

**English I, II Bell Ringer**  
**Week 1/ 2; Day 1,2**

**Benchmark: LA.910.1.6.3** The student will use context clues to determine meanings of unfamiliar words.

**Read the passage and select the best answer.**

Stomping his feet against the hardwood floors, Joe made his way reluctantly to his bedroom, mumbling under his breath. He slammed the door so hard the pictures of him and his sister that were hung in the hallway dropped to the floor, shattering into a thousand shards. His mother yelled out after him — “... and don’t come out until your father gets home!” As a last show of defiance against his mother, he clenched his fist and brazenly aimed for the wall that separated his room from his parents.

**As a last show of defiance against his mother, he clenched his fist and brazenly aimed for the wall that separated his room from his parents.**

I DO: Read this sentence from the passage.

1. In the sentence above, what does the word *brazenly* mean?
  - A. daringly
  - B. honestly
  - C. without bravery
  - D. without hesitation

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WE DO

2. Which context clues from the sentence help the reader understand what the word *defiance* means?
  - A. against his mother
  - B. clenched his fist
  - C. from his parents
  - D. last show

## TEACHER REFERENCE SHEET

### English I, II Bell Ringer

Week 1/ 2, Day 1,2

**Benchmark: LA.910.1.6.3** The student will use context clues to determine meanings of unfamiliar words. **TESTED**

#### **1. Explanation of the correct answer:**

Choice A –This is not the correct answer because the boy is not being daring. They boy is acting out angrily towards his mother.

Choice B – This is not the correct answer because although the boy may be expressing his feeling honestly, this word is not appropriate in the context of the sentence.

Choice C –This is not the correct answer because the boy is not behaving bravely in the context of the sentence. He is impulsively preparing to strike a wall with his fist in anger.

**Choice D –This is the correct answer. The boy is acting out in anger and is going to punch the wall without hesitation.**

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#### **2. Explanation of the correct answer:**

**Choice A –This is the correct answer because this phrase lets the reader know who the boy is acting out against. This phrase indicates to the reader that defiance is another word for disobedience.**

Choice B—This is not the correct answer because a person could —clench|| his fist in different situations, i.e.; frustration, anger, nervousness, fear.

Choice C –This is not the correct answer because this phrase has nothing to do with disobedience.

Choice D—This is not the correct answer because this phrase is an idiomatic rephrase meaning final display. It could be a final display of a variety of emotions, not just defiance.

**English I, II Bell Ringer**

**Week 1/ 2, Day 3/ 4**

**Benchmark: LA.910.1.6.3** The student will use context clues to determine meanings of unfamiliar words.

Read the paragraph and select the best answer.

*When our debate team went to states and won, they brought a lot of prestige to our school. The enrollment in the debate program increased substantially, and several businesses made donations to the school.*

**I DO:**

1. What does the word *prestige* mean as used in the paragraph above?

- A. prominence
- B. disinterest
- C. attention
- D. loyalty

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**WE DO:**

2. What are the context clues that help you to determine the meaning of the word *prestige*?

- A. debate team, our school
- B. went to states, enrollment
- C. increased enrollment, donations
- D. debate program, several businesses

## **TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 1/ 2, Day 3/ 4**

**Benchmark: LA.910.1.6.3**

The student will use context clues to determine meanings of unfamiliar words.

### **1.Explanation of the correct answer:**

**Choice A – This answer is correct. The fact that many more students are enrolling in debate and donations have increased would mean that the school is prominent or famous.**

Choice B – This answer is not correct. The context clues indicate the people were very interested in the team.

Choice C – This answer is not correct. This answer is not strong enough. Yes, the team got attention, but the increased enrollment and the donations would suggest they got more than attention.

Choice D – This answer is not correct. Loyalty does not really describe the admiration they received because of the state championship.

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### **2.Explanation for correct answer:**

Choice A – This answer is not correct. The debate team tells you who is responsible for the **prestige** and our school tells you who received the **prestige**, but neither gives you a clue to the meaning of the word.

Choice B – This answer is not correct. These words do not give you clues as to the meaning of the word.

**Choice C – This answer is correct. Your enrollment would increase and you would receive donations if you were a well-recognized or prestigious program.**

Choice D – This answer is not correct because these words do not give clues as to the answer.

**English I, II Bell Ringer**

**Week 1/ 2, Day 5/ 6**

**Benchmark: LA.910.1.6.3**

The student will use context clues to determine meanings of unfamiliar words.

**IDO**

Read the sentences and select the best answer.

**I was surprised when I went to visit my friend that he lived in no more than a hovel. He didn't have any electricity and had to cook all of his meals on an outdoor fire.**

1. What are the context clues to the meaning of the word *hovel*?

- A. he lived, outdoor fire
  - B. no more, all his meals
  - C. surprised, no electricity
  - D. visit friend, had to cook
- 

**WE DO**

2. What does the word *hovel* mean as used in the sentences above?

- A. new apartment
- B. run down shack
- C. old farmhouse
- D. lovely house

## TEACHER REFERENCE SHEET

### English I, II Bell Ringer

Week 1/ 2, Day 5/ 6

**Benchmark: LA.910.1.6.3**

TESTED-The student will use context clues to determine meanings of unfamiliar words.

#### **1. Explanation of the correct answer:**

Choice A – This answer is not correct. The word **hovel** describes where he lived. The words, he lived and outdoor fire do not describe the location he lived at or the conditions he lived in.

Choice B – This answer is not correct because the words no more and outdoor fire do not describe his living conditions or location.

**Choice C – This answer is correct. The words had no electricity describes where he lives. The word surprised describes a reaction you would have if a friend lived somewhere with no electricity.**

Choice D – This answer is not correct because the words visit my friend and had to cook do not describe where his friend lived.

