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**Answer Keys** | 101 |
Fiction, poetry, and drama are three different genres, or types, of literature. Certain literary structures, or ways works are organized, help define each genre. Fiction, poetry, and drama all have specific features that make up their structures.

**Fiction**
Fiction has a certain structure. A work of fiction may have characters and dialogue, like drama. However, in fiction, text is broken up into paragraphs. Also, you may learn far more about a character’s thoughts in fiction than in drama. Large sections of paragraphs together, organized around a common idea or plot event, make up chapters. A *chapter* is a section of a book. In some books, the chapters have numbers or names. When you open a book, look at the first few pages to find its *table of contents*. This is the list of chapters and the page numbers where each chapter begins.

**Poetry**
The structure of poetry can be very different from poem to poem. However, every poem has lines. Many poems are broken up into *stanzas*, or groups of lines, set apart by spaces. Usually, each stanza in a poem builds upon the last. Poets may use more than one stanza to help develop their ideas in a poem. There are two stanzas in the poem below.

*Plowboy*

*by Carl Sandburg*

After the last red sunset glimmer,
Black on the line of a low hill rise,
Formed into moving shadows, I saw
A plowboy and two horses lined against the gray,
Plowing in the dusk the last furrow.

The turf had a gleam of brown,
And smell of soil was in the air,
And, cool and moist, a haze of April.
I shall remember you long,
10 Plowboy and horses against the sky in shadow.
I shall remember you and the picture
You made for me,
Turning the turf in the dusk
And haze of an April gloaming.

**Meter** is the pattern of stressed and unstressed syllables in a line of poetry. Read the following lines from Edgar Allan Poe’s poem “The Raven” aloud. Notice that the syllables in bold are stressed.

While I nodded, nearly napping,
Suddenly there came a tapping,
As of someone gently rapping,
Rapping at my chamber door.

Notice how the stressed syllables occur at regular intervals. We also call this *rhythm*.

**Drama**

Drama also has specific elements that make up its structure. Unlike poetry, drama does not have to be broken up into separate lines. It also does not have to rhyme. Most dramas are divided into acts and scenes. A **scene** takes place in one location. A collection of scenes is called an **act**. Here are some scenes from one act of a drama:

| Act I
| Scene 1
| *Heidi and Nathan are sitting at the dinner table.*
| HEIDI: We’ve come here for dinner way too often. Four times in one month?
| NATHAN: I know, but the pasta dishes are delicious.

| Scene 2
| *Heidi and Nathan are walking home after their meal. It is snowing.*
| NATHAN: *(groaning)* Why did we go there again?
| HEIDI: I can’t believe you’re asking me that question.

In a drama, the characters’ names are often all in capital letters and followed by a colon. The words after the colon show the **dialogue**, or what the characters are saying. The words in italics are the **stage directions**. Sometimes, stage directions show what characters are doing or thinking. They can also show how a character’s line should be spoken.
Thinking It Through

Read the following passage, and then answer the questions that follow.

from
Sad to Go
Chapter 2

At the airport, Diana watched silently as her little brother, Adam, climbed onto the red suitcase at her feet and made himself comfortable. On any other occasion, she would have scolded him and made him get off. Today, all she wanted to do was give him a big hug. She wouldn’t have thought it was possible, but she was really going to miss him.

“You’re going to have a great time—don’t worry,” her dad said. He was sitting in the blue plastic seat next to her.

Diana sighed. At first, she had been excited about spending a month at her aunt’s farm during the summer. However, as the date of her departure had neared, she had realized how much she loved being with her parents and her brother. She was also going to miss her friends, her bedroom, the creaky swing in the backyard, even her goldfish. Diana stared at the large airplane sitting on the runway. Maybe it wasn’t too late to change her mind.

What kind of literature is this passage? What is its structure?

HINT Poems have verses and stanzas, dramas have acts and scenes, and fiction has paragraphs and chapters.
Read the passages and answer the questions.

from

The Westwood Stables
Act II, Scene 1

Walter and Bharati are standing by the old stables.

WALTER: What do you think?

BHARATI: (sighing loudly) I don’t know, Walter. This horse sure has taken a bad fall.

WALTER: But she’ll be okay, right?

BHARATI: I think she’ll be okay. Her leg is beginning to heal already, see? But she’s not as young and strong as she once was.

WALTER: She’s definitely getting older. You know, I can still remember the first time I rode Starlight. The sun was so bright, I had to squint and hold my head sideways just to see her.

BHARATI: And was she friendly?

WALTER: (smiling) She seemed to be calling my name as I walked up to her.

BHARATI: I think she’ll be okay.

from

The Westwood Stables
Chapter 2

Walter and Bharati stood by the old family stables. It was around sundown, and a slight chill was in the air. Bharati knew Walter would ask how Starlight was doing, and when he asked, Bharati let out a long sigh.

“I don’t know,” said Bharati. “This horse sure has taken a bad fall.” He had a hunch the injuries weren’t so bad, but he didn’t want to give Walter false hope. “I think she’ll be okay. You can see where she’s started to heal. But Walter, she’s not as young and strong as she once was. You know that.”

Walter said wistfully, “I know. I still remember the first time I rode her. The sun was so bright, I had to squint to see her.”

“Was she friendly then?” Bharati asked. “She’s not always so obliging.” He could tell that Walter had a deep bond with the horse. That alone might be enough to keep Starlight going.

Walter grinned. “I could have sworn she was calling my name when I went up to her.” Chances were good, Bharati thought, that Starlight would be okay.
1. In the first passage, the words **sighing loudly** are italicized because they are
   A. meters.
   B. dialogue.
   C. stage directions.
   D. table of contents.

   **HINT** What do the italicized words seem to be telling the reader?

2. Which of the following would come before the second passage?
   A. Act I
   B. Chapter 1
   C. Stanza 1
   D. Line 1

   **HINT** Look under the title of this passage to help answer this question.

3. What information does the second passage tell you that the first passage doesn’t?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
Getting the Idea

Plot is the sequence of events in fiction or drama. For example, the basic plot of most detective stories can be summed up as follows: 1) a crime occurs; 2) a detective talks to suspects and investigates the crime; 3) the criminal is revealed and brought to justice. A plot has certain elements, as explained in the chart below.

<table>
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<td>conflict</td>
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<td>rising action</td>
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<tr>
<td>climax</td>
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<td>resolution</td>
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In Enid Bagnold’s novel National Velvet, a fourteen-year-old girl named Velvet sees a magnificent stallion running in a field. She has always loved horses, and so she decides that she wants to own the untamed horse, train it, and enter it in the Grand National steeplechase, an important and difficult horse race. Velvet is also determined to ride the horse herself, even though she is a young girl. Training a horse can be challenging, even for experienced riders. The novel’s conflict is Velvet’s struggle to train the horse, find a way to enter the race, and win it. The rising action describes how Velvet acquires the horse and trains it. The climax, of course, is the big race, the exciting moment when all of Velvet’s work is put to the test, as she competes against many very skilled riders. The resolution is the result of the race, when Velvet and her horse win.

Setting is the location and time in which a story takes place. Physical location is often part of the plot development. In The Wonderful Wizard of Oz, for example, Dorothy’s misery is a direct result of her life on a Kansas farm and the gray dreariness of her surroundings. The land of Oz is vibrant and colorful—a sharp contrast in setting. However, Dorothy rejects Oz for Kansas, as she learns to appreciate her home and family.
The time period is another important element in a story. In the novel *A Connecticut Yankee in King Arthur’s Court*, by Mark Twain, the central character is transported back in time, from nineteenth-century Connecticut to early medieval England. Hank Morgan’s knowledge of the science and technology of his time helps him succeed in a superstitious society that believes in magic.

If the setting is not directly stated, look for clues, such as the available technology and a society’s customs, to figure out the setting.

**Thinking It Through**

Read the following paragraph, and then answer the question that follows.

Sun Yi stared dejectedly at the grade on her English paper. This was her second C this semester. How could this be? Her teacher, Mr. O’Neill, suggested she sign up for after-school tutoring. Although she didn’t want to, Sun Yi went to tutoring three times a week. She also spent extra time writing her next English paper. She put a tremendous amount of effort and imagination into it. When Mr. O’Neill handed back the papers, Sun Yi grinned with delight. She had earned a B+! Sun Yi’s hard work had been rewarded.

Which part of the story is the climax?

---

**HINT** The climax usually occurs near the end of the story.

**DISCUSS** How is the setting of this story important to the plot?
Eli forced himself to take another step forward. Before him, the burning sand glittered like a golden carpet. He had been walking for hours, the sun’s rays harsh on his skin.

Eli stopped and raised the plastic water bottle to his lips. Not a single drop of water trickled into his mouth. He tossed the empty bottle aside and stumbled forward. He fell onto the sand.

An image of Jessica’s face filled his mind. They had argued that morning. Eli had taken a job in another city without consulting Jessica. Jessica had been angry. Eli had stormed out of the apartment without his cell phone and jumped into his car. After driving for miles, his car broke down. Eli realized he was in the middle of nowhere, and he began a long march for help. Soon, he was lost.

Now he was in need of a miracle. Suddenly, he heard a helicopter. Eli rose and waved his T-shirt frantically.

1. What is the setting of the passage?
   A. a desert
   B. a beach
   C. a forest
   D. a park

2. What is the main conflict in the passage?
   A. Eli needs to buy a new car.
   B. Eli is struggling to stay alive.
   C. Eli is torn about taking a new job.
   D. Eli had an argument with Jessica.
Getting the Idea

A character is a person or animal in a story, play, or poem. In fact, a character can be any creature that comes from the author’s imagination. Characters are essential parts of a literary work, and understanding them can enhance a reader’s understanding of the text.

Characters have traits, or qualities that define them. For example, think about the character traits of some well-known characters. Tom Sawyer is mischievous, Goldilocks is curious, and Paul Bunyan is strong. Read the chart below to find out more about how characters are shaped.

<table>
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<td>actions</td>
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<td>dialogue</td>
</tr>
<tr>
<td>thoughts and emotions</td>
</tr>
<tr>
<td>interaction with other characters</td>
</tr>
<tr>
<td>the author’s direct statements</td>
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Most characters have more than one trait, and they often change during a story. For instance, a greedy boy may learn to share with others. In the story of King Midas, a greedy man is granted the power to turn everything he touches to gold. He learns his lesson when he loses many things and people he loves this way. Read carefully, though: in some stories, a good character may become evil.
Characters have motivations, or reasons why they act the way they do. In a famous novel by Alexandre Dumas called *The Count of Monte Cristo*, the main character, Edmond Dantès, is betrayed by his friend and unjustly imprisoned. His suffering is so immense that when he escapes from prison, he sets an elaborate plan into action to destroy his enemies. His motivation is revenge, and it guides the plot throughout the novel. This is a true suspense story: as Dantès faces each obstacle, we truly never know what the outcome is going to be.

Sometimes, we feel suspense because we know and anticipate a certain outcome. An author might choose to give the reader information that a character in the story does not know. When we know something more than a character does, we might anticipate a conflict to take place and think, *Don’t do it!* This literary device is called dramatic irony. An author uses point of view—the perspective from which a story is told—to reveal as much or as little to the reader as the author chooses. For instance, in William Shakespeare’s *Othello*, the audience knows that Iago is evil and is deceiving Othello because Shakespeare reveals Iago’s private conversations. However, Othello constantly refers to Iago as a good and honest friend. This creates suspense as the audience waits for the moment that Othello learns the truth.

The setting can have a direct effect on characters. The novel *Brave New World*, by Aldous Huxley, takes place mostly in London in the twenty-sixth century. In this futuristic society, people are free from war, poverty, and disease. However, the government controls every aspect of their lives, eliminating their freedom and individuality. The setting causes things to happen to the characters that would not happen otherwise.

### Thinking It Through

**Read the following paragraph, and then answer the question that follows.**

Rick leaned back in the recliner and watched the credits roll on the TV screen. His show was over, but he’d left the remote control by the cable box. He’d have to get up from the recliner to change the channel. Rick thought about that as he watched a shampoo commercial. He almost got up during the car commercial. He was still contemplating his situation during a sneakers commercial. Finally, he realized that someone was bound to come into the living room sooner or later. All he had to do was wait.

Which word BEST describes Rick, and why?

---

**HINT** Pay attention to Rick’s actions and thoughts.
Read the passage and answer the questions.

The curtain opens on a thirteen-year-old boy named Ben. He giggles to himself as he climbs a stepladder and carefully positions a large water balloon on the top of a partly opened door. He climbs down the ladder and pushes it out of the way. Still giggling, he hurries over to the living room couch and sits.

BEN: (calling) Hey, Jake, come here a minute!

JAKE: (off-stage) What is it?

BEN: (stifling a chuckle) Just come here! You gotta see this!

JAKE: (off-stage) All right. Be right there.

(Ben sits up eagerly in anticipation. A moment later, Jake enters through the door. The water balloon falls on his head, soaking him. He wipes water off his face and glares at Ben.)

JAKE: (furiously) Another trick? When are you going to grow up?

(Ben points at Jake and breaks out into loud laughter.)

JAKE: I’m telling Mom. Let’s see how funny you think it is then.

Jake turns and exits. Ben jumps to his feet, a worried look on his face.

BEN: (running) Jake, wait!

(Ben exits.)

1. Ben’s actions suggest that he is
   A. a grouch.
   B. a prankster.
   C. careless.
   D. trustworthy.

HINT Choose the trait that best suits Ben’s actions in the play.

2. The interaction between Ben and Jake shows that they
   A. have a lot of fun together.
   B. are both very sneaky.
   C. depend on each other.
   D. do not always get along.

HINT Reread the dialogue. The characters’ words are revealing.
The theme of a literary work is its central message or lesson. Many stories, plays, and poems have themes, although they are usually not stated directly in the text. One exception is the fable, in which the author often states the moral at the end of the story. Themes are general statements about life and people. The specific characters and events in the texts are just a means of expressing these statements.

Think about the tale of the shepherd boy who cried wolf. He cries “Wolf! Wolf!” repeatedly, bringing the villagers running to help; time after time they discover he was lying. Finally, when a wolf actually appears, they ignore the boy’s cries, and the wolf devours his sheep. The story teaches the importance of telling the truth. Its theme could be stated as “Honesty is the best policy.” Common themes in literature include the following:

- If at first you don’t succeed, try again.
- People get what they deserve.
- Sacrifices often bring rewards.
- Be happy with what you have.
-Appearances can be deceiving.
- Good triumphs over evil.
- Love conquers all.

A text may have more than one theme. William Shakespeare’s plays often teach multiple lessons on love, friendship, greed, pride, and trusting the wrong person.

Authors sometimes develop a theme through the use of recurring images in a setting, or similar events in a plot. In other words, they use repetition to draw attention to an important idea. In Death of a Salesman, playwright Arthur Miller refers to planting many times. At the beginning of the play, the central character, Willy Loman, complains, “The grass don’t grow anymore, you can’t raise a carrot in the backyard.” Toward the end of the play, he looks for a seed store because he wants to plant peas and carrots. Later, he goes out to plant seeds in the middle of the night.
The idea of planting seeds is central to the play’s themes. Near the end of his life, Loman realizes that he has failed as a salesman, a husband, and a father. His attempt to plant seeds shows that he wants to leave something behind after he is gone. This could be security for his family, a legacy, or something to show he led a meaningful life. Loman never gets to plant his garden, supporting the themes of failure and unfulfilled dreams.

While a theme captures an essential message of a story, a summary is a short retelling of the story in the reader’s own words. It should give the basic elements: the main idea or theme and the most important details of the story. It should not include minor details, information from outside the story, or the reader’s opinion or judgments about the story.

A summary of Washington Irving’s “The Legend of Sleepy Hollow,” for example, would include only the major plot points. It might look like this: Schoolmaster Ichabod Crane is an outsider competing against local hero Brom Bones for Katrina Van Tassel’s hand in marriage in the supposedly haunted town of Sleepy Hollow. One night Crane attends a party at Van Tassel’s home, where he plans to propose to her. Instead, Crane leaves the party rejected and spooked from the ghost stories Bones and others tell. On his ride home, Crane runs into the legendary Headless Horseman, who throws his head at him. Crane is never heard from again, and his mysterious disappearance becomes another ghost story. This summary gives you a good sense of what the story is about without getting into too many details.

Thinking It Through

Read the following paragraph, and then answer the question that follows.

Meg looked at the spinach on her plate and scrunched up her nose. It looked awful. But her mother was staring at her from across the table. Meg raised a forkful of spinach to her mouth and took a bite. She was happily surprised.

What is the theme of the passage?

HINT What lesson does Meg learn?

DISCUSS How would you summarize this passage? How is the summary different from the theme?
Read the passage and answer the questions.

