



ELA III

G11

Name:

Date:

Autobiography

Practice

In an **autobiography**, a person tells his or her own story. Usually written in the first-person, autobiographies present life events as the writer sees them. Because an autobiography is written from memory by the individual who witnessed the event, it is more personal and emotional. It also provides a view of history that is more personal than accounts in history books.

Read the following selection. Then, answer the questions that follow.

I was born during the Dust Bowl years of our country, back in 1931 in a small town down in Oklahoma. My earliest memories all seem to be steeped in shades of beige and dull brown. Whether this is because snapshots from the era were in sepia or because everything was covered in dust I'll never know. All I know is that I spent the first eight years of my life traveling from one small town to another. Crops were drying up, the heat from the sun was intense with no rain in sight, and the enormous dust storms seemed to get worse and worse as the days went by. We were very poor, and my mother and father tried desperately to keep my brother and me from going hungry. It was during our travels that my brother became very ill from the unsanitary conditions we endured wherever we traveled. During that time it seemed that my mother was wailing constantly. I also remember the terrible feeling of helplessness that I had at such an early age; it was a terrible time. Eventually, though, my brother did get better and my family finally reached the west coast of California.

1. What makes this selection an autobiography?

2. List any details from this selection that provide support for your discussion.

3. What personal details do you learn about the author's experience living through the Dust Bowl that you couldn't find in a history book?

Name:

Date:

Autobiography

Assess

Read the following selection. Then, answer the questions that follow.

I began to work alongside my father in his carpentry shop when I was twelve. My schooling had consisted of several years in a one-room log cabin for which my parents had enrolled me for a couple of sessions. School wasn't free and open to all back when I was growing up, it was paid for by the parents of the students. I learned enough to be able to read furniture plans and do simple sums. What I didn't learn in school I was able to learn as an apprentice to my father.

1. What makes this selection an autobiography?

2. List any details from this selection that provide support for your discussion.

Name:

Date:

Applying Background Information

Practice

Background information helps you understand what you are reading and appreciate it more. For example, background about the life of an author tells you what sort of person created the work you are reading. Background information can also answer questions you may have about unfamiliar material, such as historical or cultural references. You can gather background information from book jackets, interviews, author biographies, footnotes, and even your own experiences. When you read background information, notice the questions that it answers. Think about the background information's facts, for they often give you insight into the work you are reading and help you interpret it more fully.

Read the following background information about an author. Then, answer the questions and complete the activities that follow.

William Shakespeare Barnett was born in 1970 in Philadelphia to a pair of English teachers (hence his name). He grew up all over the place, attending schools in such far-flung places as Alaska, Texas, Montana, and Virginia. His interest in science fiction began very early. At the age of eight, after reading many comic books, he became obsessed with the possibility of time travel, and he hasn't let go of the subject since, publishing over thirty stories about going back, forward, and all around time. This novel, his first, involves time travel, of course, and is set in his favorite historical period, the Age of the Pharaohs. It is inspired by a story that he wrote while still in college. He lives in upstate New York with his wife, two sons, and "more cats than I care to think about."

1. How many novels has Barnett written? _____

2. When and how did he become interested in the subject for his book?

3. What facts from this brief biography seem most relevant to this novel?

4. What impression does this brief biography create? Explain.

Name:	Date:
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Applying Background Information

Assess

A Read the following excerpt from an interview. Then, answer the questions and complete the activities that follow.

Q. I'm talking to Paige Webster about her latest book, *Railroaded*. Ms. Webster—

A. Please! Call me Paige.

Q. OK. Paige, you've written eleven travel books, and now you've published your twelfth one, *Railroaded*. It's about your train travel all over the U.S., coast to coast, Alaska to Florida. What led you to write about this?

A. Well, I've always loved traveling on trains. Always. I even liked riding on the subway in New York when I was a kid! So, after riding on planes and trains, camels and donkeys and such to get wherever I needed to go for my other books, this time I just wanted to see what the pure train experience would be like, without worrying about a destination.

Q. You've said you spent about two years writing your previous book. Did this one take more or less time to write?

A. Well, I kept journals about all my train trips when I was writing my earlier books. So, on and off, I've been writing this book for fifteen years.

Q. Wow! How many miles did you travel in working on this book?

A. I figured two hundred thousand. Amazing, isn't it?

1. Where did the writer get the inspiration for her latest book? _____

2. How long did it take her to research and write it? _____

3. From reading this interview, what personal qualities did you find in the author? What comments in the interview led you to this impression?

4. Write two more interview questions, based on what you would still like to know about this author.

Name:	Date:
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Figurative Language and Extended Metaphor

Practice

Figurative language is an imaginative use of language that helps readers visualize what is being described and helps make abstract ideas more concrete. The following are examples of figurative language:

- **imagery:** word pictures that appeal to the senses
- **description:** a detailed portrayal of something in words
- **synecdoche:** the use of one part of something to stand for the whole
- **metaphor:** a comparison of two unlike things without using a word like *like* or *as*
- **extended metaphor:** a comparison that does not use a word like *like* or *as* and is developed through a long passage or an entire work
- **simile:** a comparison of two unlike things that uses a word like *like* or *as*

A Identify the type of figurative language in each sentence. More than one type may be used.