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#### **2. Explanation for correct answer:**

Choice A – This answer is not correct. The clues that the friend was surprised and that there was no electricity does not support a new apartment.

**Choice B – This answer is correct because the context clues that the friend was surprised about the conditions his friend lived in and the clue that there was no electricity would support a run down shack as being the meaning of hovel.**

Choice C – This answer is not correct because the context clues that the friend was surprised and that there was no electricity does not support that a **hovel** would be an old farmhouse.

Choice D – This answer is not correct because a lovely house would not surprise the friend, and you would have electricity in a lovely house and not need to cook outside.

**English I, II Bell Ringer**

**Week 1/ 2, Day 7/ 8**

**Benchmark: LA.910.1.6.3** The student will use context clues to determine meanings of unfamiliar words.

Read this sentence.

**IDO**

The audience, as it entered the auditorium, was extremely boisterous. Their laughter filled the air. There was a lot of pushing and shoving as people tried to enter all at the same time.

1. What does the word *boisterous* mean as used in the paragraph above?

- A. happy and friendly
- B. impolite and overbearing
- C. loud and unrestrained
- D. afraid and panicked

**WE DO**

2. Which words in the paragraph are context clues to the meaning of the word *boisterous*?

- A. audience, auditorium
- B. air, people, same time
- C. extremely, enter, all
- D. laughter, pushing, shoving

## **TEACHER REFERENCE SHEET**

### **English I, II Bell Ringer**

**Week 1/ 2, Day 7/ 8**

**Benchmark: LA.910.1.6.3 TESTED**-- The student will use context clues to determine meanings of unfamiliar words.

#### **1. Explanation of the correct answer:**

Choice A – This answer is not correct because even though their laughter might indicate that they are happy, the pushing and shoving does not support that they are friendly.

Choice B – This answer is not correct because while they are pushing and shoving to get in the door, the fact that they are laughing does not support that they are impolite and overbearing.

**Choice C – This answer is correct because this meaning makes sense in the passage. The statement that follows boisterous says that, “Their laughter filled the air. There was a lot of pushing and shoving. . .” which is a context clue to the meaning of the word boisterous. You can conclude that the audience was loud and unrestrained.**

Choice D – This answer is not correct because nothing in the story indicates that the audience was afraid or panicked about anything.

#### **2. Explanation for correct answer:**

Choice A – This answer is incorrect because the word **boisterous** tells how they entered and the words audience and auditorium does not tell how.

Choice B – This answer is not correct. The words air, people and same time do not tell how the audience entered the auditorium.

Choice C – This answer is incorrect. Extremely, enter and all do not tell how they entered.

**Choice D – This answer is correct. Laughter, pushing and shoving describe how the audience entered the auditorium.**

## **English I, II Bell Ringer**

**Week 1/ 2, Day 9/ 10**

**Benchmark: LA.910.1.6.3** The student will use context clues to determine meanings of unfamiliar words.

Read the paragraph and select the best answer.

**The candidate for student body president spoke to the audience about many of the issues faced by the school. She seemed to motivate teachers and students alike with her plans for the next year. Her speech was extremely eloquent.**

**I DO:**

1. What are some of the context clues for the word *eloquent*?

A. school, plans

B. motivate, issues

C. candidate, president

D. audience, student body

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**WE DO:**

2. What does the word *eloquent* mean as used in the paragraph above?
- A. negative and condescending
  - B. persuasive and powerful
  - C. offensive to many
  - D. long and boring

**TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 1/ 2, Day 9/ 10**

**Benchmark: LA.910.1.6.3 TESTED** The student will use context clues to determine meanings of unfamiliar words.

**1. Explanation of the correct answer:**

Choice A – This answer is not correct. The word **eloquent** describes how the candidate spoke. The words school and plans do not describe how she spoke.

**Choice B** – This answer correct. The word motivate tells how she spoke, and the word issue tells what she spoke about.

Choice C – This answer is not correct. The words candidate and president tell who the speaker is, not how she spoke.

Choice D. – This answer is not correct. The words audience and student body tell who the speaker spoke to, not how she spoke.

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## 2. Explanation for correct answer:

Choice A – This answer is not correct because if the speech was negative and condescending, the audience would not have been motivated.

**Choice B** – This answer is correct because the context clues that the teachers and students were motivated would indicate that she spoke persuasively and powerfully.

Choice C – This answer is not correct because the context clue that teachers and students were motivated would indicate that the meaning of **eloquent** was positive and offensive is not a positive word.

Choice D – This answer is not correct because the meaning of **eloquent** is positive and long and boring is not positive. Also, there is no clue as to how long the speech was or if it was boring.

## English I, II Bell Ringer

### Week 3/ 4, Day 1/ 2

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

**Read the paragraph and select the best answer.**

**I DO:**

When the two groups met on the street, they got into a **fray**. By the time it was over several people were injured.

1. What is the meaning of the word **fray** in the above sentence?

A. to unravel

B. a wild party

- C. a disagreement
  - D. a heated argument
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**WE DO:**

2. What clues in the sentences help you decide the meaning of the word **fray**?
- A. several people were injured
  - B. two groups met
  - C. on the street
  - D. by the time

**TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 3/ 4, Day 1/ 2**

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

**1. Explanation of the correct answer:**

Choice A – This answer is not correct. This is another meaning of the word **fray**, but this meaning does not make sense in the context of the sentence.

Choice B – This answer is not correct. This meaning does not make sense in the context of the sentence.

Choice C – This answer is not correct. It is close to the meaning, but if you look at all of the context clues, a **fray** is more violent than a disagreement.

