

ELA 7th GRADE-2021
Standards Review Calendar- IXL Guide

Directions: Each week day this month, there is a review to complete. Look at the standard for each day, review that standard on the pages that follow, then complete the IXL practice.

Monday	Tuesday	Wednesday	Thursday	Friday
3/29/21 RL2: Theme IXL: B1-2	3/30/21 RL3: Story Interactions IXL: F1-2	3/31/21 RL5: Form & Structure IXL: F3	4/1/21 RL6: Point of View IXL: E2	4/2/21 RL9: Historical vs. Fiction IXL: I1
4/5/21 L2: Cap. & Punc. IXL: LL1-2; MM1-5; NN1-2; PP1-2; QQ 1-4	4/6/21 L3: Expressing Ideas IXL: N2	4/7/21 L4a: Context Clues IXL: V1-4	4/8/21 L4b: Affixes and Roots IXL: Q1-4; P1-8	4/9/21 L4c: Reference Materials IXL: X1-5
4/12/21 RI2: Central Idea IXL: A1; G1	4/13/21 RI3: Interactions IXL: G2	4/14/21 RI6: Author's Purpose IXL: C1	4/15/21 RI8: Trace & Evaluate IXL: G3-4	4/16/21 RI9: Shaping Presentations IXL: H7
4/19/21 W1: Argumentative Writing IXL: K3; K6	4/20/21 RI5: Structure of a Text IXL: D1-4	4/21/21 W2: Informational Writing IXL: K1; K4	4/22/21 W7-9: Research Skills IXL: O1-3	4/23/21 RI4: Meaning of Words IXL: C3
4/26/21 L1a: Phrases & Clauses IXL: Z1-3	4/27/21 L1b: Sentence Types IXL: Z4-5	4/28/21 L1c: Modifiers IXL: KK1-3	4/29/21 RL4/L5: Word Meaning IXL: E1; E 3-7	4/30/21 Choose any

Writing and Language

Weighted 47% on GA Milestones

Language- ELAGSE7.L (1, 2, 3)

- ❖ **Parts of Speech- (IXL practice: AA 3, BB1, BB5, CC1, CC8, EE1, GG1, GG3, GG5, GG5, HH1)**
 - ❖ **Nouns** are words that name people (mom), places (forest), things (desk) or ideas (liberty, freedom, happiness).
 - ❖ **Verbs** tell what the subject of a sentence is doing.
 - ◆ Action verbs-verbs that express a physical action: lift, hit, swallow
 - ◆ Linking verbs- verbs that do not express an action. They tell about a state of being: is, be, are, seems, was, looked, tasted, felt, appeared, became.
 - ◆ Helping verbs-are just that-they help out the main verb. (has, have, will)
 - ◆ Verbs also have **tenses**. This shows the time of an action or the time of the state of being: **present tense** (play), **past tense** (played), **future tense** (shall play, will play).
 - ❖ **Pronouns** are words that take the place of nouns.
 - ◆ Reflexive- Refers back to the subject of a sentence or clause (himself, themselves).
 - ◆ Intensive- Emphasizes a nouns or another pronoun in a sentence (herself, themselves).
 - ◆ Demonstrative-these, those, this, that
 - ◆ Indefinite-anybody, some, everybody, each, all, somebody
 - ❖ Interrogative-who, what, whose, whom, which
 - ❖ **Adjectives** are words that describe or modify NOUNS or PRONOUNS.
 - ◆ Articles-the, a, an
 - ❖ **Adverbs** can describe or *modify* a verb, adjective, or another adverb.
 - ❖ **Preposition** is a word that links another word or word group to the rest of the sentence. Most common: to, on, in, of, by, at, out, across between. There are tons of them. I went *to* the store *across* town. Prepositions usually have nouns or pronouns as objects.
 - ❖ **Conjunction** is a word that connects words or groups of words.
 - ◆ Coordinating conjunctions- connect things that are related. FANBOYS. We see them in compound and compound- complex sentences.
 - ◆ Correlative conjunctions-are conjunctions used in pairs. The most common ones are
Either...or not only...but also both...and Neither...nor whether....or
 - ◆ Subordinating Conjunctions-conjunctions that join two sentences that express relationships of *time or cause*. The most common ones: because, after, before, unless, until, if. We see them in Adverb dependent clauses/ Complex or Compound- complex sentences.
 - ◆ **Subject**- the part of a sentence which is doing something or about which something is said (whom or what the sentence is about).
 - ◆ **Predicate**- the part of the sentence which says something about the subject (begins at the verb).
- ❖ **L1a: Sentence Parts (IXL practice: Z1, Z2, Z3)**
 - ◆ **Phrase**- a group of related words which lacks a subject, predicate, or both.
 - ◆ **Clause**- a group of related words which has both a subject and a predicate.
 - ◆ **Independent** clause- presents a complete thought and can stand as a sentence.
 - ◆ **Dependent** clause- does not present a complete thought and cannot stand as a sentence. Most dependent clauses begin with a **Relative Pronoun** (Who, Whom, Whose, That, Which) or a **Subordinating Conjunction** (because, after, before, unless, until, if, although, since, as)
- ❖ **L1b: Types of Sentences (IXL practice: Z4, Z5)**
 - ❖ **Simple** Sentence- Only one independent clause, and expresses a complete thought.
 - ❖ **Compound** Sentence- Made up of two independent clauses joined by a semi colon or comma and coordinating conjunction (FANBOYS).
 - ❖ **Complex** sentence- Made up of one independent clause and one or more dependent clauses.
 - ❖ **Compound- Complex** Sentence- Made up of two or more independent clauses and one or more dependent clauses.

