



# Grado 7

## Escritura y lenguaje

Paquete 3 de actividades para el hogar del estudiante

Este Paquete de actividades para el hogar está organizado como una serie de notas. Cada nota tiene dos partes. En la parte 1, el estudiante escribe respondiendo a una instrucción. En la parte 2, completa una lección del Manual de lenguaje y practica la habilidad en el contexto de lo que escribió en la parte 1. Se recomienda que el estudiante complete una parte cada día.

La mayoría de las lecciones las pueden completar independientemente. Sin embargo, hay algunas lecciones que pueden requerir el apoyo de un adulto. Si no hay un adulto disponible, no hay por qué preocuparse. Simplemente pasen a la siguiente lección.

Anime a su estudiante a trabajar lo mejor que pueda con este contenido. Lo más importante es que continúe trabajando en sus habilidades de escritura y de lenguaje.

### **Guía para este paquete:**

#### **Parte 1:**

- Lee la instrucción de escritura.
- Si es necesario, usa marcos de oración para comenzar a escribir.

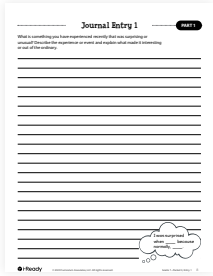
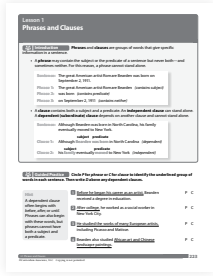
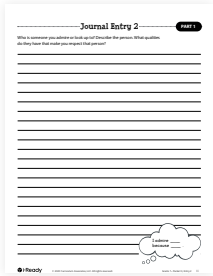
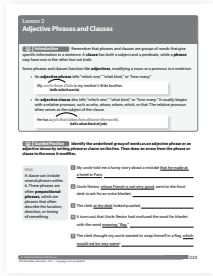
#### **Parte 2:**

- Completa la Guided Practice.
- Completa la Independent Practice.
- Responde a la instrucción de "Try It".

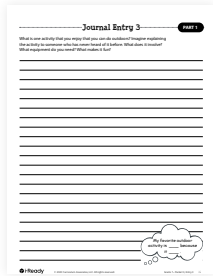
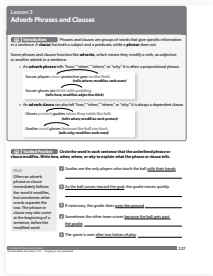
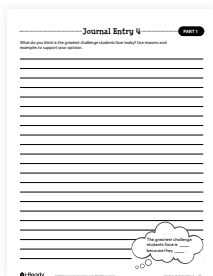
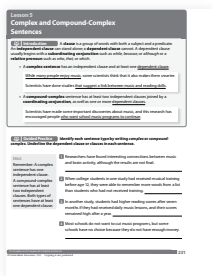
¡Dé vuelta a la página para ver las actividades de Escritura y lenguaje del Grado 7 incluidas en este paquete!




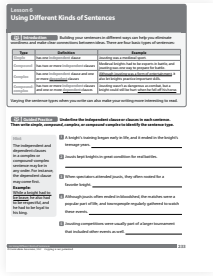
# Grado 7 Actividades de escritura y lenguaje

Entry Entrada	Writing Prompt Instrucciones de escritura	Resource Recurso	Page Página
1	<p><b>Part 1</b> (Describe algo que te haya sorprendido o parecido inusual y explica por qué.)</p> 	<p><b>Part 2</b> Language Handbook, Grade 7 Lesson 1 Phrases and Clauses</p> 	8
2	<p><b>Part 1</b> (Describe a una persona que admiras y explica por qué la admiras.)</p> 	<p><b>Part 2</b> Language Handbook, Grade 7 Lesson 2 Adjective Phrases and Clauses</p> 	11

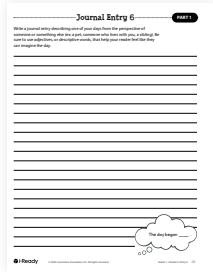
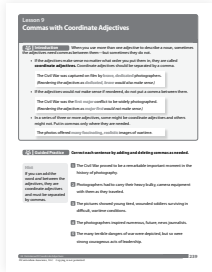
Grado 7 Actividades de escritura y lenguaje (continuación)

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3	<p>Part 1 (Escribe sobre una actividad al aire libre que te gusta.)</p> 	<p>Part 2 Grade 7 Lesson 3 Adverb Phrases and Clauses</p> 	14
4	<p>Part 1 (Escribe cuáles crees que son los mayores desafíos que enfrentan los estudiantes hoy en día.)</p> 	<p>Part 2 Language Handbook, Grade 7 Lesson 5 Complex and Compound-Complex Sentences</p> 	17

