



# ELA IV

# G12

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?

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

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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?

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Name:

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# 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?

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

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## 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:

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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:

## 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

Throughout your school career, you have studied the rules of **standard English** grammar and usage. People are expected to demonstrate a strong command of these rules in their formal 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 contested, or challenged. To succeed in society, however, you need to understand and consistently apply the conventions of standard English that are accepted at any given time.

## Examples

Over time, the conventions of standard English usage can change. Up until very recently, for example, commas were used to separate only the first and second in a series of items. For example: *Suzanne brought her guitar, her harmonica and her accordion.* Now the convention is to separate all three items in a series: *Suzanne brought her guitar, her harmonica, and her accordion.* However, because this convention shifted only fairly recently, many people still follow the old rule.

It is important to have command of the current conventions of standard English grammar and usage. The table below summarizes some of the most important conventions.

Convention	Errors	Corrections
A present-tense verb must agree with its subject.	One of these games are difficult. The expressions on her face changes often. Jen want a new phone.	<b>One</b> of these games <b>is</b> difficult. The <b>expressions</b> on her face <b>change</b> often. <b>Jen wants</b> a new phone.
A pronoun must agree with its antecedent in person and gender.	One of the men lost their voice. Athletes need to build your stamina.	One of the men lost <b>his</b> voice. Athletes need to build <b>their</b> stamina.
Place a modifier as close as possible to the word it modifies.	Torn to shreds, I tried to repair my math paper.	I tried to repair my math paper, <b>which was torn to shreds.</b>
Use verbs in the active voice, unless you want to emphasize the receiver of the action or the doer of the action is unknown or unimportant.	The ball was hit over the outfield fence by Deion.	<b>Deion hit</b> the ball over the outfield fence.





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

## Apply the Standard

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

1. The poems of the Romantic Period (is, are) well known.
2. One of the qualities that people admire in Romantic poems (is, are) an emphasis on emotions.
3. Equally admired (is, are) the subject matter of the poetry.
4. William Wordsworth's poems are known for (its, their) celebration of nature.
5. The poet Lord Byron is most remembered for (his, its) creation of a figure known as the "Byronic hero."
6. Wordsworth, one of the most famous poets of this period, (was, were) from the Lake District.
7. An area in northwestern England, (it, they) was a place where he spent much time in his youth.
8. Both of Wordsworth's parents (died, were dead) before he left to pursue his education at Cambridge University.
9. The approaches of the different Romantic poets (is, are) different in many respects.
10. After becoming caught up in the French Revolution, Wordsworth (return, returned) to England a changed man.

**B.** Each sentence contains one or more errors in standard English grammar and usage. Circle the errors, and write the sentences correctly on the lines.

1. A controversial character, people were shocked by Lord Byron.

.....

2. A gloomy, mysterious outcast, the Byronic hero feels no satisfaction in their accomplishments.

.....

3. One of the most famous lines in English poetry were created by John Keats in its poem "Ode on a Grecian Urn."

.....

4. "The Rime of the Ancient Mariner," the best-known of Samuel Taylor Coleridge's poems, is remembered for their vivid imagery and spooky mood.

.....

5. Mary Shelley, the wife of poet Percy Bysshe Shelley, is remembered for his famous novel, *Frankenstein*.

.....

# 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

When usage conventions are complicated or contested, even professional editors are not always sure which word is considered correct in a certain context. To resolve usage issues, writers and editors turn to reliable reference books, such as an up-to-date college dictionary or usage handbook.

## Examples

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

Modifier	Comparative Form	Superlative Form
smart	smarter	smartest
tiny	tinier	tiniest
narrow	narrower	narrowest
handsome	handsomer	handsomest
useful	more useful	most useful
interesting	more interesting	most interesting
quickly	more quickly	most quickly

Usage conventions once 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 *handsome* are *handsomer* and *handsomest*. If you look up *handsome* in an up-to-date dictionary, you will find these forms listed after the entry word.

If you look up other two-syllable adjectives such as *lonesome*, *helpful*, and *loyal*, however, you will not find any comparative or superlative forms listed. The absence of these comparative forms in the dictionary entry tells you that you must use *more* and *most* with these modifiers to form the comparative. If you are not sure of the correct comparative and superlative forms of a modifier, look up the word in a recently published dictionary. For other complex or contested usage issues, consult an authoritative usage guide such as *Webster's Dictionary of English Usage*.

