EPS ®

Literacy and Intervention
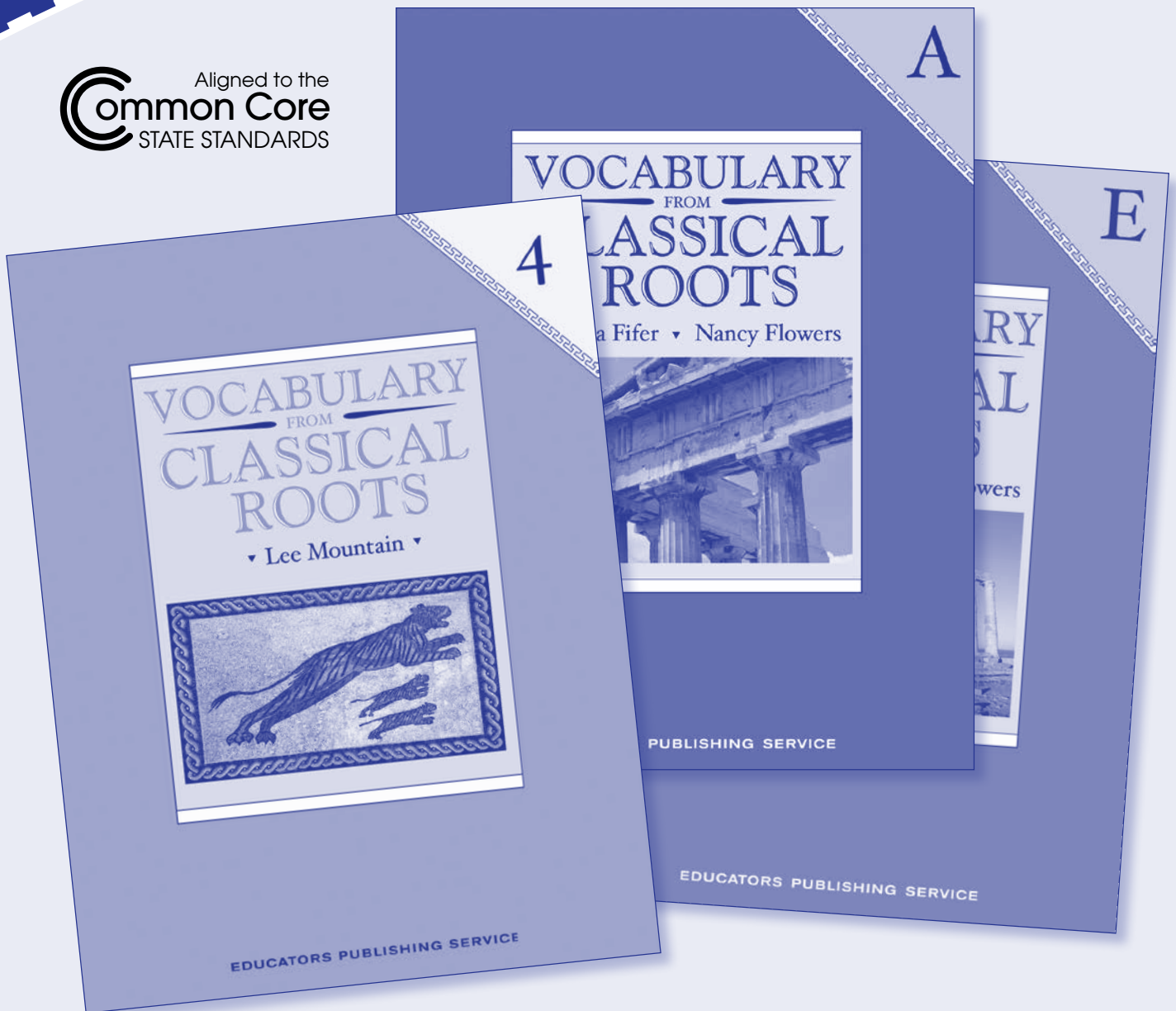
VOCABULARY
FROM
CLASSICAL ROOTS ®

PROGRAM OVERVIEW

Grades 4–11

Fits RTI Tiers ⚠

Strategic vocabulary instruction through Greek and Latin roots

Aligned to the
Common Core
STATE STANDARDS

A

E

4

VOCABULARY
FROM
CLASSICAL
ROOTS
Fifer ▾ Nancy Flowers

PUBLISHING SERVICE

VOCABULARY
FROM
CLASSICAL
ROOTS
▾ Lee Mountain ▾

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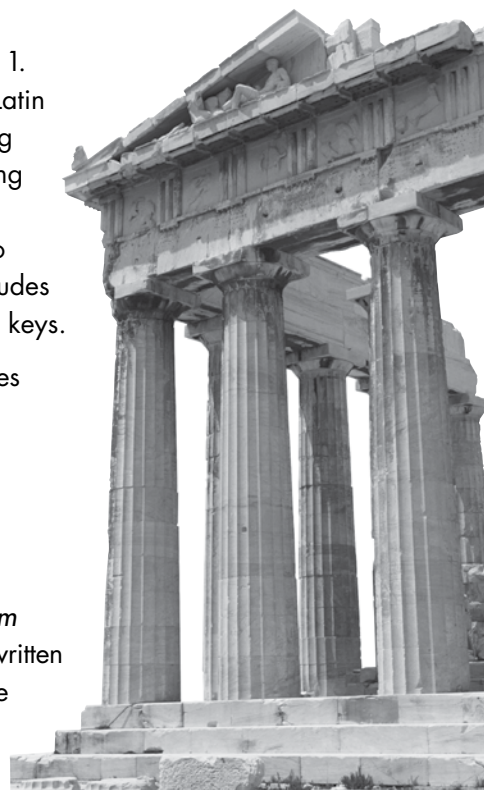
VOCABULARY
FROM
CLASSICAL ROOTS®

What is *Vocabulary from Classical Roots*®?

