English Language Arts Distance Learning Packet Grade 6

STUDENT

Lesson 1 Part 1: Introduction & Determining Central Idea and Details

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RI.6.2: Determine a central idea of a text and how it is conveyed through particular details.

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Think about your favorite story. If you had to tell a friend what it's mostly about, what would you say? A text's **central idea** is the most important point the writer is trying to make. Sometimes the central idea is directly stated, but more often it's not. **Supporting details** are facts, examples, reasons, or descriptions that expand on the central idea.

Look at the picture. What is the central idea? What supporting details do you see?



Complete the chart. First, find and record a third supporting detail. Then figure out what important point the illustrator is trying to make.

nat important point	Central Idea	
AND	and the first and the second and the second appear has been considered to a second appearance on the second appearance of	
Supporting Detail	Supporting Detail	Supporting Detail
A cactus can survive for months without water.	The sign states the cactus should not be touched.	

Readers determine a text's central idea and supporting details so they can better understand the text's meaning. A central idea often needs to be figured out by analyzing the supporting details. Think of yourself as a detective describing a complex situation and finding clues to support your observations.

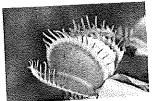


Read the first paragraph of a scientific account about the Venus flytrap.

Genre: Scientific Account

The Unusual Venus Flytrap by Amy Baker

The Venus flytrap is a unique plant with many admirers. This carnivorous plant grows in the bogs of North America. With redlined lobes that resemble a mouth, the Venus flytrap looks more like a creature than a plant. It uses these lobes to capture and eat insects. It can even digest small frogs! The lobes have small trigger hairs that



cause the plant to clamp down in an instant when unsuspecting prey comes too close. Fingerlike extensions called cilia intertwine to keep the lobes shut tight. It is this trapping action (continued) that people find so fascinating.

Explore how to answer these questions: "What is the central idea of the paragraph? What details support this idea?"

The central idea is the most important point the author makes. The central idea is not always directly stated. You often need to figure it out based on the details and state it in your own words.

Reread the title and the first and last sentences of the paragraph to look for clues about the central idea. Write the central idea in the middle of the web. Then skim the paragraph to find details that support this idea. Two supporting details are shown below.

The second of th	Central Idea	
Supporting Detail	Supporting Detail	Supporting Detail
The Venus flytrap looks like a creature with a mouth.	The Venus flytrap can eat frogs.	

Close Reading

Find and **underline** the sentence in this paragraph that most closely restates the central idea you found on page 4.

Hint

Which choice best represents what the author wants readers to take away from this text?

Continue reading about the Venus flytrap. Use the Close Reading and the Hint to help you answer the question.

(continued from page 4)

One of the most mysterious things about the Venus flytrap is that scientists still don't understand how the trap closes. The flytrap does not have the muscles, tendons, or nervous system necessary for movement. Scientists guess that the trap might close using some electrical impulses and pressure changes. The longer they study the Venus flytrap, the more likely scientists are to discover how it functions. It should be no mystery, however, why this unusual plant has captured the imaginations of so many people.

Circle the correct answer.

Which sentence from the paragraph best shows the text's central idea?

- A "One of the most mysterious things about the Venus flytrap is that scientists still don't understand how the trap closes."
- **B** "The flytrap does not have the muscles, tendons, or nervous system necessary for movement."
- "Scientists guess that the trap might close using some electrical impulses and pressure changes."
- "It should be no mystery, however, why this unusual plant has captured the imaginations of so many people."

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	Explain how the answer you chose conveys the text's central idea.
	Pick one of the answers you did not choose. Tell your partner why that sentence is not the best illustration of the text's central idea.



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

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The author opens the account by asking why so many people would want to see the corpse flower. I will underline a detail that supports the idea that many people want to see the flower.

Close Reading

Why do people rush to see the corpse flower? Underline details that show why people find it so interesting.

Reread the first and last sentences. What similar idea does the author use to open and close the account?

The Corpse Flower by Stacia Alonzo

Why would thousands of men, women, and children wait in line to see a flower that smells like rotting flesh? In May 2003, more than 16,000 visitors did just this when Titan arum bloomed in Bonn, Germany. Titan arum's nickname of "corpse flower" emphasizes its unusual smell—like a decomposing body-when in bloom.

Scent isn't these flowers' only unique trait. They also grow at 2 an impressive rate. The Bonn corpse flower reached a height of nine feet in full bloom. They bloom for only one to two days at a time, and their leaves open to reveal the dark red color of raw flesh. When a corpse flower blooms, people flock to witness the unforgettable sight of a man-size flower ripe with the color and scent of death.

This rare flower was first discovered in Sumatran rainforests 3 in 1878. Although corpse flowers still grow there, they are endangered. To learn about the flowers, biologists raise them in botanical gardens. Some flowers never bloom, and others only bloom once. When a flower opens, biologists have only one or two days to observe the process.

Biologists have learned that these plants can grow up to six 4 inches a day and reach nine feet tall. The rotting flesh scent lures in insects for pollination. Biologists analyzed the scent to determine how close it is to that of real rotting meat. Here's one fact they learned: the human nose can't detect a difference in the scents. Given Titan arum's strange traits, who wouldn't jump at the chance to see the world's worst-smelling flower?



Hints

Which choice provides proof that many people want to see the corpse flower?

Which details help explain why someone would want to go all the way to Germany to see the corpse flower?

What does the author most want you to know about the corpse flower? Think about how the account's first and last sentences connect to this idea.

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

- Which of the following details best supports the idea that people are very interested in the corpse flower?
 - A The corpse flower has the smell of rotting flesh.
 - **B** 16,000 people came to see the corpse flower in Bonn, Germany.
 - **C** The flower was nicknamed "corpse flower" because of its smell.
 - **D** The inside of the flower looks dark red when it blooms.
- Which of the following details from the text is not strong support for why people would be so interested in the corpse flower?
 - A It smells like rotting flesh.
 - **B** It often grows as tall as a man.
 - **c** It blooms for only a short time.
 - **D** It lures in insects for pollination.

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

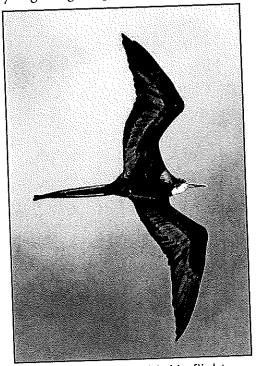
from "Against All Odds: Earth's Fragile Pioneers"

by Stephen James O'Meara, Odyssey Magazine

- One species every 70,000 years! That's the rate at which plants and animals once colonized the Hawaiian Islands. Countless millions of them had the chance, but only the most rugged pioneers—a salt-resistant seed, an insect clinging to a raft of wood, a strong-winged bird—survived the long voyage across the Pacific from their native continents. Of the hundreds of species that did make it to Hawaii, only a few survived the seclusion and harshness of the burning volcanic islands. It took time, but these barren new "worlds," risen from the sea and born of fire, finally surrendered to the slow but persistent assault of life.
- Of course, the story of the invasion of life is similar all across the globe. But what makes the Hawaii story special is the incredible distance life had to travel to get there. Remote and alone in the heart of the North Pacific, Hawaii is the most isolated island group on Earth. . . . Yet, life did get to Hawaii, and it did so in three ways: by wind, wings, and water.
- Wind. Many of Hawaii's plants, spiders, and insects have origins in Asia, thanks to a torrent of thin air called the jet stream, which roars across the upper atmosphere with hurricane force. Each January, the eastward-flowing jet stream makes a southerly meander over Asia. As the wind in the jet stream moves away from Asia, it slows to a minimum of about 110 kph just over Hawaii. Are you getting the picture? Quite a

transport mechanism here! Now, picture this: A gale-force wind in Asia strips a plant of its seeds and lifts a few spiders and insects off the ground, making them airborne . . . where they are then transported eastward at hurricane force until the winds slow and the seeds, spiders, and insects sprinkle down on the islands. The entire journey can take just four hours!

Wings. Insects, seeds, and spiders (as well as other life forms) can take alternate means of transport to Hawaii—such as hitching a ride on a migrating or storm-driven bird. With a wingspan of over two meters, the great frigate bird is a soaring wonder. Its powerful wings can carry it effortlessly across the tropical Pacific. Now imagine one of these gets caught in a hurricane. It soars with the wind until it sights land—in this case, Hawaii. After a long journey, it rests. A seed from a favorite berry it has eaten drops into a crevice and, in time, takes root. Years later, another great flier arrives. Preening itself, the bird frees a seed or a sticky land snail from its feathers. One by one, over the millennia, these birds have transported troops of accidental "tourists" to Hawaii.



the great frigate bird in flight



Water. Partnered with the wind, surface currents waltz around the world's oceans, carrying with them all sorts of debris. Few seafaring seeds have what it takes to survive the long, meandering journey to Hawaii. . . . One plant whose seeds meet these requirements is the Hala—one of the world's oldest known flowering plants, dating back 250 million years. How do its seeds survive the salty ocean? They are snuggled in a blanket of spongy material, which can float in the sea for months or even years. A species of Hawaiian crickets rafted in on pieces of floating wood. They had to struggle to survive on harsh Hawaii, feeding on organic debris tossed to shore by wind and wave. They soon adapted, however, giving rise to an endemic species—one found nowhere else on Earth.

	Answer Form
Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.	1 (A) (B) (C) (D) 2 (A) (B) (C) (D) 3 (A) (B) (C) (D) (Number 4 (A) (B) (C) (D) (Correct) 4

- Which of the following is the **best** statement of the central idea of "Against All Odds: Earth's Fragile Pioneers"?
 - A The story of the invasion of life is nearly the same everywhere in the world.
 - **B** Hawaii's story is unique because of the great distance life traveled to get there.
 - C The jet stream causes the wind to move away from Asia and blow right over Hawaii.
 - **D** Certain species, such as Hawaiian crickets, struggle and adapt to survive.
 - Which sentence best expresses the central idea of the entire article?
 - A "One species every 70,000 years! That's the rate at which plants and animals once colonized the Hawaiian Islands."
 - **B** "It took time, but these barren new 'worlds,' risen from the sea and born of fire, finally surrendered to the slow but persistent assault of life."
 - C "Remote and alone in the heart of the North Pacific, Hawaii is the most isolated island group on Earth."
 - They had to struggle to survive on harsh Hawaii, feeding on organic debris tossed to shore by wind and wave."



- The central idea of paragraph 3 is that wind helped bring plant and animal life to Hawaii. 3 Which sentence from the paragraph best conveys that central idea?
 - "Many of Hawaii's plants, spiders, and insects have origins in Asia, thanks to a torrent of thin air called the jet stream, which roars across the upper atmosphere with hurricane force."
 - "Each January, the eastward-flowing jet stream makes a southerly meander over Asia." В
 - "As the wind in the jet stream moves away from Asia, it slows to a minimum of about C 110 kph just over Hawaii."
 - "The entire journey can take just four hours!" D
 - Which detail best conveys the central idea of paragraph 4?
 - Insects and seeds travel on birds that migrate or flee from storms. Α
 - The great frigate bird has an impressive, two-meter wingspan. В
 - Berry seeds often drop into cracks and crevices and start to root. C
 - Birds can loosen seeds and snails when they preen their feathers. D

5	Paragraph 5 states that Hala seeds "can float in the sea for months or even years." Explain how this detail supports the central idea of the article. Cite at least one detail from the text to support your response.

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

Lesson 2 Part 1: Introduction (2) Summarizing Informational Texts

(6(3)3)

Ric6.21 provide a summary of the text distinct from personal apinions or judgments

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When you give a **summary** of informational text, you briefly restate in your own words the text's central idea and its most important details.

Read the text below. After you read it, locate and underline its central idea.

The emerald ash borer (EAB) is an invasive pest that is threatening ash trees in the eastern United States. Native to parts of Asia, EABs were likely brought to the United States in the wood of shipping crates or packing material used in international shipping. The insect was identified in 2002 by scientists in Michigan who were investigating the widespread death of native ash trees. EAB larvae live under the bark of ash trees and feed on the trunk, cutting off the flow of water and nutrients that the tree needs to live.

Now complete the chart below. It will help you figure out the most important details to include in a summary of the text.

Important Detail	Important Detail	Important Detail
The emerald ash borer (EAB) is	When EAB larvae feed on ash	The feeding habits of the EAB
an insect that came to the	trees, they cut off the trees'	are causing
United States from		
		4
	Summary	from Asia. When the larvae of this
The emerald ash borer is an insecting insect feed on ash trees, they cu	ect that came to the United States in off the trees' water and nutrients	s, killing them.

A summary should state only what the text says, not the reader's opinions (personal ideas).

Read this draft of a summary about the emerald ash borer. Cross out any opinions.

The emerald ash borer is an annoying pest that destroys ash trees by feeding on their trunks. The EAB came from Asia, probably in shipping crates, and I wish they would go back there!

When summarizing a text, put its central idea and most important details in your own words. It's a great way to make sure you understand what you're reading!

Read the first two paragraphs of a scientific account about a food chain.

Genre: Scientific Account

Snakes' Place in the Food Chain by Anna Axtell

Many people consider snakes to be pests, but snakes are a vital part of the food chain, as are all organisms on Earth. A change within a food chain affects all of the organisms in that food chain.

Consider the following food chain, which can be found throughout the United States:

The acorn is the seed of a producer—an organism (an oak tree, in this case) that makes its own food from the sun. The second link is a primary consumer—an organism that eats producers. The snake and the hawk are secondary and tertiary consumers (also called (continued) predators) that eat other animals.

Explore how to answer this question: "How can I best summarize this part of the scientific account?" The author provides a central idea and details. Identifying them and summarizing, or restating in your own words, will help you understand and remember the information.

Reread the account above and do the following:

- Find and underline the central idea
- Circle the three most important details.

Then examine the summary below and cross out the opinion statement.

Snakes, like all organisms, are a vital link in the food chain even though I think they are pests. In a snake's food chain are acorns (producers), mice (primary consumers), and hawks (tertiary consumers).

Explain to a partner what you crossed out and why. Then take turns summarizing this part of the account without including any opinions or judgments.

Close Reading

Underline the sentence that states the central idea.

Hint

Which choice restates the central idea but does not include opinions?

Continue reading about connections in a food chain. Use the Close Reading and the Hint to help you answer the question.

