

Greek Roots *hydr, opt*; Latin Roots *aqua, opt/optim*

FOCUS

Remember that identifying and understanding Greek and Latin roots can help you define difficult and unfamiliar words.

- The **Greek root *hydr*** means “water.” For example, the word *hydrosphere* means “water on Earth.”
- The **Greek root *opt*** means “eye.” For example, the word *optic* means “relating to the eyes.”
- The **Latin root *aqua*** means “water.” For example, the word *aquatic* means “relating to water.”
- The **Latin root *opt*** means “choose.” For example, the word *option* means “the act of choosing.”
- The **Latin root *optim*** means “best.” For example, the word *optimize* means “to make the best.”

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

1. the Greek root *opt* meaning “eye” _____

2. the Latin root *optim* meaning “best” _____

3. the Greek root *hydr* meaning “water” _____

4. the Latin root *aqua* meaning “water” _____

APPLY Select the word with the root *hydr*, *opt*, *optim*, or *aqua* that best fits the definition and write it on the line. Then use each word in a sentence.

aquanaut	aquarium	hydrant	hydrogen
optical	optimal	optimist	optometrist

5. pipe along streets that provides water _____

6. having characteristics of the best _____

7. one who hopes for the best _____

8. gas that when combined with oxygen creates water _____

9. place where water animals are kept _____

10. a person who explores under the water _____

11. having characteristics related to the eyes _____

12. one who examines and measures a person's vision _____

Vocabulary

FOCUS

Review the selection vocabulary words from the paired selections “Abraham Lincoln and Frederick Douglass” and “Narrative of the Life of Frederick Douglass, An American Slave.”

abolitionist
alienate
ardor
brethren
decisive
emigrating
enthusiasm

forbearing
mariner
midst
radical
righteous
shackles
smoldering

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

1. The emergency required _____ action to save the person’s life.
2. The fire was _____, so it kept us warm overnight.
3. The _____ set sail on a long voyage to visit new places.
4. The _____ worked hard to make slavery illegal.
5. The prisoner wore _____ around his wrists and ankles.
6. At the convention, he stood in the _____ of the world’s top scientists.
7. She had some _____ ideas for research that were very different from current methods.
8. They did not want to _____ their visitors by talking solely about local problems.

9. The _____ person will choose to do what is good for others.
10. Because the student had such _____ for the topic, others soon became excited to hear more.
11. The soldiers felt that they were _____ after spending so much time looking out for each other.
12. Many people began _____ to other countries once war broke out.
13. People in town showed great _____ for the local baseball team.
14. A person who is _____ will restrain from acting or speaking.

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

15. What is something that a mariner might do? _____

16. What are some qualities of a smoldering fire? _____

17. How would you express enthusiasm for something? _____

18. When have you been in the midst of students? _____

A Roller Coaster Enthusiast

I am a roller coaster enthusiast, meaning that I love everything about roller coasters. Of course, I am excited when I get to ride on roller coasters, but my enthusiasm is even greater than that! I read everything I can find about their history as well as radical new technology and coaster designs. My ardor is obvious as I watch videos that describe the experiences on the different roller coasters. I even dream up my own roller coasters, thinking about how I would put together the loops, twists, and drops.

I talk quite a bit about roller coasters whenever I can. In fact, I talk so much about them, I am surprised my family does not put in ear plugs when I start a conversation. Pops has always been quiet and forbearing. I am sure he has heard more about roller coasters than most people have heard in a lifetime. He will tease me from time to time, asking, “What would you do if the country abolished roller coasters?”

And I usually respond saying, “A total abolishment of roller coasters? Are you serious? You are asking what I would do if there were no roller coasters in this country?” After he nods his head, I answer, “Obviously, I would have to emigrate to a country that appreciates roller coasters!” Then he would laugh and shake his head at my righteous outrage at such a thought.

I belong to a group of roller coaster enthusiasts. We talk about all aspects of roller coasters. It is great to discuss the topic freely without alienating someone who knows little about the subject. We discuss the different types of coasters. We talk about the ones we have experienced in person, as well as the ones we want to ride. As roller coaster enthusiast brethren, we even plan trips to visit amusement parks that have several roller coasters.

As we think about an upcoming trip, we decisively plan the order for riding the different roller coasters. Because our time is limited, we want to be sure to experience all the rides we can. After our trip, we will discuss any problems we encountered, such as long lines, bad weather, or closed rides. We will also talk about any rides that seem radically different from others we have ridden. Then, we can decide which rides we want to experience next and plan another trip.

Today we are heading to an amusement park with almost twenty roller coasters! We are most excited for the new one, called The Mariner. The cars all have a ship theme, and the ride is supposed to feel like a marine voyage on turbulent seas. The metal giant of a coaster is set over water. There are even blasts of water as you ride on it! This one is the tallest coaster in the park, so it should be easy to spot when we enter.

Our enthusiastic group arrives at the park well before the opening time. We want to be some of the first people into the park! When it opens, we walk quickly to The Mariner, which towers amidst the other roller coasters. The metal is painted a sea green and the track twists and turns in the air. An empty set of cars runs along the track as we arrive, with a light fog hanging over the water below. The fog reminds me of a smoldering fire, with the smoke sitting so close to the ground.

I snap back into reality when we get to the entrance of The Mariner. We weave our way through the maze of railings, walking to the cars of the roller coaster. I enthusiastically jump into the car and pull the safety harness down over my head. Several people check that the harness has me shackled into the car. Then they give the signal to go. My heart is beating fast, as I sit with my roller coaster brethren, ready to begin our first ride.

