



**ELA II**

**G10**

Name:

Date:

## Reading: Analyze Structure and Format

### Practice

Reference works such as dictionaries have a certain structure and format. Analyzing the structure and format can help readers find and understand information.

Dictionaries and other reference works include sections explaining their organizational features. These guides appear at the beginning or the end of the book. They can help you recognize and use organizational features.

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#### Study the guide to dictionary entries. Then, answer the questions that follow

Each entry in the dictionary begins with a main entry word in bold print.

Each separate meaning of the main entry word has its own numbered definition.

The part of speech of the main entry word appears as an abbreviation.

The main entry word is followed by its pronunciation. To understand the special characters used in the pronunciation, see page xiii.

An explanation of which languages the main entry word originally came from appears in brackets.

**apple** (ap' əl) *n.* [ME *appel* < OE *æppel*, fruit, apple] **1** a round, firm fruit with red, green, or yellow skin **2** any of the trees that bear this fruit **3** any of various plants bearing applelike fruits or growths, such as the May apple and the love apple.

1. What information do you expect to find after number 2 in the sample entry?

\_\_\_\_\_

2. What is the abbreviation for the part of speech of the main entry word?

\_\_\_\_\_

3. To which page in the dictionary would you turn to understand the symbols in a pronunciation?

\_\_\_\_\_

4. What type of information appears in brackets in this sample entry?

\_\_\_\_\_

5. Give the number of the definition that is closest to the meaning of *apple* in this sentence: "To make space for a new shed, we chopped down the apple tree in the corner of the yard."

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## Reading: Analyze Structure and Format

### Assess

Study the guide to dictionary entries. Then, answer the questions that follow.

Each entry in the dictionary begins with a main entry word in bold print.

To find synonyms for a word, look for a dash followed by the abbreviation "SYN." Then look up the word that follows. At the end of the definition for that word will appear a number of synonyms and an explanation of the differences in their meanings.

Some words can be used as different parts of speech. After the first definition, each additional part of speech is marked by a dash, followed by the part of speech and a definition.

**guffaw** (gu fŏ', gə-) *n.* [echoic] 1 a loud burst of laughter—burst—SYN. LAUGH

An explanation of the source of the main entry word appears in brackets. For an explanation of the terms and abbreviations used here, see page xiv.

There may be more than one correct way to pronounce a word. Different pronunciations are separated by a comma. If the only difference is in the first or last syllable, then only that syllable will follow the comma.

1. What is the main entry word in this entry? \_\_\_\_\_

2. How many different ways can you pronounce *guffaw*? Explain how you know.

\_\_\_\_\_

\_\_\_\_\_

3. To which page in the dictionary would you turn to understand the term *echoic*?

\_\_\_\_\_

4. How many parts of speech can *guffaw* function as? Explain how you know.

\_\_\_\_\_

\_\_\_\_\_

5. To figure out the difference between a "guffaw" and a "chortle" (another kind of laughter), what word should you look up? Explain how you know.

\_\_\_\_\_

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## Reading: Analyze Text Information

### Practice

Texts about the same topic can contain very different information. Someone writing about music, for example, could write about how music is composed, why people make music, or a favorite kind of music. It is important, then, to **analyze text information** to determine a text's main idea and the author's purpose. Here are some things to look for when you analyze text information:

- What does the author want you to understand? (main idea)
- How does the author support the main idea? (supporting details)
- Is the author trying to describe or explain something, to persuade readers to take a position, or to tell a story? (author's purpose)

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**Read the following excerpt. Then, answer the questions that follow.**

#### Visit Mexico!

Mexico has beaches, mountains, history, culture, and so much more! It is a foreign country on our own doorstep, filled with charm and excitement.

Mexico City, the capital of Mexico, is a special treat. It is the oldest city in North America. Built more than 450 years ago by the Aztecs, visitors can still see ancient pyramids in a bustling, modern city.

1. What is the main idea of this brochure?

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2. What details support the main idea?

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3. What is the author's purpose? Explain your answer.

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## Reading: Analyze Text Information

### Assess

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Read this excerpt from an atlas entry. Then, answer the questions that follow.

#### Mexico

##### Quick Facts

Capital: Mexico City

Major Language: Spanish

Population: 109,000

##### Location

- Mexico forms a link between the United States, to its north, and Central America, to its south. The Pacific Ocean borders Mexico on the west, while the Gulf of Mexico and the Caribbean Sea form its eastern border.

##### Place

Mexico is a narrow country with large mountain ranges near its East and West coasts. Because it lies on several of Earth's tectonic plates, Mexico has many volcanoes and has been rocked by major earthquakes.

##### Region

Mexico's terrain is so varied that it has several climate zones. The south has a tropical climate, while the north is more temperate. The north also has many dry areas, while the south has a higher annual rainfall. In addition, the climate in the mountains varies by altitude, with the lowest temperatures in the highest mountains and the highest temperatures near the coasts.

1. What is the main idea of this atlas entry?

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2. What details support the main idea?

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3. What is the author's purpose? Explain your answer.

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4. What might you expect to see in the rest of this entry?

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## Reading: Analyze Cultural and Historical Context

### Practice

The **cultural and historical context** of a story, poem, or other work of literature is the specific time and place where it was written. To understand the work, you may need to understand its context:

**Example:** In a story written in the nineteenth century, Fred moves West. He worries about his family in Kentucky. He waits for months for a letter from them.

**What Context Explains:** Why didn't Fred just call his family?

**Context:** In the nineteenth century, there were no telephones or e-mail providers. There were no airplanes or cars. The only way to communicate across a long distance was through the mail, which could take a long time.

The context of a work includes beliefs and customs as well as specific events.

**Example:** In a letter written in the sixteenth century, a woman writes that her husband went walking at night and so fell sick.

**Context:** In the sixteenth century, people believed that the air at night was filled with unhealthy vapors or clouds.

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**For each question, circle the letter of the best answer.**

1. Imagine that you read these sentences in a diary written by a woman in colonial America.

My brother John is going to a fine school, Harvard College. How I wish I could go there and study all those wonderful books! I am a young woman, though. Everyone knows that women do not study at college. It is not proper.

