COMMON CORE

SKILLS & STRATEGIES FOR READING

Level 8

Topics Include:

Author's Viewpoint, Summarize,

Interpret Graphic Devices, Vocabulary,

Inference, Story Elements

SADDLEBACK
EDUCATIONAL PUBLISHING

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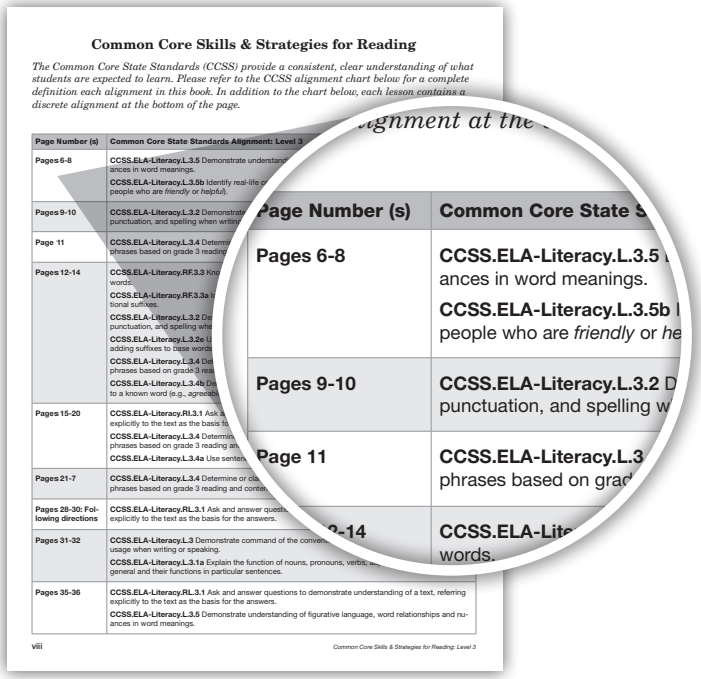
Welcome to
Common Core Skills & Strategies for Reading

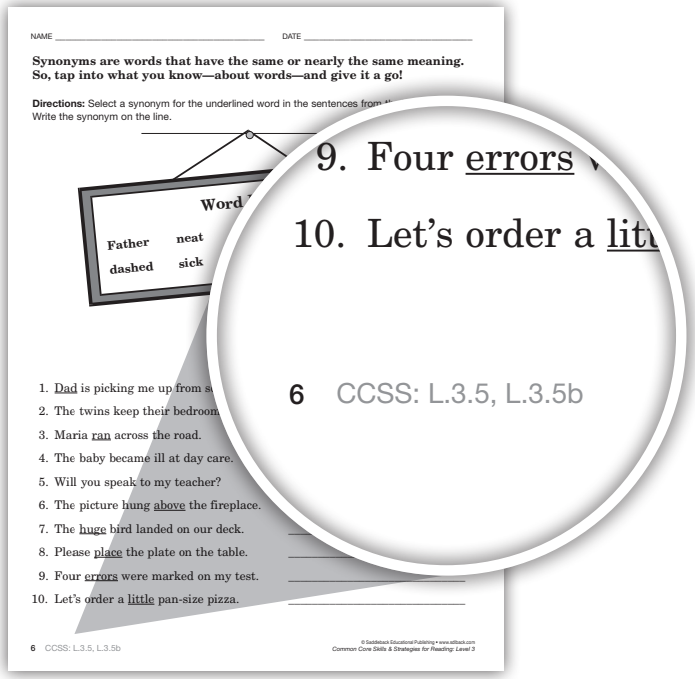
About This Series

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn. Aligning each lesson in these six Common Core titles to the CCSS ensures that students are being taught and assessed on what they are expected to learn and know. The alignment helps educators think critically about their curriculum, instruction, and assessments as they work to ensure that their students meet the rigorous new standards.

Beginning with foundational skills, the activities teach students what they need to learn. The alignments offer a progressive development of reading comprehension skills so that students advancing through the levels are able to gain more from whatever they read. Each title includes a table of contents, a CCSS alignment chart, 130 reproducible lessons individually aligned to the CCSS (each lesson contains a discrete alignment at the bottom of the page), a scope and sequence chart, and an answer key.



CCSS Alignment Chart



Discrete Alignment on Each Page

About This Book

Common Core Skills and Strategies for Reading is designed to reinforce and extend the reading skills of your students. The fun, high-interest fiction and nonfiction selections will spark the interest of even your most reluctant reader. The book offers your students a variety of reading opportunities—reading for pleasure, reading to gather information, and reading to perform a task. Each page offers the opportunity for the student to apply one of the strategies to the reading selection, which is linked to a relevant comprehension skill activity.

