

English Language Arts
Distance Learning Packet
Grade 7

STUDENT

Lesson 1 Part 1: Introduction

Analyzing the Development of Central Ideas

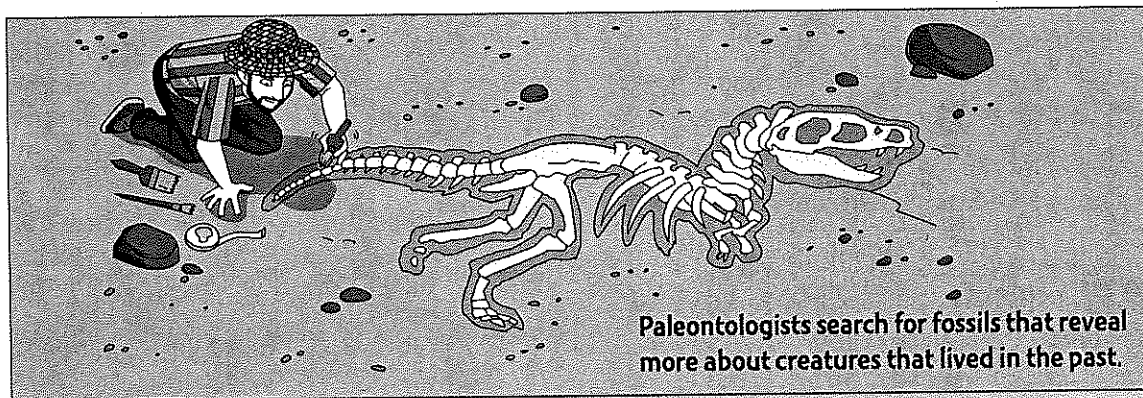
CCSS

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

Theme: *Careers*

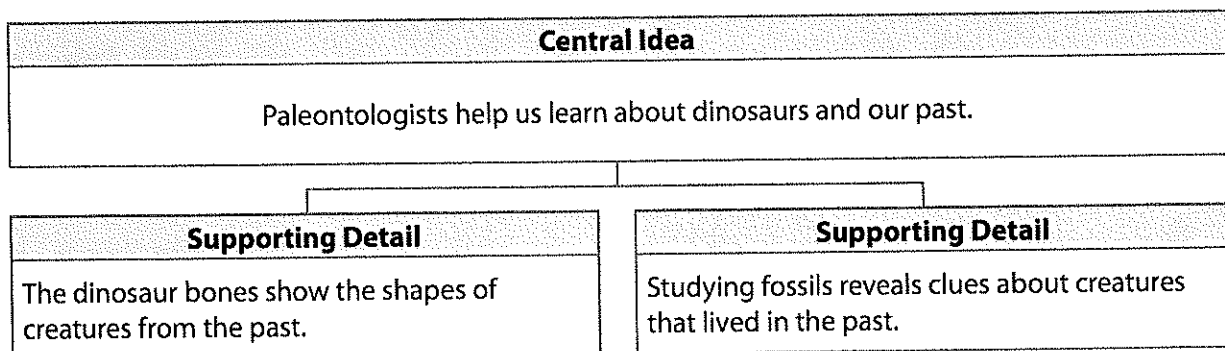
As you read, do you wonder what the author is trying to tell you in the text? Try to figure out the **central idea**, or the most important point (or points) an author is trying to make about the topic. Sometimes a central idea may be stated directly, but more often it is implied. Then you must figure 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.

Central Idea	
The goal of some deep-sea divers is to ...	

Supporting Detail	Supporting Detail
The divers study artifacts, like jewelry and coins.	

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.

Hint

Which choice explains more about the central idea you circled?

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.

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.

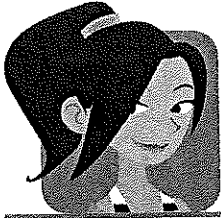


With a partner, discuss details about each of the two careers described in the account. Then analyze the author's statement in the concluding sentence of the account.



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

Genre: Biography



Commander Suni Williams

by Margo Carlin

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.

- 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)

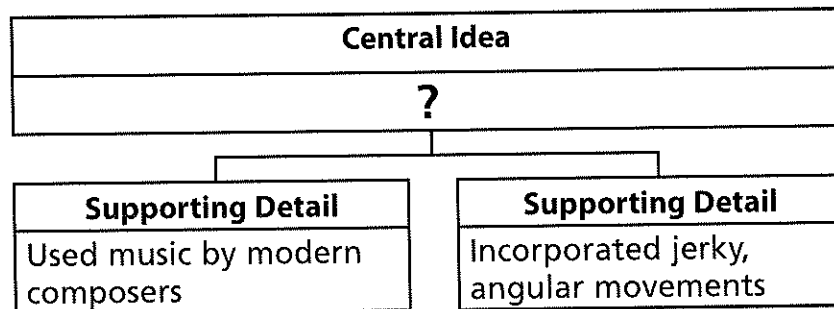
3 (A) (B) (C) (D)