Vocabulary from Classical Roots is a challenging vocabulary series for grades 4–11. Strategies are taught for determining unknown word meanings using Greek and Latin roots. Knowledge of Greek and Latin roots helps increase vocabulary and reading comprehens-ion, providing students with a useful, transferable technique for making sense of unfamiliar vocabulary across content areas and on standardized tests including the SAT I and II. In addition to each of the student books, the series also includes assessments that cover every word in each lesson. The teacher's key includes teaching suggestions, a glossary of literary and historical references, and answer keys.

Vocabulary from Classical Roots is based on the latest research about best practices in vocabulary development. To download a copy of the research base, visit epsbooks.com/Research.

Test Generator

Customize your own personal tests and quizzes to accompany your *Vocabulary from Classical Roots* lessons. This flexible assessment tool provides a wide variety of prewritten questions to choose from. Ready-to-use tests are also available to help teachers save valuable time.

How is *Vocabulary from Classical Roots* organized?

Each of the eight student books in *Vocabulary from Classical Roots* is designed for one grade level. The complete series spans grades 4-11.

- Book 4, Grade 4
- Book 5, Grade 5
- Book 6, Grade 6
- Book A, Grade 7
- Book B, Grade 8
- Book C, Grade 9
- Book D, Grade 10
- Book E, Grade 11

Each lesson in *Vocabulary from Classical Roots* is based on a specific theme such as "Nature" or "The Law."

Each lesson consists of between 2-4 roots and 8-15 words. All lessons have the following format:

- An introduction to the selected roots and 8-15 words. Dictionary-style definitions include pronunciations, parts of speech, illustrative sentences, and multiple word forms.

- A list of "Familiar Words" and "Challenge Words" in sidebars. This allows for differentiated instruction and provides increased opportunities for vocabulary development.

- Exercise A asks students to apply their knowledge of roots by identifying synonyms and antonyms of key words presented in context.

- Exercise B asks students to identify the sentence in which a key word is used incorrectly. This type of exercise helps prepare students for similar exercises often found on standardized tests.

- Exercise C asks students to think critically by completing sentences with the correct form of the key words. Students must derive meaning from context as well as cross-reference word knowledge with syntax.

- Exercise D (in Books D and E only) gives students the opportunity to experience and apply context through short reading passages.

Features for You

Features for You	Benefits for Your Students
Literary, historical, and geographical references are included throughout the lessons.	Students are able to make connections across content areas and increase their cultural and historical understanding.
Writing is integrated with vocabulary development; every lesson provides expository and creative writing prompts.	Students develop their ability to respond to writing prompts incorporating key vocabulary – skills commonly encountered on standardized tests.
Special "Nota Bene" sections provide interesting and valuable information about word histories and etymologies.	Students gain a better understanding of word origins and the evolution of language as well as clarification of commonly confused words.
Words are presented in multiple forms and with multiple definitions for vocabulary development that far exceeds the 240 key words.	Students are able to challenge themselves with additional words and word forms and significantly increase vocabulary.

Scope and Sequence

Book	Theme	Roots Include
Book 4 – Grade 4	Good Sense Across the Grades	Sens, grad, -ly
	Moving Toward Numbers	Mot, numer, -less
	Delighted with Questions	Ques, deli, -ful
	A Bit of Kindness	Part, grac, -ness
	Different Ways to Serve	Vari, serv, -ous
	Finishing with Ease	Eas, fin, -er/-est
	Special Families	Famil, speci, -ly
	Action in the Office	Offic, act, -ive
	Stating What to Deliver	Stat, trad, -al
	Grateful for Classes	Grat, class, -tude
	Organized to Solve Problems	Organ, prob, -ism
	Locating Top Technical Skills	Loc, techn,
Book 5 – Grade 5	Going in Circles	circ, cycl, uni-, bi-, tri-
	Balancing Evenly	equ, pend, quadr-
	Moving Across and Between	trans, inter, sect
	Looking at Our Planet	terr, aqua, marin
	Exploring Distant Places	astr, tele, scope
	Changing Meaning (with Prefixes)	semi-, in-, ig-, il-, im-, ir-, dis-, non-, un-
	Creating Order	civi, ord, -ity
	Measuring in Math and Science	therm, metr/meter, kilo- and milli-
	Pulling Together	struct, tract, ex-
	Cracking Open	rupt, frac/frag , -ment
	Placing the Foundation	bas, pos, -ure
	Connecting (with Prefixes)	re-, com-/con-, col-, co-, cor-
Book 6 – Grade 6	Seeing	vis, spect, super-
	Hearing	audi, phon, -orium/-arium
	Speaking	voc, dict, pre-
	Writing	scrib/scrip as in scribe, script, graph, auto-, bio-
	Connecting	soci, mem, -logy/-logist
	Lowering (with Prefixes)	de-, sub-, pro-
	Sending	port, mis/mit, -ion
	Turning	vers/vert, contr, di-/dis-
	Handling	man, sol/solv, ped
	Belonging	poli, gen, nat, -ician, -er, -or
	Illuminating	spir, photo, flam, per-
	Changing (with Suffixes)	-ize, -ible/-able, -ible or -able

