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Grado 7 Lectura

Paquete 1 de actividades para el maestro

¡Dé vuelta a la página para ver las actividades de Lectura del Grado 7 incluidas en este paquete!

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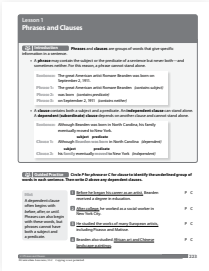
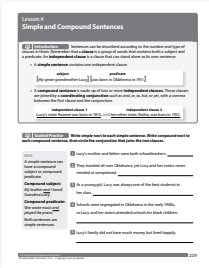
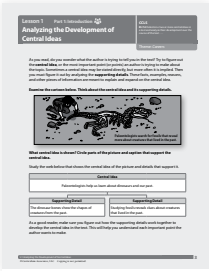
Grado 7 Actividades de lectura en la Sección 1

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
1	Grade 7 Ready Language Handbook, Lesson 1 	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa la Práctica guiada.)* • Complete Independent Practice. *(Completa la Práctica independiente.)*	**Guided Practice:** 1. C, with D written above 2. P 3. C 4. P **Independent Practice:** 1. D, 2. A, 3. A, 4. C, 5. B	**12–13**
2	Grade 7 Ready Language Handbook, Lesson 4 	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa la Práctica guiada.)* • Complete Independent Practice. *(Completa la Práctica independiente.)*	**Guided Practice:** 1. simple 2. compound: yet 3. simple 4. compound: so 5. simple **Independent Practice:** 1. D, 2. C, 3. B, 4. D, 5. A	**14–15**
3	Grade 7 Ready Reading Lesson 1 	• Read the Introduction *(Lee la introducción.)* • Complete Modeled and Guided Instruction: "Deep–Sea Treasure Hunters." *(Completa Modeled y Guided Instruction: "Deep Sea Treasure Hunters.")*	**Modeled Instruction**: Central Idea: …gather important information from sunken treasures Supporting Detail: Responses will vary. **Guided Instruction:** Question: C Show Your Thinking: Responses will vary.	**16–18**

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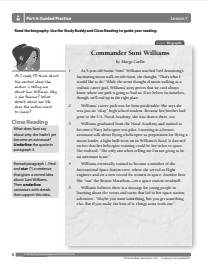
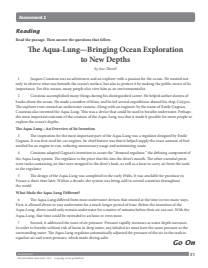
Grado 7 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
4	Grade 7 Ready Reading Lesson 1 	• Complete Guided Practice "Commander Suni Williams." *(Completa la Práctica guiada "Commander Suni Williams.")*	**Guided Practice**: 1. A 2. C 3. Responses will vary.	**19–20**
5	Grade 7 Ready Reading Lesson 1 	• Complete Independent Practice: "Martha Graham: Modern Dance Innovator." *(Completa la Práctica independiente: "Martha Graham: Modern Dance Innovator.")*	**Independent Practice**: 1. B 2. C 3. B 4. Responses will vary.	**21–23**
6	Grade 7 Ready Assessment 2 	• Read the passage "The Aqua–Lung—Bringing Ocean Exploration to New Depths." *(Lee el pasaje "The Aqua-Lung --Bringing Ocean Exploration to New Depths.")* • Answer the questions that follow the passage. *(Responde las preguntas que siguen al pasaje.)*	1A. A 1B. C 2. D, G 3. A 4. D 5. Responses will vary.	**24–28**

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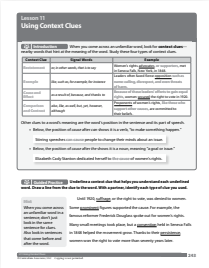
Grado 7 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
7	Grade 7 Ready Assessment 3 	• Read the passage "Did Franklin Really Collect Electric Fire from the Sky?" *(Lee el pasaje "Did Franklin Really Collect Electric Fire from the Sky?")* • Answer the questions that follow the passage. *(Responde las preguntas que siguen al pasaje.)*	12A. B 12. B 13. A 14. C 15. B, D 16A. Students should place an X next to the second claim, "Records of the lightning experiment are not reliable." 16B. Responses will vary.	**29–33**
8	Grade 7 Ready Language Handbook, Lesson 11 	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. Completa la Práctica guiada. *Completa la Práctica guiada.* • Complete Independent Practice. *(Completa la Práctica independiente.)*	**Guided Practice:** Responses will vary. Sample answers: 1. suffrage: or the right to vote (restatement) 2. prominent: For instance, the famous reformer Frederick Douglass (example) 3. convention: Many small meetings took place, but (contrast) 4. persistence: Thanks to . . . women won the right to vote more than seventy years later. (cause and effect) **Independent Practice**: 1. A, 2. C, 3. B, 4. B	**34–35**

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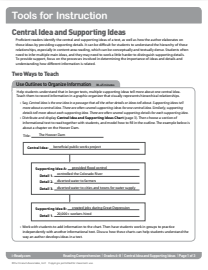
Grado 7 Actividades de lectura en la Sección 1 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
9	Tools For Instruction 	• **Parent/Guardian**: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson. *(Padre/Tutor: Lea las instrucciones y guíe al estudiante a través de la actividad. Use esto con un texto que el estudiante haya leído en una lección previa.)*	Responses will vary.	**36–38**

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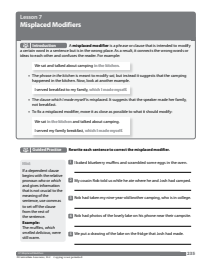
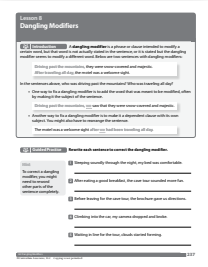
Grado 7 Actividades de lectura en la Sección 2

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
1	Grade 7 Ready Language Handbook, Lesson 7 	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa la Práctica guiada.)* • Complete Independent Practice. *(Completa la Práctica independiente.)*	**Guided Practice:** Responses may vary. Sample answers: 1. I baked blueberry muffins in the oven and scrambled some eggs. 2. While he ate, my cousin Rob told us where he and Josh had camped. 3. Rob, who is in college, had taken my nine–year–old brother camping. 4. Rob had photos on his phone of the lovely lake near their campsite. 5. On the fridge, we put a drawing that Josh had made of the lake. **Independent Practice:** 1. A, 2. B, 3. D, 4. A	**39–40**
2	Grade 7 Ready Language Handbook, Lesson 8 	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa la Práctica guiada.)* • Complete Independent Practice. *(Completa la Práctica independiente.)*	**Guided Practice:** Responses will vary. Sample answers: 1. Sleeping soundly through the night, I was comfortable in my bed. 2. After I ate a good breakfast, the cave tour sounded more fun. 3. Before we left for the cave tour, we got directions from the brochure. 4. Climbing into the car, I dropped my camera and broke it. 5. As we waited in line for the tour, clouds started to form. **Independent Practice:** 1. D, 2. A, 3. B, 4. D	**41–42**

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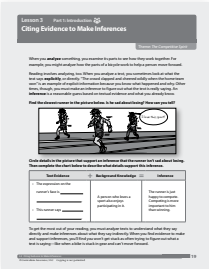
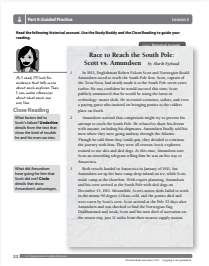
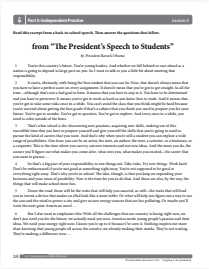
Grado 7 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
3	Grade 7 Ready Reading, Lesson 3, Parts 1, 2, and 3 	• Read the Introduction. *(Lee la introducción.)* • Complete Modeled and Guided Instruction: "The Flu Game." *(Completa Modeled y Guided Instruction: "The Flu Game.")*	**Introduction:** Text Evidence: happy, smiling; "I love this sport." **Modeled Instruction:** Text Evidence: Jordan suited up and appeared on the court three hours before the start of Game 5. Inference: Is extremely important Open Response: Responses will vary **Guided Instruction**: Question: A Show Your Thinking: Responses will vary.	**43–45**
4	Grade 7 Ready Reading Lesson 3, Part 4 	• Complete Guided Practice "Race to Reach the South Pole: Scott vs. Amundsen." *(Completa la Práctica guiada "Race to Reach the South Pole: Scott vs. Amundsen.")*	**Guided Practice**: 1. B 2. A 3. Responses will vary.	**46–47**
5	Grade 7 Ready Reading Lesson 3, Part 5 	• Complete Independent Practice: from "The President's Speech to Students." *(Completa la Práctica independiente: from "The President's Speech to Students.")*	**Independent Practice**: 1. C 2. D 3. C 4. Responses will vary.	**48–50**

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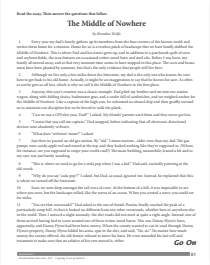
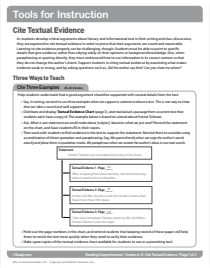
Grado 7 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
6	Grade 7 Ready Assessment Practice 3 	• Read the passage "The Middle of Nowhere." *(Lee el pasaje "The Middle of Nowhere.")* • Answer the questions that follow the passage. *(Responde las preguntas que siguen al pasaje.)*	22A. C 22B. B 23. B, D 24. D 25. B 26. Responses will vary.	**51–54**
7	Tools for Instruction 	• **Parent/Guardian**: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson. *(Padre/Tutor: Lea las instrucciones y guíe al estudiante a través de la actividad. Use esto con un texto que el estudiante haya leído en una lección previa.)*	Responses will vary.	**55–57**

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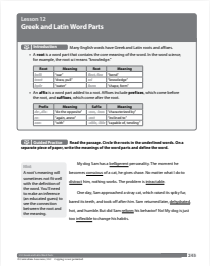
Grado 7 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
8	**Grade 7 Ready Language Handbook,** Lesson 12 	• Read the Introduction. *(Lee la introducción.)* • Complete Guided Practice. *(Completa la Práctica guiada.)* • Complete Independent Practice. *(Completa la Práctica independiente.)*	**Guided Practice:** Responses will vary. Sample answers: belligerent: root *belli* means "war"; suffix –*ent* means "inclined to"; *belligerent* means "aggressive" conscious: prefix *con*– means "with"; root *sci* means "knowledge"; suffix –ious means "characterized by"; *conscious* means "aware" distract: prefix *dis*– means "do the opposite"; root *tract* means "draw, pull"; *distract* means "to change the focus of attention" intractable: root *tract* means "draw, pull"; suffix –*able* means "capable of, tending"; *intractable* means "hard to control" dehydrated: prefix *de*– means "do the opposite"; root *hydr* means "water"; *dehydrated* means "having lost fluid" reform: prefix *re*– means "again, anew"; root *form* means "shape"; *reform* means "to change for the better" inflexible: root *flex* means "bend"; suffix –*ible* means "capable of"; *inflexible* means "incapable of change" **Independent Practice:** 1. B, 2. B, 3. C, 4. D	**58–59**

