

Reading Worksheet

Name _____

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V 6.1.2 Distinguish and interpret figurative language and multiple-meaning words.

Form A

Figurative language is the imaginative, creative use of words that allows the reader to see something in a new way. Common forms of figurative language are similes, metaphors, personification, and vivid imagery. In the following poem, look carefully for figurative language.

Winter Dark Lillian Moore

Winter dark comes early
mixing afternoon
and night.
Soon
there's a comma of a moon,

and each street light
along the
way
puts its period
to the end of day.

Now
a neon sign
punctuates the dark
with a bright
blinking
breathless
exclamation mark!

1. What two things are compared in the first stanza?

2. What is the second comparison in the poem?

3. In the final stanza, what two items are being compared?

4. Is the following sentence a metaphor, personification, or a simile?

The cafeteria was like a three ring circus.

5. What is the sentence trying to describe about the cafeteria?

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In the following sentences, underline the word that has multiple meanings. On the line below the sentence, give an example of a different way to use that word.

Ex: My little sister really got us in a jam when she lied to Mom about where we were going.

I like to put jam on my toast.

6. The dog had a loud and menacing bark.

7. Your new watch coordinates with your outfit.

8. My father prefers to wear a tie to work.

9. Take the pink slip to your teacher immediately.

10. I purchased a new type of marker.

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Form B

Figurative language is the imaginative, creative use of words that allows the reader to see something in a new way. Common forms of figurative language are similes, metaphors, personification, and vivid imagery.

1. Underline the simile in the following sentence.

The rain fell like small kisses on Rosemary's face.

2. What is the sentence saying about the rain?

3. Underline the personification in the following sentence.

The sun's face smiled down on me and warmed my skin.

4. What is the sentence trying to say about the sun?

5. Does the following sentence contain a simile, metaphor, or personification?

The classroom was a hive of busy worker bees.

In the following sentences, underline the word that has multiple meanings. On the line below the sentence, give an example of a different way to use that word.

Ex: My little sister really got us in a jam when she lied to Mom about where we were going.

I like to put jam on my toast.

6. We went on a wonderful trip during vacation.

7. We carefully led the young horse into his stall.

8. The stern of the great ship sank slowing into the ocean.

9. In the long drought, the water in the well dried up completely.

10. Our teacher designated a special space for each student.

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V 6.1.4 Use context clues.

Form A

Use the context clues in the sentences to determine which words belong in the blanks.

rely	determination	peered	urgency	rookie
dispose	accelerated	extinct	evidence	lifeless

1. "I need to _____ on you to take good care of your baby sister," Mom said.
2. Marsha _____ out the window to see what had made that loud noise. When she looked closely, she could see a raccoon.
3. We need to _____ of all the junk in the bottom of your closet. If we don't get rid of it, you're going to run out of room.
4. The runners _____, or went faster, as they got closer to the finish line.
5. The player won the "_____ of the Year" award at the end of his first season.
6. Susan's _____ and hard work paid off when she finally finished the long project and got an A.
7. In science, we use the word _____ to mean that an entire species has died off.
8. The _____ body of the doll sat hunched over on the little girl's unmade bed.
9. The lawyer brought a lot of _____ to court in order to prove that his client was not guilty.
10. The baby was coming right now and there was a great sense of _____ as we rushed to the hospital!

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Form B

Use the context clues in the sentences to determine which words belong in the blanks.

communicate	awkward	bragged	interfering	permitted
intricate	metropolis	massive	excluding	durable

1. The _____ young deer kept falling and stumbling on its new legs.
2. I was impressed with the _____ beadwork and tiny stitches on the beautiful dress.
3. Everyone seemed annoyed when John _____ and told us how great he was at soccer.
4. Even though she had asked her parents nicely, Sarah was not _____ to get her ears pierced.
5. The busy _____ was full of cars, people, buildings, and noises.
6. When you go to a job interview it is extremely important that you _____ clearly so they can understand exactly what you are trying to say.
7. The cruel group of girls kept _____ Jan and not letting her play with them.
8. I looked up at the _____ structure and was shocked at how large it was.
9. My mother bought me the _____ binder so it would last all school year without breaking.
10. Jose really wanted his parents to stop _____ in his life and getting into his business. He just wanted to do things on his own.

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V 6.1.5 Understand and explain “shades of meaning” for related words (e.g. softly and quietly).

Form A

1. Which word means the most quiet?
a. silently b. quietly c. softly
2. Which emotion implies the strongest feelings?
a. like b. adoration c. fondness
3. Which word means the most alike?
a. comparable b. similar c. equivalent
4. Which word implies the most action?
a. seize b. arrest c. apprehend
5. Which word implies the biggest amount of people?
a. group b. team c. mob

Form B

1. Which word indicates the strongest belief?
a. notion b. thought c. conviction
2. Which word implies the most light is being shone?
a. shine b. blaze c. glow
3. Which word means the smallest action?
a. nibble b. chew c. chomp
4. Which word means the smartest?
a. bright b. genius c. intelligent
5. Which word implies the biggest change?
a. convert b. alter c. modify

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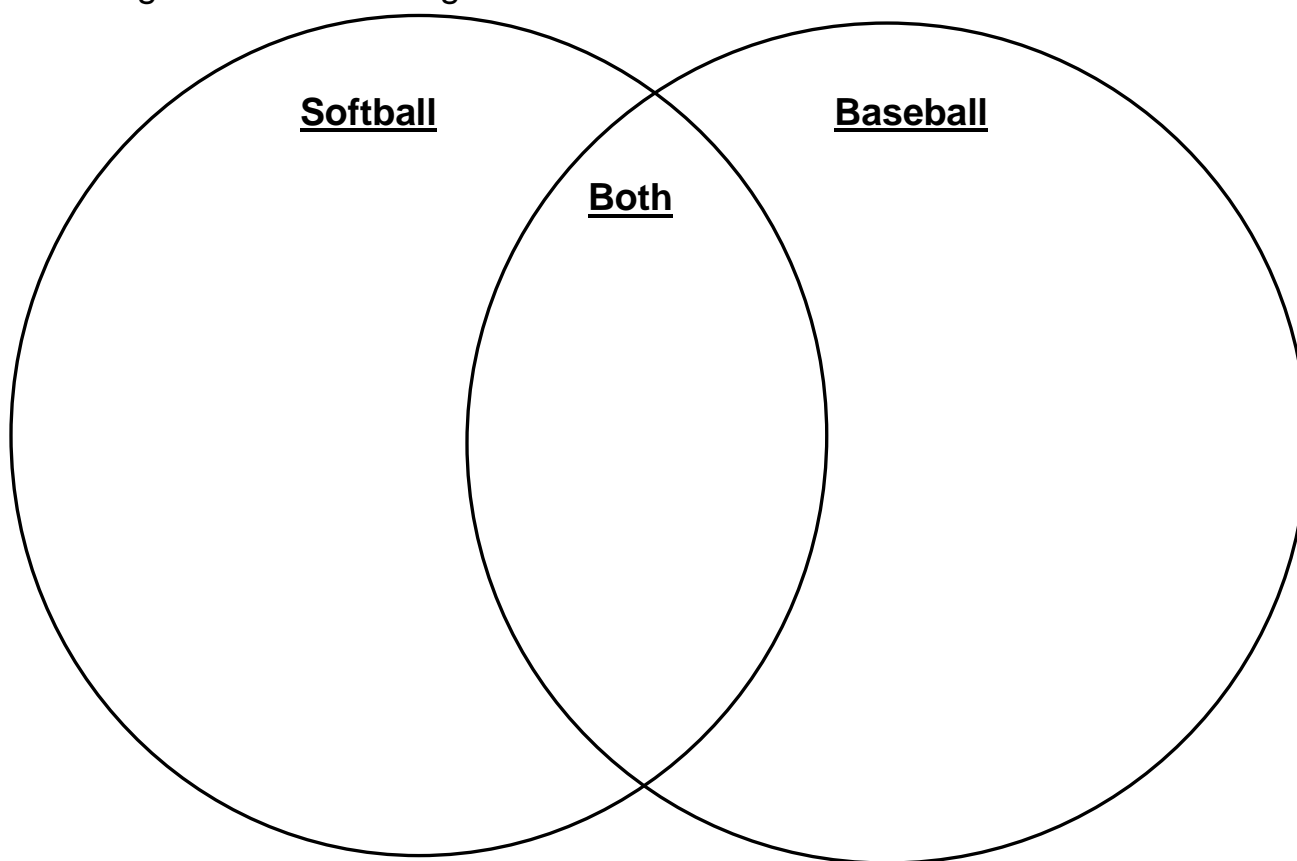
C 6.2.2 Analyze text that uses the “compare and contrast” organizational pattern.

