

Introducing UNIT 9

This unit returns to a focus on literature to help you integrate knowledge and ideas through literary analysis. In this section, you will read texts that focus on the theme of facing one's fears. The texts range from excerpts from classic American fiction and film script adaptations of those works to an original story about a contemporary quest. You'll have opportunities to analyze the ways centuries-old traditional themes, character types, and story events are given new life and vitality as they are incorporated into new texts or adaptations of existing texts.



The next time you visit a movie theater, note how many of the films are adaptations of a text: a bestseller, a classic novel, a young adult book, a play, or even a comic book. In this unit, as you read portions of film scripts based on classic works, you'll understand the many choices an author must make when adapting a story from one medium to another. You'll be able to appreciate film adaptations more when you can evaluate them in terms of how they stay faithful to, or depart from, their original text sources.



Progress Check *Can I?*



- Analyze how adaptations of works compare to their original sources by evaluating the choices made by the adapters.
- Analyze how modern texts draw on themes, character types, and events from traditional literary sources.
- Interpret texts by making artistic and ethical connections to a variety of cultural, historical, and other influences.
- Use the relationships between particular words to determine word meanings.



IN THIS UNIT, YOUR CHILD WILL...

- Read excerpts from classic American novels and their movie script versions, as well as a contemporary quest tale.
- Analyze how adaptations of literary texts differ from the original texts.
- Evaluate the choices creators of adaptations make.
- Learn how modern texts draw on age-old themes, story patterns, and character types.
- Make artistic and ethical connections between modern texts and other ideas and perspectives.
- Use word relationships to determine word meanings.
- Compare and contrast ideas on the theme of facing one's fears in several literary works.

NOTE: All of these learning goals for your child are based on the Grade 8 Common Core State Standards for English Language Arts.

This unit begins by encouraging students to consider how to **analyze film adaptations of fiction** by comparing and contrasting film script adaptations to the essential elements of the original works—including the plot, setting, characters, and characters' feelings and actions. You can help your child prepare for this unit by watching a film version of a favorite work of fiction and discussing the similarities and differences between the two versions. Ask your child to consider the reasons the adapter might have had for making these changes.

Students will also **analyze sources of fiction**, evaluating how contemporary works draw on ancient, traditional story elements, making them seem fresh and new. Discuss myths, fairy tales, and other traditional stories your child is familiar with. Focus on recurring themes, story patterns, and character types: the wise elder, the beautiful princess, the hero on a dangerous quest, and so on. Discuss with your child how such age-old characters, plots, and themes take new forms in contemporary stories, films, comic books, games, and television shows.

WAYS TO HELP YOUR CHILD

Help your child practice analyzing common ideas, or archetypes, that appear across literary works. Work together to make a list of popular films. Talk about common themes, character types, and plot events in these films and decide which of them echo elements that your child has encountered in traditional and classic works of literature. Talk with your child about why these timeless elements might help to make a film popular.

ONLINE

For more Home Connect activities, continue online at sadlierconnect.com



Activity: Talk with your child about the unit theme, "facing your fears." Ask your child to make a list of his or her three worst fears. If your child is sensitive about this, then explore some commonly held fears instead, such as fear of heights, flying, or spiders. Work together to generate a list of possible strategies a person could use to combat those fears.

Reading Literature: Integration of Knowledge and Ideas

UNIT

9

Essential Question:

How do authors use their interpretations of other works to create new art?

Analyzing Adaptations of Fiction 220

Analyzing Sources of Fiction 228

Close Reading 236

Connect Across Texts 242

Language: Word Relationships 243

Common Core Review 244

Guided Instruction

RL.8.7

WORDS TO KNOW

accumulate

contemplated

dexterously

exasperated

formidable

tumult

Literary texts often inspire films and plays. Some adaptations are faithful to their original texts, while others are very different. By **analyzing adaptations of literary texts**, you can determine how the adaptation relates to the original text source.

CITE EVIDENCE

A To determine how faithful an adaptation is to its source, identify major elements of the original text. Put an asterisk next to each character who is introduced on these two pages. How many characters are there? Which character is identified by name?

B A story's point of view may reveal a particular character's thoughts and feelings. Underline the evidence that tells whose thoughts are being revealed here; then underline sentences that tell what this character has realized about himself. How might a film version reveal this information?

The Red Badge of Courage

by Stephen Crane (excerpt)

(Genre: Novel)

This abridged chapter is an excerpt from the classic 1895 novel set during the American Civil War.

Chapter One

- 1 ...[Henry] perceived now that it did not greatly matter what kind of soldiers he was going to fight, so long as they fought, which fact no one disputed. There was a more serious problem. He lay in his bunk pondering upon it. He tried to mathematically prove to himself that he would not run from a battle. . . .
- 2 Previously he had never felt obliged to wrestle too seriously with this question. In his life he had taken certain things for granted, never challenging his belief in ultimate success, and bothering little about means and roads. But here he was confronted with a thing of moment. It had suddenly appeared to him that perhaps in a battle he might run. He was forced to admit that as far as war was concerned, he knew nothing of himself.
- 3 A little panic-fear grew in his mind. As his imagination went forward to a fight, he saw hideous possibilities. He **contemplated** the lurking menaces of the future, and failed in an effort to see himself standing stoutly in the midst of them. He recalled his visions of broken-bladed glory, but in the shadow of the impending **tumult** he suspected them to be impossible pictures.
- 4 He sprang from the bunk and began to pace nervously to and fro. "Good Lord, what's th' matter with me?" he said aloud.
- 5 He felt that in this crisis his laws of life were useless. Whatever he had learned of himself was here of no avail. He was an unknown quantity. He saw that he would again be obliged to experiment as he had in early youth. He must **accumulate** information of



himself, and meanwhile he resolved to remain close upon his guard lest those qualities of which he knew nothing should everlastingly disgrace him. "Good Lord!" he repeated in dismay.

6 After a time the tall soldier slid **dexterously** through the hole. The loud private followed. They were wrangling.

7 "That's all right," said the tall soldier as he entered. He waved his hand expressively. "You can believe me or not, jest as you like. All you got to do is sit down and wait as quiet as you can. Then pretty soon you'll find out I was right."

8 His comrade grunted stubbornly. For a moment he seemed to be searching for a **formidable** reply. Finally he said: "Well, you don't know everything in the world, do you?"

9 "Didn't say I knew everything in the world," retorted the other sharply. He began to stow various articles snugly into his knapsack.

10 The youth, pausing in his nervous walk, looked down at the busy figure. "Going to be a battle, sure, is there, Jim?" he asked.

11 "Of course there is," replied the tall soldier. "Of course there is. You jest wait 'til to-morrow, and you'll see one of the biggest battles ever was. You jest wait."

12 "Thunder!" said the youth.

13 "Oh, you'll see fighting this time, my boy, what'll be regular out-and-out fighting," added the tall soldier, with the air of a man who is about to exhibit a battle for the benefit of his friends.

14 "Well," remarked the youth, "like as not this story'll turn out jest like them others did."