The Birds, the Beasts, and the Bat
adapted from a fable by Aesop

Long ago, the birds were at war with the beasts. Through the years, the power shifted. Sometimes the birds won the battle, and sometimes the beasts won. The bat, never knowing how a battle might end, always fought on the side he felt was the strongest. Finally, peace was made, and the birds and the beasts became friends. The bat's dishonest conduct became apparent to both sides. The birds and the beasts decided to punish the disloyal bat and drove him away. From that day, the bat has hidden himself in dark places and is friends with neither birds nor beasts.

1. What is the theme of the passage?
   A. One who plays for both sides will end up friendless.
   B. It is better to try and fail than not to try at all.
   C. Birds and beasts should live separately.
   D. Nothing good comes of war.

2. Which word from the passage gives the BEST clue about the theme?
   A. strongest
   B. disloyal
   C. beasts
   D. war

HINT Think about what happens to the bat and choose the best answer.
Patterns in Literature

Getting the Idea

Contemporary, or modern, fiction often uses the same themes, patterns of events, or character types as stories from long ago. Often, these are stories that have been popular throughout the ages because they speak to some general themes that all people experience, such as love, revenge, and hope.

Here are some examples of patterns that have been repeated in old and new fiction.

**Rags to Riches:** The main character begins the story living in poverty. By the end of the story, this character becomes rich. Some fairy tales follow this pattern, such as the story of Cinderella. While becoming rich, the character often learns things about the world.

**Coming of Age:** A character moves from childhood to adulthood, and the challenges that many adolescents face are often carefully detailed. *A Tree Grows in Brooklyn* by Betty Smith is an example of this kind of story.

**The Great Quest:** The characters must go on a long journey, physically or emotionally, often to find or to accomplish something, such as a way to destroy an evil ring as in J.R.R. Tolkien’s *The Lord of the Rings*. On the way, they often face challenges or meet new friends. Some fantasy, crime, and adventure books follow this story line.

**Two Rivals:** Two characters are pitted against each other in a competition for the same thing, such as winning a contest. Sometimes, one character represents good, while the other represents evil. The books in J.K. Rowling’s *Harry Potter* series include two rivals fighting against each other.

**Forbidden Love:** Two people fall in love but, for some reason, cannot be together. Some stories end in tragedy, and the couple remains apart forever. This is the case in William Shakespeare’s *Romeo and Juliet*. In other stories, the two people find a way to be together, in spite of the obstacles that surround them.

**Growth and Learning:** As characters learn more about life or about themselves, they grow. Some stories focus on this process, following a character’s change from innocence and ignorance to experience and understanding. Harper Lee’s *To Kill a Mockingbird* includes characters that grow and change by the end of the story.
Certain character types repeat from story to story as well. These types include the damsel in distress, the naïve youngest brother, the trickster, the selfish hermit, the wise village elder, the tyrannical master, the kind ruler, the dangerous criminal, and others.

Even when the same themes, patterns of events, and character types are repeated in two stories, other elements may change. For instance, some stories take place in the past and others in the future, so settings and characters can change a lot. If a story that was once a novel becomes a drama, different changes occur. In a novel, the characters’ thoughts and feelings may be clearly stated. However, in a drama, the actors must show the characters’ thoughts and feelings rather than say them out loud.

**Thinking It Through**

**Read the following paragraph, and then answer the question that follows.**

Leon stared at Hannah through the window of the car. Today was the day he had been dreading for weeks: the day he would leave Hannah. Leon’s parents thought they’d been spending way too much time together lately. But he could hardly believe that they were sending him away to summer camp just to make sure he didn’t get a chance to see Hannah for a couple of months. Hannah was standing on the front porch, her face tear-stained and somber. Knowing she would not be able to see Leon for such a long time, she had cried herself to sleep the night before. Leon took a deep breath. This was going to be a long summer.

**What common story line described in the lesson do you see in this passage? Explain your answer.**

**HINT** There are two characters in this passage who want to be together.

**DISCUSS** Can you think of any other stories with a similar story line?
Read the passages and answer the questions.

The Tale of Arachne
*adapted from a Greek myth*

There once lived a girl named Arachne who was a talented weaver and spinner. People would come from miles around to see her beautifully spun cloths. Arachne was vain and smugly proud of her work. One day, the goddess Athena challenged Arachne to a weaving contest. They set up their looms and went to work, spinning and weaving all night. In the morning, Athena had spun a cloth showing the gods and goddesses doing nice things for others. However, Arachne’s cloth showed the gods and goddesses falling down and getting in trouble. Athena was so angry, she cursed Arachne forever by turning her into a spider.

Vote for Me!
*excerpted from a short story*

Jen walked down the main hall at school, putting up posters as she went. “Jen Davies for Senior Class President,” the signs proudly proclaimed. She had spent hours working on this campaign. The posters and speeches had taken her weeks. Suddenly, Jen spotted Robin strolling down the hall, laughing and talking with her friends. Robin seemed as if she didn’t have a care in the world. Yet Robin was also running for class president! Jen and Robin stared at each other across the hall. Today was the day of the school election. Each girl was thinking: may the best candidate win.

1. What common story line do you see in both of these passages?
   A. Rags to Riches
   B. Two Rivals
   C. The Great Quest
   D. Growth and Learning
   
   **HINT** Think about what the characters want in both stories.

2. How does the story line change from the myth to the story?
   A. The myth has elements of magic in the plot, while the story does not.
   B. The myth has characters who are enemies, while the story does not.
   C. The story has animals in the plot, while the myth does not.
   D. The story has characters who are friends, while the myth does not.

   **HINT** Think about the basic characteristics of myths and stories.
The job of a writer is, among other things, to communicate something—an idea, a story, a feeling—with words. Many writers use figurative language to help them. **Figurative language** is language that does not mean exactly what it says. It is language that is used beyond its literal meaning for effect or to create an image in the reader’s mind. Figurative language is typically colorful and creative. One type of figurative language is the analogy. An **analogy** illustrates the relationship between two unfamiliar things by comparing it with another relationship readers may know. Read this analogy, for example:

