

Determining the Meaning of Multiple-Meaning Words

Directions: Read each sentence. Then circle the **better meaning** for the underlined word.



1. They store lawn equipment in the shed.
 - a. an outdoor structure
 - b. to eliminate a natural covering

2. The teacher reminded the students to raise their hands when they want to answer a question.
 - a. to lift up
 - b. to promote in rank

3. I am happy to report the good news.
 - a. a written record or summary
 - b. to provide a statement

4. That bag of apples weighs one pound.
 - a. unit of weight
 - b. to strike forcefully

5. He was surprised to find a present hidden in the closet.
 - a. in attendance
 - b. a gift

6. The group worked long hours to determine the cause of the accident.
 - a. something that produces an effect
 - b. a reason for action

7. Her shoulder was sore from throwing the ball.
 - a. joint connected to the arm
 - b. to bear a burden

8. Their school requires a pass to leave the classroom.
 - a. to move beyond an object
 - b. written permission to move from place to place

9. The teacher instructed the class to weigh their options before making a decision.
 - a. to determine the heaviness of an object
 - b. to carefully consider

10. She learned the rules of addition very quickly.
 - a. a combining of numbers
 - b. a newer section joined to a building

11. We watched the vessel's approach in silence.
 - a. movement closer
 - b. specific way of acting

12. The wind blew and caused several oranges to fall to the ground.
 - a. surface of the earth
 - b. to punish

13. The purpose of the experiment was to identify the matter in each object.
 - a. to be important
 - b. the material that makes up an object

Determining the Meaning of Multiple-Meaning Words

Directions: Read each sentence. Then circle the **better meaning** for the underlined word.

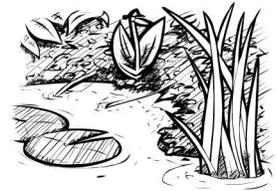


1. They store lawn equipment in the shed.
 - a. **an outdoor structure**
 - b. to eliminate a natural covering
2. The teacher reminded the students to raise their hands when they want to answer a question.
 - a. **to lift up**
 - b. to promote in rank
3. I am happy to report the good news.
 - a. a written record or summary
 - b. **to provide a statement**
4. That bag of apples weighs one pound.
 - a. **unit of weight**
 - b. to strike forcefully
5. He was surprised to find a present hidden in the closet.
 - a. in attendance
 - b. **a gift**
6. The group worked long hours to determine the cause of the accident.
 - a. **something that produces an effect**
 - b. a reason for action
7. Her shoulder was sore from throwing the ball.
 - a. **joint connected to the arm**
 - b. to bear a burden
8. Their school requires a pass to leave the classroom.
 - a. to move beyond an object
 - b. **written permission to move from place to place**
9. The teacher instructed the class to weigh their options before making a decision.
 - a. to determine the heaviness of an object
 - b. **to carefully consider**
10. She learned the rules of addition very quickly.
 - a. **a combining of numbers**
 - b. a newer section joined to a building

11. We watched the vessel's approach in silence.
- a. **movement closer**
 - b. specific way of acting
12. The wind blew and caused several oranges to fall to the ground.
- a. **surface of the earth**
 - b. to punish
13. The purpose of the experiment was to identify the matter in each object.
- a. to be important
 - b. **the material that makes up an object**

Using Cause and Effect to Gain Meaning

Directions: Read the passage. Then complete the activity that follows.



Endangered Wetlands

There is only one place in the world where alligators and crocodiles live side by side. That place is Everglades National Park, a 1.5 million-acre wetlands area in southern Florida. This park is America's biggest marsh.

The Everglades is a wide, shallow river that flows south from Lake Okeechobee to Florida Bay and the Gulf of Mexico. Fifty miles wide in some locations, the water in the Everglades might be three feet deep or a mere six inches.

Many different creatures make their homes in the Everglades. Some of the wetland creatures that live in the Everglades are endangered, such as wood storks, Florida panthers, and American crocodiles. There are so few of these animals left that there is a danger that they will die out completely, making them extinct in the near future.

Humans are the reason that these wetland animals are endangered. Years ago, canals were dug in the Everglades to control the water flow and prevent the river from flooding people's homes and businesses. Sadly, this project badly damaged the Everglades ecosystem.

Some wetlands have been completely drained to make it easier for people to survive. This has happened across the United States, including parts of the Everglades.

Farmers drained some of the wetlands so that the water could be used for their crops and for more land to raise animals. Other people drained them to build offices and homes. However, when wetlands are drained, plants and animals' homes are destroyed. When that happens, wetland creatures must find another place to live.

Other problems are created when people share their land with the animals of the wetlands. Alligators, for example, often eat small mammals that come too close to the water. What would happen if someone's dog went near the water for a cool drink or decided to jump in for a swim?

Conservation groups across the United States are working to solve the problem of threatened wetlands and wildlife. Protecting the remaining wetlands is one solution.

Other solutions include restoring former wetlands to their original state and even creating new wetlands. The U.S. Environmental Protection Agency (EPA) offers a program to help restore local wetlands. The EPA is working to bring together volunteers for this purpose. Groups of students, for example, might partner with government employees to build a fence to keep vehicles away from a stream, or to remove plants that don't naturally grow in the area.

Protecting wetlands helps people as well as animals. For example, wetlands serve as a place for floodwaters to flow, keeping homes and businesses safe. Wetlands also purify the water people drink by naturally filtering water that is flowing downstream. Wetlands trap dirt and absorb substances that pollute water. In fact, when wetlands are destroyed, water treatment plants must sometimes be built to do the same job that nature can do by itself!

Everyone can take part in saving endangered wetlands.

Directions: Reread the passage on the previous page. Use the graphic organizer below to identify the effects.

Cause
Canals were dug in the Everglades.



Effects

Cause
People drained some of the wetlands to build offices and homes.



Effects

Cause
Farmers drained some of the wetlands.



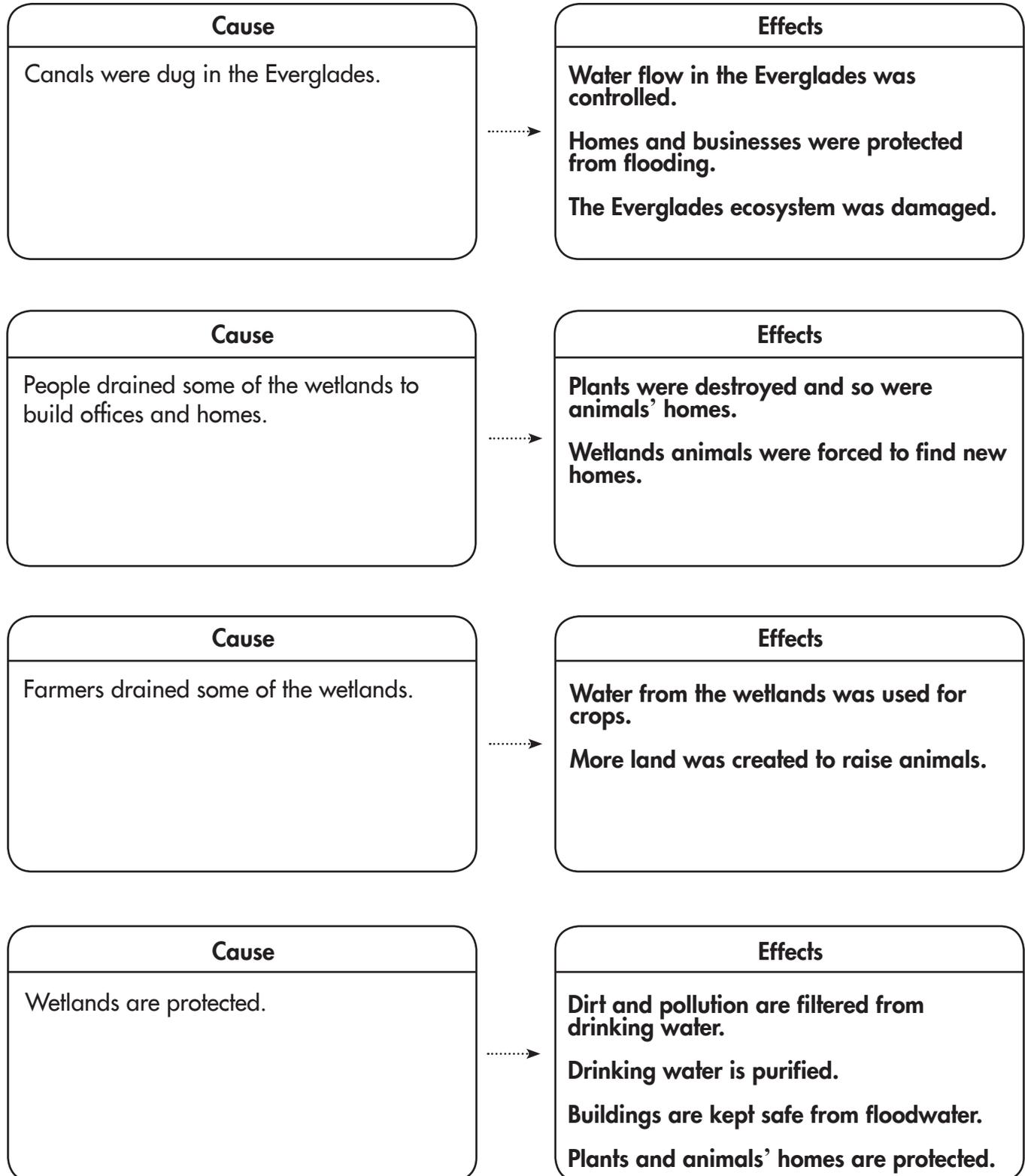
Effects

Cause
Wetlands are protected.



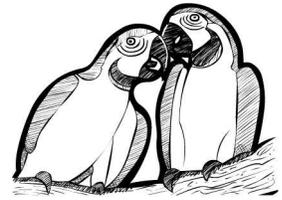
Effects

Directions: Reread the passage on the previous page. Use the graphic organizer below to identify the effects. **Answers will vary.**



Differentiating between Fact, Opinion, and Bias

Directions: Read the passage. Then complete the activity that follows.



Exotic Birds Are Not For Trading

Wildlife smuggling is the third largest illegal trade in the world. It is second only to drugs and guns. It may not seem to be as vital a thing to try and stop as the other two, but it truly does impact our society in many ways, including that of our own health and safety.

Experts estimate that from 2 to 5 million live exotic birds are illegally traded each year. These include parrots, finches, macaws, and other species. Such birds are highly prized by collectors as pets and are worth significant amounts of money. Some particularly rare birds can sell for up to \$30,000. Is it any wonder the trade is so widespread?

There is nothing more beautiful than a colorful bird in its natural setting. Condemning it to life in a cage in someone's living room is absolutely inexcusable. Such magnificent creatures should be allowed to stay in their native habitats and enjoy life as nature intended.

The capture and smuggling of these species has devastated many bird populations. Several of them are now close to extinction. The destruction of their natural environments is also sometimes accelerated. This occurs because trees are destroyed in the harvesting of nestlings or eggs.

Smuggled birds also pose a significant health risk to other birds, livestock, and even people living in areas where the exotic birds are taken. The birds can carry a number of highly contagious diseases. These diseases can spread rapidly through native populations, devastating them in the process.

In fact, avian bird flu has already been found in a variety of such birds. The sale of these birds is sure to cause a full-scale human epidemic.

Many of the countries where these birds are found are very poor. The local people often participate in illegal trapping of these birds to help support their families. Helping these countries find alternate sources of income for their citizens would be an important step in helping stop this black-market trade.

Perhaps the most effective thing we could do to stop the illegal trade of exotic birds is to refuse to buy any such animal as a pet. If there is not a demand, there will be no need for suppliers. People who are considering such ridiculous pets should find an alternative animal.

Working together to stop the trade of illegally trapped exotic birds will do three things. It will help save them from extinction. It will contribute to habitat conservation. And it will advance the greater security of our nation's health. The birds will be happier, we will be healthier, and our planet will be safer.

Directions: Read each selected paragraph. Indicate if the sentence in bold is fact [F], opinion [O], or bias [B].

1. _____ Wildlife smuggling is the third largest illegal trade in the world. It is second only to drugs and guns. It may not seem to be as vital a thing to try and stop as the other two, but it truly does impact our society in many ways, including that of our own health and safety.
2. _____ Experts estimate that from 2 to 5 million live exotic birds are illegally traded each year. These include parrots, finches, macaws, and other species. Such birds are highly prized by collectors as pets and are worth significant amounts of money. Some particularly rare birds can sell for up to \$30,000. Is it any wonder the trade is so widespread?
3. _____ There is nothing more beautiful than a colorful bird in its natural setting. Condemning it to life in a cage in someone's living room is absolutely inexcusable. Such magnificent creatures should be allowed to stay in their native habitats and enjoy life as nature intended.
4. _____ The capture and smuggling of these species has devastated many bird populations. Several of them are now close to extinction. The destruction of their natural environments is also sometimes accelerated. This occurs because trees are destroyed in the harvesting of nestlings or eggs.
5. _____ Smuggled birds also pose a significant health risk to other birds, livestock, and even people living in areas where the exotic birds are taken. The birds can carry a number of highly contagious diseases. These diseases can spread rapidly through native populations, devastating them in the process.
6. _____ In fact, avian bird flu has already been found in a variety of such birds. The sale of these birds is sure to cause a full-scale human epidemic.
7. _____ Many of the countries where these birds are found are very poor. The local people often participate in illegal trapping of these birds to help support their families. Helping these countries find alternate sources of income for their citizens would be an important step in helping stop this black-market trade.
8. _____ Perhaps the most effective thing we could do to stop the illegal trade of exotic birds is to refuse to buy any such animal as a pet. If there is not a demand, there will be no need for suppliers. People who are considering such ridiculous pets should find an alternative animal.
9. _____ Working together to stop the trade of illegally trapped exotic birds will do three things. It will help save them from extinction. It will contribute to habitat conservation. And it will advance the greater security of our nation's health. The birds will be happier, we will be healthier, and our planet will be safer.

Directions: Read each selected paragraph. Indicate if the sentence in bold is fact [F], opinion [O], or bias [B].

1. **B** Wildlife smuggling is the third largest illegal trade in the world. It is second only to drugs and guns. It may not seem to be as vital a thing to try and stop as the other two, but it truly does impact our society in many ways, including that of our own health and safety.
2. **F** Experts estimate that from 2 to 5 million live exotic birds are illegally traded each year. These include parrots, finches, macaws, and other species. Such birds are highly prized by collectors as pets and are worth significant amounts of money. Some particularly rare birds can sell for up to \$30,000. Is it any wonder the trade is so widespread?
3. **B or O** There is nothing more beautiful than a colorful bird in its natural setting. Condemning it to life in a cage in someone's living room is absolutely inexcusable. Such magnificent creatures should be allowed to stay in their native habitats and enjoy life as nature intended.
4. **F** The capture and smuggling of these species has devastated many bird populations. Several of them are now close to extinction. The destruction of their natural environments is also sometimes accelerated. This occurs because trees are destroyed in the harvesting of nestlings or eggs.
5. **F** Smuggled birds also pose a significant health risk to other birds, livestock, and even people living in areas where the exotic birds are taken. The birds can carry a number of highly contagious diseases. These diseases can spread rapidly through native populations, devastating them in the process.
6. **B** In fact, avian bird flu has already been found in a variety of such birds. The sale of these birds is sure to cause a full-scale human epidemic.
7. **F** Many of the countries where these birds are found are very poor. The local people often participate in illegal trapping of these birds to help support their families. Helping these countries find alternate sources of income for their citizens would be an important step in helping stop this black-market trade.
8. **B** Perhaps the most effective thing we could do to stop the illegal trade of exotic birds is to refuse to buy any such animal as a pet. If there is not a demand, there will be no need for suppliers. People who are considering such ridiculous pets should find an alternative animal.
9. **O** Working together to stop the trade of illegally trapped exotic birds will do three things. It will help save them from extinction. It will contribute to habitat conservation. And it will advance the greater security of our nation's health. The birds will be happier, we will be healthier, and our planet will be safer.