(continued from page 12)

If the snake population changes, other changes occur up and down the food chain. If the snake population increases, more snakes eat more mice. Fewer mice are left to eat acorns, so perhaps more acorns grow into oak trees. In addition, more snakes would mean more food for the hawks. Or, consider the alternative. If the snake population decreases, the mouse population would increase. More mice would eat more acorns, so fewer oak trees would grow. And the hawk population, without snakes to hunt, might decrease as well. Changing one link in a food chain affects all of the other links, even if just in small ways.

Circle the correct answer.

Which of the following best summarizes the entire scientific account?

- A Some people think snakes are pests, but snakes are part of the food chain. They eat mice, which are the real pests.
- B Hawks are the fiercest predators in the food chain. They hunt snakes, keeping the snake population from getting too high.
- C A changing snake population would affect hawks. They would have less to eat, so there would be fewer hawks.
- D Snakes play an important role in a complex food chain. Their population size affects the number of mice, hawks, and oak trees.

S I G :	
	Look at one of the answers that you did not choose. Explain why it is not a good summary.
	Find an answer that includes an opinion. Talk with your partner about how you identified it.



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



I'm going to look for "big ideas" that have to do with food webs. I'll underline those big ideas when I find them. That will help me determine the article's central idea.

Close Reading

What forest food chain does paragraph 3 describe? Underline the plants and animals in this chain.

Each paragraph gives an example of a food chain in a different ecosystem. Circle the name of each ecosystem.

Genre: Scientific Article

from "Food Web" from National Geographic

- Food webs connect many different food chains, and many 1 different trophic levels. Food webs can support food chains that are long and complicated, or very short.
- For example, grass in a forest clearing produces its own food 2 through photosynthesis. A rabbit eats the grass. A fox eats the rabbit. When the fox dies, decomposers such as worms and mushrooms break down its body, returning it to the soil where it provides nutrients for plants like grass.
- This short food chain is one part of the forest's food web. 3 Another food chain in the same ecosystem might involve completely different organisms. A caterpillar may eat the leaves of a tree in the forest. A bird such as a sparrow may eat the caterpillar. A snake may then prey on the sparrow. An eagle, an apex1 predator, may prey on the snake. A hawk, another apex predator, may prey on the eagle. Yet another bird, a vulture, consumes the body of the dead hawk. Finally, bacteria in the soil decompose the remains.
- In a desert ecosystem, an autotroph2 such as a cactus 4 produces fruit. Herbivorous insects, such as flies, consume the cactus fruit. Birds such as the roadrunner consume these insects. Detritivores³ such as termites eat the roadrunner after it dies. Bacteria and fungi help decompose the remaining bones of the roadrunner. The carbon in the bones enriches the desert soil, helping plants like cactuses develop.

¹ apex: top, highest

² autotroph: a life-form that makes its own food

³ detritivore: an animal that feeds on dead plants and animals



Hints

Which choice tells the central idea of the article?

Which choice tells the paragraph's central idea without any opinions?

What is the central idea of the whole article? What important details does each paragraph give?

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

- Which of the following best states the central idea of the article?
 - A Both long and short food chains make up food webs.
 - **B** Food webs connect different food chains and trophic levels.
 - **C** Food webs consist of many different food chains, the shortest of which involves grass, rabbits, foxes, and decomposers.
 - **D** The food chains that make up food webs stay in balance naturally as long as humans don't interfere.
- Which statement best summarizes the central idea and important details of paragraph 3?
 - A forest food chain that includes leaves, caterpillars, sparrows, snakes, eagles, hawks, vultures, and bacteria is one of the longest in that ecosystem.
 - **B** One forest food chain begins with caterpillars eating leaves. Then birds, snakes, and larger birds eat each other. Finally, bacteria in the soil decompose the remains.
 - **C** A forest food chain starts with trees, leaves, and caterpillars. Birds eat the caterpillars and are eaten by snakes. The chain continues until a vulture eats a disgusting dead thing.
 - **D** One ecosystem may have many different food chains. One example of a food chain in a forest involves leaves, caterpillars, sparrows, snakes, eagles, hawks, vultures, and bacteria.

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

Spiders: In Pursuit of Prey

by Harry Gardner

- Have you seen a spider today? If you have, that's not surprising, because spiders live everywhere, indoors and out. They have adapted to living in deserts, caves, high mountain peaks, and even underwater. There are more than 36,000 known species. In the outdoors, there are as many as several million spiders per acre of land. In fact, you are probably six feet from a spider right now!
- Spiders are predators and eat mainly insects. Because there are so many spiders, they are very important in controlling insect pests. Spiders eat the mosquitoes and yellow flies that can bite us. 2
- Many people think that spiders themselves are insects. Actually, they belong to a class of animals called arachnids. Arachnids have two main body parts (insects have three) and eight legs (insects have six). Other arachnids include scorpions, ticks, mites, and daddy longlegs. Both arachnids and insects belong to a larger group called arthropods. All members of this group have a hard outer skeleton that covers the body, called an exoskeleton.
- Many spiders have a clever tool for catching prey: a web made of silk. The spider produces silk from glands in the abdomen. The spider uses its two hind legs to "reel out" a fine strand of silk, and then it starts to weave its web.
- Spiders make different kinds of silk. The yellow-and-black garden spider makes a strong, stretchy silk to build the basic framework of its web. Then it adds a sticky variety that makes it hard for a trapped insect to get away. Spider silk, which is made of protein, is very flexible but stronger than steel!
- The garden spider weaves an elegant snare called an orb web. This web is basically round, with spokes like a bicycle wheel and many strands connecting the spokes. Some orb weavers lie in wait for their prey at the center of the web. Others attach a tripwire to the center of the web. Then they hide nearby, holding onto the line. When the insect struggles, the line vibrates. Then the spider swings into action. A coating of oil on its feet helps it glide across the sticky threads of the web. When it reaches its prey, the spider usually bites it, and the bite is full of venom. As the insect stops struggling, the spider wraps its meal in silk.
- If the spider is hungry, it starts digesting the prey right away. Because spiders don't have teeth, they must break down their food in another way. They actually do this outside their bodies. They spit digestive juices onto the insect that liquefy it. Then they can suck down part of their meal a little at a time.
- Other spiders weave different types of webs. Some build triangle webs, which look like a section of an orb web. The spider waits for its prey at one end corner of the web. Others build small sheet webs between tall blades of grass or branches of shrubs. Directly above this sheet, the spider may spin a web of nonsticky threads. The net causes a flying insect to lose its balance and fall onto the sheet, where the spider is waiting. Finally, many indoor spiders build tangle webs, or cobwebs, often in the corner of a room. They may look messy, but they are effective in catching prey.



- As a spider web continues to catch meals, it becomes damaged and needs repairs. Orb weavers often build a new web every day, and the task can take less than 30 minutes. If the web is not too damaged, the spider repairs it. Often it eats parts of the old web to save silk.
- About half of all spiders do not build webs to catch prey. Spiders such as the jumping spider and the wolf spider are called wandering spiders. They find hiding places and wait for passing prey. Unlike a web-builder, this hunter has excellent eyesight. It pounces on insects and stuns them with a bite. Then the wanderer settles down for a nice lunch.
- Although large spiders such as the black widow are often featured in scary movies, most spiders are small and harmless to humans. They are useful animals and amazing food-catchers, and their unusual habits are fascinating to observe.

	Answer Form
Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.	1 A B O O Number 3 A B O O Correct

- Which sentence should not be included in a summary of the article?
 - It is fun to watch the spiders in the backyard.
 - It is common to find spiders in outdoor areas. В
 - Spiders spin webs that help them catch their prey. C
 - Spiders are useful because they consume harmful insects. D
- Which is the best summary of paragraphs 4 through 6? 2
 - The garden spider weaves an elegant orb web. The web looks like a bicycle wheel. Other species of spiders also create webs with silk spun from their abdomen.
 - Spiders spin silk to weave their webs. When an insect encounters the silky thread, it might become the spider's meal. Different sorts of spider spin different types of web. В
 - The spider uses its rear legs to reel out its silk and then weaves a web. Spider silk is even C stronger than steel. The garden spider makes two kinds of silk to trap its insect prey.
 - Spider silk is made of protein. The silk creates a strong web that might have a tripwire. D Spiders have oily feet. A spider's bite is full of venom.



- Which of the following best summarizes the entire article? 3
 - There are more than 36,000 different kinds of spiders. Some of them catch their food with a web, such as the garden spider with its orb web. Others, like the wolf spider, just jump on their prey, bite it, and then eat it.
 - Spiders may resemble insects, but they are actually arachnids, which is a different class В of animal. Arachnids have eight legs instead of six, as insects do. Other arachnids include scorpions, ticks, and daddy longlegs.
 - From mountain peaks to deserts to caves, the spider is found almost everywhere. Wherever spiders go, they help humans by controlling the insect population through hunting. Since spiders don't have teeth, they dissolve their prey by spitting digestive juices on it.
 - Spiders are predators in a group of animals called arachnids. More than half of all spiders catch prey by building webs from silk they spin themselves. Most spiders are harmless to humans, who actually benefit from the pest control provided by these insect-eating creatures.

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

Lesson 5 Parch Introduction Citing Evidence to Make Inferences

RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as interences drawn from the text.

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Have you heard the story of Pinocchio, the wooden boy who came to life? Each time he lies, his nose grows. Later in the story, Pinocchio says he has been to school, and zoink!—his nose grows. Now, the author doesn't say at this particular point in the story that Pinocchio lied. But you can make an inference—a conclusion based on what you already know and text evidence—that he did.

Good inferences are supported with textual evidence. You can practice this right now.

Read the paragraph below. Then use the chart to support an inference about the narrator.

Abraham Lincoln once said, "Whatever you are, be a good one." Easy for him to say—he was good at everything. It's nice advice, I guess. Still . . . you can say that you're going to be good at playing the piano. You can even say that you'll perform beautifully at the big recital. You can say that all you want, and you can still forget the notes to your song halfway through and run off the stage in tears. I wonder what Lincoln would have said about that! He probably wouldn't have felt as miserable as I do right now, at the very least.

The chart below states an inference about the narrator. Complete the chart by writing one more phrase from the paragraph that directly supports the inference.

What You Know	"Still you can say that you're	
People sometimes feel bad when embarrassed.	going to be good at playing the piano." •	The narrator has just had a bad experience performing in a piano recital.

When reading, always support your inferences with textual evidence. An unsupported inference won't make your nose grow an inch, but you won't be on your way to a better understanding of the story, either!

Read the first two paragraphs of an ancient Greek myth.

Genre: Myth

Athena, Arachne, and the Weaving Contest

by Sofia Lillios

Athena, the goddess of wisdom, was an exceptional weaver. She shared her knowledge with humans, as long as they consistently showed her their deepest gratitude. Athena's most talented student was a young woman named Arachne.

Each day, Athena and Arachne sold their creations at a country market, and everyone said Arachne's cloth was incredible. Athena overheard Arachne tell customers she taught herself to weave. Athena cringed as she listened to Arachne's lies. Then, on one fateful day, Arachne kept bragging to customers that she was the greatest weaver in the world, and that her creations were more beautiful than all the others at the market.

Explore how to answer this question: "How does Athena feel about Arachne's bragging? Make an inference about how Athena feels. Support your inference with two details from the text."

Look for details from the text that hint at how Athena feels about Arachne. One detail is shown in the chart below. Write a second detail next to the second bullet point. Then write down your inference.

What You Know	Details from the Text	\$15,00000 \$15,00000 \$15,00000	Your Inference
Someone who expects gratitude would likely be upset if she did not receive it.	She shared her knowledge with humans, as long as they consistently showed her their deepest gratitude."		

Use details from the chart to support the inference that Athena is upset about Arachne's braggi	ng.



Close Reading

On page 46, the author says that Athena shares her skills with humans on one condition. Circle the phrase stating this condition.

Hint

The question asks why Arachne was turned into a spider, not how.

Continue reading "Athena, Arachne, and the Weaving Contest." Use the Close Reading and the Hint to help you answer the question.

(continued from page 46)

An old woman in a cloak smiled and challenged Arachne to a weaving contest, which Arachne gladly accepted. The rules were simple: each would weave one complete tapestry by nightfall, and customers would judge the winner.

Throughout the day, the two sat at looms, weaving furiously. Just before sunset, they finished. Both tapestries were marvelous to behold, but the crowd chose the old woman, for her creation was flawless. "Spin and weave forever without my help, fool," the old woman suddenly said, and pointing one finger at Arachne, turned her into a spider.

Circle the correct answer.

Which sentence best explains why Arachne was turned into a spider?

- The old woman had special powers.
- Arachne did not show her thanks to Athena. В
- Athena was disguised as the old woman. C
- Like Arachne, spiders are good at weaving. D

Show Your Thinking	
Look at the answer you chose above. I Arachne was turned into a spider.	Explain how the details in the story helped you infer why

1



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

Genre: Native American Legend/Myth



Based on the first paragraph, I think Young Man is a patient and determined person. I'll underline the phrase that tells me about Young Man's character.

Close Reading

What does Young Man learn on his journey? **Underline** the sentences that explain the lesson of his journey.

The willow tree is kind and wise. Circle words and phrases that describe the tree.

The Wisdom of the Willow Tree

by Wilson Mekashone

- Young Man often felt lost and pondered questions about the purpose of his life. He decided to journey far away, seeking wisdom. He hiked tirelessly for several days.
- One day, the sun blazed down and he was hot, thirsty, and 2 desperate for shade. In the distance, he saw a willow tree and crawled to it. Exhausted, he lay between its roots and had a vivid dream. In the dream, the tree had a wise old face that smiled at him and looked strangely familiar.
- Young Man said to the tree, "I have failed on my journey. 3 I still don't understand how to live my life. I'm thirsty and weary, and I cannot summon the strength to return home."
- The tree then reached down its oldest branch, stroked Young 4 Man gently on the cheek, and said, "Sleep in my shade. I am old and know the value of rest. When you wake up, follow my roots. They are wrinkled but know the way."
- Young Man awoke and followed the tree's enormous roots to 5 a burbling stream. As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older.
- He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated. Over time, he would gradually become Wise Man, whom people would seek out for help, shelter, and advice. This, he knew, would take much strength and patience.



Hints

Which choice describes what it takes for Young Man to become Wise Man?

Read each answer choice carefully. Which answer contains a word that describes something people do when they are happy?

How does Young Man feel when he approaches the willow tree? How does the willow tree encounter change Young Man's feelings?

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

A student makes the following claim about Young Man in "The Wisdom of the Willow Tree."

