

Buckle Down[®]

to the *COMMON CORE STATE STANDARDS*



6

English
Language
Arts

TABLE OF CONTENTS

Unit 1: Reading	7
Lesson 1: Vocabulary	8
<i>Common Core: RL.6.4, RI.6.4, L.6.4a, L.6.4b, L.6.4c, L.6.4d, L.6.5b, L.6.5c, L.6.6</i>	
Lesson 2: Theme, Main Idea, and Details.....	28
<i>Common Core: RL.6.1, RL.6.2, RI.6.1, RI.6.2, RI.6.10</i>	
Lesson 3: Literature.....	47
<i>Common Core: RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.10</i>	
Lesson 4: Poetry	68
<i>Common Core: RL.6.2, RL.6.4, RL.6.10, L.6.5a</i>	
Lesson 5: Nonfiction	78
<i>Common Core: RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.8, RI.6.10</i>	
Lesson 6: Text Features	100
<i>Common Core: RI.6.7</i>	
Lesson 7: Making Connections	112
<i>Common Core: RL.6.9, RL.6.10, RI.6.9, RI.6.10</i>	
Lesson 8: Literacy in History/Social Studies, Science, and Technical Subjects.....	129
<i>Common Core: RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, RST.6-8.1, RST.6-8.2, RST.6-8.3, RST.6-8.4, RST.6-8.5, RST.6-8.6, RST.6-8.7, RST.6-8.8, RST.6-8.9, RST.6-8.10</i>	
Unit 2: Writing	145
Lesson 9: Planning	146
<i>Common Core: W.6.4, W.6.5, WHST.6-8.4, WHST.6-8.5</i>	
Lesson 10: Drafting.....	157
<i>Common Core: W.6.4, W.6.5, WHST.6-8.4, WHST.6-8.5</i>	
Lesson 11: Revising, Editing, and Publishing	165
<i>Common Core: W.6.4, W.6.5, W.6.6, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6</i>	
Lesson 12: Persuasive Writing	175
<i>Common Core: W.6.1a, W.6.1b, W.6.1c, W.6.1d, W.6.1e, WHST.6-8.1</i>	
Lesson 13: Informational Writing	185
<i>Common Core: W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.2f, WHST.6-8.2</i>	

Lesson 14: Narrative Writing.....	193
<i>Common Core: W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e</i>	
Lesson 15: Research Writing.....	206
<i>Common Core: W.6.7, W.6.8, WHST.6-8.7, WHST.6-8.8</i>	
Lesson 16: Literary Responses.....	231
<i>Common Core: W.6.9, WHST.6-8.9</i>	
Unit 3: Language.....	239
Lesson 17: Pronouns.....	240
<i>Common Core: L.6.1a, L.6.1b, L.6.1c, L.6.1d</i>	
Lesson 18: Sentence Structure.....	252
<i>Common Core: L.6.1e, L.6.3a, L.6.3b</i>	
Lesson 19: Punctuation, Capitalization, and Spelling.....	267
<i>Common Core: L.6.2, L.6.2a, L.6.2b</i>	
Unit 4: Speaking and Listening.....	281
Lesson 20: Listening.....	282
<i>Common Core: SL.6.2, SL.6.3</i>	
Lesson 21: Discussions.....	292
<i>Common Core: SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d</i>	
Lesson 22: Speaking.....	302
<i>Common Core: SL.6.4, SL.6.5, SL.6.6</i>	
Mechanics Toolbox.....	312

To the Teacher:

Common Core Standards are listed for each lesson in the table of contents and for each page in the shaded gray bars that run across the tops of the pages in the workbook (see the example at right).

Buckle Down.



Lesson 1: Vocabulary

Legendary . . . Ration . . . Daunting . . . Grudging . . . Insignificant . . .

The English language is made up of hundreds of thousands of words. How will you ever learn them all? The very thought of trying to learn all those words might leave you *petrified* (turned to stone, unable to act).

