

Suffixes *-ology, -ist*

FOCUS

The **suffix *-ology*** means “science of.” For example, the word *geology* means “science of Earth.”

The **suffix *-ist*** means “one who practices.” For example, the word *biologist* means “one who practices biology.”

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

archaeology	etymology	publicist
specialist	technology	zoology

1. science of animals _____
2. science of the origins of words _____
3. one who gives information to the public _____
4. science of people and their things from long ago _____
5. one who has a special skill _____
6. use of science to make new things _____

APPLY Complete the “word-math” problems below by combining the base word and suffix and writing the word on the line. Then use each word in a sentence.

7. meteor + ology = _____

8. final + ist = _____

9. cartoon + ist = _____

10. psych + ology = _____

11. nutrition + ist = _____

12. bicycle + ist = _____

Vocabulary

FOCUS Review the selection vocabulary words from
“The Starving Time.”

agriculture
artisans
chartered
depletion
dwindling
emaciated

hampered
immunity
irrigate
massive
navigational
permanence

precious metals
propulsion
strategic
succumbing

PRACTICE Complete each sentence with a selection
vocabulary word. Each vocabulary word should be used once.

1. The stray dog looked _____, so we left some food outside for it.
2. The sailor used _____ tools to determine the direction.
3. The king _____ two companies to explore the new land.
4. The player made a(n) _____ move in the chess game.
5. The crown was made of _____ including gold and silver.
6. The _____ of the submarine was determined by the power of its engine.
7. The rain _____ our plans for a picnic at the park.
8. Skilled _____ displayed and sold their work at the local festival.

9. The _____ tent held hundreds of people for the event.
10. The _____ buildings at the fairgrounds honor farmers and farming.
11. The puppy is finally _____ to sleep after playing all day.
12. Because my supply of pencils is _____, I will need to buy some more.
13. The shots give me _____ from terrible diseases.
14. The book's _____ on the summer reading list depends on its classic nature.
15. To get water to the fields, the farmer will _____ the land.
16. There has been a(n) _____ of classroom supplies by the end of the school year.

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

17. When have your plans been hampered by someone or something?

18. What strategic games have you played?

19. When have you noticed something dwindling?

20. What is something massive you have seen or experienced?

State Fair

Over a hundred years ago, our state chartered the State Board of Agriculture. This agricultural group was charged with promoting the farmers and crops of our state. It organized an annual fair which showcased the crops and livestock of the state. People come from all over to compete for prizes in a variety of categories—such as for the best tasting cheese. A new cheesemaker could create permanence in the industry by winning blue ribbons year after year. People began to look forward to this annual event.

Every year, the fair would share improvements made in agriculture, commerce, and technology. Some years, farmers shared new irrigation methods that improved the quality of their crops. Other years, farmers would talk about strategic methods for improving the soil or bringing products to market. If farmers were worried about animals emaciated by disease, they might hear information about vaccines promising immunity for their livestock.

Over the years, local artisans began to show their work. Jewelers offered rings and bracelets made of precious metals. Talented basket weavers who used local materials and traditional methods displayed products. Other artisans demonstrated handcrafted pottery and leathermaking. Quilters, bakers, and carpenters also showed off their artisanal skills in the Arts and Crafts building at the center of the fairgrounds.

As the fair grew in size and popularity, rides and entertainment were added for fairgoers to enjoy. Some rides used large bungee cords and propelled brave people high into the air, only for them to fall back down and bounce up again. Massive crowds filled the stands to hear lively concerts or see a variety of competitions. There might even be jugglers or other entertainers navigating the crowds to show their skills and add to the fun of the fair.

Because so many people attend each year, the state fair was a good place to share information and educate people about important topics. The highway patrol had a booth about driving safely. The natural resources building had exhibits that informed people about local animals and plants in state parks. There was a science building with hands-on experiments for children. Some volunteers dressed up and presented information about what life would be like in a pioneer's log cabin.

Even with all the changes and additions, the agriculture of the state has remained the permanent feature. The competitions related to livestock and farm animals are still the central fair exhibits.

Joe and his family had gone to the state fair every year since he was born. His parents had also attended for years before, showing animals raised on their farm. Since Joe was so familiar with the fair, he had developed a specific strategy for making sure he got to each exhibit. It was almost impossible to hamper his enthusiasm for the fair. His family succumbed to his plans because they knew Joe had thought long and hard about his navigational strategy. He would not be easily convinced to change his course.

Joe started his family at the front gates. He made sure they had filled their water bottles and asked them to let him know when their water was depleted. He knew where they could fill their bottles around the fairgrounds, and he didn't want anyone succumbing to the heat. Joe led the way, navigating from the map in his head. The first stop would be the animal barns.

Joe and his family walked through many stalls of animals. They saw the sheep and the goats. The cows in the dairy barn were getting milked, and the horses were being exercised on the track. They saw a variety of hogs and pigs. Once they saw the chickens and ducks, they had seen all the animals at the fair. Joe checked his family's water levels and found some water to replenish their dwindling supply.

Joe took his family to see vegetables that had grown massively, including a two-foot long carrot! Other fruits and vegetables were displayed nearby and were being judged on their colors, shapes, and tastes. Some plants had been made to look like people as part of a floral design contest. Once Joe had finished guiding his family through the agricultural buildings, he propelled them through the crowds to see the artisans and entertainers.

The artisans were strategically placed next to the food vendors at the fair. They bought some fresh local foods and sat on some benches where they could watch the jugglers and hear the bands playing nearby. As the sunlight dwindled and it became night, the flashing lights of the fair brightened.