Young Man has to develop skills if he wants to become Wise Man. Which sentence from the text best supports this claim?

- A "He decided to journey far away, seeking wisdom."
- **B** "This, he knew, would take much strength and patience."
- **C** "I am old and know the value of rest."
- **D** "In the distance, he saw a willow tree and crawled to it."
- Which sentence from the text best shows that Young Man is happy about his encounter with the willow tree?
 - **A** "Young Man awoke and followed the tree's enormous roots to a burbling stream."
 - **B** "As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older."
 - C "I'm thirsty and weary, and I cannot summon the strength to return home."
 - "He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated."

Man. lr	Explain how the willow tree's kindness and wisdom help Young Man. Include at least one detail from the story to support your explanation.					
						
					_	



Read the story. Then answer the questions that follow.

A Sewing Sensation

by William Rivera

- Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother. His mother was making a wedding dress for their neighbor's daughter, and Juan could see that the dress was going to be beautiful. Juan's mother had designed and sewn dresses for many of the girls in his town, and Juan felt proud that people wanted to wear his mother's creations on their special days.
- Juan glanced up again from his magazine and asked, "Is your machine running okay, Mom? I think 2 it's making a weird noise."
- Mom hardly looked up and said, "I think it's working just fine. It's whirring and humming away, just as always."
- Juan looked disappointed, but he went back to pretending to read his magazine. A few minutes later, he asked, "Do you want me to sew the hem of the dress so that you can rest your fingers? I've watched you do it millions of times, so I could do it if you are really tired." This time, Juan's mother studied Juan's face carefully.
- "You know, I could use a break," she said, "and we need some new pillowcases. I've got the pattern cut out, and all you'd have to do is stitch up the sides." Juan dropped his magazine and was sitting in Mom's sewing chair in no time. Juan's mom carefully removed the dress she was working on, showed Juan how to thread the sewing machine, and brought him some pillowcases to sew.
- In his enthusiasm, Juan stomped on the foot pedal and almost sewed over his finger. Then he remembered the patience that his mother always showed, and he slowed down. His seams were straight and even. Juan had a huge smile on his face when he looked over his shoulder at his mom.
- "I can't believe you sewed that so perfectly on your first try," Mom said, patting Juan on the back. "It took me years of practice to perfect my technique, and you're already a sensation. Why don't you try making a pillow for your room? You can design it, and I'll show you how to make the pattern and cut it out."
- Juan's face lit up, but then a dark shadow seemed to pass over it. "I think I should probably just go outside and kick the ball with my friends." To himself, he muttered, "What would Anthony think if he saw me at a sewing machine?" as he headed outdoors.
- Mom didn't say anything as she watched Juan's reaction, but that night at dinner, she and Juan's dad began talking about a local fashion designer who had moved to Dallas and become a very successful clothing designer. Juan pretended he wasn't listening, but the scowl slowly vanished from his face. "Many of the best fashion designers are men," Juan's dad continued. "They can make a lot of money for their designs."
- After dinner, Juan got out his notebook and began sketching. Then he showed his notebook to his mother, and she nodded approvingly. Together, they headed to the sewing room for pattern tracing paper and scissors.



- Juan cut out two large round pieces of cloth and began stitching them together, leaving one section open. He turned the cloth inside out, stuffed the opening with cotton batting, and then sewed up the open section. Finally, he used fabric markers to add details. He placed his finished creation on his bed.
- The next day, Anthony came over to kick the ball with Juan, but it started to rain. The two headed to Juan's room to watch soccer videos instead. When Anthony saw the new oversized soccer ball on Juan's bed, he asked Juan where he got it. Juan grinned at his friend and said, "Mine is one-of-a-kind, but I think I know how to get you one that's almost like it."

Answer the questions. Mark your answers to
questions 1–4 on the Answer Form to the right.

	Answer Form					
	(©	₿	(A)	1	
	0	©	$^{\odot}$	(A)	2	
Number /	0	©	₿	(A)	3	
Correct / 4	①	0	B	A	4	

- Juan does not have a lot of experience with sewing. Which sentence from the passage is the best evidence of this claim?
 - **A** "Juan glanced up again from his magazine and asked, 'Is your machine running okay, Mom? I think it's making a weird noise.'"
 - **B** "'I can't believe you sewed that so perfectly on your first try,' Mom said, patting Juan on the back."
 - C "To himself, he muttered, 'What would Anthony think if he saw me at a sewing machine?' as he headed outdoors."
 - D "'Many of the best fashion designers are men,' Juan's dad continued."
- Juan is very excited about learning to sew. Which of the following sentences from the passage best supports this statement?
 - A "Juan felt proud that people wanted to wear his mother's creations on their special days."
 - **B** "Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother."
 - **C** "Juan had a huge smile on his face when he looked over his shoulder at his mom."
 - Then he remembered the patience that his mother always showed, and he slowed down."



3	Which detail best supports the idea that Juan's mother encourages her son's interests?
---	--

- She tells him that her sewing machine doesn't require fixing.
- В She gives him some pillowcases to sew on his own.
- C She sends him outside to play ball instead of sewing.
- D She gives him a notebook for sketching and drawing.

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. 4	1000	What is one reason luan chooses to play soccer with his triends instead of continuing to sew:
	100000	What is one reason Juan chooses to play soccer with his friends instead of continuing to sew

- He knew that he needed to practice if he wanted to improve his soccer skills.
- He did not want his friends to think he was rude for keeping them waiting. В
- He thought that his father would not approve of his interest in sewing. C
- He was concerned that his friends might make fun of his sewing talent. D

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

Lesson 6 Part 1: Introduction & Describing Plot

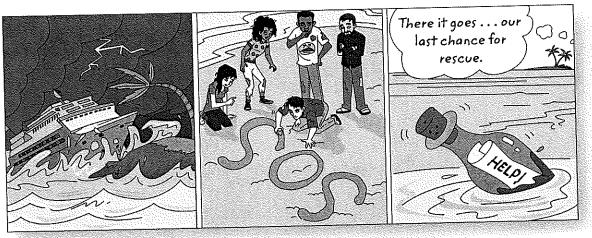
(44.4.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as the plot moves toward a resolution.

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In a story or play, the **plot** is the series of episodes, or events, that make up the story. These episodes are moments in the story that are driven by a **conflict**, or struggle, that the main character tries to overcome. Like a trail of footprints, the episodes in a plot lead to the **resolution**, or the end of the conflict.

Look at the images below. What series of episodes led up to the last image?



Read the following diagram to see one idea for how the plot may have unfolded.

3. Climax Supplies are running out. As their last resort, the survivors send a message in a bottle.

2. Rising Action Search planes miss the island despite the survivors' efforts to signal for help.

4. Falling Action A fisherman from a nearby island finds the bottle.

5. Resolution The fisherman rescues the survivors.

In most stories and plays, one event leads to another, unfolding in a way that increases tension and builds up to a turning point, called the **climax**—the moment of greatest suspense, surprise, or excitement. Think of plot as a roller coaster ride: The events move you up until you reach the very top, and then send you zooming down to the story's end!

LG: Describing Plot



Read the first two paragraphs of the short story.

Genre: Historical Fiction

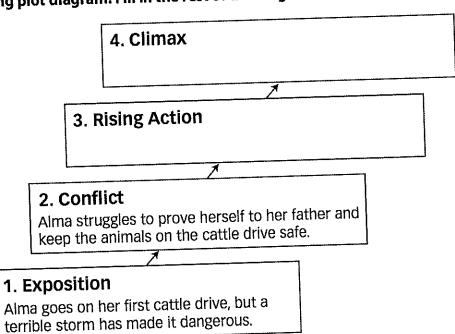
Alma's First Cattle Drive by Nancy Seago

Blinding lightning flashed across the sky, followed by deafening thunder and driving rain. Alma had grown up listening to her father's astounding stories of cattle drives. She had always wanted to join in, but her father told her she wasn't ready. Now, he was finally giving her the chance to prove to him that she would be more help than trouble on the trail. This was her first cattle drive, and the weather was Alma's first challenge.

When they reached the river, Alma instantly noticed that the water was dangerously high. When the cattle began to cross at a shallow spot, Alma was the only one to notice a calf getting swept up in the current. Alma charged into the water and stopped her horse downstream from the calf to keep it from losing its footing. (continued)

Explore how to answer this question: "How does the story's plot build to a climax?" One plot episode leads to the next until Alma must act. This critical moment is the climax.

Read the following plot diagram. Fill in the rest of the diagram to finish mapping out the plot.



As you read the story's ending, think about its resolution, or how Alma's conflict is solved.

Close Reading

On page 54, Alma's quest to prove herself is challenged when the weather creates a dangerous situation for the cattle. Find and underline the sentence here that shows the end result of Alma's efforts.

Hint

The final part of the story includes the resolution. Remember that the main character's problems are usually solved at this point.

Continue reading "Alma's First Cattle Drive." Use the Close Reading and the Hint to help you answer the question.

(continued from page 54)

Alma stayed there in the stinging rain, her horse breathing hard beneath her. She was cold and hungry, but she kept her horse on the edge of the shallow riverbank until each animal had safely passed.

When she finally rode ashore, her father waved to get Alma's attention. He paused for just a moment to tip his hat to her before they continued. Alma knew then that she had proven herself to be a valuable member of the team.

Circle the correct answer.

Which sentence best shows the resolution of the story?

- A "She was cold and hungry, but she kept her horse on the edge of the shallow riverbank until each animal had safely passed."
- "Alma stayed there in the stinging rain, her horse breathing hard beneath her."
- "When she finally rode ashore, her father waved to get Alma's C attention."
- "Alma knew then that she had proven herself to be a valuable member of the team."

% Sh	hovy Your whinking	STANCE STANCE OF LOCALITY AND THE STANCES
SHORTON COMMENT	Explain how you could tell which choice was the resolution of the story.	
		- Lution



With a partner, discuss the episodes that took place in this story. Decide whether the resolution is a satisfying conclusion to the story's events.



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

Genre: Drama



To help me understand the plot of this drama, I'm going to identify its episodes.

Close Reading

How is James and Jamaal's problem solved? Circle the episode at the end of the play that resolves their conflict.

Underline sentences that illustrate the play's rising action, climax, and falling action. How do these events work together to lead to the story's resolution?

Lost in Time by Marcus Factor

- [Curtain rises on an elaborate museum exhibit featuring a gigantic 1 T-Rex skeleton. Two boys gaze up at it with awe.]
- JAMAAL: Look at the enormous size of that thing's teeth! 2
- JAMES: That thing is the tyrant king of the dinosaur 3 world—the ferocious and infamous Tyrannosaurus rex.
- JAMAAL: Cool! Mr. Flin will have a field day with this guy! 4
- [As they glance around, the boys discover they're alone.] 5
- JAMES: We've lost our class! They must've kept going! 6
- JAMAAL: Well, we'll just have to find the mummies, right? 7
- JAMES: Yeah, but we have a ton of territory to cover. 8
- [The boys begin walking. As they pass the T-Rex, a tremendous 9 roar booms out and they jump back, terrified.]
- JAMAAL: Is it just me, or did that skeleton make noise? 10
- JAMES [breathing heavily]: Yes. Sound effects, I suppose. We have to find our class—we're four hours from home.
- 12 JAMAAL: Feels like we're in the jungle a billion years ago.
- [A vast variety of dinosaur sounds resonate as the boys continue trekking through the museum. Suddenly, a distressed teacher hurriedly runs onto the stage.]
- Mr. FLIN: James! Jamaal! I've been searching everywhere! What were you . . . [extremely distracted] . . . This is a remarkable new exhibit. We have just enough time to get the class and take in the dinosaur display before lunch!



Hints

Which choice illustrates the main problem that drives the rest of the story's events?

Which choice shows how the play's problem is solved without focusing on the events leading up to the resolution?

What is the conflict in this plot? Would an alternative resolution solve the problem? Why or why not?

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

- What is the conflict in the play?
 - A The dinosaur exhibit distracts people too much.
 - **B** The boys have gotten separated from their class.
 - C The boys don't know their way around the museum.
 - **D** The teacher is angry at the boys for not paying attention.
- Which episode from the plot serves as the resolution?
 - A James and Jamaal get distracted by the *T-Rex* and end up lost.
 - **B** James and Jamaal make a plan to search for their class.
 - C James and Jamaal hear noises coming from the dinosaur display.
 - **D** James and Jamaal are found by Mr. Flin and go get their class.

conflict in th	nis play. Deso based on the	cribe whet	her or not	ave resolved it would be se at least t	e a good
examples to	support yo	ur respons	se.		
			•		
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Read the excerpt from a novel. Then answer the questions that follow.

This excerpt is from a novel told from the point of view of a horse named Black Beauty.

from Black Beauty

by Anna Sewell

- One day late in the autumn, my master had a long journey to go on business. I was put into the dog-cart, and John went with his master. . . . There had been a great deal of rain, and now the wind was very high and blew the dry leaves across the road in a shower. We went along merrily till we came to the toll-bar and the low wooden bridge. The river banks were rather high, and the bridge, instead of rising, went across just level, so that in the middle, if the river was full, the water would be nearly up to the woodwork and planks; but as there were good substantial rails on each side, people did not mind it.
- The man at the gate said the river was rising fast, and he feared it would be a bad night. Many of the meadows were under water, and in one low part of the road the water was halfway up to my knees; the bottom was good, and master drove gently, so it was no matter.
- When we got to the town of course I had a good bait, but as the master's business engaged him a long time we did not start for home till rather late in the afternoon. The wind was then much higher, and I heard the master say to John that he had never been out in such a storm; and so I thought, as we went along the skirts of a wood, where the great branches were swaying about like twigs, and the rushing sound was terrible.
 - "I wish we were well out of this wood," said my master. 4
 - "Yes, sir," said John, "it would be rather awkward if one of these branches came down upon us." 5
- The words were scarcely out of his mouth when there was a groan, and a crack, and a splitting sound, and tearing, crashing down among the other trees came an oak, torn up by the roots, and it fell right across the road just before us. . . .
 - "That was a very near touch," said my master. "What's to be done now?" 7
- "Well, sir, we can't drive over that tree, nor yet get round it; there will be nothing for it, but to go back to the four crossways, and that will be a good six miles before we get round to the wooden bridge again. . . . "
- So back we went and round by the crossroads, but by the time we got to the bridge it was very nearly dark; we could just see that the water was over the middle of it; but as that happened sometimes when the floods were out, master did not stop. We were going along at a good pace, but the moment my feet touched the first part of the bridge I felt sure there was something wrong. I dare not go forward, and I made a dead stop. "Go on, Beauty," said my master, and he gave me a touch with the whip, but I dare not stir; he gave me a sharp cut; I jumped, but I dare not go forward.
- "There's something wrong, sir," said John, and he sprang out of the dog-cart and came to my head and looked all about. He tried to lead me forward. "Come on, Beauty, what's the matter?" Of course I could not tell him, but I knew very well that the bridge was not safe.