10. In your own words, after reading this passage, would you want to own an exotic bird? Why or why not?

Answers will vary. This author has a very strong opinion about owning exotic birds. After reading the passage, I don't think I want to own a bird. It seems like the birds are very happy in their natural environment and that if they lived in my living room in a cage, they would feel like they are in prison. I can't take the bird out roaming around like my dog. It may fly away, and I would be upset if that happened after paying \$30,000. The author made it sound like birds carry a lot of diseases that can spread to people. I think that is enough of a reason to not go out and get an exotic bird. The best way to see birds like this would be in a zoo where they roam free or in their natural setting, like the rain forest.

Paraphrasing Information and Rereading to Recall Important Ideas

Directions: Read the passage. Then complete the activity that follows.



The Voyage of Magellan

- ¹ Portugal and Spain had been rivals for a long time. After Columbus's first voyage, the two countries agreed to divide the world. An imaginary line, called the Line of Demarcation, was drawn from north to south, running through Greenland and Brazil. The two countries agreed that Spain would control everything west of the line and Portugal would control everything east of the line.
- ² Portugal began to take control of cities along the African coast and in southern India. By 1512 the Portuguese had even reached the Moluccas, the spice islands of Indonesia. The king of Spain wondered if the Moluccas were far enough west to be part of the half of the world that was under his control. Ferdinand Magellan offered to find the answer.
- ³ Magellan was born in Portugal in 1480. He sailed for many years with the Portuguese navy, fighting in battles in Africa and India. In 1512 he was sent to Morocco to battle the Moors. In Morocco, Magellan received a wound that left him with a limp for the rest of his life. He later asked the Portuguese king for a small raise in pay, but the king refused and said that Magellan should think about working for someone else.
- ⁴ Magellan gave up his Portuguese citizenship and offered his services to the king of Spain. Magellan suggested that the Moluccas could be reached by sailing west, rather than around Africa. The king approved of the plan, and on September 20, 1519, Magellan left Spain with five ships.
- ⁵ Magellan encountered storms as he crossed the Atlantic, but he reached Rio de Janeiro safely. He hoped to find a passage through South America, so he explored inlets and bays as he sailed south. On October 21, Magellan discovered a strait. (A strait is a narrow channel that connects two bodies of water.) This was the passage Magellan was looking for, and he sailed through to the Pacific Ocean.
- ⁶ The Pacific passage was calm but very long. The ships' crews were sick and starving by the time they reached the island of Guam in March 1521. They stayed long enough to regain their health, and then loaded the ships with coconuts and sailed on.
- ⁷ After leaving Guam, Magellan sailed to the islands later known as the Philippines. He made an alliance with the people of one island, but on April 27 people on a different island killed Magellan.
- ⁸ From the Philippines, two of Magellan's ships continued sailing east, but only one reached Spain, in 1522. This was the first circumnavigation of the world. Though Magellan did not return from the expedition, he was still given credit for its success. It had been his plan, and he was the commander who had guided the expedition around South America and across the Pacific Ocean. The passage he had discovered was named the Strait of Magellan in his honor.

Directions: Refer to the passage to match the paraphrases and paragraphs. Write the appropriate paragraph number on each blank line.

Paraphrase: Paragraph # _____

Portugal expands its control to the African coast, southern India, and the Moluccas. This prompts the King of Spain to determine, with Magellan's help, whether the Moluccas lie in his western half of the world.

Paraphrase: Paragraph # _____

After hitting stormy weather, Magellan reaches Rio de Janeiro safely. Looking for a passage through South America, Magellan discovers a strait and sails through to the Pacific Ocean.

Paraphrase: Paragraph # _____

With the safe arrival of one of his ships back in Spain, Magellan is credited with the first circumnavigation of the world. His plan and command of the expedition is honored when the passage he discovered is named the Strait of Magellan.

Paraphrase: Paragraph # _____

After giving up his Portuguese citizenship, Magellan decides to work for the King of Spain and offers a plan for reaching the Moluccas by sailing west. His plan is approved, and he sets sail in 1519 with five ships.

Paraphrase: Paragraph # _____

The crew becomes sick and starving during the long voyage. When they reach Guam, they stay to rest and load coconuts before sailing on.

Paraphrase: Paragraph # _____

Rivals Portugal and Spain agree to divide the world using an imaginary Line of Demarcation that is drawn from north to south through Greenland and Brazil. The countries split control: east is controlled by Portugal; west is controlled by Spain.

Paraphrase: Paragraph # _____

From Guam, Magellan sails to the islands later known as the Philippines. While some islanders are friendly, others are not and kill Magellan on April 27.

Paraphrase: Paragraph # _____

Magellan, a native of Portugal, serves the Portuguese navy fighting battles in Africa, India, and Morocco. After a war injury leaves him with a limp, the King denies him a pay raise and suggests he work elsewhere.

Directions: Refer to the passage to match the paraphrases and paragraphs. Write the appropriate paragraph number on each blank line.

Paraphrase: Paragraph # 2

Portugal expands its control to the African coast, southern India, and the Moluccas. This prompts the King of Spain to determine, with Magellan's help, whether the Moluccas lie in his western half of the world.

Paraphrase: Paragraph # 5

After hitting stormy weather, Magellan reaches Rio de Janeiro safely. Looking for a passage through South America, Magellan discovers a strait and sails through to the Pacific Ocean.

Paraphrase: Paragraph # 8

With the safe arrival of one of his ships back in Spain, Magellan is credited with the first circumnavigation of the world. His plan and command of the expedition is honored when the passage he discovered is named the Strait of Magellan.

Paraphrase: Paragraph # 4

After giving up his Portuguese citizenship, Magellan decides to work for the King of Spain and offers a plan for reaching the Moluccas by sailing west. His plan is approved, and he sets sail in 1519 with five ships.

Paraphrase: Paragraph # 6

The crew becomes sick and starving during the long voyage. When they reach Guam, they stay to rest and load coconuts before sailing on.

Paraphrase: Paragraph # 1

Rivals Portugal and Spain agree to divide the world using an imaginary Line of Demarcation that is drawn from north to south through Greenland and Brazil. The countries split control: east is controlled by Portugal; west is controlled by Spain.

Paraphrase: Paragraph # 7

From Guam, Magellan sails to the islands later known as the Philippines. While some islanders are friendly, others are not and kill Magellan on April 27.

Paraphrase: Paragraph # 3

Magellan, a native of Portugal, serves the Portuguese navy fighting battles in Africa, India, and Morocco. After a war injury leaves him with a limp, the King denies him a pay raise and suggests he work elsewhere.

2. Write It

Now use your planner to write a blog post. Write a title for your post and write your name below. Then use the writing frame to complete your blog post. Make sure to state your guidelines for the video game and reasons to support each guideline.

Posted by _____

There are many video games out there, but there needs to be one about _____

This type of game would be (helpful, fun, interesting) because _____

I would want the new game to be _____

3. Check It and Fix It

After you have written your blog post, check your work. Use the checklist to evaluate your writing. Then make any necessary changes. Write a clean copy of your blog post on a separate sheet of paper.

CHECKLIST

Evaluate your writing. A score of “5” is excellent. A score of “1” means you need to revise your work.

1. Does the blog post state suggestions clearly?

1 2 3 4 5

2. Is each guideline supported by a reason?

1 2 3 4 5

3. Are at least three academic vocabulary words used?

1 2 3 4 5

Identifying the Author's Viewpoint and Bias

Directions: Read the passage. Then complete the activity that follows.



Nelson Mandela Fights Apartheid

¹ Until the 1960s, the Union of South Africa was the only self-governing nation in the southern part of the continent. It was a member of the British Commonwealth of Nations, a group of nations loyal to the British monarch.

² South Africa was different from the rest of Africa because it was controlled by Europeans, or “whites.” In 1948, the white-controlled government in South Africa made apartheid its official policy. This policy resulted in the segregation of blacks and other nonwhite South Africans from whites. White South Africans refused to give blacks and other nonwhite people any political, economic, or social rights, including the right to vote. Whites also decided where nonwhites could live.

³ Great Britain and other nations protested this apartheid policy. As a result, South Africa withdrew from the British Commonwealth and became a republic in 1961.

Why Was Nelson Mandela Jailed for 26 Years?

⁴ On the first day that young Rolihlahla Mandela went to school in South Africa, his teacher gave him an English name: Nelson. In his native language, Rolihlahla means “he who pulls the branch of a tree.” The English translation of this word is “troublemaker.” As an adult, Nelson Mandela did make trouble for those who wanted apartheid, and he changed the history of his country.

⁵ In June 1964, a South African court sentenced Mandela to life in prison. The court said that Mandela had tried to overthrow the white minority government, and the government wanted to silence Mandela because he worked to gain political, economic, and social rights for black South Africans. Mandela remained a prisoner of the South African government for 26 years.

Who Released Mandela from Prison?

⁶ The South African government locked Mandela behind prison walls. Nevertheless, he still became a hero for black South Africans. In 1989, F.W. de Klerk became president of the Republic of South Africa.

⁷ By this time, the black protest to end apartheid was growing stronger. President de Klerk legalized the African National Congress so people could join it without breaking the law. In 1990, de Klerk released Mandela from prison.

How Did Mandela Help South Africans?

⁸ The African National Congress made Mandela its leader, and he immediately called for equal rights for all people. For four years, Mandela and de Klerk negotiated over black political, economic, and social rights. Finally, the two leaders agreed to a plan that provided for South Africa’s first multiracial (or, people of all races) election. This meant that all citizens of South Africa could vote. Because of their work together, de Klerk and Mandela were awarded the Nobel Peace Prize in 1993.

⁹ In 1994, the people of South Africa elected Mandela as president. He served one term. In 1999, at the age of 80, he retired from public office. People around the world honored Mandela for breaking down apartheid and uniting a divided nation.

Directions: Read the preceding passage. Circle the sentence that most appropriately answers the question.

1. According to the author, the term apartheid refers to _____
 - A. a fight for voting rights.
 - B. an official policy of segregation.
 - C. a struggle to overthrow the government.
 - D. a protest to legalize rights for black South Africans.

2. In Paragraph 5, the author implies that _____
 - A. Mandela deserved to be imprisoned for life.
 - B. the government should not have imprisoned Mandela.
 - C. Mandela's focus was inequality in education.
 - D. Mandela should not have spoken out against the government.

3. The author considers Mandela a _____
 - A. hero.
 - B. revolutionary.
 - C. nuisance.
 - D. criminal.

4. What is the author's opinion about Mandela and de Klerk's election plan in Paragraph 8?
 - A. The election plan was unnecessary.
 - B. The election plan did not make enough changes.
 - C. The plan made necessary changes to elections.
 - D. All citizens should not have been given the right to vote.

5. Which sentence best represents the author's opinion?
 - A. Mandela was guilty and should have stayed in jail.
 - B. Mandela should not have become president.
 - C. President de Klerk did not deserve the Nobel Prize.
 - D. It was important that voting rights be given to black South Africans.

Directions: Read the preceding passage. Circle the sentence that most appropriately answers the question.

1. According to the author, the term apartheid refers to _____.
 - A. a fight for voting rights.
 - B. an official policy of segregation.**
 - C. a struggle to overthrow the government.
 - D. a protest to legalize rights for black South Africans.

2. In Paragraph 5, the author implies that _____.
 - A. Mandela deserved to be imprisoned for life.
 - B. the government should not have imprisoned Mandela.**
 - C. Mandela's focus was inequality in education.
 - D. Mandela should not have spoken out against the government.

3. The author considers Mandela a _____.
 - A. hero.**
 - B. revolutionary.
 - C. nuisance.
 - D. criminal.

4. What is the author's opinion about Mandela and de Klerk's election plan in Paragraph 8?
 - A. The election plan was unnecessary.
 - B. The election plan did not make enough changes.
 - C. The plan made necessary changes to elections.**
 - D. All citizens should not have been given the right to vote.

5. Which sentence best represents the author's opinion?
 - A. Mandela was guilty and should have stayed in jail.
 - B. Mandela should not have become president.
 - C. President de Klerk did not deserve the Nobel Prize.
 - D. It was important that voting rights be given to black South Africans.**

Determining the Meaning of Similes



Directions: Use the sentence to determine the meaning of the bolded simile. Write the meaning of the simile.

1. News of the tragic accident **spread** through the town **like wildfire**.
Spread like wildfire means

2. When Juan went hiking in the mountains instead of going to work, he felt **as free as a bird**.
As free as a bird means

3. The sisters who did not want to participate in the game **sat** in the bleachers **like bumps on a log**.
To sit like bumps on a log means

4. Even though the brothers **fight like cats and dogs**, they can rely on each other when it counts.
Fight like cats and dogs means

5. The poor college student had to **work like a dog** to pay for her tuition.
Work like a dog means

6. As the child became older, he developed a stronger appetite and started to **eat like a horse**.
Eat like a horse means

7. Maria fell asleep during the play because she found it as exciting as **watching paint dry**.
Watching paint dry means

8. After a good night's rest, I awoke as **fresh as a daisy** and was ready for a new day.
Fresh as a daisy means

9. Because Molly understood the lesson as **clear as a bell**, she earned an excellent grade on the test.
Clear as a bell means

Determining the Meaning of Similes

Directions: Use the sentence to determine the meaning of the bolded simile. Write the meaning of the simile. **Answers will vary.**



1. News of the tragic accident **spread** through the town **like wildfire**.
Spread like wildfire means
to quickly become known by many people

2. When Juan went hiking in the mountains instead of going to work, he felt **as free as a bird**.
As free as a bird means
free to act without restriction

3. The sisters who did not want to participate in the game **sat** in the bleachers **like bumps on a log**.
To sit like bumps on a log means
to sit without action

4. Even though the brothers **fight like cats and dogs**, they can rely on each other when it counts.
Fight like cats and dogs means
to argue constantly

5. The poor college student had to **work like a dog** to pay for her tuition.
Work like a dog means
to work hard

6. As the child became older, he developed a stronger appetite and started to **eat like a horse**.
Eat like a horse means
to consume a large amount of food

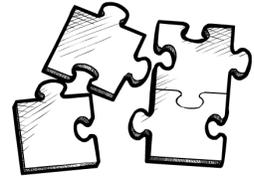
7. Maria fell asleep during the play because she found it as exciting as **watching paint dry**.
Watching paint dry means
participating in an activity that is boring

8. After a good night's rest, I awoke as **fresh as a daisy** and was ready for a new day.
Fresh as a daisy means
full of energy

9. Because Molly understood the lesson as **clear as a bell**, she earned an excellent grade on the test.
Clear as a bell means
without confusion

Understanding and Interpreting Analogies

Directions Read the analogy on the left. Match it to the word that best completes the analogy.



Word Bank

doctor

fish

flood

wire

century

tree

surgeon

cow

poverty

book

city

fuel

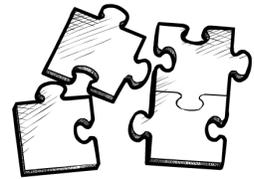
ring

airplane

1. Air is to bird as water is to _____.
2. Repair is to mechanic as cure is to _____.
3. Water is to pipe as electricity is to _____.
4. Cattle is to stampede as water is to _____.
5. Room is to house as branch is to _____.
6. Gas is to car as grass is to _____.
7. Client is to lawyer as patient is to _____.
8. Penny is to dollar as year is to _____.
9. Hill is to mountain as town is to _____.
10. Spend is to money as burn is to _____.
11. Sun is to shine as bell is to _____.
12. Horse is to car as bird is to _____.
13. Hard is to soft as wealth is to _____.
14. Brick is to wall as word is to _____.

Understanding and Interpreting Analogies

Directions Read the analogy on the left. Match it to the word that best completes the analogy.