**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.

Lesson 2 Part 1: Introduction

Summarizing Informational Texts

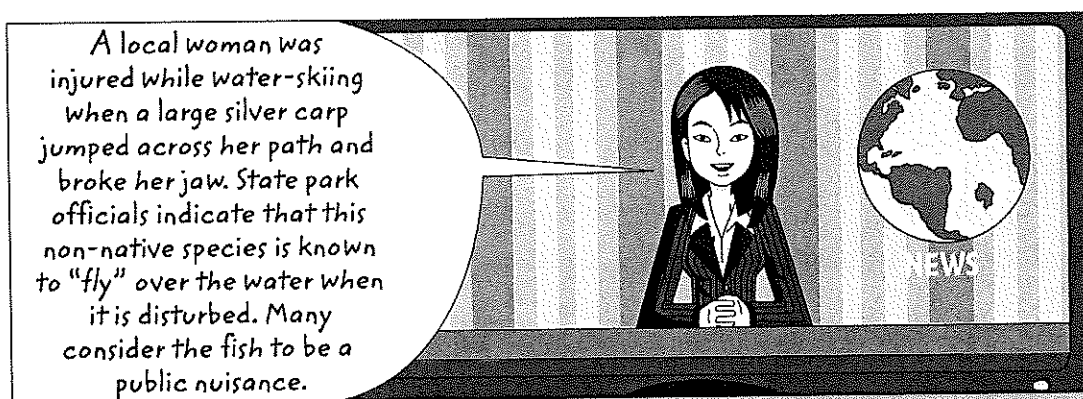
CCSS

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

Theme: *Invasive Species*

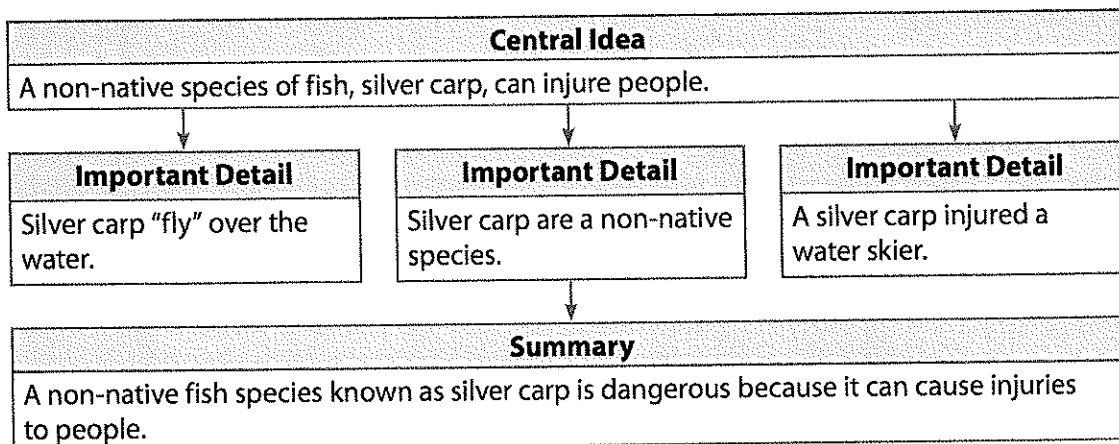
What do you do when a friend sees you reading and asks, "What is that article about?" You don't recite the article word for word or read it aloud. The best response is to give a **summary**, or a brief restatement of the article's important details and central ideas in your own words. A summary should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



Kudzu: From Pretty Vine to Invasive Pest

by Aaron Hartman

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.

- 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.

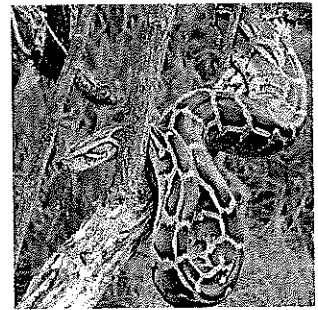


Read the scientific account. Then answer the questions that follow.

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.

Answer Form

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

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

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

Number
Correct

/ 3

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.

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.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or shadows, suggesting it's a physical scan of a piece of paper.

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

Lesson 5

Part 1: Introduction

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.



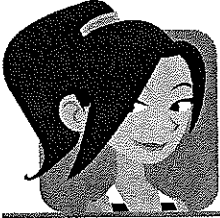
Show Your Thinking

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.

Genre: Short Story



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.

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 kidnappers?

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 kidnappers 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.

Lesson 7 Part 1: Introduction

Determining Theme

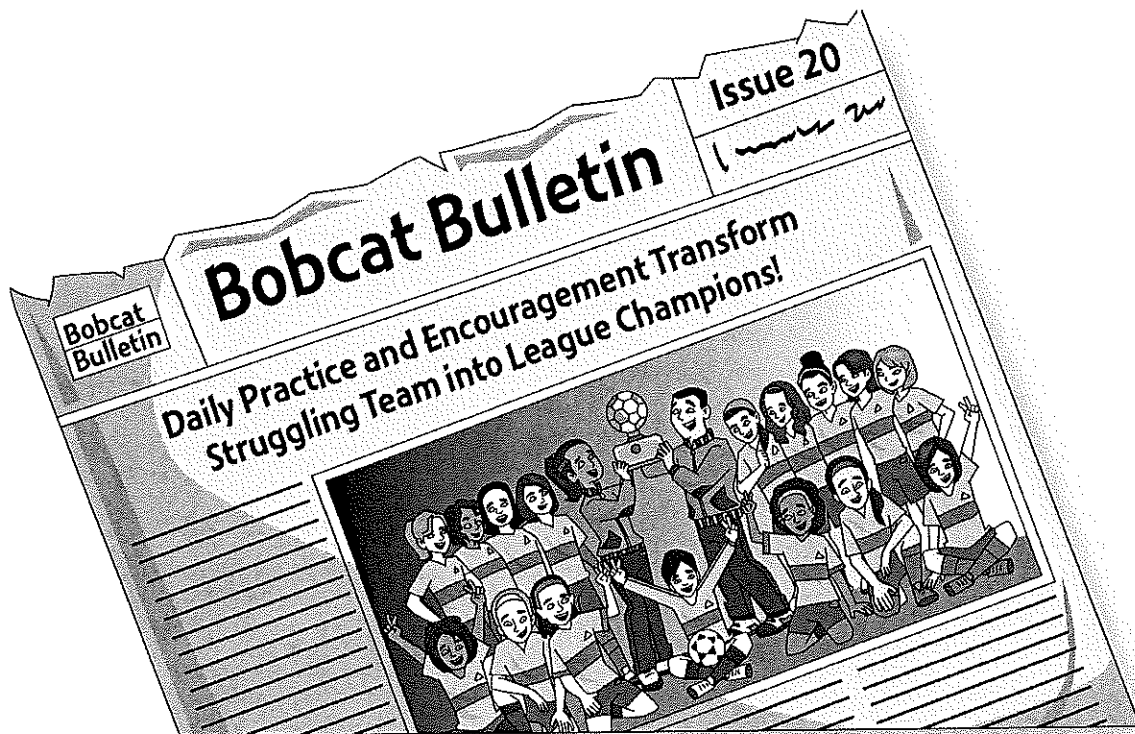
CCSS

RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text. . .

Theme: *Setting a New Course*

Think back to your childhood. What life lesson did you learn from stories such as "Little Red Riding Hood" or "Snow White"? Here's a hint: They both have the same **theme**, or main message, which is "Good wins out over evil."

Study the image and headline below. Think about the theme they suggest.



Circle the most important words in the headline. Then read the chart below to see how organizing details can help you figure out the message of the illustration.

	Events	Theme
Beginning of Season	The team struggles.	Hard work and the support of others leads to success.
End of Season	The team succeeds.	
Reason for Change from Beginning to End of Season	The coaches encouraged the team to practice more and work hard.	

Just as a winning team develops over time, an author develops a theme over the course of the story. As you read, note clues such as how characters change or how story events develop to help you identify the theme, or lesson about life, that the author is trying to share.



Read the first two paragraphs of a story about how a boy named Mick deals with a difficult situation.

Genre: Realistic Fiction

A Different Day by Rachel O'Meara

"Hand over your lunch money, kid!"

Mick stopped daydreaming and looked in the direction of the voice. In front of him was an all-too-familiar scene. Aaron was picking on Jake, just as he did every day at recess. But that was okay with Mick, because at least Aaron was not picking on him. It was also fine because everyone picked on Jake—that was just how things were around here, the accepted norm. In fact, every school Mick had ever attended had had a kid like Jake—someone who was an obvious target, easy to tease and bully.

Today was different, though, because Jake was standing tall, acting brave, and trying to stick up for himself. Aaron responded by getting nastier and louder as he hurled insults at Jake. He pushed forward, forcing Jake backwards and jabbing him in the chest. Jake looked terrified, and Mick could see that Jake's lips were stretched thin as he tried not to let anyone see he was close to yelling for help—or worse, sobbing. But to Mick's surprise, Jake still wasn't backing down.

(continued)

Explore how to answer this question: "What theme is being developed in this part of the story?"

Mick's feelings and observations about the other boys' actions offer clues about the theme.