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## Apply the Standard

**A.** Circle the correct modifier in parentheses to complete each sentence. Use a dictionary if necessary.

1. Ebenezer Scrooge is the (more famous, most famous) character created by Charles Dickens.
2. As Scrooge becomes (wealthier, wealthiest), he becomes even (greedier, greediest) than he was as a young man.
3. He has no compassion for even the (needier, neediest) family in all of London.
4. After being visited by three ghosts, however, Scrooge becomes (generouser, more generous).
5. The (memorablest, most memorable) scene in *A Christmas Carol* is when Scrooge buys the (hugest, most huge) goose in the whole market for the Cratchit family.
6. One of the (popularest, most popular) novellas ever written, *A Christmas Carol* is now often performed as a drama.
7. The story has become one of the (more traditional, most traditional) representations of what Christmas spirit means.
8. *A Christmas Carol* is known (best, bestest) because of its brilliant characters, Scrooge and Bob Cratchit.
9. As Scrooge's (more miserable, most miserable) assistant, Bob Cratchit represents many of the poor, working-class people in England at that time.
10. Dickens's classic novella remains to this day one of the (more, most) frequently adapted works of all time.

**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. My progress was ..... than his. (steady)
2. Which of the three paths is the .....? (narrow)
3. Sandstone is ..... than marble. (porous)
4. Jan's report was ..... than Joe's. (timely)
5. That Chinese restaurant offers the ..... service in town. (speedy)
6. What is the ..... problem you have ever faced? (difficult)
7. Which of the three lakes is the .....? (shallow)
8. Snow is ..... in December than it is in April. (welcome)
9. My dog is the ..... member of my family. (loyal)
10. Your meal is ..... than mine. (tasty)

For use with Language 1b

## Language 2a

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

- **Observe hyphenation conventions.**

### Explanation

In American standard English, hyphens are used with certain compound adjectives and compound nouns. They are also used to separate certain prefixes from the words that follow. Consult an up-to-date college dictionary or an authoritative usage guide if you are not sure whether to use a hyphen.

### Examples

The table below summarizes current American standard 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"	mid-September pre-1900 pre-twentieth-century <i>repress</i> a memory, but <i>re-press</i> a shirt ex-husband
in compound adjectives	when they come before a noun, unless the first word ends in <i>-ly</i> .	brown-eyed girl widely read magazine
in compound nouns	when they name numbers. when they name equally important functions. when they include a prepositional phrase. <i>for great relatives and with year-old.</i> when they begin with <i>self</i> or <i>vice</i> .	fifty-six poet-scholar mother-in-law great-grandfather two-year-old self-esteem vice-chairman

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## Apply the Standard

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

1. The month of March has thirty one days. ....

2. We saw a thought provoking video about pre Columbian architecture in Guatemala.

.....

3. She was taking care of a high spirited four year old boy.

.....

4. The vice president's mother in law is the well known architect engineer Rosa Gonzalez.

.....

5. We are studying post 1917 Russian history. ....

6. My mother wants to recover the high backed chairs, using brightly colored paisley fabric.

.....

7. The president announced a ten year plan for redeveloping the poverty stricken city.

.....

8. Twenty five all American sports heroes received new state of the art video recorders.

.....

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

The Polish born writer Joseph Conrad eventually became one of the masters of late nineteenth century British fiction. The son of a Polish nobleman nationalist, Conrad was orphaned at the age of eleven and fled his Russian occupied homeland when he was seventeen. He did not learn English until 1878 when, at the age of twenty one, he took a job on a British merchant ship. As a seaman, he made voyages to Asia, Africa, and South America, places that eventually became richly detailed settings in novels and stories such as *Lord Jim*, "The Secret Sharer," and "Heart of Darkness." His fiction can be read as adventures in which men face life threatening dangers, but also as voyages of self discovery, in which men face soul threatening isolation and moral dilemmas.

.....

.....

.....

## Language 2b

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

- Spell correctly.

### Explanation

Readers will not be convinced by your brilliant arguments or be swept up in your suspenseful story if they are stumbling over misspelled words. You can avoid spelling errors by learning a few spelling rules, consulting a dictionary when needed, and using spell-check cautiously as you write.

### Examples

The tables below provide rules to help you avoid some common spelling errors. Notice which ones apply to you, and check those words carefully when you edit your writing.

