



**ELA I**

**G9**

Name:

Date:

## Reading: Analyze Structure and Format

### Practice

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

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

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

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

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

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

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

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

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

1. What information do you expect to find after number 2 in the sample entry?  
\_\_\_\_\_
2. What is the abbreviation for the part of speech of the main entry word?  
\_\_\_\_\_
3. To which page in the dictionary would you turn to understand the symbols in a pronunciation?  
\_\_\_\_\_
4. What type of information appears in brackets in this sample entry?  
\_\_\_\_\_
5. Give the number of the definition that is closest to the meaning of *apple* in this sentence: "To make space for a new shed, we chopped down the apple tree in the corner of the yard."  
\_\_\_\_\_

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## Reading: Analyze Structure and Format

### Assess

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

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

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

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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## Reading: Analyze Text Information

### Practice

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

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

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

#### Visit Mexico!

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

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

1. What is the main idea of this brochure?

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2. What details support the main idea?

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---

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

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## Reading: Analyze Text Information

### Assess

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

#### Mexico

##### Quick Facts

Capital: Mexico City  
Major Language: Spanish  
Population: 109,000

##### Location

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

##### Place

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

##### Region

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

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

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2. What details support the main idea?

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

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

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## Reading: Analyze Cultural and Historical Context

### Practice

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

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

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

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

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

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

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

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

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

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

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

A. Women should study hard.

C. Women were equal to men.

B. Women were not meant to be educated.

D. Women should go to the same schools as men.

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

A. In colonial times, people believed in the value of education.

C. In colonial times, people did not believe in equality for women.

B. In modern times, people believe in the value of education.

D. In modern times, people believe in equality for women.

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## Reading: Analyze Cultural and Historical Context

### Assess

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

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

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

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

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

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

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# Language 1a

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

- Use parallel structure.

## Explanation

**Parallelism** means the use of similar grammatical forms or patterns to express similar ideas. Use of parallelism adds rhythm and balance to writing and strengthens the connections among ideas.

## Examples

Sentences with parallel structure contain **repeated grammatical patterns** or **repeated types of phrases or clauses**.

- **Repeated grammatical patterns**

- **Nonparallel:** *Last summer, we **swam, played** baseball, and **trips** to the beach.*  
(The two verbs *swam* and *played* are followed by the noun *trips*.)
- **Parallel:** *Last summer, we **swam, played** baseball, and **went** to the beach.*  
(Here the three verbs *swam, played, and went* create a parallel structure.)

- **Repeated types of phrases**

- **Nonparallel:** *Marcus enjoys hiking **in the mountains** and **to hike around the lake**.*  
(A prepositional phrase is followed by an infinitive phrase.)
- **Parallel:** *Marcus enjoys hiking **in the mountains** and **around the lake**.*  
(The two prepositional phrases create a parallel structure.)
- **Nonparallel:** *Julia works **after school** and **Saturdays**.*  
(A prepositional phrase is followed by a noun.)
- **Parallel:** *Julia works **after school** and **on Saturdays**.*  
(The two prepositional phrases create a parallel structure.)

- **Repeated types of clauses**

- **Nonparallel:** *My favorite stories are those **that are exciting** or **lots of action**.*  
(A noun clause is followed by a noun and a prepositional phrase.)
- **Parallel:** *My favorite stories are those **that are exciting** or **that have lots of action**.*  
(The two noun clauses create a parallel structure.)
- **Nonparallel:** *I feel really happy **when I am exercising** and **during a run**.*  
(An adverbial clause is followed by a prepositional phrase.)
- **Parallel:** *I feel really happy **when I am exercising** and **when I am running**.*  
(The two adverbial clauses create a parallel structure.)



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## Apply the Standard

Rewrite each sentence so that it contains parallel structures.

1. Ana likes playing the guitar and to sing folk songs.

.....

2. Last Saturday, she sang and was playing the guitar in the talent show.

.....

3. She is both a musician and someone who entertains.

.....

4. Ana's grandfather gave her singing lessons and how to play the guitar.

.....

5. As a young man, he was a famous singer, and he was famous as a guitar player.

.....

6. Many times he appeared on television and playing in concerts.

.....

7. Ana loves to watch DVDs and listening to recordings of his performances.

.....

8. Her grandfather is very proud, very talented, and he is a very smart man.

.....

9. He taught Ana to listen, to practice, and playing music.

.....

10. Ana has a younger brother who is ten and a six-year-old sister.

.....

11. She will teach them to play music and sing when they are older.

.....

12. Then she will play and sing with her grandfather, her brother, and sister.

.....

# Language 1b

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

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

## Explanation

A **phrase** is a group of words that does not contain a subject and a verb. Types of phrases include prepositional phrases, appositive phrases, infinitive phrases, participial phrases, and gerund phrases. A **clause** is a group of words that *does* contain a subject and a verb. There are two types of clauses: main clauses and subordinate clauses.

## Examples

A **prepositional phrase** includes a preposition (*at, in, for*) and a noun or pronoun that is the object of the preposition. Types of prepositional phrases include an adjective phrase and an adverb phrase.

