

## Greek Root *path*; Latin Roots *mem, scrib/scrip*

### **FOCUS**

Remember that identifying and understanding Greek and 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 Greek root ***path*** means “feeling.” For example, the word *sympathy* means “state of feeling with others.”

The Latin root ***mem*** means “mind.” For example, the word *memory* means “something a person remembers.”

The Latin root ***scrib/scrip*** means “write.” For example, the word *scribble* means “to write something down quickly.”

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

<b>apathy</b>	<b>commemorate</b>	<b>empathize</b>
<b>memento</b>	<b>prescription</b>	<b>transcribe</b>

1. to make a written copy on another piece of paper \_\_\_\_\_
2. to experience feelings with another person \_\_\_\_\_
3. state of being without feeling \_\_\_\_\_
4. something you keep to remember an experience \_\_\_\_\_
5. written note by a doctor for medicine \_\_\_\_\_
6. to do something to remember a person or event \_\_\_\_\_

**APPLY** Choose a word from the box to complete each sentence. Each word contains the Greek root *path*, the Latin root *mem*, or the Latin root *scrib/scrip*. Write the word on the line.

apathetic	described	inscribed	memorials
pathetic	postscript	remember	transcript

7. The \_\_\_\_\_ includes a phone number and address in case you need to contact the sender.
8. Each team member received a trophy with his or her name \_\_\_\_\_ on it.
9. In Washington, D.C., we visited the Lincoln and Jefferson \_\_\_\_\_.
10. The residents had become uninterested and \_\_\_\_\_ toward the new development in the city.
11. The witness \_\_\_\_\_ every detail she could to the detective.
12. The puppy's \_\_\_\_\_ yelps attracted the attention of all the neighbors.
13. You can find a \_\_\_\_\_ of the news program on the station's website.
14. Do you \_\_\_\_\_ where you put the library books?

# Vocabulary

**FOCUS**

Review the selection vocabulary words from “Why Is the World Green?”

**assessed****barren****calculated****consumed****crucial****discern****flora****growth rings****obstructed****organic****ramble****restored****slithered**

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

1. If friends wander about a local festival, do they ramble or discern?  
\_\_\_\_\_
2. If the gardener has deep knowledge of all the plants in the area, does she know the local flora or growth rings? \_\_\_\_\_
3. If a large tree has fallen across the street in the way of traffic, has the tree restored or obstructed the road? \_\_\_\_\_
4. If the apple tree does not produce apples, is it barren or crucial?  
\_\_\_\_\_
5. If an animal glides like a snake through the grass, has it assessed or slithered?  
\_\_\_\_\_
6. If a scientist figures out the number of plants in a forest, has he calculated or a consumed the quantity? \_\_\_\_\_

7. If you decide what is the best new game after studying many games, did you discern or ramble the best game? \_\_\_\_\_
8. If you find the age of a tree by counting the layers of growth, did you look at the growth rings or flora? \_\_\_\_\_
9. If someone records everything he eats, has he kept track of what he consumed or calculated? \_\_\_\_\_
10. If something is made from plant materials, are the materials organic or barren? \_\_\_\_\_
11. If you make a very important decision, is it crucial or organic? \_\_\_\_\_
12. If a jeweler judges the value of a diamond, has she assessed or restored the diamond? \_\_\_\_\_
13. If a carpenter brings back the beauty of a piece of furniture, has he restored or calculated it? \_\_\_\_\_

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

14. You admire the flora at the local park. What do you see?  
\_\_\_\_\_
15. You consumed a sandwich and carrot sticks for lunch. What did you do?  
\_\_\_\_\_
16. The expert clockmaker restored old clocks. What does that mean?  
\_\_\_\_\_
17. The committee assessed the need for an art center. What did the group do?  
\_\_\_\_\_
18. Exercise and eating well are crucial to a healthy lifestyle. What does that mean?  
\_\_\_\_\_

## Park Volunteers are Crucial

Martha and a group of her friends volunteered regularly at the local nature preserve. The park rangers cared for the park and spent time discerning what crucial tasks needed to be done. Most of the time, volunteers would ramble along the marked paths collecting and discarding inorganic items properly. These items were usually plastic wrappers dropped by hikers when they consumed a snack.

The park rangers prepared the volunteers by guiding them on walks through the forest. They would point out the flora and ask them questions about the different plants. They would point out which plants were native and some that were not. They explained how the health of the native plants was crucial to the overall health of the forest.

The park rangers described the different trees in the forest. They would point out the growth rings on cross-sections of fallen trees and explain how they could calculate the age of the tree. They also explained how they could discern the amount of rain for one year by looking at the thickness of a growth ring. They explained that the barren trees would soon fall and provide shelter for some animals and become rich organic material for the forest soil.

