Standards Based Vocabulary™

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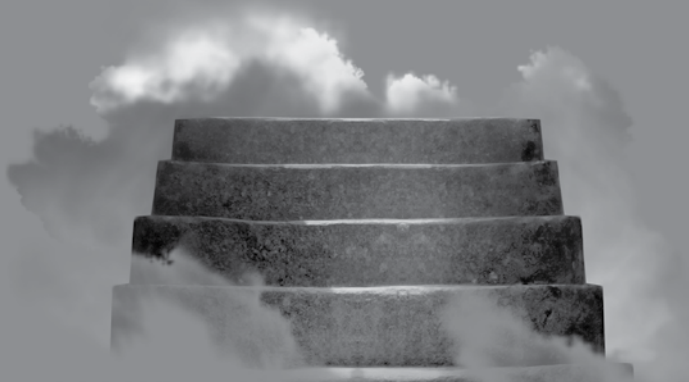

STANDARDS-BASED Vocabulary II

Prestwick House

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INTRODUCTION

Learning vocabulary by memorizing definitions isn't the most effective method; it encourages students to remember what they learn only to pass a test. A much better technique is to give them the tools they need to learn and understand the new words they will encounter throughout their lives.

Standards-Based Vocabulary will expand students' vocabulary while also teaching vocabulary-building skills. These skills include discerning word meanings through context, recognizing roots and affixes, and recalling word origins. The exercises in this book work in accordance with state standards. While the wording of the standards varies from state to state, we have tried to capture their essential intent.

Students will learn to:

- develop strategies to construct word meanings by using context clues.
- determine the meaning of unfamiliar, or complex words through structural analysis, identifying roots, prefixes, and suffixes derived from Greek and Latin.
- use their knowledge of synonyms, antonyms, homographs, and homophones to uncover the meanings of unfamiliar words.
- understand and interpret the literal and figurative use of words.
- determine the meaning of words by recalling their literary, historical, and mythological origins.

The *Standards-Based Vocabulary* series was developed for 7th-10th grade students at varying reading levels—from 7th grade students reading at a 4.0-6.0 level, to remedial readers in 8th-10th grades.

- Book I includes vocabulary words at the 4.0-6.0 level.
- Book II covers words from levels 6.0-8.0.

EXERCISE I DEFINITIONS

Write a brief definition for each of the following words, based on how the word is used in the sentence.

1. **barren** (bâr´ ən) – Because of the poor soil, nothing would grow in the **barren** field.

2. **character** (kâr´ ək tər) – Julie's good **character** is shown through her constant helpfulness.

3. **compost** (kom´ pōst) – The rich **compost** pile in the backyard will be ready to use in the garden by spring.

4. **illuminate** (il ōō´ min āt) – Jess turned on the flashlight to **illuminate** our path through the woods.

5. **meddle** (me´ dəl) – Sometimes it does more harm than good when you **meddle** in other people's problems.

EXERCISE III SYNONYMS AND ANTONYMS

Synonyms – For each sentence, fill in the blank with a word or phrase that has the same or nearly the same meaning as the vocabulary word in parentheses.

1. It took a few moments to (**digest**) _____ the wise advice that my mother gave me.

2. Avery was the best (**boarder**) _____ that Mrs. Jackson ever had because he was quiet and kept his room clean.

3. Many of the (**patrons**) _____ were delighted to see that the store would now be open on Sundays.

4. The (**climax**) _____ of our trip to Florida was when we swam with a pod of dolphins.

5. Kate didn't (**anticipate**) _____ the final exam in Algebra, but she was ready when it came.

Antonyms – For each sentence, fill in the blank with a word or phrase that means the opposite or nearly the opposite of the vocabulary word.

1. If you **fray** the bottoms of your jeans, you may be able to _____ them by sewing a new hem.

2. In life, everyone has high **peaks** and low _____, but we continue to reach for our dreams.

3. People who have **fortitude** often help those whose _____ makes it hard to get through tough situations.

4. At the carnival, the dark, **stygian**, haunted house was next to the _____ merry-go-round.

5. There are people who show **respect** for their elders and treat them well, but also those who show _____ for them.

EXERCISE IV COMPLETE THE SENTENCE

Complete each sentence in a way that shows you understand the meaning of the vocabulary word.