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

*The girl **in the blue coat** is my sister.* (Answers the question, Which girl?)

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

*We'll practice **in the morning**.* (Answers the question, When?)

An **appositive phrase** is a noun or pronoun with modifiers, placed next to a noun or pronoun to add information and details. Appositive phrases are usually set off by commas.

*My uncle, **a published author**, will speak to our science class today.*

An **infinitive phrase** contains an infinitive (*to walk, to do*) and its modifiers or complements. In a sentence, an infinitive phrase might act as a noun, an adjective, or an adverb.

*Someday, I hope **to be an astronaut**.*

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

***Grabbing his coat**, Jack ran to catch the bus.*

A **gerund phrase** contains a gerund (*acting, smiling*) and its modifiers or complements. In a sentence, a gerund phrase acts as a noun.

***Writing a thank-you note** is always a good idea.*

A **main clause** expresses a complete thought. Therefore, it can stand alone as a complete sentence.

A **subordinate clause** does *not* express a complete thought. Therefore, it cannot stand alone as a complete sentence. A subordinate **adjective clause** modifies a noun, and a subordinate **adverb clause** modifies a verb. You can use adjectival or adverbial clauses to combine simple sentences.

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## Apply the Standard

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

1. on Tuesday (prepositional phrase, infinitive phrase)

.....

2. to win a race (participial phrase, infinitive phrase)

.....

3. playing basketball (infinitive phrase, gerund phrase)

.....

4. she is the captain (main clause, adjective clause)

.....

5. because we won (adverb clause, adjective clause)

.....

**B.** Combine each pair of simple sentences to form a new sentence. Follow the directions.

**Example:** Nancy lives in Cleveland. She is my cousin. (Use an adjective clause to modify *Nancy*.)

*Nancy, who lives in Cleveland, is my cousin.*

1. Nancy's brother is a fine student. He goes to college. (Use an appositive phrase to modify *brother*.)

.....

2. He goes to Bett College. It has a great art program. (Use an adverb clause to modify *Bett College*.)

.....

3. He has a goal. He will be a famous artist. (Use an infinitive phrase to modify *goal*.)

.....

4. He works in an art gallery. He works there while on school vacations. (Use an adverb clause to tell *when* he works there.)

.....

## Language 2a

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

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

### Explanation

Use a comma and a conjunction (*and, but, or*) to join two or more independent clauses in order to form a compound sentence. Use a **semicolon** to join independent clauses that are *not* joined by a conjunction. You can also use a semicolon and a **conjunctive adverb** (*however, for example, nevertheless*) to join two independent clauses.

### Examples

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

*My family came from Puerto Rico, **and** Mary's family came from Canada.*

*My report is due tomorrow, **but** I have not finished writing it.*

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

*Our team is ready; **let** the games begin.*

*Please clean your room; **guests** are coming.*

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

*We were late; **therefore**, we missed the bus.*

*I usually enjoy rice; **however**, this rice is too salty.*

*I'll wash the dishes; **meanwhile**, please put away the leftover food.*

*As a babysitter, Jan is very patient; **furthermore**, she loves to read to children.*

*My sister collects many things; **for example**, she collects stamps and coins.*

Note that a comma should appear after the conjunctive adverb.

Here is a list of **commonly used conjunctive adverbs**. Note their different meanings and uses.

<i>consequently, therefore</i>	something happens as a result of something else
<i>however, nevertheless</i>	something happens despite something else
<i>meanwhile, in the mean time</i>	something happens at the same time as something else
<i>furthermore, moreover</i>	something happens in addition to something else
<i>for example, for instance</i>	something is an example of something else



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## Apply the Standard

**A.** Each sentence is missing a semicolon. Add the semicolon in its proper place.

**Example:** The floor is dirty get the mop.

The floor is dirty; get the mop.

1. My little brother wanted a dog therefore, we went to a shelter to find one.
2. We walked in the door all the dogs began to bark.
3. My brother thought he wanted a shaggy, brown dog however, he changed his mind.
4. A little white dog jumped up and licked my brother's hand our search was over.
5. That little dog won my brother's heart consequently, she's our new companion animal!

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

1. My mother goes to a cooking school. She brings home samples. (Use a semicolon and *consequently*.)

.....

2. One day she brought home some muffins. We were eager to try them. (Use a semicolon.)

.....

3. They were moist. They were *very* sweet. (Use a semicolon and *moreover*.)

.....

4. I didn't care for them. Jenny loved them. (Use a semicolon and *however*.)

.....

5. Jenny finished the muffins. I served myself a slice of apple pie. (Use a semicolon and *meanwhile*.)

.....

**C.** Write an original sentence using the elements that are shown. Remember to place a comma after the conjunctive adverb.

1. semicolon .....

2. semicolon and *however* .....

3. semicolon and *for example* .....

4. semicolon and *therefore* .....

## Language 2b

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

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

### Explanation

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

- **To introduce a list**

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

- **To introduce a direct quotation**

When you include a direct quotation from another text in your writing, you may choose to introduce it with an independent clause followed by a colon.

