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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three birds art studio

PERFECT BLEND FONTS
VOLUME 17 – FOR PERSONAL AND COMMERCIAL USE

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Orange Groves

Music Memory

Cheetah Skills

Batter Up

Answer Keys

LINKS ACTIVE 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
Orange Groves	Fiction	migr, tract
Music Memory	Fiction	tempo, sent
Cheetah Skills	Poem	magn, min
Batter Up	Poem	tain, ambi

The Standards: Grade 2

	Common Core State Standard	TEK Standard
Passage 1: BIG Belief	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: Ant Army	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: The Key Within	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: Migration of Wings	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: BIG Belief	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: Ant Army	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: The Key Within	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: Migration of Wings	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: BIG Belief	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: Ant Army	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: The Key Within	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: Migration of Wings	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: BIG Belief	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: Ant Army	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: The Key Within	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: Migration of Wings	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: BIG Belief	CSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	6.2C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/.
Passage 2: Ant Army	CSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	6.2C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/.
Passage 3: The Key Within	CSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	6.2C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/.
Passage 4: Migration of Wings	CCSS.ELA-LITERACY.L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	6.2C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/.

The Standards: Grade 7

	Common Core State Standard	TEK Standard
Passage 1: BIG Belief	CSS.ELA-LITERACY.L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	7.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.
Passage 2: Ant Army	CSS.ELA-LITERACY.L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	7.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.
Passage 3: The Key Within	CSS.ELA-LITERACY.L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	7.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.
Passage 4: Migration of Wings	CSS.ELA-LITERACY.L.7.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	7.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.

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The Standards: Grade 8

	Common Core State Standard	TEK Standard
Passage 1: BIG Belief	CSS.ELA-LITERACY.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	8.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.
Passage 2: Ant Army	CSS.ELA-LITERACY.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	8.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.
Passage 3: The Key Within	CSS.ELA-LITERACY.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	8.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.
Passage 4: Migration of Wings	CSS.ELA-LITERACY.L.8.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	8.2C determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.

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Latin Roots: migr, tract

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!

Orange Groves

My name is Marisol and I live in Mexico with my Mama and little brother Paco. My Papa lives here too, but only for a few months out of the year. You see, Papa is a *campesinos*; that's a field worker. He migrates to the orange groves of Florida for work. That's ALL the way in the United States!

On Wednesday nights Mama, Paco and I gather around ou[illegible]o ea[illegible] tamales and wait for Papa's call. I love to he[illegible]is voi[illegible]t ma[illegible]eel like he is actually [illegible]e with [illegible] I also lik[illegible]ni[illegible]to [illegible]im t[illegible]us stories about picking or[illegible]s in the g[illegible]ves. [illegible]ke th[illegible]im[illegible]pick[illegible]for [illegible]ree hours straight before noticing [illegible]at h[illegible]nylon s[illegible]k h[illegible] a hole in it and had dropped the oranges all ov[illegible]ground. Or the time he broke a record and picked enough oranges in one day to fill an entire swimming pool!

Last week Papa told Mama that he was offered a contract to work all year long for the same orange grove. That means that Mama, Paco and I could immigrate to the United States to live with Papa. Then I could talk to him everyday...and even see him! But for now, Mama, Paco and I will just wait patiently for Papa's next call.



SAMPLE

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.

_____

_____

_____

_____

_____

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

blue → Words with the Latin root, 'migr'

red → Words with the Latin root, 'tract'

green → Any other words with a suffix

Multiple Choice:

Answer the following questions after reading:

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

ⓐ both
ⓑ [illegible]ving
[illegible] smaller
ⓒ [illegible]

1b. [illegible]at evidence from the text i[illegible]a word with the Latin root described in 1a?

ⓐ "That's ALL the way in the United States"
ⓑ "My name is Marisol"
ⓒ "He migrates to the orange groves of Florida"
ⓓ "I love to hear his voice"

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

ⓐ pull
ⓑ feel
ⓒ time
ⓓ big

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

ⓐ "Papa told Mama that he was offered a contract"
ⓑ "Then I could talk to him"
ⓒ "Or the time he broke a record and picked"
ⓓ "It makes me feel like he"

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

ⓐ "Like the time he picked"
ⓑ "You see, Papa is a"
ⓒ "That means Mama, Paco and I could immigrate"
ⓓ "I also like listening to him"

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Latin Roots: tain, ambi

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!

Batter Up



We are off to the World Series; ready for fun!
I won't leave the ballpark til' the game is done
Cap on my head
Letters of white and red
Ready to cheer for each home run



The team knows just how to entertain the crowd
Foam fingers on hand; it's getting quite loud
Ambidextrous Anthony is up to bat
The sweat drips down from under his hat
Get your cameras ready, cause' pictures are allowed





Strike one, strike two, you know what comes next
Maintain your composure; he's really the best
Give him a minute
He's going to win it
CRACK! He hits it out of the park and lives up to his specs

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

Answer should list 3 Latin roots from the text with definitions

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



Words with the Latin root, 'tain'



Words with the Latin root, 'ambi'



Any other words with a suffix

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Multiple Choice:

Answer the following questions after reading:

1a. What does the Latin root, 'tain' most commonly mean?
- ● hold
- ⓑ smaller
- ⓒ big
- ⓓ time

1b. What evidence from the poem includes a word with the Latin root described in 1a?
- ● "The team knows just how to entertain the crowd"
- ⓑ "Letters of white and red"
- ⓒ "Ready to cheer for each home run"
- ⓓ "Cap on my head"

2a. What does the Latin root, 'ambi' most commonly mean?
- ⓐ moving
- ⓑ to feel
- ● both
- ⓓ pull

2b. What evidence from the poem includes a word with the Latin root described in 2a?
- ⓐ "Strike one, strike two, you know what comes"
- ⓑ "Foam fingers on hand
- ⓒ "The sweat drips down from under his hat"
- ● "Ambidextrous Anthony"

3. Which phrase below includes a word with a Latin root meaning both?
- ⓐ "He's going to win it"
- ⓑ "Give him a minute"
- ● "Maintain your composure"
- ⓓ "He hits it out of the park and lives up to his specs"