

Latin Roots *cred*, *ordin/ord*, *anim*, and *imag*

FOCUS

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

The Latin root **cred** means “believe.” For example, the word *credible* means “worthy of being believed.”

The Latin root **ord/ordin** means “row” or “rank.” For example, the word *order* means “a ranking in a group.”

The Latin root **anim** means “life,” “spirit,” or “mind.” For example, the word *animate* means “full of life.”

The Latin root **imag** means “likeness.” For example, the word *image* means “a picture that shows a likeness of something that is real.”

PRACTICE Think of a word that uses each Latin root given below. Write the word on the line, and then use it in a sentence.

1. **cred** means “believe” _____

2. **ord/ordin** means “row” or “rank” _____

3. **anim** means “life,” “spirit,” or “mind” _____

4. **imag** means “likeness” _____

APPLY Select the word with a Latin root that best fits the definition and write it on the line. Then use each word in a sentence.

credentials	coordinate	extraordinary	imaginative
incredible	magnanimous	unanimous	unimaginative

5. Beyond what is ordinary _____

6. Qualifications _____

7. To make a plan so people can work together _____

8. Agreed to by all _____

9. Not imaginative _____

10. Possessing greatness of spirit _____

11. Not worthy of belief _____

12. Inclined to imagine _____

Vocabulary

FOCUS Review the selection vocabulary words from “Alejandro’s Gift.”

adobe
ample
burro
cackling
companion
crest
drudgery

dwellers
hoarsely
perch
screened
short-tempered
thickets
warily

PRACTICE Read each sentence. Write the vocabulary word on the line that best completes each sentence.

1. If a tree blocked the view from a window, it _____ the view.
2. When you have more than enough food to share, you have _____ food.
3. If a chore is difficult and uninteresting, it is _____.
4. If you travel on a mountain path on a small donkey, you ride on a _____.
5. If a house is made of clay bricks, the house is _____.
6. If you climb a ladder with caution, you are moving _____.

7. If your voice has a rough and scratchy sound, you are speaking _____.
8. If you always walk with a friend, that person is your _____.
9. If birds sit high atop a tree branch, they _____ in the tree.
10. If someone gets angry quickly, that person is _____.
11. If a bird has a long tuft of feathers on top of its head, it has a distinct _____.
12. The people living in this building are called apartment _____.
13. If your ball ends up in a thick patch of bushes, it is in the _____.
14. If someone's laugh sounds high-pitched and broken, that person has a _____ laugh.

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

15. Where might an owl perch to look for food? _____
16. What kind of work would be considered drudgery? _____
17. When have you walked warily? _____
18. What items are in an ample supply at a library? _____

Cowpoke Camp

Anthony was so excited to go to cowpoke camp this summer. His brother went a few years ago, and he had heard so many fun stories. His brother was usually short-tempered, so Anthony was surprised to find him so relaxed after a week at cowpoke camp. His brother smiled easily as he talked about the ample activities he had done over the week.

While Anthony awaited his turn to attend camp, he reread the leaflet describing what he could expect during the week. He would dwell in a dormitory with other boys for most of the week. He would need to bring a sleeping bag and pillow for the bunk bed. Based on the number of beds and his brother's stories about friends he made, Anthony would not be companionless at camp. He began to wonder who his best friends might be for the week.

As he continued to read, he looked at all the activities he could choose. He could learn to shoot a bow and arrow in archery, or he could learn roping skills. He would definitely want to learn how to ride a horse and maybe learn how to cook a meal over a fire. He knew he would have to be wary cooking over a fire, but the thought of making a meal for his companions sounded fun.

Next, he looked at the schedule for each day. Before breakfast, there were chores everyone had to do. That sounded like pure drudgery! The chores included cleaning the rooms, making beds, milking the cows, and feeding the animals. Then, there were more chores after breakfast, like cleaning dishes, cleaning animal stalls, and cleaning bathrooms. He sure hoped the chores could be done fast.

He reread his favorite part, which described an overnight adventure in the wilderness. The guides would take a small group by burro up a steep mountain to sleep outside under the stars one night. There would be no chores the next morning, since they would be too far from camp. He imagined singing songs with his new companions until they were hoarse and telling funny stories around a campfire.

He started going over the packing list and gathering the things he would bring. He heard that cowpokes traveled light, so he knew the items on the list would be ample. Only two more weeks to wait!

The two weeks went by quickly, and soon Anthony arrived at cowpoke camp with his family. He entered the dormitory warily, looking for an empty bunk bed to put his things. He was greeted by a smiling young man, Michael, who introduced himself as his guide. Michael showed him an empty bunk and introduced him to some other cowpokes who he would work beside this week. Anthony put away his things, said goodbye to his family, and headed to the mess hall for dinner with the other cowpokes.

Anthony soon realized that cowpoke companionship was something special. They worked together to finish chores, making the drudgeries of work seem less miserable. They learned new skills together, sharing in their successes and failures. They shared the amplest meals together in both the mess hall and around a campfire. Each night ended with singing and sharing stories until the hoarseness of their voices kept them from continuing.