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The outfielder is to baseball what the fullback is to soccer.
```

In this analogy, the writer makes a comparison between two similar positions in two different sports. If you know much about baseball, you know that the outfielder is important to the game, but not at the center of the action. The same is true of the fullback in soccer—the team couldn’t win without a fullback, but he’s probably not the hardest-working player on the field.

An **allusion** is an indirect reference to a well-known person, place, event, or object in history or in a literary work. In other words, an allusion refers to an idea familiar to many readers. Read this sentence:

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A modern-day Scrooge, Will conveniently forgot his friends’ birthdays.
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The author does not directly state that Will is stingy, but the allusion to Scrooge allows the reader to draw that conclusion. Scrooge is the notorious penny-pincher in Dickens’s *A Christmas Carol*. 
Irony is a kind of figurative language that usually means the exact opposite of what it says, rather than suggesting an image or impression. As discussed in Lesson 3, dramatic irony occurs when the reader or audience knows something that a character does not. Verbal irony is slightly different. It is the use of words to express something different from their literal meaning, sometimes for humorous effect. It often sounds like sarcasm. For example, Trudy says, “I love it when Mrs. Montoya gives us surprise quizzes!” She doesn’t mean that she loves surprise quizzes, of course. Very few people probably are happy to have surprise quizzes. Trudy is being ironic; what she means is that she hates surprise quizzes.

A pun is a play on words in which one word is used that either sounds like or is identical to another; the sentence and the word can usually be interpreted in more than one way. Puns are often used for humorous effect, although not always. For example, when Mercutio is dying in Shakespeare’s Romeo and Juliet, he says: “Ask me tomorrow, and you shall find me a grave man.” In this case, he is making a play on the word grave. It means “serious” here, but it also suggests that Mercutio will be dead, or in his grave. Although Mercutio’s use of the word is clever, it contributes to the severe tone of the tragic play. Shakespeare’s tone, or attitude toward the subject, in this section is intense and violent.

Thinking It Through

Read the following paragraph, and then answer the question that follows.

Brandon was a walking history book. He earned an A on every social studies exam. “What’s your secret?” his friend Keith asked him once. Brandon smiled, and then he leaned forward and whispered, “I read a lot and I study.”

What is the irony in this paragraph?

HINT Dramatic irony occurs when the reader knows something not known to a character or characters.
Coached Example

Read the passage and answer the questions.

excerpted from

A Night-Piece

by William Wordsworth

Bent earthwards; he looks up—the clouds are split
Asunder,—and above his head he sees
The clear Moon, and the glory of the heavens.
There, in a black-blue vault she sails along,

5      Followed by multitudes of stars, that, small
And sharp, and bright, along the dark abyss
Drive as she drives: how fast they wheel away,
Yet vanish not!—the wind is in the tree,
But they are silent;—still they roll along

10    Immeasurably distant; and the vault,
Built round by those white clouds, enormous clouds,
Still deepens its unfathomable depth.
At length the Vision closes; and the mind,
Not undisturbed by the delight it feels,

15    Which slowly settles into peaceful calm,
Is left to muse upon the solemn scene.

1. The poet uses the word *still* in line 9 to make a pun about the stars. How can the word be interpreted?

A. The stars are quiet and not moving.
B. The stars are quiet even as they continue across the sky.
C. The stars are immovable and unchanging.
D. The stars are quiet and eventually disappear.

**HINT** Note the poet's description of how the stars appear to move and the comparison made to the wind.

2. The poet uses figurative language to describe what the traveler actually sees in the sky, along with the vision that occurs in his mind. This language suggests that

A. the view of what the traveler sees in the sky is not real.
B. the traveler’s mind is closed to the beauty of the stars and the moon.
C. the traveler is remembering a dream.
D. the traveler not only sees what is in the sky, but experiences an emotional change.

**HINT** Reread the last four lines of the poem.
Getting the Idea

When you read a passage, you may not understand what the author is trying to tell you immediately. Sometimes, the passage may not include every last bit of information you need to grasp it. However, as you read, you may need to make a brief statement about a passage. The statement might be for a paper, or it might be for your own understanding. This kind of statement is called a **generalization**. If all the information is not supplied, you’ll need to make an inference or two. An **inference** is an educated guess that should always be based on information and evidence in a passage. Your prior knowledge, or the knowledge you have before you read a passage, will also help you to make an inference. Read the sentences below.

Jan was a brilliant up-and-coming composer and arranger in Los Angeles. Her success wasn’t a fluke, though—she was the hardest working musician in town.

In this example, the author directly tells the reader that Jan is brilliant and hardworking. The reader does not have to infer it. Now read these sentences.

She never took a day off, and would often pull all-nighters trying to come up with the right melody. In just five years working in Los Angeles, she had scored three movies, adapted music for two plays, and written seven award-winning songs.

If you had to describe Jan, what would you say, based on the sentences above? This author does not directly describe Jan as brilliant and hardworking, but the reader can infer these qualities based on the text evidence presented. The author writes that Jan has written music for numerous movies and plays and would regularly stay up all night making music. This shows a hardworking spirit. Many of her songs had received awards: this should tell you that she had a certain level of brilliance.

So, as you read the following sentence, think about whether it is supported by the text: **Jan was a successful composer and even more caring person.** The sentence is supported partially: her accomplishments show that she is successful. However, the text doesn’t comment on her caring nature.
Prior knowledge is a valuable tool in making inferences. For example, suppose you read a passage about a girl who puts on a bathing suit and packs a basket with sandwiches and water and a knapsack with suntan lotion and a towel. Think about times when you might do these things. Your previous experiences help you make a reasonable inference: the girl is going to the beach or a pool.

If you make a broad statement about a text as part of a book report or informational report, it must be supported by evidence in the text. Imagine a story about a boy who quickly hides a small piece of paper when the teacher approaches his desk during an exam. What do you think is on the piece of paper? The facts are that the boy is taking a test and that he hides the paper from his teacher. It’s safe to guess that the paper has answers on it and that the boy is cheating.

**Thinking It Through**

Read the following paragraph, and then answer the question that follows.

Raoul watched helplessly as his Wild Tiger boomerang flew into a tree and stayed there. As he walked closer, he spotted several branches low enough for him to climb on. Two days later, the kids in his class lined up to sign the cast on his arm.

What happened to Raoul, and how do you know?

_________________________________________________________

_________________________________________________________

_________________________________________________________

**HINT** Your inference should be based on the clues you see in the paragraph.
Coached Example

Read the passage and answer the questions.

When I Heard the Learn’d Astronomer
by Walt Whitman

When I heard the learn’d astronomer,
When the proofs, the figures, were ranged in columns before me,
When I was shown the charts and diagrams, to add, divide, and measure them,
When I sitting heard the astronomer where he lectured with much applause in the lecture-room,

How soon unaccountable I became tired and sick,
Till rising and gliding out I wander’d off by myself,
In the mystical moist night-air, and from time to time,
Look’d up in perfect silence at the stars.

1. Why does the astronomer’s lecture make the speaker feel tired and sick?
   
   A. The speaker is jealous of the applause the astronomer receives for his lecture.
   
   B. The speaker notes errors in the astronomer’s proofs, figures, charts, and diagrams.
   
   C. The speaker does not appreciate the astronomer’s scientific explanation.
   
   D. The speaker is unable to understand the astronomer’s addition, division, and measurement.

2. What event described in the poem BEST supports the inference in question 1?

   A. He feels the moist air of the night.
   
   B. He appreciates the simple, quiet nature of the night sky.
   
   C. He examines the astronomer’s charts and diagrams.
   
   D. He hears the applause in the lecture room.

   **HINT** Consider the meanings of the words mystical and perfect.

   **HINT** Compare and contrast the images at the beginning of the poem with the images at the end of the poem.
Cite Textual Evidence

Getting the Idea

When you analyze a text, you interpret what you have read and state your opinions and conclusions about the content. To support your analysis, it’s important to cite **textual evidence** that indicates why your interpretation is reasonable and accurate. Textual evidence consists of facts, details, and examples that you cite or quote directly from the text to support your opinions and conclusions. Read the paragraph below.

The driving force behind transportation has always been the desire to make life easier and more profitable. Throughout history, inventive minds have wrestled with the challenge of moving people and goods faster and more comfortably in order to boost a society’s trading and selling power. Meeting this challenge has led to the development of larger and faster ships that were first powered by wind pushing sails, then by steam, and finally by oil. On land, wagons led to trains that were first powered by coal and steam and then by diesel fuel. At last, in search of speed, people invented airplanes, which now have technology that has made every part of the planet reachable within hours.

When you analyze this paragraph, you might infer that new technology in transportation is developed to allow people to go farther and faster. To support this claim, you could refer to details in the second sentence. You could also cite the detail about development in ship power and, in the last sentence, the statement that airplane travel has made it possible to travel long distances in hours.

When citing textual evidence, be sure to select details that strongly support your analysis or inference. You may want to quote the text exactly by stating “According to the text” or “The author says” and then citing the text in quotation marks. Then explain how the textual evidence supports your analysis. For example:
Technological advances in transportation have resulted from the need to go farther and faster. The author claims that this need for speed is nothing new. According to the text, the desire for faster travel spurred the development of ships “that were first powered by wind pushing sails, then by steam, and finally by oil.” Airplanes greatly sped up travel and, as a result, “made every part of the planet reachable within hours.”

The reader supported the response stated in the first sentence of the above paragraph with textual evidence from the quoted paragraph near the top of this page. This evidence illustrates the purpose behind technological advances in transportation.

Thinking It Through

Read the following paragraph, and then answer the question that follows.

In the twentieth century, the airplane made it possible for people and goods to be transported worldwide in a short period of time. While air travel remains the fastest way to travel long distances, airports and airplanes are now overcrowded and less comfortable. A new version of an old vehicle may provide an alternative: high-speed trains called maglevs. Germany and Japan are developing maglevs that use electromagnets to propel the train along a guideway instead of on steel tracks. The trains themselves have no engines and so are quiet as they speed along. The magnetic field raises the train as it travels so that it floats on air above the guideway. The trains can travel up to 310 miles per hour, which is twice as fast as a conventional train and compares to a passenger jet that can fly at about 565 miles per hour. A maglev train could go from Paris, France, to Rome, Italy, in a little more than two hours. Maglevs may be the future of transportation for those who no longer find air travel convenient.

Circle the sentence that BEST supports the argument that maglevs could be an alternative to air travel. Which details support the claim that maglevs improve upon older technology?

HINT
Which facts illustrate how maglevs are different from conventional trains?

DISCUSS
Write an objective summary of the paragraph in your own words and share it with a partner.
Coached Example

Read the passage and answer the questions.

The First Working Submarine

The first practical idea for an underwater craft was proposed in 1578. British mathematician William Bourne wrote about a craft covered with waterproof leather and propelled with oars. But it was Cornelius Drebbel who actually built the world’s first known working submarine in the 1620s. The vessel was probably based on a rowboat with tall sides and decking installed over the top to join the sides. Drebbel’s craft was similar to Bourne’s proposal. It was covered completely with greased leather for waterproofing and was powered by four oars protruding through leather-sealed holes in the sides. There was also a waterproof hatch near the center. Tubes held above the surface of the water by flotation devices supplied air to the occupants. Under the oarsmen’s seats, Drebbel installed large pigskin bladders connected to pipes that extended outside the vessel. Ropes tied the bladders closed until the occupants were ready to submerge. When the ropes were untied, the bladders filled to submerge the vessel ten to fifteen feet. To surface, the crew compressed the bladders to force the water out.

1. Which sentence BEST summarizes the text?
   A. Both William Bourne and Cornelius Drebbel were important inventors.
   B. Bladders helped to submerge and surface the first working submarine.
   C. Cornelius Drebbel built the first working submarine.
   D. A rowboat was used as the basis for building the first submarine.

   **HINT** A summary focuses on the central idea rather than on a single detail.

2. Which detail from the passage supports the claim that Drebbel’s submarine included ideas proposed by Bourne?
   A. “The vessel was probably based on a rowboat with tall sides and decking installed over the top . . .”
   B. “It was covered completely with greased leather for waterproofing . . .”
   C. “There was also a waterproof hatch near the center.”
   D. “Under the oarsmen’s seats, Drebbel installed large pigskin bladders . . .”

   **HINT** Look for the detail that relates back to the sentence that describes what Bourne proposed.
The main idea is the central message a writer is trying to communicate with a text. The main idea may be directly stated or implied. To figure out the main idea of a passage, first read it all the way through. Then, ask yourself what the passage is mostly about. For example, the main idea of a magazine article might be: Regular exercise has many health benefits. Authors develop main ideas with supporting details. These include examples, reasons, facts, and descriptions. These details back up the main idea and are presented in the supporting paragraphs that follow the introduction.

Each supporting paragraph contributes to the main idea of the passage. The writer uses these paragraphs to explain the main idea expressed in the first paragraph. Each paragraph has its own central idea, usually expressed in a topic sentence. The topic sentence is usually near the beginning of a paragraph, though it may also fall at the end. For example, this is a supporting paragraph in a magazine article on exercise.

Research indicates that exercise may prevent certain diseases or reduce their symptoms. For example, people who exercise regularly lower their risk of developing heart problems. Arthritis sufferers can reduce their joint damage and pain. Exercise may help people with asthma have fewer attacks and decrease their need for medication.

The first sentence of this paragraph is the topic sentence. It clearly states the main idea of the paragraph, which is that exercise can prevent or lessen disease. The author supports it by providing specific examples of the benefits of exercise: lowered risk of heart disease, less pain for arthritis sufferers, fewer attacks for asthma sufferers.
Sometimes main ideas are not directly stated in a paragraph. For example, read this paragraph.

First, the walls may need to be primed before painting. The floor areas must be covered with a tarp or plastic to protect them from spills and paint splatter. In addition, wall borders must be taped as necessary, particularly when using different colors in one room. The painter should also wear protective clothing and ventilate the room.

This paragraph does not have a topic sentence. However, based on the supporting details in the paragraph, the implied topic sentence might be something like this: *Painting requires a great deal of preparation.*

Some texts may have more than one main idea. For example, an author may decide to write an article in which she describes the benefits of exercise. In that same article, she may also discuss the importance of a healthy diet.

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**Thinking It Through**

*Read the following paragraph, and then answer the question that follows.*

The ancient Romans and Greeks used puppets for entertainment. They did not necessarily look like the puppets we might see today. Some were held on strings, but some were moved with sticks. The rulers of the Ottoman Empire had a favorite puppet with a strange name: Karagiozis. In medieval Europe, puppets were used in plays. Puppets were also popular in Asia. The Japanese called them Bunraku; actors appeared on stage with the puppets, actually controlling them with their hands. In Russia, puppets were so important that a State Central Puppet Theater was started for their performances.

**Write a topic sentence for this paragraph.**

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**HINT** Think about what the supporting details in the paragraph are mainly about.
Coached Example

Read the passage and answer the questions.

excerpted and adapted from

The Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their powers from the consent of the governed, —That whenever any Form of Government begins to destroy these rights, it is the further Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on solid principles and organizing its powers in a way that will be most likely to ensure their Safety and Happiness. Caution, indeed, will dictate that long-established Governments should not be changed for small, temporary causes; and accordingly all experience has shown that mankind is more likely to suffer under such evils than to live more correctly and abolish the government with which they have grown too comfortable.

1. What is the main idea of the passage?
   A. All men are created equal and have certain rights.
   B. People have a right to abolish a government that is abusive and violates their rights.
   C. Most people will tolerate injustices as long as they are not excessive.
   D. Governments should not be abolished for minor or passing issues.

   HINT

   Do not focus on supporting details. Think of what the passage as a whole is mainly about.

2. Which of the following ideas is a supporting detail in the passage?
   A. Some people may not be satisfied with their government.
   B. Established governments should not be replaced by small, temporary ones.
   C. People have the right to elect their leaders.
   D. People may become too comfortable with their government.

   HINT

   Choose the sentence most directly connected to the main idea.
A summary is a short restatement of a longer text in the reader’s own words. You might summarize for various purposes, but the underlying reason will always be the same: to communicate information as concisely and as directly as you can. A summary should contain only the main idea and the most important supporting details of a passage. A summary’s content should also be as similar as possible to the original source. If you present a fact or idea out of context, it might mislead a reader about the meaning of the passage being summarized.

Here is a paragraph that could be summarized:

Sometimes called the “stinking rose,” garlic is a bulbous plant of the genus *Allium*. Garlic has been used for centuries to flavor food. However, it is also valuable for its medicinal properties. There is evidence that it may cure colds, viral infections, and reduce blood cholesterol levels. It may even lower the risk of certain cancers.

Now read a summary a student wrote:

Garlic is a bulbous plant similar to a rose. It has been around for centuries and has been proven to cure some cancers.

This summary misrepresents the information in the original. Garlic is not similar to a rose. The original also does not say that there is proof of garlic’s power to cure cancers. Here is a more accurate summary.

Garlic is a bulbous plant that is prized for both its flavor and for its possible medical benefits.

This summary communicates the content of the original passage, and it relies on its main points: garlic’s appearance, its value, its flavor, and its potential benefits. It does not include specific information, such as garlic’s genus name or the names of diseases it might cure, because these are not the passage’s primary points. Including them might also make a reader think they were more important to the passage than they actually were.
For a brief paragraph, a one- or two-sentence summary is enough. Longer works may require longer summaries. Notice, as well, that the second summary on the previous page did not use the same words as the original. It is very important that a summary be in your own words.