After eating and resting, Joe and his family enjoyed the amusement park rides. They sat in cars that propelled them in circles, and then ran through fun houses. They all agreed that it had been a great day at the fair.

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 artisans wanted to show their skills, so _____

2. The supply of firewood was dwindling, so _____

3. Because the nurse had immunity, _____

4. The girl put on a scarf because _____

5. The phone kept ringing; therefore _____

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

6. I woke up early today because the construction outside was very loud.

Effect: _____

Cause: _____

7. Because the jigsaw puzzle had a thousand pieces, it took a long time to complete.

Effect: _____

Cause: _____

8. It was a beautiful spring day, so we spent the day outside.

Effect: _____

Cause: _____

9. The coach did not put Alex in the game because he did not work hard in practice.

Effect: _____

Cause: _____

10. I knew the material for the test well, so I did not study.

Effect: _____

Cause: _____

Name _____ Date _____

Persuasive Essay

Think

Audience: Who will read your persuasive essay?

Purpose: What is your reason for writing a persuasive essay?

PREWRITING In your persuasive essay, you must state an opinion or position, give sound reasons to support it, include relevant evidence, and consider alternative viewpoints. Use the numbered lines to list evidence that supports each reason and that supports or counters the alternative or opposing argument.

Position: _____

Reason 1: _____

Reason 2: _____

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Reason 3: _____

Alternative/Opposing Argument:

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Conclusion: _____

REVISING Use this checklist to revise your persuasive essay.

- Have you made your position clear in the introduction?
- Did you include an emotional statement or astonishing fact in the introduction that will grab your reader's attention?
- Have you included strong, persuasive reasons to support your position?
- Have you used persuasive techniques to convince others to agree with you?
- Did you address an opposing view?
- Have you used transition words to organize your ideas?
- Does your conclusion leave the reader with a final thought?

EDITING/PROOFREADING Use this checklist to correct mistakes in your persuasive essay.

- Did you use proofreading symbols when editing?
- Did you check for mistakes in verb tenses?
- Did you correctly form possessives and plurals?
- Did you check the writing for misspelled words, such as irregular plurals or academic vocabulary you were unsure about?
- Did you check the writing for mistakes in punctuation?

PUBLISHING Use this checklist to prepare your persuasive essay for publishing.

- Write or type a neat copy of your text.
- Consider visual elements or multimedia options that would appeal to your chosen audience.

Suffixes *-ology, -ist*

FOCUS

Suffixes are added to the ends of base words and root words. They change the original word's meaning, and often the original word undergoes a spelling change before the suffix is added. Knowing the meanings and spelling of suffixes can help you understand the meanings and spellings of new or difficult words.

- The **suffix *-ology*** means “science of,” and it forms nouns when added to base or root words.
- The **suffix *-ist*** means “one who,” and it forms nouns when added to base or root words.

PRACTICE Write the spelling words that share the same base or root words as the words shown.

Word List

- | | |
|-----------------|------------------|
| 1. allergist | 11. ecology |
| 2. antagonist | 12. florist |
| 3. astrology | 13. geologist |
| 4. audiology | 14. journalist |
| 5. biology | 15. mythology |
| 6. cardiology | 16. paleontology |
| 7. cartoonist | 17. protagonist |
| 8. chemist | 18. psychology |
| 9. cryptology | 19. typist |
| 10. dermatology | 20. vocalist |

Challenge Words

1. anthropology
2. archaeology
3. meteorologist

- | | | | |
|-----------------|-------|--------------|-------|
| 1. dermatitis | _____ | 6. biosphere | _____ |
| 2. vocalizing | _____ | 7. flowers | _____ |
| 3. mythic | _____ | 8. allergies | _____ |
| 4. astrophysics | _____ | 9. cartoon | _____ |
| 5. cardiac | _____ | 10. chemical | _____ |

- 11. ecosystem _____
- 12. geography _____
- 13. retyped _____
- 14. journaling _____
- 15. crypt _____

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

- 16. palentology _____
- 17. protagonist _____
- 18. voculist _____
- 19. antagonist _____
- 20. alergest _____
- 21. mythology _____
- 22. psycolegy _____
- 23. cardialogy _____
- 24. biology _____
- 25. meterologist _____
- 26. audeology _____
- 27. dermitology _____
- 28. astrollogy _____

Interjections

FOCUS

An **interjection** is a word or group of words that expresses emotion. When an interjection expresses a strong emotion, it is followed by an exclamation point. When the emotion is not as strong, then the interjection is followed by a comma.

Wow! I've never seen a dog jump so high before.

Oh well, I didn't like that pair of socks anyway.

PRACTICE Add a comma or exclamation point after each interjection. Use the context of the sentence to determine which punctuation makes more sense.

1. Oh _____ Mr. King didn't think you would be here today.
2. Cool _____ I can't wait to tell my mom about the prize.
3. Uh-oh _____ Louis saw what you did.
4. Wait _____ I have something important to tell you.
5. Ouch _____ That really hurts!
6. Oh, my goodness _____ Charles, you are so sweet.
7. Whoa _____ Juan almost walked right into that hole.
8. Eek _____ I think I saw a rat under that table!
9. Bravo _____ What a performance!
10. Congratulations _____ Ms. Olsen, on your new job.

APPLY Write your own sentences using the interjections in the box. Include some interjections that are followed by commas and some that are followed by exclamation points.

Yikes	Bye	Oh, dear	Whoops	Hooray
Ow	Yuck	Ugh	Aha	Aw

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____
