

ReadingHorizons
ELEVATE®

Student Packet

Other Suffixes

Name: _____

Welcome to the *Reading Horizons Elevate*® Weekly Student Packet!

Each packet contains the following items:

- Practice pages for each skill lesson from the *Reading Horizons Elevate*® Student Book
- Transfer Cards
- Passages with comprehension questions from the *Reading Horizons Elevate*® Reading Library

Some packets will also include practice pages for Most Common Words lessons.

Student Book Practice Pages

Each practice page begins with a brief review of the associated skill or list of Most Common Words. Students may need the support of a fluent reader to read the skill review and the instructions for each activity.

Most Common Words are words that appear so frequently in writing that students need to know them by sight. Until these words become a regular part of the student's vocabulary, the student may require more support from a fluent reader while completing these practice pages.

Transfer Cards

Transfer Cards were designed to be fully decodable, meaning that the student should have learned all the necessary skills to read these independently. These cards provide valuable practice using the skills taught in the program.

Reading Library Passages and Comprehension Questions

Reading Library passages are designed to give students practice reading a variety of nonfiction texts. Each packet will include at least two passages of varying difficulty. Students will benefit from additional support from a fluent reader while working through these passages.

Happy Reading!

The Reading Horizons Team

For more information, contact your instructor at _____.

Skills Review

- A suffix is one or more letters added to the end of a word that change the meaning of the word and usually its part of speech.
- **-TION**: This combination has the sound /shun/. It always comes at the end of a word and is its own syllable (*station*; *attention*).
- **-SION**: This combination has the sound /shun/ and /zhun/. It says /shun/ when an *s*, *n*, or *l* come right before the *-sion* (*permission*). It says /zhun/ when a vowel or Murmur Diphthong comes right before the *-sion* (*lesion*; *excursion*).
- Whenever the vowel *i* comes right before *-tion* and *-sion*, the sound of *i* will be short.
- **-TIAL**: This suffix has the sound /shul/ (*partial*).
- **-US** and **-OUS**: Both endings have the sound /us/. Words ending in *-us* are nouns and words ending in *-ous* are adjectives (*campus*, *famous*).
- **-IST** and **-EST**: Words ending in *-ist* are usually nouns and words ending in *-est* are usually adjectives (*dentist*; *slowest*).

DECODING

To mark words with *-tion*, *-sion*, and *-tial* suffixes, place an *x* under the two vowels, and join the three or four letters together with an arc.

abrasion

election

partial

To prove words that have *-ous* suffixes, place an *x* under and between the two vowels, and draw an arc under all three letters.

enormous

To prove words that have *-us*, *-ist*, or *-est* suffixes, just underline the suffix.

circus

dentist

longest

A. Prove these words.

adoption

caption

foundation

confusion

fiction

isolation

vacation

reflection

famous

artist


cactus

shortest

Other Suffixes

READING

Read this letter.
Notice the
words with
Other Suffixes.



In the time since my previous letter, I interviewed for a position with a famous company. With their recent expansion, the company needs many new workers. The interview was in an enormous building. The interviewer asked me about my experience with supervision. We also had a discussion about the company's long tradition of quality service. I still don't know whether I got the job, but I feel anxious in anticipation. I can already envision working there.

Your friend,
Pat

APPLICATION ACTIVITIES

A. Answer the questions about the reading above.

1. Why does the famous company need many new workers?

2. How does Pat describe the building in which the interview took place? _____

3. What type of experience did the interviewer ask Pat about?

4. How does Pat feel about the possibility of getting this job?

5. Pat can already _____ working there.

Other Suffixes

B. Write the words below in the correct column. If the word ending with *-tion* or *-sion* sounds like /shun/, write it in the "/shun/" column. If the *-sion* sounds like /zhun/, write it in the "/zhun/" column. (Letters between "/ /" represent sounds.)