Find story details that tell how Mick thinks and feels, some of which are shown in the chart below. Add details from the text, and complete the chart.

Point in Story	Important Events	Character's Words, Actions, and Feelings	Theme
Beginning	Aaron demands Jake's lunch money.	Mick watches Aaron pick on Jake. Mick feels that the situation is okay because everyone picks on Jake.	
Middle	Jake is standing up to Aaron.		



Close Reading

In the first part of the story, Mick only watches Aaron's interactions with Jake. In the second part of the story, Mick's feelings change.

Underline the sentence that describes when Mick takes action.

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

(continued from page 62)

As he watched from a few feet away, Mick slowly began to fill with anger toward Aaron and compassion for Jake. What was happening wasn't right, and somebody ought to do something. But, on the other hand, Aaron was a nasty character. And when dealing with someone like that, it might be best to lie low and not interfere.

"Hand it over! Now!" insisted Aaron impatiently.

Aaron faked a swipe at Jake, and then laughed loudly when Jake jumped back and cringed. The laughter was even crueler and more hurtful than the words. Today is different, thought Mick, and he forced his feet toward the conflict.

"Not today, Aaron," shouted Mick. "Leave Jake alone!"

Hint

Think about how Mick changes over the course of the story. Which choice best sums up the lesson you learn about life?

Circle the correct answer.

Which statement best states a theme of the story?

- A** Only someone who has been bullied can understand bullying.
- B** It's best to stay out of trouble and never get involved.
- C** It's important to take a stand against bullies.
- D** Bullying will always be a problem that affects many teenagers.



Show Your Thinking

Look at the answer you chose above. Tell which details in the story led you to choose that sentence as the theme.



With a partner, take turns summarizing the story. Then discuss which story events have the strongest impact on the story's theme.



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

Genre: Realistic Fiction



The author includes details to help me understand what kind of person Laila is. I'm going to underline clues that tell me something about her.

Close Reading

Laila has mixed emotions about the situation.

Underline the sentence that explains why she feels the way she does.

How does Laila change at the end of the story?

Circle the sentences that describe when Laila makes a decision to act differently.

The Substitute by Bailey Sebastian

- 1 When Laila walked into math class on Thursday, the room was in an uproar. Although the students usually took their seats immediately and opened their books quietly, today they were gathered in groups, chatting loudly, and laughing.
- 2 Laila stopped just inside the doorway, but then quickly spotted the reason for the change. Instead of Ms. Vasquez, a rather short, older gentleman with glasses perched crookedly on his nose stood at the front of the class. Laila did a double-take—the man was her neighbor, Mr. Marrero! She and her family had gone to pay their respects after his wife had passed away last year, and she remembered him telling an amazing story about surviving an emergency landing during a transcontinental flight.
- 3 “Hey, Laila, wasn’t *Teen Idol* awesome last night?” yelled Jason.
- 4 “Y-yeah,” stammered Laila. Jason didn’t usually talk to Laila. The popular kids just wrote her off as “that quiet girl.”
- 5 Laila bit her lip; she *wanted* to keep talking, but she felt bad for Mr. Marrero, and she was embarrassed by her class’s behavior. Without realizing it, Laila reached over and flicked the light switch, just like Ms. Vasquez did when the class was unruly.
- 6 Suddenly silent, every classmate turned to stare at her, and Laila’s cheeks burned bright red. But then she smiled at the substitute and said, “Hello, Mr. Marrero—”
- 7 Mr. Marrero focused, and then recognition dawned and he responded, “Oh, my neighbor . . . Laila, right?”
- 8 Laila heard someone snicker and knew it was time to blend back in or help Mr. Marrero. She took a deep breath. “Mr. Marrero, will you tell us about the time you were on a jet that crash-landed in the ocean?”
- 9 Thirty mouths gaped open, and sixty eyes looked with curiosity at Mr. Marrero, soon to be their new favorite substitute.



Hints

To help me answer the first question, I'm going to look back at the text I underlined in the story.

Only one claim is directly supported by details from the story.

Choose the details that best support the theme of the story.

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

- 1 Which statement best describes Laila at the beginning of the story?
 - A Laila is a quiet student who appreciates an orderly classroom.
 - B Laila enjoys chatting with her friends before class.
 - C Laila likes to be the focus of attention in all of her classes.
 - D Laila dislikes the popular kids who ignore her.
- 2 Which sentence best states an important theme about human behavior as described in "The Substitute"?
 - A Choosing to take action requires courage.
 - B Older people often have wisdom to share.
 - C A quiet person isn't necessarily a shy person.
 - D Being popular isn't as important as being kind.
- 3 Select **two** pieces of evidence from "The Substitute" that support your answer to question 2.
 - ☐ "him telling an amazing story about surviving an emergency landing"
 - ☐ "The popular kids just wrote her off"
 - ☐ "that quiet girl"
 - ☐ "she wanted to keep talking, but she felt bad for Mr. Marrero"
 - ☐ "every classmate turned to stare at her"
 - ☐ "knew it was time to blend back in or help"
 - ☐ "she took a deep breath"
 - ☐ "tell us about a time when you were on a jet that crash-landed in the ocean"



Read the story. Then answer the questions that follow.

from *Little Women*

by Louisa May Alcott

While their father is serving in the Civil War, Meg, Jo, Beth, and Amy help their mother, Marmee, carry on with their daily lives. The family makes do with what little money they have. Then a telegram arrives. Father is ill, and Marmee needs to go to Washington.

1 How still the room was as they listened breathlessly and how suddenly the whole world seemed to change, as the girls gathered about their mother, feeling as if all the happiness and support of their lives was about to be taken from them.

2 Mrs. March read the message over, and stretched out her arms to her daughters, saying, in a tone they never forgot, "I shall go at once, but it may be too late. Oh, children, children, help me to bear it!"

3 For several minutes there was nothing but the sound of sobbing in the room, mingled with broken words of comfort, tender assurances of help, and hopeful whispers that died away in tears. Poor Hannah, their servant, was the first to recover, and with unconscious wisdom she set all the rest a good example . . .

4 "I won't waste no time a-cryin', but git your things ready right away, mum," she said heartily, as she wiped her face on her apron . . .

5 "She's right, there's no time for tears now. Be calm, girls, and let me think."

6 They tried to be calm, poor things, as their mother sat up, looking pale but steady, and put away her grief to think and plan for them.

7 "Where's Laurie?" she asked presently, when she had collected her thoughts and decided on the first duties to be done.

8 "Here, ma'am. Oh, let me do something!" cried the neighbor boy, hurrying from the next room . . .

9 "Send a telegram saying I will come at once. The next train goes early in the morning. I'll take that."

10 "What else? The horses are ready. I can go anywhere, do anything," he said, looking ready to fly to the ends of the earth.

11 "Leave a note at Aunt March's. Jo, give me that pen and paper."

12 Jo drew the table before her mother, well knowing that money for the long, sad journey must be borrowed, and feeling as if she could do anything to add a little to the sum for her father.

