

# Teacher's Guide & Answer Key for Reading and Language Arts III

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# How to Use the Glossary and Activity Book

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The Academic Vocabulary Builders series includes a Glossary and an Activity Book. The Glossary defines words by using plain language, simple examples, and pictures whenever possible. The Activity Book offers students the opportunity to practice using the terms in the Glossary.

Both the Glossary and the Activity Book group terms under the same broad headings:

**Reading Strategies**  
**Literary Concepts**  
**Writing**  
**Language Conventions**  
**Research**  
**Printing and Publishing**

Each category contains alphabetized terms that pertain to that topic. This organizational structure is intended to help students recognize the classification of related terms, thus assisting with recall and comprehension. The index provides an alphabetical listing of all terms.

Although students can learn the words in the Glossary by studying a few words at a time, the most effective way is by using the words in context. The Activity Book's purpose is to provide that opportunity.

**If a student completes every page in the Activity Book, he or she will have reviewed every term in the Glossary.**

Step 1: Assign an activity page. You can start with Page 1 or find a page most suitable for your current Reading and Language Arts study. For ideas, refer to the topic headings, grade level groupings, or words you know students are struggling with.

Step 2: Ask students to complete as much as possible individually, in pairs, or in small groups. If they do not know the term, they can refer to the page footer at the bottom of each Activity Book page that guides students where to go in the Glossary for help.

Step 3: Review the activity together. Discuss further examples of the terms and schedule a review of the terms learned.

## **Additional options for using the Glossary:**

- Have students study the terms as they encounter them in class or on practice tests.
- Introduce the terms according to the topics under which they appear.
- Assign students five terms a day to learn from the Glossary.

# Recommended use for ELL/ELD students and struggling readers

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## Using the Glossary with ELL/ELD students:

*The Essential Reading and Language Arts Glossary III: A Student Reference Guide* and Activity Book were planned with ELL/ELD learners in mind. For those ELL/ELD students who may have had exposure to reading and language arts concepts but may not know what they are called in English, the Glossary has specific examples that help students recognize a familiar concept.

- The simplified definitions make the terms accessible to ELL/ELD learners at various proficiency levels, including beginners.
- The concrete examples that accompany the definitions help clarify and confirm the definitions.
- The illustrations, charts, and activities make meanings clear to ELL/ELD students.

Studies show that effective ELL/ELD teaching strategies include explaining and modeling concepts and using visuals for further demonstration.

**Note:** A successfully completed activity may indicate passive knowledge of a term, which means the student should be able to apply the term to a question if asked to do so. They may not, however, be able to define the terms out of context. To do so requires productive knowledge of the academic language. Acquiring academic English, which requires specialized use of content-based vocabulary, may take as long as five to seven years.

## Using the Glossary with Struggling Readers:

Unlike proficient readers, struggling readers lack the vocabulary to comprehend the materials they are reading. This is particularly true when vocabulary words are content specific or academic words. *The Essential Reading and Language Arts Glossary III: A Student Reference Guide* helps them become familiar with high school Reading and Language Arts content words.

- Each word is defined using simple language.
- With every word, the real-world example and appropriate visuals provide additional sources for comprehension.
- The Glossary and Activity Book provide many opportunities for students to practice and review words.

Studies show that when struggling readers see words used in many different contexts, their vocabulary and comprehension skills improve.



## Section 1: Reading Strategies

### Activity 1: page 1

1. *Answers may include* hard, tough, or tricky.
2. short
3. *Answers may include* trip, walk, journey, or hike.
4. *Answers may include* awful, bad, terrible, or horrible.
5. *Similarities include:* Both are about outdoors activities; both are about hiking.
6. *Differences include:* one is in first person, while the other is in third person. One is expository, or tells about the Appalachian Trail, while the other is a narrative, or tells a story about characters.