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

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

### Examples

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

*At the costume store, she was able to buy everything: the powdered wig, the spectacles, and a large hat.*

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

*At the costume store, she was able to buy the powdered wig, the spectacles, and a large hat.*

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

*Abraham Lincoln's Gettysburg Address has a strong beginning: "Four score and seven years ago, our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal."*

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

*Dear Dr. Rodriguez:*

*Dear Ms. Wallace:*

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## Apply the Standard

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

**Example:** Martin Luther King, Jr.'s faith and optimism are clear: "I have a dream."

1. Some of my favorite writers include Ernest Hemingway, Mark Twain, and Judith Ortiz.

.....

2. Can you answer these questions Which one of you took my pencil?, What were you thinking?, How many people were involved? .....

3. John Donne spoke of our connection to one another "No man is an island."

.....

4. A story that is filled with suspense is Edgar Allan Poe's "The Tell-Tale Heart." .....

5. The club now has four new members John, Ramon, Shelly, and Mason. ....

6. Dear Senator Byron .....

7. The Beatles had four members John, Paul, George, and Ringo. ....

8. Dear Grandma, .....

9. Indiana Jones delivered this line in a funny way "Snakes! Why did they have to be snakes?"

.....

10. The camping gear that I need to borrow includes a flashlight, a compass, and a sleeping bag.

.....

**B.** Follow each direction.

1. Write an original sentence in which a colon introduces a list.

.....

2. Write a correctly punctuated salutation for a business letter.

.....

3. Write a correctly punctuated salutation for an informal personal letter.

.....



## Language 2c

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

- Spell correctly.

### Explanation

An essay in which you present a carefully crafted and convincing argument could become weak and confusing to a reader if it contains spelling errors. These guidelines will help you to prevent—or correct—spelling errors.

### Examples

**Words with suffixes** can present spelling problems. Follow these guidelines.

- Keep the silent *e* when adding a suffix that begins with a consonant (*move* + *ment* = *movement*).
- Drop the silent *e* when adding a suffix that begins with a vowel (*move* + *ing* = *moving*).
- If a word ends in a consonant and *y*, change the *y* to *i* before adding a suffix (*hurry* + *ed* = *hurried*).
- If the last syllable of a multisyllabic word is accented and ends in a consonant, double the final consonant before adding a suffix that starts with a vowel (*occur* + *ing* = *occurring*).
- Remember that some base words change their form when suffixes are added (*suspend*, *suspension*; *maintain*, *maintenance*). Keep a file on these words to remind you of the changes.

**Tricky letter combinations and silent letters** can also cause spelling problems. Keep a file on these words, too. The following are examples.

*gnat*   *knowledge*   *silhouette*   *rhythm*   *exhibit*   *while*   *average*   *restaurant*

**Some words are easily confused.** A spell checker will not help you catch such errors because you have not really spelled the word incorrectly. Instead you have used the wrong word. This chart lists some examples. Learn their differences and use them correctly.

<b>capital</b> —"a city that is the seat of government" <i>Augusta is the capital of Maine.</i>	<b>capitol</b> —"a building in the capital city" <i>The flag is raised on the roof of the capitol.</i>
<b>loose</b> —"free, not close or tight" <i>Wear loose clothing while exercising.</i>	<b>lose</b> —"to suffer loss" <i>I hope we don't lose the game.</i>
<b>already</b> —"previously" <i>I have already heard that story.</i>	<b>all ready</b> —"prepared" <i>The players are all ready for the game to begin.</i>
<b>affect</b> —(verb) "to influence or change" <i>Will the rain affect our plans?</i>	<b>effect</b> —(noun) "result or consequence" <i>The music had a soothing effect on the children.</i>

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## Apply the Standard

**A.** Correct all the misspelled or misused words in the following sentences. Circle each error. Then, write the correct spelling on the line provided. If the sentence is correct, write *Correct* on the line.

1. I had packed up my clothes and was already for moveing day.

.....

2. We were worried that the movers might be late because traffic was heavy around the capital building.

.....

3. It was therefore surpriseing when the movers nocked on our door two hours earlyer than we had expected.

.....

4. My mother said, "Let's get out of their way wile they are working. We'll sit altogether out on the patio."

.....

5. The movers worked for sevral hours before they took a break.

.....

6. The affect of all of that heavy work was that one man seemed altogether exhausted.

.....

7. "You've been hurring too much," Mom said, "and it is effecting your health. Come sit with us for a while."

.....

8. He prefered to keep carrying our furniture because he was an exellent worker.

.....

**B.** Use each pair of words in a sentence.

1. *loose, lose* .....

2. *affect, effect* .....

3. *capital, capitol* .....

