Hello There!

I am so excited to be bringing you this set of word study passages, where everything you and your students need to practice a specific type of word study skill is on ONE page!

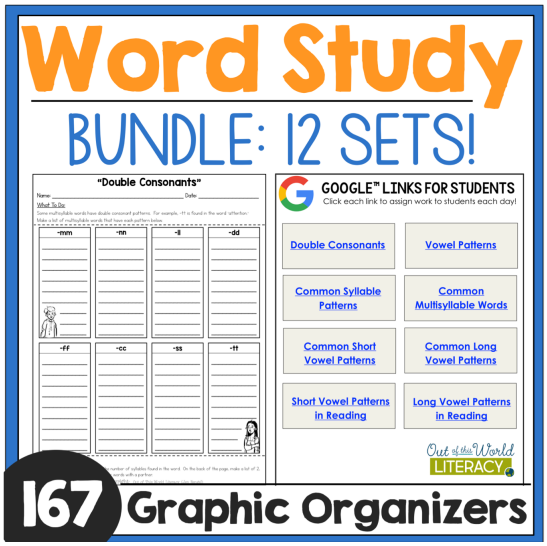
What Is Included:

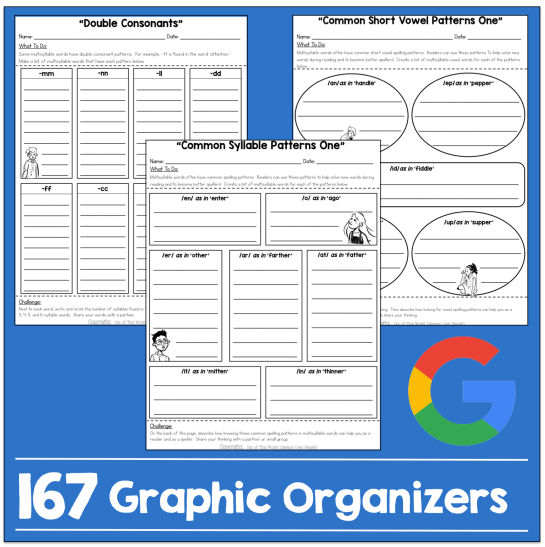
1. 12 passages focused on understanding and identifying common suffixes..
2. Google Drive digital version

Ideas to Use this Resource:

1. As a mentor text during a whole group lesson on word study skills.
2. In a small guided reading or word study strategy group.
3. In a comprehension center.
4. As independent practice after a lesson on consonant patterns.
5. As a homework review.
6. Practice for taking standardized texts.
7. At-home practice with digital version.

CLICK THE IMAGES BELOW to see more Word Study Support!





Thank you so much to these amazing artists, whose work is found in this resource!





GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Suffixes: -able, -s or -es

Suffixes: -er, -ment

Suffixes: -ness, -ship

Suffixes: -al, -ant

Suffixes: -ful, -y

Suffixes: -less, -ed

LINKS ACTIVE IN PAID VERSION

WORD STUDY

SUFFIXES: SET 1

Word Study: Suffixes

Name: _____ Date: _____

THINK ABOUT IT! A suffix is a letter or group of letters that are placed at the end of a base word. Adding a suffix can change the meaning of a word. Study the chart of suffixes. Read the text. Make sure to look at the ending of every word. Then complete the word work at the bottom of the page.

Suffix:	What it Means:	Grammar:	Suffix:	What it Means:	Grammar:
-able	capable of being	noun	-s *or* -es	more than one	noun or verb

Soda is Banned

I took a big gulp. "Aaaaahhh," I sighed. I was drinking my favorite soda. Soda is my favorite treat. It was finally the weekend. I got to have soda on the **weekends**.

I took another sip. I was also holding my book. These were my favorite things to do. On the weekend, I read books and drank soda. Reading books in the armchair was the most **comfortable**. But it was tricky. It was hard to hold my book and my soda at the same time. Where should I put my soda?