### Activity 2: page 2

1. The city is going to close the park and turn it into a parking lot.
2. B
3. The friends wrote letters, made signs, and talked to lots of people about how much the park meant to them. They helped convince the city not to take away the park.
4. *Answers will vary.*

### Activity 3: page 3

1. Talking trash cans are a fun way to keep the streets of Berlin clean.
2. Paragraph 1: Trash is a problem in Berlin. Paragraph 2: New trash cans thank people for throwing trash away rather than leaving it on the ground. Paragraph 4: Many people use the trash cans every day.
3. *Answer to Question 1 should appear in the box. Answers to Question 2 should appear in the ovals.*
4. *Answers will vary.*
5. *Answers will vary.*

### Activity 4: page 4

1. The context clues “above the crowd” and “had a wonderful view” helped to show that passengers are the people riding the Ferris Wheel.
2. D
3. People had never been up so high on a ride, so it seemed scary and exciting. The ride was very popular at that time.
4. A

### Activity 5: page 5

1. A woman
2. In the first sentence, “lady” means an elegant, proper woman with very good manners. In the second sentence, “lady” means the female clerk at the watch store.

Table:

Word	Connotation	Denotation
Aroma	A nice smell, like baking bread, or flowers	A smell
Odor	A bad smell, like a skunk or a trash can	A smell

### Activity 6: pages 6-7

1. The second passage because it is written by someone who owns Jewel Cave and who wants you to go there and spend money.
2. The first passage, because it tells you about Jewel Cave without expressing an opinion about the cave.
3. Passage 1: *Sample Answer*—  
Jewel Cave is located in Custer, South Dakota. Two brothers found the cave, which is lined with crystals that sparkle like jewels. Now, people can explore Jewel Cave in tour groups.
3. Passage 2: *Sample Answer*—  
Jewel Cave in South Dakota is a great place to take a vacation. Two brothers discovered the cave, which is lined with sparkling crystals that look like jewels. Jewel Cave offers three types of tours for their visitors.
4. The summaries both mention that Jewel Cave was discovered by two brothers. One summary says that visitors can explore Jewel Cave in tour groups, which is a fact. The other notes that Jewel Cave is a great place for a vacation, which is an opinion.

### Activity 7: page 8

1. A. This passage does not contain graphic organizers, it does not just report facts, and it is not a brief summary. Therefore, this must be an example of a narrative.
2. B
3. C

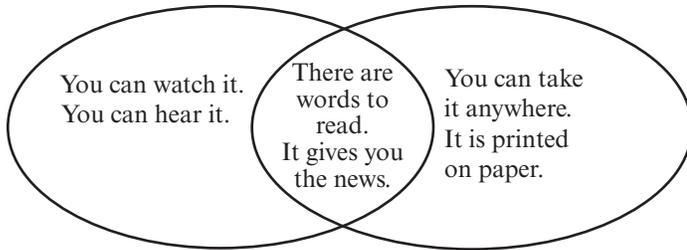
# Answer Key

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## Activity 8: page 9

Television

Newspaper



## Section 2: Literary Concepts

### Activity 9: page 10

1. Play
2. Poem
3. Nonfiction
4. Subgenre
5. Figure of speech

### Activity 10: pages 11-12

1. Casey, Lydia, and Thumper
2. Casey and Lydia are standing at the beginning of a winding path in a neighborhood. The time is early evening.
3. It gets later in the evening, so it becomes darker.
4. Lydia wants to show that she can walk the family dog on her own. Casey, her big brother, isn't sure she can handle it, but he leaves so she can give it a try.
5. A play is meant to be performed on stage. There are characters that can be played by actors, and a scene that can be viewed on stage. A short story is meant to be read and imagined.
6. *Answers will vary.*

### Activity 11: page 13

1. D
2. Carly is in conflict with her new surroundings. She is also in conflict with her brother, with whom she disagrees.
3. The play would have to end in a way that Carly and Adam were both happy and possibly have a laugh. The characters could join a sports team together, and Carly would become happy in her new town, just like Adam.
4. The play would have to end badly for the main characters. If Carly never made any new friends and spent all her time in her room crying, that would be a tragedy.