## 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.**

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

### Explanation

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

### Examples

- **Underlines or Italics in Titles:** Underline or italicize the titles of books, encyclopedias, periodicals, plays, movies, CDs, and DVDs. Underline or italicize *the* only if it is part of the title. **Do not underline or italicize *the*** before the name of a magazine or newspaper.  
*The Way We Were*, a movie  
 the *New York Times*, a newspaper
- **Quotation Marks in Titles:** Use quotation marks to set off the titles of stories, articles, poems, Web pages, radio or television transcripts, and editorials.  
 "The Tell-Tale Heart," a story by Edgar Allan Poe  
 "No Second Troy," a poem by William Butler Yeats
- **Capitalization in Titles:** Capitalize **the first word and all important words** in the titles of books, periodicals, plays, poems, stories, and articles. Unless they are the first word, **do not capitalize articles** (*a, an, the*), **coordinating conjunctions** (*and, or, but*), or, in MLA style, **any prepositions** (*with, in, on*).  
*A Farewell to Arms*, a novel by Ernest Hemingway  
*Desire under the Elms*, a play by Eugene O'Neill
- **Formats for Bibliographies or Works Cited Lists:** Provide source information in the following order for each entry. List the entries in alphabetical order (by author's last name). Examples of MLA style appear below.
  1. Name of author, editor, translator, or group responsible (last name first)
  2. Title of the work (for a collection, first provide the title of the article, then the title of the collection)
  3. Place of publication, publisher, and date of publication  
 Fischer, William T. "Minor League Baseball." *Century of Sports*. New York: Dial, 2010. Print.  
 Scott, Henry P. *Baseball Greats*. New York: Prentice, 2009. Print.

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## Apply the Standard

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

1. a novel: somewhere over the rainbow .....

2. a poem: my heart belongs to nature .....

3. a newspaper: the houston chronicle .....

4. an article: the amphibians of australia .....

5. a nonfiction book: the adventures of marco polo .....

**B.** On the lines provided, write an entry for a Works Cited page for each of these items. Be sure to use underlining, quotation marks, capitalization, and the appropriate format for each one.

1. a novel: when we were a colony, published by Penguin in 2008 in London, and authored by Bev Bright

.....

2. an article: heroes of ancient Greece, authored by Cyrus Reese. It appears in a book titled myths and legends, which was published in 1999 in New York by Crawford.

.....

.....

3. a poem: a glimpse beneath the bed, which appears in a book titled the best poems of 1995. The poem is by Katherine Salle, and the book was published by Horn in 1996 in Chicago.

.....

.....

4. a play: a curious adventure within his past, by Walter A. Gibbons. It was published by Crocker in Boston in 2007.

.....

.....

## Language 4a

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

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

### Explanation

When you come to an unfamiliar word in your reading, the **words and phrases surrounding that word** may provide **context clues** regarding the word's meaning. Additionally, you might find **context clues** in the **unknown word's position or function in the sentence**. Finally, the overall meaning of the sentence or even the main idea of the paragraph might also provide clues.

### Examples

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

- **Restatement or definition:** The meaning of the word may be restated in other ways.  
*They performed a **farandole**, a lively and traditional dance from southern France.*  
(The clue suggests that a *farandole* is a type of dance.)
- **Opposite or contrast:** An antonym or a contrasting phrase may provide clues.  
*We worried that the loud party would disturb him, but he remained **insouciant**.*  
(The clues suggest that *insouciant* means "calm and untroubled.")
- **Illustration:** The context may provide an illustration or example that contains clues.  
*The old, shabby neighborhood had been completely **gentrified**. The old buildings had new paint, the windows had been replaced, and trees had been planted along the sidewalk.*  
(The clues suggest that *gentrified* means "renewed" or "renovated.")

**Clues in the Word's Function in the Sentence** Study the unfamiliar word's position and function in the sentence. If, for example, it comes before a noun, it is an adjective. If it follows an article or an adjective, it is a noun. If it expresses action, it is a verb. If it modifies a verb, it is an adverb. Use that information to determine the unfamiliar word's meaning.

*In the fifteenth century, Spanish traders sailed to faraway ports in three-masted **galleons**.*

(*Galleons* follows an adjective. Therefore, it is probably a noun. That information helps to determine that a *galleon* was a large sailing ship.)

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

*At the aquarium, we saw schools of tiny, colorful **rasbora** swimming in large freshwater tanks.*

(The overall meaning of the sentence suggests that *rasbora* are a type of small freshwater fish.)

If you are still unsure of the meaning after studying context clues, consult a dictionary.

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## Apply the Standard

Study context clues in nearby words, the overall meaning of the sentence, and the underlined word's function and position in the sentence. Then write its definition on the line provided.

