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 how to apply a new word in a variety of ways after reading.
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 applying new words.
5. As a homework review.
6. Practice for taking standardized texts.
7. At-home practice with digital version.

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





WORD STUDY

APPLY THE WORD

Word Study: Apply New Words

Name: _____ Date: _____

THINK ABOUT IT! Readers often come across new words as they read. The word might be brand new or maybe the reader knows a little about the word. Good readers pick up on new words and their meanings. They try those words out in their own lives when talking with friends. Read the text. Look carefully at the words in bold. Think about what the words mean and how you could try them out in your own conversations.

What to Wear

Lili stood in her closet. She looked at her options. One option was a dress with flowers on it. The other option was a long sleeve shirt. She could wear the shirt with her overalls. It was a fall day. Lili knew she would need to be **somewhat** warm. The overalls would be warmer. She tried those on first. She looked in the mirror. Ugh. She must have grown since the last time she wore them. The **hem** stopped almost two inches above her ankles. Lili sighed. She would have to wear the dress. She started to change. She checked the clock too. She had to leave in 15 minutes. Lili quickly got the dress on and looked in the mirror. Oh no. This wouldn't do either! The arm holes were so tight. It felt like they were cutting off **circulation** to her arms. They started to go numb. Lili looked at the clock and panicked. She would have to wear the overalls. She decided to wear tall shoes to make her ankles less **obvious**. Hopefully they would hide them!

Lili finally raced downstairs. She was ready to dash out the door. Her dad stopped her. "Lili didn't you hear? It's going to be the hottest October day on record today. Some sudden heat wave is coming through. I think you'll want to change." Lili threw her head back and marched back upstairs. Why did Midwest weather have to be so random??

	Bold Words:	What it Means in the Text	Another Way the Word Could be Used	What You Might Say with the New Word:
1.				
2.				
3.				
4.				

WORDS IN WRITING! Circle 3 of the words you listed. 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!

What to Wear (F)	Cinnamon Rolls (NF)
Tennis Inspiration (F)	Legos (NF)
Death Star (F)	Hmong Textiles (NF)
Afra at the Beach (F)	Pickleball (NF)
A Wind Chime Tune (F)	Ella Fitzgerald (NF)
Grocery Store Search (F)	Coconuts (NF)

Out of this World LITERACY

12 READING PASSAGES

Word Study: Apply New Words

Name: _____ Date: _____

THINK ABOUT IT! Readers often come across new words as they read. The word might be brand new or maybe the reader knows a little about the word. Good readers pick up on new words and their meanings. They try those words out in their own lives when talking with friends. Read the text. Look carefully at the words in bold. Think about what the words mean and how you could try them out in your own conversations.

Cinnamon Rolls

Cinnamon is a unique spice. It **originated** in Sri Lanka. Romans traveled to Asia and brought this spice back to Europe. This is how cinnamon rolls came to be in Sweden. The Swedes started using cinnamon in pastries. They created the cinnamon bun. They topped it with sugar, not icing. One place in Sweden, Haga, is known for its very large cinnamon rolls. Their rolls are called "Queen of the Kitchen". They are 30 centimeters wide (about 12 inches). Each person gets one for just themselves! In Sweden, they also usually bake the cinnamon rolls all together in one circular pan. They bake and stick together. They form one larger **circular** "cake" of cinnamon rolls. The Swedish cinnamon rolls are not as sweet and heavy as what people have in the U.S.

After Sweden introduced cinnamon rolls to the p
own **versions**. In Britain, they call it the Chelsea bu
icing. In some parts of the U.S., cinnamon rolls are
buns have so much cinnamon that they are almost h
sometimes add chocolate or raisins to their cinnamo
Cinnamon Roll Day in Sweden.

	Bold Words:	What it Means in the Text	And Word
1.			
2.			
3.			
4.			

WORDS IN WRITING! Circle 3 of the words you listed

1. _____
2. _____
3. _____

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Word Study: Apply New Words

Name: _____ Date: _____

THINK ABOUT IT! Readers often come across new words as they read. The word might be brand new or maybe the reader knows a little about the word. Good readers pick up on new words and their meanings. They try those words out in their own lives when talking with friends. Read the text. Look carefully at the words in bold. Think about what the words mean and how you could try them out in your own conversations.

