

ADVANTAGE Reading

Grade

6

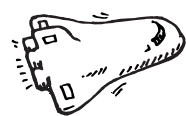
Table of Contents

Introduction 3



Our World

| | |
|---|----|
| Comprehension: Prior Knowledge | 5 |
| Structural Analysis: Suffixes | 6 |
| Structural Analysis: Synonyms and Antonyms | 7 |
| Fluency: Reading with Expression. | 8 |
| Comprehension: Understand Idioms | 9 |
| Comprehension: Draw Conclusions. | 10 |
| Vocabulary: Frequently Misused Words | 11 |
| Vocabulary: Content Words | 12 |
| Reading: Reports | 13 |
| Reading: Comprehension | 14 |
| Reading: Biographies | 15 |
| Reading: Comprehension | 16 |
| Reading: First-Person Narratives | 17 |
| Reading: Comprehension | 19 |
| Graphic Information: Maps | 20 |
| Reading: Comprehension | 21 |
| Writing: Personal Narratives | 22 |
| More Things to Do | 25 |



Outer Space

| | |
|--|----|
| Comprehension: Prior Knowledge | 26 |
| Structural Analysis: Suffixes | 27 |
| Structural Analysis: Word Roots | 28 |
| Fluency: Reading with Expression | 29 |

| | |
|---|----|
| Comprehension: Make Inferences | 30 |
| Vocabulary: Frequently Misused Words | 31 |
| Vocabulary: Content Words | 32 |
| Reading: Newspapers | 33 |
| Reading: Comprehension | 34 |
| Reading: Urban Legends | 35 |
| Reading: Comprehension | 36 |
| Reading: Poetry | 37 |
| Reading: Comprehension | 38 |
| Graphic Information: Diagrams | 39 |
| Writing: Science Fiction | 41 |
| More Things to Do | 44 |



Computers

| | |
|---|----|
| Comprehension: Prior Knowledge | 45 |
| Structural Analysis: Prefixes | 46 |
| Structural Analysis: Word Roots | 47 |
| Fluency: Reading with Accuracy | 48 |
| Comprehension: Details | 49 |
| Comprehension: Cause and Effect | 50 |
| Vocabulary: Frequently Misused Words | 51 |
| Vocabulary: Content Words | 52 |
| Reading: Instructions | 53 |
| Reading: Comprehension | 54 |
| Reading: Realistic Fiction | 55 |
| Reading: Comprehension | 58 |
| Graphic Information: Graphs | 60 |
| Reading: Comprehension | 61 |

Table of Contents

Writing: Essays 62
 More Things to Do 65



Comprehension: Prior Knowledge . 66
 Structural Analysis: Prefixes 67
 Structural Analysis: Roots, Prefixes, and Suffixes 68
 Fluency: Reading with Expression . 69
 Comprehension: Main Idea 70
 Comprehension: Draw Conclusions 71
 Vocabulary: Frequently Misused Words 72
 Vocabulary: Content Words 73
 Reading: How-To 74
 Reading: Comprehension 75
 Reading: Biographies 76
 Reading: Comprehension 79
 Graphic Information: Time Lines . . 81
 Reading: Comprehension 82
 Writing: Descriptions 83
 More Things to Do 86



Wildlife Refuges

Comprehension: Prior Knowledge . 87
 Structural Analysis: Similes and Metaphors 88
 Structural Analysis: Roots, Prefixes, and Suffixes 89
 Fluency: Reading with Expression . 90
 Comprehension: Fact and Opinion 91
 Comprehension: Analogies 92
 Vocabulary: Frequently Misused Words 93
 Vocabulary: Content Words 94
 Reading: First-Person Narratives . . 95
 Reading: Comprehension 96
 Reading: Reports 97
 Reading: Comprehension 100
 Graphic Information: Line Graphs 102
 Reading: Comprehension 103
 Writing: Persuasive Messages . . 104
 More Things to Do 107

Answer Key 108

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Introduction

The Advantage Reading Series for grades 3–6 is shaped and influenced by current research findings in literacy instruction grounded in the federally mandated *No Child Left Behind Act*. It includes the following key skill strands:

- phonics/structural word analysis
- vocabulary development
- reading fluency
- reading comprehension

This series offers strong skill instruction along with motivational features in an easy-to-use format.

