



**5th/6th Grade ELL Packet**

**May 11th - May 22nd**

***Mrs. Tynell***

**REVIEW WEEK!**

**Assignment #1**

**Skill Review:** Context Clues

**Assignment #2**

**Skill Review:** Author's Purpose 1

**Assignment #3**

**Skill Review:** Fact vs. Opinion 1

**Assignment #4**

**Skill Review:** Compare & Contrast 1

**Assignment #5**

**Skill Review:** Author's Purpose 2

**Assignment #6**

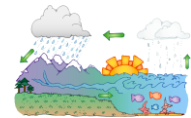
**Skill Review:** Fact vs. Opinion 2

**Assignment #7**

**Skill Review:** Compare & Contrast 2

**Assignment #8**

**Writing Activity:** Journal Response



## Context clues

### Reading Comprehension Worksheet

#### Practice

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**Context clues** are *hints to the meaning* of a difficult word. These hints can be in the same sentence or in the sentences before or after the sentence that uses the difficult word.

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As you read the story, pay attention to the underlined words, and any hints you might find about the meanings of these words.

#### The Water Cycle

You can't see it, but the water cycle is always in motion on the earth. This series of events goes round and round, again and again, providing clean, fresh water for the land and seas. As water goes through this cycle, it is sometimes solid ice, sometimes liquid water, and sometimes a gas called water vapor.

The energy that drives the water cycle is heat. When heat is added to ice, the ice melts into water. When heat is added to water, it evaporates, turning from liquid into gas. When heat is taken away from water vapor, it condenses, turning from gas into liquid. When heat is taken away from water, it freezes, turning from liquid to solid.

The heat from the sun warms the water in oceans and rivers. The water changes into water vapor that rises into the air. High above the earth, the water vapor cools and becomes tiny particles of water that create clouds. As the clouds gather more and more particles of water, the water falls as rain or snow, which are two forms of precipitation. This precipitation is absorbed in the ground or is added to the water in oceans, lakes, and rivers. The cycle is always, constantly, in process, everywhere in the world.

Select which context clues give a hint to the meaning of each of these words.

1. cycle

- A. ...can't see it...
- B. ...on the earth...
- C. ...series of events goes round and round...

2. vapor

- A. ...through this cycle...
- B. ...a gas...
- C. ...liquid water...

3. evaporate

- A. ,,heat is added to water...
- B. ...heat is taken away...
- C. ,,turning from liquid into gas...

4. condense

- A. ...turning from gas into liquid...
- B. ...it freezes...
- C. ...turning from liquid to solid...

5. particle

- A. ...tiny...
- B. ...create...
- C. ...becomes..

6. precipitation

- A. ...particles of water...
- B. ...rain or snow...
- C. ...absorbed in the ground...

~~~~~

7. What context clue gives you a hint to the meaning of the word "constantly"?

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## Author's purpose

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### Reading Comprehension Worksheet

#### Practice

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An author's **purpose** is the reason for writing something.

- Sometimes the **purpose** is *to give us information*.
- Sometimes the **purpose** is *to convince us to believe or do something*.
- Sometimes the **purpose** is *to surprise us or make us laugh*.

Sometimes an author has *more than one purpose* for writing.  
~~~~~

Here are some short sections of different kinds of writing. Think about the author's **purpose** for writing each one.

The energy that drives the water cycle is heat. When heat is added to ice, the ice melts into water. When heat is added to water, the water evaporates, turning from liquid into gas.

1. What is the author's purpose for writing? (There may be more than one correct answer.)
  - A. to give us information
  - B. to convince us to believe or do something
  - C. to surprise us or make us laugh

If you've tried and have not won,  
Never stop for crying.  
All that's great and good is done  
Just by patient trying.