Luckily, you don't have to memorize a dictionary in order to become a good reader.

Even the best readers come across difficult words once in a while. When they do, they have a few tricks up their sleeves to help them figure out the meanings of those words. If none of their tricks work, then they go to a dictionary or another resource. As a result, the more they read, the more their vocabulary grows.

In this lesson, you will learn a few tricks to help you figure out the meanings of unfamiliar words. If you use these skills—along with a dictionary—in your everyday reading, soon you will have a *gargantuan* (huge) vocabulary.

Little Helpers

What if a little elf always sat on your shoulder while you were reading? Whenever you came to an unknown word, the elf would whisper hints about its meaning into your ear.

Well, we won't try to convince you that elves exist. But we do want you to believe in little helpers that give you hints about unknown words. What are these little helpers? Other words.

To see how this works, read the following paragraph.

Getting ready for a sleepover at her cousin's house, Olivia packed her new bizaflak. She was amazed that it could hold not only a ton of clothes, but also a board game, her favorite pillow, and all her CDs.

You may not know what a *bizaflak* is, but the other words in the paragraph give you plenty of hints. You know a bizaflak is something that is packed before a sleepover. You know it holds clothes and many other items. Use these clues to answer the following question.

1. What is a bizaflak?
 - A. a type of game
 - B. a kind of travel bag
 - C. a piece of clothing
 - D. a kind of sleeping bag

See how easy it can be? (By the way, you won't find *bizaflak* in any dictionary. We made it up.)

Figuring out the meaning of a word by looking at the other words around it is called **using context clues**. Here are some tips for using this important skill.



TIP 1: Look in the passage for other words with nearly the same meaning.

Look for words in the following passage that have meanings similar to the unknown word. For example, read the following sentences, and then answer the questions that follow.

Charlie is quite ambitious. He wants to do well in his chosen profession: politics.

2. Circle the word or phrase that has about the same meaning as *ambitious*.
3. As it is used above, what does the word *ambitious* mean?
 - A. hopeful for ideas
 - B. hopeful for speed
 - C. hopeful for success
 - D. hopeful for courage



TIP 2: Look for clues to the word's opposite meaning.

The sentence or paragraph in which the unknown word appears will sometimes give you clues to the *opposite* meaning of the word. If you can figure out what a word's opposite is, then you will be able to make a good guess about its meaning.

Read the following sentence, and then answer the questions that follow.

Despite Erica's serious tone, I found her story about trolls playing golf on her lawn to be quite hilarious.

4. Circle a word in the sentence that means the opposite of *hilarious*.
5. What does the word *hilarious* mean?
 - A. scary
 - B. interesting
 - C. untrue
 - D. funny

Here, Erica's seriousness is an opposite feeling compared to how funny the story is.

**TIP 3: Look for other clues the author gives.**

Sometimes an author will define a difficult word in the text or in a footnote that appears beneath the text. An author might also explain a new term by restating the idea in a different way.

Mr. Harvey explained that living in a homogeneous society—one in which everyone was the same—would be terribly boring. He said that diversity¹ is what makes a community interesting and different.

¹**diversity**: variety; the quality of being made up of unlike elements

6. Which of the following is the best definition of *homogeneous*?
 - A. all alike
 - B. great in size
 - C. split into parts
 - D. not interesting

7. What is diversity?
 - A. interesting
 - B. boredom
 - C. similarity
 - D. variety

**TIP 4: Look for examples that give hints to the meaning of the unknown word.**

Examples given by the author can provide hints to the meaning of an unknown word.

Holly decided to sign her writings with a pseudonym, just as Samuel Clemens had used “Mark Twain.”

8. Which of these is the best definition of *pseudonym*?
 - A. showy handwriting
 - B. imaginary friend
 - C. secret code
 - D. false name

**TIP 5: Use the context of an entire paragraph to find a word's meaning.**

Sometimes the clues will not be right around the unknown word. Think about what the whole paragraph means and then ask yourself if you have a better understanding of the word. For example, if the paragraph tells about a story, think about what happens in the story, what the characters are like, and so on.