Word Bank

doctor

fish

flood

wire

century

tree

surgeon

cow

poverty

book

city

fuel

ring

airplane

1. Air is to bird as water is to fish.
2. Repair is to mechanic as cure is to doctor.
3. Water is to pipe as electricity is to wire.
4. Cattle is to stampede as water is to flood.
5. Room is to house as branch is to tree.
6. Gas is to car as grass is to cow.
7. Client is to lawyer as patient is to surgeon.
8. Penny is to dollar as year is to century.
9. Hill is to mountain as town is to city.
10. Spend is to money as burn is to fuel.
11. Sun is to shine as bell is to ring.
12. Horse is to car as bird is to airplane.
13. Hard is to soft as wealth is to poverty.
14. Brick is to wall as word is to book.

Determining the Meaning of Multiple-Meaning Words

Directions: Read each sentence. Then circle the **better meaning** for the underlined word.



1. He decided to bunch the flowers and tie them with a ribbon before he gave them to his aunt.
 - a. a group of the same kind
 - b. to gather together

2. The store on the corner sells pet supplies.
 - a. the place where two streets meet
 - b. to leave a person without options

3. The students filled in the table with data from the survey.
 - a. a piece of furniture
 - b. a type of chart

4. Since she had studied, she thought the test was a breeze.
 - a. a gentle wind
 - b. an easy activity

5. The boulder was too heavy to lift, so they had to roll it out of the way.
 - a. to move a round object over a surface
 - b. a round piece of bread

6. The teacher gave one direction at a time.
 - a. instruction
 - b. the way something is pointing

7. The structure was built to block the flow of water.
 - a. small wooden or plastic toy used to build
 - b. to obstruct

8. The gravelly pavement was difficult to walk on without shoes.
 - a. covered with or containing small rocks
 - b. having a rough sound

9. She glanced at her reflection and adjusted her jacket.
 - a. image given back by a mirror
 - b. thought formed after consideration

10. The gaggle of students filled the hallway with laughter and conversation.
 - a. a group of geese
 - b. a disorganized group

11. The man's shirt was green and brown.
- a. new or immature
 - b. color created by combining yellow and blue
12. He had to whisk the eggs before he cooked them.
- a. to move quickly
 - b. to mix or fluff with a utensil

Determining the Meaning of Multiple-Meaning Words

Directions: Read each sentence. Then circle the **better meaning** for the underlined word.



1. He decided to bunch the flowers and tie them with a ribbon before he gave them to his aunt.
 - a. a group of the same kind
 - b. **to gather together**

2. The store on the corner sells pet supplies.
 - a. **the place where two streets meet**
 - b. to leave a person without options

3. The students filled in the table with data from the survey.
 - a. a piece of furniture
 - b. **a type of chart**

4. Since she had studied, she thought the test was a breeze.
 - a. a gentle wind
 - b. **an easy activity**

5. The boulder was too heavy to lift, so they had to roll it out of the way.
 - a. **to move a round object over a surface**
 - b. a round piece of bread

6. The teacher gave one direction at a time.
 - a. **instruction**
 - b. the way something is pointing

7. The structure was built to block the flow of water.
 - a. small wooden or plastic toy used to build
 - b. **to obstruct**

8. The gravelly pavement was difficult to walk on without shoes.
 - a. **covered with or containing small rocks**
 - b. having a rough sound

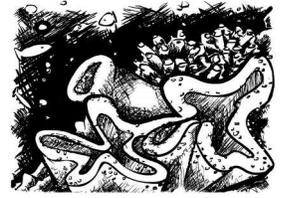
9. She glanced at her reflection and adjusted her jacket.
 - a. **image given back by a mirror**
 - b. thought formed after consideration

10. The gaggle of students filled the hallway with laughter and conversation.
 - a. a group of geese
 - b. **a disorganized group**

11. The man's shirt was green and brown.
- a. new or immature
 - b. **color created by combining yellow and blue**
12. He had to whisk the eggs before he cooked them.
- a. to move quickly
 - b. **to mix or fluff with a utensil**

Using Question-and-Answer Relationships to Improve Comprehension

Directions: Read the passage. Then complete the activity that follows.



The Great Barrier Reef

The Great Barrier Reef is the largest coral reef in the world. It measures about 135,000 square miles, which is bigger than the state of Nevada; in fact, the reef is so large that astronauts can see it from space!

The Great Barrier Reef earns its name from its size. The reef is so expansive because it has been growing for thousands of years; it is the largest structure on Earth built by living creatures. The creatures that helped build the reef over such a long time are called polyps.

Coral polyps are tiny water animals that measure less than one inch across; most are about the size of an eraser on the end of a pencil. At the beginning of its life, a soft baby polyp attaches itself to the reef. As it develops, the polyp absorbs calcium, which is a mineral dissolved in the seawater.

The calcium absorbed by the polyp combines with carbon dioxide to make calcium carbonate, which forms a hard outer shell around the creature. The shell protects the soft polyp when it is closed.

When the polyp is open, it uses its tentacles to catch passing food. The coral polyp feeds on zooplankton, which are tiny animals that float in the water. In addition, single-celled algae live inside a polyp's body and use sunlight to make food both for themselves and the polyp.

For the duration of its life, a polyp remains connected to the reef. After it dies, the polyp's skeleton remains connected to the reef. New baby polyps fasten themselves onto the skeletons of dead polyps, and the process begins again.

When you look at the reef, you are seeing the skeletons of thousands of generations of polyps. You are also seeing the work of a special kind of algae called coralline algae. Coralline algae fill in gaps between the polyps and deposit additional calcium carbonate that helps cement the polyp skeletons together. Then, over time, the waves smooth the rough surface of the reef.

This process repeats itself over and over again. As long as baby polyps continue to attach themselves to the reef, the reef will keep growing.

Directions: Read the passage on the previous page. Circle the sentence that most appropriately answers the question. Then write your response to the last question.

1. The passage is mainly about _____.
 - A. what coral polyps use as food.
 - B. structures that are visible from space.
 - C. how baby polyps protect themselves.
 - D. how the Great Barrier Reef was built.

2. What role does coralline algae play in the growth of the Great Barrier Reef?
 - A. It acts like cement, holding the polyp skeletons together.
 - B. It fastens itself to the reef, increasing the reef's size.
 - C. It washes over the reef and smoothes its rough surface.
 - D. It provides food for the polyps that make up the reef.

3. Which one of the following statements is FALSE?
 - A. Zooplankton are tiny animals that float in the water.
 - B. Coralline algae fill gaps between polyps.
 - C. Coralline algae deposit calcium carbonate.
 - D. Zooplankton feed on polyps in the reef.

4. Which of the following explains how the Great Barrier Reef continues to expand?
 - A. Baby polyps fasten themselves to the skeletons of dead polyps.
 - B. Open polyps use their tentacles to catch passing food.
 - C. Coral polyps feed on food produced by single-celled algae.
 - D. Waves wash over the reef, smoothing its rough surface.

5. Summarize how the Great Barrier Reef was built.

Directions: Read the passage on the previous page. Circle the sentence that most appropriately answers the question. Then write your response to the last question.

1. The passage is mainly about _____.
 - A. what coral polyps use as food.
 - B. structures that are visible from space.
 - C. how baby polyps protect themselves.
 - D. how the Great Barrier Reef was built.**

2. What role does coralline algae play in the growth of the Great Barrier Reef?
 - A. It acts like cement, holding the polyp skeletons together.**
 - B. It fastens itself to the reef, increasing the reef's size.
 - C. It washes over the reef and smoothes its rough surface.
 - D. It provides food for the polyps that make up the reef.

3. Which one of the following statements is FALSE?
 - A. Zooplankton are tiny animals that float in the water.
 - B. Coralline algae fill gaps between polyps.
 - C. Coralline algae deposit calcium carbonate.
 - D. Zooplankton feed on polyps in the reef.**

4. Which of the following explains how the Great Barrier Reef continues to expand?
 - A. Baby polyps fasten themselves to the skeletons of dead polyps.**
 - B. Open polyps use their tentacles to catch passing food.
 - C. Coral polyps feed on food produced by single-celled algae.
 - D. Waves wash over the reef, smoothing its rough surface.

5. Summarize how the Great Barrier Reef was built.

Answers will vary. Baby polyps attached themselves to the reef. The polyps create calcium carbonate, which they use to grow outer shells for protection. The polyps feed on zooplankton and food made by their single-celled algae. When the polyps die, their skeletons stay connected to the reef. The skeletons remain cemented together by calcium carbonate deposited by coralline algae.

Making Inferences

Directions: Read the passage. Then complete the activity that follows.



The Hungry Sea

Ernesto's grandfather had been Village Storyteller for as long as anyone could remember. His weathered face always lit up when he recounted the old legends. Lately however, Grandfather had added some new stories that left lines of worry on his brow.

One of the new stories was "The Hungry Sea." "Do you see that rock?" he would ask the children as he pointed to a distant smudge jutting out of the water. "We used to harvest sago out there when I was a boy, but now the land is under the sea." At the end of this story he would always shake his head and add, "Unless the sea soon fills its belly, we will no longer be people of the sand, but people of the mountains."

Ernesto always puzzled over this story, and why the sea was so hungry. Was it eating other islands, too? Would he ever harvest sago where Grandfather had as a child?

One day when he was hunting crabs, Ernesto encountered a group of scientists from the mainland who had questions of their own and carried measuring devices and handheld machines to record their data. They studied the beach and even boated out to the place where Grandfather had walked as a boy.

When he returned that evening, Ernesto's crab sack was empty, but he was full of news. "They say the sea is rising, Grandfather, because the ice at the top of the world is melting," he said. "They called it 'global warming,' and they think it might be caused by people from countries where they drive cars all day long."

Ernesto's grandfather considered this and asked, "If they know we're being swallowed by the sea, then why don't they stop all of this car driving?"

"Grandfather, they do not know what is happening to us," Ernesto replied.

"What do you mean they do not know? Don't these *car people* have storytellers?" Grandfather asked.

"No, Grandfather, they do not," Ernesto replied.

Grandfather paused then said, "I am sad for the *car people*; people without storytellers do not learn important things until it is too late for change."

The next morning Ernesto set out early, and at the end of the day he returned with big news. "Grandfather, today I met a writer from the car country, and I told her about our village and the hungry sea. She wrote everything down and said she would share it with her people, so they would know before it is too late."

Grandfather smiled and said, "Ernesto, I have waited a long time for this day to come: the day you would grow to be Village Storyteller. However, you are not simply a village storyteller, Grandson. You are Storyteller to the World!

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. How did Grandfather feel about telling old legends?
 - A. He was nervous to tell stories to other old villagers.
 - B. He did not like to scare the youngsters with his stories.
 - C. He was tired of being the only person who could tell stories.
 - D. He enjoyed telling stories because they provided memories.

2. What does Grandfather mean when he says, “Unless the sea soon fills its belly, we will no longer be people of the sand, but people of the mountains.”
 - A. The mountains are slowly sinking into the sea.
 - B. It is safer and easier to live in the mountains, far from the sea.
 - C. The creatures in the sea are becoming too dangerous for the villagers.
 - D. If the water levels continue to rise they will have to move to higher ground.

3. What reason did Ernesto give his grandfather to explain why the sea was rising?
 - A. The sea’s belly is growing hungrier.
 - B. There were more areas to harvest sago.
 - C. The ice at the top of the world is melting.
 - D. There were no more crabs to hunt in the ocean.

4. What did Ernesto do after talking to his grandfather about the *car people*?
 - A. He caught a large load of crabs.
 - B. He tried to find the sago harvest.
 - C. He met a writer who recorded his story.
 - D. He followed the scientists from the mainland.

5. What might Ernesto do to continue as Storyteller to the World?

Directions: Circle the correct answer for each question. Then write a response to the last question.

1. How did Grandfather feel about telling old legends?
 - A. He was nervous to tell stories to other old villagers.
 - B. He did not like to scare the youngsters with his stories.
 - C. He was tired of being the only person who could tell stories.
 - D. He enjoyed telling stories because they provided memories.**

2. What does Grandfather mean when he says, “Unless the sea soon fills its belly, we will no longer be people of the sand, but people of the mountains.”
 - A. The mountains are slowly sinking into the sea.
 - B. It is safer and easier to live in the mountains, far from the sea.
 - C. The creatures in the sea are becoming too dangerous for the villagers.
 - D. If the water levels continue to rise they will have to move to higher ground.**

3. What reason did Ernesto give his grandfather to explain why the sea was rising?
 - A. The sea’s belly is growing hungrier.
 - B. There were more areas to harvest sago.
 - C. The ice at the top of the world is melting.**
 - D. There were no more crabs to hunt in the ocean.

4. What did Ernesto do after talking to his grandfather about the *car people*?
 - A. He caught a large load of crabs.
 - B. He tried to find the sago harvest.
 - C. He met a writer who recorded his story.**
 - D. He followed the scientists from the mainland.

5. What might Ernesto do to continue as Storyteller to the World?

Answers will vary. Ernesto will probably maintain contact with the writer he met. He will tell the village stories to her and ask her to print them. He will also listen to her stories. He can bring stories from other places to his village. When he is older he might travel to find out more about the world. He can share his experiences with his village, and also share his village stories with people he meets around the world.

Identifying Common, Collective, and Compound Nouns

Directions: *Underline the common nouns in each sentence. Then circle the proper nouns.*

Example: (Dave) hit a single.

1. I've just read a play by Shakespeare.
2. The Drama Club elected a new president.
3. Soon our family plans to visit Miami.
4. A new house is being built on Elm Street.
5. My father has been transferred to Colorado.
6. She named her new dog Max.
7. Did your sister ever see the Statue of Liberty?
8. My favorite holiday is Thanksgiving.
9. My brother went climbing in the Rocky Mountains.
10. I have pictures of Niagara Falls.

Directions: *Underline the collective noun in each sentence.*

Example: Our team lost the game.

1. A large crowd stood on the platform.
2. On Thursday the army marched six miles.
3. The club held a meeting at my house.
4. Our family owns a house in the country.
5. A flock of sheep grazed on the hillside.
6. The orchestra tuned up before the concert.
7. Mr. Ferguson spoke to our class.
8. Gretchen is the president of our committee.
9. The navy sailed three ships into the harbor.
10. A large group went swimming at the lake.

Directions: *Underline the compound noun in each sentence.*

Example: We play basketball every Saturday.

1. Large tomatoes are growing in our backyard.
2. My great grandfather is living with us.
3. A new high school was built last year.
4. Suddenly the doorknob began to turn slowly.
5. The racehorse ran like the wind.
6. I left angry, but I exercised self-control.
7. There are three lifeguards at the beach this summer.
8. The stars are many light-years away.
9. Two astronauts were flying in the landing craft.
10. My bedroom is located at the end of the hall.

Identifying Common, Collective, and Compound Nouns

Directions: Underline the common nouns in each sentence. Then circle the proper nouns.

Example: (Dave) hit a single.

1. I've just read a play by (Shakespeare).
2. The (Drama Club) elected a new president.
3. Soon our family plans to visit (Miami).
4. A new house is being built on (Elm Street).
5. My father has been transferred to (Colorado).
6. She named her new dog (Max).
7. Did your sister ever see the (Statue of Liberty)?
8. My favorite holiday is (Thanksgiving).
9. My brother went climbing in the (Rocky Mountains).
10. I have pictures of (Niagara Falls).

Directions: Underline the collective noun in each sentence.

Example: Our team lost the game.

1. A large crowd stood on the platform.
2. On Thursday the army marched six miles.
3. The club held a meeting at my house.
4. Our family owns a house in the country.
5. A flock of sheep grazed on the hillside.
6. The orchestra tuned up before the concert.
7. Mr. Ferguson spoke to our class.
8. Gretchen is the president of our committee.
9. The navy sailed three ships into the harbor.
10. A large group went swimming at the lake.

Directions: Underline the compound noun in each sentence.

Example: We play basketball every Saturday.

1. Large tomatoes are growing in our backyard.
2. My great grandfather is living with us.
3. A new high school was built last year.
4. Suddenly the doorknob began to turn slowly.
5. The racehorse ran like the wind.
6. I left angry, but I exercised self-control.
7. There are three lifeguards at the beach this summer.
8. The stars are many light-years away.
9. Two astronauts were flying in the landing craft.
10. My bedroom is located at the end of the hall.