2. What is the author's purpose for writing? (There may be more than one correct answer.)
  - A. to give us information
  - B. to convince us to believe or do something
  - C. to surprise us or make us laugh

When meteoroids enter the earth's atmosphere and start to burn, they are called meteors. They are visible from the ground, as they appear to shoot across the sky. We call them shooting stars. Shooting stars are not stars at all: they are meteors!

3. What is the author's purpose for writing? (There may be more than one correct answer.)
- A. to give us information
  - B. to convince us to believe or do something
  - C. to surprise us or make us laugh

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4. What is another example of something written to give us information?

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5. What is another example of something to convince us to believe or do something?

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6. What is another example of something written to surprise us or make us laugh?

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## Fact and opinion

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### Reading Comprehension Worksheet

#### Practice

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If something is *true*, or it *really happened*, it is a **fact**.

If something is *what someone thinks or believes*, it is an **opinion**.  
~~~~~

As you read this story, think about what parts are **fact** and what parts are **opinion**.

#### Sloths

Sloths are the slowest-moving mammals on earth. It takes a full minute for a sloth to move 6 feet across the ground. You probably couldn't move that slowly if you tried! The sloth's body is about 2 feet long. It has long legs, and curved claws that are 3 to 4 inches long. Their claws and their long legs help them climb trees and hang from tree branches. They spend almost their entire lives hanging from tree branches. The life of a sloth is not very exciting.

Sloths have a round head, small ears, a stubby tail, and sad-looking eyes set in a dark-colored "mask." The shape of a sloth's mouth makes it look like it is always smiling. It has extra bones in its neck that make it possible for it to turn its head almost all the way around. Sloths don't put on much of a show, but they are very cute to look at.

Sloths' bodies are home to many tiny plants and creatures. Tiny plants grow on the sloth's fur, making sloths appear to be green. This makes the sloths almost invisible against the green leaves of the trees they live in. Moths and insects also live in the sloth's fur. Maybe the sloth doesn't even seem like an animal to these plants and creatures, because the sloth moves so little and so seldom.

Giant sloths the size of elephants once lived in many places on earth, including North America. Today, sloths can be found in the tropical forests of Central and South America. They eat leaves and berries. A sloth can stick its tongue out 12 inches. Maybe they developed this skill so they wouldn't have to move to reach the tasty leaves and berries around their resting spot. Their main enemies are jaguars, eagles, and snakes. Many tropical forests are disappearing, along with the sloths that live there. It would be a sad thing if these fascinating little animals became extinct.

Circle the word “fact” if it is *true* or it *really happened* in the story.  
Circle the word “opinion” if it is *what someone thinks or believes*.

- |   |      |         |
|---|------|---------|
| 1. Sloths are the slowest mammals on earth.   | fact | opinion |
| 2. It takes a full minute for a sloth to move 6 feet across the ground.                                     | fact | opinion |
| 3. You probably couldn't move that slowly if you tried!   | fact | opinion |
| 4. Sloths spend almost their entire lives hanging from tree branches.                                       | fact | opinion |
| 5. The life of a sloth is not very exciting.  | fact | opinion |
| 6. Sloths have a round head, small ears, a stubby tail, and sad-looking eyes.                               | fact | opinion |
| 7. The shape of a sloth's mouth makes it look like it is always smiling.                                    | fact | opinion |
| 8. A sloth can turn its head almost all the way around.   | fact | opinion |
| 9. Sloths are cute to look at.  | fact | opinion |
| 10. Tiny plants grow on the sloth's fur.  | fact | opinion |
| 11. Moths and insects live in the sloth's fur.  | fact | opinion |
| 12. Maybe the sloth doesn't even seem like an animal to the tiny plants and creatures that live in its fur. | fact | opinion |
| 13. Sloths live in the tropical forests of Central and South America.                                       | fact | opinion |
| 14. Many tropical rainforests are disappearing.   | fact | opinion |
| 15. It would be sad if sloths became extinct.   | fact | opinion |

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16. What is one other **fact** from the story about sloths?