On Thursday night, just after dinner, Anthony went to the adobe dormitory to prepare for the overnight trip under the stars. The guides helped the cowpokes load their gear on the burros and then get the burros and cowpokes lined up for the trip. Just before they started up the mountain, Anthony heard a cackle. It sounded almost like a laugh, but he knew it was from a bird. He looked around, but only saw thickets around him. Anthony figured the thickets must be screening the bird from his view.

Before Anthony could think twice about the cackling bird, the group headed up the narrow path on burros. It was slow going up the mountain path, and every once in a while Anthony thought he could hear that same bird cackle in the distance. He spotted a large bird with a black crest perched on top of a tree, but it remained silent. When one of the guides let out a whoop when they reached the top, the black-crested bird cackled and flew from its perch. Anthony smiled knowing he found the cackling bird.

Over the next hour, they unpacked their gear from the burros and prepared to sleep under the stars. The night passed like ones before, telling stories and singing songs with his cowpoke companions until they were hoarse. He would never forget this special night sleeping under the stars. It was just as he had imagined.

Classify and Categorize

FOCUS

- To **classify** is to identify the similarities that objects, characters, or events have in common with each other, and then group them by their similarities.
- To **categorize** is to organize the objects, characters, or events into groups, or categories.

PRACTICE Classify the places listed in the box by placing them in the appropriate category.

Maine	Florida	Austin	California
Sacramento	Texas	Atlanta	Indianapolis

1. States

2. Cities

APPLY Classify the types of animals listed in the box by placing them in their appropriate categories on the lines below.

pocket mouse	bobcat	kangaroo rat	cactus wren	squirrel	collared peccary
roadrunner	coyote	sage sparrow	wood rat	gray fox	hummingbird