15 "Not much it won't," replied the tall soldier, **exasperated**. "Not much it won't. Didn't the cavalry all start this morning?" He glared about him. No one denied his statement. "The cavalry started this morning," he continued. "They say there ain't hardly any cavalry left in camp. They're going to Richmond, or some place, while we fight all the Johnnies. It's some dodge like that. . . ."

Comprehension Check

Based on the excerpt so far, what would be the biggest challenge in adapting this novel to film?

CITE EVIDENCE

C Authors do not always immediately identify when and where a story takes place. Instead, readers may have to use clues in the text to determine the setting and time period. Circle the paragraph on this page that offers the best clues to helping the reader figure out the time period of this story. How would you figure out the setting and time period of a film version?

D In both texts and films, you can learn about characters from their diction, or word choice. Box words or sentences that are examples of dialect—words and phrases used by people from a particular region or social class. What does the dialect tell you about these characters? What could a film reveal about them beyond what the text reveals?

E Double underline words and phrases on this page that describe how the characters act and speak. How would this information be conveyed in a film script?



ANALYZING ADAPTATIONS OF FICTION

Guided Instruction

RL.8.7

WORDS TO KNOW

altercation
epithet
impulsively
montage
scrimmage
tolerant



CITE EVIDENCE

A Both texts and films use dialogue to reveal character. Circle the questions that Henry asks Jim. What do these questions reveal about Henry? How important would it be to keep Henry's questions in a film adaptation?

B Because universal themes apply to basic human concerns, they may be explored in a variety of storylines. Underline a sentence that suggests this novel's theme. What does the theme have to say about life that might apply to characters and situations beyond the specific ones mentioned in the novel excerpt?

The Red Badge of Courage *continued*

- 16 The youth remained silent for a time. At last he spoke to the tall soldier. "Jim!"
- 17 "What?"
- 18 "How do you think the reg'ment 'll do?"
- 19 "Oh, they'll fight all right, I guess, after they once get into it," said the other with cold judgment. . . . "There's been heaps of fun poked at 'em because they're new, of course, and all that; but they'll fight all right, I guess."
- 20 "Think any of the boys 'll run?" persisted the youth.
- 21 "Oh, there may be a few of 'em run, but there's them kind in every regiment, 'specially when they first goes under fire," said the other in a **tolerant** way. "Of course it might happen that the hull kit-and-boodle might start and run, if some big fighting came first-off, and then again they might stay and fight like fun. But you can't bet on nothing. Of course they ain't never been under fire yet, and it ain't likely they'll lick the hull rebel army all-to-oncet the first time; but I think they'll fight better than some, if worse than others. . . . [M]ost of 'em 'll fight like sin after they oncet git shootin'," he added. . . .
- 22 "Oh, you think you know—" began the loud soldier with scorn.
- 23 The other turned savagely upon him. They had a rapid **altercation**, in which they fastened upon each other various strange **epithets**.
- 24 The youth at last interrupted them. "Did you ever think you might run yourself, Jim?" he asked. On concluding the sentence he laughed as if he had meant to aim a joke. The loud soldier also giggled.
- 25 The tall private waved his hand. "Well," said he profoundly, "I've thought it might get too hot for Jim Conklin in some of them **scrimmages**, and if a whole lot of boys started and run, why, I s'pose I'd start and run. . . . I'd run like the devil. But if everybody was a-standing and a-fighting, why, I'd stand and fight. Be jiminey, I would. I'll bet on it."
- 26 "Huh!" said the loud one.
- 27 The youth of this tale felt gratitude for these words of his comrade. He had feared that all of the untried men possessed great and correct confidence. He now was in a measure reassured.

Red Badge

(Genre: Movie Script)

- 1 INTERIOR SHOT: SOLDIERS' DINING HALL ON THE SPACESHIP *GETTYSBURG*.

The year is 2216. The soldiers' dining hall is a large room on the giant battle spaceship Gettysburg. A young man in his early 20s, HENRY, wearing his private's uniform, is pacing near the tables. No one else is present, suggesting that it's the equivalent of late night or early morning.

HENRY (VOICEOVER)

I have a bad feeling about this. I can't stop thinking about what it's going to be like when the fighting starts. The Krynites are supposed to be unpredictable, and without mercy. And their ships may be faster than ours.

Henry looks around, thoughtfully, as music swells in the background.

HENRY (VOICEOVER)

- 5 Maybe I shouldn't have enlisted so **impulsively**. Maybe this was a big mistake.

*Sad music plays over a brief montage: HENRY at the recruiter's office, signing forms; HENRY putting on his uniform; HENRY, now in uniform, hugging a small child, a girl age 5, outside the ship's docking station. The **montage** ends with HENRY looking sadly at a holographic picture of the girl.*

HENRY (VOICEOVER)

What's wrong with me? Pull it together, man, you've got nothing to be afraid of.

CITE EVIDENCE

C A faithful adaptation will take place in the same setting described in the source material. However, some adaptations completely change the time and place of the original story. Double underline the elements of this film script excerpt that describe the setting of the film version.

D In film, a *voiceover* is offscreen narration or dialogue; it may reveal the thoughts of a character. Box a statement in one of Henry's voiceovers that is similar to something he says aloud in the novel. Are Henry's voiceovers true to the character as he was portrayed in the original novel?

E Place an asterisk by the section of the script adaptation that provides background to Henry's situation. If similar background had been in the novel excerpt, how would it have been presented? How would that have affected the text?

Comprehension Check

So far, what is the biggest change from the novel to the movie script? What elements are similar to the original? How might the changes affect the themes of the original story?



ANALYZING ADAPTATIONS OF FICTION

Guided Practice

RL.8.7

WORDS TO KNOW

diffidently
engaging
incursion
nonchalant
speculatively

CITE EVIDENCE

A Some films may “update” their source texts by changing the gender, ethnicity, or ages of characters. Circle the introduction of a character whose gender doesn’t match the original text’s character. Why might this change have been made?

B Box a description of how Henry tries to appear more confident than he feels. How is this like or unlike the way Henry is portrayed in the original novel? What might account for the differences?

C Place an asterisk next to dialogue that suggests the Sergeant trusts Henry. How is the dialogue between Henry and Jem in this section similar to and different from exchanges between Henry and Jim in the original text?

Red Badge *continued*

INTERIOR SHOT CONTINUED: SOLDIERS’ DINING HALL ON THE SPACESHIP *GETTYSBURG*

Enter JEM, the leader of HENRY’S squadron. She’s in her late 20s, wearing an officer’s uniform.

HENRY

(a bit **diffidently**)

10 Good evening, Sergeant.

JEM

Have you forgotten your salute, Private?

HENRY

(standing at attention and saluting)

JEM

(chuckling)

At ease, Private. I’m not one to stand on ceremony. You’re up late, aren’t you? Couldn’t sleep? Pre-flight jitters?

HENRY

(trying to look **nonchalant**, but he’s obviously nervous)

Just thinking about **engaging** the enemy, Sergeant. Do you know when we’re moving out?

