

Greek Roots *logos* and *graph*

FOCUS

Identifying and understanding Greek roots can help you define difficult and unfamiliar words. When you know the meaning of a Greek root, you can determine the meanings of many words that contain that root.

The Greek root *log/logos* means “word,” “saying,” or “thought.” For example, the word *apology* means “words to say one is sorry.” The Greek root *graph* means “write.” For example, the word *paragraph* means “a group of written sentences about one idea.”

PRACTICE Read each word. Circle the Greek root *log/logos* or *graph* in each one. Then write the definition of the word on the line.

1. apologize

2. choreographer

3. logical

4. homograph

5. geography

6. analogy

APPLY Choose a word from the box to complete each sentence. Each word contains the Greek root *log/logos* or *graph*. Write the word on the line.

apology epilogue	autobiography graphic	biography logical	dialogue logogram
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7. My mom had a(n) _____ with my teacher yesterday about my schoolwork and class participation.
8. After we read the story, we read the _____.
9. The website put up a new _____ that shows the results of the soccer tournament.
10. A _____ is a symbol that represents a word or a phrase.
11. My sister had a(n) _____ explanation for why she couldn't finish her chores.
12. Frederick Douglass wrote a(n) _____ of his life as a slave in America in the 1800s.
13. I gave my brother a(n) _____ for playing with his football without asking.
14. The next book I read is going to be a(n) _____ about Martin Luther King, Jr.

Vocabulary

FOCUS Review the selection vocabulary words from
“The Great Serum Race.”

erie
epidemic
freight
mushers
perished
plight

quarantine
serum
symptoms
treacherous
twilight
wade

PRACTICE Read each question. Choose the vocabulary word that answers the question and write it on the line.

1. If a community has a struggle with getting water, do they have a plight or a serum?

2. If it is nighttime, but you can still see some daylight, is it treacherous or twilight?

3. If the fog sits over the land looking mysterious, does it look erie or epidemic?

4. If a man walked through water knee-deep, did he quarantine or wade?

5. If a person shows signs of the chicken pox, does the doctor see symptoms or mushers?

6. If the chicken pox spreads to everyone in town, is it an epidemic or a serum?

7. If a steep, rocky, and uneven trail is slippery, is the path perished or treacherous?

8. If a truck transports a full load of school supplies, does it carry serum or freight?

9. If people must be separated to keep disease from spreading, are they in quarantine or plight?

10. If people train dogs to carry freight, are they mushers or symptoms?

11. If a herd of wild animals died in the severe weather, have they perished or caused an epidemic?

12. If the doctor recommends a medicinal liquid to heal the illness, does she recommend a serum or freight?

APPLY Read each sentence. Answer each question by explaining the definition in your own words.

13. You are watching the hiking guide wade through the slow-moving stream. What is he doing?

14. You are home at twilight looking up at the sky. What do you see?

Writing a Mystery

After taking a creative writing class, Angela was excited to try to write her first mystery. She knew it would be a challenge to include suspense and surprise. When she found out the local bookstore was having a writing contest for mysteries, she jumped at the chance to get her thoughts down on paper.

She knew she would have to create an eerie setting, and the eerier, the better. She pictured a setting that screamed eeriness in her mind: *an old abandoned house surrounded by a dark and dense forest at twilight*. She thought, “maybe layers of fog could be floating above a nearby meadow and there could be howling in the distance, like a wolf calling to the moon.” She could add some more details about the house later.

Next, she needed a character to come across the old abandoned house. Who should it be? Perhaps it would be a truck driver, who is stranded but needs to get his perishable freight delivered. Or, maybe, it could be a dog sled musher, who lost his dogs in the fog and now he hears the dogs howling along with the wolf. Angela could not decide, so she thought about using both characters in her story.

Angela considered the plight of her characters. What could their main problem be? How would it be solved? How could she add suspense and surprise? This part took a little more thought. Maybe an epidemic hit the area, like smallpox or the flu, although it would be more mysterious if the illness was unknown. The mysterious disease could be symptomless until it was too late. Angela liked that idea.

Angela thought about the action that would happen in her story, at the beginning, middle, and end. In the beginning, she could describe the truck driver and his problem hauling freight. After he gets stuck on a treacherous drive, he starts walking in search of help. He and the musher meet at the abandoned house, where there is a notice posted about the epidemic. They look around and try to find someone. “And then what? How should this story end?” wondered Angela. She had an idea and began writing:

Tom did not think his luck could get much worse when suddenly his drive became more treacherous with an icy fog drifting across the road. His truck rumbled to a stop, and it would not start.

Tom needed to get the perishable items, including serum, to the address he scribbled down earlier. He was so close, and the voice on the phone was so urgent. Now only a few rays of light shone on the horizon as twilight set in and an unsettling breeze made his skin bristle. Tom decided to walk the rest of the way and find the place before carrying any freight by hand.