~~illusion~~

fiction

submersion

emotion

mission

vision

condition

confusion

/shun/	/zhun/
	illusion

C. Circle the words that are nouns. Underline the words that are adjectives. (Remember that words ending in *-us* or *-ist* are nouns and words ending in *-ous* and *-est* are adjectives.)

bonusenormous

joyous

surplus

artist

shortest

strongest

orthodontist

fungus

tallest

obvious

cyclist

circus

dentist

smallest

famous

D. Choose and write in the correct ending for each word. Use the context as clues. (Remember that a noun names a person, place, thing, or idea and an adjective describes a noun.)

1. He is the tall est man I've ever seen. (est/ist)

2. She is a very fam _____ athlete. (ous/us)

3. Have you been to the dent _____ to get your teeth cleaned? (est/ist)

Other Suffixes

4. It makes me nerv_____ to have someone work on my teeth! (ous/us)
5. My sister wants to become a biolog_____, so she is studying biology in college right now. (est/ist)
6. He said the college camp_____ is very big. (ous/us)
7. After she paid her bills, she had a surpl_____ of \$500 at the end of the month. (ous/us)
8. She is the smart_____ person I know when it comes to finances. (est/ist)

Lesson 87: Other Suffixes

joyous convention submission
occasion dimension friction
fusion famous perfection

This wedding is a joyous occasion. It has been planned to perfection. Do you know if there will be any famous people here?

Lesson 87: Other Suffixes

isolation oblivious question
mission partial famous
relation marvelous passion

Lacy has a passion for art. She hopes to be a famous artist one day.

Lesson 87: Other Suffixes

location glorious submersion
election pension luminous
revision vacation obvious

It is obvious that I need to save more money in my pension, but I really want to take a vacation.

Lesson 87: Other Suffixes

potion dangerous gumption
election circus vocation
direction emotion vision

Your vision problems could be serious. It is too early to know the outcome of the election.

Lesson 87: Other Suffixes

confusion admission section
registration campus version
contention nervous elevation

There was some confusion about the admission to the art show, so don't forget your registration form.

Lesson 87: Other Suffixes

fusion action commotion
enormous prevention tension
disastrous traction perfection

My father heard a commotion when he entered the conference, so he told a joke to help ease the tension.

Lesson 87: Other Suffixes

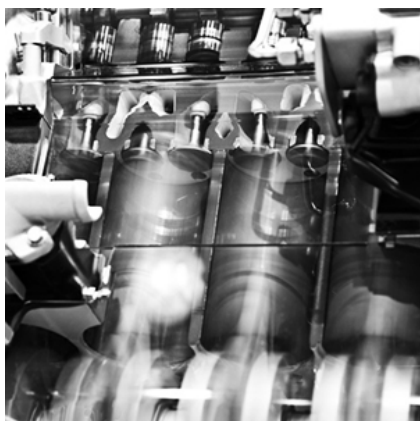
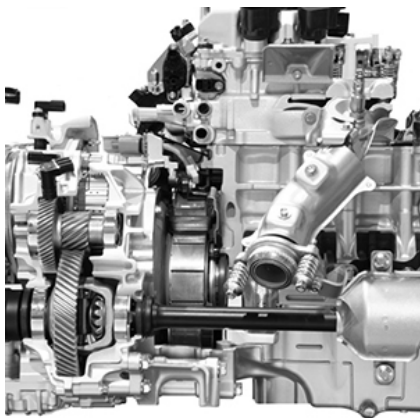
information location revision
fraction invention nervous
friction famous perfection

Jason wasn't used to being famous, so the press made him nervous. His new invention needs revisions.

Lesson 87: Other Suffixes

lotion bogus conclusion
sensation action martial
question marvelous session

At the conclusion of the session, the martial arts instructor was tired but to him it was a marvelous sensation.



technology

Lexile®: 840L
Word Count: 550

Time: _____

Internal Combustion Engines

Some people use a car to travel from place to place. But how does a car work? How does the car move forward? The car's engine makes this possible. The way a car engine works is a very interesting process.