5. Carly is strong-willed, passionate, frustrated, and angry.

### Activity 12: pages 14-15

1. A
2. first person
3. D
4. The climax is when the battle reaches the farm where the narrator is staying.
5. A
6. The mood is excited and also a bit scary.
7. C

### Activity 13, pages 16-17

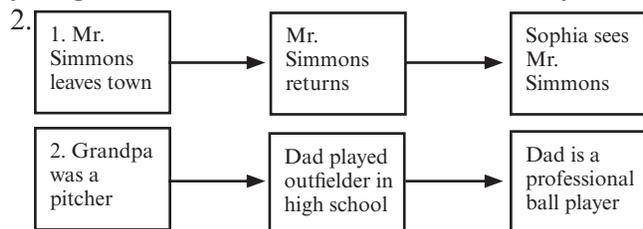
1. D
2. A
3. B
4. C
5. C
6. B

### Activity 14, page 18

1. B and E
2. The shadow is described as if it was a person, so it is an example of personification.
3. The shadow jumps into bed. At the end, the writer calls the shadow "lazy."
4. shoots up taller, gets so little that there's none of him at all, stick to nursie, shining dew on every buttercup, arrant sleepy-head
5. Lighthearted and funny

### Activity 15, page 19

1. The folks in town remembered him as a quiet young man who sold lemonade under a shady tree.



3. "Baseball has always seemed like a family member to me" is an example of foreshadowing because it tells the reader they will probably be reading about the narrator's baseball experiences.
4. It means to talk about baseball as if it were a

person. Baseball is “like a favorite uncle smiling down and tousling my hair.”

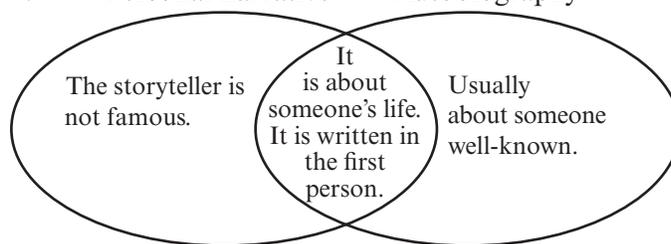
5. Both passages are prose. They do not have an obvious rhythm, they are not in a structured form, and there are no rhyming words.

**Activity 16, page 20**

1. narrative
2. epic
3. lyric poem
4. sonnet
5. couplet
6. *Answers will vary.*

**Activity 17, page 21**

1. b
2. a
3. c
4. Personal narrative      Autobiography



5. *Answers will vary.*

**Activity 18, page 22**

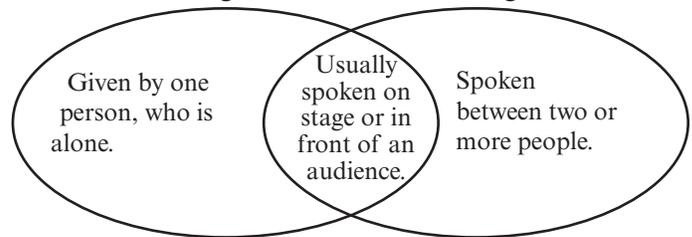
1. c
2. No. It is a story about real events and real people.
3. The paragraph is a short, entertaining story about a single event.
4. Yes. The audience is anyone who wants to know more about Franklin's life.

**Activity 19, page 23**

1. documentary
2. novel
3. symbol
4. historical narrative
5. myth

6. Monologue

Dialogue



**Section 3: Writing**

**Activity 20, page 24**

1. *One of the two paragraphs should be circled.*
2. Sentences 1 and 4
3. Sentences 2, 3, 5, and 6
4. *Answers will vary.*

**Activity 21, page 25**

1. Keisha likes to visit the Philadelphia Zoo.
2. Keisha has been to the zoo plenty of times.
3. glide smoothly across the water
4. She also thought the monkeys were interesting.
5. *Sample answer:* She also liked watching the monkeys swing and play in the branches.

**Activity 22, page 26**

1. O
  2. O
  3. F
  4. F
  5. F
  6. F
  7. O
  8. O
- Graphic organizer: Answers will vary.*
9. Facts are proven and verifiable. Opinions may or may not be factual and are often biased.

