

sympathy

weakling

rely

supportive

**A. Write the correct word after its meaning.**

1. ability to feel sorry for others \_\_\_\_\_
2. providing help or encouragement \_\_\_\_\_
3. someone who lacks physical strength \_\_\_\_\_
4. suggest that a person or thing be chosen \_\_\_\_\_
5. make certain of something \_\_\_\_\_
6. trust or depend on \_\_\_\_\_
7. take for granted \_\_\_\_\_
8. in a way that is easy to see \_\_\_\_\_

**B. Answer each question with a vocabulary word.**

9. Which word would you use to describe a helpful friend? \_\_\_\_\_
10. Which word would you use to describe a person who cannot lift things? \_\_\_\_\_
11. Which word would you use to describe a feeling of sadness for another person's problems? \_\_\_\_\_

## Unit 5 Week 2

CCSS Shared Read Genre • Historical Fiction

*The Day the Rollets  
Got Their Moxie Back*

**Essential Question**  
How do shared experiences help people adapt to change?

Read about how a family comes together during a period of great hardship in the United States.

324

**1. Claim 1, Target 2:** Central Ideas, **Standard:** RL 5.2

Which sentence **best** tells the main idea of the passage?

- (A) Ruth and her sister became dancers.
- (B) The sisters were hired as Hawaiian dancers.
- (C) It is important to try and find the good in hard times.
- (D) Dad got a job as a server at the soup kitchen.

**2. Claim 1, Target 1:** Key Details, **Standard:** RL 5.1

Which details from the passage best support the idea that Dad was ashamed about being out of work? Select **two** answers.

- (A) "My older sister Ruth and I lay on the floor comparing the letters Ricky had sent us."
- (B) "Over the next week, Ruth and I practiced our Hawaiian dance routine."
- (C) "Dad stayed where he was, sullen and spent."
- (D) "Like many other men, Dad bowed his head as if in shame."



Sometimes, the thing that gets you through hard times comes like a bolt from the blue. That's what my older brother's letter was like, traveling across the country from a work camp in Wyoming. It was 1937, and Ricky was helping to build facilities for a new state park as part of President Roosevelt's employment program. Though the program created jobs for young men like Ricky, it hadn't helped our dad find work yet.

I imagined Ricky looking up at snow-capped mountains and sparkling skies, breathing in the smell of evergreens as his work crew turned trees into lumber and lumber into buildings. It almost made an 11-year-old **weaking** like me want to become a lumberjack.

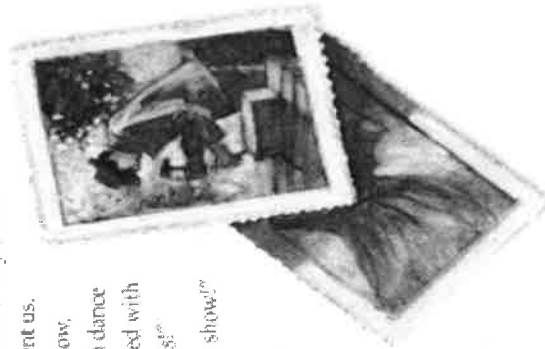
Back in our New York City apartment, the air smelled like mendlow and cabbage. Dad sat slant-wise in his chair by the window, **obviously** trying to catch the last rays of sunlight rather than turn on a light. My older sister Ruth and I lay on the floor comparing the letters Ricky had sent us.

"Shirley, Ricky says they had a talent show, and he wore a grass skirt and did a hula dance while playing the ukulele!" Ruth reported with delight. "I'll bet he was the cat's pajamas!"

"It'd be swell to have our own talent show!" I replied.

"Should I start sewing grass skirts?"

Mom asked from the kitchen, which was just the corner where someone had plopped down a stove next to a sink and an icebox. "Now come set the table. Dinner's almost ready."



**3. Claim 1, Target 4:** Reasoning and Evidence, **Standard:** RL 5.1 This question has **two** parts. First, answer part A. Then, answer part B.

### Part A

What inference can be made about why Ricky was in a work camp?

- (A) Ricky enjoyed building things.
- (B) Ricky needed work because of the depression.
- (C) Ricky wanted to travel across the country.
- (D) Ricky wanted to live in Wyoming.

### Part B

Which sentence from the passage **best** supports your answer in part A?

- (A) "It was 1939, and Ricky was helping to build facilities for a new state park as part of President Roosevelt's employment program."
- (B) "Our parents worried about heating bills as cold weather settled in."
- (C) "Most everyone in line was bundled up against the cold."
- (D) "Since the kitchen offered doughnuts and hot chocolate on weekends, he agreed."



Dad stayed where he was, sullen and spent. "Any jobs in the paper?" Mom asked, her voice rich with **sympathy**. Dad shook his head no. He had worked as an artist in the theater for years, but most productions were still strapped for cash. Dad sketched posters for shows that did get the green light, just to keep his skills sharp. He even designed posters for "Rollie's Follies," with Ruth and me depicted in watercolor costumes.

For dinner, Mom served a baked loaf of whatever ingredients she had that worked well together. From the reddish color, I could **assume** that she had snuck in beets. "I **guarantee** you'll like these beets," she said, reading my frown. "It's beet loaf, the meatless meat loaf," she sang as she served up steaks.

Ruth fidgeted in her seat, still excited about the talent show. Though calm on the outside, inside I was all atwitter, too.

Over the next week, Ruth and I practiced our Hawaiian dance routine. Our parents worried about heating bills as cold weather settled in. One Saturday, my father decided to grin and bear it, and grab some hot coffee at the local soup kitchen, where he hoped to hear about available jobs. Ruth and I begged to go along. Since the kitchen offered doughnuts and hot chocolate on weekends, he agreed.



**4. Claim 1, Target 3:** Word Meaning, **Standard:** L 5.5c

Read the sentence.

It almost made an 11 year old weaking like me want to become a lumberjack.

An antonym is a word that means the opposite. What is the antonym for "weaking"?

- A strong
- B tired
- C lazy
- D fragile

**5. Claim 1, Target 5:** Analysis within/across Texts, **Standard:** RL 5.3

What does the first paragraph show about Dad in the passage?

