

Latin Roots *claim/clam; jud/jur/jus*

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 *claim/clam*** means “shout.” For example, the word *exclaim* means “to shout out.”

The **Latin root *jud/jur/jus*** means “law.” For example, the word *judicial* means “relating to the law.”

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

claimant	clamor	judgment
just	justice	reclaim

1. agreeing with what is right _____
2. action of judging _____
3. one who makes a claim _____
4. to claim back _____
5. activity of shouting _____
6. act of being just _____

APPLY Choose a word from the box to complete each sentence. Each word contains the Latin root *claim/clam* or *jud/jur/jus*. Write the word on the line.

acclaim	disclaimed	exclamations	jurisdiction
jury	justify	perjury	proclaimed

7. The principal _____ that swings will be added to the playground soon.
8. There were _____ of joy coming from the students when the field trip was announced.
9. The _____ remained calm and looked thoughtful throughout the trial.
10. The young singer received great _____ for her performance.
11. The police department does not have _____ outside the city limits.
12. A witness can be in big trouble if he or she commits _____ while on the stand.
13. The student _____ any part in the damage to the books.
14. Mom can't _____ buying me new shoes when my old ones still fit.

Vocabulary

FOCUS Review the selection vocabulary words from “Thomas Jefferson Grows a Nation.”

attire	committee	minister
bespeaks	contours	mode
botanical garden	degradation	plainspoken
brisk	envisioned	uprooted
cash crop	hothouse	
commerce	infestation	

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

1. If a farmer grows crops to sell to others, is the product grown a botanical garden or cash crop? _____
2. If the wood of a tree house is full of tiny bugs, does the tree house have an infestation or an attire? _____
3. If a man speaks in a simple and honest way, is he brisk or plainspoken? _____
4. If a place encourages artists to develop new art, is it a hothouse or a committee of creativity? _____
5. If a group of people get together to plan an event, is the group a minister or a committee? _____
6. If someone exposed the inaccuracies of a report, has the person uprooted or envisioned the mistakes? _____

7. If the mayor works to help people buy and sell goods, is she concerned with commerce or contours? _____
8. If your neighbor brings over hot meals when you are sick, does this action contours or bespeaks the neighbor's kindness? _____
9. If a garden has plants grown for scientific inquiry and public display, is it a hothouse or botanical garden? _____
10. If a person represents the United States in France, is that person a minister or a mode? _____
11. If you see the exterior shapes of animals on a faraway hill, do you see contours or commerce? _____
12. If a fence is in a state of falling apart, is it an example of infestation or degradation? _____

APPLY Read each sentence. Answer each question by explaining the underlined term in your own words.

13. The girl envisioned her life as a doctor. What did she do?

14. Shorthand is a mode of writing notes. What does that mean?

15. The wind is brisk today. How does the wind feel?

16. People will wear formal attire at the event. What does that mean?

A School Garden

Ms. Daniels, the principal of Thomas Jefferson Middle School, made an announcement on Friday about a new project. She wanted students to envision a new program that would honor Thomas Jefferson as well as support the community. She said that students could volunteer or nominate someone to be part of the envisioning committee. As part of the committee, students would be choosing a topic that they believe bespeaks the good works of Thomas Jefferson as well as the kindness of the students.

A committee of twelve student volunteers met a month later to begin the project. Ms. Daniels led the meeting, saying, “I want our meeting space to be a hothouse of creativity and inspiration! So, we will discuss many ideas at this stage in the process. Let’s start by thinking about some of the works of Thomas Jefferson that might relate to our school.”

The students thought for a moment, and then Bethany raised her hand. “Didn’t Thomas Jefferson serve as minister to France at one time? Perhaps we can connect to something related to France or with a foreign exchange program? Is that what you mean?”

Ms. Daniels wrote Bethany’s idea on the board, answering, “Yes, he did serve as minister to France. That is certainly a way to honor his good works. What else do you remember about Thomas Jefferson?” The students recalled that he wrote the Declaration of Independence and that he was President of the United States, but it was hard to connect a project idea to either of those accomplishments.