1. The moon was like a huge crystal ball that hung in the sky.

2. Your eyes are windows onto your soul.

3. Her hair was golden and stick straight, like cornstalks in the fields of my hometown.

B Select two types of figurative language described above. Write one sentence using each kind.

1. Type of figurative language: _____

2. Type of figurative language: _____

Name:	Date:
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Figurative Language and Extended Metaphor

Assess

A On the line next to each numbered type of figurative language, write the letter of its definition.

- | | |
|---------------------------|--|
| 1. ____ metaphor | A. word picture |
| 2. ____ simile | B. comparison using <i>like</i> or <i>as</i> |
| 3. ____ imagery | C. comparison without <i>like</i> or <i>as</i> |
| 4. ____ description | D. a part representing the whole |
| 5. ____ extended metaphor | E. comparison developed in a long passage |
| 6. ____ synecdoche | F. detailed portrayal of something |

B Write a sentence using each of the following types of figurative language.

- 1. simile: _____

- 2. metaphor: _____

- 3. description: _____

- 4. synecdoche: _____

- 5. imagery: _____

Language 1a

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

- **Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.**

Explanation

In school, you learn the rules of **standard English** grammar and usage. People are expected to follow them in their writing and speaking. Grammar and usage rules are **conventions**, or agreements, accepted by most speakers and writers. These conventions often change over time and are sometimes debated. To be taken seriously, however, you should understand and consistently apply the conventions of standard English that are accepted at any given time.

Examples

The conventions of standard English usage can change over time. For example, it was once the rule that future-tense verbs used with first-person pronouns required the helping verb *shall*, rather than *will*. That means the following sentences were once considered incorrect: *I will help you tomorrow. We will figure out what to do.* Gradually, however, the word *shall* fell from use, and today the helping verb *will* is considered correct for all future-tense verbs.

It is important to know the current conventions of standard English grammar and usage. The table below summarizes a few of the most important conventions.

Convention	Incorrect	Correct
A present-tense verb must agree with its subject.	One of the books are missing. The leaders of our class represents us. He study every night.	One of the books is missing. The leaders of our class represent us. He studies every night.
A pronoun must agree with its antecedent in person and gender.	One of the girls lost their jacket. Students need to do your homework.	One of the girls lost her jacket. Students need to do their homework.
Avoid shifting tenses when actions happen at the same time.	He ran to the door and opens it. She needs help and deserved it.	He ran to the door and opened it. She needs help and deserves it.
In your writing, avoid sentence fragments and run-ons.	My dad is waiting. Outside in the parking lot. I like to play basketball, it's fast and exciting.	My dad is waiting outside in the parking lot. I like to play basketball. It's fast and exciting.

Name _____ Date _____ Assignment _____

Apply the Standard

A. Circle the correct word in parentheses to complete each sentence.

1. The issues leading to the Civil War (was, were) bitterly divisive.
2. The North had an advantage in population and (is, was) more industrial.
3. The South was fighting for (its, their) very survival.
4. Many scholars still spend (his, their) careers studying the Civil War.
5. Today, the Civil War remains the bloodiest war that Americans have ever fought, and we (continue, continued) to feel its lingering effects.
6. One of the most famous Civil War generals (was, were) Ulysses S. Grant.
7. Of the leaders in the Civil War (he were, he was) one of the most controversial.
8. He knew that many fierce battles lied ahead and (accepts, accepted) the challenge facing the North anyway.
9. Many scholars (dispute, disputes) Grant's role in winning the war and focus on his many personal flaws.
10. Each of the generals (remain, remains) a hero to people from the North and the South who admire their courageous leadership during that most horrible war.

B. Each sentence contains one or more errors in standard English grammar and usage. Circle each error, and write the sentence correctly on the line.

1. The stories of Mark Twain is known for its humor.

.....

2. Twain celebrated American English. And often uses dialect in his writing.

.....

3. He was the most famous American writer of the 1800s, he wrote about the Mississippi River and the American West, he chooses themes that reflect a changing America.

.....

4. He was also a journalist, and the audience for his newspaper stories were huge.

.....

5. I predict that people will still enjoy Twain's humor and read their stories a hundred years from now.

.....

Language 1b

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

- **Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.**

Explanation

Because usage conventions can change over time and are sometimes contested, you may need to consult a dictionary or reliable reference book as you edit your writing. An up-to-date dictionary or usage handbook is your best guide to whether you are using a word correctly, according to current conventions.

Examples

To compare two people, places, or things, you use the **comparative** form of an adjective or adverb. To compare three or more things, you use the **superlative** form. The comparative form is made by adding *-er* to the modifier or using the word *more* before the modifier. The superlative form is made by adding *-est* to the modifier or using the word *most* before it.