#### TROUBLESOME SOUNDS

Many words contain similar sounds, yet have different spellings. Check a dictionary if you are unsure of the correct spelling.

Rule	Examples
The "seed" sound at the end of a word can be spelled <i>cede</i> , <i>ceed</i> , or <i>sede</i> .	<i>precede</i> , <i>recede</i> , <i>concede</i> , <i>intercede</i> <i>exceed</i> , <i>proceed</i> , <i>succeed</i> <i>supersede</i>
The "er" sound can be spelled many different ways: <i>ar</i> , <i>er</i> , <i>ear</i> , <i>ir</i> , <i>or</i> , <i>our</i> , <i>ur</i> , or <i>ure</i> .	<i>calendar</i> , <i>verse</i> , <i>learn</i> , <i>first</i> , <i>neighbor</i> , <i>furniture</i> , <i>courage</i> , <i>pasture</i>

#### ADDING SUFFIXES

Become familiar with the following rules for adding suffixes.

Rule	Examples
When adding <i>-ly</i> to form an adverb from an adjective ending in <i>-le</i> , first drop the <i>-le</i> .	<i>reasonable</i> + <i>ly</i> = <i>reasonably</i> <i>intelligible</i> + <i>ly</i> = <i>intelligibly</i>
When adding <i>-ing</i> , <i>-ish</i> , or <i>-ist</i> to words that end in <i>y</i> , keep the <i>y</i> at the end of the root word.	<i>pity</i> + <i>ing</i> = <i>pitying</i> <i>essay</i> + <i>ist</i> = <i>essayist</i>
The <i>shus</i> sound can be spelled with the suffix <i>-cious</i> or <i>-tious</i> . Check a dictionary to be sure of the correct spelling.	<i>gracious</i> , <i>suspicious</i> <i>infectious</i> , <i>cautious</i>
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> .	<i>ration</i> , <i>mention</i> <i>confusion</i> , <i>decision</i>

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## Apply the Standard

**A.** Write the words described below. Be sure to spell them correctly. Check a dictionary if you are unsure of the correct spelling.

1. Write the word that means "a person who acts." .....
2. Add the suffix *-ly* to the word *remarkable*. .....
3. Write the word that means "to have success." .....
4. Write the word that begins with *re-* and means "to move back," like a tide or a hairline.  
.....
5. Add the suffix *-ist* to the word *hobby*. .....
6. Add the *shun* sound to the end of *prevent*. .....
7. Add the *zhun* sound to the end of *revise*. .....
8. Add the suffix *-ing* to the word *carry*. .....
9. Add the suffix *-ly* to the word *comfortable*. .....
10. Add the suffix *-ing* to the word *cry*. .....

**B.** Each sentence below contains one or more misspelled words. Circle each misspelled word, and write the correct spelling on the line. Use a dictionary if you are unsure of the correct spelling.

1. The spectators at the fireworks display said that they saw a spectacular presentation.  
.....
2. My parents praised me for behaving responsibly and said they were no longer worrying about my futur or feeling suspishous about my decisions.  
.....
3. My cousin preceeded me up the circuler stairway.  
.....
4. To succede in life, you need to accept disappointment grashiously and proceed with confidence.  
.....
5. Some lobbyists may exceed the bounds of ethical behavior when dealing with legislators such as senators.  
.....



## Language 3

**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

To keep their readers interested, good writers use different kinds of sentences. Writers become experts in syntax—the different ways of arranging words in sentences. They vary the syntax of their sentences to create certain effects, such as suspense, surprise, or humor. By expanding your understanding of syntax, you can become a better writer and a more discerning reader.

### Examples

To create dramatic effects and to prevent your writing from becoming monotonous, use a variety of sentence structures. Short sentences quicken the pace and create a sense of 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

<b>Simple:</b> a single independent clause	<i>I want to have a challenging career.</i>
<b>Compound:</b> Two or more independent clauses, joined by a comma and coordinating conjunction ( <i>and, but, or</i> ) or a semicolon	<i>I want to have a challenging career, but I don't want to sit at a desk all day.</i>
<b>Complex:</b> One independent clause and one or more subordinate clauses	<i>Because I like sports, I think athletic training is a career that I'd enjoy.</i>
<b>Compound-Complex:</b> Two or more independent clauses and one or more subordinate clauses	<i>Trainers earn a good living, and the job is never boring because it involves the drama of athletic competition.</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>Many high school students suddenly start planning their futures during their senior year.</i>
Prepositional Phrase	<i>During their senior year, many high school students suddenly start planning their futures.</i>
Participle	<i>Starting suddenly during their senior year, many high school students plan their futures.</i>
Adverb	<i>Suddenly, during their senior year, many high school students start planning their futures.</i>
Subordinate Clause	<i>When they become seniors, many high school students suddenly start planning their futures.</i>

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## Apply the Standard

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

1. Careers in health care are booming. Many of them pay quite well. (compound)

.....

