

Graphic Organizer for Active Reading

Thank You, M'am

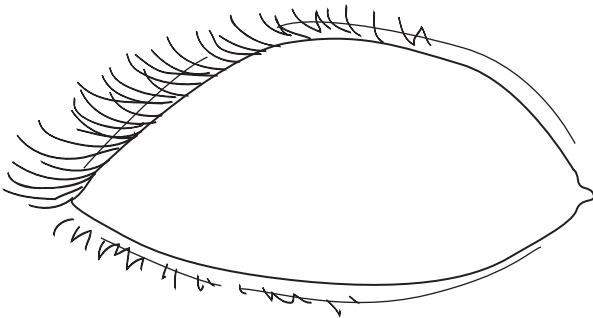
Langston Hughes

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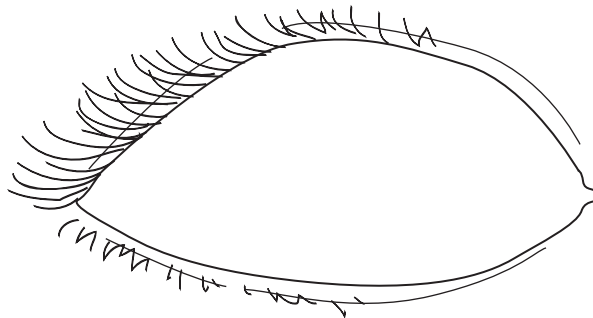
Way to Go

People who are strong in spirit, like Mrs. Jones, often influence those around them. To understand how Mrs. Jones may have influenced Roger, use words, phrases, or sketches to fill in the drawings of eyes below according to the captions. Then answer the questions that follow.

Roger's view of himself

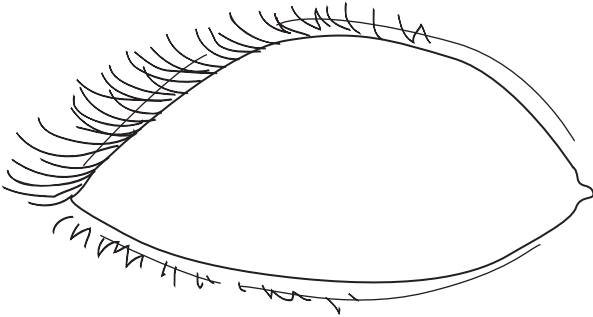


At the beginning of the story

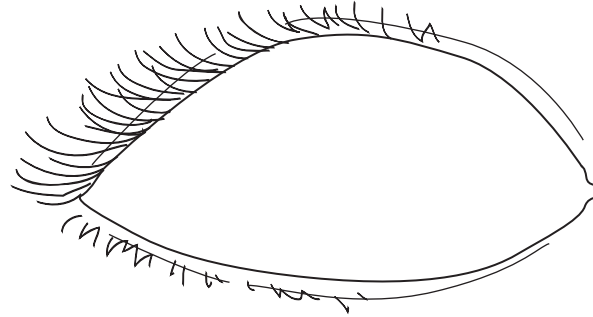


At the end of the story

Roger's view of Mrs. Jones



At the beginning of the story



At the end of the story

1. What evidence from the story supports your response to each of the eye drawings?

2. How are the details and images you noted on the left different from those on the right?

Identify the type of error, if any, in each underlined passage, and circle the letter next to the correct answer.

Dear Grandma,

Have you heard the saying When the going gets

¹
tough, the tough get going?" In very tough times

²
under harsh conditions people like you get moti-

vated. What makes these folks so strong in spirit.

³
Why do people like you turn out to be good? Why

do others go so completely wrong?

Love

⁴

Your grandson

- 1 A Spelling
B Capitalization
C Punctuation
D No error

- 3 A Spelling
B Capitalization
C Punctuation
D No error

- 2 F Spelling
G Capitalization
H Punctuation
J No error

- 4 F Spelling
G Capitalization
H Punctuation
J No error

Thank You, M'am

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Language Link

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Modifiers Make Meanings More Definite

Suppose you have to read two short stories for homework. The first story begins with this sentence:

A woman sat.