13 "Jo, run to the rooms, and tell Mrs. King that I can't come. On the way get these things . . . I must go prepared for nursing. Hospital stores are not always good . . . Father shall have the best of everything. Amy, tell Hannah to get down the black trunk, and Meg, come and help me find my things, for I'm half bewildered."

The family rush off to help Marmee prepare. Beth runs to ask their neighbor, Mr. Laurence, for help. To the relief of the girls, he also makes plans to have his grandson's tutor escort Marmee to Washington.



14 Everything was arranged by the time Laurie returned with a note from Aunt March, enclosing the desired sum, and a few lines repeating . . . that she had always told them it was absurd for March to go into the army, always predicted that no good would come of it, and she hoped they would take her advice the next time. Mrs. March put the note in the fire, the money in her purse, and went on with her preparations . . .

15 Jo came walking in with a very queer expression of countenance, for there was a mixture of fun and fear, satisfaction and regret in it, which puzzled the family as much as did the roll of bills she laid before her mother, saying with a little choke in her voice, "That's my contribution toward making Father comfortable and bringing him home!"

16 "My dear, where did you get it? Twenty-five dollars! Jo, I hope you haven't done anything rash?"

17 "No, it's mine honestly. I didn't beg, borrow, or steal it. I earned it, and I don't think you'll blame me, for I only sold what was my own."

18 As she spoke, Jo took off her bonnet, and a general outcry arose, for all her abundant hair was cut short.

19 "Your hair! Your beautiful hair!" "Oh, Jo, how could you? Your one beauty." "My dear girl, there was no need of this." "She doesn't look like my Jo any more, but I love her dearly for it!"

20 As everyone exclaimed, and Beth hugged the cropped head tenderly, Jo assumed an indifferent air, which did not deceive anyone a particle, and said, rumpling up the brown bush and trying to look as if she liked it, "It doesn't affect the fate of the nation, so don't wail, Beth. It will be good for my vanity, I was getting too proud of my wig. It will do my brains good to have that mop taken off. My head feels deliciously light and cool, and the barber said I could soon have a curly crop, which will be boyish, becoming, and easy to keep in order. I'm satisfied, so please take the money and let's have supper."

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 is an important theme of the story?

- A** Vanity and selfishness are stronger than generosity and kindness.
- B** In times of trouble, family and good friends support each other.
- C** Misfortune can overwhelm even the strongest people.
- D** The best way to deal with grief is to distract yourself with other tasks.



2

How does Aunt March's response to Marmee's note help to develop the theme?

- A Despite the situation, Aunt March still wants to prove she was right.
- B Aunt March gives only the amount of money she feels she is obligated to give.
- C Even though she expressed her disapproval, Aunt March is still willing to help.
- D Aunt March realizes that her early warnings were inappropriate and apologizes.

3

Which quote from the story **best** supports the story's theme?

- A "'I won't waste no time a-cryin', but git your things ready right away, mum.'"
- B "'I earned it, and I don't think you'll blame me, for I only sold what was my own.'"
- C "'She's right, there's no time for tears now. Be calm, girls, and let me think.'"
- D "'That's my contribution toward making Father comfortable and bringing him home.'"

4

Describe how the author uses the characters' actions to develop the theme over the course of this story. Cite at least **two** details from the text to support your response.



Self Check

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

Lesson 10 Part 1: Introduction

Analyzing Text Structure

CCSS

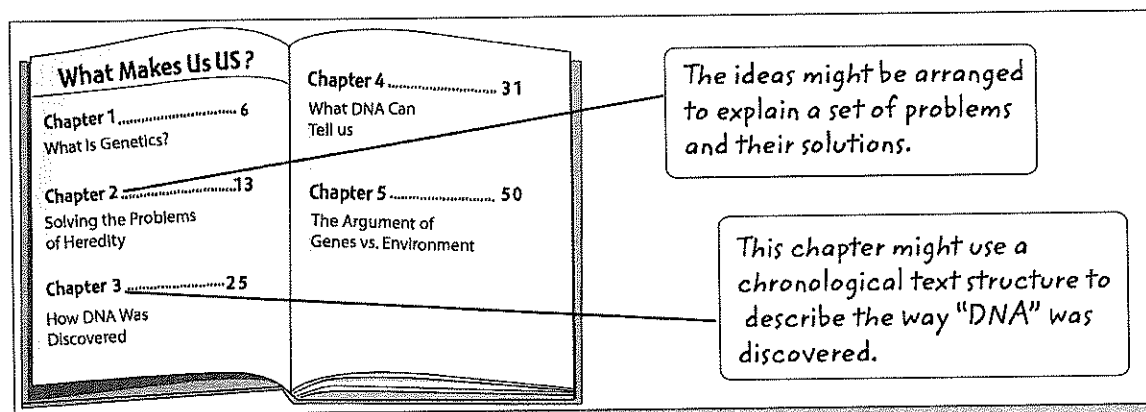
RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

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.

Central Idea	Structure	Purpose
The ideas of many scientists came together, leading to the discovery of DNA’s 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**

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

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

Number
Correct

2

- 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.*

Lesson 11 Part 1: Introduction

Determining Point of View

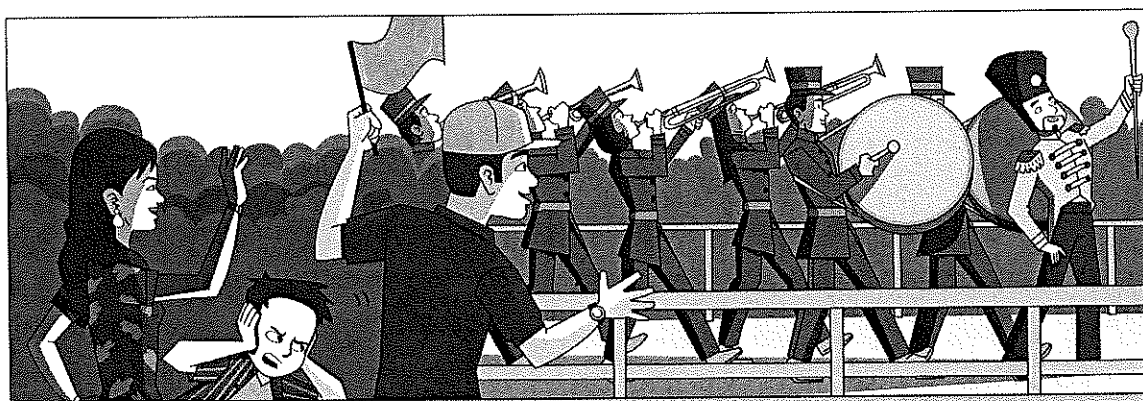
CCSS

RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Theme: *Catastrophes*

Look at a photo or a picture of an event, and you can usually figure out the feelings and attitudes of the people involved. Actions, body language, and other clues give away each person's **point of view** about what's happening.

Can you figure out the feelings of the people watching the parade in the picture below? Circle clues that help you figure out their points of view.



Read the chart below, which provides details that suggest different points of view about the parade scene.