- A Dad was happy that President Roosevelt was in office.
- B Dad does not have a job.
- C Dad was traveling across Wyoming.
- D Dad was in a work camp.

Most everyone in line was bundled up against the cold. Many of us had to **rely** on two or three threadbare layers. Like many other men, Dad bowed his head as if in shame.

The line moved slowly. Bored, Ruth began practicing her dance steps. I sang an upbeat tune to give her some music. Around us, downturned hats lifted to reveal frowns becoming smiles. Soon, folks began clapping along. Egged on by the **supportive** response, Ruth twirled and swayed like there was no tomorrow.

"Those girls sure have moxie!" someone shouted.

"They've got heart, all right!" offered another.

"Why, they oughta be in pictures!"

"With performances like that, I'd **nominate** them for an Academy Award!" a woman called out.

"Those are my girls!" Dad declared, his head held high.

Everyone burst into applause. For those short moments, the past didn't matter, and the future blossomed ahead of us like a beautiful flower. I couldn't wait to write Ricky and tell him the news.



### Make Connections

Talk about ways that Ricky, Ruth, and Shirley helped each other adapt to the times. **ESSENTIAL QUESTION**

Think about a time when others helped you adapt to a new situation. How did your experience compare with the Roilet family's? **TEXT TO SELF**



### 6. Claim 1, Target 6 Text Structures and Features, Standard: RL 5.5

Why did the author use the illustration on page 326 to show the family at the dinner table?

- A It helps the reader visualize what their dinner looks like.
- B It helps the reader understand that Dad is worried about not having a job.
- C It helps the reader visualize the meaning of unknown words.
- D It helps the reader understand that everyone in the family is happy.

### 7. Claim 1, Target 7: Language Usage, Standard: L 5.5

Read the sentence.

"I'll bet he was the cat's pajamas!"

What does the phrase "cat's pajamas" mean? Choose **two** answers.

- A It means that someone stands out from the crowd.
- B It means that cats like to wear pajamas.
- C It means that someone is really good at something.
- D It means that people like to wear pajamas with cats on them.



**8. Claim 2, Target 9:** Edit Clarify (conventions), **Standard:** L5.2

Choose the sentence that is punctuated correctly.

- Ⓐ Soon folks began clapping along.
- Ⓑ Soon, folks began clapping along."
- Ⓒ Soon; folks began clapping along.
- Ⓓ Soon, folks began clapping along.

**9. Claim 2, Target 9:** Edit Clarify (conventions), **Standard:** L5.2

Choose the sentence with one grammar usage error.

- Ⓐ The line moved slowly.
- Ⓑ I couldn't wait to wrote Ricky and tell him the news.
- Ⓒ Mom asked, her voice rich with sympathy.
- Ⓓ Ruth twirled and swayed like there was no tomorrow.



name:

date:

#:

**24) 0.87 – 5 tenths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**25) 0.87 – 8 tenths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**Part 3 Conclusions:**

26) What was the same in the five problems you just simplified?

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27) What changed in each problem?

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28) What changed in each answer?

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29) What part of a number changes when you subtract tenths?

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30) Use your conclusion to simplify:  $0.87 - 7$  tenths.



name:

date:

#:

**Part 4: Subtracting Hundredths**

**31) 0.87 – 1 hundredth**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**32) 0.87 – 2 hundredths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**33) 0.87 – 3 hundredths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks



**34) 0.87 – 5 hundredths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**35) 0.87 – 7 hundredths**

Base 10 Blocks

Number Bond

Place Value Cards

Use your Decimal Base 10  
Place Value Mat  
and  
Base 10 Blocks

**Part 4 Conclusions:**

36) What was the same in the five problems you just simplified?

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37) What changed in each problem?

---

38) What changed in each answer?

---



name:

date:

#:

39) What part of a number changes when you subtract hundredths?

---

40) Use your conclusion to simplify:  $0.87 - 6$  hundredths.

**Summary:**

When adding or subtracting numbers with tenths and hundredths, which "parts" of each number are added or subtracted? Use the words tenths and hundredths in your answer.

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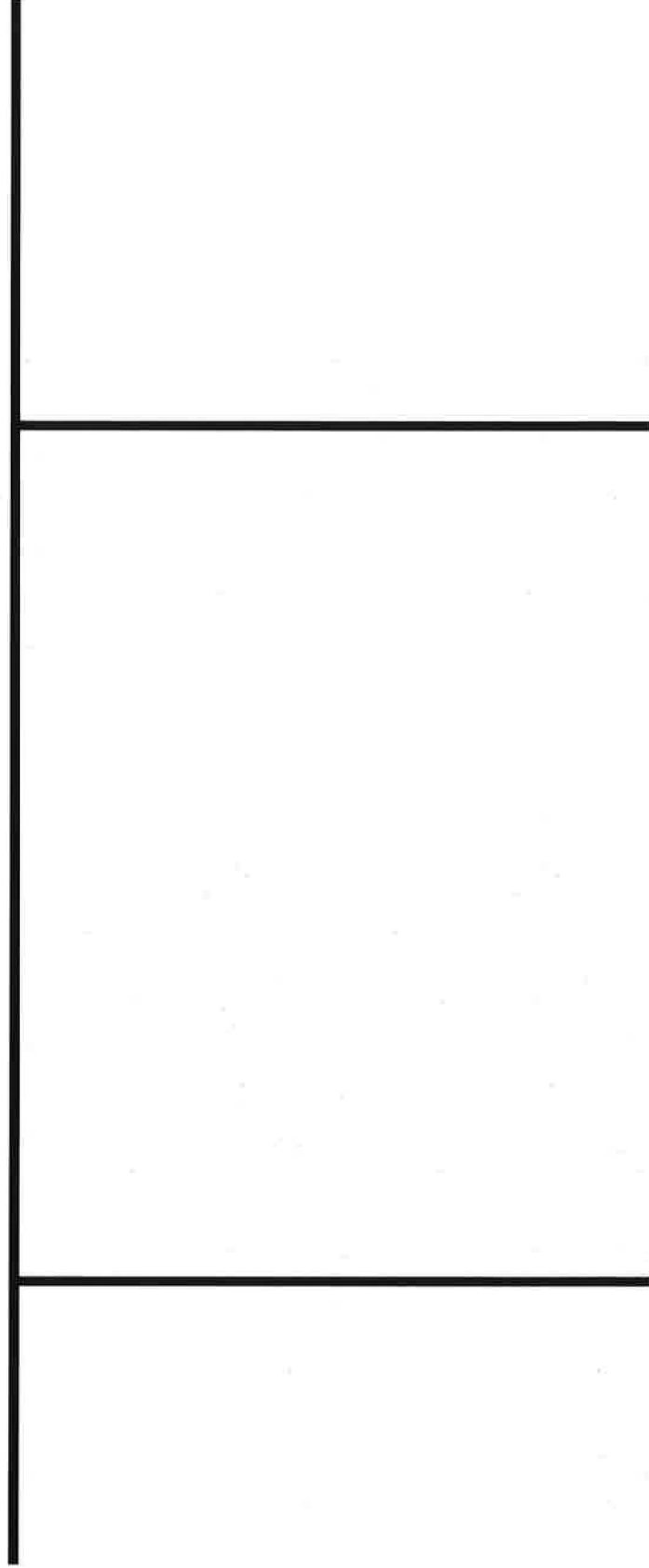