Take a look at all the advantages this reading series offers . . .

Phonics/Structural Word Analysis

Word analysis activities include the study of word syllabication, prefixes, suffixes, synonyms, antonyms, word roots, similes, metaphors, idioms, adjectives, adverbs, and much more. Word analysis helps students increase their **vocabulary, word-recognition skills, and spelling skills.**

Variety of Reading Genres

Fiction and Nonfiction

Students will have many opportunities to build reading skills by reading a variety of fiction, nonfiction, and poetry selections created in a **variety of visual formats** to simulate authentic reading styles. Each story selection builds on content vocabulary and skills introduced in the section. Fiction selections include fantasy, legends, realistic fiction, first-person narratives, and poetry. Nonfiction selections include biographies, how-to's, reports, and directions.

Graphic Information

Graphic information reading selections include charts, graphs, labels, maps, diagrams, and recipes. These types of reading opportunities help students hone **real-life reading skills.**

Structural Analysis: Suffixes

| Suffix | Meaning | Example |
|--------|----------------------|---------------------|
| -ful | "full of" | cautious, beautiful |
| -less | "without" | careless, hopeless |
| -ly | "in a certain way" | quickly, happily |
| -ness | "the state of being" | happiness, darkness |

Choose the word that correctly completes each sentence. Pay attention to the suffixes and the spelling.

1. The astronaut constantly had to be obedient obediently.

2. The temperature in outer space falls into the _____ numbers.
 negation
 negative
 negotiant
 negatment

3. The sight of Earth below was enough to _____ any heart.
 gladden
 gladdish
 gloddant
 engladden

4. Suddenly the crew faced a _____.
 predicatoin
 predicament
 predicant
 predicment

Decrease in Music Sales Due to Free Downloads

In 2001, America saw a first percent decrease in music sales. What is to blame for the sharp decline in recording companies? It's computers with computers. The record companies can't get a leg up on their favorite new music. The record companies have been hit hard by the music download sites. The music download sites have been hit hard by the music download sites. The music download sites have been hit hard by the music download sites.

An Explosive Summer Vacation

June 24, 2010. A record clear and bright. Jayzy was glad to be on vacation. The weather was perfect. The weather was perfect. The weather was perfect. The weather was perfect. The weather was perfect.

Graphic Information: Diagrams

This diagram shows the solar system with the planets drawn to scale. However, the relative distances between the planets are not shown accurately. That would require a much much larger diagram. Instead, you can figure out the distances by studying the astronomical units that separate the planets. One astronomical unit is the average distance between Earth and the sun.

Study the diagram and answer the questions that follow.

1. About how far is Jupiter from the sun, compared to Earth?
 about the same distance
 about 4 times as far away
 about 2 times as far away
 about 6 times as far away

2. Which planet is about 30 times as far from the sun as Earth?
 Saturn
 Uranus
 Neptune
 Pluto

3. Which planet is about the same size as Neptune?
 Saturn
 Uranus
 Neptune
 Pluto

Introduction

Comprehension Strategies

Strategic comprehension activities encourage students to make connections, ask questions, make predictions, and think about strategies they can use to **increase their understanding** of the text's meaning.

Fluency Practice

Reading fluency is the ability to **read with expression**, intonation, and a natural flow that sounds like talking. Fluency is essential for comprehension because the lack of it results in choppy, robotic reading that stands in the way of making sense out of a phrase or sentence.

