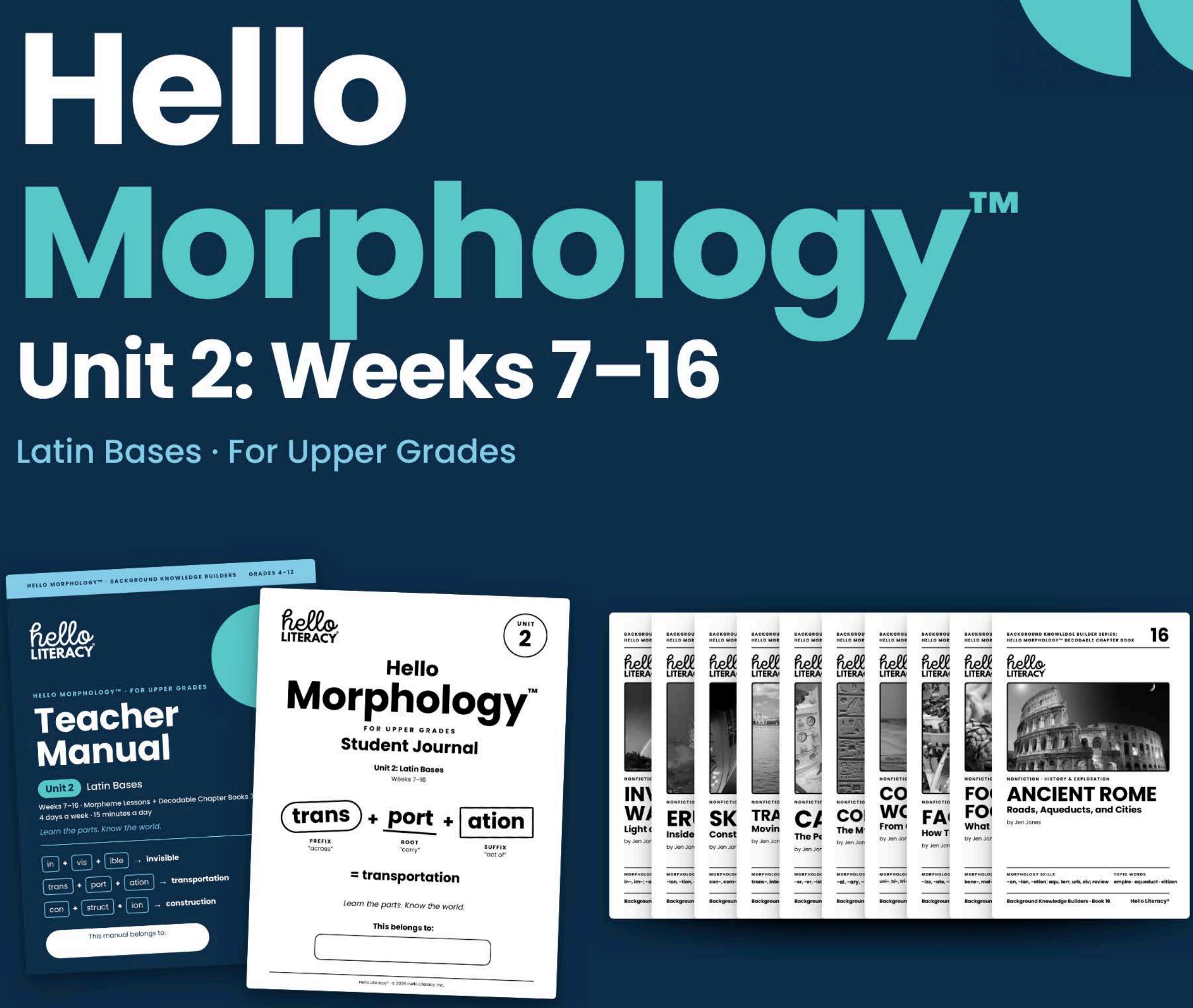
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Hello Morphology™

Unit 2: Weeks 7–16

Latin Bases · For Upper Grades



Product Preview

A look inside Unit 2. Sample pages carry a light preview mark.

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The bridge from decoding to vocabulary, comprehension and knowledge.

Hello Morphology™ for Upper Grades is one 15-minute routine that ties explicit morphology to nonfiction decodable chapter books, so older students who still need decoding support read real, knowledge-rich books.

20 years
of Hello Literacy® products in classrooms

138
countries

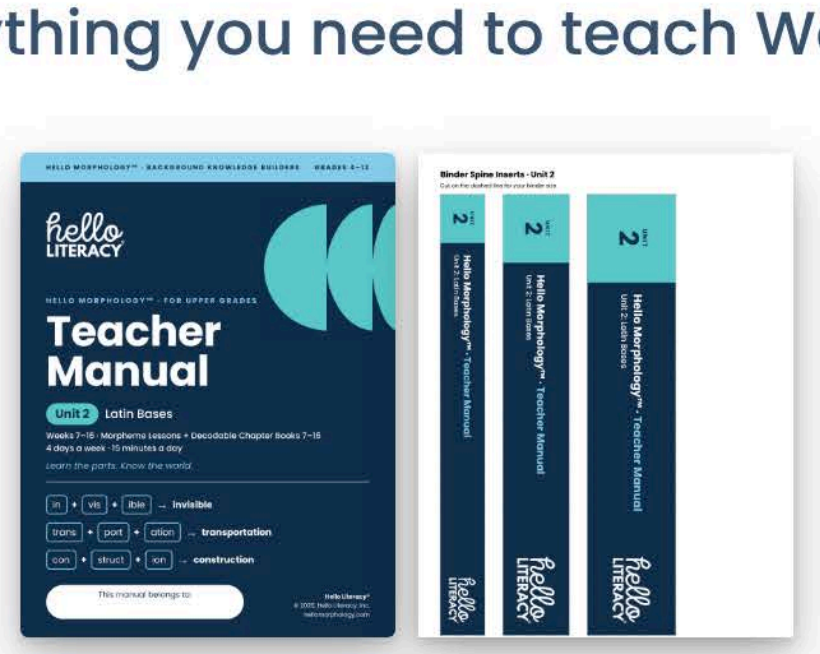
154,623
unique educators

Created by Jen Jones, founder of Hello Literacy®, Inc., the team behind Hello Phonics® and Hello Decodables®. Written by a teacher, fact-checked, and piloted by classroom teachers.

