

WEEK 8

(5/18/-5/22)

READING/ELA

PACKET

Monday	Review weekly overview, vocabulary words, and spelling words. Complete vocabulary and spelling word practice (pg. 1-6 of packet).
Tuesday	Read "Should Plants and Animals from Other Places Live Here?" and answer Make Connections questions, read strategy pages and answer the Your Turn questions.
Wednesday	Read "The Case of the Missing Bees" and answer the Respond to Reading Questions.
Thursday	Complete the Your Turn practice pages.
Friday	Finish Your Turn practice pages and any unfinished work.

Essential Question: How do natural events and human activities affect the environment?

Unit 5 Week 5

Story

The Case of the Missing Bees

Genre

Persuasive Article

Story

"Busy, Beneficial Bees"

Genre

Expository Text

Story

"Should Plants and Animals from Other Places Live Here?"

Genre

Persuasive Article

Comprehension Strategy

ask and answer questions

Comprehension Skill

author's point of view

Vocabulary Strategy

root words

Writing Traits

organization

Grammar

comparing with *good* and *bad*

Other Skills

fluency: accuracy

Genre

Persuasive Article

**SPELLING/
PHONICS**

suffixes

-ion

impress
impression
elect
election
locate
location
confuse
confusion
correct
correction
discuss
discussion
concentrate
concentration
estimate
estimation
decorate
decoration
exhaust
exhaustion

Vocabulary

agricultural- having to do with farming or farms

declined- became less in amount or growth; weakened

disorder- a sickness or ailment

identify- to tell exactly what a thing is; to recognize

probable- likely to happen or be true

thrive- to be successful or do well

unexpected- not expected or predicted

widespread- happening over a large area or to many people

Vocabulary



Use the picture and the sentences to talk with a partner about each word.



agricultural

Sam and Gina gathered apples and other **agricultural** products for the market.

How do agricultural products make a difference in your life?



declined

Because many businesses closed, the town had clearly **declined** over the years.

What actions can a restaurant take when its profits have declined?



disorder

The veterinarian examined the cow for a stomach **disorder**.

What kind of medical disorder might keep you home from school?



identify

People are able to **identify** my dog not only by his dog tag, but by his smile.

How would you identify your best friend in a crowd?



probable

The **probable** cause of the shattered window was Jake and his soccer ball.

What type of weather is most probable in the winter where you live?



thrive

Some plants manage to grow and **thrive** even in snow.

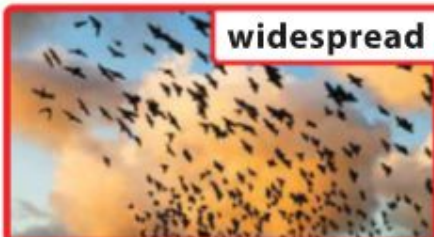
What would you do to help a pet thrive?



unexpected

As the wildebeests drank at the river, the crocodile's arrival was **unexpected**.

How might an unexpected event change your plans?



widespread

Starlings, introduced from England, are now a **widespread** bird species.

What is a good example of a widespread fad?



Your Turn



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary



Vocabulary

Name _____

agricultural	declined	disorder	identify
probable	thrive	unexpected	widespread

Finish each sentence using the vocabulary word provided.1. **(identify)** He learned how _____
_____2. **(unexpected)** The outcome of the game _____
_____3. **(declined)** The population of the city _____
_____4. **(thrive)** The plants in the shade _____
_____5. **(disorder)** Our neighbor's dog has _____
_____6. **(agricultural)** Our country's ability to grow large amounts of food _____
_____7. **(widespread)** Lack of rainfall for several months _____
_____8. **(probable)** Scientists say _____

Word Study: **Suffix -ion**

Name _____

Add the suffix *-ion* to the verb in parentheses to complete each sentence. Remember that when a base word ends in the letter *e*, the *e* is dropped before the suffix *-ion* is added.