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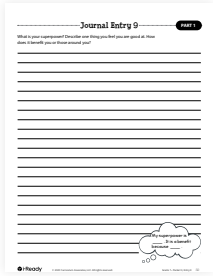
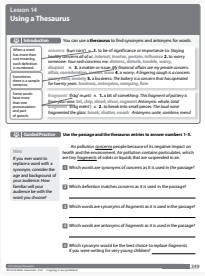
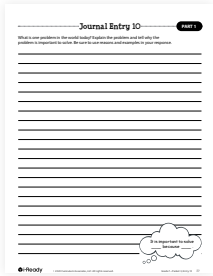
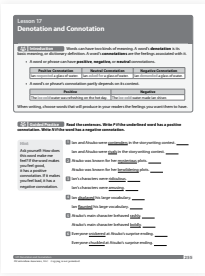
Grado 7 Actividades de escritura y lenguaje (continuación)

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Grado 7 Actividades de escritura y lenguaje (continuación)


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10	<p><b>Part 1</b> (Explica un problema que existe en el mundo hoy en día y explica por qué es importante resolverlo.)</p> 	<p><b>Part 2</b> Language Handbook, Grade 7 Lesson 17 Denotation and Connotation</p> 	35

## PART 1

I was surprised  
when \_\_\_\_ because  
normally, \_\_\_\_.



I was surprised  
when \_\_\_\_ because  
normally, \_\_\_\_.



# Lesson 1

## Phrases and Clauses



### Introduction

**Phrases** and **clauses** are groups of words that give specific information in a sentence.

- A **phrase** may contain the subject or the predicate of a sentence but never both—and sometimes neither. For this reason, a phrase cannot stand alone.

**Sentence:** The great American artist Romare Bearden was born on September 2, 1911.

**Phrase 1:** The great American artist Romare Bearden (*contains subject*)

**Phrase 2:** was born (*contains predicate*)

**Phrase 3:** on September 2, 1911 (*contains neither*)

- A **clause** contains both a subject and a predicate. An **independent clause** can stand alone. A **dependent (subordinate) clause** depends on another clause and cannot stand alone.

**Sentence:** Although Bearden was born in North Carolina, his family eventually moved to New York.

**subject**      **predicate**

**Clause 1:** Although Bearden was born in North Carolina (*dependent*)

**subject**      **predicate**

**Clause 2:** his family eventually moved to New York (*independent*)



### Guided Practice

Circle **P** for *phrase* or **C** for *clause* to identify the underlined group of words in each sentence. Then write **D** above any dependent clauses.

#### Hint

A dependent clause often begins with *before*, *after*, or *until*. Phrases can also begin with these words, but phrases cannot have both a subject and a predicate.

- |   |  |       |
|---|--|-------|
| 1 | <u>Before he began his career as an artist</u> , Bearden received a degree in education. | P   C |
| 2 | <u>After college</u> , he worked as a social worker in New York City.                    | P   C |
| 3 | <u>He studied the works of many European artists</u> , including Picasso and Matisse.    | P   C |
| 4 | Bearden also studied <u>African art and Chinese landscape paintings</u> .                | P   C |



**For numbers 1–4, select the group of words that answers each question.**

- 1** Which group of words in this sentence is a clause?

When World War II broke out, Bearden served in the U.S. Army.

- A** broke out
- B** in the U.S. Army
- C** served in the U.S. Army
- D** When World War II broke out

- 2** Which group of words in this sentence is a dependent clause?

After that, Bearden spent time in Paris, where he studied art.

- A** where he studied art
- B** spent time in Paris
- C** After that
- D** Bearden spent time

- 3** Which group of words in this sentence is an independent clause?

Back in New York once more, Bearden briefly became a songwriter before pursuing art again.

- A** Bearden briefly became a songwriter
- B** became a songwriter before pursuing art again
- C** Back in New York once more
- D** before pursuing art again

**Answer Form**

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)
- 4 (A) (B) (C) (D)

**Number  
Correct**

**4**

- 4** Which group of words in this sentence is a phrase?

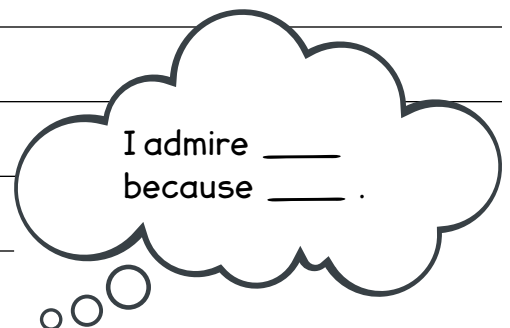
In the 1960s, while Bearden focused on creating collages that depicted African-American life, he also became active in civil rights.

- A** he also became active in civil rights
- B** In the 1960s, while Bearden focused on creating collages
- C** In the 1960s
- D** while Bearden focused

► **Try It** Read what you wrote in Part 1. See if you can find two phrases and two clauses in your own writing. Underline the phrases you find. Put two lines under the clauses.

## PART 1

I admire \_\_\_\_\_  
because \_\_\_\_\_.



## Lesson 2

## Adjective Phrases and Clauses



## Introduction

Remember that phrases and clauses are groups of words that give specific information in a sentence. A **clause** has both a subject and a predicate, while a **phrase** may have one or the other but not both.

Some phrases and clauses function like **adjectives**, modifying a noun or a pronoun in a sentence.

- An **adjective phrase** tells “which one,” “what kind,” or “how many.”