Unit 2 · Weeks 7–16

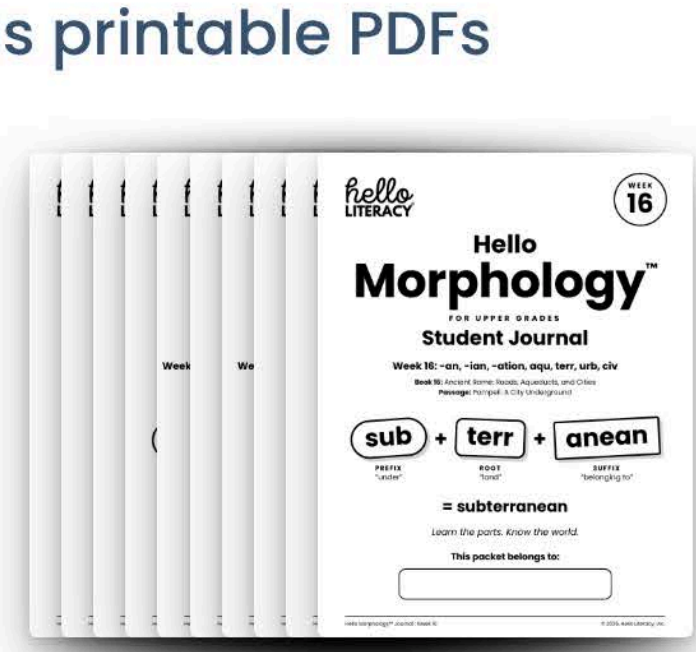
What's Included

Everything you need to teach Weeks 7–16, as printable PDFs



Teacher Manual

124 pages + binder spines



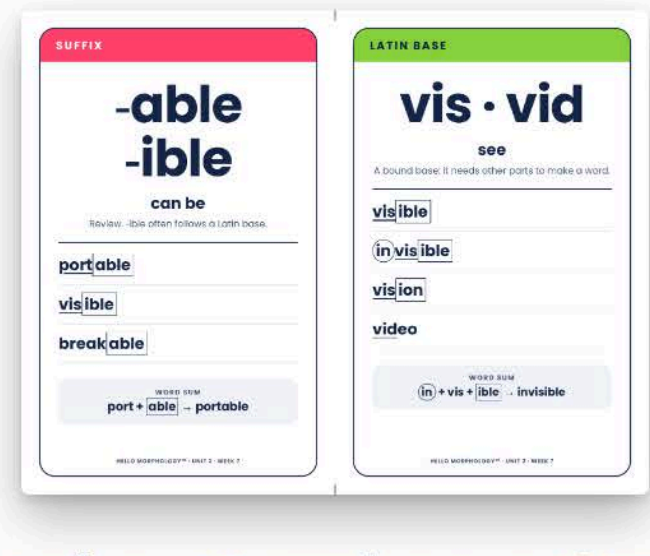
Student Journal

Covers and fill-in pages · 179 pages



10 Decodable Chapter Books

Black and white, print double-sided
with quick print & assemble directions



Teacher Morpheme Cards

One color card for every new morpheme

Plus Student Word Lists, morphology and reading assessments, with comprehension activities included

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Unit 2 · Weeks 7–16

Built for Upper Grades

Grades 4–6
Core word study, whole group

Grades 7–12
Intervention and small group

15 minutes
A day, 4 days a week

UNIT 2 SCOPE: LATIN BASES

WEEK	WORD PARTS	BOOK
7	in-, im-; -able, -ible · vis/vid, aud, port	Invisible Waves
8	-ion, -tion, -sion; e-, ex- · rupt, ject, tract	Eruption!
9	con-, com-, co- · struct, duct, form	Skyscrapers
10	trans-, inter-, im-, ex- · port, mit/miss	Transportation
11	-er, -or, -ist, -ian, -ant, -ent · doc, act, reg, cura	Career Day
12	-al, -ary, -ory · spect, dict, scrib/script	Code Crackers
13	uni-, bi-, tri-, quad-, cent-, multi- · cycl, ped, ann	Counting with Words
14	-ize, -ate · fac/fact, man/manu, mot/mov	Factories
15	bene-, mal-, omni- · vor, carn, herb, nutri	Food Facts and Food Myths
16	review; -ian, -ation · aqu, terr, urb, civ	Ancient Rome

TEACHER MANUAL · WEEK 7

Week 7 Quick Start

Week 7

Short on time? Start here. Everything you need to teach this week on one page. 4 days · 15 minutes a day.

Get Ready (before Day 1)

☐ Copy the Week 7 Student Journal Pages for each student.

☐ Copy the book *Invisible Waves* (B&W) for Day 3, or have color copies.

☐ Hang the Week 7 poster, or plan to build the anchor chart on Day 1.

☐ Print this week's teacher cards (Teacher Morpheme Cards file, pp. 23–25) and cut them apart.

☐ Highlighters in 4 colors, a whiteboard, and markers.

This Week

Prefixes: in-, im- (not)

Suffixes: -able, -ible (can be; review)

Latin bases: vis, vid (see) · aud (hear) · port (carry)

Book: *Invisible Waves: Light and Sound*

Passage: *Invisible Voices: The Story of the Telephone*

Day	Do this (about 15 minutes)	Student pages
1 **Meet the Morphemes**	1. Warm-up: visible, invisible (2 min). 2. Introduce the word parts with the poster and cards (5 min). 3. Model: in + vis + ible → invisible (3 min). 4. "Does it mean not?" sort (3 min). 5. Organizer: MEANING OF THE ROOT for each base (2 min).	Word cards · Morpheme Map · Organizers (vis, aud, port)
2 **Build Words**	1. Review each part and its meaning (1 min). 2. Build words from **port** on the matrix (4 min). 3. Write word sums and meanings (4 min). 4. Word Chain: change one part at a time (4 min). 5. Organizer: WORDS THAT USE THE ROOT (2 min).	Word Matrix · Word Chain · Organizers
3 **Read the Book**	1. Preview *Invisible Waves* and the chart on page 2 (2 min). 2. Word hunt: one word per part (3 min). 3. Read **one chapter** (6 min). 4. Compare and contrast: light vs. sound (2 min). 5. Organizer: add book words; BREAK APART AND EXPLAIN one (2 min).	Word Hunt & Compare and Contrast · Organizers
4 **Passage & Use It**	1. Read the passage; highlight and mark the parts (5 min). 2. Fill It In, Write It, Quick Check (7 min). 3. Organizer: SHOW THE MEANING with a passage word (2 min). 4. Reflect: circle 1, 2, or 3 (1 min).	Passage · Use It · Organizers

Say It Every Day

"Box the suffix. Circle the prefix. Read the base. Stuck? Find the vowels to find the syllables. Now put it back together from the inside out: base, then each suffix in order, then the prefix." **New:** underline the base.