Topic	Evidence	Positive (+) or Negative (-) Attitude	Point of View
Parade	The woman is smiling. The man in the baseball cap is waving a flag.	+	The man and woman are excited and happy to be watching the parade.
	The child is frowning and holding his ears.	-	The child dislikes the noise from the parade.

When you're reading a book or magazine, you must use different clues to help you determine the author's point of view. Notice the content and language choices; they'll help you infer an author's position on a topic. Also look for clues that reflect an author's **purpose**, or main reason for writing, and the tone being adopted. Analyze facts an author includes and leaves out, the opinions expressed, and word choices. All of these details help reveal the author's point of view—where he or she stands—on a particular topic.



Read the following scientific account about the eruption of Mount St. Helens.

Genre: Scientific Account

Rising from the Ashes *by Lee McLoughlin*

It was a disaster, the stuff of nightmares, and yet it began in broad daylight. On the morning of Sunday May 18, 1980, Mount St. Helens erupted with a horrendous blast that blew 1,300 feet off the top of the mountain. Within minutes, an ash cloud shot 15 miles into the sky. People up to 200 miles away could hear the roar of the volcano. And people as far away as Spokane, Washington, 350 miles from the mountain, watched in amazement as ash from the black sky turned their world a powdery grey.

That morning, Craig Reddinger of Richmond, Washington, was sunbathing with his wife. Reddinger witnessed the ash cloud blot out all daylight and, terrified, thought it was the end of the world. To some it was. The terrible blast knocked down nearly 150 square miles of forest, felling trees like matchsticks. The dreadful eruption lasted 9 hours, but Mt. St. Helens and the surrounding wilderness were forever changed within moments.

(continued)

Explore how to answer this question: *"What is the author's point of view about the eruption?"*

Point of view is what authors think, feel, or believe about a topic based on their interests and values. Complete the chart below to help you determine the author's point of view.

Topic	Evidence from the Text	Positive (+) or Negative (-) Attitude	Author's Point of View
Eruption of Mount St. Helens	It was a disaster, the stuff of nightmares	-	
	a horrendous blast		

With a partner, take turns rereading the first two paragraphs of the account. Identify all of the negative words and phrases used to describe the eruption of Mount St. Helens.



Continue reading the account about Mount St. Helens. Then answer the question that follows.

Close Reading

Think about the author's point of view on page 104. Then **circle** the phrase that signals a shift in attitude in this part of the account. Think about why the author may have made this kind of shift.

(continued from page 104)

From a scientific perspective, however, the eruption was an exciting event. Ecologist Charlie Crisafulli points out that the volcanic devastation at Mount St. Helens provides insight into the reawakening of ecosystems. "It's the most thoroughly studied large-forest disturbance in the world," claims Crisafulli.

The blast zone, once barren and uninhabitable, is gradually becoming fertile ground for growing numbers of plant and animal life. Like the mythical phoenix, the blast zone is rising from the ashes, reborn and very much alive. The spectacular event shocked and amazed many. Nature's ability to heal herself, however, is even more awe-inspiring.

Hint

The different attitudes expressed in the account support the author's purpose for writing. Which answer choice best explains why the author presents different points of view?

Circle the correct answer.

Which sentence most accurately describes the author's purpose for writing this account?

- A** The author's purpose is to persuade readers to agree that the Mount St. Helens eruption was a horrible disaster.
- B** The author's purpose is to tell the frightening yet exciting story of the Mount St. Helens eruption.
- C** The author's purpose is to show readers that even this terrifying natural disaster has had some benefits.
- D** The author's purpose is to convince readers to research the Mount St. Helens eruption.



Show Your Thinking

Using text evidence, explain the author's point of view about the Mount St. Helens eruption.

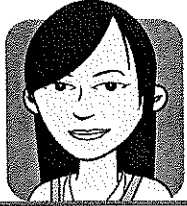


With a partner, discuss the different viewpoints in the account and explain which view is strongest.



Read the editorial below about the Gulf Oil Spill. Then answer the questions that follow.

Genre: Editorial



One way to identify an author's point of view is to find words or phrases in the text that communicate a strong opinion or feeling. I will look for describing words that give me clues about the author's opinions.

Close Reading

Underline sentences in paragraphs 2 and 3 that present the point of view of the BP executives. Think about why the author might have included those details.

What position does the author take on BP and the oil spill? **Circle** words and phrases in the first and fourth paragraphs that express the author's viewpoint.

The BP Oil Spill by Kate Jackson

- 1 In April of 2010, a British Petroleum oil rig exploded. The blast caused a horrific oil spill in the Gulf of Mexico. Known to many as the "Disaster in the Gulf," this tragic event killed not only workers, but innocent wildlife as well. It also assaulted the environment. BP knew an event like this was possible, but the reckless company refused to take the threat seriously.
- 2 Months before the explosion, BP's David Rainey had assured members of the U.S. Senate that deep-water oil drilling was safe. Rainey had also remarked that drilling had "been going on for the last 50 years . . . in a way that is both safe and protective of the environment."
- 3 The spill leaked millions of barrels of oil into the ocean. It then took five months for the company to seal the underwater well properly. Doug Suttles, a BP executive, claimed that the company worked "around the clock to stop the flow of oil, protect the shore, clean up the damage, and restore the Gulf Coast. We also want to ensure that a tragedy like this never happens again."
- 4 Those five months took a terrible toll on beaches, animals, and the fishing industry. Although the words of Suttles sounded noble, BP did not act quickly or thoughtfully to control the disaster. Experts also feel that an ounce of prevention could have avoided the disastrous spill altogether. Furthermore, there is evidence suggesting that the oil industry was aware of drilling dangers but carelessly dismissed them.
- 5 Many reports had also warned of the difficulty of capping a deep water spill. BP ignored these warnings and continued to drill as planned. Robert Bea, an expert in offshore engineering, called BP's practices a "recipe for disaster," but BP willfully refused to listen. At least we know they're listening now.



Hints

How does the author describe BP? Look for words that describe the company's actions.

Look for quotes in the text that describe the BP executives' position on deep-water drilling. How well do their statements reflect what actually happened?

Look back at the words and phrases you circled in the editorial that show the author's strong feelings and beliefs.

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

- 1 Which sentence most accurately summarizes the author's point of view in the editorial?
 - A The explosion leaked millions of barrels of oil into the Gulf Coast, but BP responded quickly and responsibly.
 - B The oil spill disaster was a result of BP's thoughtless actions and its refusal to listen to experts.
 - C The rig explosion is a tragedy, but events like this are a problem that the oil industry can learn how to control.
 - D BP has been drilling safely in the Gulf of Mexico for over fifty years, and one accident should not be held against the company.
- 2 Why does the author of the editorial include statements made by the BP oil executives?
 - A to show the contrast between the evidence and the company's official position
 - B to emphasize that the oil company executives are truthful but unimaginative
 - C to explain why BP's actions were understandable
 - D to defend the company's actions both before and after the deep water oil spill
- 3 Think about the author's attitude toward the oil spill. Then explain the author's purpose, or reason for writing this editorial. Use at least two details from the text to support your answer.