Identifying Personal, Demonstrative, Interrogative, and Indefinite Pronouns

Directions: Underline the personal pronoun in each sentence. Then, in the space provided, identify the underlined pronoun as first person, second person, or third person.

Example: Betsy has just written her first book. third person

1. The explorers sailed their ship across the Pacific. _____
2. Bill left his homework on the bus. _____
3. Where are you going, Bob? _____
4. The champion skater always performed on his newest skates. _____
5. I wash my car every week. _____
6. The actors practiced their parts at rehearsal. _____
7. Two deer led their young to the river. _____
8. The bicycle is yours, Martha. _____

Directions: In the space provided, write whether each underlined word is a demonstrative or interrogative pronoun.

Example: Whom did you see in the park? interrogative

1. What are we eating for dinner? _____
2. This is the present I gave my mother. _____
3. Of all my courses, that is my best. _____
4. What is your name? _____
5. Which is your house? _____
6. These belong to the band. _____
7. Of all the flowers, which blooms earliest in spring? _____
8. Whose is that bicycle in the driveway? _____

Directions: Underline the indefinite pronoun in each sentence.

Example: Both of us are going to the zoo.

1. We want everybody to have fun at the party.
2. Neither of the trails looks difficult to climb.
3. He knew none of the answers on the test.
4. Somebody left a window open, and rain came in during the storm.
5. Karen gave each of the kittens a dish of food.
6. Several of these homes were built centuries ago.
7. Something tells me that we are going to have a problem.
8. Most of the team members have already boarded the bus.

Identifying Personal, Demonstrative, Interrogative, and Indefinite Pronouns

Directions: Underline the personal pronoun in each sentence. Then, in the space provided, identify the underlined pronoun as first person, second person, or third person.

Example: Betsy has just written her first book. third person

1. The explorers sailed their ship across the Pacific. third person
2. Bill left his homework on the bus. third person
3. Where are you going, Bob? second person
4. The champion skater always performed on his newest skates. third person
5. I wash my car every week. first person
6. The actors practiced their parts at rehearsal. third person
7. Two deer led their young to the river. third person
8. The bicycle is yours, Martha. second person

Directions: In the space provided, write whether each underlined word is a demonstrative or interrogative pronoun.

Example: Whom did you see in the park? interrogative

1. What are we eating for dinner? interrogative
2. This is the present I gave my mother. demonstrative
3. Of all my courses, that is my best. demonstrative
4. What is your name? interrogative
5. Which is your house? interrogative
6. These belong to the band. demonstrative
7. Of all the flowers, which blooms earliest in spring? interrogative
8. Whose is that bicycle in the driveway? interrogative

Directions: Underline the indefinite pronoun in each sentence.

Example: Both of us are going to the zoo.

1. We want everybody to have fun at the party.
2. Neither of the trails looks difficult to climb.
3. He knew none of the answers on the test.
4. Somebody left a window open, and rain came in during the storm.
5. Karen gave each of the kittens a dish of food.
6. Several of these homes were built centuries ago.
7. Something tells me that we are going to have a problem.
8. Most of the team members have already boarded the bus.

Identifying the Principal Parts of a Verb

Directions: Identify the principal part (present, present participle, past, past participle) used to form the underlined verb or verb phrase in each sentence.

Example: Peter's family is moving to Canada. present participle

1. Barbara and Lee filled the fish tank with fresh water. _____
2. The president is holding a press conference tomorrow. _____
3. My brother is enrolling in college in the fall. _____
4. Canadians pronounce the letter z as "zed." _____
5. Have the judges announced the winner? _____
6. We had hoped for better weather for our Field Day. _____
7. The head chef personally prepared each dish. _____
8. The first guests had already arrived. _____
9. We are planning a trip to Yellowstone National Park next summer. _____
10. I have not finished my report yet. _____
11. Chris filled the flower pot with pebbles and soil. _____
12. We are visiting the state legislature tomorrow. _____
13. Roberto is joining the photography club. _____
14. Has Denise mentioned her vacation plans to you? _____
15. Hot meals always taste better on a cold day. _____
16. I had climbed the hill too late for the fireworks. _____
17. The lifeguards cleaned the pool every day last summer. _____
18. Why was Steve dancing down the hill? _____
19. I have not typed my essay yet. _____
20. Kate is planning a surprise party for her brother. _____

Identifying the Principal Parts of a Verb

Directions: Identify the principal part (present, present participle, past, past participle) used to form the underlined verb or verb phrase in each sentence.

Example: Peter's family is moving to Canada. present participle

1. Barbara and Lee filled the fish tank with fresh water. past
2. The president is holding a press conference tomorrow. present participle
3. My brother is enrolling in college in the fall. present participle
4. Canadians pronounce the letter z as "zed." present
5. Have the judges announced the winner? past participle
6. We had hoped for better weather for our Field Day. past participle
7. The head chef personally prepared each dish. past
8. The first guests had already arrived. past participle
9. We are planning a trip to Yellowstone National Park next summer. present participle
10. I have not finished my report yet. past participle
11. Chris filled the flower pot with pebbles and soil. past
12. We are visiting the state legislature tomorrow. present participle
13. Roberto is joining the photography club. present participle
14. Has Denise mentioned her vacation plans to you? past participle
15. Hot meals always taste better on a cold day. present
16. I had climbed the hill too late for the fireworks. past participle
17. The lifeguards cleaned the pool every day last summer. past
18. Why was Steve dancing down the hill? present participle
19. I have not typed my essay yet. past participle
20. Kate is planning a surprise party for her brother. present participle

Identifying Nouns Used as Adjectives

Directions: Underline the noun used as an adjective in each sentence. Then circle the noun it modifies.

Example: A piano(player)entertained the guests.

1. Did you speak to the newspaper reporter?
2. My parents gave me a new tennis racket.
3. Please change the light bulb in the den.
4. The soldiers practiced under battle conditions.
5. In warm weather everyone works in shirt sleeves.
6. Were you able to repair the desk lamp?
7. Many good hotels still provide room service.
8. After dinner the whole family watched the television news.
9. Building stone walls helps him relax.
10. What does that highway sign say?
11. The Maine coast is beautiful in the summer.
12. He just concluded a whirlwind tour of the United States.
13. Bob ordered a salad greens from the menu.
14. Your English class meets after lunch.
15. Following the basketball game, we went home for dinner.
16. The holiday celebration began early this year.
17. My sister played two Mozart symphonies.
18. The cherry pies at the fair were homemade.
19. Has your gold watch been repaired?
20. A new Lincoln memorial has been dedicated in Springfield.
21. Who would like to do a report for World History?
22. We read about the history of the American frontier in a magazine article.
23. I have pictures of the baseball stadium we visited last summer.
24. They quickly ate the pepperoni pizza.

Identifying Nouns Used as Adjectives

Directions: Underline the noun used as an adjective in each sentence. Then circle the noun it modifies.

Example: A piano(player)entertained the guests.

1. Did you speak to the newspaper(reporter)?
2. My parents gave me a new tennis(racket).
3. Please change the light(bulb)in the den.
4. The soldiers practiced under battle(conditions).
5. In warm weather everyone works in shirt(sleeves).
6. Were you able to repair the desk(lamp)?
7. Many good hotels still provide room(service).
8. After dinner the whole family watched the television(news).
9. Building stone(walls)helps him relax.
10. What does that highway(sign)say?
11. The Maine(coast)is beautiful in the summer.
12. He just concluded a whirlwind(tour)of the United States.
13. Bob ordered a salad(greens)from the menu.
14. Your English(class)meets after lunch.
15. Following the basketball(game), we went home for dinner.
16. The holiday(celebration)began early this year.
17. My sister played two Mozart(symphonies).
18. The cherry(pies)at the fair were homemade.
19. Has your gold(watch)been repaired?
20. A new Lincoln(memorial)has been dedicated in Springfield.
21. Who would like to do a report for World(History)?
22. We read about the history of the American frontier in a magazine(article).
23. I have pictures of the baseball(stadium)we visited last summer.
24. They quickly ate the pepperoni(pizza).

Identifying Adverbs

Directions: Underline the adverb in each sentence. Then circle the word(s) the adverb modifies.

Example: She (has) never (forgotten) his smiling face.

1. From 1831 to 1836, Charles Darwin sailed slowly from one part of the world to another.
2. The timid dog seldom approached strangers.
3. The chef had deliberately told us to let the soup cook.
4. Marie quickly ran to her friend's house.
5. He vaguely explained his reasons for leaving.
6. Cautiously, the veterinarian edged toward the huge goat on the table.
7. She has almost completed the first act of her play.
8. In *Great Expectations*, Estella often teases Pip.
9. In anger, he totally stopped trying.
10. American farmers efficiently produce a variety of fruits and vegetables.

Directions: In the space provided, indicate whether the underlined word in each sentence is an adverb or an adjective.

Example: She appears confused by the instructions. adjective

1. He dove perfectly off the board. _____
2. Mr. Henderson seems uniquely qualified for the job. _____
3. Carol always has a friendly smile for everyone. _____
4. The second act was the best part of the play. _____
5. I stooped low and picked up the napkin. _____
6. Bill has a very low opinion of himself. _____
7. I am certain you have made a timely choice. _____
8. In folklore, a goblin is generally a homely character. _____
9. A new model was recently delivered. _____
10. Daily exercise is part of a good health program. _____
11. This was the actor's first appearance. _____
12. I finished early in the day. _____
13. After the play, she received a dozen lovely roses. _____
14. Most of all I remember his kindly way. _____
15. The leader feels she is only partly responsible for our getting lost. _____
16. Carlene runs in the park daily. _____

Identifying Adverbs

Directions: Underline the adverb in each sentence. Then circle the word(s) the adverb modifies.

Example: She (has) never (forgotten) his smiling face.

1. From 1831 to 1836, Charles Darwin (sailed) slowly from one part of the world to another.
2. The timid dog seldom (approached) strangers.
3. The chef (had) deliberately (fold) us to let the soup cook.
4. Marie quickly (ran) to her friend's house.
5. He vaguely (explained) his reasons for leaving.
6. Cautiously, the veterinarian (edged) toward the huge goat on the table.
7. She (has) almost (completed) the first act of her play.
8. In *Great Expectations*, Estella often (teases) Pip.
9. In anger, he totally (stopped) trying.
10. American farmers efficiently (produce) a variety of fruits and vegetables.

Directions: In the space provided, indicate whether the underlined word in each sentence is an adverb or an adjective.

Example: She appears confused by the instructions. adjective

1. He dove perfectly off the board. adverb
2. Mr. Henderson seems uniquely qualified for the job. adverb
3. Carol always has a friendly smile for everyone. adjective
4. The second act was the best part of the play. adjective
5. I stooped low and picked up the napkin. adverb
6. Bill has a very low opinion of himself. adjective
7. I am certain you have made a timely choice. adjective
8. In folklore, a goblin is generally a homely character. adjective
9. A new model was recently delivered. adverb
10. Daily exercise is part of a good health program. adjective
11. This was the actor's first appearance. adjective
12. I finished early in the day. adverb
13. After the play, she received a dozen lovely roses. adjective
14. Most of all I remember his kindly way. adjective
15. The leader feels she is only partly responsible for our getting lost. adverb
16. Carlene runs in the park daily. adverb

Identifying Common and Compound Prepositions

Directions: Each sentence has a common or compound preposition. Underline each common preposition and circle each compound preposition.

Example: He brought his lunch with him.
She ran out of the room.

1. The broken lawnmower is in back of the barn.
2. Above the blue sky is a dark universe.
3. “Can you take us across the river?” we asked.
4. Our trip is running according to schedule.
5. During our last visit, there was a hurricane.
6. We strung our hammock under the oak tree.
7. The house stands in front of a huge maple tree.
8. The explorers knew their destination lay over the horizon.
9. Construction will begin within six months.
10. Bill poured the milk out of the large pitcher.
11. They arose and broke camp before dawn.
12. Underneath the ground was the chipmunk’s burrow.
13. I would like corn instead of lima beans.
14. The stamp show begins during winter vacation.
15. Let’s hold our meeting during lunch.
16. I will be waiting next to the clock tower.
17. Anne left her coat inside her locker.
18. He passed the test by means of hard work.
19. On account of the snowstorm, the game was canceled.
20. The ticket holders waited patiently outside the theater.
21. In front of the entrance is a large warning notice.
22. The new highway passes next to the foothills.
23. A new dining room was built beside the old one.
24. She placed the flower pots along the windowsill.
25. A very slow bus was ahead of our car.
26. Let’s pick the strawberries near the fence.
27. Opposite the old statue, you will see the library.
28. In addition to the application, you must include a reference.

Identifying Common and Compound Prepositions

Directions: Each sentence has a common or compound preposition. Underline each common preposition and circle each compound preposition.

Example: He brought his lunch with him.
She ran out of the room.

1. The broken lawnmower is in back of the barn.
2. Above the blue sky is a dark universe.
3. “Can you take us across the river?” we asked.
4. Our trip is running according to schedule.
5. During our last visit, there was a hurricane.
6. We strung our hammock under the oak tree.
7. The house stands in front of a huge maple tree.
8. The explorers knew their destination lay over the horizon.
9. Construction will begin within six months.
10. Bill poured the milk out of the large pitcher.
11. They arose and broke camp before dawn.
12. Underneath the ground was the chipmunk’s burrow.
13. I would like corn instead of lima beans.
14. The stamp show begins during winter vacation.
15. Let’s hold our meeting during lunch.
16. I will be waiting next to the clock tower.
17. Anne left her coat inside her locker.
18. He passed the test by means of hard work.
19. On account of the snowstorm, the game was canceled.
20. The ticket holders waited patiently outside the theater.
21. In front of the entrance is a large warning notice.
22. The new highway passes next to the foothills.
23. A new dining room was built beside the old one.
24. She placed the flower pots along the windowsill.
25. A very slow bus was ahead of our car.
26. Let’s pick the strawberries near the fence.
27. Opposite the old statue, you will see the library.
28. In addition to the application, you must include a reference.

Identifying Coordinating and Correlative Conjunctions

Directions: Circle the coordinating conjunction in each sentence. Then underline the words or groups of words connected by the conjunction.

Example: He likes to draw pictures of lions and tigers.

1. Andrew and Jane live far apart.
2. I have to take my medicine before breakfast or before dinner.
3. What is the connection between lightning and thunder?
4. My family is looking for a large yet inexpensive house.
5. I will be late getting home, for I have to make several stops.
6. Wind and rain lashed the Florida coastline.
7. I would like to bake cookies, but I am missing a few ingredients.
8. In the morning and in the evening, traffic backs up at this light.
9. The dancer was thin but strong.
10. You have a choice of cotton, wool, or polyester.

Directions: Circle the correlative conjunction in each sentence. Then underline the words or groups of words connected by the conjunction.

Example: He lost not only his watch but also his wallet.

1. She will pay her tuition either by check or by money order.
2. Both Anne and Barbara volunteered to decorate the hall.
3. I will either buy or make her birthday card.
4. Not only were the rebels short on men, but they were also short on supplies.
5. She asked whether football or baseball was my favorite sport.
6. Neither flowers nor candy seems an appropriate gift.
7. The girls invited both Manuel and Pat to the dance.
8. Not only will they attend, but they will also bring five guests.
9. We expect them either in the evening or in the early morning hours.
10. That afternoon Robert was neither swimming nor diving.

Identifying Coordinating and Correlative Conjunctions

Directions: Circle the coordinating conjunction in each sentence. Then underline the words or groups of words connected by the conjunction.

Example: He likes to draw pictures of lions and tigers.

1. Andrew and Jane live far apart.
2. I have to take my medicine before breakfast or before dinner.
3. What is the connection between lightning and thunder?
4. My family is looking for a large yet inexpensive house.
5. I will be late getting home, for I have to make several stops.
6. Wind and rain lashed the Florida coastline.
7. I would like to bake cookies, but I am missing a few ingredients.
8. In the morning and in the evening, traffic backs up at this light.
9. The dancer was thin but strong.
10. You have a choice of cotton, wool, or polyester.

