



Resources for

AT-HOME

LEARNING

K-12 CURRICULUM & INSTRUCTION



DURHAM
PUBLIC SCHOOLS

Grade 7
English Language Arts



Recursos para APRENDIZAJE

EN CASA

K-12 CURRÍCULO E INSTRUCCIÓN



Banda de Grado: 7
**Área Curricular: English Language
Arts**

Estos materiales son suplementarios y no serán contados como calificación; los estudiantes no serán penalizados si el paquete no se completa.

At-Home Learning

Aprendizaje en Casa

7th Grade/7mo Grado

| Days/Días | Content/Contenido |
|-----------|---|
| 1-3 | <p>Cite Evidence Citar Evidencia</p> <p>Make Inference Hacer Inferencia</p> <p>Summarize Fiction Resumir Ficción</p> <p>Story Elements Elementos de la Historia</p> |
| 4-6 | <p>Rhyme & Repetition Rima y Repetición</p> <p>Determine Meaning of Words and Phrases Determinar el Significado de Palabras y Frases</p> <p>Central Idea Idea Central</p> |
| 7-9 | <p>Summarize Informational Text Resumir Texto Informativo</p> <p>Word Meaning Significado de Palabra</p> <p>Use Context Clues Usar Pistas de Contexto</p> |
| 10 | <p>Analyze Text Structure Analizar La Estructura de Texto</p> |



DAY 1

Citing Evidence to Support Inferences

CCSS

RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Theme: *The Element of Surprise*

Have you ever looked at something that interested you, such as a hot air balloon or a telescope, and tried to figure out how it works? An **analysis** is an examination of how the different parts of something work together. When you read a story, you analyze how its parts—its characters, settings, and events—work together to create meaning.

Some story details are **explicit**, or clearly stated. “Jesse was excited about going to the museum” is an example of an explicit detail: You know that Jesse is excited and why. But story information can also be less direct. You might have to make an **inference**, or an educated guess based on details in the story and your own knowledge, to figure out what’s going on.

After his dad had gone upstairs, Pete clenched his fists and stomped out of the room to go get a bucket and fill it with soapy water. His dad had just told him they were having company that evening and that Pete had to help out by doing some extra chores. Pete had finished all of his homework in study hall that day and had planned on spending the afternoon reading his new comic book, not mopping floors and dusting shelves.

Using details from the text and your own knowledge, fill in the blanks in the chart below.

| Evidence | + | Background Knowledge | = | Inference |
|--|---|---|---|-----------------------------------|
| <ul style="list-style-type: none"> • Pete “clenched his fists and _____.” • Pete had “planned on spending the afternoon _____, not _____.” | + | <p>When people clench their fists and stomp out of a room, these are signs that they _____.</p> | = | <p>Pete is angry about _____.</p> |

When you’re analyzing a story to make an inference, pay close attention to details in the text. Read closely to find evidence that you can cite, or give as proof, that the inference is reasonable. By making and supporting inferences, you’ll be like an engineer looking at a machine you’ve never seen before, piecing together clues to figure out how it works.



Read this part of a short story about two criminals who kidnap a child and hold him for ransom.

Genre: Short Story

from “The Ransom of Red Chief” by O. Henry

We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. . . . The kid was a boy of ten, with bas-relief freckles, and hair the colour of the cover of the magazine you buy at the news-stand when you want to catch a train. Bill and me figured that Ebenezer would melt down for a ransom of two thousand dollars to a cent. But wait till I tell you. . . .

The kid was in the street, throwing rocks at a kitten on the opposite fence.

“Hey, little boy!” says Bill, “would you like to have a bag of candy and a nice ride?”

The boy catches Bill neatly in the eye with a piece of brick.

“That will cost the old man an extra five hundred dollars,” says Bill, climbing over the wheel.

That boy put up a fight like a welter-weight cinnamon bear; but, at last, we got him down in the bottom of the buggy and drove away. We took him up to the cave and I hitched the horse in the cedar brake. After dark I drove the buggy to the little village, three miles away, where we had hired it, and walked back to the mountain. . . .

(continued)

Explore how to answer this prompt: “Use details from the passage to predict whether Sam and Bill’s plot will succeed.”

A prediction is a type of inference. It is a reasonable guess that you need to support with evidence.

The chart below lists some details about the boy. Complete the chart with details from the text.

| Evidence | + | Background Knowledge | = | Inference |
|--|---|--|---|---|
| <ul style="list-style-type: none"> “But wait till I tell you. . . .” “The kid was in the street, _____ _____.” “The boy catches Bill neatly _____ _____.” | | Throwing rocks at cats and people is mean. It suggests the boy is hard to deal with. | | I predict that Sam and Bill’s plot _____ _____ _____ |



Close Reading

Underline at least two details that help you understand Bill's feelings about the boy.

Hint

Look for text evidence suggesting that Bill thinks a two thousand dollar ransom is too much.

After guarding the boy, Bill speaks with Sam before they write the ransom note. Continue reading, then answer the question that follows.

(continued from page 46)

"You know, Sam," says Bill, "I've stood by you without batting an eye in earthquakes, fire and flood—in poker games, dynamite outrages, police raids, train robberies and cyclones. I never lost my nerve yet till we kidnapped that two-legged skyrocket of a kid. . . ."

"I'll be back some time this afternoon," says I. "You must keep the boy amused and quiet till I return. And now we'll write the letter to old Dorset."

Bill and I got paper and pencil and worked on the letter. . . . Bill begged me tearfully to make the ransom fifteen hundred dollars instead of two thousand.

"I ain't attempting," says he, "to decry the celebrated moral aspect of parental affection, but we're dealing with humans, and it ain't human for anybody to give up two thousand dollars for that forty-pound chunk of freckled wildcat. I'm willing to take a chance at fifteen hundred dollars. You can charge the difference up to me."

Circle the correct answer.

Why does Bill want to make the boy's ransom fifteen hundred dollars instead of two thousand?

- A** He knows the boy's father won't be able to afford a two-thousand-dollar ransom.
- B** He believes it's morally wrong to ask for any ransom at all.
- C** He thinks the boy is so difficult that his parents might not want to spend much money to get him back.
- D** He worries that Sam will get nervous and back out of the plan if they ask for too much money.



Show Your Thinking

Bill calls the boy a "forty-pound chunk of freckled wildcat." What does he mean? With a partner, apply background knowledge to make an inference about the meaning of Bill's comment.



Read about the unexpected note Sam and Bill receive in response to their ransom request. Use the Study Buddy and Close Reading to guide your reading.



Will the boy's father agree to the terms of the ransom note? I'll underline sentences that tell what he thinks of the kidnappers' demands.

Close Reading

Find and **star** (*) the sentence in the letter that suggests how the boy's neighbors will feel about his return home.

Which phrases in paragraphs 4 and 5 are clues that tell you how the two kidnappers feel about Ebenezer Dorset's offer? **Circle** these words and phrases.

Genre: Short Story

from "The Ransom of Red Chief"

by O. Henry

- 1 *Gentlemen:* I received your letter to-day by post, in regard to the ransom you ask for the return of my son. I think you are a little high in your demands, and I hereby make you a counter-proposition, which I am inclined to believe you will accept. You bring Johnny home and pay me two hundred and fifty dollars in cash, and I agree to take him off your hands. You had better come at night, for the neighbours believe he is lost, and I couldn't be responsible for what they would do to anybody they saw bringing him back. Very respectfully, EBENEZER DORSET.
- 2 "Great pirates of Penzance!" says I; "of all the impudent—"
- 3 But I glanced at Bill, and hesitated. He had the most appealing look in his eyes I ever saw on the face of a dumb or a talking brute.
- 4 "Sam," says he, "what's two hundred and fifty dollars, after all? We've got the money. One more night of this kid will send me to a bed in Bedlam. Besides being a thorough gentleman, I think Mr. Dorset is a spendthrift for making us such a liberal offer. You ain't going to let the chance go, are you?"
- 5 "Tell you the truth, Bill," says I, "this little ewe lamb has somewhat got on my nerves too. We'll take him home, pay the ransom and make our get-away."
- 6 We took him home that night. We got him to go by telling him that his father had bought a silver-mounted rifle and a pair of moccasins for him, and we were going to hunt bears the next day.
- 7 It was just twelve o'clock when we knocked at Ebenezer's front door. Just at the moment when I should have been abstracting the fifteen hundred dollars from the box under the tree, according to the original proposition, Bill was counting out two hundred and fifty dollars into Dorset's hand.



Hints

Think about Sam’s immediate reaction to the counter-proposition. Then think about the conversation between Sam and Bill that follows.

Which sentence describes the offer Ebenezer Dorset makes to the kidnapers?

Does Ebenezer Dorset sound concerned about the safety of his son? What is the tone of his letter?

Use the Hints on this page to help you answer the questions.

- 1 Which statement best explains the reaction of the narrator, Sam, to Ebenezer Dorset’s counter-proposition?
 - A Sam thinks the counter-proposition is a joke and refuses to take it seriously.
 - B Sam thinks the amount of money Ebenezer asks for is unfair and he convinces Bill that they should pay a lesser amount.
 - C At first, Sam is happy about the counter-proposition, but then he gets angry again and asks for even more ransom money.
 - D Sam is angry about the counter-proposition, but then Bill convinces him that it’s a great offer since the boy is so horrible.

- 2 By the end of the story, the terms of the ransom have changed dramatically. Which sentence from the story best shows who sets the final terms of the ransom?
 - A “I received your letter to-day by post, in regard to the ransom you ask for the return of my son.”
 - B “You bring Johnny home and pay me two hundred and fifty dollars in cash, and I agree to take him off your hands.”
 - C “Sam,” says he, “what’s two hundred and fifty dollars, after all?”
 - D “Tell you the truth, Bill,” says I, “this little ewe lamb has somewhat got on my nerves too.”

- 3 Sam and Bill initially wanted a two-thousand-dollar ransom for the boy. Explain why Ebenezer Dorset was able to convince the kidnapers to pay him two hundred and fifty dollars to take back his own son. Cite at least one direct quote from the story to support your explanation.



Read the story. Then answer the questions that follow.

from *Dusk*

by Saki

1 On the bench by Gortsby's side sat an elderly gentleman with a drooping air of defiance that was probably the remaining vestige of self-respect in an individual who had ceased to defy successfully anybody or anything. . . . As he rose to go Gortsby imagined him returning to a home circle where he was snubbed and of no account, or to some bleak lodging. . . . His retreating figure vanished slowly into the shadows, and his place on the bench was taken almost immediately by a young man, fairly well dressed but scarcely more cheerful of mien than his predecessor.

2 "You don't seem in a very good temper," said Gortsby.

3 "You wouldn't be in a good temper if you were in the fix I'm in," he said; "I've done the silliest thing I've ever done in my life."

4 "Yes?" said Gortsby dispassionately.

5 "Came up this afternoon, meaning to stay at the Patagonian Hotel in Berkshire Square," continued the young man; "when I got there I found it had been pulled down some weeks ago and a cinema theatre run up on the site. The taxi driver recommended me to another hotel some way off and I went there. I just sent a letter to my people, giving them the address, and then I went out to buy some soap—I'd forgotten to pack any and I hate using hotel soap. Then I strolled about a bit and looked at the shops, and when I came to turn my steps back to the hotel I suddenly realized that I didn't remember its name or even what street it was in. . . . I suppose you think I've spun you rather an impossible yarn," said the young man presently, with a suggestion of resentment in his voice.

6 "Not at all impossible," said Gortsby judicially; "I remember doing exactly the same thing once in a foreign capital."

7 The youth brightened at the reminiscence. "In a foreign city I wouldn't mind so much," he said; "one could go to one's Consul and get the requisite help from him. Unless I can find some decent chap to swallow my story and lend me some money I seem likely to spend the night on the Embankment."

8 "Of course," said Gortsby slowly, "the weak point of your story is that you can't produce the soap."

9 The young man sat forward hurriedly, felt rapidly in the pockets of his overcoat, and then jumped to his feet.

10 "I must have lost it," he muttered angrily.

11 "To lose a hotel and a cake of soap on one afternoon suggests willful carelessness," said Gortsby, but the young man scarcely waited to hear the end of the remark. He flitted away down the path, his head held high, with an air of somewhat jaded jauntiness.



12 “It was a pity,” mused Gortsby; “the going out to get one’s own soap was the one convincing touch in the whole story, and yet it was just that little detail that brought him to grief. If he had had the brilliant forethought to provide himself with a cake of soap.”

13 With that reflection Gortsby rose to go; as he did so an exclamation of concern escaped him. Lying on the ground by the side of the bench was a small oval packet . . . It could be nothing else but a cake of soap, and it had evidently fallen out of the youth’s overcoat pocket when he flung himself down on the seat. In another moment Gortsby was scudding along the dusk-shrouded path in anxious quest for a youthful figure in a light overcoat. He had nearly given up the search when he caught sight of the object of his pursuit standing irresolutely on the border of the carriage drive, evidently uncertain whether to strike across the Park or make for the bustling pavements of Knightsbridge. He turned round sharply with an air of defensive hostility when he found Gortsby hailing him.

14 “The important witness to the genuineness of your story has turned up,” said Gortsby, holding out the cake of soap . . . “If the loan of a sovereign is any good to you—”

15 The young man hastily removed all doubt on the subject by pocketing the coin.

16 “Poor boy, he as nearly as possible broke down,” said Gortsby to himself. “It’s a lesson to me not to be too clever in judging by circumstances.”

17 As Gortsby retraced his steps past the seat where the little drama had taken place he saw an elderly gentleman poking and peering beneath it and on all sides of it, and recognized his earlier fellow occupant.

18 “Have you lost anything, sir?” he asked.

19 “Yes, sir, a cake of soap.”

1

Read these sentences from the story.

“It was a pity,” mused Gortsby; “the going out to get one’s own soap was the one convincing touch in the whole story, and yet it was just that little detail that brought him to grief. If he had had the brilliant forethought to provide himself with a cake of soap.”

Based on these sentences, with which statement would Gortsby **most likely** agree?

- A** Fibbers will always make mistakes.
- B** Travelers should always be aware of their surroundings.
- C** People should carefully evaluate anything they are told.
- D** Strangers should generously listen to each other’s stories.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

**Number
Correct**

3



2 Which sentence from the story **best** supports the idea that Gortsby likes to judge others?

- A** "On the bench by Gortsby's side sat an elderly gentleman with a drooping air of defiance . . . "
- B** "I remember doing exactly the same thing once in a foreign capital."
- C** "To lose a hotel and a cake of soap on one afternoon suggests willful carelessness."
- D** "It's a lesson to me not to be too clever in judging by circumstances."

3 Which sentence from the story shows that Gortsby doubts the young man's honesty?

- A** "...I suddenly realized that I didn't remember its name or even what street it was in."
- B** "'Of course,'" said Gortsby slowly, "the weak point of your story is that you can't produce the soap."
- C** Lying on the ground by the side of the bench was a small oval packet.
- D** "You don't seem in a very good temper," said Gortsby. . . .

4 Paragraph 13 of the story states that Gortsby uttered "an exclamation of concern." Explain why Gortsby was concerned. Quote at least **one** sentence from paragraph 14 to support your explanation.

 **Self Check** Go back and see what you can check off on the Self Check on page 43.



DAY

Lesson 8 Part 1: Introduction

Summarizing Literary Texts

CCSS

RL.7.2: . . . provide an objective summary of the text.