1. The class held a lively **(discuss)** _____ about water conservation.
2. He only needs to make one **(correct)** _____ to complete his work.
3. We purchased a new **(decorate)** _____ that will hang on the bedroom wall.
4. The wind changed **(direct)** _____ before it started to rain.
5. It is smart to study the candidates and the issues before voting in an **(elect)** _____.
6. Our family trip to the national park made a lasting **(impress)** _____.
7. Try to maintain your **(concentrate)** _____ when taking a test.
8. If everyone talks at the same time, it will lead to **(confuse)** _____.
9. In my **(estimate)** _____, that is not a valuable painting.
10. After hiking all day, the campers were overcome with **(exhaust)** _____.

Day 2: Read the story (366-369) and complete the Make Connections questions, then practice the weekly strategies by reading pages 370-373 and answering the questions on each page. (There is a space to answer all questions after pg 373).



CCSS Shared Read **TIME FOR KIDS**

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Essential Question
How do natural events and human activities affect the environment?
Read two different views on the arrival of new species into the United States.

It's hard to imagine life without oranges and chickens, which are examples of nonnative species.

Kirk Weddle/Photodisc/Getty Images

366



Should Plants and Animals from Other Places **Live Here?**



New Arrivals Welcome

Nonnative species are good for the economy—and they taste good, too!

Some of America's most important immigrants are plants and animals. Called *nonnative species*, these creatures arrive here from other regions or countries. Nonnative species are known as *invasive* when they harm the environment, our health, or the economy. Invasive species often take over a **widespread** area and overwhelm native wildlife. The population of some native species has **declined** because of a few newcomers, but the news is not all bad. We would be a lot worse off without some of them.

In Florida, for example, about 2,000 species of familiar plants and animals are nonnative. These include oranges, chickens, and sugarcane. In fact, 90 percent of farm sales can be traced directly to nonnative species.

Nonnative species help to control insects and other pests that harm crops. Some scientists **identify** a pest's natural enemy and bring in nonnative enemy species, such as insects, to kill the pests. Killing the pests is a good thing, and an even better result is that pesticide use is reduced. Vedalia beetles were transported here from Australia to eat insects that killed citrus fruit. The beetles completed their mission without any side effects. They also help keep citrus farmers in business!

Not all new arrivals benefit humans. However, many nonnative species are just what the doctor ordered. Many of the dogs and cats we love so much originated in other parts of the world. Would you want to ban Labrador retrievers and Siamese cats? Creatures like these surely make our lives and our nation better!



Gary John Norman/Digital Vision/Getty Images



A Growing Problem

Thousands of foreign plant and animal species threaten our country.

Visitors to the Florida Everglades expect to see alligators, not pythons. These huge snakes are native to Southeast Asia. But about 150,000 of the reptiles are crawling through the Everglades. The **probable** reason they got there is that pet owners dumped the snakes in the wild. Now the nonnative pythons have become a **widespread** menace, threatening to reduce the population of endangered native species.

Some nonnative species may be useful, but others are harmful to the nation. It costs the U.S. \$137 billion each year to repair the damage these species cause to the environment. The trouble occurs when nonnative species become invasive. Invasive species are a nuisance just about everywhere in the nation. For example, the

Asian carp, which was introduced unintentionally to the U.S., has been able to **thrive** in the Mississippi River and now threatens the Great Lakes ecosystem. Because of its large appetite, the population of native fish has gone down.

Some germs are also invasive species, and they are especially harmful to humans. One, the avian influenza virus, came to the U.S. carried by birds. This microbe can cause a serious lung **disorder** in infected people.

Some **agricultural** experts have introduced nonnative species on purpose to improve the environment. However, this can sometimes create **unexpected** problems. A hundred years ago, melaleuca trees were brought to Florida from Australia to stabilize swampy areas. Now millions of the trees blanket the land, crowding out native plants and harming endangered plants and animals.

The facts about this alien invasion lead to one conclusion: We must remove invasive species and keep new ones from our shores.


Jeff Greenberg/Alamy





Nonnative Species: Benefits and Costs

Over the years, about 50,000 nonnative species have entered the U.S. These four examples show the positive and negative impacts they can have.