| Book	Theme	Roots Include
Book A – Grade 7	Numbers	unus, duo, bi, tri
	All or Nothing	omnis, totus
	More or Less	megas, poly
	Before and After	ante, pre, post
	Creativity	canto, facio, texo
	Travel	trans, tele, via
	Sports	curro, salio
	Animals	felis, leo, piscis
Book B – Grade 8	Motion	per, sub
	Position	extra, medius
	Joining	cum, jungo
	Separation	super, solvo
	Sight	video, specto
	The Other Senses	sono, voco, tango
	Emotions	pro, volo, zelos
	The Shapes of Things	circum, figura
Book C – Grade 9	The Person	humanus, anthropos, femina
	Personal Relationships	mater, pater, frater
	Feelings	philos, phobos
	Creature Comforts	dormio, lavo
	The Head	cerebrum, dens
	The Body	corpus, derma
	The Hands	manus, dextra, digitus
	The Feet	pes, ambulo
Book D – Grade 10	Believing	divino, theos
	Thinking and Knowing	mnemonikos, scio
	Reading and Writing	littera, scribo, logos
	Speaking	dico, glossa, lingua
	Earth and Air	terra, humus, anima
	Fire and Water	flamma, pons
	Order and Disorder	ordo, kosmos in the Universe
	Time	tempus, novus, neos
Book E – Grade 11	Here and There	inter, pono
	Government	demos, polis
	Up and Down	scala, sub
	Business	sumo, acer
	Light and Dark	lumen, monstro
	Open and Shut	apo, castus, dia
	Military Matters	fortis, pungo
	Good and Bad	bene, male
	The Law	lego, juro

Vocabulary from Classical Roots Tests

Blackline master test books are available for all *Vocabulary from Classical Roots* student books. These reproducible tests include question types commonly found on standardized tests and cover every key word in every lesson. Questions include multiple-choice sentence completions, analogies, and multiple choice questions. More challenging exercises in Test Book E ask students to provide the meaning of an unknown word using a known root, which helps students transfer and apply their knowledge. Like the student books, the test questions often include historical and cultural information. As an assessment tool, the *Vocabulary from Classical Roots* tests are invaluable; as an experience for students they are like the books—challenging, interesting, and fun. (See page 15 for a description of the Online Test Generator.)

How do I fit *Vocabulary from Classical Roots* into my curriculum?

Vocabulary from Classical Roots can be easily incorporated into any language arts curriculum. The student books can be used to teach valuable vocabulary strategies as well as word origins and etymologies. The books can be used independently or as part of a larger language arts or spelling program. The exercises can be assigned as homework, small group work, or they can be incorporated into a whole class lesson.

VOCABULARY FROM CLASSICAL ROOTS®

Go to epsbooks.com/VCR
to find: Common Core and State Standards
Sample lessons • Research paper
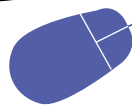
Sample Lessons and Tests

Try a lesson from *Vocabulary from Classical Roots* with your students. Go to epsbooks.com/VCR and download the lesson from the book level you need. You'll find free Lessons, Answer Keys, and Tests for many of the books in the series!

Skills Covered

Greek and Latin roots

Word origins and etymologies

Synonyms and antonyms

Analogies

Word usage

Word forms

Critical thinking

Dictionary and glossary use

Editing sentences

Homophones

Multiple meanings

Parts of speech

Prefixes

Suffixes

Spelling

Syllables

Test taking/assessment

Writing

Book 5 Page Insert

LESSON 5: LOOKING AT OUR PLANET 19

Challenge Words
with Root AQUA

aqueduct

aqueous

aquifer

2. aquamarine (ä′ kwə mə rēn)

adj. A bluish-green color.

We watched as the artist mixed small amounts of both blue and green paints to make just the right shade of aquamarine for the seascape.

3. aquaculture (ä′ kwə kəl chər)

n. The science of raising plants and animals in water.

To see how aquaculture worked, we visited an oyster farm on the coast of Maine.

TERR (from the Latin word *terra* meaning "land")

Familiar Words
with Root TERR

extraterrestrial

terrarium

4. Mediterranean (me də tə rā′ nē ən)

n. A large sea between two continents, southern Europe and northern Africa.

At the western end [of the] Mediterranean Sea [is] Gibraltar.

EUROPE

NOTA BENE

Challenge Words
with Root TERR

terrazzo

terrestrial

The Mediterranean [was the center] of the Roman Empi[re.] see from the map a[bove] two huge lands (*terr*[...])

5. subterranean (səb [...])

adj. Under the ear[th.]

New York City's sub[...] subterranean passag[es...]

6. terrace (ter′ əs)

n. 1. An area of gr[ound on the side] of a hill that has a [flat surface in] order to grow thin[gs...]

We could see terrac[es...] up the hillside where [farmers] planted their crops.

Familiar Words provided for each root help students activate prior knowledge and meet curriculum standards.

Challenge Words for each root give teachers the opportunity to help students expand their vocabulary beyond curriculum standards.

Key Words include high-utility roots and affixes that link to grade-level standards and content-area curriculum.

LESSON 5

Looking at Our Planet

The root *aqua* as in **aquarium** means "water." The root *terr* as in **terrarium** means "land." In each of the following key words, underline the root.

Key Words

aquaculture	aquatic	subterranean	terrain
aquamarine	Mediterranean	terrace	territory

Using ROOT CLUES

The roots *aqua* (water) and *terr* (land) give you clues about meaning. When you spot one of these roots in a word, you have a key to the word's meaning. Use the underlined root clues to help you match the following columns:

1. _____ sub<u>terr</u>anean   A. color of sea <u>water</u>

2. _____ <u>aqua</u>culture   B. under the <u>land</u>

3. _____ <u>terr</u>itory   C. large area of <u>land</u>

4. _____ <u>aqua</u>marine   D. farming <u>water</u> creatures

The root clues did not give you complete definitions as the following dictionary listings will. But they got you started by giving you *part* of the meaning. Sometimes that *part* helps you figure out the word.

AQUA (from the Latin word *aqua* meaning "water")

Familiar Words
with Root AQUA

aquarium

Aquarius

1. aquatic (ə kwä′ tik)

adj. Living in, or having to do with, water.

Whales, dolphins, shrimp, and guppies are all aquatic creatures.

18

Extend Your Vocabulary exercises help students use root and affix clues to determine the meaning of unfamiliar words.