Afra at the Beach

Afra ran through the mushy, wet sand. Her feet left deep **imprints** on the soaked shore. She kicked up seaweed as she splashed into the water. Her legs slowed down as she got into deeper water. She pushed forward. The waves crashed into her shins, then her thighs. Finally, she was deep enough. Afra took a dive into the next wave. She **submerged** her entire body under the water. She burst through the surface. She came out with hair in her face. She dove again to push the hair back. The salty water was refreshing, but it didn't taste very good. A few minutes of ocean was enough for Afra.

Afra walked back to the beach. Drops of ocean water fell everywhere. Her older sister woke up
Afra quickly grabbed her towel and dried off. Then she
d. She laid on her back. Afra let the sun finish drying her
in. Her skin and hair started to feel a little salty. Afra
ook out her towel, then wrapped it around her waist.
ueaky and felt rough with sand. Once she made it to the
ndals. It was much easier to walk on the pavement.

	Another Way the Word Could be Used	What You Might Say with the New Word:

you listed. Use each one in your own sentence.

_____

_____

_____

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Word Study: Apply New Words

Name: _____ Date: _____

THINK ABOUT IT! Readers often come across new words as they read. The word might be brand new or maybe the reader knows a little about the word. Good readers pick up on new words and their meanings. They try those words out in their own lives when talking with friends. Read the text. Look carefully at the words in bold. Think about what the words mean and how you could try them out in your own conversations.

A Wind Chime Tune

Alexander pushed the door forcefully. It swung open with a **clatter**. It even hit the wind chimes near the door. But Alexander had to push it that hard. He only had his feet available. His hands were full of garbage bags. The door stayed open long enough for him to **shimmy** through. Then it slammed behind him. He walked out to the garbage cans and threw the bags in. Phew! He was glad that was over. He **trudged** back up the stairs to the door. A breeze came over the house. The wind chimes rattled again. This time, they sounded better. They weren't being hit like drums. The breeze gently pushed them into each other. Alexander looked up at them. He heard a specific set of notes. They sounded like a melody. Alexander felt inspired. He dashed into the house.

Alexander didn't want to forget the notes he just heard. He quickly sat down at the piano. He started playing different keys. He was trying to find the starting note. He finally found it. It was easier from there. He could hear the **intervals** between the notes. He knew how far apart each one was. The wind chimes only gave him about four notes. He loved the way they went together. They were a start to a song. Alexander started adding notes beneath them. They turned into chords. The wind chimes started the song. Now he just needed to finish it.

	Bold Words:	What it Means in the Text	Another Way the Word Could be Used	What You Might Say with the New Word:
1.				
2.				
3.				
4.				

WORDS IN WRITING! Circle 3 of the words you listed. Use each one in your own sentence.

1. _____
2. _____
3. _____

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6 FICTION PASSAGES

Word Study: Apply New Words

Name: _____ Date: _____

THINK ABOUT IT! Readers often come across new words as they read. The word might be brand new or maybe the reader knows a little about the word. Good readers pick up on new words and their meanings. They try those words out in their own lives when talking with friends. Read the text. Look carefully at the words in bold. Think about what the words mean and how you could try them out in your own conversations.

Hmong Textiles

The Hmong people first lived in a region of China, thousands of years ago. In the 1800s, they migrated to Northern Laos, Thailand, Vietnam, and other southeastern regions of Asia. This is because they were being oppressed. Many Hmong people moved to Thailand as refugees after the Vietnam War. Many also moved to the U.S. Even through these troubling times, the Hmong people held on to their beautiful culture. One **aspect** of their culture is the importance of textiles.

Textiles are very important to Hmong culture. Textiles are cloth or woven fabric. Hmong fabrics are known for having bright and beautiful colors. They also have very **intricate** and detailed designs. Many young Hmong people learn to embroider. Embroidering is kind of like sewing designs and pictures on to cloth.

One of the most well-known cloths in the Hmong cu
past are sewn or embroidered onto a piece of cloth. It i
tell the stories of life as a refugee. Others tell folktales
the flower cloth. These are used as blankets for babies.
flower cloth, they will be **disguised** as a flower. This wi

	Bold Words:	What it Means in the Text	Anoth Word Co
1.			
2.			
3.			
4.			