Jonathan was shy and plainspoken, but he was not afraid to share his ideas. After listening to others, he suggested, “Maybe we could make a garden. Thomas Jefferson was a farmer and studied plants.”

“Excellent idea, Jonathan,” said Ms. Daniels. “Do you think the garden should be a botanical garden that displays plants for scientific purposes? Or are you thinking of a garden with some of the cash crops he grew? Or some other kind of garden?”

“We could use the garden as part of our science class,” said Jonathan. “And food grown here could be shared with the school or the community.” The rest of the students liked his garden idea, and so the envisioning committee decided they would start a school garden at Thomas Jefferson Middle School. They would discuss the details at the next meeting.

During the next meeting, the committee discussed the specifics of the garden. They decided any food grown there would be donated either to the school or to the community food bank. It would not be a commercial project for the school, so it would remain one of goodwill. They also discussed who would be responsible for the garden throughout the year. Ms. Daniels said, “I will find some key people in our school community to volunteer. Next week, wear proper attire for walking the school grounds. I want to discuss possible locations for our garden.”

The students on the committee arrived the next week wearing comfortable walking shoes and casual clothes. They walked briskly around the school property, looking carefully at the contours of the land. The garden would need good sunlight, good soil, and the proper amount of water. After their brisk walk, they went inside to discuss their ideas further. Ms. Daniels began, “What problems or issues should we think about before we choose a place for the garden?”

The committee pointed out that there would need to be a place to store garden supplies, such as tools, gloves, and buckets. They should look into how to avoid pests infesting and ruining the plants in the garden. The beds would need to be maintained regularly, so they would not fall into a state of degradation. Ms. Daniels wrote down all their concerns and then they discussed possible solutions.

Ms. Daniels told the committee that at their final meeting, they would discuss their ideas and decisions with the science teachers at school. The science teachers would help them uproot any ideas that might be ineffective. The teachers could also suggest various modes of gardening to improve the project. Once that was settled, the committee would present their project to the school board.

Over the next two months, the committee met with the science teachers and created a presentation for the school board. The presentation went well and Ms. Daniels expressed her thanks to the students who served on the committee.

In the following months, a new committee formed to oversee the planning and volunteers for the school garden. Some volunteers built beds for the gardens. Others built a shed for the garden supplies. In the end, many people joined in the effort to make the school garden part of the community.

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 the paragraph and write it on the line. Then, write two supporting details from the paragraph that provide additional information about the main idea.

There are many beautiful things to see at the city’s botanical garden. Lovely flowers fill the air with sweet smells beginning in the spring and continuing through the summer months. Each garden has its own set of green plants growing in different shapes and shades behind the multicolored flowers. Fountains are often the centerpieces of the gardens. Many gorgeous statues and sculptures made of bronze, stone, and glass accent the gardens with art.

1. Main Idea: _____

2. Details: _____

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

3. I set all the books on one table, marked with a price tag of a quarter each. I set clothing on another table for a dollar each. I set other items on the remaining tables.

4. The sun sank below the horizon. Streaks of orange, pink, and purple reached across the sky. The first stars started to twinkle in the dark blue sections of the sky.

5. First, cut the fruit into chunks. Next, place the chunks of fruit onto skewers. It looks better if the fruit has a pattern of color and shapes. Then, place the fruit kabobs on a platter for the party.

Write supporting details for each main idea sentence.

6. There are many good cooks in my family.

7. There are lots of ways to get exercise.

8. I write for several different purposes.

Name _____ Date _____

Response to Nonfiction

Think

Audience: Who will read your response to nonfiction?

Purpose: What is your reason for writing a response to nonfiction?

PREWRITING Answer the questions below to help you plan your response to nonfiction.

What is the title of the nonfiction text? _____

What is the text's genre? _____

What is the text's organizational structure? _____

Which kind of graphic organizer will work best as you take notes for your summary? _____

Use the space below to draw the appropriate graphic organizer, and then use it to take notes summarizing the main ideas and details from the nonfiction text.

REVISING Use this checklist to revise your response to nonfiction.