JEM

(looks at him **speculatively**)

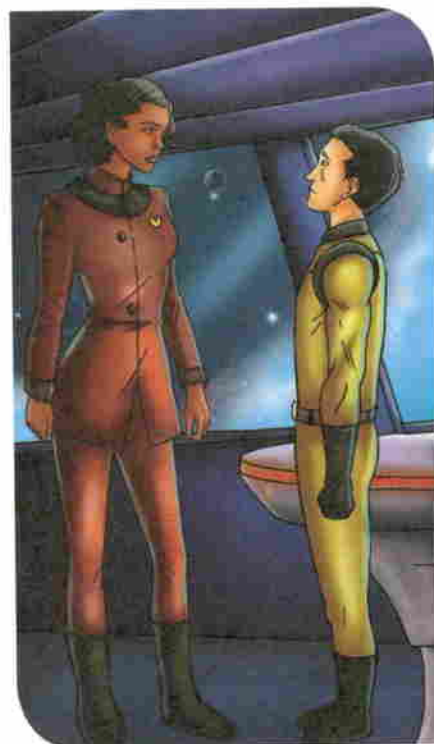
15 I’m not sure I’m supposed to say, so keep this to yourself. We’re pushing out tomorrow at about 500 hours.

HENRY

Think we’ll see much action?

JEM

Likely. We’ll be in the assault group with the other, low-level fliers. Wait a minute... this is your first flight out, isn’t it?



HENRY

(a little flustered, but he catches himself)

It is. My first full day on ship, and this is my first trip out. But I'm telling myself that it should be an easy one—make an **incursion** into enemy territory, hit some targets, and come back to the *Gettysburg*. That's about it, right?

Comprehension Check

- Which of the following is NOT a way that the movie script is different from the original?
 - changing a character from male to female
 - eliminating a male character
 - changing the main character's gender
 - changing the main character's age
- Red Badge* is primarily different from *The Red Badge of Courage* in that
 - it is historical fiction set in the past.
 - it is science fiction set in the future.
 - it has only male characters.
 - it has more characters.
- What element do the film script and the excerpt from the original novel share?
 - descriptions of how men act and talk before a big battle
 - an explanation of how the main character ended up as a soldier
 - the main character's feelings of fear and uncertainty before his first battle
 - the main character's conflicts with a more experienced soldier
- Both *Red Badge* and *The Red Badge of Courage* are about all of the following EXCEPT
 - military duty.
 - courage under fire.
 - romantic love.
 - life in wartime.
- Using textual evidence, work with a partner to explain how faithful *Red Badge* is as an adaptation of *The Red Badge of Courage*.

ANALYZING ADAPTATIONS OF FICTION

Independent Practice

RL.8.7

WORDS TO KNOW

bolstered
cognizant
liability
recruit
vigilant

CITE EVIDENCE

A Circle the parts of the film script that discuss characters not present in the original. What reasons would a filmmaker have for adding new characters?

B Underline the most important question Henry asks Jem. How is the way Henry asks Jem this question different from the way Henry asks Jim a similar question in the original story?

C Place an asterisk by the action Jem takes that is different from the action taken by Jim in the original story. How does this change affect the film script adaptation?

Red Badge *continued*

JEM

Let's hope so. Just keep your cool and work with the team. But you should know we've got some hotheads in our squadron. Berman, for one. He doesn't know when to be afraid, and that can make him a **liability**.

HENRY

20 Am I the only first-timer in this crew?

JEM

No, Berman and Morales are the only returning fliers. You and the other six privates on our squadron are new **recruits**. So you have to be **vigilant** out there and look out for yourselves. Remember your training. You don't want somebody replacing you on the next round, right?

She smiles slightly, trying to lighten the young man's spirits, but HENRY looks a bit alarmed. JEM is turning to walk away when HENRY interrupts her.

HENRY

Sergeant, have you ever seen—I mean, do you ever worry that someone will lose their nerve? Just fly out of a fight?

JEM

You do what you have to do when the time comes. But everyone, if they're honest, will admit to sometimes just wanting to abandon their posts when things get bad.

HENRY

25 You . . . I mean, even you've felt that way? Like running out on a fight?

JEM

Even me. But I don't. I stay and fight with the rest of them. And you will, too.

*HENRY rubs his forehead and looks apprehensive, but he tries to keep his emotions to himself. In response, JEM, **cognizant** of the young man's uneasiness, hands him a red pin shaped like a square.*

JEM

Here, take this. For luck. I wore it on my uniform the first couple of times I went out, and I came back, didn't I?



HENRY

(Bravely, clutching the red badge; the gift has bolstered his spirits, and he's grateful.)

30 Thank you, Sergeant. Thank you very much.

HENRY (VOICEOVER)

That little red badge gave me a sense of reassurance that carried me through my first fight. And though I didn't know it then, the red badge would end up saving my life one day. . . .

Comprehension Check

MORE ONLINE

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- | | |
|---|---|
| <p>1. What problem do both versions of Henry face?</p> <ul style="list-style-type: none"> a. They both regret the past. b. They are both afraid of their first battle. c. They are both missing their families. d. They are both too eager to fight. <p>2. What do both Jem in the film version and Jim in the original story do for Henry?</p> <ul style="list-style-type: none"> a. tease him about his fears and worries b. guarantee that he will be safe c. give him a red badge for luck d. provide reassurance | <p>3. Which element from the original is NOT left out of the adaptation?</p> <ul style="list-style-type: none"> a. the details about how new soldiers are viewed b. the altercation between two soldiers c. Henry's sense of gratitude after being reassured d. Henry trying to pretend that his question about running away is a joke <p>4. At the end of both versions, Henry feels</p> <ul style="list-style-type: none"> a. comforted. b. discouraged. c. nauseated. d. frightened. |
|---|---|
5. What can a reader gain by reading both an original text and its adaptation?

ANALYZING SOURCES OF FICTION

Guided Instruction

RL.8.9

WORDS TO KNOW

foreboding

imposing

meandered

ramshackle

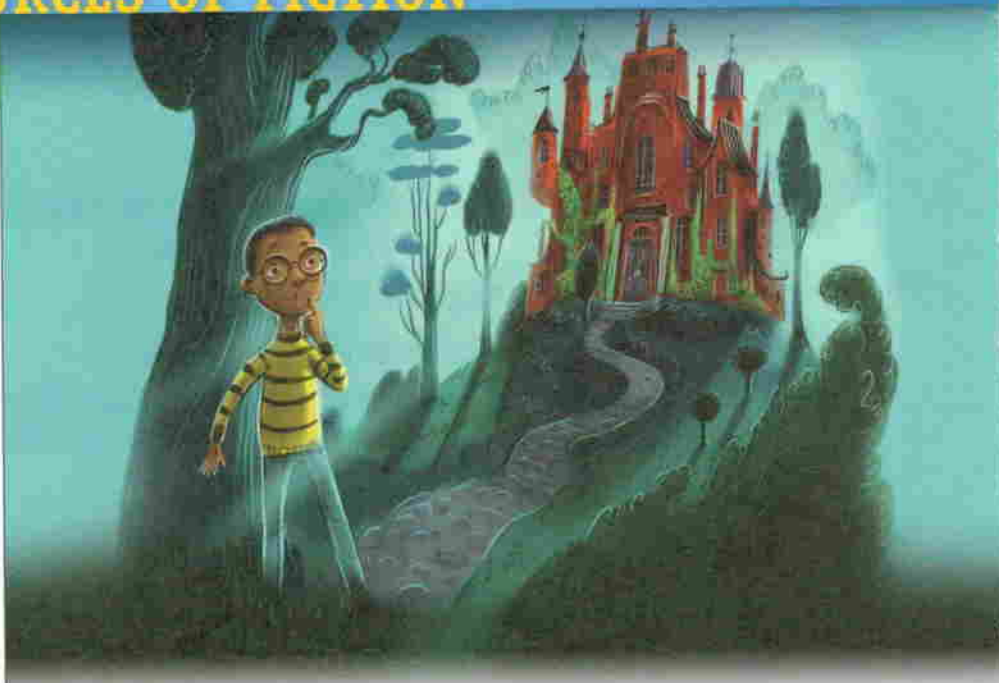
reclusive

Modern fiction texts often draw on traditional story patterns that have been around for generations. **Analyzing sources of fiction** can help you better understand how authors can take familiar, age-old character types, themes, and story patterns and make them seem fresh and new again.