# Decimal Base 10 Place Value Mat

Ones.

Tenths

Hundredths







Name \_\_\_\_\_

**Afternoons Alone**

Rusty moped around the empty house. Grandpa had been helping to build tanks at the factory since America declared war on Japan. Without him, there was nobody to fish with or do anything else with in the afternoon.

Yesterday, his friend Corey had told Rusty, "My mother's gone to the factory every day, too. It's mighty lonely here after school. But I do chores and clean up around the house."

"It'll be keen when the war is over!" Rusty had replied.

"Then we'll all have family time a lot more often," Corey agreed.

**Answer the questions about the text.**

- 1. Historical fiction takes place in an earlier time period. How do you know that this text is historical fiction?**

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- 2. Historical fiction includes events typical of the time. What events in the text are typical of the time period in which the text is set?**

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- 3. Dialect is speech typical of a time and place. Dialect may include words and phrases that do not sound familiar. Write an example of dialect in the text. Then write what it means.**

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Name \_\_\_\_\_

An **idiom** is an expression that cannot be defined by the words in it. If you come across an idiom you do not understand, you can often use surrounding words and sentences to find clues to its meaning. Look at the example below of an **idiom** in a paragraph. The underlined words help indicate that *putting me on the spot* means “putting me in a difficult situation.”

Nancy listened to her father finish a telephone call. “You’re really **putting me on the spot**,” he said. “I already have plans today, Jim.”

**Read each passage below. Underline the words that give a clue to what each idiom in bold means. Then circle the letter of the answer that restates the idiom correctly.**

1. After the stock market crash of 1929, his newspaper had laid off most of the reporters. He was glad to have a job, but working on a **skeleton crew** left him overworked and underpaid.
  - a. with very few coworkers
  - b. job in a graveyard
  - c. job with no boss
  
2. “**Make tracks**,” her dad called down the hallway. “We’re in a hurry!”
  - a. wipe your feet
  - b. be thoughtful
  - c. move as fast as you can
  
3. He explained that they had owned a farm in Oklahoma, but lost it when costs rose. “Upkeep **cost an arm and a leg**, and the drought killed our chances of a good crop.”
  - a. was a reasonable price
  - b. cost a lot of money
  - c. required medical attention

Name \_\_\_\_\_

**Homophones** are words that sound alike but are spelled differently and have different meanings. You can use context clues to determine the meaning of a homophone.

**ate, eight**Last night I **ate** the best meal.I have to be home by **eight** o'clock.

**Read each pair of homophones. Choose which homophone belongs in each sentence and write it on the line. The first one has been done for you.**

**1. presents, presence**Her friends gave her some good-bye \_\_\_\_\_ **presents** \_\_\_\_\_ before she moved away.**2. chews, choose**

When you are finished, please \_\_\_\_\_ your favorite one.

**3. flour, flower**

You will need several cups of \_\_\_\_\_ to make the bread.

**4. you're, your**

I think I saw \_\_\_\_\_ coat in the back seat of the car.

**5. waist, waste**

You shouldn't \_\_\_\_\_ time playing those silly games.

**6. pole, poll**

The campers raised the blue and white flag up the \_\_\_\_\_.

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about adding transitions to help connect ideas.**

**Draft Model**

We help clean up the local park. I pick up trash. My mom gathers items for recycling. We take everything to the waste collection site. We head home.

1. How are the ideas in the second and third sentences of the paragraph related?
2. What transition words could you add to the third sentence to link it to the second sentence?
3. What transition could you place at the beginning of the last sentence to show when it happens?

**B. Now revise the draft by adding transitions to help connect ideas and to help readers follow what happens at the park.**

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Name \_\_\_\_\_

Bree wrote the paragraphs below using text evidence from *Bud, Not Buddy* and “Musical Impressions of the Great Depression” to respond to the prompt: *Add an event to the story in which Bud and Miss Thomas discuss an upcoming jazz concert that is part of the Federal Music Project of 1935.*

Miss Thomas stood at the window smiling. Bud watched her, wondering what she was thinking. “Miss Thomas,” he asked, “is everything OK?”

“Yes, Bud,” she said. “We’re going to play a concert in Detroit next month, and Mr. Calloway wants you to travel with us.”

Bud was as quiet as a goldfish. He didn’t know what to say, but slowly a big grin spread across his face.

“It’s a concert for the people and part of President Roosevelt’s Works Progress Administration,” Miss Thomas explained. “We’re playing to support the Federal Music Project of 1935. It’s a great program that helps musicians find work.”

“Wow!” Bud said excitedly, “Who else is playing?”

“Well, even though he isn’t being paid like the other musicians, Count Basie has agreed to help out with the cause,” Miss Thomas responded with a smile.