3. Birds

4. Small Mammals

5. Medium-Sized Mammals

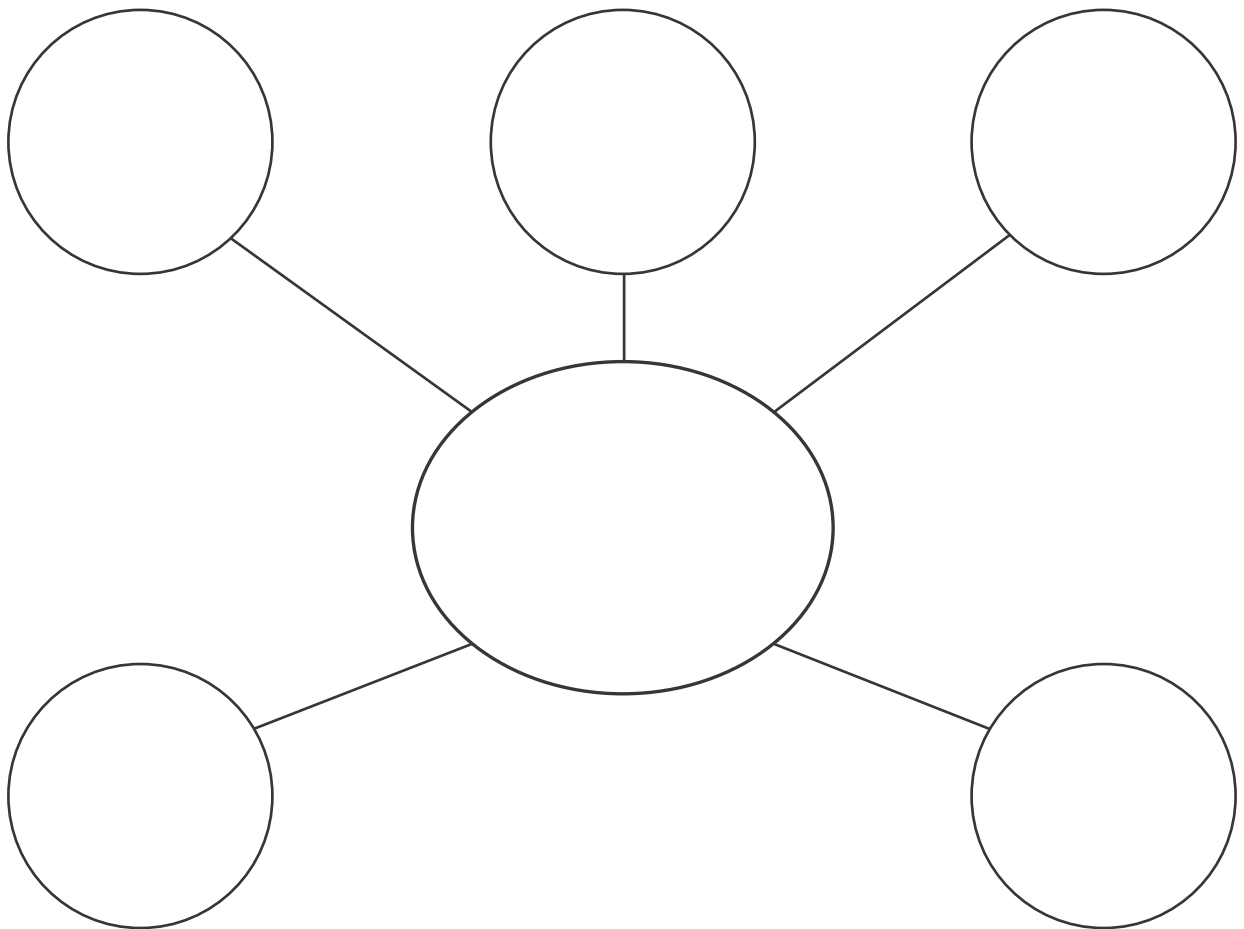
Summary

Think

Audience: Who will read your summary?

Purpose: What is your reason for writing a summary?

PREWRITING Before you write a summary of a text, you must identify the main ideas and the most important details. Use the idea web below to record a main idea and its supporting details from the text you are summarizing. Create additional idea webs on separate sheets of paper as needed.



Revising

Use this checklist to revise your summary.

- Are your paragraphs coherent, with clear topic sentences and supporting details?
- Have you checked your summary for irrelevant information?
- Have you included academic language related to the topic?
- Have you varied the types of sentences you used?

Editing/Proofreading

Use this checklist to correct mistakes in your summary.

- Did you use proofreading symbols when editing?
- Did you use check comma usage in compound and complex sentences?
- Did you check all of your verb tenses for mistakes?
- Did you check the writing for misspelled words?
- Did you check the writing for mistakes in capitalization?

Publishing

Use this checklist to prepare your summary for publishing.

- Write or type a neat copy of your summary.
- Present your summary to others.

Latin Roots *cred, ordin/ord, anim, and imag*

FOCUS Understanding and identifying **Latin roots** and their meanings can help you define and spell difficult and unfamiliar words.

cred = “believe”; **ordin/ord** = “row” or “rank”

anim = “life,” “spirit,” or “mind”; **imag** = “likeness”

PRACTICE Fill in the appropriate Latin root to create a spelling word.

Word List

- | | |
|--------------|-------------------|
| 1. animation | 11. imaginary |
| 2. animator | 12. imagination |
| 3. animosity | 13. incredulous |
| 4. animus | 14. inordinate |
| 5. credible | 15. ordain |
| 6. creditor | 16. ordinal |
| 7. credo | 17. ordinance |
| 8. discredit | 18. unanimity |
| 9. disorder | 19. unimaginable |
| 10. imagery | 20. unimaginative |

Challenge Words:

1. accredited
2. magnanimous
3. uncoordinated

1. _____ery

6. _____ation

2. dis_____it

7. _____ination

3. un_____inative

8. un_____ity

4. _____us

9. dis_____er

5. _____ible

10. _____ance

11. _____osity

16. _____al

12. _____o

17. in_____ulous

13. un_____inable

18. _____ator

14. in_____ate

19. _____itor

15. _____inary

20. _____ain

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

21. imagination _____

22. credible _____

23. ordnal _____

24. unimagneable _____

25. disscredit _____

26. anamosity _____

27. creditor _____

28. inordenate _____

29. dissorter _____

30. unimagnitive _____

31. acredited _____

32. uncordinated _____

33. imaganary _____

34. incredlous _____

Punctuation in Dialogue

FOCUS **Dialogue** in a sentence shows the exact words spoken by a character or a real person.

- Quotation marks enclose dialogue and direct quotations. Punctuation that is used for the dialogue, such as end marks or commas, is also set inside the quotation marks.

The librarian said, “**Please be quiet.**”

- The speaker tag tells the reader who is speaking and sometimes how the words are being said. When the speaker tag appears at the beginning or end of the sentence, one comma is used to set it off from the words being spoken. When the speaker tag appears in the middle of the sentence, commas appear on either side of the speaker tag.

Josh said, “That book was really good.”

“When you finish eating,” **my mom said,** “bring your dishes to the sink.”

- If dialogue appearing before a speaker tag ends with a question mark or exclamation point, then a comma is not used.

“Where is the meeting today?” asked Selena.

- Quotation marks are used only when a speaker’s exact words appear in the sentence.

PRACTICE Add commas and quotation marks where they are needed in the following sentences.

1. What kind of vegetables do you like? asked Mom.
2. Before we get to school said Lexi we should stop at the store.

3. The announcer exclaimed The game is over!
4. Jayla told us her brother played football in college.
5. Dad’s boss always says Hard work is the key to success.

APPLY Rewrite each sentence to correct the mistakes in punctuation for dialogue.

6. Our teacher said, Because of America’s Constitution, we are guaranteed rights that cannot be taken away.”

7. Something I learned today, Isaiah explained “is that Paul Revere did not ride alone.”

8. Thomas Paine’s writings weren’t very popular in England said Mr. Stevens.

9. He yelled the British are coming!

10. My sister asked? “What was the most important battle of the Revolution.