I looked around. The soda can wasn't **breakable**. Maybe I could balance it on the armchair. I carefully placed it. It stayed. I went back to reading. I turned the page. My arm hit the can.

"Oh no!" I was unable to catch the can. It fell to the ground. Soda was everywhere. It was on the carpet. It was on my **toes**. It was on the dog's ears. I froze. My aunt walked in.

"All hands on deck!" she cried. My sister grabbed paper towels. My aunt grabbed rags. I jumped out of the chair. Soon the soda was cleaned up. My aunt banned soda from the room.

Bold Word:	What It Means In The Text:	# of Syllables:	Other Words With This suffix:
1.			
2.			
3.			
4.			

WORDS IN WRITING! Circle 3 of the words in bold from the text. Use each one in your own sentence.

1. _____

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

- Suffixes: -able, -s or -es
- Suffixes: -er, -ment
- Suffixes: -ness, -ship
- Suffixes: -al, -ant
- Suffixes: -ful, -y
- Suffixes: -less, -ed

Out of this World LITERACY

12 READING PASSAGES

Word Study: Suffixes

Name: _____ Date: _____

THINK ABOUT IT! A suffix is a letter or group of letters that are placed at the end of a base word. Adding a suffix can change the meaning of a word. Study the chart of suffixes. Read the text. Make sure to look at the ending of every word. Then complete the word work at the bottom of the page.

Suffix:	What it Means:	Grammar:	Suffix:	What it Means:	Grammar:
-er	action or process	verb	-ment	the action or result of	noun

Bug Attack

I raced ahead. Emmanuel was behind me now. He was leading before. He knew the route best. Emmanuel had planned the bike ride. He had looked at the map. He had decided how to **conquer** the ten miles. We were close to the end of the route. I knew the rest of the way. I could find my way back. I wanted to lead now. Emmanuel [illegible] lead!" he said. So we turned the corner and I we[illegible]

All of a sudden, something hit my face. It wa[illegible] were attacking me! I pedaled faster. The **pavem**[illegible] flew in my mouth! I couldn't cover my face. I had[illegible] swarm of bugs. Emmanuel yelled at me. "There'[illegible] busy fighting off bugs! The branch hit my face. I[illegible] grass. Emmanuel slowed down and stopped ne[illegible]

"It was a bug attack!" I cried.

Bold Word:	What It Means In The Te[illegible]
1.	
2.	
3.	
4.	

WORDS IN WRITING! Circle 3 of the words in bo[illegible]

1. _____
2. _____
3. _____

Copyright: Out of Th[illegible]

Word Study: Suffixes

Name: _____ Date: _____

THINK ABOUT IT! A suffix is a letter or group of letters that are placed at the end of a base word. Adding a suffix can change the meaning of a word. Study the chart of suffixes. Read the text. Make sure to look at the ending of every word. Then complete the word work at the bottom of the page.

Suffix:	What it Means:	Grammar:	Suffix:	What it Means:	Grammar:
-ness	a state or quality	noun	-ship	position held	noun

Was It You?

"Aah!" There was a bright light. It was shining in my eyes. I squinted. The brightness of the light still pushed through my eyelids. "Is this necessary?"

"Very necessary," he replied. His voice was low. It was filled with **bitterness**. He was not [illegible] "Please explain what happened this afternoon," he said.

[illegible]t," I replied. I tried to sound innocent.

[illegible]uestion!" he exclaimed. Our **relationship** was becoming [illegible]riously.

[illegible]w who stole it! Why are you shouting at me? Mom says [illegible]

[illegible]ny fair share," my brother replied.

[illegible] the cookie from the cookie jar? Was it you??"

[illegible]he Text:	# of Syllables:	Other Words With This suffix:

[illegible] in bold from the text. Use each one in your own sentence.