A traditional car engine is called an internal combustion engine (or ICE). This is because it is powered by gasoline or a similar fuel. For the engine to work, the gasoline must be **combusted**, or burned, so that it releases energy. This energy is released a little at a time, using something called *spark plugs*. A spark is a tiny fire or amount of electricity that can ignite gasoline. When the gasoline is ignited by the spark plugs, energy is released.

The energy from the ignited gas is released inside something called a *cylinder*. One common example of a cylinder is a soup or soft drink can. The cylinder in a car engine is like a can, only it is hollow (empty) and much longer.

Now, imagine that the bottom is removed from the empty can. A pole or stick is placed inside the cylinder. This pole, called a *piston*, is very strong and is made of metal. The piston seals off, or closes tightly, the bottom of the cylinder. But the piston can still move freely up and down inside the cylinder.

The top of this piston is always in the cylinder. The bottom of the piston is attached to a turning circle called the *crankshaft*. The piston is attached to the crankshaft with a metal rod that holds the two pieces together. This rod allows the piston to move up and down when the crankshaft turns.

So, imagine that the piston is pushed all the way up inside the cylinder. Remember, the bottom of the piston is attached to the crankshaft. When the engine is turned on, the spark plugs create tiny sparks at the top of the cylinder, combusting some gasoline. The energy released by the combusting fuel pushes the piston down inside the cylinder. As the piston is pushed down, it makes the crankshaft turn.

The crankshaft is connected to the wheels of the car. All of these parts work together in a powerful cycle to turn the wheels of the car:

1. First, air and a tiny bit of fuel are let into the cylinder.
2. Then, as the crankshaft turns, the piston moves up and compresses the air.
3. Just as the piston reaches the top of the cylinder, the spark plug creates a spark. This causes the fuel to burn in the cylinder.
4. The energy from the combustion pushes the piston back down to the bottom, turning the crankshaft.
5. The crankshaft turns all the way around, pushing the piston back up.
6. The cycle continues as long as the car has the fuel to keep pushing the pistons.

Every car engine has at least four cylinders going through this cycle. Some larger cars have six or eight cylinders. Really large or very fast cars and trucks can even have as many as 12 cylinders going through this cycle. Each cycle allows for hundreds of tiny combustions every minute. The more tiny combustions there are, the faster the crankshaft can turn the wheels. As a result, the more cylinders in an engine, the faster the car can move.

Internal Combustion Engines

Comprehension Questions

Circle the best answer.

- This passage is mostly about
 - how cars have power to move.
 - how cars became safe for travel.
 - why people like to travel by car.
 - why gasoline cars are so popular.
- Energy in gasoline is released with help from the
 - pistons.
 - crankshafts.
 - fuel gauges.
 - spark plugs.
- When a piston is at the top of the cylinder,
 - the engine stops working.
 - a spark plug breaks in half.
 - the crankshaft pulls it back.
 - an explosion pushes it down.
- The more cylinders a car has
 - the older the car.
 - the faster the car.
 - the quieter the engine.
 - the smaller the engine.
- The passage suggests that the explosions in a combustion engine are
 - accidental.
 - controlled.
 - dangerous.
 - uncommon.
- The author mentions a soup can (paragraph 3) to explain
 - the price of fuel.
 - the smell of gasoline.
 - the sound of ignition.
 - the shape of a cylinder.
- If something is *combusted* (paragraph 2), it is
 - burned by fire.
 - pushed forward.
 - made from metal.
 - turned very tightly.