**Activity 23, page 27**

1. *A quote should be circled.*
2. *One physical description should be underlined.*
3. *A sensory detail should be identified with a box.*
4. I can't find the floor.
5. I guess my room is messy.

**Activity 24, page 28**

1. topic
2. brainstorm

# Answer Key

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3. collect ideas
4. prewrite

*Graphic organizer: Answers will vary, but should include references to brainstorming, prewriting, and collecting ideas.*

## Activity 25, page 29

Parts of an Essay

1. introduction
2. body
3. conclusion
4. lead sentence
5. thesis statement

## Activity 26, page 30

1. legible
2. organize
3. draft
4. revise
5. edit
6. proofread

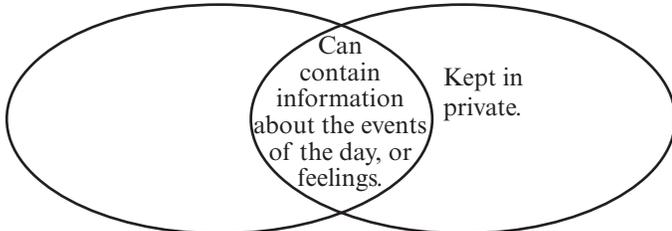
Outline:

How to Revise a Draft

1. Edit
  - a. Move paragraphs
  - b. Change awkward sentences
2. Proofread
  - a. Check spelling
  - b. Check punctuation

## Activity 27, page 31

1. Dear Jamie *should be circled*.
2. Kayla *should be underlined*.
3. Informal English: The tone is casual, and it is a letter to a friend. Formal English: would be used in a letter to a business or the government.
4. Letter Journal



## Activity 28, page 32

1. exposition
2. free writing
3. persuasive essay
4. editorial
5. collaborative writing

## Activity 29, page 33

Section 1:

1. c
2. b
3. d
4. a

Section 2:

1. peer review
2. response
3. oppose
4. self-assessment

## Activity 30, page 34

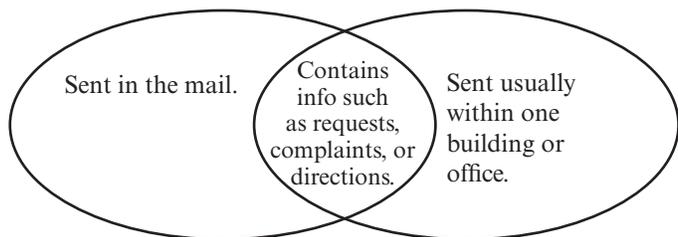
1. d
2. memo, business letter, résumé
3. For a shopping list, or a list of things to complete for a project
4. *Sample answer:*

Research paper:

- Brainstorm
- Collect ideas
- Free write

5. Business letter

Memo



## Section 4: Language Conventions

### Activity 31, page 35

1. stew, I, socks, or dryer *should be circled*.
2. smelled terrible *and* threw my socks in the dryer *should be boxed*.
- 3A. stew
- 3B. I
4. Larry and Frank *should be circled*.

5. is and jogs *should be boxed*.
- 6C. is
- 6D. jogs
7. *Answers will vary.*

### Activity 32, page 36

1. Incorrect. Li-ann loves playing the flute  
Incorrect. Andrew and Tyrone act in the drama club.  
Correct
2. Insects and mice make me want to run away.  
Reading and math are my favorite school subjects.
3. Sarah's family loves barbecued chicken.
4. lifetime, newspaper, sandbox, thumbtack

### Activity 33, page 37

1. over-, un-, re-,
2. over-, un-, -ing, re-, -less, -ly
3. -ing, -less, -ly
4. *Answers will vary.*
- 5.