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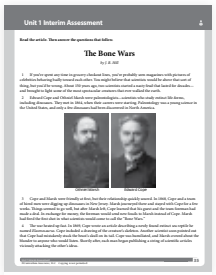
Grado 7 Actividades de lectura en la Sección 2 (continuación)

Lesson *Lección*	**Resource** *Recurso*	**Instructions** *Instrucciones*	**Answer Key** *Clave de respuestas*	**Page(s)** *Página(s)*
9	Grade 7 Ready Reading, Unit 1 Interim Assessment 	• Complete Unit 1 Interim Assessment: "The Bone Wars." *(Completa el Interim Assessment de la Unidad 1: "The Bone Wars.")*	1A. C 1B. D 2. A 3. B 4. C 5. D 6. B 7. D 8. Responses will vary. 9. Responses will vary. 10. Responses will vary.	**60–69**

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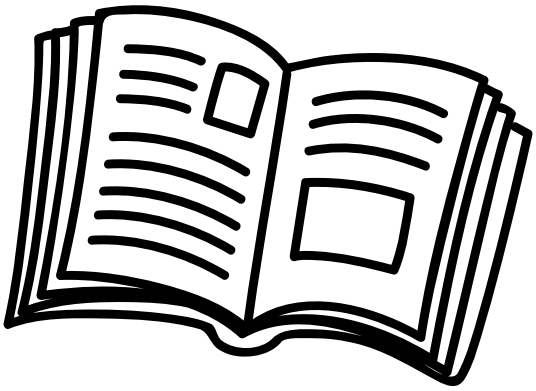
Independent Reading!



See pages 70 and 71 of this packet.

Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high–quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

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Lesson 1

Phrases and Clauses

Introduction **Phrases** and **clauses** are groups of words that give specific information in a sentence.

- A **phrase** may contain the subject or the predicate of a sentence but never both—and sometimes neither. For this reason, a phrase cannot stand alone.

Sentence:	The great American artist Romare Bearden was born on September 2, 1911.
Phrase 1:	The great American artist Romare Bearden *(contains subject)*
Phrase 2:	was born *(contains predicate)*
Phrase 3:	on September 2, 1911 *(contains neither)*

- A **clause** contains both a subject and a predicate. An **independent clause** can stand alone. A **dependent (subordinate) clause** depends on another clause and cannot stand alone.

Sentence:	Although Bearden was born in North Carolina, his family eventually moved to New York.
Clause 1:	Although **Bearden was born** (**subject** **predicate**) in North Carolina *(dependent)*
Clause 2:	his **family** (**subject**) eventually **moved** (**predicate**) to New York *(independent)*

Guided Practice **Circle *P* for *phrase* or *C* for *clause* to identify the underlined group of words in each sentence. Then write *D* above any dependent clauses.**

Hint

A dependent clause often begins with *before*, *after*, or *until*. Phrases can also begin with these words, but phrases cannot have both a subject and a predicate.

1. Before he began his career as an artist, Bearden received a degree in education. P C
2. After college, he worked as a social worker in New York City. P C
3. He studied the works of many European artists, including Picasso and Matisse. P C
4. Bearden also studied African art and Chinese landscape paintings. P C

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Independent Practice

For numbers 1–5, select the group of words that answers each question.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ
5 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct /5

1 Which group of words in this sentence is a clause?

When World War II broke out, Bearden served in the U.S. Army.

A broke out

B in the U.S. Army

C served in the U.S. Army

D When World War II broke out

2 Which group of words in this sentence is a dependent clause?

After that, Bearden spent time in Paris, where he studied art.

A where he studied art

B spent time in Paris

C After that

D Bearden spent time

3 Which group of words in this sentence is an independent clause?

Back in New York once more, Bearden briefly became a songwriter before pursuing art again.

A Bearden briefly became a songwriter

B became a songwriter before pursuing art again

C Back in New York once more

D before pursuing art again

4 Which group of words in this sentence is a phrase?

In the 1960s, while Bearden focused on creating collages that depicted African-American life, he also became active in civil rights.

A he also became active in civil rights

B In the 1960s, while Bearden focused on creating collages

C In the 1960s

D while Bearden focused

5 Which group of words in this sentence is a dependent clause that contains a phrase?

Bearden was supporting young minority artists when he helped establish the Cinque Gallery in 1969.

A Bearden was supporting young minority artists

B when he helped establish the Cinque Gallery in 1969

C was supporting young minority artists when he helped

D establish the Cinque Gallery in 1969

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Lesson 4

Simple and Compound Sentences

Introduction Sentences can be described according to the number and type of clauses in them. Remember that a **clause** is a group of words that contains both a subject and a predicate. An **independent clause** is a clause that can stand alone as its own sentence.

- A **simple sentence** contains one independent clause.

subject	predicate
[My great-grandmother Lucy]	[was born in Oklahoma in 1911.]

- A **compound sentence** is made up of two or more **independent clauses.** Those clauses are joined by a **coordinating conjunction** such as *and*, *or*, *so*, *but*, or *yet*, with a comma between the first clause and the conjunction.

independent clause 1		independent clause 2
Lucy's sister Rosene was born in 1913,	and	her other sister, Rotha, was born in 1915.

Guided Practice **Write *simple* next to each simple sentence. Write *compound* next to each compound sentence, then circle the conjunction that joins the two clauses.**

Hint

A simple sentence can have a compound subject or compound predicate.

Compound subject:

My brother and I loved Grandma Lucy.

Compound predicate:

She *wrote music and played the piano.*

Both sentences are simple sentences.

1. Lucy's mother and father were both schoolteachers. _____

2. They traveled all over Oklahoma, yet Lucy and her sisters never minded or complained. _____

3. As a young girl, Lucy was always one of the best students in her class. _____

4. Schools were segregated in Oklahoma in the early 1900s, so Lucy and her sisters attended schools for black children.

   _____

5. Lucy's family did not have much money but lived happily.

   _____

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Independent Practice

For numbers 1–3, choose the sentence that answers each question.

1 Which of these is a simple sentence?

A Great-Grandma Lucy married Richmond Bell in 1937, and they moved to Arizona.

B There was little work in Oklahoma, but in Arizona they got jobs picking cotton.

C The work was difficult, yet Lucy was glad to have a job.

D She and Richmond worked hard and saved their money.

2 Which of these is a compound sentence?

A Lucy and Richmond heard about work in California.

B They could buy some land and a house in California's Central Valley.

C Folks were struggling to survive in most places, but in California they had jobs.

D Lucy and Richmond packed up, hopped on a train, and went west.

3 Which of these is a compound sentence?

A The couple found a house in the town of Dos Palos.

B Dos Palos was a small community, but the land was good for farming.

C Lucy and Richmond bought a cow, raised chickens, and grew vegetables.

D Their first child was born in Dos Palos in the summer of 1945.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ
5 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/5

For numbers 4 and 5, choose the answer that correctly combines each pair of simple sentences into a compound sentence.

4 World War II began. Richmond joined the army.

A World War II began but Richmond joined the army.

B World War II began, Richmond joined the army.

C World War II began, and, Richmond joined the army.

D World War II began, and Richmond joined the army.

5 With the men away, many jobs were open to women. Lucy became a librarian.

A With the men away, many jobs were open to women, so Lucy became a librarian.

B With the men away, many jobs were open to women, Lucy became a librarian.

C With the men away, many jobs were open to women, so, Lucy became a librarian.

D With the men away, many jobs were open to women so, Lucy became a librarian.

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Lesson 1 Part 1: Introduction

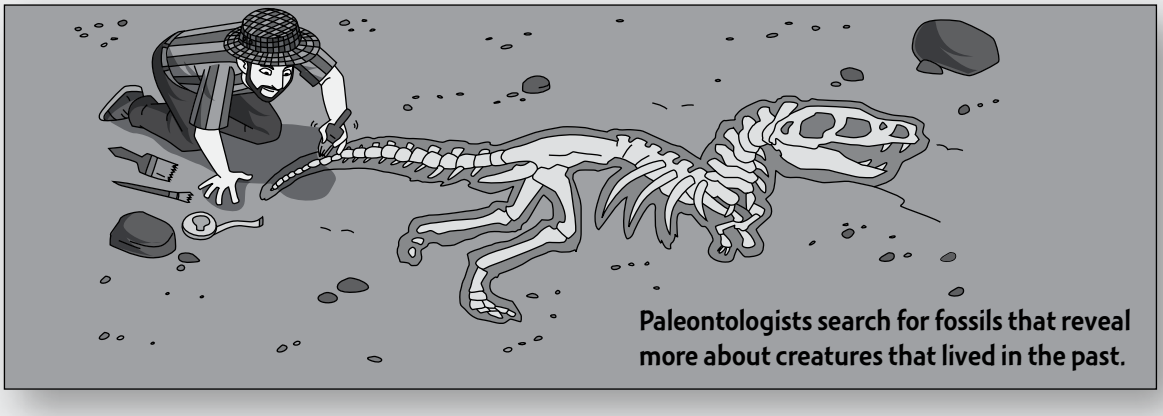
Analyzing the Development of Central Ideas

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

Theme: *Careers*

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

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



Paleontologists search for fossils that reveal more about creatures that lived in the past.

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

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

Central Idea
Paleontologists help us learn about dinosaurs and our past.

Supporting Detail	Supporting Detail
The dinosaur bones show the shapes of creatures from the past.	Studying fossils reveals clues about creatures that lived in the past.

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

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

Genre: **Social Studies Account**

Deep-Sea Treasure Hunters *by Ramona Rivera*

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

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

(continued)

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

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

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

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

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

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

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

Close Reading

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

(continued from page 4)

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

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

Hint

Which choice explains more about the central idea you circled?

Circle the correct answer.

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

A Some divers spend a lot of time searching for sunken treasures.

B Deep-sea diving involves a great deal of physical training.

C Divers must identify sites that are legal before they collect artifacts.

D Profit is the main motivation for some deep-sea divers.