My **uncle from Chile** is my mother’s little brother.  
(tells which uncle)

- An **adjective clause** also tells “which one,” “what kind,” or “how many.” It usually begins with a relative pronoun, such as *who*, *whose*, *whom*, *which*, or *that*. The relative pronoun often serves as the subject of the clause.

He has a **job that takes him all over the world**.  
(tells what kind of job)



## Guided Practice

Identify the underlined group of words as an adjective phrase or an adjective clause by writing *phrase* or *clause* on the line. Then draw an arrow from the phrase or clause to the noun it modifies.

## Hint

A clause can include several phrases within it. These phrases are often **prepositional phrases**, which are phrases that often describe the location, direction, or timing of something.

- 1 My uncle told me a funny story about a mistake that he made at a hotel in Paris. \_\_\_\_\_
- 2 Uncle Nestor, whose French is not very good, went to the front desk to ask for an extra blanket. \_\_\_\_\_
- 3 The clerk at the desk looked puzzled. \_\_\_\_\_
- 4 It turns out that Uncle Nestor had confused the word for *blanket* with the word meaning “flag.” \_\_\_\_\_
- 5 The clerk thought my uncle wanted to wrap himself in a flag, which would not be very warm! \_\_\_\_\_



## Independent Practice

For numbers 1–3, choose the group of words from each sentence that is an adjective phrase.

- 1** Kenya, in eastern Africa, was where Uncle Nestor lived for two years.

**A** for two years  
**B** in eastern Africa  
**C** where Uncle Nestor lived  
**D** lived for two years

- 2** He also spent a lot of time in Prague, which is a city in the Czech Republic.

**A** a lot of time  
**B** also spent  
**C** in the Czech Republic  
**D** which is a city in the Czech Republic

- 3** A man from the island of Crete convinced Uncle Nestor that he should spend some time there.

**A** that he should spend some time there  
**B** from the island of Crete  
**C** convinced Uncle Nestor  
**D** A man from the island

## Answer Form

1 (A) (B) (C) (D)  
 2 (A) (B) (C) (D)  
 3 (A) (B) (C) (D)  
 4 (A) (B) (C) (D)  
 5 (A) (B) (C) (D)

Number  
Correct

5

For numbers 4 and 5, choose the group of words from each sentence that is an adjective clause.

- 4** Uncle Nestor worked for a while on a ship that sailed the Caribbean.

**A** that sailed the Caribbean  
**B** for a while  
**C** Uncle Nestor worked  
**D** on a ship

- 5** The captain of the ship was a man named Ramón, whom Nestor knew from Chile.

**A** of the ship  
**B** knew from Chile  
**C** a man named Ramón  
**D** whom Nestor knew from Chile

► **Try It** Read what you wrote in Part 1. Look for adjective phrases or clauses. Remember, these give specific information in a sentence. If you haven't written any, see if you can revise a sentence to be more specific.

## PART 1

My favorite outdoor activity is \_\_\_\_\_ because it \_\_\_\_\_.

My favorite outdoor activity is \_\_\_\_\_ because it \_\_\_\_\_.

## Lesson 3

## Adverb Phrases and Clauses

**Introduction**

Phrases and clauses are groups of words that give specific information in a sentence. A **clause** has both a subject and a predicate, while a **phrase** does not.

Some phrases and clauses function like **adverbs**, which means they modify a verb, an adjective, or another adverb in a sentence.

- An **adverb phrase** tells “how,” “when,” “where,” or “why.” It is often a prepositional phrase.

Soccer players **wear** protective gear **on the field**.  
(tells where; modifies verb *wear*)

Soccer gloves are **thick with padding**.  
(tells how; modifies adjective *thick*)

- An **adverb clause** can also tell “how,” “when,” “where,” or “why.” It is always a dependent clause.

Gloves **protect** goalies **when they catch the ball**.  
(tells when; modifies verb *protect*)

Goalies **need** gloves **because the ball can hurt**.  
(tells why; modifies verb *need*)

**Guided Practice**

Circle the word in each sentence that the underlined phrase or clause modifies. Write *how*, *when*, *where*, or *why* to explain what the phrase or clause tells.

**Hint**

Often an adverb phrase or clause immediately follows the word it modifies, but sometimes other words separate the two. The phrase or clause may also come at the beginning of a sentence, *before* the modified word.

- Goalies are the only players who touch the ball with their hands.  
\_\_\_\_\_

- As the ball comes toward the goal, the goalie moves quickly.  
\_\_\_\_\_

- If necessary, the goalie dives onto the ground. \_\_\_\_\_

- Sometimes the other team scores because the ball gets past the goalie. \_\_\_\_\_

- The game is over after two halves of play. \_\_\_\_\_



## Independent Practice

In numbers 1–3, choose the information that the underlined adverb phrase or clause provides about the word or words in **bold**.

- 1** Before you sign up for a soccer team, you **should get** the gear you need to stay safe.

**A** how  
**B** when  
**C** where  
**D** why

- 2** Your shin guards must fit **snugly** against your lower leg.

**A** how  
**B** when  
**C** where  
**D** why

- 3** Many players also **use** a mouth guard because it protects their teeth, tongue, and jaws.