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30 VOCABULARY FROM CLASSICAL ROOTS

EXERCISE C: EXTEND YOUR VOCABULARY
The "science/scientist" suffixes: -logy/-logist

Socio**logy** is the science that examines the ways people live together in societies. A socio**logist** is a person who studies sociology or who works in the field of sociology.

The "science/scientist" suffixes -logy/-logist are derived from the Greek word logos, meaning "word." The suffix -logy appears on the word for a science. The suffix -logist appears on the word for a person who studies or works in that field of science.

Look at the following words; see if you can fill in the blanks with the correct name for each science.

geology	biology	psychology	paleontology	zoology

1. The science of life is _____ .

2. The science of animal life is _____ .

3. The science of soil and rocks is _____ .

4. The science of emotions and behavior is _____ .

5. The science of fossils of prehistoric animal and plant life is

...erson who works in each science.

...is a _____ .

...is a _____ .

...is a _____ .

...rea of study, a science."

...erson who works in an area of study, a scientist."

LESSON 6

Connecting

The root soci as in **social** means "being part of a group." The root mem as in **memory** means "remembering." In each of the following key words, underline the root.

Key Words

antisocial	association	commemorate	dissociate
memento	memorandum	memorial	remembrance
society	sociologist		

Using ROOT CLUES

The roots soci (a group of people) and mem (remembering) give you clues to meaning. When you spot one of these roots in a word, you have a key to the word's meaning. Use the underlined root clues to help you match the following columns:

1. _____ socio**logist**   A. to come together for remembering
2. _____ m**em**ento   B. a person who studies a group of people
3. _____ com**mem**orate   C. against a group of people
4. _____ anti**soci**al   D. an object for remembering something special

The root clues did not give you complete definitions, as the following dictionary listings will, but they helped you with each word by giving you part of the meaning. In addition, the prefix clue anti-, meaning "against," was helpful with the word antisocial and the prefix clue com-, meaning "together," was helpful with the word commemorate.

SOCI (from the Latin word socius meaning "companion")

Familiar Words
with Root SOCI

associate
social
social studies

1. antisocial (an ti sō′ shəl)

adj. 1. Unfriendly; not enjoying the company of others.

When our co-worker rushed past us without a greeting, we thought she was antisocial; then we saw the emergency and realized she was going to help.

26

Using Root Clues exercises provide students with strategies to unlock the meaning of unknown words.

EXERCISE 10A Circle the letter of the best SYNONYM (the word or phrase most nearly the same as the word in bold-faced type).

1. welcome **beneficence**   a. skill in a craft   b. kind thoughts
   c. good deeds   d. good looks   e. good fortune
2. an unconvincing **pretext**   a. introduction   b. explanation
   c. primer   d. first draft   e. excuse

Circle the letter of the best ANTONYM (the word or phrase most nearly opposite the word in bold-faced type).

3. a(n) **efficacious** remedy   a. efficient   b. imaginative   c. strong
   d. useless   e. powerful
4. to let good feelings **accrue**   a. decrease   b. gather   c. develop
   d. to be exchanged   e. to be wasted
5. a **facile** worker   a. skillful   b. clumsy   c. talkative   d. reluctant
   e friendly

EXERCISE 10B Circle the letter of the senten_____ used incorrectly.

1. a. When we protested a p_____
      director **mollified** us w_____
   b. After coming in tardy, t_____
      by answering every que_____
   c. The city council might_____
      for a skateboard park_____
      altogether.
   d. We **mollified** the waffl_____
2. a. Advertisers try to convi_____
      efficacious than anoth_____
   b. Spending twenty-four h_____
      in teaching self-relianc_____
   c. The violinist bowed in_____
      the audience.
   d. In 1876 Lydia Pinkham_____
      seeds, and alcohol that_____
      and lasting" in curing a_____
3. a. Although often enterta_____
      to be informative.
   b. The **facile** needles of_____
   c. Using a fishing rod wit_____
   d. People who can listen_____

Exercises increase understanding and help familiarize students with question types often encountered on standardized tests.

LESSON 10

Facile princeps.
Easily the leader.

Key Words		
accrue	efficacious	faction
beneficence	excrescence	mollify
context	facile	pretext
crescendo	facsimile	

Familiar Words
adolescence
concrete
crescent
crew
decrease
increase
recruit

CRESCO, CRESCERE, CREVI, CRETUM <L. "to grow," "to increase"

1. **accrue**   (ə krōō′)   [*ac = ad* <L. "to," "toward"]
   intr. v. To come as a natural increase or advantage.

   Satisfaction **accrues** when people earn their living doing what they truly enjoy.

   accrual, *n.*

Challenge Words
concrescence
convalescent
Creole
fluorescence
luminescence
opalescence
phosphorescence
senescence

2. **crescendo**   (krĭ shĕn′dō, krĭ sĕn′dō)
   n. A gradual increase in sound, often referring to music.

   As the parade approached, the drum beat rose in a deafening **crescendo**.

   NOTA BENE: *Crescendo* can also be used as an adjective ("a *crescendo* effect") and an adverb ("the band played *crescendo*").

3. **excrescence**   (ĕk skrĕs′əns)   [*ex* <L. "from," "out of"]
   n. Abnormal growth or outgrowth.

   Pictographs of mythological creatures often show **excrescences**: extra faces, arms, or legs.

   excrescent, *adj.*

   NOTA BENE: The familiar and challenge words with the suffix *-escent* or *-escence* derive from *crescere*, "to grow." They express the idea of growing: *adolescence, crescent, convalescent, fluorescence*, etc.

"Familiar" and "Challenge" words allow students to use prior knowledge and extend their understanding beyond the key words.

"Nota Bene" sections give useful hints about word etymologies and commonly confused words.