Meteorologists

What is a meteorologist? The suffix *-ology* means “the study of,” and *-ist* refers to a person involved in a given occupation. Therefore, a meteorologist is a person who studies meteors. When people think of meteors, the first thing that often comes to mind is the image of an asteroid, a large space rock, speeding toward Earth, perhaps causing the destruction of the dinosaurs or creating a deep crater. However, an alternative definition of the word *meteor* means any atmospheric phenomenon. The word is actually derived from a Greek word meaning “high in the sky.” Because the atmosphere is made up of all of the gases surrounding the Earth, any event that happens in the sky—including hail, lightning, and changes in wind—counts as a meteor by this definition. These atmospheric events are the object of a meteorologist’s study.

Weather events can be explained by the interaction of basic atmospheric variables over time, including temperature, air pressure, and water vapor. For this reason, meteorologists are often able to use complex mathematics and computer technology, as well as past patterns, to predict future weather. In fact, meteorologists are perhaps best known as weather forecasters. Radio and TV reporters who give the weather forecast are sometimes licensed meteorologists, although many of them merely receive information from a meteorologist and transmit it to a broader audience. Meteorologists must **synthesize**, or bring together, a lot of information in order to make a good prediction, so it is often difficult to be completely accurate in these forecasts, but they do their best to convey accurate predictions and succeed most of the time.

Of course, not all meteorologists are weather forecasters. Many do research on the effects of atmospheric phenomena, changes in climate, or environmental issues related to the Earth’s atmosphere. They identify and document weather patterns for future use and learn more about climate change and damage to the ozone layer. They try to educate the public on atmospheric changes and on human interaction with their environment. This can mean protecting the atmosphere from dangerous human-made chemicals and pollutants or warning people of possibly harmful weather events like hurricanes and tornadoes. Meteorologists can work in the private, industrial, or government sector and may work alone or on a team with many other scientists.

Meteorologists have been following weather patterns for centuries. The Greek scholar Aristotle is considered the father of meteorology, and he wrote the first book on the subject in 340 BC. It is only in the last century or two that complex technology has made the era of modern meteorology possible. Until about the 19th century, meteorologists were unable to track weather patterns at the speed at which they move. In the past, meteorologists used tools like the weather balloon, a balloon with enough lifting power to carry a measuring device into the sky. The device could take readings such as temperature and air pressure and would remotely send them back down to Earth. Sometimes, the devices also took pictures to give meteorologists a better view of the weather patterns.



*jobs, technology,
weather, geography*

*Lexile®: 1250L
Word Count: 901*

Time: _____

Meteorologists (continued)

Today, many modern technologies have been added to the meteorologist's set of tools. Satellites above the Earth can now capture not only cloud cover but also temperature, wind speed, and other information about the climate. Although meteorologists are spread throughout the world and work together to produce an accurate global picture of weather patterns, satellites can fill in gaps where there are no weather stations, such as atmospheric areas covering the ocean. Special aircraft are now available to measure climatic readings, to take samples of particles in the air for further research, and to more closely observe dangerous weather events. Meteorologists use radar technology to detect and measure precipitation by producing an electronic beam and reading the response. A special type of radar, called Doppler, can also measure wind speed and direction. More recently, modern computers have been invented, providing the computing power necessary to numerically model atmospheric behaviors using complex algorithms and enormous sets of data in a reasonable amount of time. Meteorologists must have the skills to use all of these tools, to interpret their output, and to communicate the results to their colleagues and the general public.

In order to become a meteorologist, one must have a solid education in general science. Many colleges offer undergraduate programs in meteorology or atmospheric sciences, which includes meteorology but is a little broader. Many weather forecasters need a bachelor's degree; however, meteorologists who want to specialize usually choose to attend graduate school. A master's or doctoral degree is generally required for meteorologists who want to participate in atmospheric research for a career. The specific training they receive there will prepare them to work in a more focused field. For example, they could study how pollution from volcanoes impacts hurricane frequency or the effect of ozone holes on polar ice caps. Rather than projecting weekly weather forecasts, meteorologists who participate in research will usually identify patterns to predict long-term climatic events.