Modifier	Comparative Form	Superlative Form
fast	faster	fastest
early	earlier	earliest
narrow	narrower	narrowest
lonely	lonelier	loneliest
loyal	more loyal	most loyal
difficult	more difficult	most difficult
suddenly	more suddenly	most suddenly

In the past, usage rules required using *more* and *most* with modifiers of two or more syllables. Today, however, many two-syllable modifiers have correct forms that end in *-er* and *-est*. For example, the comparative and superlative forms of *narrow* are *narrower* and *narrowest*. If you look up *narrow* in an up-to-date dictionary, you will find these forms listed after the entry word. If you look up two-syllable adjectives such as *shallow*, *useful*, and *modern*, you will not find any comparative or superlative forms listed. Their absence tells you that you must use *more* and *most* with these modifiers. Whenever you are in doubt about the correct comparative and superlative forms of a modifier, look up the word in a recently published dictionary. Consult an authoritative usage handbook for any other complex or contested usage issues in your writing.

Name _____ Date _____ Assignment _____

Apply the Standard

A. Circle the correct modifier in parentheses to complete each sentence.

1. *The Red Pony* is a (shorter, shortest) novel than *The Grapes of Wrath*.
2. *The Grapes of Wrath* is the (longer, longest) novel I've ever read.
3. It describes the (more unforgettable, most unforgettable) characters you'll ever meet.
4. The Joad family's farmland blows away in the (biggest, most big) dust storm of the century.
5. As the family travels west, they become (hungrier, more hungry) and (desperater, more desperate) than they were before they left home.
6. Steinbeck's fans are (loyaler, more loyal) than those of almost any other author I have read.
7. One of Steinbeck's (more earliest, earliest) novels is his classic *Of Mice and Men*.
8. That novel tells the story of two of my (favoritest, most favorite) characters, George Milton and Lenny Small, who go to work on a ranch.
9. Steinbeck's novels are (most admirable, more admirable) than his short stories.
10. Among American writers, few can challenge Steinbeck's position as the (popularest, most popular) author of the twentieth century.

B. Write the correct comparative or superlative form of the modifier to complete each sentence. Use an up-to-date college dictionary to check that you are using the currently accepted form.

1. Which of the two actors do you think is? (handsome)
2. Which of the three math problems is the? (simple)
3. Gold is a metal than copper. (precious)
4. I arrived than he did. (early)
5. He is the person I know. (generous)
6. This remote control is to use than that one. (easy)
7. The cello has a sound than the violin. (mellow)
8. What is the movie you've ever seen? (inspiring)
9. I think my lemonade is than yours. (sour)
10. She is the ballerina in the company. (graceful)

Language 2a

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

- **Observe hyphenation conventions.**

Explanation

In current standard American English, hyphens are often used in compound adjectives and compound nouns. They are occasionally used to separate a prefix from the word that follows it. When in doubt about using a hyphen, consult an up-to-date college dictionary or an authoritative usage guide.

Examples

The following table summarizes a few of the current standard American English conventions for using hyphens.

Use a hyphen...	...Rule	Examples
after a prefix	when the second word is capitalized. when the second word is a number. when more than one word follows it. to distinguish a word from its homophone. when the prefix <i>ex-</i> means "former."	un-American pre-1914 pre-nineteenth-century <i>recover</i> from an illness, but <i>re-cover</i> a chair ex-president
in compound adjectives	when they come before a noun, unless the first word ends in <i>-ly</i> .	bright-eyed child widely known author
in compound nouns	when they name numbers. when they name equally important functions. when they include a prepositional phrase. for <i>great</i> relatives and with <i>year-old</i> . when they begin with <i>self</i> or <i>vice</i> .	twenty-one author-linguist sister-in-law great-grandmother six-year-old self-confidence vice-president

Name _____ Date _____ Assignment _____

Apply the Standard

A. Circle the words in each sentence that require a hyphen. Then write each hyphenated word correctly.

1. There are fifty two weeks in a year.
2. This part of town has many buildings of pre 1940 construction.
3. My little cousin is an active blue eyed three year old.
4. The vice president shows great self restraint in his speeches.
5. My brother in law is visiting his great grandfather.
6. His ex wife is the noted painter sculptor Sheila Brown.
7. A large scale project has just begun in that mineral rich nation.
8. Most of the world's population lives in non English speaking countries.

B. Rewrite the paragraph below, adding hyphens where they are needed.

Inventor politician Benjamin Franklin lived a remarkable life. Born in 1709, Franklin grew up in pre Revolutionary War Boston. He was just a quick thinking twelve year old when he began working in his brother's print shop. In 1723, he ran away to Philadelphia, and by 1729, he was publishing his own highly regarded newspaper. In 1730, he began a common law marriage with Deborah Reed, a union that lasted forty four years, until her death. A self taught man, Franklin had only two years of formal education. His well known experiment with electricity was first described in his widely translated book *Experiments and Observations on Electricity*. Franklin helped draft the Declaration of Independence and was one of its fifty six signers. He also helped write the United States Constitution.