**Choice D** – This answer is correct. A **fray** is a heated argument that usually involves violence.

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**2. Explanation for correct answer:**

**Choice A** – This answer is correct. Several people being injured gives you a clue that a **fray** is a heated argument.

Choice B – This answer is not correct. The words two groups met does not give a clue that a **fray** is an argument.

Choice C – This answer is not correct. These words do not give a clue to the meaning of the word.

Choice D – This answer is not correct because these words do not give a clue to the meaning of the word **fray**.

## **English I, II Bell Ringer**

### **Week 3/ 4, Day 3/ 4**

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

**Read the passage and select the best answer.**

Balsa wood is used for making model airplanes. It is a very pliable wood and can be shaped into whatever form you want. Balsa wood is also very light, which allows the airplane to be aerodynamic during flight. Although it is low in density, it is strong. You can also find balsa wood in the floor plan of a Corvette Z06 and between 2 pieces of plywood in a ping-pong paddle.

### **IDO**

Read the following sentence from the passage.

***Balsa wood is also very light, which allows the airplane to be aerodynamic during flight. Although it is low in density, it is strong.***

1. In which sentence does *aerodynamic* have the same meaning as the sentence above?

- A. John is studying Aerodynamics at Massachusetts Institute of Technology.
- B. To better understand aerodynamics, study Newton’s basic equation of motion.
- C. Pam rounded the edges of the plane’s wings to increase its aerodynamics during flight.
- D. The Aerodynamics team from Florida won the model airplane challenge at the Odyssey of the Mind tournament.

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**WE DO**

Read the following excerpt from the passage.

**It is a very pliable wood and can be shaped into whatever form you want.**

2. What does the word *pliable* reveal about balsa wood?

- A. The wood breaks when being shaped.
- B. The wood bends into many shapes.
- C. The wood sways when it is in flight.
- D. The wood adapts with the wind.

**TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 3/ 4, Day 3/ 4**

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

**1. Explanation of the correct answer:**

Choice A – This is not the correct answer because in this sentence, Aerodynamics refers to a course of study in the field of Science.

Choice B – This is not the correct answer because in this sentence, Aerodynamics refers to the study of forces and the resulting motion of objects through the air.

**Choice C – This is the correct answer because in both sentences the word, aerodynamics means to have rounded edges to reduce wind drag and friction during movement.**

Choice D –This is not the correct answer because it refers to the name of a group of people who study the forces and resulting motion of objects through the air.

**2. Explanation of the correct answer:**

Choice A –This is not the correct answer because objects that are pliable do not break easily. Pliable means to be flexible and able to bend.

**Choice B—This is the correct answer. Based on the context of the sentence the reader can determine that pliable wood is flexible and can bend into many shapes.**

Choice C –This is not the correct answer because there aren't any clues in the context of the sentence to support this idea. Pliable does not mean to sway in the example sentence.

Choice D-This is not the correct answer because the clues in the sentence do not support this idea. Pliable does not mean to adapt in the example sentence.

**English I, II Bell Ringer**

**Week 3/ 4, Day 5/ 6**

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

**IDO**

**Read the paragraph and select the best answer.**

Mark never did anything. He would always sit around playing video games and humming to himself. He never picked up after himself. His mother told him he was **adrone**.

1. What is the meaning of the word **drone**?

- A. a loafer
  - B. a go getter
  - C. a low sound
  - D. an annoyance
- 

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**WE DO**

2. Which words or phrases in the paragraph are context clues to the meaning of the word **drone**?

- A. mother told him
- B. never did anything
- C. playing video games
- D. humming to himself

**TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 3/ 4, Day 5/ 6**

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

**1. Explanation of the correct answer:**

**Choice A** – This answer is correct. The paragraph describes someone who is very lazy, so a **drone** is a loafer.

Choice B – This answer is not correct. A go getter would be the opposite of the person that is described.

Choice C – This answer is not correct. A low sound is another meaning of the word **drone**, but that meaning does not fit in the context of the sentence.

Choice D – This answer is not correct. The behavior of Mark is not annoying behavior, it is lazy behavior.

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## 2. Explanation for correct answer:

Choice A – This answer is not correct. The words “mother told him” do not give any clue to the meaning of the word.

**Choice B** – This answer is correct. The words “never did anything”, would describe a loafer, which is the meaning of the word **drone**.

Choice C – This answer is not correct. The words “playing video games” do not describe a loafer.

Choice D – This answer is not correct. The words humming to him might be a clue if you thought the meaning of **drone** was a low sound, but it is not a clue for the meaning loafer.

## English I, II Bell Ringer

### Week 3/ 4, Day 7/ 8

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

Read the following excerpt:

... Then one of the Fates said in a solemn voice, “This child will live as long as that brand on the hearth shall not burn. When it is burned up, the child will

die.”Althaea had instantly caught up the brand from the fire and put it out and laid it aside carefully in a chest where she had kept it ever since.

**I DO:**

1. In the above sentence, what does brand mean?
  - A. a partially burned piece of wood
  - B. a mark made by burning with a hot iron
  - C. an iron used to brand something
  - D. to mark with disgrace

**WE DO:**

2. What part of speech is brand in the paragraph above? Write a sentence using it as a noun, and as a verb.

**TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 3/ 4, Day 7/ 8**

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

**1. Explanation of the correct answer:**

**Choice A** – This answer correct. The paragraph refers to a hearth, and that it will be “burned up”.

Choice B – This answer is not correct. There is no reference to a mark on the child or someone else.

Choice C – This answer is not correct. An iron cannot be “burned up”.

Choice D – This answer is not correct. The word “brand” is not used as a verb in this paragraph.

## **2. Explanation of the correct answer:**

Answers will vary. Ensure students include context clues into their sentences.

