Lesson 11

Grade 4

Includes:
• Blackline Masters organized by lesson
• Weekly Tests for Key Skills

Observation Checklists and other Informal Assessments can be found in the Assessment section of the Grab-and-Go™ Resources for this grade.
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Dear Family,

This week we’ll be asking “What are the benefits of studying weather?” Children’s author Patricia Lauber tells about one of nature’s most powerful events in the informational text **Hurricanes: Earth’s Mightiest Storms**. We’ll also read about the damage caused by hurricanes in the newspaper article **Recovering from Katrina**.

**This week’s…**

**Target Vocabulary:** whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered

**Vocabulary Strategy:** Suffixes -ful, -less, -ness, -ment

**Comprehension Skill:** Text and graphic features—examining how words and pictures help us understand ideas

**Comprehension Strategy:** Infer/predict—using text clues to predict what is coming in the text or what hasn’t been directly stated

**Writing Focus:** Opinion writing—persuasive paragraph

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**Activities to Do Together**

**Vocabulary**

See if you and your child can use all of this week’s **Target Vocabulary** in sentences!

**Sharing Thoughts About Weather**

Using a newspaper weather section, discuss the upcoming weather forecast with your child. Encourage your child to ask questions about the weather map, including its symbols and their meanings.

**The Best Type of Weather**

Talk about what kind of weather your child would like on his or her birthday if he or she could choose any type. As you talk, jot down any details that make that weather more desirable than a hurricane. Then ask your child to create a summary paragraph explaining why those details add up to nice weather.

Go to the **eBook** to read and listen to this week’s selection.
Weekly To-Do List

Put an X in each box when you finish the activity.

**Must Do**
- [ ] Practice pages
- [ ] Comprehension and Fluency Literacy Center
- [ ] Word Study Literacy Center
- [ ] Think and Write Literacy Center
- [ ] Daily Independent Reading
- [ ] Other

**May Do**
- [ ] Reading Log
- [ ] Vocabulary in Context Cards
- [ ] Practice Spelling Words
- [ ] Work on Writing Assignment
- [ ] Other

### Daily Independent Reading

<table>
<thead>
<tr>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
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<tr>
<td>Wednesday</td>
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<tr>
<td>Thursday</td>
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<tr>
<td>Friday</td>
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<tr>
<td>whirling</td>
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<td>--------------</td>
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<tr>
<td>rapidly</td>
</tr>
<tr>
<td>condense</td>
</tr>
<tr>
<td>source</td>
</tr>
<tr>
<td>rotating</td>
</tr>
</tbody>
</table>
Fill in two more examples and non-examples for *ancient*. Then create your own Four-Square Maps for three of the remaining Target Vocabulary Words.

**Definition**
from a time long ago

**Example**
- King Tut’s tomb

**Sentence**
The ancient statue was at least 2,000 years old.

**Non-example**
- a football
## Column Chart: ________________

**Title or Topic** __________________________

<table>
<thead>
<tr>
<th>Text or Graphic Features</th>
<th>Page Number</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>diagram of layers of Earth</td>
<td>5</td>
<td>names the three layers of Earth</td>
</tr>
<tr>
<td>diagram of volcano</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
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</tr>
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<td>--------------------------</td>
<td>-------------</td>
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</tr>
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<td></td>
<td></td>
<td>to show what happens to matter from dust storms in the region</td>
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<td>------------------------------------------------------------------------------------------</td>
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<td>--------------------------------------------------</td>
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</tr>
</tbody>
</table>
Suffixes -ful, -less, -ness, -ment

Use the information in the chart to write the meaning of the underlined word in the sentences below. The first one has been done for you.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ful</td>
<td>full of</td>
<td>Joyful means full of joy.</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>Hopeless means without hope.</td>
</tr>
<tr>
<td>-ness</td>
<td>has, being</td>
<td>Heaviness means being heavy.</td>
</tr>
<tr>
<td>-ment</td>
<td>action, process, or result</td>
<td>Achievement means the result of achieving.</td>
</tr>
</tbody>
</table>