Show Your Thinking

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

_____

_____

_____

_____

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

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

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

Close Reading

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

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

Genre: **Biography**

Commander Suni Williams

by Margo Carlin

1 As 5-year-old Sunita "Suni" Williams watched Neil Armstrong's fascinating moon walk on television, she thought, "That's what I would like to do." While she never thought of moon walking as a realistic career goal, Williams' story proves that we can't always know where our path is going to lead us. If we believe in ourselves, though, we'll end up in the right place.

2 Williams' career path was far from predictable. She says she was just an "okay" high school student. Because her brother had gone to the U.S. Naval Academy, she was drawn there, too.

3 Williams graduated from the Naval Academy and trained to become a Navy helicopter test pilot. Listening to a former astronaut talk about flying a helicopter as preparation for flying a moon lander, a light bulb went on in Williams's head. It dawned on her that her helicopter training could be her ticket to space. She realized: "The only one who's telling me I'm not going to be an astronaut is me."

4 Williams eventually trained to become a member of the *International Space Station* crew, where she served as flight engineer and set a new record for women in space. Another first: She "ran" the Boston Marathon—on a space station treadmill.

5 Williams believes there is a message for young people in learning about the twists and turns that led to her space station adventure. "Maybe you want something, but you get something else. But if you make the best of it, things sorta work out."

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Hints

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

Which sentence tells something about Williams not believing in herself?

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

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

1 Which sentence best captures a central idea of the biography?

A Career paths are not always easy to identify and follow.

B Suni Williams did not face any difficult challenges in her career.

C The career path chosen by Suni Williams was very predictable.

D People should never change their career path.

2 Which sentence from the biography best captures a second central idea of the text?

A "She says she was just an "okay" high school student."

B "It dawned on her that her helicopter training could be her ticket to space."

C ""The only one who's telling me I'm not going to be an astronaut is me.""

D "Williams eventually trained to become a member of the *International Space Station* crew, where she served as flight engineer and set a new record for women in space."

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

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

Martha Graham: Modern Dance Innovator

by Eva Milner

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

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

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

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

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

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

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

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

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

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

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

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

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

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct /3

1 Study the idea web below.

Central Idea
?

Supporting Detail	Supporting Detail
Used music by modern composers	Incorporated jerky, angular movements

Which sentence completes the idea web?

A Classical ballet focused on flowing, graceful movements.

B Martha's dance style was very different from classical ballet.

C Martha was one of the best dancers in America.

D Louis Horst was the musical director at Denishawn.

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2 Which sentence **best** supports the central idea that Martha Graham was an innovator?

A "While there was some room for creativity, she still had to please the audience."

B "Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program."

C "She developed a fresh, new method of muscle control she called 'contraction and release.'"

D "In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance."

3 Which sentence could be added to **best** support the idea that Graham was an innovator?

A By 1927, Graham was working full-time as a dancer and choreographer.

B Graham was the first choreographer to fully collaborate with other modern artists.

C During the Depression in the 1930s, Graham sewed her dance costumes herself.

D Graham was given the title "Dancer of the Century" by *Time* magazine in 1998.

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

_____

_____

_____

_____

_____

_____

_____

_____

✓ **Self Check** ***Go back and see what you can check off on the Self Check on page 2.***

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Reading

Read the passage. Then answer the questions that follow.

The Aqua-Lung—Bringing Ocean Exploration to New Depths

by Jess Therell

1 Jacques Cousteau was an adventurer and an explorer with a passion for the ocean. He wanted not only to observe what was beneath the ocean's surface, but also to protect it by making the public aware of its importance. For this reason, many people also view him as an environmentalist.

2 Cousteau accomplished many things during his distinguished career. He helped author dozens of books about the ocean. He made a number of films, and he led several expeditions aboard his ship, *Calypso*. The explorer even created an underwater camera. Along with an engineer by the name of Emile Gagnan, Cousteau also invented the Aqua-Lung. This was a device that could be used to breathe underwater. Perhaps the most important outcome of the creation of the Aqua-Lung was that it made it possible for more people to explore the ocean's depths.

The Aqua-Lung—An Overview of Its Invention

3 The inspiration for the most important part of the Aqua-Lung was a regulator designed by Emile Gagnan. It was first used for car engines. Its chief feature was that it helped supply the exact amount of fuel needed for an engine to run, reducing unnecessary usage and minimizing waste.

4 Cousteau adapted Gagnan's invention to create the "demand regulator," the defining component of the Aqua-Lung system. The regulator is the piece that fits into the diver's mouth. The other essential parts were tanks containing air that were strapped to the diver's back, as well as a hose to carry air from the tank to the regulator.

5 The design of the Aqua-Lung was completed in the early 1940s. It was available for purchase in France a short time later. Within a decade, the system was being sold in several countries throughout the world.

What Made the Aqua-Lung Different?

6 The Aqua-Lung differed from most underwater devices that existed at the time in two main ways. First, it allowed divers to stay underwater for a much longer period of time. Before the invention of the Aqua-Lung, divers could only remain underwater for a matter of minutes before their air ran out. With the Aqua-Lung, that time could be extended to an hour or even more.

7 Second, it addressed the issue of air pressure. Pressure rapidly increases as water depth increases. In order to breathe without risk of harm in deep water, any inhaled air must have the same pressure as the surrounding water. The Aqua-Lung regulator automatically adjusted the pressure of the air in the tank to equalize air and water pressure, which made diving safer.

Go On

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Do Cousteau and Gagnan Deserve All the Credit?

8 While Cousteau and Gagnan's self-contained underwater breathing apparatus (SCUBA) known as the Aqua-Lung was an important new creation, it may not have been the revolutionary advancement many people seem to think. Cousteau and Gagnan built on the work of those who came before by modifying existing technologies and devices. This practice is common among inventors and scientists.

9 Support for the above claim can be found by looking at the history of ocean exploration and the devices that preceded the "invention" of the Aqua-Lung. First, it is important to note that people have always been intrigued by the ocean. Hundreds of years ago, people were already searching for ways to "breathe" underwater so they could stay beneath the surface longer and go deeper. They used hollow reeds as snorkels and wooden barrels as crude air tanks. Although these devices have little in common with the Aqua-Lung and other equipment currently on the market, they show that many people had aspirations and ideas that were similar to Cousteau's.

10 Second, the Aqua-Lung emerged after very similar devices had already been invented. By far the most notable one was the apparatus that was developed by Captain Yves Le Prieur in 1925. The main difference between it and the Aqua-Lung was air flow. Le Prieur's SCUBA released air constantly. The Cousteau/Gagnan device released it "on demand"—when the diver inhaled. Certainly, the world-famous Cousteau owed much of the credit for the creation of the Aqua-Lung to the comparatively unknown Le Prieur.

The Impact of the Aqua-Lung

11 Although Cousteau and Gagnan built on earlier technology, their invention did open the world of diving to more people. The Aqua-Lung made SCUBA diving simpler, safer, and accessible to the public. In the decades after the device became available, countless individuals adopted underwater diving as a hobby. Aqua-Lung is still a brand name that appears on many types of diving equipment, from regulators to masks to fins.

12 Cousteau's greatest legacy as a conservationist may have been giving ordinary people the tools needed to view the wonders of the ocean firsthand. Movies and books can certainly show people the beauty of marine life and explain why it needs protection. However, seeing the splendor of the ocean and some of its marvels in person is likely to be much more convincing than anything that appears on a screen or in print.

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1 The following question has two parts. First, answer part A. Then, answer part B.

Part A

What does the word "regulator" mean as it is used in the passage?

A a device used to control the pressure of air

B a device used to control the flow of liquids

C a mechanism in a watch or clock by which its speed is adjusted

D a person who makes sure laws or rules are followed

Part B

Which of the phrases from the passage **best** helps the reader understand the meaning of "regulator"?

A "supply the exact amount of fuel needed for an engine to run"

B "the piece that fits into the divers mouth"

C "automatically adjusted the pressure of the air in the tank"

D "the system was being sold in several countries throughout the world"

2 Select **two** central ideas of the passage.

A Jacques Cousteau promoted the conservation of our oceans.

B Over the centuries, many people have invented devices similar to the Aqua-Lung to assist divers.

C The Aqua-Lung differs from Le Prieur's SCUBA in one important way.

D The Aqua-Lung allowed longer, safer dives.

E Cousteau and Gagnan might not deserve all the credit for inventing the Aqua-Lung.

F Aqua-Lung is still a brand of equipment sold today.

G Cousteau and Gagnan built upon previous technologies when creating their Aqua-Lung.

Go On

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3 What is the author's main purpose in writing this passage?

A to give facts about a valuable invention and its impact on diving

B to make readers question Cousteau's contribution to the world of diving

C to explain the differences between the Aqua-Lung and Le Prieur's invention

D to describe how diving has changed and improved over the years

4 Read this sentence from the passage.

> Cousteau's greatest legacy as a conservationist may have been giving ordinary people the tools needed to view the wonders of the ocean firsthand.

What connotation does the phrase "ordinary people" have in this sentence?

A uneducated people

B dull and tiresome people

C people who do not know how to swim

D people who are neither explorers nor scientists

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5 Below are three claims that one could make based on the passage "The Aqua-Lung—Bringing Ocean Exploration to New Depths."

Claims	Jacques Cousteau was committed to helping people learn more about the world around them.
	The Aqua-Lung was superior to other devices that were available at the time.
	Cousteau made many contributions in a variety of areas.

Circle one of the claims, and then write down **two** sentences from the passage that support the claim.

First sentence: _____

_____

_____

Second sentence: _____

_____

_____

Go On

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Read the passage. Then answer the questions that follow.

Did Franklin Really Collect Electric Fire from the Sky?

by Neve Reed

1 The story of Benjamin Franklin and his kite experiment is one that captivates people of all ages. It begins when a thunderstorm is on its way. Most of the sensible people in the area are indoors seeking shelter. But not Benjamin Franklin! He's flying a kite with a piece of metal attached to the top. His goal: to prove that lightning is a form of electricity. The story goes that a bolt of lightning soon struck his kite, traveling down the string and charging a metal key near the end. Franklin touched the key, and the "very evident electric spark" he felt proved his theory correct.

2 This experiment is much more exciting than the idea of a scientist writing a paper at a desk or working in the laboratory. However, it's also quite likely that it didn't happen, at least not in the way people imagine. Evidence for this statement comes from numerous sources, including current knowledge and correspondence written by Franklin himself.

Priestley's Account of Franklin's Experiment

3 Joseph Priestley was the man who recounted the story of Franklin's experiment conducted in 1752. June 15th is often cited as the date. An entire chapter of Priestley's book, *The History and Present State of Electricity with Original Experiments*, is devoted to Franklin's work on the similarities between electricity and lightning. He explains how Franklin planned to use a kite to draw "lightning from the clouds," and gives an account of the actual experiment.