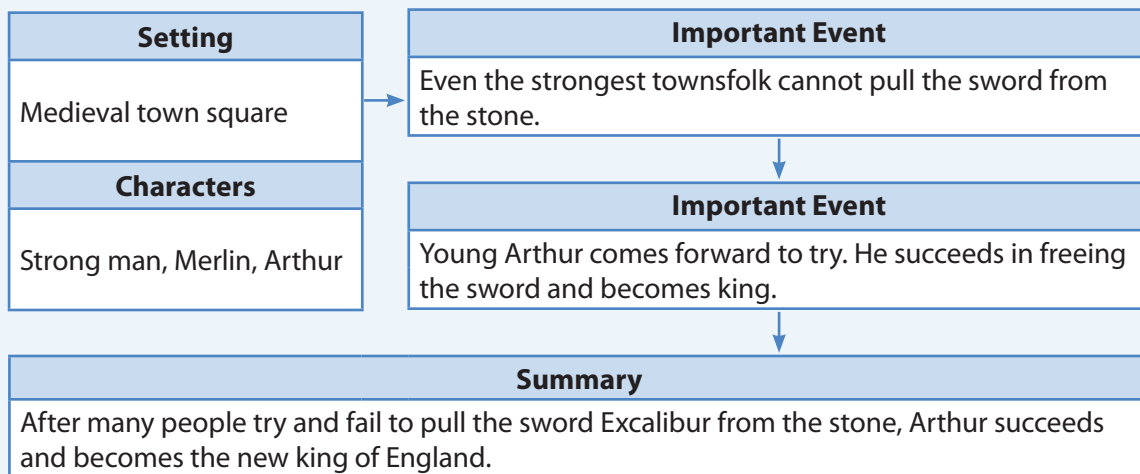
Theme: *Myths and Legends*

Have you ever seen a movie that you couldn't wait to tell your friends about? You probably described it to them using just a few sentences. A **summary** is a brief retelling of a story that includes the main characters, setting, and important events, including the conflict and its resolution. When summarizing, be sure to tell events in the order they happen. Also be sure to tell it using **objective** statements that are free of opinions or judgments.

Read the story below. Make notes in the margins about the characters, setting, and events.



Read the chart below, noting how it only tells important details about the story.



Summaries retell important events and identify setting and characters in an objective fashion. Good readers summarize to check their understanding and remember important plot details.



Read the first three paragraphs of an Algonquin legend.

Genre: Legend

Glooskap and the Wasis *by Edgar Ingersoll*

And so it was that Glooskap, the mightiest and most fearsome of all the Algonquin warriors, had traversed through the lands, defeating all his enemies. After many months, he returned to his village, where the people bowed their heads respectfully.

Upon arriving at his wigwam home, however, he glimpsed an odd creature sitting on the floor, sucking a piece of maple-sugar candy, troubling no one. Glooskap asked his wife what the creature was, to which she responded that it was the Wasis, a fierce being who was undefeated and would remain so until the end of time. She warned her husband that if he meddled with the Wasis, Glooskap would be plagued with suffering.

Glooskap was incensed that an enemy had infiltrated his home. He challenged the small creature to a test of strength, but the Wasis ignored him. Outraged, he ordered the Wasis to crawl to him and acknowledge him as its master, but the creature only laughed.

(continued)

Explore how to answer this question: *“What is the best way to summarize this part of the legend?”*

A summary includes characters, setting, and important events. Underline these elements in the text above.

Summaries should also be objective, or free of opinions and judgments. Read the following summary and cross out any opinion words or statements. Then check your work against the bullet points.

Glooskap is an awesome Algonquin warrior who comes home to his village after defeating his enemies. I think it’s funny how he finds the Wasis sitting on the floor and thinks it’s another enemy. He foolishly challenges and orders the Wasis around, but the little creature won’t obey him.

- In the first sentence, “awesome” is an opinion, not a detail from the text. Cross it out.
- In the second sentence, “I think it’s funny” is a judgment and should be crossed out.
- The word “foolishly” in sentence 3 is also an opinion. It should be crossed out, too.

With a partner, discuss another important event that should be added to the summary to make it more complete. Then take turns summarizing the text objectively and in your own words.



Close Reading

What are the most important events that occur in this part of the text? **Underline** two or more details that describe the ways the Wasis responds to Glooskap’s actions.

Hint

Eliminate any choices that make a judgment, are inaccurate, or are vague.

Continue reading about Glooskap and the Wasis. Use the Close Reading and Hint to help you answer the question.

(continued from page 70)

In an uncontrollable fury, Glooskap screamed at the Wasis that he alone was the mightiest warrior! This time, the Wasis did respond: it opened its throat and let out a terrible, heartbroken wail.

Glooskap covered his ears, but the creature’s howls split his skull. He asked it to stop crying, but it would not. He danced a funny dance, sang a song, and made a face, but it wasn’t until Glooskap held the Wasis that the creature was finally appeased. Subdued, the baby cooed “goo” at his father—for son and father they were. And forever after, when a baby coos “goo goo” at his father, the Wasis remembers his victory over Glooskap.

Circle the correct answer.

Which of the following choices is the best summary of the story ending?

- A** Glooskap finally figures out that the Wasis is his son. He may have been a mighty warrior, but he wasn’t very smart.
- B** The mighty Glooskap is unable to defeat the crying baby Wasis. This victory is remembered every time a baby coos at its father.
- C** The wife’s warning that Glooskap would suffer proves to be wrong. Glooskap ends up enjoying the time he spends with his son.
- D** Although Glooskap asks the Wasis to stop crying, it refuses to do so. Even dancing, singing, and making a face doesn’t work.



Show Your Thinking

Explain why one other answer choice is not a good summary of the story ending.



With a partner, take turns objectively summarizing the entire legend in your own words. Include characters, setting, and important events.



Read the myth. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Myth



I know that a myth is a story set in a time and place unlike my own. Myths also often have fantastical characters. As I read, I'll think about how these elements might be included in a summary of the text.

Close Reading

Circle details that reveal the central conflict in this story and which characters are most affected.

What is the fate of the two main characters?
Underline the most important events in the story's ending.

Beowulf and Grendel *by Javier Moreno*

- 1 Long, long ago there lived a great king named Hrothgar who benevolently ruled over Denmark and its people. Every night the king hosted great feasts in Heorot Hall and joined in the merriment as songs were sung and stories were told.
- 2 Outside, lurking in the gloom, was a hideous monster named Grendel who hated the merry sounds that came from the hall. The sounds of song and laughter tortured him. Finally, late one night when the unsuspecting guests lay sleeping, Grendel entered the hall and killed thirty of Hrothgar's men. For the twelve long years that followed, no songs or laughter came from Heorot Hall. Even the bravest and strongest of Hrothgar's soldiers were powerless against the wrath of Grendel.
- 3 Finally, a hero appeared—Beowulf, who looked like a boy to Hrothgar's warriors. They gasped as he stood before the king of the Danes and declared, "I will kill this monster. I will leave behind my sword, and I shall destroy him with my bare hands."
- 4 The brave words of the youthful Beowulf filled King Hrothgar with hope. That night, there was feasting and merriment in Heorot Hall once more. When darkness fell over the land and each man went to take his rest, Beowulf alone stayed watchful and vigilant, waiting for the battle he knew was sure to transpire.
- 5 At last, Grendel entered Heorot Hall. Just as the monster was about to seize Beowulf, the youth caught Grendel by the arm, and man and monster wrestled until daylight. The battle was fierce and wild, but Beowulf emerged the victor. Fatally wounded, howling his song of death, Grendel fled the hall and ran until he reached the lake where he made his home. There, he plunged into the waters and quickly sank, never again to terrorize the Danes.



Hints

Which choice presents an objective statement that gives information about an important character and event?

Which choice gives an objective overview of the paragraph’s important events?

As you write, think about where the story takes place, who it is about, and what happens to those characters from beginning to end.

Use the Hints on this page to help you answer the questions.

- 1 Which of the following statements would you most likely include in a summary of “Beowulf and Grendel”?
 - A Heorot Hall was once King Hrothgar’s favorite place.
 - B Grendel preferred to live in dark, gloomy places.
 - C Hrothgar shows great weakness compared to the courageous Beowulf.
 - D Beowulf promises King Hrothgar that he will kill Grendel.

- 2 Which is the best summary of the last paragraph of the story?
 - A Beowulf and Grendel have a fierce and unrestrained battle.
 - B Beowulf defeats Grendel, who returns to his lake to die.
 - C Grendel howls a song of death while he flees the hall.
 - D Grendel gets what he deserves for terrorizing the Danes.

- 3 Write a summary of the story “Beowulf and Grendel” in your own words. Be sure to be objective and include at least three details about the main characters, setting, and important events.



Read the myth. Then answer the questions that follow.

Gift from the Heavens

by Flora Diaz

1 At one time, the gods lived in the heavens while the mortals toiled on the earth. Zeus, king of all gods, did not look kindly on the mortals. Zeus believed that all heavenly powers belonged only to the gods and goddesses. Prometheus believed that these powers should be shared with the mortals.

2 Prometheus and Zeus were constantly getting into disputes. Once, Prometheus was asked to solve a conflict between the gods and mortal men. The men were going to sacrifice a bull during a festival and they had to decide which parts of the bull should be offered to the gods and which parts should be reserved for the men. Prometheus saw this as an opportunity to play a trick on Zeus. He butchered the bull and put the lean, tasty parts of the meat into a small serving bowl and then placed the gristle, bones, and fat into a much larger serving bowl. When Prometheus asked Zeus to select his meal, naturally he chose the larger portion.

3 When Zeus realized how he had been deceived, he was furious and immediately sought revenge. To punish both Prometheus and the mortals he cared about, Zeus snatched fire away from the men of earth, and kept it only for the gods.

4 During one bitterly cold winter, Prometheus watched the mortals huddle together like a pack of animals to keep warm. “They need to have fire returned to earth,” he thought. So he decided to ignore Zeus’ decree, no matter the risk. Prometheus lit a torch with the fire from the wheels of the chariot that carried the sun across the sky. He brought the flaming torch to earth and delivered fire to the mortals. As a result, life on earth was transformed. Not only did fire keep people warm, it also enabled them to cook food for the first time, as well as smoke the food and preserve it for later use. With the heat of the fire, they could even smelt metals and turn them into tools to use for farming.

5 The king of the gods was furious when he learned what Prometheus had done. He wanted to punish Prometheus and return the mortals to a life of pain and hardship. So Zeus came up with a plan. He asked the other goddesses to help him create a beautiful, mortal woman. His daughter Athena offered her assistance, and when the lovely creature was fully formed, Athena breathed life into her. Zeus named the woman Pandora, and she possessed unequalled beauty and charm. Zeus gave Pandora an ornate lidded box and sent her to Prometheus as a gift. He told Prometheus that Pandora would make a perfect bride.

6 Prometheus was suspicious of any gift from Zeus, despite the woman’s incredible beauty. He suggested to his brother Epimetheus that he marry Pandora instead, which he willingly did. After they were wed, Epimetheus asked his bride what was inside the sealed box.

7 “I don’t know,” she replied. “I only know that Zeus gave me strict instructions never to open it.”

8 “That is most unusual, but I would not trust Zeus. Perhaps we should bury the box,” her husband responded.

9 Pandora had never given a thought to what was inside the box until her husband asked her about it. Now she was consumed with curiosity and she could think of nothing else. She wondered what it could be and



why Zeus was so determined to keep her from glancing inside. One night, while her husband was sleeping, Pandora pulled the box from its hiding place and cautiously opened the lid.

10 Immediately all manner of dreadful things were released from the box—disease, despair, malice, greed, death, hatred, violence, cruelty, and war. These torments traveled to earth, creating extreme discord and chaos for the mortals.

11 However, without Zeus’ knowledge, his daughter Athena had put something else into the box, something that could help the mortals cope with all these miseries—hope. So hope also traveled to earth to serve as a balance to the woes that burden all mortals.

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

**Number
Correct**

3

1 Which of these is the **best** summary of paragraph 1?

- A** Zeus cared only about the gods and had no compassion for mortals. Prometheus believed that the powers of the gods should be shared.
- B** Zeus decreed that mortals would toil as his slaves on earth.
- C** Prometheus thought that power should be shared among all the gods equally. Zeus wanted all of the power for himself.
- D** Prometheus did not get along with Zeus. He turned all of his attention to taking care of the mortals.

2 Which sentence should be included in a summary of the story?

- A** Epimetheus trusted Zeus more than he trusted his brother.
- B** Prometheus made humans as powerful as gods.
- C** Zeus gave Pandora the box but told her not to open it.
- D** Pandora opened the box to rebel against Zeus.



3 Which is the **best** summary of the key events of the story?

- A Prometheus helped humans trick Zeus, so the king of all gods took fire away from humans. Prometheus lit a torch from the chariot that carries the sun and brought fire back to humans. Zeus saw how humans thrived with fire, so he had a beautiful woman created. She went to earth, married Prometheus' brother, and then released evil into the world.
- B Prometheus helped humans trick Zeus by keeping the best part of a bull sacrifice for themselves. Zeus punished Prometheus and the humans by taking fire away from them. Prometheus felt pity for the suffering humans and brought fire back to them. Zeus took revenge by creating a woman who brought all the evil things to the world in a box.
- C Zeus thought heavenly powers should not be shared with humans. Prometheus disagreed, so he showed humans how to trick Zeus. Zeus became angry and took fire away from humans. Prometheus saw how cold humans were, so he brought them back their fire. Humans began to cook, smoke food, and make farm equipment.
- D Prometheus helped humans trick Zeus, so Zeus took fire away from humans. Prometheus, seeing how humans suffered, brought the fire back. Zeus then sent Pandora to Prometheus with a box she was not supposed to open. Prometheus' brother married Pandora. The curious Pandora then opened the box, letting out both evil and hope into the world.

4 Summarize in your own words how Prometheus helps humans. Support your answer with at least **three** details from the passage.

 **Self Check** Go back and see what you can check off on the Self Check on page 43.



DAY

Analyzing the Interaction of Story Elements

CCSS

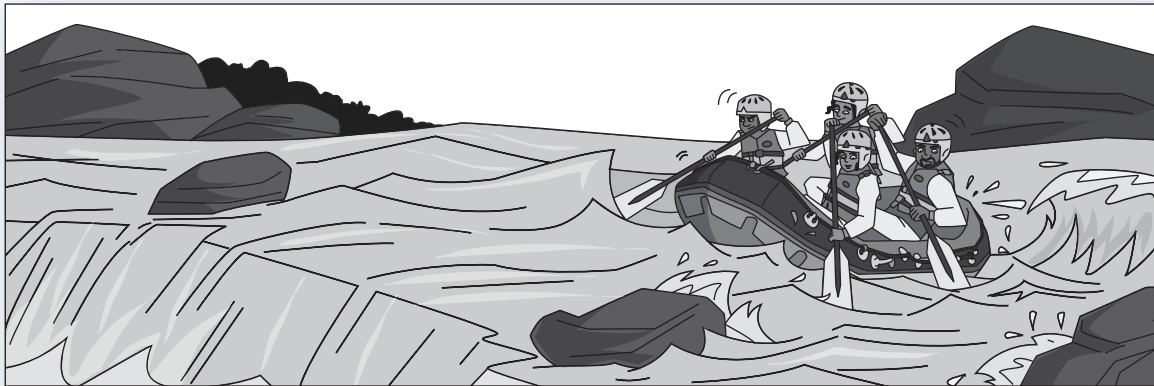
RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Theme: *Imagination and Ingenuity*

A bicycle without wheels, pedals, and brakes wouldn't be complete or possible to ride. Similarly, a story wouldn't be complete or interesting to read without all of its parts working together. These parts, called **story elements**, include its characters, settings, and plot.

Analyzing a story means figuring out how its elements interact with each other. For example, you can analyze how the setting of a story shapes its plot. A story's plot includes a **conflict**, or a problem the characters must respond to, and a **resolution**, in which the problem is solved.

Look at the picture below. It shows the moment of conflict in an adventure story. Consider the importance of this setting to the story's conflict.



What is the setting? It is a river with rocks, whitewater rapids, and a waterfall.

What is the relationship between the setting and the story's conflict?

How do you think the characters will resolve the conflict?

Just as a bicycle can't move forward without all of its parts working together, stories don't go anywhere without the interactions of their characters, settings, and plots. By analyzing a story, you're figuring out how its parts relate to each other—and you might be learning a new way to enjoy the stories you read.



Read the first three paragraphs of this story.

Genre: Historical Fiction

Black Sunday *by Taryn Trina*

It was April 14—one day before Cora’s sixteenth birthday—and she felt the air change as she took the laundry down from the clothesline. The sky darkened over the Oklahoma plains and the wind threatened to blow the laundry away. Cora froze for a moment and then shouted “Dust storm!” loudly enough for everyone inside to hear.

Cora held the cellar door open for her mother and the younger children as they descended into the cool darkness. Cora’s mother called for her to join them, but Cora was determined to find her father and brothers.

Cora saddled the old mare and rode across the fields, calling for her father until she finally spotted him. He was already riding back with her brothers, the storm creeping up the horizon nearly fast enough to overcome them. They tethered the animals in the barn stalls and sealed the doors to keep the precious livestock safe.