Deciding what to leave out of a summary may require careful judgment. After all, you wouldn’t want to leave out information crucial to understanding a writer’s point. A passage may list the titles of every song a singer recorded, but the summary should not. If you are summarizing a biography of a famous inventor, choose only the events that are most significant to the inventor’s life and work. If the writer mentions that his favorite food is chicken, this probably should not be included in the summary. Finally, never add information that does not appear in the original just because it happens to be your own prior knowledge. A summary of the text must be just that: a summary of the text in front of you.

**Thinking It Through**

Read the following paragraph, and then answer the question that follows.

To all staff: Please be advised that all requests for office supplies must be submitted by 2:00 p.m. on Thursdays. Only requests submitted on the official office supply form will be accepted. Forms may be obtained from Beth Goldstein. Her office is on the second floor by the water cooler.

Write a summary of this paragraph.

__________________________________________________________________________________________

HINT In a summary, you should leave out the nonessential details.
Read the passage and answer the questions.

In certain parts of the world, at certain times, a remarkable light display appears in the night sky. Aurora borealis is its scientific name; since it occurs in the Northern Hemisphere, this phenomenon is more commonly known as the northern lights. The northern lights occur when electromagnetically charged particles from the sun are pulled toward Earth’s two magnetic poles, in the North and the South. This causes molecules in the air to glow.

The northern lights take various forms, including rays, arcs, bands, and patches of light. The lights appear in striking and beautiful shades of red, blue, green, yellow, and violet. The farther north they appear, the brighter they are. While you could easily find a picture or a video of the northern lights, you would have to see them for yourself to truly appreciate them.

1. Which sentence BEST summarizes paragraph 1?
   A. It happens in the Northern Hemisphere, and this is the reason that the aurora borealis is also known as the northern lights.
   B. The aurora borealis is a natural phenomenon that occurs near the sun at certain times of the year.
   C. The aurora borealis, or northern lights, is caused by electromagnetic activity between the sun and Earth.
   D. More commonly known as the northern lights, the aurora borealis appears in the sky when the sun is magnetic.

HINT Eliminate any answers that change the facts of the original.

2. What is the BEST summary of paragraph 2?
   A. The northern lights appear in shades of red, green, violet, yellow, and blue.
   B. The northern lights appear in a variety of forms and beautiful colors.
   C. In order to truly appreciate the beauty of the northern lights, people should see them in person.
   D. The northern lights have many forms, including bands and rays, and they have striking colors that look beautiful in pictures.

HINT Look for the summary that best captures the main idea of the paragraph.
Getting the Idea

An argument is an attempt to persuade someone on a topic open to debate. When authors write arguments, they try to convince readers to think or act in a certain way. An argument reflects the author’s point of view, or attitude toward the subject. Arguments are based on opinions supported with facts and evidence. Each part of the argument should support the main purpose of the text.

Arguments typically begin with a claim. The claim is a statement of the author’s point of view. Although it may be presented as a fact, it is an opinion that the author must prove in his or her argument. The claim must be based on solid reasoning; it must be clear that the writer has thought through the reasons for making a particular claim. Further, the evidence an author uses should be directly connected to the claim; there should also be enough evidence to offer support. Evidence that does not support a claim or is irrelevant can hurt an argument. For example, an author writes the following:

Watching too much television is harmful to children.

The author would then write the paragraph below to back up this claim.

Studies indicate that children who watch too much television earn lower grades in school. Television reduces their homework and study time. In addition, other research shows that kids tend to eat unhealthy snacks when they watch television, so their health is also at risk. Many kids like cheesy snacks—who would possibly know why? Lower grades can hurt a student’s future, and we all know what kind of adults television lovers turn into.

You should notice two things. Go to the third sentence first: the author explains why lower grades and poor health, possible effects of too much television, are problems. Before that sentence, though, he supports this explanation with facts from studies. The sentence about cheesy snacks is an example of irrelevant evidence; the author doesn’t, and can’t, connect it with the main claim. Also, the phrase beginning “we all know” in the last sentence is called loaded language because it reveals the author’s feelings.
Good writers will also acknowledge arguments that oppose their claims. This might seem strange—after all, why would you want to include an opinion that differs from yours? Writers include conflicting arguments because they know that readers might think of opposing arguments as they read, and they want to address those points. The writer from the earlier paragraph might have gone on to say this:

Some would say that students can learn quite a bit by watching high-quality television shows and that it is unfair to assume that any student-age person who watches television is watching trash. These points might be true. This, however, is not the point. No one could argue that focusing on your schoolwork doesn’t help academic performance or that reading in a focused way isn’t good for your mind.

Notice that the writer acknowledges that opposing arguments are valid and then introduces a similarly valid argument in response. A bad writer would simply insult the opposing argument—which automatically weakens his or her position.

Thinking It Through

Read the following paragraph, and then answer the question that follows.

Our school should offer more rigorous science classes. The biology unit of our class only includes one dissection. The chemistry section teaches very little about subjects like microbiology or genetics. Additionally, the way it’s taught is very dull. The teacher simply reads the book, and there is never any discussion of how science relates to the real world. Also, we’re missing the opportunity to mix skills in our science classes. To really learn biology or chemistry, you have to use reading skills to analyze what’s on the page in the textbook. You also have to use math skills for areas like chemistry. A change to our science class would be very beneficial for me and for other students.

Write a specific reason or example the author supplies to support his claim.

HINT There are two main points the author uses as supports—can you find them?

DISCUSS Do you think the author’s argument is convincing?
The Inca Empire was one of the greatest empires the world has ever seen. Scholars believe that these South American Indians migrated to the Cuzco Valley in southeastern Peru around 1200 CE. The Incas were organized and had great leadership. They were excellent farmers. They built an irrigation system in the desert. They even built paved roads. They formed a powerful army and conquered nearby villages. The Incas expanded their territory, at one point controlling most of South America.

Despite the vastness and strength of their empire, the Incas were no match for the Spanish conquistadors. The conquistadors came to the Americas in search of fortune. Their greed, ruthlessness, and contempt for native cultures proved deadly for the Incas. However, nothing was more deadly than the smallpox with which the conquistadors infected the Incas. By 1535, the conquistadors had wiped out the Inca Empire, needlessly destroying a grand civilization.

1. Which sentence from the passage is a claim by the author?
   A. “Scholars believe that these South American Indians migrated to the Cuzco Valley in southeastern Peru around 1200 CE.”
   B. “The Incas expanded their territory, at one point controlling most of South America.”
   C. “The conquistadors came to the Americas in search of fortune.”
   D. “The Inca Empire was one of the greatest empires the world has ever seen.”

   HINT Look for the sentence that contains an opinion the author must prove.

2. Which sentence BEST states the author’s point of view?
   A. The Incas were even worse conquerors than the Spanish.
   B. The Incas were not efficient in managing their empire.
   C. The Spanish conquistadors were cruel and selfish.
   D. The Spanish conquistadors respected the Incas.

   HINT Check each answer choice against the passage.
Getting the Idea

Most of the time, you read and respond to texts individually. Sometimes you need to analyze how different texts relate to each other. When you compare texts, you study their similarities. When you contrast texts, you evaluate their differences.

Authors often write about the same topic. Think, for example, of how many books and articles have been written about the civil rights movement. Obviously, these texts will have elements in common. Most of the basic facts, dates, and events will be the same. These are points of comparison. However, different authors will approach this topic differently, and this is where the contrast comes in. For instance, one author might focus on certain people who played key roles in the movement. Another author might analyze the effects of the movement on modern society. So, even though the authors’ topics are both connected to the civil rights movement, their texts are substantially different.

In fact, an author’s point of view, or opinion about a subject, can have a major influence on his or her interpretation of the facts. This is especially true when the topic is controversial. For example, some historians credit the atomic bomb with ending World War II and saving lives. Other historians believe that dropping the bomb on Japan was unnecessary and excessive. These different views will be reflected in the authors’ texts. Hopefully, the authors will address points of view that are different from their own, as well; this helps to make a discussion more believable and lets readers know that an author has thought deeply about a subject.

Another point of comparison and contrast is the author’s purpose. Read the two paragraphs below.

Passage 1
The United States Supreme Court was established in 1789. It consists of one chief justice and eight associate justices. It hears cases that involve constitutional matters.
Passage 2

The United States Supreme Court has too much power. They hear some cases while ignoring others. Nine people should not make rulings that affect millions.

The purpose of the first paragraph is to inform, with facts. The purpose of the second paragraph is to persuade. It expresses opinions.

Authors might also compare and contrast within a text. For example, in an article comparing Civil War generals Robert E. Lee and Ulysses S. Grant, the author’s point of view and purpose shape the article. She might use several approaches: for example, she might make an analogy showing their historical relationship to each other.

As a student, you read primary and secondary sources, comparing and contrasting as you work with them. A letter written from a Civil War hospital by a nurse is a primary source, written at the time an event occurred; an article about the hospital by a historian is a secondary source, written after the fact. A biography of Benjamin Franklin, for instance, might describe his experiments with electricity one way, while his autobiography might describe them differently. The autobiography is a primary source, and the biography is a secondary source.
Thinking It Through

Read the following paragraphs, and then answer the question that follows.

People sometimes confuse dolphins with porpoises. Both dolphins and porpoises are mammals, meaning that they produce milk to feed their young. Both have lungs and breathe air. Both animals have streamlined bodies and blowholes.

One of the biggest differences is their size. Porpoises are rarely longer than seven feet long, whereas dolphins can be longer than ten feet. Dolphins also have a prominent rostrum, or beak, and porpoises don’t. Dolphins live longer than porpoises, as well.

How does the author organize the two paragraphs in order to compare dolphins and porpoises?

HINT: Look at how each paragraph is structured.

DISCUSS: Is this passage a primary or secondary source? Explain.
The Black Death

During the 1300s, a deadly plague known as the Black Death wiped out approximately one-third of the European population, or about twenty-five million people. Although there is some debate as to the source of the epidemic, many think the disease was carried by fleas on the bodies of diseased rats. The plague was highly contagious, a situation made worse by the crowded living conditions and poor sanitation in much of medieval Europe.

Once infected, a person experienced painful and terrible symptoms and died within days. Because it was so contagious, entire families became sick with the illness. People soon learned that even casual contact with an infected person could be deadly. Even the mention of the plague could fill people with terror.

While no one was immune to the plague, wealthy people were sometimes able to escape its reach by retreating to secluded country estates. For the rest of medieval society, staying healthy was mostly a matter of luck. At the time, there was no cure, no explanation of its causes—the plague simply swept over the land, terrifying the population.

excerpted and adapted from

The Black Death of 1348 and 1349
by Francis Aidan Gasquet

A most deadly pestilence sprang up over the entire island. It happened that in the month of October…1347… twelve Genoese ships… put into the port of Messina, bringing with them such a sickness clinging to their very bones that, did anyone speak to them, he was directly struck with a mortal sickness from which there was no escape. …Seeing what a calamity of sudden death had come to them by the arrival of the Genoese, the people of Messina drove them in all haste from their city and port. But the sickness remained and a terrible mortality ensued. The one thought in the mind of all was how to avoid the infection. The father abandoned the sick son; magistrates and notaries refused to come and make the wills of the dying. …The houses of the dead were left open and unguarded with their jewels, money, and valuables; if anyone wished to enter there.
1. The authors’ main purpose in BOTH passages is to
   A. inform the reader about the causes of the plague.
   B. explain the impact of the plague on the people.
   C. persuade the reader to learn more about the plague.
   D. describe the physical symptoms of the plague.

2. Which idea is mentioned in BOTH passages?
   A. possible treatments for the plague
   B. officials refusing to do their jobs
   C. people’s attempts to avoid infection
   D. the number of people who died

3. Explain how the primary source approaches the same topic differently from the secondary source.

   HINT Think about the details that the authors chose to include.
Authors arrange their texts using various **structures**, or patterns of organization. They choose a structure according to the content of the text. Sometimes authors present information sequentially. **Sequence** is the organization of information or events in the order in which they happen. For example, the experiment below tests the density of water.

1. First, fill two glass jars with three cups of water.
2. Place an egg in each jar. Record whether the eggs sink or float.
3. Next, add a teaspoon of sugar to one jar. Record whether this makes the egg float or sink. Then, add more sugar and record the results.
4. Add a teaspoon of salt to the other jar. Record whether this makes the egg float or sink. Add more salt and record your results.
5. Finally, compare the results when you add salt and sugar to the water.

The numbered steps in this experiment help the reader follow the instructions. In fact, sequence is the standard structure for texts like instruction manuals and cookbooks. After all, the author's purpose is usually to help readers perform the experiments themselves. Therefore, a clear sequence is important. Note that texts written in sequence often use key words like **first, then, next, after, last**, and **finally**.

Other texts use sequence as well. Read the following passage about Albert Einstein.

Albert Einstein was born March 14, 1879, in Germany. He graduated from the Swiss Federal Polytechnic School in 1900 and married Mileva Maric in 1903. In 1905, he published his first paper on relativity. In 1915, he published his second paper on relativity, which established his worldwide reputation as a great scientist. In 1921, he was awarded the Nobel Prize. He died in the United States on April 18, 1955.

The author uses sequence in this passage because it is a biography, listing the events in Einstein's life in the order in which they occurred. A passage explaining how a bill becomes a law, for instance, would also be written in sequence.
Another text structure is cause and effect. A **cause** is the reason something happens, such as an event or action. An **effect** is what happens as a result of the event or action. Read the paragraph below.

On January 10, 1901, the most powerful geyser of oil ever seen in the world gushed out of a drilling site at Spindletop Hill in southeastern Texas. It reached a height of over 150 feet and produced nearly one hundred thousand barrels of oil a day. This led to an oil industry boom in the area and the founding of many American oil companies.

The event, or cause, was the geyser of oil in Texas. The effects were an oil industry boom and the establishment of many American oil companies. Authors often use the cause-and-effect structure to analyze historical events or to explain the impact of technology on society.

### Thinking It Through

**Read the following paragraph, and then answer the question that follows.**

When the U.S. stock market crashed in October 1929, the impact was immediate and devastating. Many banks closed. Investors lost all of their money. Massive numbers of people lost their jobs, leading to poverty, hunger, and homelessness. The economy was in shambles. To try to improve the desperate situation, the federal government established relief programs and created temporary public works employment. One of the programs created was the Works Progress Administration. The WPA’s many projects, such as their public murals, made a lasting mark on our country and supported our economy.

List two effects of the stock market crash.

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**HINT** Think about what happened as a result of the crash.
Read the passage and answer the questions.

Static Electricity Experiment

Materials Needed:

- a hard rubber or plastic comb
- thread
- small pieces of dry, O-shaped cereal

Steps:

1. Tie one piece of cereal to the end of a foot-long piece of thread.
2. Attach the other end of the thread to something that is not close to anything else.
3. Next, clean the comb well and dry it.
4. Now run the comb through long, dry hair a couple of times or rub the comb on a wool sweater or rug.
5. Gently and slowly, pass the comb near the cereal. It should move toward the comb to touch it. Hold the comb still until the cereal moves away on its own.
6. Finally, try to touch the comb to the cereal again. This time, it should move away as the comb comes near.

1. Which of these would likely cause the experiment to fail?
   
   A. passing the comb near the cereal  
   B. using a supermarket brand cereal  
   C. using a wet, dirty comb  
   D. using colored thread

   **HINT** The steps in the experiment are very specific about how the materials are used.

2. AFTER cleaning and drying the comb, you should

   A. tie the cereal to the thread.  
   B. move the comb near the cereal.  
   C. run the comb through your hair.  
   D. attach the thread to something not close to anything else.

   **HINT** Think about where you find static as you look for the answer to this question.
Graphics are visual representations of information and ideas. In other words, they show information instead of just communicating it with words. Authors use graphics in texts in order to make information easier to understand. For instance, if a writer is trying to explain how a dynamo works, a diagram makes it much easier to grasp. If someone wanted to illustrate the path Paul Revere took when he warned his fellow patriots that the British were coming, a map would be very helpful.

If you look through your science or history book, you will see many examples of graphics that illustrate complex ideas. The most common kind of graphic is an illustration, of course, which would be a photograph or drawing used to help understanding of a text. A table is an arrangement of information in columns and rows. A timeline is a representation of events in chronological order. Some online sources might contain links to videos, or short films about a subject which you could watch on the Internet. In some cases, print isn’t the best way to communicate. For instance, many people find they learn more about exercise from exercise videos than from books. This is why many exercise books use photos as video substitutes.

The list below defines some other commonly used graphics.

- **diagram**: an illustration with labels that describes something or shows how it works
• **flowchart:** a graphic that shows the sequence of steps in a process, typically with boxes, circles, and arrows

An idea for legislation, or a bill, is proposed. → The bill is sent to the correct committee. → The bill is voted on, in Congress. → Problems with the bill are discussed. → The bill is sent to the President for approval. → The bill is made into a law.

• **graph:** a diagram that shows relationships between sets of data, such as a bar graph or line graph

• **map:** a graphic representation of regions on Earth and their geographical features

Look at the two graphics below.

The stock market crash of 1929 had a devastating effect on the economy. The line graph illustrates the sharp decline of the gross national product in the years following the crash. The map of Australia allows the reader to see at a glance the major regions of the continent and their relative size.

**Thinking It Through**

Read the following paragraph, and then answer the question that follows.

Thomas Edison was a productive inventor. His many inventions include the electric pen (1875), a new type of dictating machine (1905), and the talking motion picture (1912). In 1907, he invented the universal electric motor. He invented the incandescent lamp in 1879 and the phonograph in 1877.

Which type of graphic would best present the ideas in this passage? Explain your answer.

---