4 There are a few points that should be made about Priestley's account. The first is that it's not clear exactly where his information comes from. Priestley says it was obtained from the "best authority," but then goes on to say that Franklin's son was the only witness present during the experiment. If the information came from Franklin himself, why didn't Priestley say so?

5 The second is that a close reading of the section that describes the actual experiment does not explicitly state that the kite was struck by *a bolt of lightning*. He does mention thunderstorms and drawing lightning from the clouds. But is it possible that "lightning" is being used interchangeably with "electrical charges" here, an assertion that is supported by the thoughts of some modern scientists? Wouldn't the actual dramatic lightning strike have been a focus of Priestley's story? If, that is, it actually took place.

Franklin's Letter

6 One of the best pieces of evidence we have comes from Franklin himself. In 1752, he wrote a letter to a friend. In it, he describes how he performed the experiment.

7 However, some believe Franklin was merely describing how he would *theoretically* use a kite to prove that electricity and lightning were one in the same. There are several details about the setup that would make actually performing the experiment impractical. These include flying the kite from inside a building, keeping the silk ribbon dry, and not allowing the twine to touch any portion of the door or window.

Go On

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8 Furthermore, the letter is far from a formal description of Franklin's hypothesis, procedure, results, and conclusions. It would seem likely that Franklin would have presented his findings to the scientific community in an official report, but there is no indication that one exists.

The Danger Factor

9 One of the strongest pieces of evidence against the commonly held belief that Franklin's kite was struck by lightning is that he most likely wouldn't have survived. This was proven through an investigation conducted on a popular television program. The analysis showed that the massive amount of electricity in a bolt of lightning could have traveled down a wet piece of twine and charged a metal key at the end. However, the chances that Franklin could have touched the metal and lived to tell others about it are slim to none. Additionally, it's likely the scientist himself would have known the dangers of touching something that had been struck by lightning based on his previous work with electricity.

What Current Scientists Believe

10 Some believe that the experiment never actually took place at all. A more likely explanation based on the information available, though, is that Franklin *did* fly a kite a short time *before* a thunderstorm. The storm clouds would have contained the same static electricity found in lightning, although in much smaller amounts. These charged clouds could have produced the results described by Priestley in his well-known account. The investigation still probably wasn't the wisest idea on Franklin's part, but it is entirely possible that the scientist could have completed this version of the experiment and escaped unharmed.

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12 This question has two parts. First, answer part A. Then, answer part B.

Part A

Which inference can you draw from "Did Franklin Really Collect Electric Fire from the Sky?"

A The smaller amounts of static electricity in clouds before a storm actually endangered Franklin just as much as real lightning would have.

B The idea of a death-defying experiment is thrilling, but the reality is that Franklin likely would not have risked his life for science.

C Because he focused neither on the difficulties nor dangers of flying a kite indoors, Priestley's account is weakened.

D Franklin was probably more interested in making an exciting scientific story than in harnessing the true power of electricity.

Part B

Which of the following sentences from the passage **best** supports your answer to part A?

A "The analysis showed that the massive amount of electricity in a bolt of lightning could have traveled down a wet piece of twine and charged a metal key at the end."

B "Additionally, It's likely the scientist himself would have known the dangers of touching something that had been struck by lightening based on his previous work with electricity."

C "The storm clouds would have contained the same static electricity found In lightening, although In much smaller amounts."

D "A more likely explanation based on the Information available, though, is that Franklin did fly a kite a short time before a thunderstorm."

Go On

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13 Based on the information in the passage, how did Priestley's account influence some modern scientists?

A It led them to look for an alternate meaning for a term used to describe the experiment.

B It inspired them to seek the truth by watching the experiment on a television show.

C It drove them to question, in general, the way that experiments are set up.

D It convinced them that there was, in fact, no witness at all to the experiment.

14 How do the four sections with headings support the main ideas in the passage?

A Each section offers a problem with the lightning story and an alternative solution for what might have happened.

B Two of the sections focus on different causes for the writer's doubt, while the other two show how it might have happened.

C Three sections describe why the experiment probably did not occur, while the other offers a possible alternative.

D Each section compares and contrasts different accounts of the experiment, including those of people in the past and present.

15 The author states that it is quite unlikely that Franklin's kite experiment happened as we think. Which **two** sentences from the passage provide evidence for the author's belief?

A "The story of Benjamin Franklin and his kite experiment is one that captivates people of all ages."

B "However, the chances that Franklin could have touched the metal and lived to tell others about it are slim to none."

C "Some believe that the experiment never actually took place at all."

D "There are several details about the setup that would make actually performing the experiment impractical."

E "These charged clouds could have produced the results described by Priestley in his well-known account."

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16 This question has two parts. First, answer part A. Then, answer part B.

Below are three claims that one might make based on the passage.

Claims	
	The story of Franklin's experiment has interested people since Franklin first described it.
	Records of the lightning experiment are not reliable.
	Franklin was a scientist who knew lightning strikes were dangerous.

Part A

Draw an X by the claim that is supported by the most relevant and sufficient evidence within "Did Franklin Really Collect Electric Fire from the Sky?"

Part B

Write down **two** sentences from the passage that **best** provide evidence to support the claim selected in part A.

First sentence: _____

_____

_____

Second sentence: _____

_____

_____

Go On

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Lesson 11
Using Context Clues

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

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

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

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

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

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

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

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

Hint

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

Until 1920, suffrage, or the right to vote, was denied to women. Some prominent figures supported the cause. For example, the famous reformer Frederick Douglass spoke out for women's rights. Many small meetings took place, but a convention held in Seneca Falls in 1848 helped the movement grow. Thanks to their persistence, women won the right to vote more than seventy years later.

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Independent Practice

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

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct /4

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

1 What does the word resistance mean in the paragraph?

A opposition
B agreement
C questions
D approval

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

A "in the political arena"
B "in the home"
C "groups who argued"
D "in the government"

3 What does the word deplored mean in the paragraph?

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

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

A "Plenty of women"
B "strongly agreed"
C "deserved more rights"
D "having a voice"

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Tools for Instruction

Central Idea and Supporting Ideas

Proficient readers identify the central and supporting ideas of a text, as well as how the author elaborates on those ideas by providing supporting details. It can be difficult for students to understand the hierarchy of these relationships, especially in content-area reading, which can be conceptually and textually dense. Students often need to infer multiple main ideas, and they may need to work a little harder to distinguish supporting details. To provide support, focus on the processes involved in determining the importance of ideas and details and understanding how different information is related.

Two Ways to Teach

Use Outlines to Organize Information 30–45 minutes

Help students understand that in longer texts, multiple supporting ideas tell more about one central idea. Teach them to record information in a graphic organizer that visually represents hierarchical relationships.

- Say, *Central idea is the one idea in a passage that all the other details or ideas tell about. Supporting ideas tell more about a central idea. There are often several supporting ideas for one central idea. Similarly, supporting details tell more about each supporting idea. There are often several supporting details for each supporting idea.*
- Distribute and display **Central Idea and Supporting Ideas Chart** (page 3). Then choose a section of informational text to read together with students, and model how to fill in the outline. The example below is about a chapter on the Hoover Dam.

Title: The Hoover Dam

Central Idea: beneficial public works project

↓

Supporting Idea A: provided flood control

Detail 1. controlled the Colorado River

Detail 2. diverted water to farmers

Detail 3. diverted water to cities and towns for water supply

↓

Supporting Idea B: created jobs during Great Depression

Detail 1. 20,000+ workers hired

- Work with students to add information to the chart. Then have students work in groups to practice independently with another informational text. Discuss how these charts can help students understand the way an author develops ideas in a text.

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Write a Recap 30–45 minutes

Connect to Writing Summarizing is a useful way for students to practice identifying a central idea and supporting ideas.

- Explain that a recap is a very short summary of something that happened or something you learned. Give an example such as the following.

At the end of a baseball inning, the announcers give a quick recap of what happened during the inning. This is to quickly catch up to speed anyone who was not watching. A recap is a brief, concise summary that states only the main idea and the most important supporting details. This would include the score and any important plays. It would not include plays that did not affect the game.

- Have students choose a recent chapter from a science or social studies text and write a recap for a student who was absent from school. Emphasize that recaps are very short, so students should not write more than a half page.
- Have students exchange papers and discuss whether their partner's recap contained too many details or left out important information.

Check for Understanding

If you observe...	Then try...
difficulty identifying relevant information	turning the main idea of a paragraph into a question. **Main idea** *Jackie Robinson made baseball history.* **Question** *How did Jackie Robinson make baseball history?* Have students examine the text to locate the answers.
difficulty stating the central idea	providing choices. To help students learn to avoid common mistakes, include distractors that are overly broad and too narrow.

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Name_____

Central Idea and Supporting Ideas Chart

Title: _____

Central Idea: _____

Supporting Idea A: _____
- Detail 1. _____
- Detail 2. _____
- Detail 3. _____

Supporting Idea B: _____
- Detail 1. _____
- Detail 2. _____
- Detail 3. _____

Supporting Idea C: _____
- Detail 1. _____
- Detail 2. _____
- Detail 3. _____

Supporting Idea D: _____
- Detail 1. _____
- Detail 2. _____
- Detail 3. _____

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Lesson 7
Misplaced Modifiers

Introduction A **misplaced modifier** is a phrase or clause that is intended to modify a certain word in a sentence but is in the wrong place. As a result, it connects the wrong words or ideas to each other and confuses the reader. For example:

> We sat and talked about camping **in the kitchen**.

- The phrase *in the kitchen* is meant to modify *sat*, but instead it suggests that the camping happened in the kitchen. Now, look at another example.

> I served breakfast to my family, **which I made myself**.

- The clause *which I made myself* is misplaced. It suggests that the speaker made her family, not breakfast.
- To fix a misplaced modifier, move it as close as possible to what it should modify:

> We sat **in the kitchen** and talked about camping.
>
> I served my family breakfast, **which I made myself**.

Guided Practice **Rewrite each sentence to correct the misplaced modifier.**

Hint

If a dependent clause begins with the relative pronoun *who* or *which* and gives information that is not crucial to the meaning of the sentence, use commas to set off the clause from the rest of the sentence.

Example:
The muffins, *which smelled delicious,* were still warm.

1. I baked blueberry muffins and scrambled some eggs in the oven.

   _____

2. My cousin Rob told us while he ate where he and Josh had camped.

   _____

3. Rob had taken my nine-year-old brother camping, who is in college.

   _____

4. Rob had photos of the lovely lake on his phone near their campsite.

   _____

5. We put a drawing of the lake on the fridge that Josh had made.

   _____

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Independent Practice

For numbers 1–4, choose the answer that best corrects the misplaced modifier in each sentence.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct ___/4

1 Rob told us about hearing a strange noise in the night after breakfast.

A After breakfast, Rob told us about hearing a strange noise in the night.