(continued)

Explore how to answer this question: *“What is the relationship between the setting and the conflict in this story?”*

Before you can analyze the relationship between setting and conflict, you need to be certain what the setting and conflict actually *are*. First, identify each of these elements on the lines below.

What is the setting of this story? _____

What is the conflict in this story? _____

Now that you’ve identified the setting and the conflict, start thinking about how they are related. Ask questions such as, “Does the conflict somehow change the setting?” Or, “Is the setting the cause of the conflict?” Asking these questions will help you analyze the relationship between story elements.

On the lines below, describe the relationship between the setting and the conflict in this story. Use details from the story to support your answer.



Close Reading

Find and **underline** the sentence that best shows Cora taking charge to solve the problem.

Hint

Which choice shows Cora taking charge and suggests a happy ending to the story?

Continue reading “Black Sunday.” Use the Close Reading and the Hint to help you answer the question.

(continued from page 54)

“What about your mother and the other children?” her father shouted over the increasing roar of the wind, clearly alarmed.

“They’re already in the cellar,” Cora answered. “Follow me, everyone. We can make it, but we have to move *now!*”

Soon they were all together, huddled around a lamp as the storm rattled the boards of the house overhead. That day would later become known as Black Sunday because of the epic storm that blew over the plains. But Cora would remember it best as the day before her sixteenth birthday, when she helped lead her family to safety.

Circle the correct answer.

Which sentence from the passage best shows that Cora’s ability to take charge in a dangerous situation will lead to a happy resolution?

- A** “Cora froze for a moment and then shouted ‘Dust storm!’ loudly enough for everyone inside to hear.”
- B** “Cora held the cellar door open for her mother and the younger children as they descended into the cool darkness.”
- C** “‘Follow me, everyone. We can make it, but we have to move *now!*’”
- D** “That day would later be known as Black Sunday because of the epic storm that blew over the plains.”



Show Your Thinking

Explain how the sentence you chose demonstrates Cora taking charge and a happy ending.

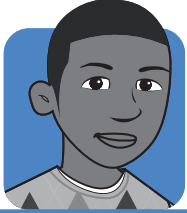


With a partner, discuss how Cora’s actions and the plot events, including the resolution, help reveal her character.



Read the scene below, in which a beggar boy sets off a surprising chain of events at a London castle in the year 1547. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Historical Fiction



As I read, I'm going to think about how the setting, characters, and plot interact. I'll note details that help me understand how the characters' actions move the plot forward.

Close Reading

What event causes the prince to behave as he does? **Draw a box** around details that explain his actions.

How is the setting of the guarded gate important to the events? **Underline** any details that show the importance of the setting to the events.

from *The Prince and the Pauper*

by Mark Twain

- 1 Poor little Tom, in his rags, approached, and was moving slowly and timidly past the guards, with a beating heart and a rising hope, when all at once he caught sight through the golden bars of a spectacle that almost made him shout for joy. Within was a comely boy, tanned and brown with sturdy outdoor sports and exercises, whose clothing was all of lovely silks and satins, shining with jewels; at his hip a little jewelled sword and dagger; dainty buskins on his feet, with red heels; and on his head a jaunty crimson cap, with drooping plumes. . . .
- 2 Tom's breath came quick and short with excitement, and his eyes grew big with wonder and delight. Everything gave way in his mind instantly to one desire: that was to get close to the prince, and have a good, devouring look at him. Before he knew what he was about, he had his face against the gate-bars. The next instant one of the soldiers snatched him rudely away, and sent him spinning among the gaping crowd of country gawks and London idlers. The soldier said,—“Mind thy manners, thou young beggar!”
- 3 The crowd jeered and laughed; but the young prince sprang to the gate with his face flushed, and his eyes flashing with indignation, and cried out,—
- 4 “How dar'st thou use a poor lad like that? How dar'st thou use the King my father's meanest subject so? Open the gates, and let him in!”
- 5 You should have seen that fickle crowd snatch off their hats then. You should have heard them cheer, and shout, “Long live the Prince of Wales!”
- 6 The soldiers presented arms with their halberds, opened the gates, and presented again as the little Prince of Poverty passed in, in his fluttering rags, to join hands with the Prince of Limitless Plenty.



Hints

Think about what Tom wants and how his attempt to achieve his goal causes trouble.

Which choice describes why a main character acts to change another's situation?

What problem does the guarded gate pose for Tom? What details show this problem? And how is the problem resolved?

Use the Hints on this page to help you answer the questions.

- 1 Which sentence best shows how one character can set the events of a story in motion?
 - A "Tom's breath came quick and short with excitement, and his eyes grew big with wonder and delight."
 - B "Everything gave way in his mind instantly to one desire: that was to get close to the prince . . ."
 - C "The soldier said,—'Mind thy manners, thou young beggar!'"
 - D "Within was a comely boy, tanned and brown with sturdy outdoor sports and exercises . . ."

- 2 Which sentence best describes how story events influence a main character's actions?
 - A The prince sees Tom being mistreated by the soldier and takes pity on him.
 - B At first the crowd jeers and laughs, but then they snatch off their hats and begin to cheer for the prince.
 - C The soldiers make certain that Tom and the prince remain separated by the gate.
 - D The country gawkers and London idlers shame the prince into doing something to help Tom.

- 3 In this passage, the setting of the guarded gate is an important cause of the main conflict. Write a paragraph supporting this idea. Use at least two details from the passage to support your response.



Read the story. Then answer the questions that follow.

Scarborough Fair Fantasy

by Stu Darnell

1 “Come on, Lacey, we’re going to be late,” said Eric, annoyed that his little sister kept stopping to look at the vendors’ carts when he was due at the meadow to sing with his school chorus. The trip to Scarborough Renaissance Festival in Waxahachie, Texas, each April was a tradition at Eric’s school. Families traveled to the fair to watch their children perform and to enjoy medieval food, entertainment, and crafts.

2 Eric looked over his shoulder just in time to see Lacey disappear into a tent unlike any he had ever seen. Most artisans had open stalls, but this was a tent with ornate walls fringed with gold tassels.

3 Sighing in frustration, Eric followed Lacey into the tent, where he found his sister sitting cross-legged on a pile of cushions, listening with rapt attention to a woman wearing the medieval costume of a merchant. He knew from his social studies class that most of the people who lived in the medieval times were peasants who wore patched clothing of rough cloth, while the nobility often wore fine clothes of silk or velvet richly embroidered with beads or jewels. This woman’s dress was something in between the two—fine embroidered silk, but shabby. She probably had gotten it from the costume rack at the local thrift store just like me, Eric thought, glancing down at his long, silk-lined cape.

4 The mysterious woman held a book illustrated with richly detailed, ancient-looking illustrations as she told a story about a young silversmith’s apprentice. Eric started to grab Lacey’s arm but suddenly felt very weary. After all, he had risen at five in the morning for the long drive to Waxahachie, and he had just devoured a huge turkey leg. As he listened to the storyteller, Eric’s eyes grew heavier and heavier.

5 Eric awoke with a start to find Lacey practically dragging him to his feet, whispering, “Come on, Eric—the Sheriff’s after you!”

6 “What are you talking about?” asked Eric. As he emerged from the tent, he rubbed his eyes hard to make sure he was really awake. What was going on?

7 Before, the people at the fair had been wearing shorts and T-shirts, but now everyone seemed to be in full costume. Instead of pushing strollers, they were pushing crude carts and dodging farm animals in the square. And the air, which before had been filled with the scent of popcorn, now smelled of horses and smoke.

8 “Hear ye, hear ye!” boomed a loud voice.

9 Eric whirled around to see a man in a brown leather vest reading from a scroll: “Eric, a boy apprenticed to Randolph the silversmith, has fled from the neighboring town. He has stolen silver from his master. A reward is offered for his capture.”

10 Eric felt two hands seize his arms from behind. “Here’s the thief!” cried the burly owner of the hands.

11 “Wait, you’re making a mistake!” cried Eric.



- 12 “Then what’s this?” cried a woman in a green, woolen dress, snatching up the small, silver-colored MP3 player Eric had clipped to his costume. The player’s ear buds flew out of Eric’s ears, and the man holding his arms let go and started batting at the flying ear buds as if they were giant mosquitoes.
- 13 “Come on, Eric—run!” Lacey ran toward the largest building in the square, which Eric realized was a church. Close on his sister’s heels, Eric rushed through its heavy doors and slammed them shut.
- 14 “Are you seeking sanctuary, a safe harbor, freedom from persecution, my children?” asked a man in a long, brown robe. Eric and Lacey nodded their heads, too stunned at first to speak.
- 15 “Are you going to turn me in?” stammered Eric fearfully.
- 16 The parish priest shook his head. “Anyone seeking sanctuary has protection in this church for forty days. Besides, the apprentice whom the constable seeks is here. He has already made his confession. Now, you wear the clothing of a noble, yet I can see that you are not.”
- 17 “I’m just a kid!” Eric said, confused.
- 18 “You think you are the child of a goat? Poor boy. Even so, you will need peasants’ clothing. You are violating the law by wearing the garb of the noble class.” The man left and then came back with brown homespun leggings and a tunic. Eric bundled them under his arm.
- 19 “Um—thanks, but what are we going to do for forty days?” Before he got an answer, Eric yawned, feeling his eyes grow heavy again. He lay down on a bed of straw in the corner and watched sleepily while Lacey chased a mouse along the stone wall of the church.
- 20 When he awoke, Eric was back in the cozy tent. The storyteller was gone, but Lacey was curled up on a pillow next to him, snoring lightly. A pair of sneakers poked under the tent flap; it was their mother. “Eric, I’ve been looking everywhere—you’ll be late for your performance!”
- 21 Eric got up groggily. Looking down, he noticed that he was still wearing his thrift-store costume, but later, when he patted his vest to feel for his MP3 player, it had disappeared.

1

Which sentence from the passage **best** shows how a change of setting leads to the main conflict?

- A** “‘Come on, Lacey, we’re going to be late,’ said Eric, annoyed that his little sister kept stopping to look at the vendor’s carts when he was due at the meadow to sing with his school chorus.”
- B** “Most artisans had open stalls, but this was a tent with ornate walls fringed with gold tassels.”
- C** “Eric whirled around to see a man in a brown leather vest reading from a scroll: ‘Eric, a boy apprenticed to Randolph the silversmith, has fled from the neighboring town.’”
- D** “Close on his sister’s heels, Eric rushed through its heavy doors and slammed them shut.”

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

**Number
Correct**

3



2 Read the sentences from the story.

“I’m just a kid!” Eric said, confused.

“You think you are the child of a goat? Poor boy. Even so, you will need peasants’ clothing. You are violating the law by wearing the garb of the noble class.” The man left and then came back with brown homespun leggings and a tunic.

How does the setting of the story affect the events in the church?

- A The priest knows that Eric is a time traveler from the future.
- B The priest misinterprets Eric’s modern language.
- C The priest wrongly assumes that Eric is a thief because he has run to the church.
- D The priest thinks Eric is a runaway apprentice.

3 Why do the townspeople think Eric is a thief?

- A Randolph the silversmith has identified him.
- B People think he is wearing a nobleman’s stolen cape.
- C Eric has an MP3 player which looks like it’s made from silver.
- D Eric is seen with silver that belongs to the silversmith.

4 Explain how the setting changes the first time Eric falls asleep. Describe how this change affects the series of events that follows. Use at least **two** details from the text in your response.



Self Check

Go back and see what you can check off on the Self Check on page 43.



DAY

Lesson 13 Part 1: Introduction

Analyzing Rhyme and Repetition

CCSS

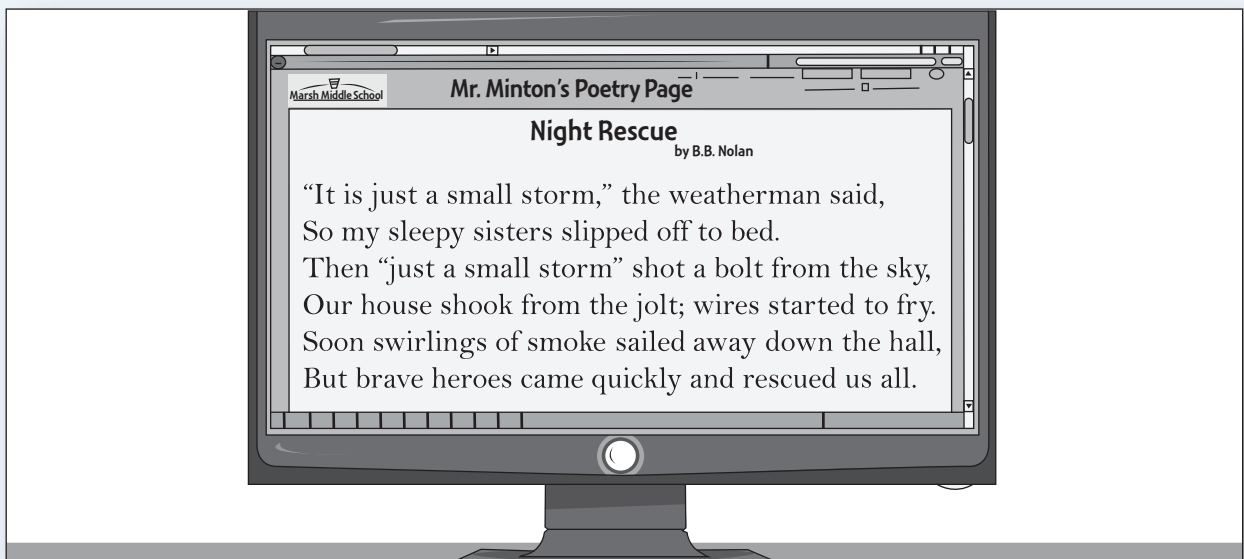
RL.7.4: . . . analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Theme: *Honoring Heroes*

Did you know that a song is a poem in disguise? Like songwriters, poets and other authors revel in the musical quality of language. They use words, sounds, and rhythm in creative ways.

Repetition—the repeated use of a sound, word, phrase, or line—is one way in which authors produce an effect that adds meaning. An example of this is **alliteration**, or the repetition of consonant sounds at the beginnings of words. **Rhyme**, or the repetition of sounds at the ends of words, gives poems a musical quality and creates unity between ideas.

Read this poem. Look for the ways in which the poet uses rhyme and alliteration.



Draw arrows to connect pairs of rhyming words, and circle the alliterations. Think of how the poet's word choice affects the poem. Then compare your thoughts to the chart below.

| Sound Device | Examples | Impact on Meaning |
|---------------|---|--|
| Rhyming words | said, bed; bolt, jolt; sky, fry; hall, all | They connect ideas and create unity and structure. |
| Alliteration | small storm sleepy sisters slipped soon swirlings, smoke sailed | Using the same sound calls attention to those words. |

All authors choose words to convey meaning. But some authors—especially poets—arrange words to make the best use of their sounds. Being aware of sound devices such as alliteration and rhyme will help you “hear” how words can flow in a way that’s music to your ears.



Read the first two stanzas of a poem about Harriet Tubman.

Genre: Lyric Poem

Harriet Tubman *by Eloise Greenfield*

Harriet Tubman didn't take no stuff
 Wasn't scared of nothing neither
 Didn't come in this world to be no slave
 And wasn't going to stay one either

"Farewell!" she sang to her friends one night
 She was mighty sad to leave 'em
 But she ran away that dark, hot night
 Ran looking for her freedom
 She ran to the woods and she ran through the woods
 With the slave catchers right behind her
 And she kept on going till she got to the North
 Where those mean men couldn't find her

(continued)

Explore how to answer this question: "How does the poet use rhyme, alliteration, and repetition in her description of Harriet Tubman?"

Analyzing the effect of the sound devices chosen by the poet will help you interpret her message. Think of how the poet's choices emphasize important ideas and make her thoughts clearer. Also think of how the meaning of the poem would change without the rhyme, alliteration, and repetition.

Find examples of rhyme, alliteration, and repetition in the poem, and complete the chart below. Describe how they affect the poem's overall message or the meaning of a particular stanza.

| Sound Device | Examples | Impact on Meaning |
|---------------|---|-------------------|
| Rhyming Words | neither, either behind her, find her | |
| Alliteration | nothing neither | |
| Repetition | | |

With a partner, analyze the line "She ran to the woods and she ran through the woods" to determine the effect of the poet's use of repetition. How would the meaning of the line be different without it?



