

8th Grade 5-A-DAY LANGUAGE REVIEW

36 WEEKS OF SPIRAL REVIEW

Appropriate **shift** in **verb voice** or **mood** by rewriting the sentence below.
First, adjust the review mirror, and then you should fasten your seatbelt.

Name: _____ Date: _____

Book 8 **5-A-Day Language Review: Week 1**

Monday

1 Identify the **type** and the **function** of the **verbal** used below.
Visiting my cousin's house is always fun.

Type: ☐ gerund ☐ noun
☐ participle ☐ adjective
☐ infinitive ☐ adverb

2 Identify the type of **connotation** for the words below (+, -, or 0).
☐ persistent ☐ stubborn ☐ obstinate

3 Select a word from above that has the best **connotation** to complete this sentence.
Mitch was the _____ member of our team and was sometimes difficult to work with.

4 The shark circled closer to the **interlopers** who had invaded his domain. Stacey and Kell pivoted as the shark turned. They never took their eyes off the gray mass that was now shadowing them. The inexperienced divers soon realized they were not where they should be.
interlopers mean: _____

5 Choose the **synonym** for the following word: **limpid**
obscure clear strong painful

Tuesday

1 Identify if the sentence below is **active** or **passive**. Then rewrite it in the opposite form.
The custodian repaired the classroom door.

2 Circle the **misspelled word** and write it correctly on the line below.
abreviate gesture relief @

3 Use the meanings of the **root** and **affix** to define the word. Then provide your own definition.
cumulative → "cumul" - mass, heap "ative" - to be
My Definition: _____
Dictionary Definition: _____

Wednesday

1 Identify the **verb** and its **mood** in the sentence below.
indicative imperative interrogative conditional subjunctive
Jamil takes the bus home today.

2 **Proofread** the sentence below. Then rewrite the corrected sentence.
mother said that its to hot to lay by the campfire tonight

3 Which of the following could **abate**?
a) feelings b) silence
c) storms d) decisions

4 Add **commas, parentheses, or dashes** where needed below.
Unlike his siblings Austin was an intense serious child who lacked a sense of humor.

5 Choose the **antonym** for the following word: **bizarre**
strange customary erratic stoic

Thursday

1 Combine the **sentences** below into one sentence.
Women in the Navaho tribe prepared all the food. They also cared for the children.

2 Correct the inappropriate **shift** in **verb voice** or **mood** by rewriting the sentence below.
When we searched the school for damage, a broken window was discovered.

3 Circle the definition that matches the word used in the sentence.
latitude
1. n. The distance from the equator to a point on a circle of latitude or longitude.
2. n. The freedom to act or think as one wishes.