Writing

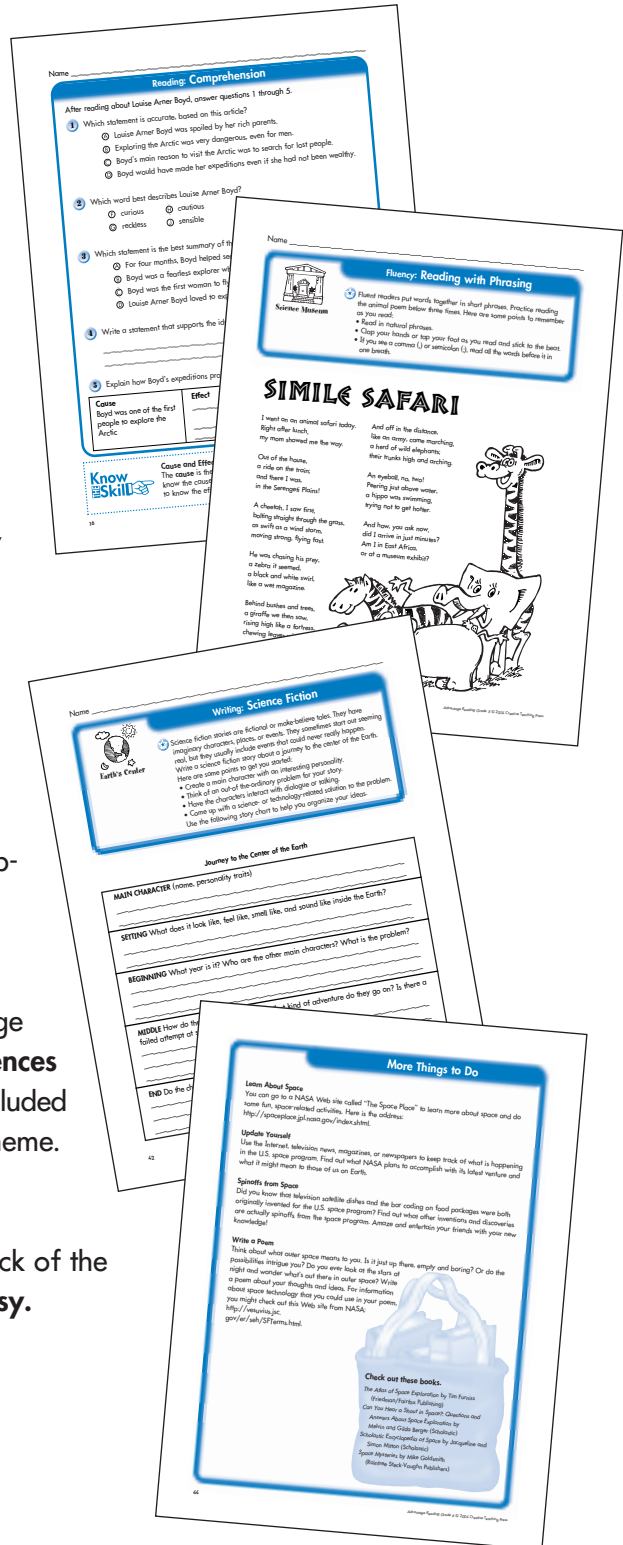
Reading and writing are partner skills. A **range of writing activities** helps students improve their ability to write as well as learn about different forms of writing, such as signs, notes, personal narratives, riddles, poems, descriptions, journals, stories, and friendly letters.

Extensions and Real-Life Applications

Each unit ends with a “More Things to Do” page that includes suggestions for **hands-on experiences** that extend the theme. A list of books is also included for further study and enjoyment of the unit's theme.

Answer Key

Answers for each page are provided at the back of the book to make **checking answers quick and easy**.

