



Prefixes

Directions: Review the prefixes and their meanings in the chart. Then, read each word and the definition that follows. Write the correct word to complete the definition.

PREFIX	MEANING
multi-	many or more
pre-	before or ahead of
re-	back or again
sub-	under, below

1. substandard: _____ the usual or required standard
2. recite: to say _____, usually from memory
3. prejudice: to form a judgement _____ having enough information
4. multicolored: having _____ colors
5. submarine: a ship that can function _____ the surface of the water
6. reject: to throw _____ or refuse to accept



Who Invented Trains?

The invention of the train was a long process, taking centuries. Before railroad tracks, there were wagon ways. A wagon way was a twin set of grooves cut into a limestone-paved route. Wagon wheels went into these grooves. This kept the wagons on the desired path. The wagons themselves were pulled by humans or, more often, animals.

Archaeologists have discovered wagon ways in Greece that date from 600 BCE. They were used to pull large boats from one side of an isthmus (a narrow land strip between bodies of water) to another. In a way, these wagon ways were the first canals.



The first railroad tracks as we know them were laid in the mid-1700s. At first, these were used to guide horse-drawn wagons, in much the same way as the Greeks had done. But with the invention of the steam engine in the early 1800s, the first trains appeared.

The earliest trains were used to transport a multitude of goods. By the 1850s, however, passenger trains ran on regular schedules in both Britain and the United States. In 1869, the first coast-to-coast train tracks were completed in the United States.

Today, every industrialized nation in the world has a train system. Technology has left its mark on locomotion, just as it has most areas of human life. The fastest trains today carry people at speeds exceeding 300 km/hr (180 mph).



Author's Purpose and Cause-and-Effect Relationships

Directions: Refer to the passage "Who Invented Trains?" as you complete this page.

1. Is the author of this passage trying to give us information, persuade us to have an opinion, or entertain us? Provide at least two details to support your answer. Write your answer in complete sentences.

2. Complete the chart with two examples of cause-and-effect relationships from the passage.

CAUSE	EFFECT



Content Vocabulary

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

1. archaeologists

2. pivotal

3. forum

4. amphitheaters

5. tyrant

6. catastrophe



Directions: Think about today’s session. How do you feel about your Word Study 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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Prefixes

Directions: Underline the prefix in each word below. Then, use the words to complete the sentences.

multigrain rearrange subway preview multinational

1. A small group of students helped the teacher _____
the desks in the classroom to make room for our biography project
presentations.
2. The teenage girl's inspirational speech to a _____
audience was translated into many languages.
3. We watched a _____ of the school musical before
opening night.
4. My grandparents' bakery has the most delicious
_____ bread.
5. We enjoy riding underground as we take the _____
into the city.



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Author's Purpose and Cause-and-Effect Relationships

Directions: Refer to the passage "Rome and Its Empire" as you complete this page.

1. Is the author of this passage trying to give us information, persuade us to have an opinion, or entertain us? Provide at least two details to support your answer. Write your answer in complete sentences.

2. Complete the chart with three examples of cause-and-effect relationships from the passage.

CAUSE	EFFECT



Content Vocabulary

Directions: Review the vocabulary words below. Then, use what you know about synonyms and antonyms to complete each sentence. Use the Glossary, if needed.

amphitheaters

catastrophe

pivotal

archaeologists

forum

tyrant

1. When an event is not very important, it is the opposite of an event that is _____.
2. Stadiums are similar to _____.
3. A dictator who tells everyone what to do is similar to a _____.
4. A private area in an ancient city is the opposite of a _____.
5. People who study the technology of the future are the opposite of _____, who study artifacts from the past.
6. A disaster or a crisis is similar to a _____.

Directions: Think about today’s session. How have our lessons affected your Comprehension 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: Read the words below. Determine the number of syllables in each word. Then, write each word in the correct column.

prehistoric	resealable	multinational
multitalented	preseason	submersible
reapply	prefabricated	multistep

Three Syllables	Four Syllables	Five Syllables



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Your Turn to Write

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Content Vocabulary Review

Directions: Write a sentence for each vocabulary word. Each sentence should reflect details from the passage "Rome and Its Empire."

1. archaeologists

2. amphitheaters

3. tyrant

Directions: Complete each sentence.

1. _____ is a synonym for pivotal.
2. _____ is a synonym for forum.
3. _____ is an antonym for catastrophe.



Directions: Think about today’s session. How do you feel about your accomplishments? 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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