B Rob told us about hearing a strange noise after breakfast in the night.

C After breakfast, Rob told us in the night about hearing a strange noise.

D In the night, Rob heard a strange noise that after breakfast he told us about.

2 Dad let Josh borrow his fishing rod to take on the trip, which was old but still worked.

A Josh borrowed for the trip, which was old but still worked, Dad's fishing rod.

B For the trip, Dad let Josh borrow his fishing rod, which was old but still worked.

C To take on the trip, Josh borrowed a fishing rod from Dad, which was old but still worked.

D The fishing rod that Josh borrowed to take on the trip from Dad was old but still worked.

3 Rob told us how Josh had caught a fish as he was washing the dishes.

A Rob as he was washing the dishes told us how Josh had caught a fish.

B Josh told us that, as Rob was washing the dishes, he had caught a fish.

C Josh had caught a fish, and Rob was washing the dishes and told us about it.

D As Rob was washing the dishes, he told us how Josh had caught a fish.

4 Next summer my cousin invited me to go camping by the lake with his family.

A My cousin invited me to go camping by the lake with his family next summer.

B By the lake next summer, my cousin invited me to go camping with his family.

C My cousin by the lake invited me next summer to go camping with his family.

D My cousin with his family next summer invited me to go camping by the lake.

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Lesson 8

Dangling Modifiers

Introduction A **dangling modifier** is a phrase or clause intended to modify a certain word, but that word is not actually stated in the sentence, or it is stated but the dangling modifier seems to modify a different word. Below are two sentences with dangling modifiers:

> **Driving past the mountains,** they were snow-covered and majestic.
> **After traveling all day,** the motel was a welcome sight.

In the sentences above, who was driving past the mountains? Who was traveling all day?

- One way to fix a dangling modifier is to add the word that was meant to be modified, often by making it the subject of the sentence.

> **Driving past the mountains, we** saw that they were snow-covered and majestic.

- Another way to fix a dangling modifier is to make it a dependent clause with its own subject. You might also have to rearrange the sentence.

> The motel was a welcome sight **after we had been traveling all day**.

Guided Practice **Rewrite each sentence to correct the dangling modifier.**

Hint

To correct a dangling modifier, you might need to reword other parts of the sentence completely.

1. Sleeping soundly through the night, my bed was comfortable.

   _____

2. After eating a good breakfast, the cave tour sounded more fun.

   _____

3. Before leaving for the cave tour, the brochure gave us directions.

   _____

4. Climbing into the car, my camera dropped and broke.

   _____

5. Waiting in line for the tour, clouds started forming.

   _____

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Independent Practice

For numbers 1–4, choose the revision that best corrects the dangling modifier in each sentence.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct /4

1 Explaining how the cave was made, we learned some amazing facts from the guide.

A While learning how the cave was made, the guide told us some amazing facts.

B Learning some amazing facts, the guide explained how the cave was made.

C Explaining some amazing facts, we learned from the guide how the cave was made.

D As the guide explained how the cave was made, we learned some amazing facts.

2 Walking out of the cave, a cloudburst soaked Emilia.

A A cloudburst soaked Emilia as she was walking out of the cave.

B Walking out of the cave was a cloudburst that soaked Emilia.

C Emilia was soaked as she walked out of the cave by a cloudburst.

D A cloudburst out of the cave soaked Emilia as she was walking.

3 Buying souvenirs at the gift shop, the clerk showed Ty some hats.

A The clerk showed Ty some hats, buying souvenirs at the gift shop.

B While Ty was buying souvenirs at the gift shop, the clerk showed him some hats.

C Buying souvenirs, the clerk at the gift shop showed Ty some hats.

D While the clerk showed Ty some hats, he was buying souvenirs at the gift shop.

4 Driving home, the rain stopped for a few minutes.

A Driving home for a few minutes, the rain stopped.

B The rain stopped driving home for a few minutes.

C For a few minutes driving home, the rain stopped.

D As we were driving home, the rain stopped for a few minutes.

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Lesson 3 Part 1: Introduction

Citing Evidence to Make Inferences

Theme: *The Competitive Spirit*

When you **analyze** something, you examine its parts to see how they work together. For example, you might analyze how the parts of a bicycle work to help a person move forward.

Reading involves analyzing, too. When you analyze a text, you sometimes look at what the text says **explicitly**, or directly. "The crowd clapped and cheered wildly when the home team won" is an example of explicit information because you know what happened and why. Other times, though, you must make an inference to figure out what the text is really saying. An **inference** is a reasonable guess based on textual evidence and what you already know.

Find the slowest runner in the picture below. Is he sad about losing? How can you tell?

Circle details in the picture that support an inference that the runner isn't sad about losing. Then complete the chart below to describe what details support this inference.

Text Evidence +	Background Knowledge =	Inference
• The expression on the runner's face is _____ _____. • This runner says _____ _____.	A person who loves a sport also enjoys participating in it.	The runner is just happy to compete. Competing is more important to him than winning.

To get the most out of your reading, you must analyze texts to understand what they say directly and make inferences about what they say indirectly. When you find evidence to make and support inferences, you'll find you won't get stuck as often trying to figure out what a text is saying—like when a bike is stuck in gear and can't move forward.

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Read the first three paragraphs of an article that showcases Michael Jordan.

Genre: **Article**

The Flu Game *by Maureen McBride*

Game 5 of the 1997 basketball playoffs should have been the game that the Chicago Bulls lost. It should, in fact, have marked the Utah Jazz's first NBA championship win. Michael Jordan, the Bulls' star player, had spent the previous 24 hours bedridden and dehydrated with what doctors had diagnosed as the stomach flu. He had lost weight and had missed two key days of practice leading up to the game. It was a recipe for disaster.

But three hours before the start of Game 5, the best player in the history of basketball suited up and appeared on the court.

Though Jordan was visibly weak in the first quarter, he had scored 17 points by the second, putting the Bulls ahead at half time. However, while Jordan spent the third quarter overcome by nausea and fatigue, Utah managed to reclaim the lead.

(continued)

Explore how to answer these questions: *"What is Michael Jordan's attitude toward competition? What text evidence supports your idea?"*

Michael Jordan's attitude is not stated, so you must use evidence in the text to infer what he thinks.

Look for evidence of Jordan's feelings about competition. One detail is shown in the chart below. Write another detail in column 1. Use this information to complete the inference in the last column.

Text Evidence +	Background Knowledge =	Inference
• Jordan was diagnosed with the flu before Game 5. •	• Jordan's team depended on him greatly. • Playing sports while sick requires determination.	Michael believes that competition _____.

What text evidence supports the inference that Michael Jordan is a fierce competitor? With a partner, find evidence in the article that supports your answer, and write it on the lines below.

_____

_____

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Continue reading about Michael Jordan in "The Flu Game." Use the Close Reading and the Hint to help you answer the question.

Close Reading

Which sentence best shows that Jordan is a talented player? Find and **underline** a sentence on this page showing this.

(continued from page 20)

"In the third quarter, I felt like I couldn't catch my wind," Jordan said. "I was just trying to get myself through it."

In the fourth quarter, Jordan scored 18 more points. Then, with only 25 seconds left in the game, he scored a 3-point shot, and the Bulls beat the Jazz by only two points. At the end of the game, Jordan collapsed into the arms of his teammate Scottie Pippen.

"I almost played myself into passing out just to win a basketball game," Jordan admitted later. "If we had lost, I would have been devastated."

Hint

Look for the choice that shows Jordan's talent, not his dedication or his luck.

Circle the correct answer.

Which sentence from the passage best supports the idea that Michael Jordan is a talented basketball player?

A "'In the third quarter, I felt like I couldn't catch my wind,' Jordan said. 'I was just trying to get myself through it.'"

B "In the fourth quarter, Jordan scored 18 more points."

C "Then, with only 25 seconds left in the game, he scored a 3-point shot, and the Bulls beat the Jazz by only two points."

D "'I almost played myself into passing out just to win a basketball game,' Jordan admitted later."

Show Your Thinking

Michael Jordan is a dedicated basketball player. Find and write down a sentence from the passage that supports this statement. Then explain your answer.

_____

_____

_____

With a partner, make an inference about why Michael Jordan collapsed into Scottie Pippen's arms. Support your inference with evidence from the text and background knowledge.

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

Genre: **Historical Account**

As I read, I'll look for evidence that tells more about each explorer. Then I can make inferences about what each one was like.

Close Reading

What factors led to Scott's failure? **Underline** details from the text that show the kind of trouble he and his men ran into.

What did Amundsen have going for him that Scott did not? **Circle** details that show Amundsen's advantages.

Race to Reach the South Pole: Scott vs. Amundsen

by Alarik Fjelstad

1 In 1911, Englishman Robert Falcon Scott and Norwegian Roald Amundsen raced to reach the South Pole first. Scott, captain of the *Terra Nova*, had nearly made it to the South Pole seven years earlier. He was confident he would succeed this time. Scott publicly announced that he would be using the latest in technology: motor sleds. He recruited scientists, sailors, and even a paying guest who insisted on bringing ponies to the coldest place on Earth.

2 Amundsen worried that competitors might try to prevent his attempt to reach the South Pole. He refused to share his dream with anyone, including his shipmates. Amundsen finally told his men where they were going midway through the Atlantic. Though he told them they could quit, they decided to continue the journey with him. They were all veteran Arctic explorers trained to use skis and sled dogs. At this time, Amundsen sent Scott an unsettling telegram telling him he was on his way to Antarctica.

3 Both vessels landed in Antarctica in January of 1911, but Amundsen set up his base camp deep inland on ice, while Scott made camp at the shoreline. With expert planning, Amundsen and his crew arrived at the South Pole with sled dogs on December 15, 1911. Meanwhile, Scott's motor sleds failed to work in the minus 40 degree Celsius cold, and the ponies died and were eaten by Scott's crew. Scott arrived at the Pole 33 days after Amundsen and was shocked to find the Norwegian flag. Disillusioned and weak, Scott and his men died of starvation on the return trip, just 11 miles from their nearest supply station.

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Hints

Which choice provides evidence that Amundsen was not very trusting?

Think about what finally happened to Scott and his men. Which choice explains their fate?

What did Amundsen have in his favor that Scott did not? Think about his shipmates and forms of transportation.

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

1 A student makes the following inference about Captain Amundsen:

Amundsen was a very secretive person.

Which sentence from the text best supports this inference?

A ". . . Admundsen set up his base camp deep inland on ice, while Scott made camp at the shoreline."

B "Admundsen finally told his men where they were going midway through the Atlantic."