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Language 2b

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

- Spell correctly.

Explanation

As a writer, you hope to capture your readers' interest—to sweep them away with your story or argument. You do not want readers tripping over misspelled words that can slow them down, confuse them, or cloud their opinion of you. Learning spelling rules, consulting a dictionary, and using a computer spell-checker can help you avoid making distracting spelling errors.

Examples

Some of the most common spelling errors occur when forming plurals or when adding prefixes and suffixes to words. The tables below explain important spelling rules you can apply in these situations.

FORMING PLURALS

Rule	Examples
For words ending in <i>s, ss, x, z, sh, and ch</i> , add <i>-es</i> .	dresses, waltzes, pouches
For words ending in <i>y</i> preceded by a consonant, change the <i>y</i> to <i>i</i> and add <i>-es</i> .	parties, luxuries, queries
For most words ending in <i>o</i> preceded by a consonant, add <i>-es</i> .	potatoes, tomatoes, heroes
For some words ending in <i>f</i> or <i>fe</i> , change the ending to <i>v</i> and add <i>-es</i> . For others, just add <i>-s</i> .	leaves, knives, wives beliefs, safes

ADDING PREFIXES

Rule	Examples
When a prefix is added to a root word, the spelling of the root word remains the same. This will sometimes result in a double letter.	un + happy = unhappy un + noticed = unnoticed im + patient = impatient im + moral = immoral

ADDING SUFFIXES

Rule	Examples
For a root word ending in <i>e</i> , drop the <i>e</i> when adding a suffix beginning with a vowel.	nature + al = natural care + ful = careful
For a root word ending in a consonant + <i>y</i> , change <i>y</i> to <i>i</i> unless the suffix begins with <i>i</i> .	funny + er = funnier modify + ing = modifying
The <i>shus</i> sound can be spelled with the suffix <i>-cious</i> or <i>-tious</i> . Check a dictionary to be sure.	gracious, suspicious infectious, cautious
The <i>shun</i> sound is usually spelled with the suffix <i>-tion</i> . The <i>zhun</i> sound is usually the suffix <i>-sion</i> .	caution, mention confusion, decision

Name _____ Date _____ Assignment _____

Apply the Standard

A. Follow the instructions to form new words. Be sure to spell them correctly. Check a dictionary if you are unsure of the correct spelling.

1. Write the plural of the word *shelf*.
2. Write the plural of the word *torpedo*.
3. Write the plural of the word *injury*.
4. Add the prefix *un-* to *usual*.
5. Add the prefix *un-* to *natural*.
6. Add the suffix *-ish* to *style*.
7. Add the suffix *-ful* to *pity*.
8. Add the suffix *-able* to *enjoy*.
9. Add the *shun* sound to the end of *prevent*.
10. Add the *zhun* sound to the end of *revise*.

B. Each sentence contains one or more misspelled words. Circle them, and write the correct spellings on the line.

1. The teacher was dissatisfied with the explanasion I gave for my tardiness.

.....

2. Joe is trying to be more relyable and less impatient.

.....

3. Many countries have policys to reduce pollutants.

.....

4. Hospitals take precausions to prevent the transmission of infecious diseases.

.....

5. The number of tomatos in our garden was unbelievable.

.....

Language 3a

3a. 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.

- **Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.**

Explanation

Good writers are experts in syntax, or the different ways of arranging words in sentences. They vary the syntax, or structure, of their sentences to create certain effects, such as suspense, surprise, or humor. You can expand your understanding of syntax to become a better writer and a better reader.

Examples

By using a variety of sentence structures, you can create dramatic effects and prevent your writing from becoming monotonous. For example, short sentences create a sense of speed and drama, while longer sentences cause the reader to slow down and reflect. Simple sentences focus the reader's attention on a single idea, while compound and complex sentences emphasize the relationships between ideas.

SENTENCE TYPES

Simple: A single independent clause	<i>I like playing baseball.</i>
Compound: Two or more independent clauses, joined by a comma and coordinating conjunction (<i>and</i> , <i>but</i> , <i>or</i>) or a semicolon	<i>I like playing baseball, but I prefer shooting hoops.</i>
Complex: One independent clause and one or more subordinate clauses	<i>I like to stop at the local pizza place when I play an away game.</i>
Compound-Complex: Two or more independent clauses and one or more subordinate clauses	<i>When I play basketball, I enjoy the speed of the game, and I find the teamwork very rewarding.</i>

SENTENCE BEGINNINGS

Notice how you can express the same idea in five different ways, just by changing the beginning of a sentence.

