Prefixes *non-, pre-, con-, mid-;* Suffixes *-ness, -ment, -ize, -ance/-ence*

> ## *FOCUS*
> A **prefix** is a word part added to the beginning of a base word or root. Examine the following prefixes and their meanings.
>
> ***non-*** ("not")   ***con-*** ("with," "together")
>
> ***pre-*** ("before")   ***mid-*** ("middle")
>
> Examples: ***nonfat, nonprofit, preheat, premeasure, construct, concentrate, midnight, midyear***

PRACTICE A Write the word from the box that matches each definition below.

conclude	convene	midafternoon	midfield
nonfiction	nontoxic	prearrange	preorder

1. middle of the field _____

2. not fiction _____

3. to arrange before _____

4. middle of the afternoon _____

5. to finish _____

6. not toxic _____

7. to come together _____

8. to order before _____

FOCUS A **suffix** is a word part added to the end of a base word or root that changes the word's meaning. Some common suffixes include the following:

-ance/-ence ("state of," "quality of")

-ment ("action," "process")

-ize ("to make")

-ness ("state of," "condition of")

Examples: **confid_ence_, guid_ance_, apolog_ize_, memor_ize_, agree_ment_, encourage_ment_, happi_ness_, sad_ness_**

PRACTICE B Correctly add the suffix *-ance/-ence, -ize, -ment,* or *-ness* to each base word to complete the sentence. Be sure to spell each word correctly.

9. achieve + *-ment* Although the team did not win every game, winning half of their games was a great _____.

10. thoughtful + *-ness* The teacher was touched by the class's _____ toward him while he was out sick.

11. priority + *-ize* With so much to do after school, the student had to _____ his tasks.

12. govern + *-ment* The _____ is working to improve unemployment in the country.

13. bold + *-ness* Dad was surprised by the _____ of the puppies that seemed so shy and timid at first.

14. excel + *-ence* The department store is known for the _____ of its customer service.

Word Analysis • *Skills Practice 2*

Greek Roots *cycl, phon, logos, graph;* Latin Roots *loc, flect*

> **FOCUS** **Greek roots** are word parts that have meanings that come from Greek words. Some common Greek roots include:
>
> **cycl** ("circle," "ring")   **logos** ("word," "thought," or "saying")
>
> **phon** ("sound")   **graph** ("write")
>
> Examples: **cyclone, recycle, microphone, symphony, analogy, dialogue, paragraph, biography**

PRACTICE A Write the letter of the definition that matches each word.

1. _____ prologue

2. _____ cacophony

3. _____ bicyclist

4. _____ cartographer

5. _____ unicycle

6. _____ apologetic

7. _____ homophones

8. _____ bicycle

a. loud sounds that are not pleasing

b. a vehicle with one wheel

c. relating to an apology

d. a person who makes or draws maps

e. an introduction to a book

f. one who rides a bicycle

g. words that sound alike but have different meanings

h. a vehicle with two wheels

FOCUS

Latin roots are word parts that come from Latin words. Two Latin roots are:

loc ("place")

flect ("bend")

Examples: ***locate, relocate, deflect, reflect***

PRACTICE B Read each sentence. Write the meaning of the underlined word on the line.

9. When you read out loud, be sure to <u>inflect</u> your voice when you read questions.

_____

10. The young child <u>dislocated</u> her shoulder when she fell from the monkey bars.

_____

11. The cyclist wears a <u>reflective</u> jacket when she bikes in the early morning.

_____

12. The <u>location</u> of the end-of-season baseball party will be the local pool.

_____

13. The company tried to <u>deflect</u> the blame for the product's malfunction.

_____

14. I could sit and watch the <u>locomotion</u> of an inchworm for hours.

_____

15. Our family wants to find a new <u>locale</u> for our summer vacation.

_____

16. <u>Reflectors</u> along the sides of roads help drivers see where they are going.