Form A

Compare and contrast the following story. Use the Venn diagram to show the similarities and differences.

Baseball and Softball

Baseball and softball are two popular sports. Baseball teams have nine players while softball teams, or what is known as slow-pitch softball, have ten players. Both games share similar equipment, although there are a few differences in the size and make-up of the equipment. Many slow-pitch games use a 12-inch ball, while baseball players use a ball that measures from 9 to 9 1/4 inches. Softball bats may be made of wood, metal, plastic, or fiberglass. Baseball bats are usually made of ash wood. Batters may bunt and runners may steal bases in baseball, but slow-pitch rules prohibit bunting and base stealing.



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Form B

Compare and contrast the following story. Use the Venn diagram to show the similarities and differences.

Dream Dawgs Obedience School

"Well, who do we have here?" said the woman who opened the door at the Dream Dawgs Obedience School. "And how will I tell them apart?"

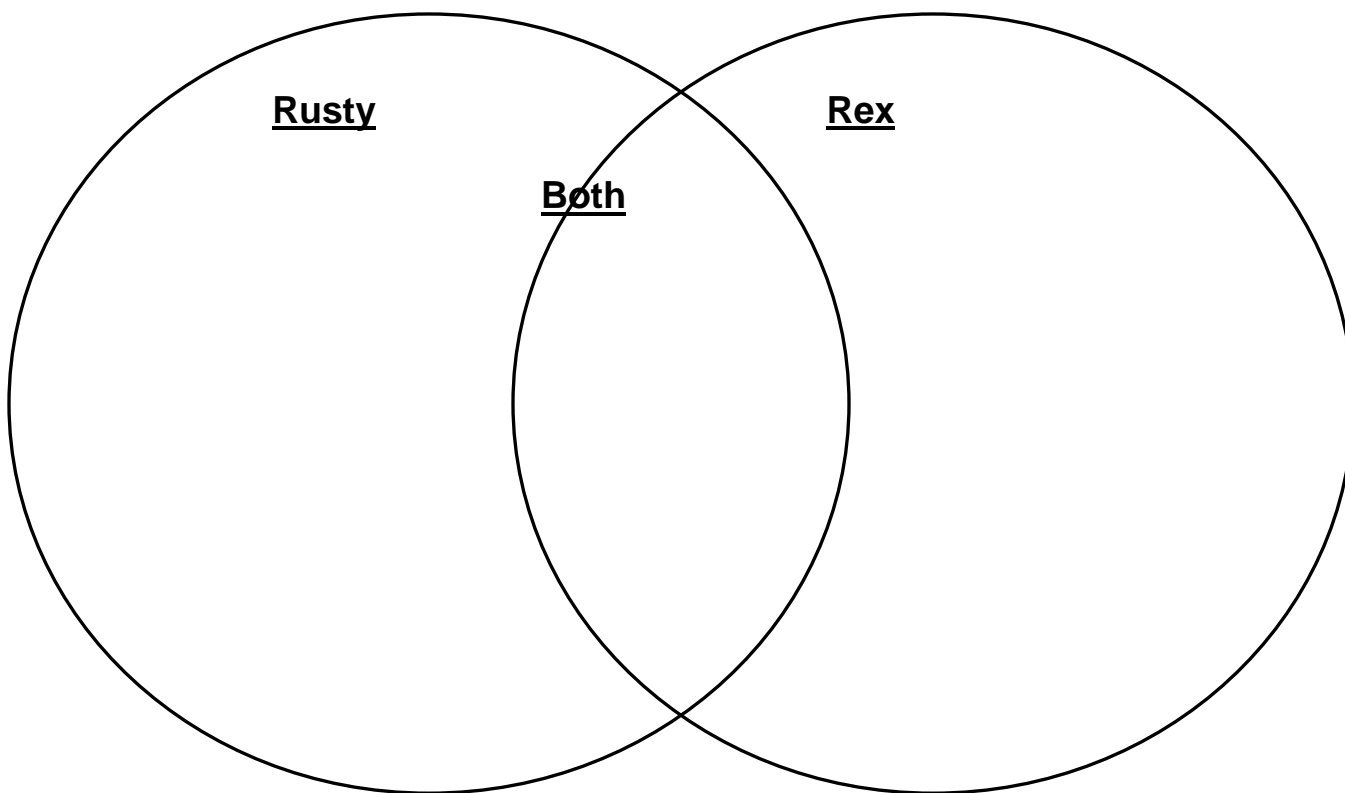
"Rex is the one with the white spot on his nose," I said. Even I couldn't tell them apart unless they were facing me. They were identical chocolate-brown Labrador retrievers with beautiful, shiny coats and long, lean legs.

"Well, come on in. We are just about to start," she said, ushering us into a large room filled with dogs and owners.

Within seconds, Rusty started barking excitedly at the other dogs. He pulled hard at the end of the leash, and I had to struggle to hold him. Rex, on the other hand, started shaking like a leaf. He lay down at my feet and wouldn't budge as he whimpered and glared at the other dogs.

"Now owners, gather round," called the woman. "With your hand, press lightly on your dog's rear and say, 'Sit.'"

I reached down to my left, but friendly Rusty had moved over and was licking the head of a gray poodle. When I looked to my right, Rex had disappeared behind my legs. I gave his leash a small tug, but he just cowered by my legs and let out a deep growl. This wasn't going to be easy.



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Form C

Compare and contrast the following story. Use the Venn diagram to show the similarities and differences.

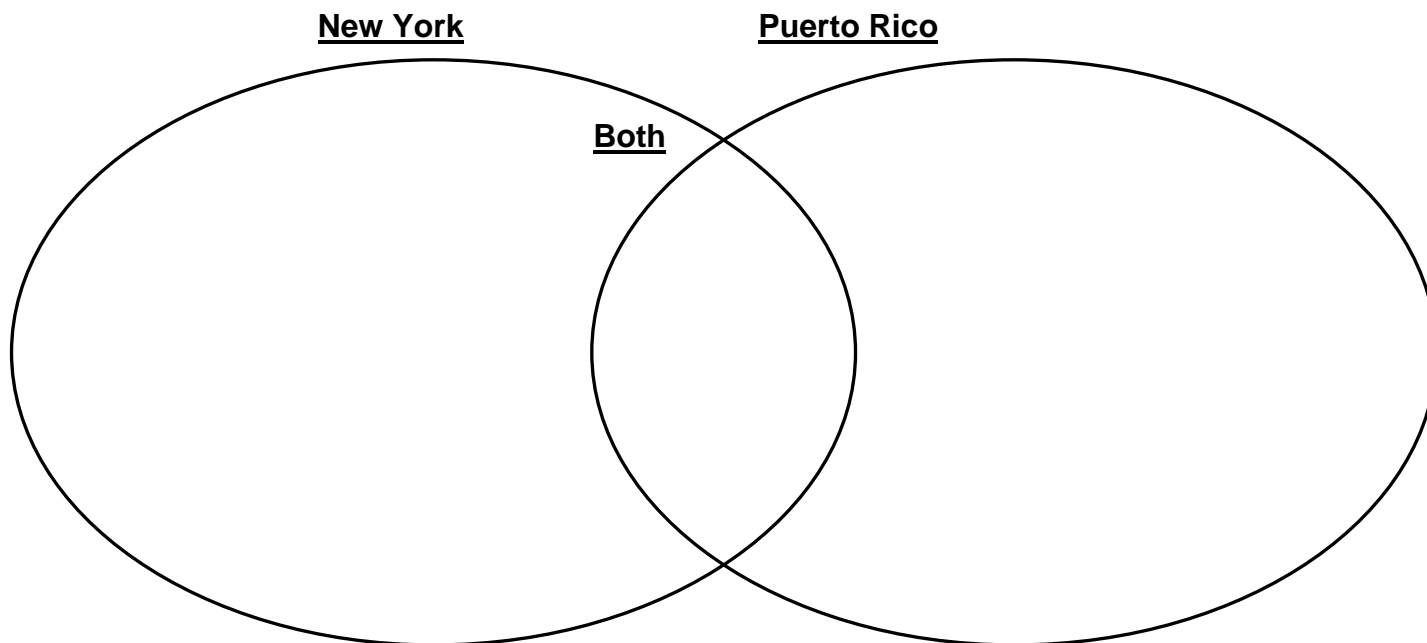
Going Home

Felita lives with her family in New York City. She loves going to Jones Beach, Coney Island, and the Bronx Zoo. She also loves the street fairs, the block parties, and the concerts in the park. But she is very excited when one summer, her dream of visiting her relatives in Puerto Rico comes true. Her whole family goes to Puerto Rico for a visit with Uncle Jorge. The excerpt begins with the first evening of their arrival.