Subject	<i>Eli, determined to win, desperately took a shot in the game's final second.</i>
Prepositional Phrase	<i>In the game's final second, a determined Eli desperately took a shot.</i>
Participle	<i>Taking a desperate shot in the game's final second, Eli was determined to win.</i>
Adverb	<i>Desperately, a determined Eli took a shot in the game's final second.</i>
Subordinate Clause	<i>As the final second of the game ticked off, a determined Eli desperately took a shot.</i>

Name _____ Date _____ Assignment _____

Apply the Standard

A. Combine each group of sentences, using the sentence type indicated in parentheses.

1. Mariah fakes to the left and passes the ball. Jenna shoots. (compound)

.....

2. Mariah likes basketball. Jenna prefers soccer. (compound)

.....

3. Brandon scored the final goal. He did it after Avi passed him the ball. (complex)

.....

4. Brandon is reading a book. He borrowed it from me. (complex)

.....

5. Mom cut the vegetables. Dad stir-fried them. I was doing my homework at the time.
(compound-complex)

.....

B. Rewrite each sentence to begin as indicated in parentheses.

1. The guests honored the bride and groom with applause and gifts. (prepositional phrase)

.....

2. The young couple, smiling and shaking hands, greeted their guests. (participial phrase)

.....

3. The band began to play suddenly. (adverb)

.....

4. The guests began to dance when they heard the music. (subordinate clause)

.....

5. After the reception, I took home a piece of cake. (subject)

.....

C. Write an example of each of the following sentence types.

1. Begin with a subordinate clause and write a complex sentence.

.....

2. Begin with a prepositional phrase and write a compound-complex sentence.

.....

Language 4a

4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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

Explanation

While reading, you have probably used **context clues**—or nearby words, phrases, and sentences—to figure out the meaning of an unfamiliar word or a word with multiple meanings. Improving your strategies for clarifying the meaning of words in context will help you read complex texts more proficiently.

Examples

You can use several types of context clues to identify the meaning of unknown words and phrases.

Clues in Nearby Words Look for a nearby word or phrase that may have a meaning similar to, or the opposite of, the unknown word. Look also for examples that may clarify the meaning of a word.

Similar meaning: *We need to be in total agreement on this issue, so the vote must be **unanimous**.*
(The clue suggests that *unanimous* means “in total agreement.”)

Opposite meaning: *We want to achieve **salutary** effects, not destructive ones.*
(The clue suggests that *salutary* means the opposite of *destructive*, so it must mean “beneficial.”)

Examples: *Great Britain assembled a **martial** array of naval ships, heavy artillery, and British soldiers in the colonies.*
(The examples suggest that *martial* means “warlike” or “prepared for war.”)

Clues in the Meaning of the Sentence Look for the main idea of the sentence. You can often use it to figure out the meaning of an unknown word.

*An army of three million who are committed to the cause of liberty are **invincible**.*
(The general meaning of the sentence suggests that *invincible* means “unable to be defeated.”)

Clues in the Word’s Function in the Sentence Look at the position of the word in the sentence. Think about the job, or function, of the word. Does it follow an article or an adjective? Does it serve as a subject or as an object of a preposition? If so, it is probably a noun. Does it express action? If so, it is probably a verb. Use that information, plus any of the first two types of clues, to figure out the meaning of an unknown word.

*As Patrick Henry pointed out, the question of whether or not to join the colonists in revolution against the British was one of awful **moment** for such a young country.*

(*Moment* is the object of a preposition, so it is a noun. However, it does not seem to have the familiar meaning of “a small amount of time.” The sentence seems to suggest that the question is very important. *Moment*, in this context, seems to mean “importance”: “The question is one of awful *importance* to this young country.”)

Name _____ Date _____ Assignment _____

Apply the Standard

A. Use context clues in each passage to determine or clarify the meaning of each underlined word. Write the probable meanings on the lines provided.

1. The British thought the colonists were weak and not able to defeat a formidable adversary.

.....

2. The woman soldier was a termagant, loud and often angry, with a fierce temper and real strength.

.....

3. Some colonists acted in a most friendly and conciliatory manner toward the British to appease them.

.....

4. In the early years of the war, the colonist soldiers acted with great perseverance in fighting the British because they were convinced in the rightness of their cause and committed to preserving their freedom.

5. In the Declaration of Independence, Thomas Jefferson declared that only a grievous wrong would impel the colonists to take such action as to separate themselves from England.

.....

B. Think about the function and position of the underlined word in each sentence. Use that information, plus any other context clues, to define the underlined word. Write the meanings on the lines.

1. The colonists tried to avert war by negotiating with the British on the issue of taxation.

.....

2. The colonists finally concluded, after all of their efforts to negotiate, that war was inevitable.

.....

3. The British had an infallible belief that America did not have a right or the ability to rule itself.

.....

4. The colonists were constrained by the force of their beliefs: no taxation without representation.

.....

5. They would, if need be, shirk their responsibilities to their own family and farms to take up arms to fight.

Language 4b

4b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- **Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*.)**

Explanation

When you add a suffix to a root word, you change its meaning and part of speech. Many root words change their parts of speech in predictable ways. Once you learn these patterns of word changes, you can easily identify a word's part of speech. You can also understand the meaning of related words by analyzing their root words and suffixes.