SPECIES	NATIVE LAND	WHEN AND HOW INTRODUCED TO U.S.	POSITIVE IMPACT	NEGATIVE IMPACT
 Horse	Europe	Early 1500s, on purpose	Used for work, transportation, and recreation	Made large-scale wars possible
 Kudzu	Asia	Early 1800s, on purpose	Stops soil erosion	Crowds out native plants
 Olives	Middle East and Europe	Early 1700s, on purpose, cultivation began in 1800s	Major food and cooking oil source, important industry in California	Most olives must be imported because they do not grow everywhere.
 Mediterranean Fruit Fly	Sub-Saharan Africa	1929 (first recorded), accidentally	May be a food source for creatures such as spiders	Destroys 400 species of plants, including citrus and vegetable crops

This community is trying to control the invasive melaleuca plant that has taken over this marsh.

CAUTION
MELALEUCA CONTROL PROJECT
IN MARSH AREAS



Make Connections

Talk about the uses and harmful effects of species introduced into the United States.

ESSENTIAL QUESTION

Would you give up eating or using a species if you discovered it was nonnative? Explain your reasons. **TEXT TO SELF**





Ask and Answer Questions

To check your understanding of a persuasive article, pause at different points and ask yourself questions about what you have read so far. Then look for answers. You can also ask questions about the whole text when you have finished.



Find Text Evidence

After you read the article “New Arrivals Welcome” on page 367, you might ask yourself, *What is the main idea of this article?*

page 367

In Florida, for example, about 2,000 species of familiar plants and animals are nonnative. These include oranges, chickens, and sugarcane. In fact, 90 percent of farm sales can be traced directly to nonnative species.

When I reread, I learn the answer to my question. The main idea is that many species in the United States are nonnative, but can be very useful to us. Examples such as oranges and sugarcane support this.



Your Turn

COLLABORATE



Ask and answer a question about “A Growing Problem” on page 368. As you read, use the strategy Ask and Answer Questions.



Author's Point of View

In a persuasive article, the author's **point of view** is the author's position on a topic. To identify an author's point of view, look for the author's word choices, reasons, and factual evidence used to explain the argument for or against an idea.



Find Text Evidence

I see from the title "A Growing Problem" on page 368 that the author might have a negative point of view toward nonnative species. The word threaten expresses a negative emotion, and the facts about pythons support a negative viewpoint.

Details	Author's Point of View
"A Growing Problem"	The author opposes nonnative species because many become invasive, or hurt native species.
"threaten our country"	
150,000 pythons a "menace"	
Asian carp eat native fish	
"crowding out native plants"	



Your Turn

COLLABORATE



Identify important details in "New Arrivals Welcome" and write them in your graphic organizer. Then identify the author's point of view.

Go Digital!

Use the interactive graphic organizer





Genre

Informational Text



Persuasive Article

“New Arrivals Welcome” and “A Growing Problem” are persuasive articles.

Persuasive articles:

- Persuade a reader to support an idea or viewpoint
- Include facts and evidence that support opinions
- May include text features, such as charts and headings



Find Text Evidence

“New Arrivals Welcome” and “A Growing Problem” are persuasive articles. The titles reveal the authors’ opinions about nonnative species. Facts and evidence support their opinions. A chart has headings and information for comparing the two points of view.

page 369

TIME
July 2014

Nonnative Species: Benefits and Costs
Over the years, about 50,000 nonnative species have entered the U.S. These four examples show the positive and negative impacts they can have.

