

Greek Root *bio*; Latin Roots *aud*, *rupt*

FOCUS

Identifying and understanding Greek and Latin roots can help you define unfamiliar words. When you know the meaning of a root, you can determine the meanings of many words that contain that root. The Greek root *bio* means “life.” For example, the word biography means “the story of a person’s life written by someone else.” The Latin root *aud* means “hear.” For example, the word audio means “relating to sound.” The Latin root *rupt* means “break.” For example, the word erupt means “to break out” or “explode.”

PRACTICE Read each word. Circle the root *bio*, *aud*, or *rupt* in each one. Then write the definition of the word on the line.

1. audience

2. interrupt

3. bionic

4. rupture

5. biology

6. audible

APPLY Choose a word from the box to complete each sentence. Each word contains the Greek root *bio*, the Latin root *aud*, or the Latin root *rupt*. Write the word on the line.

abruptly	antibiotic	auditions	auditorium
biodegradable	biographical	eruption	interrupt

7. We were prescribed a(n) _____ to fight the skin infection.
8. The children's soccer game in the backyard ended _____ when one child twisted his ankle.
9. Water bottles and cans are not _____, but they can be recycled.
10. Please do not _____ me when I'm speaking on the phone.
11. _____ for the school play will take place Thursday after school.
12. The choir will be performing a spring concert tonight in the school _____.
13. The sports program gives _____ information about each of the players.
14. You can see the _____ of the geyser several times a day.

Vocabulary

FOCUS Review the selection vocabulary words from
“Just 17 Syllables!”

charming

clearing

expressway

fiddled

gradually

insurance

melancholy

pondered

regularly

shogun

verse

welled

PRACTICE Read each sentence. Think about the meaning of the underlined word or words. Write the vocabulary word on the line that is similar in meaning.

1. I sang the first section of the song and then everyone joined in singing the chorus.

2. As the day went on, it little by little became warmer.

3. We drove the car onto the wide road with several lanes to travel faster.

4. Bashō was a Japanese military leader from long ago who wrote poetry.

5. Tears gathered at the surface in her eyes as she recalled her deep disappointment.

6. The attractive little house sat at the edge of the woods.

7. The family had protection against loss or damage for their home.

8. The boy aimlessly played with the zipper on his jacket.

9. Look at the deer standing in the open piece of land free from trees near the stream.

10. The girl thought carefully about her options for a research topic.

11. We went for walks in the neighborhood again and again at about the same time.

12. He felt a deep sadness when he thought about losing his family pictures due to a flood.

APPLY Read each question. Think about the meaning of the underlined vocabulary word. Write your answer on the line.

13. What might cause someone to feel melancholy? _____

14. What would you see on an expressway? _____

15. What is something that you have pondered? _____

16. What is something you do regularly? _____

17. What are some things that gradually get bigger? _____

18. What might make someone seem charming? _____

Poetry Jam

Anthony loved to read poetry, and he read poetry with some regularity. He read all types of poetry—free verse, rhyming, and even haiku. He loved how the words created pictures in his mind. He enjoyed pondering the deeper meanings of the verses he read. He was constantly surprised by the many subjects of the poetry—one day he would read poems about nature and the next about ancient Japanese shoguns.

In addition to reading poetry, Anthony loved to write poetry. He wrote regularly and had notebooks full of poetry. The subjects of his poetry ranged from describing a deer in a clearing to telling the story of an ancient hero or battle. He constantly wrote ideas for new poems, whether he was at the dentist’s office or riding in a car on the expressway. Even the walls of Anthony’s room were covered with poetry verses!

One day, tragedy struck Anthony and his family. While they were away from home, their small, charming house burned to the ground, along with all their possessions. Although the family had insurance on the house, Anthony’s poetry was not easily replaced. He did not keep extra copies of his poems elsewhere. As Anthony thought about all the years of poetry that filled his room, tears welled in his eyes.

A deep melancholy settled into Anthony, and he stopped reading the poetry he loved. He stopped writing the poetry that once filled his room. He had a hard time just finding meaning in his life. He pondered the purpose of writing all those poems to have them gone in an instant. His friends tried to cheer Anthony up, bringing him poetry books and empty notebooks, but nothing seemed to work.