Depending on one's interests, a career as a meteorologist could lead a person down assorted professional paths that would impact people everywhere. Meteorology is a rewarding occupation and one in which a person could learn a great deal about the atmosphere around the planet and the cause and effect of various weather events. Those who are curious about the phenomena that occur in the atmosphere may want to pursue a career in meteorology.

Meteorologists

Comprehension Questions

Circle the best answer.

- The main purpose of this passage is to
 - compare meteorological devices.
 - explain what a meteorologist does.
 - describe extreme meteorological events.
 - summarize the life of the first meteorologist.
- Meteorology is the study of
 - objects in outer space.
 - computer technology.
 - the planet's plants and animals.
 - the atmosphere and weather.
- Most people are familiar with meteorologists who are
 - research scientists.
 - weather forecasters.
 - technology inventors.
 - university educators.
- Aristotle is recognized by meteorologists as the
 - observer of the first lightning storm.
 - inventor of the first weather balloon.
 - author of the first book on meteorology.
 - photographer of the first meteorological photos.
- Meteorologists used radar to
 - observe gaps in the ozone layer.
 - measure rain and wind patterns.
 - check the speed of lightning bolts.
 - track the movement of weather balloons.
- We can infer that the author of this passage thinks that weather forecasters are
 - always accurate.
 - accurate very often.
 - accurate only sometimes.
 - never accurate.
- The passage suggests that most research meteorologists work
 - for television stations.
 - in stations near the ocean.
 - without any university degree.
 - with scientists from other countries.
- The author begins this passage by
 - defining an important key term.
 - describing a common problem.
 - telling a story about a famous person.
 - asking a set of interesting questions.
- The author mentions volcanoes (paragraph 6) to
 - explain how rainfall impacts cities.
 - give an example of a research topic.
 - describe the life of a famous scientist.
 - show where research stations are located.
- To *synthesize* (paragraph 2) means to
 - attend graduate school for many years.
 - share useful ideas with other scientists.
 - combine information from multiple sources.
 - closely follow a single weather phenomenon.

Most Common Words List 20

Skills Review

- Most Common Words are words that are used often when reading and sometimes do not follow phonetic skills.

Most Common Words List 20

above girl sometimes mountains cut young talk
soon list song being leave family it's body

A. Read the story. Circle the Most Common Words from List 20. Words can be used more than once.

Heidi, one of the most popular children's books ever, was written in 1881. It's the story of a young girl named Heidi whose family dies. She is forced to cut off contact with everyone she knows and move in with her grumpy grandfather who lives high above Switzerland in the mountains. Being a sweet and caring girl, Heidi is soon able to cheer up her grandfather. Sadly, after Heidi starts getting used to her new home, her aunt makes her leave. A wealthy girl who has some problems with her body and uses a wheelchair is in need of a friend. Sometimes, Heidi is happy with her new friend, but she misses her grandfather. Later, she is allowed to return to him and the mountains. The book contains a lot of dialog where characters talk to each other, but the movie, which was made in 1937, also uses song. It's a musical starring Shirley Temple. If you look up *Heidi* online, you will find a long list of books, shows, and movies about the story. It's considered a classic.