The ride starts like a calm sea voyage, up and down. Then we go way up high and this when the ride changes radically. We are now twisting, turning, and going upside down! I am not sure which way we will go next, and it is so exciting and scary at the same time. I love the feeling as the earth and sky tumble round and round. I imagine a mariner caught in a storm at sea, where the winds are in control. Then we slow down and come to a stop. We let out a big cheer and head to our next roller coaster.

Compare and Contrast

- FOCUS**
- When writers **compare**, they tell how things, ideas, events, or people are alike.
 - When writers **contrast**, they tell how things, ideas, events, or people are different.

PRACTICE Read each sentence below. Decide if the sentence is showing a comparison or a contrast. Then, rewrite each sentence reflecting the other term.

1. Cats and dogs make good pets for families.

2. The guitar and the trumpet are both instruments played in this band.

3. Thanksgiving and Independence Day are both holidays celebrated by many people in the United States.

4. A yacht is a large boat, whereas a dinghy is a small boat.

5. Both Lena and Patrick enjoy working with water colors.

6. I would like to learn ballet, but my sister prefers hip-hop dance.

7. The famous poet visited our school and my cousin's school to share his love of writing.

8. Peter is enthusiastic about horses and rodeos.

APPLY On the lines below, compare and contrast two things each about Frederick Douglass and Abraham Lincoln.

9. Compare: _____

10. Contrast: _____

Name _____

Date _____

Describing an Event

Think

Audience: Who will read your description?

Purpose: Why are you writing a description of an event?

PREWRITING When you are describing an event, your job is to create a picture for those people who are reading your writing. The same is true when you are writing a news story. You are creating a picture of the event or topic for the reader to understand. You also need to include facts about the event. You need to answer questions that your audience will have about your topic. Be sure to keep your answers organized and understandable. Answer the following questions to help you organize your ideas.

What is your lead sentence?

What are the main ideas of your descriptive news story?

What quotes or facts will you include to support your story?

What sensory details will you include in your description?

REVISING Use this checklist to revise your description of an event.

- Have you answered the questions *who, what, where, when, why, and how*?
- Does your draft have a headline, a lead, and a main body?
- Have you included a sufficient number of facts and details to describe the event?
- Have you included sensory details?
- Have you maintained a neutral, unbiased point of view?
- Have you used transition words to organize the details?

EDITING/PROOFREADING Use this checklist to correct mistakes in your description of an event.

- Did you use proofreading symbols when editing?
- Did you check all of your sentences for subject/verb agreement?
- Have you punctuated quotations correctly?
- Did you check the writing for misspelled words?
- Did you check the writing for mistakes in capitalization?

PUBLISHING Use this checklist to prepare your description of an event for publishing

- Write or type a neat copy of your writing.
- Include a visual element or use a multimedia source when presenting.

Greek Roots *hydr, opt*; Latin Roots *aqua, opt/optim*

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

hydr = “water” **aqua** = “water”

opt = “eye” or “choose” **optim** = “best”

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

Word List

- | | |
|-------------------|-----------------|
| 1. adopt | 11. hydroplane |
| 2. aquamarine | 12. optic |
| 3. aquanaut | 13. optical |
| 4. aquarium | 14. optimistic |
| 5. aquatic | 15. optimize |
| 6. co-opt | 16. optimum |
| 7. dehydrate | 17. optional |
| 8. Hydra | 18. optometrist |
| 9. hydrant | 19. rehydrate |
| 10. hydroelectric | 20. subaquatic |

Challenge Words:

1. aqueduct
2. fiber-optic
3. hydraulic

- | | | |
|----------------|--------------------|----------------|
| 1. _____imize | 6. co-_____ | 11. _____rium |
| 2. re_____ate | 7. de_____ate | 12. _____ic |
| 3. _____oplane | 8. _____ometrist | 13. _____ant |
| 4. _____ional | 9. ad_____ | 14. _____istic |
| 5. _____tic | 10. _____oelectric | |

15. _____naut

17. _____marine

19. _____ical

16. sub_____tic

18. _____a

20. _____imum

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

21. optamistic _____

22. hydroelectric _____

23. rehydrate _____

24. acquatic _____

25. hydrent _____

26. optionel _____

27. subquatic _____

28. hydriplane _____

29. dehydrate _____

30. optomize _____

31. optomitrist _____

32. hydraulic _____

33. aquaduct _____

34. opticle _____

Misused Words

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Some words are easily confused with others.

- Two or more words may have similar spellings but different meanings.

The horses shook **its** head and whinnied.
(possessive pronoun)

We wanted to have a picnic, but **it's** going to rain.
(contraction)

- Words may be used in similar ways, but their meanings are different.

After a lot of practice, Leo **can** now reach the top of the climbing wall.

(*can* means “has the ability to”)

You **may** borrow up to 20 books at a time from the library.

(*may* means “has permission to”)

If the meaning or use of a word is unclear, be sure to look it up in a dictionary or other resource in order to use the word correctly.

PRACTICE Circle the word that correctly completes each sentence.

1. How (much, many) buckets of water will we need to fill the trough?
2. I am trying to (rise, raise) \$100 for the class trip to Chicago.
3. Eva (set, sit) the tray down before serving the sandwiches.
4. We cannot walk (to, too) the library because it is (to, too) far away.
5. Once Bella has finished her homework, (than, then) she can have some computer time.
6. (Theirs, There's) going to be a celebration at the end of the school year.
7. Please don't (lay, lie) down on the bed unless you take off your shoes first.
8. Every time I play chess against my brother, I (lose, loose).
9. Oscar remembered to bring everything (accept, except) his baseball glove.
10. The Arnolds (we're, were) on (they're, their) way to the store when I saw them.

APPLY Look at each pair of words. Write one sentence for each that uses the word correctly. Use a dictionary to double check meanings as needed.

11. advice: _____

advise: _____

12. threw: _____

through: _____

13. chord: _____

cord: _____

14. affect: _____

effect: _____