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## Compare and contrast

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### Reading Comprehension Worksheet

#### Practice

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When we **compare** two things, we tell how they are *alike*.

When we **contrast** two things, we tell how they are *different*.  
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Here are two stories. As you read, think about how the stories are *alike*, and how they are *different*.

#### The Donkey and the Mule

A Peddler set off on his usual journey. All of the things he would sell along the way were packed on his donkey and his mule. The donkey walked along easily until they started up the steep mountain path. The poor little donkey's load was more than he could bear. He begged the mule to take a little bit of his load, so that he could carry the rest more easily. But the mule paid no attention. At last they reached the top of the mountain where there was a small inn. The donkey was so exhausted that he fell to the ground. The next morning the donkey still could not get to his feet. Not knowing what else to do, the Peddler added the donkey's load to the mule's load, and went on without the donkey. The mule's load was heavy, but his heart was even heavier. "If only I had helped the donkey just a little, I would not have a double load myself," he reflected.

#### The Peddler's Mule

A Peddler took his mule to the seacoast to buy salt. On the way home, they crossed a shallow stream where the mule accidentally slipped and fell. All of the salt in the bags dissolved, and the mule's load was much lighter. The Peddler went back and bought even more salt than before. When they came to the stream, the mule fell down on purpose. When he got up, his load was again much lighter than before. The Peddler saw through the mule's trick, and went back to the seacoast a third time. This time, instead of salt, he bought a cargo of sponges. Again, the mule fell down when they reached the stream. The sponges filled with water, and greatly increased his load. This time he had only tricked himself.



Some of these details are true of just one of the two stories. Some are true of both stories. Some are not true of either story. Read each detail, and select the best answer.

1. A Peddler goes on a trip.  
A. "The Donkey and the Mule" only      C. Both stories  
B. "The Peddler's Mule" only      D. Neither story
  
2. One of the characters asks for help.  
A. "The Donkey and the Mule" only      C. Both stories  
B. "The Peddler's Mule" only      D. Neither story
  
3. One character is smarter than another.  
A. "The Donkey and the Mule" only      C. Both stories  
B. "The Peddler's Mule" only      D. Neither story
  
4. The characters agree about something in the beginning.  
A. "The Donkey and the Mule" only      C. Both stories  
B. "The Peddler's Mule" only      D. Neither story
  
5. A mule is sorry about something in the ending.  
A. "The Donkey and the Mule" only      C. Both stories  
B. "The Peddler's Mule" only      D. Neither story
  
6. The characters travel up a mountain path.  
A. "The Donkey and the Mule" only      C. Both stories  
B. "The Peddler's Mule" only      D. Neither story
  
7. The characters cross a shallow stream.  
A. "The Donkey and the Mule" only      C. Both stories  
B. "The Peddler's Mule" only      D. Neither story
  
8. The characters argue about something.  
A. "The Donkey and the Mule" only      C. Both stories  
B. "The Peddler's Mule" only      D. Neither story

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9. What is one other detail that is *alike* or *different* in the two stories?

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## Author's purpose

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### Reading Comprehension Worksheet

### Practice

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An author's **purpose** is the reason for writing something.

- Sometimes the **purpose** is *to give us information*.
- Sometimes the **purpose** is *to convince us to believe or do something*.
- Sometimes the **purpose** is *to surprise us or make us laugh*.

Sometimes an author has *more than one purpose* for writing.

~~~~~

Here are some short sections of different kinds of writing. Think about the author's **purpose** for writing each one.

We sailed along for days and days,  
And had the very best of plays—  
  
But Tom fell out and hurt his knee,  
So there was no one left but me.

1. What is the author's purpose for writing? (There may be more than one correct answer.)
  - A. to give us information
  - B. to convince us to believe or do something
  - C. to surprise us or make us laugh

“My sons,” said the father, “if you are of one mind, and unite to help each other, you will be like the bundle of sticks, and no one will be able to harm you. But if you are divided among yourselves, you will be broken as easily as these sticks.”