❖ **L1c: Modifiers (IXL practice: KK1, KK2, KK3)**

- ❖ **Modifier**- a word or group of words which changes or adds to the meaning of another word. It describes something or someone.
- ❖ **Misplaced Modifiers**- A word, phrase, or clause that is improperly separated from the word it modifies (describes).
- ❖ **Dangling Modifiers**- A phrase or clause that is not clearly and logically related to the word or words it modifies (describes).

❖ **L2a: CAPITALIZATION, PUNCTUATION, & SPELLING (IXL practice: LL1-2, MM1-5, NN 1-2, PP 1-2, QQ 1-4)**

- **Colon (:)**. A colon is a punctuation mark. It is used to introduce a **list** and to separate the **hour and minutes** when you write the time of day. It is also used after the **salutation** in a business letter.
 - **Quotation marks (“”)** are punctuation marks used to enclose the **exact** words of a speaker. They can also be used for **certain titles** (short stories, poems, songs, articles, single TV shows).
 - **Apostrophe (‘)** is a punctuation mark used in possessive nouns, possessive indefinite pronouns, and contractions. In contractions an apostrophe shows that one or more letters have been left out.
 - **Comma (,)** is a punctuation mark that’s used to set **separate items or to set them off** from the rest of a sentence.
 - Commas can also be used to set off an **introductory word** like:
 - Commas can also be used before a **coordinating conjunction**.
 - They can also be used to set off an **adverb clause** at the beginning of a sentence.
 - In a **date**, set off the year when it is used with both the month and the day. Don’t use a comma if only the month and the year are given.
 - Use a comma to set off the name of a **state** or a **country** when it’s used after the name of a city.
 - Use a comma after **salutation of a friendly letter** and at the **closing** of a friendly or business letter.
 - **Semi-colon (;)** Use a semicolon to **join the main clause of a compound sentence** if they are not joined by a conjunction such as and, but, or, nor, or for. Use a semicolon to separate **main clauses** joined by a **conjunctive adverb** such as *consequently, furthermore, however, moreover, nevertheless, or therefore*.
- **WORDS THAT ARE CONFUSED THE MOST OFTEN BY STUDENTS**
- - To, too, two
 - Their, there, they’re
 - Were, where, we’re, wear
 - It’s, its
 - Whose, who’s
 - Your, you’re
 - No, know
 - Want, won’t
 - Principal, principle
 - **a lot is two words not one word**

❖ **L3: Eliminating Wordiness and Redundancy (IXL practice: N2)**

- **Redundancy** is the unnecessary repetition of ideas.
 - Example: Wordy: If we cooperate together, we will accomplish our goals.
 - Corrected:** If we cooperate, we will accomplish our goals.
- **Wordiness** is the use of several words when a few can express the same idea more clearly and concisely.
 - **Ways to correct Wordiness:**
 1. Use stronger more specific verbs
 2. Use active voice instead of passive voice
 - Example: Wordy: The bookstore, which is situated in the local area, has very many customers as a result of its having a really wide selection of books and customer service that is friendly.
 - Corrected:** The local bookstore has many customers, due to its wide selection of books and friendly customer service.