Each book includes a CD, which contains a complete electronic version of the reproducible as an "Unlocked PDF." Unlocked PDFs allow users to copy/paste text and certain images for posting, emailing, projecting on a whiteboard, and more.

Choosing Instructional Approaches

You can use the pages in this book for independent reinforcement or extension, whole group lessons, pairs, or small cooperative groups rotating through an established reading learning center. You may choose to place the activities in a center and reproduce the answer key for self-checking. To ensure the utmost flexibility, the process for managing this is left entirely up to you because you know what works best in your classroom.

Assessment

Assessment and evaluation of student understanding and ability is an ongoing process. A variety of methods and strategies should be used to ensure that the student is being assessed and evaluated in a fair and comprehensive manner. Always keep in mind that the assessment should take into consideration the opportunities the student had to learn the information and practice the skills presented. The strategies for assessment are left for you to determine and are dependent on your students and your particular instructional plan. You will find a Scope and Sequence Chart at the back of this book to assist you as you develop your assessment plan.

Common Core Skills & Strategies for Reading

The Common Core State Standards (CCSS) provide a consistent, clear understanding of what students are expected to learn. Please refer to the CCSS alignment chart below for a complete definition each alignment in this book. In addition to the chart below, each lesson contains a discrete alignment at the bottom of the page.

Page Number (s)	Common Core State Standards Alignment: Level 8
Pages 2-8	**CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **CCSS.ELA-Literacy.L.8.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
Page 9	**CCCSS.ELA-Literacy.L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Pages 10-18	**CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **CCSS.ELA-Literacy.L.8.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Page 19	**CCSS.ELA-Literacy.W.8.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
Page 20	**CCSS.ELA-Literacy.L.8.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Pages 21-26	**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA-Literacy.L.8.5b** Use the relationship between particular words to better understand each of the words.
Pages 27-29	**CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
Pages 30-31	**CCSS.ELA-Literacy.L.8.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **CCSS.ELA-Literacy.L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Pages 32-37	**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA-Literacy.L.8.5b** Use the relationship between particular words to better understand each of the words. **CCSS.ELA-Literacy.L.8.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
Page 38	**CCSS.ELA-Literacy.L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-Literacy.L.8.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **CCSS.ELA-Literacy.L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Page Number (s)	Common Core State Standards Alignment: Level 8
Page 39	**CCSS.ELA-Literacy.L.8.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Page 40	**CCSS.ELA-Literacy.W.8.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Page 41	**CCSS.ELA-Literacy.L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Page 42	**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. **CCSS.ELA-Literacy.WHST.6-8.9** Draw evidence from informational texts to support analysis reflection, and research.
Page 43	**CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Page 44	**CCSS.ELA-Literacy.W.8.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **CCSS.ELA-Literacy.W.8.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **CCSS.ELA-Literacy.W.8.2e** Establish and maintain a formal style.
Pages 45-46	**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Pages 47-48	**CCSS.ELA-Literacy.L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-Literacy.L.8.2c** Spell correctly.
Page 49	**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA-Literacy.L.8.5b** Use the relationship between particular words to better understand each of the words.
Page 50	**CCSS.ELA-Literacy.RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **CCSS.ELA-Literacy.L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Pages 51-53	**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA-Literacy.L.8.5b** Use the relationship between particular words to better understand each of the words. **CCSS.ELA-Literacy.L.8.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
Pages 54-55	**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.RL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Page Number (s)	Common Core State Standards Alignment: Level 8
Page 56	**CCSS.ELA-Literacy.RST.6-8.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
Page 57	**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Page 58	**CCSS.ELA-Literacy.RST.6-8.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **CCSS.ELA-Literacy.RST.6-8.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. **CCSS.ELA-Literacy.RST.6-8.8** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
Pages 59-60	**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Pages 61-62	**CCSS.ELA-Literacy.RI.8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **CCSS.ELA-Literacy.W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CCSS.ELA-Literacy.W.8.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **CCSS.ELA-Literacy.W.8.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **CCSS.ELA-Literacy.W.8.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **CCSS.ELA-Literacy.W.8.2e** Establish and maintain a formal style. **CCSS.ELA-Literacy.W.8.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
Page 63	**CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Pages 64-67	**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Page 68	**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA-Literacy.L.8.5a** Interpret figures of speech (e.g. verbal irony, puns) in context
Page 69	**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA-Literacy.L.8.5b** Use the relationship between particular words to better understand each of the words. **CCSS.ELA-Literacy.W.8.1** Write arguments to support claims with clear reasons and relevant evidence.
Page 70	**CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