Judging from the letter, what did people of the writer's time believe about women?

- |   |  |
|---|--|
| A. Women should study hard.             | C. Women were equal to men.                    |
| B. Women were not meant to be educated. | D. Women should go to the same schools as men. |

2. Which best describes the historical context of the letter?

- |  |   |
|--|---|
| A. In colonial times, people believed in the value of education. | C. In colonial times, people did not believe in equality for women. |
| B. In modern times, people believe in the value of education.    | D. In modern times, people believe in equality for women.           |

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## Reading: Analyze Cultural and Historical Context

### Assess

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**A Circle the likeliest description of the cultural and historical context of the work.**

1. The Blackfoot Indians tell the myth of a boy who brought the first horses to people. The boy went on a quest. With the help of one spirit, he was able to get the horses from the spirit who owned them.
  - A. The Blackfeet believe that important parts of their lives, such as horses, come from spirits.
  - B. The Blackfeet do not know very much about breeding or riding horses.
2. In 1950, Ray Bradbury published a short story called "There Will Come Soft Rains." The story tells of a time in the future when atomic bombs have wiped out entire cities.
  - A. The United States used the first atomic bombs against Japan in 1945. People of the day were frightened that such powerful atomic weapons might destroy humanity.
  - B. Another country, the Soviet Union, had tested its own atomic bomb in 1949. As a result, people knew that they were safe from atomic bombs.
3. In a Hindu story from India, King Sibi wounds himself to protect the life of a dove and to keep a promise. The god Indra praises the king's goodness and heals him.
  - A. Hindus believe that doves were sent by the gods to punish people.
  - B. Hindus believe that all life is sacred.

---

**B Read about the work of literature. Write a brief description of the cultural and historical context of the work. Then, explain what the context helps you understand.**

In a story about King Arthur and his knights, a giant green knight comes to Arthur's castle. He challenges the knights to fight him. No one speaks up at first. Gawain is very concerned. He thinks that if no one fights the knight, then the world will think King Arthur's knights are cowards. He tells the giant knight he will fight him, with the king's permission.

**Context** \_\_\_\_\_

**What the context helps me understand** \_\_\_\_\_

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# Language 1a

**1a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- Use parallel structure.

## Explanation

**Parallelism** is the use of similar grammatical forms or patterns to express similar ideas. Writers and speakers use parallelism to connect ideas and to make them memorable.

## Examples

Parallel constructions place equal ideas in words, phrases, or clauses of similar types. Ideas are not parallel if the grammatical structure shifts.

- **Similar types of words**

**Nonparallel:** *We went **fishing, swimming, and on a hike.***  
(The phrase *on a hike* is a shift in the grammatical structure.)

**Parallel:** *We went **fishing, swimming, and hiking.***

- **Similar types of phrases**

**Nonparallel:** *Helen enjoys singing **in the chorus and to sing in the town choir.***  
(A prepositional phrase is followed by an infinitive phrase.)

**Parallel:** *Helen enjoys singing **in the chorus and in the town choir.***

**Nonparallel:** *They want **to practice, be making progress, and playing a great concert.***  
(The second and third phrases create a confusing shift in grammatical structure.)

**Parallel:** *They want **to practice, to make progress, and to play a great concert.***  
(Three infinitive phrases create parallelism and show equal ideas.)

- **Similar types of clauses**

**Nonparallel:** *Interesting hobbies include those **that require imagination or building skills.***  
(An adjectival clause is followed by a participial phrase.)

**Parallel:** *Interesting hobbies include those **that require imagination or that build skills.***  
(The two adjectival clauses create a parallel structure.)





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## Apply the Standard

Rewrite each sentence so that it contains parallel structures.

1. Angelica loves skateboarding and to ski. ....
2. She has strong muscles, good balance, and is fearless. ....
3. She began skateboarding when she was five and skied since she was eight.  
.....
4. This year, she started teaching other kids and works in the ski shop. ....
5. She says that when people ski, they must use their legs, their arms, and think, too.  
.....
6. Last year, Angelica was happy when one of her students entered a race and in a downhill competition. ....
7. It was the student who was a very timid skier at first and having a hard time with his balance.  
.....
8. Angelica urged him to keep practicing, work hard, and overcoming his fears.  
.....
9. Imagine how proud she was when he won the race and thanking her for her support.  
.....
10. After that, Angelica suggested that he become a skiing teacher and to help younger skiers advance.  
.....
11. Today, he works at the ski school and being a great slalom skier. ....
12. It is hard for Angelica to remember him as the student who was afraid of losing his balance and to fall. ....

# Language 1b

**1b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- **Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.**

## Explanation

A **phrase** is a group of words functioning together that does not have a subject and a verb. Types of phrases include prepositional phrases, noun phrases, verb phrases, participial phrases, and absolute phrases. A **clause** is a group of words functioning together that *does* contain a subject and a verb. There are two types of clauses: independent (“main”) clauses and dependent (“subordinate”) clauses. Within the category of dependent clauses are three kinds: noun clauses, relative (“adjectival”) clauses, and adverbial clauses.

## Examples

### PHRASES

A **prepositional phrase** includes a preposition (*at, in, for*) and a noun or pronoun that is the object of the preposition. Two types of prepositional phrases are an adjectival phrase and an adverbial phrase.

An **adjectival phrase** modifies a noun or pronoun.

*The man in the white car is my uncle. (Which man?)*

An **adverbial phrase** modifies a verb, an adjective, or an adverb.

*We'll read this poem in the morning. (When?)*

There are also several other kinds of phrases. A **noun phrase** is a noun or pronoun and its modifiers.

*My favorite poet is William Butler Yeats.*

A **verb phrase** is a main verb with its auxiliary, or helping, verbs. The entire phrase serves as the verb.

