Hello There!

I am so excited to be bringing you this set of passages focusing on understanding the patterns and meanings in commonly used Latin roots. Everything you and your students need to practice each Latin root pattern is on ONE page!

What Is Included:

1. 4 passages focused on understanding and identifying specific Latin roots.
2. 4 complete answer keys.
3. Google Drive digital version

Ideas to Use the Passages:

1. As a mentor text during a whole group lesson on Latin roots.
2. In a small guided reading group.
3. In a comprehension center.
4. As independent practice after a lesson on Latin roots.
5. As a homework review.
6. Practice for taking standardized texts.

CLICK THE IMAGE BELOW to see the Mini Units for Mastery!



Thank you so much to these amazing artists, whose work is found in this resource!

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VOLUME 17 – FOR PERSONAL AND COMMERCIAL USE

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

It Wasn't Me

Bus Breakdown

Nothing But Rainbows

Who Am I?

Answer Keys

LINKS ACTIVATED IN PAID VERSION

Latin Roots Texts Included:

Below is a list of titles included in this set of Latin roots texts

Passage Title	Genre	Latin Root Patterns
It Wasn't Me	Fiction	rupt, ques
Bus Breakdown	Fiction	port, re
Nothing But Rainbows	Poem	non, pre
Who Am I?	Poem	omni, quad

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: It Wasn't Me	CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 2: Bus Breakdown	CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 3: Nothing But Rainbows	CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.10D Discuss the use of descriptive, literal, and figurative language.
Passage 4: Who Am I	CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	2.10D Discuss the use of descriptive, literal, and figurative language.

The Standards: Grade 3

	Common Core State Standard	TEK Standard
Passage 1: It Wasn't Me	CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
Passage 2: Bus Breakdown	CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
Passage 3: Nothing But Rainbows	CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
Passage 4: Who Am I	CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CCSS.ELA-LITERACY.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	3.10D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

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The Standards: Grade 4

	Common Core State Standard	TEK Standard
Passage 1: It Wasn't Me	CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	4.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.
Passage 2: Bus Breakdown	CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	4.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.
Passage 3: Nothing But Rainbows	CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	4.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.
Passage 4: Who Am I	CCSS.ELA-LITERACY.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	4.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

The Standards: Grade 5

	Common Core State Standard	TEK Standard
Passage 1: It Wasn't Me	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.	5.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.
Passage 2: Bus Breakdown	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.	5.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.
Passage 3: Nothing But Rainbows	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.	5.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.
Passage 4: Who Am I	CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.	5.10D Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

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The Standards: Grade 6

	Common Core State Standard	TEK Standard
Passage 1: It Wasn't Me	CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 2: Bus Breakdown	CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 3: Nothing But Rainbows	CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
Passage 4: Who Am I	CCSS.ELA-LITERACY.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone CCSS.ELA-LITERACY.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6.9D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.

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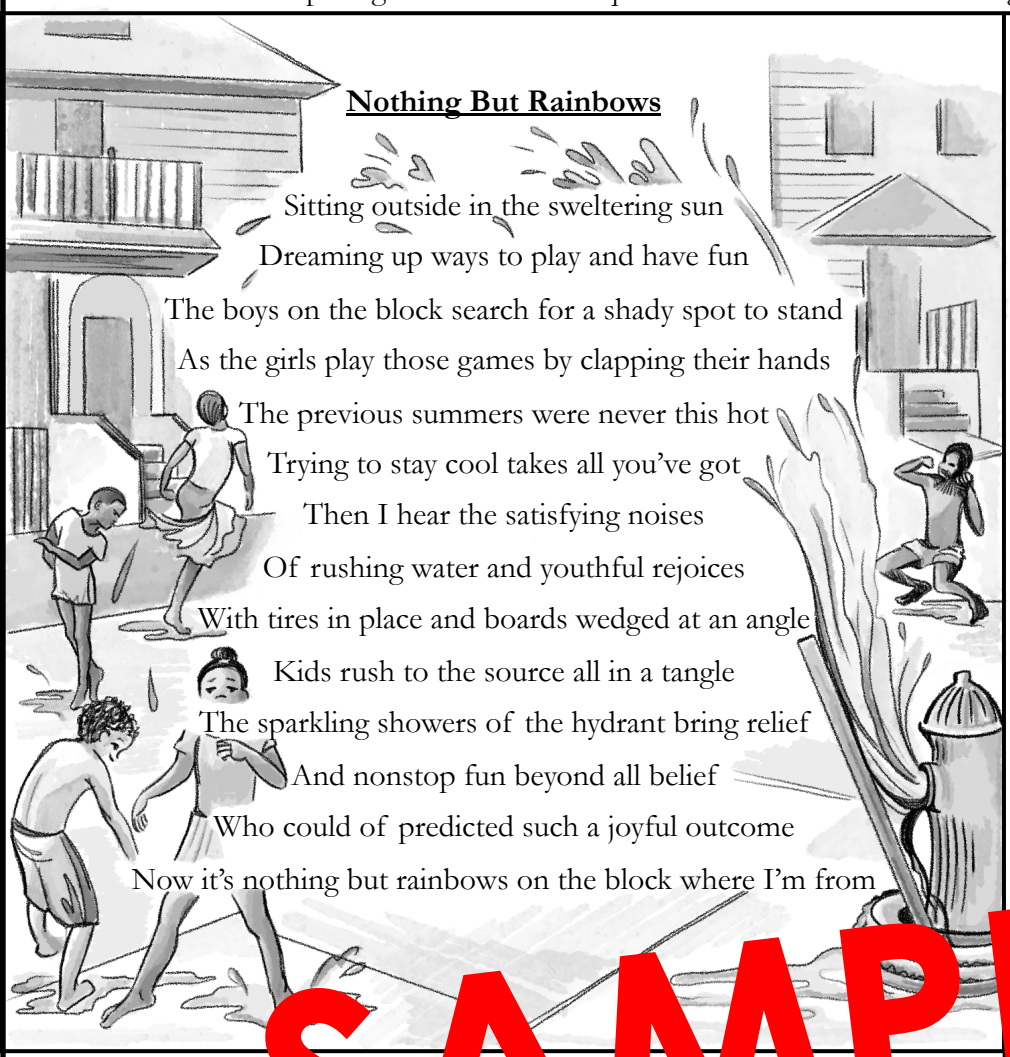
Latin Roots: non, pre