**A** how  
**B** when  
**C** where  
**D** why

## Answer Form

1 (A) (B) (C) (D)  
 2 (A) (B) (C) (D)  
 3 (A) (B) (C) (D)  
 4 (A) (B) (C) (D)

Number  
Correct

4

In number 4, how does the underlined group of words function in each sentence?

- 4** Regular running shoes are not safe for soccer.

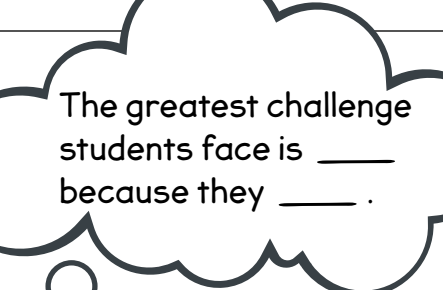
**A** It is an adverb clause that modifies the noun *shoes*.  
**B** It is an adverb phrase that modifies the verb *are*.  
**C** It is an adverb phrase that modifies the adjective *safe*.  
**D** It is an adverb clause that modifies the adjective *safe*.

► **Try It** Read what you wrote in Part 1. Can you find any adverb phrases or clauses in your own writing? Look for phrases that tell “how,” “when,” “where,” or “why.” Underline any that you find.



## PART 1

The greatest challenge students face is \_\_\_\_\_ because they \_\_\_\_\_.



The greatest challenge students face is \_\_\_\_ because they \_\_\_\_.

## Lesson 5

## Complex and Compound-Complex Sentences



## Introduction

A **clause** is a group of words with both a subject and a predicate. An **independent clause** can stand alone; a **dependent clause** cannot. A dependent clause usually begins with a **subordinating conjunction** such as *while*, *because*, or *although* or a **relative pronoun** such as *who*, *that*, or *which*.

- A **complex sentence** has an independent clause and at least one dependent clause.

While many people enjoy music, some scientists think that it also makes them smarter.

Scientists have done studies that suggest a link between music and reading skills.

- A **compound-complex** sentence has at least two independent clauses joined by a **coordinating conjunction**, as well as one or more dependent clauses.

Scientists have made some important discoveries about music, and this research has encouraged people who want school music programs to continue.



## Guided Practice

**Identify each sentence type by writing *complex* or *compound-complex*. Underline the dependent clause or clauses in each sentence.**

## Hint

Remember: A complex sentence has one independent clause. A compound-complex sentence has at least two independent clauses. Both types of sentences have at least one dependent clause.

- 1 Researchers have found interesting connections between music and brain activity, although the results are not final.  
\_\_\_\_\_
- 2 When college students in one study had received musical training before age 12, they were able to remember more words from a list than students who had not received training. \_\_\_\_\_
- 3 In another study, students had higher reading scores after seven months if they had received daily music lessons, and their scores remained high after a year. \_\_\_\_\_
- 4 Most schools do not want to cut music programs, but some schools have no choice because they do not have enough money.  
\_\_\_\_\_



## Independent Practice

For numbers 1–3, choose the sentence that answers each question.

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number  
Correct

3

1 Which of these is a complex sentence?

- A Schools have had to cut not only music but also art.
- B Many students love music, and most of them like art.
- C Teachers value music and art, and many have fought to keep these programs.
- D While some children take private music lessons, many students can't afford them.

2 Which of these is a compound-complex sentence?

- A Some schools have found ways to offer music instruction to their students.
- B These schools receive money from outside organizations that donate money.
- C A foundation is an organization that raises money for causes, and some foundations focus on music programs.
- D Music may raise students' test scores, so these foundations see music programs as an investment in the future.


3 Which of these is a complex sentence containing more than one dependent clause?

- A A foundation in Tennessee bought musical instruments for students in Memphis who could not pay for their own instruments.
- B Only ten percent of families in the Memphis City Schools could afford to rent an instrument, so the foundation provided the money.
- C During the next eight years, the school district was voted one of the "Best Communities for Music Education in America" four times!
- D Because the foundation believed in the importance of music, all students in Memphis now have access to instruments, which has changed children's lives.

► **Try It** Read your response from Part 1. Look for any sentences you have written that are complex sentences or compound-complex sentences. If you haven't written any, see if you can revise one of your sentences to be either a complex sentence or a compound-complex sentence.

## PART 1

I would go to \_\_\_\_\_  
because I \_\_\_\_\_.



I would go to \_\_\_\_\_  
because I \_\_\_\_\_.

## Lesson 6

# Using Different Kinds of Sentences



### Introduction

Building your sentences in different ways can help you eliminate wordiness and make clear connections between ideas. There are four basic types of sentences:

Type	Definition	Example
<b>Simple</b>	has one <b>independent</b> clause	Jousting was a medieval sport.
<b>Compound</b>	has two or more <b>independent</b> clauses	Medieval knights had to be experts in battle, and jousting was one way to prepare for battle.
<b>Complex</b>	has one <b>independent</b> clause and one or more <b>dependent</b> clauses	<u>Although jousting was a form of entertainment</u> , it also let knights practice important skills.
<b>Compound-complex</b>	has two or more <b>independent</b> clauses and one or more <b>dependent</b> clauses	Jousting wasn't as dangerous as combat, but a knight could still be hurt <u>when he fell off his horse</u> .