*Tomorrow, I will be visiting my aunt in Tucson.*

A **participial phrase** contains a present or past participle (*walking, walked*) and its modifiers or complements. In a sentence, a participial phrase acts as an adjective.

*Walking out the door, I dropped my books. (present participle)*

*Covered with mud, the dog jumped into my lap. (past participle)*

### CLAUSES

An **independent or main clause** expresses a complete thought and can stand alone as a complete sentence. A **dependent or subordinate clause** does *not* express a complete thought. Therefore, it cannot stand alone as a complete sentence. A subordinate **relative or adjectival clause** modifies a noun, and a subordinate **adverbial clause** modifies a verb. A subordinate **noun clause** acts as a noun.

**Relative or adjectival clause:** *Holly Tyson, who is my neighbor, is a famous author.*

**Adverbial clause:** *When Ms. Tyson came to our class, she gave us some writing tips.*

**Noun clause:** *Whoever wants to be a writer should write in a journal every day.*

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## Apply the Standard

**A.** Underline the answer that correctly identifies each phrase or clause. Then use each one in a sentence.

1. after the game (adjectival phrase, adverbial phrase)

.....

2. a talented musician (prepositional phrase, noun phrase)

.....

3. running to the bus (participial phrase, adjectival phrase)

.....

4. who enjoys baseball games (independent clause, adjectival or relative clause)

.....

5. baked and frosted (participial phrase, prepositional phrase)

.....

6. whatever you want (noun clause, noun phrase)

.....

7. over tragedies (prepositional phrase, verb phrase)

.....

8. before you answer that question (adverbial clause, adverbial phrase)

.....

**B.** Complete each sentence by adding the type of phrase or clause shown in parentheses.

**Example:** Martin Anderson, (adjectival or relative clause), is a science teacher at our school.

**Sample answer:** *Martin Anderson, who wrote a biology textbook, is a science teacher at our school.*

1. (Noun clause) is a good answer to the question.

.....

2. We will continue this discussion (adverbial phrase).

.....

3. Tomorrow we (verb phrase).

.....

4. I introduced my parents to Jim, (adjectival or relative clause).

.....

## Language 2a

**2a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

### Explanation

A comma and a conjunction (*and, but, or*) are used to join two or more independent clauses to form a compound sentence.

Use a **semicolon** to join independent clauses that are *not* joined by a conjunction. Additionally, use a semicolon and a **conjunctive adverb** (*however, for example, nevertheless*) followed by a comma to join two independent clauses.

Finally, use semicolons to separate items in a series when one or more of the items includes a comma.

### Examples

**1. Use a comma and a conjunction:**

*Jim will cook the pasta, **and** I will prepare the sauce.*

*Please hurry, **or** we will be late.*

**2. Use a semicolon when the clauses are *not* joined by a conjunction:**

*Helen is not feeling **well**; **please** call the nurse.*

*The decorations are **finished**; **let** the party begin!*

**3. Use a semicolon and a conjunctive adverb, followed by a comma:**

*John was absent **yesterday**; **therefore**, he missed the quiz.*

*As a child, I was afraid of large **dogs**; **however**, your dog has cured me of that.*

Here are commonly used conjunctive adverbs. Note their different meanings and uses.

To show similarity	<i>similarly, likewise</i>
To show contrast	<i>however, nevertheless</i>
To show an effect or conclusion	<i>therefore, thus, consequently, accordingly</i>
To show an alternative	<i>instead, otherwise</i>
To show additional or stronger information	<i>additionally, furthermore, moreover</i>
To provide an example	<i>for example, for instance</i>

**4. Use semicolons to separate items in a series when one or more items contains a comma:**

*Winners in the essay contest were **James Ali, first place; Ana Chin, second place; and Myron Dobbs, third place.***

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## Apply the Standard

**A.** Each sentence is missing one or more semicolons. Add semicolons where they are needed.

1. I live in Texas, where ponds do not freeze in the winter consequently, I had never skated on a pond.
2. I didn't have any warm winter clothes additionally, I didn't think to bring my skates.
3. Luckily, my cousin Petros had enough warm clothes to share otherwise, I would have frozen!
4. He loaned me a thick parka, which fit perfectly I brought one that was too small.
5. He didn't have an extra pair of skates accordingly, I rented a pair at the local sporting goods store.

**B.** Rewrite each pair of sentences as a single sentence. Follow the directions in parentheses. Remember to place a comma after a conjunctive adverb.

1. My great grandfather grew up in France. He moved here in 1946. (Use a semicolon and *however*.)

.....

2. French men were called to duty during the war. He became a submariner. (Use a semicolon and *thus*.)

.....

3. World War II submarines did not have modern technology. They lacked sonar. (Use a semicolon and *for example*.)

.....

4. Without sonar, they could not detect other submarines. There were many collisions and close calls. (Use a semicolon and *therefore*.)

.....

5. Great Grandpa's submarine and its crew remained safe. They were very lucky. (Use a semicolon.)

.....

**C.** Write a sentence using the elements shown. Remember to use a comma after a conjunctive adverb.

1. a semicolon .....

2. a semicolon and *similarly* .....

3. a semicolon and *for instance* .....

4. a semicolon and *furthermore*.....

5. semicolons to separate items in a series .....

.....

## Language 2b

**2b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- **Use a colon to introduce a list or quotation.**

### Explanation

The **colon** is a punctuation mark that has three main functions.

- **To introduce a list**

Use a colon to introduce a list of items that follows an independent clause.

- **To introduce a direct quotation**

Use a colon to introduce a direct quotation from a person or another work of literature.

- **To end the salutation of a business letter**

When you write an informal personal letter, end the salutation with a comma. However, when you write a formal business letter, end the salutation with a colon.