At the same time, Charles was returning from making an urgent phone call for help. He was a dog sled musher, out running his dogs for a local race when he came upon a house. A doctor stood on the porch steps and called out to him. He said there were several people inside who had come down with a mysterious illness. The symptoms were like another disease he had treated with a special serum. He gave Charles a number and asked him to hurry to a phone and request the serum. There was no reception at the house, and the doctor needed to stay with the patients. Charles agreed and said he would return to let the doctor know when to expect the serum.

Tom saw the top of a chimney among the trees at the top of the hill, so he trudged ahead to the house. The old wooden house looked recently abandoned. It had a sign on the door that read “BEWARE: QUARANTINE IN EFFECT. DO NOT ENTER.” Tom thought this must be the place, but he could not see inside or hear any sounds except the distant sounds of dogs. He knocked on the door, but no answer.

As Charles approached the house with his dogs, he did not see the doctor, but a man looking in the window of the house. He called out to the man, but just then the dogs let out a yip and ran in all different directions. He had to go find the dogs before the fog that surrounded the house reached him. He ran off near the stream, wading in the chilly water to gather three of the dogs. Stepping on the other side of the stream, the dogs huddled together, refusing to take one step closer to the house.

The hairs on Charles’s arms prickled, and a feeling of unease settled on him. Just then, the man opened the door and became part of the mysterious fog!

Compare and Contrast

- FOCUS**
- When writers **compare**, they tell how things, ideas, events, or characters are alike.
 - When writers **contrast**, they tell how things, ideas, events, or characters are different.

PRACTICE Read each sentence below. Decide if the sentence is showing a comparison or a contrast. Then, rewrite each sentence reflecting the other term.

1. Both Justin and Jada like to draw horses.

2. My father likes to play basketball, but I like to play soccer.

3. A mouse and a squirrel are both animals found in a forest.

4. Angela and Ashley are both ten years old.

5. My sister likes to play checkers, but I like to play chess.

6. David and Jason both finished the big project last week.

APPLY On the lines below, compare and contrast two things each about books and magazines.

7. Compare: _____

8. Contrast: _____

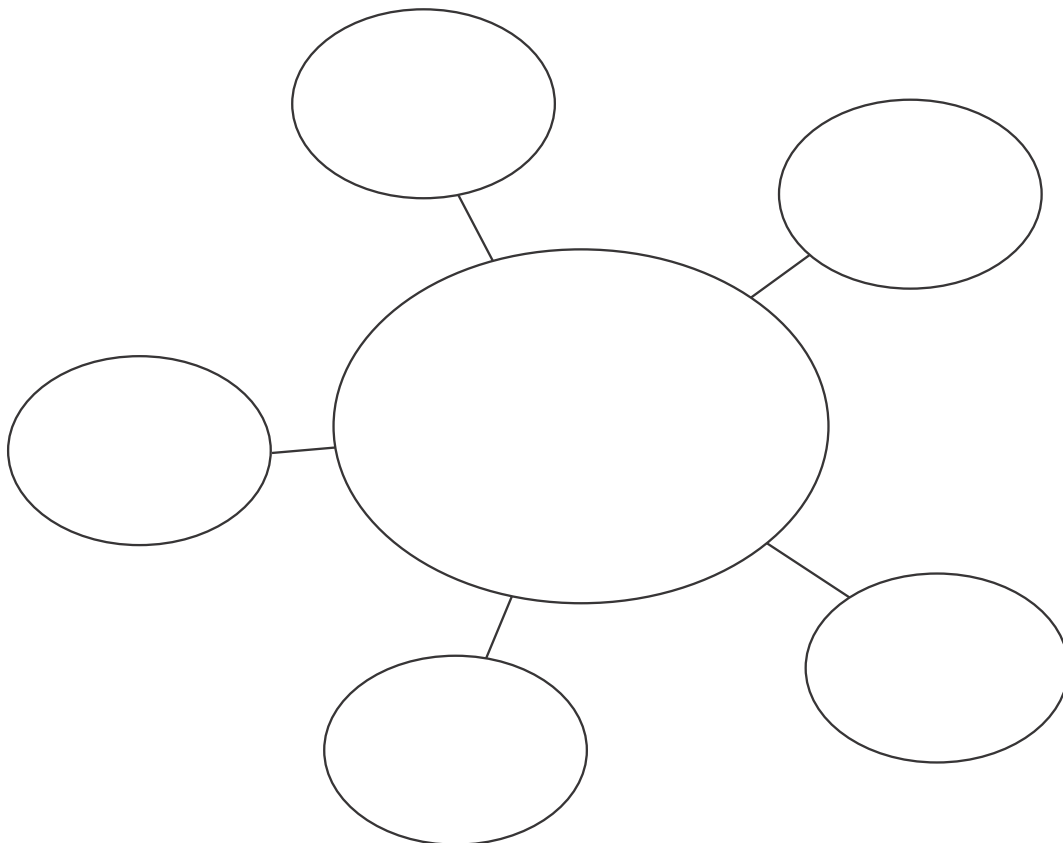
Opinion Writing

Think

Audience: Who will read your opinion essay?