That evening I met so many relatives I never even knew I had, like all kinds of cousins, aunts, and uncles. Most of the grown-ups sat out in back talking. I could hear Mami's laugh and Papi's voice coming through all the other voices. The real little kids were inside watching T.V. Lina kept on following me around and babbling nonstop. I was beginning to feel like I was Consuela minding little Joanie.

Most of us kids were hanging out on the front porch. In fact it looked like most of the neighborhood was doing the same. Cars and trucks kept coming down the block so that the kids playing out in the street had to jump back onto the sidewalk. When an ice-cream truck came by and parked by the corner, Abuelo bought all of us ice cream. As I sat on the steps watching the action, a strange feeling came over me: I felt like I had been here before. Then I realized that in so many ways it was just like I was back on my own street. The traffic, the grown-ups and kids hanging out, and the ice-cream truck were so much like home.

But here everyone spoke Spanish and being outside was real easy. You didn't have to go up and down the stairs or go in and out of big buildings. Also there were so many plants and trees around that it felt and smelled like I was in the park. I thought about all my friends, especially Gigi, Consuela, and Vinny. Right now I bet they were hanging out just like me. How I wished they could all be here with me and see some of this.



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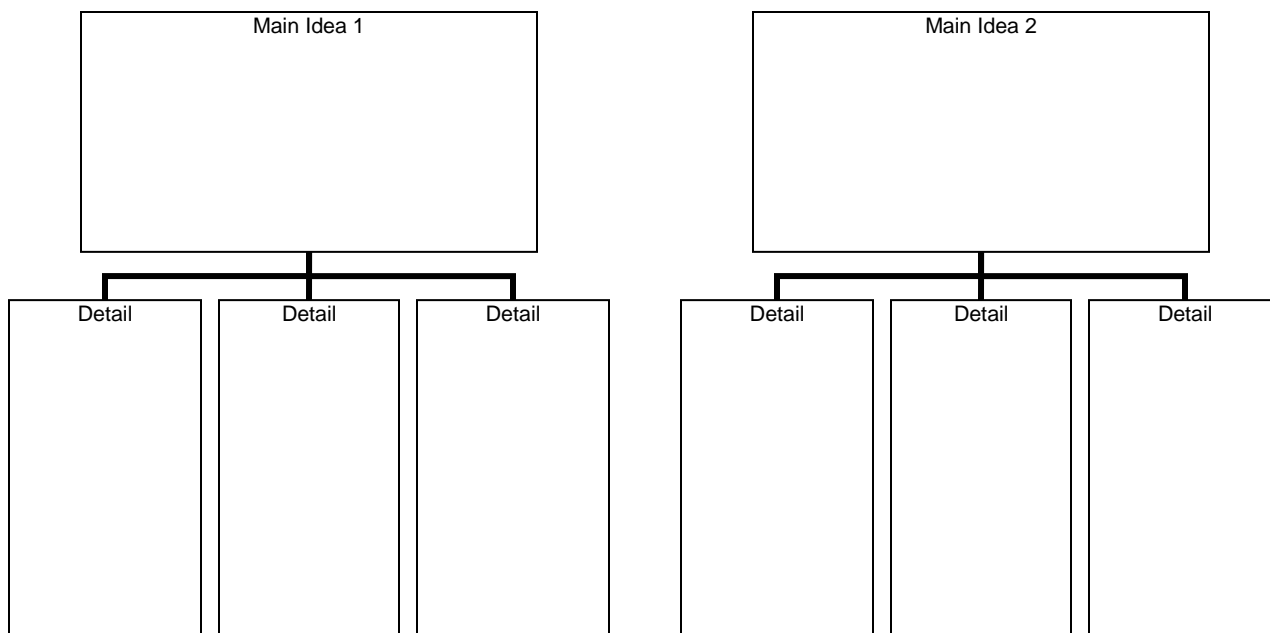
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C 6.2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

Form A

Have you ever wondered if time travel is possible? If you have you're not alone. Philosophers and scientists, including Albert Einstein, have studied the concept of time. Writers have written stories about time travel into the past and future. Television shows and movies like *Star Trek* and *The Terminator* explore the possibilities of time travel.

Although time travel may not be possible in the near future, history has taught us that advanced technology is capable of the impossible. In the beginning of the century, many people doubted that humans would ever fly. Today we can get from one ocean to another in a matter of hours. Likewise, the thought of flying to the moon seemed an impossibility, but today we have the spacecraft to get us there and back. Perhaps someday we will have a machine capable of transporting people into the past or future.



What other books, stories, or movies are about this topic?

How do they relate to the paragraphs above? Where would they fit in the passage?

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Form B

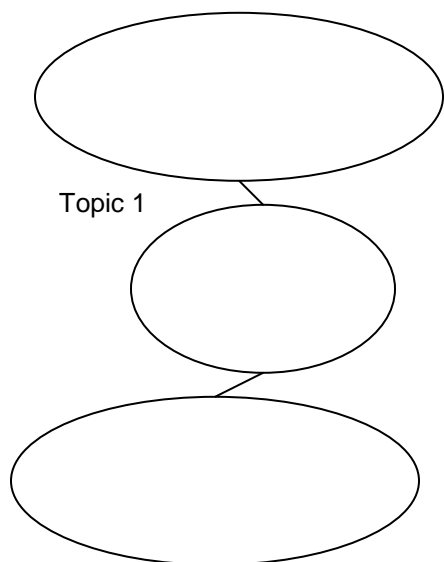
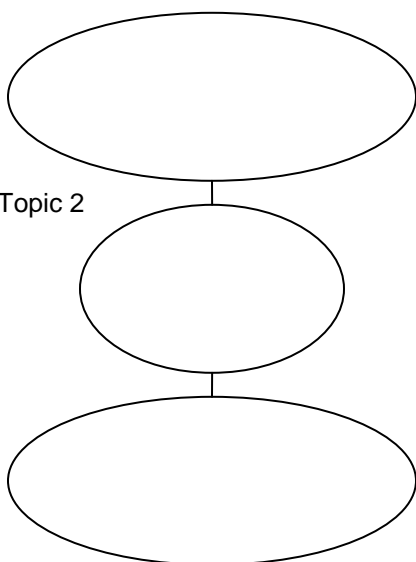
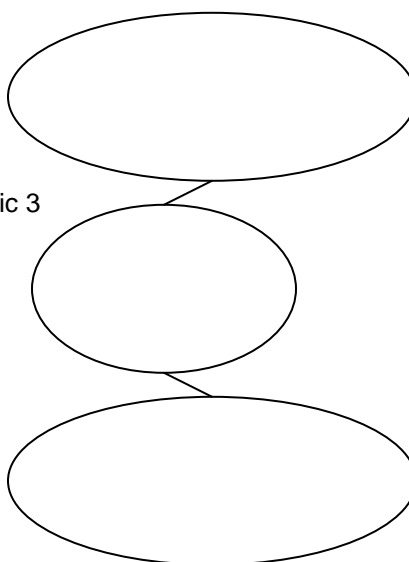
Civilizations of Mesoamerica

Before Europeans arrived in the Americas, Mesoamerica (which includes Mexico and Central America) was home to several advanced civilizations. Three of the main groups were the Olmecs, the Maya, and the Aztecs.