Directions: Circle the correlative conjunction in each sentence. Then underline the words or groups of words connected by the conjunction.

Example: He lost not only his watch but also his wallet.

1. She will pay her tuition either by check or by money order.
2. Both Anne and Barbara volunteered to decorate the hall.
3. I will either buy or make her birthday card.
4. Not only were the rebels short on men, but they were also short on supplies.
5. She asked whether football or baseball was my favorite sport.
6. Neither flowers nor candy seems an appropriate gift.
7. The girls invited both Manuel and Pat to the dance.
8. Not only will they attend, but they will also bring five guests.
9. We expect them either in the evening or in the early morning hours.
10. That afternoon Robert was neither swimming nor diving.

Identifying Compound and Difficult-to-Find Subjects

Directions: Underline the compound subject in each sentence.

Example: Pam and Kathy have a birthday next week.

1. The house and the barn were painted red.
2. Lemons, limes, and oranges are citrus fruits.
3. On Saturday afternoon, my sister and I visited the zoo.
4. Paintings and sculptures can be found in the museum.
5. My mother or father will take me to the game.
6. Jewelry and pottery were on sale at the bazaar.
7. Cows and horses grazed on the hillsides.
8. During the storm, lightning, thunder, and heavy rains occurred.
9. July or August is a perfect month for a vacation at the shore.
10. Washington and Oregon are states located in the Pacific Northwest.
11. Lou and Tony are working at the supermarket.
12. During the storm, the teacher and the class waited under an awning.

Directions: Identify the subject in each sentence in the space provided.

Examples: How did you lose your shoes? you

Girls, sit down. (you)

Note: The parentheses show that “you” is the implied or understood subject.

1. Whose science project finally won? _____
2. Sylvia, give the dog a bath. _____
3. The dictionary had been misplaced for a week. _____
4. Stop the traffic! _____
5. You should take only one piece of pie. _____
6. After finishing your homework, help Father. _____
7. Where is the encyclopedia? _____
8. Check the windows and the doors for leaks. _____
9. Have they visited the town hall yet? _____
10. Are blueberries in season now? _____
11. What will you do with these packages? _____
12. Who planned last year’s picnic? _____

Identifying Compound and Difficult-to-Find Subjects

Directions: Underline the compound subject in each sentence.

Example: Pam and Kathy have a birthday next week.

1. The house and the barn were painted red.
2. Lemons, limes, and oranges are citrus fruits.
3. On Saturday afternoon, my sister and I visited the zoo.
4. Paintings and sculptures can be found in the museum.
5. My mother or father will take me to the game.
6. Jewelry and pottery were on sale at the bazaar.
7. Cows and horses grazed on the hillsides.
8. During the storm, lightning, thunder, and heavy rains occurred.
9. July or August is a perfect month for a vacation at the shore.
10. Washington and Oregon are states located in the Pacific Northwest.
11. Lou and Tony are working at the supermarket.
12. During the storm, the teacher and the class waited under an awning.

Directions: Identify the subject in each sentence in the space provided.

Examples: How did you lose your shoes? you

Girls, sit down. (you)

Note: The parentheses show that “you” is the implied or understood subject.

1. Whose science project finally won? project
2. Sylvia, give the dog a bath. (you)
3. The dictionary had been misplaced for a week. dictionary
4. Stop the traffic! (You)
5. You should take only one piece of pie. you
6. After finishing your homework, help Father. (you)
7. Where is the encyclopedia? encyclopedia
8. Check the windows and the doors for leaks. (You)
9. Have they visited the town hall yet? they
10. Are blueberries in season now? blueberries
11. What will you do with these packages? you
12. Who planned last year’s picnic? Who

Identifying Appositive, Adjective, and Adverb Phrases

Directions: Underline the appositive phrase in each sentence. Then circle the word it renames.

Example: The winner, one of five semifinalists, will be announced tomorrow.

1. We were introduced to the leading man—a tall, strange, scowling person.
2. The desserts—chocolate pudding, peach pie, and fruit salad—are all delicious.
3. Virginia Woolf, the English writer, had a sister who was a respected painter.
4. Thomas Jefferson, our third president, also served as Secretary of State.
5. Have you ever been to Washington, D.C., the nation’s capital?
6. Audie Murphy, a real war hero, starred in that movie about World War II.
7. The magazine article compared two animals, the lynx and the bobcat.
8. Ulysses Grant, commander of the Union armies, later became president.

Directions: Underline the adjective phrase in each sentence. Then circle the word it modifies.

Example: The house on the corner was deserted.

1. Dad made a pitcher of orange juice.
2. Have you read Aesop’s fable about the fox and the grapes?
3. A thing of beauty is a joy forever.
4. I wrote an essay about my summer vacation.
5. *The Belle of Amherst* is a play about Emily Dickinson.
6. The tree beside the garage was planted here last year.
7. A boy from New Orleans has the seat beside me.
8. The capital of India is New Delhi.

Directions: Underline the adverb phrase in each sentence. Then circle the word it modifies.

Example: He hung his clothes in the closet.

1. Anne was upset about her long homework assignment.
2. The French army retreated down the valley.
3. In a panic, she ran out.
4. The goalie stopped the ball in front of the net.
5. Bob always arrives late for work.
6. With a broad smile, the politician acknowledged the cheers of the crowd.
7. Thunder rumbled across the sky.
8. I will answer your question in a moment.

Identifying Appositive, Adjective, and Adverb Phrases

Directions: Underline the appositive phrase in each sentence. Then circle the word it renames.

Example: The winner, one of five semifinalists, will be announced tomorrow.

1. We were introduced to the leading man—a tall, strange, scowling person.
2. The desserts—chocolate pudding, peach pie, and fruit salad—are all delicious.
3. Virginia Woolf, the English writer, had a sister who was a respected painter.
4. Thomas Jefferson, our third President, also served as Secretary of State.
5. Have you ever been to Washington, D.C., the nation's capital?
6. Audie Murphy, a real war hero, starred in that movie about World War II.
7. The magazine article compared two animals, the lynx and the bobcat.
8. Ulysses Grant, commander of the Union armies, later became president.

Directions: Underline the adjective phrase in each sentence. Then circle the word it modifies.

Example: The house on the corner was deserted.

1. Dad made a pitcher of orange juice.
2. Have you read Aesop's fable about the fox and the grapes?
3. A thing of beauty is a joy forever.
4. I wrote an essay about my summer vacation.
5. *The Belle of Amherst* is a play about Emily Dickinson.
6. The tree beside the garage was planted here last year.
7. A boy from New Orleans is my neighbor.
8. The capital of India is New Delhi.

Directions: Underline the adverb phrase in each sentence. Then circle the word it modifies.

Example: He hung his clothes in the closet.

1. Anne was upset about her long homework assignment.
2. The French army retreated down the valley.
3. In a panic, she ran out.
4. The goalie stopped the ball in front of the net.
5. Bob always arrives late for work.
6. With a broad smile, the politician acknowledged the cheers of the crowd.
7. Thunder rumbled across the sky.
8. I will answer your question in a moment.

Classifying Sentences by Structure

Directions: Indicate whether each sentence is simple or compound in the space provided.

Example: Roger can cook, and he can sew. compound

1. The ancient Egyptians built pyramids for their pharaohs. _____
2. Benjamin Franklin was a scientist; he was also an inventor. _____
3. Carolyn cooked the dinner, so Bill washed the dishes. _____
4. The tornado struck in the morning. _____
5. Where is Tucson located? _____
6. John Adams and his son were both elected president. _____
7. Rusty went inside, and he applied for a job. _____
8. I looked everywhere, but I couldn't find the keys. _____
9. According to *The Iliad*, Priam was king of Troy. _____
10. George will pitch, and Randy will be the catcher. _____

Directions: Indicate whether each sentence is complex or compound-complex in the space provided.

Example: Since this experiment is difficult, you must follow the directions, and you must measure carefully.
compound-complex

1. Although the desert has a severe climate, many animals live there. _____
2. Robert E. Lee, who commanded the Confederate armies, was a West Point graduate, and he also served in the Mexican War. _____
3. When Pericles ruled Athens, it was one of the greatest city-states in Greece, but women had no part in its government. _____
4. If you read about Charlemagne, you will discover that he was a brilliant ruler. _____
5. Spain and Portugal, which were great sea powers, led the earliest explorations of the New World, yet they later lost much territory to other countries. _____

Classifying Sentences by Structure

Directions: Indicate whether each sentence is simple or compound in the space provided.

Example: Roger can cook, and he can sew. compound

1. The ancient Egyptians built pyramids for their pharaohs. simple
2. Benjamin Franklin was a scientist; he was also an inventor. compound
3. Carolyn cooked the dinner, so Bill washed the dishes. compound
4. The tornado struck in the morning. simple
5. Where is Tucson located? simple
6. John Adams and his son were both elected president. simple
7. Rusty went inside, and he applied for a job. compound
8. I looked everywhere, but I couldn't find the keys. compound
9. According to *The Iliad*, Priam was king of Troy. simple
10. George will pitch, and Randy will be the catcher. compound

Directions: Indicate whether each sentence is complex or compound-complex in the space provided.

Example: Since this experiment is difficult, you must follow the directions, and you must measure carefully.
compound-complex

1. Although the desert has a severe climate, many animals live there. complex
2. Robert E. Lee, who commanded the Confederate armies, was a West Point graduate, and he also served in the Mexican War. compound-complex
3. When Pericles ruled Athens, it was one of the greatest city-states in Greece, but women had no part in its government. compound-complex
4. If you read about Charlemagne, you will discover that he was a brilliant ruler. complex
5. Spain and Portugal, which were great sea powers, led the earliest explorations of the New World, yet they later lost much territory to other countries. compound-complex

Combining Short Sentences

Directions: Combine each pair of sentences. **Answers will vary.**

Example: We sat by the river. We watched the calm waters.
Sitting by the river, we watched the calm waters.

1. He spoke frankly. He said he opposed the plan.

2. Bruce understands the procedure. He still makes mistakes.

3. The birds perched on the bobbing boat. They looked like passengers with skinny necks.

4. She began her career as a laboratory technician. She worked at Huntington General Hospital.

5. Clint admired my poster collection. He offered to buy five posters.

6. At the shore we bodysurfed. We played volleyball in the afternoon.

7. The company changed its package design. Sales increased sharply.

8. Our television's reception was poor. We added a cable adapter.

9. She heard the startling news. She rushed to the telephone.

Combining Short Sentences

Directions: Combine each pair of sentences. **Answers will vary.**

Example: We sat by the river. We watched the calm waters.
Sitting by the river, we watched the calm waters.

1. He spoke frankly. He said he opposed the plan.

Speaking frankly, he said he opposed the plan.

2. Bruce understands the procedure. He still makes mistakes.

Bruce understands the procedure, but he still makes mistakes.

3. The birds perched on the bobbing boat. They looked like passengers with skinny necks.

Perched on the bobbing boat, the birds looked like passengers with skinny necks.

4. She began her career as a laboratory technician. She worked at Huntington General Hospital.

She began her career as a laboratory technician at Huntington General Hospital.

5. Clint admired my poster collection. He offered to buy five posters.

Clint admired my poster collection, and he offered to buy five posters.

6. At the shore we bodysurfed. We played volleyball in the afternoon.

At the shore we bodysurfed and played volleyball in the afternoon.

7. The company changed its package design. Sales increased sharply.

Sales increased sharply when the company changed its package design.

8. Our television's reception was poor. We added a cable adapter.

We added a cable adapter as our television's reception was poor.

9. She heard the startling news. She rushed to the telephone.

When she heard the startling news, she rushed to the telephone.

Using Commas

Directions: Insert commas where necessary in each sentence.

Example: On Tuesday April 7 my parents will celebrate their fifteenth wedding anniversary.

On Tuesday, April 7, my parents will celebrate their fifteenth wedding anniversary.

1. That company is opening a new office in Rome Italy.
2. Scout meetings will resume on Monday September 28 at 7:00 p.m.
3. On June 14 my sister will be sixteen.
4. We visited the Pilgrim Monument at Provincetown Massachusetts.
5. "The answer to the first question" said Phil "is on page 1237."
6. To date record sales have raised \$9500280 for charity.
7. Please mail this to Donna Harris 328 Maple Street Branford Connecticut 06405.
8. "Do you think" Bert asked "that you can come with us?"
9. We will be visiting Annapolis Maryland on May 20.
10. On July 20 1969 astronauts landed on the moon for the first time.
11. Anna expects her grandparents to arrive Friday April 3.
12. After traveling to Bryce Canyon Utah Karen drove to Canyonlands National Park Utah.
13. On October 17 1781 General Cornwallis surrendered in Yorktown Virginia.
14. Beth answered dreamily "What was the question?"
15. She said "Our new telephone number is (312) 555-0476."
16. "Coal is just one of many sources of energy" responded Chris.
17. This huge igloo is made of 3500 blocks of ice.
18. He told them "The serial number is 103 22 411."
19. Address the letter to Diane Freemont 104 Fairview Drive Richmond Virginia 23227.
20. The teacher said "You will find it on page 1324."
21. "I am eager" said Nan "to meet the new exchange student."
22. Mr. Frederick Clifford
1490 Apple Orchard Street
Covington Kentucky 41011

Using Commas

Directions: Insert commas where necessary in each sentence.

Example: On Tuesday April 7 my parents will celebrate their fifteenth wedding anniversary.

On Tuesday, April 7, my parents will celebrate their fifteenth wedding anniversary.

1. That company is opening a new office in Rome, Italy.
2. Scout meetings will resume on Monday, September 28, at 7:00 P.M.
3. On June 14, my sister will be sixteen.
4. We visited the Pilgrim Monument at Provincetown, Massachusetts.
5. “The answer to the first question,” said Phil, “is on page 1,237.”
6. To date, record sales have raised \$9,500,280 for charity.
7. Please mail this to Donna Harris, 328 Maple Street, Branford, Connecticut 06405.
8. “Do you think,” Bert asked, “that you can come with us?”
9. We will be visiting Annapolis, Maryland on May 20.
10. On July 20, 1969, astronauts landed on the moon for the first time.
11. Anna expects her grandparents to arrive Friday, April 3.
12. After traveling to Bryce Canyon, Utah, Karen drove to Canyonlands National Park, Utah.
13. On October 17, 1781, General Cornwallis surrendered in Yorktown, Virginia.
14. Beth answered dreamily, “What was the question?”
15. She said, “Our new telephone number is (312) 555-0476.”
16. “Coal is just one of many sources of energy,” responded Chris.
17. This huge igloo is made of 3,500 blocks of ice.
18. He told them, “The serial number is 103 22 411.”
19. Address the letter to Diane Freemont, 104 Fairview Drive, Richmond, Virginia 23227.
20. The teacher said, “You will find it on page 1,324.”
21. “I am eager,” said Nan, “to meet the new exchange student.”
22. Mr. Frederick Clifford
1490 Apple Orchard Street
Covington, Kentucky 41011

Using Semicolons and Colons

Directions: Insert semicolons where necessary in each sentence.

Example: Becky is fascinated by sharks however, she has not yet seen one close up.
Becky is fascinated by sharks; however, she has not yet seen one close up.

1. Some cheeses are made from cow's milk others are made from goat's milk.
2. They decided not to go shopping instead, they went walking in the park.
3. Ten goldfish swam in the pond their scales glinted in the sun.
4. This home used to be a one-room schoolhouse it was built over a century ago.
5. We were served onion soup, topped with melted cheese homemade rye bread, covered with butter and fruit salad, made with six different kinds of fresh fruit.
6. The music was performed by Fred, who played the flute Samantha, who played the clarinet and Ella, who played the saxophone.
7. In less than a year, William had expanded the family to include a large woolly dog with a huge appetite two skinny, stray cats with unfriendly dispositions and a pair of cooing pigeons.

Directions: Insert colons where necessary in each sentence.

Example: The basic unit consists of three rooms a living room, a bedroom, and a kitchen.
The basic unit consists of three rooms: a living room, a bedroom, and a kitchen.