_____

Vocabulary

FOCUS Review the selection vocabulary words from "Art Works!"

amplifier	diligently	mural
ceramics	essential	slight
culinary	eyesore	strummed
detour	funds	town council
dilapidated	gratitude	unanimously

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

1. If you are learning how to cook, are these your <u>culinary</u> or <u>essential</u> skills?

   _____

2. If an empty lot is overgrown and littered with trash, is it an <u>amplifier</u> or an <u>eyesore</u>?

   _____

3. If you played guitar in a relaxed fashion, have you <u>strummed</u> or <u>dilapidated</u> it?

   _____

4. If you take an alternate route to avoid construction, did you take a <u>detour</u> or <u>gratitude</u>?

   _____

5. If you are painting a picture on a wall, are you making <u>ceramics</u> or a <u>mural</u>?

   _____

6. If you work every night on a project, do you work <u>unanimously</u> or <u>diligently</u>?

   _____

7. If you present to elected officials, do you meet with the <u>town council</u> or <u>funds</u>?

   _____

8. If you use an electronic device to make a guitar louder, is it an <u>amplifier</u> or <u>essential</u>?

_____

9. If an old barn is falling down and the structure is decaying, is it <u>slight</u> or <u>dilapidated</u>?

_____

10. If you send someone a thank you card, are you expressing <u>gratitude</u> or <u>funds</u>?

_____

11. If everyone likes a book, does the class feel <u>unanimously</u> or <u>diligently</u>?

_____

12. If you take a class that makes art out of baked clay, are you learning to make <u>ceramics</u> or a <u>mural</u>?

_____

13. If you pack only what is necessary, will you take items that are <u>essential</u> or <u>slight</u>?

_____

14. If you are granted money to attend a summer camp, did you get <u>funds</u> or <u>ceramics</u>?

_____

15. If you make a small change to your writing, is it a <u>strummed</u> or <u>slight </u>change?

_____

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

16. What might you learn in a <u>culinary</u> class? _____

_____

17. What is something that is <u>essential</u> for you to do school work?

_____

18. How can you show someone your <u>gratitude</u>?

_____

Practice Vocabulary • *Skills Practice 2*

Trails from Rails

Dylan and his friends took classes at the local community center. Dylan took culinary classes because he hoped to be a chef like on one of the cooking shows. His friend Noah signed up for guitar lessons so he could strum his way into a band. His friends Kylie and Sofia were always taking art classes. They were currently in a ceramics class at the community center. Since all the classes were after school, they rode their bikes together to the arts center, which was only a few blocks from the school.

On their way to the community center, they usually took a slight detour to avoid a large bump in the road. At one time, a railroad went through town on a raised line of land. Since this railroad line was abandoned, roads were paved over the raised land, creating a small steep hill. Looking down the railroad line, the track bent slightly to follow the river that went through town. The track was overgrown with weeds and the bridges were dilapidated. By going one block closer to town, they could travel on flat roads.

"I wish the town would make those old railroad tracks into a bike path. It would be so much easier to get to the community center," Dylan said one day.

"Yeah, my aunt says those dilapidated tracks are an eyesore and a danger," said Kylie.

"Isn't your aunt on the town council?" asked Sofia.

"Yes," said Kylie, "why do you ask?"

"Well, you could suggest to her that the town council could turn the area into a park with a bike path. It sounds like she sees the need for change," said Sofia.

"She will probably say it is not essential to the town's needs or that the town does not have the funds to make the area a park with bike paths," said Kylie.

"We could think of some answers to those problems and then go with you to talk to your aunt," suggested Noah.

"That would be helpful," said Kylie with deep gratitude for her friends. "How could we show it is essential to the town?"

"Well, it would be helpful for us to get to the community center, so it would help others get around on bicycles," said Dylan. "It would be safer than biking on the streets."

The next week they met with Kylie's aunt to discuss their plan. They had come up with a few different ideas for raising funds. Sofia suggested they could have people pay to paint a ceramic tile that would appear in a large mural in the park. Noah suggested a concert where they collect donations. Kylie's aunt liked the idea and said she would bring it up at the next town council meeting.