2. Some careers require many years of training. Others do not. (compound)

.....

3. You may participate in an internship. You are going to school at the same time. (complex)

.....

4. Physical therapy is a career. Many people find it rewarding. (complex)

.....

5. Your college advisor will write recommendations. The placement office will help you find a job.  
They will do this when you are ready to graduate. (compound-complex)

.....

.....

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

1. Representatives at the college fair greeted our high school seniors with information and advice.  
(prepositional phrase)

.....

2. Dan, confused about his future, asked about many different areas of study. (participial phrase)

.....

3. He gradually began to focus on the field of broadcast communications. (adverb)

.....

4. He found a college with a great communications program when the fair was almost over.  
(subordinate clause)

.....

5. When he got home, he talked to his parents about his plans. (subject)

.....

## 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, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

### Explanation

To become a proficient reader of complex texts, you need to master the strategies for using **context clues**—the nearby words, phrases, and sentences. Context clues can help you determine and clarify the meaning of unknown words as well as words with multiple meanings. There are many different types of context clues, the most common of which are explained below.

### Examples

**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, too, for examples that may clarify a word's meaning.

**Similar meaning:** Some animals take on the same look as their habitat and change their hue as they change their surroundings.

(The context clues suggest that *hue* means “color.”)

**Opposite meaning:** Samuel Johnson once said that authors can aspire to praise but lexicographers can only hope to escape reproach.

(The clue suggests that *reproach* means the opposite of *praise*, so it must mean “negative criticism.”)

**Examples:** The anatomy of the frog resembles that of many aquatic animals, with lungs, heart, brain, and other organs.

(The examples suggest that *anatomy* means “the structures that make up a living creature.”)

**Clues in the Meaning of the Passage** Look for the main idea of a sentence or passage. You can often use the main idea to figure out the meaning of an unknown word.

The soldiers divided their food into rations that would last the entire month. None were allowed to eat more than their daily portion.

(The general meaning of the passage suggests that *rations* means “limited amounts allowed during a shortage.”)

**Clues in the Word's Function in the Sentence** Look at where the word falls in the sentence. Think about its job, or function. 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 a noun. Does it express action? If so, it is a verb. Use that information, plus any of the first two types of clues, to figure out the unknown word's meaning.

*According to the account by Thomas Malory, King Arthur smote Sir Mordred with a thrust of a spear.*

(*Smote* comes after the subject *King Arthur* and appears to be acting as a verb. The clue words “with a thrust of his spear” suggest that *smote* means “attacked” or even “killed.”)

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## Apply the Standard

**A.** Use context clues in each sentence to determine or clarify the meaning of each underlined word. Write the probable meaning of each word on the line provided.

1. At Arthur's death, a number of ladies brought the dead corpse here and prayed me to inter him in this chapel. ....

2. King Arthur's servant asked the hermit if he might abide with him, fasting and saying prayers for the rest of his days. ....

3. Robbers ransacked the castle and took away all the goods that were left there, both the king's and those of the tenants. ....

4. At the funeral for the king, the multitudes from the surrounding villages came out to pay tribute to their beloved leader.  
.....  
.....

5. Few texts were as scrutinized and studied as those detailing the lives and triumphs of the kings who ruled in feudal times.  
.....  
.....

**B.** Think about the function of the underlined word and its position in the sentence. Use that information, plus any other context clues, to define the underlined word. Then write its meaning on the line.

1. Several knights on horses suddenly appeared before the castle and brandished their swords, demanding immediate entry. ....

2. The knight's antagonist in the jousting match was also his rival in the love of the king's fair daughter, Gwendolyn. ....

3. One first hears about Arthur, a High-King of Britain, from his predecessor, who had ruled the country in the years before Arthur first appeared. ....