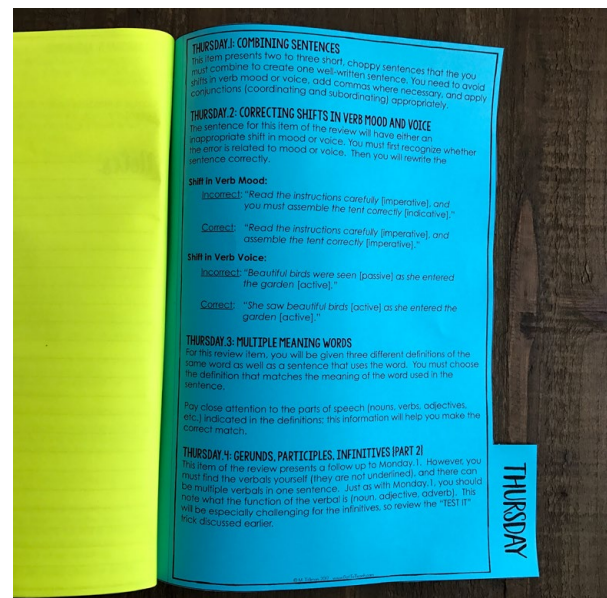
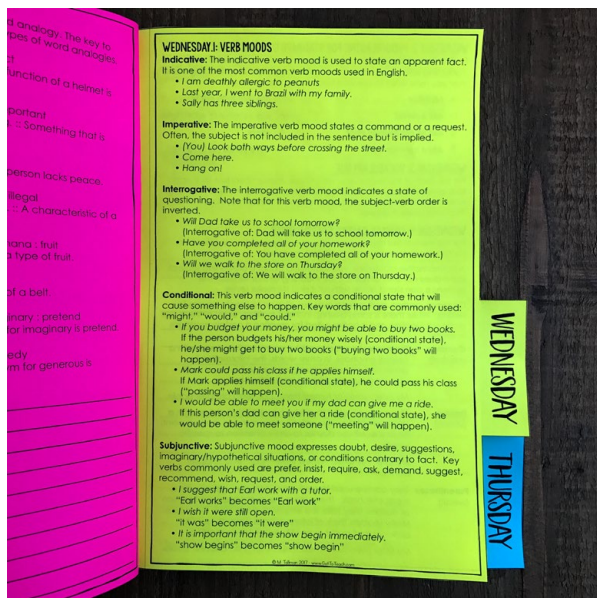
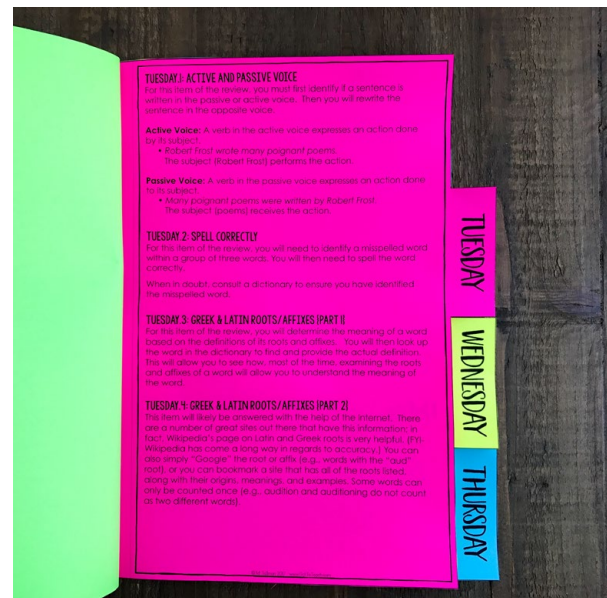
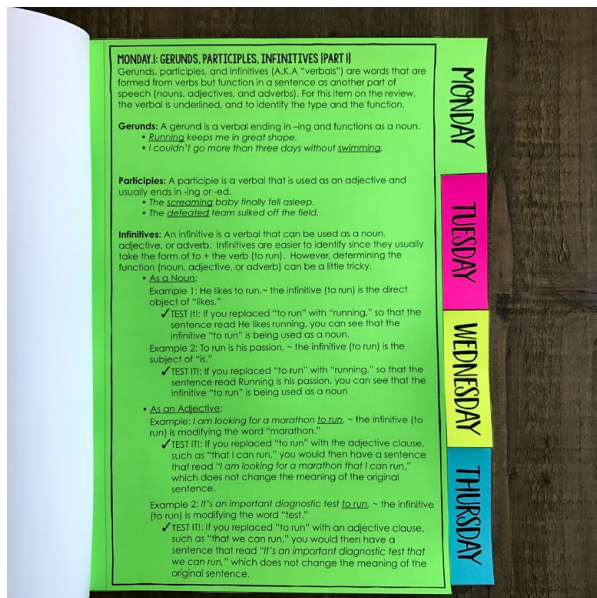
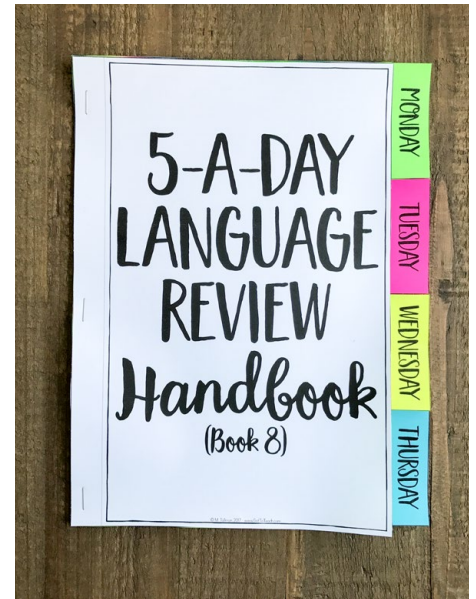
100% EDITABLE STUDENT PAGES

5-A-DAY LANGUAGE REVIEW

Student Handbook

The student handbook for this spiral review is provided in the following pages. This handbook is designed to be used as a reference resource while your students are working on their 5-A-Day Language Review.

These pages are designed to be printed back-to-back (double-sided). Blank pages have been included to ensure proper alignment of the handbook. Please see the printing guide on the following page.



5-A-DAY COMMON CORE LANGUAGE REVIEW {8TH GRADE}

Thank you for purchasing this Common Core Language Review Resource. This resource is designed to be used on a daily basis (Monday-Thursday) for up to 36 weeks. Each week has 20 ("5 a Day") language skill items that can be done in class or assigned for homework and then discussed/corrected in class the following day. On Friday, you can assess student learning with these [8th Grade Language Weekly Assessments](#), which align perfectly to each week's content.