Good to Know

✓ The book comes on **Day 3**, after students know the word parts.

✓ Running long? Finish a step the next day.

✓ Optional comprehension pages are at the end of the journal: use all, some, or none.

Full lessons with **Say** lines, answers, and sample pages: Week 7 Overview and the Day 1–4 pages.

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TEACHER MANUAL · WEEK 7

Day 1: Meet the Morphemes

Day 1

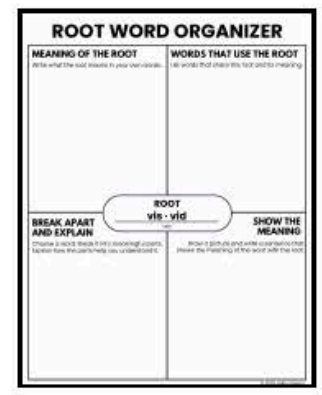
Goal: Students name each word part and its meaning, write word sums, tell when in-/im- means *not*, and write each base's meaning on its Root Word Organizer.



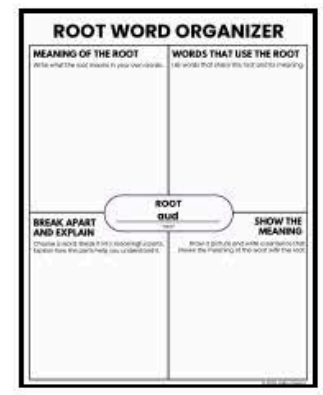
Morpheme Map



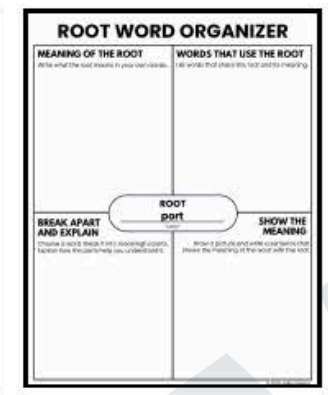
Sample Completed



Organizer: vis



Organizer: aud



Organizer: port

Materials

- ✓ Week 7 poster (or chart paper) · whiteboard
- ✓ Journal: Morpheme Map; Root Word Organizers
- ✓ Teacher Morpheme Cards, pp. 23–25; student word cards (journal)

Answers

Means not: invisible, imperfect, inaudible, impossible, incorrect

Not a prefix (or not "not"): inch, ink, image, inside, imitate

1 · Warm-Up 2 min	**Do:** Write **visible, invisible** on the board. **Say:** "Visible means able to be seen. Add in-, not: invisible means not able to be seen." **Students:** Read the words; tell what in- does.
2 · Introduce 5 min	**Do:** Point to each box on the poster, **or build it together** on chart paper. Hold up each teacher card. **Say:** "in- and im- mean not. -able and -ible mean can be. Now meet our first Latin bases: vis and vid mean see, aud means hear, and port means carry. A Latin base is not a word by itself. It needs other parts." **Students:** Echo-read; write each meaning on the Morpheme Map.
3 · Model Word Sums 3 min	**Do:** Write in + vis + ible → invisible. Box the suffix, circle the prefix, underline the base. **Say:** "I box -ible, can be. I circle in-, not. I underline vis, see. Inside out: see, able to be seen, not able to be seen. *Invisible.*" **Students:** Complete each row: Part + Part → Whole Word.
4 · Does It Mean Not? 3 min	**Do:** Model *inch* and *incorrect*. **Say:** "Cover in-. In *incorrect*, a real word is left, correct, and in- means not. In *inch*, only *ch* is left. That is no base, so in is just letters." **Students:** Sort the 10 words with a partner; write sums for the prefix words.
5 · Organizer 2 min	**Do:** Show the three organizer pages. Point to the base in each oval. **Say:** "Each Latin base gets its own Root Word Organizer page. We will add to these pages all week." "Today, fill in MEANING OF THE ROOT in your own words." **Students:** Write each base's meaning in the top-left box.

Struggling? Pair each base with a gesture: vis (hand at eyes), aud (hand at ear), port (arms full). **Challenge:** Find a word with two suffixes (invisibly, reporters).

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Unit 2 · Weeks 7–16

One Routine. 15 Minutes a Day.

4 days a week, same steps every week. Only the word parts change.

Day 1

Meet the Morphemes

Day 1: Morpheme Map — Week 7

Directions: Copy each meaning from the poster. Then build a word with that word part: write the two parts and the whole word.

Word Part	Meaning	Part		Part		Whole Word
in-			+		→	
im-			+		→	
-able			+		→	
-ible			+		→	
vis			+		→	
vid			+		→	
aud			+		→	
port			+		→	

Remember: a Latin base like **vis**, **aud**, or **vid** is not a word by itself. It needs other parts to make a word.

Does It Mean "Not"?

Directions: Read each word. If **in-** or **im-** is a prefix that means *not*, write the word as a sum in the first column. If the letters are just part of the word, write it in the second column.

invisible	inch	imperfect	ink	inaudible
image	impossible	inside	incorrect	imitate

in- or im- = not: Prefix + Base → Word		Not a Prefix
+	→	
+	→	
+	→	
+	→	
+	→	

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Day 2

Build Words

Day 2: Word Matrix — Week 7

Directions: Build real words from the matrix. Read across: prefix + base + suffix. Some words use a prefix **and** a suffix: re + port + er → **reporter**.

PREFIXES	BASE	SUFFIXES
re	port ("carry")	able
		er
trans		ed
		s

port Word Sums

Directions: Write each word as a sum. Box the suffix, circle the prefix, and underline the base. Then write the whole word and what it means.

Prefix		Base		Suffix		Word + Meaning
_____	+	_____	+	_____	→	_____
_____	+	_____	+	_____	→	_____
_____	+	_____	+	_____	→	_____
_____	+	_____	+	_____	→	_____
_____	+	_____	+	_____	→	_____
_____	+	_____	+	_____	→	_____

Word note: *trans-* means across. You will study it in Week 10. Here, *-er* means a person who.

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Day 3

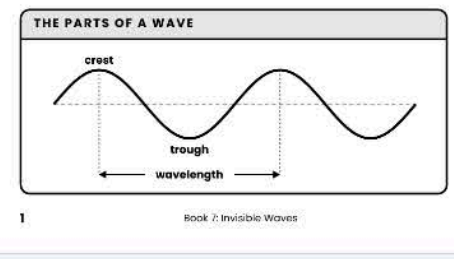
Read the Book

CHAPTER 1

Waves All Around

Right now, waves are rushing past you. Some bring you light so you can see these words. Some bring you sound so you can hear the world around you. Many others are invisible. You cannot see them or hear them, but they are there.