CITE EVIDENCE

A **Archetypes** are character types that have existed in different versions for centuries. The innocent young hero is one archetype; the wise figure or mentor who advises the hero is another. Circle the names of the characters who might fill the roles of hero and mentor.

B A scary-looking old house with a mysterious inhabitant is a familiar image in stories and films. Put a box around each adjective used to describe the mansion and the person who lives there. What kind of story do these descriptive words lead you to expect?



The Letter Quest

(Genre: Realistic Fiction)

Chapter One

- 1 Evan Littleton stood at the corner of the dead-end block, gazing up the lengthy, curving, wooded drive that **meandered** up to the **imposing** mansion far off in the trees. The mansion wasn't quite as impressive as you drew closer to it; though it was somewhat castle-like, it was actually a rather **ramshackle** structure, a bizarre mixture of antique architectural styles that didn't quite go together. The main part was constructed of dark red brick, though it was hard to see any of the outer surface, since the building was draped in a sprawl of dark green ivy. Most of the windows were shuttered, and the mansion itself looked sad at best, **foreboding** at worst. The sky always seemed cloudier around the mansion, though Evan knew that was impossible, especially since it was sunny at his house, only a block away.
- 2 In truth, in spite of all his ideas and memories about the mansion, Evan had only been up to it once, about a year ago. He hadn't wanted to get closer then, and he certainly didn't now, but at the time he'd had a very good reason for venturing out to the mansion. But, like all the other kids in the neighborhood, he was afraid of the old man who owned the house. The **reclusive** Mr. Wrigsby, according to local lore, never emerged from his home, and the longer he stayed hidden, the more strange and frightening everybody seemed to find him.

INTEGRATION OF KNOWLEDGE AND IDEAS

RL.8.9

- 3 Of course, Evan wouldn't be staring at the Wrigsby mansion now if it wasn't for Mrs. Smith. Mrs. Smith taught seventh- and eighth-grade English at Fairleigh Middle School, and this was Evan's second time in one of her classes. He liked Mrs. Smith very much; she was one of the kindest teachers in the whole school, and she handed back every assignment with notes of encouragement.
- 4 Mrs. Smith had seen Evan scribbling in his notebook whenever he got a chance, and when he had finally—after more than a year—worked up the courage to show her the adventure novel he was working on, her whole face had lit up. "Evan," she had told him, "you've such a fine imagination. I hope you'll keep going; you could become a professional writer someday." Since then, she'd been helping him work on his writing once a week, during homeroom.
- 5 Because he respected his teacher so much, when Mrs. Smith had pulled him aside after class the previous day and explained that she needed his help, Evan had agreed, even when he understood that she was asking him to do something that would be difficult for him.
- 6 As usual, Mrs. Smith had gotten right to the point. "Evan, I need your help in meeting an important challenge. You may or may not know about this, but all of the teachers here at Fairleigh are working to have the school recognized for its historic importance."
- 7 Evan knew a little something about the school's history and spoke up. "You mean because of Eleanor Bradford, the famous inventor? Some people think she taught science here!"
- 8 "Yes, Evan, and I'm one of the people who thinks she was a teacher here, but the records from that era seem to have disappeared, so there's no actual evidence. Our only hope is to find some of her personal correspondence that mentions the school and that would prove her historic presence here. We're hoping to get the school declared an historic landmark. I think you can help us meet that goal."

Comprehension Check

Based on the text so far, how did Evan end up at the Wrigsby mansion?

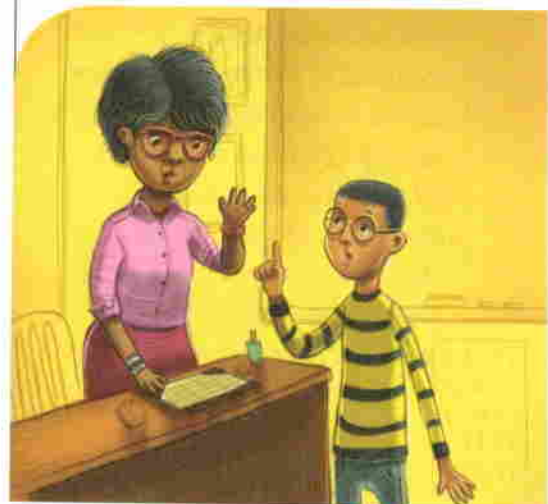
Guided Instruction

CITE EVIDENCE

C A common ancient story pattern is the quest. In a **quest**, the hero—who is usually an extraordinary individual—is given a difficult task to perform or a challenge to face. Underline the details on this page that suggest this is a quest story.

D A quest will often center on a necessary object or goal. Put an asterisk next to the paragraph that reveals this object or goal. What will Evan be asked to do?

E A story may have elements of more than one genre. A science fiction story, for example, might have elements of horror or romance. Double underline details in paragraph 8 that remind you of a mystery story. What is the mystery? How do these details draw the reader in?



