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:

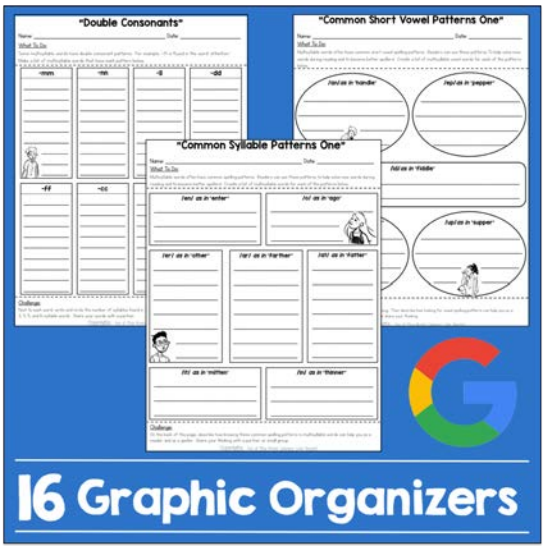
1. 12 passages focused on understanding and identifying common suffixes..
2. Google Drive digital version

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 grab some FREE Word Work!





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





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Jen Bengel

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Context Clues: Definitions

Context Clues: Synonyms

Context Clues: Antonyms

Context Clues: Inferring

Context Clues: Punctuation

Context Clues: Tone or Mood

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
So Many Puzzles	Fiction	• Suffixes: -en, -ing
College & Careers	NF	• Suffixes: -en, -ing
Sore Loser	Fiction	• Suffixes: -ize, -ly
Catherine the Great	NF	• Suffixes: -ize, -ly
Breakfast Surprise	Fiction	• Suffixes: -eer, -ion
Bento Box	NF	• Suffixes: -eer, -ion
Stormy Saturday	Fiction	• Suffixes: -ship, -ic
TikTok	NF	• Suffixes: -ship, -ic
At the Beach with Leona	Fiction	• Suffixes: -ity, -ary
Dr. Tsai's Invention	NF	• Suffixes: -ity, -ary
The House Across the Street	Fiction	• Suffixes: -ive, -ward
Tidy Up with Marie Kondo	NF	• Suffixes: -ive, -ward

Context Clues: Synonyms

Name: _____ Date: _____

THINK ABOUT IT! A context clue is a hint the writer leaves behind to help readers solve and understand new words. Sometimes writers will say the same thing twice. One time will be with a more challenging word and then again in a simpler way. Read the text. Look carefully at the words in bold. Find the second way the writer said it in a simpler way. Then complete the word work at the bottom of the page.

Sore Loser

'You've got this,' I say to myself. I'm feeling **agitated**, nervous. My brother is really getting on my nerves. We are playing basketball. I know he's older. I know he's better. I just want to beat him one time. He beats me every time. It is so rough.

I **check** (basically pass) the ball to him. He passes it back. Now it's time to start. I start **dribbling**, or bouncing, the ball. I'm thinking about my strategy. I'm thinking about my plan. It has to be perfect. We are tied. I am one point away fro

"Come on. You're not gonna score by dribbling me. He wants to distract me. It won't work. I go with left. I go for the lay-up. He's too quick. He gets ther it. I'm discouraged. I don't even want to try.

My brother races back to half-court. I try to run barely get there. He shoots a three pointer. I jump t the ball. *Swoosh!* It goes in. I am a sore loser. I sho much to lose?

	Bold Word:	The Second Way the W it In a Simpler Wa
1.		
2.		
3.		
4.		

WORDS IN WRITING! Circle 3 of the words in bold f

1. _____
2. _____
3. _____

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Context Clues: Antonyms

Name: _____ Date: _____

THINK ABOUT IT! A context clue is a hint the writer leaves behind to help readers solve and understand new words. Sometimes writers help readers learn new words by explaining what they do not mean. The word *but* is often used to show the opposite meaning. Read the text. Look carefully at the words in bold. Look for how the writer explained the opposite of what the word means. Complete the word work at the bottom of the page.

Breakfast Surprise

Harriet woke up to the smell of bacon. She **beamed**, instead of her usual frown in the morning. She was out of bed in no time. It wasn't even seven o'clock yet. She raced down the stairs. She slid on her socks. She was in the kitchen. Her dad was standing by the stove. There were also pancakes!!

"Hey kiddo," Harriet's dad said. Harriet hugged him around the waist. His **colossal** height was hort. Harriet had to lean down to hug her mom.
asked. She was looking at the pancakes.
t grinned again. She was **elated**—not the grumpy kid
hair with excitement. Her mom brought over a plate

today?" Harriet asked. She had pancakes in her
t like her usual tiny bites.
thing," Harriet's dad said. "We're moving!" Harriet's

	hat the Word mean:	What the Bold Word Means:

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

_____
_____
_____

This World Literacy (J

Context Clues: Inferring

Name: _____ Date: _____

THINK ABOUT IT! A context clue is a hint the writer leaves behind to help readers solve and understand new words. Sometimes writers do not leave clues right in the sentence. Readers need to look before and after the sentence to find clues. They also need to think about what they already know to help solve a new word. Read the text. Look carefully at the words in bold. Complete the word work at the bottom of the page.