A month later, as they were biking to the arts center, Kylie said, "I have some great news. The town council approved the bike path and park unanimously! My aunt found a state program that funds transforming rails into bike trails in small towns. The town will ask for the community to help in some of the ways we suggested, too!"

"That is great news," said Dylan. "How can we help in this project?"

"The town council has a local construction company taking care of making the bike paths and fixing the dilapidated train track bridges. They have also hired a landscaping company to add plants and make the park more inviting. The community center is designing a large mural for the park. My aunt suggested that we get people to buy and paint tiles for a mural, and then get people to perform at the opening of the park," said Kylie.

Over the next six months, the friends worked diligently to build excitement and support for the new park. Noah practiced his guitar more than he ever had. Dylan helped to plan the food for the opening ceremony. Sofia and Kylie arranged for groups to paint ceramic tiles that would be in the large mural.

They kept working right up to the day of the opening ceremony. On that day, Dylan arrived early to set up the food table. Noah helped set up the amplifier and speakers for the band. Sofia and Kylie admired the mural, looking more closely at all the individual ceramic tiles in the artwork.

At the opening ceremony, Kylie's aunt said to the crowd, "Let's express our gratitude to the hard work of the people who made this happen, especially my niece, Kylie, and her friends. It is essential for us to work together to make our town the great place it is." Then the crowd erupted in applause.

Apply Vocabulary • *Skills Practice 2*

Cause and Effect

FOCUS
- A **cause** is the reason an event happens.
- An **effect** is what happens as a result of a cause.

The words *because, since, therefore,* and *so* show the reader that a cause-and-effect relationship has taken place.

PRACTICE Complete each cause-and-effect relationship below by providing the missing half.

1. The amplifier was turned up loud, so _____

_____

2. The after-school program got the funds it needed, so _____

_____

3. Because the weeds are making the flower garden an eyesore, _____

_____

4. The students in the band practiced diligently because _____

_____

5. The road was blocked by an accident, therefore _____

_____

6. The girl strummed her guitar because _____

_____

APPLY **Read the sentences below and identify the cause and effect in each one.**

7. We wanted to decorate the wall with art, so we made a large mural.

    Effect: _____

    Cause: _____

8. The teacher made a slight change in the morning routine because a bus was late.

    Effect: _____

    Cause: _____

9. Everyone loved the idea, so they voted unanimously on the topic.

    Effect: _____

    Cause: _____

10. We were not allowed in the dilapidated old shed because it might fall down.

    Effect: _____

    Cause: _____

11. Because he wanted to learn how to cook, Michael took culinary classes.

    Effect: _____

    Cause: _____

12. I felt gratitude when my classmate picked up my dropped book.

    Effect: _____

    Cause: _____

Historical Fiction

Think

Audience: Who will read your historical fiction story?

_____

Purpose: What is your reason for writing historical fiction?

_____

_____

PREWRITING After you have chosen a time period, answer the questions below as you research details to include in your historical fiction story.

When does your story take place? _____

Where does your story take place? _____

What did people wear that is different from today?

_____

What kinds of jobs did people have that are different from today?

_____

What were the main types of transportation?

_____

What were homes like?

_____

What historical events were taking place?

_____

PREWRITING Use this character web to organize the traits of your main character in your historical fiction. Write the character's name in the middle. Then write one of the character's traits in each of the small circles. Finally, list behaviors that demonstrate each trait in the bigger circles.