REVIEW EXERCISES FOR LESSONS 3 AND 4

1 Circle the letter of the best answer to the following analogies.

1. *ponere* : *sequi* : :
   a. to flee : to serve
   b. to place : to follow
   c. to burden : to follow
   d. to place : to turn
   e. to stretch : to carry
2. obsequious : subservient : :
   a. impostor : truthful
   b. exorbitant : excessive
   c. mediocre : outstanding
   d. expound : remain silent
   e. subsequent : previous

> Built-in review promotes retention.

2 Matching: On the line at the left, write the letter of the word with the same meaning as the prefix in the left-hand column.

_____	1. *extra* as in *extraneous*	A. under
_____	2. *sub* as in *subsequent*	B. before
_____	3. *ex* as in *excerpt*	C. from
_____	4. *in* as in *impose*	D. with
_____	5. *cum* as in compound	E. in
_____	6. *pro* as in *proponent*	F. outside

3 Writing or Discussion Activities

1. Which of the words listed below can best be used to describe an *extrovert?* Select three that seem the most appropriate to you. Justify your choice by writing a sentence for each, giving particular details that explain what an *extrovert* might do or say.

   compound   expound   mediate
   exhilarate   proponent   impose

2. If you were to read the following headlines in the newspaper, what would each one tell you? For each headline, write a short paragraph that explains what might be happening. Be imaginative in giving colorful details. If you need a model for such a paragraph, find an example in your daily newspaper.
   a. Subsequent Discoveries Exonerate Impostor
   b. Proponent of Exposition Confesses Mediocrity
   c. Extraneous Buildings Impose Exorbitant Cost

> Writing and discussion activities provide useful extensions and develop critical thinking.

Thematic organization allows students to make connections and understand relationships among words.

7. **patronize**   (pa′trə nīz, pat′rə nīz)
tr. v. 1. To go to regularly.

We **patronize** the local grocery store.

2. To treat someone as an inferior.

"Don't **patronize** me," the patient said when the doctor dismissed her questions.

patronizing, *adj.*

8. **patronymic**   (păt′rə nĭm′ĭk)   [*nym* <G. *onoma*, "name"]
n. Name derived from a paternal ancestor.

Peterson is the **patronymic** of *Peter's son.*

Familiar Words
fraternity

Challenge Words
confrere
fratricide

FRATER, FRATRIS <L. "brother"

9. **fraternal**   (frə tûr′nəl)
adj. Pertaining to brothers; brotherly.

Although separated for many years, the brothers still retained a fierce **fraternal** loyalty.

10. **fraternize**   (frăt′ər nīz)
intr. v. 1. To be friendly with.

The new teacher soon **fraternized** easily with her colleagues.

2. To socialize with an enemy population.

Warning the troops not to **fraternize,** the commander declared off limits all taverns and restaurants in the occupied town.

fraternization, *n.*

AVUNCULUS, AVUNCULI <L. "uncle"

11. **avuncular**   (ə vŭng′ kyə lər)
adj. Like an uncle.

We appreciated his **avuncular** gestures like trips to the ball park and treats of ice cream.

Familiar Words
familiar
family

FAMILIA <L. "family"

12. **familial**   (fə mĭl′yəl)
adj. Having to do with the family.

One branch of anthropology studies **familial** structures in different cultures.

Book C

Book D

n. **forensics** The study or practice of formal debate (used with a singular verb).

Benazir Bhutto, former president of Pakistan, excelled in **forensics** at Oxford University's famous debating society, The Oxford Union.

5. **forum**   (fôr′ əm, fōr′ əm)   (plural **forums** or **fora**)
   n. 1. The central square or marketplace of a Roman city. (When capitalized, *Forum* refers specifically to the Forum in ancient Rome.)

   In the **forum** of almost every city of the Roman Empire stood a statute of the reigning Caesar.

   2. A public meeting or any situation for open discussion.

   Radio and television call-in shows provide a **forum** for opinion on contemporary issues.

   NOTA BENE: The Greeks considered forensic ability to be an essential of democracy. Forensics was a part of every noble youth's education, and forensic competitions were among the events at every session of the Olympic Games.
   The word *stentor*
   derives from the nam
   epic *The Odyssey.* Ano
   Demosthenes, is not
   debating organizatio
   honor.

Familiar Words
bilingual
linguine
linguistic
linguistics

LINGUA <L. "speech,

6. **lingo**   (lĭng′ gō)
   n. Unfamiliar langua

   In Anthony Burgess's
   ciety speak a **lingo** th
   chelloveck, meaning "

Challenge Words
lingual
lingulate

7. **lingua franca**   (lĭng′
   [*lingua franca* < Italia

   n. A language used b
   tongue; usually comb
   called *pidgin.*

   Pidgin English is a **li**
   trading language throu

Dictionary-style definitions give pronunciation, parts of speech, and multiple word forms.

4 Writing or Discussion Activities

1. Animal fables, like those of the Greek writer Aesop, and parables like those found in the Bible, often use analogy. They teach a lesson by illustrating it with a story. Make up a story that teaches a lesson by using an illustrative analogous situation. Your lesson might be something light, such as advice to new high school students, or practical, such as how to know when someone is joking, or more serious, such as a story illustrating a moral principle.
2. Indite a eulogy for yourself, someone you admire, or a fictional or historical character. Let your diction and tone be fitting to a serious and formal occasion.
3. During the Chinese Cultural Revolution, members of the Red Guard carried and quoted from little red books titled *The Sayings of Chairman Mao,* which contained many dicta and edicts of the former Chinese leader. Make up a short collection of such pronouncements typical of a person with whom you are familiar. You might choose a teacher, family member, friend, or personality from history or fiction. Entitle your parody *The Sayings of* _____.
4. People often use circumlocutions to avoid making embarrassing, insulting, or frank statements too directly. Write some circumlocutions to soften the frankness of these statements:
   a. If we don't eat soon, I'm going to faint.
   b. You looked better before you cut your hair.
   c. Your try-out was so bad you didn't even get the part of the messenger.
   d. This place is too expensive for me.
   e. I want to drop this class because it's boring.