Stormy Saturday

I woke up late on Saturday morning. The room was dark. I looked at the time. It was nine o'clock. It should be light out. I looked out the window. It looked **gloomy**. The sky was a weird green color and dark clouds were coming. I heard thunder rumbling. I smiled. I loved stormy days.

Most kids like sunny days. They like to enjoy their Saturday outside. They like to walk to their friends' houses. I like those things too. But sometimes, it is tiring. Sometimes, I just want to stay inside. Rainy days are a good **excuse** to stay inside. If friends ask to play, I don't have to think up reasons. The reason is **obvious**. It's rainy. My friends can see it's raining.

I can read my books inside. I can watch TV inside. I can watch my favorite movies. These are some of my favorite things to do. I know it's good to be active. I know it's good to get fresh air. I just like to stay in sometimes! Outside there are bugs. There is **humidity** outside. I walk out the door and feel like I can't breathe. Outside can be smelly sometimes. I get dirty outside.

The thunder rumbled again. I saw a dark speck on the sidewalk. Then there was another, and another. Soon the sidewalk was a whole shade darker. BOOM! CRASH! Lightning lit up the sky. I smiled. I ran to get my book.

	Bold Word:	Clues Before or After the Sentence:	What the Bold Word Means:
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

Context Clues: Inferring

Name: _____ Date: _____

THINK ABOUT IT! A context clue is a hint the writer leaves behind to help readers solve and understand new words. Sometimes writers do not leave clues right in the sentence. Readers need to look before and after the sentence to find clues. They also need to think about what they already know to help solve a new word. Read the text. Look carefully at the words in bold. Complete the word work at the bottom of the page.

TikTok

In 2016, the company ByteDance **launched** an app. The app was ready to use. They created this app. People can use this app to create short videos. The videos can be dances, lip-sync, comedy, or talent. The app is called TikTok. In 2016, it was called Douyin. It was only available in China. This is where the company ByteDance is.

In 2018, ByteDance **merged** with another company called Musical.ly. The companies joined together. Then they launched TikTok in the United States. In China, it is still called Douyin. In 2018, TikTok became the most downloaded app in the U.S.

TikTok is a social app. Other people can se
Some people's videos become very popular. Th
the internet. Some dances went viral on TikTok
became famous because of TikTok. Loren Gray
on TikTok. Charli D'Amelio gained more followe
person on TikTok in March of 2020. She was th
platform.

	Bold Word:	Clues Before or Sentence
1.		
2.		
3.		
4.		

WORDS IN WRITING! Circle 3 of the words in b

1. _____
2. _____
3. _____

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Context Clues: Punctuation

Name: _____ Date: _____

THINK ABOUT IT! A context clue is a hint the writer leaves behind to help readers solve and understand new words. Sometimes writers use special punctuation as clues to what a word means. For example, the writer may put quotation marks around a word to show it is special. Dashes, parentheses, brackets, and italics may also be used. Read the text. Look carefully at the words in bold. Complete the word work at the bottom of the page.

Dr. Tsai's Invention

Peter Tsai was born in Taiwan. He grew up on the family farm. He went to college in Taiwan. He studied **chemical engineering**—using chemistry to solve everyday problems. He graduated from college. Then he worked in Taiwan. Soon, he traveled to the United States. He studied at Kansas State University. He studied mathematics, **physics** (how things move, especially with heat, light and sound), and chemistry. Tsai earned a **doctorate degree** (basically he went to a lot of classes and worked really hard and got a diploma) from Kansas State University. Now he was Dr. Peter Tsai.

nt information. He decided to teach at the University of
searched. He led a team that did research together. They
This technology was about making air cleaner. Dr. Tsai's
N95 Mask. This mask filters at least 95% of the air. At
that had lots of dirty air. These jobs were mining,
used in hospitals. In 2020, Dr. Tsai worked to help figure
during the coronavirus pandemic.

	ion Clues Used:	What the Bold Word Means:

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

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Context Clues: Tone or Mood

Name: _____ Date: _____

THINK ABOUT IT! A context clue is a hint the writer leaves behind to help readers solve and understand new words. Sometimes the mood a writer creates in a text helps readers to guess the meaning of words. To find the mood or tone in a text, readers can ask themselves how they would feel if they were part of the events in a text. Read the text. Look carefully at the words in bold. Complete the word work at the bottom of the page.