A wave carries energy from one place to another. Picture a stone dropped into a still pond. Ripples spread out in rings. The water bobs up and down, but the energy travels outward. Light and sound both move as waves, but in very different ways. Scientists study these waves, and engineers use them to build cameras and phones.



Day 4

Passage + Use It

in-, im-, -able, -ible · vis, vid, aud, port — Week 7

Word parts: in-, im- = not · -able, -ible = can be · vis, vid = see · aud = hear · port = carry

Invisible Voices: The Story of the Telephone

Directions: Read the passage. Highlight every word with in-, im-, -able, or -ible. Use a different color highlighter for each affix. Then box the suffix, circle the prefix, underline and read the base (vis, vid, aud, or port), and put it back together from the inside out.

In 1876, Alexander Graham Bell was working on a new invention. Bell was a teacher of deaf students, and he had spent years studying how sound travels. He wanted to send a voice through a wire. Many people thought that was impossible.

Sound is a vibration. Bell's telephone changed the vibrations of a voice into an electric signal. The signal raced along a wire. At the other end, a second telephone changed the signal back into sound. The signal was invisible, but the voice was audible!

On March 10, 1876, Bell spoke into his telephone. His helper, Thomas Watson, was in another room. Watson heard Bell say, "Mr. Watson, come here. I want to see you." It was the first telephone call.

Early telephones were tied to wires, so they could not move far. They were not portable at all. The sound was imperfect, too. Voices could be faint, and some words were inaudible.

In 1973, an engineer named Martin Cooper made the first call on a handheld cell phone. It weighed about two and a half pounds! Instead of a wire, it used invisible radio waves.

Today, a phone fits in a pocket. It is a portable radio, a camera, and an audio player in one. On a video call, you can see and hear a friend who is far away. Bell's invisible voices now travel all over the world.

	1st Read	2nd Read	3rd Read	4th Read
MY READINGS	✓ initials date	✓ initials date	✓ initials date	✓ initials date

Make a check mark, add your initials, and add the date each time you read the passage. Each reading should always be accurate and get smoother: fewer stops, better phrasing, and you still understand it.

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THE WORD-PART CODE STUDENTS USE ALL YEAR

Box the suffix → Circle the prefix → Read the base → Put it back together

STUDENT JOURNAL SAMPLE PAGES

Word parts, Day 1–4 pages, Root Word Organizer, and the passage

Week 7 Word Parts

Week 7

Our first **Latin bases**! A Latin base carries the meaning, but it is usually not a word by itself. Box the suffix, circle the prefix, then underline the base: (in)vis[ible] = not able to be seen.

in- · im- — not

in + visible → **invisible**
in + audible → **inaudible**
im + perfect → **imperfect**

Use **im-** before p, b, or m: im + possible → **impossible**.

-able · -ible — can be (review)

port + able → **portable**
vis + ible → **visible**
aud + ible → **audible**

-ible often follows a Latin base: visible, audible.

vis · vid — see

vis + ible → **visible**
vis + ion → **vision**
vid + eo → **video**

Two spellings, one meaning: **see**.

aud — hear

aud + ible → **audible**
aud + io → **audio**
in + aud + ible → **inaudible**

Your **audience** is the people who hear you.

port — carry

port + able → **portable**
re + port → **report**
trans + port → **transport**

A **report** carries news back to you.

The Word-Part Code

1. [Box] the suffix.
2. (Circle) the prefix.
3. Underline and read the base.
4. Put it back together from the inside out.

(in)vis[ible]

Latin Base Rules

Free or bound base?	in- turns to im-	Look for the base
A free base is a word by itself (face, construct). A bound base needs other parts (vis, aud, struct). vis + ible → **visible**	Before p, b, or m, in- is spelled im-. Same meaning: not. im + perfect → **imperfect**	The base carries the meaning. Find it, then ask: does it fit? vision = the sense of sight

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Day 1: Morpheme Map

Week 7

Directions: Copy each meaning from the poster. Then build a word with that word part: write the two parts and the whole word.

Word Part	Meaning	Part		Part		Whole Word
in-			+		→	
im-			+		→	
-able			+		→	
-ible			+		→	
vis			+		→	
vid			+		→	
aud			+		→	
port			+		→	

Remember: a Latin base like **vis**, **aud**, or **vid** is not a word by itself. It needs other parts to make a word.

Does It Mean "Not"?

Directions: Read each word. If **in-** or **im-** is a prefix that means *not*, write the word as a sum in the first column. If the letters are just part of the word, write it in the second column.

invisible · inch · imperfect · ink · inaudible
image · impossible · inside · incorrect · imitate

in- or im- = not: Prefix + Base → Word	Not a Prefix
+ →	
+ →	
+ →	
+ →	
+ →	

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ROOT WORD ORGANIZER

MEANING OF THE ROOT
Write what the root means in your own words.

WORDS THAT USE THE ROOT
List words that share this root and its meaning.

ROOT
vis · vid
"see"

BREAK APART AND EXPLAIN
Choose a word. Break it into meaningful parts. Explain how the parts help you understand it.

SHOW THE MEANING
Draw a picture and write a sentence that shows the meaning of the word with the root.

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Day 2: Word Matrix

Week 7

Directions: Build real words from the matrix. Read across: prefix + base + suffix. Some words use a prefix **and** a suffix: re + port + er → **reporter**.

PREFIXES	BASE	SUFFIXES
re	port "carry"	able
		er
trans		ed
		s

port Word Sums

Directions: Write each word as a sum. Box the suffix, circle the prefix, and underline the base. Then write the whole word and what it means.

Prefix		Base		Suffix		Word + Meaning
_____	+	_____	+	_____	→	_____
_____	+	_____	+	_____	→	_____
_____	+	_____	+	_____	→	_____
_____	+	_____	+	_____	→	_____
_____	+	_____	+	_____	→	_____
_____	+	_____	+	_____	→	_____

Word note: *trans-* means across. You will study it in Week 10. Here, *-er* means a person who.

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Day 2: Morpheme Word Chain

Week 7

Directions: Read the clue. Change only **one** word part from the row above to make the new word. Write the parts and the word. Then shade the box of the part you changed.