Writing- ELAGSE7.W (1, 2, 3, 4, 7, 8, 9)

- **Audience:** The people who will be reading the piece of writing. This will influence the ideas and vocabulary used in a piece of writing.
- **Evidence:** The reasons given to support a writer's claim/ thesis statement. Usually found in the text (s) given and personal knowledge of the claim/ thesis statement.
- **Transitional Words and Phrases: (IXL practice: J3)**
 - ✓ **Transitional words that signal Cause and Effect:** accordingly, as a result, consequently, for this reason, because, due to, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore
 - ✓ **Transitional words that signal Time:** after, as long as, in the past, first, second, third, afterward, now, then, as soon as, then finally, while
 - ✓ **Transitional words that signal Contrast and Comparison:** contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, also, however, still, nevertheless, in contrast,
 - ✓ **Transitional words that signal problem/ solution:** The problem is, The dilemma is, this led to, as a consequence; a solution is, solutions are, therefore, perhaps
 - ✓ **Transitional words that signal Sequence:** at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on, meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward
 - ✓ **Transitional words that signal Summarizing:** after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally

➤ **How to answer writing questions:**

RL1/ RI1: Answering Constructed Response Questions: (IXL practice: K4-5)

- ✓ Constructed Responses should be answered in complete sentences, and incorporate the question into the response. The student must address all parts of the constructed response question within his/ her response.
- R-** Restate the Topic- Write a topic sentence that incorporates key words from the question into a complete sentence.
- A-** Answer the Question- In your own words, respond to the question that is asked based on your level of understanding of the text (s) read.
- C-** Cite- Provide evidence from the text that support your response to the question. Use at least 2 pieces of evidence.
- E-** Explain how your evidence supports your answer.

W1 and W2: Answering an Extended Writing- Response Question/ Prompt:

- ✓ Good extended- response answers have three parts: introduction, body, and conclusion
 - Introduction- The first paragraph introduces the focus of your essay. It includes a thesis statement (informational) or claim (argumentative).
 - Body- The second and possibly third paragraphs provide information, examples, and evidence from the text to support your main idea or position stated in the introduction (first paragraph).
 - Conclusion- the final paragraph sums up the main idea or position. It restates the thesis statement or claim.

**Students must utilize transitional words & follow the rules of grammar/ usage **

W1: Argumentative Writing- (IXL practice: K3)

- ✓ An argumentative writing piece will ask you to take a position/ side and defend your position with evidence from the text (s).
 - State your claim (your position on the topic)
 - Support your claim with reasons of your own and evidence from the text to show you understand the information.
 - Include a counter- argument- the other side of the argument.
 - Organize your evidence logically so that it makes sense and flows nicely. Use transitional words.
 - Use formal language (no contractions, abbreviations, or slang in your writing)
 - Have a closing statement or paragraph to wrap up your thoughts.

W2: Informational Writing- (IXL practice: K1)

- Include a thesis statement (what your writing will focus on).
- Organize your writing in the appropriate structure (see above for types of structures).
- Support your thesis statement with facts, details, and evidence from the text (s) and your own knowledge.

- Use transitional words that go along with the organizational structure and use precise language
- Use formal language (no contractions, abbreviations, or slang in your writing)
- Have a closing statement or paragraph to wrap up your thoughts.

W3: Answering Extended- Constructed Response Questions (Narrative Writing):

- ✓ Extended- Constructed Responses involves narrative/ fictional writing. The student will respond to a narrative prompt based on a fictional passage or poem the student has read.
- ✓ The prompt will ask the student to utilize a literary element such as point of view to rewrite a portion of the passage or poem given, or extend/ include more detailed information not given within the passage.
 - Establish a situation and Point of View based on the prompt and text given.
 - Use narrative techniques: Dialogue, sequence of events, descriptive language, characterization, and sensory language
 - Use a variety of transitional words to signal shifts in sequence
 - Provide a conclusion of the narrative event.

W7: Research Skills (IXL practice: X1-5)

1. Choose a topic
2. Think of some questions to answer about your topic
3. Choose resource books or sources
4. Skim resources to make sure they are what you need to write an effective paper
5. Take notes (make sure to paraphrase as much as possible; you must give credit (**cite**) if you quote someone directly or use their idea so you will not be guilty of **plagiarizing**. You give people credit for borrowing their words in the **bibliography** of your research paper.)
6. Organize notes
7. Write paper (involves pre-write or outline, rough draft; feedback and edits, final draft, proof-read)

W8: ELECTRONIC & Printed MEDIA (IXL practice: O4)

When we do reports or research we can use many forms of technology as a resource. Here are some of the most commonly used.