Examples

Many adjectives end in *-ent* or *-ant*. You can usually transform them into nouns by changing *-ent* to *-ence* and *-ant* to *-ance*:

- **adjectives:** prudent, benevolent, vigilant, resistant
- **nouns:** prudence, benevolence, vigilance, resistance

One word family of verbs all include the Latin root *scribe*. These verbs can be changed into nouns, following a predictable pattern. Some also follow the same pattern to form adjectives:

- **verbs:** prescribe, describe, proscribe, inscribe, transcribe
- **nouns:** prescription, description, proscription, inscription, transcription
- **adjectives:** prescriptive, descriptive, proscriptive

A number of verbs end in *-ate*. These verbs can be changed into nouns ending in *-ation*, and many can also be formed into adjectives ending in *-ative*.

- **verbs:** speculate, degenerate, create, vegetate, fluctuate, retaliate
- **nouns:** speculation, degeneration, creation, vegetation, fluctuation, retaliation
- **adjectives:** speculative, degenerative, creative, vegetative

Finally, you will find many nouns that end in *-y*. Many of these nouns can be changed into adjectives ending in *-ic* and verbs ending in *-ize*:

- **nouns:** sympathy, democracy, harmony, energy
- **adjectives:** sympathetic, democratic, harmonic, energetic
- **verbs:** sympathize, democratize, harmonize, energize

Name _____ Date _____ Assignment _____

Apply the Standard

A. Look at the suffix in each word. Then write the word's part of speech.

- | | |
|-------------------------|-----------------------|
| 1. evacuation | 11. inspection |
| 2. tolerate | 12. insolence |
| 3. persistence | 13. allowance |
| 4. persistent | 14. restive |
| 5. sympathize | 15. randomize |
| 6. creative | 16. theocracy |
| 7. vigilant | 17. benevolence |
| 8. vigilance | 18. defection |
| 9. vegetate | 19. presumptive |
| 10. demonstrative | 20. pathetic |

B. Fill in each blank with the correct form of the word in italics.

- When the doctor *prescribes* a medication, she writes a
- When you *describe* something, you write a paragraph.
- When people are *reluctant* to do something, they show their
- Tolerant* people are able to the differences among people.
- A *sympathetic* person shows his or her for other people.
- A *democratic* nation has a form of government called a
- When you add *energy* to a discussion, you it.
- An *empathetic* person is able to with other people.
- A person who shows *prudence* is a person.
- A *vigilant* person demonstrates the quality of

Language 4c

4c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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 parts of speech, its etymology, or its standard usage.**

Explanation

Reference materials such as dictionaries, glossaries, and thesauruses are indispensable resources for readers and writers. In a **dictionary**, you can determine or clarify a word's precise meaning and part of speech. You can also learn a word's **etymology**, or history, as well as whether it is considered standard English, colloquial (conversational English), or slang. A **glossary** is an alphabetical list of terms that are used in a particular text. It provides a handy way to clarify the meaning of a word in a textbook you are reading.

A **thesaurus** is a book of synonyms, words that have the same surface meaning, but often have different connotations. When you write, you can use a thesaurus to vary your word choice. Before you use a listed synonym, however, look up the word in a dictionary to make sure that its connotations express exactly what you want to say.

Examples

de vout (di vout') *adj.* **–er, est** **1.** very religious; pious
See synonyms at **religious**. **2.** showing reverence
3. sincere; earnest [Middle English *devouren*, from Old French, from Latin *devotus*, past participle of *devovere*, to vow. See DEVOTE.] —**de vout' ly** *adj.* —*devoutness* *n.*

Usage Indicators: There are no usage indicators in the dictionary entry for *devout*, because the word is considered standard English. For words that are not considered standard English, the dictionary entry will include a label before the definition, such as **colloq:** colloquial, conversational English; **slang:** informal, nonstandard English; **dial:** dialect, part of the special language of a particular region or group of people; and **archaic:** outdated English.

de vout *adj.* deeply concerned with religion: devotional, godly, holy, pious, prayerful, religious, saintly, reverent, fervent. See RELIGION. *Ant.* See IRRELIGION.

Name _____ Date _____ Assignment _____

Apply the Standard

A. Use a print or electronic dictionary to answer these questions.

1. Which syllable of the word *clandestine* is accented when you pronounce the word?

.....

2. What different parts of speech can the word *right* function as?

3. Trace the path by which the word *January* entered the English language. What god was it named after, and why?

4. Which definition of the word *cool* is not considered standard English usage?

.....

5. How do the words *strong* and *stalwart* differ in their connotative meanings?

.....

B. Use a thesaurus to find five synonyms for each underlined word. Then use a dictionary to choose the best synonym to replace the underlined word in the context of the sentence.