Close Reading

What sound devices does the poet use in this stanza? **Circle** examples of rhyming words and **underline** lines or phrases that are repeated.

Hint

What did you think about Harriet when you read that she made the journey nineteen times?

Continue reading the poem about Harriet Tubman. Use the Close Reading and the Hint to help you answer the question.

(continued from page 130)

Nineteen times she went back South
 To get three hundred others
 She ran for her freedom nineteen times
 To save Black sisters and brothers
 Harriet Tubman didn't take no stuff
 Wasn't scared of nothing neither
 Didn't come in this world to be no slave
 And didn't stay one either

And didn't stay one either

Circle the correct answer.

Which choice best states the impact that the repeated phrase "nineteen times" has on the poet's message?

- A** The repetition of the phrase creates a musical rhythm in the first few lines of the stanza.
- B** The repetition emphasizes how frequently Tubman traveled back to the South.
- C** The repetition helps readers understand that "nineteen times" is the most important idea.
- D** The repetition of the phrase highlights Tubman's determination and courage.



Show Your Thinking

Explain how the sound devices helped you interpret the poet's feelings about Harriet Tubman.



With a partner, discuss how repetition of the line "And didn't stay one either" added to your understanding of the poem. What phrase does it echo from the first stanza?



Read the drama, which quotes from John Greenleaf Whittier’s “Barbara Frietchie” and Alfred Lord Tennyson’s “The Charge of the Light Brigade.” Use the Study Buddy and Close Reading to guide you.

Genre: Drama



So far, the poems I’ve read use sound devices to add meaning to the lines. I wonder how they’ll add meaning in this drama. As I read, I’ll look for examples and think about how their use can help me understand what happens in this scene.

Close Reading

Underline examples of alliteration and words that rhyme. What effect do they create?

Circle words and phrases that are repeated in the dialogue. What impact do they have on the characters?

To Honor *by Jayna Taylor*

- 1 *Scene II, in which three students discuss their group project*
- 2 TIA: Mr. Claypool said we have to find “a unique way to honor a hero” in our Veteran’s Day presentation. People have been honoring heroes forever; so how can we possibly be unique?
- 3 JEROME: Yeah, like way back in Roman times when conquering generals were given a parade with chariots, cheering crowds, tons of trumpets—
- 4 ALICIA: That gives me an idea. We can create a unique version of an old way of honoring a hero by using poetry somehow. People have been writing poems about heroes forever.
- 5 JEROME: Poetry? Really? Poems are about flowers and fluff!
- 6 ALICIA: No way! What about this poem from the Civil War? It’s about a woman who stood up to the Southern soldiers by hanging up the Union flag after they took it down.

Up rose old Barbara Frietchie then,
Bowed with her fourscore years and ten;
Bravest of all in Frederick town,
She took up the flag the men hauled down;
- 7 JEROME: Hmm, bravest of all . . . that’s neat. Do you know others?
- 8 TIA: Well, there’s a famous poem about a battle in 1854 when British soldiers bravely charged a hill while cannons thundered all around them. It goes, “Cannon to right of them/Cannon to left of them, . . .”
- 9 JEROME: Yeah, poems about soldiers, . . . bravest of all. Wait! There’s got to be poems about bravery and courage, and lots of veterans have proved they’re brave. We can find poems that describe the bravest of all!
- 10 TIA: That’s *it*, Jerome! We’ll put together a slide show using poems about bravery—and music, too. Jerome, you’re a genius!



Hints

How does the poet create a sense of unity in the Barbara Frietchie poem?

What phrase does Jerome repeat several times?

What happens before, during, and after each student says the phrase "bravest of all"?

Use the Hints on this page to help you answer the questions.

- 1 Which of the following describes the effect of a sound device that the poet uses in the Barbara Frietchie poem (paragraph 6)?
 - A The repetition of the sound at the end of *bravest* and the beginning of *town* stresses the importance of these words.
 - B The rhyming words at the end of each pair of lines tie the lines together and cause the lines to flow in a musical way.
 - C The repetition of the word *up* in the first and fourth lines shows that Barbara Frietchie’s bravery made the town look up to her.
 - D The similar sounds in the words *Frietchie* and *flag* call attention to the connection between Barbara Frietchie and her heroic deed.

- 2 Which phrase is used to highlight Jerome’s gradual change in attitude?
 - A “chariots, cheering crowds, tons of trumpets”
 - B “flowers and fluff”
 - C “bravest of all”
 - D “poems about soldiers”

- 3 Read the statement below. Then answer the question that follows.
The author repeats the phrase “bravest of all” to emphasize how the students build on each other’s ideas as they plan their presentation.

Write a paragraph explaining how you can tell that the above statement is true. Use at least two details from the passage to support your response.



Read the story. Then answer the questions that follow.

Welcome Home

by Joyce Mallery

1 As far back as I could recall, basketball has been my passion. My father had set up a basketball hoop in our backyard, and my older brother Andy had started showing me how to play basketball from the time I was small. As I grew older, playing basketball became the focus of my life.

2 In most situations, I tend to be a shy and timid person, but I become someone completely different when I'm on the basketball court. It's almost like a switch turns on inside of me, and I can shut out everything else. When I'm playing basketball, my brother calls me Fast and Furious Fi. *Fi* rhymes with *see*, and *Fi* is short for Fiona. When I'm playing basketball, the spectators love to chant rhymes during the game: "What do you see, Fi?" "Score one for me, Fi!" and even "Hey Fi, make it three!!"

3 My brother has always been my best friend. While we did all the things that kids generally do to annoy each other, we always seemed to know what was in each other's hearts. But the past year has been so hard for me because my brother enlisted in the Air Force, and shortly after, he was deployed to the Middle East. My heart still thumps when I think back to the night before he left—the night we sat together and silently stared at the stars. "I don't know what I'll do without you," I blurted out, despite my feeble attempt to put on a brave face.

4 Andy was quiet, which is totally unlike him. "I'm scared to leave," he admitted quietly. "But it will be easier for me to be away if I know you're okay, and we can always text and email. I just have to know that you're going to be all right while I'm gone, Fiona—that you're going to be the star of your basketball team and work to get good grades."

5 I hugged him and I couldn't stop crying. My passion is basketball, and I'll work hard to get good grades because I know those things are important to my brother. "Hang in there, Fast and Furious," he whispered, trying his best to reassure me. But instead of fast and furious, I felt lost and lonely.

6 My life just wasn't the same after Andy left. My friends didn't seem to comprehend how I felt now that my brother was not around and how I worried about him. "I'd love to have my brother leave for awhile," my best friend Chloe once said. It took all the strength I had not to start crying, and I could tell that Chloe immediately regretted her remark. "I guess that was a thoughtless thing to say," she mumbled apologetically. "I know how much you love Andy."

7 The following week, Chloe and I were at the library when she called me over to her computer and pointed to a website. "Fiona, look at this," she said excitedly. "My mom told me about this: Troop Greeters official website. People assemble at the airport and greet the troops that pass through." We read the mission statement together: The mission of Troop Greeters is to express the nation's gratitude and appreciation to the troops, for those going overseas and for those heroes coming home.



8 The website said we could contact the group for additional information. “Let’s go outside and call,” Chloe suggested. I grabbed my cell phone and dialed the number. A woman answered, and she explained it all to us. “We’ll let you know when flights are arriving,” she said. “Have at least one parent accompany you. The welcome means so much to our returning and departing military personnel.”

9 That night I discussed it with my parents. “This sounds like a wonderful idea,” Mom said. “And we’ll bring Chloe, too, since it was her idea.”

10 Then, the night before we were scheduled for our first meet-and-greet, I started to get really nervous about talking to strangers. Finally, I called Chloe. “I can’t do this. I’ll have no idea what to say!” I moaned.

11 “Wait a minute—you can’t back out now!” Chloe snapped. “What happened to ‘Fast and Furious Fi’ of the basketball court? You’re acting more like a foolish and flighty fan in the bleachers!” Then, in a softer voice, she added, “I’ve got an idea. Why don’t you bring your basketball with you. That way the troops will know something about you right from the start, and you’ll have something to talk about.”

12 The next morning we stood in line with the other troop greeters. Suddenly, there was a rush of footsteps and uniforms, and we could feel an electric buzz of excitement and energy. The first man in line looked at me, smiled, and shook my hand. “Thank you for coming,” he said. “And you’re a basketball player! Can I borrow this?” He grabbed the ball and started dribbling and laughing. Then he passed it to his friend.

13 I took a deep breath and forced myself to ask, “Did you play basketball in high school? I play for my varsity team.” That remark brought a grin to several faces.

14 After that, it was easy for me to talk to the troops. Each one said hello and asked about my basketball. And every time I said, “Welcome home!” I knew in my heart that someday soon I would be uttering those words to my own hometown hero—my brother.

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

**Number
Correct**

3

- 1** What effect does the author’s use of rhyme have in paragraph 2?
- A** The spectators’ rhymes reflect the excitement at Fi’s basketball games.
 - B** The spectators’ rhymes add a musical quality to the paragraph.
 - C** The spectators’ rhymes foreshadow which team will win the next game.
 - D** The spectators’ rhymes reinforce Fiona’s strong bond with her brother.



2 Why has the author chosen to use phrases such as “silently stared at the stars” and “lost and lonely” in the scene that took place the night before Andy left?

- A** to highlight similarities between the feelings of the brother and sister
- B** to build up the mood of stillness and sadness
- C** to create suspense about what will happen after Andy leaves
- D** to emphasize the close relationship between Fiona and her brother

3 How does Chloe’s use of the phrase “Fast and Furious Fi” help Fiona to rethink her feelings about meeting strangers?

- A** It helps Fiona see the differences between basketball players and the arriving troops.
- B** It suggests that Fiona should remember what Andy said the night before he left.
- C** It emphasizes that Fiona should think up rhymes to chant for the soldiers.
- D** It reminds Fiona to draw on the confidence she gained from playing basketball.

4 A student made this claim: The author uses repetition and alliteration to draw the reader’s attention to Fiona’s feelings at different points in the story. Write a paragraph explaining how you can tell that the claim is true. Use at least **two** details from the passage to support your response.

 **Self Check** Go back and see what you can check off on the Self Check on page 119.



DAY

Determining Word Meanings

CCSS

RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings . . .

Theme: *The City and the Country*

Here’s a question you’ve probably asked: “What does that word mean?” You can usually answer it by looking up the word in a dictionary. But words and phrases have meanings beyond their dictionary definitions—specifically, connotative and figurative meanings.

The **connotative meaning** of a word or phrase is the feeling it tends to produce. Think about three words people often use to describe big cities: *lively*, *crammed*, and *busy*. A *lively* city sounds like a fun place to be. A *crammed* city sounds like it might be uncomfortable. And a *busy* city doesn’t sound either fun or uncomfortable—it just sounds like a city, nothing more. *Lively* has a good connotation, *crammed* a bad one, and *busy* a neutral one.

Authors also use **figurative language** to express ideas or experiences vividly. A common type of figurative language involves making an imaginative comparison—finding an unusual way that two different things seem to be alike. You can understand most figurative language by identifying what is compared and thinking about the effect of the comparison.

Read the passage. As you do, notice any imaginative comparisons the author makes.

As I stood atop the mighty skyscraper, a gentle breeze wrapped its arms around me. Down below, the people were as small as ants, and the cars were toys making their way through a miniature city. Muffled sounds floated up like balloons, the wind murmured softly, and a bird called from somewhere in the distance.

The chart below contains examples of figurative language from the passage. Study the first row, then complete the empty sections.

| Example | What Is Compared | Effect of Comparison |
|--|------------------------------|--|
| “a gentle breeze wrapped its arms around me” | a breeze and a person’s arms | to make the breeze seem calming and pleasant, like a hug |
| “the cars were toys” | cars and toys | |
| “muffled sounds floated up like balloons” | | |

So the question “What does that word mean?” is a little more interesting than it might seem. Reading becomes richer when you pay attention to these other, “extra” meanings.



Read the beginning of a poem that describes the speaker’s view of London as viewed from a bridge.

Genre: Lyric Poem

Composed Upon Westminster Bridge *by William Wordsworth*

Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.

(continued)

Explore how to answer this question: “How does the speaker use figurative language to make comparisons, and what is the effect?”

Think about what connection the speaker makes between a garment (a piece of clothing) and the beauty of the morning. What do these two unlike things have in common? Also think about how the speaker personifies the city, or gives it human-like qualities.

Use what you know about figurative language to complete the chart below.

| Example | What Is Compared | Effect of Comparison |
|--|------------------|----------------------|
| “This City now doth, like a garment, wear The beauty of the morning;” | | |

On the lines below, explain what the speaker’s use of language tells you about his feelings for the city. Support your ideas with specific details from the poem.



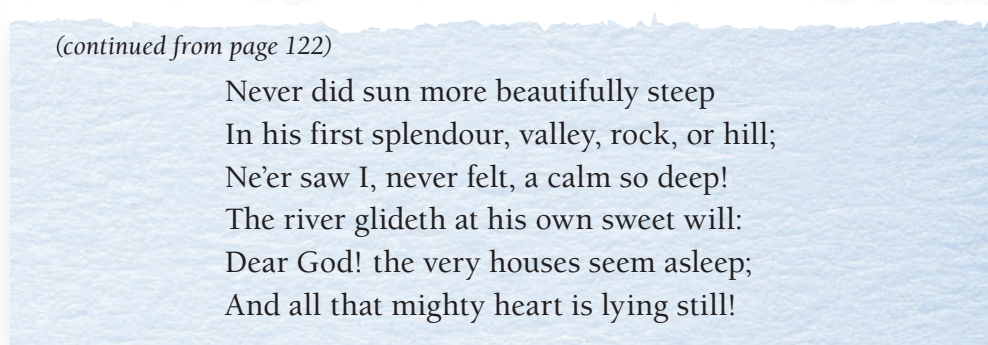
Close Reading

Circle the words in the poem with positive connotations. How do they build on the positive feelings created in the first stanza?

Hint

Look back at the words you circled. What do they suggest about the speaker’s feelings?

Continue reading the poem. Use the Close Reading and the Hint to help you answer the question



(continued from page 122)

Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne’er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

Circle the correct answer.

Based on the connotations of words such as *splendour*, *calm*, and *sweet*, what is the speaker’s attitude toward the view of London in the morning?

- A** He admires the peace and beauty of the city scene.
- B** He prefers city sights to the valleys and hills of the country.
- C** He wishes that the river would flow quietly through the city.
- D** He hopes that the heart of the city will remain still and silent.



Show Your Thinking

Explain how the speaker’s description of the houses conveys his feelings about the city scene.



With a partner, discuss the final two lines of the poem. What might the speaker mean by using the phrase “mighty heart”?



Read the following poem excerpt. Use the Study Buddy and Close Reading to guide your reading.

Genre: Lyric Poem



As I read, I'm going to think about how the speaker uses language in creative ways to convey thoughts and feelings about city and country life. I'll look for examples of figurative language and words with connotations, such as "weather-wise."

Close Reading

What words does the speaker use to describe life in the country?

Underline these terms and write a **plus** or **minus** sign next to them to show whether they have positive or negative connotations.

Does the speaker prefer city or country life? Draw a **box** around descriptive words and phrases that indicate his feelings about the city.

from "At Loafing-Holt"

by Paul Laurence Dunbar

- Since I left the city's heat
For this sylvan, cool retreat,
High upon the hill-side here
Where the air is clean and clear,
5 I have lost the urban ways.
Mine are calm and tranquil days,
Sloping lawns of green are mine,
Clustered treasures of the vine;
Long forgotten plants I know,
10 Where the best wild berries grow,
Where the greens and grasses sprout,
When the elders blossom out.
Now I am grown weather-wise
With the lore of winds and skies.
15 Mine the song whose soft refrain
Is the sigh of summer rain.
Seek you where the woods are cool,
Would you know the shady pool
Where, throughout the lazy day,
20 Speckled beauties drowse or play?
Would you find in rest or peace
Sorrow's permanent release?—
Leave the city, grim and gray,
Come with me, ah, come away.
25 Do you fear the winter chill,
Deeps of snow upon the hill?
'Tis a mantle, kind and warm,
Shielding tender shoots from harm.
Do you dread the ice-clad streams,—
30 They are mirrors for your dreams.