### Examples

- **To introduce a list that follows an independent clause**

*The gym offers several activities: yoga, weight training, swimming, and cycling.*

**Do not use a colon if the list is the direct object of the verb.**

*The gym offers yoga, weight training, swimming, and cycling.*

- **To introduce a direct quotation from another work of literature**

*This sentence appears in Jack London's short story, "The King of Mazy May": "Walt was born a thousand miles or so down the Yukon, in a trading post below the Ramparts."*

- **To end the salutation of a business letter**

*Dear Mr. Tsao:*

*Dear Ms. Lipkin:*

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## Apply the Standard

**A.** Some of these sentences are missing a colon. Add colons where they are needed. If a sentence is correctly punctuated and does not require the addition of a colon, write *No colon* on the line.

1. This is one of my favorite Mark Twain stories "Stage Fright." .....
2. Maya Angelou speaks of childhood fears "Panthers in the park, strangers in the dark." .....
3. I think these are the best American writers Ernest Hemingway and F. Scott Fitzgerald. ....
4. For a report on Edgar Allan Poe, I read "The Tell-Tale Heart" and "The Black Cat." .....
5. Lensey Namioka begins her story "The All-American Slurp" with this sentence "The first time our family was invited out to dinner in America, we disgraced ourselves while eating celery."  
.....

**B.** Rewrite each item, adding a colon where one is needed. If the item or the sentence does not need a colon, write *No colon* on the line.

1. Dear Mayor O'Hanihan .....
2. There are four herbs in our classroom garden rosemary, thyme, parsley, and oregano.  
.....
3. Dear Aunt Louise .....
4. In *Casablanca*, Humphrey Bogart speaks this romantic line "We'll always have Paris."  
.....
5. Supplies that I need to buy at the pharmacy include toothpaste, mouthwash, and iodine.  
.....

**C.** Follow each direction.

1. Write an original sentence in which a colon introduces a direct quotation.  
.....
2. Write a correctly punctuated salutation for an informal personal letter. ....
3. Write a correctly punctuated salutation for a formal business letter. ....
4. Write an original sentence in which a colon introduces a list.  
.....



## Language 2c

**2c. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- Spell correctly.

### Explanation

A carefully researched and written report will not be effective if it is filled with spelling errors. These guidelines will help you to prevent—or correct—spelling errors.

### Examples

**Words with suffixes** can present spelling problems. Some suffixes have similar sounds. Keep a list of words with such suffixes in your notebook. When using words with suffixes in your writing, you should always double check the spelling. Here are some examples.

**Words ending in *-ize* or *-yze***

*analyze*      *motorize*

**Words ending in *-ance* or *-ence***

*resistance*      *suspense*

**Words ending in *-able* or *-ible***

*capable*      *sensible*

**Words ending in *-ant* or *-ent***

*servant*      *parent*

**Words with double letters** can also cause spelling problems. Here are examples.

*accommodate*      *accessible*      *dilemma*      *occurrence*      *embarrass*

**Words with silent vowels** are tricky, too. Often, errors occur with words in which two vowels together make only one vowel sound. Here are examples.

*maintain*      *boulevard*      *familiar*      *biscuit*      *restaurant*      *breakfast*

**Homophones** are words that sound alike but have different meanings. Therefore, they are easily confused with one another. A spell checker will not help you to catch such errors. This chart lists some examples.

<b>past</b> —"before the present" <i>This past year, I lived in Cleveland.</i>	<b>passed</b> —"moved by" <i>On our way home, we passed the park.</i>
<b>its</b> —a possessive pronoun <i>The turtle went into its shell.</i>	<b>it's</b> —a contraction ("it is" or "it has") <i>It's been a long time since I heard that song.</i>
<b>whose</b> —a possessive pronoun <i>Whose coat is that?</i>	<b>who's</b> —a contraction ("who is" or "who has") <i>Who's going to be our next president?</i>
<b>your</b> —a possessive pronoun <i>Will your friends meet us at the movies?</i>	<b>you're</b> —a contraction ("you are") <i>I know you're going to enjoy this book.</i>
<b>affect</b> —(verb) "to influence or change" <i>A storm will affect our plans for a picnic.</i>	<b>effect</b> —(noun) "result or consequence" <i>The poem had a great effect on the audience.</i>
<b>led</b> —(past tense of the verb <i>lead</i> ) <i>Our float led the parade.</i>	<b>lead</b> —(noun) "a heavy metal" <i>The pipes were made of lead.</i>
<b>stationary</b> —"in a fixed position" <i>The cabinet has been bolted to the wall; it is stationary.</i>	<b>stationery</b> —"writing paper" <i>I used my best stationery to write that letter.</i>

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## Apply the Standard

**A.** Each sentence contains one or more misspelled or misused words. Circle the errors. Then write each correct spelling on the line provided. If the sentence is correct as is, write *Correct*.

1. You're parants were kind to take us to that restarant for breakfast on Saturday.

.....

2. I need to by some stationary to write them a thank-you note.

.....

3. Meanwhile, please tell them how much I enjoyed the eggs and biscits.

.....

4. Its always a grat treat to go out for brekfast.

.....

5. Also, I've past that restaurant many times, but have never dined there in the passed.

.....

6. Going there with your famly had a great affect on my entire day.

.....

7. When a day is lead off by such a wonderful meal, its often a sign that the whole day will be grand!

.....

8. You're a great frend for including me in your weekend plans.

.....

**B.** Use each pair of words in a sentence or two. Make the meanings of the two words clear.

1. *who's, whose* .....

.....

2. *stationary, stationery* .....

.....

3. *its, it's* .....

.....

4. *affect, effect* .....

.....

5. *past, passed* .....

.....

## Language 3

**3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

- **Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.**

### Explanation

Following the guidelines of an established style manual will help you to revise and present your written work effectively. The Modern Language Association (MLA), for example, has created a style guide that instructs writers on the correct rules to follow regarding grammar, punctuation, and capitalization, as well as the appropriate formats to use when citing reference sources, both in parenthetical citations within the body of the report and in the Works Cited list at the end.