4. At the time, the question of who would rule the country and who was to be the rightful heir cast Britain into turmoil that seemed as if it might never end. ....

5. The specter of his father, the previous king who was much beloved, continued to haunt the young prince who had so recently ascended to the throne. ....

## 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

By adding suffixes to root words, you can change their meaning and part of speech. Many root words change their parts of speech in predictable ways. When you learn these patterns of word changes, you can figure out the meaning of related words by analyzing their root words and suffixes. You can also easily identify whether a word is acting as a noun, verb, or adjective in a sentence.

### 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:** persistent, omniscient, defiant, predominant
- **nouns:** persistence, omniscience, defiance, predominance

Many verbs have similar endings, such as those that end in the suffix *-ate*. These verbs can be changed into nouns by adding the suffix *-ation*:

- **verbs:** obliterate, intimidate, extenuate, exonerate,
- **nouns:** obliteration, intimidation, extenuation, exoneration

Many words also share Latin or Greek word parts. For example, a number of verbs that end in *-olve*. These verbs can be changed into nouns, following a predictable pattern:

- **verbs:** solve, absolve, resolve, revolve, evolve, dissolve
- **nouns:** solution, absolution, resolution, revolution, evolution, dissolution

Verbs that end in *-ceive* also follow a predictable pattern, which includes two different adjective forms. Notice how the two adjective forms differ in meaning.

Verb	Noun	Adjective: able to .....	Adjective: able to be .....ed
deceive	deception	deceptive	deceivable
perceive	perception	perceptive	perceivable or perceptible
receive	reception	receptive	receivable
conceive	conception	.....	conceivable

For verbs that end in *-ess*, add *-ion* to form a noun and *-ive* to form an adjective:

- **verbs:** impress, depress, express, transgress
- **nouns:** impression, depression, expression, transgression
- **adjectives:** impressive, depressive, expressive, transgressive

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## Apply the Standard

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

- |                       |                         |
|-----------------------|-------------------------|
| 1. repression .....   | 11. repressive .....    |
| 2. confiscate .....   | 12. absolve .....       |
| 3. affluent .....     | 13. reliant .....       |
| 4. equivocation ..... | 14. intimidation .....  |
| 5. revolve .....      | 15. unreceptive .....   |
| 6. perceptive .....   | 16. obliterate .....    |
| 7. receivable .....   | 17. dominance .....     |
| 8. predominance ..... | 18. dissemination ..... |
| 9. transgress .....   | 19. believable .....    |
| 10. resolution .....  | 20. speculation .....   |

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

- When you *deceive* someone, you are being a ..... person.
- When someone *absolves* you of blame, they are offering you .....
- A ..... person is one who likes to *defy* authority.
- When you *exasperate* someone, that person feels the emotion of .....
- If an idea can be *conceived*, it is a ..... idea.
- A *malevolent* person is spiteful. A person who demonstrates spitefulness shows his .....
- A *perception* is something you .....
- When something *evolves*, it undergoes an .....
- A person who has a *transcendent* experience has a feeling of .....
- Vigilance* is a quality exhibited by ..... people.