PREFIXES	LATIN BASES	SUFFIXES
in	vis "see"	ible
re	aud "hear"	ibly
		ion

Clue	Prefix	Base	Suffix	Word
MODEL able to be seen	—	*vis*	*ible*	*visible*
MODEL **not** able to be seen	*in*	*vis*	*ible*	*invisible*
not able to be **heard**				
able to be heard				
in a way that **can be heard**				
in a way that can be **seen**				
the sense of sight				
a second look that makes changes				

Word note: *-ibly* is *-ible* + *-ly* (in a way). *-ion* makes a naming word; you will study it in Week 8.

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in-, im-, -able, -ible · vis, vid, aud, port
Word parts · in-, im- = not · -able, -ible = can be · vis, vid = see · aud = hear · port = carry

Week 7

Invisible Voices: The Story of the Telephone

Directions: Read the passage. Highlight every word with in-, im-, -able, or -ible. Use a different color highlighter for each affix. Then box the suffix, circle the prefix, underline and read the base (vis, vid, aud, or port), and put it back together from the inside out.

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MY READINGS

1st Read	2nd Read	3rd Read	4th Read
✓ initials date	✓ initials date	✓ initials date	✓ initials date

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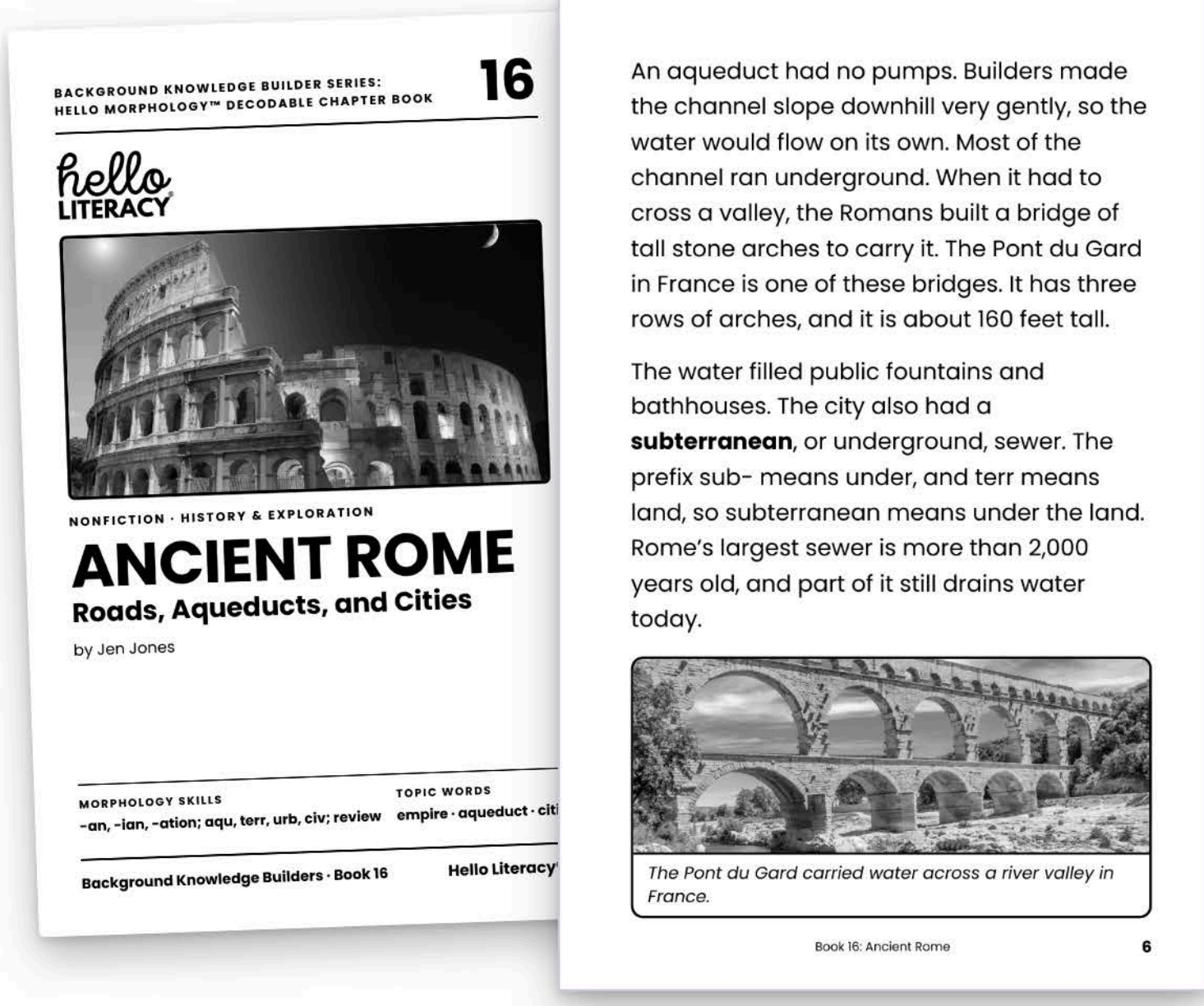
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Unit 2 · Weeks 7–16

10 Nonfiction Decodable Chapter Books

Real topics, real chapters. Students read the week's morphemes in context and build background knowledge.



BACKGROUND KNOWLEDGE BUILDER SERIES:
HELLO MORPHOLOGY™ DECODABLE CHAPTER BOOK

16

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NONFICTION · HISTORY & EXPLORATION

ANCIENT ROME

Roads, Aqueducts, and Cities

by Jen Jones

MORPHOLOGY SKILLS
-an, -ian, -ation; aqu, terr, urb, civ; review

TOPIC WORDS
empire · aqueduct · citi

Background Knowledge Builders · Book 16

Hello Literacy

An aqueduct had no pumps. Builders made the channel slope downhill very gently, so the water would flow on its own. Most of the channel ran underground. When it had to cross a valley, the Romans built a bridge of tall stone arches to carry it. The Pont du Gard in France is one of these bridges. It has three rows of arches, and it is about 160 feet tall.

The water filled public fountains and bathhouses. The city also had a **subterranean**, or underground, sewer. The prefix sub- means under, and terr means land, so subterranean means under the land. Rome's largest sewer is more than 2,000 years old, and part of it still drains water today.

The Pont du Gard carried water across a river valley in France.

Book 16: Ancient Rome 6

BOOKS IN THIS UNIT

7 Invisible Waves
8 Eruption!
9 Skyscrapers
10 Transportation
11 Career Day
12 Code Crackers
13 Counting with Words
14 Factories
15 Food Facts and Food Myths
16 Ancient Rome

Every book prints double-sided on a copy machine and folds into a booklet.