Other times the park rangers would lead the volunteers to look for wildlife in the woods. Most often, they spotted birds, squirrels, and chipmunks. Every so often, the park rangers found snakes slithering off the trail into the brush. They described the various kinds to the volunteers, so they would know which ones were poisonous. Luckily, there were few poisonous snakes known to slither through these woods.

Martha loved rambling through the woods with the other volunteers. She enjoyed looking at the local flora and trying to assess the age of a tree based on the size of the trunk. She would calculate the age by counting the growth rings of a fallen tree to help her estimate the age of the living trees. She compared the sizes of the trunks of the barren, fallen trees to the ones reaching up to the sky.

As Martha walked, she thought about the trees and how long they had lived in this place. She imagined that this flora likely looked just as it had for hundreds of years. She could picture the different seasons, but each one with the same hills and valleys and views.

The park rangers listened to weather reports and closed the park when the weather was dangerous. When they heard of a storm with strong winds approaching, they decided to close the park a day early. The next afternoon, the terrible storm ripped through the park. High winds bent the trees and tossed dead branches to the ground. Some large, barren trees fell with a great thud, as if pushed over by a giant.

The next day, it was clear. The park rangers asked the volunteers to come help them assess any damage to the park and its trails. They would all walk the hiking trails looking for large trees obstructing paths. They would look for any bridges or walkways that might have been damaged. The park rangers would then study the information and discern what they would need to do to restore the trails.

As a group of volunteers walked the trail with a park ranger, Martha was shocked. The forest floor was covered with organic litter—tree branches and leaves were all over the ground. She saw large trees on their sides with their roots sticking up. When one of these uprooted trees obstructed their path, she marked it on the map. She calculated its size by comparing it to her height. The park ranger took some pictures of the obstructed path to share with the other rangers.

After a couple of hours, the volunteers and park rangers met to discuss what they saw on their walks. As the volunteers consumed their lunches, the park rangers assessed the damage. They marked the obstructions to the hiking paths on a large wall map, and then discerned which paths were crucial to clear before opening the park.

After lunch, the volunteers worked together to clear the main path in the park. The park rangers arranged to get the large obstructions cleared with large equipment. The park was busy with activity, and there was still much to do.

After a week of steady work, the park reopened. The park rangers reported that volunteers were crucial to the quick restoration of the park's paths. As a thank you, the park rangers planted a tree for each volunteer who helped. Over the years, Martha often rambled through the restored paths to stop and visit the tree planted in her honor.

# Main Idea and Details

## **FOCUS**

Authors organize their writing into a main idea supported by details.

- A main idea should be clear and focused.
- A main idea should have supporting details. Details provide additional information about the main idea.

**PRACTICE** Read the paragraph below. Identify the main idea of each paragraph and write it on the line. Then, write two details from the paragraph that support the main idea.

Over 60 different mammals call Yellowstone National Park home. Bison ramble through the park’s grasslands. Bighorn sheep and pronghorn also roam through the park. Big predators, such as grizzly bears, black bears, and coyotes also live at Yellowstone. In addition, chipmunks, squirrels, jackrabbits, and mountain voles are small mammals that live in this protected park habitat.

1. Main Idea: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Details:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPLY** Write a main idea sentence for each set of details.

3. I practiced in the morning. I practiced in the afternoon after school. I practiced in the evening. I even practiced over the weekend!

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4. Priya felt her heart beat faster. Her stomach was doing flip-flops. She was starting to sweat.

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5. Jacob had one large stuffed bear sitting in a chair in the corner. He had several medium-sized bears on the bench by the window. He had many little teddy bears together on the bookshelf.

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**Write supporting details for each main idea sentence.**

6. We will raise money for our project in a number of ways.

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7. You can see many wild animals in the city if you look closely.

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8. This restaurant has many options listed on the menu.