The Olmecs were the first to create an advanced civilization. Around 1200 B.C. they began to build cities and create a trade network in the jungles of southeastern Mexico, along the Gulf of Mexico. They carved giant stone heads, some weighing as much as forty-four tons. By 400 B.C. their culture was in decline, but their achievements influenced other civilizations to come.

By A.D. 250 another powerful culture, the Maya, had emerged in Mesoamerica. The Maya built great stone cities, or ceremonial centers, in the lowland jungles and mountain highlands of southern Mexico and northern Central America. Mayan cities, including Palenque, Tikal, and Copan, featured elaborate pyramids, temples, and palaces. The Maya built irrigation canals for their fields. They also developed a writing system, a calendar, and advanced knowledge of mathematics and astronomy. After A.D. 900 their culture began to decline, though Mayan peoples continue to live in the region to this day.

The third great civilization of Mesoamerica was the Aztec. It emerged in the dry highlands of central Mexico after A.D. 1200. The Aztecs built a great city, Tenochtitlan, on an island in a large lake in the Valley of Mexico. They were also great warriors. By the early 1500s they had conquered many neighboring groups and had created a large empire. When the Spanish arrived in Mexico in 1519, they were astounded by the wealth and achievements of the Aztec empire.

		
Topic 1	Topic 2	Topic 3

What other books, stories, or movies are about this topic? How do they relate to the paragraphs above?

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C 6.2.6 Determine the adequacy and appropriateness of an author's evidence for his or her conclusions.

The following letters were written to a newspaper editor after he printed an article about the death penalty. After reading the responses, answer the questions.

Letters to the Editor

Dear Editor:

Ralph Worthington's recent column "The Death Penalty Only Adds One More Death" is completely mistaken. It does add one more death; but in the long run, capital punishment stops murder because when people know they will be severely punished for a crime, they will think twice before committing it. That's just common sense.

*John Barnes
LA, CA*

Dear Editor:

Ralph Worthington is absolutely correct. A society that kills only lets it be known that violence is acceptable. And by doing that, it—the society—makes more murder more likely. The Bible says, "Thou Shalt Not Kill."

*Donald T. Willette
Newport, CA*

Dear Editor:

The Bible says, "An eye for an eye, and a tooth for a tooth." So put me down as being for capital punishment in every case where a murder has been committed.

*Ruth Warren
Long Beach, CA*

Dear Editor:

Most murders are committed in quarrels where the murderer is very unlikely to have any kind of future penalty in mind. So what good does the death penalty do?

*Barbara Vance
Paramount, CA*

Dear Editor:

My own son was murdered two years ago. But killing the murderer won't bring my David back. I don't see how a second crime can really erase the first one.

*A mother
Seal Beach, CA*

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1. The author of the first letter, John Barnes, makes what claim that supports the death penalty?

2. Do you agree with his reasoning? Why or why not?

3. The mother in the final letter backs her argument with evidence that no one else has. What evidence does she have to back her argument?

4. Why might someone listen to the mother's side of the issue instead of Ruth Warren's?

5. Donald Willette and Ruth Warren use the same source to back their arguments, but they are fighting for two different sides. How can the same source support two different sides of an issue?

6. What additional information could be added to Barbara Vance's argument to strengthen her point?

7. What might offend people about Ruth's argument?

8. Whose point do you think is the strongest? Why?

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L 6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.

In any story, the characters' personal qualities make a big difference in how the story turns out. After reading the story provided by your teacher, please think carefully about the character(s) in the story and how their feelings and actions changed the way the story ended. Then answer the following questions:

Title _____

1. Who was one of the main characters in the story? _____

2. Describe that character's personality? What were they like?

3. What was a problem or conflict in the story?

4. How did the problem get resolved?

5. How did the character's personality or personal qualities affect the way the story turned out?

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L 6.3.8 Critique the credibility of the characterization and the degree to which a plot is contrived or realistic.

Sometimes in life, and in literature, we hear information about someone that may or may not be accurate. For example, what you say about your brother after he hits you is very different than what you would say about him after he gives you a birthday present. As another example, what you might say about your feelings in your private diary is different than what you would tell your friends at school. You have to consider the time, place, and source of the information. In literature this is true as well. Authors use direct descriptions, other characters, actions, thoughts, and many other ways to inform you about the characters in a story. You need to be able to tell if the characterization is credible or not!

Using a story from your textbook, newspaper, or magazine, answer the following questions.

Title _____

1. Who was one of the main characters in the passage?

2. Describe that character's personality.

3. How did you learn that information about the character?

4. Considering the source of the information, would you say that the characterization is credible and accurate? Why or why not?

5. Overall, did you feel that the plot of the story was realistic or contrived? Why?

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V 7.1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.

Form A

Each of the following sentences contains an idiom, analogy, metaphor, or simile. Underline it and write an I, A, M, or S on the line to show which of the four it is.

1. My mother has such a green thumb and can grow anything. _____
2. His future is an open book, just waiting to be read. _____
3. Water is to a cat what schoolwork is to me. _____
4. We had to wait for Karen because she was as slow as a snail. _____
5. John is all thumbs and can't build anything without breaking it. _____
6. The river of life seems to pass on by. _____
7. A brush is to a painter what a word is to an author. _____
8. I was as white as a ghost. _____
9. Tommy cries just like a baby when he gets mad. _____
10. If you butter up the teacher, you have a good chance of getting your way. _____

Form B

Each of the following sentences contains an idiom, analogy, metaphor, or simile. Underline it and write an I, A, M, or S on the line to show which of the four it is.

1. Sometimes I feel like my parents are to me what a guard is to a prisoner. _____
2. I drove quickly down the road like a racecar driver on a track. _____
3. I had to put my foot in my mouth when I realized I was wrong. _____
4. My thoughts are an eagle soaring above the noise of the city. _____
5. She blew the whistle on Tom when she found out he cheated on the test. _____
6. Your family is a safety net that catches you when you fall. _____
7. I didn't want anyone to spill the beans about the surprise party. _____
8. Mom's chocolate cake tastes like a little piece of heaven. _____
9. Without dreams, life is a broken-winged bird that cannot fly. _____
10. The bad news was like a splash of cold water. _____

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V 7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary.

Form A

Match the words on the left with the correct definitions on the right.

- | | |
|-----------------------|--|
| 1. telegram _____ | A. resembling green |
| 2. underground _____ | B. one who is not thankful |
| 3. championship _____ | C. an oven that uses electromagnetic waves |
| 4. cosmic _____ | D. device that makes sound louder |
| 5. greenish _____ | E. relating to the universe |
| 6. inflexible _____ | F. not able to bend |
| 7. microphone _____ | G. written message sent over a distance |
| 8. ingrate _____ | H. men united for a purpose |
| 9. microwave _____ | I. beneath the ground |
| 10. brotherhood _____ | J. final game or tournament |

Form B

Match the words on the left with the correct definitions on the right.

- | | |
|-----------------------|--|
| 1. kingdom _____ | A. land ruled by a monarch |
| 2. overseas _____ | B. abroad, on another continent |
| 3. abbreviation _____ | C. glowing, bright |
| 4. logical _____ | D. pulled out of place |
| 5. telescope _____ | E. having many sides |
| 6. invariable _____ | F. to make pleased or satisfied |
| 7. gratify _____ | G. object used to see great distances |
| 8. multilateral _____ | H. in a sensible order; something that makes sense |
| 9. dislocated _____ | I. shortened version of a word or phrase |
| 10. aglow _____ | J. unable to change |

Form C

Match the words on the left with the correct definitions on the right.

- | | |
|------------------------|---|
| 1. legislation _____ | A. distance across the center of a circle |
| 2. diameter _____ | B. act of starting a new colony |
| 3. dictator _____ | C. process by which a liquid turns to a gas |
| 4. evaporation _____ | D. union formed between groups or individuals |
| 5. segregation _____ | E. separation of two or more types |
| 6. alliance _____ | F. person with absolute authority |
| 7. hemisphere _____ | G. half of a sphere |
| 8. prototype _____ | H. written laws or the making of laws |
| 9. digestion _____ | I. act of breaking down food |
| 10. colonization _____ | J. trial or test model |

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V 7.1.3 Clarify word meaning through the use of definition, example, restatement, or contrast.