## 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.**

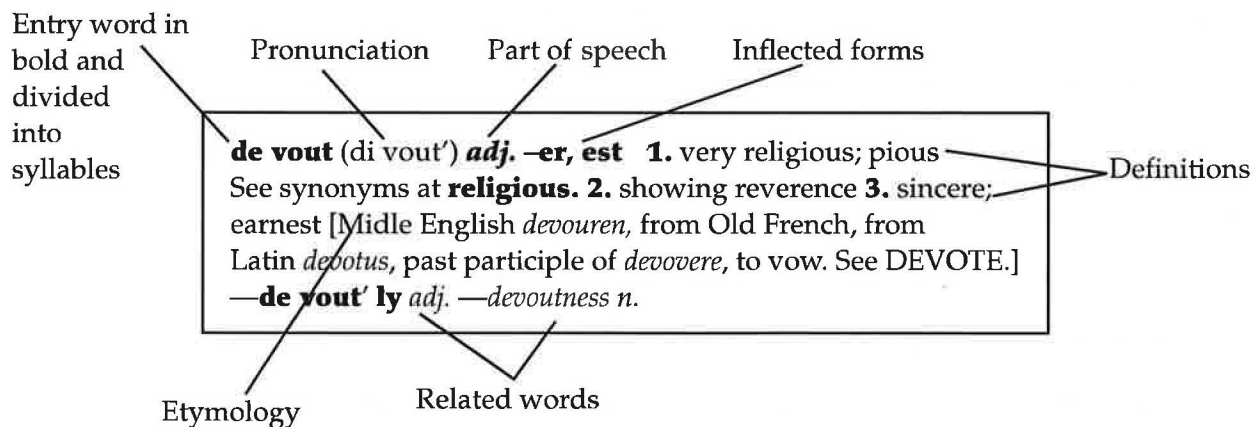
### Explanation

Use a **dictionary** to determine or clarify a word's precise meaning and part of speech. You can also check a dictionary to learn a word's **etymology**, or history, as well as whether it is considered standard English, colloquial (conversational English), or slang. Textbooks will often include a **glossary**, or alphabetical listing of important terms.

To vary the word choice in your writing, check a **thesaurus**, or book of synonyms. Many of the synonyms listed in a thesaurus have the same general meaning, but different connotations.

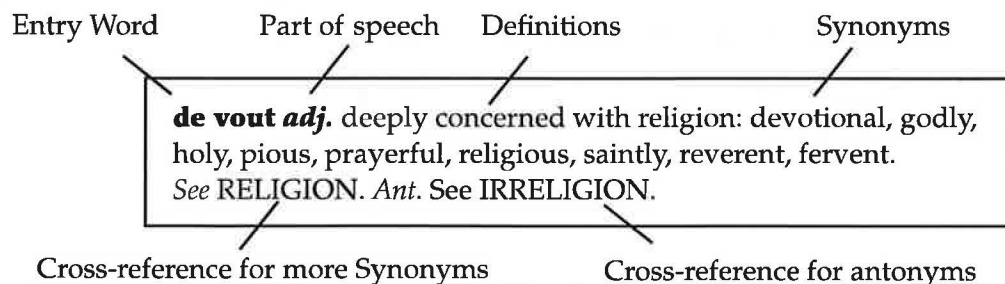
### Examples

#### Sample Dictionary Entry



**Usage Indicators:** *Devout*, is considered standard English. For words that are not standard English, the dictionary entry will include a label before the definition, such as **colloq:** colloquial, conversational English (not to be used in formal writing).

#### Sample Thesaurus Entry



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## Apply the Standard

A. Use an up-to-date print or electronic dictionary to answer these questions.

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

.....

2. Which word is a verb: *breath* or *breathe*?

.....

3. Trace the path by which the word *khaki* entered the English language. What was the original meaning of the root from which the word comes?

.....

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

.....

5. How do the words *showy* and *pretentious* 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. In some typefaces, it is difficult to discriminate a capital letter *I* from a lowercase letter *l*.

synonyms: ..... best synonym: .....

2. My mother finds it very annoying when telemarketers call at dinner time.

synonyms: ..... best synonym: .....

3. The police officers were ordered not to discharge their weapons.

synonyms: ..... best synonym: .....

4. The convicted criminal was vindicated when new evidence came to light.

synonyms: ..... best synonym: .....

5. Two of the judges expressed their dissent from the majority opinion.

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

To infer the meaning of an unfamiliar word, you can analyze its word parts—prefix, root, suffix. You can also use **context clues**—other nearby words, phrases, and sentences. Sometimes the first inference you make about a word’s meaning will not be exactly correct. As you read on, you can use more context clues to verify the meaning of the word. If you are still not sure of a word’s exact meaning, check your understanding of the word by looking it up in a dictionary.

### Examples

**Unfamiliar terms** In the following passage from Mary Wollstonecraft’s *A Vindication of the Rights of Woman*, you may not be familiar with the word *frivolous*.

The education of women has of late been more attended to than formerly; yet they are still reckoned a frivolous sex, and ridiculed or pitied by the writers who endeavor by satire or instruction to improve them.

Since the women are ridiculed and pitied, you may infer from the context that *frivolous* means “inferior.” If you read on, however, you discover that *frivolous* has a more specific meaning:

It is acknowledged that they spend many of the first years of their lives in acquiring a smattering of accomplishments; meanwhile strength of body and mind are sacrificed to . . . notions of beauty, . . . [W]hen they marry they act as such children may be expected to act—they dress, they paint, and nickname God’s creatures.