Writing and discussion activities help prepare students for writing prompts encountered on standardized tests.

2   Matching: On the line at the left, write the letter of the phrase that best illustrates the numbered phrase.

_____ **1.** the puissance of a demagogue

_____ **2.** an archive of icons

_____ **3.** a redoubt of anarchists

_____ **4.** the hegemony of a potentate

_____ **5.** an aggregation in academic regalia

_____ **6.** the renunciation of a polity

A. the domination of a monarch

B. the power of a ruthless leader

C. the rejection of an organized society

D. a crowd of people in caps and gowns

E. a collection of sacred paintings

F. headquarters of friends of Sacco and Vanzetti

> Books D and E include extended reading passages using the words in context.

3   Fill in each blank with the most appropriate word from Lessons 3 and 4. Use a word or any of its forms only once.

The a) _____ (ancient) Greek city-states have long been cited as the b) _____ (original model) for modern democratic governments. While nearby countries like Persia and Egypt were ruled by all-powerful c) _____s (monarchs), conditions on the Greek mainland and d) _____es (groups of islands) were e) _____ (promoting) to the development of a(n) f) _____ (social organiza-tion) where all free men had a voice in their government.

However, scholars often fail to note that this cherished g) _____ (image, representation) of demo-cratic government was in fact a(n) h) _____ (government of the few) that i) _____ (flagrantly) excluded at least two-thirds of the population, including all women and slaves. Although early democracies in Europe and North America were similar j) _____ies (domination by one group) of privileged males, continual reforms have extended the idea of democracy to mean participation in government by all adult citizens.

Book E

VOCABULARY FROM CLASSICAL ROOTS

strictures placed on "ladies," Scarlett proves herself a capable businessperson and resourceful estate manager.

Exercise 9C, 6   Singer Joan Baez (b. 1941) is best known for her pure soprano voice and her social activism. Her wide repertoire includes folk and political songs from many cultures.

INTRODUCE Lesson 9
(Book B, page 57)

Tell students that the theme of Lesson 9 is "Sight."

Display, read, and translate this Latin opening quotation from Lesson 9: *Veni, vidi, vici.* "I came, I saw, I conquered." (Note that "Veni, vidi, vici" is pronounced: /wāˊnē, wēˊdē, wēˊkē/)

Explain that this often-quoted remark was made by the great Roman general and orator Julius Caesar.

- Point to *vidi,* explaining that this Latin word for "I saw," is related to words in English having to do with seeing. This is covered in Lesson 9.

PREVIEW Familiar Words
(Book B, pages 58–60)

react, recede, recur, revise, advise, vision

ACTIVITY 1: *re*
Display the familiar words *react, recede, recur.*

- Tell students that two meanings for *re-* are "back" and
- Point to *react.* Have students show what they do when news. Ask: In the word *react,* does re- mean "back" or "
- Point to *recede.* Ask: When the tide *recedes,* does the wat shore or go back to the sea? (back to sea)
- Point to *recur.* When an event *recurs,* does it happen for it happens again.)

ACTIVITY 2: *video, videre, vidi, visum*
Display the familiar words *advise, revise, vision.*

Read aloud each meaning below with the emphasis shown. I decide which displayed word fits and to name it:

- to give suggestions based on what is **seen** as good (adv
- to **see** something again, such as your writing, to corre
- the ability to **see** (vision)

Ask: What shared meaning is in these words? ("to see")

> Teacher guides provide additional strategies and classroom activities to promote vocabulary acquisition.

Lesson 9 Key Word Activity Master

Name _____   Date _____

Letter Clues

Choose the word from the box that fits with each clue. Write it letter by letter. One word will be used twice.

improvise	refute	repose
ostensibly	reiterate	reticent
ostentatious	repartee	visionary
	repertoire	

Clues

1. describes a plan for the future
2. to say it again
3. synonym for *shy*
4. a theater group needs this
5. synonym for *seemingly*
6. this should be clever
7. antonym for *backward-thinking*
8. describes a showy gown
9. to perform without a script
10. to argue against
11. to be at rest is to be in this

Write the circled letters in order on the lines below. You will complete the answer to this question: What was Julius Caesar talking about when he said, "*Veni, vidi, vici*"— "I came, I saw, I conquered"?

____ ____ ____ ____ ____ ____ ____   ____ ____ ____ ____ the ruler of the ancient kingdom of Pontus.

95

> Reproducible key word activities provide engaging homework exercises that strengthen the understanding of key words.

III. Find the pair of words that has the same kind of relationship as the numbered pair. Then fill in the circle next to your answer.

12. *holos : totus ::*

    ◯ A *pre* : first
    ◯ B *mono* : many
    ◯ C *nihil* : nothing
    ◯ D *pan* : omnis

> Analogies using list words promote critical thinking skills.

13. omnipresent : always ::

    ◯ A omnipotent : powerless
    ◯ B vacuous : full
    ◯ C catholic : religious
    ◯ D totalitarian : complete

14. annihilate : destroy ::

    ◯ A cloister : pray
    ◯ B vaunt : jump
    ◯ C negate : cancel
    ◯ D preclude : decide

IV. Find the BEST word to complete each sentence. Then fill in the circle next to your answer.

15. When the Wicked Queen asks her mirror, "Who's the fairest of them all?" she demonstrates her _____.

    ◯ A aperture
    ◯ B preclusion
    ◯ C vanity
    ◯ D reclusion

16. The _____ of writing in the Middle East 8,000 years ago allowed people to keep permanent records.

    ◯ A inception
    ◯ B preclusion
    ◯ C panacea
    ◯ D aperture

> Cloze procedure provides reinforcements for using context clues.