Esther was sick at home during the day, but she did not really feel that bad. Usually when she was home sick, she rested calmly in her bed. She would read books, sleep, and watch movies. But today she was very restless. When her little sister Hope came into the room, Esther could not resist causing a little trouble. She pulled Hope's hair. Then she tossed one of Hope's favorite stuffed animals across the room. Hope grabbed a box of markers and dumped them on the floor. Pretty soon, both girls were making a huge mess of the place. When their mother came into the room, she cried out, "Girls, please! Stop causing havoc in here!"

9. Which of these is the best definition of *havoc*?
- A. calm
 - B. disorder
 - C. sickness
 - D. art

The entire paragraph sets up the situation in which the mother uses the word *havoc*. Unlike her normal sick routine, Esther is acting out in her bedroom. She and her sister both start making a mess of things. As a result, their mother is upset. She has to ask them to stop creating *disorder* in their room.

**TIP 6: Use the position and part of speech of a word in a sentence to get clues about its meaning.**

You know that nouns, verbs, and adjectives are some of the most important parts of speech. If you are not sure of a word’s meaning, think about its part of speech. Read the following sentence:

When the torrential rain began at the picnic, everyone ran to their cars leaving half-eaten sandwiches, picnic blankets, and coolers behind.

You can see that the word *torrential* is an adjective in this sentence because it comes before a noun. Therefore, it must be a word that describes the type of rain. By combining this clue with the other clues in the sentence, you can guess that the word means “overwhelming or violent.”

**TIP 7: Use the relationship between words to better understand unfamiliar words.**

On the camping trip, the guide said, “Do not drink the toxic water in that stream because it will make you sick.”

This sentence gives you a cause-and-effect relationship. Drinking a certain type of water is the cause, and the effect is sickness. This relationship gives you a clue about what the word *toxic* means—poisonous! Look for cause-and-effect relationships when you are trying to find the meaning of an unfamiliar word.

Another type of relationship between words is the relationship between parts-of-a-whole. This can be another way for you to determine the meaning of a word.

The woman who cared for the horse brushed its mane, its tail, its neck, and its flank.

Even if you do not know the specific definition of a *flank*, you know that it is part of a horse’s body. You also know that it can be brushed. (A horse’s flank is the back part of a horse.)

A third type of relationship between words is item-in-a-category. In this type of relationship, you can use what you know about a category to figure out what a word might mean within that category based on other items you already know. For example:

When the children went to the park, they packed tennis balls, racquets, a new net, and a hopper.

You may be unfamiliar with a hopper, but because the other items are all related to the category of tennis, you can assume that this is another piece of tennis equipment. (A tennis hopper is a basket for carrying tennis balls.)



TIP 8: Don't be fooled by multiple-meaning words.

Some words can have more than one meaning. For example, *pool* can mean a game, a small body of water, or a place to swim. Make sure you always go back to the reading passage to see how a vocabulary word is used. Read the following sentences, and then answer the questions that follow.

Swoosh! The ball dropped straight through the hoop—no backboard, no rim, nothing but net.

The word *hoop* can mean many things. Which meaning best fits the context of the sentence?

10. In these sentences, what is a *hoop*?
- A. a plastic toy that a person rotates around the hips
 - B. a metal band used to hold together the boards in a barrel
 - C. a metal ring through which a ball is thrown to score points in a basketball game
 - D. one of two rings used to hold a piece of material in place, as in embroidery

In the spring, when the weather is warm, the hikers like to hike up Mt. Greylock. At the end of their hike, they like to cool off in the spring.

11. What is the meaning of the word *spring* as it is used in the first sentence?

12. What is the meaning of the word *spring* as it is used in the second sentence?



TIP 9: Think about the denotation and connotation of a word in a sentence before deciding what it means.