1. Using more than one paper napkin at dinner is wasteful.
   Wasteful means full of waste.

2. I don’t have any dreams to tell about because my sleep was dreamless.
   Dreamless means ________________.

3. The clouds parted, and the sun’s brightness peeked through.
   Brightness means ________________.

4. Peter is always cheerful and smiling.
   Cheerful means ________________.

5. Mice are known for their quickness. It helps them outrun predators.
   Quickness means ________________.

6. It was pointless to wash the laundry in the dirty washing machine.
   Pointless means ________________.

7. The conductor made an announcement that the train was running late.
   Announcement means ________________.
Suffixes \textit{-ful, -less, -ness, -ment}

Use the information in the chart to write the meaning of the word in italics below. Then, write a sentence using the word.

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<td>Achievement means \textit{the result of achieving}.</td>
</tr>
</tbody>
</table>

1. \textit{Happiness} means ________________________________.

2. \textit{Hopeful} means ________________________________.

3. \textit{Helpful} means ________________________________.

4. \textit{Advertisement} means ________________________________.

5. \textit{Clumsiness} means ________________________________. 
Suffixes -ful, -less, -ness, -ment

Use the information in the chart to match each word with its correct definition. Write the letter of the correct answer on the lines below.

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</table>

1. _______ careful              a. action of judging
2. _______ lightness            b. without care
3. _______ heartless            c. being light
4. _______ careless             d. full of cheer
5. _______ judgment              e. without heart
6. _______ cheerful             f. full of care
<table>
<thead>
<tr>
<th>TEST RECORD FORM</th>
<th>Possible Score</th>
<th>Acceptable Score</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary:</strong> Target Vocabulary, Suffixes -ful, -less, -ness, -ment</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Comprehension:</strong> Text and Graphic Features, Explain Scientific Ideas, Text Structure, Anchor Text</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Decoding:</strong> Compound Words</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar:</strong> Frequently-Confused Words</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>40</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Total Student Score × 2.5 = 26

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Vocabulary

Answer Numbers 1 through 10. Choose the best answer for each question.

1. What does the word *whirling* mean in the sentence below?

   The hurricane’s *whirling* winds are very destructive.

   A. dangerous  
   B. huge  
   C. spinning  
   D. strong

2. What does the word *condense* mean in the sentence below?

   I watched the moisture *condense* on the side of the cold glass.

   F. disappear  
   G. change color  
   H. start moving downward  
   I. change from a gas to a liquid

3. What does the word *ancient* mean in the sentence below?

   Ancient artists created paintings of animals on cave walls.

   A. from long ago  
   B. from another country  
   C. having advanced ideas  
   D. having little talent or skill

4. What does the word *source* mean in the sentence below?

   What is the source of your information?

   F. how something is used  
   G. when something is ended  
   H. why something is important  
   I. where something comes from

5. What does the word *registered* mean in the sentence below?

   The air temperature was *registered* on the thermometer.

   A. erased  
   B. heated  
   C. hidden  
   D. recorded

6. What does the word *enjoyment* mean in the sentence below?

   Good weather contributed to our *enjoyment* of the picnic.

   F. hunger  
   G. luck  
   H. pleasure  
   I. unhappiness
7. What does the word *suddenness* mean in the sentence below?

   The storm arose with great suddenness.

   A. quickness  
   B. rainfall  
   C. strength  
   D. windiness

8. What does the word *harmless* mean in the sentence below?

   Some snakes are harmless.

   F. growing very large  
   G. not living very long  
   H. eating plants and animals  
   I. not causing pain or injury

9. Which word means the OPPOSITE of the word *useless* in the sentence below?

   The broken bicycle is now useless.

   A. damaged  
   B. dusty  
   C. repaired  
   D. useful

10. Which word means the OPPOSITE of the word *careful* in the sentence below?

    The teacher praised me for my careful editing.

    F. careless  
    G. cautious  
    H. dutiful  
    I. precise
Comprehension

Answer Numbers 1 through 8. Base your answers on the article “Hurricanes: Earth’s Mightiest Storms.”