C "At this time, Amundsen sent Scott an unsettling telegram telling him he was on his way to Antarctica. "

D "Scott arrived at the Pole 33 days after Amundsen and was shocked to find the Norwegian flag."

2 Based on the text, which of the following statements explains why Scott and his men were unsuccessful?

A Scott and his men were not truly prepared for the trip's hardships.

B Scott planned to use outdated technology on the trip.

C The English expedition camped at the shoreline instead of inland.

D They were unfamiliar with the challenge of Arctic exploration.

3 Explain why Amundsen succeeded. Include at least two details from the text that support your inference about what led to his success.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Read this excerpt from a back-to-school speech. Then answer the questions that follow.

from "The President's Speech to Students"

by President Barack Obama

1 You're this country's future. You're young leaders. And whether we fall behind or race ahead as a nation is going to depend in large part on you. So I want to talk to you a little bit about meeting that responsibility.

2 It starts, obviously, with being the best student that you can be. Now, that doesn't always mean that you have to have a perfect score on every assignment. It doesn't mean that you've got to get straight As all the time—although that's not a bad goal to have. It means that you have to stay at it. You have to be determined and you have to persevere. It means you've got to work as hard as you know how to work. And it means that you've got to take some risks once in a while. You can't avoid the class that you think might be hard because you're worried about getting the best grade if that's a subject that you think you need to prepare you for your future. You've got to wonder. You've got to question. You've got to explore. And every once in a while, you need to color outside of the lines.

3 That's what school is for: discovering new passions, acquiring new skills, making use of this incredible time that you have to prepare yourself and give yourself the skills that you're going to need to pursue the kind of careers that you want. And that's why when you're still a student you can explore a wide range of possibilities. One hour you can be an artist; the next, an author; the next, a scientist, or a historian, or a carpenter. This is the time where you can try out new interests and test new ideas. And the more you do, the sooner you'll figure out what makes you come alive, what stirs you, what makes you excited—the career that you want to pursue. . . .

4 So that's a big part of your responsibility, to test things out. Take risks. Try new things. Work hard. Don't be embarrassed if you're not good at something right away. You're not supposed to be good at everything right away. That's why you're in school. The idea, though, is that you keep on expanding your horizons and your sense of possibility. Now is the time for you to do that. And those are also, by the way, the things that will make school more fun.

5 Down the road, those will be the traits that will help you succeed, as well—the traits that will lead you to invent a device that makes an iPad look like a stone tablet. Or what will help you figure out a way to use the sun and the wind to power a city and give us new energy sources that are less polluting. Or maybe you'll write the next great American novel. . . .

6 But I also want to emphasize this: With all the challenges that our country is facing right now, we don't just need you for the future; we actually need you now. America needs young people's passion and their ideas. We need your energy right now. I know you're up to it because I've seen it. Nothing inspires me more than knowing that young people all across the country are already making their marks. They're not waiting. They're making a difference now. . . .

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7 There are students like Will Kim from Fremont, California, who launched a nonprofit that gives loans to students from low-income schools who want to start their own business. Think about that. So he's giving loans to other students. He set up a not-for-profit. He's raising the money doing what he loves—through dodgeball tournaments and capture-the-flag games. But he's creative. He took initiative. And now he's helping other young people be able to afford the schooling that they need. . . .

8 The point is you don't have to wait to make a difference. Your first obligation is to do well in school. Your first obligation is to make sure that you're preparing yourself for college and career. But you can also start making your mark right now. A lot of times young people may have better ideas than us old people do anyway. We just need those ideas out in the open, in and out of the classroom. . . .

9 When I meet young people like yourselves, when I sit and talk to [a student at this school], I have no doubt that America's best days are still ahead of us, because I know the potential that lies in each of you. Soon enough, you will be the ones leading our businesses and leading our government. You will be the one who are making sure that the next generation gets what they need to succeed. You will be the ones that are charting the course of our unwritten history. And all that starts right now—starts this year. . . .

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct /3

1 Which of these statements is **not** supported by the remarks made in President Obama's speech?

A Work hard in school and try out new possibilities.

B While in school, acquire a variety of skills and interests.

C Figure out different ways to become energetic leaders.

D Explore a wide range of ideas and career options.

2 What evidence from the speech **best** shows how students can prepare themselves for the future?

A Students need to act responsibly during their time in school.

B Students should focus on courses that will help them earn good grades.

C Students should realize that they will not excel at everything that they try.

D Students need to try new possibilities to discover what excites them.

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3 Which sentence from the passage **best** supports the idea that President Obama thinks students must take responsibility for their own futures?

A "Now, that doesn't always mean that you have to have a perfect score on every assignment."

B "Down the road, those will be the traits that will help you succeed, as well—the traits that will lead you to invent a device that makes an iPad look like a stone tablet."

C "Your first obligation is to make sure that you're preparing yourself for college and career."

D "Soon enough, you will be the ones leading our businesses and leading our government."

4 Read the statement below, and then answer the question that follows it.

President Obama believes that creativity is a valuable trait for people to have.

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

✓ **Self Check** ***Go back and see what you can check off on the Self Check on page 2.***

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Read the essay. Then answer the questions that follow.

The Middle of Nowhere

by Brendan Wolfe

1 Every year my dad's family gathers up its members from the four corners of the known world and invites them home for a reunion. Home for us is a treeless patch of landscape that we have fondly dubbed the Middle of Nowhere. This is where Dad and his sisters grew up, and in addition to a patchwork quilt of corn and soybean fields, the area features an occasional rotten-wood barn and steel silo. Before I was born, my family all moved away, and at that very moment time seems to have stopped in this place. The corn and beans must have been planted by someone, but that's the only evidence that people still live here.

2 Although we live only a few miles down the Interstate, my dad is the only one who knows for sure how to get back to his old home. Actually, it might be an exaggeration to say that he knows for sure. As often as not he gets us all lost, which is why we call it the Middle of Nowhere in the first place.

3 Anyway, this year's reunion was a classic example. Dad piled my brother and me into our station wagon, along with folding chairs, badminton gear, and a cooler full of sandwiches, and we weighed anchor for the Middle of Nowhere. Like a captain of the high seas, he welcomed us aboard ship and then gruffly warned us to maintain our discipline lest we be forced to walk the plank.

4 "Can we use a GPS this year, Dad?" I asked. My friends' parents used them and they never got lost.

5 "I insist that you call me captain," Dad snapped, before indicating that all electronic directional devices were absolutely *verboten*.

6 "What does 'verboten' mean?" I asked.

7 Just then we passed an old gas station. By "old," I mean ancient—older even than my dad. The gas pumps were candy-apple red and round at the top, and they looked nothing like they're supposed to. (Where, for instance, are you supposed to swipe your credit card?) The main building, meanwhile, leaned a bit and to my eyes was just barely standing.

8 "This is where we used to go for a soda pop when I was a kid," Dad said, excitedly pointing at the old wreck.

9 "Why do you say 'soda pop'?" I asked, but Dad, as usual, ignored me. Instead, he explained that this is where we turned off the Interstate.

10 Soon we were deep amongst the tall rows of corn. At the bottom of a hill, it was impossible to see where you were, but the landscape rolled, like the waves of an ocean. When you crested a wave, you could see for miles.

11 "You see that crossroads?" Dad asked as the out-of-breath Pontiac finally reached the peak of a particularly steep hill. At first it looked no different from any other crossroads, whether here or anywhere else in the world. Then I noticed a slight anomaly: the dirt roads did not meet at quite a right angle. Instead, one of them arrived having had to scoot around one of those rotten-wood barns. This was Danny Flynn's barn, apparently, and Danny Flynn had been born ornery. When the county wanted to cut its road through Danny Flynn's property, Danny Flynn folded his arms, spat in the dirt, and said, "No, sir." No matter how much money the county offered, the old farmer refused to move his barn. He even amended his last will and testament to make sure that no relative of his ever moved it, either.

Go On

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12 "We only ever called him Danny Flynn," Dad said. "Never Mr. Flynn. It just seemed more respectful somehow. We always knew he fancied your grandmother, doing odd jobs for her whenever he could. Helping her out—that was the only time the old man ever smiled, I think."

13 "What do you mean 'fancied'?" I asked.

14 "We're close now," my dad said. Past Danny Flynn's barn we should turn right at the ball field where Dad played shortstop on Saturdays, then, after a quarter of a mile, the "old homestead," as Dad called it, should be just over the hill. "Land ho!" Dad always called when he spied it.

15 As the Pontiac puffed along, however, the ball field never showed up. "Where did it go?" I wondered aloud, and then my little brother, who prefers snoozing through car trips, startled awake. "What's going on?" he said, rubbing his eyes.

16 "The best-laid plans of mice and men often go awry," Dad mumbled, pulling the car over.

17 When we looked at him quizzically, he admitted that we must be lost. "My memory's not what it used to be," he explained.

18 "Then why not use a map?" I snorted in disgust. Those endless stalks of green corn seemed at this point to be mocking me.

19 "You still don't get it, do you?" Dad said after a long pause. "My memories *are* my map."

20 I'm not afraid to admit that this, finally, shut me up. After all, when you're in the Middle of Nowhere, what better than a map that tells stories?

---

22 This question has two parts. First, answer part A. Then, answer part B.

Part A

What does the word "ornery" mean as it is used in paragraph 11 of the essay?

A unruly

B grouchy

C contrary

D awkward

Part B

Which of the phrases from the essay **best** helps the reader understand the meaning of "ornery"?

A "folded his arms"

B "the old farmer refused to move his barn"

C "We always knew he fancied your grandma"

D "that was the only time the old man ever smiled,"

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23 Read the partial summary of "The Middle of Nowhere."

> A father travels with his family to a family reunion. Along the way, he points out places that he remembers from his childhood. Each of these settings is accompanied by a story about people or events of his past.

Select **two** sentences that should be included in a summary of key ideas of the essay.

A They pass an old gas station where he used to buy soda pop.

B The son is frustrated by his dad's unwillingness to use aids to find the way.

C The father grew up in an area called the Middle of Nowhere.

D The father may not recall the way to his childhood home, but he has no difficulty recalling the past.

E They talked about Danny Flynn who fancied the children's grandmother.

F They all piled into the old Pontiac station wagon for the long trip.

24 The following statement is a conclusion based on the information in the text.

> The narrator's father is not comfortable with the fact that he does not know the area as well as he used to.

Which sentence from the essay **best** supports this conclusion?

A "This is where Dad and his sisters grew up, and in addition to a patchwork quilt of corn and soybean fields, the area features an occasional rotten-wood barn and steel silo."

B "Although we live only a few miles down the Interstate, my dad is the only one who knows for sure how to get back to his old home."