**HINT** The passage includes a lot of dates out of order.
Read the passage and answer the questions.

The graphic below represents information gathered by the U.S. Census for the year 2008. It is based on responses to a survey.

### Health Insurance Coverage

<table>
<thead>
<tr>
<th>Age</th>
<th>Not Covered at Any Time during the Year</th>
<th>Covered by Private Insurance</th>
<th>Covered by Government Health Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 6</td>
<td>2,209</td>
<td>14,828</td>
<td>9,969</td>
</tr>
<tr>
<td>6 to 11</td>
<td>2,211</td>
<td>15,456</td>
<td>7,898</td>
</tr>
<tr>
<td>12 to 17</td>
<td>2,929</td>
<td>16,998</td>
<td>6,900</td>
</tr>
<tr>
<td>18 to 24</td>
<td>8,200</td>
<td>16,947</td>
<td>4,741</td>
</tr>
<tr>
<td>25 to 34</td>
<td>10,754</td>
<td>25,879</td>
<td>5,086</td>
</tr>
<tr>
<td>35 to 44</td>
<td>8,035</td>
<td>29,780</td>
<td>4,685</td>
</tr>
<tr>
<td>45 to 54</td>
<td>7,054</td>
<td>33,234</td>
<td>5,797</td>
</tr>
<tr>
<td>55 to 64</td>
<td>4,301</td>
<td>25,584</td>
<td>6,901</td>
</tr>
<tr>
<td>65 and over</td>
<td>646</td>
<td>22,287</td>
<td>35,434</td>
</tr>
</tbody>
</table>

1. What type of graphic is illustrated in the example?
   - A. table
   - B. timeline
   - C. diagram
   - D. flowchart

   **HINT** The graphic has rows and columns.

2. Which age group had the most number of people covered by private health insurance in 2008?
   - A. under 6
   - B. 25 to 34
   - C. 35 to 44
   - D. 45 to 54

   **HINT** Find the highest number in the column for private insurance, and then find the age group that is in the same row.
Writers include different types of statements in their texts. Learning to tell the difference between statements can help you evaluate whether the content is valid and reliable. It can also help you determine an author’s purpose for a passage. When you read, you should distinguish between facts, opinions, and reasoned judgments.

A fact is a statement that can be verified, independently and objectively. For example, all of the statements below are facts.

- Although penguins have wings, they cannot fly.
- Zachary Taylor was the twelfth president of the United States.
- Earth is the fifth largest planet in our solar system.
- All spiders have eight legs.
- Istanbul was once known as Constantinople.

An opinion is a personal belief, a statement that cannot be proven true. Authors often state their opinions strongly, particularly when they are writing arguments. But no matter how persuasive these statements may be, they are still opinions. Do not confuse them with facts. Evaluate authors’ opinions based on the facts they use to support them. The statements below are opinions.

- Broccoli is healthy for you, but it doesn’t taste very good.
- The best place to spend winter vacation is on a tropical island.
- Teenagers should not be allowed to drive before they turn eighteen.
- These days, Hollywood is producing terrible movies.
- No one with any sense owns a Saint Bernard.
A reasoned judgment is a statement based on an issue for which there is more than one standard of judgment. A standard is a law or rule with which a group of people agree. However, people have different standards, and that’s why a reasoned judgment can be a source of disagreement. It can be tricky to distinguish between an opinion and a reasoned judgment because there is a fine line between them. Just remember that a reasoned judgment is usually weighed more carefully, as a person considers the pros and cons of the issue. Also, reasoned judgments are statements which people like to repeat—so such a statement might already be familiar to you. The statements below are examples of reasoned judgments.

- Corrupt politicians should be removed from office.
- Students should not be allowed to disrupt class.

Neither of these statements are facts that can be proven. But they are more than opinions. There is a certain standard of judgment that makes these statements logical and reasonable.

**Thinking It Through**

Read the following paragraph, and then answer the question that follows.

*My Pal, Brian* is the funniest show on television. It is about a boy named Brian who always gets other people in trouble but then figures out a way to make things right. They’ve had some very funny episodes this season. The funniest so far was the one where Brian ran his big brother’s high school diploma through the washer!

Write down the type of statement that BEST describes each sentence in the paragraph.

HINT: Decide whether each sentence can be proven to be true.
Read the passage and answer the questions.

An artesian well is a well into which water is forced by pressure under Earth’s surface. Artesian wells are possible only under specific geologic conditions. An aquifer, or underground layer of very porous rock or sand, is buried between two layers of solid rock through which water cannot pass. At some point, water falling as rain or snow passes through the top layer of solid rock and is trapped between the two layers of solid, watertight rock. The water remains there, held in place by great pressure on all sides. In order to create the well, a deep hole only a few inches wide is drilled so that it reaches the sandy layer. The freed water gushes to the surface like a geyser. The practice of drilling artesian wells is ancient. The Chinese and Egyptians did it, although it took them years. Today’s drilling methods make it a much easier and quicker task. Aquifers provide more than half the water Americans drink. People don’t need to waste money on bottled water.

1. Which sentence from the passage is an opinion?
   A. “People don’t need to waste money on bottled water.”
   B. “Aquifers provide more than half the water Americans drink.”
   C. “The Chinese and Egyptians did it, although it took them years.”
   D. “The practice of drilling artesian wells is ancient.”

   **HINT** Look for the sentence that expresses a personal view.

2. Read this sentence from the passage.

   The water remains there, held in place by great pressure on all sides.

   This sentence is a fact because
   A. it is based on a reasoned judgment.
   B. it can be verified through science.
   C. it expresses a strong belief.
   D. authors only write facts.

   **HINT** Review the definition of a fact.
We all use words to communicate with others. Some words, such as pattern, power, or contain, are used frequently to discuss a variety of topics. Most of us are familiar with general words like these and use them often in speaking, reading, and writing. Other words are specific to academic or formal settings, such as school or the workplace. For example, students are frequently asked to explain, analyze, or synthesize information. Over time, students become familiar with these academic words.

**Domain-specific vocabulary** consists of words used in specific domains, or areas of knowledge, such as social studies, science, or technology. Experts in a domain come to understand and use words that are specific to their domain, while those who do not specialize in that domain may not understand such domain-specific vocabulary. You may be familiar with the word concentrated, meaning “thought about without distraction.” However, this word takes on different meanings in different domains. Consider the following use of the word concentrated:

During the sugar refining process, liquid or juice is removed from sugar cane by crushing, shredding, and rolling the cane. Next, the juice is purified and strained through the use of heat, chemicals, and filters. Then, the juice is concentrated into syrup form through a boiling and evaporation procedure.

The word concentrated has a meaning specific to the domain of manufacturing: “distilled to a stronger solution, usually by removing liquid.” However, this word also has meanings specific to other domains. Consider the following use of the word concentrated:

Conifers are a division of trees that display the following characteristics: long, pointed leaves that stay green all year round and cones that contain seeds. Conifers are concentrated in geographic areas that maintain cool temperatures.

In this example from the domain of science, the word concentrated means “grouped closely together.”
A carbohydrate is a type of organic molecule essential to the structure of living cells. Carbohydrates are found in starch and sugar food sources, such as potatoes and fruits. Carbohydrates provide the body with energy and control blood sugar. The body’s first source of energy is glucose from carbohydrates. During digestion, the small intestine breaks down food particles from the stomach into simple molecules or nutrients, including carbohydrates. Then, carbohydrates are absorbed into the bloodstream through villi in the small intestine. The circulatory system delivers glucose to important organs, such as the brain and muscles. The liver helps the body maintain a constant blood glucose level.

Underline three domain-specific vocabulary words in the paragraph. Why would they be considered domain-specific?

Read the following sentence.

The archaeology professor concentrated her field studies on the excavation of ancient Egyptian artifacts.

The context provides clues regarding the definition of concentrated. Archaeology, or the study of past human life and culture on the basis of artifacts or other objects, is a broad field. However, the professor studies Egyptian artifacts, narrowing a broad topic to a smaller subtopic. In the domain of social studies, concentrated means “focused.” Identifying the domain and context clues will help you acquire domain-specific vocabulary.

Thinking It Through

Read the paragraph below and then answer the question that follows.

A carbohydrate is a type of organic molecule essential to the structure of living cells. Carbohydrates are found in starch and sugar food sources, such as potatoes and fruits. Carbohydrates provide the body with energy and control blood sugar. The body’s first source of energy is glucose from carbohydrates. During digestion, the small intestine breaks down food particles from the stomach into simple molecules or nutrients, including carbohydrates. Then, carbohydrates are absorbed into the bloodstream through villi in the small intestine. The circulatory system delivers glucose to important organs, such as the brain and muscles. The liver helps the body maintain a constant blood glucose level.

Underline three domain-specific vocabulary words in the paragraph. Why would they be considered domain-specific?

DISCUSS

In what other domains might you expect to find the word energy? Discuss your ideas with a partner.
Classification of Species

Taxonomic classification is the hierarchical system used for classifying living organisms, based on their similarities and differences. The seven main groupings in the hierarchy from largest to smallest are: kingdom, phylum, class, order, family, genus, and species. Carolus Linnaeus, a Swedish botanist, developed this system in the eighteenth century. He personally described and categorized more than 4,000 animal species and 7,000 plant species. Each specific type of plant or animal can be classified uniquely in the system. For example, modern humans are classified from kingdom down through species as Animalia, Chordata, Mammalia, Primates, Hominidae, Homo, Homo sapiens. Notice that the genus name, Homo, is repeated at the beginning of the species name. Therefore, each specific type of organism has a unique two-word name. This naming is referred to as binomial nomenclature. When a species name appears in print, both words should appear in italic type with the genus name beginning with a capital letter. Subsequent occurrences may appear with the genus name abbreviated, such as H. sapiens.

1. Based on context clues, what do you think is the purpose of taxonomic classification?
   A. to categorize organisms by size
   B. to compare and contrast organisms
   C. to classify organisms by time period
   D. to identify and explain differences in organisms

HINT Read the first sentence of the paragraph carefully.

2. In this passage, what is the meaning of the term binomial nomenclature?
   A. two names
   B. modern humans
   C. kingdom species
   D. genus name

HINT Think about the makeup of the term Homo sapiens.
Getting the Idea

There are various genres of informational text. While all informational text is nonfiction, not all informational text is alike. Two articles on the same topic can vary based on the author’s style and tone, as well as the structure of the text.

Comparing and contrasting texts across genres provides readers with an opportunity to deepen their understanding of a topic. A primary source will have a very different style, tone, and structure than a secondary source on the same topic because the audience and purpose for each is not the same. To compare texts of different genres, examine how they are alike. To contrast them, analyze their differences.

Compare and contrast the following passages.

Passage 1
excerpted from the inaugural address of Franklin Delano Roosevelt, March 4, 1933

This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and of vigor has met with that understanding and support of the people themselves which is essential to victory.

Passage 2

At the time of Roosevelt’s election, the country was suffering through the Great Depression. People were encouraged by Roosevelt’s positive approach and ideas about government intervention and economic relief for millions of unemployed Americans. During his first hundred days in office, he proposed, and Congress enacted, the New Deal—a program of changes intended to bring recovery and relief to American farms, businesses, and private citizens.
In reading the speech excerpt, readers get a snapshot of Roosevelt’s perception of the state of the nation. The second passage, which is more journalistic, provides background for the speech with facts and details about Roosevelt and the Great Depression. A primary source, such as a speech, can be confusing when read by itself. Comparing and contrasting texts of differing genres on the same subject can provide a fuller and richer understanding of a topic.

**Thinking It Through**

Read the following passages, and then answer the question that follows.

**Passage 1**

Baseball is America’s sport. Nearly everyone has a basic understanding of how to play the game, and pretty much anyone, no matter how young or old they are, can participate. While there are many people who are extremely good at baseball, expertise is not required to enjoy the game. Players only need a ball, a bat, a mitt, and some sort of playing field.

**Passage 2**

excerpted from Pitching in a Pinch by Christy “Matty” Mathewson

...[I]n one of the first games I pitched against Cincinnati I made the mistake of putting all that I had on every ball. I had been popping them through, trying to strike out every hitter and had not held anything in reserve. The first man to the bat in the ninth got a single, the next a two bagger, and by the time they had stopped hitting me, the scorer had credited the Cincinnati club with four runs, and we lost the game, 4 to 2.

I was very much down in the mouth over the defeat, after I had the game apparently won, and George Davis, then the manager of the Giants, noticed it in the clubhouse.

“Never mind, Matty,” he said, “it was worth it. The game ought to teach you not to pitch your head off when you don’t need to.”

How is the information presented in both passages similar? How is it different?

**HINT** Think about how the game of baseball is described.

**DISCUSS** Which passage provides a more unique insight into baseball?
Coached Example

Read the passages and answer the questions.

What Are Comets?

Comets are small chunks of dust and rock held together by ice. Each comet is a little different, but astronomers think that 80 percent of the ice is frozen water, 15 percent of it is carbon monoxide, and the rest is a combination of other chemicals. Each comet has its own unique orbit. The solid part of a comet, the nucleus, is just a few kilometers across. Because the nucleus is small, comets are invisible from Earth—until they approach the sun. Then, some of the ice turns to gas and forms a glowing head called a coma. The coma can be as large as one hundred thousand kilometers across. Streams of particles from the sun, called the solar wind, push the gases away from the comet. Photons of light also press against escaping dust particles, creating a second tail. These tails can stretch as far as 100 million kilometers. When we observe a comet from Earth, we are seeing its coma and tails.

Caroline Herschel: Astronomer

As a young girl in Germany, Caroline Herschel was very bright and loved music. At age 23, she went to live with her older brother William, who was a professor of music in England. There, she was a professional singer and studied mathematics and astronomy, as well. William became something of an expert in astronomy and wanted Caroline to assist him in his research. Caroline gave up her music to help her brother. After William discovered the planet Uranus, the king asked him to be Great Britain’s Royal Astronomer; the king later hired Caroline, too. She became the first woman to discover a comet (in all, she discovered eight comets), and she discovered fourteen nebulae (collections of gas and dust in space). She was awarded several gold medals in science, and to this day, no one has ever found an error in her mathematical calculations.
1. Compare the passages. How are they alike?
   A. Both address the topic of comets.
   B. Both are about famous astronomers.
   C. Both are organized around scientific information.
   D. Both use facts to convince readers.

   **HINT** What connects the two passages?

2. Contrast the passages. What statement BEST describes how they are different?
   A. The passages describe topics that are not related.
   B. The passages are about a similar topic from different perspectives.
   C. The passages show the different purposes of the writers.
   D. The passages present conflicting facts about the topics.

   **HINT** Pay attention to the context and details of each passage.

3. How does the information in the first passage inform your understanding of the second passage?

   **HINT** Consider how the second passage builds on information provided in the first passage.
Getting the Idea

As you may already know, an **argument** is an attempt to persuade someone to think or act in a certain way. It is an opinion supported with facts. How well you structure and write an argument will determine how convincing it will be.

- **Your first paragraph is the introduction.** This is where you state your **claim**, or thesis. The claim is the central idea that you want to persuade your readers to agree with. For example, you might write an argument with this claim: *Parents should not search their children’s rooms without their knowledge.*

- **Support the claim with the reasons you are presenting the claim.** These reasons should be supported with relevant evidence so that the reader is more inclined to agree with you or respect your opinion. Write at least two to three supporting paragraphs, each with its own **topic sentence**. To support the claim above, your topic sentences might be: 1) *Children have a right to privacy.* 2) *A good parent-child relationship is built on trust.* 3) *Kids will become even more secretive.* Develop each topic sentence with details and evidence, such as the reasons why trust is important and examples of kids who have been in this situation.

- **Write a conclusion.** This is the last paragraph in the composition. It restates the main ideas in the argument. Include a concluding statement, such as: *Parents who search their children’s rooms do more harm than good.*

Including expert opinions that support your claims will make your argument even stronger. There have likely been scientific studies on trust between parents and children, so it would be a good idea to do some research. Just make sure you check the author’s qualifications—you want the sources you cite to be credible.

A strong argument is also free of **bias**, which is the tendency to favor one point of view without fairly considering other sides of the argument. An intelligent reader is going to know when an author is ignoring or hiding certain information that would weaken the argument. Imagine how much more persuasive your argument will be if you are able to acknowledge an opposing argument and explain why it is wrong?
Word choice is an important part of writing. Use precise and descriptive words to convey your meaning to your reader. The word bad, for example, is vague. Don’t say: *Kids feel bad when their parents go through their things.* Say: *Kids feel betrayed when their parents go through their belongings.*

Use transitional words and phrases to create a bridge between ideas. These include *for example, in contrast, furthermore, for instance, however, in addition,* and *in closing.* Without transitions, your essay may sound too choppy.

Although your argument will express your opinions and point of view, you should maintain an objective, formal style and tone. In other words, no matter how strongly you feel about the subject, do not let your style become too emotional. You won’t convince the reader through angry words or unfair, biased statements.

Here is an example of an overly emotional sentence: *Parents are always sticking their noses where they don’t belong.* You could certainly say this more objectively. For example, *Sometimes parents are too curious about their children’s activities.*

After your first draft is finished, you’ll need to take another look at it. Read what you have written critically, consider a new approach if necessary, and make revisions. Share your writing with your teacher and other students in the class. They can catch errors you missed and make suggestions for improvements. Below is a graphic organizer that shows how you could plan the argument.

<table>
<thead>
<tr>
<th>Claim</th>
<th>Parents should respect their children’s privacy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Sentence 1</td>
<td>Children have a right to privacy.</td>
</tr>
<tr>
<td>Topic Sentence 2</td>
<td>A good parent-child relationship is built on trust.</td>
</tr>
<tr>
<td>Topic Sentence 3</td>
<td>Kids will become more secretive if they feel their privacy isn’t respected.</td>
</tr>
<tr>
<td>Concluding Statement</td>
<td>Without enough respect for their children’s privacy, parents may damage their family life.</td>
</tr>
</tbody>
</table>
Coached Example

Read the topic sentences below. Then write a supporting paragraph for each one, developing it with reasons and examples. You can also take the opposite point of view for either topic.

1. Students should be taught more geography in school.

HINT: Think about why learning geography is important.

2. The voting age should be lowered from eighteen to sixteen.

HINT: Explain why this would be a good (or bad) idea.
An informative text gives the reader information about a topic, using facts, examples, and specific details. Biographies, history books, and newspapers are examples of informative texts. Texts that explain something are also informative. A science article that explains why earthquakes happen is informative. Additionally, an essay you write about yourself or your life is informative.