- **Internet**-computer based resource
- **Websites** are documents found on the internet. They can provide the most current and updated information
- **Electronic bulletin board**- Electronic bulletin boards are a specific type of pre-produced programming, often referred to as a magazine.
- **Encyclopedias** are often multi- volume sets, broad overviews of topics
- **Almanac**- facts and statistics
- **Atlas**- collection of maps
- **Dictionary**- definitions, spellings, uses and word origins
- **Books** are going to give detailed, specific information
- **Table of contents**- an alphabetical list of terms or words found in or relating to a specific subject, text, or dialect, with explanations; a brief dictionary
- **Biography**- an account of someone's life written by another person.
- **Autobiography**- An account of someone's life written by the person.
- **Citation**- A quotation (written word or word) form a reference/ source to be used in a paper.
- **Plagiarism**- the practice of taking someone else's work or ideas and passing them off as one's own.
- **Bibliography**- a list of the books referred to in a paper.
- **Works cited**- A list of items you have actually cited in a paper
- **Databases**- A collection of data arranged for ease and speed of search and retrieval.

W8: EVALUATING SOURCES (IXL practice: K2)

When you are conducting research, you have to consider several things.

1. Is it a **primary source** (firsthand account-diaries, journals, letters, interviews, museums, and surveys-person reporting actually there) or a **secondary source** (visiting a web site, TV documentary, biography)?
2. Is it **fact** or **opinion**?
 - a. **Fact**- Statement that can be proven.
 - b. **Opinion**- Statement that cannot be proven because it is the writer's belief/ thoughts.
3. When you use resources you must realize that everyone has an opinion. Some opinions are objective and some are not. Therefore, you have to determine if there is **bias**. **Bias means** a person can only think one way and does not see both sides of the argument.

Reading and Vocabulary

Weighted 53% on GA Milestones

Literary Reading- ELAGSE7.RL (1, 2, 3, 4, 5, 6, 9)

RL2: Theme and Objective Summary (IXL practice: B1- 2)

- Theme- Life lesson an author wants you to learn about, example: friendship, love, responsibility, survival
 - Stated**-does the author come out and tell us the point?
 - Implied**-is the pointed hinted at, but we are left to draw our own conclusions?
- Objective Summary- An unbiased recall of the major/ key events within a story
 - Author/ Title + Action verb + Main idea of entire text + main idea of each section= Objective summary
 - No personal opinions or pronouns included in an objective summary; facts only

RL3: Story/ Drama Interactions (IXL practice: F1- 2)

- **Dialogue** is an effective way of telling a story; when someone is speaking and it has quotation marks around it
- **Point of View**-The angle from which the story is told
- **Plot**: sequence of main events in a story
- **Setting**: time/place; where/when
- **Plot line** :A series of related events that make up a story
 - a. exposition
 - b. rising action
 - c. climax
 - d. falling action
 - e. resolution
- **Conflict**- the problem in the story which triggers the action
 - **Man vs. Man**
 - **Man vs. Nature**
 - **Man vs. Himself**
 - **Man vs. Society**
 - **Man vs. Technology**
- **Internal conflict**: When the problem is happening within oneself like in the mind
Character vs. self
- **External conflict**: when the problem is happening between something or someone else
 - Character vs. character
 - Character vs. nature
 - Character vs. society
 - Character vs. technology
- **Character**- a person or animal in a story
 - **protagonist** – central character that engages the reader in the story (good guy)
 - **antagonist** – character who stands directly opposed to the protagonist (bad guy)
 - **Static**- A character who remains the same within a story.
 - **Dynamic**- A character who changes within a story
- **Foreshadowing**- The use of clues or hints to suggest events that will occur later in the plot or story
- **Flashback**- a scene that breaks the normal time order of the plot to show a past event
- **Tone** is the author's attitude toward the writing (his characters, the situation) and the readers. A work of writing can have more than one tone.
- **Mood** is the general atmosphere created by the author's words. It is the feeling the reader gets from reading those words.