Trait

Trait

Character's Name

Trait

Trait
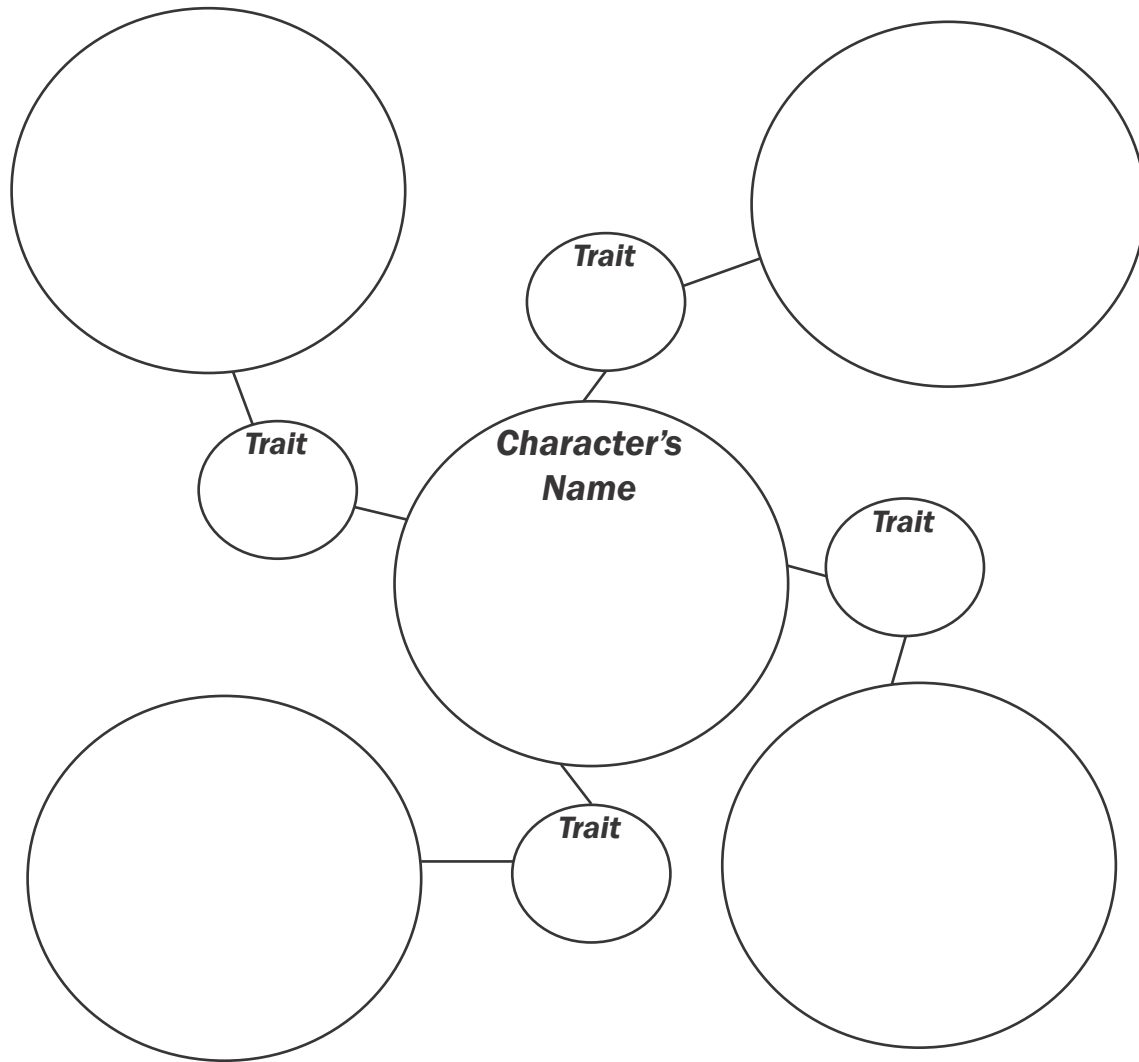
Unit 1 Spelling Review

FOCUS
- Review the **prefixes** *con-*, *mid-*, *non-* and *pre-*.
- Review the **suffixes** *-ness*, *-ment*, *-ize* and *-ance/-ence.*

PRACTICE A Add the suffix to the base word and write the spelling word that is formed. Be sure to change the spelling of the base word as needed.