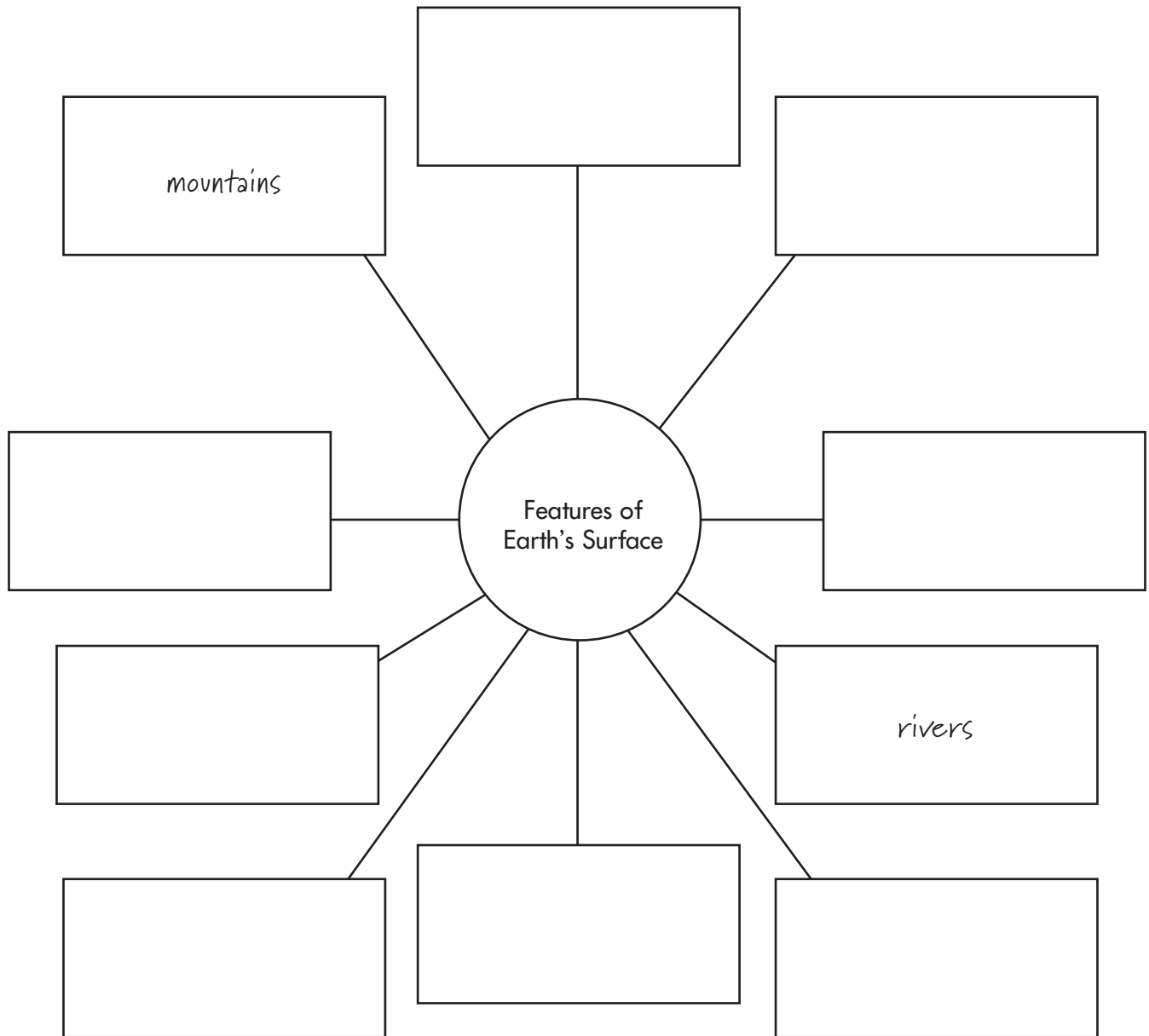




Our World

Comprehension: Prior Knowledge

Geography is the study of Earth's surface. You might study geography at school as part of your social studies class. Geography is fascinating because the surface of Earth keeps changing. These changes can happen very slowly, such as when soil erodes, or really quickly, such as when a volcano erupts. How many features of Earth's surface can you name? The word web below has two of them to get you started. Add as many more as you can. Draw more boxes if you need them.