2. What is the author’s purpose for writing? (There may be more than one correct answer.)
  - A. to give us information
  - B. to convince us to believe or do something
  - C. to surprise us or make us laugh

Giant sloths the size of elephants once lived in many places on earth, including North America. Today, sloths can be found in the tropical forests of Central and South America. They eat leaves and berries. A sloth can stick its tongue out 12 inches.

3. What is the author’s purpose for writing this story? (There may can be more than one correct answer.)
  - A. to give us information
  - B. to convince us to believe or do something
  - C. to surprise us or make us laugh

~~~~~

4. What is another example of something written to give us information?

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5. What is another example of something written to convince us to believe or do something?

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6. What is another example of something written to surprise us or make us laugh?

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## Fact and opinion

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### Reading Comprehension Worksheet

#### Practice

~~~~~  
If something is *true*, or it *really happened*, it is a **fact**.

If something is *what someone thinks or believes*, it is an **opinion**.  
~~~~~

As you read, think about what parts are **fact** and what parts are **opinion**.

#### Benjamin Sees a Sloth

Benjamin's class was learning about unusual animals. Today they were going on a field trip to the zoo to see some of the animals they had learned about. Benjamin's favorite was the sloth. He had never seen one, but he had learned a lot about them, and seen pictures of them. They were so cute. They had big round eyes, and looked like they were wearing a mask. The sloths in all of the pictures looked like they were smiling.

Benjamin remembered a story he had read about sloths. The story said that many sloths live in the tropical forests in the South American country of Bolivia. Santa Cruz, a large city in Bolivia, has many large parks with old and beautiful trees. Years ago, many sloths lived in these trees. People liked to come to the parks and look for the sloths. Even though there were many sloths in the parks, they were hard to see. Their fur was as green as the leaves of the trees they lived in. Benjamin wished he could have visited one of those parks. He was sure he would have been able to spot the sloths, even if they were hard to see.

The story went on to say that there was a problem with the sloths in the parks. Even though sloths don't move very often, and are very, very slow when they do move, they do not like to be bothered. And if they are bothered, their long curved claws make very good weapons. Children in the parks, and even some adults, would poke at the sloths to try to get them to move. Some of these people got serious scratches and cuts from the sloths' sharp claws. The city decided to move the sloths out of the parks and back to the forests that were their natural home. Benjamin decided that had been a good idea. The sloths would be safer, and so would the people.

Benjamin class arrived at the zoo, and they finally came to the section where the sloths lived. The sign said there were two sloths. It was a large area, with many trees. Benjamin looked and looked, but he didn't see the sloths. He was very disappointed. Then his teacher said, "Look there!" and pointed. And there was one of the sloths, just ten feet away from Benjamin, a little higher than his head. And it was even cuter in person than it was in the pictures.

Circle the word “fact” if it is *true* or it *really happened* in the story.  
Circle the word “opinion” if it is *what someone thinks or believes*.

- |                                                                                           |      |         |
|-------------------------------------------------------------------------------------------|------|---------|
| 1. Benjamin’s favorite animal was the sloth.                                              | fact | opinion |
| 2. Benjamin had seen lots of pictures of sloths.                                          | fact | opinion |
| 3. Benjamin thought sloths were cute.                                                     | fact | opinion |
| 4. Benjamin thought the sloths in the pictures looked like they were smiling.             | fact | opinion |
| 5. Santa Cruz is a large city in Bolivia.                                                 | fact | opinion |
| 6. Years ago, sloths lived in the parks in Santa Cruz.                                    | fact | opinion |
| 7. Benjamin wished he could have seen the sloths in the city parks of Santa Cruz.         | fact | opinion |
| 8. Sloths can use their long claws as weapons.                                            | fact | opinion |
| 9. Sometimes people in the Santa Cruz parks would tease the sloths.                       | fact | opinion |
| 10. Benjamin decided that the Santa Cruz sloths would be safer in the forest.             | fact | opinion |
| 11. There were two sloths in the zoo Benjamin visited.                                    | fact | opinion |
| 12. Benjamin could not see the sloths at first.                                           | fact | opinion |
| 13. Benjamin was disappointed when he could not see the sloths at first.                  | fact | opinion |
| 14. Benjamin’s teacher pointed to one of the sloths in the zoo.                           | fact | opinion |
| 15. Benjamin thought the sloth at the zoo was even cuter than the sloths in the pictures. | fact | opinion |

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16. What is one other **fact** from the story about Benjamin?

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## Compare and contrast

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### Reading Comprehension Worksheet

#### Practice

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When we **compare** two things, we tell how they are *alike*.

When we **contrast** two things, we tell how they are *different*.