“A night of live jazz with one of the best!” Bud said and jumped happily. “Do the guys know yet?” he asked.

“Only you and Mr. Calloway. However, I’d like you to do me a favor,” she said. “Will you tell the rest of the group?”

“I sure will,” Bud said. He was out the door in a flash.

Reread the passage. Follow the directions below.

1. **Circle** the paragraph that includes the *most* text evidence from “Musical Impressions of the Great Depression.”
2. **Draw a box** around the complex sentence that appears in the model.
3. **Underline** the transitional word Bree used to signal contrast.
4. **Write** the idiom Bree included in her writing on the line.

\_\_\_\_\_



name: _____	date: _____	#: _____
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# Adding Decimals 2

**Part 1 Directions:** For each problem below, complete the following steps.

- Take out Base 10 Blocks to represent each addend.
- Combine (or add) using the Base 10 Blocks.
- Represent your final answer using the fewest number of Base 10 Blocks possible.
- Record your final answer.

- |                          |                           |
|--------------------------|---------------------------|
| 1) $0.75 + 0.47 =$ _____ | 7) $0.80 + 0.46 =$ _____  |
| 2) $0.23 + 0.51 =$ _____ | 8) $0.08 + 0.55 =$ _____  |
| 3) $4.17 + 2.74 =$ _____ | 9) $6.20 + 2.74 =$ _____  |
| 4) $0.85 + 1.53 =$ _____ | 10) $6.73 + 1.98 =$ _____ |
| 5) $0.47 + 0.79 =$ _____ | 11) $4.5 + 4.5 =$ _____   |
| 6) $1.58 + 3.75 =$ _____ | 12) $6.04 + 2.86 =$ _____ |

**Part 2: Recording the Math**

Use the Base 10 Blocks to add, then record the steps you take OR show the expanded notation using Place Value Cards, and finally represent the process using symbols.

Problem and Answer	Steps I Took	Math in Symbols
13) $0.45 + 0.15 =$  <div style="text-align: center; margin-top: 20px;">0.60</div>	1. I added 5 hundredths with 5 hundredths and got 10 hundredths. 2. I traded 10 hundredths for 1 tenth. 3. I added 1 tenth with 4 tenths and 1 tenth and got 6 tenths. 4. Final answer is 6 tenths and 0 hundredths.	$  \begin{array}{r}  1 \\  0.45 \\  + 0.15 \\  \hline  = 0.60  \end{array}  $
14) $5.49 + 2.91 =$  _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	



<p>15) <math>5 + 2.55 =</math></p> <p>_____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	
<p>16) <math>0.87 + 1.2 =</math></p> <p>_____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	
<p>17) <math>3.99 + 0.06 =</math></p> <p>_____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	
<p>18) <math>2.2 + 0.66 =</math></p> <p>_____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	
<p>19) <math>6.28 + 2.9 =</math></p> <p>_____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	
<p>20) <math>0.57 + 1.33 =</math></p> <p>_____</p>	<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	





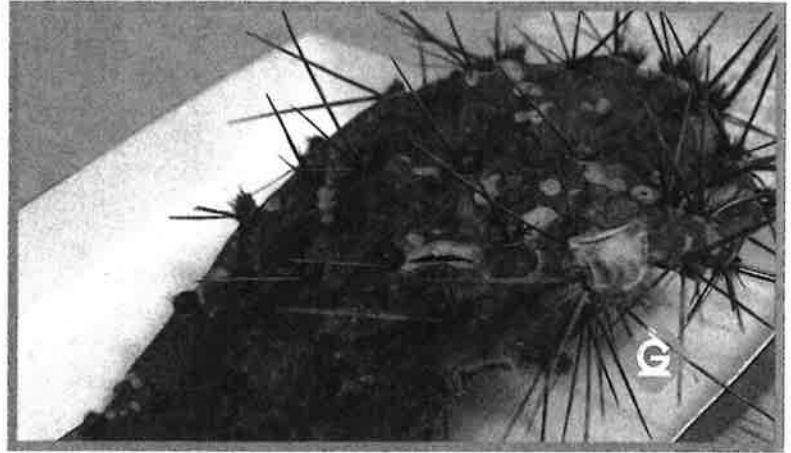
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## **Plant Structure: Plants also have structures that help them survive.**

Plants have different parts, like roots, stems, leaves, flowers, and fruit. These structures help them survive.

Some plants have really long roots that help the plant gather water from deep below the surface of the Earth.

Other plants have flowers that are the perfect shape for insects to visit and help with pollination.



Plants that live in really dry areas, like a desert, have special leaves. The spines on a cactus help protect it from animals that might try to eat the cactus in order to get the water stored inside.

---

## **Animal and Plant Structures: Each structure has a specific function.**

Each plant and animal structure has a special purpose. When you think of elephants, you probably envision their long trunks and floppy ears. Both of those structures have a specific function that helps elephants survive. An elephant's trunk is a special structure that helps gather food. The big floppy ears help elephants hear noises that are far away.



Plant structures also have specific functions. Corn has special roots that help support the plant and keep it from falling over when fruit is growing on it.

Pine trees have leaves that look like needles instead of big and flat leaves like an oak tree. This helps them conserve water.

Name \_\_\_\_\_

- A **dependent clause** in a complex sentence can come after an independent clause.
- A dependent clause in a complex sentence can also come before an independent clause, separated by a comma.

**Use the word in parentheses to combine the two clauses into one complex sentence. Write the new sentence on the line provided.**

1. I went shopping/I made a list (before)

---

2. I created categories/the categories matched the aisles in the store (that)

---



---

3. I got to the store/I realized I had forgotten the list (when)

---

4. I tried to remember/I had written down (what)

---

5. I was thinking about that/you called on the phone and read me the list (while)

---



---

Name \_\_\_\_\_

- An **essential clause** is necessary to identify a person or thing that is being described. It is not separated by commas.
- A **nonessential clause** is not necessary to the meaning of the sentence. Commas are needed to set apart the clause.