Varying the sentence types when you write can also make your writing more interesting to read.



### Guided Practice

**Underline the independent clause or clauses in each sentence. Then write *simple, compound, complex, or compound-complex* to identify the sentence type.**

#### Hint

The independent and dependent clauses in a complex or compound-complex sentence may be in any order. For instance, the dependent clause may come first.

#### Example:

While a knight had to be brave, he also had to be respectful, and he had to be loyal to his king.

- 1 A knight's training began early in life, and it ended in the knight's teenage years. \_\_\_\_\_
- 2 Jousts kept knights in great condition for real battles. \_\_\_\_\_
- 3 When spectators attended jousts, they often rooted for a favorite knight. \_\_\_\_\_
- 4 Although jousts often ended in bloodshed, the matches were a popular part of life, and townspeople regularly gathered to watch these events. \_\_\_\_\_
- 5 Jousting competitions were usually part of a larger tournament that included other events as well. \_\_\_\_\_



## Independent Practice

For numbers 1–3, choose the best way to combine the sentences to eliminate repetition and make the relationships between ideas clear.

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number  
Correct

3

**1** Jousts could be dangerous. Often knights broke bones. This would happen even though knights wore armor.

- A** Although jousts could be dangerous, knights wore armor and still broke bones.
- B** Because knights wore armor, they broke bones, and jousts were still dangerous.
- C** Jousts could be dangerous, and although knights wore armor, they still often broke bones.
- D** Because jousts could be dangerous, knights broke bones, but knights wore armor.

**2** Special lances for jousting had to be made to avoid serious injury. This was because battle lances were such dangerous weapons.

- A** Battle lances were such dangerous weapons that special lances for jousting had to be made to avoid serious injury.
- B** Special lances for jousting had to be made to avoid serious injury although battle lances were such dangerous weapons.
- C** Because the special lances for jousting had to be made to avoid serious injury, battle lances were dangerous weapons.
- D** Battle lances were such dangerous weapons because special lances for jousting had to be made to avoid serious injury.


**3** Knights had many obligations and duties. They had to be strong and kind.

- A** Knights had to be strong and kind, but they had many duties and obligations.
- B** Knights had many duties and obligations, and they also had to be strong and kind.
- C** Knights had many duties and obligations because they had to be strong and kind.
- D** Although they had to be strong and kind, knights had many duties and obligations.

► **Try It** Read what you wrote in Part 1. Can you find at least three different kinds of sentences? Look for simple sentences, compound sentences, complex sentences, and compound-complex sentences.

## PART 1

The day began \_\_\_\_ .



The day began \_\_\_\_.

## Lesson 9

## Commas with Coordinate Adjectives



## Introduction

When you use more than one adjective to describe a noun, sometimes the adjectives need commas between them—but sometimes they do not.

- If the adjectives make sense no matter what order you put them in, they are called **coordinate adjectives**. Coordinate adjectives should be separated by a comma.

The Civil War was captured on film by **brave, dedicated** photographers.

*(Reordering the adjectives as **dedicated, brave** would also make sense.)*

- If the adjectives would *not* make sense if reordered, do not put a comma between them.

The Civil War was the **first major** conflict to be widely photographed.

*(Reordering the adjectives as **major first** would not make sense.)*

- In a series of three or more adjectives, some might be coordinate adjectives and others might not. Put in commas only where they are needed.

The photos offered **many fascinating, realistic** images of wartime.



## Guided Practice

Correct each sentence by adding and deleting commas as needed.

## Hint

If you can add the word *and* between the adjectives, they are coordinate adjectives and must be separated by commas.

- 1 The Civil War proved to be a remarkable important moment in the history of photography.
- 2 Photographers had to carry their heavy bulky, camera equipment with them as they traveled.
- 3 The pictures showed young tired, wounded soldiers surviving in difficult, wartime conditions.
- 4 The photographers inspired numerous, future, news journalists.
- 5 The many terrible dangers of war were depicted, but so were strong courageous acts of leadership.





For numbers 1–5, choose the answer that best shows how the underlined part of each sentence should be rewritten. If the sentence is already correct, choose D.

- 1 Photographers took pictures of bearded, Union generals posing for the camera.

A bearded Union generals  
B bearded, Union, generals  
C bearded Union, generals  
D correct as is

- 2 Courageous loyal foot soldiers were also photographed on the battlefield.

A Courageous loyal, foot soldiers  
B Courageous, loyal foot soldiers  
C Courageous, loyal, foot soldiers  
D correct as is

- 3 Images were taken by special roving camp photographers who traveled with troops.

A special, roving camp photographers  
B special roving, camp photographers  
C special, roving, camp photographers  
D correct as is

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number  
Correct

5

- 4 When soldiers died, photographs provided cherished mementos for proud, loving, family members.