Form A

Use definition, example, restatement and contrast clues to determine the correct vocabulary word from the list below for each item. Read each sentence with your word choice to make sure it fits the overall meaning.

valiant	sulk	provisions	reveal	shrewd
abruptly	rotate	abroad	brooding	flimsy

1. Although reluctant at first, he overcame his fear and proved to be a _____ hero.
2. Instead of slowing gradually, the car braked _____ when a squirrel ran in front of it.
3. Are you sure we packed enough _____ or supplies for the trip?
4. Small children often like to _____ in swivel chairs until they become dizzy.
5. Dana kept puzzling and _____ over her disastrous science project.
6. Once Phil gets to know you, he will _____, or display a fun and lively side of himself.
7. The _____ politician knew just what he needed to do to get the votes.
8. I lived _____ in Spain for several years before coming here.
9. The wood used for the boat is very _____; are you sure it will float?
10. Rather than _____, try to make the most out of a difficult situation.

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Form B

Use definition, example, restatement and contrast clues to determine the correct vocabulary word from the list below for each item. Read each sentence with your word choice to make sure it fits the overall meaning.

limber erupt unite exposure recollection
gauge violate wilt rummage compassionate

1. If you _____ the rules at school, you may find yourself in the principal's office.
2. Don't expect us to be gentle and _____ with you if you break the law.
3. Stretching before you exercise will help make you more _____ and flexible.
4. Dad will _____ with anger when he finds out what we did. He will be like a volcano!
5. According to my _____, I haven't been sick in years. My memory isn't perfect, though.
6. We must _____ on this issue and work together.
7. The spy decided to _____ and search through files.
8. She was looking for secrets worthy of _____ so she could bring them into the open.
9. For a science experiment, we will _____, or measure, this month's rainfall.
10. After working for hours under this hot sun, I am about to _____ and faint!

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C 7.2.2 Locate information using a variety of consumer, workplace, and public documents.

Form A

Corn Poppers Nutrition Information					
These roasted poppers of corn are fortified with 20 important vitamins and iron!					
Nutrition information per serving:			Percentage of U.S. Recommended Daily Allowances in Corn Poppers		
Serving size: 1 ounce corn poppers alone or with ½ cup vitamin D fortified whole milk.					
Servings per package: 8					
	1 Oz.	With 1/2 Cup Milk		1 Oz.	With 1/2 Cup Milk
Calories	120	180	Protein	4 %	10 %
Protein	3 g	6 g	Vitamin A	25 %	30 %
Carbohydrates	24 g	30 g	Vitamin C	25 %	25 %
Sodium	350 mg	410mg	Thiamin	25 %	35 %
Fat	0 g	4 g	Niacin	15 %	15 %

1. There are _____ important vitamins and iron in Corn Poppers.
2. There are _____ servings in each box of Corn Poppers.
3. An ounce of Corn Poppers contains _____ calories.
4. There are _____g of fat in one ounce of Corn Poppers.
5. A whole box of Corn Poppers would contain _____g of protein.

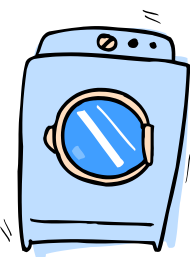
Hi Tek Pants
W – 32 L – 34
100% Orlon Acrylic with a remarkable premium yarn!
Give the appearance of worsted wool.
Hand wash only! Place on flat surface and bunch lightly to air dry.

Kerri's Jeans
Come in all sizes: S - M - L - XL
In business for over 100 years!
Shrinkage controlled at 2 percent.
Every pair Satisfaction Guaranteed.

Read each of the statements below. After each write K, H, and/or R, depending on whether the statement is about Kerri's, HiTek, or Rentog pants.

6. Contains 60% Polyester
7. Looks like expensive wool
8. Has a satisfaction guarantee
9. Says not to bleach
10. These come in all sizes.

RENTOG Slims
Permanent Press 60% Polyester 40% Cotton
Machine wash in warm water with like colors. No bleach.
Tumble dry at medium setting.



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Form B

How to Use DRAIN-CLEAN

Note: Follow special instructions to open the Safety-Guard cap on this bottle.

DRAIN-CLEAN

- Works down through standing water
- Cuts through grease and dissolves hair
- Is safe for garbage disposals and all pipes

Warnings: Do not squeeze bottle when opening. Pour slowly at all times. Avoid any contact with eyes, skin, or clothing. Keep children away from areas where Drain-Clean is being used. Do not use a plunger at any time when working with Drain-Clean.

For clogged drains: Use $\frac{1}{2}$ bottle, even if there is standing water. Allow to stand for 45 minutes. Then repeat application. Flush drain very slowly with lukewarm water.

For sluggish drains: Use $\frac{1}{4}$ bottle. Allow to stand for 20 minutes. Then, rinse the drain very carefully with lukewarm water.

Emergency treatment: If Drain-Clean gets in eyes or on skin, wash off with water. If swallowed, drink large quantities of water, milk, or raw eggs. Then, call a physician.

Write T if the statement is true. Write F if it is false.

1. If you had a drain that was badly clogged, you might use up the whole bottle in unclogging it. ____
2. Drain-Clean will not work where there is a large amount of hair in the drain. ____
3. After using Drain-Clean, you should flush the drain with very hot water. ____
4. Drain-Clean is safe for both pipes and garbage disposals. ____
5. Using a plunger while using Drain-Clean is highly recommended if you want to unclog your drains quickly. ____

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*Below is a section from a change of address card that a person fills out and gives to a clerk at the post office to have mail forwarded. Read the card. Then, answer the questions below. Write **T** if the statement is true. Write **F** if it is false.*

CHANGE OF ADDRESS CARD	
THIS ORDER PROVIDES for the forwarding of First Class Mail and all parcels of obvious value for a period not to exceed one year.	
Please Print	
Name: _____	
Old Address (No. and St., R.O. Box or R.D. _____ Post Office, State and ZIP): _____	
New Address (No. and St., P.O. Box or R.D. _____ Post Office, State and ZIP): _____	
Change of Address is for: <input type="checkbox"/> entire family <input type="checkbox"/> individual signer only	
I agree to pay forwarding postage for newspapers and magazines for 90 days <input type="checkbox"/> No <input type="checkbox"/> Yes	
Effective date _____ If temporary, expiration date _____	
Sign here _____ Date signed _____	

6. You may use handwriting (cursive writing) or printing when filling out the card. ____
7. This card assures that all mail sent to your old address will be forwarded without any extra cost. ____
8. There is no need to list your old address. ____
9. This card may be for an individual or an entire family. ____
10. The card provides for forwarding of mail for one month. ____

Reading Worksheet

Name _____

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Form C

JOB APPLICATION							
<input type="checkbox"/> Part Time <input type="checkbox"/> Full Time		Hours Available					
		M	T	W	T	F	S
From							
To							
Total hours available per week _____							
Are you legally able to Be employed in the U.S.?		<input type="checkbox"/> Yes <input type="checkbox"/> No		How did you hear about this job? _____			
SCHOOL MOST RECENTLY ATTENDED							
Name _____		Counselor _____			Dept. _____		
Graduated? _____		Now enrolled? _____		Activities _____			
Personal References _____					Tel. No. _____		
Health problems? _____ If so, please explain _____							

1. S and S in the Hours Available box stand for _____.
2. Total hours available per week means _____.
3. Dept. stands for _____.
4. Tel. No. stands for _____.
5. Part time refers to
 - a. a job where you work fewer than 40 hours per week
 - b. a job where you do different things at different times
 - c. a job working with machine parts rather than people.
6. Last grade completed means
 - a. the last grade you received on your report card.
 - b. your highest passing grade.
 - c. the highest grade level you have finished.

Write *T* if the statement is true. Write *F* if it is false.