Skills Included:

- Gerunds, Participles, Infinitives (CCSS L.8.1.A)
- Word Connotation (CCSS L.8.5.B & C)
- Context Clues (CCSS 8.7.4.A & D)
- Synonyms and Antonyms (CCSS L.8.5.B)
- Active and Passive Voice (CCSS L.8.1.b)
- Spelling (CCSS L.8.2.C)
- Greek & Latin Roots/Affixes (CCSS L.8.4.B)
- Analogies (CCSS L.8.5.B)
- Verb Moods (CCSS L.8.1.C)
- Proofreading/Applying Conventions (CCSS L.8.2)
- Commas, Dashes, & Parentheses (CCSS L.8.2.A)
- Combining Sentences (CCSS L.8.1-3)
- Correcting Shifts in Voice and Mood (CCSS L.8.1.D)
- Morphology (Meaningful Word Parts) (CCSS L.8.4.B)
- Multiple Meaning Words (CCSS L.8.4.A & C)

Printing Tips: For best results, set page scaling to "None". Make sure that "Shrink to Fit" or other scaling options are not selected. You must open and print this file in latest version of Adobe Reader; you can download it for free [{HERE}](#).

Thank you so much,
Melissa
gottoteach@icloud.com



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TEACHING NOTES

5-A-Day Language Review

MONDAY.I: GERUNDS, PARTICIPLES, INFINITIVES {PART I} (LANGUAGE.8.I.A)

Gerunds, participles, and infinitives (A.K.A “verbals”) are words that are formed from verbs, but function in a sentence as another part of speech (nouns, adjectives, and adverbs). For this item on the review, the verbal is underlined and students are to identify the type and the function.

Gerunds: A gerund is a verbal ending in -ing and that functions as a noun.

- Running keeps me in great shape.
- I couldn't go more than three days without swimming.

Participles: A participle is a verbal that is used as an adjective and usually ends in -ing or -ed.

- The screaming baby finally fell asleep.
- The defeated team sulked off the field.

Infinitives: An infinitive is a verbal that can be used as a noun, adjective, or adverb. Infinitives are easier for students to identify, since they usually take the form of *to* + *the verb* (to run). However, determining the function (noun, adjective, or adverb) can be a little tricky for students.

- As a Noun:

Example 1: He likes to run. ~ the infinitive (to run) is the direct object of “likes.”

- ✓ TEST IT!: If you replaced “to run” with “running,” so that the sentence read *He likes running*, you can see that the infinitive “to run” is being used as a noun.

Example 2: To run is his passion. ~ the infinitive (to run) is the subject of “is.”

- ✓ TEST IT!: If you replaced “to run” with “running,” so that the sentence read *Running is his passion*, you can see that the infinitive “to run” is being used as a noun.

- As an Adjective:

Example: I am looking for a marathon to run. ~ the infinitive (to run) is modifying the word “marathon.”

- ✓ TEST IT!: If you replaced “to run” with the adjective clause, such as “that I can run,” you would then have a sentence that read *I am looking for a marathon that I can run*, which does not change the meaning of the original sentence.

Example 2: It's an important diagnostic test to run. ~ the infinitive (to run) is modifying the word “test.”

- ✓ TEST IT!: If you replaced “to run” with an adjective clause, such as “that we can run,” you would then have a sentence that read *It's an important diagnostic test that we can run*, which does not change the meaning of the original sentence.



TEACHING NOTES

5-A-Day Language Review

MONDAY.1: GERUNDS, PARTICIPLES, INFINITIVES {PART 1} (LANGUAGE.8.1.A) (cont.)

- As an Adverb:

Example 1: *I paid to run in the marathon.* ~The infinitive (to run) is modifying the verb "paid."

- ✓ TEST IT!: If you replaced "to run" with an adverbial clause, such as "so that I could run," you would then have a sentence that read *I paid so that I could run in the marathon*, which does not change the meaning of the original sentence.

Example 2: *She programmed the air conditioner to run during the day.* ~The infinitive (to run) is modifying the verb "programmed."

- ✓ TEST IT!: If you replaced "to run" with an adverbial clause, such as "so that it would run" you would then have a sentence that read *She programmed the air conditioner so that it would run during the day*, which does not change the meaning of the original sentence.

MONDAY.2: WORD CONNOTATION {PART 1} (LANGUAGE.8.5.B & C)

The three words in this item all have a "common thread" of meaning, or similar denotations. Students are to thoroughly examine the words, looking them up in the dictionary and thesaurus (L.7.4.C), if possible. Then, they will assess the general connotation of the words using +, -, or • (neutral). Because connotation is somewhat subjective, answers will and should vary; use any differing opinions as an opportunity to discuss the words in your class. This item is intended to be open-ended and provides students with an opportunity to inspect the subtle nuances of words.