Now you may infer that *frivolous* means “vain,” “silly,” or “not serious”. To verify your inferences and confirm the word’s meaning, look up *frivolous* in a dictionary, where you find this definition: “lacking in seriousness.”

**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, Wollstonecraft writes, “[C]ivilized women . . . are only anxious to inspire love, when they ought to cherish a nobler ambition, and by their abilities and virtues exact respect.” Obviously, Wollstonecraft is not using the word *exact* as an adjective meaning “precise.” Instead she is using it as a verb, meaning “demand.” Try replacing the word *exact* with the word *demand* in the sentence. Then its meaning makes sense.

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## Apply the Standard

Read this passage from *The Diary of Samuel Pepys*, in which Pepys describes the Great Fire of London. As you read, try to infer the meaning of each 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.

So I down to the waterside, and there got a boat and through bridge, and there saw a lamentable fire. Poor Michell's house, as far as the Old Swan, already burned that way, and the fire running farther, that in a very little time it got as far as the steel yard, while I was there. Everybody endeavoring to remove their goods, and flinging into the river or bringing them into lighters that lay off; poor people staying in their houses as long as till the very fire touched them, and then running into boats, or clambering from one pair of stairs by the waterside to another. And among other things, the poor pigeons, I perceive, were loth to leave their houses, but hovered about the windows and balconies till they were, some of them burned, their wings, and fell down. Having stayed, and in an hour's time seen the fire rage every way, and nobody, to my sight, endeavoring to quench it, but to remove their goods, and leave all to the fire . . . and everything, after so long a drought, proving combustible, even the very stones of churches, and among other things the poor steeple by which pretty Mrs. — lives, and whereof my old schoolfellow Elborough is parson, taken fire in the very top, and there burned till it fell down.

Word	Inferred Meaning	Dictionary Meaning
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## 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

Writers use figurative language to express ideas in vivid, original, and memorable ways.

**Figurative language** is writing or speech that is used imaginatively. Its meaning must be interpreted, rather than taken literally. Together, the many types of figurative language are known as **figures of speech**.

### Examples

Figure of Speech	Definition	Example
<b>simile</b>	compares two unlike things, using <i>like</i> or <i>as</i>	Her eyes glowed like the moon.
<b>metaphor</b>	compares two unlike things; does <b>not</b> use <i>like</i> or <i>as</i>	He was a bulldozer running over all of her objections.
<b>personification</b>	gives human qualities to a nonhuman thing	The trees danced in the wind.
<b>oxymoron</b>	fuses two contradictory ideas in just a few words	Let's create a new tradition this holiday season.
<b>paradox</b>	states a idea that seems contradictory or impossible, but is actually true in some way	A coded message both increases communication and decreases communication.
<b>hyperbole</b>	exaggerates; overstates the truth	Not even Einstein could have passed that math test.
<b>understatement</b>	says less than is really meant	I was a just a tiny bit embarrassed when I tripped over my shoelaces as I walked across the stage.
<b>verbal irony</b>	says the opposite of what is really meant	I just love it when we have a pop quiz in math. My whole body tingles with excitement.

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

## Apply the Standard

**A.** Identify the type(s) of figurative language used in each sentence or passage.

1. The actress became just a little bit nervous when she forgot her lines. ....

2. It is so crowded here. Did you invite the entire school to this party? .....

3. As we grow older, we understand that change is the only constant in life.  
.....

4. Writer John Donne once said, “[A]ffliction is a treasure, and scarce any man hath enough of it.”  
.....

5. The flowers are beckoning us to them. ....

6. The man’s massive stone home was like a fortress. ....

7. Jonathan Swift once remarked, “Satire is a sort of glass, wherein beholders do generally discover everybody’s face but their own.” .....

8. I think I will order the jumbo shrimp. ....

9. She cried so hard she had to wear a raincoat. ....

10. Shakespeare is known for using moving language, as in this passage: “I think our country sinks beneath the yoke; / It weeps, it bleeds, and each new day a gash / Is added to her wounds.”  
.....

**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.

*Some persons of a desponding spirit are in great concern about that vast number of poor people, who are aged, diseased, or maimed, and I have been desired to employ my thoughts what course may be taken to ease the nation of so grievous an encumbrance. But I am not in the least pain upon that matter, because it is very well known, that they are every day dying, and rotting, by cold, and famine, and filth, and vermin, as fast as can be reasonably expected. And as to the younger laborers they are now in almost as hopeful a condition.*

—Jonathan Swift

.....  
.....  
.....