**Read the two clauses. Combine them into one sentence and write the new sentence on the line provided.**

1. the day was a Saturday/that I was born

\_\_\_\_\_

2. my parents were well prepared/who were living in Chicago

\_\_\_\_\_

3. they had rented a house/that already had a nursery

\_\_\_\_\_

4. the neighborhood had many children/which was near the lake

\_\_\_\_\_

5. one of them would become my best friend/who was born a year later

\_\_\_\_\_

\_\_\_\_\_



# Assignment

## Making an Inference from Informational Text

**Topic: The Bearded Dragon**

### Your Assignment:

*Read the essay below. What inference can be made about having a Bearded Dragon as a pet?*

*Use key details from the passage to support and explain your answer.*

### Spike, The Bearded Dragon

**By Bengie**

Bearded dragons are sometimes pets. Pets are animals that people have that they consider to be part of the family! Bearded Dragons are not as popular as cats and dogs, but it is much easier to take care of them. I know this because I have a Bearded Dragon as a pet. His name is Spike!

Bearded Dragons do not require too much attention, but they do like to have some activity time during the daylight hours. They especially like to sit in sunlight because they are cold-blooded creatures, and the warmth of the light helps them feel good. Spike likes to sit in the sunlight, and he climbs up on chairs and other furniture to get as close to it as possible!

Bearded Dragons are omnivorous, which means that they eat both insects and plants. Spike eats worms, crickets, and green vegetables such as celery and lettuce. He gets most of his water from the things that he eats. He does not eat everyday like other pets do. Spike eats every now and then. When he does eat insects, he will only eat them if they are alive!



Bearded Dragons are not regular pets! They like human attention, but they don't demand as much work from people as dogs and cats do. They are easy to feed, and they find their own fun around the house. Spike enjoys living in his terrarium at night because it is easier for him to stay warm, but he really loves his spot on the couch near the window best of all!

## Stem Starters:

*You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.*

I infer that the author thinks...

The author thinks that...

I can tell that the author thinks...

## Your Response:

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name:

date:

#:

**Analysis:** Look back at the problems written horizontally and then consider which place values you added with which other place values. Describe how you know how to line up the "numbers" when adding with decimals. Use the example of  $4.2 + 0.67$  to illustrate.

**Summary:** Compare and contrast adding decimals with adding whole numbers. Create your own example or use the two problems below to **SHOW** your thinking and then **EXPLAIN** what is similar and different in words. Use the Double Bubble Map to help you clarify your thinking.

Whole Numbers:

$$347 + 215$$

Decimals:

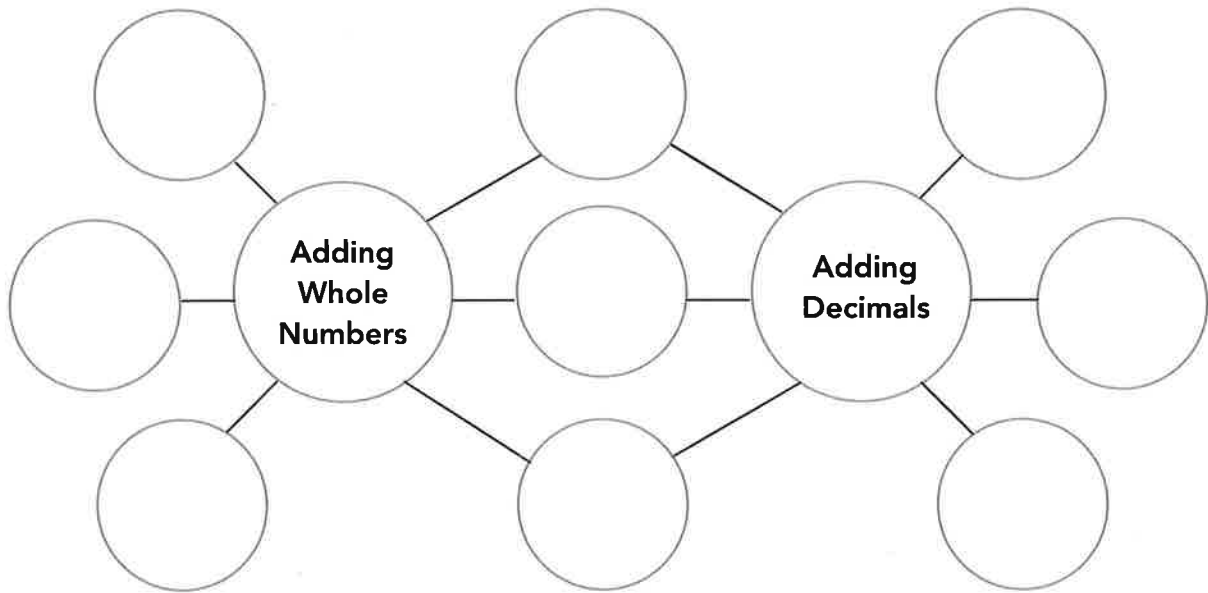
$$3.47 + 2.15$$



name:

date:

#:



Adding whole numbers and adding decimals are similar because \_\_\_\_\_

\_\_\_\_\_

Adding whole numbers and adding decimals are different because \_\_\_\_\_

\_\_\_\_\_

**Prediction:** How can you use what you have learned to subtract decimals?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## EXAMPLES OF THE STRUCTURES & FUNCTIONS OF LIVING THINGS



**Whip spiders capture prey with unique legs.** The special claw-like grabbers are a specialized structure used for gathering food.



**Geckos have the ability to stick to almost any surface.** Scientists were inspired by the gecko to create a super sticky tape that is really strong but doesn't leave residue when it is taken off surfaces.



**The "sea coconut" is the largest and heaviest seed in the world.** These extra large seeds hold nutrients for the growing plant, and they also float so they can travel far across the ocean.

## ANIMAL AND PLANT STRUCTURES VOCABULARY

### Structure

Anything made up of a number of parts held together in a particular way.

### Internal Structures

Structures found on the inside of living things, such as the heart, lungs or brain.

### External Structures

Structures found on the outside of living things like skin, eyes and claws.

### Whip Spider

Also called a tailless whip scorpion, they are harmless to humans. They have eight legs but only six are used for walking. They are found in tropical regions worldwide and like to come out at night. They eat mostly insects and have many interesting internal and external structures discussed in the video.