- _____ 7. You cannot work for this restaurant unless you have graduated.
- _____ 8. You need two personal references.
- _____ 9. You cannot work here if you have a health problem.
- _____ 10. You must be an honor student to get the job.

Reading Worksheet

Name _____

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L 7.3.2 Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows the future action(s).

After reading a 7th grade passage, fill in the following graphic organizer.

Summary of Plot (5 sentences or less)

Events that advance the plot

Explains Past Event

Foreshadows Future Events

1. _____

Yes/No

How? _____

Yes/No

How? _____

2. _____

Yes/No

How? _____

Yes/No

How? _____

3. _____

Yes/No

How? _____

Yes/No

How? _____

Reading Worksheet

Name _____

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V 8.1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of the phrases.

Figurative Language

Figurative language deepens and extends the meaning of a poem or other literary work by presenting objects or ideas from a different perspective than the usual one. Writers use similes, metaphors, and other forms of figurative language to communicate ideas beyond the normal meanings of the words. Use the chart below to locate similes and metaphors in the two poems which follow.

What is being Described	What it is compared to	Simile or Metaphor
1.		
2.		
3.		
4.		
5.		

Reading Worksheet

Name _____

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Willow and Ginkgo

By Eve Merriam

The willow is like an etching,
Fine-lined against the sky.
The ginkgo is like a crude sketch,
Hardly worthy to be signed.

The willow's music is like a soprano
Delicate and thin.
The ginkgo's tune is like a chorus
With everyone joining in.

The willow is sleek as a velvet-nosed calf;
The ginkgo is leathery as an old bull.
The willow's branches are like silken thread;
The ginkgo's like stubby rough wool.

The willow is like a nymph with streaming hair;
Wherever it grows, there is green and gold and fair.
The willow dips to the water,
Protected and precious, like the king's favorite daughter;

The ginkgo forces its way through gray concrete:
Like a city child, it grows up in the street.
Thrust against the metal sky,
Somehow it survives and even thrives.

*My eyes feast upon the willow,
But my heart goes to the ginkgo*

A Loaf of Poetry

By Naoshi Koriyama

you mix	until
the dough	it puffs out big
of experience	with its own inner force
with	and then
the yeast	knead it again
of inspiration	and
and knead it well	shape it
with love	into a round form
and pound it	and bake it
with all your might	in the oven
and then leave it	of your heart

Reading Worksheet

Name _____

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Analogies: Complete each analogy by choosing a word from the list below.

grief	telescope	injection	hair	corruption
computer	exhaustion	sheep	food	wet

6. INSPECT : INSPECTION :: corrupt : _____

7. FEATHER : WING :: keyboard : _____

8. REGRET : REMORSE :: sorrow : _____

9. CONFUSION : CHAOS :: weariness : _____

10. BIOLOGIST : MICROSCOPE :: astronomer : _____

11. PAPER : TREE :: wool : _____

12. REJECT : REJECTION :: inject : _____

13. DESERT : DRY :: ocean : _____

14. PAINTER : PAINT :: cook : _____

15. WINDOW : GLASS :: wig : _____

Idioms: Underline the idiom in each sentence below. Then write the meaning of the idiom in the space provided.

16. Isaac was walking on air after his team won the basketball championship.

Meaning: _____

17. Ken has a green thumb and shares his home-grown tomatoes with us.

Meaning: _____

18. After a short break, Marlene caught her second wind and continued to play the tennis match.

Meaning: _____

19. The game show contestant hit the nail on the head with her first response.

Meaning: _____

20. Albert is finally getting the hang of snowboarding after practicing for months.

Meaning: _____

Reading Worksheet

Name _____

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V 8.1.3 Use word meanings with the appropriate context and be able to verify those meanings by definition, restatement, example, comparison, or contrast.

Form A

Look at the following words and their meanings in parenthesis. Then, for each word, write a sentence that uses the word and includes a context clue to its meaning.

1. longing (desire) _____

2. calamity (disaster) _____

3. clamor (loud noise) _____

4. flaws (mistakes, errors) _____

5. precaution (carefulness) _____

6. ailment (illness) _____

7. consequence (result, effect) _____

8. ruse (clever trick) _____

9. phobia (fear) _____

10. wrath (anger) _____

Reading Worksheet

Name _____

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Form B

Look at the following words and their meanings in parenthesis. Then, for each word, write a sentence that uses the word and includes a context clue to its meaning.

1. clogged (blocked) _____

2. faulty (not working) _____

3. ordeal (a difficult experience) _____

4. renovate (repair, restore) _____

5. collaborate (work together) _____

6. serene (calm, peaceful) _____

7. palatable (edible) _____

8. affluent (wealthy) _____

9. bland (without spice, boring) _____

10. multitude (a lot, a large group) _____

Reading Worksheet

Name _____

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C 8.2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (warranties, contracts, product information, and instructional manuals).

Reading Medicine Labels

MEYER'S ASPIRIN

Quick and easy relief from pain! Works well on headaches, muscle aches, and soreness due to colds or the flu.

Double-duty extra special lock cap gives complete safety!

For adults: Use 1 or 2 tablets with water or orange juice every 4 hours. You can take up to 12 tablets a day.

Warning: For children under 2, consult a physician.

CAUTION: Keep this bottle and all medications out of the reach of small children. In case of an accidental overdose, call a physician immediately.

RAY'S CREAM

Brings hours of soothing relief! Gives steady relief from aching muscles, other minor pains, and the discomfort that often accompanies colds.

How to use: Rub the cream gently into the sore, painful, or nagging area. Massage with open hand until the cream completely disappears. Apply the cream every 3 hours, or as you feel it is necessary.

BEWARE: Do not taste or swallow this cream. If accidentally swallowed, induce vomiting and call a physician immediately.

Write A if the statement pertains to the aspirin, C if it refers to the cream, and AC if it refers to both.

- _____ 1. It has a special cap.
- _____ 2. Indicates what to do in case of an emergency caused by the medicine.
- _____ 3. The label promises quick relief.
- _____ 4. No special age group need refrain from using it.
- _____ 5. It may help if you have the flu.
- _____ 6. Claims to help if you have a cold.

7. What is one thing included on both labels?

8. What is another thing included on both labels?

9. What is the purpose of the first line on both labels?

10. Why is it important that both labels include warnings?

Name _____

Form B

Something's Cookin'

MASTERMEAL FROZEN MACARONI AND CHEESE

Mastermeal's macaroni and cheese is a luscious taste experience. Three cheeses are blended into a tasty cheese sauce. This delicious sauce is combined in just the right proportion with firm macaroni.

To Heat

- Preheat oven to 375° F
- Remove tray from carton.
- Remove paper cover from tray.
- Place tray on baking sheet (such as cookie sheet).
- Heat for approximately 40 minutes or until cheese is brown and bubbly.

For Microwave Ovens

- Do not remove paper cover.
- Place tray in microwave on high setting.
- Heat for about 8 minutes, or until cheese is hot and bubbly.
- Stir before serving.



FREZFREEZE CHICKEN CREPES With Special Sauce!

Frezfreeze floats tender chunks of chicken in a creamy chicken sauce, then wraps the delightful combination in two beautiful crapes. A delicious mushroom sauce is heated separately. Ideal for brunch, lunch, dinner, or snack.

To Heat

- Preheat oven to 350° F
- Remove foil wrap.
- Bake for 40 to 45 minutes.
- Place pouch in boiling water for 6 minutes.

For Microwave Ovens

- Remove crapes from container and place on nonmetallic plate.
- Thaw on *defrost* for 3 minutes.
- Puncture pouch with a fork and place it on plate with crapes.
- Heat on *high* for 4 minutes.
- For crispier crapes, place cooked crapes under medium broiler for 30 seconds.



Write *M* if the statement applies to the macaroni and cheese. Write *C* if it applies to the chicken crepes. Write *MC* if it applies to both.

- _____ 1. There are two separate items in the package.
- _____ 2. Directions clearly state that you must remove food from package.
- _____ 3. Could be too moist or too soggy if you heat in a conventional oven and don't remove the cover.
- _____ 4. You can cook the food in the carton.
- _____ 5. Requires shortest microwave cooking time.
- _____ 6. Label provides instructions for microwaves and ovens.
- _____ 7. Cannot be cooked in its container in a microwave oven.
- _____ 8. Uses a step-by-step format for directions.
- _____ 9. Requires boiling water.
- _____ 10. Requires the higher cooking temperature in a conventional oven.