A proud loving family members  
B proud loving, family members  
C proud, loving family members  
D correct as is

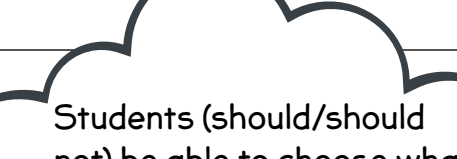
- 5 Photographer Alexander Gardner provided the first, prolonged coverage of the war.

A first, prolonged, coverage  
B first prolonged coverage  
C first prolonged, coverage  
D correct as is

► **Try It** Re-read your response from Part 1. Look for any coordinate adjectives that you used. If you find any, check to make sure you've added a comma between them. If you didn't, see if you can add one to make your writing even livelier!

## PART 1

Students (should/should not) be able to choose what to learn because \_\_\_\_.



Students (should/should not) be able to choose what to learn because \_\_\_\_ .

## Lesson 10

# Eliminating Wordiness and Redundancy



### Introduction

Good writers know that every word counts. When revising your writing:

- **Use fewer words.** Edit your writing to remove unnecessary words and phrases.

<b>Delete Phrases That Don't Add Meaning</b>	<p><i>Wordy:</i> This paper will focus on the Great Migration and the reason why it had a huge impact on urban life in the United States.</p> <p><i>Concise:</i> The Great Migration had a huge impact on urban life in the United States.</p>
<b>Use One Word in Place of a Phrase</b>	<p><i>Wordy:</i> During the time that World War I broke out, factories in Northern cities had a need for more workers.</p> <p><i>Concise:</i> When World War I broke out, factories in Northern cities needed more workers.</p>

- **Delete repeated information.** Delete or combine words and phrases that repeat ideas.

<b>Avoid Repeating Words or Ideas</b>	<p><i>Repetitious:</i> By the end of 1919, a million African Americans had left, leaving the South for cities and urban areas like Chicago, New York, and Detroit.</p> <p><i>Better:</i> By the end of 1919, a million African Americans had left the South for cities like Chicago, New York, and Detroit.</p>
---------------------------------------	---



### Guided Practice

Revise each sentence to eliminate wordiness and repeated ideas.

#### Hint

Ask yourself: Which words can I delete without changing the main idea? Which phrases can I replace with just one word?

- 1 The Great Migration was the largest, biggest mass movement of people in U.S. history.

---



---

- 2 In the early 1900s at the turn of the century, most African Americans lived in the South.

---



---

- 3 They worked as sharecroppers, farming the land as part of the sharecropper system.

---



---



## Independent Practice

For numbers 1–3, choose the answer that best revises the sentence without changing its meaning.

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number  
Correct

3

- 1** African-American people and families wanted to live free from poverty and violence.
- A** African-American people and families wanted to live free from violence.
  - B** African-American families were free from poverty.
  - C** African-American people and families wanted to live free.
  - D** African-American families wanted freedom from poverty and violence.

- 2** Newspaper ads telling about jobs that were located in the North and West were able to convince people to move to those areas of the country.
- A** Newspaper ads for jobs in the North and West convinced people to move to those regions.
  - B** Newspaper ads for jobs were able to convince people to move to those areas of the country.
  - C** Newspapers that were located in the North and West convinced people to move to those regions.
  - D** Newspaper jobs were able to convince people to move to those areas of the North and West.

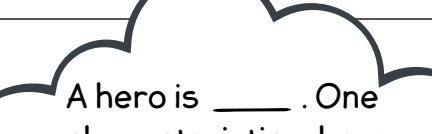
- 3** Sometimes one family member moved first; later the whole family was reunited together.

- A** Sometimes one family moved; later they were reunited together.
- B** Sometimes one family member moved and was reunited.
- C** Sometimes one family member moved first; later the whole family was reunited.
- D** Sometimes one family member and the whole family reunited later.

► **Try It** Read your response to Part 1. Remember that strong writers will review their writing to make sure they don't have any unnecessary or repeated words and phrases. As you read it, draw a line through or revise any ideas that repeat or that don't help you make your point.

## PART 1

A hero is \_\_\_\_\_. One characteristic a hero has is \_\_\_\_\_.



A hero is \_\_\_\_\_. One characteristic a hero has is \_\_\_\_\_.

## Lesson 13

## Using a Dictionary or Glossary



## Introduction

Many words have more than one definition. Some words also function as more than one part of speech. A dictionary can tell you a word's definition and part of speech.

- A **dictionary** lists words in alphabetical order. Each entry gives the word's pronunciation, the part of speech it can function as, and the word's meaning or meanings.

*Attempt* has more than one meaning, so each definition is numbered.

Pronunciations are in parentheses. A stress mark (') shows which syllable to stress. Pronunciations often depend on the part of speech.

**attempt** (ə'tem[p]t) *n.* 1. an act of trying to achieve something 2. an effort to surpass a record *v.* 3. to make an effort to achieve or complete 4. to try to climb to the top: *The group decided to attempt Mount Mitchell.*

This sample sentence clarifies one of the meanings of *attempt*.

**figure** (fig'yər) *n.* 1. a symbol, such as a number 2. a famous person 3. the shape or form of someone or something *v.* 4. to calculate, do math 5. to believe or conclude: *I never figured it would rain.*

Abbreviations show the part of speech: *n.* stands for *noun* and *v.* stands for *verb*.