## 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

The **denotation** of a word is its basic meaning, while the **connotations** of a word are the feelings or ideas associated with it. Some synonyms with similar denotations convey different **nuances**, or slight differences in meaning. It is important to notice the nuances of word meanings as you read. When you write, it is important to choose words that have the connotations and nuances of meaning that you intend.

### Examples

This chart shows words that are synonyms for *take*. Notice the different connotations and shades of meaning that each word conveys.

Word	Connotation/Nuance	Example Sentence
1. <i>grasp</i>	to take firm hold of something	The gymnast <u>grasped</u> the parallel bars and began her routine.
2. <i>clutch</i>	to take and anxiously hold on to a thing you fear losing	She <u>clutched</u> her purse as she walked through the crowd.
3. <i>snatch</i>	to take suddenly, without permission	I <u>snatched</u> a cookie that had just come out of the oven.
4. <i>seize</i>	to take someone or something by force	The police <u>seized</u> the fugitive.
5. <i>confiscate</i>	to seize something with official authority to do so	The state <u>confiscated</u> the criminal's illegally obtained property.

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

## Apply the Standard

**A.** Use a synonym for *took* to complete each sentence.

*clutch confiscate grasp seize snatched*

1. The kidnapers ..... a wealthy man and held him for ransom.
2. She carefully ..... the fragile eggs and walked across the kitchen.
3. He ..... the handlebars of the bike as he made a left turn.
4. The stolen merchandise was ..... by federal authorities.
5. Tanya ..... my test paper while I wasn't looking.

**B.** Look up each pair of synonyms in a dictionary. Think about their different shades of meaning. Then use each word in a sentence that conveys the word's connotations.

1. anxiety/panic

.....  
.....

2. donated/conferred

.....  
.....

3. appreciate/cherish

.....  
.....

4. divulge/expose

.....  
.....

5. bashful/modest

.....  
.....

## 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

Throughout your years in school, 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 texts, express your ideas, and so on.  
Examples include *critique*, *clarify*, *refute*, *annotate*, and *debate*.
- **Domain-specific words** are words that are specific to a course of study. In a science course, examples include *inertia*, *radioactive*, and *catalyst*. In a social studies course, examples include *imperialism*, *assimilation*, and *parliamentary*.

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

### Examples

In many of your courses, you are asked to complete assignments based on specific academic words and phrases. On many tests, you are asked to write essays that fulfill directions containing academic words and phrases, such as the ones below.

**Paraphrase** the *thesis* of . . .

**Debate** the merits of . . .

**Summarize** the effects of . . .

**Refute** the *argument* that . . .

**Clarify** the meaning of . . .

**Categorize** the different types of . . .

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

*caesura*

*assonance*

*epic*

*legend*

*frame story*

*characterization*

*alliteration*

*allegory*

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. caesura          | a. long narrative poem about heroic deeds           |
| ..... 2. assonance        | b. narrative with both literal and symbolic meaning |
| ..... 3. epic             | c. repeated vowel sounds                            |
| ..... 4. legend           | d. technique for revealing character traits         |
| ..... 5. frame story      | e. traditional story inspired by real events        |
| ..... 6. characterization | f. repeated initial consonant sounds                |
| ..... 7. alliteration     | g. pause in the middle of a line of poetry          |
| ..... 8. allegory         | h. story that brackets one or more other stories    |

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

1. When you **summarize** a text, you .....

- |                      |  |
|----------------------|--|
| a. evaluate evidence | c. analyze its meaning                   |
| b. classify concepts | d. tell the main ideas in your own words |

2. When you **debate** the merits of a plan, you .....

- |                                 |                         |
|---------------------------------|-------------------------|
| a. discuss its pros and cons    | c. propose a new idea   |
| b. give step-by-step directions | d. annotate its sources |

3. When you **refute** an **argument**, you .....

- |                                  |                                 |
|----------------------------------|---------------------------------|
| a. provide reasons to support it | c. synthesize the pros and cons |
| b. provide reasons to reject it  | d. summarize its merits         |

4. When you **categorize** types of fiction, you .....

- |                           |                                  |
|---------------------------|----------------------------------|
| a. evaluate their quality | c. sort them into related groups |
| b. summarize their themes | d. tell why they are important   |