1. The patient **thrashed** about in his bed because…

2. When the musician's words were taken out of **context**,…

3. In order to **placate** the barking dog,…

4. Dan's parents finally **broached** the topic of safe driving when…

5. Annette used a large **canvas** for her painting because…

6. To get through the **labyrinth** in the video game,…

7. The **impact** of Susan's helpfulness became clear when…

8. Darlene's babysitter said she would **overlook** the mess on the floor if…

9. George's teacher told him to **persevere** when…

10. The commander posted a **sentinel** outside the fort because…

EXERCISE V EXPLORING WORD MEANINGS

Homographs – Each sentence contains a bolded vocabulary word and an underlined word that is *spelled the same* as the vocabulary word, *but has a different meaning and may sound different*. Write a definition for the underlined word based on how it is used in the sentence.

1. It takes dedication and practice to perfect one's writing. A **perfect**, error-free essay will earn you an A+.

   Definition of perfect:

2. The dark discharge on the ground came from the leaky hose that would **discharge** oil when the engine ran.

   Definition of discharge:

Homophones – Each sentence contains a bolded vocabulary word and an underlined word that *sounds the same* as the vocabulary word, *but has a different spelling and meaning*. Write a definition for the underlined word based on how it is used in the sentence.

1. Although it took two cranes to raise the billboard, it took only one wrecking ball to **raze** it.

   Definition of raise:

2. Seeing children swinging from a thick cord hanging from the tree's branch caused a **chord** of happiness to erupt in John, who had enjoyed swinging from the same tree as a boy.

   Definition cord:

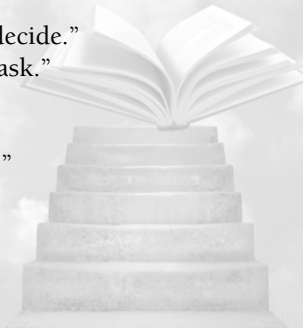
EXERCISE VI ROOTS, PREFIXES, AND SUFFIXES

Use the following information about roots, prefixes, and suffixes to answer the questions.

Roots
The Latin root *cert* means "to decide."
The Latin root *roga* means "to ask."

Prefixes
ar– (from *ad–*) means "toward."
de– means "down."

Suffix
–ty means "condition of."

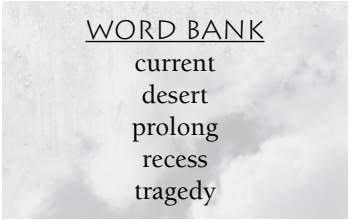


1. The root meaning "decide" appears in a word that means "without a doubt." What is the word?

2. If you add the suffix meaning "condition of" to the word from #1, you get a word meaning "sureness." What is the word?

3. The word *arrogant* means "overly proud." Someone who is arrogant literally demands too much of everyone. This word comes from the root that means _____.

4. If you add the prefix meaning "down" to the root meaning "ask," you get a word that means "insulting." The suffix of this word is *–tory*. What is the word?



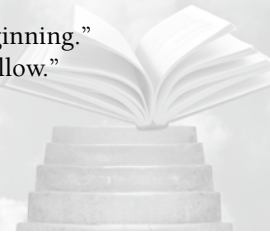
3. The lawyers needed more time to prepare for their next case, a kidnapping, so they asked the judge to give them a _____ in the murder case they were working on at present. Stating that the _____ case was still in progress, the judge announced that she would not allow the lawyers to _____ their clients in the middle of a murder trial. "It would be a _____ to do this," she said. "You may not _____ these legal proceedings any longer. Motion denied."

EXERCISE VI ROOTS, PREFIXES, AND SUFFIXES

Use the following information about roots, prefixes, and suffixes to answer the questions.

Roots
The Latin root *origin* means "beginning."
The Latin root *sequ* means "to follow."

Suffixes
–al means "relating to."
–ate makes a word a verb.



1. What root and suffix from this lesson can you combine to make a word that means "the very first"?

2. If you add the root meaning "beginning" to a suffix from this unit, you get a verb that means "to begin." What is the word?

3. If you add *el* to the end of a root from the chapter, you get a word that means "something that comes after." What is the word?

4. The word *consequence* means "something that results." For example, a *consequence* of studying hard might be a good grade on a test. What is the meaning of the Latin root that appears in this word?