When you write an informative text, start by announcing the topic in the introduction. Let’s say you decide to write about the Lewis and Clark expedition. After you introduce this topic, you need to develop it. There are certain key elements writers use to develop informative topics.

- **facts:** Meriwether Lewis and William Clark were commissioned by President Thomas Jefferson to explore the northwest region of the United States and find a land route to the Pacific.

- **examples:** Sacagawea, their Shoshone Indian interpreter and guide, was a great help to them. One day, Sacagawea helped the explorers obtain the horses they desperately needed.

- **details:** In the summer of 1885, Lewis and Clark traveled across the Bitterroot Mountains in Montana and Idaho.

- **quotations:** Lewis, who kept a journal during the exploration, wrote, “The land is not fertile, at least far less so, than the plains of the Columbia or those lower down this river.”

Make connections between these elements by using transitional words and phrases, such as for example, furthermore, in contrast, however, in addition, then, and likewise. Transitions will help readers move from one thought to another, and they will also help the overall effect of your essay.

Maintain an objective style and tone in your writing. Your purpose is to inform—it is not to entertain or to persuade. So, you should not say, “Lewis and Clark were awesome explorers!” First, the word awesome is too informal. Second, the sentence shows a little too much enthusiasm for an informative essay. It distracts the reader from the facts of the essay and focuses too much attention on your point of view.
Be sure to write a **conclusion** at the end of your composition. It should restate the main ideas of the composition and include a concluding statement. For example, *Lewis and Clark made many important discoveries along their historic journey*. The conclusion should also follow logically from the statements that come before it.

Often, you need to use sources to support and develop your topic. How much information about Lewis and Clark do you have stored in your head? You probably don’t know enough to write a composition about them without research. Use primary sources, such as the explorers’ journals, or secondary sources, like a biography, to get the information.

If you write an informative text on a scientific subject, support it with accurate information, data, and evidence. Also, use the terms most appropriate for your subject. You might develop a composition on why earthquakes happen with facts about faults, plates, and seismic waves.

Many scientific or historical subjects are complicated and difficult to explain to a reader, so it might be a good idea to organize your ideas into larger sections using headings. Perhaps your composition on Lewis and Clark could be ordered sequentially—in the order that the expedition occurred—using headings such as “Meeting Sacagawea” and “Traveling Across Bitterroot.” You might also use a cause-and-effect organizational structure and explain the effects of certain events that occurred on their expedition. Before you can begin structuring your text, however, you will want to organize your research and ideas. The graphic organizer below shows one way to organize information on the topic.

![Graphic Organizer]( Graphic Organizer Image )

After you write a draft, get feedback on your informative text from your teacher and classmates. Listen to their suggestions on ways to improve your composition.
Coached Example

Read the topics below. Then use what you learned about informative texts to develop the topics.

1. Write an informative paragraph about an important person in your life. Use whatever facts, examples, and details you know about this person’s life.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   **HINT** You might write about a relative, a mentor, or a close friend.

2. Write an informative paragraph about a place you have been. Use whatever facts, examples, and details you can think of to describe this place.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   **HINT** For example: You might write about a national park, an amusement park, or a museum.
A narrative is a piece of writing that tells a story. Novels and short stories are examples of narratives. However, narratives do not have to be fiction. If you write a funny story about what happened to you at the zoo last year, you are writing a narrative. Even historical and scientific texts may include narrative elements. Read the tips below.

- **Make sure your narrative has a plot.** This is the story line, or sequence of events. When you plan your narrative, choose the events and details you want to include and describe them in order. A narrative is not simply a series of events, however. A narrative should contain a conflict, or a problem the characters need to solve. A plot may also involve a lesson that a character learns. The key thing to remember is that the events in the narrative should engage the reader—or be interesting enough to keep him or her turning the pages.

- **Include a setting in your narrative.** Tell when the events happen and where. The setting can be an important part of your story. Are you writing an adventure? Set the narrative in a wild jungle or on a fictional planet. Think about the time period carefully. It should be appropriate for the plot and setting of your story.

- **Write interesting characters.** These are the people or animals in your story. Include details about the characters that help readers understand them and care about what happens to them. Describe what the characters look like, how they act, what they wear, how they talk, and how they interact with other characters.

- **Paint a picture for the reader.** Use descriptive, colorful language to help the reader “see” what you are describing. Also, use precise language when it’s possible. Instead of “run,” say “dash” or “sprint.” Your word choice will also establish the mood, or the feeling your reader gets from the story. For example: “Dark shadows moved eerily behind the trees as Kay crossed the lonely road.” The words *dark, shadows, eerily, and lonely* create a scary mood.
• **Develop the story with dialogue, pacing, description, and reflection.** The dialogue, or the words characters say to each other, can really keep a story moving. Try to make your dialogue energetic and meaningful. In other words, don’t just have characters say “hi” to each other—have them argue, or joke, or interact in another entertaining way. This pushes the story forward at a good rate. Pausing to describe a scene or show characters’ thoughts, however, can add depth and meaning to a story if well done.

• **Establish the context and point of view.** For example, you write a narrative about Gia and Jen, who are hostile to each other every time they meet. Establish the context by telling the reader why: Jen had accused Gia of stealing her ring. Also, choose the point of view—the perspective from which the story is told. Maybe the narrator in this story is Jen. The reader sees what happens through her eyes.

• **Establish connections between events, time frames, and characters.** Narratives often have multiple story lines, characters, and changes in time and setting. Include transitions in your narrative so that the reader does not get confused. For example: *Back at Trevor’s house…* or *Meanwhile* or *The next day…*

• **Write a satisfying conclusion, or ending, to your narrative.** For instance, “When Jen found her ring, she apologized to Gia, and the two friends hugged each other.”

The graphic organizer below outlines a narrative.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Event</th>
<th>Event</th>
<th>Event</th>
<th>Conclusion/Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gia and Jen are hostile to each other when they meet because Jen accused Gia of stealing her ring.</td>
<td>Gia tries to explain what really happened, but Jen doesn’t believe her.</td>
<td>Jen checks with some friends to see if Gia’s story is true.</td>
<td>Jen discovers that Gia’s story is actually quite true, after all.</td>
<td>Gia and Jen make up, and they are good friends once again.</td>
</tr>
</tbody>
</table>

After you write a draft of your narrative, do not be shy to share your work with a peer or your teacher. Being able to write an effective narrative takes practice, and someone else might have valuable suggestions or ideas that you had not considered. Perhaps a character can be fleshed out more, or maybe some of the dialogue can be tweaked to sound more natural. Whatever the case, first drafts are never perfect.
Coached Example

Read the sentences below. Each sentence is the first line to a paragraph in a story. Complete each paragraph, using what you learned about writing narratives. Share your narratives with your teacher and class.

1. Aisha opened the door to the refrigerator and screamed.

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

HINT What does Aisha see in the refrigerator? Is your story scary or funny? Is it realistic or fantasy?

2. Christopher swung at the baseball, and then he watched it crash through Mr. Bashir’s window.

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

HINT Christopher has a problem. How does he try to solve it?
As you learned in previous lessons, there are different types of writing. When you create a text, you need to consider the purpose, or reason, for the writing. You also need to make the text appropriate for your audience, or the people for whom you have written the text. Your purpose and audience should guide your decisions on content, organization, and style.

For example, imagine you write a persuasive essay on teen curfews. Your claim is that teen curfews are unfair, so your position is clearly stated in the introduction. In the rest of your essay, you define what a teen curfew is and you summarize the curfew laws in several states. What you don’t do is present any reasons or examples that support your claim. You forgot to argue. Since this is the purpose of a persuasive essay, your content does not match the purpose.

Perhaps your teacher asks you to write a narrative, or story. You decide to write about something that happened at your family’s last Thanksgiving dinner. However, you think it would be a good idea to begin with a brief history of the Thanksgiving Day tradition. After a couple of paragraphs on the celebration between the pilgrims and the Native Americans, you finally begin writing about the events of the day. Now, a narrative can include facts and history, but this information must be included in the plot as part of the narrative. It cannot simply be attached to the beginning without a transition. Your composition is only part narrative.
The organization of your writing should also fit the purpose. Imagine you are writing an informative essay on the establishment of the Food and Drug Administration and its impact on food safety. A well-organized essay would explain why and when the FDA was founded and provide examples of the FDA’s role in improving food safety. However, your essay jumps around between different unrelated examples and repeats ideas from earlier paragraphs. Now, this would be effective if your purpose was to confuse, but your purpose is to inform.

Your style is the way you express yourself, something you control through word choice. Consider your purpose and audience when you choose your words. Generally, your teachers are your audience when you write for school. Overly casual language and slang are not appropriate for this audience. So, don’t write, “That dude Thomas Edison cooked up some awesome inventions!” Write, “Thomas Edison was a great inventor.” Inappropriate style distracts your audience from the content.

**Thinking It Through**

**Read the following paragraph, and then answer the questions that follow.**

Everyone should follow a vegetarian lifestyle. If you make the right choices, you will find that you can have quite a bit of variety in the vegetables you eat. A vegetarian diet can be much healthier than one that involves the consumption of meat. Vegetables provide nutrients that meat often doesn’t provide. Being a vegetarian also spares the lives of all those animals sacrificed for the dinner table.

What is the purpose of this writing? How do you know?

**HINT** Think about what the author asks her audience to do.

**DISCUSS** Do you think the author’s word choice is appropriate for her purpose?
Read the passage and answer the questions.

Timir grabbed his mother’s hand and took a deep breath. His mom smiled down at him and gave his hand a reassuring squeeze. Together, they walked into the plane, where a flight attendant was waiting to greet them. Timir could hear his heart pounding as he and his mom took their seats. He had a window seat, and he wasn’t sure that was a good thing. Watching the ground get farther and farther away as they ascended was not exactly the best way to calm his nerves. The technical name for fear of flying is aviophobia. It can sometimes be cured through therapy or the use of certain computer software. Timir’s fear of flying had kept him from traveling outside the country. But finally his mother had convinced him to face his fears. Timir pulled down the window blind. Then, he closed his peepers and tried to picture the sandy beaches and blue waters of their destination.

1. Which word from the passage is NOT appropriate for the audience?
   A. squeeze
   B. grabbed
   C. ascended
   D. peepers

   HINT The inappropriate word is slang.

2. Which sentence from the passage is NOT appropriate for the purpose?
   A. “The technical name for fear of flying is aviophobia.”
   B. “Timir grabbed his mother’s hand and took a deep breath.”
   C. “His mom smiled down at him and gave his hand a reassuring squeeze.”
   D. “Timir could hear his heart pounding as he and his mom took their seats.”

   HINT The purpose of this passage is to tell a story.
Getting the Idea

**Literature** is written work derived from a writer’s imagination and creativity. A work of literature can be a novel, a story, a drama, a poem, or even a graphic novel. Although each piece of literature is created uniquely, much of literature reflects patterns from long ago. Writers repeat themes (for example, the struggle between good and evil), character types (such as the hero or the villain), and events (such as a celebration or a journey) from traditional stories, such as myths and folktales. They do this because the themes, characters, and events that are important to traditional literature still speak to modern-day readers and apply to their lives. Recognizing these patterns is one way that a writer can respond to literature.

A **literary response** can take several forms. You might be asked to focus on the elements, or parts, of the work, such as the characters, setting, events, and theme, along with how they work together or relate to each other. This type of response is called a **literary analysis**. In a literary analysis, for example, you might respond to the way in which one character’s traits affected the actions of the other characters.

If you are asked to focus on what you think or how you feel, you are writing a **literary reflection**. Literature is meant to evoke strong responses from readers, appealing to emotions and often sparking debate. For example, you might be asked to analyze the emotional impact of an event that led to a character making a poor decision. Writing about how that makes you feel will give you a better understanding of the story and help you learn more about yourself—both as a reader and as a person.

Whether your writing involves analyzing or reflecting on a piece of literature, you will need to use evidence from the text to support your ideas. For example, if you write that a character’s need to be a hero led to others feeling inferior, you will need to cite details, events, actions, and dialogue from the text that reveal and support your claim. For each claim, you should typically seek to include two or three citations from the story to support your idea. Finally, although literature can often read as informal, your response is likely a formal assignment, so remember to keep the tone of your writing formal.
As you plan your writing for a response to literature, it’s helpful to organize your ideas in a chart. The information you put in the chart should show that:

- you understand the theme, or the main message that the author is trying to convey.
- you have insight about the characters, setting, events, and ideas in the story. This includes identifying patterns from traditional stories that are repeated in the story.
- you can cite examples and evidence from the text that support your interpretation of the piece of literature.

Suppose you were asked to write an analysis of a story about Ricky, a student who bullies others until he is stopped by Gina and other members of their school’s anti-bullying coalition. Your completed chart might look something like this.

<table>
<thead>
<tr>
<th>Theme: Understanding what causes a person’s behavior can change that person’s behavior.</th>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gina shares information about how bullies are often bullied themselves.</td>
<td>Ricky admits that he was bullied and that he bullied others to hide his own insecurity.</td>
<td>Ricky signs a pledge to break the bullying cycle.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character Description: Ricky is actually quite shy; he bullies in order to appear outgoing and confident.</th>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the hallways, Ricky is loud, making his presence known. He slams the locker doors and yells at students.</td>
<td>When confronted one-on-one by one of the anti-bullying coalition members, Ricky speaks softly and looks down.</td>
<td>Ricky admits that he doesn’t feel comfortable in large crowds and prefers listening instead of talking.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Interpretation: Ricky doesn’t consider the effects of his actions and just thinks that bullying helps him feel powerful.</th>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ricky feels invincible when walking in the halls and feels supported by his friends, who laugh at his behavior.</td>
<td>Ricky looks visibly upset when students who’ve been bullied share stories of how they feel.</td>
<td></td>
</tr>
</tbody>
</table>

Ricky is the first one to sign the pledge to stop bullying, saying, “I didn’t know.”
Read the passage and answer the question.

Honest Omar

based on the Cypriot folktale “Honesty and the Golden Axe”

As part of their school’s service requirement, Omar and Justin both volunteered at the Overcrest senior center, riding their bikes there a few afternoons a week. They cleaned, did yard work, assisted with the cooking—whatever was needed. As Omar worked, he often listened to music through the earphones of his mp3 player, and the staff and senior citizens enjoyed watching him bob his head in time to the music.

One afternoon, Omar couldn’t find his mp3 player. He looked everywhere, but the device was nowhere to be found. Everyone at the senior center knew that Omar adored music but probably couldn’t afford a new player, so they pooled their funds and purchased one identical to his old player. “Here,” Susannah, the center’s manager, said, handing him the device, “look what we found! It’s the player you lost.”

But Omar shook his head, saying, “This one is new, so it doesn’t belong to me.”

Justin, who was nearby, walked over, took one look at the new player, and announced, “This is the player I lost!” He pulled another player from his pocket and said, “I found this old one yesterday.”

“Uhh, thanks, Justin, for finding my player.” Omar said, frowning. Justin handed the old device to Omar and reached for the new player.

“Not so fast,” Susannah said. “This can’t belong to you, because we bought it yesterday to replace Omar’s lost one.” Justin’s face slowly turned beet red.

Susannah turned to Omar and smiled. “Take the new player as a reward for your hard work and enthusiasm, as well as for your honesty,” she told Omar. “And Justin, please get to work; the bathroom floors need scrubbing.”

1. Suppose you are asked to write a literary analysis that discusses how the traditional character types of hero and villain are reflected in this story. Describe an idea you might include. Remember to support your idea with evidence from the story.

   HINT Remember that a literary analysis discusses elements such as characters, setting, and theme. Your response should cite evidence directly from the text.
Informational text is text that provides information on a specific topic. Informational text can be found in encyclopedias, textbooks, newspapers, magazines, historical documents, and online sources such as those that end in .org (for organization) or .edu (for educational site). To create an informational text, an author conducts research to gather the information in the form of facts and possibly ideas and opinions from experts on the topic. For example, an author may write a scientific article about a new medication, gathering facts about the drug as well as ideas and opinions about how well it works from scientists who have tested the drug.

Informational texts are nonfiction, meaning they are factual, but that doesn’t mean that authors include only facts. As authors share information, they may also include their own ideas and opinions in the form of an argument or a claim. Of course, an author should also include factual information to support his or her argument. Continuing with the example of the article on a new medication, the author may argue that the drug is the best choice to treat a disease, supporting the claim with facts that point to the medication’s having fewer side effects than older drugs. Based on the information above, readers of informational text must identify and distinguish between information (facts) and opinions (claims).

When you are asked to write a response to informational text, the first step is to analyze and summarize the information. A summary requires you to identify the main idea and details of a text, restating them in your own words. As you analyze the text, consider the author’s argument and the ways in which he or she supports it. If an author claims that a new medication is more effective, for example, that claim should be supported by facts, evidence, and reasons. As part of your analysis, you should think about how relevant and credible those reasons are. For example, data from a study that is several years old may no longer be valid. Perhaps an author of an article that is critical of the new drug included quotations from an expert who represents a competing drug company; the expert may not want the new drug to succeed, so the quote that he or she provides may not be credible.
As you summarize and analyze informational texts, you will encounter technical, historical, or scientific vocabulary that is unfamiliar. You can use context clues to determine the meaning of unfamiliar words, or you can use a glossary if one is available. Sometimes, footnotes are included to define terms or to explain historical events or scientific processes. Otherwise, unfamiliar words should be looked up in a dictionary.