1. The ingredients needed to make brownies are as follows butter, brown sugar, an egg, vanilla, baking powder, flour, and salt.
2. Their birthdays were all in the summer June 30, July 15, and August 12.
3. I will visit three countries Japan, China, and India.
4. 630 p.m.
5. Caution Falling rocks
6. A medical encyclopedia should include certain information descriptions of major diseases, lists of their symptoms, and advice about when to consult a physician.
7. Dear Dr. Morgan
8. This company produces paper pulp used for the following products paper plates, party hats, streamers, and confetti.
9. Four team sports are popular in U.S. schools basketball, baseball, football, and soccer.
10. In this wallet are my life's savings six dollar bills, eight quarters, and two nickels.
11. We wanted to buy a home in the country to have these benefits room to expand, space to enjoy outdoor activities, and land for a vegetable garden.

Using Semicolons and Colons

Directions: Insert semicolons where necessary in each sentence.

Example: Becky is fascinated by sharks however, she has not yet seen one close up.
Becky is fascinated by sharks; however, she has not yet seen one close up.

1. Some cheeses are made from cow's milk; others are made from goat's milk.
2. They decided not to go shopping; instead, they went walking in the park.
3. Ten goldfish swam in the pond; their scales glinted in the sun.
4. This home used to be a one-room schoolhouse; it was built over a century ago.
5. We were served onion soup, topped with melted cheese; homemade rye bread, covered with butter; and fruit salad, made with six different kinds of fresh fruit.
6. The music was performed by Fred, who played the flute; Samantha, who played the clarinet; and Ella, who played the saxophone.
7. In less than a year, William had expanded the family to include a large woolly dog with a huge appetite; two skinny, stray cats with unfriendly dispositions; and a pair of cooing pigeons.

Directions: Insert colons where necessary in each sentence.

Example: The basic unit consists of three rooms a living room, a bedroom, and a kitchen.
The basic unit consists of three rooms: a living room, a bedroom, and a kitchen.

1. The ingredients needed to make brownies are as follows: butter, brown sugar, an egg, vanilla, baking powder, flour, and salt.
2. Their birthdays were all in the summer: June 30, July 15, and August 12.
3. I will visit three countries: Japan, China, and India.
4. 6:30 p.m.
5. Caution: Falling rocks
6. A medical encyclopedia should include certain information: descriptions of major diseases, lists of their symptoms, and advice about when to consult a physician.
7. Dear Dr. Morgon:
8. This company produces paper pulp used for the following products: paper plates, party hats, streamers, and confetti.
9. Four team sports are popular in U.S. schools: basketball, baseball, football, and soccer.
10. In this wallet are my life's savings: six dollar bills, eight quarters, and two nickels.
11. We wanted to buy a home in the country to have these benefits: room to expand, space to enjoy outdoor activities, and land for a vegetable garden.

Practicing Correct Spelling

Directions: Change each verb into a noun. The first one has been done for you. The spelling of the verb may change in some cases.

Word	Minus	Plus	New Word
invite	e	ation	invitation
converse			
regulate			
reserve			
observe			
admire			
congratulate			
oblige			
graduate			
examine			
investigate			

Directions: One word is misspelled in each sentence. Underline the misspelled word. Then write it correctly in the space provided.

Example: At one time, the British Empire had colonys all over the world. _____
 At one time, the British Empire had colonys all over the world. colonies

- At one time, the British Empire had colonys all over the world. _____
- Loss of power and water are emergencys for which you can prepare yourself. _____
- Because of the rain, apples have been delicious and plentyful this year. _____
- The Smiths held their marryage ceremony at Blue Mountain Lake. _____
- That book presents the gloomyest picture of the Middle Ages that I've ever read. _____
- Because the child was wearing the flimsyest of pajamas, he could not stay warm. _____
- Persistence and a cooperative attitude are qualitys that employers are looking for. _____
- My sister applied to five colleges last fall. _____
- If you answer too hastily, you may jump to the wrong conclusion. _____
- Please give me a hand carrying those heavy groceries into the house. _____

Practicing Correct Spelling

Directions: Change each verb into a noun. The first one has been done for you. The spelling of the verb may change in some cases.

Word	Minus	Plus	New Word
invite	e	ation	invitation
converse	e	ation	conversation
regulate	e	ion	regulation
reserve	e	ation	reservation
observe	e	ation	observation
admire	e	ation	admiration
congratulate	e	ation	congratulation
oblige	e	ation	obligation
graduate	e	ion	graduation
examine	e	ation	examination
investigate	e	ation	investigation

Directions: One word is misspelled in each sentence. Underline the misspelled word. Then write it correctly in the space provided.

Example: At one time, the British Empire had colonys all over the world. _____
 At one time, the British Empire had colonys all over the world. colonies

- At one time, the British Empire had colonys all over the world. colonies
- Loss of power and water are emergencys for which you can prepare yourself. emergencies
- Because of the rain, apples have been delicious and plentyful this year. plentiful
- The Smiths held their marryage ceremony at Blue Mountain Lake. marriage
- That book presents the gloomyest picture of the Middle Ages that I've ever read. gloomiest
- Because the child was wearing the flimsyest of pajamas, he could not stay warm. flimsiest
- Persistence and a cooperative attitude are qualitys that employers are looking for. qualities
- My sister applied to five colleges last fall. applied
- If you answer too hastyly, you may jump to the wrong conclusion. hastily
- Please give me a hand carrying those heavy grocerys into the house. groceries

Adding Suffixes and Identifying *r*-Influenced Vowels

Directions: Use the chart to sort each word according to the vowel(s) that come before the letter *r*. Some words will be used in more than one category. Two examples have been provided for you.

future	source	barbecue	picture	courtesy
enormous	artificial	gargle	journey	majority
nervous	censure	horticulture	pierce	sparkle
ordinary	teacher	culture	concern	fortunate

ure	or	ar	our	er
future	enormous			

Directions: Add the suffix to each word, and write the new word in the space provided. Use a dictionary to check your spelling.

Word	Suffix	New Word
combine	ed	
cancel	ing	
simple	est	
sense	ible	
grave	est	
believe	able	

Directions: Underline the misspelled word in each sentence. Then write the word correctly in the space provided.

- Will the town have difficulty enforceing the new curfew? _____
- The administration has been forbiding anyone to use that entrance. _____
- We plan to donate those valueable paintings to the museum. _____
- Something appears to be propeling this boat in addition to the motor. _____
- Peter wrote the story, and his friend Washington illustrateed it. _____
- We are includeing the work of some new poets in the upcoming issue. _____

Adding Suffixes and Identifying *r*-Influenced Vowels

Directions: Use the chart to sort each word according to the vowel(s) that come before the letter *r*. Some words will be used in more than one category. Two examples have been provided for you.

future	source	barbecue	picture	courtesy
enormous	artificial	gargle	journey	majority
nervous	censure	horticulture	pierce	sparkle
ordinary	teacher	culture	concern	fortunate

ure	or	ar	our	er
future	enormous	artificial	courtesy	concern
censure	fortunate	barbecue	journey	pierce
culture	majority	gargle	source	nervous
picture	ordinary	sparkle		teacher
horticulture	horticulture	ordinary		

Directions: Add the suffix to each word, and write the new word in the space provided. Use a dictionary to check your spelling.

Word	Suffix	New Word
combine	ed	combined
cancel	ing	canceling
simple	est	simplest
sense	ible	sensible
grave	est	gravest
believe	able	believable

Directions: Underline the misspelled word in each sentence. Then write the word correctly in the space provided.

- Will the town have difficulty enforceing the new curfew? enforcing
- The administration has been forbiding anyone to use that entrance. forbidding
- We plan to donate those valueable paintings to the museum. valuable
- Something appears to be propeling this boat in addition to the motor. propelling
- Peter wrote the story, and his friend Washington illustrateed it. illustrated
- We are includeing the work of some new poets in the upcoming issue. including

Spelling with the Schwa Sound and Silent Letters

Directions: Determine whether each word is spelled correctly. Rewrite each word correctly, either by copying it or by respelling it. Then write the letters that spell the short vowel and schwa sounds.

Spelling Word	Correct Spelling	Letter(s) That Spell Short Vowel and Schwa Sounds
execise	exercise	first and second e
adjest		
credet		
astonish		
profet		
skeleton		
plunge		
budgit		
cafateria		
attempt		
dentest		
cancel		
smudge		
abandon		
avulanche		

Directions: Use the chart to sort each word according to its silent letter. Some words will be used in more than one category.

asthma	campaign	cupboard	foreign	pneumonia
gnarled	psalm	raspberry	resign	rhyme
rhythm	schedule	shepherd	sought	stomach

silent h	silent g	silent p
athsma		

Spelling with the Schwa Sound and Silent Letters

Directions: Determine whether each word is spelled correctly. Rewrite each word correctly, either by copying it or by respelling it. Then write the letters that spell the short vowel and schwa sounds.

Spelling Word	Correct Spelling	Letter(s) That Spell Short Vowel and Schwa Sounds
execise	exercise	first and second e
adjest	adjust	u
credet	credit	e, i
astonish	astonish	o, i
profet	profit	o, i
skeleton	skeleton	first and second e
plunge	plunge	u
budgit	budget	u, e
cafateria	cafeteria	first a, first e
attempt	attempt	e
dentest	dentist	e, i
cancel	cancel	a,
smudge	smudge	u
abandon	abandon	first a
avulanche	avalanche	first and last a

Directions: Use the chart to sort each word according to its silent letter. Some words will be used in more than one category.

asthma	campaign	cupboard	foreign	pneumonia
gnarled	psalm	raspberry	resign	rhyme
rhythm	schedule	shepherd	sought	stomach

silent h	silent g	silent p
asthma	campaign	cupboard
rhyme	foreign	psalm
rhythm	gnarled	raspberry
schedule	resign	pneumonia
shepherd	sought	
sought		
stomach		

Distinguishing between Homophones

Directions: Complete each pair of sentences with the correct pair of homophones from the box.

their	sight	patients	vary	there	dual
surf	capitol	heard	duel	herd	roll
site	patience	capital	serf	role	very

- Sean looked nervous presenting to the managers and _____ employees.
Despite the long presentation, _____ were many in the audience who paid attention.
- Early explorers were shocked by their first _____ of the Grand Canyon.
That lot is the future _____ of the town's new recreation center.
- The men met at dawn to fight their _____.
The use of _____ engines boosts the power of the vehicle.
- Being a mother requires a great deal of _____.
The doctor sees several _____ at the hospital.
- Being a _____ in the Middle Ages meant working one's whole life for someone else.
The children rode the waves and jumped and played in the _____.
- Many people invested a great deal of _____ in the new business.
The guide gave us a one-hour tour of the _____.
- My neighbor's _____ of horses broke into my garden and ruined the lawn.
A local band, the Singing Cowboys, can sometimes be _____ on college radio.
- Opinions tend to _____ on the quality of her homework assignments.
Roberto has made some _____ important contributions to the project.
- A talented sixth grader played the _____ of Romeo in the school play.
The car started to _____ down the hill, as the driver did not use the emergency brake.

Distinguishing between Homophones

Directions: Complete each pair of sentences with the correct pair of homophones from the box.

their	sight	patients	vary	there	dual
surf	capitol	heard	duel	herd	roll
site	patience	capital	serf	role	very

- Sean looked nervous presenting to the managers and **their** employees.
Despite the long presentation, **there** were many in the audience who paid attention.
- Early explorers were shocked by their first **sight** of the Grand Canyon.
That lot is the future **site** of the town's new recreation center.
- The men met at dawn to fight their **duel**.
The use of **dual** engines boosts the power of the vehicle.
- Being a mother requires a great deal of **patience**.
The doctor sees several **patients** at the hospital.
- Being a **serf** in the Middle Ages meant working one's whole life for someone else.
The children rode the waves and jumped and played in the **surf**.
- Many people invested a great deal of **capital** in the new business.
The guide gave us a one-hour tour of the **capitol**.
- My neighbor's **herd** of horses broke into my garden and ruined the lawn.
A local band, the Singing Cowboys, can sometimes be **heard** on college radio.
- Opinions tend to **vary** on the quality of her homework assignments.
Roberto has made some **very** important contributions to the project.
- A talented sixth grader played the **role** of Romeo in the school play.
The car started to **roll** down the hill, as the driver did not use the emergency brake.

Spelling Homophones

Directions: Complete the paragraphs by choosing the correct homophone from the box. Each word is used only once.

pair pear aisle isle cue queue
 reign rein knead need pare

Queen Gertrude the Patient allowed a tear to trickle out of her eye. It was a rare show of emotion. She was only eleven when she began her _____. She had felt compelled to help her people in the hour of their greatest _____. The _____ trees had not produced fruit for the third year in succession.

Gertrude’s father, King Gustav the Gardener, has not lived up to his name. People spent days in a long _____ waiting for their meager allowance of the delicious fruit. A lucky few went home to _____ their fruit, _____ it with flour, and bake the delicious bread that was a staple of their diet.

Patience ran out, King Gustav stepped down, and the people implored Gertrude to _____ in the problems of their tiny island kingdom.

The young queen set out on an epic journey around the coast of the _____. On a misty morning in a forgotten corner of her kingdom, she spied a _____ of ancient farmers hard at work. She could hardly believe her eyes. They were tending healthy pear trees! She spent a fruitful morning adsorbing the wisdom of these wise gardeners. The monarch then rushed backed to her castle. She had the solution!

People lined the main _____ in Gertrude’s throne room to hear the news. The wily queen had taken her _____ from the ancient ones and shared the secret of fertilizer with her minions. As Gertrude expected, many of her subjects did not understand the concept. It really wasn’t easy being queen!

Spelling Homophones

Directions: Complete the paragraphs by choosing the correct homophone from the box. Each word is used only once.

pair pear aisle isle cue queue
reign rein knead need pare

Queen Gertrude the Patient allowed a tear to trickle out of her eye. It was a rare show of emotion. She was only eleven when she began her **reign**. She had felt compelled to help her people in the hour of their greatest **need**. The **pear** trees had not produced fruit for the third year in succession.

Gertrude's father, King Gustav the Gardener, has not lived up to his name. People spent days in a long **queue** waiting for their meager allowance of the delicious fruit. A lucky few went home to **pare** their fruit, **knead** it with flour, and bake the delicious bread that was a staple of their diet.

Patience ran out, King Gustav stepped down, and the people implored Gertrude to **rein** in the problems of their tiny island kingdom.

The young queen set out on an epic journey around the coast of the **isle**. On a misty morning in a forgotten corner of her kingdom, she spied a **pair** of ancient farmers hard at work. She could hardly believe her eyes. They were tending healthy pear trees! She spent a fruitful morning absorbing the wisdom of these wise gardeners. The monarch then rushed backed to her castle. She had the solution!

People lined the main **aisle** in Gertrude's throne room to hear the news. The wily queen had taken her **cue** from the ancient ones and shared the secret of fertilizer with her minions. As Gertrude expected, many of her subjects did not understand the concept. It really wasn't easy being queen!

Antonyms

- An **antonym** is a word that means the opposite of another word.
- Look for clue words such as *unlike*, *no*, *but*, and *on the other hand* to identify antonyms.

Directions: Read the following passage. Then answer the questions below.

Andy shuffled over to his locker, dragging his feet as he did so. He did not want to come to school because of the rumor. A rumor is not a fact, but people rarely try to figure out the difference. His friend Glenda glided to him in her graceful walk. She was never awkward. She asked Andy what was wrong. “You heard the

rumor,” Andy said. “Now everyone will think I’m a phony.” “No way,” replied Glenda, “you’re an original! You should feel pride at what you’ve done. If it were me, I would not feel any shame in helping my little sister.” Andy felt thankful he had a friend like Glenda who made tricky situations appear simple.

1. Find the antonym in the passage for *rumor*. How does this antonym help to define the word?

2. Find the antonym in the passage for *awkward*. How does this antonym help to define the word?

3. Find the antonym in the passage for *phony*. How does this antonym help to define the word?

4. Find the antonym in the passage for *pride*. How does this antonym help to define the word?

5. Find the antonym in the passage for *tricky*. How does this antonym help to define the word?

Antonyms

- An **antonym** is a word that means the opposite of another word.
- Look for clue words such as *unlike*, *no*, *but*, and *on the other hand* to identify antonyms.

