



REMOTE LEARNING WORK PACKET

SWD ELA (UPPER GRADES)

It is always our goal to provide rigorous grade level instruction to our students. Here are some resources and tools that will help your student access the grade level packets. Please don't hesitate to reach out to your school or your child's teacher for additional guidance and support.

Also available in PDF form (to print at home) on our website at
www.afyabaltimore.org/updates



Helpful Reading and Writing Supports

Packet Includes:

1. Strategies for Finding Unknown Words
2. Prefix and Suffix Chart
 - a. Use this to help with unknown words.
3. Graphic Organizer for Notice/ Wonder Charts.
 - a. Use these after a first read! (4 charts included)
4. Sentence Starters for Writing
 - a. Use these when writing open-ended questions.
5. Vocabulary and Gist Recording Form
 - a. There's another version included in your packet but this version has some guiding questions and lines to write on. (4 charts included!)

Note: It is always helpful to read aloud a text to your scholar before they try reading it on their own. This helps their fluency and comprehension. We ask students to try on their own after the first read aloud, but encourage them to ask for help if they need additional sections read aloud.

What do I do when I find an unknown word?

Strategy	How to do it?	What do I need?
Sound it out	<ol style="list-style-type: none"> 1) Say the word slowly to sound all parts/syllables. 2) See if you recognize the word. 	Nothing!
Look for Word parts	<ol style="list-style-type: none"> 1) Review the word to see if it has any prefixes, suffixes, or root words. 2) Use your knowledge to determine meaning. 	Prefix/ Suffix Word Chart
Word Substitution	<ol style="list-style-type: none"> 1) Read the sentence WITHOUT the unknown word. 2) Think: What other words do I know that could fit here? 	Nothing!
Context Clues	<ol style="list-style-type: none"> 1) Look for a definition in the text. It will usually follow the word. 2) Look in the text for an example that might give you clues about the words meaning. 3) Look for a restatement. A restatement happens when the word is discussed in a way that makes the meaning clear. 	The text! Context clues are usually found in the same paragraph; make sure to read the whole paragraph, not just the sentence with the unknown words.
Consult an expert	<ol style="list-style-type: none"> 1) Ask someone in your family if they can help with you the word. 2) Look up in dictionary. 	Dictionary- If you don't have one at home, google "define_____" - Fill your word in on the blank!

Common Prefixes and Suffixes

Prefix	Definition	Examples
un	not/ opposite	Unlock, unsafe
re	again / back	Rewind, reread rewrite
dis	not/ opposite of	dislike/ distrust
under	Too little/ below	Underfed, underground
over	Too much/ above	Overdone, overheard,
non/ im	not	Nonsense, impatient
pre	before	Preplan, pretest
bi	two	Bicycle, binoculars
tri	three	Tricycle, triangle
quad	Four	quadrant
semi	half	Semicircle, semifinal
multi	man/ much	Multicolor, multifamily
tele	distant/ far	Television, telephone
mis	wrong / incorrect	miscommunicate , misinterpret
inter	between	Intercept, interstate
mid	middle	midweek , midnight
fore	before/ earlier	Foreward,
trans	Across/ change. through	Transfer, transformation
ex	Out of/ away from	Extend, exhale
auto	self	Automatic, autograph
Em, en	To cause to be	Embark, enable,
uni	one/ single	Uniform, unite
anti	against/ opposite	Antibiotic, antifreeze

Suffix	Definition	Examples
ion, ation, sion, tion,	Act of/ state or/ result of	Attention, invitation
ness	Condition of/ State of	Loneliness, darkness,
ly	Characteristic of	Friendly, quickly
ment	Process of	enjoyment
able/ible	Can be done	Likeable, sensible
ian. an	Have the skill of, being related to	Magician, american
ship	Condition of/skill	Championship, leadership
ism	Act, belief, process of	Idealism, absenteeism
ence, ance,	Act or condition of	Excellence, importance
en	Made of/ to make	Wooden, tighten,
ish	Relating to/ characteristic	Foolish, childish
hood	The state of	Livelihood, boyhood
ent/ ant	Act or condition of	immigrant , student
dom	Condition of	Boredom, freedom
ist	One who does an action	Scientist, artist
er/or	One who, that which	Baker, boxer, survivor
ful	Full of	Meaningful, beautiful
less	without	Careless, helpless
ing	Process of	Helping, skipping, running
ology, logy	The study of	zoology , biology

Title of Text:	
What did you notice?	What did you wonder?
I noticed... 	I wonder...
I also noticed 	I also wonder...

Title of Text:	
What did you notice?	What did you wonder?
I noticed... 	I wonder...
I also noticed 	I also wonder...

Title of Text:	
What did you notice?	What did you wonder?
I noticed...	I wonder...
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
I also noticed	I also wonder...
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Title of Text:	
What did you notice?	What did you wonder?
I noticed...	I wonder...
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
I also noticed	I also wonder...
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Sentence Starters: How can I start my writing?



Sentence Starters to Answer a Question	Sentence Starters to Include Evidence
<ul style="list-style-type: none">• I think...• I believe...• My answer to this question is...• The authors introduce (explains, demonstrates) by... <p>Remember: The best way to answer a question is to use the words from the question. This is called Restating the Question.</p> <p>Example:</p> <p>Question: Some people firmly believe that the Loch Ness monster is actually a plesiosaur. Use at least three details from the account to explain why some people believe this.</p> <p>Answer: Some people believe the Lochness monster is a plesiosaur. Three details that support this are:</p>	<ul style="list-style-type: none">• According to the text,• In the text it says• One example from the text that supports this is...• In paragraph _____, it states
Sentence Starters to Explain Thinking	Sentence Starts to Conclude Writing
<ul style="list-style-type: none">• This means...• This evidence shows that...• Without _____ (evidence) it would be..• If _____ then, _____	<ul style="list-style-type: none">• My last point is ...• My final point is ...• Finally,• In conclusion,• In summary,• To conclude I would like to say .

Title of Text:		
Paragraph	What new words are in this paragraph?	What is the gist of this paragraph? (Think: Who? Did What? Why?)
1		<div>Who: <hr/></div> <div>Did What: <hr/><hr/></div> <div>Why: <hr/><hr/></div>
2		<div>Who: <hr/></div> <div>Did What: <hr/><hr/></div> <div>Why: <hr/><hr/></div>
3		<div>Who: <hr/></div> <div>Did What: <hr/><hr/></div>

		Why: <hr/> <hr/>
4		Who: <hr/> Did What: <hr/> <hr/> Why: <hr/> <hr/>
5		Who: <hr/> Did What: <hr/> <hr/> Why: <hr/> <hr/>
6		Who: <hr/> Did What: <hr/> <hr/> Why:

		<hr/> <hr/>
7		Who: <hr/> Did What: <hr/> Why: <hr/>
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