When planning your response to informational text, you can organize an author’s main idea and supporting details in a web, such as the one shown below. You can write the main idea of the text in the center circle, with supporting details in the circles around it. These details might include facts, expert opinions, or quotations from experts or other texts. You may also want to create a web for the author’s claim and the evidence that supports it. This will help you determine if the author’s reasoning is sound—in other words, part of your response should be an analysis of whether the author has done an adequate job arguing his or her point. As you take notes in your web, keep in mind that responses to informational texts require a formal tone. Organize your notes and ideas clearly and logically, keeping the tone formal.
Fishing for Fishing Spots

Anglers—people who fish—are usually secretive about the locations of the best fishing spots, which are typically characterized as isolated areas with little noise and many fish. If you can’t get an angler to help out, you can rely on technology to help you find a favorite spot. It may surprise you to learn how much technology is used in fishing. The sport requires only a pole, bait, and fish, but the Internet and tech gear are your friends. Search the Internet for a topographic map, which shows the surface of land, including natural features, such as rivers, and constructed features, such as highways and railroads. Study the map for a line that crosses bodies of water such as rivers, streams, or brooks. This line may represent a drop in ground level. These lower areas are where fish like to gather. Next, use an online mapping tool to identify the coordinates, and then plug them into your GPS, or global positioning system. The final step is to gather your fishing gear and go to your newly discovered fishing spot. There may be other anglers there, but they likely weren’t going to tell you about the area anyway!

1. What is the main idea of this article? How does the author support the main idea?

HINT Clues that point to the main idea of an article are often found within its title and first sentence or two.

2. Write a summary of how to find a fishing spot.

HINT Supporting details are important in summaries. Think about each tool the author suggests using and how it might help the reader find a fishing spot.
Getting the Idea

When you revise, you make structural changes to your writing. You rearrange paragraphs, rearrange sentences within paragraphs, clarify your main idea, or add missing information. When you edit your writing, you correct errors in sentence structure, grammar, punctuation, and spelling.

By revising and editing, you make your work suitable for publishing. You have essentially published your writing when others read what you write. You might write a story and hand out copies to your class. Perhaps you write for the school newspaper or publish your writings on the Internet—in either a personal blog or a social networking site. Publishing online has the advantage of being able to embed direct links to sources or related topics.

Think about organization. Sometimes an entire paragraph may need to be moved or cut. Every paragraph in an essay should support the essay’s main idea. When you read over your draft, ask yourself: Do my points follow logically from each other? Does the sequence of the information I’m presenting make sense? If not, then you shouldn’t be afraid to rearrange paragraphs to make your essay easier to read.

Write unified paragraphs. Just as every paragraph should build on an essay’s main idea, every sentence in a paragraph should build on the topic sentence. If the topic sentence expresses an opinion, the sentences following it should support that opinion. If the topic sentence makes a broad statement about a factual subject, the sentences following it should provide facts that support that statement. Casual observations, jokes, and anecdotes, while amusing, may distract readers from your purpose.

Correct mistakes in sentence structure. As you read over your draft, you’ll want to look at the way each sentence is built, as well. An essay with all short sentences could be dull for the reader. An essay with nothing but long sentences could be dull and hard to read as well. Vary your sentence structure, choosing sentence types appropriate for your purpose. Use a simple sentence to make a simple point. Use a longer sentence to give a list of items or to link two thoughts.
Avoid these sentence types:

- **fragments**
  
  *Incorrect:* Although Lisa got up early. She missed the school bus.
  *Revised:* Although Lisa got up *early, she* missed the school bus.

- **run-ons**
  
  *Incorrect:* Jim does not like vanilla ice cream, he thinks it’s too bland.
  *Revised:* Jim does not like vanilla ice cream. He thinks it’s too bland.

- **awkward sentences**
  
  *Incorrect:* Greta drove her friend to the hospital with the broken leg.
  *Revised:* Greta drove her friend with the broken leg to the hospital.

**Correct mistakes in subject-verb agreement.**

*Incorrect:* One of the books on the shelf *are* missing.
*Revised:* One of the books on the shelf is missing.

**Use the comma between items in a series.**

*Incorrect:* Ron excels in swimming tennis, and golf.
*Revised:* Ron excels in swimming, tennis, and golf.

**Use apostrophes correctly to show possessions.**

*Incorrect:* Tims’ blog is about fantasy and science fiction.
*Revised:* Tim’s blog is about fantasy and science fiction.

**Correct spelling errors.** Check a dictionary to confirm spelling and proper word usage.

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**Thinking It Through**

Read the following sentence, and then answer the question that follows.

Warren like to go to the same part of the beach every Sunday.

**Edit this sentence to correct the errors.**

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**HINT** Read the sentence out loud. What part sounds awkward and distracting? Why?
This passage contains mistakes. Read it and answer the questions that follow.

(1) Taking a trip to the town of Colonial Williamsburg in Virginia is like stepping back in time into our colonial American past. (2) The people there actually live, dress, cook and travel just as they did nearly three hundred years ago. (3) There are no TV sets, cars, or tall apartment buildings—just small wooden or stone houses heated with wood stoves. (4) The people use horses and wagons for transportation. (5) Just as it was done, they prepare and serve supper in 1725. (6) The main meal of the day consists of “meats” and “sweets.” (7) The meat dishes contain pork or chicken. (8) For sweets, there is an array of cakes, cookies, and fruit desserts. (9) After dinner, they play musical instruments, such as the harpsichord, the mandolin, or the harp.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How should sentence 2 be edited?</td>
<td>2. What is the BEST way to edit sentence 5 for clarity?</td>
</tr>
<tr>
<td>A. The people there actually live, dress, cook, and travel, just as they did nearly three hundred years ago.</td>
<td>A. In 1725, they prepare and serve supper just as it was done.</td>
</tr>
<tr>
<td>B. The people there actually, live, dress, cook, and travel just as they did nearly three hundred years ago.</td>
<td>B. They prepare and serve supper just as it was done in 1725.</td>
</tr>
<tr>
<td>C. The people there actually live, dress, cook, and travel just as they did nearly three hundred years ago.</td>
<td>C. Just as it was done, they prepare in 1725 and serve supper.</td>
</tr>
<tr>
<td>D. The people there actually live, dress cook, and travel just as they did nearly three hundred years ago.</td>
<td>D. Just as they serve supper, they prepare and get it done in 1725.</td>
</tr>
</tbody>
</table>

**HINT**
Never put commas in a series before the first item or after the last item.

**HINT**
Read each sentence aloud. Choose the one in which “in 1725” is placed most sensibly.
Using Resources

Getting the Idea

A resource is something that you can use to help you write a research paper. It can give you new information, confirm what you already know, and support your statements. A primary source is source material that comes directly from the period or person you are researching. A secondary source discusses information originally presented elsewhere. A resource can be a printed text or in electronic form. Use the resources below to gather information for your research papers.

- **Books**: biographies, autobiographies, textbooks, and other nonfiction books on topics like history, science, and social issues.
- **Reference sources**: texts with factual information on many topics, such as encyclopedias, dictionaries, thesauruses, and almanacs.
- **Periodicals**: texts published at regular intervals, such as newspapers, magazines, or journals. These sources often provide up-to-date information, so they are helpful for topics that require recent information.
- **Web sites**: electronic pages of information. They are not always reliable, so you should confirm any information you find on a Web site against a print source. The more reliable Web sites end with .org, .edu, or .gov.
- **CD-ROMs**: compact discs containing electronic information. Encyclopedias and dictionaries are available on CD-ROMs.
- **Videos**: visual recordings, such as films and documentaries.

To help focus your research, it is a good idea to consider what you want to know about the subject. Write down research questions that might lead to an interesting research paper. If you are writing a paper about W. E. B. Du Bois, for instance, the question “Who was W. E. B. Du Bois?” is too broad because it does not give you any further direction in your research. A stronger question might be: “What actions did W. E. B. Du Bois take to help fight racism?”

Once you have decided what research question to investigate, it is important to choose the right resources. Primary sources are often more valuable because they present firsthand information and may be more reliable and accurate.
Primary sources might include diaries, autobiographies, or letters. They may be more convincing to a reader than other sources. However, a good secondary source can be just as helpful as a primary source. For example, if you want to know what the Declaration of Independence says, you should read a copy of the document. If you want an interpretation of the document, you should look for a secondary source. Similarly, reading about an experiment might not always be as educational as performing an experiment.

You will have to select the best source for the topic you have chosen. If you are writing about current developments in space exploration, use the most recent source you can find, such as a scientific journal, magazine, or newspaper. A book from ten years ago will not tell you about current developments.

Always question the credibility and accuracy of your sources. If you don’t trust the author of a source, don’t use it. For instance, if you are writing about the history of jazz, a person’s Web page on “really cool music” is probably not as good a source as an article from an encyclopedia. Also, use more than one source to support your facts.

Finally, be careful to avoid plagiarism. If you use someone else’s words, you are responsible for quoting them and including an in-text citation. You also have to include an in-text citation if you paraphrase someone else’s ideas in your own words. These citations are notes in parenthesis that tell the reader the source of the idea. A works-cited list/bibliography at the end of your paper should include all the sources you used in your paper.

**Thinking It Through**

Read the following sentence, and then answer the question that follows.

Marvin is writing a research paper about Abraham Lincoln.

Which type of source would MOST help Marvin find information on this topic, and why?

_HINT_ Think about a source that is most likely to give biographical information on historical figures.
A cell is the smallest unit of life. There are two types of eukaryotic cells—a plant cell and an animal cell. A plant cell has more parts than an animal cell. Both kinds of cells take in nutrients and get rid of wastes.

A plant cell has a cell wall. This stiff wall protects the cell. The walls of plant cells stick to each other to give the plant its shape. Just inside the cell wall is the cell membrane, which allows water and nutrients to pass into the cell. It allows wastes, including oxygen, to pass out of the cell. The cell membrane also stops some materials from getting into the cell and harming it.

Near the center of the cell is the nucleus. The nucleus controls the cell’s growth. The plant’s genes are in the nucleus of its cells.

1. What type of source is this passage MOST LIKELY from?
   A. a textbook
   B. a newspaper
   C. a dictionary
   D. a video

   HINT Think about how each answer choice relates to the topic.

2. Which source would provide the MOST additional information on this topic?
   A. a scientific journal
   B. a Web site for gardeners
   C. an article about decorating with plants
   D. a biography about a famous scientist

   HINT Think about the focus of the passage, and choose the source that has a similar focus.
**Getting the Idea**

**Verbals** are nouns, adjectives or adverbs that are created from verbs such as *learning*, *to read*, *relaxed*. The word *learning* is created by adding *-ing* to the word *learn*, *to read* is created by adding the word *to* before the word *read*, and *relaxed* is created by adding *-ed* to the word *relax*. There are three kinds of verbals: **gerunds**, **infinitives**, and **participles**. A gerund is usually the noun form of a verb, and it always ends in *-ing*. Gerunds function as nouns, for example: “Writing is my favorite activity in school.”

An **infinitive** is a verb in its basic form that functions as noun. The word *to* before a verb forms its infinitive. Sometimes, another verb will come right before the infinitive form of a verb. Some examples of infinitives are: *to watch*, *to drive*, *to speak*. Notice the infinitive form of the verb in this sentence: “To think that way can lead to disaster!”

Mixing up verbals can make a sentence difficult to understand. Remember, many sports and activities are gerunds, such as *swimming* and *biking*. Infinitives are complete forms of verbs and sometimes follow another verb.

The third kind of verbal is the **participle**. A participle is a word that acts as a modifier in front of a noun. Here is an example: “The *laughing* girl was the only one we could hear.” The participle *laughing* is describing how the girl (noun) behaves.

A participial phrase is a group of words that modify a noun. For example: “Having been a singer, Jim was very comfortable on stage.” The participial phrase modifies Jim (noun).

When a participle is not modifying a specific noun in a sentence, it is called a misplaced modifier. For example: “While walking down the road, the ball bounced in my hands.” In this sentence, it seems as if the ball was walking down the road. Here is the sentence rewritten correctly: “While walking down the road, I bounced the ball in my hands.”
Thinking It Through 1

Read the following sentences. Write them correctly on the lines provided. If the sentence is correct, write “correct as is.”

1. I want helping you but I just don’t have time today.

   HINT A gerund is more often used as a noun than as a verb.

2. Speaking softly, the secrets were told by Louis.

   HINT This sentence sounds like the secrets were speaking softly. Move the phrase speaking softly closer to Louis.

3. Fishing is Derek’s favorite sport, and he’s done it all his life.

4. A book was on the table that the famous author had written.

5. Every night, Leo enjoys to read a book before he falls asleep.

6. I need to be alone right now.

7. Aidan had given the old uniform to the school team not needed anymore.

8. While swimming, the fisherman caught the fish.
A **verb** is a word that shows action or occurrence or describes a state of being. Verbs are easy to spot in a sentence because they tell what the subject is doing. For example: “Vivian laughed during the entire movie.” In that sentence, Vivian is the subject. A verb may either be used in the **active voice** or in the **passive voice**. In the active voice, a subject performs the action. In the passive voice, the subject is acted upon by someone or something else.

**Active Voice:** Nestor throws the ball across the field. We threw the ball all afternoon.

**Passive Voice:** The ball is thrown by Nestor across the field. The ball was thrown all afternoon.

Generally, you should use the active voice when you write to be more concise, or straight to the point. You may notice that the passive sentences above sound awkward and wordy.

**Mood** is the attitude or purpose a verb conveys in a sentence. If you change a verb’s mood, the tone of the sentence containing it will change as well. The mood also depends on the sentence’s purpose.

The **indicative mood** is used to make a statement: “Al needs to clean his room today.” The indicative is the most commonly used mood. It may be used for many purposes.

The **imperative mood** is used for commands or direct requests. Writers use the imperative mood when they are trying to create a dramatic effect or when they are trying to be persuasive: “Al, clean your room today!”

The **subjunctive mood** is used to speculate or express a wish. The example uses the plural verb *were*, even though it refers to a singular subject, Al: “Al wishes he were finished cleaning his room.”

The **conditional mood** expresses an action or idea that is dependent on a condition. The conditional sometimes expresses hypothetical statements: “If Al had cleaned his room, he could have played.”

The **interrogative mood** is used to ask a question. Interrogative sentences always end with a question mark: “Have you cleaned your room yet, Al?”
Thinking It Through 2

Read the following sentences. Write them correctly on the lines provided. If the sentence is correct, write “correct as is.”

1. At his mother’s request, the cat was taken by Bill into the house.

   

   **HINT** Remember that in the active voice, the subject performs an action.

2. A slice of pizza is being eaten by Ari before he goes to the movies.

   

   **HINT** Which verb is in the passive voice in this sentence?

3. Fire nearly destroyed the White House in 1814.

4. Deshawn is being driven to football practice by his mother.

5. The water pipes froze during the winter storm?

   

   **HINT** Remember that a sentence in the indicative mood does not end with a question mark.

6. Bake the loaf for twenty minutes before you are taking it out.

7. If Brett makes the team, he will be very happy.

8. I’m begging you, step away from that statue?


Capitalization, Punctuation, and Spelling

Getting the Idea

Capitalization is the use of capital, or uppercase, letters in writing.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>proper names</td>
<td>Amelia Earhart, Mr. Olsen, Mom, Uncle Tim</td>
</tr>
<tr>
<td>days of the week</td>
<td>Monday, Tuesday, Wednesday</td>
</tr>
<tr>
<td>names of months</td>
<td>January, August, December</td>
</tr>
<tr>
<td>major words in titles</td>
<td>“Casey at the Bat”</td>
</tr>
<tr>
<td></td>
<td>(Do not capitalize words like “a/an,” “the,” “of,” “and,” “in,” and “for.”)</td>
</tr>
<tr>
<td>organizations</td>
<td>Fish and Wildlife Service, American Red Cross</td>
</tr>
<tr>
<td>names of places</td>
<td>Main Street, Harlem River, the Himalayas</td>
</tr>
<tr>
<td>languages</td>
<td>English, Spanish, German, Cantonese</td>
</tr>
<tr>
<td>names of holidays</td>
<td>Memorial Day, New Year’s Day</td>
</tr>
</tbody>
</table>

Punctuation is the use of the correct marks to make sentences more readable. Use a comma to separate coordinate adjectives. For example: Maria’s blouse had large, colorful flowers. The words large and colorful are coordinate adjectives that equally modify the noun flowers. Do not put a comma between noncoordinate adjectives. He owned several blue jackets. Adjectives are coordinate if you can insert the word and between them. They are also coordinate if you can switch the order of adjectives. He owned blue several jackets does not make sense. Commas also create a pause in a sentence. For example: The puppy, after playing in the mud, was dirty.

Both the em-dash and the ellipsis indicate a pause or break in a sentence. For example: My computer—if anyone cares—is broken. I... uh... have no idea how it happened.

An ellipsis also indicates an omission of content, as in a quotation from a book or other source. For example: “As Hodges states repeatedly in his essay, ‘The people... will always defend their rights.’”
Thinking It Through 1

Read the following sentences. Write them correctly on the lines provided. If the sentence is correct, write “correct as is.”

1. I’m going to my Aunt’s house on the fourth of July.

   **HINT** You should always capitalize the names of holidays.

2. We had a really, good time last tuesday, didn’t we?

   **HINT** Days of the week are also capitalized.

3. My letter—if you bothered to read it—told you what happened in Chicago.

4. My friendly, new neighbor, Mrs. Napoli, is teaching me to speak Italian.


6. Captain Bly always had a kind word for the second Mate but never for the Cook.

7. You’ll need to eat earlier the lunchroom is only open until 1:30 today.

8. The typhoon started far out in the pacific ocean and made its way toward Hokkaido.

   **HINT**
Spelling is an important part of writing. Understanding spelling rules can help you spell correctly. Study the chart below.

<table>
<thead>
<tr>
<th>Spelling Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>To make regular verbs past tense, add the suffix -d to a verb that ends with a vowel. Example: glue → glued. Add the suffix -ed to a verb that ends with a consonant. Example: wash → washed.</td>
</tr>
<tr>
<td>To add a suffix to a word that ends in -y, look at the letter that comes just before the y. If it is a consonant, change the y to an i. Example: cry → cried (the letter r is a consonant). But, if the suffix begins with i, as in -ing, keep the y. Example: cry → crying.</td>
</tr>
<tr>
<td>In most cases, if a word ends in -e, drop the e to add a suffix that begins with a vowel. Example: dance → dancing. When the suffix begins with a consonant, keep the e. Example: divine → divinely.</td>
</tr>
<tr>
<td>In most cases, if a word ends in -f, change the f to a v and add -es to make it plural. Example: knife → knives. If a word ends in -ff or -ffe, add -s to make it plural. Examples: cliff → cliffs; giraffe → giraffes.</td>
</tr>
<tr>
<td>When a one-syllable word ends in a consonant after one vowel, double the final consonant before adding a suffix that begins with a vowel. Examples: bat → batting; slip → slipped.</td>
</tr>
</tbody>
</table>

Watch out for commonly confused words like there, their, and they’re. These words sound similar, but they have very different meanings.