Read the poem. Then answer the questions that follow.

Man and Nature in New York and Kansas

by Martha Baird

- Have you ever seen the fields of wheat, nothing but
wheat, from here to the horizon?
Ah, then, you have missed something.
I remember the wheat in Lane County, Kansas—
- 5 Named for James H. Lane, “Jim Lane, of Kansas,”
a hero at the time of “bleeding Kansas¹”, a brave
man who worked hard and took chances so that
no human being should be owned by any other
human being in Kansas.
- 10 So Lane County, Kansas, is named for him,
And I remember the wheat fields there.
Let me tell you how it was.
The earth is even, west of Dighton,
And the road is straight.
- 15 On both sides, there is the wheat,
As far as you can see; And it waves
In the wind.
The heads of the wheat are heavy
And the stems are slim.
- 20 The heads have a deeper color than the stems,
Deeper green in spring, Deeper amber later.
And so there is waving green,
Or waving amber,
Mile on mile.
- 25 The sky is blue and wide and bright,
And the wheat waves under it.
I remember the wheat, and I hear the wheat saying:
“See what nature and man can do!
See what nature and man can do!
- 30 Be happy,
We are the wheat.”

¹ **bleeding Kansas:** a series of violent incidents in the Kansas Territory from 1854 to 1861 over the issue of whether Kansas would join the Union as a slave state or a free state



Have you ever seen the high buildings of Manhattan,
near sundown, on a cold, gray day?
Ah, then, you have missed something.

35 Let me tell you how it is.
Walk down Lexington Avenue Towards 57th Street,
And look to the west.
Look up and see
The Great tall buildings,

40 The cold stone buildings,
High against the sky.
Look! The great stone buildings are pink!
The setting sun is making them rosy!
They are solid and rosy,

45 And give forth light.
The gray sky is confused and scurrying;
It is rosy too, in spite of itself.
The proud gorgeous buildings
Love the light

50 They love the sun for making them rosy,
Showing what they can be.
Busy people go about their business,
Eyes on the ground,
While the proud gorgeous buildings say with the

55 wheat fields:
“See what nature and man can do!
See what nature and man can do!
Be happy,
We are the rosy buildings and the wheat.”

1

Which sentence from the poem signals the connection between New York and Kansas?

- A** “And I remember the wheat fields there.”
- B** “See what nature and man can do!”
- C** “The setting sun is making them rosy.”
- D** “Let me tell you how it was.”

Answer Form

- 1 (A) (B) (C) (D)
2 (A) (B) (C) (D)
3 (A) (B) (C) (D)

**Number
Correct****3**



2 Read lines 46–47 from the poem.

The gray sky is confused and scurrying;
It is rosy in spite of itself.

What is the meaning of the figurative language used in these lines?

- A The gray sky moves quickly back and forth in a very confused way.
- B The gray sky seems to be hiding behind buildings so people can no longer see it.
- C The gray sky reveals a developing a storm system that will soon bring rain.
- D The gray sky has clouds moving across it, reflecting light from the setting sun.

3 Read lines 48–49 from the poem.

The proud gorgeous buildings
Love the light

Based on the connotations of the words in these lines, what is the speaker’s attitude toward the buildings?

- A The speaker admires the buildings’ beauty and power.
- B The speaker sees the buildings as cold stone structures.
- C The speaker prefers natural creations like waves of wheat.
- D The speaker feels that they, like humans, enjoy sunlight.

4 Explain how the speaker uses both connotative and figurative language to express her feelings about how people and nature work together. Include at least **two** examples from the poem to support your response.

Self Check Go back and see what you can check off on the Self Check on page 119.



DAY

Analyzing the Development of Central Ideas

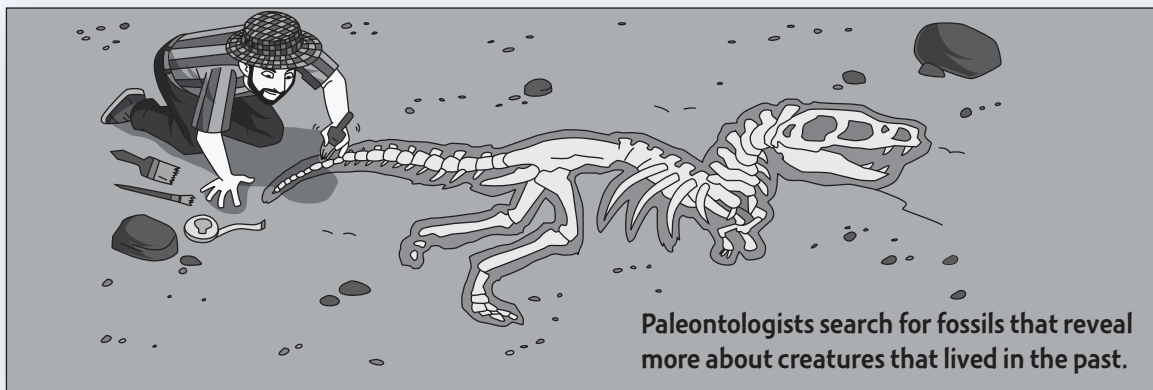
CCSS

RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text. . . .

Theme: *Careers*

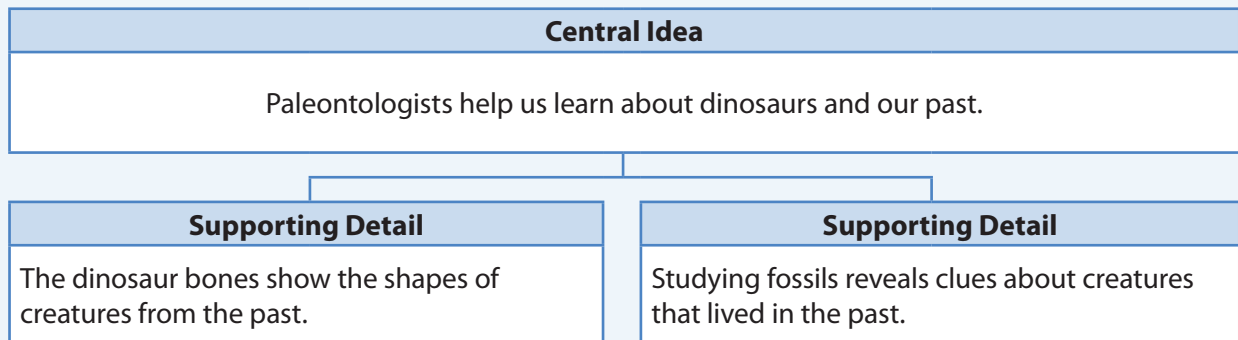
As you read, do you wonder what the author is trying to tell you in the text? Try to figure out the **central idea**, or the most important point (or points) an author is trying to make about the topic. Sometimes a central idea may be stated directly, but more often it is implied. Then you must figure it out by analyzing the **supporting details**. These facts, examples, reasons, and other pieces of information are meant to explain and expand on the central idea.

Examine the cartoon below. Think about the central idea and its supporting details.



What central idea is shown? Circle parts of the picture and caption that support the central idea.

Study the web below that shows the central idea of the picture and details that support it.



As a good reader, make sure you figure out how the supporting details work together to develop the central idea in the text. This will help you understand each important point the author wants to make.



Read the first two paragraphs of an account about deep-sea divers.

Genre: Social Studies Account

Deep-Sea Treasure Hunters *by Ramona Rivera*

Deep-sea diving is a dangerous but fascinating activity. Some people dive for fun or sport, and some make a career out of hunting for sunken treasure. These types of career divers fall into one of two categories: those who want to study their discoveries and those who want to sell the treasures they find.

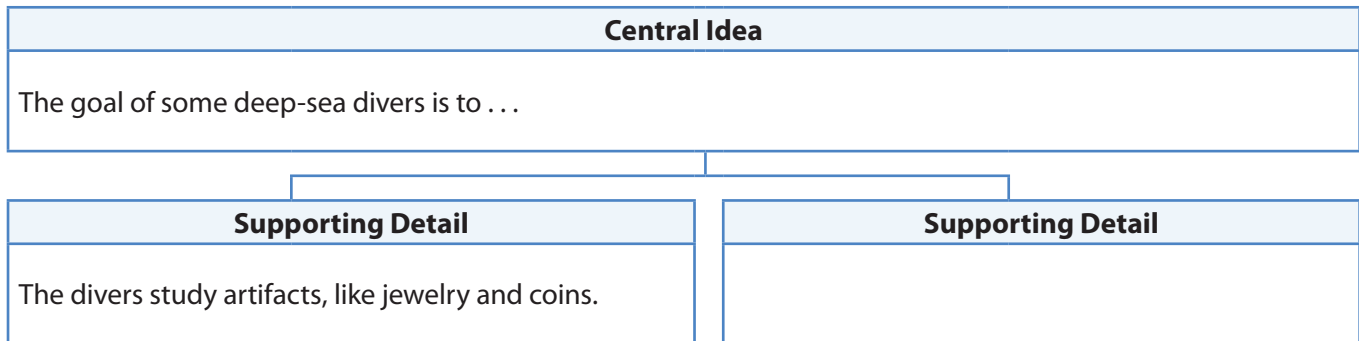
The divers who study sunken treasures are concerned with preservation of the sites. These divers often locate, map, and study shipwrecks. When they find a site, the divers are interested in using the information that the treasure provides to form a story about the ship that wrecked. By studying artifacts such as coins or jewelry found at a site, these divers learn many things about the lives of the ship’s passengers. They also learn more about the cargo and the daily lives of the sailors aboard the ship. Sometimes they even learn why the ship sank.

(continued)

Explore how to answer these questions: “What is the central idea of paragraph 2? What details are given to support it?”

The author describes two career paths: deep-sea treasure diving for money, and deep-sea treasure diving for gathering information. Which career path is described in paragraph 2? How do the details help you learn more about it?

Study the account to figure out the central idea and supporting details in paragraph 2. Then complete the idea web below. Add more supporting details if necessary.



Work in a group and compare your web with your classmates’. Are your supporting details similar? Discuss how you chose each detail. Revise your web as needed, but remember that your answers can vary from your classmates’ and still be correct.



Close Reading

The author mentions two central ideas in these paragraphs. **Circle** the first central idea and **underline** the second central idea.

Continue reading about deep-sea treasure hunters. Use the Close Reading and the Hint to help you answer the question.

(continued from page 4)

The deep-sea divers pursuing profit must carefully research their sites to make sure it is legal to take artifacts from the location. They must also take measures to preserve the artifacts so that they don't corrode and lose value once they are recovered. For these deep-sea divers, the measure of their success is the dollar value of the treasure they find.

Whether deep-sea divers wish to study treasure or collect it, divers must obey the laws, dive in teams, and be careful at all times. We must respect the power and mystery of our oceans if we hope to uncover their many hidden treasures.

Hint

Which choice explains more about the central idea you circled?

Circle the correct answer.

Which sentence provides a supporting detail for the idea that we must respect the oceans and their treasures?

- A** Some divers spend a lot of time searching for sunken treasures.
- B** Deep-sea diving involves a great deal of physical training.
- C** Divers must identify sites that are legal before they collect artifacts.
- D** Profit is the main motivation for some deep-sea divers.



Show Your Thinking

Explain how the supporting details given by the author develop the central idea about divers searching for profit.



With a partner, discuss details about each of the two careers described in the account. Then analyze the author's statement in the concluding sentence of the account.



Read the biography. Use the Study Buddy and Close Reading to guide your reading.



As I read, I'll think about the central ideas the author is telling me about Suni Williams. Why is she famous? What details about her life does the author want to share?

Close Reading

What does Suni say about why she hadn't yet become an astronaut? **Underline** the quote in paragraph 3.

Reread paragraph 1. Find and **star** (*) a sentence that gives a central idea about Suni Williams. Then **underline** sentences with details that support this idea.

Genre: Biography

Commander Suni Williams

by Margo Carlin

- 1 As 5-year-old Sunita “Suni” Williams watched Neil Armstrong’s fascinating moon walk on television, she thought, “That’s what I would like to do.” While she never thought of moon walking as a realistic career goal, Williams’ story proves that we can’t always know where our path is going to lead us. If we believe in ourselves, though, we’ll end up in the right place.
- 2 Williams’ career path was far from predictable. She says she was just an “okay” high school student. Because her brother had gone to the U.S. Naval Academy, she was drawn there, too.
- 3 Williams graduated from the Naval Academy and trained to become a Navy helicopter test pilot. Listening to a former astronaut talk about flying a helicopter as preparation for flying a moon lander, a light bulb went on in Williams’s head. It dawned on her that her helicopter training could be her ticket to space. She realized: “The only one who’s telling me I’m not going to be an astronaut is me.”
- 4 Williams eventually trained to become a member of the *International Space Station* crew, where she served as flight engineer and set a new record for women in space. Another first: She “ran” the Boston Marathon—on a space station treadmill.
- 5 Williams believes there is a message for young people in learning about the twists and turns that led to her space station adventure. “Maybe you want something, but you get something else. But if you make the best of it, things sorta work out.”



Hints

Which choice matches one of the central ideas from the previous page?

Which sentence tells something about Williams not believing in herself?

Which central idea did you choose in the second Close Reading activity?

Use the Hints on this page to help you answer the questions.

- 1 Which sentence best captures a central idea of the biography?
 - A Career paths are not always easy to identify and follow.
 - B Suni Williams did not face any difficult challenges in her career.
 - C The career path chosen by Suni Williams was very predictable.
 - D People should never change their career path.

- 2 Which sentence from the biography best captures a second central idea of the text?
 - A "She says she was just an "okay" high school student."
 - B "It dawned on her that her helicopter training could be her ticket to space."
 - C "'The only one who's telling me I'm not going to be an astronaut is me.'"
 - D "Williams eventually trained to become a member of the *International Space Station* crew, where she served as flight engineer and set a new record for women in space."

- 3 Describe one central idea about Suni Williams' life. List at least three details from the text that support this idea.



Read the biography about a famous dancer. Then answer the questions that follow.

Martha Graham: Modern Dance Innovator

by Eva Milner

1 In the world of dance, Martha Graham is a giant. A true innovator, it was she who led the way into the brave new world of modern dance, leaving behind the constraints of classical ballet. Through her work as a dancer, choreographer, and teacher, Martha has inspired both audiences and generations of dance students. Her institute, the Martha Graham Dance Company, has produced some of the finest dancers in the world today.

2 Martha Graham was born in 1894 in a small town near Pittsburgh, Pennsylvania. Her father was a doctor who specialized in nervous disorders. He was interested in how illnesses and disorders could be revealed through the way a patient's body moved. Martha also believed in the body's ability to express what is inside. She would channel this belief through dance, not medicine, however.

3 Martha was an athletic child, but it wasn't until after seeing the ballet dancer Ruth St. Denis in her teens that she became interested in dance. Martha was so inspired by the performance that she enrolled at an arts college where she studied theater and dance. After graduating in 1916, she joined the Denishawn School, a dance company founded by Ruth St. Denis and Ted Shawn to teach both American dance and world dance.

4 Though Martha began her eight years at Denishawn as a student, it wasn't long before she became a teacher and one of the school's best-known performers. It was during this time that Martha costarred with Ted Shawn in "Xochital," a duet that Ted created specifically for Martha. In this ballet, Martha played the role of an Aztec maiden attacked by an Aztec emperor. Her wildly emotional performance brought her critical acclaim.

5 By 1923, however, Martha felt ready to try new things. She took a job dancing in a vaudeville show in New York City. Here Martha had the opportunity to create her own dances. While there was some room for creativity, she still had to please the audience. Soon she longed for someplace she could take her experimental dance techniques even further. Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program. This was her chance to truly experiment.

6 Martha felt that classical ballet focused too much on fluidity and grace and ignored deeper, darker emotions and themes. At Eastman, Martha began to use jerky, trembling movements and falls to express ideas and feelings. She developed a fresh, new method of muscle control she called "contraction and release." Through this method, a dancer creates movement by first contracting a muscle and then allowing the movement to flow as the muscle relaxes. This method of muscle control gives the dancer's motions a hard, angular look. This was a big change from the dance style found in classical ballet.

7 Audiences did not always appreciate Martha's style. They were used to the more graceful, flowing motions of ballet dancers, and Martha's choppy, angular style was shocking to them. Many reviewers criticized her for dancing in an "ugly" way. During her first performance in Paris, she and her dancers were booed by the audience.