*This item is an important pre-activity for the following item (Monday.3), so the more familiar your students are with these words, the better prepared they will be when they get to the corresponding item that follows.

MONDAY.3: WORD CONNOTATION {PART 2} (LANGUAGE.8.5.B & C)

To complete this item, the students will refer back to the words they studied from Monday.2. Word choices to complete this section can be flexible. However, there are typically one or two words that best fit the context of the sentence. Students will see that while words can have similar definitions, their various "shades of meaning" can limit the context for which they are used.



TEACHING NOTES

5-A-Day Language Review

MONDAY.4: CONTEXT CLUES (LANGUAGE.8.4.A & D)

These passages were written so that the meaning of the given word can be discerned without the use of reference materials. However, this might not be the case for all students. Begin by having students attempt to define the word using the context clues. Have them highlight or underline the context clues. Then, they can look up the word and provide the dictionary definition. Students will then have two definitions, their own and the dictionary definition.

MONDAY.5: SYNONYMS (LANGUAGE.8.5.B)

Have your students circle the word they believe to be the synonym. A thesaurus might be required for some weeks, depending on the vocabulary skills of your students.

TUESDAY.1: ACTIVE AND PASSIVE VOICE (LANGUAGE.8.1.B)

For this item of the review, students must first identify if a sentence is written in the passive or active voice. Then they will rewrite the sentence in the opposite voice.

Active Voice: A verb in the active voice expresses an action done by its subject.

- *Robert Frost wrote many poignant poems.*
The subject (Robert Frost) performs the action.

Passive Voice: A verb in the passive voice expresses an action done to its subject.

- *Many poignant poems were written by Robert Frost.*
The subject (poems) receives the action.

TUESDAY.2: SPELLING (LANGUAGE.8.2.C)

The words in this item have commonly misspelled features and/or morphemes. If students are unable to recognize the misspelled word, have them look up all of the words in a dictionary or online (L.8.4.C).

TUESDAY.3: GREEK & LATIN ROOTS/AFFIXES {PART I} (LANGUAGE.8.4.B)

The purpose of this activity is to have students connect the meanings of Greek/Latin word parts to the dictionary definitions of the words they comprise. Students will first create a definition using the simple definitions that are provided for each root and affix. They will then provide the dictionary definition of the word.



TEACHING NOTES

5-A-Day Language Review

TUESDAY.4: GREEK & LATIN ROOTS/AFFIXES {PART 2} (LANGUAGE.8.4.B)

This item will likely be answered with the help of the Internet (L.8.4.C). There are a number of great sites out there that have this information; in fact, Wikipedia's page on Latin and Greek roots is very helpful (FYI- Wikipedia has come a long way in regards to accuracy). Students can also simply "Google" the root or affix (e.g., words with the "aud" root). Or they can bookmark a site that has all of the roots listed, along with their origins, meanings, and examples. You may need to remind students that some words can only be counted once (e.g., audition and auditioning do not count as two different words). You may also have them find the meanings of these words, so that if they are asked, they can give a basic definition or could use the word in context.

TUESDAY.5: ANALOGIES (LANGUAGE.8.5.B)

It's a good idea to spend some time teaching students how to identify the 7 main types of analogies (function, degree, lack, characteristic, type/kind, part-to-whole, and definition). Once students begin recognizing these relationships, they will have a much easier time solving the analogies.

- Function ~ microwave : heat :: helmet : protect
The function of a microwave is to heat. :: The function of a helmet is to protect.
- Degree ~ fascinating : interesting :: critical : important
Something that is fascinating is very interesting. :: Something that is critical is very important.
- Lack ~ dishonest : integrity :: hateful : peace
A dishonest person lacks integrity. :: A hateful person lacks peace.
- Characteristic ~ sandpaper : coarse :: crime : illegal
A characteristic of sandpaper is to be coarse. :: A characteristic of a crime is to be illegal.
- Type/Kind/Category ~ flute : instrument :: banana : fruit
A flute is a type of instrument. :: A banana is a type of fruit.
- Part-to-Whole ~ nose : face :: buckle : belt
A nose is a part of a face. :: A buckle is part of a belt.
- Definition (Synonym or Antonym) ~ bargain : deal :: imaginary : pretend
A synonym for bargain is deal. :: A synonym for imaginary is pretend.



TEACHING NOTES

5-A-Day Language Review

WEDNESDAY.1: VERB MOODS (LANGUAGE.8.1.C)

Indicative: The indicative verb mood is used to state an apparent fact. It is one of the most common verb moods used in English.