1. The restaurant served a large platter of havarti and other cheeses. ....
2. After two hours at the raucous party, Shirley relaxed in her quiet living room. ....
3. Is the basement accessible from the inside of the house? .....
4. I didn't think the artist's humorous caricature resembled me at all.....
5. In the ornithology seminar, we studied several different kinds of birds. ....
6. The sculptor molded a kea, a strange green parrot. ....
7. He pretends to be rich and important, with a fancy car and ostentatious gifts. ....
8. It is hard to get comfortable in this oppressive heat. ....
9. The candidate stepped to the rostrum, adjusted the mike, and began to speak. ....
10. I find most vegetables delicious, but I detest brussels sprouts. ....
11. An aura of dignity seemed to surround the highly respected judge. ....
12. Because he could not attend, the senator sent me as an emissary. ....
13. Bring the children inside at once! A swiftly moving storm is imminent. ....
14. Marsupials, such as kangaroos and opossums, carry their young in pouches. ....
15. That little boy is such a rapscallion. He is always doing pranks and tricks. ....
16. The giant sequoia tree had such a broad girth we could hide behind it. ....
17. I don't think I want to study ophiology because I do not like snakes. ....
18. Because Al's directions were inscrutable, we had trouble finding our way. ....
19. She collects fine china. I collect a hodgepodge of "treasures" from garage sales. ....
20. Please give me a straight "yes" or "no," not an equivocal "maybe." .....

## Language 4b

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

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

### Explanation

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

Knowing the meanings of suffixes is important because **suffixes determine both the meaning and the part of speech of the root or base word.**

### Examples

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

Suffix	Function	Meaning	Example
-dom	changes root or base word to noun	"state or condition"	<i>freedom</i>
-ly	changes root or base word to adverb or adjective	"in that way" (adverb) "like" (adjective)	<i>freely</i> (adverb) <i>friendly</i> (adjective)
-ment	changes root or base word to noun	"result or action"	<i>contentment</i>
-ish	changes root or base word to adjective or verb	"like" (adjective) "to make" (verb)	<i>childish</i> (adjective) <i>finish</i> (verb)
-en	changes root or base word to adjective or verb	"made of or like" (adjective) "to make" (verb)	<i>wooden</i> (adjective) <i>darken</i> (verb)
-er	changes root or base word to noun	"doer or native to"	<i>hunter</i>
-ate	changes root or base word to verb	"to form or become"	<i>nominate</i>
-ive	changes root or base word to adjective	"belonging to" or "having the quality of"	<i>creative</i>
-y	changes root or base word to noun or adjective	"state" (noun) "like" or "having"	<i>jealousy</i> (noun) <i>chilly</i> (adjective)

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## Apply the Standard

**A.** On the line following each sentence, write the part of speech and the meaning of each underlined word.

1. Bert Lahr is famous for playing the Cowardly Lion in the movie *The Wizard of Oz*.

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

2. She took a nap because she felt drowsy.

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

3. The performer captivated the audience with her beautiful voice.

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

4. I was disappointed in the play because I thought the actors were amateurish in their performances.

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

5. An encouraging speech might hearten the players before the challenging game.

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

6. I will always cherish this beautiful card that you made for me.

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

7. The edges of the flowers had a bluish tint.

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

8. Practicing preventive medicine may help you to avoid sickness.

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

**B.** Write the meaning of each word, using the meanings of the root or base word and the suffix, as well as the word's part of speech. Then use the word in a sentence that shows its meaning.

1. officialdom                      Part of Speech: .....

Sentence: .....

2. wholly                              Part of Speech: .....

Sentence: .....

3. enchantment                      Part of Speech: .....

Sentence: .....



## Language 4c

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

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

### Explanation

A **dictionary** contains the definition, pronunciation, part of speech, and etymology of all words. Many words in the English language derive from Latin and Greek words.

A **thesaurus** provides **synonyms** for many words. When writing, use a thesaurus to find precise words that will help you to express the exact meaning that you want to get across to your audience.

Dictionaries and thesauruses are in your classroom or school library. You can also find them online. Refer to them when you need to clarify the meaning of an unknown word or one that has multiple meanings.

### Examples

Notice what this **dictionary entry** reveals about the word *cohort*.

**co • hort** (kó-hort) **n.** [ L *cohors*, enclosure, closed company, crowd] **1** an ancient Roman military unit of 300-600 men, part of a legion **2** a group or band, as of soldiers or workers **3** an associate or supporter [one of the senator's *cohorts*]

- A space or black dot inserted in the entry word indicates where the **syllables** break.
- Letters and symbols in parentheses show the word's **pronunciation**. Note the stress mark that indicates which syllable is stressed (CO hort).
- The **n.** tells the part of speech. *Cohort* is a noun. Other abbreviations used include **v.** (verb), **adj.** (adjective), and **adv.** (adverb).
- The word's **etymology**, or origin, then appears in brackets. *Cohort* comes from the Latin word *cohors*, which means "enclosure, closed company, or crowd."
- The word's definition follows. If there is more than one definition for the word, each is numbered. Sometimes a bracketed example appears to show the word's usage.

Now notice what this **thesaurus entry** for the word *cohort* offers.

**cohort n.** aide, ally, assistant, associate, companion, comrade, follower, partner, sidekick, supporter  
*Antonyms:* enemy, opponent

- The part of speech follows the entry word.
- Synonyms are listed, followed by antonyms (if the word has antonyms; some do not). If the word has multiple meanings, they are listed separately and set off by numerals.