Our World

Structural Analysis: Suffixes

★ A **suffix** is a group of letters that is added to the end of a base word. The base word is also called the **root**. Many suffixes alter the word's part of speech. For example, adding the suffix *-ery* to the root adjective *brave* results in the noun *bravery*.

Here are four suffixes that can be confused because they all mean "state or quality of."

| Suffix | Example |
|----------------|--------------------------------------|
| -ence or -ance | <i>violence, resistance</i> |
| -ery | <i>forgery, bravery</i> |
| -ious | <i>gracious, religious</i> |
| -ization | <i>civilization, standardization</i> |

Choose the word that correctly completes each sentence. Pay attention to the suffixes.

1 Greg had many things to accomplish that afternoon, but he was feeling _____.

- (A) ambitence
- (B) ambitious
- (C) ambitery
- (D) ambition

4 She expressed her _____ with a frown.

- (F) annoying
- (G) annoyance
- (H) annoyance
- (J) annoyence

2 I sent my application to the _____.

- (F) organize
- (G) organized
- (H) organance
- (J) organization

5 The British Empire grew through _____.

- (A) colony
- (B) colonists
- (C) colonance
- (D) colonization

3 The town's mayor was known for his _____.

- (A) snobbience
- (B) snobbious
- (C) snobbery
- (D) snobbing

6 The lions fought with much _____.

- (F) savage
- (G) savagery
- (H) savagance
- (J) savagiousness



Our World

Structural Analysis: Synonyms and Antonyms

The study of geography involves many fascinating words. Use the words in the box to write in the answers to questions 1 through 15. Some ask for synonyms, while others ask for antonyms. You will not need to use all the words in the box.

| | | | | |
|---------|----------|------------|----------------|-----------|
| canyon | border | vegetation | precipitation | harvest |
| mesa | homeland | longitude | diverse | prairie |
| urban | drought | crust | latitude | elevation |
| compass | peak | tributary | prime meridian | planet |

- 1 What word means the opposite of a *valley*? _____
- 2 What word means nearly the same as *boundary*? _____
- 3 What word means the opposite of *rural*? _____
- 4 What word means nearly the same as *rainfall*? _____
- 5 What word means the opposite of *same*? _____
- 6 What word means nearly the same as *birthplace*? _____
- 7 What word means nearly the same as *crop*? _____
- 8 What word means the opposite of *flood*? _____
- 9 What word means nearly the same as *plain*? _____
- 10 What word means the opposite of *longitude*? _____
- 11 What word means nearly the same as *altitude*? _____
- 12 What term means the same as *0 longitude*? _____
- 13 What word means nearly the same as *branch*? _____
- 14 What word means nearly the same as *plants*? _____
- 15 What word means nearly the same as *Earth*? _____



Our World

Fluency: Reading with Expression

★ When you read a story or an article with expression, you make it more interesting by stressing certain words (saying them louder or faster) and varying your speech in other ways. You might even whisper some parts.

Practice reading the following selection at least three times. Then perform it for a friend. Use a different voice for each of the three parts: the Narrator and the twins, Reader 1 and Reader 2. Remember to:

- Pronounce all words clearly.
- Vary the tone, pace, and volume of your speaking. Use pauses or a louder or softer voice to stress key words and phrases.
- Look your audience in the eye as often as possible.
- Use gestures whenever they are appropriate.

The Day the Volcano Blew Its Top

Narrator: The twins had lived near Mount St. Helens in Washington State all their lives, but nothing exciting had ever happened there before. Now the whole community was watching smoke curl out of the top of the mountain. The twins were standing with their father on a high hill near their home. They were several miles from the mountain. Every so often, a small earthquake gently shook the ground where they were standing.

Reader 1: Did you feel that earthquake? I think this old mountain is on its last legs! Any minute now, the top of it is going to explode, into a ball of fire!

Reader 2: I hope not 'cause then all the camping grounds on the mountain will be ruined. Don't you remember all the fun times we had there?

Narrator: Mount St. Helens had been a very popular place to hike, camp, and fish—before the shaking and rumbling began. Now all the roads leading to the mountain were closed.