RL4: Word/ Phrase Meaning in Literature (IXL practice: E1, E5-7)

- **Simile** –uses the words “like” or “as” to compare two explicitly unlike things as being similar.
- **Metaphor** –suggests something or someone actually becomes or is something else.
- **Personification** –gives animals or inanimate objects human-like characteristics.
- **Onomatopoeia** –is a word that describes a natural sound or the sound made by an object or a certain action.
- **Hyperbole** – A hyperbole is a statement so exaggerated that no one believes it to be true.
- **Idiom** –is an expression whose meaning is not predictable from the usual meanings of the words that make it up.
- **Alliteration**- The repetition of the same or very similar sounding consonant sounds in words that are close together.
- **Analogy**- a comparison of two otherwise unlike things based on resemblance of a particular aspect.
- **Symbolism**- Something that represents something else through association, resemblance, or convention.

- Imagery- Creates a mental picture, something seen in the mind.
- Irony- A figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning of the words
- Repetition- Words, phrases, lines, or stanzas are repeated for an effect; to tell or say again
- Rhyme- The repetition of accented vowel sounds
- Rhythm- The flow of words within each meter and stanza

RL5: Form and Structure (IXL practice: F3)

- **Types of Poems:**
 - **Sonnet** - a short rhyming poem with 14 lines. Sonnets use iambic meter in each line and use line-ending rhymes.
 - **Soliloquy**- A speech voicing his or her own thoughts as if to himself.
 - **Ode**- Form of lyric poetry expressing emotion. It usually addressed to someone or something for praise.
 - **Limerick** - a five-line witty poem with a distinctive rhythm. The first, second and fifth lines, the longer lines, rhyme. The third and fourth shorter lines rhyme. (A-A-B-B-A).
 - **Haiku** - Haiku's are composed of 3 lines, each a phrase. The first line typically has 5 syllables, second line has 7 and the 3rd and last line repeats another 5. In addition there is a seasonal reference included.
 - **Narrative** - A narrative poem tells the story of an event in the form of a poem. There is a strong sense of narration, characters, and plot.
 - **Epic** - a lengthy narrative poem in grand language celebrating the adventures and accomplishments of a legendary or conventional hero
 - **Couplet** - two lines of verse which rhyme and form a unit alone or as part of a poem
 - **Free Verse** - A Free Verse Poem does not follow any rules. Their creation is completely in the hands of the author. Rhyming, syllable count, punctuation, number of lines, number of stanzas, and line formation can be done however the author wants in order to convey the idea. There is no right or wrong way to create a Free Verse poem.
 - **Cinquain**- Descriptive poem with 5 lines: Line 1 word (noun topic) and adding words for each line. Line 2 has 2 adjectives, line 3 has 3 –ing verbs, line 4 has 4 words that tell a feeling, line 5 drops back to 1 word, which renames the title.
 - **Diamante**- Like the Cinquain, but has 7 lines and may switch topics in the middle of line 4
- **Poetic devices:**
 - **Rhyme**- The repetition of accented vowel sounds
 - Internal and External Rhyme
 - **Repetition**- To tell or say again (words or phrases within a line or stanza)

RL6: Contrasting Point of Views (IXL practice: E2)

- **Narrator**- A person or character who tells the story.
 - **First-Person**

In this mode, the narrator is usually the protagonist or central character in the story. But even if this character is not the protagonist, he or she is directly involved in the events of the story and is telling the tale “first hand.” First-person narration is easy to identify, because the narrator will be telling the story from “I’s” perspective.

- **Second-Person**

The story or the piece of writing is from the perspective of “you.” Uncommon form of writing. Used mainly with instruction manuals, recipes, giving directions, and poetry. Uses the pronouns: you, yours.

- **Third-Person** With this mode of narration, the narrator tells the story of another person or group of people. The narrator may be far removed from or not involved in the story, or he or she may be a supporting character supplying narration for a hero.
 - **Third Person Objective** Remains an observer, only telling the stories action and dialogue.
 - **Third Person Limited** Tells the story from the viewpoint of one character in the story.
 - **Third Person Omniscient** Has unlimited knowledge and can describe every character’s thoughts and behaviors.

RL9: Compare and Contrast Fictional portrayal to historical account)

- **Historical Fiction**- story set in the past that combines made- up characters and events with historical figures and real events from a specific time and place. Entertain readers
- **Historical Account**- Is a factual explanation, description, or narrative from or about the past. Inform readers

Informational Reading- ELAGSE7.RI (1, 2, 3, 4, 5, 6, 7, 8, 9)

RI2: Central Idea and Objective Summary (IXL practice: A1, G1)

- The central idea (main idea) in a piece of writing is the point that the author wants you to remember most. It is the most important point (or points) an author is trying to make about the topic.
- An unbiased recall of the major/ key events within a story
 - Author/ Title + Action verb + Main idea of entire text + main idea of each section= Objective summary
 - No personal opinions or pronouns included in an objective summary; facts only

RI3: Interactions between Individuals, Events, and Ideas (IXL practice: G2)

- Interactions: The direct effects the factors had on one another.
- Focuses on how one idea influences and individual which leads to a response/ event.