## **Exoskeleton**

A type of skeleton found on the outside of a living thing that covers its body for protection. Common examples include ants, beetles and crabs. While an exoskeleton provides protection, it also needs to be shed for an animal to grow larger.

## **Endoskeleton**

"Endo" means internal or within so an endoskeleton is a skeleton that is on the inside of a living thing. Humans and all mammals have endoskeletons. Bugs and beetles for example have exoskeletons.

# **ANIMAL AND PLANT STRUCTURES DISCUSSION QUESTIONS**

## **What are some of the functions of Bob the Monitor Lizard's claws?**

Bob's claws are used for digging, climbing and catching prey.

## **What structure gives the Monitor Lizard an enhanced sense of smell?**

Bob the Monitor Lizard has a forked tongue, which enhances his sense of smell and helps him find prey. This is the same type of tongue a snake has. It is very sensitive to particles of matter in the air.

## **What are some of the structures and functions of the whip spider?**

The whip spider has big arm-like jaws at the front of its body to help it catch prey. It also has a pair of very long thin legs covered in hairs that it uses to sense things in its environment.

## **What is an exoskeleton?**

Exoskeletons are hard structures found on the outside of the body of some animals. Common examples include ants, beetles and crabs.

## **What is the function of the coloring on a butterfly wing?**

Some butterfly wings are colored to look exactly like a leaf, which camouflages it and protects it from predators.



# **Compton USD**

## **Learning Packet # 3**

# **ELD**

## **Fifth Grade**

**Name:** \_\_\_\_\_



# 5th Grade-ELD Learning Packet

## TABLE OF CONTENTS

### Week 4


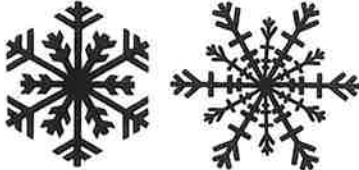




Day	Lesson	Date Completed
1	Vocabulary: Use the word from the box to answer each question. Then, use the word in a sentence.	
	Comprehension and Fluency: Read the literary passage: "Working on the Weather". Answer questions A (1-3) & B.	
2	Vocabulary: Context Clues. Complete activities 1-4.	
	Comprehension and Fluency: Read the literary passage. Complete the Compare and Contrast Graphic Organizer.	
3	Word Study: Prefixes. Read the explanation in the box. Then, complete sections A and B (questions 1-5)	
	Genre/Text Feature: Read the academic passage. Answer questions 1-4.	
4	Differentiated Texts: Read the literary passage. Respond to the text by reading and completing the sentence starters.	
5	Writing Traits: Organization. Read the Draft Model. Use the questions to help you to draft the paragraph. Then, rewrite the paragraph adding details to support the topic and develop ideas about the drought.	
	Write to Two Sources: Read the passage. Then, follow the directions below.	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



Name \_\_\_\_\_

Use the word chart to study this week's vocabulary words.  
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
<p><b>atmosphere</b></p>	<p>Earth's <u>atmosphere</u> has many <u>layers</u>.</p>	
<p><b>variations</b></p>	<p>There are <u>variations</u> in patterns found in nature.</p>	
<p><b>receding</b></p>	<p>The soil around the tree is <u>receding</u> and exposing the roots.</p>	
<p><b>noticeably</b></p>	<p>The water level in the lake is <u>noticeably</u> lower at the end of the summer.</p>	
<p><b>stability</b></p>	<p>They used walking sticks for <u>stability</u> while hiking in the hills.</p>	
<p><b>decays</b></p>	<p>A leaf that falls to the forest floor <u>decays</u> over time.</p>	

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Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to help you understand what you read.

## Of Floods and Fish

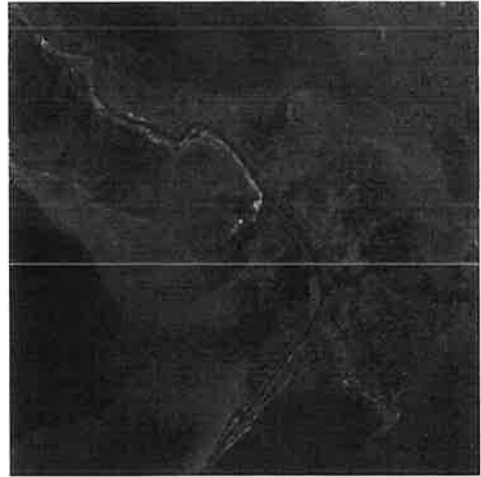
11 The Mississippi River flows from Minnesota to the Gulf of Mexico.  
 24 Every few years, the river floods. In spring 2011, melting snow and falling  
 34 rain caused part of the river to overrun its banks.

34 Floods cause great damage. They ruin and sometimes knock down  
 44 buildings. They destroy farmland and animal habitats. With nowhere to  
 54 live, the animals often move into places where people live. What about the  
 67 fish? They live in water. Shouldn't a flood help them? Floods can hurt fish  
 81 just as they hurt land animals.

### 87 The Dead Zone

90 The Mississippi flood proved most  
 95 damaging, or harmful, to life in the  
 102 Gulf of Mexico. The Mississippi River  
 108 is fresh water, or water without salt.  
 115 The Gulf is salt water. The extra fresh  
 123 water that flowed into the Gulf hurt  
 130 the saltwater fish. The chemicals the  
 136 river water carried with it were even  
 143 more harmful. The river picked up the  
 150 fertilizer and pesticides that farmers  
 155 used on the land and crops. These  
 162 chemicals are poisonous to ocean life.

168 The river dumped these poisons into the Gulf. The extra fresh water and  
 181 the farm chemicals created a dead zone along the coast. A dead zone is an  
 196 area of water that cannot support life.



The dead zone around the Mississippi River.

NASA image by Robert Simmon, based on Landsat data provided by the UMD Global Land Cover Facility



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. In the second paragraph, what two things are compared using the phrase *just as*?