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Name \_\_\_\_\_

Date \_\_\_\_\_

# Research Report

## Think

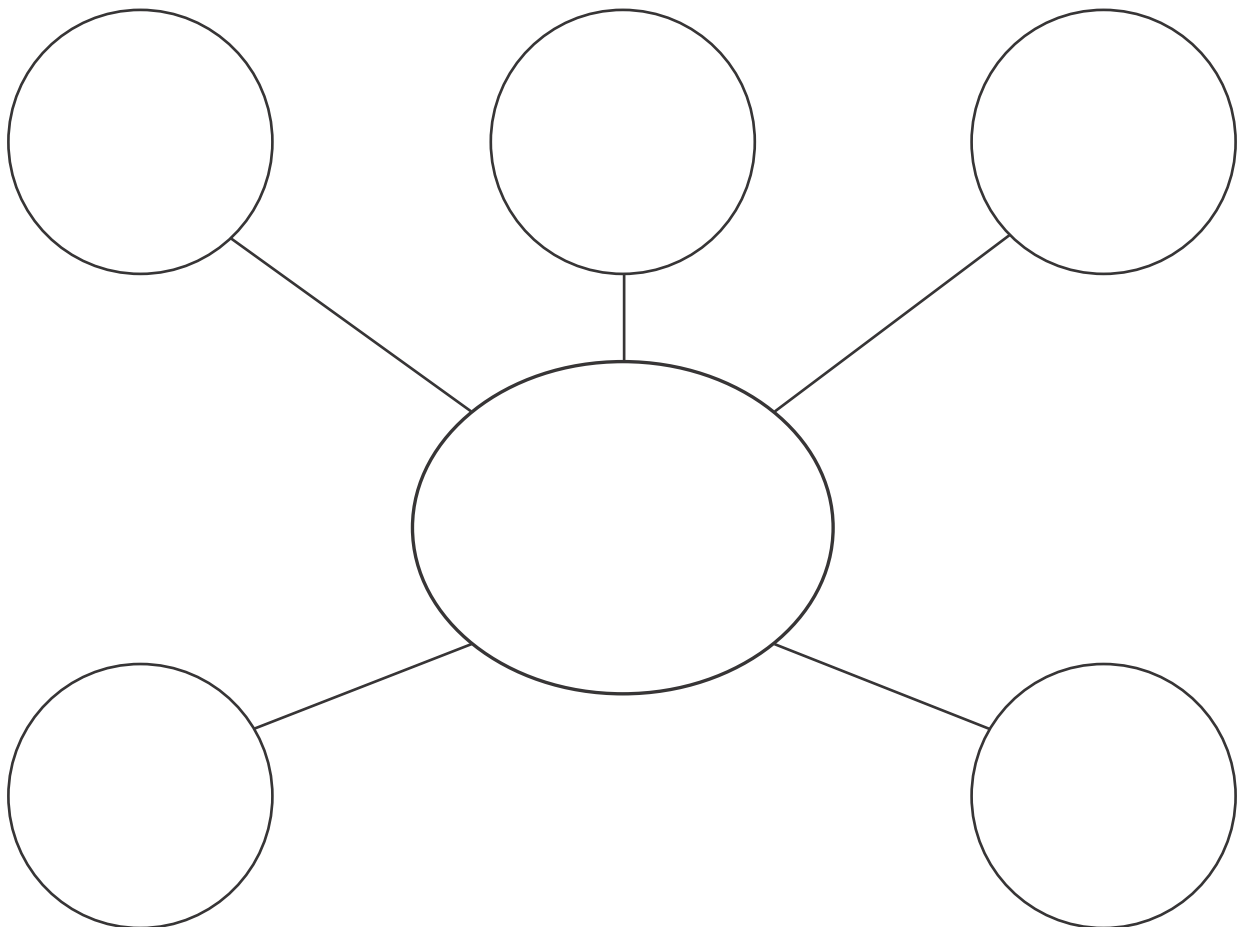
**Audience: Who** will read your research report?

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**Purpose: What** is your reason for writing a research report?

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**PREWRITING** Use the idea web below to generate a list of questions about your topic that can be used to guide your research.



**DRAFTING** When you were taking notes during your research, you should have also been recording the bibliographic details about each source. Now, as you write the draft of your research report, you can include a draft of the bibliography as well. You will need to format each bibliographic entry according to the type of source you used. Practice formatting entries using the details below.

**BOOK:** *What Are Allergies?* by Amanda Kline, published in 2013 by Knox Press, located in New York City

**Entry:** \_\_\_\_\_  
\_\_\_\_\_

**WEBSITE:** an article called “Allergies and You” from the website *CDC News Today* run by the Centers for Disease Control. The article was written in 2015. I read it on February 19, 2017. The full web address is <<http://www.cdc.gov/newstoday/allergies>>

**Entry:** \_\_\_\_\_  
\_\_\_\_\_

**INTERVIEW:** I spoke with Dr. Nellie Patel on February 17, 2017.

**Entry:** \_\_\_\_\_  
\_\_\_\_\_

## Greek Root *path*; Latin Roots *mem* and *scrib/scrip*

**FOCUS** Understanding and identifying **Greek** and **Latin** roots and their meanings can help you define and spell difficult and unfamiliar words. Here are some Greek and Latin roots and their meanings:

Greek root **path** = “feeling”

Latin root **mem** = “mind”; Latin root **scrib/scrip** = “to write”

**PRACTICE** Fill in the appropriate Greek or Latin root to form a spelling word.

### Word List

- |                |                  |
|----------------|------------------|
| 1. apathetic   | 11. memorial     |
| 2. apathy      | 12. pathogen     |
| 3. ascribe     | 13. pathology    |
| 4. conscript   | 14. pathos       |
| 5. empathy     | 15. remembrance  |
| 6. inscription | 16. subscribe    |
| 7. memento     | 17. subscription |
| 8. memoir      | 18. superscript  |
| 9. memorable   | 19. sympathetic  |
| 10. memorandum | 20. telepathic   |