Denotation is the dictionary meaning of a word. It is the literal definition. **Connotation** is the implied or emotional meaning of the word. This can be much different from the dictionary definition. A connotative meaning often suggests a negative or positive impression.

Think about the word *cheap*. The dictionary definition of the word is “low cost” or “inexpensive.” That is the denotative meaning. But read the following sentence:

“Louie, look at that camera. It is the cheapest piece of junk I have ever seen!”

Clearly the speaker does not mean that the camera was bought for a really low price. The speaker means that the camera is poorly made and not worth buying at all. “Poorly made” would be the connotative meaning of the word *cheap*.

Read the following sentence. Then think about the denotative and connotative meaning of the underlined word.

Tracey rode her bike through the rose garden and was amazed at the fragrance of the pale pink blossoms all around her.

13. Which is the best definition for *fragrance* as it is used in this sentence?
- A. neutral odor
 - B. strange stink
 - C. pleasant smell
 - D. odd stench

Words can have positive, neutral, and negative connotations. The words in each row of the following chart all have similar denotations, but their connotations vary in tone.

Positive Tone	Neutral Tone	Negative Tone
persevere	persistent	stubborn
inquisitive	curious	nosy
confident	proud	conceited
relaxed	inactive	lazy

**Practice Activity 1**

Directions: Choose one word from the “positive” column in the chart on the previous page. Write a sentence using this word and then replace it using the words from the “neutral” and “negative” columns in the same row. Notice how the meaning of the sentences changes.

Directions: Each pair of sentences describes a similar event. Explain how the meaning of each sentence changes by using a word with a similar denotative definition, but a different connotation.

1. My family and I went to the beach, and it was fine.

My family and I went to the beach, and it was wonderful.

2. My mom nagged me to do my chores when we got home.

My mom reminded me to do my chores when we got home.

3. We watched the news and heard about the problems at the state house.

We watched the news and heard about the disasters at the state house.

**TIP 10: Double-check what you think a word might mean by plugging a synonym or definition into its place in a sentence.**

Sometimes you can test what you think a word means by using words that you think may mean about the same thing as the unknown word. This gives you the chance to “try the word out” in the right context.

Try this tip on the following passage and question. (Don’t answer the question yet.)

The knights were indignant. What could this mere child know about slaying dragons and saving kingdoms? How dare this unworthy youngster challenge the best of them to a contest!

14. As it is used in the passage, what does *indignant* mean?
- A. insulted
 - B. joyous
 - C. saddened
 - D. frightened

Even if you don’t know exactly what *indignant* means, you can probably figure out the answer. Substitute each answer choice in place of the word *indignant* in the passage, as shown below.

- A. The knights were insulted. What could this mere child know about slaying dragons and saving kingdoms? How dare this unworthy youngster challenge the best of them to a contest!
- B. The knights were joyous. What could this mere child know about slaying dragons and saving kingdoms? How dare this unworthy youngster challenge the best of them to a contest!
- C. The knights were saddened. What could this mere child know about slaying dragons and saving kingdoms? How dare this unworthy youngster challenge the best of them to a contest!
- D. The knights were frightened. What could this mere child know about slaying dragons and saving kingdoms? How dare this unworthy youngster challenge the best of them to a contest!

Which answer choice makes the most sense when it is plugged into the passage? Go back to Number 14 and circle the correct answer.

The **plug-in technique** is also a good way to check your work. After you have selected an answer choice using any of the methods in this lesson, try plugging your answer into the original sentence to make sure it works.

Reference Sources

Certain reference sources give you special help in finding information about words. Sometimes you might want to know more than what a word means. Reference sources include dictionaries, glossaries, and thesauruses. They can appear in print or digitally.

Dictionary



TIP 11: Use a dictionary to find definitions, pronunciations, and parts of speech of words.