- *I am deathly allergic to peanuts*
- *Last year, I went to Brazil with my family.*
- *Sally has three siblings.*

Imperative: The imperative verb mood states a command or a request. Often, the subject is not included in the sentence but is implied.

- *(You) Look both ways before crossing the street.*
- *Come here.*
- *Hang on!*

Interrogative: The interrogative verb mood indicates a state of questioning. Note that for this verb mood, the subject-verb order is inverted.

- *Will Dad take us to school tomorrow?*
(Interrogative of: Dad will take us to school tomorrow.)
- *Have you completed all of your homework?*
(Interrogative of: You have completed all of your homework.)
- *Will we walk to the store on Thursday?*
(Interrogative of: We will walk to the store on Thursday.)

Conditional: This verb mood indicates a conditional state that will cause something else to happen. Key words that are commonly used: "might," "would," and "could."

- *If you budget your money wisely, you might be able to buy two books.*
If the person budgets his/her money wisely (conditional state), he/she might get to buy two books ("buying two books" will happen).
- *Mark could pass his class if he applies himself.*
If Mark applies himself (conditional state), he could pass his class ("passing" will happen).
- *I would be able to meet you if my dad can give me a ride.*
If this person's dad can give her a ride (conditional state), she would be able to meet someone ("meeting" will happen).

Subjunctive: Subjunctive mood expresses doubt, desire, suggestions, imaginary/hypothetical situations, or conditions contrary to fact. Key verbs commonly used are prefer, insist, require, ask, demand, suggest, recommend, wish, request, and order.

- *I suggest that Earl work with a tutor.*
"Earl works" becomes "Earl work"
- *I wish it were still open.*
"it was" becomes "it were"
- *It is important that the show begin immediately.*
"show begins" becomes "show begin"



TEACHING NOTES

5-A-Day Language Review

WEDNESDAY.2: PROOFREADING FOR STANDARD CONVENTIONS (LANGUAGE.8.2)

This item of the review allows students to apply various conventions while correcting sentences. The sentences begin fairly simple and then progressively increase in complexity through the weeks. The specific skills that are covered for each week are listed in the answer key. Just click on the little yellow "conversation bubble" and a yellow sticky note will appear with the skills.



Name: _____ Date: _____

5-A-Day Language Review: Week 1

KEY Answers may vary.

- ① Identify the verb and its mood in the sentence below.

indicative

imperative

interrogative

conditional

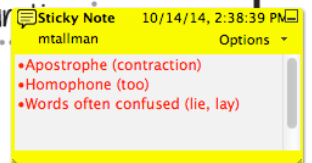
subjunctive

Jamile takes the bus home today.

- ② Proofread the sentence below. Then rewrite the corrected sentence.

mother said that it's ~~to~~ hot to ~~lay~~ by the campfire tonight.
Mother said that it's too hot to lie by the campfire tonight.

- ③ Which of the following could abate?



The following are suggested proofreading marks that you may want your students to use when correcting the sentences.

≡ capitalize

⊙ add a period

↑ add an exclamation point

⤴ add a question mark

↕ ↕ add quotation marks

↑ or ↕ add a comma or apostrophe

— delete

⤴ add a period (as in Mrs.)

WEDNESDAY.3: VOCABULARY USE (LANGUAGE.8.4)

In order for students to understand the meaning of a word beyond its dictionary definition, they need to apply it to various situations that provide context for the word. This item allows students to do just that. In addition to selecting the applicable examples, have students discuss why a word does or does not apply.



TEACHING NOTES

5-A-Day Language Review

WEDNESDAY.4: COMMAS, DASHES & PARENTHESES (LANGUAGE.8.2.A)

Commas, dashes, and parentheses are all used to create pauses in writing. While there is some overlap in their functions, each of them has distinct functions and is better suited for creating certain effects in writing.

Commas: The sentences that require commas will fall under the following situations:

1. To separate items in a series
2. To signal conjunctions in a sentence
3. To organize character dialogue
4. To separate coordinate adjectives (The cruel, callous man.)
5. To set off an introductory element (Knowing he would be late, he ran to school as fast as he could.)

Dashes: Dashes are most appropriate for abrupt breaks in thought or speech, or they can be used to indicate an unfinished sentence. Dashes may also be used to indicate *namely*, *that is*, *in other words*, or to otherwise introduce an explanation.

Parentheses: Use parentheses to enclose material that is added to a sentence but is not considered to be of major importance.

WEDNESDAY.5: ANTONYMS (LANGUAGE.8.5.B)

Have your students circle the word they believe to be the antonym. A thesaurus might be required for some weeks, depending on the vocabulary skills of your students.