### Examples

- **Underlines or Italics in Titles:** Underline or italicize the titles of books, periodicals, plays, movies, CDs, and DVDs. Underline or italicize the word *the* only if it is part of the title. Do not underline or italicize *the* before the name of a magazine or newspaper.  
*For Whom the Bell Tolls* (book)      *the Houston Chronicle* (newspaper)
- **Quotation Marks in Titles:** Use quotation marks to set off the titles of stories, articles, poems, Web pages, radio or television transcripts, and editorials.  
"The Legend of Sleepy Hollow" (story)      "The Hollow Men" (poem)
- **Capitalization in Titles:** Capitalize **the first word and all important words** in the titles of books, periodicals, plays, poems, stories, and articles. Unless they are the first word, do not capitalize **articles** (*a, an, the*), **coordinating conjunctions** (*and, or, but*), or, in MLA style, **any prepositions** (*with, in, on*).  
*Gone with the Wind* (novel)      *Twenty Thousand Leagues under the Sea* (novel)
- **Format for a Works Cited List at the End of a Report:** Follow this order for each entry. List the entries in alphabetical order by author's last name.
  1. Name of author, editor, translator, or group responsible for the work (last name first)
  2. Title of the work (for a work in a collection, first provide the title of the article, then the title of the collection)
  3. Place of publication, publisher, and date of publication. In MLA style, you also need to provide the medium in which you consulted the work (e.g., "Print" or "Web").  
Salle, Blake. "New Trends in Software." *The Latest Technology*. New York: Dial, 2010. Print.  
Saperstein, Morris. *Software for Your PC*. Chicago: Mason, 2009. Print.
- **Format for Parenthetical Citations Within a Report:** MLA style calls for parenthetical citations, which refer in an abbreviated form to the full citation in your Works Cited list. Include only the last name of the author, editor, or translator, followed by a page reference.  
(Salle 284)      (Saperstein 118-19)

Name \_\_\_\_\_ Date \_\_\_\_\_ Assignment \_\_\_\_\_

## Apply the Standard

**A.** Each of these titles needs punctuation and capitalization. On the line, rewrite each one correctly.

1. a newspaper: the seattle times .....
2. a magazine article: fossils found under the sea .....
3. a novel: tender is the night .....
4. a poem: love is in the air .....
5. a CD: songs from my childhood .....
6. a short story: over the river and through the woods .....
7. an Internet Web page: rulers of ancient rome .....
8. a play: voices within history .....

**B.** On the lines provided, write a works-cited entry for each of these items. Be sure to use underlines, quotation marks, capitalization, and the appropriate format for each entry.

1. an article: native animals of new zealand, authored by Bev Nesbitt. It appears in a book titled endangered animals, which was published in 2010 in New York by Winstead.

.....  
.....

2. a novel: a forgotten moment in time, published by Dole in 2010 in Chicago, and authored by Ron Nash

.....  
.....

3. a poem: wandering beneath a starry night, which appears in a book titled the best poems of 2009. The poem is by Martha Strohl, and the book was published by Anchor in 2010 in Boston.

.....  
.....

## Language 4a

**4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

- **Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.**

### Explanation

Many words in the English language have more than one meaning. For example, the word *present* might be a noun that means “gift,” an adjective that means “here” or “not absent,” or a verb that means “to give something to somebody.” When you come to a word with multiple meanings in your reading, look for context clues that will help you to figure out which meaning the author intended. Words and phrases surrounding the word may help, as well as the word’s position or function in the sentence. Finally, the overall meaning of the sentence, or the main idea of the paragraph, might also provide clues.

### Examples

**Clues in Nearby Words and Phrases** Examples of this type of context clue include:

- **Restatement or definition:** The meaning of the word may be restated in other ways. *Use a chain saw to cut the large **branch**, or limb.* (Branch might mean “a tree limb” or “a local office,” such as a *branch bank*. Clues show that the author is using the first meaning here.)
- **Opposite or contrast:** An antonym or a contrasting phrase may provide clues. *I’d like to change out of these **plain** clothes into something fancy for the party.* (Clues show that *plain* means “ordinary” in this sentence. It does not mean “a flat area of land.”)
- **Illustration or example:** The context may provide an illustration or example clues. *If you want to donate some **change** to the charity, here are some dimes and quarters.* (The clues show that, in this sentence, *change* means “coins.” It is not being used as a verb that means “to become different.”)

**Clues in the Word’s Function in the Sentence** If the word modifies a noun, it is an adjective. If it follows an article or an adjective, it is probably a noun. If it expresses action, it is a verb. If it modifies a verb, it is an adverb. Use this information to help you to determine the word’s intended meaning.

*The **digest** provided a shortened version of the original article.* (*Digest* follows an article. Therefore, it is acting, in this instance, as a noun. This information, as well as clues in the sentence, show that the word means “a summary.” In this sentence, it is not being used as a verb meaning “to break down food into a form that can be used by the body.”)

**Clues in the Overall Meaning of the Sentence or Passage** Think about the overall meaning of the sentence or the main idea of the paragraph. Often the overall meaning will provide context clues.

*After that strenuous exercise, she felt a soreness in her right **calf**.* (*Calf* might mean “a young cow” or “a part of the leg.” The overall meaning of this sentence shows that it means “a part of the leg.”)

**REMEMBER:** If you are still unsure of a word’s meaning after studying context clues, consult a dictionary.

Name \_\_\_\_\_ Date \_\_\_\_\_ Assignment \_\_\_\_\_

## Apply the Standard

**A.** Use context clues to choose a multiple-meaning word from the list that makes sense in each sentence. Write the word on the line. You will use some words more than once.

*broke lock positive horn panel spare*

1. Which \_\_ does he play? Is it a trumpet or a trombone? .....
2. Careless spending made the man totally \_\_. ....
3. Are you \_\_ that you mailed my letter? I doubt that you remembered.....
4. A \_\_ of experts will discuss the pros and cons of adopting the amendment. ....
5. The soothing music had a very \_\_ effect on the weary travelers. ....
6. Be sure to \_\_ the front door at night. ....
7. Jan and I were content until Jack decided to \_\_ in on our conversation.....
8. There was a \_\_ of beautiful auburn hair in my grandmother's scrapbook. ....
9. Could you possibly \_\_ a dollar? I will pay you back tomorrow. ....
10. Who \_\_ the news to Mary about the surprise party? I thought it was a secret. ....