Purpose: What is your reason for writing an opinion essay?

PREWRITING Write the opinion you have chosen in the center space. Think about reasons that support your opinion. Write them in the surrounding areas. Choose the three strongest reasons to use in your essay.



Revising

Use this checklist to revise your opinion essay.

- Does your writing have an effective introduction that catches the reader's attention?
- Is your opinion clearly stated in the introduction?
- Does your writing have three reasons that support your opinion?
- Does each reason have a further explanation?
- Did you use precise words?
- Does your writing include transition words and phrases?
- Does your writing have an effective conclusion that leaves the reader with a strong impression?

Editing/Proofreading

Use this checklist to correct mistakes in your opinion essay.

- Did you use proofreading symbols when editing?
- Did you check your writing for mistakes in nouns, pronouns, and verbs?
- Did you check your writing for direct objects to be sure they were used correctly?
- Did you check your writing for spelling mistakes?

Publishing

Use this checklist to prepare your opinion writing for publishing.

- Write or type a neat copy of your opinion writing.
- Add a photograph or a drawing.

Greek Roots *logos* and *graph*

FOCUS • Understanding and identifying Greek roots and their meanings can help you spell many new words. Here are the roots in the spelling words and their meanings:

logos/log = “word,” “saying,” or “thought”; **graph** = “write”

PRACTICE Fill in the root to create a spelling word. Use each spelling word only once.

Word List

- | | |
|------------------|-----------------|
| 1. analogous | 11. graphic |
| 2. analogy | 12. logical |
| 3. apologize | 13. logistics |
| 4. autobiography | 14. logogram |
| 5. autograph | 15. neologism |
| 6. calligraphy | 16. paragraph |
| 7. catalog | 17. photograph |
| 8. choreograph | 18. seismograph |
| 9. chronological | 19. slogan |
| 10. geography | 20. telegraph |

Challenge Words

1. cartography
2. epilogue
3. prologue

- | | |
|----------------------|--------------------------|
| 1. photo + _____ | 9. chrono + _____ + ical |
| 2. neo + _____ + ism | 10. geo + _____ + y |
| 3. calli + _____ + y | 11. autobio + _____ + y |
| 4. ana + _____ + ous | 12. ana + _____ + y |
| 5. apo + _____ + ize | 13. s + _____ + an |
| 6. choreo + _____ | 14. seismo + _____ |
| 7. para + _____ | 15. cata + _____ |
| 8. _____ + gram | 16. _____ + ic |

17. tele + _____

19. auto + _____

18. _____ + istics

20. _____ + ical

APPLY Choose the word that does not share the same main root as the other two and write it on the line.

21. geography, neologism, calligraphy _____

22. slogan, autobiography, epilogue _____

23. choreograph, chronological, analogy _____

24. prologue, catalog, autograph _____

25. analogous, autobiography, logistics _____

26. seismograph, geography, apologize _____

27. apologize, paragraph, logical _____

28. graphic, photograph, slogan _____

29. analogy, cartography, choreograph _____

If the word is misspelled, write the correct spelling. If the spelling is correct, write *Correct*.

30. analogus _____

31. caligriphy _____

32. apalogize _____

33. logical _____

34. neolagism _____

35. telegraf _____

36. logoistics _____

37. catalog _____

38. photugraph _____

39. autobigrffy _____

40. chronelogicil _____

Direct Objects

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- A **direct object** is a noun or pronoun that receives the action of the verb.

Mr. Thompson ran a **marathon** during the rain.

The fire fighters sprayed **chemicals** onto the blaze.

- The direct object in a sentence can be identified by asking *what?* or *whom?* in a question with the verb.

We will pick apples this fall. *Pick what?* **apples**

Please drive Anna to her piano lesson this afternoon. *Drive whom?* **Anna**

PRACTICE Circle the direct objects in the sentences below. Some sentences have more than one direct object.

1. Al carried his pens and pencils in the front pocket of his backpack.
2. Kevin and Tyler climbed a ladder to get into the treehouse.
3. I poured cereal into the bowl and added dried blueberries.
4. The printer spit out a crumpled sheet of paper before it stopped.
5. We read *The Secret Garden* last year in my English class.
6. The alarm clock woke me at six this morning.
7. Call them before you leave for school.
8. The Nelsons ate dinner with the Gardeners.

APPLY Add a direct object to each sentence below.

- 9. The truck driver delivered _____ to our office.
- 10. Dr. Kumar told _____ that the procedure went well.
- 11. The squirrel hid _____ in the flowerpots on our porch.
- 12. Malik baked _____ for tomorrow's book club.
- 13. Before we can leave, you need to close _____.
- 14. I made _____ during art class today.
- 15. Hailey studied _____ at college last year.

Write a paragraph describing your morning routine. Circle the direct objects in your sentences.