- Just then the man at the toll-gate on the other side ran out of the house, tossing a torch about like one mad....
- 12 "What's the matter?" shouted my master.
- "The bridge is broken in the middle, and part of it is carried away; if you come on you'll be into the river."
- "Thank God!" said my master. "You Beauty!" said John, and took the bridle and gently turned me round to the right-hand road by the river side. The sun had set some time; the wind seemed to have lulled off after that furious blast which tore up the tree. It grew darker and darker, stiller and stiller. I trotted quietly along, the wheels hardly making a sound on the soft road. . . .
- We saw a light at the hall-door and at the upper windows, and as we came up mistress ran out, saying, "Are you really safe, my dear? Oh! I have been so anxious, fancying all sorts of things. Have you had no accident?"
- "No, my dear; but if your Black Beauty had not been wiser than we were we should all have been carried down the river at the wooden bridge." I heard no more, as they went into the house, and John took me to the stable. Oh, what a good supper he gave me that night, a good bran mash and some crushed beans with my oats, and such a thick bed of straw! and I was glad of it, for I was tired.

	Answer Form	
Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.	1 (A) (B) (C) (D) 2 (A) (B) (C) (D) 3 (A) (B) (C) (D)	Number /3



Read this sentence from paragraph 3.

The wind was then much higher, and I heard the master say to John that he had never been out in such a storm; and so I thought, as we went along the skirts of a wood, where the great branches were swaying about like twigs, and the rushing sound was terrible.

Which part of the story's plot structure does this sentence illustrate?

- A exposition
- **B** climax
- C rising action
- **D** falling action



- 2 Which of these sentences shows how the plot is resolved?
 - "We were going along at a good pace, but the moment my feet touched the first part of Α the bridge I felt sure there was something wrong."
 - "Of course I could not tell him, but I knew very well that the bridge was not safe." В
 - "'The bridge is broken in the middle, and part of it is carried away; if you come on you'll C be into the river."
 - "'No, my dear; but if your Black Beauty had not been wiser than we were we should all D have been carried down the river at the wooden bridge."
- What is the main conflict in the story? 3
 - The storm causes a large branch to fall and nearly hit Black Beauty and the men.
 - The men want Black Beauty to cross the bridge, but he knows it is out. В
 - C The bridge breaks and is washed away by the rising water.
 - The master must go into town for business during a terrible storm. D

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

Lesson 8 Part 1: Introduction Determining Theme or Central Idea

Rt. 6.2: Determine a theme or central idea of a text and how it is convayed through particular details.

Do you know the story of Spider-Man? After Peter Parker is bitten by a mutant spider, he mostly goofs around with his new powers. He doesn't capture criminals; in fact, he lets one go. But this bad decision teaches Peter an important lesson: With great power comes great responsibility. In other words, if you're Spider-Man, you owe it to the world to use your powers to help others. This is a major **theme**, or lesson, of the Spider-Man comics.

Look at the picture below. What lesson, or theme, does the picture seem to convey?



Before you can describe the theme of a picture or story, you must first understand its central idea. The central idea is what a picture or story is mainly about.

In the chart below, write two details from the picture that support its central idea.

	Central Idea	
The boy practiced soccer every d	ay and became the "Most Improv	ed Player."
Detail	Detail	Detail
Used to be worst on the team		

Based on the chart, describe a general lesson the reader might learn from the picture.

While reading, ask yourself: What lesson is the author trying to tell the reader? What details does the author use to tell it? If you can ask and answer such questions, you'll succeed in the "great responsibility" of better understanding what you read.

Read the first four paragraphs of the following story.

Genre: Realistic Fiction

Tiana's Scar by Maria Kane

When she was five years old, Tiana was bitten by Rex, her uncle's dog. The bite left a small scar on Tiana's finger.

Now 11, Tiana still avoids dogs wherever she goes. Every morning, Tiana walks an extra block to school to avoid walking by her neighbor's dog, Millie. Millie lies quietly behind a locked gate and doesn't bark much, but Tiana insists on avoiding the dog at all costs.

When her best friend, Kim, laughed at Tiana's extra hike one morning, Tiana exclaimed, "I don't care what you think! Passing a ferocious beast is not how I want to start my day."

"OK, calm down, Tiana," Kim responded as Tiana rushed away angrily.

(continued)

Explore how to answer this question: "What is the central idea of this part of the story?" To find the central idea of this part of the story, underline the most important details.

In the chart below, write down the important details you find. One has been done for you. Then, use these details to find the central idea.

	Central Idea	
Detail	Detail	Detail
"When she was five years old, Tiana was bitten by Rex, her uncle's dog."		

Close Reading

Underline important details. Find the sentence that shows Tiana is changing.

Hint

Which choice best sums up the main message of the story?

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

(continued from page 70)

One day, Tiana's class took a field trip to an animal shelter. The tour guide explained different types of dogs and their behaviors. Tiana asked the guide many questions and described her fear of dogs. "You should never act scared of a dog," the guide explained. "If you walk calmly and with confidence, dogs are less likely to bark at you." The guide demonstrated this for Tiana and her class.

Walking home from school that day, Tiana decided to be brave and give it a try. She walked confidently past Millie. At first, the dog stood up and stared, but when it saw Tiana holding her head high, it sat down quietly. Tiana felt proud—and not scared at all.

Circle the correct answer.

What sentence below best expresses a theme of this story?

- A Knowledge can help a person overcome fears.
- **B** Friends stand by you even when times are tough.
- C Dogs only bark at people who act scared.
- D Confidence does not help people solve problems.

Look at the answer you chose above. Explain which details from the story helped						
this theme	·					
		- ton-				



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

1

Genre: Realistic Fiction



Maybe the author is giving clues about the theme by showing how the main character changes. I'm going to underline sentences that show the main character's feelings change.

Close Reading

Why does the narrator think the family trip will be boring? Underline the sentence that explains why the narrator is not looking forward to the trip.

What is the narrator's final opinion of Mount Rushmore as a place to see and visit? Circle words or phrases that describe the narrator's opinion at the end of the story.

Rushmore by Mark Santiago

- This summer, my parents planned a trip for us to visit Mount Rushmore. Our sixth-grade class had studied Mount Rushmore, and a visit there sounded really boring. Last summer, we went to a theme park, and I went on about fifty rides. Now I was supposed to enjoy staring at a huge carved rock?
- As we drove to the airport, I prepared myself for the 2 boredom that I would have to endure over the next week. A few hours later, we landed in Rapid City, and we spent the afternoon driving through a wildlife park, where we saw all kinds of amazing creatures. I was starting to think this trip might not be a huge waste of time after all.
- Seeing the animals was fascinating, but nothing could 3 prepare me for what we saw the next day. We drove about 30 miles to Mount Rushmore. I knew that Mount Rushmore was a mountain with the faces of the presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln carved into its side. I've seen statues of famous people before. I didn't know why these would be any different, but boy did I find out!
- When I saw the monument for the first time, I felt 4 frozen in my tracks. Mount Rushmore is simply majestic. The size of the carvings is astonishing—each head is about 60 feet high! I never thought anything could top the theme park adventure I had last year, but now I know that sometimes a big rock can actually take my breath away.



Hints

Which sentence describes how the narrator initially feels about the trip to Mount Rushmore?

Think about why the narrator's feelings about the summer vacation have changed.

What aspects of the trip surprise the narrator?
What can readers learn from the narrator's feelings about the trip?

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

- In this story, the narrator's feelings are clues about the story's central idea. Which sentence from the story shares an important detail about the author's feelings?
 - A "Last summer, we went to a theme park and I went on about fifty rides."
 - **B** "Our sixth-grade class had studied Mount Rushmore, and a visit there sounded really boring."
 - **C** "This summer, my parents planned a trip for us to visit Mount Rushmore."
 - D "I've seen statues of famous people before."
- Which of the following sentences best states a theme about human behavior as described in "Rushmore"?
 - A People often dread situations that turn out to be fine or even fun.
 - **B** What is pleasing to one person may be disappointing to another.
 - **C** We should always do what we can to make the best of a difficult situation.
 - **D** Memories of great times in the past can help us through boring times in the present.
- Select **two** pieces of evidence from "Rushmore" that support your answer to question 2. Check the boxes of your two choices.

"planned a trip for us to visit Mt. Rushmore"

and a visit there sounded really boring"

"As we drove to the airport"

"the size of the carvings is astonishing"

"We drove about 30 miles"

"I knew that Mt. Rushmore was a mountain with the faces of presidents"

"I've seen statues of famous people before."



Read the story. Then answer the questions that follow.

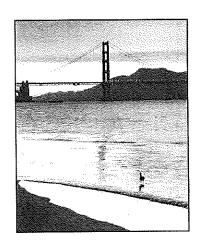
Vivian's Move

by Miguel Pereira

- On a gray, rainy morning, Vivian waved goodbye to the red door she had walked through for the last time. She waved goodbye to her bus stop, which looked lonely in the rain. She waved goodbye to her favorite bakery, the grocery store, and the neighborhood softball field, which was a swirl of cold, brown mud. She waved goodbye to the frozen Charles River, and a tear fell down her face as she watched Boston vanish in the rearview mirror of the truck they had rented to move their lives across the country.
- Vivian had known for over six months that she was going to move to San Francisco, but she didn't want to believe it. Boston had been her home since she was born; it was all she knew, and she loved it. After all, Boston had the best Italian food, beautiful buildings, subways, and—most importantly—her friends. What would she do in a new city without her friends?
- For the past couple of months, Vivian and her dad had been reading about San Francisco and California. He wanted her to be excited, but she didn't care that San Francisco was on a beautiful bay with scenic hills. She didn't care that the city was known for having some of the best food in the world. She didn't care about the spectacular Golden Gate Bridge and the warmer winters. Boston was beautiful and had wonderful restaurants, and she adored the fall leaves and the snowy winters.
- Vivian and her dad took two and a half weeks to drive to San Francisco. By the time they crossed the 4 California state line, they had driven through twelve states, four mountain ranges, three national parks, and countless cities and towns. Vivian felt exhausted from the long trip, and now she had to face the reality of why she was on the trip in the first place: California was her new home.
- The book that said San Francisco is hilly was right. Vivian thought that "hilly" was an 5 understatement. She felt like she was on a roller coaster as they drove through the steep hills of the city. She thought it was too bad that San Francisco didn't get snow like Boston does. These hills would be amazing for sledding! On the other hand, she thought about how much more fun the double-seated bike that she and her dad rode around Boston would be on these hills—at least going down!
- After driving around for a while, Vivian's dad stopped the truck at the top of a hill in front of a house with a pink door. Her dad wasn't particularly excited about the bubble-gum-colored entrance, but Vivian was thrilled. The red door on their house in Boston suddenly didn't feel so far away. She ran through the door, up the stairs, and into the second room on the right, just like her dad had explained. This was her room, and it was perfect. It had blue walls, a slanted ceiling, and a circle window that looked out on the street. The movers already had set up her bed in the room. San Francisco was starting to feel more like home every minute.
- Vivian and her dad left their new house after several hours of unpacking to find somewhere to eat 7 dinner. They found themselves in a part of town called North Beach. Vivian smiled when she saw restaurants with names like Mama Mia and Mangia Bene, and red, white, and green flags hanging in the windows. She was delighted to smell the delicious aromas floating in the air. She recognized that this was the Italian section of town and couldn't believe how similar it was to the North End in Boston.



Before going home, Vivian and her dad decided to take a trolley car to a nearby beach. They wanted to watch the sun set on their first day in San Francisco. When Vivian stepped off the trolley, she saw the waves lapping onto the beach in front of the silhouette of the Golden Gate Bridge. She wondered if it were possible for San Francisco to be as wonderful as Boston. So far, San Francisco was pretty great. She let out a sigh as she watched the sun turn colors and fade away. She thought about how her friends in Boston were probably asleep, and she wondered what new friends she would meet in San Francisco.



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

Answer Form

1 A B C O

2 A B O O 3 (A) (B) (C) (D)

Number Correct

- Which sentence helps convey the central idea that Vivian is changing her mind about the move?
 - "On a gray, rainy morning, Vivian waved goodbye to the red door she had walked Α through for the last time."
 - "San Francisco was starting to feel more like home every minute." В
 - "For the past couple of months, Vivian and her dad had been reading about San Francisco C and California."
 - "Boston was beautiful and had wonderful restaurants, and she adored the fall leaves and D the snowy winters."
- What is the central idea of paragraph 3?
 - Vivian's dad thinks San Francisco is better than Boston.
 - В San Francisco doesn't get snow like Boston does.
 - Vivian doesn't want to leave Boston for San Francisco. C
 - Only Vivian loves the fall and the winter seasons. D



- Vivian starts to like San Francisco better when she sees ways in which it is like Boston. A reader could agree or disagree with this statement. Choose the sentence from the story that could be used to support agreement with the statement.
 - "She thought it was too bad that San Francisco didn't get snow like Boston does."
 - В "On the other hand, she thought about how much more fun the double-seated bike that she and her dad rode around Boston would be on these hills—at least going down!"
 - "Vivian smiled when she saw restaurants with names like Mama Mia and Mangia Bene, and red, white, and green flags hanging in the windows."
 - "She wondered if it were possible for San Francisco to be as wonderful as Boston."

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

Lesson 9 Part Electroduction & Summarizing Literary Texts

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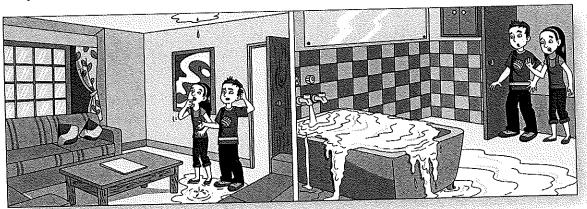
RL.6.2 ... [P]rovide a summary of the text distinct from personal apinions or judgments

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When you tell someone about your day, you include the important people, places, and events but leave out the little details. Similarly, a **summary** of a story is a brief retelling. It includes only the main characters, setting, conflict, and important events.