BACKGROUND KNOWLEDGE BUILDER SERIES:
HELLO MORPHOLOGY™ DECODABLE CHAPTER BOOK

13

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NONFICTION · ENGINEERING & TECHNOLOGY

COUNTING WITH WORDS

From Cycles to Centipedes

by Jen Jones

MORPHOLOGY SKILLS

uni-, bi-, tri-, quad-, cent-, multi-; cycl, ped, ann/enn, lat

TOPIC WORDS

wheel · foot · year

CHAPTER 1

Numbers Hiding in Words

How many wheels does a unicycle have? How many feet does a centipede have? The answers are hiding inside the words. Many English words begin with a word part that tells a number. Once you know these number prefixes, you can count with words. They can turn a plain word into a counting word.

The prefix uni- means one. A unicycle has one wheel. A uniform is one kind of outfit that everyone on a team wears. A unicorn is a make-believe animal with one horn. A unit is a single thing, like one inch or one cup. The prefix bi- means two, tri- means three, and quad- means four. The prefix cent- means one hundred, and multi- means many.

NUMBER PREFIXES

uni- one · unicycle	**bi-** two · bicycle	**tri-** three · triangle
quad- four · quadruplets	**cent-** hundred · century	**multi-** many · multicolored

PREVIEW

ADDITIONAL COMPREHENSION PAGES

Answer keys are in the Teacher Manual

TEXT FEATURES

Read the Diagrams

WEEK 7

Skill: Use information from diagrams and charts to answer questions (RI.7) · **Rope strand:** Literacy Knowledge

Name _____ Date _____

A **diagram** or **chart** shows facts in a picture. Read the title and every label first. On the light diagram and the hearing chart, low and long is on the left; high and short is on the right.

Directions: Use the diagrams in *Invisible Waves* to answer each question in a complete sentence. The page is shown for each one.

1. **Use the wave diagram. What is the distance from one crest to the next crest called?** (p. 1)

2. **Use the prism diagram. What happens to white light when it goes through a prism?** (p. 3)

3. **Use the light diagram. Name two kinds of invisible light with longer waves than visible light.** (p. 5)

4. **Use the same diagram. Name two kinds of invisible light with shorter waves than visible light.** (p. 5)

5. **Use the hearing chart. Which animal can hear the highest sounds? Which can hear the lowest?** (p. 9)

6. **Use the hearing chart. Name two animals that can hear high sounds that people cannot hear.** (p. 9)

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VOCABULARY · WORD PARTS

Latin Base Detective

WEEK 7

Skill: Use word parts and context to determine word meanings (RI.4) · **Rope strand:** Vocabulary

Name _____ Date _____

A **Latin base** carries the meaning of a word. Find the base first, then add the meaning of the prefix and suffix. Check that the meaning fits the sentence.

Directions: Sort the words by their Latin base. Write each word under its base and underline the base.

visible · audience · portable · video · report · inaudible
vision · transport · audio · invisible · support · audition

vis · vid = see	aud = hear	port = carry

Word Parts in Context

Directions: Read each sentence from *Invisible Waves*. Write the word parts that help, then what the bold word means.

Sentence from the book	Word parts that help	Meaning
"An **audiologist** is a person who tests how well people hear." **page 8**		
"Glasses help eyes that are **imperfect**." **page 4**		
"Some sounds are **inaudible** to people." **page 9**		
"Your phone is a **portable** radio." **page 6**		

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MAKE INFERENCES

How Do You Know?

WEEK 7

Skill: Make inferences and cite evidence from the text (RI.1) · **Rope strand:** Verbal Reasoning

Name _____ Date _____

An **inference** is a smart guess you make by putting a clue from the text together with what you already know. Always be ready to answer: **How do you know?**

Directions: Read each question. Write your answer. Then write the clue from *Invisible Waves* that helped you, and the page. The first one is done for you.

MODEL · QUESTION 1

If you count 15 seconds between the lightning flash and the boom of thunder, about how far away is the lightning?

My answer: *About 3 miles away.*

Clue (proof): *Sound takes about five seconds to travel one mile. 15 ÷ 5 = 3.* p. *8*

QUESTION 2

A friend blows a dog whistle and hears nothing. She says it is broken. Is she right?

My answer: _____

Clue (proof): _____ p. ____

QUESTION 3

At night, an infrared camera shows a person glowing but not the rock next to her. Why?

My answer: _____

Clue (proof): _____ p. ____

QUESTION 4

A flower looks plain to you, but bees fly straight to its middle. How could that be?

My answer: _____

Clue (proof): _____ p. ____

QUESTION 5

Could two astronauts on the moon, with no air, hear each other shout without radios?

My answer: _____

Clue (proof): _____ p. ____

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COMPARE AND CONTRAST

Bats and Bees

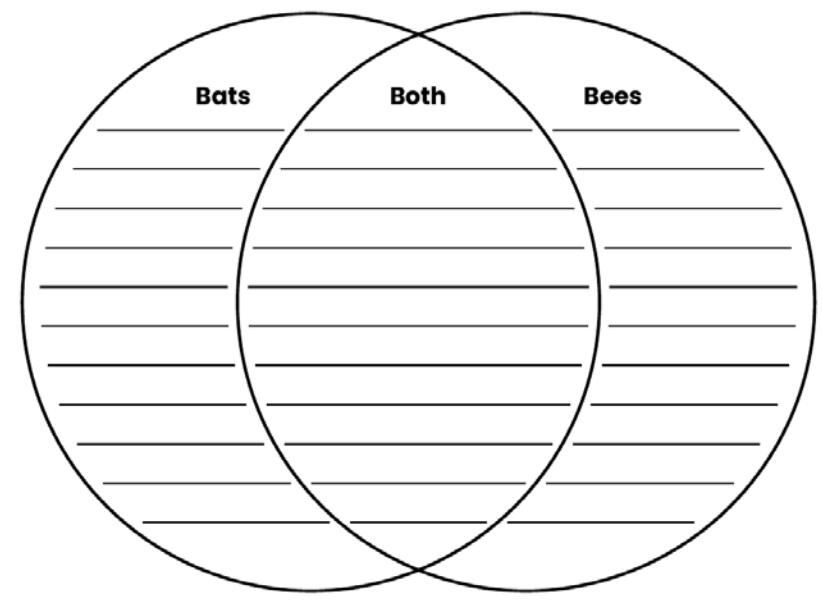
WEEK 7

Skill: Compare and contrast information in a text (RI.3, RI.5) · **Rope strand:** Literacy Knowledge

Name _____ Date _____

To **compare**, tell how things are alike. To **contrast**, tell how they are different. Signal words: **both, alike, also** · **but, unlike, different**.

