



## Roots

**Directions:** Review the roots and their meanings in the chart. Then, read each sentence. Circle the word in the sentence that contains one of the roots. Underline the context clues in the sentence that can help define the word you circled.

| ROOT         | MEANING               |
|--------------|-----------------------|
| arch         | first, original, rule |
| aud          | hear                  |
| man/manu     | hand                  |
| mater/matri  | mother                |
| min          | small, less           |
| miss/mit     | send or let go        |
| pater/patri  | father                |
| scribe/scrip | write                 |
| tract        | pull, draw, or gather |

1. The beautiful rugs at the market are manufactured completely by hand.
2. What message did the author inscribe when she signed your book?
3. If you want to be a minimalist, you need to live with less.
4. I had to retract the leash because my dog wandered too far away.
5. I was able to listen to the audio of the speech, but I didn't have a chance to watch the video.
6. The radio station transmitted an emergency message about an approaching storm to its listeners.
7. The patrimony from Mr. Oliver was distributed equally among his children.
8. The original building's design is considered to be an archetype of many others in the city.
9. After having a baby, a new mother typically takes maternity leave from her job.



## Lawns, Then and Now

Grass is a naturally soothing plant. Its softness and greenness give it a simple charm, so it's not surprising that people have prized it for centuries. Lawns and parks are features of life almost everywhere.

The word lawn comes from an old English word that originally meant "an opening in the woods." Over time, that same word came to refer to grassy areas that were deliberately cultivated by people. The areas around medieval castles, for instance, were intentionally kept free of trees. That way, people who lived in those castles could see attackers coming from a long way off.



Over the following centuries, the idea of lawns caught on. At first, lawns — the ones with short grass, anyway — were a luxury, enjoyed only by the wealthy. It's relatively easy to figure out why, since lawn mowers hadn't been invented yet. It took a lot of manual labor to cut the grass, using scythes and machetes, and to keep the weeds pulled. Only those who could afford to have many servants could keep their lawns looking nice. As a result, a lawn was viewed as a status symbol.

Today, thanks largely to lawn mowers, many people have lawns surrounding their homes. And even in cities, where living arrangements are often too cramped for lawns, many local governments build and maintain public parks. This ensures that everyone around gets to experience the joy of soft, cool grass.



## Cause-and-Effect Relationships

**Directions:** Refer to the passage "Lawns, Then and Now" to complete the chart. Then, answer the question below.

| CAUSE   | EFFECT                        |
|---|-------------------------------|
| Areas around medieval castles were intentionally kept free of trees.                    |                               |
|   | Lawns were a luxury.          |
| Lawnmowers had not been invented yet.   |                               |
| Only people who could afford to have many servants could keep their lawns looking nice. |                               |
|   | Many people today have lawns. |

1. How does the structure of the passage help you understand the ideas?

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## Content Vocabulary

**Directions:** Read the vocabulary words. Then, find each word in the Glossary and write its definition.

1. widespread

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2. implausible

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3. collide

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4. massive

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5. trigger

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6. blockage

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**Directions:** Think about today’s session. Write about something that was challenging for you. OR Write about what you would like to have more practice with. Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.

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## Roots

**Directions:** Review the roots and their meanings in the chart. Then, add a root to the prefix or suffix below to create a new word that completes each sentence.

| ROOT        | MEANING               |
|-------------|-----------------------|
| arch        | first, original, rule |
| aud         | hear                  |
| man/manu    | hand                  |
| mater/matri | mother                |
| min         | small, less           |
| miss/mit    | send or let go        |
| pater/patri | father                |
| scribe/scip | write                 |
| tract       | pull, draw, or gather |

1. What medicine did the doctor pre\_\_\_\_\_ for your cough?
2. The beautiful museum is our town's most popular at\_\_\_\_\_ion for visitors.
3. A relative from the mother's side of the family is called a \_\_\_\_\_nal relative.
4. We will help the teacher set up the exhibit after the other students are dis\_\_\_\_\_ed from class.
5. His quiet and hushed voice was nearly in\_\_\_\_\_ible.
6. The word \_\_\_\_\_script refers to something that is written by hand.
7. The state of being someone's father is known as \_\_\_\_\_nity.
8. Visitors are asked to make a \_\_\_\_\_imum donation of five dollars when entering the museum.



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## Cause-and-Effect Relationships

**Directions:** Refer to the passage “When the Earth Quakes” to complete the chart. Then, answer the question below.

| CAUSE  | EFFECT   |
|--|--|
| Earthquakes cause widespread death, destruction, and economic damage.  |  |
|  | People created myths to explain the causes of earthquakes. |
| Plates collide and rub against each other.   |  |
|  | A tsunami is produced.                                     |
| In 1700, an undersea quake with a magnitude of about 9 occurred along the northwestern coast of North America. |  |

1. How does the structure of the passage help you understand the ideas?

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## Content Vocabulary

**Directions:** Complete each sentence with a vocabulary word from the box below. You may refer to the Glossary, if needed.

|          |         |             |
|----------|---------|-------------|
| blockage | collide | implausible |
| massive  | trigger | widespread  |

1. There are four \_\_\_\_\_ maple trees in front of our school.
2. In cities across the nation, there was \_\_\_\_\_ anger about the judge's decision.
3. The large boulder landed on the street, creating a \_\_\_\_\_ for hours.
4. Even though the plot of the movie was unbelievable and \_\_\_\_\_, it was still entertaining.
5. As my dog and cat raced toward each other, I expected them to \_\_\_\_\_.
6. Exposure to cat hair will always \_\_\_\_\_ my runny nose and watery eyes.

**Directions:** Think about today’s session. How do you feel about your Vocabulary skills? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.

[illegible]



## Syllabication

**Directions:** Divide the following words into syllables. Then, read each word.

| WORD        | WORD DIVIDED INTO SYLLABLES |
|-------------|-----------------------------|
| monarch     |                             |
| manuscript  |                             |
| transcribe  |                             |
| manufacture |                             |
| miniscule   |                             |
| contracted  |                             |
| admit       |                             |
| matriarch   |                             |



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**Directions:** Write a paragraph in which you discuss cause-and-effect relationships from the passage “When the Earth Quakes.” Include details about at least three important details and their causes, as well as how this information helps you understand the ideas in the passage. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

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## Content Vocabulary Review

**Directions:** Write a sentence for each vocabulary word. Each sentence should reflect details from the passage "When the Earth Quakes."

1. widespread

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2. implausible

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3. collide

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4. massive

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5. trigger

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6. blockage

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**Directions:** Think about today’s session. How do you feel about your Fluency skills? Write your ideas on the lines below. Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark.

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