Reading Worksheet

Name _____

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C 8.2.2 Analyze text which uses proposition and support patterns.

Proposition and support is a pattern of organization in which the author states his or her proposal and provides arguments to support the plan. Usually, the writer describes a problem and offers a plan to solve it. He or she offers evidence to support his or her reasoning, and statements that address possible objections, or **counterarguments**, to the proposal. This type of organization is often used in persuasive speeches, editorials, and essays. Christopher Reeve's speech follows this structure of proposition and support. Analyze his speech by filling out the chart below.

Main Problem	
Author's Position or Statement of Proposal	
Statements Supporting Author's Proposal	Statements Addressing Counterarguments

Conclusion or Statement of Proposal
--

Speech by Christopher Reeve

Over the last few years, we've heard a lot about something called values. And like many of you I've struggled to figure out what that means. But since my accident, I've found a definition that seems to make sense. I think it means that we're all family, that we all have value. And if that's true America really is a family, then we have to recognize that many members of our family are hurting.

Just to take one aspect of it, one in five of us has some kind of disability. You may have an aunt with Parkinson's disease. A neighbor with a spinal cord injury. A brother with AIDS. And if we're really committed to this idea of family we've got to do something about it.

First of all, our nation cannot tolerate discrimination of any kind. That's why the Americans with Disabilities Act¹ is so important and must be honored everywhere. It is civil rights law that is tearing down barriers both in architecture and in attitude.

Its purpose is to give the disabled access not only to buildings but to every opportunity in society. I strongly believe our nation must give its full support to the caregivers who are helping people with disabilities live independent lives.

Sure, we've got to balance the budget. And we will.

We have to be extremely careful with every dollar that we spend. But we've also got to take care of our family—and not slash programs people need. We should be enabling, healing, curing.

One of the smartest things we can do about disability is invest in research that will protect us from disease and lead to cures. This country already has a long history of doing just that. When we put our minds to a problem, we can usually find solutions. But our scientists can do more. And we've got to give them the chance.

That means more funding for research. Right now, for example, about a quarter million Americans have a spinal cord injury. Our government spends about \$8.7 billion a year just maintaining these members of our family. But we spend only \$40 million a year on research that would actually improve the quality of their lives; get them off public assistance, or even cure them.

We've got to be smarter, do better. Because the money we invest in research today is going to determine the quality of life of members of our family tomorrow.

During my rehabilitation, I met a young man named Gregory Patterson. When he was innocently driving through Newark, New Jersey, a stray bullet from a gang shooting went through his car window . . . right into his neck . . . and severed his spinal cord. Five years ago, he might have died. Today, because of research, he's alive. But merely being alive is not enough.

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We have a moral and an economic responsibility to ease his suffering and prevent others from experiencing such pain. And to do that we don't need to raise taxes. We just need to raise our expectations.

America has a tradition many nations probably envy: We frequently achieve the impossible. That's part of our national character. That's what got us from one coast to another. That's what got us the largest economy in the world. That's what got us to the moon.

On the wall of my room when I was in rehab was a picture of the space shuttle blasting off, autographed by every astronaut now at NASA. On the top of the picture it says, "We found nothing is impossible." That should be our motto. Not a Democratic motto, not a Republican motto. But an American motto. Because this is not something one party can do alone. It's something that we as a nation must do together.

So many of our dreams at first seem impossible, then they seem improbable and then, when we summon the will, they soon become inevitable. If we can conquer outer space, we should be able to conquer inner space, too: the frontier of the brain, the central nervous system, and all the afflictions of the body that destroy so many lives and rob our country of so much potential.

Research can provide hope for people who suffer from Alzheimer's. We've already discovered the gene that causes it. Research can provide hope for people like Muhammad Ali and the Reverend Billy Graham who suffer from Parkinson's. Research can provide hope for the millions of Americans like Kirk Douglas who suffer from stroke. We ease the pain of people like Barbara Jordan who battled multiple sclerosis. We can find treatments for people like Elizabeth Glaser whom we lost to AIDS. And now that we know that nerves in the spinal cord can regenerate, we are on the way to getting millions of people around the world like me up and out of our wheelchairs.

Fifty-six years ago, FDR² dedicated new buildings for the National Institute of Health: He said that "the defense this nation seeks involves a great deal more than building airplanes, ships, guns, and bombs. We cannot be a strong nation unless we are a healthy nation." He could have said that today.

President Roosevelt showed us that a man who could barely lift himself out of a wheelchair could still lift a nation out of despair. And I believe—and so does this administration—in the most important principle FDR taught us: America does not let its needy citizens fend for themselves. America is stronger when all of us take care of all of us. Giving new life to that ideal is the challenge before us tonight.

Thank you very much.³ *

1. Americans with Disabilities Act: A federal civil rights law enacted in 1990 that protects citizens with mental or physical disabilities from discrimination in employment or in accessing public accommodations.

2. FDR: Franklin Delano Roosevelt (1882-1945) was the 32nd president of the United States. He was stricken with polio as an adult and eventually was confined to a wheelchair during his presidency.

3. This speech was delivered by Christopher Reeve on August 26, 1996.

Reading Worksheet

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WORDS rehabilitation (re'he-b'TIT-ta'shan) *n.* the process of being restored to good health or useful life through training or therapy
TO affliction (ə-fliik'shan) *n.* a condition of pain or suffering
KNOW sever (sev'er) *v.* to become separated; to be cut off from the whole

C 8.2.3 Find similarities and differences among texts in the treatment, scope, or organization of ideas.

Comparing Treatment, Scope, and Organization of an Idea

An author's **treatment, scope, and organization of an idea** or subject can be determined by analyzing the following key elements:

- main idea or theme
- genre
- author's purpose, such as to inform, to entertain, to persuade, or to express opinions
- tone
- the aspect of the topic covered and the writer's perspective
- the pattern of organization, such as chronological, comparison-contrast, cause and effect, proposal and support, or another pattern such as classification

These key elements reveal the foundation of a writer's approach to an idea or subject. You can compare two selections that cover the same topic by comparing these elements. Use the chart below to record your analysis of "Partners in Growing" and compare it with your chart for "Mr. Misenheimer's Garden." Determine how the two are similar and different.

Element			Similarity or Difference
What is the main idea or theme of this selection?			
Treatment What genre does the author use? What is the author's purpose? What is the author's tone?			
Scope How broad or narrow is the topic? What aspect of the topic is covered in the selection?			
Organization What is the pattern of organization?			

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Partners in Growing

By Rolaine Hochstein

When young and old get together in a city garden, beautiful things grow.

It's a mild spring afternoon in New York City. Sean, 12, telephones his friend Adele, 77, who lives in the same middle-income housing development. "Can you come down to the garden?" "Give me ten minutes to change my clothes," she says.

Adele's husband, Harry, 82, may go to the garden too, but only as an observer; Adele's working partner is Sean. He'll be waiting beside the eight-by-ten-foot patch that they have been cultivating, on and off, for six years. It's not exactly a rule, but one never starts without the other.

Adele Lopatin is an expressive, ample woman with curly gray hair and a busy life. She leads the Perm South Senior Chorus. She runs a roof garden with residents of a home for blind people. She also keeps up with three grandchildren and only recently retired from a part-time secretarial job.

Sean Kalish is busy too. He's a working boy (acting occasionally in TV commercials and in plays), but he's also a kid's kid. Between after-school lessons (karate and sculpture), he's likely to be out roller-skating with his buddies. Like Adele, he makes time for gardening because he loves it.

The garden itself is an urban wonder. Once a parking lot squeezed in among the ten buildings of Penn South, it is now a fenced-in park with paths, benches, a greenhouse, and 25 symmetrical patches where partners like Adele and Sean make the soil come alive.