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

from “A Dire Shortage of Water”

by Emily Sohn, Science News for Kids

Causes

1 Scientists are just beginning to understand the conditions that lead to droughts. They’re finding that small changes in the flow of wind and water can have a huge effect on climate around the globe.

2 Strangely enough, much of the story depends on the temperature of water in the oceans.

3 Normally, winds blow west across the tropical Pacific Ocean, away from Central and South America. As wind-driven warm water moves over the ocean, it piles up in Indonesia and elsewhere in the western Pacific. Warm air rises offshore, causing rain to fall. Meanwhile, cold water comes up from the bottom off the coast of South America. This flow allows a richness of life to flourish near the coast, and it helps maintain predictable weather patterns from season to season.

4 Every 5 to 10 years or so, though, the wind dies down. As a result, the surface of the Pacific Ocean gets warmer. Rainfall then tends to fall further to the east. Such a change in weather causes, among other things, floods in Peru and droughts in Australia and Indonesia. This new weather pattern is known as El Niño.

5 An opposite cascade of events happens during the weather pattern called La Niña, when Pacific surface temperatures cool down. Both El Niño and La Niña, when they happen, usually last for 2 to 4 years.

6 The current drought in the West could last much longer than that. In fact, historical records show that droughts typically go on for 10 to 50 years.

7 And it’s not just El Niño and La Niña at work. In the last few years, scientists from the U.S. Geological Survey (USGS) have begun to link precipitation on the Colorado Plateau to temperature shifts both in the Pacific Ocean and in the Atlantic Ocean.

Atlantic Effects

8 A recent statistical study by USGS researchers found that less moisture falls on the United States when surface temperatures in the North Atlantic are warmer than normal. These conditions prevailed during a number of droughts over the past century.

9 The study also found a correlation between warm water in the central North Pacific and drought in the southwestern and northern plains of the United States. When water is warm in both the North Atlantic and the North Pacific at the same time, conditions can get mighty dry in the American West.

10 This explains at least a part of what’s going on right now in the Colorado River Basin, geologist John Dohrenwend says.

11 Records show that the basin’s annual flow volume has been dropping for more than a century. But the drought has grown much worse since the year 2000. Compared to measurements taken in 1922, water flow has dropped to one-third of its original rate.

**People Problems**

- 12 Oceans can't take all of the blame for the impact of today's drought, Dohrenwend says.
- 13 Although ocean temperatures may be an important factor in starting a drought, people are making the problem of water shortages much worse. Dohrenwend notes that cities are growing faster in the southwest than anywhere else in the country. And people keep pouring in.
- 14 "Many of these people are retired persons who lived in the northeast or northwest and want to get out of the cold," Dohrenwend says. It's hard for them to adjust to using less water than they're used to, he adds, and they don't want to let go of their golf courses, green lawns, or long showers.
- 15 "Over time, more and more water has to be allocated to people moving in and less goes to everything else," Dohrenwend says.
- 16 Ironically, as the drought continues, the cycle feeds on itself. Ranchers go out of business because they don't have enough water to grow alfalfa for their cattle. Then developers arrive and build more homes. As more people move in, the demand for water continues to grow—even as the supply of water rapidly dwindles.

How Long?

- 17 It's impossible to know how long this drought will last, and some scientists are beginning to fear the worst.

1

Read these two sentences.

Some people believe that droughts are the fault of nature, which we can't control. These people say that Earth has always experienced water shortages and that we do not need to worry about the issue.

How does the author of "A Dire Shortage of Water" reveal a point of view that differs from the statement above?

- A** She mentions recent scientific discoveries about ocean temperatures, global climate, and drought.
- B** She refers to historical records of droughts in the western part of the United States.
- C** She explains that ocean temperatures cause drought, but human settlements make the problem worse.
- D** She reports that the rate of water flow in the Colorado River Basin has decreased to about one-third of its original rate.

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 text **best** shows the author's intent to describe how both human and natural factors contribute to drought?

- A "Such a change in weather causes, among other things, floods in Peru and droughts in Australia and Indonesia."
- B "When water is warm in both the North Atlantic and the North Pacific at the same time, conditions can get mighty dry in the American West."
- C "Although ocean temperatures may be an important factor in starting a drought, people are making the problem of water shortages much worse."
- D "As more people move in, the demand for water continues to grow—even as the supply of water rapidly dwindles."

3

How does the content of the passage reflect the author's point of view?

- A It shows that the author approves of ongoing scientific research.
- B It provides facts and statistics showing that the problem of water shortages is growing.
- C It shows that the author feels hopeless about the fate of our planet.
- D It shows that the author dislikes the fact that cities are growing faster in the southwest than elsewhere.

4

In your own words, describe the author's point of view about the water shortage and tell how you determined it. Use at least **two** details from the article to support your answer.



Self Check

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

Lesson 12 Part 1: Introduction

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.



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

Close Reading

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

(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!

Hint

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

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.



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.

Genre: Lyric Poem

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,
Deep 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.



Hints

Circle the word *lore* in the poem. What is its usual meaning?

Which phrase points out how life in the country has changed him?

Look back at the words and phrases you marked in Close Reading. What do their connotations suggest about the speaker's feelings?

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

- 1 Which sentence best describes what the speaker means in these lines:
"Now I am grown weather-wise/With the lore of winds and skies"?
 - A Living in the woods in the wind and under the skies has made the speaker grow wiser.
 - B The speaker can "read" the wind and skies in order to predict the weather.
 - C The speaker warns that country life is not for everyone because the winds and weather are harsh.
 - D The speaker studies the weather and writes stories about how the wind and skies change.
- 2 Which line or lines from the poem best signals the change the speaker has noticed in himself since he moved to the country?
 - A "I have lost the urban ways."
 - B "Sloping lawns of green are mine . . ."
 - C "Long forgotten plants I know . . ."
 - D "Mine the song . . . is the sigh of summer rain."
- 3 Explain how the speaker uses both connotative and figurative language to show how he likes the country more than the city. Include at least two examples from the poem to support your response.



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.*

Analyzing the Structure of a Poem

CCSS

RL.7.5: . . . Analyze how a . . . poem's form or structure (e.g., . . . sonnet) contributes to its meaning.

Theme: *A Family Scrapbook*

Poetry is writing that uses words, sound, and structure in special ways to express meaning. Sometimes, poets arrange their thoughts in **stanzas**, or groups of lines. Stanzas may have a particular pattern of rhyming words. Sometimes poets write in **free verse**. In free verse, the arrangement of lines is irregular, and there may be no **rhyme scheme**, or pattern of rhyme, at all. Poets may also repeat certain sounds, words, or patterns to call attention to them, or create a rhythm.

Read the poem excerpt below, which describes the tasks a mother must do each day. Notice the rhyme scheme, which is based on the last sound of each line. When two lines have the same rhyming sound, they are assigned the same letter. Also, look for the groups of verbs at the end of each line, and circle them.

from "Song of the Old Mother"

by William Butler Yeats

Rhyme Scheme

I rise in the dawn, and I kneel and blow	A
Till the seed of the fire flicker and glow;	A
And then I must scrub and bake and sweep	B
Till stars are beginning to blink and peep . . .	B

Read the chart to learn how the structural elements in this poem contribute to its meaning.