A **dictionary** is a book filled with definitions of the words that make up a language. It doesn't change much from year to year, although a few new words are added from time to time. An American English dictionary contains the English words that are spoken in the United States. A Spanish/English dictionary gives Spanish words and their English definitions.

Dictionaries provide the following information about words:

- definitions
- correct spellings
- word origins
- pronunciations
- syllabifications
- parts of speech

Guide words appear at the top of pages in dictionaries, encyclopedias, and other reference books. These words describe what information is included on each page. In a dictionary, the guide words are the first and last words defined on that page. They let you know that words alphabetically in-between are listed there, as well.

Glossary



TIP 12: Use a glossary to find the meaning of a word in a certain subject area.

A **glossary** gives a list of terms and their meanings. The terms often have to do with a certain subject or academic area. For example, glossaries are often found in textbooks. A glossary entry looks similar to a dictionary entry. The following is a glossary entry from a mathematics textbook.

equation any number sentence that contains an equal sign (=)

Thesaurus



TIP 13: Look in a thesaurus to find words with similar meanings.

A **thesaurus** is a book of words and words with similar meanings. Like a dictionary, a thesaurus often has guide words that will help you find things quickly. If you want to find a word that means about the same thing as *reckless*, reach for a thesaurus.

reckless *adj.* careless, foolhardy, incautious, heedless, rash. See RASHNESS, NEGLECT.

Answer the following questions by writing “D” for dictionary, “G” for glossary, or “T” for thesaurus in the blank next to each question.

_____ 15. Imagine you are reading a science textbook when you come across the word *microbe*. Where would be the easiest place to find a definition of *microbe*?

_____ 16. Where would be the best place to look for a word that has the same meaning as *cooperation*?

_____ 17. What resource would help you find out how to pronounce *virtuoso*?

Word Parts

Many words in the English language are made up of smaller parts. These parts may include a root word and one or more affixes. When a prefix or suffix (or both) is attached to a root word, the meaning of the word changes. It may change a little or a lot. Knowing the meanings of some common word parts will help you figure out the meanings of many difficult words.



TIP 14: A root forms the base of a word.

Roots are the foundations upon which words are built. The following list defines common roots you should know, along with some examples.

- Look up the definition of each example in a dictionary, and then write your own examples in the spaces provided.

Root(s)	Definition	Example(s)	Your Example
auto, aut	self	automatic, author	
bio	life	biography	
graph, gram	write	autograph, grammar	
hydr, hydra, hydro	water	dehydrate, hydroelectric	
micro	small	microscope	
sci	know	conscious	
scope	see	telescope	
zo, zoo	animal	zoology	


TIP 15: A prefix belongs at the beginning of a root word.

New words can be created by adding a prefix to the beginning of a root word. Look at the following example:

pre- + *view* = *preview* (to see before)

Here is the new word used in a sentence:

After what happened last week, the principal asked to preview the daily list of announcements to be read over the intercom.

19. The following list defines common prefixes you should know, along with some examples. Look up the definitions of any example words you don't know. Then write your own examples in the spaces provided.

Prefix	Definition(s)	Examples	Your Example
dis-	the opposite of, the absence of	dislike, discourage	
extra-	outside of, beyond	extragalactic, extrasensory	
inter-	between, among	intermediate, international	
mis-	bad, badly, wrongly, not	mistrust, misadventure	
non-	not, the opposite of	nonworking, nonsense	
pre-	before	preheat, prehistoric	
post-	after	postmodern, posttest	
sub-	under, below	subdivision, submarine	
super-	over, above, on top of	supersensitive, superstar	


TIP 16: A suffix belongs at the end of a root word.

New words can also be created by adding a suffix to the end of a root word. Look at the following example:

hope + -ful = hopeful (full of hope)

Ty was hopeful that his team would once again win the basketball championship.

20. The following list defines common suffixes you should know, along with some examples. Look up the definitions of any example words you don't know. Then write your own examples in the spaces provided.