1. The evidence for his claim was thin.

synonyms: best synonym:

2. It's time for us to make some tough choices.

synonyms: best synonym:

3. The peasants lived in a mean, ramshackle cottage.

synonyms: best synonym:

4. The background music played at a smooth, even tempo.

synonyms: best synonym:

5. An exciting new technology company is beginning an aggressive sales campaign.

synonyms: best synonym:

Language 4d

4d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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

You have learned how to infer the meaning of an unfamiliar word by analyzing its word parts—prefix, root, or suffix—and by using **context clues**—other nearby words or phrases and sentences. Sometimes the first inference you make about a word’s meaning won’t be correct. As you read on, you can use more context clues to verify the meaning of the word. If you require further assistance, consult a dictionary.

Examples

Unfamiliar terms In the passage below about Frederick Douglass’s experiences as a slave, you may not be familiar with the word *chattel*.

On entering upon the career of a slaveholding mistress, Mrs. Auld was singularly deficient; nature, which fits nobody for such an office, had done less for her than any lady I had known. It was no easy matter to induce her to think and to feel that the curly-headed boy, who stood by her side, and even leaned on her lap; who was loved by little Tommy, and who loved little Tommy in turn; sustained to her only the relation of a chattel.

Since Mrs. Auld is a slaveholder and Douglass, “the curly-headed boy,” is a slave, you may infer that *chattel* refers to a servant who is less than human. To verify if that meaning is correct, look up *chattel* in a dictionary.

Multiple-meaning words Some of the puzzling words you encounter in your reading will be familiar, multiple-meaning words that are used in unfamiliar ways. When you infer their meaning in context, try replacing the word with the inferred meaning to see if it makes sense. For example, Douglass writes, “If my condition waxed bad, that of the family waxed not better.” You can infer that, in this context, the word *waxed* means “grew.” When you replace the word *waxed* with the word *grew* in the sentence, it makes sense.

Name _____ Date _____ Assignment _____

Apply the Standard

Read each sentence, paying special attention to the underlined word. As you read, try to infer the meaning of the underlined word, using word analysis and context clues. Use additional context clues to verify whether your preliminary determination was correct. Then look up each word in a dictionary to confirm its meaning.

1. The builders had their food and daily rations commingled with the pikes, saws, and hammers, all of it in one large canvas bag.

Preliminary inferred meaning:

Dictionary meaning: Inferred meaning:

2. Everyone was working when, with a sudden arrest of his motion, one of the workers dropped all of his tools on the ground and sat down.

Preliminary inferred meaning:

Dictionary meaning: Inferred meaning:

3. The others in the group could tell something was wrong because the worker was audibly distressed, mumbling and grumbling as if to himself.

Preliminary inferred meaning:

Dictionary meaning: Inferred meaning:

4. After lifting up his heavy shirt, the others could see the deep, red abrasion on the worker's back, the result no doubt from some unfortunate accident while building the cellar.

Preliminary inferred meaning:

Dictionary meaning: Inferred meaning:

5. One man on the roof stood petrified, knowing that his difficulty in transporting a load of heavy stones resulted in his companion's injury and worried sick that he would be fired as a result.

Preliminary inferred meaning:

Dictionary meaning: Inferred meaning:

Language 5a

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

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Explanation

Figurative language is writing or speech that is used imaginatively. Its meaning must be interpreted, rather than taken literally. All of the many types of figurative language are known as **figures of speech**. Writers use figures of speech to state ideas in vivid and imaginative ways.

Examples

Figure of Speech	Definition	Example
simile	compares two unlike things, using <i>like</i> or <i>as</i>	My love is like a blooming rose.
metaphor	compares two unlike things; does not use <i>like</i> or <i>as</i>	Before the party, our house was a beehive of activity.
synecdoche	uses part of something to stand for the whole	Dozens of willing hands made the bake sale a success.
paradox	states an idea that seems contradictory or impossible, but is actually true in some way	A coded message both increases communication and decreases communication.
personification	gives human qualities to a nonhuman thing	A gentle breeze played happily through the trees.
hyperbole	exaggerates; overstates the truth	It seemed like everyone in the state of Virginia was at the game.
understatement	says less than is really meant	I guess it was a little crowded; there were two people sitting on my lap.
verbal irony	says the opposite of what is really meant	Say that a little louder. The neighbors across the street might not have heard you.
idiom	the literal meanings of the words do not add up to the actual meaning of the expression	I was sitting on top of the world after I won the contest.

Name _____ Date _____ Assignment _____

Apply the Standard

A. Identify the type of figurative language used in each sentence.

1. The hearts of a grateful nation welcomed the soldiers home.
2. My uncle felt like he was living on borrowed time after his heart surgery.
3. In his poem "To Althea, from Prison" Richard Lovelace says: "Stone walls do not a prison make, / Nor iron bars a cage."
4. The sea pounded the shore angrily.
5. The diver got a little nervous when his oxygen began to run out.
6. Can you move a little slower? We're only half an hour late!
7. It rained so hard and so long that I thought I might have to build an ark.
8. Eric wants to buy a new set of wheels before the dance.
9. Her smile was a ray of sunshine on a cloudy day.
10. Elderly people often say, "Youth is wasted on the young."