When reading a story, you might have **personal opinions**, or feelings, about it. You might also make **judgments** about the story—whether it's believable, well-written, and so on. Although it's fine to have opinions and make judgments, don't include them in a summary. A summary is supposed to be objective, or tell only the facts.

These pictures tell a story. What details would you include in a summary of the pictures?



Now read the summary below. Cross out phrases that seem like opinions or judgments.

In an unrealistic story, a boy and girl enter a living room and see drips coming from the ceiling. Although confused at first, they at least have the sense to check the bathroom above the living room. There, they discover the water is from an overflowing bathtub.

So, what did you cross out? A version of this summary without judgments and opinions would read like this: "A boy and girl enter a living room and see drips coming from the ceiling. Although confused at first, they check the bathroom above the living room. There, they discover the water is from an overflowing bathtub."

Remember that a summary of a literary text includes only its most important aspects. It's perfectly fine to have opinions and make judgments about what you read. When summarizing a story, though, just stick to the facts.

Read the first part of a mystery story about a boy and his brother.

Genre: Mystery

Where Is Lady Fish Pants? by Anita Benton

"I want to see the lady with the fish pants!" cried Ted. The day was scorching hot, and my four-year-old brother was driving me crazy. We had seen every exhibit in Oceanside Aquarium. Each time, Ted would look around and then yell, "Sam, where's the lady with the fish pants!"

I tried to convince him that there was NO lady with fish pants there, but he just shook his head and said, "She is too here!"

"Let's go back and look at the jellyfish exhibit," I told him. "Maybe she'll be there."

Explore how to answer these questions: "What would be a good summary of this story? What would it include and not include?"

Remember: A summary is a brief retelling. It does not include your opinions or judgments.

Below is a student's draft of a summary. Read the draft carefully. There are three statements that do not belong. Cross out those statements in the draft that do not belong in the final summary.

In this well-written part of the story, Sam and his brother Ted visit Oceanside Aquarium. Ted says he wants to see the lady with the fish pants and acts like a spoiled brat. Sam says that there is no lady with fish pants, but Ted insists she's there. Ted should listen to his brother.

In the chart, list what you crossed out. Then explain why they don't belong in the summary.

Statements That Don't Belong	Why They Don't Belong
"In this well-written part of the story"	It gives a judgment about how the story was written.
	Company and the Company of the Compa

Close Reading

Underline the names of the characters and any clues that help you understand the story's setting and events.

Hint

A good summary describes characters, setting, and important events.

Continue reading the mystery "Where Is Lady Fish Pants?" Use the Close Reading and the Hint to help you answer the question.

(continued from page 78)

At the jellyfish exhibit, Ted screamed, "Sam! There's no lady with fish pants here!" Everybody looked at me, and I quickly rushed him out the door.

"Look," I told him, "Mom's picking us up soon. Let's hang out in the gift shop until she gets here."

"Will the lady with the fish pants be there?"

"Sure, maybe," I said. We walked in, and I expected to hear Ted scream—but instead he was smiling. He held up a stuffed mermaid for me to see. "See! Lady with the fish pants!"

Circle the correct answer.

Which sentence best summarizes this part of the story?

- A Sam should have realized that Ted was telling the truth about the lady with the fish pants.
- **B** The mystery of the lady with the fish pants is solved when Sam and Ted visit the gift shop and Ted sees the stuffed mermaid.
- C Sam and Ted's mother is supposed to pick them up soon.
- **D** Sam got tired of listening to Ted whine so he took him into the gift shop.

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setting, and important events, and avoid giving any opinions or judgments.

L9: Summarizing Literary Texts



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





Because this is a mystery, I know there will be a question and clues that lead to the answer.

Close Reading

How did Harrison's camera get to the top of the control tower? Circle a sentence that offers an explanation.

What are some key events in the story? Underline evidence in the text that tells what led up to the mystery being solved.

Mystery on "The Blue Ghost"

- "Let's pack up," Mr. Sanchez told the twenty students in the 7 gigantic aircraft carrier, the U.S.S. Lexington. To become acquainted with life aboard a Navy ship during World War II, they had slept in the floating museum's narrow bunks.
- Suddenly, Harrison cried out, "My camera—it's gone!" He 2 emptied his duffel bag and pawed through his possessions.
- "When did you last see it?" said Mr. Sanchez. 3
- "On the flight deck, when we were watching pelicans." 4
- Mr. Sanchez sighed. The carrier's flight deck could hold 5 three football fields, but at least it narrowed things down.
- "Maybe the blue ghost took it," teased Victoria. 6
- "Forget about the ghost stories you heard. Why is the 7 aircraft carrier really called 'The Blue Ghost'?" Mr. Sanchez asked. One student answered that during World War II, the U.S.S. Lexington was reported to have sunk four times, so the Japanese gave it its ghostly nickname.
- "Right. Now, to the flight deck, class!" The students trudged 8 up the stairs. "There it is!" shouted Harrison. He pointed to the control tower, which rose 150 feet high. Dangling from a tall antenna was a silver rectangle.
- "Nobody could have gotten way up there!" said Victoria. 9
- "Perhaps not, but look!" exclaimed Mr. Sanchez. Near the 10 dangling camera, a pelican flapped lazily toward the outer bay, scanning the water for the silver flash of a tasty fish.



Hints

Remember, summaries should not contain judgments. Which choice does not contain a fact about the story?

Which sentence explains what actually happened to the camera?

Where does this story take place? Who are the main characters? What events lead to the mystery being solved?

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

A student wrote the following summary of the story.

Mr. Sanchez's class visits the aircraft carrier *Lexington*. When it's time to leave, Harrison can't find his camera. He should have kept the camera in his bag. The class looks for the camera on the flight deck. They find it dangling from a tall antenna near a pelican.

Which sentence should not have been included?

- A "Mr. Sanchez's class visits the aircraft carrier Lexington."
- **B** "When it's time to leave, Harrison can't find his camera."
- C "He should have kept the camera in his bag."
- **D** "The class looks for the camera on the flight deck."
- Which sentence best summarizes how the mystery was solved?
 - A The carrier is called "The Blue Ghost" because it was reported to have sunk four times during World War II.
 - **B** The class figured out that the pelican had mistaken the silver camera for a fish.
 - C Harrison brilliantly realized that the camera was on an antenna.
 - **D** Harrison should not have brought his camera with him because it created a big problem.



Read the story. Then answer the questions that follow.

from The Magician's Elephant

by Kate DiCamillo

- At the end of the century before last, in the market square of the city of Baltese, there stood a boy with a hat on his head and a coin in his hand. The boy's name was Peter Augustus Duchene, and the coin that he held did not belong to him but was instead the property of his guardian, an old soldier named Vilna Lutz, who had sent the boy to the market for fish and bread.
- That day in the market square, in the midst of the entirely unremarkable and absolutely ordinary stalls of the fishmongers and cloth merchants and bakers and silversmiths, there had appeared, without warning or fanfare, the red tent of a fortuneteller. Attached to the fortuneteller's tent was a piece of paper, and penned upon the paper in a cramped but unapologetic hand were these words: The most profound and difficult questions that could possibly be posed by the human mind or heart will be answered within for the price of one florit.
- 3 Peter read the small sign once, and then again. The audacity of the words, their dizzying promise, made it difficult, suddenly, for him to breathe. He looked down at the coin, the single florit, in his hand.
- 4 "But I cannot do it," he said to himself. "Truly, I cannot, for if I do, Vilna Lutz will ask where the money has gone and I will have to lie, and it is a very dishonorable thing to lie."
- He put the coin in his pocket. He took the soldier's hat off his head and then put it back on. He stepped away from the sign and came back to it and stood considering, again, the outrageous and wonderful words.
- "But I must know," he said at last. He took the florit from his pocket. "I want to know the truth. And so I will do it. But I will not lie about it, and in that way, I will remain at least partly honorable." With these words, Peter stepped into the tent and handed the fortuneteller the coin.
- And she, without even looking at him, said, "One florit will buy you one answer and only one. Do you understand?"
 - 8 "Yes," said Peter.
- He stood in the small patch of light making its sullen way through the open flap of the tent. He let the fortuneteller take his hand. She examined it slowly, moving her eyes back and forth and back and forth, as if there were a whole host of very small words inscribed there, an entire book about Peter Augustus Duchene composed atop his palm.
- "Huh," she said at last. She dropped his hand and squinted up at his face. "But, of course, you are just a boy."
- "I am ten years old," said Peter. He took the hat from his head and stood as straight and tall as he was able. "And I am training to become a soldier, brave and true. But it does not matter how old I am. You took the florit, so now you must give me my answer."



- "A soldier brave and true?" said the fortuneteller. She laughed and spat on the ground. "Very well, 12 soldier brave and true, if you say it is so, then it is so. Ask me your question."
- Peter felt a small stab of fear. What if, after all this time, he could not bear the truth? What if he did 13 not really want to know?
- "Speak," said the fortuneteller. "Ask." 14
- "My parents," said Peter. 15
- "That is your question?" said the fortuneteller. "They are dead." 16
- Peter's hands trembled. "That is not my question," he said. "I know that already. You must tell me 17 something that I do not know. You must tell me of another—you must tell me . . . "
- The fortuneteller narrowed her eyes. "Ah," she said. "Her? Your sister? That is your question? Very 18 well, she lives."
- Peter's heart seized upon the words. He closed his eyes. He concentrated. "If she lives, then I must 19 find her, so my question is, how do I make my way there, to where she is?"
- He kept his eyes closed; he waited. 20
- "The elephant," said the fortuneteller. 21
- "What?" Peter said. He opened his eyes, certain that he had misunderstood. 22
- "You must follow the elephant," said the fortuneteller. "She will lead you there." 23

	Answer Form
Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.	1 A B O O Number 3 A B O O Correct 3

- Which event belongs in a summary of the story?
 - Peter looks down at the coin in his hand.
 - Peter takes off the soldier's hat, then puts it back on. В
 - The fortuneteller calls Peter a brave soldier. C
 - The fortuneteller tells Peter to follow the elephant.



- 2 Which sentence expresses an opinion?
 - A Peter has a coin that belongs to his guardian.
 - **B** Peter sees a fortuneteller's sign pinned to a tent.
 - C Peter learns that his sister is still alive.
 - **D** Peter makes a good decision in giving up his coin.
- 3 Which sentence best summarizes paragraphs 4 through 6?
 - A Peter walks around the fortuneteller's red tent.
 - **B** Peter worries about telling a lie to his guardian, Vilna Lutz.
 - **C** Peter has trouble deciding whether to visit the fortuneteller.
 - **D** Peter tells himself that the truth is definitely worth knowing.

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

Lesson 18 Part 1: Introduction 28 Evaluating an Argument

(e4:5:

RI.6.B: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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An **argument** states an author's position about a topic and tries to get readers to agree with it. As a reader, it's your job to **evaluate**, or judge, whether the author's argument is sound—that is, whether it presents clear thinking and sensible ideas.

Begin evaluating an argument by tracing, or figuring out, how the author has "built" it. First, identify the author's position on the topic. Then study any claims. **Claims** are statements the author presents as true in order to support his or her position. Also note any reasons and evidence the author gives to support each claim.

Look carefully at the cartoon below. Try to figure out the girl's argument.



This chart shows details about the girl's argument. Add the evidence she gave in the cartoon to support Claim 1. Then add a sensible reason or evidence to support Claim 2.

Claim 1: Having a dog will make her more responsible.

Reason or Evidence:

Claim 2: A dog will be a good friend and companion to her.

Reason or Evidence:

After you trace how an author develops an argument, evaluate it further to decide if it is sound. Ask: Does each claim support the author's argument and make sense? Does the author give reasons and evidence that support each claim? If you can ask and answer such questions, you'll be able to distinguish strong, sound arguments from weak ones.

L18: Evaluating an Argument

Read the following persuasive essay about whether hip-hop should be taught in English classes.

Genre: Persuasive Essay

Today's Lesson: Hip-Hop by Anita Perry

Year after year, most literature classes cover the same authors and genres. It's time that educators made a change. For teachers to keep current and engage students, we must allow students to read diverse texts from their own generation. As a first step, hip-hop should be included in the literature curriculum.

This suggestion is not as odd as it may seem. After all, hip-hop is simply another form of poetry, as are all song lyrics. The verses of hip-hop have rhyme schemes, rhythms, and meters. In addition, hip-hop lyrics deal with the same timeless themes as other forms of poetry, including heartache and the challenges of growing up. In many ways, today's hip-hop artists are contemporary versions of William Shakespeare and Emily Dickinson, only with a modern, fresh perspective.

Explore how to answer this question: "What is the author's argument, and how does she support it with claims, reasons, and evidence?"

First, identify what the author wants to convince you about. Then, find the claims she uses to show why her position is sound. Finally, identify reasons or evidence she gives to support each claim.

Analyze the author's argument by completing the chart below. State what her argument is. Then add one reason and one claim she gives to support her position on hip-hop.

	
Argument:	
party in the control of the control	
Claim 1: Hip-hop is a form of poetry.	Claim 2:
Reason:	Reason: Hip-hop lyrics deal with topics such as heartache and the challenge of growing up.

With a partner, take turns evaluating the author's argument. Does it seem sensible? Has the author provided support for her claims? Use reasons and evidence to support your evaluation.

Close Reading

On page 180, the author makes two claims to support her argument about hip-hop.

Underline another claim she gives in the first paragraph on this page.

Hint

How does the author think hip-hop will help teachers understand their students?

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

(continued from page 180)

Examining hip-hop songs in class can help teachers identify more closely with their students' interests, cultures, and life experiences. The subject matter or lyrics of some hip-hop songs may be objectionable, but teachers can find plenty of acceptable options to explore.

Additionally, teachers can help students think critically about the lyrics and messages of their favorite songs. Exploring hiphop will strengthen students' analytical skills and their ability to connect old and new forms of literature. Our students will therefore become more engaged, challenged, and informed.

Circle the correct answer.

What claim does the author make in the first paragraph on this page to support her argument that hip-hop should be taught in literature classes?

- A Hip-hop is more interesting than classic poetry.
- **B** Lyrics for hip-hop songs can teach students life lessons.

- C Teachers can better relate to their students' experiences.
- **D** Students can learn to write hip-hop lyrics.