Structural Element	What It Adds to the Poem
Rhyme scheme	The AABB rhyme scheme helps tie together the parts of each idea— starting the fire, and cleaning all day.
Repeated pattern	Ending each line with a group of verbs suggests the day-in and day-out nature of the woman's work.
Poem's Meaning: The work of a mother is ongoing and difficult.	

Listen closely the next time you read or hear a poem read aloud. Ask yourself these questions to better understand the poem's meaning: how is the poem organized? Does it rhyme, or is it free verse? Does the poet use repetition? If so, what effect does it create? Understanding poetry can be difficult, but asking questions like these can make it easier.



Read the poem below, which is about a child woken in the night by a hooting owl.

Genre: Lyric Poem

A Barred Owl by Richard Wilbur

- The warping night air having brought the boom
Of an owl's voice into her darkened room,
We tell the wakened child that all she heard
Was an odd question from a forest bird,
5 Asking of us, if rightly listened to,
"Who cooks for you?" and then "Who cooks for you?"
Words, which can make our terrors bravely clear
Can also thus domesticate a fear,
And send a small child back to sleep at night
10 Not listening for the sound of stealthy flight
Or dreaming of some small thing in a claw
Borne up to some dark branch and eaten raw.

Explore how to answer this question: "How does the structure of the poem contribute to its meaning?"

"A Barred Owl" is a lyric poem, or a poem that expresses the speaker's feelings. In this poem, parents want to comfort their frightened child, even though they realize the owl may not be as innocent as they tell her it is.

In the poem above, number the stanzas and think about the meaning in each one. Mark the rhyme scheme and underline any instances of repetition. Then, complete the following chart.

Structural Element	What It Adds to the Poem
Stanzas	
Rhyme scheme	The AABB rhyme scheme is similar to a lullaby used to help a child fall asleep.
Repetition	
Poem's Meaning:	

With a partner, take turns discussing how you interpreted the poem's meaning. Citing evidence from the text, explain how the different structural elements helped you come to that conclusion.



Read the poem, then use the Close Reading and Hint to help you answer the question.

Genre: Sonnet

Close Reading

This is a sonnet, a lyric poem with 14 lines. Think about how the phrase "count the ways" in the first line relates to phrases in other lines. **Underline** the phrase that is repeated throughout the poem.

How Do I Love Thee? *by Elizabeth Barrett Browning*

- How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of Being and ideal Grace.
- 5 I love thee to the level of everyday's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Praise.
I love thee with a passion put to use
- 10 In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints,—I love thee with the breath,
Smiles, tears, of all my life!—and, if God choose,
I shall but love thee better after death.

Hint

Look closely at the repeated phrases that you underlined. How do they connect to the poem's title?

Reread the poem. Then explain how the poet has used repetition to express the speaker's feelings.



Show Your Thinking

Citing evidence from the poem, explain how the poem's structure helps you understand the speaker's feelings.



With a partner, list and discuss the ways in which the speaker answers the question "How Do I Love Thee?"



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



An ode is a type of lyric poem that celebrates something. I will keep this in mind as I read to see what the poem celebrates.

Close Reading

The speaker mentions mistakes in some photos. **Underline** instances of all the things that are wrong with the photos.

The speaker starts by flipping through a book of photos. Does he keep doing so to the end? What changes, and how do the lines and stanzas help show that change?

Genre: Ode

Ode to Family Photographs

by Gary Soto

This is the pond and these are my feet,
This is the rooster, and this is more of my feet.

Mama was never good at pictures.

This is the statue of a famous general who lost an arm,
5 And this is me with my head cut off.

This is a trash can chained to a gate,
This is my father with his eyes half-closed.

This is a photograph of my sister
And a giraffe looking over her shoulder.

10 This is our car's front bumper.
This is a bird with a pretzel in its beak.
This is my brother Pedro standing on one leg on a rock,
With a smear of chocolate on his face.

Mama sneezed when she looked
15 Behind the camera: the snapshots are blurry,
The angles dizzy as a spin on a merry-go-round.

But we had fun when Mama picked up the camera.
How can I tell?
Each of us laughed hard.

20 Can you see? I have candy in my mouth.



Hints

Eliminate answer choices that misinterpret the poet's use of structure.

How is this ode a celebration?

Think about how the speaker's actions and feelings are communicated not just through his words but also through the repetition of phrases and the lengths of stanzas.

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

- 1 How does the structure the poet uses help add meaning to the text?
 - A The use of the rooster imagery suggests the speaker lives on a farm.
 - B The free-form lines mirror the speaker's fun and lighthearted tone.
 - C The italicized sentence shows the speaker's anger at the mother.
 - D The rhyme scheme mirrors the turning of pages in a photo album.
- 2 How do the speaker's feelings become clearer in the last stanza of this poem?
 - A The speaker wishes his mother had been a better photographer.
 - B The speaker regrets how he described the photographs.
 - C The speaker reveals that he likes his mother's photography.
 - D The speaker is upset that the photographs had mistakes.
- 3 This poem explores a relationship between photographs and memories. Write a paragraph that describes how the structure of the poem helps to explore this relationship. Use at least three details from the text to support your response.



Read the poem. Then answer the questions that follow.

A Boy and His Dad

by Edgar Guest

- A boy and his dad on a fishing-trip—
There is a glorious fellowship!
Father and son and the open sky
And the white clouds lazily drifting by,
5 And the laughing stream as it runs along
With the clicking reel like a martial song,
And the father teaching the youngster gay
How to land a fish in the sportsman's way.
- I fancy I hear them talking there
10 In an open boat, and the speech is fair.
And the boy is learning the ways of men
From the finest man in his youthful ken.
Kings, to the youngster, cannot compare
With the gentle father who's with him there.
15 And the greatest mind of the human race
Not for one minute could take his place.
- Which is happier, man or boy?
The soul of the father is steeped in joy,
For he's finding out, to his heart's delight,
20 That his son is fit for the future fight.
He is learning the glorious depths of him,
And the thoughts he thinks and his every whim;
And he shall discover, when night comes on,
How close he has grown to his little son.
- 25 A boy and his dad on a fishing-trip—
Builders of life's companionship!
Oh, I envy them, as I see them there
Under the sky in the open air,
For out of the old, old long-ago
30 Come the summer days that I used to know,
When I learned life's truths from my father's lips
As I shared the joy of his fishing-trips.



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

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ

2 Ⓐ Ⓑ Ⓒ Ⓓ

3 Ⓐ Ⓑ Ⓒ Ⓓ

**Number
Correct****3****1**

Which statement **best** describes the structure of the poem?

- A** The poem has three stanzas, and each stanza uses repetition.
- B** The poem has four stanzas, and each stanza uses a rhyme scheme.
- C** The poem has four stanzas that use repetition in alternating stanzas.
- D** The poem has five stanzas that use rhyme and repetition.

2

How does the question at the beginning of the third stanza help to develop the central idea of the poem?

