

SHORT READS
DECODABLESTM
ADVANCE

Teacher's Guide

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Smokejumpers

Genre: Informational Article

When wildfires break out, smokejumpers parachute in to battle the blazes. Why are they needed now more than ever before?

EARTH & SPACE

Wild Weather

Blizzards, Hurricanes, Droughts, and More

Essential Question

What causes extreme weather, and how are people affected by it?

Targeted Elements

Suffix -er: bigger, drier, harder, hotter, smokejumper, wilder

Suffix -or: director, supervisor

Content-Area Words

- **climate:** the usual weather in a place
- **fuel:** something that is used as a source of heat or energy, such as coal, wood, gasoline, or natural gas
- **gear:** equipment or clothing

High-Frequency Highlights

Use these steps to guide instruction:

- Read the word. Have students echo.
- Use the word in a sentence. Discuss its meaning or usage.
- Identify sounds or parts of the word.
- Ask students to write the word.

because

sentence: James did well on the test because he studied hard.

meaning/usage: “since; for the reason that”; this word signals that the reason for something is coming next.

parts: Point out that the first syllable is an open syllable with a long-vowel sound: *be-*. Notice the tricky spelling in the second syllable, *-ause*. Have students read each syllable and then the whole word.

there

sentence: The bus stops there in front of the sign.

meaning: “at, to, or in a particular place” (context-specific)

parts: Notice the tricky spelling of the vowel sound. The letters *ere* spell the sound /êr/ (air).

Introduce: Suffixes -er, -or

Review that suffixes are word parts that are added at the ends of words. Suffixes change a word’s meaning and may change the part of speech. Write and read aloud these words:

teach • teacher direct • director
hot • hotter hard • harder

Point out that in the first pair (*teach/direct*), the first word is a verb, or action word, and the second word with the suffix is a noun, or naming word. *The underlined suffixes mean “someone who does,” so a teacher is “someone who teaches.”*

Point out that in the second pair (*hot/hard*), both words are adjectives, or words that describe a noun. Explain that when the suffix *-er* is added to an adjective, the suffix means “more.” Point out that the spelling of a base word may change when a suffix is added.

Practice Reading Words With Affixes

Write the following words for students: *player, smokejumper, supervisor, bigger, drier, wilder*. Guide them to use the following steps to read the words, keeping in mind how each suffix changes the meaning of the base word.

1. **Look:** Find and read the base word. (It may have a change!)
2. **Find:** Read the added word part(s). (For these words, students should identify the suffixes.)
3. **Read:** Put it all together and read the word.
4. **Fix:** Adjust your pronunciation or try another vowel sound as needed to read the word.

MLs Help students understand the *-er* and *-or* words above. Support them by defining each word and then having them read the word out loud and use it in a sentence.

Read the Text

Engage Read aloud the title and have students repeat it. Talk about its meaning. Invite students to predict what they will learn about in this informational text.

First Reading Read aloud the text or have students who need less support read independently or with partners. Listen in and provide feedback as needed.

Second Reading Have students whisper-read with partners. Give help as needed. For students who may need more support, have them echo-read the text with you or pair them with a more fluent reader.

After Reading: Build Comprehension and Knowledge

Use the following questions to monitor comprehension and reinforce knowledge and vocabulary. Encourage students to use the text to help them explain their answers.

- **Big Ideas** What do smokejumpers do to fight wildfires? Why must smokejumpers be stronger than most people?
- **Vocabulary** What is *fuel*? Why do smokejumpers try to clear it away?
- **Deep Thinking** Imagine what it’s like to drop out of a plane into an out-of-control wildfire. What might make smokejumpers like Madison Whittemore willing to do this tough job?

MLs Some students might benefit from expressing their responses in their home language first. Help those students transfer their ideas into English.

Spelling: Writing From Dictation

Have students write these sentences with suffixes *-er* and *-or* and familiar high-frequency words. You may want to model the writing.

Smokejumpers must be bigger and stronger than most people.
A team director may share a plan for fighting the fire.

MLs Meaning informs spelling. To help students understand each sentence before they write it: read it out loud, have students read it with you, and discuss the meaning of concrete words or phrases.

Write About Reading

Invite students to respond to this prompt. Guide them to use writing skills and strategies they've been working on.

- What might make someone a good fit for a smokejumper job? (**Informative/Explanatory**)

Wrap Up the Reading

Essential Question Use the Essential Question Discussion Routine (p. 10) to discuss with students how this text helps shape their perspectives on the Essential Question for this topic. Ask students to record individual responses.

Focus on Differentiated Instruction

You may use your observations, formative assessment, or data from available assessments to match students to appropriate instruction. If you're working with multilingual learners, you may want to prioritize the top boxes.

Review: Identifying Base Words

Introduce As students practice identifying suffixes, you may want to review that a base word is a word that can stand alone or have a prefix or suffix or other ending added to it, such as *-ed* or *-ing*.

Show Write the word *singer*. Model identifying the base word. *If I'm not sure what this word is, I can look for a base word and endings I know. I see the suffix -er. That leaves the base word sing. When I put the parts together, I get the word singer!*

Try It! Write the following words and have students find the base words: *farmer, actor, surfing, started*. (*farm, act, surf, start*)

Text Features: Diagrams

Introduce Explain that a diagram is an image that gives readers information. Guide students to use the "Smokejumper Gear" diagram to deepen understanding of how smokejumpers stay safe and get their jobs done.

Show Identify each part of the diagram: the main image, the labels, and the explanation for each label. Point out the dotted lines that connect the labels to parts of the image. *I can see that the smokejumper has a personal gear bag attached in front. The explanation tells me what's in the bag. This helps me understand things a smokejumper needs to take on a job.*

Try It! Read aloud each label and explanation with students as needed. For each item, ask students to discuss information they learn, such as:

- Where does a smokejumper carry this equipment?
- How does this equipment help a smokejumper?

Review: Identifying Parts of Speech

Introduce As students learn or review suffixes and how they can change a word's part of speech, they may need a quick review of the parts of speech. Share definitions for a noun, a verb, and an adjective.

A **noun** is a word for a person, place, or thing, such as *principal, school, or computer*.

A **verb** is a word that shows action or state of being, such as *drive*.

An **adjective** is a word that describes a noun, such as *strong*.

Show Write the word *darker*. Model identifying the part of speech. *I know that darker means "more dark." When we say, "The sky gets darker at night," we are describing the sky, which is a noun. So darker is an adjective because it describes the noun sky.*

Try It! Write the following words and have students identify the part of speech: *camper, sailor, thicker, help*.

Fluency: Accuracy/Automaticity

Introduce Let students know that repeated reading can help them build accuracy and appropriate rate.

Show Read a section of the text, such as the first paragraph of "Smokejumpers," modeling making and correcting one or two mistakes.

Try It! Choose sections of the text for students to practice reading aloud. Have them read a section 3 or 4 times, working on correcting their mistakes and reading with greater accuracy and fluency each time. Then invite them to read the section aloud to you or a peer. Possible sections:

- Introduction, paragraph 2
- Wilder Wildfires, paragraph 1