Suffix(es)	Definition(s)	Examples	Your Example
-able, -ible	able or worthy to be or become something	workable, legible	
-en	to make more so, made of	weaken, wooden	
-er	person or object that performs an action	writer, lawnmower	
-less	without or lacking something	cheerless, worthless	
-ly	in such a manner, like or suited to, happening every so often	partly, earthly, monthly	
-ment	the act or process of, the state of	appointment, shipment	
-ness	being something	mildness, tenderness	
-or	person or object that performs an action	editor, rotor	
-ship	skill, profession, state, or condition	apprenticeship, friendship	
-tion	act of, state of, result of	celebration, action	



Practice Activity 2

Directions: Use the vocabulary strategies you learned in this lesson to answer the following questions.

1. “Sarah was so impolite that she didn’t even apologize when she showed up two hours late.” What does the word *impolite* mean?
 - A. not polite
 - B. sorry
 - C. more than polite
 - D. full of politeness
2. “Marlon had a lot of discomfort after he sprained his ankle.” What does the word *discomfort* mean?
 - A. full of comfort
 - B. lacking comfort
 - C. hidden comfort
 - D. beyond comfort
3. “The students’ misuse of the new computers was caused by their misunderstanding of the teacher’s instructions.” What does the prefix *mis-* mean?
 - A. not
 - B. too much
 - C. before
 - D. wrongly
4. “Patricia quickly scanned the microfilm for newspaper articles about the attack on Pearl Harbor.” What does the prefix *micro-* mean?
 - A. water-powered
 - B. self-recording
 - C. lifelike
 - D. small
5. “Travis was impressed that his new house was so spacious.” What does the word *spacious* mean?
 - A. able to have space
 - B. lacking space
 - C. having plenty of space
 - D. the result of space
6. “Lee’s regrettable performance in the school play was understandable, considering how sick she had been earlier in the day.” What does the word *regrettable* mean?
 - A. lacking regret
 - B. similar to regret
 - C. can be regret
 - D. full of regret

Lesson Practice begins on the following page.

Directions: This passage is about the history of the English language. Read the passage. Then answer Numbers 1 through 9.

English: A Living Language

by Greta Anderson

Do you know of a good history book? We do, and we'll bet you've already read some of it. It's the dictionary. The English language tells many tales about the island where it was born: England. It also tells a lot about American English and hints at the many groups of people English-speakers have mingled with over the years. In most dictionaries, you can read the short version of these tales. In the word entries, shortened forms of words such as *OE* (Old English), *Gk* (Greek), and *Sp* (Spanish) tell from what language each word came from. By studying word entries in a dictionary, you can find clues about how words found their way into the English language.

England—Where It All Began

For centuries (from 43 to 410 C.E., to be exact), Rome reigned over England and the Celtic people who lived there. The Celts had lived in England as long as anyone could remember. But England was far away from the government headquarters in Rome. The Romans built some roads, towns, and army camps in England. Their Latin language, however, was not widely learned by the Celts.

When the Romans left, other people took advantage and came to take over the island. Germanic tribes from Europe sailed across the North Sea looking for land and riches. In the face of these merciless invaders, the Celts scattered to Wales and Ireland. England became the new home of the Germanic tribes, known as the Angles, the Saxons, and the Jutes.

The languages these tribes spoke give us most of our basic words today. *A*, *and*, *the*, *is*, *have*, *go*, *see*, *get*, *to*, *for*, and *of* are all Anglo-Saxon words. In fact, most of our single-syllable words have German roots: *man*, *stink*, *breathe*, *work*, and *ground* are just a few. The Anglo-Saxons did not use the same letters we use, however. They wrote in runes, or pictures.

In the following centuries, Christian missionaries arrived on the island. The Anglo-Saxons eventually adopted the alphabet those missionaries used. This was the Roman alphabet, the same alphabet we use today.