- A **glossary** is an alphabetical list of terms used in a book. Each entry explains the meaning of a word as it is used in that book.



## Guided Practice

Use the entries above and your own dictionary to answer the questions about the underlined words in the passage.

## Hint

When looking up a word with multiple definitions, be sure to read them all. Don't just stop with the first or second definition.

Warning: The Asian longhorned beetle has invaded the United States! A wood-boring beetle, it could decimate our forests. This super-pest is indigenous to China and other Asian countries. Since the beetle's detection in the United States, government agencies have attempted to eradicate it. Who could have figured that a small bug could make so much trouble?

- 1 Which definition helps you understand the meaning of *attempt*?

---

- 2 What part of speech is the word *attempt* as used in the passage?

---

- 3 Which definition helps you understand the meaning of *figured*?

---

- 4 Use your dictionary to find the meanings and parts of speech of *decimate*, *indigenous*, and *eradicate* as they are used in the passage. Write your answers on a separate piece of paper.



## Independent Practice

Use the dictionary entries to answer numbers 1–3.

**introduce** (in'trə dōōs', (in'trə dyōōs') v. 1. to present one person to another: Let me introduce you to Larry. 2. to cause someone to experience something for the first time: *Ingrid introduced me to Dutch food.* 3. to bring something to a place for the first time 4. to preface: *Phil introduced the film with a brief talk.*

**1** Which definition matches how introduced is used in this sentence?

The Asian longhorned beetle was likely introduced to the United States as a stowaway in wood packing materials from Asia.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

**depression** (dĭ prĕsh'ən) n. 1. a pit or a hollow 2. great sadness 3. a reduction in activity 4. a period in which an economy declines

**2** Which definition matches how depression is used in this sentence?

A female beetle chews depressions in the bark of a hardwood tree and lays her eggs in them.

- A** Definition 1
- B** Definition 2
- C** Definition 3
- D** Definition 4

## Answer Form

- 1 (A) (B) (C) (D)  
 2 (A) (B) (C) (D)  
 3 (A) (B) (C) (D)

Number  
Correct

3

**conduct** (kən dŭkt') v. 1. to manage or direct 2. to lead or guide someone: *Stefan will conduct you to your rooms.* 3. to behave **conduct** (kŏn' dŭkt') n. 4. the way a person behaves 5. the management of something

**3** Choose the correct pronunciation of conduct as it is used in this sentence.


The government has enlisted help, and volunteers now conduct searches for Asian longhorned beetles.

- A** kŭn' dŭkt'
- B** kən dŭkt'
- C** kŭn' dŭkt'
- D** kŏn' dŭkt'

► **Try It** Revisit what you wrote in Part 1. Underline words that are characteristics of a hero. Using a print or online dictionary, look up each word. If the word you used could have a meaning other than the one you meant, put a star above the word. If it could be used as a different part of speech, circle it.

## PART 1

My superpower is \_\_\_\_\_. It is a benefit because \_\_\_\_\_.



My superpower is \_\_\_\_\_. It is a benefit because \_\_\_\_\_.



## Lesson 14

# Using a Thesaurus



### Introduction

You can use a **thesaurus** to find synonyms and antonyms for words.

When a word has more than one meaning, each definition is numbered.

Sometimes there is a sample sentence.

Some words have more than one pronunciation and part of speech.

**concern** (kən sŭrn') *v.* **1.** to be of significance or importance to: *Staying healthy concerns all of us.* **interest, involve, pertain, influence** **2.** to worry someone: *Your rash concerns me.* **distress, disturb, trouble, worry, disquiet** *n.* **3.** a matter or issue: *My financial affairs are my private concern.* **affair, consideration, matter, issue** **4.** a worry: *A lingering cough is a concern.* **worry, care, anxiety** **5.** a business: *The bakery is a concern that has operated for twenty years.* **business, enterprise, company, firm**

**fragment** (frăg' mənt) *n.* **1.** a bit of something: *This fragment of pottery is from your vase.* **bit, chip, shred, sliver, segment** *Antonyms: whole, total* **fragment** (frăg mēnt') *v.* **2.** to break into small pieces: *The loud noise fragmented the glass.* **break, shatter, smash** *Antonyms: unite, combine, mend*



### Guided Practice

Use the passage and the thesaurus entries to answer numbers 1–5.

#### Hint

If you ever want to replace a word with a synonym, consider the age and background of your audience. How familiar will your audience be with the word you choose?

Air pollution concerns people because of its negative impact on health and the environment. Air pollution contains particulates, which are tiny fragments of solids or liquids that are suspended in air.

**1** Which words are synonyms of *concerns* as it is used in the passage?

---

**2** Which definition matches *concerns* as it is used in the passage?

---

**3** Which words are synonyms of *fragments* as it is used in the passage?

---

**4** Which words are antonyms of *fragments* as it is used in the passage?

---

**5** Which synonym would be the best choice to replace *fragments* if you were writing for very young children?



## Independent Practice

For numbers 1 and 2, read the sentence. Then use the thesaurus entry to answer the questions.