Word	Root
Unbelievable	<b>Believe</b>
Happiness	<b>Happy</b>
<b>Misplace, replace, placement</b>	Place
Encircling	<b>Circle</b>

### Activity 34, page 38

1. modify
2. warm, open, fresh, spring, brand-new
3. impatiently, brightly, happily
4. *Answers will vary.*

### Activity 35, page 39

1. a. was, b. will, c. *none*, d. *none*, e. *none*, f. had, g. have been, h. will, i. *none*, j. will
2. Past: a, f, g  
Present: c, d, e, i  
Future: b, h, j

### Activity 36, page 40

1. throws
2. football
3. is
4. kind

5. relaxed
6. Built, because it does not have a normal past tense ending.
7. to relax, to build
8. Relaxing is my uncle Larry's favorite hobby.

### Activity 37, page 41

1. A
2. P
3. A
4. A
5. P
6. A
7. P
8. P
9. *answer given*
10. Tyrell bought a new shovel and put **it** in the garage.

11. Keira and **her** dog ran laps around the track.

12. The cats were hungry, so Dave fed **them** some food.

13. Lynn cried when **she** watched the sad movie.

14. The children have fun when **they** play on the swings.

### Activity 38, page 42

1. Word groups based on how each kind of word is used in writing or speaking.
2. on, from
3. on the way, from school
4. Ted
5. *Answers will vary.*

### Activity 39, page 43

1. so
2. When Fido caught the tennis ball
3. I always bring a jacket.
4. A subject and a predicate
5. A subject and a predicate that express a complete thought
6. *Answers will vary.*
7. *Answers will vary.*

# Answer Key

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## Activity 40, page 44

1. Although you may enjoy soda more.
2. Juice is also a good option, it often has many nutrients.
3. A glass of orange juice is much healthier than a can of soda however you should never forget to drink water as well.
4. It is important to drink lots of water. In fact, you should drink several glasses of water a day, although you may enjoy soda more. Juice is also a good option; it often has many nutrients. A glass of orange juice is much healthier than a can of soda. However, you should never forget to drink water as well.

## Activity 41, page 45

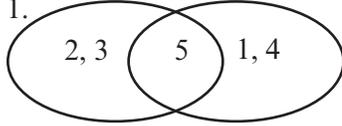
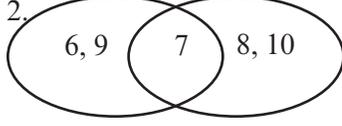
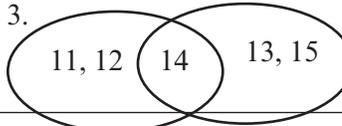
1. Interrogative sentence
2. Imperative sentence
3. Declarative sentence
4. Exclamatory sentence
5. Interjection
- 6-10. *Answers will vary.*

## Activity 42, page 46

Term	Symbol	Sentences with this symbol
Ellipse	...	2, 5
End mark	. ? !	1, 2, 3, 4, 5, 6, 7, 8
Hyphen	–	3, 6
Quotation mark	“ ”	1, 3, 5
Punctuation mark	. ? ! ... – “ ”	1, 2, 3, 4, 5, 6, 7, 8

## Section 5: Research

### Activity 43, page 47

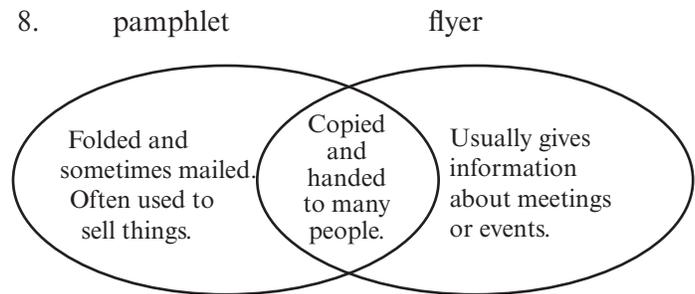
1. 
2. 
3. 

## Activity 44, page 48

1. research
2. fact-check
3. works-cited list
4. source
5. internet
6. search engine
7. database

## Activity 45, page 49

1. publish
2. document
3. publication
4. portfolio
5. c
6. a
7. b
8. pamphlet



## Activity 46, page 50

*Answers will vary.*