Tidy Up with Marie Kondo

Imagine your perfect life. What does it look like? What would you do every day? This is what Marie Kondo asks people to do. She is an expert in being tidy. She asks you to imagine your **ideal** life. What would make you most happy? What would spark joy in your life? This helps you remember why you are tidying. You are tidying and organizing to be closer to that goal.

Kondo helps people tidy their homes. She has steps for them to work through. She works peacefully with people. She helps them feel a sense of **tranquility**. She is somewhat spiritual. She greets a person's home with a silent meditation. Then the tidying begins. Marie Kondo says to pick up each item one at a time. Hold it in your hands. Does it spark joy? Yes? Keep it. Store it nicely. No? Thank it. Yes, that's right. She tells you to thank your clothes and objects! Show them **gratitude**. Then put it in a pile. You can donate that pile. It will leave your home.

Marie Kondo says there is an order to tidying. First tidy clothes. Then tidy books. Then tidy random items. These could be kitchen items or bathroom items. Last, tidy **sentimental** items. These are items that bring up emotions for you. They may bring sweet memories. They may not have use, but add to your joy.

	Bold Word:	Tone or Mood in the Text:	What the Bold Word Means:
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 NONFICTION PASSAGES

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

- Context Clues: Definitions
- Context Clues: Synonyms
- Context Clues: Antonyms
- Context Clues: Inferring
- Context Clues: Punctuation
- Context Clues: Tone or Mood

OOGLE VERSION!

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: So Many Puzzles	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: College & Careers	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Sore Loser	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Catherine the Great	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Breakfast Surprise	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Bento Box	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Stormy Saturday	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: TikTok	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: At the Beach with Leona	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Dr. Tsai's Invention	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: The House Across the Street	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Tidy Up with Marie Kondo	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: So Many Puzzles	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 2: College & Careers	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 3: Sore Loser	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 4: Catherine the Great	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 5: Breakfast Surprise	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 6: Bento Box	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 7: Stormy Saturday	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 8: TikTok	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 9: At the Beach with Leona	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 10: Dr. Tsai's Invention	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 11: The House Across the Street	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 12: Tidy Up with Marie Kondo	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: So Many Puzzles	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 2: College & Careers	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 3: Sore Loser	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 4: Catherine the Great	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 5: Breakfast Surprise	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 6: Bento Box	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 7: Stormy Saturday	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 8: TikTok	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 9: At the Beach with Leona	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 10: Dr. Tsai's Invention	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 11: The House Across the Street	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.2Av Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.
Passage 12: Tidy Up with Marie Kondo	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: So Many Puzzles	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: College & Careers	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Sore Loser	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Catherine the Great	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Breakfast Surprise	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Bento Box	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Stormy Saturday	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: TikTok	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: At the Beach with Leona	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Dr. Tsai's Invention	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: The House Across the Street	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: Tidy Up with Marie Kondo	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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: So Many Puzzles	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 2: College & Careers	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 3: Sore Loser	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 4: Catherine the Great	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 5: Breakfast Surprise	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 6: Bento Box	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 7: Stormy Saturday	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 8: TikTok	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 9: At the Beach with Leona	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 10: Dr. Tsai's Invention	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 11: The House Across the Street	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.
Passage 12: Tidy Up with Marie Kondo	CCSS.ELA-LITERACY.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.

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Context Clues: Definitions

Name: _____ Date: _____

THINK ABOUT IT! A context clue is a hint the writer leaves behind to help readers solve and understand new words. One way writers leave clues is by defining a key word. Read the text. Look carefully at the words in bold. Find the definition clues for each word in bold. Then complete the word work at the bottom of the page.

So Many Puzzles

Puzzles are a favorite activity in my family. My family does puzzles during holidays. My aunts and uncles and cousins all come. We go to the big dresser in the basement. We open it up. We see all different jigsaw puzzles. A jigsaw can be any picture put on cardboard. Then the cardboard is cut up into different pieces. The puzzle is putting all the pieces back together again. That is a **jigsaw** puzzle.

My family **bickers** for a bit. Bicker means to argue, but not about important things. We can't decide which puzzle to do first. There are puzzles with few pieces. There are puzzles for babies. They have ten pieces. My baby cousin can take those. Some puzzles have beautiful pictures. Other puzzles are **optical illusions**. They are the trickiest. Optical illusions are pictures that trick your eyes. You think they are moving, but they are not. You look closely. You actually see a different picture!

I want to do the puzzle with all kinds of things on it. My uncle wants to do the puzzle of the Eiffel Tower. The **Eiffel Tower** is this huge building in France. It is famous and pretty. We do rock, paper, scissors to decide. My uncle wins--of course. The Eiffel Tower puzzle has 2,000 pieces. We work on it all day. When we finish, it feels amazing.

SAMPLE

	Bold Word:	Context Clue Definition:	Other Ways the Word Can Be Used:
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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