WORDS IN WRITING! Circle 3 of the words you listed. U

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2. _____
3. _____

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Word Study: Apply New Words

Name: _____ Date: _____

THINK ABOUT IT! Readers often come across new words as they read. The word might be brand new or maybe the reader knows a little about the word. Good readers pick up on new words and their meanings. They try those words out in their own lives when talking with friends. Read the text. Look carefully at the words in bold. Think about what the words mean and how you could try them out in your own conversations.

Legos

Legos are one of the most popular toys in the U.S. Legos have been named "Toy of the Century" two times! Legos were invented in a Danish woodworking shop. Ole Kirk Kristiansen was a carpenter in the early 1900s. He made furniture mostly. However, in 1924, his shop and home burned in a fire. He had to start again from **scratch**. This was also around the time of the Great Depression. Many people couldn't **afford** furniture anymore. Kristiansen decided to make small, **cheap** wooden toys. He renamed his business to be called LEGO. This came from the Danish words leg godt. They mean, "play well". In 1949, Kristiansen developed a plastic brick that could lock into other bricks. This is more like the Legos we see today.

Ole Kirk Kristiansen died in 1958, but his son continued the business. He decided to keep
le wooden toys. Every Lego made since 1955 can
ade **masterpieces** with Legos. There are whole
ations of "Legoland" where huge structures are made
to be passed from father to son. Today it is owned
Kirk.

Another Way the Word Could be Used	What You Might Say with the New Word:

u listed. Use each one in your own sentence.

_____
_____
_____

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Word Study: Apply New Words

Name: _____ Date: _____

THINK ABOUT IT! Readers often come across new words as they read. The word might be brand new or maybe the reader knows a little about the word. Good readers pick up on new words and their meanings. They try those words out in their own lives when talking with friends. Read the text. Look carefully at the words in bold. Think about what the words mean and how you could try them out in your own conversations.

Ella Fitzgerald

Ella Fitzgerald was an **acclaimed** jazz singer. She received many awards. She won many Grammy Awards, and she received the Presidential Medal of Freedom. The medal is given to people who have made important contributions to the country. These could be cultural or peace-making contributions. Ella was a **legend** in the world of jazz. She had a clear voice and a huge range. She could sing very high and very low. She started performing when she was 17 years old. Her last performance was in 1991.

Ella was born in 1917 in Virginia. She soon moved to New York with her mom. Her mother died in 1932 and Ella had a hard time after that. At one point she was houseless. When she was 17, Ella got a job as a singer. She sang at the Harlem Opera House. She performed at one of their talent contests. She was actually going to dance at first. But she watched some other dancers and was **intimidated** by their amazing talent. She decided to sing instead. She ended up winning first prize! From there, Ella had a lot of success in singing. She performed with big band orchestras. She recorded her own music too. She became well-known for her scat singing. This is when a singer **improvises** with "gibberish" around the main melody. Ella recorded more than 200 songs.

	Bold Words:	What it Means in the Text	Another Way the Word Could be Used	What You Might Say with the New Word:
1.				
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3.				
4.				

WORDS IN WRITING! Circle 3 of the words you listed. 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!

What to Wear (F)	Cinnamon Rolls (NF)
Tennis Inspiration (F)	Legos (NF)
Death Star (F)	Hmong Textiles (NF)
Afra at the Beach (F)	Pickleball (NF)
A Wind Chime Tune (F)	Ella Fitzgerald (NF)
Grocery Store Search (F)	Coconuts (NF)

GOOGLE VERSION!

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

What to Wear (F)	Cinnamon Rolls (NF)
Tennis Inspiration (F)	Legos (NF)
Death Star (F)	Hmong Textiles (NF)
Afra at the Beach (F)	Pickleball (NF)
A Wind Chime Tune (F)	Ella Fitzgerald (NF)
Grocery Store Search (F)	Coconuts (NF)

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
What to Wear	Fiction	• Applying New Words After Reading
Cinnamon Rolls	NF	• Applying New Words After Reading
Tennis Inspiration	Fiction	• Applying New Words After Reading
Legos	NF	• Applying New Words After Reading
Death Star	Fiction	• Applying New Words After Reading
Hmong Textiles	NF	• Applying New Words After Reading
Afra at the Beach	Fiction	• Applying New Words After Reading
Pickleball	NF	• Applying New Words After Reading
A Wind Chime Tune	Fiction	• Applying New Words After Reading
Ella Fitzgerald	NF	• Applying New Words After Reading
Grocery Store Search	Fiction	• Applying New Words After Reading
Coconuts	NF	• Applying New Words After Reading