## **English I, II Bell Ringer**

### **Week 3/ 4, Day 9/ 10**

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

Read the following excerpt from a cell phone user manual:

#### **ACCESSING CALENDARS**

- From the main menu, choose *Calendar*. Press **OK**. Choose *Week View* mode or *Month View* mode.

- If you choose *Week View* mode, the current week will display. To choose a different week of the current month, choose *Change Week* at the bottom left of the display, and use the **RIGHT** and **LEFT** arrow keys to select 1, 2, 3, 4, or 5 (first week, second week, etc.). In *Week View* mode, the days are listed in a column, with an icon or icons next two days that have entries from your personal calendar. Clicking on the icon will display a screen with the details of that entry.

### **IDO**

**Read the following sentence:**

**To obtain *Week View* mode when in *Month View* mode, simply highlight any day in the desired week and choose *Week* at the bottom left of the display.**

1. Which definition of the word *mode* is used?
  - A. Fashion, or style in dress
  - B. A particular type or form of something
  - C. A designated status
  - D. a range of values that has the highest frequency as determined statistically

### **WE DO**

2. In which sentence does *mode* have the same meaning as in the sentence above?
  - A. She reacted to the change in the mode of the teacher's voice.
  - B. The instructor asked the students to find the mode of a set of numbers.
  - C. She switched the computer's application from keyboard to voice mode.
  - D. The subway is her favorite mode of transportation when she visits the city.

## **TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 3/ 4, Day 9/ 10**

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

## 1. Explanation of the correct answer:

**Choice A** – This answer is not correct. There is no reference to dress.

**Choice B** – This answer is not correct. It is too vague with regards to the excerpt

**Choice C** – This answer is correct. The passage explicitly states that the status of the calendar will change once the mode is changed.

**Choice D** – This answer is not correct. There is no mathematical reference in the passage.

## 2. The correct answer is H (She switched the computer’s application from keyboard to voice mode).

Type of Text: Informational

**Benchmark: LA.910.1.6.9** The student will determine the correct meaning of words with multiple meanings in context.

**The correct answer is H.** Both the excerpted sentence and the sentence in option H use the meaning of the word *mode* in a context applying to technology, referring to a particular functioning condition of an electronic device. Hint: review parts of speech in the different sentences.

## English I, II Bell Ringer

**Week 5/6; Day 1-2**

**Benchmark: LA.910.1.6.8** The student will identify advanced words/phrase relationships and their meanings

### **IDO**

Read the paragraph and select the best answer.

Would you believe it? The King and the whole Round Table were in raptures over this preposterous opportunity for adventure. Every Knight of the Table jumped for the chance, and begged for it; but to their vexation and chagrin the King conferred it upon me, who had not asked for it at all.

1. Which pair of words from the paragraph is most similar in meaning?
  - A. vexation, chagrin
  - B. chagrin, conferred
  - C. adventure, raptures
  - D. preposterous, vexation

### **WE DO**

Read this sentence from the paragraph.

***The King and the whole Round Table were in raptures over this preposterous opportunity for adventure.***

2. Which is the best restatement of this sentence?
  - A. The King picked one Knight for the adventure to increase his prosperity.
  - B. The Knights were happy with the King's selection of the Knight telling the story.
  - C. The Knights were up in arms and fuming over this development.
  - D. The King and Knights were delighted because they had the possibility of a new experience.

### **TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 5/6; Day 1-2**

**Benchmark: LA.910.1.6.8** The student will identify advanced words/phrase relationships and their meanings

**1. Explanation of the correct answer:**

**Choice A – This answer is correct because vexation means the state of being annoyed and chagrin means anger at being let down; a feeling of vexation. One word is part of the definition of another therefore they are the most similar in meaning.**

Choice B – This answer is not correct because chagrin means anger at being let down and conferred means to discuss something with somebody.

Choice C – This answer is not correct because adventure means an exciting experience and raptures means overwhelming happiness.

Choice D – This answer is not correct because preposterous means completely contrary to nature, reason, or common sense and vexation means the state of being annoyed.

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**2. Explanation of the correct answer:**

Choice A – This answer is not correct because this sentence talks about the King picking one Knight. The subject of the sentence is the King and the Whole Round Table.

Choice B – This answer is not correct because we are told later in the paragraph that the Knights irritated by the King's selection.

Choice C – This answer is not correct because this is the opposite of what the sentence means. Raptures mean happiness, while the sentence says that the Knights were "up in arms" and "fuming".

**Choice D – This answer is correct because the sentence indicates that the parties present at the round table were in raptures over this development, meaning they were extremely happy.**

**English I, II Bell Ringer**

**Week 5/6; Day 3/ 4**

**Benchmark: LA.910.1.6.8** The student will identify advanced words/phrase relationships and their meanings

**Read the paragraph and select the best answer.**

I rue the day I decided to start smoking. It is a very expensive habit, and I never have money to do fun things with my friends. Some of my friends have dropped me because they disagree with my decision to start smoking. Unfortunately I am now hooked and can't seem to stop.

### **IDO**

1. Which of the words is **most different** in meaning to the word *rue*?
  - A. consent to
  - B. proud of
  - C. regret
  - D. detest

### **WE DO**

2. What context clues help you determine the meaning of the word *rue*?
  - A. start smoking, with my friends
  - B. expensive habit, friends have dropped me
  - C. to do fun things, decision to start
  - D. can't seem to stop, with my friends

## **TEACHER REFERENCE SHEET**

### **English I, II Bell Ringer**

**Week 5/6; Day 3/ 4**

**Benchmark: LA.910.1.6.8** The student will identify advanced words/phrase relationships and their meanings

**1. Explanation of the correct answer:**

Choice A – This answer is not correct. It appears this person regrets the day he started smoking. Consent to is not the opposite of regret.