THURSDAY.1: COMBINING SENTENCES (LANGUAGE.8.1-3)

This item presents two to three short, choppy sentences that the students must combine to create one well-written sentence. Students will need to avoid shifts in verb mood or voice, add commas where necessary, and apply conjunctions (coordinating and subordinating) appropriately.

THURSDAY.2: CORRECTING SHIFTS IN VERB MOOD AND VOICE (LANGUAGE.8.1.D)

The sentence for this item of the review will have either an inappropriate shift in mood or voice. The students must first recognize whether the error is related to mood or voice. Then they are to rewrite the sentence correctly on the lines below.

THURSDAY.3: MULTIPLE MEANING WORDS (LANGUAGE.8.4.A & C)

It is prudent to spend some time with the students breaking down the parts of a definition. Go over how to use the pronunciation symbols and how to identify the parts of speech. Identifying parts of speech is especially helpful for the students when trying to match the sentence and the definition.



TEACHING NOTES

5-A-Day Language Review

THURSDAY.4: GERUNDS, PARTICIPLES, INFINITIVES {PART 2} (LANGUAGE.8.I.A)

This item of the review presents a follow up to Monday.1. However, students must find the verbals themselves (they are not underlined), and there can be multiple verbals in one sentence. Just as with Monday.1, students should note what the function of the verbal is (noun, adjective, adverb). This will be especially challenging for the infinitives, so have students review the "TEST IT" trick discussed earlier.

THURSDAY.5: MORPHOLOGY (LANGUAGE.8.4.B)

When breaking words apart, have students identify if the "middle" is a base or a root. A base can stand on its own (like "trust" as in the case of "mistrusts") and a root cannot (like "fict" as in the case of "nonfiction"). In cases where a base word was altered for the ending (e.g., retraced– the "e" in trace is dropped for the -ed ending), students should write what the word was before it was modified. The main purpose is to have students identify the various (meaningful) parts of the words, so if their segments are off by a letter or two, that's okay.



Name: _____ Date: _____

5-A-Day Language Review: Week 1

Monday

- 1 Identify the **type** and the **function** of the **verbal** used below.

Visiting my cousin's house is always fun.

- | | |
|-------------------------------------|------------------------------------|
| Type: | Function: |
| ☐ gerund | ☐ noun |
| ☐ participle | ☐ adjective |
| ☐ infinitive | ☐ adverb |

- 2 Identify the type of **connotation** for the words below (-, +, •).

☐ persistent ☐ stubborn ☐ obstinate

- 3 Select a word from above that has the best **connotation** to complete this sentence.

Mitch was the _____ member of our team and was sometimes difficult to work with.

- 4 The shark circled closer to the **interlopers** who had invaded his domain. Stacey and Kelly pivoted as the shark turned. They never took their eyes off the gray mass that was now shadowing them. The inexperienced divers soon realized they were not where they should be.

interlopers mean: _____

- 5 Choose the **synonym** for the following word: **limpid**

obscure clear strong painful

Tuesday

- 1 Identify if the sentence below is **active** or **passive**. Then rewrite it in the opposite **voice**.

The custodian repaired the classroom door.

- 2 Circle the **misspelled word** and write it correctly on the line below.

abbreviate gesture relief @ _____

- 3 Use the meanings of the **root** and **affix** to define the word. Then provide a dictionary definition.

cumulative ➡➡➡➡➡ "**cumul**" - mass, heap "**ative**" - tending to, performing

My Definition: _____

Dictionary Definition: _____

- 4 Find five words that contain the **root** or **affix** from above.

- 5 Choose a matching **analogy**. **emergency : urgent**

a) catastrophe : disastrous b) genius : idealistic c) goal : challenged d) island : lonely

5-A-Day Language Review: Week 1

Wednesday

- 1 Identify the **verb** and its **mood** in the sentence below.

indicative imperative interrogative conditional subjunctive

Jamile takes the bus home today.

- 2 **Proofread** the sentence below. Then rewrite the corrected sentence.

mother said that its to hot to lay by the campfire tonight

- 3 Which of the following could **abate**?

- a) feelings b) silence
c) storms d) decisions

- 4 Add **commas, parentheses, or dashes** where needed below.

Unlike his siblings Austin was an intense serious child who lacked a sense of humor.

- 5 Choose the **antonym** for the following word:

bizarre

strange customary erratic stoic

Thursday

- 1 **Combine** the **sentences** below into one sentence.

Women in the Navaho tribe prepared all the food. They also cared for the children.

- 2 Correct the inappropriate **shift** in **verb voice** or **mood** by rewriting the sentence below.

When we searched the school for damage, a broken window was discovered.