- A** The speaker realizes that the father and son's time together is more important than fishing.
- B** The speaker understands that the son will soon be ready to face the challenges of life.
- C** The speaker envies the relationship the father and son reveal during the fishing trips.
- D** The speaker imagines what the father and son are learning about fishing.

3

How do the speaker's feelings become clear in the last stanza of this poem?

- A** The speaker wants all fathers and sons to go on fishing trips.
- B** The speaker hopes that sons will learn lessons about life from their fathers.
- C** The speaker wants to go on fishing trips with his grandfather.
- D** The speaker fondly remembers his own experiences as a young boy.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

Lesson 10

Eliminating Wordiness and Redundancy

CCSS

L.7.3.a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.



Introduction

Good writers know that every word counts. When revising your writing:

- **Use fewer words.** Edit your writing to remove unnecessary words and phrases.

Delete Phrases That Don't Add Meaning	<p><i>Wordy:</i> This paper will focus on the Great Migration and the reason why it had a huge impact on urban life in the United States.</p> <p><i>Concise:</i> The Great Migration had a huge impact on urban life in the United States.</p>
Use One Word in Place of a Phrase	<p><i>Wordy:</i> During the time that World War I broke out, factories in Northern cities had a need for more workers.</p> <p><i>Concise:</i> When World War I broke out, factories in Northern cities needed more workers.</p>

- **Delete repeated information.** Delete or combine words and phrases that repeat ideas.

Avoid Repeating Words or Ideas	<p><i>Repetitious:</i> By the end of 1919, a million African Americans had left, leaving the South for cities and urban areas like Chicago, New York, and Detroit.</p> <p><i>Better:</i> By the end of 1919, a million African Americans had left the South for cities like Chicago, New York, and Detroit.</p>
---------------------------------------	---



Guided Practice

Revise each sentence to eliminate wordiness and repeated ideas.

Hint:

Ask yourself: Which words can I delete without changing the main idea? Which phrases can I replace with just one word?

- 1 The Great Migration was the largest, biggest mass movement of people in U.S. history.

- 2 In the early 1900s at the turn of the century, most African Americans lived in the South.

- 3 They worked as sharecroppers, farming the land as part of the sharecropper system.



For numbers 1–4, choose the answer that best revises the sentence without changing its meaning.

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

- 1** African-American people and families wanted to live free from poverty and violence.
- A** African-American people and families wanted to live free from violence.
- B** African-American families were free from poverty.
- C** African-American people and families wanted to live free.
- D** African-American families wanted freedom from poverty and violence.

- 2** Newspaper ads telling about jobs that were located in the North and West were able to convince people to move to those areas of the country.
- A** Newspaper ads for jobs in the North and West convinced people to move to those regions.
- B** Newspaper ads for jobs were able to convince people to move to those areas of the country.
- C** Newspapers that were located in the North and West convinced people to move to those regions.
- D** Newspaper jobs were able to convince people to move to those areas of the North and West.

- 3** Sometimes one family member moved first; later the whole family was reunited together.
- A** Sometimes one family moved; later they were reunited together.
- B** Sometimes one family member moved and was reunited.
- C** Sometimes one family member moved first; later the whole family was reunited.
- D** Sometimes one family member and the whole family reunited later.
- 4** By 1970, the year the Great Migration is considered to have ended, the South was home to fewer than half of all African Americans in the United States.
- A** When the Great Migration ended in 1970, fewer than half of all African Americans lived in the South.
- B** By 1970, the year the Great Migration ended, few African Americans lived in the South.
- C** The Great Migration is when the South was home to fewer than half of all African Americans in the United States.
- D** By 1970, the year the Great Migration is considered to have ended, the South was home to half of all African Americans in the United States.

Lesson 15

Figures of Speech

CCSS

L.7.5.a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.



Introduction

Writing often includes **figures of speech**, expressions that suggest ideas and feelings beyond the actual meanings of the words. One figure of speech is an allusion.

- In an **allusion**, a writer refers to a well-known person or situation, such as from a literary work, the Bible, or mythology.
- Writers use allusions to deepen a reader's understanding of the person or situation they are writing about. An allusion brings vivid, meaningful associations to mind.

Study the allusions in the chart.

Example	Meaning
Gus was a good student, but algebra was his Achilles' heel .	Achilles is a mythological hero who died when an arrow struck his heel, his only weak spot. This mythological allusion means that algebra is Gus's weak point.
Gus didn't understand algebra, and it had been an albatross around his neck for weeks.	The albatross is a seabird killed by the sea captain in the poem "The Rime of the Ancient Mariner." Its death brings worries and problems. This literary allusion means that algebra is a problem for Gus.
Tomorrow Gus would meet his Goliath when he took the math test.	In the Bible, Goliath is a giant warrior who battles a boy. The biblical allusion means that the math test seems like a menacing monster.



Guided Practice

Underline each allusion. Identify it as literary, biblical, or mythological. Then discuss its meaning with a partner. Write your ideas on a sheet of paper.

Hint

You might recognize some of these allusions. But if you are unsure, circle the words you think are an allusion in each sentence. Type the words into a search engine to find out what the allusion refers to and what it means.

- 1 Every time Gus tried to do an algebra problem, he felt like he'd tumbled down the rabbit's hole.
- 2 Mom said to Gus, "Is anything wrong? You look like you're carrying the weight of the world on your shoulders."
- 3 Gus debated whether he should tell Mom his worries or just eat, drink, and be merry while he could.
- 4 His sister Bianca said, "Chill, Gus! You're just making much ado about nothing!"
- 5 Gus felt like Big Brother had been watching him and wondered, "How does Bianca know my worries?"



For numbers 1–4, use the information in the chart to choose the meaning of each underlined allusion.

Dr. Jekyll and Mr. Hyde	from a novel, a person with a split personality—one kind, the other mean
Job	in the Bible, a man who patiently endured terrible suffering
Hercules	a hero of Greek mythology who put great effort into doing impossible tasks
Gordian knot	in Greek legend, a knot that, when cut by Alexander the Great, enabled him to conquer Asia

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

1 Bianca had a personality like Jekyll and Hyde, but today she was feeling kind.

- A** Bianca was sometimes nice and sometimes nasty.
- B** Bianca was like a two-headed monster.
- C** Bianca was sometimes helpful but often not.
- D** Bianca was changeable.

2 With the patience of Job, Bianca explained how to solve equations in many different ways.

- A** Bianca often gave in to temptation.
- B** Bianca was good at playing tricks on people.
- C** Bianca was not quick to become discouraged.
- D** Bianca had the strength of a Greek god.

3 Gus made a Herculean effort to understand algebra.

- A** Gus made a chart to solve his problem.
- B** Gus made a huge attempt to solve his problem.
- C** Gus had great faith and prayed instead of studying.
- D** Gus barely tried because he expected life to be easy.

4 At last Gus severed the Gordian knot, and algebra was no longer a problem!

- A** Gus could not take the test because of an injury.
- B** Gus no longer cared if he failed algebra.
- C** Gus quit algebra to avoid failing.
- D** Gus was finally able to do algebra.