C "'This is where we used to go for a soda pop when I was a kid,' Dad said, excitedly, pointing at the old wreck."

D "'The best-laid plans of mice and men often go awry,' Dad mumbled, pulling the car over."

Go On

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25 Which statement **best** expresses the narrator's point of view at the end of the essay?

A He is embarrassed by his father's childhood home.

B He appreciates the opportunity to learn more about his father.

C He worries that his father is aging and his memory is failing.

D He is amused by his father's reflections on the past.

26 Why do the narrator and his family refer to his dad's childhood home as "the Middle of Nowhere"? Use **two** details from the essay to support your response.

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Tools for Instruction

Cite Textual Evidence

As students develop critical arguments about literary and informational text in their writing and class discussions, they are expected to cite textual evidence in order to prove that their arguments are sound and reasonable. Learning to cite evidence properly can be challenging, though. Students must be able to point to specific details that give evidence, rather than relying solely on their opinions or background knowledge. Also, when paraphrasing or quoting directly, they must understand how to use information in its correct context so that they do not change the author's intent. Support students in citing textual evidence by examining what makes evidence weak or strong, and by asking questions such as, *Did the author say that? Can you show me where?*

Three Ways to Teach

Cite Three Examples 20–30 minutes

Help students understand that a good argument should be supported with several details from the text.

- Say, *In writing, we tend to use three examples when we support a statement about a text. This is one way to show that our idea is sound and well supported.*
- Distribute and display **Textual Evidence Chart** (page 3), and read aloud a passage from a current text that students each have a copy of. The example below is based on a book about Harriet Tubman.
- Ask, *What is one statement we could make about [subject], based on what we just read?* Record the statement on the chart, and have students fill in their copies.
- Then work with students to find evidence in the text to support the statement. Remind them to consider using a combination of direct quotation and paraphrasing. Say, *We quote directly when we copy the author's words exactly and place them in quotation marks. We paraphrase when we restate the author's ideas in our own words.*

Statement
Harriet Tubman was considered by many to be a hero.

Textual Evidence 1: Page 82
After escaping from slave territory, she returned many times to lead others to freedom.

Textual Evidence 2: Page 95
In the Civil War, she led a raid into South Carolina that freed more than 700 slaves.

Textual Evidence 3: Page 103
"One slave remarked, 'Harriet saved my life. God bless Harriet Tubman,' and she wept."

- Point out the page numbers in the chart, and remind students that keeping record of these pages will help them to revisit the text more quickly when they need to verify their evidence.
- Make spare copies of the textual evidence chart available for students to use as a prewriting tool.

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Evaluate Strong and Weak Textual Evidence 20–30 minutes

An important part of citing evidence is learning the difference between evidence that strongly supports a statement and evidence that offers weaker support. Teach the difference between strong and weak textual evidence.

- Display a statement about a text. For example, a statement from *The Tale of the Mandarin Ducks,* by Katherine Paterson, might be the following: *Acts of kindness are always rewarded.*
- Then explain that you need evidence to support this statement. Share these rules for supporting evidence.

Rule 1 It has to come from the text.
Rule 2 It has to tell more about the statement.

- Discuss examples of weak and strong support for this statement, using models such as the one shown.

Weak Support	Strong Support
The lord despised Shozo because he was no longer handsome.	Yasuko and Shozo are mysteriously rescued by masked strangers.

- Ask, *Why is the first example weak?* (because it does not tell more about the statement) *Why is the second example strong?* (because it comes from the text and gives an example of how the act of kindness was rewarded)
- Have partners find other examples of weak and strong support for this statement. Then have them repeat this activity with other statements and other texts. Remind them to use both paraphrasing and direct quotation as evidence.

Evaluate Strong and Weak Persuasive Support 20–30 minutes

Connect to Writing Connect strong and weak textual evidence with what students are learning about supporting reasons in a persuasive essay. Have students evaluate their own persuasive writing. Provide a checklist for students to guide their evaluation, including questions such as these.

- *What is the statement, or reason?*
- *Is this reason strong or weak? Why?*
- *What is the evidence given to support it?*
- *Is each piece of evidence strong or weak? Why?*

Have partners share their evaluations and make recommendations for improving the textual support.

Check for Understanding

If you observe…	Then try…
citing evidence that does not come from the text	asking students to tell how they know. As they tell, listen for details and help to correct assumptions by revisiting concrete details and restructuring students' thinking.

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Name_____

Textual Evidence Chart

Statement

Textual Evidence 1: Page _____

Textual Evidence 2: Page _____

Textual Evidence 3: Page _____

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Lesson 12

Greek and Latin Word Parts

Introduction Many English words have Greek and Latin roots and affixes.

- A **root** is a word part that contains the core meaning of the word. In the word *science*, for example, the root *sci* means "knowledge."

Root	Meaning	Root	Meaning
belli	"war"	*flect, flex*	"bend"
tract	"draw, pull"	*sci*	"knowledge"
hydr	"water"	*form*	"shape, form"

- An **affix** is a word part added to a root. Affixes include **prefixes**, which come before the root, and **suffixes**, which come after the root.

Prefix	Meaning	Suffix	Meaning
de-, dis-	"do the opposite"	*-ous, -ious*	"characterized by"
re-	"again, anew"	*-ent*	"inclined to"
con-	"with"	*-able, -ible*	"capable of, tending"

Guided Practice **Read the passage. Circle the roots in the underlined words. On a separate piece of paper, write the meanings of the word parts and define the word.**

Hint

A root's meaning will sometimes not fit well with the definition of the word. You'll need to make an inference (an educated guess) to see the connection between the root and the meaning.

My dog Sam has a belligerent personality. The moment he becomes conscious of a cat, he gives chase. No matter what I do to distract him, nothing works. The problem is intractable.

One day, Sam approached a stray cat, which raised its spiky fur, bared its teeth, and took off after *him*. Sam returned later, dehydrated, hot, and humble. But did Sam reform his behavior? No! My dog is just too inflexible to change his habits.

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Independent Practice

For numbers 1–4, read each sentence. Then answer the question.

Answer Form

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

Number Correct /4

1 When I bring Sam his leash for a walk, his response is effusive.

The prefix *ef-* means "out," and the root *fus* means "pour." What is the meaning of effusive as it is used in the sentence?

A showing quiet pleasure

B showing great enthusiasm

C showing boredom and weariness

D showing confusion

2 Being a quadruped, Sam is often frustrated by my slow pace.

The prefix *quadr-* means "four," and the root *ped* means "foot." What is the meaning of quadruped as it is used in the sentence?

A a four-foot-long animal

B a four-footed animal

C a four-speed bicycle

D a four-wheeled scooter

3 When we turn toward home, Sam reacts badly to the brevity of our outing.

The root *brev* means "brief," and the suffix *-ity* means "degree." What is the meaning of brevity as it is used in the sentence?

A slowness

B suddenness

C shortness

D frequency

4 He sits down on the sidewalk and is tenacious about staying there.

The root *ten* means "hold," and the suffix *-ious* means "characterized by." What is the meaning of tenacious as it is used in the sentence?

A happy and content

B full of rage

C unable to move

D unwilling to give in

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Read the article. Then answer the questions that follow.

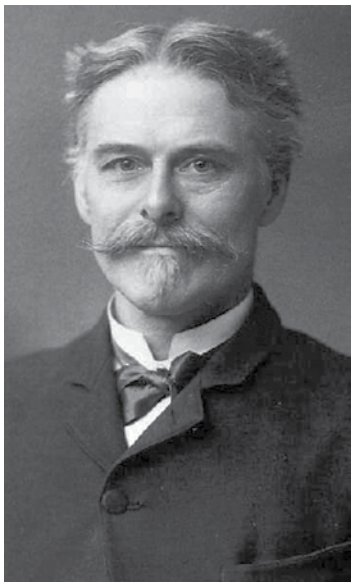
The Bone Wars

by J. R. Hill

1 If you've spent any time in grocery checkout lines, you've probably seen magazines with pictures of celebrities behaving badly toward each other. You might believe that scientists would be above that sort of thing, but you'd be wrong. About 150 years ago, two scientists started a nasty feud that lasted for decades—and brought to light some of the most spectacular creatures that ever walked the earth.

2 Edward Cope and Othniel Marsh were paleontologists—scientists who study extinct life-forms, including dinosaurs. They met in 1864, when their careers were starting. Paleontology was a young science in the United States, and only a few dinosaurs had been discovered in North America.

Othniel Marsh



Edward Cope

3 Cope and Marsh were friendly at first, but their relationship quickly soured. In 1868, Cope and a team of hired men were digging up dinosaurs in New Jersey. Marsh journeyed there and stayed with Cope for a few weeks. Things seemed to go well, but after Marsh left, Cope learned that his guest and the team foreman had made a deal. In exchange for money, the foreman would send new fossils to Marsh instead of Cope. Marsh had fired the first shot in what scientists would come to call the "Bone Wars."

4 The war heated up fast. In 1869, Cope wrote an article describing a newly found extinct sea reptile he named *Elasmosaurus*. Cope included a drawing of the creature's skeleton. Another scientist soon pointed out that Cope had mistakenly stuck the beast's skull on its tail. Cope was humiliated, and Marsh crowed about the blunder to anyone who would listen. Shortly after, each man began publishing a string of scientific articles viciously attacking the other's ideas.

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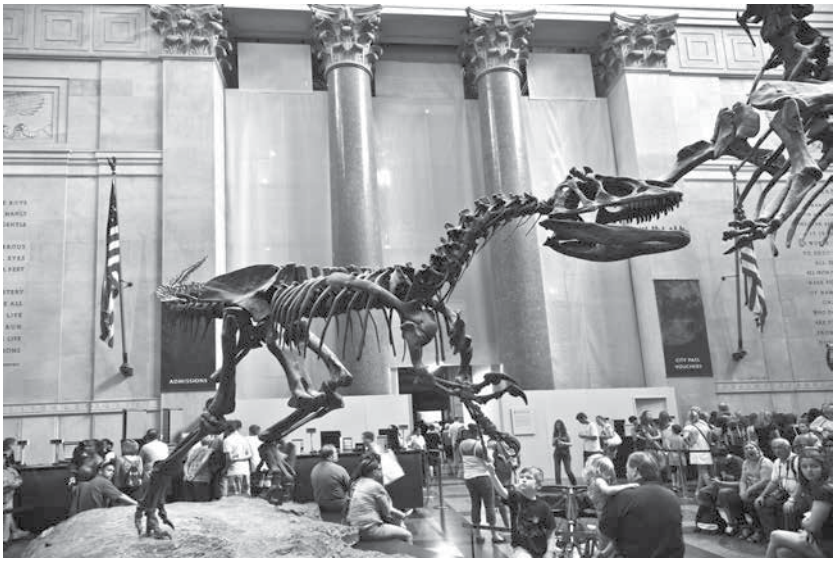
5 Cope and Marsh's thirst to outdo each other spilled into their fieldwork. Throughout the 1870s and 1880s, they led and sent teams into lawless regions of the western United States to hunt for dinosaur bones. The teams were told to slow and disrupt each other's work through bribery, stealing, and rock-throwing. The teams even used dynamite to blow up cliffs and bury fossils to keep discoveries from falling into each other's hands. To this day, scientists wonder what fantastic discoveries lay beneath tons of rubble.