ANALYZING SOURCES OF FICTION

Guided Instruction

RL.8.9

WORDS TO KNOW

articulate

impeded

interminably

proximity

scrupulous

simultaneously

CITE EVIDENCE

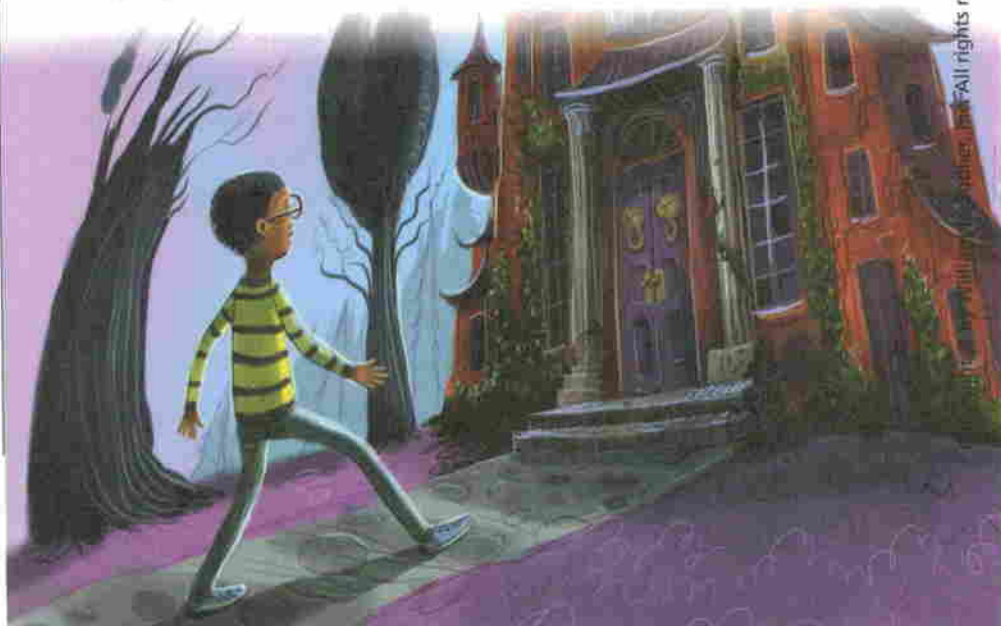
A A quest usually involves some kind of journey. Circle the paragraph that tells you Evan's quest will involve a journey.

B A quest must include a reason for the hero to continue on his or her journey, even when it is difficult. Put an asterisk next to the paragraph that explains why Evan must take on this quest. Will it be a strong enough reason for him?

C Most quests include an antagonist, or opposing character, who either creates the reason for the quest or hinders it. Underline the sentences that describe Evan's feelings about his antagonist, Mr. Wrigsby. What kind of character from traditional literature—such as folk or fairy tales—does Mr. Wrigsby seem to be like?

The Letter Quest *continued*

- 9 Mrs. Smith continued, "Did you know that Eleanor Bradford used to live nearby, at what is now the Wrigsby estate? Mr. Wrigsby is her grandson. I understand that you live in close **proximity** to Mr. Wrigsby, Evan—practically next door, in fact. I've written to him regarding this matter, but he has never responded. Would you pay him a visit and ask him if he has some of his grandmother's letters?"
- 10 Evan's stomach suddenly felt hollow, and his mouth went dry. "If you could convince Mr. Wrigsby to lend you any correspondence from his grandmother that would help our cause, it would be a tremendous boost to our campaign for Fairleigh's historic recognition," Mrs. Smith continued. "In fact, it's the *only* way we could gain such recognition." She had then explained that Evan was the best candidate for the job, since he was not only a neighbor but also **articulate** and polite. "And," she added with a wink, "if you let Mr. Wrigsby know you're the young man who did that good deed for him last year, I think he might be more inclined to listen to you." Evan, not wanting to admit that he was scared of both the mansion *and* its owner, had given Mrs. Smith his word that he would go call on Mr. Wrigsby.
- 11 Thinking about Mrs. Smith's words now gave Evan confidence. Why was he so nervous, anyway? He was thirteen, he was less than a block from home, and he had indeed been to this house before. True, he had not met the mysterious Mr. Wrigsby when he did his "good deed" last year; he had only spoken with the gardener, leaving a very "special delivery" with him. Maybe the gardener would be there this time, too, and Evan could talk to him instead and not have to deal with Mr. Wrigsby. But no matter what, Evan told himself, *I can do this.*



INTEGRATION OF KNOWLEDGE AND IDEAS

RL.8.9

- 12 Evan pulled open the iron gate that guarded the end of the driveway and forced himself to start walking up the long path, which stretched out **interminably** before him. At least the long walk would give him time to practice what to say. Maybe, by the time he reached the front door, he wouldn't be so worried about who would open the door on the other side. What was the worst that could happen, anyway?
- 13 As he walked along, Evan kept trying to focus. He imagined himself greeting Mr. Wrigsby confidently and winning his trust and respect. After all, his goal now—just as it had been the last time he'd been near the mansion—was simply to do the right thing. Evan was the kind of person to whom doing the right thing mattered. He got that trait from his parents, he supposed; maybe all kids whose mothers were judges and whose fathers were on the police force (or the other way around) tended to be **scrupulous** about doing what was right. But just having a desire to “do the right thing” was no guarantee it would be easy.
- 14 The wind picked up around him, and Evan crossed his arms over his chest for warmth. *This is silly*, he thought. *It's only April, and there's no reason for it to be cold.* He started to walk more quickly, only to find his progress **impeded**; tree branches bent down toward the ground here, and he had to duck under them, **simultaneously** watching his footing on the path.
- 15 He was unprepared for the series of shrieks and screeches that suddenly greeted him. Startled, he froze in his tracks, hardly daring to breathe, wondering if it was a wild animal or Mr. Wrigsby or . . . something else. The noise had hardly sounded human, but then it didn't sound like any animal he recognized, either. He heard the shrieks again, and his heart started to beat faster; they were coming from inside the mansion! If he hadn't given his word to Mrs. Smith, he wouldn't have been able to stay on the path, let alone continue his journey up to the front door.
- 16 Gathering his courage, and leaving himself no time to even think, Evan reached up and rapped the large bronze lion's head knocker on the door twice.

Comprehension Check

List the quest elements in the story so far. How can they help the reader evaluate this text?

Guided Instruction



CITE EVIDENCE

D Many literary works explore age-old themes such as the struggle between right action and wrong choices. Put an asterisk next to the paragraph that identifies an inner conflict Evan experiences. What is not “easy” for him? Why does he continue on his quest in spite of his feelings?

E In every quest story, the hero faces obstacles that make his quest challenging and tempt him to give up. Circle the paragraphs on this page that describe some of Evan's first obstacles on this adventure. What is the effect when Evan continues in spite of the obstacles he faces?

ANALYZING SOURCES OF FICTION

Guided Practice

RL.8.9

WORDS TO KNOW

blurtd

futile

incrementally

interject

wizened



CITE EVIDENCE

A Underline details that reveal a change in Evan's feelings about his quest. Why are his feelings suddenly changing?

B Work with a partner to identify a potential obstacle that appears in this section. Put an asterisk next to the paragraph describing the problem. How is this obstacle different from the one that appears earlier in the story?

The Letter Quest *continued*

Chapter Two

17 For a few moments, everything was silent, and Evan felt silly for getting so worked up; maybe the sounds were coming from somewhere else nearby. After all that anxiety, perhaps the house was empty, and he had endured that tense walk up the long path to the mansion for nothing. He'd been so afraid, and had tried to be so courageous, only to have his efforts prove **futile**. He breathed in and out, steadily, and waited; he counted backward from one hundred, and, when he'd finished, decided that nobody was at home that day. Well, he'd given it his best shot; he shouldn't feel bad about it. Actually, he was relieved.

18 Just as he was turning to leave, though, placing one foot back on the path to return to his own house, he heard a creaking, squeaking sound. He turned his head and saw the front door of the Wrigsby estate slowly, **incrementally** opening outward a few inches. Evan spun around to face the door again, almost in spite of himself. He stood frozen as if hypnotized, watching with awe as the **wizened** head and upper body of a small, very elderly gentleman peered out, turtle-like, from behind the door's edge.

