Adjectives
Modify Nouns and Pronouns

tall tree
small tree
bare tree
Christmas tree
Jane ran slowly. (Tells how slowly.)

Jane's stride is very short. (Tells how short.)

Jane ran quite slowly. (Tells how slowly.)

Adverbs

Modify Verbs, Adjectives, Other Adverbs, Other Adverbs.
Some adverbs are used to control the intensity (power) of other adverbs and adjectives.

<table>
<thead>
<tr>
<th>Modify Adjectives</th>
<th>Modify Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>too slowly</td>
<td>too slow</td>
</tr>
<tr>
<td>very cautiously</td>
<td>very cautiously</td>
</tr>
<tr>
<td>quite smoothly</td>
<td>quite smooth</td>
</tr>
<tr>
<td>so easily</td>
<td>so easy</td>
</tr>
<tr>
<td>very cautiously</td>
<td>rather skillfully</td>
</tr>
<tr>
<td>rather skillfully</td>
<td>more frequently</td>
</tr>
<tr>
<td>more frequently</td>
<td>more frequently</td>
</tr>
</tbody>
</table>

Adverbs that modify adjectives

Adverbs

Adverbs are used to control the intensity (power) of other adverbs and adjectives.
Adverbs That Modify Verbs

Adverbs answer four questions about the action of any verb:

When?

Where?

How?

How much?

Adverbs that answer these questions can be categorized as:

**Frequency**:
- much, long, continually, often,
- frequently

**Place**:
- here, there, outside, inside, back,
- around

**Time**:
- today, now, then, soon, always,
- always

**Manner**:
- well, fast, slowly, rapidly, skillfully,
- expertly, efficiently

**Amount**:
- much, long, continually, often,
- frequently

These adverbs help us understand more about the action of a verb.
Think of a paragraph as a mini-report or essay. Both a paragraph and an essay should have a beginning, a middle, and an end. An essay begins with a thesis sentence. The thesis sentence states the main idea of the essay. A paragraph begins with a topic sentence. The topic sentence states the main idea of the paragraph. A thesis sentence is developed by using supporting paragraphs. Similarly, a topic sentence is developed by using supporting sentences. The paragraphs in an essay or report should be linked so that the ideas are connected. Likewise, the sentences in a paragraph should be linked so that the supporting ideas help to build the main idea. As you can see, paragraphs provide the framework of the essay or report, while sentences provide the framework of each paragraph.
Think of a **paragraph** as a **mini-report** or **essay**. Both a paragraph and an essay should have a beginning, a middle, and an end. An essay begins with a **thesis sentence**. The thesis sentence states the main idea of the **essay**. A **paragraph** begins with a **topic sentence**. The topic sentence states the main idea of the **paragraph**. A **thesis sentence** is developed by using supporting paragraphs. **Similarly**, a **topic sentence** is developed by using supporting sentences. The paragraphs in an essay or report should be linked so that the ideas are connected. **Likewise**, the sentences in a paragraph should be linked so that the supporting ideas help to build the main idea. **As you can see**, **paragraphs** provide the framework of the **essay** or report, while sentences provide the framework of each paragraph.
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## Most Often Used Roots

<table>
<thead>
<tr>
<th>ROOT</th>
<th>MEANING</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>voc, voke</td>
<td>call</td>
<td>vocation, revoke</td>
</tr>
<tr>
<td>audi</td>
<td>hear, listen</td>
<td>audience</td>
</tr>
<tr>
<td>port</td>
<td>carry</td>
<td>transport</td>
</tr>
<tr>
<td>scrib, scrip</td>
<td>write</td>
<td>scribble, script</td>
</tr>
<tr>
<td>dic, dict</td>
<td>say, speak</td>
<td>dictate, diction</td>
</tr>
<tr>
<td>duct</td>
<td>lead</td>
<td>conduct, viaduct</td>
</tr>
<tr>
<td>tra, tract</td>
<td>draw</td>
<td>trace, contract</td>
</tr>
<tr>
<td>ject</td>
<td>throw</td>
<td>project, reject</td>
</tr>
<tr>
<td>meter</td>
<td>measure</td>
<td>speedometer</td>
</tr>
<tr>
<td>auto</td>
<td>self</td>
<td>automobile</td>
</tr>
<tr>
<td>log, logy</td>
<td>word, study of</td>
<td>logic, biology</td>
</tr>
<tr>
<td>tele</td>
<td>far</td>
<td>telephone</td>
</tr>
<tr>
<td>gen</td>
<td>beginning, birth</td>
<td>generator</td>
</tr>
<tr>
<td>bene</td>
<td>good, well</td>
<td>benefit, beneficial</td>
</tr>
<tr>
<td>mal</td>
<td>evil, bad, unkind</td>
<td>maladjusted</td>
</tr>
<tr>
<td>graph, gram</td>
<td>write</td>
<td>telegraph, program</td>
</tr>
<tr>
<td>ceive, cept</td>
<td>take</td>
<td>receive, accept</td>
</tr>
</tbody>
</table>
Exposition (You feel calm.)

Episode (You feel interested.)

Episode (You feel more interested.)

Episode (The suspense is "killing you.")

Climax (Highest peak of excitement.)

Resolution (You feel satisfied.)

Falling Action (You are calming down, you are calming down.)

Rising Action (You become interested, involved.)

Plot Outline

RCCTA
Resource Center for CareerTech Advancement
https://www.okcareertech.org/educators/resource-center
SINGULAR SUBJECT  ➔ SINGULAR VERB

• IS, HAS, DOES, WAS, HAD, DID, & DOESN’T

• ACTION VERBS THAT END IN THE LETTER “S”

PLURAL SUBJECT  ➔ PLURAL VERB

• ARE, HAVE, DO, WERE, HAD, DID & DON’T

• ACTION VERBS THAT DO NOT END IN THE LETTER “S”