Name: _____ Date: _____

Directions: The English language uses many Latin roots in words. Understanding what the most commonly used Latin roots are will help readers define new words and make meaning of the text as they read. Read the passage and answer the questions. Then take the challenge!



Nothing But Rainbows

Sitting outside in the sweltering sun
Dreaming up ways to play and have fun
The boys on the block search for a shady spot to stand
As the girls play those games by clapping their hands
The previous summers were never this hot
Trying to stay cool takes all you've got
Then I hear the satisfying noises
Of rushing water and youthful rejoices
With tires in place and boards wedged at an angle
Kids rush to the source all in a tangle
The sparkling showers of the hydrant bring relief
And nonstop fun beyond all belief
Who could of predicted such a joyful outcome
Now it's nothing but rainbows on the block where I'm from

SAMPLE

Write About It: List words with Latin roots from the poem. Write the definition for each. Tell how it is used in the poem.

Multiple Choice:

Answer the following questions after reading:

1a. What does the Latin root, 'non' most commonly mean?
- (a.) again
- (b.) carry
- (c.) all
- (d.) not

1b. What evidence from the poem includes a word with the Latin root described in 1a?
- (a.) "Trying to stay cool takes all you've got"
- (b.) "Kids rush to the source"
- (c.) "And nonstop fun beyond all belief"
- (d.) "Sitting outside"

2a. What does the Latin root, 'pre' most commonly mean?
- (a.) break
- (b.) before
- (c.) se
- (d.) fo

2b. Wha vidence from the poem includ a word with the n described in 2a?
- (a.) "The previous summers were never this hot"
- (b.) "Dreaming up ways"
- (c.) "Then I hear the satisfying noises"
- (d.) "The boys on the block"

3. Which phrase below includes a word with a Latin root meaning before?
- (a.) "The sparkling showers"
- (b.) "As the girls play"
- (c.) "Who could have predicted such a joyful"
- (d.) "Now it's nothing but rainbows on the block"

Challenge: Use the codes to identify Latin roots and suffixes in the text.

- blue: Words with the Latin root, 'non'
- red: Words with the Latin root, 'pre'
- green: Any other words with a suffix

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Latin Roots: port, re

Name: Answer Key **Date:** _____

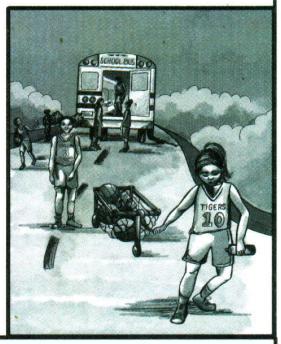
Directions: The English language uses many Latin roots in words. Understanding what the most commonly used Latin roots are will help readers define new words and make meaning of the text as they read. Read the passage and answer the questions. Then take the challenge!

Bus Breakdown

The Lady Tigers basketball team had NEVER won a championship. But, this year was their chance at a redo! The girls team had a new coach who doubled their practice schedule and introduced new team building games. These Tigers were new and improved and hadn't lost a game yet this season!

Their lucky streak was tested when they were on their way to the final game of the season. The school bus was buzzing with excited chatter and song singing when the bus screeched to a halt following a loud thud. The bus had run over some trash in the road and the back tire was shredded. They had to react fast to come up with a solution to get them to the game.

Using their new team building skills, they put their heads together. They quickly created a portable wagon with suitcase wheels, basketball netting and metal luggage rack poles from the bus. They piled all of the equipment into the wagon and set out on foot. They took turns pulling the wagon so nobody tired out before the game.



The quick thinking Lady Tigers made it just as the game was due to begin. They won an *epic* game against their rivals! They made school history and went on to prepare for their FIRST EVER championship.

Write About It: List 3 words with Latin roots from the text. Write the definition for each word as it is used in the story.

Answer should include 3 Latin roots and their definition

Challenge: Use the codes to identify Latin roots and prefixes in the text.



Words with the Latin root, 'port'



Words with the Latin root, 're'



Any other words with a prefix

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Multiple Choice:

Answer the following questions after reading:

1a. What does the Latin root, 'port' most commonly mean?

(a.) to break
(b.) to carry
(c.) all
(d.) not

1b. What evidence from the text includes a word with the Latin root described in 1a?

(a.) "The girls team had a new coach"
(b.) "The school bus was"
(c.) "They quickly created a portable wagon"
(d.) "These Tigers were new"

2a. What does the Latin root, 're' most commonly mean?

(a.) four
(b.) before
(c.) search
(d.) again

2b. What evidence from the text includes a word with the Latin root described in 2a?

(a.) "But, this year was their chance at a redo"
(b.) "The bus had run over"
(c.) "Using their new team building skills"
(d.) "They won an epic game"

3. Which phrase below includes a word with a Latin root meaning again?

(a.) "They made school history"
(b.) "They took turns"
(c.) "They had to react fast to come up with a solution"
(d.) "They piled all of the equipment"