RI4: Word Meaning in Informational Text (IXL practice: C3)

- Technical Meaning: Specialized words for a particular subject area: Math, Science, and Engineering for example.
- Connotative Meaning: A word or phrase that gives a feeling and also an idea.
- Figurative Meaning: Words or phrases that express ideas in a creative, unusual, or unexpected way.

RI5: Text Structure (IXL practice: D1-4)

- **Organizational Structures**:
 - ✓ **Chronological order** (by time)
 - ✓ **Cause and effect** (events described as a reason and a result, motive and reaction, stimulus and response)
 - ✓ **Comparison and contrast** (measuring things against one another to show similarities and differences)
 - ✓ **Problem/ solution** (stating the problem at hand, and offering several possible solutions)
 - ✓ **Order of Importance** (Information is expressed in priority)
 - ✓ **Sequence/ Process** (Information is organized in steps or a process is explained in the order in which it occurs)
 - ✓ **Spatial. Description** (Information is organized in order of space: top to bottom, left to right)

Types of Informational Texts:

Magazine articles
Textbooks
Newspaper articles

Historical books
Primary documents
Secondary Documents

Encyclopedias
Research Databases

Textual Features are used to enhance informational text through how it is formatted:

Titles
Pictures
Captions
Bold Words

Graphs
Charts
Footnotes
Headers

RI6: Author's Purpose/ Point of View (IXL practice: C1)

- Why do we write?
 - ✓ Writing that gives information, directions, describes- **Inform or explain**
 - ✓ Writing that tells a story-**narrative**
 - ✓ Writing that attempts to convince, argue, or debate- **Persuade**
- The purpose can be stated or implied

RI8: Trace and Evaluate Arguments (IXL practice: G3-4)

- How to trace an argument
 - Find the claim (Author's position on the subject)
 - Look for the reasons and evidence to support the claim
 - Is the reasons sound and the evidence relevant

- Identify the counter- claim (the other sides position on the topic)
- Is the counter- claim refuted?

RI9: Comparing and Contrasting Informational Text (IXL practice: H1)

- Author's may write about the same topic, but depending on their purpose (inform, explain, entertain, persuade), they may choose to focus on different details and evidence.

Vocabulary- ELAGSE7.L (4a, 4b, 4c, 5a, 5b, 5c)

Vocabulary Skills: Refers to the skills required to read, interpret, and apply difficult text and new vocabulary in a variety of texts.

L4: Determine/ clarify meanings

L4a: Context Clues (IXL practice: V1-4)

- Words, phrases, and sentences around a word that help readers discover the meaning of unfamiliar words.
- Types of Context clues:
 - ✓ Definition
 - ✓ Example
 - ✓ Synonym
 - ✓ Antonym
 - ✓ Implied

L4b: Greek and Latin Word Parts (IXL practice: Q1-4, P 1-8)

- ✓ Prefix- comes before the root word
- ✓ Root- word part that contains the core meaning of the word
- ✓ Suffix- comes after the root word

L4c: Using reference materials (IXL practice: X1-5)

- ✓ Dictionary- lists words in alphabetical order
- ✓ Glossary- alphabetical list of terms used in a book
- ✓ Thesaurus- used to find synonyms and antonyms for words

L5: Understanding of word meanings

L5a: Figures of Speech (IXL practice: E3-4)

- ✓ Expressions that suggest ideas and feelings beyond the actual meaning of the words.
- ✓ Allusions- A type of metaphor comparing one thing to another.
 - Biblical
 - Literary
 - Mythological

L5b: Word Relationships (IXL practice: R1-2, U1-2)

- ✓ Analogies- Types of relationships between pairs of words
- ✓ Synonyms- a word or phrase that means exactly or nearly the same as another word or phrase.
- ✓ Antonyms- a word opposite in meaning to another

L5c: Denotation and Connotation (IXL practice: T1-2)

- ✓ Denotation- The basic meaning or dictionary definition
- ✓ Connotation- The feelings associated with the word