SPECIES	NATIVE LAND	WHEN AND HOW INTRODUCED	POSITIVE IMPACT	NEGATIVE IMPACT
Horse	Europe	Early 1900s, on purpose	Used for work, transportation, and recreation	Made large-scale wars possible
Peanut	Asia	Early 1900s, on purpose	Steps soil erosion	Creates soil native plants
Grape	Middle East and Europe	Early 1700s, on purpose, radioactive target in 1980s	Major food and cooking oil source, important industry in California	Most alleles must be farmed because they do not grow everywhere.
Mandrill	Sub-Saharan Africa	1929, first recorded, accidentally	May be a food source for creatures such as quibblers	Destroys 100 species of plants, including citrus and vegetable crops

Make Connections
Talk about the uses and harmful effects of species introduced into the United States.
ESSENTIAL QUESTION
Would you give up eating or using a species if you discovered it was nonnative? Explain your reasons. **TEXT TO SELF**

CAUTION
NONNATIVE SPECIES CAN BE HARMFUL TO NATIVE SPECIES

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Chart A chart organizes data so that information can be easily analyzed and compared.

Headings Headings identify the main categories of information.



Your Turn

COLLABORATE



Analyze the information in the chart on page 369. Identify a species that has a mostly positive impact and one that has a mostly negative impact. Explain your conclusions.





Root Words

A **root word** is the basic word part that gives a word its main meaning. Knowing the meaning of a root is a key to recognizing and understanding many words that share that root.



Find Text Evidence

*In the first paragraph of "New Arrivals Welcome" on page 367, I read the word **invasive**. It has the same root as **invade**: **vas** and **vad** both come from a Latin word meaning "to go." Something **invasive** goes into areas beyond its boundaries.*

page 367

Nonnative species are known as **invasive** when they harm the environment, our health, or the economy.



Your Turn

COLLABORATE



Use the roots below to figure out the meanings of words from "New Arrivals Welcome" and "A Growing Problem." List other words you know that contain those roots.

Roots: *nativus* = to be born *spec* = appearance, kind
avis = bird

nonnative, page 367

avian, page 368

species, page 367



Make Connections Questions p.369 (Should Plants and Animals from Other Places Live Here?)

1. **Talk about the uses and harmful effects of species introduced into the United States** (hint: reread if you are unsure, the first article talks about uses, the second focuses more on the harmful effects).

Uses: _____

Harmful Effects: _____

2. **Would you give up eating or using a species if you discovered it was nonnative? Explain your reasons.** (hint: Take a look at the point and counterpoint, you can decide for yourself. Be sure to include reasons why you would or would not keep using or eating something nonnative. Reasons can be found from the text to support your claim).

Your Turn Strategy practice pg. 370-373

Your Turn pg. 370 (Ask and Answer Questions Strategy):

Ask and answer a question about the information in the section “A Growing Problem” on pg. 368. Use the “Ask and Answer Questions” Strategy as you read. (hint: Your question should help you understand what you read in the section. Good questions might start with “why” or you could ask “what was the main idea of the section?” You should be able to answer your question by rereading. Look at the example on pg. 370).

Question about the section: _____

Answer to my question: _____

Your Turn pg. 371 (Author’s Point of View Skill)

Identify important details in “New Arrivals Welcome” and write them in your graphic organizer. Then identify the author’s point of view. (Hint: look at the example on page 371, and look back in the text. The author’s point should be clearly stated at the beginning or end of their article, and in the “point” section, all the details you choose should support the author’s point of view, or what it is that the author thinks and wants you to believe).

Details	Author’s Point of View
1.	
2.	
3.	
4.	
5.	

Your Turn pg. 372 (Text Features of Persuasive Article)

Analyze the information in the chart on page 369. Identify a species that has a mostly positive (good) impact and one that has a mostly negative (bad) impact. Explain your conclusions. (hint: Learn more about charts and headings by looking at the information on page 372. Look at the impacts of the species and try to decide one plant or animal that has done mostly good things, and one plant or animal that has done mostly bad things by being introduced).

Positive Impact: _____

Negative Impact: _____

Conclusions (How you decided) _____

Your Turn pg. 373 (Root Words Strategy)

Use root words to figure out the meaning of the following words in “New Arrivals Welcome” and “A Growing Problem” list other words you know that contain those roots: (hint: pg. 373 has an example of how to use root words. Make sure you are going back in the story and finding the words, look at the sentences around it to help figure out a meaning. Your meaning should be able to replace the word in the sentence and still make sense! The roots are listed, try to break the word apart into its root and then figure out the meaning).