Word List		Challenge Words
1. abundance	**11.** improvement	**1.** correspondence
2. autograph	**12.** midnight	**2.** echolocation
3. chronological	**13.** midsentence	**3.** predetermine
4. concur	**14.** nonexistent	
5. conductor	**15.** phonetic	
6. dislocate	**16.** preference	
7. emphasize	**17.** prehistoric	
8. encyclopedia	**18.** reflection	
9. forgiveness	**19.** specialize	
10. geography	**20.** technology	

1. emphasis + ize = _____

2. prefer + ence = _____

3. improve + ment = _____

4. forgive + ness = _____

5. abundant + ance = _____

Write the spelling word that matches each definition.

6. before history _____

7. the middle of a sentence _____

8. does not exist _____

9. to make special _____

10. agree with _____

FOCUS • Many English words contain Greek and Latin roots. Knowing the meanings of these roots can help you learn the meanings and spellings of new or difficult words.

Greek root *logos* = "word," "thought," or "saying"; **Greek root *graph*** = "write"; **Greek root *cycl*** = "circle"; **Greek root *phon*** = "sound"

Latin root *loc* = "place"; **Latin root *flect*** = "bend"

PRACTICE B Add a Greek or Latin root to each word part to form a spelling word.

11. en_____opedia

12. chrono_____ical

13. dis_____ate

14. _____etic

15. echo_____ation

16. re_____ion

17. auto_____

18. geo_____y

Nouns, Pronouns, Verbs, Adjectives, Adverbs, Direct Objects, Prepositions, Prepositional Phrases

> ## *FOCUS*
> - **Nouns** name people, places, things, or ideas. A common concrete noun names a general, or nonspecific, person, place, or thing. A proper noun names a specific person, place, or thing. An abstract noun names an idea, quality, or feeling that cannot be sensed.
>
>   - A **pronoun** can take the place of a noun in a sentence. A subject pronoun replaces one or more nouns in the subject. An object pronoun replaces one or more nouns in the predicate.
>
>   - **Verbs** are words that show action or express a state of being. An action verb describes an action. A state-of-being verb, such as *is, are, was, feels,* or *seems,* expresses a condition of existence. A verb phrase consists of one or more helping verbs used with an action or state-of-begin verb.

PRACTICE A Find the word part shown in parentheses in each sentence and circle it.

1. (state of being verb) Mr. Thompson's feet are sore from running.

2. (subject pronoun) They will chop down those trees for the new mall.

3. (action verb) Please join us for dinner sometime.

4. (object pronoun) The pie tasted delicious after we warmed it.

5. (abstract noun) I treasure our friendship more every day.

6. (proper noun) Nola and her grandma will be here next week.

7. (verb phrase) The document is printing in black and white.

FOCUS

- **Adjectives** modify nouns. They show what kind, how many, and which one.

- **Adverbs** modify verbs, adjectives, and other adverbs. Adverbs show how, when, where, and to what extent.

- A **direct object** is a noun or pronoun that receives the action of the verb. The direct object in a sentence can be identified by asking *what*? or *whom*? in a question with the verb.

- A **prepositional phrase** is a group of words that give more information about a noun. A prepositional phrase begins with a preposition and ends with the object of the preposition. Common prepositions include *on, of, from, by, at, with,* and *under.*

PRACTICE B Add the word part shown in parentheses to complete each sentence.

8. (direct object) We carried _____ into the garage.

9. (adverb) The dog ran _____ down the stairs.

10. (adjective) My _____ shirt is in the laundry basket.

11. (preposition) The students _____ the museum will be returning by 3:00 p.m.

12. (direct object) I told _____ about the leak under the sink.

13. (prepositional phrase) Tré left his bike _____.

14. (adverb) The class read about Thomas Jefferson _____.

15. (adjective) Hank was _____ when he saw the marked trail.

16. (preposition) The cow and horse drink _____ the same trough.