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Evaluate the essa reasons and evic	ay you just read. Ju dence to support h	dge whether or I er claims and arg	not the author jument. Use tex	provides enoug kt details in you	h strong r response.
		i p			



With a partner, discuss other reasons the author could have included to support her claims.

El8: Evaluating an Argument

1



Read the following editorial about the censorship of school yearbooks. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Editorial



As I read, I'll figure out the author's claims about censorship and the reasons and evidence he uses to support his claims.

Close Reading

What is the author's argument? Underline it, and circle the first claim the author gives as support.

What is the second claim the author gives? Circle the second claim and label it "2." Then underline the evidence—if any—the author provides.

Say No to Censorship by Marcos Suarez

A yearbook is a special collection of memories that will be treasured by students for decades. However, some school authorities insist on dictating what students can and cannot include in yearbooks. Teachers often remove articles and images they feel are inappropriate. Authorities should not ruin this treasure by censoring yearbooks and removing what they believe to be unsuitable.

Educators need to respect students' right to free speech. 2 Everyone needs to be reminded that the First Amendment of the Constitution protects "freedom of expression." This fundamental right should be upheld and appreciated.

School authorities also need to acknowledge how much 3 students learn when they can express themselves freely. Students need more opportunities to develop their creativity. Creative expression will allow students to create interesting yearbooks that capture all of their school experiences.

Those who feel that yearbooks should be censored need to explain their goals. They may claim that they want to protect students, but aren't they really trying to promote their own values? Authorities need to be open and honest about what they want to accomplish by censoring yearbooks.

Teachers should work together with students to define and 5 discuss the word objectionable. Respecting students' opinions on censorship will empower students and allow school yearbooks to be the treasure they deserve to be.



Hints

Which answer choice restates the author's position and claims that you marked on the previous page?

Reread the second paragraph of the editorial. Which answer choice matches closely with the author's ideas in this paragraph?

Does the author give strong reasons and evidence to support each of the claims in his argument?

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

- Which statement best summarizes the author's argument?
 - A School authorities need the freedom to practice censorship upon the content of yearbooks.
 - **B** School authorities are obligated to remove objectionable material from yearbooks to protect their students.
 - C School authorities should work together with students to delete objectionable material from yearbooks.
 - **D** School authorities should not censor school yearbooks because it limits students' rights and creativity.
- The author mentions the First Amendment in the editorial. What purpose does this reference serve?
 - A to explain why yearbooks should be censored by school authorities
 - **B** to support the idea that students have a right to express themselves
 - c to point out why yearbook censorship is a controversial topic
 - **D** to emphasize the problem of objectionable school materials

31	In the editorial, the author explains his position on censorship of school yearbooks. How well do you think the text supports his idea about censoring yearbook materials? Cite details from the text to					
	support your evaluation.					



Read the article. Then answer the questions that follow.

Longer school day: Expanded learning time pros and cons

by Bethany Bray, The Andover Townsman

ARGUMENTS IN FAVOR

- · More time to cover the curriculum.
- "I'm always hearing from teachers that there's not enough time," Superintendent Claudia Bach said. "We really need more time to do the academic things, not just extracurricular."
- The extra time allotted with ELT [expanded learning time] would allow teachers to expand current lessons, introduce special projects, provide new enrichment and have time for more teacher workshops and development, supporters say.
- "If you look at the curriculum, you say, 'Oh my gosh, how can a teacher possibly get this done?' ELT 3 will allow us to do so much more, for all our kids," said Brad Heim, a High Plain Elementary parent. "There's always room for improvement, and we have the luxury of being out front and being able to decide how we want to do it."
 - Provide students global, 21st century skills.¹
- "Andover's looking at 21st century skills like cultural awareness, communication skills. For Andover, it's making education all it can be . . . The big vision is that the world is changing, education is changing, and how can the schools meet the needs of the children and society?" said Lisa Glickstein, grant coordinator for the district. "Kids are doing reading and math that we didn't do at their age."
- But Glickstein added, "Parents are justifiably concerned. . . . We're still figuring out if this grant program is right for Andover."
 - · State money is growing.
- Although ELT grants guarantee money for only one year, school districts can reapply year after year, and preference is given to districts that have ELT programs, Glickstein said.
- ELT funding has increased substantially in the three years it's been offered by the state, Heim said. 7 What started as \$500,000 has increased to \$13 million this year, and Gov. Deval Patrick and Sen. Edward Kennedy are in favor of ELT, he said.

¹ 21st century skills: The skills students need to succeed in a highly technological workplace.



8 "With such tremendous support from our legislature, even in these economic times, (ELT funding) is being increased," Heim said. "It's being funded because it works."

ARGUMENTS AGAINST

- If it ain't broke, why fix it?
- 9 Andover is already one of the top districts in the state. In the past, ELT grants have helped underperforming districts such as Boston and Worcester with low state test scores and high dropout rates, problems Andover does not have.
 - · Only one year of funding guaranteed.
- "As the political atmosphere changes, there's no promise of long-term funding," said Karen Lu, a High Plain Elementary parent. "Realistically, we cannot support this kind of budget long term, and it's almost practically a certainty that funding would be dropped eventually."
- Lisa Glickstein, grant coordinator for Andover, said, "It is a legitimate concern that the grant will go away. There really is no way that the town budget would be able to support that amount of time in a long-term way."
 - Takes time away from families.
- Bancroft Elementary mother Dawn Kalinowski, who also teaches at Pentucket Regional High School, believes ELT could eliminate the positive effect of parental involvement.
- "We may be taking away the very thing that makes Andover such a great district," she said.
- She switched careers from engineering to teaching to have more time with her kids. Being able to put her kids on the bus in the morning is priceless, she said.
- Also, Andover parents, including Kalinowski herself, provide very specific extracurricular activities and lessons tailored to their children. School districts can't provide something each youth likes.

		Answer Form	
<u> </u>		1 A B O O	1.
1	What evidence does the article provide to	2 A B O O	Number /_
	support one claim in favor of adding expanded learning time?	3 A B © D	Correct / 3

- A Andover schools are already top performers in the state.
- **B** Funding for longer school days is only guaranteed for one year.
- **C** Some are convinced that ELT will encourage positive parent involvement.
- **D** More time is needed for current academic lessons and special projects.

L18 Evaluating an Argument



2	Why does the author include the fact that the amount available for expanded learning time
	[ELT] programs has increased to \$13 million?

- Α It proves that starting an ELT program is a good way for Andover to raise money.
- В It suggests that ELT programs are growing rapidly, so Andover should add one.
- C It shows that ELT is too expensive a program for Andover to fund on its own.
- D It supports the idea that state funding for Andover's ELT program will not run out.
- 3 Which statement best summarizes the argument against expanded learning time?
 - Α Andover should not begin ELT because Andover is a high-performing district, the funding might run out, and ELT takes time away from families.
 - В There is no point in starting ELT in Andover because grant money to fund it might run out after a single year, and the town could not pay for it.
 - ELT is most useful in districts where test scores are low and dropout rates are high, but Andover does not have these problems.
 - Adding extra time to the school day would allow less time for parents to help their own children, so students' performance might actually suffer from ELT.

4	In her article, the author intends to show that future funding of an ELT program in Andover is uncertain. Explain how the text supports this idea about the uncertain future of ELT in the town. Use 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 177.

Lesson 10 Part 1: Introduction & Determining Word Meanings: Figurative, Connotative & Technical

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RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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Think about the lyrics to your favorite song. What pictures or images do they bring to mind? How do the words make you feel?

Writers use words in different ways, depending on their purpose. They might use words with a **figurative meaning** that is different from their literal, or usual, meaning. They might use words with a **technical meaning** when writing about a specific subject area, like music. Sometimes writers choose words with a positive or negative **connotative meaning** to show how they feel about the topic. You can figure out an author's intended meaning by thinking about the word's **context**, or the text that comes before and after it.

Look at the picture below and read how the boy and girl describe the music. Circle words and clues in the picture that tell you how each person feels about the music.



The words *intense* and *earsplitting* are both ways of saying that something is loud. But *intense* suggests positive feelings, while *earsplitting* suggests negative ones. Although they have similar meanings, the words have different connotations.

Look again at how the girl describes the music. Are her ears literally splitting?
What does she really mean?
Why do you think she uses that word?

The word *earsplitting* is a figurative expression. It is an exaggeration used to describe something unpleasantly loud.

Knowing the literal meaning of a word or phrase is not always enough. It's also a good idea to pay attention to the context in which that word or phrase appears. Context will help you figure out if the author is using a word for its technical, connotative, or figurative meaning.

Read the first two paragraphs of an account about the famous musician Chuck Berry.

Genre: Historical Account

The Father of Rock and Roll by LaTisha Hammond

Rock musicians can trace their roots back to one individual: Chuck Berry. He rose to stardom in the 1950s with music featuring driving beats and catchy guitar riffs—short series of notes that repeat throughout a song. Berry's groundbreaking sound combined rhythm and blues with country music. As a guitarist, he was known for his phrasing. Aerosmith guitarist Joe Perry describes the way Berry grouped notes into quick bursts as "that double-note stop, where you get the two notes bending against each other and they make that rock & roll sound."

Berry's clever lyrics about high school and dancing also won over teenage audiences. The words to his songs told the stories of their generation. "Everything I wrote about wasn't about (continued) me, but about the people listening," said Berry.

Explore how to answer this question: "What does the author mean when she says that Chuck Berry 'was known for his phrasing'?"

The sentence says that, as a guitarist, Berry was known for his phrasing. The usual meaning of phrasing is "putting a group of words together." What does this term mean in music?

The author is using a word's technical meaning here. In order to understand that meaning, look for clues in the sentences that come before and after it. Fill in the context chart.

	Context Clues
Example	
"As a guitarist, he was known for his phrasing."	

On the lines below, state the technical meaning of the word <i>phrasing</i> . Then e context helped you figure it out.	explain now the

Close Reading

The author says Berry "shined a light on many rock stars' paths." How can the context help you understand this figurative expression?

Hint

Substitute each choice for the phrase in the text to see which meaning makes sense.

Continue reading about Chuck Berry. Use the Close Reading and the Hint to help you answer the question.

(continued from page 96)

Berry also revolutionized guitar showmanship with his signature "duck walk." It involved playing guitar while squatting and moving forward. One leg would swing back and forth in the air while he hopped on the other.

Chuck Berry has shined a light on many rock stars' paths. Even the Beatles' John Lennon credited Berry's sound and style. He said, "If you tried to give rock and roll another name, you might call it 'Chuck Berry."

Circle the correct answer.

Based on the text, which of the following is closest to the figurative meaning of the phrase "shined a light on many rock stars' paths"?

- A made it possible for musicians to play rock and roll for a living
- **B** drew attention to the talents of other rock musicians, making them famous
- **C** helped musicians learn their craft by studying his songwriting and performing
- D exposed the secrets of rock musicians and the music business

Show Your Thinking

Look at the answer that you chose above. Explain how the context in the paragraph helped you understand the meaning of "shined a light on many rock stars' paths."



With a partner, discuss other words from both parts of the account that have figurative, technical, or connotative meanings.



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

1

Genre: Historical Account



Authors use words with connotative meaning to show how they feel about a topic. As I read, I'll look for words that suggest the author's feelings about guitars.

Close Reading

What does the context suggest about the meaning of the phrase "drowned out" as it is used in paragraph 3?

What does a magnetic pickup do to the sound of a quitar? Circle sentences that explain this technical term.

The Evolution of the Guitar by Pat Frisell

Guitars are dynamic, evolving instruments. Today, guitars are flat-bodied wonders with fretted necks and six strings. Frets are metal pieces cut into the neck at specific intervals. By pressing a string down onto a fret, guitarists change the string's length. This changes its tone when it vibrates.

The guitar has a rich history that dates back to ancient 2 times, but the first instruments that modern audiences would recognize as guitars developed in the 15th century. They arrived in Spain from Northern Africa. Initially, some had only four strings and were much smaller than guitars today. Guitars were all acoustic-that is, their melodic sound was made from string vibrations in their hollow bodies. People used them to accompany songs and poetry.

Acoustic guitars delight the ears but are not very loud. By 3 the 20th century, they were often drowned out by trumpets, pianos, and even singers. Few could actually hear them.

This changed in the 1920s when Lloyd Loar designed 4 the first magnetic pickup, which could capture the acoustic guitar's string vibrations and amplify them electronically through speakers. A guitar could now hold its own with louder instruments. This was the birth of the electric guitar.

Now, guitarists can either amplify their acoustic hollow-body 5 guitars with pickups or play solid-body electric guitars. The ways guitars sound, and even how they are built, continue to develop in fascinating ways.



Hints

Which choice contains words that show the author's personal feelings about guitars?

Look for clues before and after this phrase in the text that help you understand its figurative meaning.

Amplify is used twice by the author. Find both instances and think about their context.

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

- Which words from the account have positive connotations?
 - A fretted, acoustic, vibrations, amplify
 - B evolving, specific, modern, solid
 - **C** wonders, rich, delight, fascinating
 - **D** ancient, smaller, hollow, louder
- What does the author mean when he writes that guitars were often "drowned out" by singers and other instruments?
 - **A** There was a chance that guitars would be replaced by other instruments.
 - **B** The moisture in a hollow-body guitar kept it from being loud enough.
 - **C** It was difficult to hear acoustic guitars over other instruments and voices.
 - **D** Other instruments were becoming more popular than the acoustic guitar.