You put the first story aside and pick up the second. Its first sentence catches your attention:

A **large** woman **with a purse** sat **next to me**.

What makes the second sentence more interesting to read? Modifiers. A **modifier** is a word or group of words that makes another word more specific. *Adjectives, adverbs, and phrases that function as adjectives and adverbs* are all modifiers.

Adjectives and Adjective Phrases

Adjectives and adjective phrases answer the following questions about the nouns or pronouns they modify.

<ul style="list-style-type: none"> • What kind? 	<p>Mrs. Jones has a large purse. [The adjective <i>large</i> modifies the noun <i>purse</i> by telling <i>what kind</i> of purse.]</p> <p>Roger wants a pair of blue suede shoes. [The adjectives <i>blue</i> and <i>suede</i> modify the noun <i>shoes</i> by telling <i>what kind</i> of shoes.]</p>
<ul style="list-style-type: none"> • Which one? 	<p>The purse with long straps could contain a hammer and nails. [The prepositional phrase <i>with long straps</i> acts as an adjective, telling <i>which</i> purse.]</p> <p>The boy stunned by Mrs. Jones waits for her to speak. [The participial phrase <i>stunned by Mrs. Jones</i> modifies the noun <i>boy</i>, telling <i>which one</i>.]</p>
<ul style="list-style-type: none"> • How many or how much? 	<p>Mrs. Jones has little money in her purse. [The adjective <i>little</i> tells <i>how much</i> money.]</p> <p>Mrs. Jones describes several women who patronize the beauty shop. [The adjective <i>several</i> tells <i>how many</i> women.]</p>

Adverbs and Adverb Phrases


Adverbs and adverb phrases answer the following questions about the verbs, adjectives, other adverbs, or entire sentences that they modify.

<ul style="list-style-type: none"> • Where? 	<p>Roger moves over. [The adverb <i>over</i> modifies the verb <i>moves</i>.]</p> <p>Mrs. Jones walks along the street. [The prepositional phrase <i>along the street</i> acts as an adverb and makes the verb <i>walks</i> more specific.]</p>
<ul style="list-style-type: none"> • When? 	<p>Mrs. Jones eats dinner late. Roger sees Mrs. Jones at eleven o'clock.</p>
<ul style="list-style-type: none"> • How often? 	<p>Roger often acts impulsively. Occasionally, Roger felt guilty about having tried to take Mrs. Jones's purse.</p>
<ul style="list-style-type: none"> • In what way? 	<p>Roger wants to run away quickly. He wants to run like the wind.</p>
<ul style="list-style-type: none"> • To what extent? 	<p>Roger desperately wants blue suede shoes.</p>

Exercise A Identifying Modifiers

For each of the following sentences, draw an arrow from the italicized modifier to the word it makes more specific. On the line before the sentence, write whether the modifier is an adjective, an adverb, an adjective phrase, or an adverb phrase. Finally, on the line after the sentence, write the question the modifier answers.

EXAMPLE: adjective She carries a *black* purse. What kind?



1. _____ Mrs. Jones takes Roger *to her room*. _____
2. _____ Roger eats the meal *with a passion*. _____
3. _____ “*That* meal was delicious,” Roger thinks. _____
4. _____ Mrs. Jones works at a nearby *beauty* shop. _____
5. _____ Mrs. Jones trusts Roger *completely*. _____

Exercise B Adding Detail with Modifiers

On the lines below, revise each of the following sentences by adding a modifier to the italicized word to make the sentence more colorful. The modifier should be a vivid adjective, adverb, adjective phrase, or adverb phrase. In parentheses, identify the type of modifier you use in each sentence.

EXAMPLE: Roger *looks* at the purse.
 Roger looks longingly at the purse. (adverb)

1. The *purse* lands on the ground with a thump!

2. Mrs. Jones *drags* Roger.

3. Roger washes his *face*.

4. *Laughter* comes from the other part of the house.

5. Roger *thanks* Mrs. Jones.

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**One-Stop Planner CD-ROM and
print ancillaries
include Answer Key here.**

Answers are not available Online.