8 In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance. She brought in several of her students from the Eastman school and also began



working with Louis Horst, the musical director from her days at Denishawn. Under Horst’s influence, Martha began to use music by modern composers, rather than music from the eighteenth and nineteenth centuries. This was yet another way in which Martha’s work departed from classical ballet.

9 Many of Martha’s dances explored emotional and psychological themes. One example is her solo piece “Lamentation.” In this dance, a grieving figure sits alone on a bench and moves to a mournful piano score. The dancer wears a tube of stretchy, purple fabric. Only the dancer’s head, hands, and feet show. The movements of the dancer’s body within the fabric create a sort of moving sculpture. The dancer represents the raw emotions of grief.

10 Martha was also interested in exploring social issues and political themes. Her dance “Deep Song” was a statement about the Civil War in Spain, and “Chronicle” looked at the menace of fascism and war in Europe. This second dance was created the same year Martha had turned down an invitation to the 1936 Olympic Games being held in Germany. Both the dance itself and her refusal to attend the games expressed Martha’s integrity and desire to highlight important political issues.

11 Martha Graham’s career spanned her entire life. Health issues forced her to quit dancing at the age of 76, but she continued teaching and creating works until her death in 1991. In her lifetime, she created 181 masterpieces of dance, which continue to inspire dancers and audiences alike.

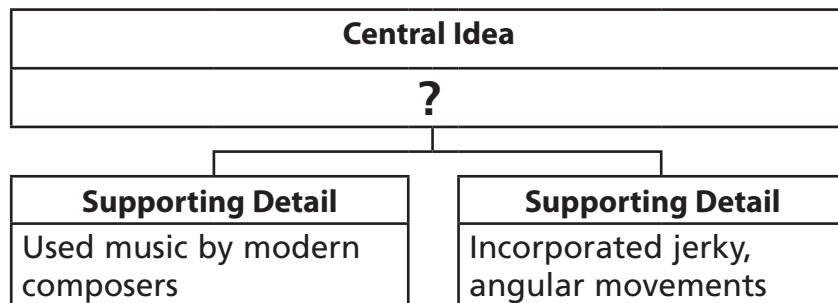
Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

Answer Form

- 1 (A) (B) (C) (D)
- 2 (A) (B) (C) (D)
- 3 (A) (B) (C) (D)

Number Correct 3

1 Study the idea web below.



Which sentence completes the idea web?

- A** Classical ballet focused on flowing, graceful movements.
- B** Martha’s dance style was very different from classical ballet.
- C** Martha was one of the best dancers in America.
- D** Louis Horst was the musical director at Denishawn.



- 2 Which sentence **best** supports the central idea that Martha Graham was an innovator?
- A "While there was some room for creativity, she still had to please the audience."
 - B "Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program."
 - C "She developed a fresh, new method of muscle control she called 'contraction and release.'"
 - D "In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance."

- 3 Which sentence could be added to **best** support the idea that Graham was an innovator?
- A By 1927, Graham was working full-time as a dancer and choreographer.
 - B Graham was the first choreographer to fully collaborate with other modern artists.
 - C During the Depression in the 1930s, Graham sewed her dance costumes herself.
 - D Graham was given the title "Dancer of the Century" by *Time* magazine in 1998.

4 Describe the central idea of paragraphs 9 and 10. Identify at least **two** details the author used to develop that central idea.

 **Self Check** Go back and see what you can check off on the Self Check on page 1.



DAY

Lesson 2 Part 1: Introduction

Summarizing Informational Texts

CCSS

RI.7.2: . . . provide an objective summary of the text.

Theme: *Invasive Species*

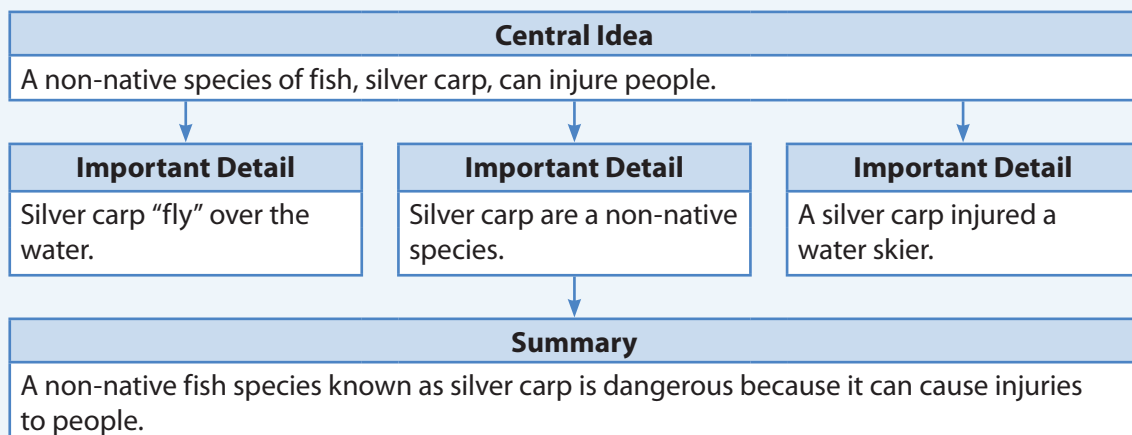
What do you do when a friend sees you reading and asks, “What is that article about?” You don’t recite the article word for word or read it aloud. The best response is to give a **summary**, or a brief restatement of the article’s important details and central ideas in your own words. A summary should be **objective**, or free of any opinions or personal beliefs.

Read the news report below. Think about what its most important points might be.



Now read the report again. Underline the most important details in the report.

Read the chart below to see how to summarize information.



Good readers recognize central ideas, whether stated or implied, and identify important details in a text. They use those ideas and details when they summarize the text, and they do not include any nonessential information or opinions.



Read the first two paragraphs of a government bulletin about invasive species.

Genre: Public Document

The Invaders by Mark Sanchez

During the early 1900s, two kinds of invasive organisms turned up in waterways in the United States. One was the Asiatic clam, a fast-growing shellfish that crowds out other aquatic animals. The other was milfoil, a fast-growing aquatic plant that overcomes and displaces native water plants.

Wildlife officials are seeing once-smooth freshwater beaches littered with sharp, tiny shells. Though Asiatic clams are rarely larger than 1.5 inches across, the sheer number of the shells is cause for concern. The highest populations occur near power and wastewater plants. The clams cause problems by biofouling, or clogging intake valves. Biofouling also occurs in irrigation canals and pipes and drinking water facilities. Repairing damage caused by Asiatic clams is expensive. Experts estimate that the price tag has reached one billion dollars per year in the United States.

(continued)

Explore how to answer this question: "How can I best summarize this bulletin?"

The author presents a central idea in each paragraph but does not state it directly. The important text details support the central idea, so identifying them will help you determine the central idea. This in turn will help you summarize the text.

Reread the bulletin. Underline the important details. Then fill in the missing information below.

Central idea of paragraph 2: Biofouling by Asiatic clams, one type of invasive species in U.S. waterways, causes costly repairs to industrial and agricultural water facilities.

Important detail from the text: _____

Important detail from the text: _____

Summary: _____

With a partner, take turns summarizing this part of the bulletin objectively. Remember, summarizing means restating the central idea and important details in your own words.



Close Reading

On page 12, the author does not directly state the central idea. Jot your ideas in the margin about the implied central idea of this part of the bulletin.

Hint

Which answer choice restates important details and does not include opinions?

Continue reading the government bulletin about invasive species. Use the Close Reading and the Hint to help you answer the question.

(continued from page 12)

The fern-like and harmless-looking milfoil has also become a threat. It too can clog valves at water facilities. In addition, milfoil poses problems for recreational water users. Dense growths of the Eurasian native create unfavorable conditions for swimmers, boaters, and fishers. Milfoil grows aggressively and crowds out other vegetation. The resulting ecosystem lacks food sources and habitats for native fish, amphibians, and waterfowl. Milfoil spreads naturally when fragments travel by water currents. It spreads with human help when fragments are carried from one waterway to another on boats and boat trailers.

Circle the correct answer.

Which of the following statements best summarizes the text above?

- A** The annoying milfoil plant does extensive harm to human facilities as well as to fragile ecosystems. It spreads ruthlessly by water current and should be a major concern to outdoor enthusiasts.
- B** Fern-like and harmless-looking, milfoil is a secret threat. Dense growths of the Eurasian native crowd the waterways, creating unfavorable conditions for swimmers, boaters, and fishers.
- C** Milfoil, a non-native species of water plant, ruins recreational water activities and heartlessly wipes out food sources and habitats for animals.
- D** Eurasian milfoil is an invasive species that spreads both naturally and with human help. Milfoil is an “invader” because it can harm water facilities, destroy animal habitats, and crowd out native plants.



Show Your Thinking

Choose an answer choice that includes an opinion. Explain what clues helped you recognize that it was not objective.

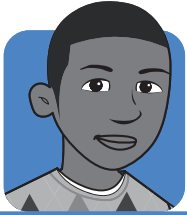


With a partner, take turns summarizing the central ideas and important details in the government bulletin. Be sure to avoid using judgments and opinions in your summary.



Read the scientific account. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Scientific Account



The passage's title is "Kudzu: From Pretty Vine to Invasive Pest." I'm going to look for text that supports the ideas of the vine being "pretty" or a "pest." I'll underline those ideas when I find them.

Close Reading

Paragraph 2 mentions two important details about problems with kudzu. **Circle** phrases that name those two details.

The author describes the rapid growth of kudzu in the last paragraph. **Star** (*) the sentences that explain the problem caused by this plant's size.

Kudzu: From Pretty Vine to Invasive Pest

by Aaron Hartman

- 1 Like many plants that are in the news, kudzu originated in Asia. Unlike other invasive species, this plant was purposely brought here and, at first, everyone loved it. At the 1876 Centennial Exposition in Philadelphia, Pennsylvania, the Japanese government filled its display with plants native to Japan. The attractive kudzu vine, with its large leaves and sweet-smelling blooms, was greatly admired by the Americans. People began planting the vine for decorative purposes. Some years later, kudzu was promoted as forage, or food, for cattle and goats. And during the 1930s and 1940s, the government fostered the spread of kudzu by planting it to control erosion.
- 2 Modern-day experts agree that kudzu is good for forage. However, it is easily overgrazed, so farmers need to have an alternate food source so that the animals can be removed from the kudzu field to allow the vines time to regrow. And no one denies that kudzu is effective at controlling erosion. However, kudzu vines have a tendency to take over. Farmers and homeowners all over the southeastern United States know that only too well.
- 3 Kudzu can grow about a foot a day, or approximately 60 feet in a growing season. Huge tap roots help the plant survive dry periods and make kudzu impossible to pull up. The vigorous vines completely cover abandoned fields and trees. The large leaves block out the sun and smother existing plants. As is the case with all invasives, the absence of natural checks and balances is what has turned kudzu from a pretty plant into a noxious weed.



Hints

Which choice *restates* paragraph 2’s central idea and does *not* include opinions or judgments?

To help with question 2, I’ll look back at the ideas I underlined.

What is the implied central idea of the whole passage? What important details does each paragraph provide?

Use the Hints on this page to help you answer the questions.

- 1 Which of the following statements best summarizes the central idea and important details of paragraph 2?
 - A Modern-day experts agree that kudzu is good for forage. Kudzu also is very effective at controlling erosion.
 - B Kudzu is only of limited value as animal forage. It is also an effective erosion controller, but it can take over in an undesirable way.
 - C As forage for animals, kudzu is useless because it is easily overgrazed. It is also useless at controlling erosion because it grows too much.
 - D Farmers and homeowners in the southeastern United States agree that kudzu grows too much to be useful, either as forage or as an erosion control.

- 2 Which of the following statements best restates one central idea that should be included in a summary of the passage?
 - A Though once considered a desirable plant, kudzu has invasive tendencies that make it a harmful weed.
 - B Kudzu has become the most troublesome invasive plant species, partly because it was once thought to be attractive.
 - C As is the case with other invasives, natural checks and balances are effective at controlling kudzu.
 - D Kudzu is native to Asia but was brought to the United States on purpose.

- 3 Write a brief summary of the passage. Use at least three specific details from the passage in your summary.



Read the scientific account. Then answer the questions that follow.

Python Invasion!

by Leigh Driver

1 For years, the number-one, most feared animal in Florida has been the alligator. But recently the Burmese python has been challenging the alligators' long-held position. Burmese pythons are native to Asia, but they have found a new home in Florida. Their numbers are increasing dramatically. Today they can be found in the wild and in suburbs across the state. Burmese pythons have lightly-colored skin with brown patches, and they are admired for their skin patterns and size. But they are also massive hunters—among the largest top six snakes in the world—and they pose a danger to people, other animals, and the environment.



How Did They Get There?

2 The Burmese python has become more and more popular as a house pet. This caused a surge of imports of the snake to Florida. This is not the first time Florida has become home to a species of reptile intended to be kept as a pet. The state is the adopted home of several types of reptiles. The green iguana and the speckled caiman, a type of alligator, were brought to Florida as family pets. Now, many of these creatures live in the wild. These animals may seem like exotic and fascinating alternatives to the family cat, but they are also very difficult to maintain. People often found them hard to keep at home so they released them to the wild.

3 The same thing is happening with the Burmese python, an animal that begins at a manageable 3 feet long on average but can grow up to 20 feet long and weigh up to 250 pounds. There have been several reports of deaths in homes where pythons are kept. When a python is fully grown, many owners find they can no longer handle their exotic reptile, and they simply release it outdoors.

4 Another factor has been the destructive hurricanes that Florida has suffered over the years. Sometimes storms damage pet stores and animal shelters, and the reptiles get loose. When people bring their other pets to shelters, it is sometimes easier to free the snakes because of overcrowding.

Environmental Impact

5 A python can survive very well in the Florida climate. In fact, the Florida Everglades are the perfect home for these snakes. Some experts estimate that there are up to 100,000 Burmese pythons living in the Everglades alone. But this surge of wild pythons is not without problems.

6 Releasing animals into an environment where they do not belong affects that environment and the species within it. Such animal populations are referred to as non-native species. While few creatures prey on it, the python competes with other animals in the territory. For example, alligators compete for prey with pythons. As these snakes breed and thrive, they threaten the survival of the alligators. Other animal populations may also be harmed by the presence of pythons, and Floridians who are concerned about conservation have publicized the dangers of this situation.



Danger to People

7 Another growing concern is that the Burmese python can seriously harm people. A python can eat an animal as large as a full-grown deer, and it is extremely difficult to control the powerful creature. Some Floridians believe that keeping these snakes as pets is simply not safe.

What Can Be Done?

8 Scientists and citizens have become more and more worried about the “invasion” of the Burmese python into the Florida wild. There have been proposals to ban the importation of snakes or to make it illegal to keep these animals as pets, but so far no laws have been passed. Some have even proposed destroying the pythons living in the Everglades to get rid of the problem.

1 Which of these sentences would most likely **not** be included in a summary of this passage?

- A** Burmese pythons have light-colored skin with interesting patterns.
- B** Due to their weight and strength, Burmese pythons may endanger their human owners.
- C** Some Floridians have made house pets of this exotic species of reptiles.
- D** Non-native species threaten native animal populations in the Everglades.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number
Correct

3

2 Read these sentences from the passage.

Burmese pythons are native to Asia, but they have found a new home in Florida. Their numbers are increasing dramatically. Today they can be found in the wild and in suburbs across the state.

What is the **best** summary of this section of the passage?

- A** Burmese pythons are now at home in many suburbs in the state of Florida.
- B** Though Burmese pythons are native to Asia, they now live in Florida’s suburbs.
- C** Native to Asia, Burmese pythons now occupy wild and suburban areas of Florida in growing numbers.
- D** Visitors to the state of Florida can study populations of the Burmese python in many wild and suburban areas.



- 3** Which of the following statements **best** restates a central idea that should be included in a summary of the passage?
- A** Exotic creatures such as the Burmese python or the speckled caiman are becoming very popular as house pets in Florida.
 - B** With few natural enemies in the wild, the Burmese python has become a threat to the survival of native animal species in Florida.
 - C** When homes or stores are damaged during a hurricane, Burmese pythons and other exotic pets may escape into the Florida wilderness.
 - D** With hard work, Florida conservationists hope they can succeed in changing the law to make it illegal to keep Burmese pythons as pets.