As the weeks and months went by, life gradually began to get back to normal. The family received the insurance money to buy a new home, and they moved to a charming house in town. This home was located across the street from the local library. The library seemed to call to Anthony at once, and before long he made regular stops there. The librarians all knew him by name, and soon they became well-versed in all Anthony’s favorite poets and poetry.

Once Anthony started reading poetry again with regularity, he began to write poetry again. He started with one verse, and then added another.

Anthony's love of poetry spread to everyone who knew him. He would charmingly recite a new poem he had read to friends who were feeling melancholy. He gradually began to share poems he wrote with the librarians. And they, in turn, began thinking of ways to include poetry in the programming at the library. They began a poetry club that met regularly to ponder, discuss, and recite poems. They created special classes to help people write poetry and recite poetry with more expression.

In the spring, the librarians told Anthony that the library would be hosting a Poetry Jam. At this event, people would share poetry they memorized or wrote. They could have practice sessions before the event so everyone could improve their delivery of their poems. They would love for Anthony to begin the event. He could write a poem just for the event—one that expressed his love of poetry.

Anthony went home, pulled out an empty notebook page, and began to ponder what would be a good way to begin the poetry event. He fiddled with his pen, trying to think of the best way to express his love of poetry. This was a tough assignment, and he was not sure he could think of the best way to share that love because he had too many ideas. So, he wrote just a verse or two about one topic, and then a verse or two about another.

He reread the verses he wrote, and he began to see a gradual progression of ideas. He started to see how all his ideas were connected, and he worked on tying them together with additional words and descriptions. He felt like a painter of words, creating different moods with the colorful words he chose. When the poem was finished, he read it over and over, memorizing it.

Anthony attended the classes at the library that focused on presenting poetry to an audience. He practiced making his voice rise and fall. He practiced projecting his voice so the person in the back of the room could hear. He remembered feelings of joy and melancholy and tried to express those as he recited the words. After weeks of practicing regularly, he was ready.

On the night of the Poetry Jam, Anthony recited his poem with such emotion and expression, the librarians welled with pride.

Fact and Opinion

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Good writers use both facts and opinions in their writing. A good reader can tell one from the other.

- **Facts** are details that can be proven true or false.
- **Opinions** are what people think. They cannot be proven true or false.

PRACTICE Read each sentence below and tell whether it is a fact or an opinion.

1. Haiku is the easiest poetry to write. _____
2. Haiku is poetry with three lines. _____
3. Bashō was known for writing haiku poetry. _____
4. Bashō wrote beautiful and interesting haikus. _____
5. Japan is an island nation in Asia. _____
6. Shoguns were military rulers in Japan before the revolution of 1867–1868.

7. Shoguns were great leaders in Japan. _____
8. It is important to get insurance for your home. _____
9. Car insurance will protect against the loss or damage of a car. _____
10. The minimum speed on the expressway is 45 miles per hour. _____

APPLY Write one fact and one opinion you have about each topic below. Use complete sentences.

11. haiku

Fact: _____

Opinion: _____

12. Japan

Fact: _____

Opinion: _____

13. sports

Fact: _____

Opinion: _____

14. music

Fact: _____

Opinion: _____

Name _____ Date _____

Narrative Writing

Think

Audience: Who will read your fantasy?

_____]

Purpose: What is your reason for writing a fantasy?

_____]

PREWRITING Use the pyramid diagram below to visually structure your plot. Remember to start at the base, work up to the climax, and then go back down the pyramid where the conflict is resolved.

Climax

Rising Action

Falling Action

Beginning

End

(conflict introduced)

(conflict resolved)

Revising

Use this checklist to revise your narrative writing.

- Does the story have a beginning, middle, and end?
- Does the story include an element that makes it a fantasy?
- Does the writing have a variety of sentence types?
- Do the events happen in a logical order?
- Does the writing include sensory details that create a mood?
- Does the writing use time and order words?
- Does the story have a climax, or turning point?

Editing/Proofreading

Use this checklist to correct mistakes in your narrative writing.

- Did you use proofreading symbols when editing?
- Are compound and complex sentences punctuated correctly?
- Did you check the writing for correct use of irregular nouns and verbs?
- Did you check the writing for misspelled words?
- Did you check the writing for mistakes in subject/verb agreement?