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: What to Wear	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 2: Cinnamon Rolls	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 3: Tennis Inspiration	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 4: Legos	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 5: Death Star	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 6: Hmong Textiles	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 7: Afra at the Beach	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 8: Pickleball	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 9: A Wind Chime Tune	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 10: Ella Fitzgerald	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 11: Grocery Store Search	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.
Passage 12: Coconuts	CCSS.ELA-LITERACY.RF.2.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: What to Wear	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 2: Cinnamon Rolls	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 3: Tennis Inspiration	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 4: Legos	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 5: Death Star	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 6: Hmong Textiles	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 7: Afra at the Beach	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 8: Pickleball	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 9: A Wind Chime Tune	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 10: Ella Fitzgerald	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 11: Grocery Store Search	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.
Passage 12: Coconuts	CCSS.ELA-LITERACY.RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	3.3B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: What to Wear	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 2: Cinnamon Rolls	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 3: Tennis Inspiration	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 4: Legos	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 5: Death Star	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 6: Hmong Textiles	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 7: Afra at the Beach	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 8: Pickleball	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 9: A Wind Chime Tune	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 10: Ella Fitzgerald	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 11: Grocery Store Search	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 12: Coconuts	CCSS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: What to Wear	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 2: Cinnamon Rolls	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 3: Tennis Inspiration	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 4: Legos	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 5: Death Star	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 6: Hmong Textiles	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 7: Afra at the Beach	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 8: Pickleball	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 9: A Wind Chime Tune	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 10: Ella Fitzgerald	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 11: Grocery Store Search	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
Passage 12: Coconuts	CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.3B Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: What to Wear	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 2: Cinnamon Rolls	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 3: Tennis Inspiration	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 4: Legos	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 5: Death Star	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 6: Hmong Textiles	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 7: Afra at the Beach	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 8: Pickleball	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 9: A Wind Chime Tune	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 10: Ella Fitzgerald	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 11: Grocery Store Search	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.
Passage 12: Coconuts	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.	6.2B Use context such as definition, analogy, and examples to clarify the meaning of words.

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Word Study: Apply New Words

Name: _____ Date: _____

THINK ABOUT IT! Readers often come across new words as they read. The word might be brand new or maybe the reader knows a little about the word. Good readers pick up on new words and their meanings. They try those words out in their own lives when talking with friends. Read the text. Look carefully at the words in bold. Think about what the words mean and how you could try them out in your own conversations.

Grocery Store Search

"Bye dad!" I called out. He was going to the grocery store. My mom and I were staying home to get dinner ready. I was thinking about all the things we were going to make this week. We planned salads for lunch and meatballs for dinner. Then I thought about breakfast. I **realized** something. "Mom! I wanted to make oatmeal for breakfast this week. Can you ask dad to add **shredded** coconut to the grocery list?" She said she would. She texted dad to add coconut to the list. He said okay. About 30 minutes later he texted again. He couldn't find coconut at the store. Mom looked at me. "It's really important. I have to have coconut in my oatmeal," I explained. She texted him back. She **su[illegible]d** a differe[illegible] store he [illegible]ld go. This [illegible]d twi[illegible]. Apparent[illegible]e was out of [illegible]conut this wee[illegible] [illegible]ally my [illegible] fou[illegible] me [illegible]conut [illegible]d r[illegible]de it home. We started unpacking t[illegible] [illegible]ocerie[illegible]. "W[illegible]re's [illegible] c[illegible]t, [illegible]ad?

"I [illegible]'t bel[illegible]e y[illegible] wante[illegible] co[illegible]nu[illegible]t b[illegible]ly," [illegible] replied. "It' [illegible]ght here." [illegible]y dad pulled out a whole, brown, hairy, round coconut from a grocery bag. My mom and I looked at each other with wide eyes. Then we realized what happened. We laughed while my dad looked **perplexed**.

"I wanted shredded coconut, dad, not a whole coconut! No wonder you couldn't find it!"

SAMPLE

	Bold Words:	What it Means in the Text	Another Way the Word Could be Used	What You Might Say with the New Word:
1.				
2.				
3.				
4.				

WORDS IN WRITING! Circle 3 of the words you listed. Use each one in your own sentence.

1. _____

2. _____

3. _____

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