Reader 1: Mmm. Things are sure quiet now.

Reader 2: I'll say! This eruption is taking forever and a day. Nothing's happened for the last 20 minutes, and I'm bored stiff. I'm ready to call it a day and head for home.

Reader 1: Take it easy! I think this mountain has something up its sleeve today. I'm not ready yet to call it quits.

Narrator: Their father had been searching the mountaintop with binoculars. Suddenly, he pointed at a bulge in the rock and shouted for them to look.

Reader 1: Wow! The mountain is moving! This is getting out of hand! It's getting bigger and bigger and ...

Reader 2: Cool! I'm really glad we stuck it out! That's awesome!



Our World

Comprehension: Understand Idioms

- ★ An **idiom** is a group of words that does not mean exactly what it says. For example, when you hear that people are “struggling to make ends meet,” they are not trying to fasten a belt or tie a ribbon around a package. They are having trouble paying their bills.

Read each idiom from the script on page 8 and choose the sentence that correctly states its meaning.

- 1** I think this old mountain is on its last legs.
- (A) The mountain has old legs.
 - (B) The mountain cannot walk.
 - (C) No one can walk on the mountain.
 - (D) The mountain is reaching the end of its existence.
- 2** Let's hang on a little longer.
- (F) Don't let go
 - (G) Let's not hold on.
 - (H) Let's wait a few more minutes.
 - (J) Let's hold on to the railing.
- 3** I'm bored stiff.
- (A) I feel like a board.
 - (B) My muscles are stiff.
 - (C) I'm extremely bored.
 - (D) My whole body is stiff.
- 4** I'm ready to call it a day.
- (F) I will call it, “a day.”
 - (G) It's not night anymore.
 - (H) I think its name is Day.
 - (J) I think it's time to quit.
- 5** This eruption is taking forever and a day.
- (A) The eruption is taking a day.
 - (B) The eruption is taking a very long time.
 - (C) The eruption will not happen.
 - (D) The eruption will go on for eternity.
- 6** This is getting out of hand!
- (F) This slipped through my fingers.
 - (G) This is hard to hold.
 - (H) This is out of control.
 - (J) I dropped something.
- 7** I'm not ready yet to call it quits.
- (A) I'll be ready soon.
 - (B) I don't know who to call.
 - (C) I'm not ready to go yet.
 - (D) I'm ready to quit.
- 8** Take it easy!
- (F) Take the easy way out.
 - (G) Don't get anxious.
 - (H) Do the easy ones.
 - (J) Be gentle.



Our World

Comprehension: Draw Conclusions

★ When you draw a conclusion, you think about what you just read and what you already know. Then you reach a decision about something in the selection, something the author hinted at but did not state. After reading *The Day the Volcano Blew Its Top* on page 8, answer questions 1 through 5.

- 1 Choose the sentence that draws a correct conclusion.
 - (A) Reader 1 is more eager to watch the volcano than Reader 2.
 - (B) Reader 2 is more eager to watch the volcano than Reader 1.
 - (C) The father is not very interested in watching the volcano erupt.
 - (D) The narrator is more interested in the volcano than Readers 1 and 2.

- 2 You can conclude that the volcano will not cause the family to move. What information from the story supports this conclusion?

- 3 Choose the sentence that draws a correct conclusion.
 - (A) The father and twins have watched the mountain on other days.
 - (B) This is the first day that they have watched the mountain.
 - (C) The family will probably not watch it tomorrow.
 - (D) The family comes to this spot many times a day.

- 4 Draw a conclusion about the small earthquakes that gently shook the ground as the family watched smoke curl out of the top of the mountain.

- 5 Choose the sentence that draws a correct conclusion.
 - (A) The family might be injured by the eruption.
 - (B) The family is on a hiking trail on the mountain.
 - (C) Police are keeping everyone from getting close to the mountain.
 - (D) The family was camping on the mountain when the quakes began.