**contribute** (kən trīb'yoot) *v.* 1. to give something, such as time or money, to a cause: *Ryan contributed five dollars to the fundraiser.* **donate, give, grant, bestow** *Antonyms: take, receive* 2. to help make something happen, to be a cause of something: *Your good wishes contributed to my happiness.* **add, aid, help, assist, support, influence** *Antonyms: curb, impede, detract*

- 1** The burning of fossil fuels such as fuel oil, gasoline, and natural gas contributes significantly to air pollution.

Which is an antonym for contributes as it is used above?

- A** grants
- B** detracts
- C** adds
- D** assists

- 2** Volunteer organizations contribute time and energy to promoting methods of reducing pollution.

Which is a synonym for contribute as it is used above?

- A** donate
- B** aid
- C** impede
- D** influence

## Answer Form

1 A B C D

2 A B C D

3 A B C D

Number  
Correct

3

For number 3, read the sentence. Then use the thesaurus entry to answer the questions.

**appropriate** (ə prō'prē'it) *adj.* 1. suitable: *Sandals are appropriate shoes on a hot day.* **correct, suitable** *Antonyms: inappropriate, unsuitable* **appropriate** (ə prō prē'āt') *v.* 2. to use something for a purpose: *Will the city appropriate funds for a new pool?* **allocate, assign** *Antonym: withhold* 3. to take something for one's own use, often without asking the owner's permission: *Gwen appropriated her sister's bike for the day.* **take, commandeer, seize**

- 3** The use of appropriate control devices can reduce the level of emissions.


Which is a synonym for appropriate as it is used above?

- A** withheld
- B** suitable
- C** commandeered
- D** seized

► **Try It** Writers improve their writing by making sure they are using the right words. Choose three words in your writing from Part 1 that you think could be improved or be more specific. For each word, use an online or print thesaurus to find a word you prefer. Edit your writing to use the new word.

## PART 1

It is important to solve \_\_\_\_\_ because \_\_\_\_\_.



It is important to solve \_\_\_\_\_ because \_\_\_\_\_.

## Lesson 17

## Denotation and Connotation

**Introduction**

Words can have two kinds of meaning. A word's **denotation** is its basic meaning, or dictionary definition. A word's **connotations** are the feelings associated with it.

- A word or phrase can have **positive**, **negative**, or **neutral** connotations.

Positive Connotation	Neutral Connotation	Negative Connotation
Ian <b>requested</b> a glass of water.	Ian <b>asked for</b> a glass of water.	Ian <b>demanded</b> a glass of water.

- A word's or phrase's connotation partly depends on its context.

Positive	Negative
The <b>ice-cold</b> water was refreshing on the hot day.	The <b>ice-cold</b> water made Ian shiver.

When writing, choose words that will produce in your readers the feelings you want them to have.

**Guided Practice**

Read the sentences. Write **P** if the underlined word has a positive connotation. Write **N** if the word has a negative connotation.

**Hint**

Ask yourself: How does this word make me feel? If the word makes you feel good, it has a positive connotation. If it makes you feel bad, it has a negative connotation.

- Ian and Atsuko were contenders in the storywriting contest. \_\_\_\_\_  
Ian and Atsuko were rivals in the storywriting contest. \_\_\_\_\_
- Atsuko was known for her mysterious plots. \_\_\_\_\_  
Atsuko was known for her bewildering plots. \_\_\_\_\_
- Ian's characters were ridiculous. \_\_\_\_\_  
Ian's characters were amusing. \_\_\_\_\_
- Ian displayed his large vocabulary. \_\_\_\_\_  
Ian flaunted his large vocabulary. \_\_\_\_\_
- Atsuko's main character behaved rashly. \_\_\_\_\_  
Atsuko's main character behaved boldly. \_\_\_\_\_
- Everyone snickered at Atsuko's surprise ending. \_\_\_\_\_  
Everyone chuckled at Atsuko's surprise ending. \_\_\_\_\_



For numbers 1–3, choose the word that has the same denotation as the underlined word and also has the most negative connotation.

- 1** After school, a bunch of students gathered by the riverfront.

**A** mob  
**B** crowd  
**C** group  
**D** collection

- 2** Atsuko, strolling home, was surprised to see her classmates huddled together.

**A** amazed  
**B** astonished  
**C** shocked  
**D** astounded

- 3** Atsuko kept a watchful eye on her classmates as she approached them.

**A** close  
**B** attentive  
**C** suspicious  
**D** keen

## Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number  
Correct

5

For numbers 4 and 5, choose the word that has the same denotation as the underlined word and also has the most positive connotation.

- 4** Ian was in their midst, so they were certainly planning something.

**A** concocting  
**B** devising  
**C** scheming  
**D** plotting

- 5** Suddenly they turned toward her and announced, "You won first prize."

**A** stated  
**B** said  
**C** uttered  
**D** exclaimed

► **Try It** Read your response to Part 1. Think about the words you chose and how they make you feel. Underline one word that you think has a positive connotation. Draw a circle around one word that has a negative connotation.