**B.** Use context clues to determine the meaning of the underlined multiple-meaning word in each sentence. Write your definition on the line.

1. Dr. Kohli opened her medical practice in the new building. ....
2. Dad cooked the chicken on a spit over charcoal on the grill. ....
3. Please voice your opinions at the end of my presentation. ....
4. Do you have anything to add that is relative to our conversation? ....
5. Is he a real, professional doctor or a foolish quack? .....
6. What's wrong with your computer? Is it a hardware problem? .....
7. The crowd buzzed with electricity when the singer appeared. ....
8. I was really touched by your thoughtful note. ....
9. Her new style of dress was more jazzy than her plain, solid colors. ....
10. I'd like to pose a question to the manager of the store. ....

## Language 4b

**4b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

- **Identify and correctly use patterns of word changes that indicate different meanings of parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).**

### Explanation

When you come to an unfamiliar word in your reading, try breaking the word into its parts. Look for **affixes**, word parts that are added to a root or base word in order to change its meaning. There are two kinds of affixes—**prefixes**, which are attached *before* the root or base word, and **suffixes**, which are attached *after* the root or base word. Knowing the meanings of suffixes is important because suffixes determine both the meaning and the part of speech of the root or base word.

### Examples

This chart shows the meanings and specific functions of some common suffixes.

Suffix	Function	Meaning	Example
-ance	changes root or base word to noun	"act, fact, or condition"	<i>utterance, reluctance</i>
-ful	changes root or base word to adjective	"full of, marked by"	<i>masterful</i>
-like	changes root or base word to adjective	"like"	<i>dreamlike</i>
-ery	changes root or base word to noun	"skill," "action," or "collection"	<i>jewelry, archery</i>
-ous	changes root or base word to adjective	"marked by" or "given to"	<i>famous, grievous</i>
-ic	changes root or base word to noun or adjective	"caused by," "dealing with"	<i>volcanic</i>
-ible	changes root or base word to adjective	"able," "likely"	<i>flexible</i>
-fy	changes root or base word to verb	"make," "cause"	<i>fortify</i>
-ize	changes root or base word to verb	"make," "cause to be"	<i>sterilize</i>
-ness	changes root or base word to noun	"quality," "state"	<i>shortness</i>
-ation	changes root or base word to noun	"action," "state," or "result"	<i>occupation, sanitation</i>

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## Apply the Standard

**A.** Write the part of speech and the meaning of each underlined word.

1. To show their resistance to the king's unfair command, the villagers refused to pay taxes.

Part of Speech: ..... Meaning: .....

2. The gentleman with perfect manners was quite chivalrous.

Part of Speech: ..... Meaning: .....

3. On Memorial Day, the mayor made a speech to glorify our city's war heroes.

Part of Speech: ..... Meaning: .....

4. Let's come up with a sensible plan for solving this problem.

Part of Speech: ..... Meaning: .....

5. The Battle of Antietam was one of the bloodiest and most horrific events of the Civil War.

Part of Speech: ..... Meaning: .....

6. The dancer was furious when she discovered that her costume was not ready for the performance.

Part of Speech: ..... Meaning: .....

7. The dinner plates were made out of heavy, colorful crockery.

Part of Speech: ..... Meaning: .....

8. Horses were used less and less after we learned how to motorize vehicles.

Part of Speech: ..... Meaning: .....

**B.** Follow the directions to change each word from one part of speech to another.

1. Add a suffix to the verb *starve* to make it a noun. ....

2. Add a suffix to the verb *resent* to make it an adjective. ....

3. Add a suffix to the noun *angel* to make it an adjective. ....

4. Add a suffix to the noun *adventure* to make it an adjective. ....

5. Add a suffix to the adjective *tranquil* to make it a verb. ....

6. Add a suffix to the adjective *happy* to make it a noun. ....



## Language 4c

**4c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

- **Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.**

### Explanation

A **dictionary** is an alphabetical listing of all words. Each dictionary entry usually includes the definition, pronunciation, part of speech, and etymology of a word. A **thesaurus** provides synonyms and often antonyms for many words. Use a thesaurus when writing to increase your vocabulary or to find alternative words to express your precise meaning. Your library or classroom has dictionaries and thesauruses, or you can access them online.

### Examples

Notice the information this dictionary entry includes for the word *valiant*.

**val • iant** (val'-yənt) **adj.** [L *valere*, to be strong] **1** full of or characterized by valor or courage; brave **2** resolute; determined [made a *valiant* effort]

- A space or black dot inserted in the entry word indicates where the **syllables** break.
- Letters and symbols in parentheses show the word's **pronunciation**. Note the stress mark that indicates which syllable is stressed (VAL iant).
- The abbreviation *adj.* tells the **part of speech**. *Valiant* is an adjective. Other abbreviations used include *n.* (noun), *v.* (verb), and *adv.* (adverb).
- The word's **etymology**, or origin, often will appear in brackets. *Valiant* comes from the Latin word *valere*, which means "to be strong."
- The word's **definition** follows. If there is more than one definition for the word, each is numbered. Sometimes an example phrase or sentence appears to show how the word is used.

Now notice what this thesaurus entry for the word *valiant* includes.

**valiant adj.** **1.** bold, brave, chivalrous, courageous, dauntless, fearless, gallant, game, gritty, gutsy, heroic, high-spirited, lion-hearted, noble, steadfast

*Antonyms:* afraid, cowardly

- 2.** determined, decided, dogged, firm, fixed, immutable, intent upon, purposeful, resolute

*Antonyms:* cautious, irresolute, undecided, wishy-washy

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## Apply the Standard

Use the information in these dictionary and thesaurus entries to answer the questions.