**Choice B – This answer is correct. If rue means regret, then proud of has the opposite meaning.**

Choice C – This answer is not correct. Regret has the same meaning of the word rue not the opposite meaning.

Choice D – This answer is not correct. Detest might be another way he would feel about starting to smoke, but it does not have an opposite meaning to the word rue.

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**2. Explanation for correct answer:**

Choice A – This answer is not correct. These words do not give a clue as to how he feels about his decision to start smoking.

**Choice B – This answer is correct. These are two examples of why he would be unhappy about starting to smoke.**

Choice C – This answer is not correct because they do not give clues why he is unhappy with his decision to start smoking.

Choice D -- This answer is not correct. These words do not give clues as to why he regrets his decision to start smoking.

**English I, II Grade Bell Ringer**

**Week 5/6, Day 5/ 6**

**Benchmark: LA.910.1.6.8** The student will identify advanced words/phrase relationships and their meanings

**Read the paragraph and select the best answer.**

When our team won the state championship, all of the students were exuberant the

next day. There were celebrations in the courtyard and a parade on the football field.

**IDO**

1. What is opposite in meaning to the word *exuberant*?
  - A. overjoyed
  - B. depressed
  - C. animated
  - D. sufficient

**WE DO**

2. What context clues are there in the sentences to help you identify the antonym of the word *exuberant*?
  - A. celebrations, state championship
  - B. all the students, courtyard
  - C. our team, football field
  - D. next day, parade

**English I, II Bell Ringer**

**Week 5/ 6, Day 5/6**

**LA.910.1.6.8 TESTED**

The student will identify advanced words/phrase relationships and their meanings

**1. Explanation of the correct answer:**

Choice A – This answer is not correct. Overjoyed is how the students would be feeling, not the opposite of how they would be feeling.

**Choice B – This answer is correct. The opposite of exuberant (overjoyed) is depressed.**

Choice C – This answer is not correct. Animated is similar to feeling exuberant.

Choice D – This answer is not correct. Sufficient is the definition for exuberant when exuberant is used to describe something as being plentiful or large in number.

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## **2. Explanation for correct answer:**

**Choice A – This answer is correct. Think how you would feel if your team won the state championship and you were celebrating. These words both give clues as to the meaning of the word exuberant.**

Choice B – This answer is not correct. These words do not give a clue to how the students would be feeling.

Choice C – This answer is not correct because they do not give clues as to how the students would be feeling.

Choice D – This answer is not correct. They do not give a clue to how the students would be feeling.

## **English I, II Bell Ringer**

**Week 5/ 6, Day 7/ 8**

**Benchmark: LA.910.1.6.8** The student will identify advanced words/phrase relationships and their meanings

Read the paragraph and select the best answer.

**The young boy seemed to think he was invincible. He was afraid of nothing. He even put his hand into a rattlesnake cage. Everyone else was concerned for his safety.**

**IDO**

1. Which of the following words is **most similar** in meaning to the word *invincible*?

- A. cowardly
- B. humbled
- C. indestructible
- D. overcome

**WE DO**

2. What words are context clues to the meaning of the word *invincible*?

- A. young boy, put his hand
- B. seemed to think, concerned
- C. everyone else, even put his hand
- D. afraid of nothing, hand into a rattlesnake cage

**TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 5/ 6, Day 7/ 8**

**Benchmark: LA.910.1.6.8** The student will identify advanced words/phrase relationships and their meanings- **TESTED**

Choice A – This answer is not correct. If he was cowardly, it does not make sense that he would put his hand in a rattlesnake cage.

Choice B – This answer is not correct. If someone is humbled they have been brought down. This meaning does not make sense in the context of the paragraph.

**Choice C – This answer is correct. Only someone that thought they were indestructible would put their hand in a rattlesnake cage.**

Choice D – This answer is not correct. If he thought he was overcome, it does not make sense that he would put his hand in a rattlesnake cage.

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## **2. Explanation for correct answer:**

Choice A – This answer is not correct. These words do not describe how the boy feels about himself.

Choice B – This answer is not correct. The word **indestructible** describes how the boy feels about himself and these words do not give a clue as to how he feels.

Choice C – This answer is not correct because they do not give a clue as to how he feels about himself.

**Choice D – This answer is correct. “Afraid of nothing” tells how the boy feels about himself and “hand in a rattlesnake cage” gives an example of the behavior that demonstrates how he feels about himself.**

**English I, II Bell Ringer**

**Week 5/ 6, Day 9/10**

**Benchmark: LA.910.1.6.8** The student will identify advanced words/phrase relationships and their meanings.

**When I walked in the room I saw the person I absolutely detest in the whole world. I couldn't help put grimace, turn around, and walk out of the room.**

**WE DO**

1. Which of the following words is most opposite in meaning to the word *detest*?
  - A. Hate
  - B. Love
  - C. Avoid
  - D. Attract

**YOU DO**

2. What clue words in the sentences help you determine the meaning of *detest*?
  - A. Into the room
  - B. Saw a person
  - C. most in the world
  - D. Walked out of the room

**TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 5/ 6, Day 9/ 10**

**Benchmark: LA.910.1.6.8** The student will identify advanced words/phrase relationships and their meanings- **TESTED**

**1. Explanation of the correct answer:**

Choice A – This answer is not correct. Hate would be a synonym for the word **detest**, not an antonym.

**Choice B** – This answer is correct. Based on the clues in the sentence the person does not like the person that they see, therefore love would be a good antonym for the word **detest**.

Choice C – This answer is not correct. The first person is trying to avoid the other person, so avoid cannot be an antonym for the word **detest**.