Read the following sentences. Write them correctly on the lines provided. If the sentence is correct, write “correct as is.”

1. Ashley orderd custom shelves for her prized book colection.

   HINT Remember the rules about the formation of plural nouns ending in f.

2. Sean was debating weather he should attend the meeting or stay home.

   HINT Remember that some verbs change their spelling when they add suffixes or other special endings.

3. Bethenny was not satisfied with her swimming performance that day.

4. Luke was quiete, but he appreciated the difficultie of the situation.

5. I didn’t recieve apologys from either of them, and I am not pleasd.

6. After a few smal bumps, the plane was roling along toward the gate.

7. The officers knockd on the door two or three tims, but no one answerd.

8. They had waited their entire lives for an opportunity like this.
When you read, you often come across unfamiliar words. There are two main ways that you can figure out a word’s meaning: through context and by looking it up in a reference book, such as a dictionary or thesaurus.

**Context** refers to the words, phrases, and sentences that appear before and after a particular word in a text. For example, read the following sentence.

After he broke three phalanges in an accident, Andre could only type with one hand.

Suppose you don’t know what *phalanges* means. The second phrase in the sentence, or the context, tells you that Andre could only type with one hand. Your logical conclusion is that Andre hurt his other hand. The first phrase tells you that he broke three phalanges. So, you can figure out that *phalanges* must refer to either fingers or hand bones, because he would be unable to use his hand only if he broke those bones. Indeed, phalanges are the bones in the fingers and toes.

Some words mean different things depending upon the way they are used. Context can help you determine how a multiple-meaning word is being used in a sentence. Look at the sentence below.

Mrs. Dawson’s health had **declined**, but her spirit was strong.

The word *declined* can mean “politely refused” or “deteriorated.” If you remove the word *declined* from the sentence and replace it with each meaning in turn, only the word *deteriorated* makes sense in this sentence. By using context, you figure out that the author means that Mrs. Dawson’s health had gotten worse.

Some words are only used to talk about certain subjects. Writers use the word *longitude*, for instance, when they are talking about geography. For example: *Judging by the longitude, the captain realized they had gotten way off course.* The context tells you that the captain was using longitude to figure something out. It also tells you the *longitude* made the captain think he was lost. So, *longitude* is a means of determining direction, according to the sentence.
If the context of a word doesn’t tell you its meaning, you can always look it up in a dictionary or thesaurus. A **dictionary** is an alphabetical listing of words that provides their meanings, pronunciations, and origins. Read this dictionary entry.

**specious** \ˈspē-шəs\ **adj**. 1. appearing to be true but actually false 2. superficially attractive but actually of no real interest or value [14th C. From Latin *speciosus* “good looking,” from *species* “appearance.”]

-**specious•ly** **adv.** -**specious•ness** **n.**

The stress mark, the long vowel e, and the upside-down letter tell you how to pronounce the word; **adj.** tells you that it is an adjective; the information in brackets is the word’s origin, in this case Latin. The entry also lists other forms of the word.

A **thesaurus** is an alphabetical listing that gives numerous synonyms of words. Here is an entry from a thesaurus.

**clever** **adj.** gifted, keen, cunning, smart, brilliant, inventive, astute, adept

Again, the abbreviation **adj.** in italics right after the entry tells you that the word is an adjective. Next, several words that mean the same thing as *clever* are supplied.

In some cases, you may look a word up in a glossary. A **glossary** is an alphabetized list of important words in a text, along with their definitions. Sometimes, a glossary will list the page on which a word appears.

**Thinking It Through**

**Read the following sentence, and then answer the question that follows.**

For his paper on mollusks, Ian looked at pictures of snails, squid, and oysters.

What is a mollusk?

**HINT** Another type of context clue is the use of examples.
Read the passage and answer the questions.

“Jonathan, you are a very impertinent young man! Do you have no respect for the classroom?”

Jonathan was awakened from his daydreams about the battle at Fort Sumter by Mrs. Kittredge, who was standing over him, with a deep, unmoving frown on her face. “Huh? Wha…?” was all he could say. It wasn’t much of an answer, but it was all he could manage.

“I don’t mean to deprive you of your rest, but we have studies to attend to here, serious subjects. Are you part of this class or not?”

“Yes, ma’am,” Jonathan gulped.

By this point, the other students were chuckling at him. How could they be so cruel? Didn’t they know that he had a vast knowledge of Civil War history? If the subject they were discussing was the Civil War, and not some poem by this guy Wordsworth, he would have been leading the class by now. Instead, he chose to rest his eyes. Could that be so wrong?

1. The word impertinent MOST LIKELY means
   A. curious.
   B. understanding.
   C. disrespectful.
   D. amusing.

HINT: Replace the unfamiliar word with each answer choice. Choose the one that makes the most sense in the sentence.

2. What is the MOST LIKELY definition of deprive?
   A. grant
   B. take part in
   C. allow to enjoy
   D. keep from possessing

HINT: Reread the surrounding sentences. Use the context to figure out the meaning.
Words often have more than one part. The root is the main part of a word. An affix is a set of letters attached to the beginning or the end of a root word. A prefix is an affix added to the beginning of a root word that changes its meaning. A suffix is an affix added to the end, changing the meaning as well. Many of the roots and affixes we use to speak English come from Latin and Greek. Look at the charts below for some examples of roots and prefixes.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>aud</td>
<td>hear, listen</td>
<td>audition, auditory</td>
</tr>
<tr>
<td>cede</td>
<td>go</td>
<td>precede, secede</td>
</tr>
<tr>
<td>chron</td>
<td>time</td>
<td>chronicle, chronology</td>
</tr>
<tr>
<td>omni</td>
<td>all, every</td>
<td>omnipotent, omnivore</td>
</tr>
<tr>
<td>spect</td>
<td>look</td>
<td>inspect, spectacle</td>
</tr>
<tr>
<td>ject</td>
<td>throw</td>
<td>project, reject</td>
</tr>
<tr>
<td>sensus</td>
<td>thought, feeling</td>
<td>sentiment, sensitive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>not</td>
<td>disagree, disobey</td>
</tr>
<tr>
<td>en-</td>
<td>cause to be</td>
<td>enrage, enrich</td>
</tr>
<tr>
<td>il-, im-, in-</td>
<td>not</td>
<td>illegal, impossible, insecure</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>interlibrary, interstate</td>
</tr>
<tr>
<td>mis-</td>
<td>wrong</td>
<td>misinterpret, misdirect</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>prearrange, preregister</td>
</tr>
<tr>
<td>pro-</td>
<td>before, in favor of</td>
<td>proactive, pro-war</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>redistribute, reclaim</td>
</tr>
<tr>
<td>sub-</td>
<td>under, below</td>
<td>submarine, subzero</td>
</tr>
<tr>
<td>super-</td>
<td>above</td>
<td>superhuman, superintendent</td>
</tr>
<tr>
<td>ultra-</td>
<td>more</td>
<td>ultraviolet, ultrasound</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unexpected, untrue</td>
</tr>
</tbody>
</table>
Here are some common suffixes.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>worthy or capable of</td>
<td>believable, sensible</td>
</tr>
<tr>
<td>-ful</td>
<td>having or being</td>
<td>tactful, beautiful</td>
</tr>
<tr>
<td>-ist</td>
<td>one who does something</td>
<td>activist, dentist</td>
</tr>
<tr>
<td>-ize</td>
<td>to make or act</td>
<td>mechanize, authorize</td>
</tr>
<tr>
<td>-less</td>
<td>lacking</td>
<td>thoughtless, ageless</td>
</tr>
<tr>
<td>-ly</td>
<td>attributes a quality</td>
<td>humorously, kindly</td>
</tr>
<tr>
<td>-ness</td>
<td>state of something</td>
<td>happiness, neatness</td>
</tr>
<tr>
<td>-ous</td>
<td>full of, characterized by</td>
<td>joyous, spacious</td>
</tr>
<tr>
<td>-ology</td>
<td>the study of something</td>
<td>zoology, biology</td>
</tr>
</tbody>
</table>

Use roots and affixes to figure out the meaning of words. First determine the meaning of the root. Then look at the way the root’s meaning changes when an affix is added.

**Thinking It Through**

Read the following paragraph, and then answer the question that follows.

Erosion gradually wears away many natural landforms. Some of them have disappeared beneath the sea. Some volcanoes have become submerged, turning into, in essence, underwater mountains.

Explain the meaning of the word _submerged_.

**HINT** The prefix _sub-_ is attached to the root.
Allison tried to calm her nerves as she waited for Mr. O’Brien to call her name. Most of the other kids had already auditioned for the school play. Allison had watched one student after another take the stage and read his or her lines perfectly. They were all so good that Allison began to reevaluate her decision to try out. What if she misread her lines? Suddenly, Mr. O’Brien called out Allison’s name. Trying to keep her knees from shaking, Allison walked up the steps to the stage. Mr. O’Brien nodded his head, and Allison began to read the lines from the play she had worked all week to memorize. She had barely started when Mr. O’Brien raised his hand. “Allison, you’re barely audible. Try again. And relax.” Allison nodded. She took a deep breath and started over. When she finished, Mr. O’Brien smiled and told her he had the perfect part for her.

1. The word misread means
   A. read again.
   B. read quickly.
   C. read wrongly.
   D. read carefully.

   **HINT** Use your knowledge of the prefix mis- to figure out the meaning.

2. When Mr. O’Brien tells Allison that she is “barely audible,” he means that he can hardly
   A. see her.
   B. believe her.
   C. trust her.
   D. hear her.

   **HINT** Think about the meaning of the root aud.
**Denotation and Connotation**

**Getting the Idea**

Denotation is a word’s dictionary definition, or what it literally means. Connotation is the emotional weight a word carries, or the set of associations implied by the word. Read the sentences below.

Roxanne has always been thrifty. When she wants something, she holds out until it goes on sale.

Now suppose we substitute the word cheap in this sentence. Do you look at Roxanne a little differently now? Both words have the same denotation. They describe people who do not spend money easily. However, thrifty has the added meaning of someone who manages money wisely. The word cheap connotes stinginess. Describing Roxanne as cheap presents her in a negative light. In fact, words are said to have neutral, positive, and negative connotations. The words below all have the denotation of “large in size,” but think about their associated meanings as you read these sentences.

- The big mansion had been turned into a museum.
- The grand mansion had been turned into a museum.
- The oversized mansion had been turned into a museum.

The word big is neutral. It has neither positive nor negative connotations. The word grand is positive. It connotes a sense of magnificence. The word oversized is negative. It connotes excess. Knowing words that have similar denotations but different connotations will give you a deeper understanding of each of those words. When you choose a word in your writing, be conscious of the emotional weight it carries. If you use the word oversized, for instance, make sure that you mean to convey something negative. Perhaps grand is a better choice for the context.
The chart below contains some more examples.

<table>
<thead>
<tr>
<th>A word whose denotation is...</th>
<th>might be a word with a positive connotation, such as...</th>
<th>or it might be a word with a negative connotation, such as...</th>
</tr>
</thead>
<tbody>
<tr>
<td>eager to succeed</td>
<td>ambitious, determined, motivated</td>
<td>pushy, ruthless</td>
</tr>
<tr>
<td>wanting to know</td>
<td>curious, inquisitive</td>
<td>nosy, prying, meddlesome</td>
</tr>
<tr>
<td>certain of success</td>
<td>self-assured, secure, confident</td>
<td>arrogant, cocky, smug</td>
</tr>
</tbody>
</table>

Authors choose their words carefully, and these words can influence your reaction to their texts and even your point of view. Think about the denotation and connotation of words when you read and write.

**Thinking It Through**

**Read the following paragraph, and then answer the question that follows.**

Beryl Markham (1902-1986) was a pioneer in the field of aviation. One of her most well-known feats was a flight, by herself, across the North Atlantic Sea; some might think, however, that this was a reckless stunt. Nevertheless, she was also an accomplished writer. She was the author of *West with the Night*, among other books.

**Which words create BOTH a positive and a negative image of Markham?**

**HINT** Think about the meanings of the words and their associations.
Read the passage and answer the questions.

Carolyn opened her eyes and took a deep breath. Suddenly, she sat straight up in bed, her face beaming. There was no mistaking the odor. Her mother was baking her incredibly wonderful, ever-delectable, super-duperly scrumptious banana nut bread. Carolyn threw back the covers and slid her feet into her fluffy purple slippers. If she hurried, she could grab the first slice while it was still warm. She found her mom in the kitchen, reading a magazine. Carolyn ran up and wrapped her arms around her mother’s shoulders. “Thank you!” Her mom smiled and took a sip of her coffee. “It’s just a little treat to thank you for babysitting your brother this week.”

1. Which of the following BEST describes the image created by the word beaming?
   A. Carolyn is satisfied.
   B. Carolyn is full of joy.
   C. Carolyn is surprised.
   D. Carolyn is very hungry.

   **HINT** The word beaming is associated with the brightness of the sun.

2. Which word should the author use in place of odor to create the MOST positive connotation?
   A. smell
   B. whiff
   C. stench
   D. aroma

   **HINT** Choose the word that best indicates that the odor of the banana bread is pleasant.
Lesson 1
Thinking It Through
Answers will vary. Sample answer: This passage is fiction. This passage is structured in paragraphs and chapters.

Coached Example
1. B
2. A

Lesson 2
Thinking It Through
Answers will vary. Sample answer: The climax of the story is when Sun Yi gets her English paper back with a B+.

Coached Example
1. A
2. B

Lesson 3
Thinking It Through
Answers will vary. Sample answer: Rick is best described as lazy. He wants to change the channel but does not want to get up from the recliner to get the remote control. He is so lazy he decides to wait for someone to give it to him.

Coached Example
1. B
2. D

Lesson 4
Thinking It Through
Answers will vary. Sample answer: The theme is: Don’t be afraid to try new things.

Coached Example
1. C
2. B

Lesson 5
Thinking It Through
Answers will vary. Sample answer: This passage follows the Forbidden Love storyline. In the passage, Hannah and Leon want to be together, but they can’t, so their love is forbidden.

Coached Example
1. B
2. B

Lesson 6
Thinking It Through
Answers will vary. Sample answer: The irony in the passage is as follows: you would think Brandon gets good grades because he has a special mind. It turns out that he gets good grades the same way everyone else does.

Coached Example
1. B
2. D

Lesson 7
Thinking It Through
Answers will vary. Sample answer: Raoul climbed the tree and fell down, breaking his arm. That is why his arm is now in a cast.

Coached Example
1. C
2. B

Lesson 8
Thinking It Through
Students should circle “The trains can travel up to 310 miles per hour, which is twice as fast as a conventional train and compares to a passenger jet that can fly at about 565 miles per hour.” Details include: maglevs float on a cushion of air created by electromagnets on a guideway instead of on steel tracks; there are no engines; the trains are quiet; maglevs can run twice as fast as a conventional train.

Coached Example
1. C
2. B

Lesson 9
Thinking It Through
Answers will vary. Sample answer: Through the centuries, many cultures have used puppets for entertainment.

Coached Example
1. B
2. B
Lesson 10
Thinking It Through
Answers will vary. Sample answer: To request office supplies, the staff must use the official supply form and submit it on Thursdays by 2:00 p.m.

Coached Example
1. C
2. B

Lesson 11
Thinking It Through
Answers will vary. Sample answer: One example the author gives to support his argument is that the biology unit only offers one dissection.

Coached Example
1. D
2. C

Lesson 12
Thinking It Through
Answers will vary. Sample answer: The author organizes the passage by explaining the similarities between dolphins and porpoises in the first paragraph and the differences in the second paragraph.

Coached Example
1. B
2. C
3. Answers will vary. Sample answer: The primary source offers a personal account and includes more specific details about how the plague affected the people of Europe. For example, it mentions a father abandoning his sick son—a detail that illustrates their suffering and desperation.

Lesson 13
Thinking It Through
Answers will vary. Sample answer: massive unemployment and poverty

Coached Example
1. C
2. C

Lesson 14
Thinking It Through
Answers will vary. Sample answer: a timeline

Coached Example
1. A
2. D

Lesson 15
Thinking It Through
Answers will vary. Sample answer: opinion, fact, opinion, opinion

Coached Example
1. A
2. B

Lesson 16
Thinking It Through
Answers will vary. Students should underline any three of these terms: carbohydrate, organic, molecule, cells, glucose, digestion, intestine, nutrients, villi, circulatory system, or organs. These terms are considered domain-specific because they are used to describe scientific ideas and concepts.

Coached Example
1. B
2. A

Lesson 17
Thinking It Through
Answers will vary. Sample answer: Both passages discuss the game of baseball and both share a positive perspective on the topic. Passage 1 speaks generally about the fun of baseball for everyone, while passage 2 is an individual account from a professional baseball player.

Coached Example
1. A
2. B
3. Answers will vary. Sample answer: The first passage provides information about comets and what they contain. This gives the reader background for the second passage, which tells about the astronomer who discovered comets.
Lesson 18
Coached Example
1. Answers will vary. Students should argue for or against the teaching of more geography in school, providing reasons and evidence.
2. Answers will vary. Students should argue for or against lowering the voting age, providing reasons and evidence.

Lesson 19
Coached Example
1. Answers will vary. Students should write an informative paragraph about a person in their life, including facts and examples.
2. Answers will vary. Students should write an informative paragraph about a place they have been, including facts and examples.

Lesson 20
Coached Example
1. Answers will vary. Students should write what Aisha sees in the refrigerator.
2. Answers will vary. Students should write what Christopher does after breaking the window.

Lesson 21
Thinking It Through
Answers will vary. Sample answer: The purpose of the writing is to persuade. It gives reasons why people should become vegetarians.

Coached Example
1. D
2. A

Lesson 22
Coached Example
1. Answers will vary. Sample answer: One way that heroes and villains are reflected in the story is through the character trait of honesty. Omar is an honest person, as evidenced by the fact that he refuses to accept the mp3 player that he knows isn’t his. Justin isn’t honest, as evidenced by the fact that he tries to claim the new mp3 player as his own.

Lesson 23
Coached Example
1. Answers will vary. Students should state that the main idea is that anglers can use technology to find the best fishing spots. Supporting details include finding a topographical map, locating an area of lowered elevation, identifying its coordinates, and using a GPS to travel to the location.
2. Answers will vary. Students should write sentences in their own words that share the steps listed in the article.

Lesson 24
Thinking It Through
Answers will vary. Sample answer: Warren likes to go to the same part of the beach every Sunday.

Coached Example
1. C
2. B

Lesson 25
Thinking It Through
Answers will vary. Sample answer: A primary source, like Lincoln’s letters or speeches, would be most helpful.

Coached Example
1. A
2. A

Lesson 26
Thinking It Through 1
1. I’d like to help you, but I just don’t have time today.
2. Louis, speaking softly, told the secrets.
3. Correct as is
4. A book that the famous author had written was on the table.
5. Every night, Leo enjoys reading a book before he falls asleep.
6. Correct as is
7. Aidan had given the old uniform that he didn’t need anymore to the school team.
8. The fishermen caught the fish while it was swimming.

Thinking It Through 2
1. At his mother’s request, Bill took the cat into the house.
2. Ari eats a slice of pizza before he goes to the movies.
3. Correct as is
4. Deshawn’s mother is driving him to football practice.
5. The water pipes froze during the winter storm.
6. Bake the loaf for twenty minutes before you take it out.
7. Correct as is
8. I’m begging you, step away from that statue!

Lesson 27
Thinking It Through 1
1. I’m going to my aunt’s house on the Fourth of July.
2. We had a really good time last Tuesday, didn’t we?
3. Correct as is
4. My friendly, new neighbor, Mrs. Napoli, is teaching me to speak Italian.
5. Correct as is
6. Captain Bly always had a kind word for the second mate but never for the cook.
7. You’ll need to eat earlier—the lunchroom is only open until 1:30 today.
8. The typhoon started far out in the Pacific Ocean and made its way toward Hokkaido.

Thinking It Through 2
1. Ashley ordered custom shelves for her prized book collection.
2. Sean was debating whether he should attend the meeting or stay home.
3. Correct as is
4. Luke was quiet, but he appreciated the difficulty of the situation.
5. I didn’t receive apologies from either of them, and I am not pleased.
6. After a few small bumps, the plane was rolling along toward the gate.
7. The officers knocked on the door two or three times, but no one answered.
8. Correct as is

Lesson 28
Thinking It Through
Answers will vary. Sample answer: Mollusks are sea animals.

Coached Example
1. C
2. D

Lesson 29
Thinking It Through
Answers will vary. Sample answer: The word submerged means “to be hidden or placed underwater.”

Coached Example
1. C
2. D

Lesson 30
Thinking It Through
Answers will vary. Sample answer: The words pioneer and accomplished create a positive effect. The word reckless creates a negative effect.

Coached Example
1. B
2. D