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Read this excerpt from a book. Then answer the questions that follow.

from The Power of Music

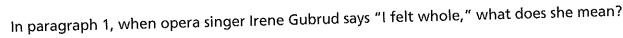
by Elena Mannes

- Many musicians have an instinctive understanding of how musical sound interacts with our bodies. 1 They know—they feel—that sound impacts our bodies in a way no other art does. Opera singer Irene Gubrud says, "As a very young child, I experienced who I was through sound. I felt whole."
- Daniel Bernard Roumain, a young cross-genre violinist who is known as DBR, thinks one reason music is so powerful is that sound actually penetrates our bodies: "You know when someone says that a piece of music 'touched me' or 'moved me,' it's very literal. The sound of my voice enters your ear canal and it's moving your eardrum. That's a very intimate act. I am very literally touching you, and when you speak to me, you are literally touching me. And then we extend that principle to the sound of a violin."
- The conductor and pianist Daniel Barenboim believes that our early connection to sound is another 3 reason for its power—one that in today's world we sometimes forget. He thinks that because we live in a very visual society we're more aware of what we see than what we hear. But he reminds us that the latest scientific evidence reveals that the ear, which we now know is active even in the womb, has an advantage over the eye. He also says: "The ear has a head start over the eye, which doesn't see anything until it comes out. The eye is also something that one can control more fully. If you don't like the way I look, and you don't want to see me, you close your eyes and I disappear. But if you don't like my voice and you're in the same room, then you cannot shut your ears in a natural way. Sound literally penetrates the human body."
- This human relationship to sound starts early. The fetus begins to develop an auditory system between seventeen and nineteen weeks. Already we are in a world of sound, of breath and heartbeat, of rhythm and vibration. But how do we know what the fetus actually hears? Until recently, there were different theories. Some doctors thought that the fetus could hear only some frequencies, probably high ones. It certainly wasn't known whether we could hear and respond to music before birth until the groundbreaking research of Sheila Woodward, a South African, who wanted to know more about musical sound in the womb. She was a young scientist in the early 1990s—and pregnant; she wondered what music her own child was being exposed to before birth. In her studies at the University of Capetown, she worked with the Institute for Maritime Technology to adapt an underwater microphone so it could be placed in the uterus. . . .
- As we listen to the recordings that Woodward conducted with several mothers in early stages of labor, we first hear the rhythmic sound of blood coursing through the uterine artery. Says Woodward, "Nature allows us to evolve with rhythm all around us." And her recordings reveal that a landscape of musical sound does indeed surround the fetus. Along with the natural womb sounds, we can hear the strains of a Bach Brandenburg Concerto being played, or the melody of "Mary Had a Little Lamb" as Woodward sings in a normal tone of voice. The recordings show that the very high frequencies, like the sharp attack of an instrument, are attenuated and sound a bit muffled. The overall effect is like listening to music underwater. But when listening to the human voice, one can still detect whether it's a woman or a man. And the tonal quality of the voice comes through.



- Just because the sound of music exists in the womb doesn't necessarily mean that the fetus hears it. Yet, the "startle response" of the fetus was measured as well, and Woodward's team found that when music was played, the fetal heart rate became slightly elevated. Woodward says it was clear that the fetus reacted, as if to say, "Something's happened and now there's music!" Other studies show that even if only the mother hears music—if she has headphones on, and it is music that she finds soothing—the baby's heart rate lowers while the mother is listening. If the mother finds a certain piece of music stressful, the baby's heart rate goes up. So the fetus is echoing the mother's response to the quality of the music.
- Woodward is convinced that we begin learning about music even before birth. She points out that even when music that can penetrate the womb is absent, the fetus is surrounded by those natural rhythms of the body—heartbeat and pulse and breath.

	Answer Form	
the state of the transport to	1 (A) (B) (C) (D)	-
Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.	2 A B C D	
questions 1–4 on the Austrea Constant	3 A B C O	Number /4
	4 (A) (B) (C) (D)	Correct / T



- A She always knew she would grow up to sing opera.
- **B** She realized that nothing was missing from her life.
- C She understood that sound affected her body.
- **D** She believed that opera was the best type of music.
- **2** Read this sentence from paragraph 5.

The overall effect is like listening to music underwater.

What does this sentence tell the reader about how the music sounded?

- **A** The music sounded like waves.
- **B** The music sounded loud and thunderous.
- C The music sounded muted and distant.
- **D** The music sounded mysterious.



- Which sentence from the book excerpt shows the author's positive feeling about music?
 - "They know—they feel—that sound impacts our bodies in a way no other art does." Α
 - "He thinks that because we live in a very visual society we're more aware of what we see В than what we hear."
 - "This human relationship to sound starts early."
 - "Woodward is convinced that we begin learning about music even before birth." D
- Which phrase from the book excerpt best helps a reader understand the meaning of the term "startle response"?
 - "the fetal heart rate became slightly elevated"
 - "the baby's heart rate lowers while the mother is listening"
 - C "the mother finds a certain piece of music stressful"
 - D "the fetus is echoing the mother's response"

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Self Check Go back and see what you can check off on the Self Check on page 93.

Lesson 11 Part 1: Introduction & Analyzing Text Structures

RI.6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

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Suppose you put together a jigsaw puzzle. You'd fit the pieces together to form a picture. But what if one piece were missing? You wouldn't be able to see the image as a whole.

Authors have to fit ideas together just as carefully. The way they organize information is called **text structure**. Depending on their purpose, authors might choose to organize their ideas in different ways. They may present a **problem and solution**; order events from earliest to latest (**chronologically**); **compare and contrast** people, things, or ideas; or explain **causes and effects**. Whichever method they choose, the sentences, paragraphs, and sections must work together to present information clearly and logically.

Look at the image below. Circle each reference to Greece. Underline each reference to Rome. Think about how the parts fit together to form a whole.

The Romans, on the The Greeks were Greece had no **Ancient Rome and** other hand, were central authority. known for Greece both began known for their but Rome was science, as city-states. military might the capital of philosophy, and their its empire. and art. civil engineering,

Read the chart below to see how the sentences in the puzzle work together. Notice how each part develops the main idea. Fill in the function of Sentence 4 on your own.

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Part	Function
Sentence 1	introduces the topic of the paragraph, ancient Rome and Greece
Sentence 2	contrasts the way the two city-states were organized
Sentence 3	adds information about what the Greeks were known for
Sentence 4	

Like the pieces in a puzzle, the parts of a text work together to make something bigger. As a reader, think about how the sentences, paragraphs, and sections work together to convey information and develop ideas. Remember that the parts are in order for a reason—just as a puzzle piece fits only where it belongs.

Read the first part of a history article about an important discovery.

Genre: History Article

from "Terra-Cotta Army Protects First by John Roach, National Geographic Emperor's Tomb"

Workers digging a well outside the city of Xi'an, China, in 1974 struck upon one of the greatest archaeological discoveries in the world: a life-size clay soldier poised for battle.

The diggers notified Chinese authorities, who dispatched government archaeologists to the site.

They found not one, but thousands of clay soldiers, each with unique facial expressions and positioned according to rank. And though largely gray today, patches of paint hint at once brightly colored clothes. Further excavations have revealed swords, arrow tips, and other weapons, many in pristine condition. (continued)

Explore how to answer this question: "How does paragraph 3 build on the information presented in paragraphs 1 and 2?"

This part of the article tells how the clay soldiers were discovered. It follows a chronological structure. Each paragraph adds important events or details to the story of the discovery.

Read the paragraphs again. What was the first event in the discovery? Put a number 1 beside it. Continue to number the other events in the text. One of the sentences should not be numbered.

Fill in the chart below to tell what each paragraph adds to your understanding of the terra-cotta army and its discovery.

Part	Function
Paragraph 1	
Paragraph 2	continues the account of the discovery process by explaining how archaeologists got involved

Think about the purpose of paragraph 3. Explain how the sentences in paragrap information provided in paragraphs 1 and 2.	h 3 develop the

Close Reading

These paragraphs tell more about what the archaeologists found. How does each sentence and paragraph develop key ideas of the text?

Hint

Reread the first paragraph on page 104. What phrase is used to describe the discovery?

Continue reading about the terra-cotta army. Use the Close Reading and the Hint to help you answer the question.

(continued from page 104)

The soldiers are in trenchlike, underground corridors. In some of the corridors, clay horses are aligned four abreast; behind them are wooden chariots.

The terra-cotta army, as it is known, is part of an elaborate [tomb] created to accompany the first emperor of China into the afterlife, according to archaeologists. . . .

Archaeologists estimate the pits may contain as many as 8,000 figures, but the total may never be known.

Circle the correct answer.

How does the final sentence build on a key idea mentioned in the first paragraph?

- It suggests there is no point in trying to learn more about the terra-cotta army because it is too big.
- It explains how extensive the site is and suggests that the story of the discovery is not yet complete.
- It reveals how little the government's archaeologists actually know about the terra-cotta army.
- It implies that archaeologists do not plan any further exploration and must rely on existing findings.

Show Your Thinking

Look at the answer that you chose above. Explain why your choice is correct.



Discuss with a partner how the two parts of the article work together to present important ideas about the terra-cotta army. How does the second half build on the first?

and Amelysing Text Structures

1



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

Genre: Historical Account



I can use the subheads to help me understand how ideas will be presented. I see that there is a question and two possible answers. That's probably how the text is organized.

Close Reading

According to the author, what have visitors to Stonehenge wondered about? **Draw boxes** around details that provide possible answers.

How do paragraphs 3 and 4 fit into the overall structure? **Underline** one sentence from each paragraph that helps you understand their purpose.

Secrets in the Stones by Michael Burgan

Huge stone slabs dot a grassy field on a plain located in southern England. Some stones lie scattered; others stand upright and form part of a large circle. For centuries, visitors have wondered how and why this giant structure was built.

What Are the Secrets of Stonehenge?

These slabs are part of Stonehenge, an ancient stone construction that dates back 5,000 years. In their quest to unlock the structure's mysteries, archaeologists have found many artifacts at the site including animal bones, stone tools, and bone skewers. But even though some questions about the site's purpose have been answered, many remain.

Two Possible Answers

- At first, the site included just a circular ditch surrounding two barrows, or burial mounds, and a smaller circle of 56 pits. Archaeologists have found ashes in these pits and in the circular ditch, and they believe the ashes are from the cremation, or ritual burning, of dead bodies. One theory is that Stonehenge was initially a place where people held religious ceremonies and buried the dead.
- Some scientists believe that Stonehenge is much more than a burial ground. On the summer solstice, the rising sun's rays align perfectly with a huge outlying stone and the center of the stone circle. This suggests that Stonehenge may have been used to track the seasons. Whatever its true purpose, however, Stonehenge remains a majestic sight.



Hints

Which choice best develops the ideas of the account?

Think about how the last paragraph relates to the subheads.

Think about how each of the first two paragraphs ends. How do they lead into the second half of the account?

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

- The account states that "even though some questions about the site's purpose have been answered, many remain." Why does the author include this statement?
 - **A** It suggests that we can never know the purpose of Stonehenge.
 - **B** It shows that archaeologists are not able to explain the past.
 - **C** It explains why people are losing interest in the site.
 - **D** It begins the discussion of different ideas about Stonehenge.
- What does the final paragraph contribute to the account's overall structure?
 - **A** It is the second of two possible answers to the question of why Stonehenge was built.
 - **B** It summarizes what the secrets of Stonehenge are.
 - **C** It raises more questions for readers to consider about the secrets in the stones.
 - **D** It explains why some scientists disagree about the origins of Stonehenge.

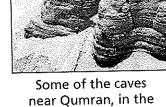


Read the account. Then answer the questions that follow.

The Dead Sea Scrolls

by Christa Smith

- One day, a young Bedouin shepherd tossed a rock into a desert cave on the northwest shore of the 1 Dead Sea. He was looking for a stray goat and thought it might have wandered into the cave. The boy heard a cracking sound and became curious. What the shepherd discovered in that cave were old jars filled with seven ancient scrolls. The boy may not have realized the full importance of his find on that day in 1947, but luckily, others did. The young shepherd brought the scrolls to an antiques dealer, who sold four of them to an archbishop of the Syrian Orthodox Church. Two archaeologists at Hebrew University bought the other scrolls and donated them to Israel. A museum was founded to house these precious documents, which became known as the Dead Sea Scrolls.
- Over the next decade, ten other caves containing manuscripts were found in the Judean Desert. Archaeologists also excavated the ruins of Qumran, not far from the caves. They turned up more documents written in Hebrew, Greek, and Aramaic. There were hundreds of documents, either complete or in fragments. Some of the scrolls were written on dried animal skins, while others were written on papyrus, the largest measuring thirty feet long. These were very old manuscripts, of course, around 2,000 years old. Scientists used a special technique called carbon dating to determine how old they were; ancient coins found near the scrolls also indicated their age.
- Why are the Dead Sea Scrolls so important to historians? Some of them are copies of fragments from the Hebrew Bible. In fact, the scrolls are the earliest known copies of the Bible. Other parchments contain commentary on biblical texts, and still others are copies of the prayer books of the Jewish people, showing their views on religion and society. Scholars say these papers reveal important information about the Second Temple Period. This period spanned the third century B.C.E. to 68 C.E., a time of political conflict. During this period, the Jews lived uneasily under Roman rule.



Judean Desert.

- Through the examination of the scrolls, historians have gained insight into Jewish life and thought in 4 ancient Palestine. Who actually did the work of copying out documents in the scrolls? There are several theories. One suggests that the Essenes may have performed all or much of this task. The Essenes were a very strict group of Jews who left Jerusalem to live in the desert. The Essenes believed that people had become too worldly, and so they went to live apart from society.
- The discovery of the Dead Sea Scrolls sparked a half-century of study and debate. It is difficult to prove that they were left behind by just one group of people. We know that they were created over a period of 300 years. It is quite possible that different groups of people created or copied these manuscripts and fragments. It is not clear who hid them or why. Some say that the Essenes or other sects wanted to conceal them from the Romans. There is no way to be sure, though. What we do know is that the Dead Sea Scrolls are one of the most important discoveries of our time.



Answer the questions. Mark your answers to questions 1–4 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
- 4 (A) (B) (C) Correct



How does paragraph 1 prepare readers for the rest of the account?

- **A** It describes how the scrolls were discovered.
- **B** It introduces the scrolls and suggests their importance.
- **C** It explains that the scrolls are really documents.
- **D** It describes what scholars learned from the scrolls.
- **2** Read these sentences from paragraph 2.

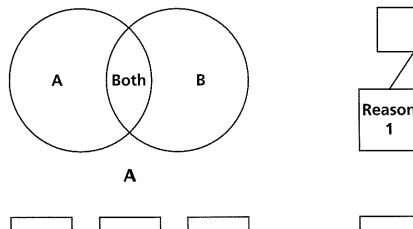
Over the next decade, ten other caves containing manuscripts were found in the Judean Desert. Archaeologists also excavated the ruins of Qumran, not far from the caves.

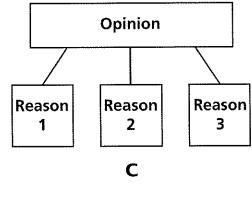
How does this information fit into the overall structure of the account?

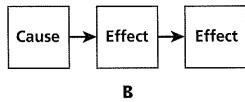
- **A** It continues the chronology of events from Paragraph 1.
- **B** It answers the question of the manuscripts' origins.
- **C** It compares the desert caves to the ruins of Qumran.
- **D** It shows what caused archaeologists to excavate the ruins.
- **3** How do paragraphs 3 and 4 support a key idea of the account?
 - **A** They explain why the scrolls are so important.
 - **B** They show just how old the scrolls really are.
 - **C** They demonstrate how the scrolls are used by scholars.
 - **D** They prove that the scrolls are as important as the Bible.