Credit the transformation to fellow tenant Jeff Dullea. Bothered by all the KEEP OFF THE GRASS signs that shut the Penn South kids off from nature, he proposed the idea of a children's garden. To ensure adult supervision, every child who wanted a patch had to find a senior (60 or older) partner. Just as the InterGenerational Garden was taking shape, Jeff got a phone call from a woman who hadn't yet moved to Penn South. It was Adele. "I assured her that she'd have a patch and a partner as soon as she arrived," Jeff recalls. Sean, then 6 years old, proved to be a perfect match.

Sean was full of questions; Adele had the answers, having recently earned a "master gardener" certificate from the Cornell University Program of Urban Horticulture. She also brought with her a lifelong enthusiasm for nurturing—people as well as plants. "We talk about all kinds of things," Adele says. "Sean is interested in the growing process, the whys and the hows."

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Learning experiences

Adele taught Sean to test soil, fertilize, measure rainfall. They planted vegetables recommended for high yield in city gardens. Sean learned tricks like planting radishes and carrots together. "Radishes grow fast." Adele explains. "When we pull the radishes out, the carrots have more room to grow." Sean's parents are glad to get the vegetables, but they are happier for the enrichment of their son's life.

"Sean admires Adele as an expert," says his mother Marta, "but I think he loves her as a grandmother. Once, he saved up to buy her a plant for her birthday. It's strange-looking, but those two think it's beautiful."

Two years ago a third partner joined the pair, a youngster named Rafael Cruz. "He'd be taking a walk down the street with his father, but he would do more looking through the fence than walking," Adele recalls. Soon she gave Rafael a box of soil and some seeds to plant at home. Later she wangled an official okay for an 8-year-old gardener who did not live in Penn South. Rafael got his key to the garden gate, and a patch was divided to give each boy his own piece of land.

The boys get along with each other, but it's clear that Adele is the fulcrum of their friendship.

Of course, they have the gardening in common too.

Working arrangements are informal but serious. Planning sessions take place on a garden bench or in Adele's apartment. "I open up my seed catalog, and as far as possible I let the boys have their way." They till and plant after school and on weekends. In peak season Adele gardens for an hour or two, three days a week, with at least one of the boys. "They are not assistants," she points out. "They are coworkers. Sometimes I have to get after them. Sometimes they get after me."

What children like to grow

Although the garden staples are carrots and radishes, the partnership has recently begun to experiment with crops. Both boys were interested in growing cotton, which they did. "About enough to make a hankie," Adele jokes.

Jeff Dullea sums it up: "Some kids think the garden is for planting and harvesting, with nothing in between. Adele's kids are different. They show up year-round. I see them sitting in the dirt, and Adele with something in her hand half dissected. I know there's more going on than just weed picking."

Name _____

Mr. Misenheimer's Garden **By Charles Kuralt**

We've been wandering the back roads since 1967, and we've been to a few places we'll never forget. One of them was on Route 10, Surry County, Virginia. We rolled in here on a day in the spring of 1972 thinking this was another of those little roadside rest stops. But there were flowers on the picnic tables. That was the first surprise. And beyond the tables, we found a paradise, a beautiful garden of thirteen acres, bright with azaleas,¹ thousands of them, and bordered by dogwoods² in bloom, and laced by a mile of paths in the shade of tall pines. In all our travels, it was the loveliest garden I'd ever seen. It made me wonder how large a battalion of state-employed gardeners it took to keep the place up. The answer was it took one old man, and he was nobody's employee. Walter Misenheimer,³ a retired nurseryman, created all this in the woods next to his house, created it alone after he retired at the age of seventy. He was eighty-three when I met him and was spending every day tending his garden for the pleasure of strangers who happened to stop.

Walter Misenheimer: I like people, and this is my way of following out some of the teachings of my parents. When I was a youngster one of the things they said was, "If you don't try make the world just a little bit nicer when leave here, what is the reason for man's existence in the first place?" I have tried to give it to the state. The Parks Department it is too small for them. The Highway Department says it is too big for them.

Kuralt: What's going to happen to this place after you're gone?

Misenheimer: Well, I imagine that within a very few years this will be undergrowth, or nature will take it over again.

Kuralt: You mean it's not going to survive?

Misenheimer: I doubt it.

Kuralt: That's a terribly discouraging thing isn't it?

Misenheimer: Well, that's the way I see it now.

He watched for a while as people enjoyed the beauty of Walter Misenheimer's garden. And we left, and a few years later somebody sent me a clipping from the Surry County paper. It said Walter Misenheimer had died. I wondered what would happen to his garden. I wondered whether the Virginia sun still lights the branches of the dogwood, which planted there.

Well, it does. Some stories have happy endings. Walter Misenheimer's garden does survive, and so does his spirit, in Haeja Namkoong.⁴ It seems that she stopped by the garden just a few months after we did, eleven years ago.

Haeja Namkoong: We slowed down and saw a sign and picnic tables and a lot of flowers blooming. We came to the picnic table, found a water spigot, helped ourselves, and we were sort of curious as to what this place was all about. I grew up in a large city in Korea⁵, and I have never really seen rice grow. I always dreamed about living in the country, about a small, little cabin in the wilderness, with lots of flowers. That's what I dreamed about, but I guess that was just childhood dreams

When the sun went down that day, the young woman said goodbye to the old man and headed home to Boston, but the roadside Eden called her back. That is, Walter Misenheimer did. He phoned her, long distance, and asked her to come for a little while and help in the garden.

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Haeja: He was sort of pleading with me, "Please come down. Just help me for a couple of weeks."

A couple of weeks only, and then a few more, and then it was Christmas. Haeja Namkoong was twenty-six. She had no family. Neither did Walter Misenheimer and his wife.

Haeja: From wildflowers to man-grown shrubberies, he taught me. I was interested in learning the whole thing. I was out here almost every day with him.

They became as father and daughter working in the garden, and in time Haeja Namkoong was married in the garden.

Haeja: He was very proud to give me away. I guess he never thought, since he didn't have any children of his own, he would give someone away.

Brown earth was coaxed by the gentle old man into green growth and flowering red and pink and white. The earth rewards every loving attention it is paid. People repay such love, too, in memory.

Haeja: I was very, very close to my mother. But other than my mother, I can't remember anyone that loved me so much and cared for me so much as Mr. Misenheimer.

The garden is still here. Walter Misenheimer died in 1979 and left it to Haeja Namkoong. She pays a caretaker, Ed Trible, to help keep it beautiful for anybody who passes by. Haeja and her husband and their children live in Richmond now, but they return on weekends to work in the garden.

Haeja: So, knowing how much the garden to him, I want to keep it up and carry on.

Walter Misenheimer told me that he expected when he was gone the garden would soon be overgrown. He might have known better. His garden shows that something grows from seeds and cultivation. And if what you plant is love and kindness, something grows from that, too.

Haeja: Look at this purple one.

Child: I like the red.

Haeja: Aren't they pretty?

1. **azaleas** (ə-zāl'yəz): shrubs having showy flowers of various colors.

2. **dogwoods:** trees found in eastern North Am, have small greenish flowers surrounded by white or pink growths.

3. **Walter Misenheimer** (mī'zən-hī'mər).

4. **Haeja Namkoong** (hā'j nām'gōōng').

5. **Korea** (kə-rē'ə): a former country in eastern Asia located on a peninsula between the Yellow Sea and the Sea of Japan. It was divided into North Korea and South Korea after World War II.

WORDS
TO
KNOW

battalion (ba-tal'yen) *n.* a large body of organized people, especially troops; a great number
nurseryman (nūr'sə-rē-mən) *n.* person employed by a nursery, where plants are grown for sale, transplanting, or experimentation
existence (ig-zis'təns) *n.* the fact or state of being real
coax (kōks) *v.* to persuade or try to persuade by gentle, persistent urging or flattery
cultivation (kūl'tə-vā'shən) *n.* the act of preparing and improving the land; the growing of crops

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L 8.3.7 Analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author (biographical approach).

After reading a story such as “The All-American Slurp”, by Lensey Namioka, find out a little about the author and complete the following chart. Information about the author may be provided at the end or beginning of the story, within the story itself, or found through research on the internet or in the library.

Title		
Author		
Basic Background Info		How do you see this reflected in the text?
Author's Heritage & Traditions		
Author's Attitudes & Beliefs		