Publishing

Use this checklist to prepare your narrative writing for publishing.

- Write or type a neat copy of the narrative writing.
- Give the story a title, and include a visual element, like an illustration.

Greek Root *bio*; Latin Roots *aud*, *rupt*

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Understanding and identifying Greek and Latin roots and their meanings can help you define and spell difficult and unfamiliar words. Here are the roots in the spelling words and their meanings:

Greek root *bio* = “life;” **Latin root *aud*** = “hear;”

Latin root *rupt* = “break”

PRACTICE Fill in the missing root to form a spelling word.

Word List

- | | |
|-------------------|--------------------|
| 1. abrupt | 11. bankrupt |
| 2. amphibious | 12. biodiversity |
| 3. audience | 13. biography |
| 4. audiobook | 14. biology |
| 5. audiology | 15. disrupt |
| 6. audiovisual | 16. eruption |
| 7. audit | 17. inaudible |
| 8. auditorium | 18. interruption |
| 9. auditory | 19. microbiologist |
| 10. autobiography | 20. rupture |

Challenge Words

1. neurobiology
2. symbiotic
3. uninterrupted

- | | |
|----------------------|---------------------|
| 1. _____itorium | 11. auto_____graphy |
| 2. inter _____ion | 12. _____diversity |
| 3. micro _____logist | 13. _____iovisual |
| 4. e _____ion | 14. _____logy |
| 5. _____iology | 15. _____it |
| 6. _____ure | 16. amphi_____us |
| 7. dis_____ | 17. _____graphy |
| 8. ab_____ | 18. _____iobook |
| 9. in_____ible | 19. _____itory |
| 10. _____ience | 20. bank_____ |

APPLY On the line, write the spelling word that is best represented by the definition. Use a dictionary if you need help.

21. study of hearing _____
22. a place for hearing _____
23. a sudden outbreak _____
24. someone who studies microscopic life _____
25. a group who hears _____
26. quality of varied life forms _____
27. written work about someone's life _____
28. written work about one's own life _____
29. break apart _____
30. book made for hearing _____

Circle the correctly spelled words.

31. symbiotic symbotic
32. rupcher rupture
33. audevizuel audiovisual
34. abrugged abrupt
35. auditory odditory
36. amphibious amfibeous
37. intraruption interruption
38. bankrupped bankrupt
39. audit oddit
40. bialigy biology

Irregular Nouns and Irregular Verbs

FOCUS

- Most **regular plurals** are formed by adding -s or -es to the singular noun, sometimes with a small change to singular noun.

park	parks
kiss	kisses
berry	berries
wolf	wolves

- **Irregular nouns** do not follow this rule. They change in a different way, or they do not change at all.

tooth	teeth
mouse	mice
deer	deer

- **Regular singular verbs** have -s or -es added to the base verb, while a regular plural verb is the base verb with nothing added.

He **walks**. They **walk**.

- **Irregular verbs** use different words for the singular and plural forms. The verbs *be*, *have*, and *do* are irregular verbs.

Milo is here.	His sisters are here.
The boat has a leak.	The boats have leaks.
She does well.	They do well.

PRACTICE For each singular word below, write its plural form on the line.

- | | |
|-----------------|-----------------|
| 1. goose _____ | 5. child _____ |
| 2. sheep _____ | 6. person _____ |
| 3. hero _____ | 7. fish _____ |
| 4. turkey _____ | 8. bench _____ |

APPLY Complete each sentence below by writing the correct form of the verb in parentheses on the line.

9. Will _____ going to the beach this year for vacation. (be)
10. Kylie's dog _____ not like going to the vet. (do)
11. I _____ a new bike because my old one was too small. (have)
12. Caleb and Dylan _____ to give a presentation in class today. (have)
13. Elephants _____ the heaviest land mammals on Earth. (be)
14. Your notebooks _____ need to be put away during the test. (do)
15. Jonas _____ not remember where he put his tennis shoes. (do)

Write a sentence that contains the plural form of each word in parentheses.

16. (man) _____

17. (foot) _____

18. (moose) _____

19. (cactus) _____

20. (species) _____