4 Based on the information in the text “Python Invasion,” write an essay that summarizes and explains not just the problems caused by Burmese pythons but also the proposed solutions. Use at least **three** details from the text to support your ideas.

Self Check *Go back and see what you can check off on the Self Check on page 1.*



DAYS 8 & 9

Lesson 9 Part 1: Introduction

Analyzing Word Meanings

CCSS

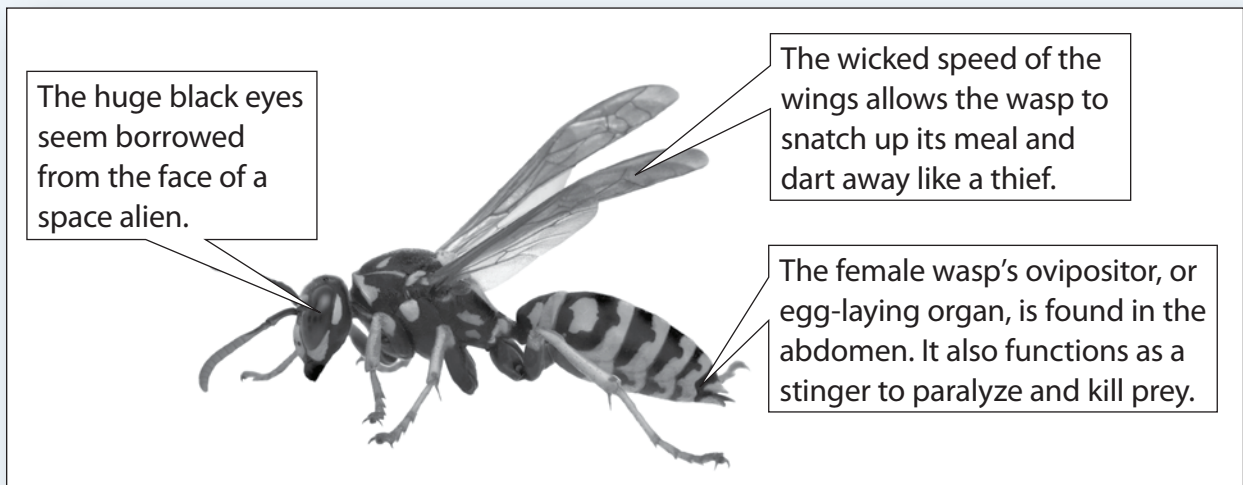
RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Theme: *Little Creatures, Big Impact*

Why do authors choose the words they do? This question isn't as simple as it seems.

- Sometimes authors choose words to convey a **technical meaning**. Subject areas in science, math, and engineering express ideas using technical words and phrases.
- At other times, they select words for their **connotative meaning**. A word chosen for its connotation expresses not just an idea but also a feeling.
- And authors can use and combine words to produce a **figurative meaning**. These are words or phrases that express ideas in creative, unusual, or unexpected ways.

Underline words in the diagram below with technical, figurative, or connotative meanings.



The chart shows phrases from the diagram with each type of meaning. Complete the chart.

| Example | Type of Meaning | Why the Author Uses It |
|--|-----------------|--|
| "snatch up its meal" | connotative | to suggest that the wasp takes the meal suddenly, perhaps rudely |
| "ovipositor, or egg-laying organ, is found in the abdomen" | | to communicate precisely which part of the wasp is being described |
| "eyes seem borrowed from the face of a space alien" | | |

Paying attention to the different types of meaning will help you understand how the author thinks and feels about a topic. For example, you might guess that the author of the diagram has some scientific knowledge about wasps—but also finds them rather unnerving!



Read the first three paragraphs of the following scientific account.

Genre: Scientific Account

Don't Let the Bedbugs Bite *by Nick Marcus*

Bedbugs are a nuisance that spread quickly, so if you find bedbugs in your home, you owe it to yourself and others to take decisive and immediate action.

The scientific name for these tiny, bloodsucking insects is *Cimex lectularius*. They're called *bedbugs* because they mainly feed on blood at night while their hosts are asleep. They are like an army of minuscule vampires. Places like mattresses, couches, and chairs serve as luxurious havens in which thousands of them can live.

The bedbug inserts a syringe-like proboscis through the host's skin. It takes between three and ten minutes for the bug to drink its fill through this slender appendage. Its bite is small and painless, so the victim rarely wakes during this feeding time. Bedbugs are not known for disseminating disease, but the bumps they leave behind can become infected. Also, the saliva they release into the skin can make you itch so badly you'll want to scratch your skin off.

(continued)

Explore how to respond to this prompt: "The underlined words and phrases in the passage express technical, connotative, and figurative meanings. Determine the meaning of each word or phrase as it is used in the passage."

The technical word is *proboscis*. You can use context clues in the passage to figure out and describe what it means. Use the chart below to determine the meaning of *proboscis*.

| Word | Context Clues | Meaning |
|-----------|--|-----------------------|
| Proboscis | "syringe-like," "through the host's skin," "drink its fill," "slender" | A proboscis is _____. |

Next, consider the connotative meaning of the word *victim*, which the author uses to describe the person being bitten. What does the word *victim* suggest about both the person and the bedbug?

The word *victim* suggests that _____.

Finally, the phrase "scratch your skin off" is figurative. What does this phrase help the reader understand about the itch caused by a bedbug's bite?



Close Reading

Reread the paragraphs and **underline** any word or phrase that conveys a figurative meaning.

Continue reading the account about bedbugs. Use the Close Reading and Hint to help you answer the question.

(continued from page 88)

Bedbug infestations can appear to be a blanket of crawling pinholes that cover the place where you rest. The teensy pests often hitch rides on suitcases left in hotel rooms and travel home with unwitting victims, so keep your luggage off the floor when you travel, and wash your clothes in hot water when you get home.

Use a flashlight and magnifying glass to scrutinize your mattress. If you find any evidence of bedbugs, destroy the mattress immediately and call a professional exterminator. You owe it to neighbors and fellow travelers not to spread the bedbug headache.

Hint

The **tone** of a text is its overall feeling—not just the information it communicates but also the feelings it expresses. Some texts can have more than one tone.

Circle the correct answer.

Which statement best describes the impact of the author’s word choice on the overall tone of the account?

- A Phrases like *teensy pests* and *hitch rides* give the whole account a humorous tone.
- B Words like *rest*, *travel*, and *neighbors* give the account a comforting tone.
- C The words *evidence* and *professional exterminator* are used to create a threatening tone.
- D Words with technical meanings create an informative tone, but phrases like *crawling pinholes* add a note of disgust.



Show Your Thinking

Explain which words and phrases helped you figure out the intended tone of the account.



With a partner, discuss which words in this part of the account have connotative meanings and how they contribute to establishing the author’s attitude toward bedbugs.



Read the scientific account. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Scientific Account



This science account will probably include many technical words. To be sure I understand the author's meaning, I'll circle words and phrases specifically related to insect biology. I'll also think about other types of word meanings as I read.

Close Reading

Authors often choose words for their strong connotations. Draw a **box** around words that were used instead of "cut," "stab," and "eat."

Underline words and phrases with figurative and connotative meanings that show what the author thinks about Goliath beetles.

The Goliath Beetle *by Eleanora Inez*

- 1 Named for the biblical giant Goliath, the Goliath beetle is the most colossal, brawniest, and heftiest kind of beetle in the world. Goliath beetles grow to a length of up to eight inches and may weigh as much as three and a half ounces. Most Goliath beetles are as large as a mouse. They have distinct vertical black bands, like the bars of a prison door, on the elytron that cover their wings. Some species may also have bright yellow, red, gray, or brown markings.
- 2 The Goliath beetle lives in flowers in the tropical rain forests of Africa. Goliath beetles have fearsome jaws that they use to slash, impale, and chomp food. Adult beetles primarily feed on sugary tree sap and fruit. Goliath beetles also have six powerful legs with sharp claws that can grip. The Goliath beetle uses its claws to gather food and to climb. In addition, the Goliath beetle has a pair of front and a pair of rear wings attached to its thorax. When it flies, it sounds like the whirl of a helicopter propeller.
- 3 Like other kinds of beetles, the Goliath beetle undergoes a metamorphosis—a four-stage process of change. This process takes place as the beetle develops. During the first stage, a female Goliath beetle lays its eggs in rotting wood or decaying plants. Once an egg hatches, the wormlike larva feeds on the wood or plant material until it is fully grown. The larva wraps itself in a cocoon like a suit of armor to protect itself. Then the pupa lives in the cocoon during the third stage. After several months, the cocoon breaks apart. An adult Goliath beetle steps forth to find a mate, and the four steps in the life cycle of a Goliath beetle are repeated.
- 4 Goliath beetles are truly the giants of the insect world, and their formidable presence leaves a lasting impression on those who view them.



Hints

Think about whether this word is used for its technical, figurative, or connotative meaning

The best way to convey a violent connotation is by describing actions.

What is the author’s attitude toward the Goliath beetle itself?

Use the Hints on this page to help you answer the questions.

- 1** Why has the author chosen to include the word *metamorphosis* in the text?
 - A** It highlights the comparison between the beetle and a helicopter.
 - B** It describes a biological process that the beetle undergoes.
 - C** It expresses the author’s objectivity about an unusual insect.
 - D** It explains why scientists are impressed with the beetle’s life cycle.

- 2** Which of the following is an example of the author using words that have a violent connotation?
 - A** She describes the vertical black bands on the elytron that cover Goliath beetles’ wings.
 - B** She compares the Goliath beetle cocoons to suits of protective armor.
 - C** The author details the four stages of the Goliath beetle’s life cycle.
 - D** She writes that Goliath beetles use their jaws to slash, impale, and chomp food.

- 3** Describe the overall tone of the account and the word choices the author uses to convey it. Cite at least three specific examples from the text to support your response.



Read the article. Then answer the questions that follow.

from “Prime Time for Cicadas”

by Emily Sohn, Science News for Kids

1 If it hasn’t happened yet, it could occur any day now.

2 The first signs are little holes in the ground in yards, orchards, and fields. Then, one warm evening, big, red-eyed bugs start crawling out of the holes.

3 The next morning, thousands upon thousands of these black, winged insects, known as cicadas, cover sidewalks, mailboxes, tree branches, and roofs across certain areas of the United States. The loud throb of their alien-sounding, high-pitched screeches fills the air. . . .

4 If you don’t like bugs, watch out. For anyone who lives in the invasion area, the cicadas are impossible to ignore, says David Marshall. He’s an evolutionary biologist and cicada expert. . . .

5 And, if you’re caught by surprise, the experience can be pretty overwhelming. Some people find it downright creepy.

Puzzling cycles

6 Even if you don’t get to witness the great cicada awakening, it’s worth pondering the phenomenon. Despite years of research, the life cycles and habits of cicadas still present puzzles to modern science.

7 Researchers are especially interested in . . . periodical cicadas; these insects live only in this part of the world, and they appear just once every 17 years, on the dot. . . .

8 “This is a really special phenomenon that doesn’t happen anywhere else in the world,” Marshall says.

9 All cicada eggs hatch into juveniles underground, where they go through five stages of development before emerging as adults, mating, and starting the cycle all over again. Adult periodical cicadas are about 1.5 inches long. They can neither bite nor sting.

10 On average, a population of annual cicadas spends between 2 and 8 years underground before facing the light of day. Different populations stagger their maturation, though, so that a small number hatch each year. They usually appear in the summertime. You might see just a handful in your neighborhood every year. . . .

Prime time

11 One big mystery is why periodical cicadas wait such a long time and a particular number of years before emerging. The answer, some scientists now suggest, appears to involve weather and mathematics.

12 Periodical cicadas belong to a genus called *Magicicada*, which first appeared sometime around 1.8 million years ago. Back then, glaciers covered the land, and the climate of eastern North America was unpredictable. Sometimes summers were warm. Sometimes they were cold.

13 Juvenile *Magicicada* won’t even crawl out of the earth until the soil reaches 64 degrees F., Marshall says. After that, they need consistently warm temperatures, usually above 68 degrees F., to survive.



14 By evolving to stay underground as long as possible, some experts say, cicadas reduced their chances of emerging during a particularly cold summer.

15 In one study, researchers from Tennessee and Arkansas looked at what would happen if there were one dangerously cold summer every 50 years for 1,500 years. Their mathematical model showed that cicadas with a life cycle of 7 years had only an 8-percent chance of surviving. With an 11-year cycle, survival jumped to 51 percent. At 17 years, cicadas had a 96-percent chance of living.

16 So, staying underground longer is better. In fact . . . cicadas live longer than almost any other insect.

Multiple breeding

17 Why do periodical cicadas live precisely 13 or 17 years?

18 Both 13 and 17 belong to a special class of numbers called primes. This means that the numbers can be evenly divided only by themselves or the number 1. The first few prime numbers are 2, 3, 5, 7, 11, 13, 17, 19.

19 Mathematicians spend a lot of time trying to understand prime numbers. Cicadas somehow understand primes instinctively. What’s more, the insects seem to know how to count.

20 The fact that 17 and 13 are primes reduces the chances of interbreeding among different populations of 17- and 13-year cicadas, Marshall says.

21 Multiples of prime numbers are unlikely to overlap with multiples of other prime numbers. So, a cicada population that hatches every 2 or 5 or 7 years will hardly ever hatch at the same time as a population that hatches every 13 or 17 years. And the 13- and 17-year cicadas will emerge at the same time only once every 221 years.

22 If populations don’t hatch at the same time, they can’t mate with each other, so their genes remain distinct. That’s important because genes help determine the length of the insect’s life cycle. If a 5-year cicada were to mate with a 17-year cicada, for example, the length of the cycle would be different every generation. . . .

23 If all of this puzzles you, you’re not alone. Scientists have lots of questions, too. “It’s so difficult to explain this kind of thing,” Marshall says. “It’s such a remarkably complex species.”

1

Read this sentence from paragraph 3.

The loud throb of their alien-sounding, high-pitched screeches fills the air.

What does the author’s word choice suggest about the sound that cicadas make?

- A** It is so fascinating that everyone should hear it.
- B** The sound is breathtakingly rhythmic and musical.
- C** The noise is both awful and annoying.
- D** The screeches are dangerous enough to lead to hearing loss.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

Number Correct

3



2 Read this sentence from paragraph 7.

Researchers are especially interested in . . . periodical cicadas; these insects live only in this part of the world, and they appear just once every 17 years, *on the dot*.

Why has the author chosen to use the figurative phrase *on the dot*?

- A to describe the small holes made by cicadas as they hatch
- B to highlight their specific and extraordinary life cycles
- C to identify the precise location where they may be seen
- D to suggest the amazing regularity of when they will emerge

3 Why do you think the author chose to use the words *prime time* in the title?

- A to reveal her knowledge about prime numbers and cicada instincts
- B to focus on the importance of the insect’s well-timed life cycle
- C to highlight how researchers solved a puzzling mystery about the insect
- D to emphasize that cicadas must emerge in the evening in order to survive

4 Describe the tone of the article and how the author’s choice of words creates it. Cite at least **two** specific words and phrases chosen by the author to support your answer.

Self Check Go back and see what you can check off on the Self Check on page 85.

Lesson 11

Using Context Clues

CCSS

L.7.4.a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.



Introduction

When you come across an unfamiliar word, look for **context clues**—nearby words that hint at the meaning of the word. Study these four types of context clues.

| Context Clue | Signal Words | Example |
|-------------------------|---|---|
| Restatement | <i>or, in other words, that is to say</i> | Women's rights <u>advocates</u> , or supporters , met in Seneca Falls, New York, in 1848. |
| Example | <i>like, such as, for example, for instance</i> | Leaders often faced fierce <u>opposition</u> such as name-calling, disrespect, and even threats of harm. |
| Cause and Effect | <i>as a result of, because, and thanks to</i> | Because of these leaders' efforts to gain equal rights , women <u>secured</u> the right to vote in 1920. |
| Comparison and Contrast | <i>also, like, as well, but, yet, however, although</i> | <u>Proponents</u> of women's rights, like those who support other causes , are committed to their beliefs. |

Other clues to a word's meaning are the word's position in the sentence and its part of speech.

- Below, the position of *cause* after *can* shows it is a verb, "to make something happen."

Stirring speeches **can cause** people to change their minds about an issue.