Directions: Read the following passage. Then answer the questions below.

Andy shuffled over to his locker, dragging his feet as he did so. He did not want to come to school because of the rumor. A rumor is not a fact, but people rarely try to figure out the difference. His friend Glenda glided to him in her graceful walk. She was never awkward. She asked Andy what was wrong. “You heard the

rumor,” Andy said. “Now everyone will think I’m a phony.” “No way,” replied Glenda, “you’re an original! You should feel pride at what you’ve done. If it were me, I would not feel any shame in helping my little sister.” Andy felt thankful he had a friend like Glenda who made tricky situations appear simple.

1. Find the antonym in the passage for *rumor*. How does this antonym help to define the word?

The antonym *fact* shows that a rumor is something that is not always true.

2. Find the antonym in the passage for *awkward*. How does this antonym help to define the word?

The antonym *graceful* shows that *awkward* means “not smooth.”

3. Find the antonym in the passage for *phony*. How does this antonym help to define the word?

The antonym *original* shows that a phony is a fake.

4. Find the antonym in the passage for *pride*. How does this antonym help to define the word?

The antonym *shame* shows that *pride* means “not embarrassed.”

5. Find the antonym in the passage for *tricky*. How does this antonym help to define the word?

The antonym *simple* shows that *tricky* means “not easy.”

Synonyms

- A **synonym** is a word that means the same or almost the same as another word.

Directions: Read the following passage.

Welcome to Georgetown! If you take an excursion through our town, there are a few stops you will not want to miss. Washington Park has a beautiful fountain that makes the perfect backdrop for photos. From there, go west on Chamber Street and stop at our local museum to view ancient artifacts found near Georgetown. You may also want to

visit the gift shop for postcards to send to your friends. Next to the museum is the Cracked Egg Café, which serves breakfast all day long. Locals have been swarming to this café since it opened in 1977. The sandwiches are absolutely delectable, but you must try the café's version of eggs Benedict. You won't find it anywhere else!

Directions: Circle the synonym for each boldfaced word from the passage.

- | | | | |
|-----------------------|-------------|-------------|----------------|
| 1. excursion: | location | outing | lounge |
| 2. ancient: | tiny | fresh | old |
| 3. swarming: | buzzing | shrinking | growling |
| 4. delectable: | delicious | horrible | amazing |
| 5. version: | combination | elimination | representation |

Directions: Write a sentence using the word given in parentheses.

6. (ancient) _____
7. (version) _____
8. (swarming) _____
9. (excursion) _____
10. (delectable) _____

Synonyms

- A **synonym** is a word that means the same or almost the same as another word.

Directions: Read the following passage.

Welcome to Georgetown! If you take an excursion through our town, there are a few stops you will not want to miss. Washington Park has a beautiful fountain that makes the perfect backdrop for photos. From there, go west on Chamber Street and stop at our local museum to view ancient artifacts found near Georgetown. You may also want to

visit the gift shop for postcards to send to your friends. Next to the museum is the Cracked Egg Café, which serves breakfast all day long. Locals have been swarming to this café since it opened in 1977. The sandwiches are absolutely delectable, but you must try the café's version of eggs Benedict. You won't find it anywhere else!

Directions: Circle the synonym for each boldfaced word from the passage.

- | | | | |
|-----------------------|------------------|---------------|-----------------------|
| 1. excursion: | location | outing | lounge |
| 2. ancient: | tiny | fresh | old |
| 3. swarming: | buzzing | shrinking | growling |
| 4. delectable: | delicious | horrible | amazing |
| 5. version: | combination | elimination | representation |

Directions: Write a sentence using the word given in parentheses.

- (ancient) **Answers will vary.** _____
- (version) **Answers will vary.** _____
- (swarming) **Answers will vary.** _____
- (excursion) **Answers will vary.** _____
- (delectable) **Answers will vary.** _____

Connotation and Denotation

- A word's **denotation** is its dictionary definition.
- A word's **connotation** is its implied meaning. A word can have a positive or a negative connotation.

Directions: Read the following dictionary entries. Then answer the questions below.

horrifying (hôr'ə f ī ying) causing to feel horror; frightful *adj.*

majestic (mə jes'tik) of or having majesty; grand; noble *adj.*

piercing (pir'sing) penetrating; sharp *adj.*

poaching (pō' ching) taking game or fish without any right *v.*

threaten (thret'n) make a threat against *v.*

1. What is the denotation of the word *threaten*?

2. A lock on the diary kept others from poaching the secrets written within it. Is the connotation of the word *poaching* positive or negative? How do you know?

3. Underline the sentence below that uses the word *piercing* with a positive connotation.

He has beautiful, piercing green eyes.

The coat will not protect you from the piercing, cold wind.

4. List two synonyms that have the same denotation as *majestic*.

5. Mom made the horrifying discovery that we were out of milk. Is the word *horrifying* used with a denotative or connotative meaning?

Directions: Read the following thesaurus entry. Then answer the questions below.

horrifying (adj) **1. causing fear:** alarming, dreadful, frightful, horrible, scary, spine-chilling, terrifying: *We heard a horrifying screech coming from the woods.* (antonyms: calming, comforting, nonthreatening.) **2. shocking very much:** appalling, awful, hideous, horrendous, monstrous, nightmarish: *The naughty child demonstrated horrifying behavior.* (antonyms: attractive, delightful, pleasant.)

6. How many synonyms for *horrifying* appear on this page? What part of speech are they?

7. What do the words *dreadful*, *spine-chilling*, and *horrifying* have in common?

8. What six words have the opposite denotation of *horrifying*?

9. Which words have a similar connotation to *horrifying* in the sentence below?
Bailey thought her new haircut looked horrifying.

10. Which of the boldfaced words in the sentence below has a positive connotation?
Cameron changed the scary, **spine-chilling** music to something **comforting** and happy.

Connotation and Denotation

- A word's **denotation** is its dictionary definition.
- A word's **connotation** is its implied meaning. A word can have a positive or a negative connotation.

Directions: Read the following dictionary entries. Then answer the questions below.

horrifying (hōr'ə fī ying) causing to feel horror; frightful *adj.*
majestic (mə jes'tik) of or having majesty; grand; noble *adj.*
piercing (pir'sing) penetrating; sharp *adj.*
poaching (pō' ching) taking game or fish without any right *v.*
threaten (thret'n) make a threat against *v.*

1. What is the denotation of the word *threaten*?

make a threat against

2. A lock on the diary kept others from poaching the secrets written within it. Is the connotation of the word *poaching* positive or negative? How do you know?

It is negative because it implies that someone is taking the secrets without permission.

3. Underline the sentence below that uses the word *piercing* with a positive connotation.

He has beautiful, piercing green eyes.

The coat will not protect you from the piercing, cold wind.

4. List two synonyms that have the same denotation as *majestic*.

grand, noble

5. Mom made the horrifying discovery that we were out of milk. Is the word *horrifying* used with a denotative or connotative meaning?

It has a connotative meaning because being out of milk is not really frightful.

Directions: Read the following thesaurus entry. Then answer the questions below.

horrifying (adj) **1. causing fear:** alarming, dreadful, frightful, horrible, scary, spine-chilling, terrifying: *We heard a horrifying screech coming from the woods.* (antonyms: calming, comforting, nonthreatening.) **2. shocking very much:** appalling, awful, hideous, horrendous, monstrous, nightmarish: *The naughty child demonstrated horrifying behavior.* (antonyms: attractive, delightful, pleasant.)

6. How many synonyms for *horrifying* appear on this page? What part of speech are they?

13; adjectives

7. What do the words *dreadful*, *spine-chilling*, and *horrifying* have in common?

They have similar denotations.

8. What six words have the opposite denotation of *horrifying*?

calming, comforting, nonthreatening, attractive, delightful, pleasant

9. Which words have a similar connotation to *horrifying* in the sentence below?
Bailey thought her new haircut looked horrifying.

awful, hideous

10. Which of the boldfaced words in the sentence below has a positive connotation?
Cameron changed the scary, **spine-chilling** music to something **comforting** and happy.

comforting

Greek and Latin Roots

Root	Origin	Meaning	Example
forma → form	Latin	shape or form	formation
mikros → micro	Greek	very small	microchip
syn → syn/sym	Greek	with or together	synchronize

Directions: Read the following passage. Then answer the questions below.

I feel miserable. I have a runny nose, sore throat, and headache. These symptoms showed up two days ago and have gotten worse. The doctor said it is caused by a virus, which is a type of microorganism. Mom is making her cure-all soup, which she hopes will transform me into a healthy version of myself.

There's not much I can do lying in bed all day. My little sister brings me a ball of dough that I form and reform into different animals for her. Then mom makes her leave and wash her hands so she wouldn't get sick. Who knew tiny, little microbes could make a person feel so awful?

1. What is the root word in *microorganisms*? How does the root help you understand the meaning of the word?

2. The root in *symptoms* is *sym*. How does the root help you understand its meaning?

3. What do you think *transform* means? How is the root related to the word's meaning?

4. How does the root in *reform* help you understand the word's meaning?

5. Write a sentence using the word *microbe*.

Greek and Latin Roots

Root	Origin	Meaning	Example
forma → form	Latin	shape or form	formation
mikros → micro	Greek	very small	microchip
syn → syn/sym	Greek	with or together	synchronize

Directions: Read the following passage. Then answer the questions below.

I feel miserable. I have a runny nose, sore throat, and headache. These symptoms showed up two days ago and have gotten worse. The doctor said it is caused by a virus, which is a type of microorganism. Mom is making her cure-all soup, which she hopes will transform me into a healthy version of myself.

There's not much I can do lying in bed all day. My little sister brings me a ball of dough that I form and reform into different animals for her. Then mom makes her leave and wash her hands so she wouldn't get sick. Who knew tiny, little microbes could make a person feel so awful?

1. What is the root word in *microorganisms*? How does the root help you understand the meaning of the word?

The root is *mikros*, meaning “very small.” It shows that *microorganisms* means “very small organisms.”

2. The root in *symptoms* is *sym*. How does the root help you understand its meaning?

It shows that *symptoms* means “conditions that happen together.”

3. What do you think *transform* means? How is the root related to the word's meaning?

***Transform* means “to change shape or appearance.” The root *forma* means shape.**

4. How does the root in *reform* help you understand the word's meaning?

The root *forma* means “form” and *reform* “to form again.”

5. Write a sentence using the word *microbe*.

Answers will vary.

Prefixes and Suffixes

Prefix/Suffix	Meaning	Example
<i>in-</i>	not	insensitive
<i>re-</i>	again	renew
<i>-tion</i> <i>-ation</i>	the act or condition of	combination

Directions: Read the following passage. Then answer the questions below. Look for prefixes or suffixes in words to help determine their meanings.

Independence is something that many people strive to attain. In fact, the United States of America was established in response to such an idea. The founders of our nation strongly believed in freedom and independence. They believed that the actions of a government to limit that freedom were inexcusable. Under British rule, the colonies had no representation in

the government but had to follow all the British laws, no matter how unfair they were. They fought because they wanted to return the right to rule back to the people. The patriots' courage to face the stronger and more experienced British army illustrates how strong this urge to be free really was.

1. What is the suffix in the word *hesitation* and what does the suffix mean?

2. Which word uses the prefix *re-*? What is the meaning of this word?

3. What is the meaning of the word *inexcusable*? How does the prefix change the meaning of its base word?

4. What does *representation* mean? How does the suffix help you understand the meaning of the word?

5. If *independence* means “freedom from the control, influence, support, or help of others,” what does its base word mean and why?

Prefixes and Suffixes

Prefix/Suffix	Meaning	Example
<i>in-</i>	not	insensitive
<i>re-</i>	again	renew
<i>-tion</i> <i>-ation</i>	the act or condition of	combination

Directions: Read the following passage. Then answer the questions below. Look for prefixes or suffixes in words to help determine their meanings.

Independence is something that many people strive to attain. In fact, the United States of America was established in response to such an idea. The founders of our nation strongly believed in freedom and independence. They believed that the actions of a government to limit that freedom were inexcusable. Under British rule, the colonies had no representation in

the government but had to follow all the British laws, no matter how unfair they were. They fought because they wanted to return the right to rule back to the people. The patriots' courage to face the stronger and more experienced British army illustrates how strong this urge to be free really was.

1. What is the suffix in the word *hesitation* and what does the suffix mean?

***-tion*; the state or quality of**

2. Which word uses the prefix *re-*? What is the meaning of this word?

return; to bring back again

3. What is the meaning of the word *inexcusable*? How does the prefix change the meaning of its base word?

“not able to be excused”; it makes the base word mean the opposite

4. What does *representation* mean? How does the suffix help you understand the meaning of the word?

“the state of representing”; *-tion* means the state of

5. If *independence* means “freedom from the control, influence, support, or help of others,” what does its base word mean and why?

“needing the support or help of others”; because *in-* makes a base word mean the opposite

Academic Vocabulary • Morphological Families

- Words in a word family have the same base word. A **base word** is the form of a word that prefixes or suffixes are added to.
- The base word's meaning is related to the meanings of words in a word family.

Directions: Read the following passage. Then answer the questions below.

Who earned the title *Mother of the Blues*? That would be Ma Rainey (1886–1939), the first great African American blues singer. She began performing when she was fourteen years old in a local talent show in Georgia. Just four years later, she married “Pa” Rainey, and they formed a song-and-dance act that frequently included blues songs. These

two great performers sang and danced their way through the South.

In 1923, Ma Rainey made her first recording. She recorded about 100 songs. She performed with many notable jazz musicians during her career, which lasted until the 1930s. Her singing influenced many younger blues singers.

1. What does *performers* mean? How does the base word *perform* help you understand the word *performers*?

2. Why would Ma Rainey be an influence on young blues singers?

3. How can you figure out the meaning of the word *frequently*?

4. What did Ma Rainey do when she was fourteen years old?

5. Write three academic vocabulary words from the passage that have the same base word.

Poster/Announcement

- **Posters** and **announcements** announce events. The events may be one time only, or they may be continuing, as with club and organization meetings.
- To emphasize information, posters and announcements may use color and large type size.

Directions: Use this poster to answer the questions.



Who is performing at this event? Who is sponsoring the event?	1.
What is the event? What is the cost?	2.
How frequently will the event occur?	3.
When and where is the event?	4.
Why is the event being held?	5.

Academic Vocabulary • Morphological Families

- Words in a word family have the same base word. A **base word** is the form of a word that prefixes or suffixes are added to.
- The base word's meaning is related to the meanings of words in a word family.

Directions: Read the following passage. Then answer the questions below.

Who earned the title *Mother of the Blues*? That would be Ma Rainey (1886–1939), the first great African American blues singer. She began performing when she was fourteen years old in a local talent show in Georgia. Just four years later, she married “Pa” Rainey, and they formed a song-and-dance act that frequently included blues songs. These

two great performers sang and danced their way through the South.

In 1923, Ma Rainey made her first recording. She recorded about 100 songs. She performed with many notable jazz musicians during her career, which lasted until the 1930s. Her singing influenced many younger blues singers.

1. What does *performers* mean? How does the base word *perform* help you understand the word *performers*?

Performers means “people who do something to entertain.”

The base word tells me that *performers* has to do with doing something to entertain an audience.

2. Why would Ma Rainey be an influence on young blues singers?

because she was the first great African American blues singer

3. How can you figure out the meaning of the word *frequently*?

by thinking about the meaning of the base word *frequent*

4. What did Ma Rainey do when she was fourteen years old?

She began performing at a local talent show in Georgia.

5. Write three academic vocabulary words from the passage that have the same base word.

performing, performers, performed

Poster/Announcement

- **Posters and announcements** announce events. The events may be one time only, or they may be continuing, as with club and organization meetings.
- To emphasize information, posters and announcements may use color and large type size.

Directions: Use this poster to answer the questions.