Page Number (s)	Common Core State Standards Alignment: Level 8
Page 71	**CCSS.ELA-Literacy.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. **CCSS.ELA-Literacy.RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **CCSS.ELA-Literacy.WHST.6-8.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Page 72	**CCSS.ELA-Literacy.RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts. **CCSS.ELA-Literacy.WHST.6-8.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **CCSS.ELA-Literacy.W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
Pages 73-77	**CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA-Literacy.L.8.5a** Interpret figures of speech (e.g. verbal irony, puns) in context **CCSS.ELA-Literacy.L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Pages 78-80	**CCSS.ELA-Literacy.RI.8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **CCSS.ELA-Literacy.L.8.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **CCSS.ELA-Literacy.L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Page 81	**CCSS.ELA-Literacy.RST.6-8.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **CCSS.ELA-Literacy.WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Page 82	**CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **CCSS.ELA-Literacy.W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Page 83	**CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **CCSS.ELA-Literacy.W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above **CCSS.ELA-Literacy.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Page 84	**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Page Number (s)	Common Core State Standards Alignment: Level 8
Page 85	**CCSS.ELA-Literacy.RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. **CCSS.ELA-Literacy.L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Page 86	**CCSS.ELA-Literacy.W.8.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Pages 87-88	**CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies **CCSS.ELA-Literacy.L.8.4d** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
Pages 89-90	**CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Page 91	**CCSS.ELA-Literacy.W.8.3d** Use precise words and phrases, relevant descriptive
Page 92	**CCSS.ELA-Literacy.L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Page 93-94	**CCSS.ELA-Literacy.RL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **CCSS.ELA-Literacy.RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Page 95	**CCSS.ELA-Literacy.W.8.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Pages 96-97	**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Page 98	**CCSS.ELA-Literacy.RL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Page 99	**CCSS.ELA-Literacy.RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **CCSS.ELA-Literacy.RL.8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Page 100	**CCSS.ELA-Literacy.RL.8.6** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Pages 101-102	CCSS.ELA-Literacy.W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. CCSS.ELA-Literacy.RL.8.6 Analyze how differences in the points of view of the characters and the audience.

Page Number (s)	Common Core State Standards Alignment: Level 8
Page 103	**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Pages 104-106	**CCSS.ELA-Literacy.RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Page 107	**CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **CCSS.ELA-Literacy.RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **CCSS.ELA-Literacy.RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Pages 108-109	**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.RL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
Page 110	**CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **CCSS.ELA-Literacy.W.8.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
Pages 111-115	**CCSS.ELA-Literacy.L.8.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
Page 116	**CCSS.ELA-Literacy.L.8.4c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **CCSS.ELA-Literacy.RST.6-8.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases
Pages 117-118	**CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
Pages 119-123	**CCSS.ELA-Literacy.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **CCSS.ELA-Literacy.RST.6-8.7** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). **CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Page Number (s)	Common Core State Standards Alignment: Level 8
Pages 124-125	**CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Pages 126-130	**CCSS.ELA-Literacy.RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-Literacy.RL.8.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. **CCSS.ELA-Literacy.W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
Page 131	**CCSS.ELA-Literacy.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Page 132	**CCSS.ELA-Literacy.L.8.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **CCSS.ELA-Literacy.L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **CCSS.ELA-Literacy.L.8.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

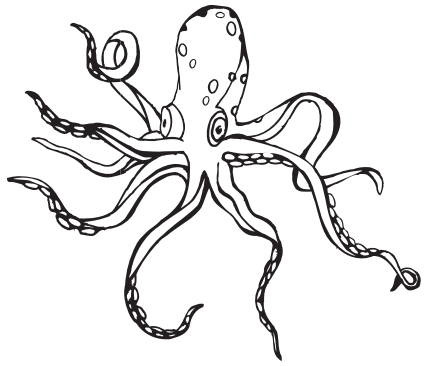
NAME _____ DATE _____

Understanding prefixes, suffixes, and root words will really help your reading proficiency.

Directions: Use the meanings of the prefixes to help you answer each question with the correct number.

NUMBER, PLEASE...