Choice D – This answer is not correct. The word attract is not the antonym of **detest**.

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**2. Explanation for correct answer:**

Choice A – This answer is not correct. The words into the room do not give a clue about how the first person feels about the other person.

Choice B – This answer is not correct. These words do not give a clue to the meaning of the word **detest**.

Choice C – This answer is not correct because these words do not give any clue as to how the first person feels about the other person.

**Choice D** – This answer is correct. If you **detest** someone, you would walk out of a room so you would not have to be with them.

**English I, II Bell Ringer**

**Week 7/ 8, Day 1/ 2**

**Benchmark: LA.910.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Also assesses

LA.910.1.6.11. The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

**IDO**

Think of words that have the root “cede” in them. Turn to a partner and share your list.

**WE DO**

What patterns do you see in the words? What does the root word “cede” most likely mean?

**TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 7/ 8, Day 1/2**

**Benchmark: LA.910.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Also assesses LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

Students may generate the words:

*Recede*

*Concede*

*Precede*

*Accede*

*Procedure*

*Cede*

The meaning of the root word is:

*move, yield, go, surrender*

Have students write sentences with the generated words using context clues to define their meaning.

## **English I, II Bell Ringer**

**Week 7/ 8, Day 3/ 4**

**Benchmark: LA.910.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Also assesses LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

### **IDO**

Think of words that have the root “mit” in them. Turn to a partner and share your list.

### **WE DO**

What patterns do you see in these words? What does the root “mit” most likely mean?

## **TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 7/ 8, Day 3/ 4**

**Benchmark: LA.910.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Also assesses  
**LA.910.1.6.11** The student will identify the meaning of words and phrases from

other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

Students may generate the words:

*emit, remit, submit, admit, commit, permit, transmit, omit, intermittent*

The meaning of the root word is:

*send*

Stress that root words are common connections among word families. Use a graphic organizer if desired.

Have students write sentences with the generated words using context clues to define their meaning.

## **English I, II Bell Ringer**

**Week 7/ 8, Day 5/ 6**

**Benchmark: LA.910.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Also assesses LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

**Many people claim that as a society we have become slaves to our phones. Many people can't help but check for text messages constantly, receive and**

send calls while driving, et cetera. This is not the case with me. My phone serves me, and not vice versa.

### **IDO**

1. The term *et cetera* is a Latin phrase meaning “more, and so on”. Why does the author choose to use this in this paragraph?
  - A. She does not know what else people do on their phones.
  - B. She does not feel it’s important to list each detail of the phone.
  - C. She is hinting to the reader that there are many other functions that people are driven to complete on their phone.
  - D. She is annoyed at the way people are “slaves” to their phones.

### **WE DO**

2. The terms “vice versa” means the other way round. Why does the author use this term.
  - A. She is urging readers to not become slaves to their phones.
  - B. She is mandating that cell phones become restricted.
  - C. She is stressing that she is in charge of her phone.
  - D. She is noting that at times her cell phone governs her.

## **TEACHER REFERENCE SHEET**

### **English I, II Bell Ringer**

**Week 7/ 8, Day 5/ 6**

**Benchmark: LA.910.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Also assesses LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

1. C. (there is no tone in et cetera as used in the text)
2. C. (stress that students should note the NOT vice versa in the text)

### **English I, II Bell Ringer**

**Week 7/ 8, Day 7/ 8**

**Benchmark: LA.910.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Also assesses  
**LA.910.1.6.11** The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

**IDO**

## **Bona fide means real/genuine**

Write a paragraph using *bona fide* in context. Why would a writer include *bona fide* in a piece?

## **WE DO**

**Verbatim means “in the exact same words”.**

Write a paragraph using the word *verbatim* in context.

## **TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 7/ 8, Day 7/ 8**

**Benchmark: LA.910.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Also assesses

LA.910.1.6.11 The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., *ad hoc*, *post facto*,

RSVP).

Students should share their paragraphs.

**English I, II Bell Ringer**

**Week 7/ 8, Day 9/ 10**

**Benchmark: LA.910.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Also assesses

**LA.910.1.6.11** The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

After a dull unit on Julius Caesar, my teacher thought he had “conquered” the students by making us wear togas to class (for a grade, no less!) to pretend we were living in Caesar’s era. Little did he know that the battle was in his own mind---in fact, I had refused to wear my toga and had, single handedly, persuaded six of my peers to do the same! As we left the class I decided to let him know who had really won the “battle”, and I whispered in his ear “veni, vidi, vici”.

*Veni, vidi, vici* is a Latin phrase. It means “I came, I saw, I conquered”.

Why does the author choose to use it in this piece?

- A. He wants to gain extra credit for his knowledge of language.
- B. He is using the phrase to connote humor.
- C. He is using the phrase to stress his power in the class.
- D. He is using the phrase to allude to his intelligence.

## **TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 7/ 8, Day 9/ 10**

**Benchmark: LA.910.1.6.7** The student will identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words. Also assesses **LA.910.1.6.1.1** The student will identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).

Students may struggle between B and C, but the comment itself is not funny, and the question only relates to the term itself. The writer also notes that he single-handedly changed the minds of many students as well.

**English I, II Bell Ringer**

**Week 9/10, Day 1/2**

**LA.910.2.1.5** -- The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

**Read the passage and select the best answer.**

I was awestruck by her beauty. She had enormous brown eyes and silky golden hair. Her skin was pale and as smooth as polished marble. Her lips were crimson and there was a slight smile on her face at all times.

**IDO**

1. This paragraph has which of the following forms of figurative language?
  - A. Simile
  - B. Metaphor
  - C. Alliteration
  - D. Personification

**WE DO**

2. What is the meaning of the figurative language in this paragraph?
  - A. She is like a statue.
  - B. She is very beautiful.
  - C. Her skin is cold to the touch.
  - D. Her skin has no wrinkles or marks.

**TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 9/10, Day 1/2**

**LA.910.2.1.5 TESTED**-- The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

**1. Explanation of the correct answer:**

**Choice A – This answer is correct. This paragraph has a comparison that uses *as*, so it is a simile.**

Choice B -- This answer is not correct. This paragraph does not have a comparison saying one thing is another, so it is not a metaphor.

Choice C – This answer is not correct. This paragraph does not contain the repetition of the initial consonant sound, so it is not alliteration.

Choice D – This answer is not correct. This paragraph does not give human characteristics to non human things, so it is not personification.

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**2. Explanation of the correct answer:**

Choice A – This answer is not correct. It is too literal. The author says her skin is like marble, but that does not mean she is like a statue.

Choice B – This answer is not correct. The whole paragraph is saying she is beautiful, but the simile is comparing her skin to marble, so the simile is not talking about the girl in general, but her skin.

Choice C -- This answer is not correct. It is also too literal. By saying her skin is like marble, he is not saying her skin is cold, but it is smooth.

**Choice D – This answer is correct. When the author says her skin is as smooth as marble, he is saying that she has no wrinkles or marks on her**

**English I, II Bell Ringer**

**Week 9/10, Day 3/4**

**LA.910.2.1.5** -- The student will analyze and develop an interpretation of a literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

**Read the passage and select the best answer.**

It was a hot, southern, summer morning in 1962. We'd been sitting on my scorching driveway all morning, cracking open fist-size geode rocks. We loved geodes for their sparkly insides. After all our hard work, I was ready for my favorite drink. Sophie's daddy made the best root beer. He sold it at his soda fountain and drugstore--the only real eating place around. We lived near the crossroads out in the country near the Mississippi River. Sophie and I were best friends. We were a lot alike. We wore ponytails, owned blue Hula-Hoops, and had Barbie dolls. We both hated liverwurst, potato pancakes, and cod liver oil. However, we were different, too. Sophie had white skin and I had dark skin. Because of that, we had to go to different schools. This would eventually be what caused the meltdown of our friendship, but I'll get to that later.

### **IDO**

1. Why is the setting of this passage important?
  - A. The south was unusually hot during the 1960's.
  - B. The south was a peaceful place during the 1960's.
  - C. Very few people lived in the south during the 1960's.
  - D. The south still had segregation of races in the 1960's.

### **WE DO**

2. The differences between the narrator and Sophie are important because
  - A. they show that similarities and differences are necessary in friendships.
  - B. they foreshadow a problem that arises from these differences.
  - C. they help the reader to relate to the characters in the passage.
  - D. they help the reader to better understand the setting.

## **English I, II Bell Ringer**

### **Week 9/10, Day 3/4**

**LA.910.2.1.5 TESTED**-- The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

### **1. Explanation of the correct answer:**

Choice A – This is not the correct answer because there aren't any details in the passage to support the idea that the south was unusually hot during the 1960's.

Choice B – This is not the correct answer because there aren't any details in the passage that support this idea.

Choice C – This is not the correct answer. The narrator lives in the country and the reader can infer that it is a lightly populated area. However, the inference cannot be made that the south in general has a small population.

**Choice D – This is the correct answer because knowing that the setting takes place in the south during a time of racial segregation helps the reader to understand the relationship between the two characters.**

### **2. Explanation of the correct answer:**

Choice A – This is not the correct answer because it reflects an opinion. Some people may feel differently about friendships.

**Choice B—This is the correct answer because the narrator says that their difference in skin color would eventually lead to the end of their friendship.**

Choice C – This is not the correct answer. Although the reader may relate to the characters, this does not help the reader to understand the passage.

Choice D—This is not the correct answer because details about the characters do not help the reader to better understand the setting. In fact, the opposite is true. The setting helps the reader to better understand the characters.

## **English I, II Bell Ringer**

### **Week 9/10, Day 5/6**

**LA.910.2.1.7** -- The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

**Read the poem and select the best answer.**

*ODE TO A SPELL CHECKER by Ross Yakulis*

I have a spelling checker.  
It came with my PC.  
It plane lee marks four my revue  
Miss steaks aye can knot sea.  
Eye ran this poem threw it,  
Your sure reel glad two no.  
Its vary polished in it's weigh,  
My checker tolled me sew.  
A checker is a bless sing,  
It freeze yew lodes of thyme.  
It helps me right awl stiles two reed,  
And aides me when aye rime.

**IDO**

1. What literary device does the author use in this poem?  
A. imagery, creating a vivid picture of spell check  
B. metaphor, comparing spell check to writing a poem  
C. personification, giving spell check human characteristics  
D. tone, using sarcasm to point out the errors of spell check

**WE DO**

2. How does the author's use of a literary device help the reader understand the poem?  
A. He draws attention to the reliability of a computer's spell checker.  
B. He points out that technology is not always flawless.  
C. He parallels human error to computer error.  
D. He highlights the importance of poetry.

**TEACHER REFERENCE SHEET**

**English I, II Bell Ringer**

**Week 9/10, Day 5/6**

**LA.910.2.1.7 TESTED**-- The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

### **1. Explanation of the correct answer:**

Choice A –This is not the correct answer because the author does not use words to create a vivid picture for the reader. In this poem there is very little descriptive language.

Choice B –This is not the correct answer because there is no evidence in the poem to support the idea that the author is comparing spell check to poetry. The author is using the format of poetry to express his idea.

Choice C –This is not the correct answer because the author does not give human characteristics to spell check in this poem.