ROOTS

Nativus= to be born

Spec= appearance, kind

Avis=Bird

Nonnative, page 367: (hint: non- is a negative prefix)

Meaning: _____

Root and other words with the root: _____

Avian pg. 368:

Meaning: _____

Root and other words with the root: _____

Species pg. 367:

Meaning: _____

Root and other words with the root: _____

Day 3: Read the Story “The Case of the Missing Bees” pg.424-427 and then answer the Respond to Reading Questions at the end.

CCSS Genre • Persuasive Article TIME FOR KIDS

The Case of the **MISSING** **BEEES**

Essential Question
How do natural events and human activities affect the environment?
Read two views about how natural events and human activities have affected honeybee colonies.

Go Digital!

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A Germ of an Idea

An infection seems to have caused the decline of honeybee populations.

Where have all the honeybees gone? Over the past few years, billions of honeybees have disappeared. They fly away from their colonies and seem to never return. This **widespread** problem is called Colony Collapse **Disorder** (CCD). It's the main reason the honeybee population in the U.S. today has **declined** to half of what it was 50 years ago. Because one-third of crops in the U.S. require honeybees to help pollinate them, some experts predict CCD could create an **agricultural** catastrophe.

What's responsible for the **unexpected** disappearance? There are several suspects, including stress on bees from overcrowded hives, lack of pollen, parasites, and pesticides. Scientists have yet to identify any one of these as the definite cause of CCD. But recently, researchers have found two **probable** causes: a fungus and a virus. A fungus is an organism that breaks down matter; some fungi can cause infection. A virus is a microbe, or germ.



A Deadly Combination

Bees infected with either the fungus or the virus separately could become sick, but they probably would survive. Bees infected with the fungus and the virus at the same time would most certainly die. That is what scientists who did research in Montana concluded. They tested samples of empty hives against hives that **thrive**, a control group that was unaffected by CCD. They compared their findings and discovered the virus and fungus in every empty hive they tested.

Though the fungus and virus combination is the most probable cause so far, investigations into CCD continue. Other scientists are investigating whether CCD could have been caused by a combination of many factors: pesticides, parasites, fungus, and virus. Each of these can weaken a bee's immune system and make it sick. A combination could be deadly.

Only when scientists find the cause of CCD can they find the cure to saving the bees.



STOP AND CHECK

Ask and Answer Questions

According to the author, why are honeybees disappearing? Find the answer in the text.



Pointing to Pesticides

Lately, honeybees have not been very busy. Are pesticides to blame?

It's a honey of a mystery. In recent years, beekeepers in many countries have lost thousands of colonies and billions of bees. The insects would suddenly disappear and not return to their hives. This condition, called Colony Collapse Disorder (CCD), has caused 20 to 40 percent of U.S. honeybee colonies to die out. Unfortunately, the reduction in the bee population could affect the country's food production. That's because honeybees pollinate crops of flowering plants. Without these insects, the production of fruits and vegetables would be threatened.

The Unusual Suspects

Most scientists believe the probable cause of CCD is a fungus or a virus, working alone or in combination. But some experts have reached a different conclusion. Their main suspect is pesticides. Pesticides are chemicals sprayed on crops to keep away pests. Researchers in France managed to **identify** one pesticide as harmful to bees. This has led other scientists to investigate how other pesticides affect bees.

Pesticides can be absorbed by pollen that the bees consume or that drifts into the hive. Some studies have shown that even small amounts of certain pesticides can affect bee behavior, such as how they search for flower nectar. Sick bees may not be able to figure out where they're going, get lost, and never return to their colonies. This would explain the decline in honeybee populations.

Are Pesticides to Blame?

A study of hives hit by CCD in Florida and California found 50 different human-made chemicals in the samples. The study could not confirm that the pesticides had directly caused CCD, but other scientists are still investigating whether pesticides are at least partly to blame. At the least, the chemicals may weaken bees enough to allow infection by a virus or a fungus. Until scientists know the exact cause of the honeybee disappearance, the use of these harsh poisons should be cut back.