B. Read the passage below. Identify examples of figurative language. Then explain how the figures of speech affect your understanding of the text and your emotional response to it.

I have always been regretting that I was not as wise as the day I was born. The intellect is a cleaver; it discerns and rifts its way into the secret of things.

–Henry David Thoreau

.....

.....

.....

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

Words have **denotations**, which are their basic meanings, as well as **connotations**, which are the feelings or ideas associated with them. Many words with similar denotations convey different **nuances**, or slight differences in meaning. When you read, it is important to notice word choices that convey different shades of meaning. When you write, it is important to choose words that have the exact meaning and connotations you want to convey.

Examples

This chart shows words that are synonyms for *look*. They all share the same basic denotation. Notice the different connotations and shades of meaning that each word conveys.

Word	Connotation/Nuance	Example Sentence
1. <i>glance</i>	to take a quick, casual look	<i>I <u>glanced</u> at the TV as I walked through the family room.</i>
2. <i>peek</i>	to take a quick, secret look at a thing you're not supposed to see	<i>I <u>peeked</u> at the presents that were hidden in the closet.</i>
3. <i>gaze</i>	to look intently and steadily, in wonder or delight	<i>Dan <u>gazed</u> into Sara's eyes as he asked her to marry him.</i>
4. <i>glare</i>	to stare at someone in anger	<i>When I came home late, my mother <u>glared</u> at me and asked where I'd been.</i>
5. <i>peer</i>	to look at something closely and searchingly	<i>The chemist <u>peered</u> through the microscope to examine the rare isotope.</i>

Name _____ Date _____ Assignment _____

Apply the Standard

A. Use a synonym for *looked* to complete each sentence. Keep in mind the nuance each word conveys.

- 1. The store owner at me when I picked up the expensive vase and almost dropped it.
- 2. I at my sister's diary while she was out of the room.
- 3. We through the fog, searching for the trail we'd lost.
- 4. We in wonder at the lunar eclipse.
- 5. I wasn't really interested in the pictures, so I just at them.

B. Look up each pair of synonyms in a dictionary. Think about the shades of meaning that each word conveys. Then use each word in a sentence that conveys its connotations.

1. illustrious/notorious

.....

.....

2. multitude/mob

.....

.....

3. requested/demanded

.....

.....

4. inquisitive/prying

.....

.....

5. declined/refused

.....

.....

Language 6

6. Acquire and use accurately general academic 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 your high school career, you have learned many **academic** and **domain-specific** vocabulary words and phrases.

- **Academic words** include words that you use every day at school to solve problems, analyze a text, express your ideas, and so on.
Examples include *infer*, *evaluate*, *classify*, *summarize*, and *predict*.
- **Domain-specific words** are words that are specific to a course of study. In a science course, examples include *invertebrate*, *stimulus*, and *oxidation*. In a social studies course, examples include *capitalism*, *society*, and *totalitarian*.

Learning the meanings of academic and domain-specific words and using them frequently will help you to complete school assignments effectively and express yourself clearly.

Examples

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

Defend your **opinion** of . . .

Evaluate the **argument** that . . .

Assess the **validity** of . . .

Describe the **challenge** that . . .

Summarize the **causes** of . . .

Classify and **differentiate** between . . .

In a literature course, you learn and use many domain-specific words and phrases, as shown below. Make an effort to learn the domain-specific words in each of your courses.

archetype

symbol

conceit

oratory

rhetorical device

heroic couplet

author's purpose

classical mythology

Name _____ Date _____ Assignment _____

Apply the Standard

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

- | | |
|------------------------------|---|
| 1. archetype | a. extended metaphor |
| 2. rhetorical device | b. formal public speaking |
| 3. symbol | c. technique used to emphasize ideas |
| 4. couplet | d. pair of rhyming lines |
| 5. conceit | e. pattern or symbol that repeats across cultures |
| 6. author's purpose | f. person or thing that represents something else |
| 7. oratory | g. stories of gods and heroes from ancient times |
| 8. classical mythology | h. reason that a writer has for writing |

B. Each statement includes one or more academic words or phrases. Circle the letter of the phrase that completes each statement.

- When you **classify** concepts, you _____.

a. tell why they are important	c. provide support for them
b. sort them into groups	d. explain them
- When you **summarize** a story, you _____.

a. compare its characters	c. briefly tell the main events
b. describe the setting	d. explain the theme
- When you **evaluate** an **argument**, you _____.

a. decide how persuasive it is	c. synthesize the pros and cons
b. summarize its main points	d. tell whether you agree with it
- When you **defend** your **opinion**, you _____.

a. offer a compromise	c. fight for your right to be heard
b. refuse to listen to alternatives	d. support a belief with reasons and facts