### Dictionary entry:

**fi • nal** (fīn'-əl) *adj.* [L *finis*, end] **1** of or coming at the end; last; concluding [the *final* verse] **2** leaving no opportunity for further discussion or changes [my *final* decision]

### Thesaurus entry:

#### **final** *adj.*

1. closing, concluding, ending, finishing, last, terminal, terminating, ultimate

*Antonyms:* beginning, commencing, first, opening, starting

2. absolute, conclusive, definitive, incontrovertible, irrefutable, settled,

*Antonyms:* continuing, debatable, inconclusive, on the table, refutable, temporary

- Which syllable in *final* is the stressed syllable? .....
- What part of speech is *final*? .....
- From what language did *final* come, and what did the original word mean? .....
- Why are the two dictionary definitions followed by material in brackets? .....
- Which dictionary definition (1 or 2) relates to the use of *final* in this sentence?  
*Gary was really proud to get an A on his final exam.* .....
- Use the other definition of *final* in an original sentence that shows its meaning.  
.....
- Why does the thesaurus entry for *final* contain two numbered sections? .....
- Rewrite the sentence below, using an appropriate synonym for *final* found in the thesaurus.  
*No one can make changes to the final plan that we agreed to follow.*  
.....
- Rewrite the sentence below, using an appropriate synonym for *final* found in the thesaurus.  
*Tonight I will read the final chapter of the novel.*  
.....
- Select an antonym for *final* from the thesaurus entry above. Use that antonym in a sentence that clearly shows its meaning.  
.....

## Language 4d

**4d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

- **Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).**

### Explanation

When you come to an unfamiliar word in your reading, look for **context clues** to figure out its meaning. Some clues might appear in nearby words or phrases or in the surrounding sentences. Others might be found in the unknown word's function in the sentence or in the overall meaning of the sentence or passage. Finally, you might find clues in the meaning of a word's root, prefix, or suffix. If you require further assistance, consult a dictionary.

### Examples

**Clues in nearby words and phrases:** Examples of this type of context clue include:

**Opposite or contrast:** *Before he won, Ben was modest, but now he's really pompous.*

(The clues suggest that *pompous* means "self-important" or "pretentious.")

**Example:** *The forest was green year-round due to the conifers, including pine trees and hemlocks.*

(The clues suggest that a *conifer* is an evergreen tree that bears cones.)

**Clues in the word's function in the sentence:** If the word is modified by an adjective, it is a noun. If it modifies a verb, it is an adverb. If it provides details about a person, place, or thing, it is an adjective.

*A sumptuous spread of food covered the buffet table from one end to the other.*

(*Sumptuous* is an adjective modifying "spread of food." *Sumptuous* means "huge or splendid.")

**Clues in the overall meaning of the sentence or passage:** Reread the passage to clarify and then read ahead to seek further context clues.

*A witness can corroborate the man's claim that he was not present at the crime scene.*

(The overall meaning of the sentence suggests that *corroborate* means "confirm" or "support.")

**Clues in the word's root or affixes:** You know the meanings of many roots, prefixes, and suffixes. Use that knowledge to unlock the meaning of an unfamiliar word.

*The poet's public life was quiet, but his private life was scandalous.*

(The suffix *-ous* means "marked by," and the word *scandal* means "a public outrage." Those clues suggest that *scandalous* means "outrageous" or "shocking.")

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## Apply the Standard

**A.** Use context clues to find the meaning of the underlined word or phrase. Write its definition on the line.

1. Did he tell the truth, or did he prevaricate? .....

2. As a mariner, my grandfather worked on many seagoing vessels. ....

3. The souvenir shop sold inexpensive figurines, postcards, pennants, and other sundries.  
.....

4. I think that "Little Guy" is a funny misnomer for that huge dog! .....

5. Our team has many tough rivals, but our real nemesis is the Oak High team.  
.....

6. I wanted an elegant costume for the party; by contrast, this chicken suit is ludicrous.  
.....

7. The magician Harry Houdini was able to extricate himself from locked safes.  
.....

8. I shop at sales, use coupons at the supermarket, and use other frugal practices.  
.....

9. The lazy man feigned a sore back so that he wouldn't have to work very hard.  
.....

10. At 94, Mrs. Ames says that her longevity is the result of a healthy lifestyle. ....

**B.** Use context clues and clues in the word's function in the sentence, as well as in any prefixes, suffixes, or roots, to define the underlined word. Write the definition on the line.

1. No job is unattainable if you work hard and are determined. ....

2. Its dry, scaly skin made the movie monster look quite reptilian. ....

3. The child's behavior was inexcusable, and the babysitter was forced to punish him.  
.....

4. My lack of natural rhythm is a hindrance when I try to dance. ....

5. After coming up to the surface, the submarine resubmerged. ....

# Language 5a

**5a. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- Interpret figures of speech (euphemism, oxymoron) in context and analyze their role in the text.

## Explanation

**Figurative language** is language that is not meant to be taken literally. It includes several different **figures of speech**. They are literary devices that make unexpected comparisons or change the usual meaning of words. These figures of speech include similes, metaphors, personification, paradox, symbols, euphemism, and oxymoron.

To interpret figurative language, consider the context in which it is set. What is the author trying to express? How does the figure of speech help you better understand what is being described? What additional feeling or meaning does it convey?

## Examples

- A **simile** compares two unlike things using *like* or *as*.  
*He swims **like a fish**. The cave was **as dark as night**.*
- A **metaphor** compares two unlike things by stating that one thing *is* another.  
*Her **expression is a window** into her deepest feelings.*
- **Personification** gives human characteristics to an object, animal, or idea.  
*The **alarm clock kept nagging** me to get out of bed.*
- A **symbol** is an object, person, animal, place, or image that represents something other than itself.  
*To me, **the ocean represents energy and freedom**.*
- A **paradox** is an expression of two contradictory ideas that reveals a truth.  
*Twyla Tharp said, "**Art is the only way to run away without leaving home**."*
- An **oxymoron** is similar to a paradox, although it is usually very brief—often just two or three words that express contradictory ideas.  
***new tradition**                      **jumbo shrimp**                      **vegetarian meatball***
- **Euphemism** is a soft way of expressing difficult, embarrassing, unpleasant, or tragic ideas.  
*a **restroom** (instead of "toilet room") a **cul de sac** (instead of "a dead end street")*

## Apply the Standard

**A.** On the line preceding each sentence, identify the type of figurative language that the underlined phrase represents. Write *simile*, *metaphor*, *personification*, *symbol*, *paradox*, *oxymoron*, or *euphemism*.