Beekeepers examine hives to make sure the honeybee colonies are healthy.



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Respond to Reading

1. How can you tell that "A Germ of an Idea" and "Pointing to Pesticides" are persuasive articles? Give examples from the texts. **GENRE**
2. What do the two authors agree on? How are the two views different? Identify reasons and evidence that the authors use to support their points. **AUTHOR'S POINT OF VIEW**
3. The word *unfortunately* on page 426 includes the root *fortunate* meaning "lucky." Use the root word and word parts to tell the meaning of *unfortunately*. **ROOT WORDS**
4. What do you think caused the bees to disappear? Support your answer with reasons. How could people help honeybees? **TEXT TO WORLD**



RESPOND TO READING QUESTIONS: "The Case of the Missing Bees"

- 1. GENRE: How can you tell that "A Germ of an Idea" and "Pointing to Pesticides" are persuasive articles. Give Examples from the texts**(hint: you learned about persuasive text and text features on day 2 pg. 372! Think about how you know this is persuasive instead of expository or fiction).

How I know it is an persuasive text: _____

Examples from the text that show that it is persuasive:_____

- 2. AUTHOR'S POINT OF VIEW: What do the two authors agree on? How are the two views different? Identify reasons and evidence that the authors use to support their points.** (Hint: You learned about point of view on day two, pg.371. The authors have different beliefs, but there are a couple things they agree about. Making a graphic organizer like the one you did on day 2 might help make the author's points and evidence clear. Remember to also look at the point and counterpoint).

What the authors agree about:_____

Evidence:_____

How the authors have different views: _____

Evidence used to support their views:_____

- 3. ROOT WORDS: The word *unfortunately* on page 426 includes the root *fortunate* meaning "lucky." Use the root word and word parts to tell the meaning of *unfortunately*.** (hint: break the word apart! Can you spot a negative prefix? Also go back into the text and use context clues).

Meaning of *unfortunately*: _____

Clues in the paragraph that helped me find the meaning: _____

- 4. What do you think caused the bees to disappear? Support your answer with reasons. How could people help honeybees?** (hint: Use evidence from the text, be sure to answer all three questions in your response. The text brought up two reasons why honeybees might be disappearing). _____

Day 4-5 Complete Your Turn Practice pages and finish any incomplete work.

Comprehension and Fluency

Name _____

Read the two passages. Use the ask and answer questions strategy to check your understanding as you read.

WHAT IS THE FUTURE OF THE RAIN FORESTS?

Rain Forests Support People

4 *People must make economic use of the rain forests.*

13 The removal of rain forest trees has some negative consequences, but it
25 is necessary for the survival of people and national economies. Therefore,
36 it is not practical or desirable to try to stop the cutting of all rain forest
52 trees. A better plan is to make economic use of rain forests.

64 Farming in the Rain Forests

69 In most cases, when part of a rain forest is cut down, subsistence
82 agriculture takes its place. Subsistence agriculture is farming or ranching
92 that produces only enough for a family to meet its everyday needs. The
105 families need these farms or ranches in order to survive.

115 Commercial Use of Rain Forests

120 Commercial activities also play a role in the use of rain forest land.
133 Lumber from rain forest trees is used to make furniture, flooring, and
145 paper. Many countries buy beef that comes from cattle ranches on former
157 rain forest land. Other rain forest land is converted to farms that grow
170 coffee, soybeans, and palm trees. Oil from those palm trees can be used to
184 make biofuels. Companies build roads through the rain forests to transport
195 goods to and from the farms. These businesses often play necessary roles
207 in their countries. Without them, their countries' economies would suffer.

217 Rain Forest Loss Can Be Controlled

223 The loss of rain forest trees does threaten wildlife habitats and the
235 quality of the soil. But a complete halt to rain forest cutting would create
249 other serious problems. A more sensible goal is to manage the use of rain
263 forest land so that the negative outcomes are limited.

Comprehension and Fluency

Name _____

The World Needs Rain Forests

People must preserve the rain forests for the sake of the environment.