19 "Go away," the man said wearily, "I don't know if you're raising money for the school band, or a scholarship fund, or if you're here to apply for the position of dog-walker, but I don't want to deal with any of it." Evan tried to **interject** a denial, but the old man, who spoke much more quickly than he moved, talked over him: "You'll have to come back tomorrow, when the housekeeper's here. You can talk to her about whatever it is."

20 As slowly as it had opened, the door started to close. Without stopping to think, Evan stepped toward the door. A torrent of words rushed out. "Mr. Wrigsby, I'm very sorry to have disturbed you, but my name's Evan Littleton, and I'm here with a very important request from the teachers at Fairleigh Middle School."

21 The door stopped closing. Evan couldn't see Mr. Wrigsby's face, but he knew the man was at last listening to him. "Please, Mr. Wrigsby; I won't take up much of your time. I'm not here to ask you for a donation, and actually, I'm allergic to dogs, so I'd

never make a good dog-walker.” Evan inhaled, thinking he might as well ask now, since it could be his only chance, and **blurted**, “I’ve come to ask if you can help us prove that your ancestor, Eleanor Bradford, once taught at Fairleigh. Can you help?”

Comprehension Check

1. Which of the following is NOT true of Evan and his quest?
 - a. He does not really understand the purpose of his quest.
 - b. He has to overcome his fear of Mr. Wrigsby.
 - c. He has to conquer his own anxiety as he walks toward the mansion.
 - d. He is willing to take on the quest because he likes and respects Mrs. Smith.
2. What makes Mr. Wrigsby the antagonist in this story?
 - a. People think he is sickly.
 - b. People are sorry for him.
 - c. People are afraid of him.
 - d. People think he’s mean to animals.
3. Which of the following words BEST describes Evan’s encounter with Mr. Wrigsby in this chapter?
 - a. frightening
 - b. hostile
 - c. reassuring
 - d. challenging
4. How does Evan react to the obstacle presented by Mr. Wrigsby?
 - a. He is defeated by it.
 - b. He tries to overcome it.
 - c. He freezes in indecision.
 - d. He decides to try again later.
5. Referring to the elements of a quest in this story, explain what is unusual or original about the story as an example of a quest narrative. For instance, you may compare it to quest narratives such as *The Lord of the Rings* or the *Harry Potter* novels.

ANALYZING SOURCES OF FICTION

Independent Practice

RL.8.9

WORDS TO KNOW

appraising

belated

grizzled

novelty

raucous

unnerved



CITE EVIDENCE

A Circle the paragraph on this page that shows Evan reflecting on one of the themes in this text: what he is frightened of. Make a personal connection to this passage.

B Put an asterisk by the paragraph that reveals whether the quest has succeeded or failed. Explain how the outcome of Evan's quest is like or unlike the outcome of quests in myths, folk tales, and fantasy stories.

The Letter Quest *continued*

- 22 Mr. Wrigsby now stuck his head fully out from behind the door and gave Evan an **appraising** look. He wrinkled his nose, pondering Evan's question as if it related to world peace, or some other crisis of great import. Then, to Evan's amazement and disbelief, the old man's **grizzled** face creaked open a little bit to reveal some teeth: he was smiling, and, Evan thought, maybe even chuckling. "No one's poked around here to ask me about any relations in years and years, so you've got the element of **novelty** on your side, son. Come in, but you have to promise not to tire me out."
- 23 Filled with a sense of victory and relief, Evan nodded and stepped over the threshold. Only then did he remember that he was supposed to be scared of Mr. Wrigsby and frightened of this house. Well, here he was, facing the formerly feared ogre while standing in the strange house that used to haunt his dreams.
- 24 As he followed Mr. Wrigsby, Evan relaxed. The house was brighter and cozier inside than he could have imagined, decorated in pleasant colors. Mr. Wrigsby invited him into the kitchen and made a pot of tea, which he served with lemon cookies. After that, it was surprisingly easy for Evan to bring up Eleanor Bradford and her letters; even more surprisingly, it was easy for Mr. Wrigsby to soften that grim face once more and say that he did have letters, and that he would be proud to collect them together and share them with the school. "Grams would have liked that," he told Evan, and then, with a chuckle, pointed out they'd finished the tea and eaten all the cookies. It was time for Evan to go.
- 25 They walked to the front door together. Suddenly, the same horrible shrieking sounds that had **unnerved** Evan on the walk up to the mansion started up again. He almost jumped, but he quickly realized that the noise was coming from a room off the entryway. There were several enormous cages there, each one occupied by a variety of colorful and exotic tropical birds.
- 26 "My feathered friends," Mr. Wrigsby explained. "They can be a bit **raucous**, can't they?" And he chuckled. "But you already knew that I was something of an 'animal person,' didn't you?"
- 27 Evan looked at him questioningly.
- 28 "Yes, I know all about you, Evan," Mr. Wrigsby continued. "In fact, it's the reason I let you in today. You see, even though I

never came out to meet you that day, I was watching you and my gardener through the window." He paused. "You were the neighborhood boy who found and returned my lost cat Blake last year. The boy who nobly refused a reward." He smiled again and reached out to shake Evan's hand. "I'll always be grateful to you for bringing Blake home to me. Consider the letters your **belated** reward. Come back tomorrow and you can have the whole lot."

Comprehension Check

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1. Mr. Wrigsby describes Evan as "noble" because Evan
 - a. talked to him even though he was obviously afraid of him.
 - b. did what his teacher asked him to do.
 - c. refused a reward for bringing back Mr. Wrigsby's cat.
 - d. was polite and articulate.

2. Which of the following BEST describes the kind of hero Evan is?
 - a. self-doubting but lucky
 - b. shy and unwilling
 - c. nervous but determined
 - d. confident and assured

3. What happens to Evan by the end of the story?
 - a. He becomes more shy and withdrawn.
 - b. He becomes anxious and excitable.
 - c. He becomes sad and melancholy.
 - d. He becomes confident and brave.

4. When we finally learn what "good deed" Evan had done for Mr. Wrigsby previously, we understand
 - a. that Mr. Wrigsby has a good memory.
 - b. a key reason Mrs. Smith thought Evan was perfect for the task.
 - c. that Mrs. Smith knew Evan was a nice person.
 - d. that Evan is known for doing kind deeds for neighbors.

5. What is it about Evan that ultimately helps him succeed in his quest to get the letters? Use text evidence to support your answer.

Little Women

by Louisa May Alcott (excerpt)

(Genre: Novel)

This selection is an excerpt from Chapter 15 of the classic novel about the March family, set during the American Civil War.