\_\_\_\_\_

\_\_\_\_\_

2. What do the two sections "The Dead Zone" and "A Dangerous Fish" describe?

\_\_\_\_\_

\_\_\_\_\_

3. Think about the main idea of the section "Supporting Life." In what way is this idea different from the ideas in the other sections of the text?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

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Name \_\_\_\_\_

**Context clues** can help you figure out the meaning of an unfamiliar word. They may be found in the same sentence or in nearby sentences. The underlined context clues in the passage below help indicate that *pesticides* are poisonous chemicals.

As the flooded river washed over farmland, it picked up the fertilizer and **pesticides** that farmers had used on the land and crops. These chemicals are poisonous to ocean life.

**Read each passage below. Look for context clues that help you figure out the meaning of each word in bold. Underline the context clues.**

1. The Mississippi River flows from Minnesota to the Gulf of Mexico. Every few years, the river floods. In spring 2011, melting snow and falling rain caused part of the river to **overrun** its banks.
2. Floods cause great damage. They ruin and sometimes knock down buildings. They destroy farmland and animal **habitats**. With nowhere to live, the animals often move into places where people live.
3. The fish that lived in the Mississippi River faced a different danger: the spread of an **invasive** species called Asian carp, a kind of fish. Asian carp were brought to the United States in the 1970s. A flood washed some of the carp into parts of the Mississippi River. In these places, the carp took over.
4. The spreading water provided more food. The extra living space also gave fish more places to **spawn**. The newly flooded areas allowed the fish to lay their eggs safely, away from predators and other dangers. This, in turn, meant more new fish hatched successfully.

Name \_\_\_\_\_

**A Dangerous Fish**

The fish that lived in the Mississippi River faced a different danger: the spread of an invasive species called Asian carp, a kind of fish. Asian carp were brought to the United States in the 1970s. A flood washed some of the carp into parts of the Mississippi River. In these places, the carp took over. Scientists feared the 2011 floods would spread the carp even farther.



Aaron Roeth Photography

**Supporting Life**

Overall the freshwater fish that lived in the Mississippi River fared much better than those in the Gulf. The extra river water helped these fish survive.

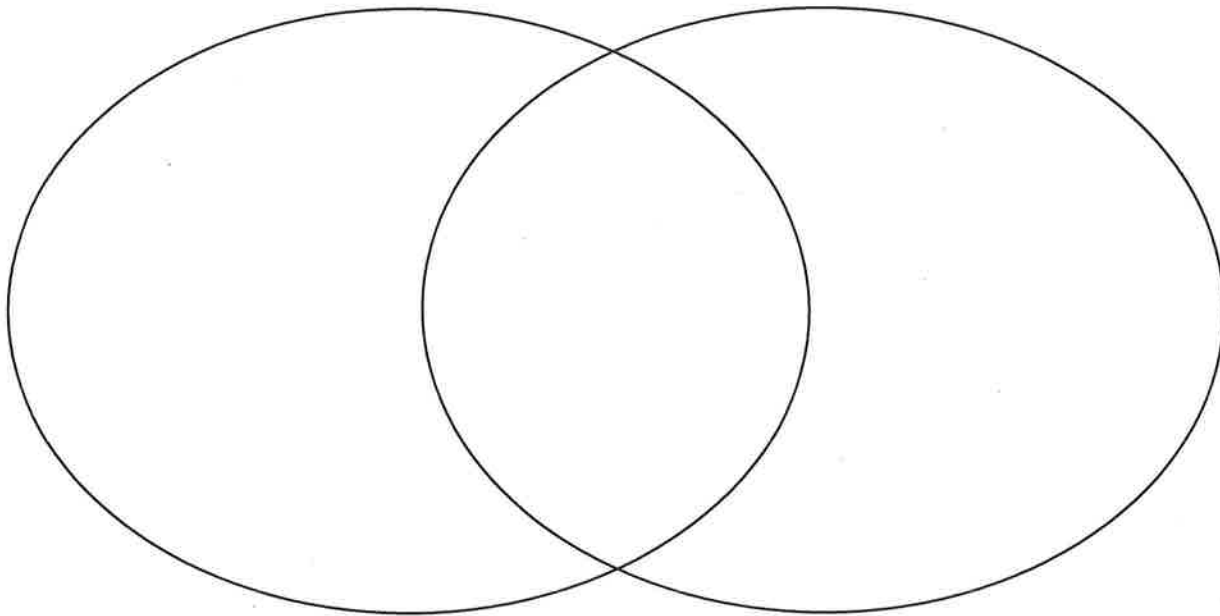
The flood gave the river's fish more places to live. River fish usually stay along the edges of a river, where the water is slower and shallower. The underwater plants and overhanging branches in these areas supply protection and food. The flood increased the amount of shallow water on the river's edges. The fish had more water to swim in and more places to hide from predators. The spreading water provided more food. The extra living space also gave fish more places to spawn. The newly flooded areas allowed the fish to lay their eggs safely, away from predators and other dangers. This, in turn, meant more new fish hatched successfully.

If the flooding of the Mississippi teaches any lesson, it is that changes in the environment can affect living things in surprising ways. Despite its harmful effects, a flood can help some animals.

Comprehension: **Compare and Contrast Graphic Organizer**

Name \_\_\_\_\_

Read the selection. Complete the compare and contrast graphic organizer.



Name \_\_\_\_\_

A prefix is a group of letters added to the beginning of a word that changes the word's meaning.