- Have you named the text and identified its genre in the introduction?
- Have you described the text's organizational structure?
- Have you included the main ideas and most important details in a summary?
- Have you presented all of your ideas clearly so the reader will understand them?
- Have you avoided repeating certain words or phrases too often?
- Is the purpose of your writing clear?
- Is the conclusion strong and effective?

EDITING/PROOFREADING Use this checklist to correct mistakes in your response to nonfiction.

- Did you use proofreading symbols when editing?
- Did you check for mistakes in pronoun use?
- Did you correctly punctuate titles of works?
- Did you check the writing for misspelled words?
- Did you check for misused homophones?

PUBLISHING Use this checklist to prepare your response to nonfiction for publishing.

- Write or type a neat copy of your text.
- Include a visual element related to the topic.

Latin Roots *claim/clam* and *jud/jur/jus*

FOCUS Many English words contain **Latin roots**, and knowing the meanings of these roots can help you understand the meanings of unfamiliar or challenging words.

claim/clam = “shout”

jud/jur/jus = “law”

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

Word List

- | | |
|----------------|-------------------|
| 1. acclaim | 11. judge |
| 2. adjustment | 12. judicial |
| 3. clamor | 13. juror |
| 4. conjure | 14. justice |
| 5. declaim | 15. justification |
| 6. disclaimer | 16. justify |
| 7. exclaimed | 17. perjury |
| 8. exclamatory | 18. proclaim |
| 9. injury | 19. reclaim |
| 10. injustice | 20. unclaimed |

Challenge Words

1. declamation
2. jurisdiction
3. proclamation

- | | |
|--------------------|-----------------|
| 1. un_____ed | 8. ex_____atory |
| 2. _____tify | 9. in_____y |
| 3. _____or | 10. in_____tice |
| 4. _____tification | 11. pro_____ |
| 5. de_____ | 12. ex_____ed |
| 6. ad_____tment | 13. ac_____ |
| 7. _____icial | 14. _____tice |

15. con_____e

18. _____or

16. dis_____er

19. re_____

17. per_____y

20. _____ge

APPLY Circle the correctly spelled word.

21. justification justafacation

22. proclame proclaim

23. injustice injustace

24. declamation declaimation

25. clamor clammer

26. judiciel judicial

27. aclaim acclaim

28. purjury perjury

29. unclamed unclaimed

30. justify justefy

31. proclamation proclamation

32. exclamatory exclaimitory

33. adjustment ajustment

34. disclaimer disclamer

Collective Nouns

FOCUS A **collective noun** is a word used to represent a group of people or things.

- A collective noun is usually treated as a singular noun. It needs a singular verb in order for a sentence to have subject/verb agreement.

A **panel** of judges **waits** in the hall.

The **herd** of buffalo **stampedes** across the prairie.

- A plural collective noun always requires a plural verb for subject/verb agreement.

Swarms of bees **hover** above the field of flowers.

PRACTICE Choose the collective noun from the box that represents the group. Write it on the line.

litter	pack	class	army	bunch
team	crew	school	range	bouquet

- _____ of students
- _____ of grapes
- _____ of athletes
- _____ of flowers
- _____ of puppies
- _____ of wolves
- _____ of soldiers
- _____ of mountains
- _____ of sailors
- _____ of fish

APPLY Circle the noun that correctly completes each sentence.

11. The audience (give, gives) the performance a standing ovation.
12. A pair of students (receive, receives) the award each year.
13. Many fleets of ships (dock, docks) to the north of our city.
14. That deck of cards (sits, sit) there unused most of the time.
15. Several teams of oxen (is, are) housed in the barn.
16. The crowd (clap, claps) wildly as the singer takes the stage.
17. Many flocks (arrive, arrives) here in the beginning of April each year.
18. About a dozen bunches of bananas (fit, fits) into each crate.
19. A pack of dogs (race, races) through the streets of the abandoned town.
20. The board of directors (travel, travels) to Chicago twice a year.

Write a sentence using each collective noun.

21. (troop of monkeys) _____

22. (brace of ducks) _____

23. (knot of toads) _____

24. (pod of whales) _____