Name: _____   Date: _____

Vocabulary from Classical Roots   Book C
Test: Lessons 1 and 2

I.   Find the BEST word to complete each sentence. Then fill in the circle next to your answer.

1. In the novel *The Rise of Silas Lapham*, the newly rich title character struggles to acquire _____ manners adequate for entry into Boston society.

   - ○ A   autocratic
   - ○ B   autonomous
   - ○ C   genteel
   - ○ D   humanistic

2. Ruth Benedict, a professor of _____ at Columbia University, studied the culture of the Southwest American Indians in the 1930s.

   - ○ A   anthropology
   - ○ B   gentry
   - ○ C   gynecology
   - ○ D   progeny

3. Josef Stalin, the Soviet premier who ordered the deaths of millions of citizens, including his friends, was a notorious _____.

   - ○ A   automaton
   - ○ B   feminist
   - ○ C   progenitor
   - ○ D   misanthrope

4. Because churches and temples frequently keep records of births and deaths, people interested in the _____ of a particular family can visit such places to do research.

   - ○ A   genealogy
   - ○ B   genesis
   - ○ C   genre
   - ○ D   gentility

5. The English poet Lord Byron suffered from a clubfoot—a(n) _____ condition that makes the ankle, heel, and toes curve out of shape.

   - ○ A   autopsic
   - ○ B   congenital
   - ○ C   heterogeneous
   - ○ D   homogeneous

Questions promote inferential thinking and encourage students to apply knowledge of roots learned throughout the lessons.

Test Book C

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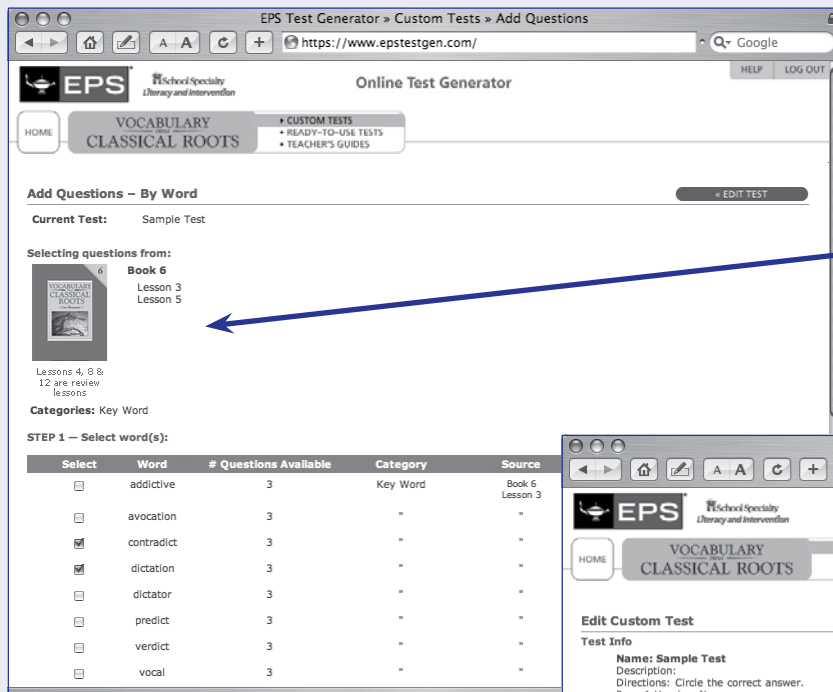
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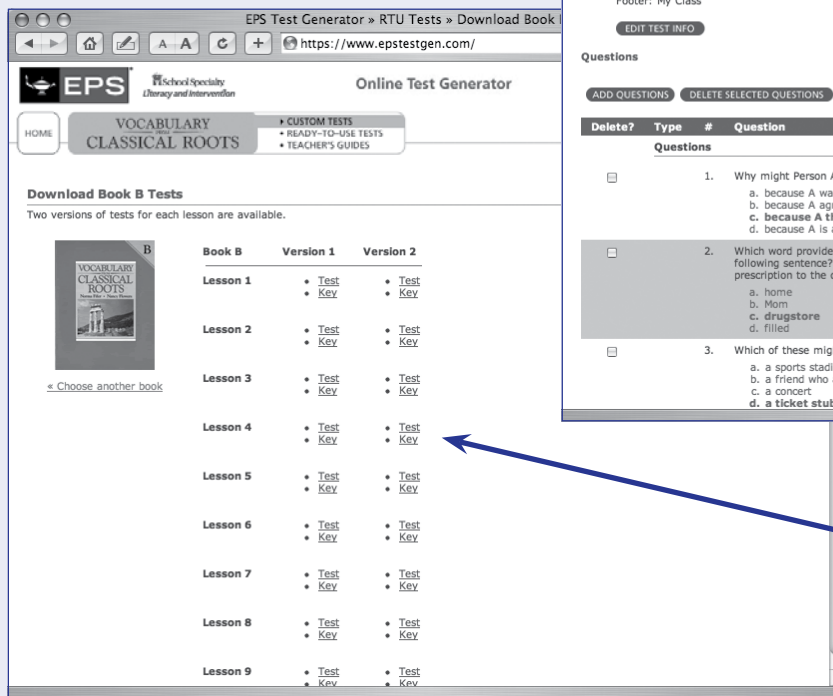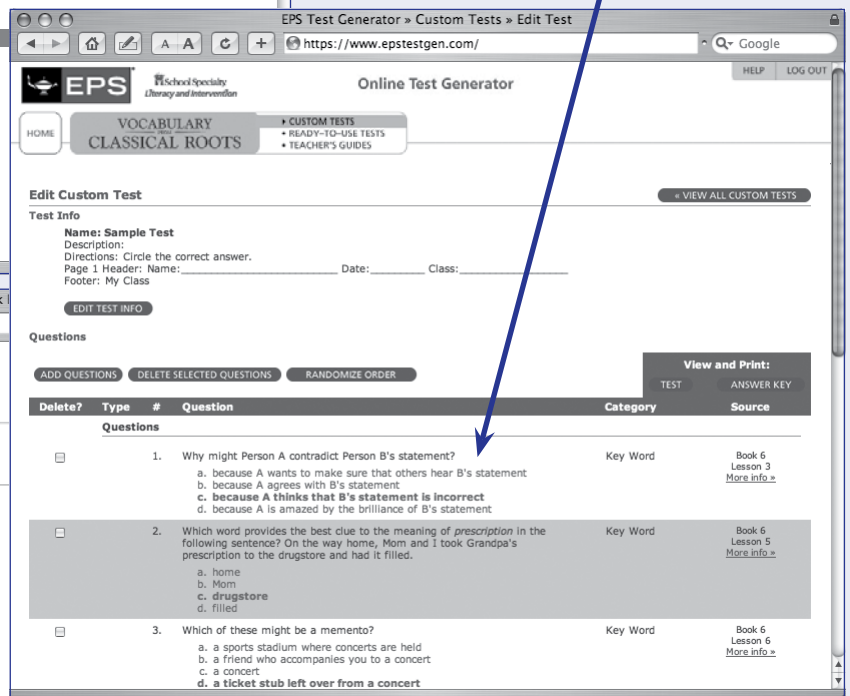
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THE FIRST WOMAN TO SAIL THE ATLANTIC ALONE*