Directions: Reread pages 5 and 9 of *Invisible Waves*. Write facts about bats in the left circle and facts about bees in the right circle. Write how they are alike in the middle.



SUM IT UP

Finish the sentence: Bats and bees are alike because ___, but they are different because ___.

_____

_____

_____

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MORPHOLOGY ASSESSMENTS

10 weekly checks + 1 unit assessment, with keys

WEEK 8 · DAY 5

Week 8 Check

WEEK 8

e-, ex-, -ion, -tion, -sion · rupt, ject, tract

Name _____ Date _____

Part A · Word Parts 5 points

Box the suffix, circle the prefix, and underline the base in each word. Write the word as a word sum. Then write what the base means.

#	WORD	WORD SUM	BASE · WHAT IT MEANS
1	eruption		
2	eject		
3	extract		
4	interrupt		
5	tractor		

Part B · Use It 5 points

Fill It In. Write the word from the bank that fits. One word is extra.

erupted · extract · rejected · traction

6 The volcano _____ and sent ash into the sky.

7 Snow tires give a car more _____ on icy roads.

8 The dentist had to _____ the broken tooth.

Figure It Out. You may not have studied these words. Use the word parts to figure them out.

9 The pilot hit a button to **eject** from the plane. What did the pilot do?

_____

10 A pipe **ruptured** under the street. What happened?

_____

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TEACHER · ANSWER KEY AND SCORING

Week 8 Check: Answer Key

WEEK 8

e-, ex-, -ion, -tion, -sion · rupt, ject, tract

Total: _____ / 10 Grade: _____

Part A · Word Parts 5 points, 1 per word

#	WORD	WORD SUM	BASE · WHAT IT MEANS		PT
1	e + rupt + ion	e + rupt + ion	rupt	break	/1
2	e + ject	e + ject	ject	throw	/1
3	ex + tract	ex + tract	tract	pull	/1
4	inter + rupt	inter + rupt	rupt	break	/1
5	tract + or	tract + or	tract	pull	/1

Part B · Use It 5 points, 1 per item

Fill It In.

erupted · extract · rejected · traction

6 The volcano **erupted** and sent ash into the sky. /1

7 Snow tires give a car more **traction** on icy roads. /1

8 The dentist had to **extract** the broken tooth. /1

Figure It Out.

9 The pilot hit a button to **eject** from the plane. What did the pilot do? /1

threw himself out of the plane (e- = out, ject = throw)

10 A pipe **ruptured** under the street. What happened? /1

it broke open (rupt = break)

Give the Part A point when every part is marked (box the suffix, circle the prefix, underline the base), the word sum is right, **and** the base meaning is right. Accept close meanings ("look" or "see" for spect). Figure It Out: accept any answer that uses the meaning of the word parts.

Reteach and retake. This check is FOR learning. Reteach the missed items with the Week 8 poster, the Morpheme Map, and the Root Word Organizers. Then let students retake the same check the next day and count the higher score.

Letter grade

A	B	C	D
9–10 points	8 points	7 points	6 or fewer
Ready for next week.	Reteach, then retake.	Reteach, then retake.	Small group, then retake.

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UNIT 2 · WEEKS 7–16

Unit 2 Assessment

UNIT 2

Latin Bases · page 1 of 2

Name _____ Date _____

Part A · Match the Meaning 8 points

Write the letter of the meaning next to each Latin base. Two meanings are not used.

1	vis		5	mit, miss	
2	port		6	spect	
3	rupt		7	ped	
4	struct		8	aqu	

MEANINGS

A build · B see · C look · D water · E carry · F write · G foot · H break · I land · J send

Part B · Break It Apart 12 points

Box each suffix, circle each prefix, and underline the base. Then write the word as a word sum, like this: **trans + port + ation**.

#	WORD	WORD SUM
9	transportation	
10	inspector	
11	eruption	
12	construction	
13	prediction	
14	subterranean	

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TEACHER · ANSWER KEY AND SCORING

Unit 2 Assessment: Answer Key

UNIT 2

Latin Bases · page 1 of 2

Total: _____ / 30 Grade: _____

Part A · Match the Meaning 8 points, 1 each

1	vis	B	5	mit, miss	J
2	port	E	6	spect	C
3	rupt	H	7	ped	G
4	struct	A	8	aqu	D

MEANINGS

A build · B see · C look · D water · E carry · F write · G foot · H break · I land · J send

Part B · Break It Apart 12 points, 2 per word: 1 for marking, 1 for the word sum

#	WORD	WORD SUM	PTS
9	trans + port + ation	trans + port + ation	/2
10	in + spect + or	in + spect + or	/2
11	e + rupt + ion	e + rupt + ion	/2
12	con + struct + ion	con + struct + ion	/2
13	pre + dict + ion	pre + dict + ion	/2
14	sub + terr + ane + an	sub + terr + ane + an	/2

Part B: give 1 point when every prefix is circled, every suffix is boxed, and the base is underlined, and 1 point when the word sum is right. Linking letters (the *ane* in subterranean) may be written with the base or as their own part.

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PREVIEW

READING ASSESSMENTS

10 weekly reading checks + 1 unit reading assessment

WEEK 8 · READING CHECK

Week 8 Reading Check

WEEK 8

Cause and Effect and Making Inferences

Name _____ Date _____

Read the passage. The paragraphs are numbered. Then answer the questions. You may look back at the passage.

The Volcano in the Cornfield

A Strange Crack

1 In February 1943, a farmer named Dionisio Pulido was working in his cornfield in Mexico. The ground had been shaking for weeks. Suddenly a crack opened in the field. Smoke and ash rose out of it, and the air smelled like rotten eggs. Pulido ran to his village to warn his neighbors.

A Mountain Grows

2 The next morning, a cone of ash and rock stood where the crack had been. Because the volcano kept erupting, the cone grew quickly. In one day, it grew about 160 feet tall. In a week, it was more than 300 feet tall, taller than a 25-story building. The new volcano was named Parícutin, after a nearby village.

Buried Villages

3 Parícutin erupted for nine years. Thick, slow rivers of lava crept across the land. As a result, two villages were buried, and people had to move to new homes. Today, only the towers of a stone church stick out of the hardened lava. Scientists came from all over the world, because it was the first time they could study a volcano from the day it was born.

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WEEK 8 · READING CHECK

Week 8 Reading Check

WEEK 8

Cause and Effect and Making Inferences · The Volcano in the Cornfield

Part A · Cause and Effect 5 points

1 What caused the cone to grow so quickly?

- (A) The farmer piled up rocks.
- (B) The volcano kept erupting.
- (C) Rain washed the soil away.
- (D) The corn grew tall.