_____

_____

_____

[illegible] of This World Literacy (Jen B[illegible]

Word Study: Suffixes

Name: _____ Date: _____

THINK ABOUT IT! A suffix is a letter or group of letters that are placed at the end of a base word. Adding a suffix can change the meaning of a word. Study the chart of suffixes. Read the text. Make sure to look at the ending of every word. Then complete the word work at the bottom of the page.

Suffix:	What it Means:	Grammar:	Suffix:	What it Means:	Grammar:
-al	pertaining to	adjective	-ant	inclined to	adjective

Perfect Summer Night

We huddled close to the fire. It was the perfect summer night. Meghan got out her guitar. She had amazing **musical** talents. I loved listening to her play and sing. The crickets sang with her. The fire crackled. It was music and a show. The fire grew large and **radiant**. Meghan stopped mid-song. I looked over at her. Her facial expression was funny. Her eyes and mouth were shut tight. Her face was scrunched up. The smoke from the fire was coming straight at her. She moved away.

"I guess it's time for s'mores?" Andy said. We all agreed. I found a stick. I got my graham crackers ready. We passed around the chocolate. I broke off a piece. Now I just needed my marshmallow. I roasted it over the fire slowly and carefully. It turned golden brown. Perfect. I squeezed it between the chocolate and graham crackers. The marshmallow oozed. I took a bite. It tasted **magical**. We made s'mores until the fire went out.

The fire left a **pleasant** smell on my clothes. Tomorrow I would smell them and remember our perfect summer night.

Bold Word:	What It Means In The Text:	# of Syllables:	Other Words With This suffix:
1.			
2.			
3.			
4.			

WORDS IN WRITING! Circle 3 of the words in bold from the text. Use each one in your own sentence.

1. _____
2. _____
3. _____

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6 FICTION PASSAGES

Word Study: Suffixes

Name: _____ Date: _____

THINK ABOUT IT! A suffix is a letter or group of letters that are placed at the end of a base word. Adding a suffix can change the meaning of a word. Study the chart of suffixes. Read the text. Make sure to look at the ending of every word. Then complete the word work at the bottom of the page.

Suffix:	What it Means:	Grammar:	Suffix:	What it Means:	Grammar:
-able	capable of being	noun	-s or -es	more than one	noun or verb

Ruby Bridges

In 1960, Ruby Bridges was six years old. She walked to school with officers. They were protecting her from **masses** of people. These people were white. Ruby was the first Black student to go to this school. She was the first Black student to go to an all-white school. This was in Louisiana. Schools for Black students and for whi equal. Black students wanted better schools. The the same schools. Ruby helped start. She was ur white people did not think she was capable. They school. They were wrong. She passed the test.

Many people were mean to Ruby. They called did not come to school. Only one teacher would t

Ruby was very brave. She taught us importan going to school.

Bold Word:	What It Means In The Tex
1.	
2.	
3.	
4.	

WORDS IN WRITING! Circle 3 of the words in bold

1. _____
2. _____
3. _____

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Word Study: Suffixes

Name: _____ Date: _____

THINK ABOUT IT! A suffix is a letter or group of letters that are placed at the end of a base word. Adding a suffix can change the meaning of a word. Study the chart of suffixes. Read the text. Make sure to look at the ending of every word. Then complete the word work at the bottom of the page.

Suffix:	What it Means:	Grammar:	Suffix:	What it Means:	Grammar:
-less	without something	adjective	-ed	past tense	verb

GPS

GPS stands for global positioning system. GPS is what we use for directions. It tells us exactly where we are. We can see where we are on our smart phone. This was not always true. People **used** to use paper maps. They had to figure out their spot on the map. Phones and GPS **improved** in the last 20 years. Now phones can tell your location right away.

GPS is **wireless**. It needs three parts to work. It needs satellites, ground stations, and receivers. Satellites are in space. They are big machines that we put in space. From earth, they look like stars. We can track satellites. We always know where they are. Ground stations are on earth. They use radar. They make sure the satellites are where they should be. Your phone has a receiver. It waits for a signal from a satellite. It can figure out where you are using the signal.