- 3 Circle the definition that matches the word used in the sentence below.

lat•i•tude

1. n. The distance north or south of the equator, measured in degrees
2. n. A region marked by its distance from the equator
3. n. Freedom from strict rules

The climate is warm and humid in the southern latitudes.

- 4 Underline and identify any **gerunds, participles, or infinitives** in the sentence.

I left to see the movie.

- 5 **infrastructure**



prefix: _____ base or root: _____ suffix: _____



Name: _____ Date: _____

5-A-Day Language Review: Week 1

KEY Answers may vary.**Monday**

- 1 Identify the **type** and the **function** of the **verbal** used below.

Visiting my cousin's house is always fun.

Type:
☒ gerund
☐ participle
☐ infinitive
Function:
☒ noun
☐ adjective
☐ adverb

- 2 Identify the type of **connotation** for the words below (-, +, •).

Answers will vary.

☐ persistent ☐ stubborn ☐ obstinate

- 3 Select a word from above that has the best **connotation** to complete this sentence.

Mitch was the Answers will vary member of our team and was sometimes difficult to work with.

- 4 The shark circled closer to the **interlopers** who had invaded his domain. Stacey and Kelly pivoted as the shark turned. They never took their eyes off the gray mass that was now shadowing them. The inexperienced divers soon realized they were not where they should be.

interlopers mean: One who interferes, intrudes, or gets involved where not welcome, particularly a self-interested intruder

- 5 Choose the **synonym** for the following word: **limpid**

obscure clear strong painful

- 1 Identify if the sentence below is **active** or **passive**. Then rewrite it in the opposite **voice**.

The custodian repaired the classroom door.

The classroom door was repaired by the custodian.

- 2 Circle the **misspelled word** and write it correctly on the line below.

abbreviate gesture relief @ abbreviate

- 3 Use the meanings of the **root** and **affix** to define the word. Then provide a dictionary definition.

cumulative ➡ "cumul" - mass, heap "ative" - tending to, performing

My Definition: Tending to heap together

Dictionary Definition: Increasing (as in force, strength, or amount) by additions one after another

- 4 Find five words that contain the **root** or **affix** from above.

accumulate cumulous cumulate affirmative interrogative

- 5 Choose a matching **analogy**. **emergency : urgent**

a) catastrophe : disastrous b) genius : idealistic c) goal : challenged d) island : lonely

Tuesday

5-A-Day Language Review: Week 1

KEY Answers may vary.

Wednesday

- 1 Identify the **verb** and its **mood** in the sentence below.

indicative imperative interrogative conditional subjunctive

Jamile takes the bus home today.

- 2 **Proofread** the sentence below. Then rewrite the corrected sentence. 

mother said that its too hot to lay by the campfire tonight.

Mother said that it's too hot to lie by the campfire tonight.

- 3 Which of the following could **abate**?

a) feelings

b) silence

c) storms

d) decisions

- 4 Add **commas**, **parentheses**, or **dashes** where needed below.

Unlike his siblings Austin was an intense serious child who lacked a sense of humor.

- 5 Choose the **antonym** for the following word:

bizarre

strange

customary

erratic

stoic

Thursday

- 1 **Combine** the **sentences** below into one sentence.

Women in the Navaho tribe prepared all the food. They also cared for the children.

The women in the Navaho tribe prepared all the food and cared for the children.

- 2 Correct the inappropriate **shift** in **verb voice** or **mood** by rewriting the sentence below.

When we searched the school for damage, a broken window was discovered.

When we searched the school for damage, we discovered a broken window.

~active to passive

- 3 Circle the definition that matches the word used in the sentence below.

lat•i•tude

1. n. The distance north or south of the equator, measured in degrees

2. n. A region marked by its distance from the equator

3. n. Freedom from strict rules

The climate is warm and humid in the southern latitudes.

- 4 Underline and identify any **gerunds**, **participles**, or **infinitives** in the sentence.

I left to see the movie. infinitive (adverb)