Each day, thousands of acres of rain forest are destroyed in the name of progress. Cutting down the rain forest benefits some economies, but it does long-term damage to the planet.

Rain Forests and Biodiversity

Most of Earth's plant and animal species reside in forests. As trees are cut down, these species lose their habitats. Some species cannot survive that habitat loss and become extinct. Species loss decreases Earth's biodiversity, or variety of life. Science has shown that the survival of life depends on biodiversity.

Earth's Water Cycle and Rain Forests

The rain forests play a key part in the water cycle. Rain forest plants release water vapor into the atmosphere. That water vapor turns into rain. As the rain forests disappear, less water vapor is released. This loss can change global rainfall patterns.

Rain Forests Affect the Air We Breathe

Rain forest loss affects the climate in other ways too. The trees in a rain forest help us breathe by releasing oxygen into the atmosphere. They also clean the air by absorbing greenhouse gases. Greenhouse gases feed global warming. Destroying rain forests increases global warming by adding greenhouse gases to the atmosphere.

Thinking Globally

Nations must look beyond local needs and adopt a global perspective. We need to preserve the rain forests for the benefit of all.



Rain forests are ecosystems rich in plants and animals. Rain forests are also important economically to the countries they belong to.

Dr. Plavinder Smith

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Comprehension: **Author's Point of View and Fluency**

Name _____

A. Reread the passages and answer the questions.**1. What is the first author's point of view about rain forests?**

2. What facts from the text support this point of view?

3. What is the second author's point of view about rain forests?

4. What facts from the text support this point of view?

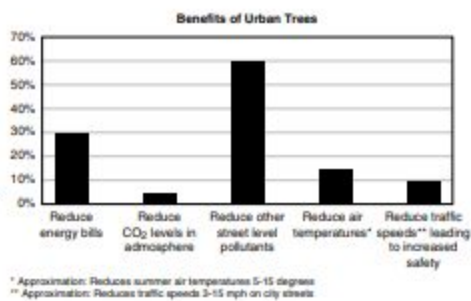
Genre/Text Feature

Name _____

Expand Our Urban Forests

Trees play a very important role in the landscape of cities. Noise levels and summer temperatures are higher in cities than in outlying areas. Trees absorb noise and heat and keep cities quieter and cooler. Planting trees helps keep the air clean and save energy.

Trees soak up pollutants from the air and give off oxygen. Being around green, wooded areas helps keep people healthy. All cities should plant more trees and expand their forests.



Answer the questions about the text.

1. What genre of text is this? How do you know?

2. What opinion does the author express in the text?

3. What text feature does this text include?

4. How does the text feature help you better understand the author's viewpoint?

Name _____

Latin root	Meaning	Examples
<i>vivere</i>	to live	sur <u>vi</u> val, sur <u>vi</u> ve
<i>cultura</i>	cultivation	agri <u>cult</u> ure
<i>merc/merx</i>	merchandise	com <u>mer</u> ce, com <u>mer</u> cial
<i>portare</i>	to carry	trans <u>port</u>
<i>sedere</i>	to sit	resi <u>d</u> e
<i>sorbere</i>	to suck in/suck up	abs <u>orb</u> , abs <u>orb</u> ing
<i>specere</i>	to look at	pers <u>pect</u> ive

Read each passage below. Use the root words in the box and sentence clues to help you figure out the meaning of each word in bold. Write the word's meaning on the line. Then write your own sentence that uses the word in the same way.

- In most cases, when part of a rain forest is cut down, subsistence **agriculture** takes its place. Subsistence agriculture is farming or ranching that produces only enough for a family to meet its everyday needs.

- The families need these farms or ranches in order to **survive**.

- Commercial** activities also play a role in the use of rain forest land. Lumber from rain forest trees is used to make furniture, flooring, and paper. Many countries buy beef that comes from cattle ranches on former rain forest land. Other rain forest land is converted to farms that grow coffee, soybeans, and palm trees. Oil from those palm trees can be used to make biofuels.