~~~~~

Here are two stories. As you read, think about how the stories are *alike*, and how they are *different*.

#### The Frogs Who Wanted a King

The Frogs decided that they should have a King. They called to the Ruler of all Animals and begged him to give them a King. The Ruler saw the silliness of the request, and threw a large log into the lake. The Frogs were terrified by the splash. But when the waters grew still they looked at the huge log. It wasn't moving, so they went and sat on it. After a while, the Frogs decided that the Ruler had not sent them a very good king, so they called to him again. This time he sent an Eel to be their King. The Eel was so kind and gentle that the Frogs called to the Ruler a third time. This time he sent a Heron. The Heron looked at the Frogs hungrily, and began to chase them. They found another lake where they lived happily, and they never asked for a King again.

#### The Proud Crow

The Ruler of all Animals decided that he should create a royal bird to rule over all the other birds. He made it known that the birds should all come before him so that he could choose the most beautiful among them to be King. The Crow knew that he was far from the most beautiful of the birds. He went through the forest, collecting feathers that had fallen from the wings of the nicer looking birds. He stuck the lovely feathers all over his body, hoping to make himself the most beautiful of all. When the birds lined themselves up in front of The Ruler of all Animals, the Crow took his place with the others. The Ruler was amazed at the Crow's beauty, and made him King. But the other birds saw through the Crow's trick. Each one plucked his own feather off of the Crow, leaving the Crow nothing but a Crow. And Jupiter decided that the birds did not deserve a King.

Some of these details are true of just one of the two stories. Some are true of both stories. Some are not true of either story. Read each detail, and select the best answer.

1. One of the characters becomes a King.  
A. "The Frogs Who Wanted a King" only    C. Both stories  
B. "The Proud Crow" only    D. Neither story
2. Animal characters ask the Ruler of All Animals for something.  
A. "The Frogs Who Wanted a King" only    C. Both stories  
B. "The Proud Crow" only    D. Neither story
3. The Ruler of all Animals wants to make someone a King.  
A. "The Frogs Who Wanted a King" only    C. Both stories  
B. "The Proud Crow" only    D. Neither story
4. In the story beginning, many characters want something.  
A. "The Frogs Who Wanted a King" only    C. Both stories  
B. "The Proud Crow" only    D. Neither story
5. Some of the characters argue about something.  
A. "The Frogs Who Wanted a King" only    C. Both stories  
B. "The Proud Crow" only    D. Neither story
6. The Ruler of All Animals makes a decision.  
A. "The Frogs Who Wanted a King" only    C. Both stories  
B. "The Proud Crow" only    D. Neither story
7. Everyone is happy in the beginning.  
A. "The Frogs Who Wanted a King" only    C. Both stories  
B. "The Proud Crow" only    D. Neither story
8. Some characters are angry in the ending.  
A. "The Frogs Who Wanted a King" only    C. Both stories  
B. "The Proud Crow" only    D. Neither story

~~~~~  
9. What is one other detail that is *alike* or *different* in the two stories?

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