- ..... 1. I don't like this hat because it is pretty ugly.
- ..... 2. Many people feel that their home is their castle.
- ..... 3. My dog promised me that he would save some time for a long walk with me.
- ..... 4. A coded message both increases communication and decreases communication.
- ..... 5. My grandfather said that he and his friend Ed are as old as the hills.
- ..... 6. The judge sentenced the man to four years in a correctional facility.
- ..... 7. After the argument, Laurie extended the olive branch to Josh by apologizing.

**B.** Write *simile*, *metaphor*, *personification*, *symbol*, *paradox*, *oxymoron*, or *euphemism* to identify each figure of speech. Then interpret each figure of speech by using your own words to tell what it means.

**Example:** Inviting me to lunch was awfully nice of you.

**Type:** oxymoron

**Interpretation:** It was very nice.

1. General Josephs passed away last night at the age of 94.

**Type:** ..... **Interpretation:** .....

2. The field was as flat as a pancake.

**Type:** ..... **Interpretation:** .....

3. His angry words were a thorn in my side.

**Type:** ..... **Interpretation:** .....

4. She had a numb feeling in her foot.

**Type:** ..... **Interpretation:** .....

5. As we grow older, we understand that change is the only constant in our lives.

**Type:** ..... **Interpretation:** .....

## Language 5b

**5b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- **Analyze nuances in the meaning of words with similar denotations.**

### Explanation

A word's **denotation** is its dictionary meaning, independent of other associations that the word may have. By contrast, a word's **connotations** are the ideas, emotions, or feelings associated with that word. A word's connotations might be positive, negative, or neutral.

### Examples

This chart shows five words that share the same denotation but have different connotations.

Word	Denotation	Connotation	Example Sentence
1. big	large	1. large (neutral)	1. <i>Harry is a big dog.</i>
2. generous		2. more than enough (positive)	2. <i>We have a generous supply of refreshments for the party.</i>
3. monstrous		3. over-sized or too much (negative)	3. <i>The roads were clogged by a monstrous amount of snow.</i>
4. great		4. impressively large (positive)	4. <i>A great amount of applause followed her solo.</i>
5. sufficient		5. enough (positive)	5. <i>They had a sufficient amount of staff members to complete the job effectively.</i>
6. ponderous		6. too large or unwieldy, due to weight or volume (negative)	6. <i>The movie star hired a secretary to take care of the ponderous amount of fan mail she received.</i>





# Language 6

**Acquire and use accurately general academic vocabulary and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

## Explanation

In each of your classes, you frequently use many academic and domain-specific vocabulary words and phrases.

- **Academic words** are those that you use every day to distinguish between facts and opinions, analyze a table or graph, solve a math problem, and so on. Examples include *infer*, *differentiate*, *summarize*, and *evaluate*.
- **Domain-specific words** are words that are specific to a particular course of study. In a social studies course, examples include *equatorial*, *cultural*, and *longitude*. In a math course, examples include *hypotenuse*, *circumference*, and *denominator*.

Understanding the definitions of academic and domain-specific words and using them frequently will help you to complete assignments correctly and express your ideas clearly.

## Examples

In many of your courses, you are asked to complete tasks based on specific academic words and phrases. And, on many tests, you are asked to write essays that fulfill directions containing academic words and phrases. Here are examples:

- |  |  |
|--|--|
| <b>Support your opinion</b> with . . .   | <b>Explain the relationship</b> between . . .  |
| <b>Paraphrase</b> the theme of . . .     | <b>Analyze</b> the causes and effects of . . . |
| <b>Create a graph to represent</b> . . . | <b>Discuss the relevance</b> of . . .          |

In a literature and writing course, you use many **domain-specific words and phrases**. Here are examples:

- |                   |               |                  |                  |
|-------------------|---------------|------------------|------------------|
| <i>oxymoron</i>   | <i>mood</i>   | <i>analogy</i>   | <i>flashback</i> |
| <i>resolution</i> | <i>rhythm</i> | <i>character</i> | <i>genre</i>     |

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## Apply the Standard

**A.** Match each domain-specific word or phrase with its definition. Write the letter of the definition on the line provided.

- |       |                 |   |
|-------|-----------------|---|
| ..... | 1. onomatopoeia | a. a brief story about an interesting or amusing event                        |
| ..... | 2. epiphany     | b. the use of words that imitate sounds                                       |
| ..... | 3. irony        | c. a character's sudden flash of insight into a conflict or situation         |
| ..... | 4. anecdote     | d. a character or force in conflict with the main character                   |
| ..... | 5. antagonist   | e. a technique portraying differences between expectations and actual results |

**B.** These sentences include academic words and phrases. Circle the letter of the phrase that will correctly complete each sentence.

- Bias** is a point of view that .....
 

a. is often revealed in the third person	c. a person has before the facts are known
b. reveals the theme of the story	d. is in direct contrast to that of the antagonist
- A **discourse** is .....
 

a. part of the exposition	c. a conflict between two or more characters
b. a persuasive technique	d. an ongoing communication of ideas
- Subjective** statements are based on or influenced by .....
 

a. oral traditions	c. popular culture
b. a person's feelings or point of view	d. figurative language, particularly metaphors
- To **discern** means to .....
 

a. paraphrase a main idea	c. analyze the parts of an argument
b. use facts to defend an opinion	d. understand the differences between things
- To **evolve** is to .....
 

a. develop through gradual changes	c. go back in time to establish a story's background
b. anticipate or predict future events	d. arrive at the point of highest tension