6 In addition to sabotage, Cope and Marsh forced their teams to dig up and transport bones quickly. Such speed damaged many specimens, but each man wanted the credit of making the first discoveries of new species. Because they published their findings as quickly as possible, they made many mistakes. Marsh, for example, accidentally stuck the head of one dinosaur (*Camarasaurus*) on to the neck of another dinosaur (*Apatosaurus*) and thought he had discovered a new dinosaur—*Brontosaurus*. Unlike Cope's mistake with *Elasmosaurus*, paleontologists didn't discover and undo Marsh's *Brontosaurus* blunder for nearly 100 years.

7 Until the mid-1880s, only scientists knew about Cope and Marsh's fight. But when Cope ratted out Marsh to the *New York Herald*, their battle spilled out into the world at large. Cope and Marsh assaulted each other through letters published in the newspaper. For a time, they were as famous as any celebrities of today. And even when the public eventually stopped caring, the feud didn't cease. The two men of science took swipes at each other until Cope's death in 1897. Even in death, Cope kept up the attack. He donated his skull to science and asked that his brain size be compared with Marsh's. (Scientists of that time believed that a person with a large brain was smarter than a person with a small one.) For whatever reason, Marsh did not accept Cope's challenge.



8 The Bone Wars have a mixed legacy. On the one hand, American paleontology got a bad reputation from Cope and Marsh's cutthroat behavior. And the mistakes they made in their rush for glory slowed the progress of paleontology for many years. But the Bone Wars also produced a mountain of raw material. Cope and Marsh discovered more than 130 dinosaur species. Their teams dug up so many bones that scientists are still learning new things about them. And many of their most famous discoveries, including *Stegosaurus*, *Allosaurus*, *Diplodocus*, and *Triceratops*, fire the imaginations of children (and more than a few adults) worldwide. Perhaps paleontology would have been worse off had the two men actually gotten along.

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Answer the questions. Mark your answers to questions 1–7 on the Answer Form to the right.

Answer Form

1A	Ⓐ	Ⓑ	Ⓒ	Ⓓ	4	Ⓐ	Ⓑ	Ⓒ	Ⓓ
1B	Ⓐ	Ⓑ	Ⓒ	Ⓓ	5	Ⓐ	Ⓑ	Ⓒ	Ⓓ
2	Ⓐ	Ⓑ	Ⓒ	Ⓓ	6	Ⓐ	Ⓑ	Ⓒ	Ⓓ
3	Ⓐ	Ⓑ	Ⓒ	Ⓓ	7	Ⓐ	Ⓑ	Ⓒ	Ⓓ

Number Correct /8

1 Answer Parts A and B below.

Part A

The article says that paleontology was a young science in the United States in the mid-1800s. How knowledgeable about the field were paleontologists of the time?

A They were more informed than those in other nations.

B They were the greatest experts of the field at the time.

C They were not very knowledgeable about their field.

D They were just as knowledgeable as any other scientists.

Part B

Which detail from the article **best** supports the answer to Part A?

A "Another scientist soon pointed out that Cope had mistakenly stuck the beast's skull on its tail."

B "Cope was humiliated, and Marsh crowed about the blunder to anyone who would listen."

C "Because they published their findings as quickly as possible, they made many mistakes."

D "Unlike Cope's mistake with *Elasmosaurus*, paleontologists didn't discover and undo Marsh's *Brontosaurus* blunder for nearly 100 years."

2 Marsh and Cope had a stormy relationship. Which event was the **most** important influence on this relationship?

A Marsh paid Cope's team foreman to send new fossils to him.

B Marsh claimed he was the first to discover a mistake by Cope.

C Groups of their workers threw rocks at each other.

D Cope and Marsh attacked each other in the newspapers.

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3 Which sentence **best** describes how the two paleontologists influenced each other?

A Cope and Marsh would do almost anything to become public celebrities.

B The competition between Cope and Marsh pushed each man to make amazing discoveries.

C Cope and Marsh's mistakes destroyed their credibility as paleontologists.

D Cope and Marsh would have discovered even more dinosaur bones if they had worked together.

4 Each man thought he was better in his field than the other. Which evidence from the text **best** supports the inference that Cope also thought he was smarter than Marsh?

A Cope told the *New York Herald* about Marsh's actions.

B Cope described a newly found extinct sea reptile he named *Elasmosaurus*.

C Cope wanted his brain size to be compared with Marsh's after death.

D Cope published scientific articles viciously attacking Marsh's ideas.

5 A good summary includes only important details. Which of the following details is **not** important enough to include in a summary of the article?

A The rivalry between Cope and Marsh affected their fieldwork.

B Cope and Marsh brought to light some amazing discoveries.

C Each man's rush to claim glory caused mistakes to be made.

D The men gained fame due to their letters in the *New York Herald*.

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6 The last paragraph says that the Bone Wars have a mixed legacy. How does the author develop this idea?

A by concentrating on the mistakes that Cope and Marsh made

B by presenting the pros and cons of Cope and Marsh's rivalry

C by giving the causes and effects of Cope and Marsh's rivalry

D by stating in sequence events detailing Cope and Marsh's rivalry

7 Which of the following lists only the **main topics** of "The Bone Wars" in the correct order?

A Cope and Marsh meet in 1864.
Their feud begins in 1868.
Cope publishes a mistake in 1869.
The feud moves into fieldwork during the 1870s and 1880s.
Cope dies in 1897, leaving Marsh the winner of the Bone Wars.

B Marsh begins the feud.
The feud is fought through scientific articles.
The fighting turns violent in fieldwork out West.
Cope dies and wants his brain compared with Marsh's.
The Bone Wars both helps and hurts the reputation of paleontology.

C The feud turns Cope and Marsh into celebrities.
Marsh secretly tries to hire Cope's foreman.
Cope publishes a mistake in a scientific journal.
Cope and Marsh begin fighting the Bone Wars.
Cope dies, so Marsh wins the Bone Wars.

D A feud begins between Cope and Marsh.
Cope and Marsh compete in both articles and fieldwork.
The fight leads to both mistakes and damaged specimens.
The feud goes public and ends only with Cope's death.
The Bone Wars slowed scientific progress but provided valuable fossils.

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8 The last paragraph of the article states that "American paleontology got a bad reputation from Cope and Marsh's cutthroat behavior." Explain why this was true. Cite two pieces of text evidence to support your inference.

9 Write a paragraph in which you analyze the positive influence Cope and Marsh's rivalry had on the field of paleontology, both in their own time and today. Support your analysis with details from the article.

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Performance Task—Extended Response

10 Think about how the author of "The Bone Wars" develops and explains the rivalry between Cope and Marsh over the course of the article. What are three central ideas about the rivalry? How is each idea developed and explained? What details support each one?

In your answer, be sure to
- identify three central ideas presented about the rivalry
- explain how the text develops and explains these ideas
- use details from the article in your answer

Check your writing for correct spelling, grammar, capitalization, and punctuation.

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Unit 2
Key Ideas and Details in Literature

You are sitting in a darkened theater, waiting for a play to begin. Finally, the lights come on, the curtain rises, and the actors begin speaking their lines. As you watch, the story unfolds. From the **details** in the action and dialogue, you learn **key ideas** about the plot. The lighting, scenery, costumes, and makeup also contribute to the performance. Each part of the production adds to the audience's understanding of the plot. When you read a story, play, or poem, you are that text's audience. You understand key ideas by paying close attention to the author's descriptions and the characters' dialogue. Sometimes, you have to "read between the lines" and use the details in the text to figure out information that the author doesn't tell you directly.

In this unit, you will learn how to understand a literary work by reading closely and using evidence, or details, directly or by making inferences. You will learn to describe how a story's or play's plot unfolds and how aspects of the characters or setting affect what is happening in the plot. Finally, you will learn how to use all that information to summarize the text. Prepare to watch some fascinating stories from the past, present, and around the world. Let the curtain rise and the show begin!

Self Check **Fill out the Self Check on the next page.**

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Before starting this unit, check off the skills you know below. As you complete each lesson, see how many more you can check off!

Self Check

I know how to:	Before this unit	After this unit
cite several pieces of evidence to support inferences about a literary text.	☐	☐
explain how setting, characters, or plot influence each other in a story or drama.	☐	☐
find a theme or central idea of a text and tell how it is developed.	☐	☐
summarize a text without giving personal opinions.	☐	☐

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Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____. Then, the character _____.

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UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

Ready | Reading ©Curriculum Associates, LLC 11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

Ready | Reading ©Curriculum Associates, LLC 14

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text? How do you know?

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KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

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KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

Ready | Reading ©Curriculum Associates, LLC 33

KNOWLEDGE BUILDING

What do you already know about this topic? Where have you learned about this topic?

I already know _____ from _____.

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KNOWLEDGE BUILDING

What were you surprised to learn from the text?

Ready | Reading ©Curriculum Associates, LLC 40

ACADEMIC TALK

I'm curious about _____.

Ready | Reading ©Curriculum Associates, LLC 70

ACADEMIC TALK

Can you tell me more about _____?

Ready | Reading ©Curriculum Associates, LLC 77

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Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje _____. Luego, el personaje _____.

Ready | Reading ©Curriculum Associates, LLC 5

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

Ready | Reading ©Curriculum Associates, LLC 11

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

Ready | Reading ©Curriculum Associates, LLC 14

TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto? ¿Cómo lo sabes?

Ready | Reading ©Curriculum Associates, LLC 16

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé _____.

Ready | Reading ©Curriculum Associates, LLC 32

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber _____.

Ready | Reading ©Curriculum Associates, LLC 33

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema? ¿Dónde has aprendido sobre este tema?

Ya sé _____
Lo aprendí _____.

Ready | Reading ©Curriculum Associates, LLC 37

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

Ready | Reading ©Curriculum Associates, LLC 40

LENGUAJE ACADÉMICO

Siento curiosidad por _____.

Ready | Reading ©Curriculum Associates, LLC 70

LENGUAJE ACADÉMICO

¿Puedes decirme algo más sobre _____?

Ready | Reading ©Curriculum Associates, LLC 77

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