Most Common Words List 20

B. Answer the questions about the story above.

1. Who is Heidi? _____

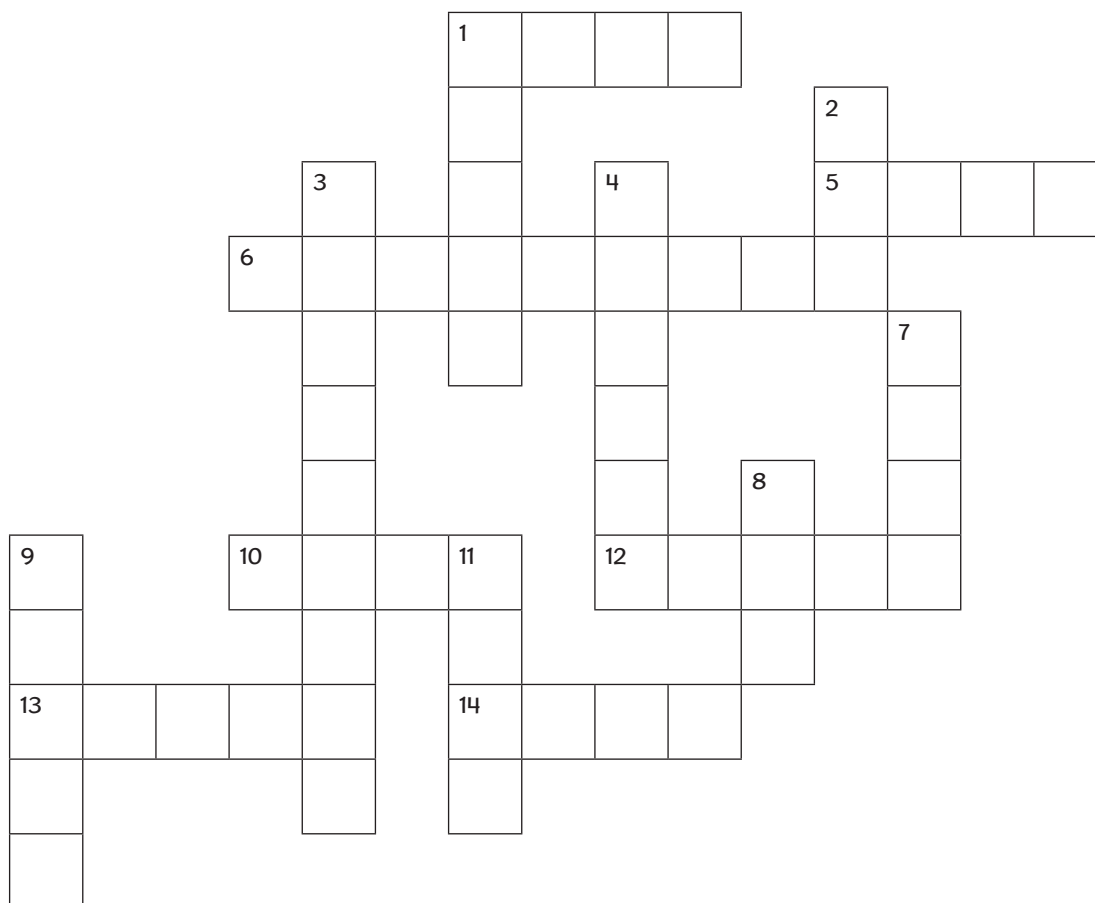
2. Why does Heidi have to move in with her grandfather?

3. Where does Heidi's grandfather live? _____

4. How is the movie version of Heidi different from the book?

5. What will you find if you look up Heidi online?

C. Complete the crossword puzzle using the Most Common Words from List 20. Use the sentences from the story as clues. If a word contains an apostrophe, place the apostrophe in the same box as the final letter.



Most Common Words List 20

Across

1. Heidi's friend cannot move her _____ very well and uses a wheelchair.
5. Dialog in the book shows when the characters _____ to each other.
6. Heidi's grandfather lives in the _____ .
10. Heidi is a sweet and caring _____ .
12. Heidi is a _____ girl.
13. Heidi's grandfather lives high _____ Switzerland.
14. Heidi _____ cheered up her grumpy grandfather.

Down

1. _____ a sweet and caring girl, Heidi cheers up her grandfather.
2. *Heidi* is a famous story; _____ considered a classic.
3. Heidi was happy with her friend _____ .
4. Heidi's _____ died .
7. The musical version of *Heidi* is filled with _____.
8. Heidi was forced to _____ off contact with everyone before moving in with her grandfather.
9. Heidi's aunt made her _____ her grandfather.
11. If you look up *Heidi* online, you will find a long _____ of books, shows, and movies about it.