**Choice D – This is the correct answer. The tone of the poem is sarcastic because the author uses examples of how spell check can unintentionally work against the person writing.**

### **2. Explanation of the correct answer:**

Choice A –This is not the correct answer because the author is drawing attention to the fact that spell check can sometimes be unreliable, not reliable.

**Choice B –This is the correct answer. The author uses a literary device to help the reader understand that sometimes spell check makes mistakes.**

Choice C –This is not the correct answer because the author is not comparing human error to computer error. The author is pointing out that spell check can make mistakes.

Choice D –This is not the correct answer because there is no evidence in the poem to suggest that the author is emphasizing the importance of poetry.

## **English I, II Bell Ringer**

### **Week 9/10, Day 7/8**

**LA.910.2.1.7** -- The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

A gray-haired, stooped-over customer carefully selected canned cat food and crackers at the grocery store before making his way to the check out. He shuffled out of the store, his cane tapping the sidewalk, his mutter heard only by himself. A chilled gust of wind swept past him as he waited for the bus. He pulled his tattered, gray cardigan closely around his boney shoulders.

### **IDO**

1. What type of literary device does the author use in this passage?
  - A. irony
  - B. satire
  - C. imagery
  - D. allusion

### **WE DO**

2. What words create a picture of the subject of the passage?
  - A. customer, cat food, store
  - B. customer, pulled, cardigan
  - C. gray-haired, crackers, mutter
  - D. gray-haired, shuffled, tattered

## **TEACHER REFERENCE SHEET**

### **English I, II Bell Ringer**

#### **Week 9/10, Day 7/8**

**LA.910.2.1.7 TESTED**-- The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and

literary allusions, and explain how they impact meaning in a variety of texts.

**1. Explanation of the correct answer:**

Choice A – This answer is not correct. There is nothing unexpected about the situation in the passage.

Choice B – This answer is not correct. The author is not mocking the old man, but merely describing him.

**Choice C – This answer is correct. There are a number of words that use one of the five senses. You can create a picture in your mind from reading the passage.**

Choice D -- This answer is not correct. This passage does not refer to something historical, literary, or that is known to most readers.

**2. Explanation of the correct answer:**

Choice A – This answer is not correct. These words are from the passage, but cat food and store are not descriptive words.

Choice B – This answer is not correct because pulled and cardigan are not descriptive words.

Choice C – This answer is not correct because crackers and muttered are not descriptive words.

**Choice D -- This answer is correct because these words are used to describe the customer in the store. The reader gets a clear picture of the subject of the passage from these words.**

**English I, II Bell Ringer**

**Week 9/10, Day 9/10**

**LA.910.2.1.5** -- The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

*An excerpt from THE BALANCING ACT by Barbara Johnson*

"Are you growing again, Jennifer? You look so thin," Grandma said.

"She's been eating like a lumberjack," Mother told Grandma. "It can't be lack of food."

Jennifer shook her head. "I'm fine, Grandma. Just a little tired tonight."

Grandma gave her an extra hug and said, "Maybe we can fatten you up a little this weekend."

After supper, Grandma and Jennifer played a few hands of hearts. Jennifer broke up her losing streak with several visits to the water tap, until Grandma followed her into the kitchen.

"Jennifer," Grandma asked, "are you thirsty a lot?" A worry line marked Grandma's forehead.

"I guess so," Jennifer said.

"You know, Jennifer, there's something bothering me right now."

Several days later Jennifer laid her head back on the extra-firm hospital pillow and thought about diabetes. Ever since Grandma had been diagnosed with diabetes she had been testing her grandchildren with her glucose meter. This time Jennifer's results were different. At the hospital, her urine sample showed a high level of glucose. Jennifer hadn't been quite sure what that meant, but it made the worry line in Grandma's forehead grow a little deeper.

1. Why was Jennifer's grandma concerned about her?

- A. Jennifer was testing herself with the glucose meter.
- B. Jennifer was not interested in playing hearts.
- C. Jennifer was thirsty, tired, and looked thin.
- D. Jennifer was going to get fattened up.

2. Why is the setting at the end of the passage important?

- A. It is the only place Jennifer could go to be treated for her diabetes.
- B. It indicates to the reader that something is really wrong with Jennifer.
- C. It shows the reader Jennifer's symptoms could only indicate diabetes.
- D. It helps the reader understand where to go to get diagnosed for diabetes.

## **TEACHER REFERENCE SHEET**

### **English I, II Bell Ringer**

#### **Week 9/10, Day 9/10**

**LA.910.2.1.5 TESTED**-- The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole,

symbolism, allusion, imagery).

**1. Explanation of the correct answer:**

Choice A – This is not the correct answer because it says in the passage that Jennifer’s grandmother was testing her grandchildren with her diabetes meter.

Choice B – This is not the correct answer because it is an inaccurate interpretation of the details in the passage. According to the passage, Jennifer was losing at hearts.

**Choice C –This is the correct answer because in the passage it states that Jennifer was thirsty, and tired. When Grandma says she wants to fatten Jennifer up, the reader can conclude it’s because Jennifer is too thin.**

Choice D –This is not the correct answer because Grandma was the one who wanted to fatten Jennifer up because she looked thin.

**2. Explanation of the correct answer:**

Choice A –This is not the correct answer because there are no details in the passage to support this idea.

**Choice B—This is the correct answer. The reader can conclude that Jennifer’s condition is serious because she is in the hospital.**

Choice C –This is not the correct answer because being tired, thirsty, and thinner than normal could be caused by many different illnesses and lifestyle changes.

Choice D—This is not the correct answer because there is no evidence in the passage to support this idea. In addition, it is reasonable to expect that you can go to a doctor’s office or walk-in-clinic to be diagnosed with diabetes.