1. What is the MAIN cause of hurricanes?
   - A. low-pressure areas over cold oceans
   - B. high-pressure areas over cold oceans
   - C. low-pressure areas over warm oceans
   - D. high-pressure areas over warm oceans

2. What causes the air in a hurricane to spiral?
   - F. the heat of the sun
   - G. the rotation of the earth
   - H. the ebb and flow of tides
   - I. the condensation of moisture

3. Under which heading would you be MOST likely to find the causes of a hurricane?
   - A. “World Names”
   - B. “Weather Instruments”
   - C. “Into the Eye of the Storm”
   - D. “The Making of a Hurricane”

4. How do the photos help the reader understand the ideas in the article?
   - A. They show important weather scientists.
   - B. They show important weather instruments.
   - C. They show the destructive effects of hurricanes.
   - D. They show the differences between a hurricane and a tsunami.

5. What kind of text structure does the sentence below show?
   The low-pressure area acts like a chimney—warm air is drawn in at the bottom, rises in a column, cools, and spreads out. As the air rises and more is drawn in, the storm grows.
   - A. cause-and-effect
   - B. order of importance
   - C. problem-and-solution
   - D. compare-and-contrast

6. Which graphic feature in the article is MOST helpful in showing the reader how a hurricane forms?
   - F. the map
   - G. the photo
   - H. the diagram
   - I. the satellite image
7. Which graphic feature in the article is MOST helpful in showing the reader the paths of hurricanes?

A. the map
B. the diagram
C. the photograph
D. the satellite image

8. Which of these is MOST responsible for improvements in the prediction of hurricanes?

A. airplanes
B. anemometers
C. hygrometers
D. satellites

Use the articles “Hurricanes: Earth’s Mightiest Storms” and “Recovering from Katrina” to answer Numbers 9 and 10.

9. How are the two articles DIFFERENT in focus?

A. “Hurricanes” focuses on the effects of hurricanes.
B. “Hurricanes” focuses on firsthand reports of hurricanes.
C. “Recovering from Katrina” focuses on the causes of hurricanes.
D. “Recovering from Katrina” focuses on the effects of one particular hurricane.

10. What conclusion can the reader make based on the facts presented in both articles?

F. Hurricane prediction is impossible, so there is no way to save lives during a hurricane.
G. Hurricane prediction is improving, but these mighty storms still cause devastating damage.
H. Climate change is creating stronger hurricanes, so hurricanes will cause much greater damage in the future.
I. Hurricanes are not a major concern for citizens of the United States, so government research about them is not necessary.
Decoding

Answer Numbers 1 through 10. Choose the best answer for each question.

1 Which words make up the compound word thunderstorm?
   A thud and storm
   B unders and torm
   C under and storm
   D thunder and storm

2 Which words make up the compound word classmates?
   F lass and ate
   G lass and mate
   H class and mates
   I classm and mates

3 Which words make up the compound word rattlesnake?
   A rattle and ake
   B rat and snake
   C rattle and snake
   D ratt, les, and nake

4 Which words make up the compound word scarecrow?
   F scar and row
   G scar and crow
   H scare and crow
   I scar, rec, and row

5 Which words make up the compound word paperback?
   A pap and ack
   B ape and back
   C paper and back
   D pap, erb, and ack

6 Which words tell the meaning of the compound word oatmeal in the sentence below?
   Mom cooked oatmeal yesterday morning.
   F a food for horses
   G a time to eat oats
   H a food made from oats
   I a machine used to plant oats
7. Which words tell the meaning of the compound word *sidewalk* in the sentence below?

Evelyn walked on the sidewalk on her way home from school.

A a path that leads to school
B a place along a road where people walk
C a path that passes through people’s homes
D a place where cars and other vehicles drive

8. Which words tell the meaning of the compound word *afternoon* in the sentence below?

The club will have a meeting at 2:00 this afternoon.

A a time after lunch
B happening after school
C a room inside a building
D wearing a watch to tell time

9. Which words tell the meaning of the compound word *wildcat* in the sentence below?

A wildcat does not make a good pet.

A a house cat
B an untamed cat
C a lost cat in the woods
D an animal from a pet store

10. Which words tell the meaning of the compound word *headlights* in the sentence below?

The driver turned on the headlights when it grew dark outside.

A lights over your head
B small lights you carry
C glasses for night driving
D lights on the front of the car
Answer Numbers 1 through 10. Choose the best answer for each question.