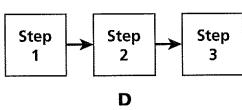


Which graphic best represents the structure of the informational text "The Dead Sea Scrolls"?









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wr .	-		 	
			 	

Self Check Go back and see what you can check off on the Self Check on page 93.

Lesson 18 Part 1: Introduction 👸 Evaluating an Argument

(d.1.)

RI.6.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not-

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An **argument** states an author's position about a topic and tries to get readers to agree with it. As a reader, it's your job to **evaluate**, or judge, whether the author's argument is sound—that is, whether it presents clear thinking and sensible ideas.

Begin evaluating an argument by tracing, or figuring out, how the author has "built" it. First, identify the author's position on the topic. Then study any claims. **Claims** are statements the author presents as true in order to support his or her position. Also note any reasons and evidence the author gives to support each claim.

Look carefully at the cartoon below. Try to figure out the girl's argument.



This chart shows details about the girl's argument. Add the evidence she gave in the cartoon to support Claim 1. Then add a sensible reason or evidence to support Claim 2.

Claim 1: Having a dog will make her more responsible. Reason or Evidence: Claim 2: A dog will be a good friend and companion to her. Reason or Evidence:

After you trace how an author develops an argument, evaluate it further to decide if it is sound. Ask: Does each claim support the author's argument and make sense? Does the author give reasons and evidence that support each claim? If you can ask and answer such questions, you'll be able to distinguish strong, sound arguments from weak ones.

Eler Evaluating an Argument

Read the following persuasive essay about whether hip-hop should be taught in English classes.

Genre: Persuasive Essay

Today's Lesson: Hip-Hop by Anita Perry

Year after year, most literature classes cover the same authors and genres. It's time that educators made a change. For teachers to keep current and engage students, we must allow students to read diverse texts from their own generation. As a first step, hip-hop should be included in the literature curriculum.

This suggestion is not as odd as it may seem. After all, hip-hop is simply another form of poetry, as are all song lyrics. The verses of hip-hop have rhyme schemes, rhythms, and meters. In addition, hip-hop lyrics deal with the same timeless themes as other forms of poetry, including heartache and the challenges of growing up. In many ways, today's hip-hop artists are contemporary versions of William Shakespeare and Emily Dickinson, only with a modern, fresh perspective. (continued)

Explore how to answer this question: "What is the author's argument, and how does she support it with claims, reasons, and evidence?"

First, identify what the author wants to convince you about. Then, find the claims she uses to show why her position is sound. Finally, identify reasons or evidence she gives to support each claim.

Analyze the author's argument by completing the chart below. State what her argument is. Then add one reason and one claim she gives to support her position on hip-hop.

Argument:				
Claim 1: Hip-hop is a form of poetry.	Claim 2:			
Reason:	Reason: Hip-hop lyrics deal with topics such as heartache and the challenge of growing up.			

With a partner, take turns evaluating the author's argument. Does it seem sensible? Has the author provided support for her claims? Use reasons and evidence to support your evaluation.

Close Reading

On page 180, the author makes two claims to support her argument about hip-hop.

Underline another claim she gives in the first paragraph on this page.

Hint

How does the author think hip-hop will help teachers understand their students?

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

(continued from page 180)

Examining hip-hop songs in class can help teachers identify more closely with their students' interests, cultures, and life experiences. The subject matter or lyrics of some hip-hop songs may be objectionable, but teachers can find plenty of acceptable options to explore.

Additionally, teachers can help students think critically about the lyrics and messages of their favorite songs. Exploring hiphop will strengthen students' analytical skills and their ability to connect old and new forms of literature. Our students will therefore become more engaged, challenged, and informed.

Circle the correct answer.

What claim does the author make in the first paragraph on this page to support her argument that hip-hop should be taught in literature classes?

- A Hip-hop is more interesting than classic poetry.
- **B** Lyrics for hip-hop songs can teach students life lessons.

- C Teachers can better relate to their students' experiences.
- D Students can learn to write hip-hop lyrics.

E₁ re	Evaluate the essay you just read. Judge whether or not the author provides enough strong reasons and evidence to support her claims and argument. Use text details in your response.



With a partner, discuss other reasons the author could have included to support her claims.

1



Read the following editorial about the censorship of school yearbooks. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Editorial



As I read, I'll figure out the author's claims about censorship and the reasons and evidence he uses to support his claims.

Close Reading

What is the author's argument? Underline it, and circle the first claim the author gives as support.

What is the second claim the author gives? Circle the second claim and label it "2." Then underline the evidence—if any—the author provides.

Say No to Censorship by Marcos Suarez

- A yearbook is a special collection of memories that will be treasured by students for decades. However, some school authorities insist on dictating what students can and cannot include in yearbooks. Teachers often remove articles and images they feel are inappropriate. Authorities should not ruin this treasure by censoring yearbooks and removing what they believe to be unsuitable.
- Educators need to respect students' right to free speech. 2 Everyone needs to be reminded that the First Amendment of the Constitution protects "freedom of expression." This fundamental right should be upheld and appreciated.
- 3 School authorities also need to acknowledge how much students learn when they can express themselves freely. Students need more opportunities to develop their creativity. Creative expression will allow students to create interesting yearbooks that capture all of their school experiences.
- Those who feel that yearbooks should be censored need to explain their goals. They may claim that they want to protect students, but aren't they really trying to promote their own values? Authorities need to be open and honest about what they want to accomplish by censoring yearbooks.
- Teachers should work together with students to define and 5 discuss the word objectionable. Respecting students' opinions on censorship will empower students and allow school yearbooks to be the treasure they deserve to be.



Hints

Which answer choice restates the author's position and claims that you marked on the previous page?

Reread the second paragraph of the editorial. Which answer choice matches closely with the author's ideas in this paragraph?

Does the author give strong reasons and evidence to support each of the claims in his argument?

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

- Which statement best summarizes the author's argument?
 - A School authorities need the freedom to practice censorship upon the content of yearbooks.
 - **B** School authorities are obligated to remove objectionable material from yearbooks to protect their students.
 - **C** School authorities should work together with students to delete objectionable material from yearbooks.
 - **D** School authorities should not censor school yearbooks because it limits students' rights and creativity.
- The author mentions the First Amendment in the editorial. What purpose does this reference serve?
 - A to explain why yearbooks should be censored by school authorities
 - **B** to support the idea that students have a right to express themselves
 - c to point out why yearbook censorship is a controversial topic
 - **D** to emphasize the problem of objectionable school materials

school yearbooks. How well do you think the text supports his ideabout censoring yearbook materials? Cite details from the text to						
support y	our evaluat	ion.				

					AHWYAAAH=1	



Read the article. Then answer the questions that follow.

Longer school day: Expanded learning time pros and cons

by Bethany Bray, The Andover Townsman

ARGUMENTS IN FAVOR

- More time to cover the curriculum.
- "I'm always hearing from teachers that there's not enough time," Superintendent Claudia Bach said. "We really need more time to do the academic things, not just extracurricular."
- The extra time allotted with ELT [expanded learning time] would allow teachers to expand current 2 lessons, introduce special projects, provide new enrichment and have time for more teacher workshops and development, supporters say.
- "If you look at the curriculum, you say, 'Oh my gosh, how can a teacher possibly get this done?' ELT will allow us to do so much more, for all our kids," said Brad Heim, a High Plain Elementary parent. "There's always room for improvement, and we have the luxury of being out front and being able to decide how we want to do it."
 - Provide students global, 21st century skills.¹
- "Andover's looking at 21st century skills like cultural awareness, communication skills. For Andover, it's making education all it can be . . . The big vision is that the world is changing, education is changing, and how can the schools meet the needs of the children and society?" said Lisa Glickstein, grant coordinator for the district. "Kids are doing reading and math that we didn't do at their age."
- But Glickstein added, "Parents are justifiably concerned. . . . We're still figuring out if this grant 5 program is right for Andover."
 - · State money is growing.
- Although ELT grants guarantee money for only one year, school districts can reapply year after year, and preference is given to districts that have ELT programs, Glickstein said.
- ELT funding has increased substantially in the three years it's been offered by the state, Heim said. What started as \$500,000 has increased to \$13 million this year, and Gov. Deval Patrick and Sen. Edward Kennedy are in favor of ELT, he said.

¹ 21st century skills: The skills students need to succeed in a highly technological workplace.



8 "With such tremendous support from our legislature, even in these economic times, (ELT funding) is being increased," Heim said. "It's being funded because it works."

ARGUMENTS AGAINST

- If it ain't broke, why fix it?
- 9 Andover is already one of the top districts in the state. In the past, ELT grants have helped underperforming districts such as Boston and Worcester with low state test scores and high dropout rates, problems Andover does not have.
 - · Only one year of funding guaranteed.
- "As the political atmosphere changes, there's no promise of long-term funding," said Karen Lu, a High Plain Elementary parent. "Realistically, we cannot support this kind of budget long term, and it's almost practically a certainty that funding would be dropped eventually."
- Lisa Glickstein, grant coordinator for Andover, said, "It is a legitimate concern that the grant will go away. There really is no way that the town budget would be able to support that amount of time in a long-term way."
 - · Takes time away from families.
- Bancroft Elementary mother Dawn Kalinowski, who also teaches at Pentucket Regional High School, believes ELT could eliminate the positive effect of parental involvement.
- "We may be taking away the very thing that makes Andover such a great district," she said.
- She switched careers from engineering to teaching to have more time with her kids. Being able to put her kids on the bus in the morning is priceless, she said.
- Also, Andover parents, including Kalinowski herself, provide very specific extracurricular activities and lessons tailored to their children. School districts can't provide something each youth likes.

		Answer Form
-		1 (2) (8) (0) (0)
	What evidence does the article provide to	2 A B O D Number
	support one claim in favor of adding expanded learning time?	3 (A) (B) (C) Correct /

- **A** Andover schools are already top performers in the state.
- **B** Funding for longer school days is only guaranteed for one year.
- **C** Some are convinced that ELT will encourage positive parent involvement.
- **D** More time is needed for current academic lessons and special projects.

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2	Why does the author include the fact that the amount available for expanded learning time
	[ELT] programs has increased to \$13 million?

- It proves that starting an ELT program is a good way for Andover to raise money.
- В It suggests that ELT programs are growing rapidly, so Andover should add one.
- C It shows that ELT is too expensive a program for Andover to fund on its own.
- D It supports the idea that state funding for Andover's ELT program will not run out.
- 3 Which statement best summarizes the argument against expanded learning time?
 - Andover should not begin ELT because Andover is a high-performing district, the funding might run out, and ELT takes time away from families.
 - B There is no point in starting ELT in Andover because grant money to fund it might run out after a single year, and the town could not pay for it.
 - ELT is most useful in districts where test scores are low and dropout rates are high, but Andover does not have these problems.
 - Adding extra time to the school day would allow less time for parents to help their own children, so students' performance might actually suffer from ELT.

]	In her article, the author intends to show that future funding of an ELT program in Andover is uncertain. Explain how the text supports this idea about the uncertain future of ELT in the town. Use 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 177.

Lesson 15 **Using Context Clues**

L.5.4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

You can use **context clues** to figure out the meaning of an unfamiliar word. The chart below gives examples of different types of context clues.

Type of Clue	Example
Definition	Superfoods, or natural foods that may prevent disease, have become popular.
Cause/Effect	Some superfoods, such as blueberries and red beans, contain antioxidants. These can help remove harmful substances from the human body.
Comparison	Some experts look <u>dubiously</u> on claims about superfoods, but other experts believe strongly that these foods can improve health.

Context clues can also help you figure out words with more than one meaning. For example, the table below has two sentences with the word *source*. What does *source* mean in each sentence? You can use the underlined context clues to figure out which meaning of *source* is being used.

Sentence	Context Clues	Definition
Choosing high-sugar drinks can be a source of health <u>problems</u> .	l <u></u>	the cause of something
The website MyPlate.gov is a source for facts about food choices.	A <u>website</u> can have information such as <u>facts</u> . Therefore, a source is something that gives information.	something that gives information

The sentences before and after the sentence with an unfamiliar word can also hold context clues.

Guided Practice

Determine the meanings of *fleeting*, *empirical*, and *panacea*. Then underline the words or phrases that helped you determine their meaning.

as a result of, because of, and thanks to all signal cause-and-effect relationships. Words such as but, too, also, and as well as all indicate comparisons.

Some fads are **fleeting**, but more than a few people feel that superfoods are here to stay. The idea of superfoods isn't new, but the amount of **empirical** information we have about them is. Scientific observations and tests offer some evidence that certain foods can help people stay healthy. Nobody claims that these foods are a **panacea**—nothing can guarantee perfect health or cure every disease—but they can be part of a sensible diet.

Independent Practice

For numbers 1 and 2, read the paragraph. Then answer the questions.

For centuries, people in coastal areas of China and Japan have harvested a superfood found in <u>marine</u> environments. Recent studies show that eating seaweed protects against infection. It also might reduce the risk of serious diseases and extend peoples' life spans. If true, these would be important benefits.

- What does the word <u>marine</u> mean in this paragraph?
 - A very nutritious
 - **B** dark blue in color
 - C having to do with the ocean
 - **D** member of the armed forces
- Which two words from the paragraph help you understand the meaning of marine?
 - A "China" and "Japan"
 - **B** "coastal" and "seaweed"
 - **C** "centuries" and "people"
 - **D** "superfood" and "studies"

For numbers 3 and 4, read the paragraph. Then answer the questions.

Closer to home, you can find superfoods right in your garden or local store. Think "crisp and crunchy." Cabbage, broccoli, cauliflower, and kale <u>detoxify</u> harmful substances. As a result, they may help to prevent some forms of cancer. These veggies also are low in calories and have lots of vitamins A, C, and K.

- What does the word detoxify mean in this paragraph?
 - A to move in a wide circle
 - B to chew food slowly
 - **C** to make a difficult decision
 - **D** to remove bad effects
- Which two words from the paragraph help you understand the meaning of detoxify?
 - **A** "crisp" and "crunchy"
 - **B** "prevent" and "cancer"
 - C "veggies" and "substances"
 - **D** "calories" and "vitamins"