Prefix	Meaning	Prefix	Meaning
mono-, uni-	one	oct-	eight
du-, di-, bi-	two	dec-	ten
tri-	three	cent-	hundred
quart-, quad-	four	mil-, kilo-	thousand
penta-, cinc-	five	semi-, hemi-	half



1. How many events in a decathlon? _____
2. How many lines in a cinquain poem? _____
3. How many lenses in bifocals? _____
4. How many performers in a trio? _____
5. On what day in May is Cinco de Mayo? _____
6. How many tentacles on an octopus? _____
7. How many singers in a quartet? _____
8. How many sides does the Pentagon building have? _____
9. How many letters in a digraph? _____
10. How many millimeters in a meter? _____
11. How many grams in a kilogram? _____
12. How many rails in a monorail? _____
13. What part of a sphere is a hemisphere? _____
14. How many notes in an octave? _____
15. How many years in a decade? _____
16. If you quadruple something, how many times bigger is it? _____

CHALLENGERS: How often is a bicentennial held? _____

How old is a septuagenarian? _____

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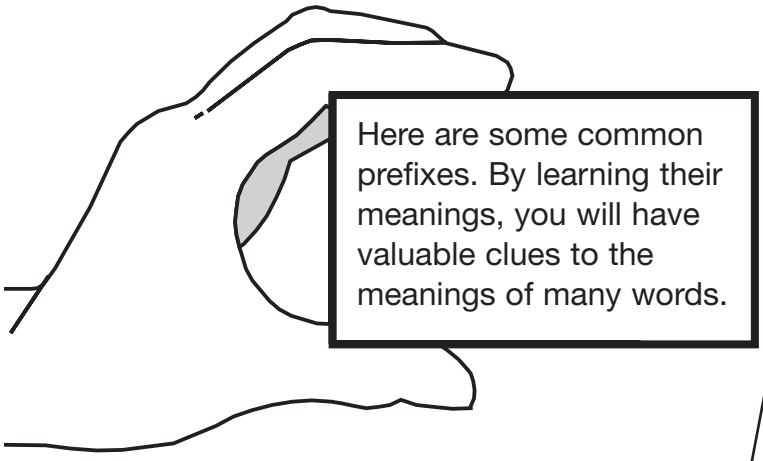
NAME _____ DATE _____

Directions: Test your word power. In each description look for the prefix clue. Then write the word being described. Example: opposite of functioning—nonfunctioning.



Here are some common prefixes. By learning their meanings, you will have valuable clues to the meanings of many words.

PREFIX	MEANING
anti-	against
bi-	two
centi-	hundred
in-, im-	not
mis-	wrongly
multi-	many
non-	opposite of
pre-	before; ahead of time
re-	again
sub-	under
trans-	change; across
tri-	three

1. opposite of functioning: _____
2. shape with three angles: _____
3. having two poles: _____
4. wrongly understood: _____
5. not patient: _____
6. cycle again: _____
7. against war: _____
8. having many purposes: _____
9. establish before: _____
10. across the Pacific: _____
11. under space: _____
12. change form: _____
13. one-hundredth of a meter: _____
14. opposite of aggressive: _____
15. to submit again: _____
16. not personal: _____
17. of many cultures: _____
18. wrongly interpreted: _____
19. area covering three states: _____
20. determine ahead of time: _____

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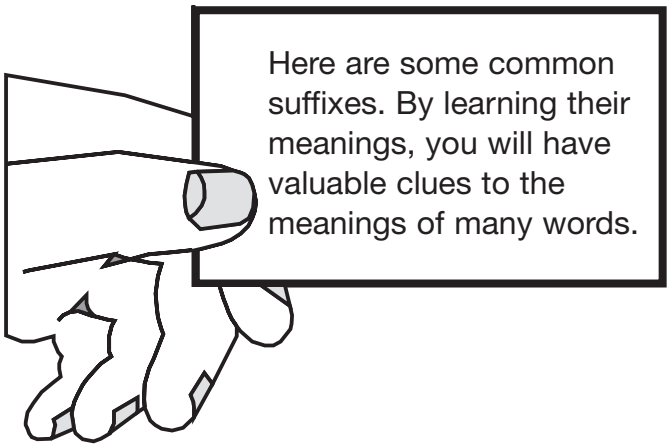
NAME _____ DATE _____

Directions: In each description look for the suffix clue. Then write the word being described. Example: without fear—fearless.



Suffix	Meaning
-able	able to
-en	made of
-ful	filled with
-hood	state of being
-ish	like; approximately
-ity, -ment	state of
-less	without
-let, -ling	small, young
-ly	in a manner
-ness, -ty	having a quality
-ology	the study of
-or, -er, -ist	one who
-ward	in direction of

1. without hope: _____
2. in the state of being a child: _____
3. able to wash: _____
4. one who plays violin: _____
5. in the direction of north: _____
6. like a fool: _____
7. in a state of being content: _____
8. the quality of being kind: _____
9. the quality of being loyal: _____
10. filled with fear: _____
11. one who teaches: _____
12. the study of the mind (psych): _____
13. made of wood: _____
14. a young duck: _____
15. in a strange manner: _____
16. without worth: _____
17. made of gold: _____
18. in a manner of time: _____
19. approximately forty: _____
20. in an up direction: _____

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