1. What change should be made in the sentence below?
   
   If you’re going to the mall, I will go their too.

   A. change *you’re* to *your*
   B. change *mall* to *maul*
   C. change *their* to *there*
   D. change *too* to *two*

2. What change should be made in the sentence below?
   
   I want to by a new fan because the old one broke.

   A. change *to* to *too*
   B. change *by* to *buy*
   C. change *new* to *knew*
   D. change *one* to *won*

3. What change should be made in the sentence below?
   
   He was so hungry that he ate the whole pizza instead of just one piece.

   A. change *so* to *sow*
   B. change *ate* to *eight*
   C. change *hole* to *whole*
   D. change *piece* to *peace*

4. What change should be made in the sentence below?
   
   It makes sense to change clothes if your going to be playing in the woods.

   A. change *sense* to *cents*
   B. change *clothes* to *close*
   C. change *your* to *you’re*
   D. change *be* to *bee*

5. What change should be made in the sentence below?
   
   Next week our class is going to rite stories about fish and other sea creatures.

   A. change *week* to *weak*
   B. change *our* to *hour*
   C. change *rite* to *write*
   D. change *sea* to *see*
6. What change should be made in the sentence below?

I bought to red balloons and four blue ones.

- change to to two
- change red to read
- change four to for
- change blue to blew

7. What change should be made in the sentence below?

Don’t run too fast or you’ll get a pane in your side and feel weak.

- change too to to
- change pane to pain
- change your to you’re
- change weak to week

8. What change should be made in the sentence below?

My Ant Jenny lives by the ocean, about an hour away from here.

- change Ant to Aunt
- change by to buy
- change hour to our
- change here to hear

9. What change should be made in the sentence below?

Their house is the plain yellow won that has flowers growing by the mailbox.

- change Their to There
- change plain to plane
- change won to one
- change flowers to flours

10. What change should be made in the sentence below?

Turn left at the next rode and then stop at the fourth house on the right.

- change rode to road
- change then to than
- change fourth to forth
- change right to rite
Here It Comes!

Read the chant with a partner. First, read it together. Then take turns reading each line. Finally, talk about a time when you were in a storm.

Here it comes!
The winds move **rapidly**.
The winds move across the sea.
It’s more than a windstorm.
It’s a hurricane!

Here it comes!
The winds are **rotating** up to the sky.
The winds reach up, very high.
It’s more than a funnel cloud.
It’s a hurricane!

Here it comes!
The winds are **whirling** round and round.
The winds **rage**, and pound and pound.
It’s more than a bad storm.
It’s a hurricane!

Here it comes!
The winds travel down a curved path, dropping rain.
The winds howl and wail.
It’s more than a rainstorm.
It’s a hurricane!
Hurricanes are great whirling storms. They form in the air. Air surrounds Earth and presses on its surface. The air pressure is always changing. Some days are times of high pressure. That’s when the air presses down hard on Earth. Some days are times of low pressure. That’s when the air lifts up from Earth.

No one knows exactly what causes a hurricane. Hurricanes form over low-pressure areas over warm ocean waters. The low-pressure area acts like a chimney. Warm air is drawn in rapidly at the bottom. It rises in a column. It spirals. It cools and spreads out. This creates a storm, or hurricane.

Several instruments, or tools, can help predict that a hurricane will form. Those instruments are a barometer, a thermometer, and an anemometer.
Target Vocabulary

Fill in two more examples and non-examples for ancient. Then create your own Four-Square Maps for three of the remaining Target Vocabulary Words. Possible responses shown.

Vocabulary

- ancient
- condense
- rapidly
- source
- predict
- rage
- experience
- source
- condense
- rapidly
- predict
- rage
- experience
- source
- ancient

Definition

from a time long ago

Example

• King Tut’s tomb
  a cave painting made
  thousands of years ago
  the Parthenon

Sentence

The ancient statue was
at least 2,000 years old.

Non-example

• a football
  a new pair of shoes
  a car

Column Chart: Text and Graphic Features

Title or Topic: Volcanoes Possible responses shown.