ABOUT THE PASSAGE — You have probably heard about Amelia Earhart, the first woman to fly solo over the Atlantic. But have you heard of the first woman to sail it alone? Heading for the United States, Ann Davison set out from her native England in 1952. This selection describes part of her historic voyage.

REASON FOR READING — Before you begin reading, try to imagine the kinds of problems this woman faced and how she might have dealt with them. Then compare your ideas with the facts presented in the passage.

READ THE PASSAGE

She opened a Christmas package given her by friends before she sailed. The greetings, cards, and small gifts not only failed to cheer her, but also made her feel more lonely. The boat was making only a half a knot, so she ran the engine for a while, and this improved her spirits. She decided to run it a little every day while the calm lasted. It kept the engine from **corroding**, and the sound was good for her **morale**. She was discovering what a good many other long-distance sailors had learned: the single-hander's main enemies are lack of confidence, discouragement, and loneliness.

The next day she got the wind she asked for—too much of it. A **squall** struck before day-light, heeling *Felicity Ann* dangerously. Ann Davison groped her way on deck and struggled to reef the mainsail. The wind was from the west—dead ahead. Little progress was made during this difficult day of squalls. Finally she gave up trying to sail and **consoled** herself by reading poetry in the cabin. In the afternoon the wind blew briefly out of the east, and a few miles were made toward the goal. The rain squalls and the spray had soaked everything in the cabin by this time. She had run out of places to store wet clothes, and there was no way to dry them.

More calms, **interspersed** with squalls. Fuel for the engine was almost gone, and she knew she would not be able to run it a little every day as she had hoped. She passed her time reading and inventing memory games. By January 8, struggling in this

way to gain a few miles every day, she calculated that she was only about seven hundred miles from Barbados, the nearest of the West Indies. The twin staysails were working again now, and she was creeping along on her course, but the **fatigue** was beginning to tell. She suspected she 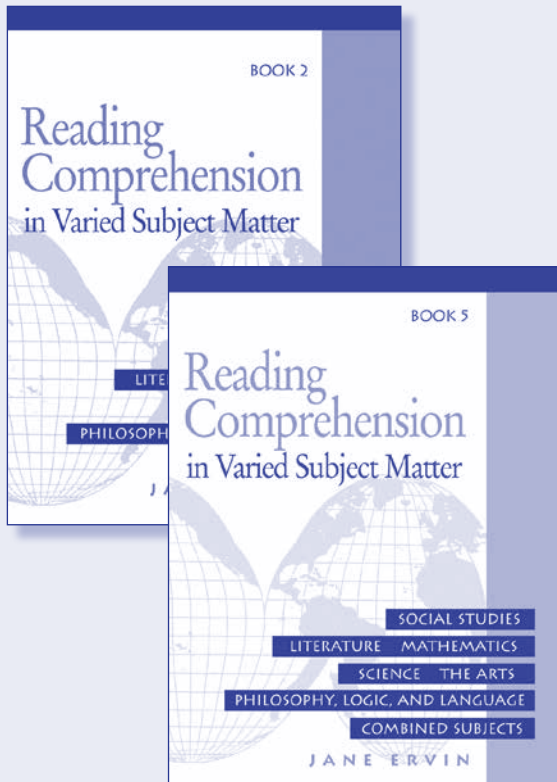was suffering from a vitamin **deficiency**, although she had faithfully taken her vitamin tablets. And her mental **depression** was as much concern to her as her physical health. Although she had originally planned to sail a little farther to Antigua, she decided to head for Barbados, the nearest West Indies island.

Sailing through squalls that required her to **reef** and change sails constantly, usually in the middle of the night, she fought on to the northwest. She passed the sixty-day mark, the maximum time she had calculated for the voyage. Now she must ration both food and water rigidly. To make *Felicity Ann* steer better, she tried streaming heavy ropes astern, but in the changeable squalls the ropes got tangled up, and she had to pull them into the cockpit and untangle them. This exhausted her even more. And her eyes were getting so swollen that seeing was difficult. Finally, on January 18, weak and dispirited, she made out a faint shape on the horizon, the mountainous outline of Barbados. As she came up on the island, hungry for the sight of houses and green grass, night fell, and she was forced to stand offshore until morning.

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40

MORE Reading Comprehension, Level 1

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Reading Comprehension
in Varied Subject Matter

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Reading Comprehension
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