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## Apply the Standard

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

### Dictionary entry:

**de • part** (dē-pärt') **v.** [L *dispartire*, to divide apart] **1** to go away; leave **2** to set out [Flight 12 *departs* at Gate A3.] **3** to die **4** to turn away from [to *depart* from the rules]

### Thesaurus entry:

#### **depart v.**

**1.** beat it, cut and run, disappear, exit, go forth, hit the road, leave, part, retire, retreat, set off, start out, vacate, vanish, withdraw

*Antonyms:* arrive, come, continue on, enter, linger, remain, stay

**2.** abandon, desert, deviate, differ, discard, diverge from, forsake, reject, stray, turn aside, vary

*Antonyms:* continue, keep to, stay true to

**3.** cease to exist, die, decease, expire, pass away, perish, succumb

*Antonyms:* be born, begin, live

1. Which syllable in *depart* is the stressed syllable? .....
2. What part of speech is *depart*? .....
3. What language provided its etymology, and what did the original word mean? .....
4. Why are the second and fourth dictionary definitions followed by material in brackets? .....
5. Which dictionary definition (1, 2, 3, or 4) relates to the use of *depart* in each sentence below?
  - a. When our cat *departed*, we buried her in the garden. ....
  - b. Let's *depart* from tradition and serve fish instead of turkey on Thanksgiving. ....
  - c. When my brother *departed* the house, I noticed that he forgot his keys. ....
6. Why does the thesaurus entry for *depart* contain three numbered sections? .....
7. Rewrite this sentence, using an appropriate **synonym** for *depart* found in the thesaurus. *I will depart from the pattern and make the birdhouse in my own way.* .....
8. Rewrite this sentence, using an appropriate **synonym** for *depart* found in the thesaurus. *I will depart for my interview promptly at two o'clock.* .....

## Language 4d

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

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

### Explanation

When you come to an **unknown word** in your reading, look for context clues to **determine its meaning**. Some clues might appear in nearby words or phrases or in the surrounding sentences. Others might be found in the unknown word's function in the sentence or in the overall meaning of the sentence or passage. Finally, you might find clues in the meaning of a word's root, prefix, or suffix. Always reread or read ahead to seek further context clues if the unknown word's meaning is still unclear. Then, **verify your preliminary determination** of the unfamiliar word's meaning by consulting a dictionary.

### Examples

**Clues in Nearby Words or Phrases.** Examples of this type of context clue include the following.

**Restatement or definition:** *The babysitter **coddled** the frightened child until he calmed down.*

(The clue suggests that *coddled* means "treated tenderly.")

**Opposite or contrast:** *Has she thought through this plan, or is it merely a **caprice**?*

(The clues suggest that *caprice* means "a sudden, impulsive notion or action.")

**Example:** *When not working, Mrs. Ramirez has two **avocations**: coaching soccer and baking bread.*

(The clues suggest that *avocation* means "hobby" or "work done for pleasure.")

**Clues in the Word's Function in the Sentence.** Use the word's function as a clue.

*We couldn't sleep because of the noisy **caterwaul** of the neighbor's cats.*

(The clues suggest that *caterwaul* means "screeching or crying.")

**Clues in the Overall Meaning of the Sentence or Passage.** Reread a passage to clarify and then read ahead to seek further context clues.

*As soon as we sat down, the waiter filled our **goblets** with ice water.*

(The overall meaning of the sentence suggests that *goblets* are glasses used for drinking.)

**Clues in the Word's Root or Affixes.** You know the meanings of many roots, prefixes, and suffixes. Use that knowledge to unlock the meaning of the unfamiliar word.

*With years of experience in tight races, the candidate finally had an **uncontested** race.*

(Knowing that the prefix *-un* means *not* helps you to determine that *uncontested* means "not contested" or "not challenged.")

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## Apply the Standard

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

1. Stand up tall, take a deep breath, and assert your opinions clearly and confidently.

.....

2. Because lions are predacious animals, they hunt and kill zebras. ....

3. Mr. Long is a congenial host, always offering his guests hearty food and friendly conversation.

.....

4. After the great victory, the team captain ran onto the field, brandishing the school banner.

.....

5. Is that statement really true, or is it an unfair prevarication? .....

6. The erudite professor is famous for her fascinating and knowledgeable lectures.

.....

7. I am trying to sharpen my writing skills, so I often emulate Mark Twain. ....

8. When I ride the crowded subway, I am often jostled by other passengers. ....

9. When handling a fragile glass vase, it is best to do so gingerly. ....

10. Please put the antique coins safely away in the metal coffer. ....

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

1. The punishment seemed unjustified. The man had done nothing wrong. ....

2. The relentless traffic noises, having gone on for several nights, made sleep impossible.

.....

3. He did a masterful job of rearranging the furniture and changing the paint color to make the small room seem larger. ....

4. After the crumbling palace was restored, it appeared as it did when new. ....

5. I prefer bright curtains printed with many colors rather than monochromatic ones.

.....

For use with Language 4d

## Language 5a

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

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

**Figurative language** is language that is used imaginatively rather than literally. It includes several different **figures of speech**, including **simile**, **metaphor**, **personification**, **symbol**, **paradox**, **euphemism**, and **oxymoron**.