*dis-* means "not," "absence of," or "opposite of"

*in-* means "not" or "opposite of"

*mis-* means "wrong"

*pre-* means "before"

**A. Read the words in the box. Circle the words that have a prefix. The first one has been done for you.**

prewash	misplace	flour	disobey
incorrect	step	preheats	dislike
agree	judge	preview	invisible

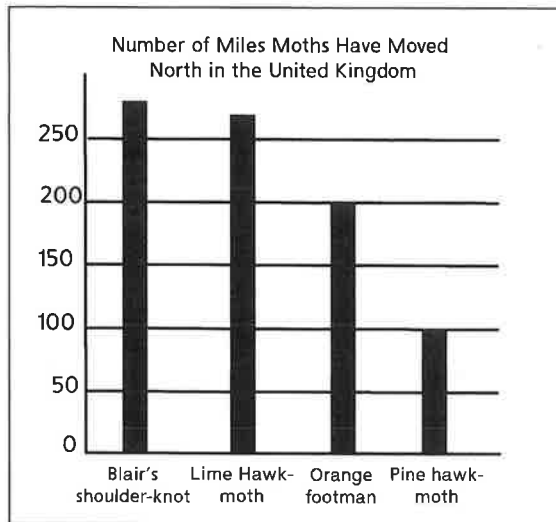
**B. Read each sentence. Circle the word with a prefix that correctly completes the sentence. The first one has been done for you.**

- It is \_\_\_\_\_ to copy someone else's answers on school work.  
 a. dishonest                      b. mishonest                      c. prehonest
- He had pain and \_\_\_\_\_ when he broke his leg.  
 a. miscomfort                      b. incomfort                      c. discomfort
- The \_\_\_\_\_ lighting made it easier to view the computer screen.  
 a. indirect                      b. predirect                      c. misdirect
- The class took a \_\_\_\_\_ on Wednesday before the final test on Friday.  
 a. mistest                      b. pretest                      c. intest
- It is easy to \_\_\_\_\_ small items such as keys.  
 a. inplace                      b. preplace                      c. misplace

Name \_\_\_\_\_

## Moths and Changes in Weather

Scientists study moths to see how they adapt to climate change. Some moths adapt better than others. Some moths need cool weather. They move north when the weather gets warmer. Other moths already live in cool areas. These moths may not be able to find a cooler place. Some caterpillars hatch earlier or later than usual to adapt to changing temperatures and food supplies. It is hard to predict how climate change will affect moths over time.



Answer the questions about the text.

1. How can you tell that this is expository, or informational, text?

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2. What is the text's heading? Why is the heading important?

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3. What text feature appears with this text?

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4. What information do you learn from this text feature?

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## Essential Question

What changes in the environment affect living things?

Use Graphic Organizer 67 to take notes while you read.

# Yellowstone on Fire

## Expository Text

Visitors to the Yellowstone National Park admire the beauty of the park. However, in June 1988, lightning started a fire in the beautiful park. As a result, the fire destroyed a large part of the park and its beauty.

At first, park rangers decided to let the fire burn out. They made the decision because from 1972 to 1987, the park had experienced 235 fires. Most of the fires burned a small amount of land. Also, the rangers believed that natural forest fires **encourage** healthy variations of plants and animals.

However, it had rained very little in 1988, so the park was full of dry trees and plants. When plants are dry, they burn easily and quickly, and it gets difficult to put out the fire. The fire gradually turned into eight separate fires. The eight fires burned throughout the park. Thousands of firefighters from all over the country went to the park to put out the fires. By the end July, the fires had **consumed** more than 700,000 acres of trees and plants.

Finally, on September 11, 1988, it started to snow. The snow **extinguished** the fires. Fortunately, nobody got hurt while fires burned, and they did not have a negative impact on the soil. However, many animals died or fled the park.

A year later, the ecosystem in Yellowstone National Park began to recover. Wildflowers **flourished** in fields, where trees had grown before, and animals moved back into the park. New trees grew to replace old trees. Although the fire affected over 700,000 acres of Yellowstone Park, the park eventually gained back its beauty.



New trees grow under the burned pine trees.

# Respond to the Text

Name \_\_\_\_\_

Read the text. Use Graphic Organizer 67 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why the rangers decided to let the fire in June 1988 burn out on its own.

The rangers decided to let the fire burn out on its own because

\_\_\_\_\_  
\_\_\_\_\_

2. Explain what happened to the fire that started in June 1988.

\_\_\_\_\_  
\_\_\_\_\_

3. Describe the effects of the fire. Describe the park one year after the fire.

The effects of the fire were that \_\_\_\_\_

\_\_\_\_\_ One year later  
\_\_\_\_\_

**Write Work with a partner.** Discuss your notes about "Yellowstone on Fire." Then write your answer to the Essential Question.

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**How did the fire at Yellowstone National Park in 1988 affect living things in the park?**

The fire affected living things in the park because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ However, the park began to recover a year later when \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can add details to support the topic.**

**Draft Model**

Our region is experiencing a drought. It hasn't rained in a long time. Things aren't growing. Everything is brown.

1. What kinds of details can you add to develop the topic?
2. What facts or concrete details could be added to explain the first sentence?
3. What other details would show how the landscape looks?

**B. Now revise the draft by adding details to support the topic and develop ideas about the drought.**

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Name \_\_\_\_\_

Jane wrote the paragraphs below using text evidence from two different sources to answer the question: *How do global warming and volcanic eruptions affect a region and its living things? Use facts and details from Global Warming and "When Volcanoes Erupt" in your writing.*

Global warming and volcanic eruptions change the climate of a region and affect the lives of animals and plants. According to *Global Warming*, large sheets of Arctic ice have recently begun to break apart due to an increase in average temperatures. Eventually, warmer temperatures will cause the ice to melt completely. Polar bears rely on this ice to get to the seals that they eat. If the ice disappears, then the polar bears will not get the food they need to survive, potentially leading to a decline in the polar bear population.

The debris and harmful gases from volcanic eruptions can destroy plants and harm animals in a region. The climate can change, too. "When Volcanoes Erupt" states that gases absorb heat, making temperatures rise. However, a volcanic cloud can obstruct the sun, resulting in cooler temperatures. Although volcanic eruptions can be destructive, this force of nature can also have positive effects. Eruptions have created mountains, plateaus, and plains, while volcanic ash has created rich soil which promotes the growth of living things.

Global warming and volcanic eruptions have a major effect on environments and living things. That is why it is so important to study these occurrences.

Reread the passage. Follow the directions below.

1. **Circle** the phrase that Jane uses in the second paragraph that demonstrates cause and effect.
2. **Draw a box** around two signal words in the second paragraph that demonstrate a compare-and-contrast text structure.
3. **Underline** the sentence with text evidence that shows the positive effects of volcanic eruptions.
4. **Write** the descriptive adjective found in the closing sentence.