- 1 "November is the most disagreeable month in the whole year," said Margaret, standing at the window one dull afternoon, looking out at the frost-bitten garden.
- 2 "That's the reason I was born in it," observed Jo pensively, quite unconscious of the blot on her nose.
- 3 "If something very pleasant should happen now, we should think it a delightful month," said Beth, who took a hopeful view of everything, even November.
- 4 "I dare say; but nothing pleasant ever does happen in this family," said Meg, who was out of sorts. "We go grubbing along day after day, without a bit of change, and very little fun. We might as well be in a treadmill."
- 5 "My patience, how blue we are!" cried Jo. "I don't much wonder, poor dear, for you see other girls having splendid times, while you grind, grind, year in and year out. Oh, don't I wish I could manage things for you as I do for my heroines! You're pretty enough and good enough already, so I'd have some rich relation leave you a fortune unexpectedly; then you'd dash out as an heiress, scorn every one who has slighted you, go abroad, and come home my Lady Something, in a blaze of splendor and elegance."
- 6 "People don't have fortunes left them in that style now-a-days; men have to work, and women to marry for money. It's a dreadfully unjust world," said Meg bitterly.
- 7 "Jo and I are going to make fortunes for you all; just wait ten years, and see if we don't," said Amy, who sat in a corner, making mud pies, as Hannah called her little clay models of birds, fruit, and faces.
- 8 "Can't wait, and I'm afraid I haven't much faith in ink and dirt, though I'm grateful for your good intentions."
- 9 Meg sighed, and turned to the frost-bitten garden again; Jo groaned, and leaned both elbows on the table in a despondent attitude, but Amy spat away energetically; and Beth, who sat at the other window, said, smiling, "Two pleasant things are going to happen right away: Marmee is coming down the street, and Laurie is tramping through the garden as if he had something nice to tell."
- 10 In they both came, Mrs. March with her usual question, "Any letter from Father, girls?" and Laurie to say in his persuasive way, "Won't some of you come for a drive?... Come, Jo, you and Beth will go, won't you?"

INTEGRATION OF KNOWLEDGE AND IDEAS

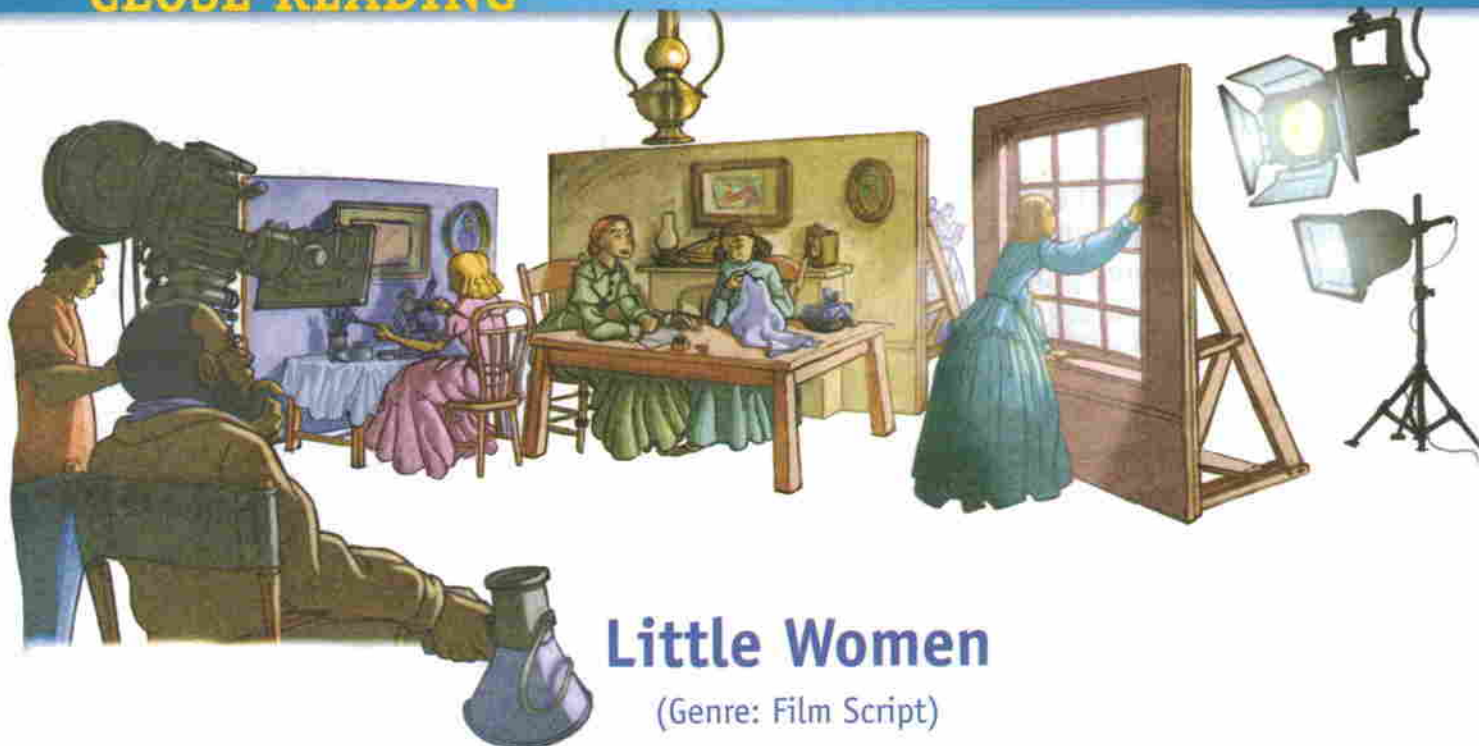
RL.8.7, RL.8.9, RL.8.10



- 11 "Of course we will."
- 12 "Much obliged, but I'm busy;" and Meg whisked out her work-basket, for she had agreed with her mother that it was best, for her at least, not to drive often with the young gentleman.
- 13 "We three will be ready in a minute," cried Amy, running away to wash her hands.
- 14 "Can I do anything for you, Madam Mother?" asked Laurie, leaning over Mrs. March's chair, with the affectionate look and tone he always gave her.
- 15 "No, thank you, except call at the office, if you'll be so kind, dear. It's our day for a letter, and the postman hasn't been. Father is as regular as the sun, but there's some delay on the way, perhaps."
- 16 A sharp ring interrupted her, and a minute after Hannah came in with a letter. "It's one of them horrid telegraph things, mum," she said, handling it as if she was afraid it would explode and do some damage.
- 17 At the word "telegraph," Mrs. March snatched it, read the two lines it contained, and dropped back into her chair as white as if the little paper had sent a bullet to her heart. Laurie dashed downstairs for water, while Meg and Hannah supported her, and Jo read aloud, in a frightened voice,—
- 18 Mrs. March:
Your husband is very ill. Come at once.
S. HALE
Blank Hospital, Washington.
- 19 How still the room was as they listened breathlessly, how strangely the day darkened outside, and how suddenly the whole world seemed to change, as the girls gathered about their mother, feeling as if all the

happiness and support of their lives was about to be taken from them.

- 20 Mrs. March was herself again directly, read the message over, and stretched out her arms to her daughters, saying, in a tone they never forgot, "I shall go at once, but it may be too late. Oh, children, children, help me to bear it!"
- 21 For several minutes there was nothing but the sound of sobbing in the room, mingled with broken words of comfort, tender assurances of help, and hopeful whispers that died away in tears. Poor Hannah was the first to recover, and with unconscious wisdom she set all the rest a good example; for, with her, work was the panacea for most afflictions.
- 22 "The Lord keep the dear man! I won't waste no time a cryin', but git your things ready right away, mum," she said, heartily, as she wiped her face on her apron, gave her mistress a warm shake of the hand with her own hard one, and went away, to work like three women in one.
- 23 "She's right; there's no time for tears now. Be calm, girls, and let me think."
- 24 They tried to be calm, poor things, as their mother sat up, looking pale, but steady, and put away her grief to think and plan for them.