- 5 **infrastructure**



prefix: infra-

base or root: struct

suffix: -ure

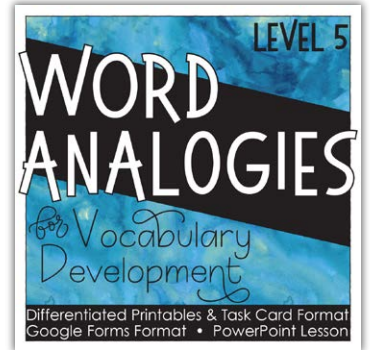
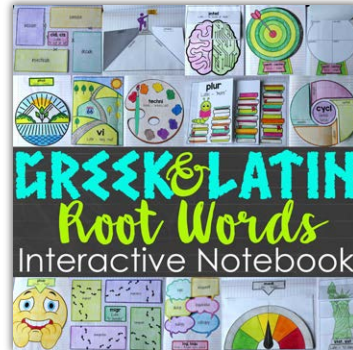
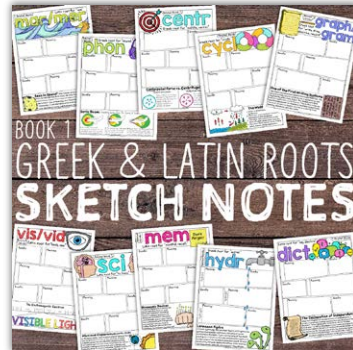
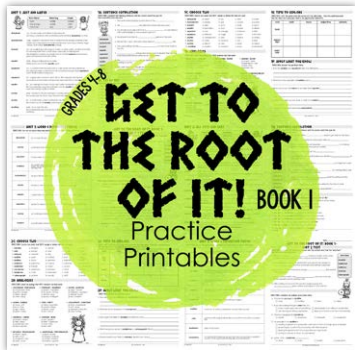


Helping teachers thrive, not just survive, in education

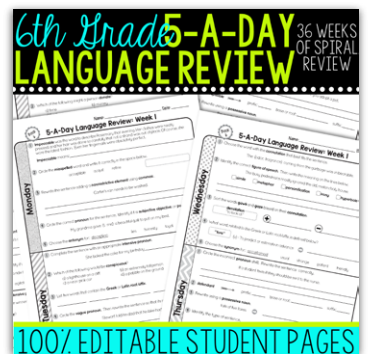
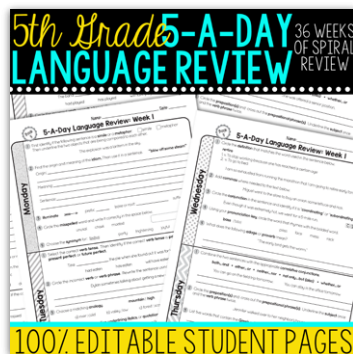
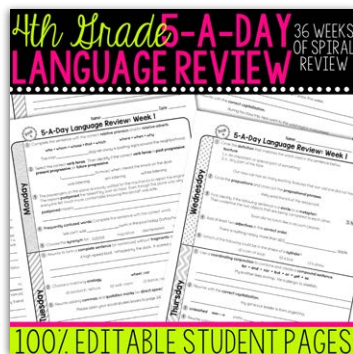
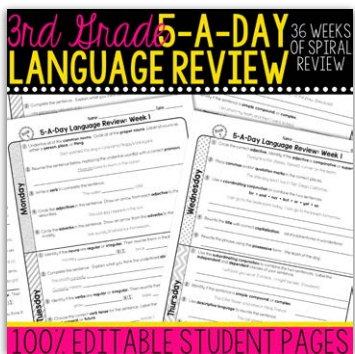


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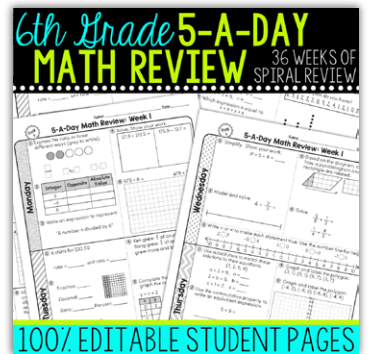
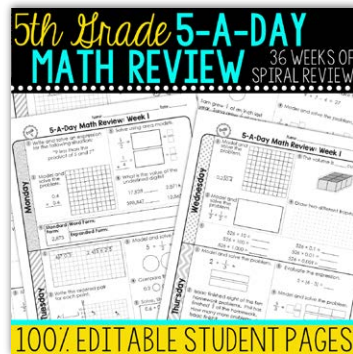
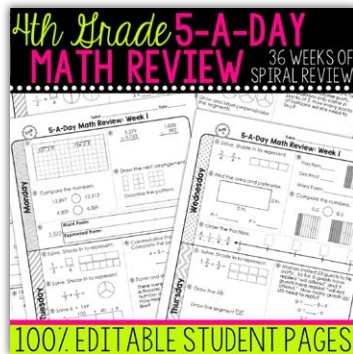
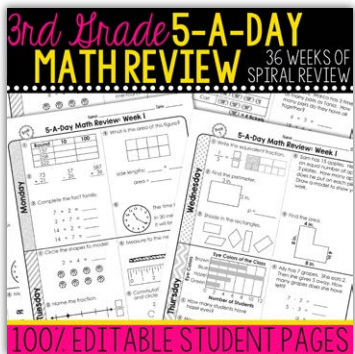
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