### Challenge Words

1. circumscribe
2. indescribable
3. memorabilia

1. sym\_\_\_\_\_etic

6. re\_\_\_\_\_brance

2. a\_\_\_\_\_y

7. \_\_\_\_\_ento

3. \_\_\_\_\_oir

8. a\_\_\_\_\_e

4. \_\_\_\_\_ology

9. \_\_\_\_\_orable

5. sub\_\_\_\_\_tion

10. em\_\_\_\_\_y

11. \_\_\_\_\_ orial

16. sub\_\_\_\_\_e

12. tele\_\_\_\_\_ic

17. a\_\_\_\_\_etic

13. in\_\_\_\_\_tion

18. super\_\_\_\_\_t

14. \_\_\_\_\_os

19. \_\_\_\_\_orandum

15. \_\_\_\_\_ogen

20. con\_\_\_\_\_t

**APPLY** If the spelling word in the sentence is misspelled, write the correct spelling on the line. If it is correct, write *Correct*.

21. We had a memerible experience at the State Fair this year. \_\_\_\_\_

22. His empthy for others came through in the way he was always willing to help. \_\_\_\_\_

23. The library no longer has a subscription to that magazine. \_\_\_\_\_

24. A memmoreal service for her grandmother will be on Monday.  
\_\_\_\_\_

25. The actress had a gift for combining pathoes and humor. \_\_\_\_\_

26. The author's inscribtion states, "Best of luck in your studies!" \_\_\_\_\_

27. Although I am apethetic about opera, I appreciate that others enjoy it greatly. \_\_\_\_\_

28. My sister and I share a remembrance of one particularly fabulous summer when we were younger. \_\_\_\_\_

29. Giselle was simpathetic to the people displaced by the flood. \_\_\_\_\_

30. Mr. Greene plans to write a memmior when he retires. \_\_\_\_\_

31. People with telipathic powers may appear in fantasy stories. \_\_\_\_\_

32. Max saved a memmento from his trip to Washington. \_\_\_\_\_

## Colons and Semicolons

### **FOCUS**

- **Colons (:)** are used to introduce lists, to separate the minutes and hours of precise time, and at the end of a business letter's salutation.
- **Semicolons (;)** are used to join independent clauses in a sentence and to help separate clauses joined by some adverbs. Use a semicolon when conjunctions like *and*, *or*, and *but* are not used.

**PRACTICE** Each sentence below contains a colon or a semicolon. If the correct punctuation mark was used, write **C** in the blank. If the incorrect punctuation mark was used, write **I** in the blank.

1. \_\_\_\_\_ My brother thought I took his favorite book about dinosaur fossils: he was wrong.
2. \_\_\_\_\_ Hannah's day always consists of the following meals: breakfast, lunch, and dinner.
3. \_\_\_\_\_ To whom it may concern;
4. \_\_\_\_\_ Our match starts at exactly 10;15.
5. \_\_\_\_\_ Earthquakes are caused by movement deep underground; however, they can still be felt at the surface.
6. \_\_\_\_\_ Aunt Millie always brings these things when she visits; baked goods, a couple of books, and a big smile.
7. \_\_\_\_\_ Juan just returned from camping in the Alaskan National Wildlife Refuge; he's heading to Montana next.
8. \_\_\_\_\_ Every Wednesday at 4:00 I have ballet and tap lessons downtown with my friend.

**APPLY** Add colons and/or semicolons where they are needed in the following sentences.

9. Marcus searched for blueberries on his hike along the Appalachian Trail he did not find any.
10. The race began at 9 15 my family was there watching from the sidelines with big signs that said “Go Fast!”
11. Please try to bring one of the following items a tablecloth, eating utensils, napkins, or cleaning supplies.
12. Shawna thought she had caught a lightning bug when she opened her hand, it was gone.
13. Earth has four oceans the Pacific, the Atlantic, the Indian, and the Arctic.
14. Li has three favorite toys Peanut, a blue elephant Tucker, a large, stuffed turtle and Bingo, a clown that pops out of a jack-in-the-box.
15. Go to the fridge and grab the milk, three eggs, and some cheese we’re going to make an omelet.
16. Last night at 7 30, Kyle received a call from overseas however, it was a wrong number.
17. We need to leave by 5 00 in the morning, or we will hit morning traffic and be late for our train.
18. I opened the big wooden door slowly and peered around it no one was standing in the hallway.
19. I packed everything we need for the camping trip sleeping bags, tents, a flashlight, food, water, and a compass.
20. Tell Tommy, Riley, and Grace to hurry up we cannot be late for the opening performance.