Jazz Junction Presents

*Wynton
Marsalis*

In Concert

Festival Hall
June 12, 13 & 14
 7:00 PM & 9:00 PM

Tickets \$25–\$35
 888-726-7744

A Concert to Benefit
 the Children’s Wishes Foundation

Who is performing at this event? Who is sponsoring the event?	1. Wynton Marsalis is performing. Jazz Junction is sponsoring the event.
What is the event? What is the cost?	2. The event is a concert. The cost is \$25 to \$35.
How frequently will the event occur?	3. twice a day for three days
When and where is the event?	4. on June 12, 13, and 14 at 7 and 9 PM in Festival Hall
Why is the event being held?	5. The event is being held to raise funds for the Children’s Wishes Foundation.

Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.

MAGAZINE ARTICLE

- focuses on a topic of interest to readers
- has a title and introduction to draw readers in

Writing Prompt

After reading “From Discs to Digits: Music in the Digital Age,” what do you think of the way people listen to music? Imagine you write for a tech magazine. Write an article that describes the best technology for listening to music. Use ideas from the interview and at least three of the academic vocabulary words.

expresses • frequently • influenced • performance

1. Plan It

Use the planner to organize your thoughts about music technology. Think of how the technology will appeal to music buyers and help music companies.



Description of Music Technology:	
How this appeals to music buyers:	How this will help music companies:

Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.

Writing Prompt

After reading “The Trip of a Lifetime,” you have some ideas about space travel. Imagine that space tourism has become very popular and you are a tourist traveling to outer space. Write an e-mail to a friend describing your trip. Use ideas from the article and at least three of the academic vocabulary words.

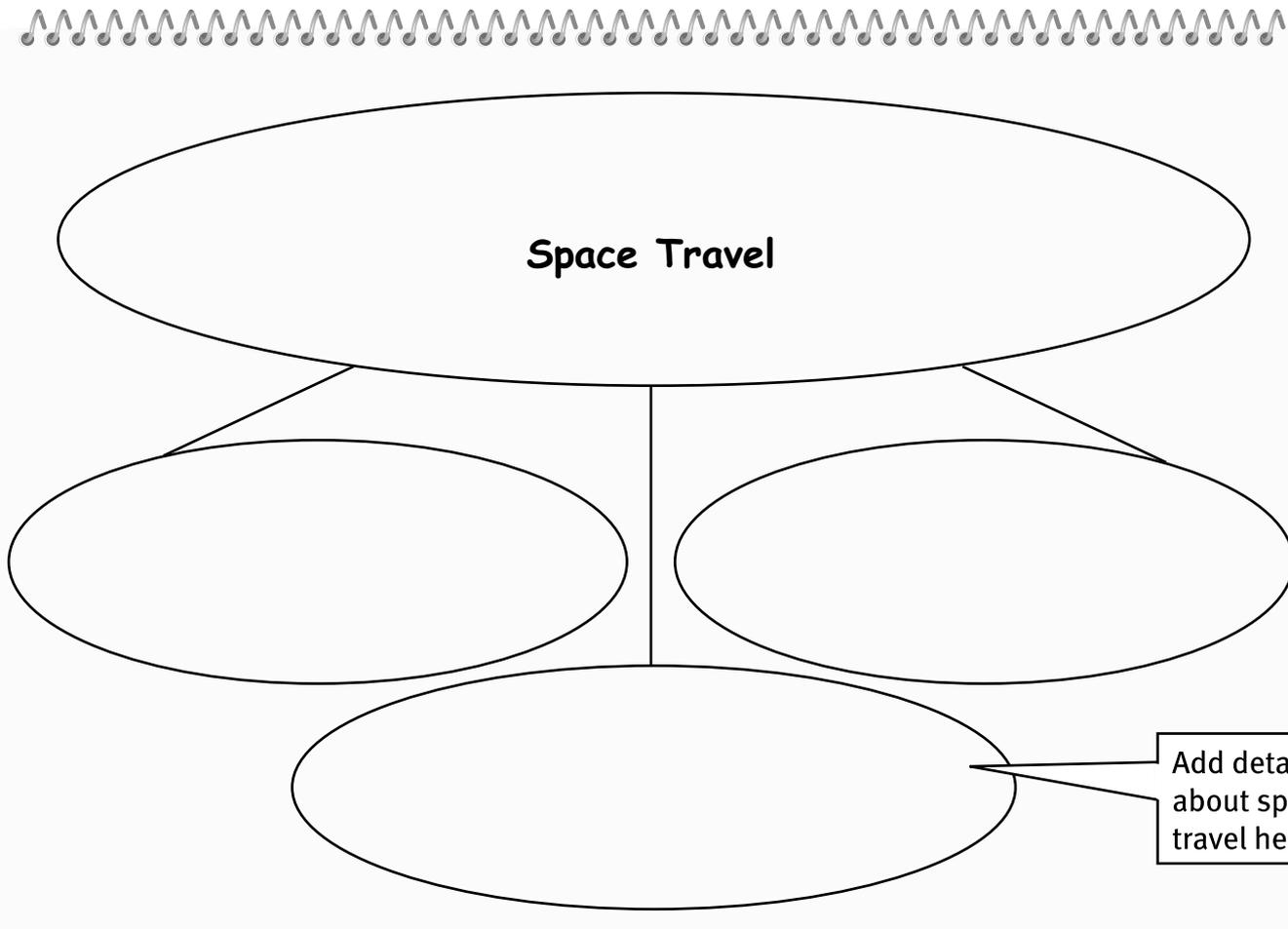
environment • independent • observe • significant

E-MAIL

- has a subject line that tells what the message is about
- is written to a specific person or persons

1. Plan It

Use the web to organize your thoughts about space travel. Include details from the article, such as how you will get to outer space, where you will go, and what you will see or do.



Academic Vocabulary • Magazine Article

- A **magazine article** is a piece of writing about a certain topic. It has an interesting title and a short introduction and is usually accompanied by photographs or illustrations.

Directions: Read the following magazine article. Then answer the questions.

ROVs in Deep Waters by Raymond Jones

Remotely-operated vehicles, or ROVs, are the primary means for underwater exploration to take place in deep waters. The first ROV was created by a Russian photographer, Demitri Rebikoff, in 1953. Since the first ROV, which was connected by rope or cable above water, many improvements have been made to the technology. In the past two decades, private oil companies have searched ever deeper for new oil resources. As a result, they are responsible for significant developments in ROV technology.

The most famous development in ROV technology, however, came in 1986 when *Alvin*

was “flown” down to the wreck of the *Titanic* in the Atlantic Ocean, some 13,000 feet below sea level. *Alvin* was a human-driven submersible tethered by a line that reached the water’s surface. A person was able to steer it and use the camera equipment for observing the surroundings.

Today, significantly advanced ROVs, like Triton XL (which is about the size of a small car), can perform a variety of tasks deep underwater. Construction, underwater surveying, and pipeline maintenance are a few of the things these advanced ROVs can accomplish.

1. Who developed the first ROV? When?

2. What were scientists hoping to observe with *Alvin* in 1986?

3. Who is responsible for significant developments in ROV technology?

4. What is the significance of advanced ROVs today?

5. How is *Alvin* similar to the first ROV?

Academic Vocabulary • Morphological Families

Directions: Fill in each blank with the correct word from the choices provided.

observes observed observing observer observation

1. Laura's thoughtful _____ about nature was based on her sailing experience.
2. The _____ noticed a life raft floating near the scraps of the shipwreck.
3. To navigate, Tania used a sextant—an instrument for _____ and measuring the positions and distances of stars and planets.

independent independently independence

4. Zac decided to sail _____ because he wanted to prove he was a good sailor.
5. Except for radio communication, Abby was entirely _____ with no outside assistance along the way.
6. Despite the setback, Abby's spirit of _____ remained strong.

environment environments environmental environmentally

7. They overcame severe _____ conditions—storms and extreme heat or cold.
8. During her 518 days at sea, Laura understood the significance of the _____.
9. Sailing a boat using wind power is more _____ friendly than using gasoline.

significant significantly insignificant significance

10. Michael's _____ larger and exceptionally quicker sailboat gave him an advantage over Zac.
11. Robin tossed some _____ items from his boat to make it lighter.
12. Jesse's journey was _____ for the fact that he did not receive any help along the way.

Academic Vocabulary • Magazine Article

- A **magazine article** is a piece of writing about a certain topic. It has an interesting title and a short introduction and is usually accompanied by photographs or illustrations.

Directions: Read the following magazine article. Then answer the questions.

ROVs in Deep Waters by Raymond Jones

Remotely-operated vehicles, or ROVs, are the primary means for underwater exploration to take place in deep waters. The first ROV was created by a Russian photographer, Demitri Rebikoff, in 1953. Since the first ROV, which was connected by rope or cable above water, many improvements have been made to the technology. In the past two decades, private oil companies have searched ever deeper for new oil resources. As a result, they are responsible for significant developments in ROV technology.

The most famous development in ROV technology, however, came in 1986 when *Alvin*

was “flown” down to the wreck of the *Titanic* in the Atlantic Ocean, some 13,000 feet below sea level. *Alvin* was a human-driven submersible tethered by a line that reached the water’s surface. A person was able to steer it and use the camera equipment for observing the surroundings.

Today, significantly advanced ROVs, like Triton XL (which is about the size of a small car), can perform a variety of tasks deep underwater. Construction, underwater surveying, and pipeline maintenance are a few of the things these advanced ROVs can accomplish.

1. Who developed the first ROV? When?

Demitri Rebikoff in 1953

2. What were scientists hoping to observe with *Alvin* in 1986?

the wreck of the *Titanic*

3. Who is responsible for significant developments in ROV technology?

independent oil companies

4. What is the significance of advanced ROVs today?

They can perform many tasks underwater.

5. How is *Alvin* similar to the first ROV?

Both are connected by a line at the water’s surface.

Academic Vocabulary • Morphological Families

Directions: Fill in each blank with the correct word from the choices provided.

observes observed observing observer observation

1. Laura's thoughtful **observation** about nature was based on her sailing experience.
2. The **observer** noticed a life raft floating near the scraps of the shipwreck.
3. To navigate, Tania used a sextant—an instrument for **observing** and measuring the positions and distances of stars and planets.

independent independently independence

4. Zac decided to sail **independently** because he wanted to prove he was a good sailor.
5. Except for radio communication, Abby was entirely **independent** with no outside assistance along the way.
6. Despite the setback, Abby's spirit of **independence** remained strong.

environment environments environmental environmentally

7. They overcame severe **environmental** conditions—storms and extreme heat or cold.
8. During her 518 days at sea, Laura understood the significance of the **environment**.
9. Sailing a boat using wind power is more **environmentally** friendly than using gasoline.

significant significantly insignificant significance

10. Michael's **significantly** larger and exceptionally quicker sailboat gave him an advantage over Zac.
11. Robin tossed some **insignificant** items from his boat to make it lighter.
12. Jesse's journey was **significant** for the fact that he did not receive any help along the way.

Now You Try It!

Read the writing prompt and follow the steps to complete the assignment.

Writing Prompt

After reading “Doctors Without Borders,” what do you see as benefits of volunteering? Write a flyer to recruit new volunteers to a community center. Explain why volunteering is good for you. Use at least three of the academic vocabulary words.

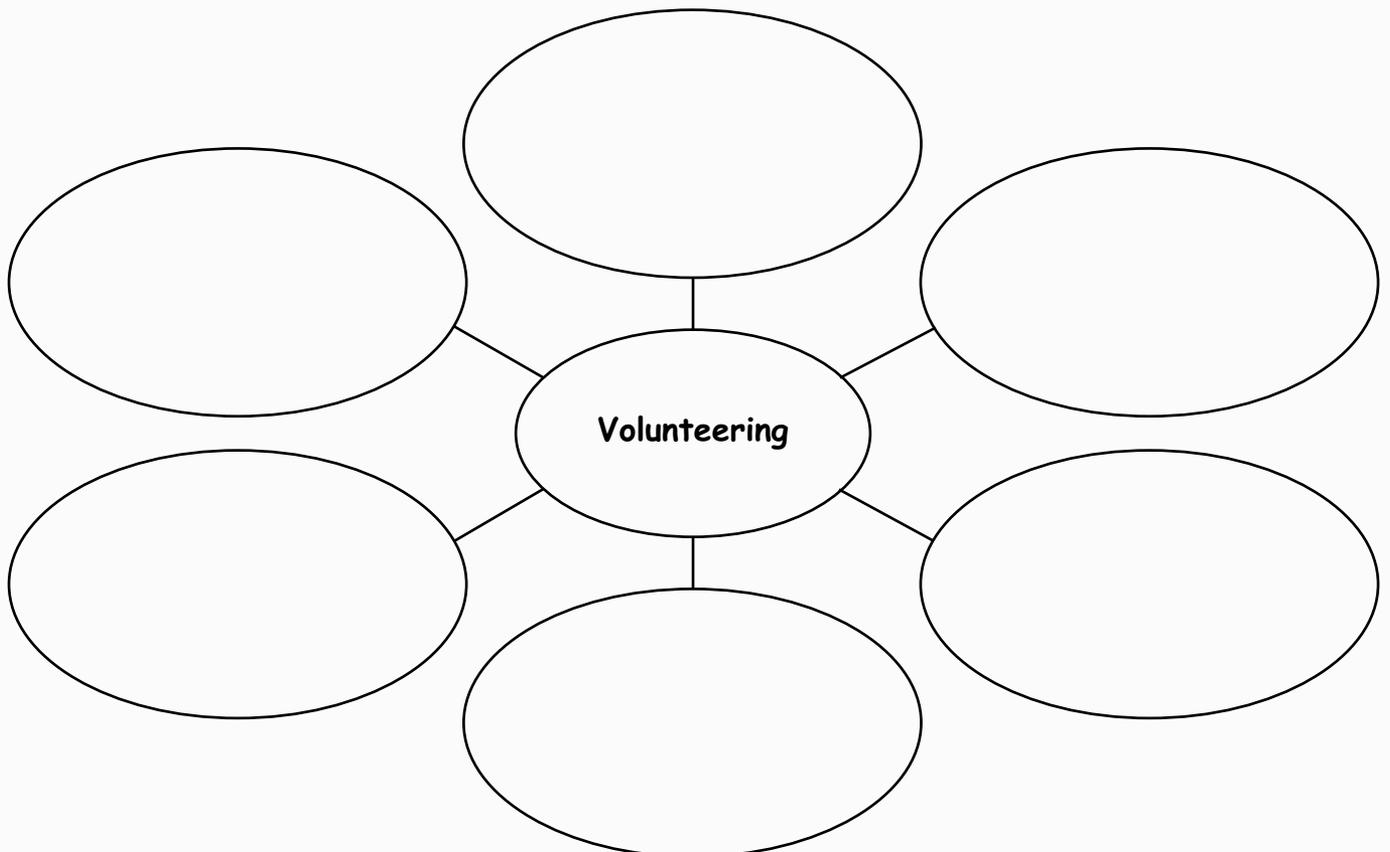
environmental • independently • observed • significance

INFORMATIONAL FLYER

- tries to persuade readers to do something
- contains a small amount of information and includes only relevant details

1. Plan It

Use the web to organize your thoughts about why volunteering is good for people. Include some ideas from “Doctors Without Borders.” Circle your most convincing reasons.



2. Write It

Now use your web to write your flyer. Use the writing frame to get started. Make sure to support your ideas with the convincing reasons you circled in your web.

Want to make a difference?

Our community needs you! Volunteering is good for you.

Here are just a few reasons:

-
-
-
-
-
-
-
-
-
-

3. Check It and Fix It

After you have written your flyer, check your work. Use the checklist to evaluate your writing. Then make any final changes needed. Write a clean copy of your flyer on a separate sheet of paper.

CHECKLIST

Evaluate your writing. A score of “5” is excellent. A score of “1” means you need to revise your work.

1. Does the flyer contain convincing reasons about why volunteering is good for people?

1 2 3 4 5

2. Does the flyer include details about volunteering from “Doctors Without Borders”?

1 2 3 4 5

3. Are at least three academic vocabulary words used?

1 2 3 4 5