To **interpret** figurative language, determine how it is used in **context** (the parts of a sentence or paragraph next to or surrounding the figurative language). The words surrounding figurative language will often serve as clues to the intended meaning. For example, consider the simile “like a flash of lightning” in this sentence: “When the race began, Carlos took off like a flash of lightning and led the other runners.” If you aren’t sure what the simile “like a flash of lightning” means or how it is being used in the sentence, look at the words surrounding it. You know that Carlos is in a race, where speed is key, and you know that he led the race after it began. Therefore, you can conclude that “like a flash of lightning” means something that happens very quickly.

### Examples

- A **simile** compares two unlike things using *like*, *as*, *than*, or *resembles*.  
*The sun-baked pavement was **hotter than flames**.*
- A **metaphor** compares two unlike things by stating that one thing *is* another.  
*His angry **words were a slap in my face**.*
- **Personification** gives human characteristics to a nonhuman subject.  
*Raindrops **danced on the roof**.*
- A **symbol** is an object, a person, an animal, a place, or an image that represents something other than itself.  
*The **olive branch symbolizes peace**.*
- A **paradox** is a statement or situation that seems contradictory but actually expresses a truth.  
*Socrates said, “**I know that I know nothing at all**.”*
- An **oxymoron** is similar to a paradox, although it is usually very brief—often just two words that seem to contradict each other.  
*an **honest thief***
- A **euphemism** is a word or phrase that is less direct but considered less offensive than another.  
*a **correctional facility** (instead of “jail”); **departed this world** (instead of “died”)*

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## Apply the Standard

**A.** Each sentence contains an underlined word or phrase. On the line preceding the sentence, identify the type of figurative language it represents. Write *simile*, *metaphor*, *personification*, *symbol*, *paradox*, *oxymoron*, or *euphemism*.

- ..... 1. The secretary of state was eager to bring the dove of peace to the embattled nations.
- ..... 2. He had a numb feeling in his right knee.
- ..... 3. The sales manager told the sales staff to refer to used cars as "pre-owned vehicles."
- ..... 4. That wrinkled puppy is so ugly that it is actually cute.
- ..... 5. The wind whistled through the trees.
- ..... 6. Superman was once described as being able to fly faster than a speeding bullet.
- ..... 7. Coming in the middle of my diet, the invitation to lunch was a painful pleasure.
- ..... 8. If you can't change the people around you, change the people around you.
- ..... 9. Tucked into their warm beds, the children were as snug as birds in a nest.
- ..... 10. We will use most of the prize money to pay our bills, and the rest will be gravy.

**B.** Identify and interpret the underlined figures of speech. First, tell what type it is. Write *simile*, *metaphor*, *personification*, *symbol*, *paradox*, *oxymoron*, or *euphemism*. Then, interpret it by restating it in your own words.

**Example:** Parting with her family was sweet sorrow for Marta.

**Type:** oxymoron **Interpretation:** Marta feels sad because she must leave her family, but also happiness in their presence.

1. An angry storm hit our town last night.

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

2. Help yourself to Mom's vegetarian meatballs.

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

3. The TV show was interrupted several times for "a message from our sponsor."

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

## Language 5b

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

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

### Explanation

A word's **denotation** is its dictionary definition. Words sometimes have similar denotations, so you must **analyze nuances**, or slight variations, in meaning for a full understanding. To do this, use your prior knowledge (what you know from reading you have done and from life experience), a dictionary (to verify meaning), and context clues (the words surrounding the word you are analyzing) to understand a word's connotations—the ideas, images, and feelings that are associated with that word. A word's connotations might be positive, negative, or neutral. Knowing the connotation that an author intends is the key to understanding the differences in words with similar denotations.

### Examples

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

<b>Words whose common denotation is "talk"</b>	<b>Differing Connotations</b>	<b>Example Sentences</b>
converse	calmly exchange views (neutral)	<i>Bill and I converse on the phone more often than face to face.</i>
discuss	constructively share ideas (positive)	<i>Let's discuss the pros and cons of this issue.</i>
chat	speak informally and pleasantly (positive)	<i>After lunch, we had a nice long chat about our hobbies.</i>
argue	forcefully disagree (negative)	<i>It's fine to disagree, but it makes me uncomfortable to argue.</i>
dispute	attack another's views aggressively (negative)	<i>I dispute your notion that the library must be closed.</i>

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## Apply the Standard

**A.** Use prior knowledge, context clues, and a dictionary to tell whether the underlined word has a neutral, positive, or negative connotation. Circle your answer.