With GPS, the possibilities are endless! GPS helps your phone know the time zone. Instagram uses GPS to know your location. People use GPS for maps and directions. Many people would be **clueless** on the road without GPS! The government and military also use GPS.

Bold Word:	What It Means In The Text:	# of Syllables:	Other Words With This suffix:
1.			
2.			
3.			
4.			

WORDS IN WRITING! Circle 3 of the words in bold from the text. Use each one in your own sentence.

1. _____
2. _____
3. _____

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Word Study: Suffixes

Name: _____ Date: _____

THINK ABOUT IT! A suffix is a letter or group of letters that are placed at the end of a base word. Adding a suffix can change the meaning of a word. Study the chart of suffixes. Read the text. Make sure to look at the ending of every word. Then complete the word work at the bottom of the page.

Suffix:	What it Means:	Grammar:	Suffix:	What it Means:	Grammar:
-er	action or process	verb	-ment	the action or result of	noun

Dr. Patricia Bath

Patricia Bath was born in New York in 1942. She grew up and became an ophthalmologist. An ophthalmologist is a doctor that treats people's eyes. She spent many years learning and practicing to be a doctor. She finished school in 1973. She was the first Black woman to become

a leader. She invented **equipment**. The equipment was sight. They make people's vision cloudy. At first, Dr. Bath invented the Laserphaco Probe. It treated inful **treatment**. Her probe was more accurate. Dr. Bath d been blind for years. Her invention healed them. A patent protects an invention. It makes sure other hout permission. Dr. Bath was the first Black female tion. She was the first in a lot of things!

he Text:	# of Syllables:	Other Words With This suffix:

in bold from the text. Use each one in your own sentence.

_____

_____

_____

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6 NONFICTION PASSAGES

12 Word Study Texts Included:

Below is a list of titles included in this set of word study skills texts

Passage Title	Genre	Word Study Skills Covered
Soda is Banned	Fiction	• Suffixes: -able, -s or -es
Ruby Bridges	NF	• Suffixes: -able, -s or -es
Bug Attack	Fiction	• Suffixes: -er, -ment
Patricia Bath	NF	• Suffixes: -er, -ment
Was It You?	Fiction	• Suffixes: -ness, -ship
Zora Neale Hurston	NF	• Suffixes: -ness, -ship
Perfect Summer Night	Fiction	• Suffixes: -al, -ant
Madam C.J. Walker	NF	• Suffixes: -al, -ant
That Was Close	Fiction	• Suffixes: -ful, -y
Mother Teresa	NF	• Suffixes: -ful, -y
Can't Sleep	Fiction	• Suffixes: -less, -ed
GPS	NF	• Suffixes: -less, -ed

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: Soda is Banned	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 2: Ruby Bridges	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 3: Bug Attack	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 4: Dr. Patricia Bath	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 5: Was It You?	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 6: Zora Neale Hurston	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 7: Perfect Summer Night	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 8: Madam C.J. Walker	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 9: That Was Close	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 10: Mother Teresa	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 11: Can't Sleep	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.
Passage 12: GPS	CCSS.ELA-LITERACY.RF.2.3.D Decode words with common prefixes and suffixes.	2.2Bvi Demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and –est.

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The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: Soda is Banned	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 2: Ruby Bridges	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 3: Bug Attack	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 4: Dr. Patricia Bath	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 5: Was It You?	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 6: Zora Neale Hurston	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 7: Perfect Summer Night	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 8: Madam C.J. Walker	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 9: That Was Close	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 10: Mother Teresa	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 11: Can't Sleep	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 12: GPS	CSS.ELA-LITERACY.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: Soda is Banned	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 2: Ruby Bridges	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 3: Bug Attack	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 4: Dr. Patricia Bath	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 5: Was It You?	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 6: Zora Neale Hurston	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 7: Perfect Summer Night	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 8: Madam C.J. Walker	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 9: That Was Close	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 10: Mother Teresa	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 11: Can't Sleep	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 12: GPS	CCSS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