<table>
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<tr>
<th>Text or Graphic Features</th>
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<td>diagram of layers of Earth</td>
<td>5</td>
<td>names the three layers of Earth</td>
</tr>
<tr>
<td>diagram of volcano</td>
<td>7</td>
<td>names the different parts of an erupting volcano</td>
</tr>
<tr>
<td>photograph of land in the path of a mud slide from a volcano</td>
<td>9</td>
<td>shows the damage caused by a mud slide</td>
</tr>
</tbody>
</table>
### Tsunami

<table>
<thead>
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<td></td>
</tr>
<tr>
<td>diagram that shows how a tsunami moves toward shore</td>
<td>7</td>
<td>shows how the height of the waves increases as the tsunami reaches shore</td>
<td></td>
</tr>
<tr>
<td>map of the Indian Ocean</td>
<td>8</td>
<td>shows which countries were affected by the tsunami</td>
<td></td>
</tr>
</tbody>
</table>

### Nature Destroys, Nature Renews

<table>
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</thead>
<tbody>
<tr>
<td>map of Atlantic Ocean and surrounding continents</td>
<td>10</td>
<td>to show what happens to matter from dust storms in the region</td>
<td></td>
</tr>
<tr>
<td>map of Atlantic Ocean and surrounding continents</td>
<td>10</td>
<td>to show what parts of the world are affected by dust storms in that region</td>
<td></td>
</tr>
<tr>
<td>diagram of what is needed to start a wildfire</td>
<td>7</td>
<td>to show how fuel, heat, and oxygen can combine to start and spread a wildfire</td>
<td></td>
</tr>
</tbody>
</table>
### Suffixes -ful, -less, -ness, -ment

Use the information in the chart to write the meaning of the underlined word in the sentences below. The first one has been done for you. (1 point each)

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</table>

1. Using more than one paper napkin at dinner is **wasteful**.
   - Wasteful means full of waste.

2. I don't have any dreams to tell about because my sleep was **dreamless**.
   - Dreamless means without dreams.

3. The clouds parted, and the sun's **brightness** peeked through.
   - Brightness means being bright.

4. Peter is always **cheerful** and smiling.
   - Cheerful means full of cheer.

5. Mice are known for their **quickness**. It helps them outrun predators.
   - Quickness means being quick.

6. It was **pointless** to wash the laundry in the dirty washing machine.
   - Pointless means without a point.

7. The conductor made an **announcement** that the train was running late.
   - Announcement means the action of announcing.
### Suffixes -ful, -less, -ness, -ment

Use the information in the chart to write the meaning of the word in italics below. Then, write a sentence using the word. (2 points each)

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ful</td>
<td>full of</td>
<td>Joyful means full of joy.</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>Hopeless means without hope.</td>
</tr>
<tr>
<td>-ness</td>
<td>has, being</td>
<td>Heaviness means being heavy.</td>
</tr>
<tr>
<td>-ment</td>
<td>action, process, or result</td>
<td>Achievement means the result of achieving.</td>
</tr>
</tbody>
</table>

1. **Happy** means being happy. Possible response: Seeing my little sister walk for the first time brought me great happiness.

2. **Hopeful** means full of hope. Possible response: Sara was hopeful there would be a snow day.

3. **Helpful** means full of help. Possible response: Bill is a helpful student because he offers to clean the blackboards.

4. **Advertisement** means process of advertising. Possible response: I saw an advertisement for my favorite breakfast cereal on television.

5. **Clumsiness** means being clumsy. Possible response: Jenny's clumsiness caused her to trip over the step.

### Use the information in the chart to match each word with its correct definition. Write the letter of the correct answer on the lines below. (1 point each)

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</table>

1. **f** careful
2. **c** lightness
3. **e** heartless
4. **b** careless
5. **a** judgment
6. **d** cheerful

   a. action of judging
   b. without care
   c. being light
   d. full of cheer
   e. without heart
   f. full of care

**Assessment Tip:** Total 10 Points
Lesson 11

Grade 4

Includes:

• Blackline Masters organized by lesson
• Weekly Tests for Key Skills

Observation Checklists and other Informal Assessments can be found in the Assessment section of the Grab-and-Go™ Resources for this grade.