- |  |         |          |          |
|--|---------|----------|----------|
| 1. He was <u>new</u> at playing the trumpet.                     | neutral | positive | negative |
| 2. He was <u>unpolished</u> at playing the trumpet.              | neutral | positive | negative |
| 3. The arrangement contained <u>fake</u> flowers.                | neutral | positive | negative |
| 4. The arrangement contained <u>synthetic</u> flowers.           | neutral | positive | negative |
| 5. The arrangement contained <u>phony</u> flowers.               | neutral | positive | negative |
| 6. He was <u>steadfast</u> in pursuit of his goals.              | neutral | positive | negative |
| 7. He was <u>stubborn</u> in pursuit of his goals.               | neutral | positive | negative |
| 8. She had a <u>clever</u> plan to present to the committee.     | neutral | positive | negative |
| 9. She had a <u>sly</u> plan to present to the committee.        | neutral | positive | negative |
| 10. She had a <u>brilliant</u> plan to present to the committee. | neutral | positive | negative |

**B.** Each section contains a group of words. They have the same denotation but different connotations. On the line, write *neutral*, *positive*, or *negative* to identify the word's connotation. Then, use each word in a sentence that makes its connotation clear.

### 1. Denotation: inexpensive

- a. economical **Connotation:** .....
- Sentence:** .....
- b. cheap **Connotation:** .....
- Sentence:** .....
- c. bargain **Connotation:** .....
- Sentence:** .....

### 2. Denotation: different

- a. odd **Connotation:** .....
- Sentence:** .....
- b. rare **Connotation:** .....
- Sentence:** .....
- c. one of a kind **Connotation:** .....
- Sentence:** .....



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

- **Academic words** are those that you use every day to solve problems, discuss facts and opinions, and analyze literature.  
Examples include *context*, *perspective*, *speculate*, and *verify*.
- **Domain-specific words** are words that are specific to a course of study. In a science course, examples include *biology*, *molecule*, and *membrane*. In a social studies course, examples include *circumnavigate*, *commonwealth*, and *migration*.

**Acquiring** (understanding the definitions of) academic and domain-specific words and **using them accurately** will help you complete assignments and essay questions correctly and express your ideas clearly. When you encounter a word that you are unfamiliar with, use a dictionary and context clues (the words surrounding the word you are unfamiliar with) to define it. To reinforce your understanding, use the word in a sentence of your own creation.

### Examples

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

- |  |   |
|--|---|
| <i>Use facts to <b>support your response</b> . . .</i> | <i><b>Paraphrase</b> the poem . . .</i>         |
| <i><b>Interpret and restate</b> the theme of . . .</i> | <i><b>Summarize</b> the conflict . . .</i>      |
| <i><b>Determine</b> the definition of . . .</i>        | <i><b>Build an effective argument</b> . . .</i> |

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

Here are examples:

<i>onomatopoeia</i>	<i>tone</i>	<i>oral tradition</i>	<i>conflict</i>
<i>resolution</i>	<i>allusion</i>	<i>simile</i>	<i>mood</i>

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## Apply the Standard

**A.** Match each domain-specific word with its definition. Write the letter of the definition on the line provided. Then, on a separate sheet, use the word in a sentence. If necessary, use a dictionary to help you define an unfamiliar word.

- |                      |   |
|----------------------|---|
| ..... 1. anecdote    | <b>a.</b> a deliberate exaggeration   |
| ..... 2. epic        | <b>b.</b> a speech that a character delivers alone, expressing inner thoughts     |
| ..... 3. image       | <b>c.</b> a character who provides a contrast to another character                |
| ..... 4. flashback   | <b>d.</b> the pattern of beats, or stresses, in spoken or written language        |
| ..... 5. parallelism | <b>e.</b> actions that took place before the current situation and actions unfold |
| ..... 6. soliloquy   | <b>f.</b> a long narrative poem about the actions of heroes or gods               |
| ..... 7. rhythm      | <b>g.</b> a word or phrase that appeals to one or more of the senses              |
| ..... 8. hyperbole   | <b>h.</b> the repetition of a grammatical structure                               |
| ..... 9. exposition  | <b>i.</b> a brief story about an interesting or amusing event                     |
| ..... 10. foil       | <b>j.</b> the part of the plot that introduces the setting and characters         |

**B.** Answer each question about academic words and phrases. Underline each correct answer. If necessary, use a dictionary to help you define an unfamiliar word.

1. Something that is **ambiguous** has .....

- |                                 |   |
|---------------------------------|---|
| <b>a.</b> more than one meaning | <b>c.</b> both a denotation and a connotation |
| <b>b.</b> a melancholy tone     | <b>d.</b> language that appeals to the senses |

2. To **articulate** means to .....

- |                                   |  |
|-----------------------------------|--|
| <b>a.</b> participate in a debate | <b>c.</b> analyze the author's purpose for writing |
| <b>b.</b> express ideas clearly   | <b>d.</b> paraphrase the theme of a work           |

3. Things that are **credible** are .....

- |                      |   |
|----------------------|---|
| <b>a.</b> believable | <b>c.</b> unlikely to produce results     |
| <b>b.</b> imaginary  | <b>d.</b> difficult to support with facts |

4. A **controversy** is a .....

- |                                      |   |
|--------------------------------------|---|
| <b>a.</b> type of visual essay       | <b>c.</b> rhymed pair of lines at the end of a poem |
| <b>b.</b> defense of a point of view | <b>d.</b> discussion in which opposing ideas clash  |