2 What was one effect of the lava flows?

- (A) The farmer grew more corn.
- (B) Two villages were buried.
- (C) The ground stopped shaking.
- (D) The air smelled sweet.

3 Which signal words in paragraph 3 show an effect?

- (A) erupted for
- (B) all over
- (C) as a result
- (D) Today, only

4 Why did scientists come from all over the world? Use the passage.

_____

_____

Hello Morphology™ Reading Assessments : Unit 2, Week 8 Reading Check
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TEACHER · ANSWER KEY AND SCORING

Week 8 Reading Check: Answer Key

WEEK 8

Cause and Effect and Making Inferences · The Volcano in the Cornfield

Total: _____ / 10 **Grade: _____**

Part A · Cause and Effect 5 points

1 What caused the cone to grow so quickly? /1
Answer: **B The volcano kept erupting.**

2 What was one effect of the lava flows? /1
Answer: **B Two villages were buried.**

3 Which signal words in paragraph 3 show an effect? /1
Answer: **C as a result**

4 Why did scientists come from all over the world? Use the passage. /2
It was the first time they could study a volcano from the day it was born. 2 points: the reason from paragraph 3. 1 point: partly right ("to study the volcano").

Part B · Making Inferences 5 points

5 Why did Pulido most likely run to his village? /1
Answer: **C He knew the crack could be dangerous for people.**

6 Which **two** clues tell you something unusual was happening before the crack opened? Circle two answers. /2
Answer: **A The ground had been shaking for weeks.; C The air smelled like rotten eggs.**

7 The passage says only the church towers stick out. What can you infer about the lava? Give one clue. /2
The lava was very deep or thick; it covered almost the whole church. 1 point for the inference, 1 point for a clue from the passage.

Use the results. Reading skills grow over time, so this check is not meant for a next-day retake. Use it to plan small-group practice over the next few weeks (Part A: the Cause and Effect Chain page; Part B: the How Do You Know? page). Watch for growth when this skill comes back later.

Letter grade

A 9–10 points Ready for next week.	**B** 8 points Quick review.	**C** 7 points Small-group practice.	**D** 6 or fewer Extra small-group time.

Hello Morphology™ Reading Assessments : Unit 2, Week 8 Reading Check
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UNIT 2 · READING ASSESSMENT

Unit 2 Reading Assessment

UNIT 2

All Unit 2 reading skills

Name _____ Date _____

Read the passage. The paragraphs are numbered. Then answer the questions. You may look back at the passage.

The Panama Canal: A Shortcut Between Oceans

1 Before 1914, a ship sailing from New York to San Francisco had to go all the way around the tip of South America. The trip was about 13,000 miles long, and the stormy waters there wrecked many ships. People dreamed of cutting a shortcut across Panama, a narrow strip of land between the Atlantic and Pacific Oceans.

A Failed First Try

2 In 1881, a French company began digging a canal. The work was hard, but the biggest problem was disease. Thousands of workers became sick with yellow fever and malaria, and many died. No one knew yet that mosquitoes spread these diseases. In 1889, the French company ran out of money and gave up.

Solving the Problems

3 In 1904, the United States took over the project. First, a doctor named William Gorgas led a team that drained standing water and covered water barrels so mosquitoes could not breed. As a result, yellow fever disappeared from the area. Next, engineers solved a second problem. The land in the middle of Panama was too high to dig a canal at sea level, so they built a dam and made a huge lake. Then they built **locks**, giant water steps that lift ships up to the lake and lower them back down.

The Canal Opens

4 The canal opened in 1914, ten years after the United States began. The trip from New York to San Francisco became about 8,000 miles shorter. Today, more than 10,000 ships pass through the canal each year.

	AROUND SOUTH AMERICA	THROUGH THE CANAL
Trip from New York to San Francisco	about 13,000 miles	about 5,000 miles
Danger	stormy waters wrecked ships	calm lake and locks

Hello Morphology™ Reading Assessments : Unit 2 Reading Assessment
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PREVIEW

TEACHER MORPHEME CARDS

Two color cards per page, ready to cut

SUFFIX

-able
-ible

can be

Review. -ible often follows a Latin base.

port**able**

vis**ible**

break**able**

WORD SUM

port + able → portable

HELLO MORPHOLOGY™ · UNIT 2 · WEEK 7

LATIN BASE

vis · vid

see

A bound base: it needs other parts to make a word.

vis**ible**

in**vis**ible

vis**ion**

video

WORD SUM

in + vis + ible → invisible

HELLO MORPHOLOGY™ · UNIT 2 · WEEK 7

LATIN BASE

aud

hear

A bound base: it needs other parts to make a word.

aud**ible**

in**aud**ible

audio

audience

WORD SUM

in + aud + ible → inaudible

HELLO MORPHOLOGY™ · UNIT 2 · WEEK 7

LATIN BASE

port

carry

port is also a free base: a place for ships.

port**able**

re**port**

trans**port**

port**er**

WORD SUM

port + able → portable

HELLO MORPHOLOGY™ · UNIT 2 · WEEK 7

PREVIEW

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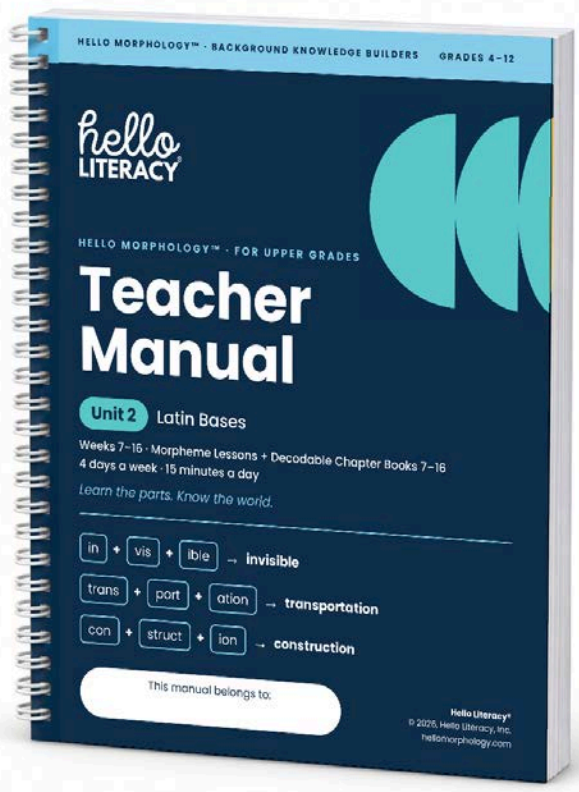
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