- Below, the position of *cause* after *the* shows it is a noun, meaning "a goal or issue."

Elizabeth Cady Stanton dedicated herself to **the cause** of women's rights.



Guided Practice

Underline a context clue that helps you understand each underlined word. Draw a line from the clue to the word. With a partner, identify each type of clue you used.

Hint

When you come across an unfamiliar word in a sentence, don't just look in the same sentence for clues. Also look in sentences that come before and after the word.

Until 1920, suffrage, or the right to vote, was denied to women.

Some prominent figures supported the cause. For example, the famous reformer Frederick Douglass spoke out for women's rights.

Many small meetings took place, but a convention held in Seneca Falls in 1848 helped the movement grow. Thanks to their persistence, women won the right to vote more than seventy years later.



For numbers 1–4, use context clues to figure out the meaning of each underlined word.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

Women’s suffrage organizations faced determined resistance from groups who argued that a woman’s place was in the home, not in the political arena. Plenty of women strongly agreed that they deserved more rights. Yet many of them still deplored the idea of women having a voice in the government.

1 What does the word resistance mean in the paragraph?

- A opposition
- B agreement
- C questions
- D approval

2 Which words provide a clue to the meaning of resistance?

- A “in the political arena”
- B “in the home”
- C “groups who argued”
- D “in the government”

3 What does the word deplored mean in the paragraph?

- A failed to understand
- B disapproved of
- C agreed with
- D investigated

4 Which words provide a **contrast** clue to the meaning of deplored?

- A “Plenty of women”
- B “strongly agreed”
- C “deserved more rights”
- D “having a voice”



DAY 10

Analyzing Text Structure

CCSS

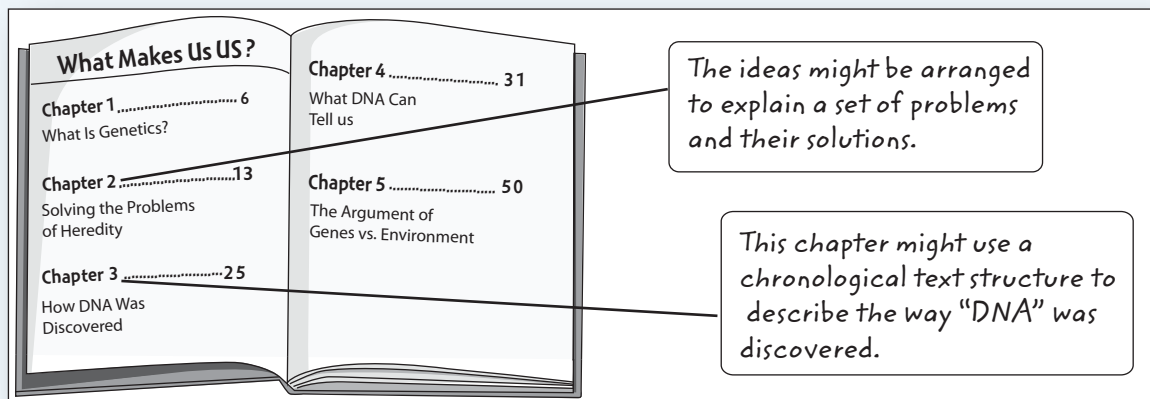
RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Theme: *What Makes Us Us?*

Authors “build” their texts carefully, the way carpenters build a house. Like a carpenter, a writer first chooses his or her materials. In this case, though, the materials are the ideas that will be used to develop a topic.

The way the author decides to organize those ideas—the **text structure**—determines how each part supports and relates to others; it also brings meaning to the whole text. Sections, chapters, and even paragraphs in a book or magazine must all be arranged in a logical way.

Think about the kind of text structure that might be used in each chapter shown in the Table of Contents below. Also consider how the chapters themselves are organized.



Study the chart below, and note the description of each text structure. Think about how each structure might be used to present the central idea in a piece of writing.

| Structure | Purpose |
|------------------|--|
| Chronological | presents steps or events in time order |
| Problem-Solution | describes a problem along with solutions |
| Cause-Effect | shows how one event makes other events happen |
| Compare-Contrast | points out similarities and differences between two or more subjects |

When you read a text, remember that the author has made choices about the organization of ideas. Use the text structure to help you understand the relationships between ideas, which all help develop the central idea. Each chapter, section, or paragraph has a role to play.



Read the first three paragraphs of a scientific article about the discovery of DNA.

Genre: Scientific Article

from “The Discovery of DNA’s Structure”

They were hardly modest, these two brash young scientists who in 1953 declared . . . that they had “found the secret of life.” But James Watson and Francis Crick’s claim was a valid one, for they had in fact discovered the structure of DNA, the chemical that encodes instructions for building and replicating almost all living things.

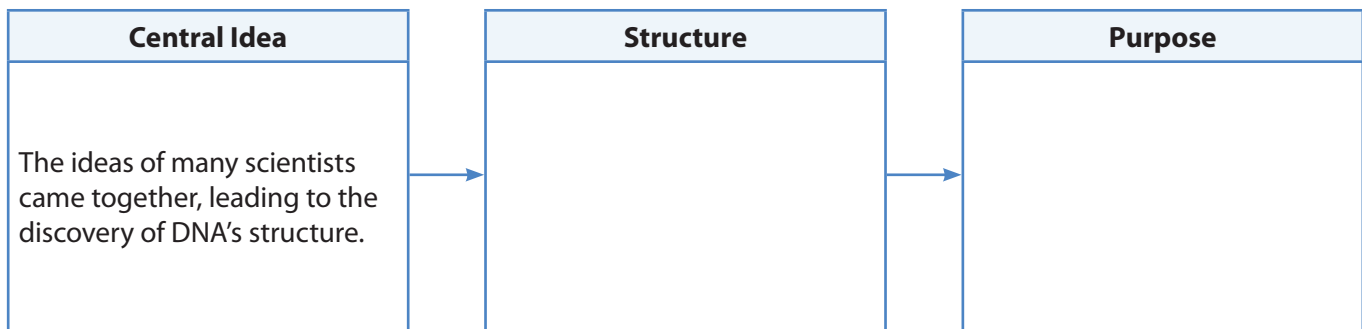
Watson and Crick’s discovery didn’t come out of the blue. As early as 1943 Oswald Avery proved what had been suspected: that DNA . . . carries genetic information. But no one knew how it worked.

[Then, in 1951 at] King’s College in London, Rosalind Franklin and Maurice Wilkins were studying DNA. Wilkins and Franklin used X-ray diffraction as their main tool—beaming X-rays through the molecule yielded a shadow picture of the molecule’s structure. . . . (continued)

Explore how to answer these questions: “What seems to be the main text structure in this article? Why has the author chosen it?”

The way ideas in a text are organized helps you know what to expect and what is most important. Text structures may present events in simple time order, or they may compare and contrast details, describe causes and effects, or explore problems and their solutions.

Reread the passage, looking for hints to the text structure. Then complete the chart, explaining why you think the author chose that structure.



With a partner, discuss the text structure of the passage, explaining why it is a good choice for an article about the discovery of DNA’s structure. Also discuss how and why the structure of the first paragraph differs from the others.



Close Reading

Underline the sentence that shows the most important idea in the first paragraph on this page. How did the overall text structure help you understand the importance of this idea?

Hint

Pay attention to the events described in the two paragraphs. How do they relate to ideas in earlier paragraphs?

Continue reading about the discovery of DNA. Use the Close Reading and the Hint to help you answer the question.

(continued from page 96)

Referring to Franklin’s X-ray image known as “Exposure 51,” James Watson is reported to have said, “The instant I saw the picture, my mouth fell open and my pulse began to race.” Shortly after, Watson and Crick made a crucial advance when they proposed that the DNA molecule was made up of two chains paired in such a way to form a double helix, like a spiral staircase.

For their work, Watson, Crick, and Wilkins received the Nobel Prize in 1962. Despite her contribution to the discovery of DNA’s helical structure, Rosalind Franklin was not named a prize winner: She had died of cancer four years earlier, at the age of 37.

Circle the correct answer.

How does the information in these paragraphs contribute to the central idea of the article?

- A** It emphasizes why Franklin and Wilkins believed that the X-ray image would inspire other scientists.
- B** It explains the makeup of the DNA image known as “Exposure 51.”
- C** It proves the accuracy of the author’s claim that the young scientists were quite brash.
- D** It shows how the scientists depended on each other’s work to make their final discovery.



Show Your Thinking

How does the text structure help support the author’s main point about the discovery of DNA?

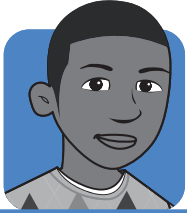


Discuss with a partner why the author ended the article with a sentence about Rosalind Franklin’s death. How did this affect the text structure, and what final point did the author make by doing so?



Read the scientific account. Use the Study Buddy and Close Reading to guide your reading.

Genre: Scientific Account



As I read, I'll note the structure the author chose to organize his ideas in each paragraph. Then I can figure out how each part helps develop the central idea about DNA.

Close Reading

Underline any clues in the first, third, and fourth paragraphs that help you determine the structure the author has used to develop his ideas.

What is the text structure in the final paragraph?
Circle words that help you figure it out.

It's All in Our DNA *by Max West*

- 1 Kate's mother, father, and three brothers all have brown eyes and brown hair, but Kate has blue eyes and red hair. She is her parents' biological child, so why does she look so different?
- 2 Kate knows that the genes we inherit from our parents create our physical traits. Why wouldn't the genes that caused the rest of her family to have brown eyes and brown hair create the same result in her? Some traits are dominant, which means brown hair wins out over red, and brown eyes over blue. But those genes only increase the chances of children inheriting the dominant traits. Sometimes recessive genes can surface instead, creating someone like Kate: the first red-headed family member in generations.
- 3 A very simple trait that our genes, or DNA, determine early on in our development is whether we are male or female. As a fetus grows, it is female unless the SRY gene on the Y chromosome is activated. By the time a child is born, a female has two X chromosomes, and a male has one X and one Y chromosome.
- 4 DNA also determines eye color. This might sound like a simple process, but eye color is caused by at least four genes. Eye color is called a "complex trait" because several different genes work together to create the final result. Scientists can analyze these multiple genes and classify a person into one of three groups of eye color: light, dark, or hazel.
- 5 Scientists hope that the information they're gathering about DNA can help them solve complex problems in the future. By isolating genes that make us vulnerable to certain diseases, for example, those diseases might be avoided. At the very least, scientists might be able to analyze the DNA of someone like Kate and determine early in life if she is prone to a particular illness. If she is, then precautions can be taken to prevent that illness from developing. The more we understand how DNA makes us who we are, the more we'll be able to take care of ourselves and our loved ones in the future.



Hints

Is the author listing events in time order, comparing and contrasting ideas, giving a problem and solution, or telling how one thing causes another?

What problem does the final paragraph focus on?

Look back at the clues you underlined for the paragraph you chose. How do they help develop the author's central idea?

Use the Hints on this page to help you answer the questions.

- 1 How does the text structure in the second paragraph contribute to the account as a whole?
 - A The author uses cause and effect to explain how genes can cause some family members to have different traits from the others.
 - B The author lists the sequence of events that allows recessive genes to surface instead of dominant ones.
 - C The author presents the problem of people like Kate not knowing why they look different and then gives the solution.
 - D The author compares and contrasts brown-eyed and brown-haired individuals with those that have blue eyes and red hair.

- 2 The author uses a problem-and-solution text structure in the final paragraph to communicate which of the following important ideas?
 - A Kate might have other genetic traits in common with her parents.
 - B Understanding how DNA works might help us take precautions against some illnesses.
 - C If people learn they're prone to certain diseases, they can prepare for the worst.
 - D Studying DNA can allow people to control the hair and eye color of future generations.

- 3 Choose either the first, the third, or the fourth paragraph. Explain how the paragraph you choose contributes to the author's development of ideas. Use at least two specific details from the text in your response.



Read the scientific article. Then answer the questions that follow.

Nature Versus Nurture: The Great Debate

by Isaac Sekada

1 Experts have long argued over the nature-versus-nurture debate. What factors are most responsible for making people who they are? Members of the nature camp argue that genes are the biggest factor in shaping a person's health, personality, and perhaps even his or her choices in life. Many of these experts believe that we are all hardwired from birth to be the adults we later become.

2 Members of the nurture camp, on the other hand, argue that upbringing, environment, and life experiences are the most important factors in making us who we are. Based on their view, a factor such as growing up in a rural setting rather than in an urban one, for example, might easily shape the kind of person we become.

3 But whose answer is more accurate? Is it nature or nurture that shapes who we are?

4 There is no doubt that many of our qualities are passed down through our genes. Facial features, hair color, and height are genetically passed from biological parents to their offspring. Do you have dimples? What about freckles? Are you nearsighted? Is your hair curly? If you answered “yes” to any of these questions, you can thank your biological parents for the genes they passed on to you.

5 Many diseases are also linked to genes. Cystic fibrosis, a disease that attacks the lungs and digestive system, is caused by a defective gene. In order for a person to have any symptoms of the disease, though, he or she must inherit the defective gene from both parents. Thus, many people who carry the defective gene will never pass cystic fibrosis on to their offspring.

6 Genetic links to other diseases are not as easy to pinpoint. For example, studies have shown that early-onset Alzheimer's, which can attack the brain in people as young as age thirty, is linked to genetic inheritance in most patients. However, experts believe that late-onset Alzheimer's, which affects people over sixty years old, may be caused by a combination of genetic factors, health choices, and the environment.

7 In other words, there is plenty of gray area in the nature-versus-nurture debate even when the science of genetics is the main focus. In many cases, genetic inheritance—the nature side of the debate—cannot fully explain why certain health issues occur.

8 Also, physical features and health issues do not necessarily determine the more subtle aspects of the people we turn out to be. Think of the people in your school. Why are some students lazy while others work hard? Why are some well behaved while others get into trouble? Why are some students shy while others are more outgoing?

9 To gain insight into such questions, researchers in England recently studied a large sampling of both identical twins and non-identical twins from areas all across England. The goal of the study was to find out whether nature or nurture was more responsible for shaping people. Experts gathered data about the test subjects' personality traits—forty-five types of traits in all—and then recorded that data on a map of England. The results of the study showed that in sixty percent of the country, children's behavioral traits were linked



more closely to genes than to their surroundings. So, as some experts reasoned, this proves that nature is a stronger force than nurture, right?

10 But there was a catch. The same study found that in London, England’s capital city, the test subjects’ environment played a stronger role than their genes. Experts think that the close proximity of families with diverse backgrounds in London’s urban setting may have strongly affected the test subjects’ personalities and behavior. For example, twin siblings raised in the same home may have chosen to associate with two entirely separate circles of friends. One sibling may have chosen to hang out with street gangs, while the other may have chosen to adopt a group of studious friends. This could shape the twins’ personalities and behavior in very different ways.

11 After reading the findings of the above study, it would be easy to say that the nature-versus-nurture debate is a draw. The study seems to suggest that genes control who some people become and environment controls who other people become. But, as one of the researchers on the project explains, the study has shown that it is a person’s environment that determines how the person’s genetic makeup reveals itself. So, while nature and nurture work together to some degree, at least one group of experts believes it is nurture—the environment—that has the upper hand in shaping our unique personalities.

Answer Form

1 (A) (B) (C) (D)
2 (A) (B) (C) (D)

**Number
Correct**

2

1 How do paragraphs 1 and 2 contribute to the structure of the article as a whole?

- A** They describe a problem and give a possible solution that the author will explain in detail.
- B** They introduce an argument that the author will then support with several reasons.
- C** They provide two opposing opinions that the author will continue to analyze.
- D** They present a sequence of events caused by a situation that the author will later describe.

2 How do paragraphs 6 and 7 contribute to the author’s development of ideas in the article?

- A** They show that genes have more influence than environment.
- B** They show that the nature-versus-nurture debate is complicated.
- C** They suggest that environmental factors may cause certain illnesses.
- D** They say that the nature-versus-nurture debate is a pointless exercise.



3 Explain how paragraph 10 connects to the paragraph that comes before it and continues the analysis of nature versus nurture. Use at least **one** detail from the text in your response.

4 In paragraph 4, the author asks four questions, one right after the other. Explain why the author might have done this. Use at least **two** details from the passage to support your response.

 **Self Check** Go back and see what you can check off on the Self Check on page 85.