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

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Pete's Pinata

Cat Lady

Vacation

A Better Way

Answer Keys

Latin Roots Texts Included:

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

Passage Title	Genre	Latin Root Patterns
Pete's Piñata	Fiction	volv, sect
Cat Lady	Fiction	sub, spect
Vacation	Poem	vac, vis
A Better Way	Poem	voc, uni

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: volv, sect

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!

Pete's Piñata

My little brother Pete is finally four! He can count to ten, brush his own teeth, build houses with blocks, and he LOVES to sing "Baby Shark." In the morning I usually wake up to, "Baby Shark, doo, doo, doo, doo, doo, doo." And going to bed, "Grandpa Shark, doo, doo, doo, doo, doo, doo." He loves it so much that my Dad and I decided to make him a shark piñata for his birthday party.

Dad and I glued, taped, cut and colored hou ection by tion e assembled the c blue an e "Baby k" a ever en. We decided to fill it "Pete" f ndl eats. st it f wi ittle bags of fish crackers and re um ish. th gs a baby shark would eat, of course. Then, w the perfect spot outside to hang it for the party.

After all the guests were finished eating cake and watching Pete open presents, it was time for the piñata. The little kids took turns spinning revolutions around the shark, as they sang "Baby Shark, doo,doo." Finally, Pete gave the shark a big WHACK and it split open; spilling the fishies to the floor. He had dissected that poor shark! The kids gobbled up the goodies as Dad and I stood and watched; pleased with our fine work.



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, 'volv'
- red: Words with the Latin root, 'sect'
- green: Any other words with a suffix

Multiple Choice:

Answer the following questions after reading:

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

(a.) under
(b.)
(turn
(y

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

(a.) "In they morning I usually wake up to"
(b.) "My little brother Pete"
(c.) "Took turns spinning revolutions around the"
(d.) "He loves it so much"

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

(a.) to cut
(b.) to see
(c.) voice
(d.) to look

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

(a.) "Pete gave the shark a big WHACK"
(b.) "All things a baby shark"
(c.) "We stuffed it full with little bags of fish"
(d.) "Section by section we"

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

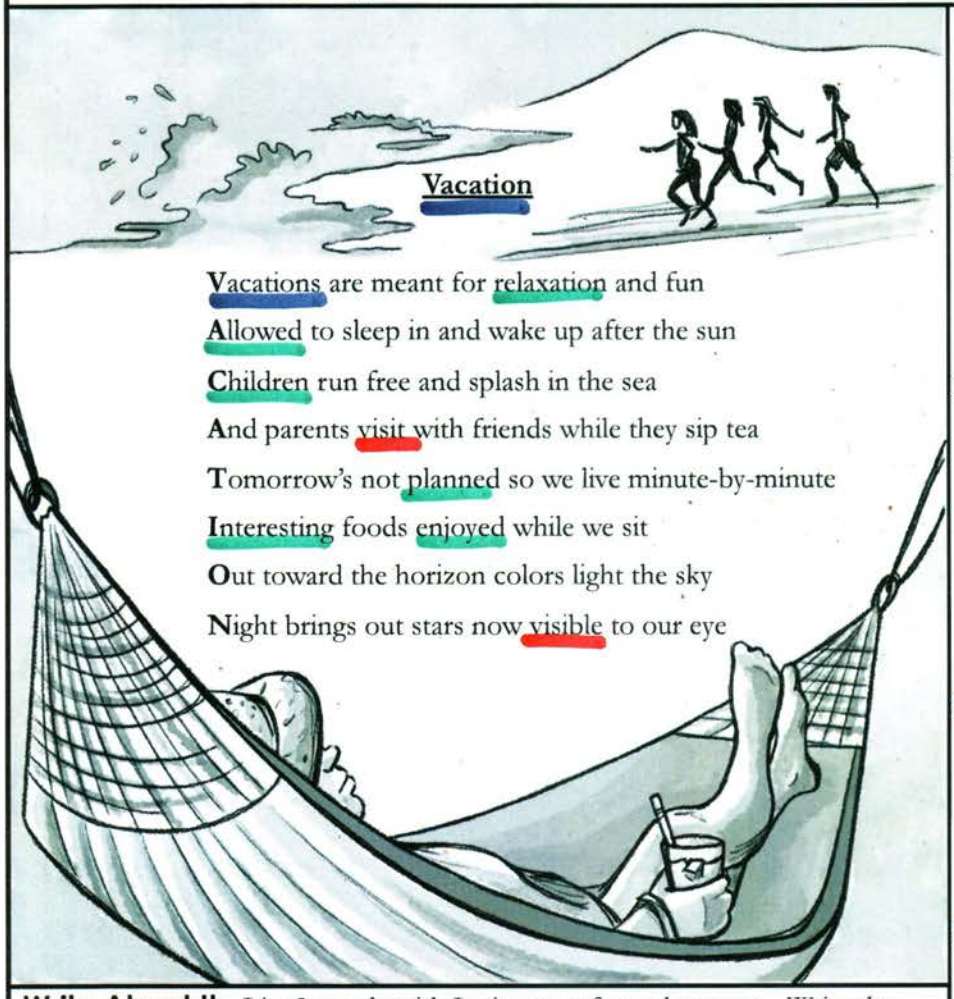
(a.) "The kids gobbled up"
(b.) "He had dissected that"
(c.) "After all the guests were finished"
(d.) "Dad and I glued, taped, cut and colored for hours"

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Latin Roots: vac, vis

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!



Vacation

Vacations are meant for relaxation and fun
Allowed to sleep in and wake up after the sun
Children run free and splash in the sea
And parents visit with friends while they sip tea
Tomorrow's not planned so we live minute-by-minute
Interesting foods enjoyed while we sit
Out toward the horizon colors light the sky
Night brings out stars now visible to our eye

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 suffixes in the text.

blue — Words with the Latin root, 'vac'

red — Words with the Latin root, 'vis'

green — Any other words with a suffix

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Multiple Choice:

Answer the following questions after reading:

1a. What does the Latin root, 'vac' most commonly mean?
- (a) to look
- (b) empty
- (c) turn
- (d) one

1b. What evidence from the poem includes a word with the Latin root described in 1a?
- (a) "Children run free and splash in the sea"
- (b) "Allowed to sleep in"
- (c) "Vacations are meant for relaxation and fun"
- (d) "And parents visit with"

2a. What does the Latin root, 'vis' most commonly mean?
- (a) under
- (b) to see
- (c) to cut
- (d) voice

2b. What evidence from the poem includes a word with the Latin root described in 2a?
- (a) "And parents visit with friends while they"
- (b) "Interesting foods enjoyed"
- (c) "Out toward the horizon colors light the sky"
- (d) "Wake up after the sun"

3. Which phrase below includes a word with a Latin root meaning to see?
- (a) "Relaxation and fun"
- (b) "While they sip tea"
- (c) "Night brings star filled skies visible to our eye"
- (d) "Splash in the sea"