In 1066, the Normans sailed across the English Channel from France to claim England as theirs. William the Conqueror and the rest of the Norman people spoke French, which at the time was very much like Latin.

They made their conquest complete by forcing anyone who dealt with them (mostly royals and wealthy landowners) to use the French language.

Of course, a lot goes on in society besides what happens in courts and castles. After the French soldiers congratulated themselves on a victorious attack, they began to look for wives. The women they found spoke Old English and liked that language just fine. So the men went on speaking French and the women went on speaking their version of English. Eventually, they understood each other. Middle English, a mix of words from French and old English, was born.

In the mid-1400s, Johannes Gutenberg invented the printing press in Germany. Several years later, William Caxton brought the press to England. Once English was printed, the irregularities in the language began to be smoothed out. The spellings of words became the same around the country.

American English—A Blend of Languages

Not long after the arrival of the printing press came the Age of Exploration. Europeans made their way to the Americas. The English, Spanish, Portuguese, French, and Dutch all tried to grab parts of the “New World.” But England dominated most of colonial North America. Its language became the talk of the land.

When the English first arrived in North America, many Native American tribes lived on the huge continent. Many of their words, such as *chocolate*, *tomato*, and *potato*, and place names such as *Massachusetts* and *Arkansas*, became part of the English vocabulary.

Ships brought enslaved peoples over from Africa, and these people also added to the language. Words such as *gumbo* and *jazz* come from African languages. Much of today’s music and fashion draws from African American culture. And with these new kinds of music and clothing come new words.

Spanish influences can be heard in words such as *buffalo*, *ranch*, *barbecue*, *California*, and *Texas*. The Spanish language continues to have an impact on English today. The largest group of new U.S. citizens comes from Spanish-speaking lands.

America’s melting pot has led to a language stew. The English language contains hundreds of thousands of words, and it’s still growing. So many words and each with a tale to tell.

1. Read the following sentence from the passage.

“It also tells a lot about American English and hints at the many groups of people English-speakers have mingled with over the years.”

What does *mingled* mean?

- A. fought
 - B. ruled
 - C. mixed
 - D. split
2. When discussing words and dictionaries in the beginning of the passage, the author writes, “you can read the short version of these tales.” What does *version* mean?
- A. description
 - B. copy
 - C. page
 - D. drawing
3. In the beginning of the passage, the author writes, “Rome reigned over England.” What does *reigned* mean?
- A. ruled
 - B. watched
 - C. sat
 - D. lived

4. What does the word *merciless* mean?

- A. in a state of mercy
- B. with a little mercy
- C. without mercy
- D. against mercy

5. Read the sentence from the passage.

“They made their conquest complete by forcing anyone who dealt with them (mostly royals and wealthy landowners) to use the French language.”

Which word means nearly the same thing as *conquest*?

- A. permission
- B. control
- C. travels
- D. learning

6. Read the sentence from the passage.

“After the French soldiers congratulated themselves on a victorious attack, they began to look for wives.”

What does the word *victorious* mean?

- A. winning
- B. slow
- C. exciting
- D. different

7. In the middle of the passage, the author writes about “irregularities in the language.” What does *irregularities* mean?

- A. activities
- B. experiences
- C. differences
- D. challenges

8. Read these sentences from the passage.

“The English, Spanish, Portuguese, French, and Dutch all tried to grab parts of the ‘New World.’ But England dominated most of colonial North America. Its language became the talk of the land.”

What does the word *dominated* mean?

- A. failed
- B. considered
- C. controlled
- D. overlooked

9. Read these sentences from the passage.

“Spanish influences can be heard in words such as *buffalo*, *ranch*, *barbecue*, *California*, and *Texas*. The Spanish language continues to have an impact on English today. The largest group of new U.S. citizens comes from Spanish-speaking lands.”

What does *impact* mean?

- A. imprint
- B. opinion
- C. obsession
- D. effect