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The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: Soda is Banned	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 2: Ruby Bridges	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 3: Bug Attack	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 4: Dr. Patricia Bath	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 5: Was It You?	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 6: Zora Neale Hurston	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 7: Perfect Summer Night	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 8: Madam C.J. Walker	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 9: That Was Close	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 10: Mother Teresa	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 11: Can't Sleep	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.
Passage 12: GPS	CCSS.ELA-LITERACY.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.2Aiv Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of the influence of prefixes and suffixes on base words.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: Soda is Banned	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 2: Ruby Bridges	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 3: Bug Attack	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 4: Dr. Patricia Bath	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 5: Was It You?	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 6: Zora Neale Hurston	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 7: Perfect Summer Night	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 8: Madam C.J. Walker	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 9: That Was Close	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 10: Mother Teresa	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 11: Can't Sleep	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
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Word Study: Suffixes

Name: _____ Date: _____

THINK ABOUT IT! A suffix is a letter or group of letters that are placed at the end of a base word. Adding a suffix can change the meaning of a word. Study the chart of suffixes. Read the text. Make sure to look at the ending of every word. Then complete the word work at the bottom of the page.

Suffix:	What it Means:	Grammar:	Suffix:	What it Means:	Grammar:
-able	capable of being	noun	-s *or* -es	more than one	noun or verb

Soda is Banned

I took a big gulp. "Aaaaahhh," I sighed. I was drinking my favorite soda. Soda is my favorite treat. It was finally the weekend. I got to have soda on the **weekends**.

I took another sip. I was also holding my book. There were many favorite things to do. On the weekend, I read books and drank soda. Reading books in the armchair was the most **comfortable**. But it was tricky. I was trying to hold my book and my soda at the same time. Where should I put my soda?

I looked around. The soda can wasn't **breakable**. Maybe I could balance it on the armchair. I carefully placed it. It stayed. I went back to reading. I turned the page. My arm hit the can.

"Oh no!" I was unable to catch the can. It fell to the ground. Soda was everywhere. It was on the carpet. It was on my **toes**. It was on the dog's ears. I froze. My aunt walked in.

"All hands on deck!" she cried. My sister grabbed paper towels. My aunt grabbed rags. I jumped out of the chair. Soon the soda was cleaned up. My aunt banned soda from the room.

SAMPLE

Bold Word:	What It Means In The Text:	# of Syllables:	Other Words With This suffix:
1.			
2.			
3.			
4.			

WORDS IN WRITING! Circle 3 of the words in bold from the text. Use each one in your own sentence.

1. _____

2. _____

3. _____

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Suffix:	What it Means:	Grammar:	Suffix:	What it Means:	Grammar:
-less	without something	adjective	-ed	past tense	verb

GPS

GPS stands for global positioning system. GPS is what we use for directions. It tells us exactly where we are. We can see where we are on our smart phone. T s was not always true. People **used** to use paper maps. They had to figure o their spot o the map. Ph s and GPS **improved** in the last 20 ye . Now p s ca ll yo ation ht aw

GPS is **w eless**. It ne s ree pa s w rk. ne s satellit ound stations, and receivers. Satel are in The are mac nes that we put in space. From earth, they look like stars. We k satellites. We always know where they are. Ground stations are on earth. They use radar. They make sure the satellites are where they should be. Your phone has a receiver. It waits for a signal from a satellite. It can figure out where you are using the signal.

With GPS, the possibilities are endless! GPS helps your phone know the time zone. Instagram uses GPS to know your location. People use GPS for maps and directions. Many people would be **clueless** on the road without GPS! The government and military also use GPS.

SAMPLE

Bold Word:	What It Means In The Text:	# of Syllables:	Other Words With This suffix:
1.			
2.			
3.			
4.			

WORDS IN WRITING! Circle 3 of the words in bold from the text. Use each one in your own sentence.

1. _____

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3. _____

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