Little Women

(Genre: Film Script)

- 1 INTERIOR PARLOR, HOME OF THE MARCH FAMILY.—DAY.

It is a cold day in November and almost dinnertime. The home is dingy but cozy, with well-worn, mended furniture. The four March daughters, MEG, AMY, JO, and BETH, are gathered in the parlor. MEG, who is 17, is seated by one window; BETH, who is 14, is seated by another. JO, 16, is placed at their worn dining table, and AMY, 13, is off to the side working on an art project.

MEG

(grumpily)

I do hate Novembers. Nothing good can come of them.

JO

(dreamily)

Oh, cheer up, Meg. You're just blue because you work so hard and don't have enough fun. If you were a character in one of my novels, I'd arrange it all so you had a marvelous sweep of good luck. Imagine if you were to inherit a fabulous fortune! How fine that would be.

MEG

(with a tone of despair)

- 5 That isn't the way the world works, Jo. AMY is only half-listening; she is focused on making a clay sculpture.

AMY

Why shouldn't we have all the beautiful things we want? Don't worry, Meg. Between Jo's writing and my art, our whole family will be rich some day.

BETH walks over to the window beside MEG and pats her back consolingly.

BETH

(with a sweet smile)

I'd rather have all of you than any fortune. And I think something good is happening. See? Here comes Marmee up the path; she's home in time for supper.

- 10 MRS. MARCH enters. She is in her 40s and dressed carefully and cleanly, although her clothes are patched. She walks around and gives each of her daughters a kiss.

INTEGRATION OF KNOWLEDGE AND IDEAS

MRS. MARCH

(her voice hopeful)

Has Father written?

MEG *shakes her head*. MRS. MARCH *looks wistful, but does not appear concerned*.

MRS. MARCH

Jo, would you be a dear and pop down to the post office? There should be a letter for us.

JO

Of course, Marmee. Meg, should you like to come?

MEG

15 No, I've some mending to do.

JO *is leaving the parlor when a bell rings. She goes to the door and comes back rapidly, carrying a folded envelope by the corners, as if she's afraid it will bite her.*

JO

It's one of those horrid, terrible telegraphs.

MRS. MARCH *grabs it to look it over and trembles. Meanwhile, JO grabs the telegraph back. The other three girls race to their mother's side. As MEG, AMY, and BETH look on with apprehension, JO begins reading it to the others.*



JO

"Mrs. March: Your husband is very ill. Come at once. S. HALE, Blank Hospital, Washington." Oh, Marmee!

20 *They embrace, and everyone begins to cry. MRS. MARCH is trying to console her daughters as well as herself.*

MRS. MARCH

There's no time for tears now. I must go, no matter how I find him. You all must be strong for me.

She reaches out and wipes the tears from BETH's face. JO and MEG embrace consolingly, and AMY leans over to hug her mother around the neck. Their faces grow resolute.

Comprehension Check

1A. Which of the following BEST describes the script version of *Little Women*?

- a. It is completely faithful.
- b. It is mostly faithful.
- c. It is partly faithful.
- d. It is hardly faithful.

1B. Which aspect of the script BEST supports the answer to Part A?

- a. All the characters and key events are included.
- b. Most of the characters and key events are included.
- c. The setting is slightly different.
- d. The setting is identical.

CLOSE READING

- 2A.** What fear do the main characters face in both versions?
- feeling unhappy in romantic love
 - being separated from one another
 - learning of a loved one's sickness
 - losing all of their wealth
- 2B.** Which piece of text evidence best supports the answer to Part A?
- "there's no time for tears now."
 - "I do hate Novembers."
 - "Your husband is very ill."
 - "Has Father written?"
- 3A.** What action does Jo take in the script but not in the original version?
- She receives the telegraph at the door.
 - She tries to cheer up Meg.
 - She reads the telegraph aloud.
 - She mentions the stories she writes.
- 3B.** Which text evidence best supports the answer to Part A?
- "Oh, cheer up, Meg."
 - "How fine that would be!"
 - "Jo and Meg embrace . . ."
 - ". . . carrying a folded envelope"
- 4A.** Which cultural value seems MOST emphasized in both versions?
- the importance of class position
 - the significance of money
 - the importance of family
 - the limitations of gender roles
- 4B.** Which evidence best supports the answer to Part A?
- ". . . a marvelous sweep of good luck"
 - "The Lord keep the dear man!"
 - "I'd rather have all of you . . ."
 - "It's a dreadfully unjust world."
- 5A.** Which of the following character types is in one version but not the other?
- the dutiful daughter
 - the loving mother
 - the wise, faithful servant
 - the suspicious neighbor
- 5B.** Which evidence best supports the answer to Part A?
- "Poor Hannah was the first to recover . . ."
 - "Laurie dashed downstairs . . ."
 - ". . . Meg . . . supported her . . ."
 - ". . . Jo read aloud . . ."
- 6.** Describe an element that is exactly the same in both the novel excerpt and the movie script of *Little Women*. Support your answer with text evidence.
-
-

INTEGRATION OF KNOWLEDGE AND IDEAS

7. Identify an element that is different in the film script from how it is in the original novel and explain why the adapter made this decision.

8. Explain how the March family responds when faced with their worst fear. What attitude toward the idea of “family” does this response suggest? You may refer to either excerpt. Be sure to use text evidence in your response.

9. Select two elements from the *Little Women* novel excerpt and explain why they would be essential parts of any adaptation. Be sure to use text evidence in your answer.

10. Analyze the March family’s response to bad news and compare it to either your own response to bad news or to a response that you have read about or seen on television. You may use a separate sheet of paper if necessary.

Compare and Contrast Texts

In this unit, you've read a short excerpt from the novel *The Red Badge of Courage* and a portion of a film script, *Red Badge*, based on the novel. You've also read a brief excerpt from the novel *Little Women* and a portion of a film script based on it. Use the chart provided below to organize your ideas about the similarities and differences between the two fiction works and their adaptations. Then, on a separate sheet of paper, write an essay explaining which adaptation you think is more effective, and why. Include your ideas about how the adaptation differs from the original and why the adapter may have made the changes he or she did. Be prepared to discuss your ideas with the class.

Elements of Original Version	Elements of Adaptation
<p>Selection 1: <i>The Red Badge of Courage</i></p>	<p>Selection 1: <i>Red Badge</i> film script</p>
<p>Selection 3: <i>Little Women</i> novel</p>	<p>Selection 3: <i>Little Women</i> film script</p>

Return to the Essential Question

How do authors use their interpretations of other works to create new art?

In small groups or as a class, discuss the Essential Question. Think about what you have learned about analyzing adaptations of fiction and analyzing sources of fiction. Use evidence from the three texts in this unit to answer the question.

Word Relationships

Guided Instruction You can use what you know about one word to figure out the meaning of a related word. Do this by looking for **synonyms**, or words that have similar definitions. When you look at words with similar meanings that are used in the same sentence or in surrounding sentences, you can better understand the shades of meaning of each word.

First Word	Related Word	New Meaning
shrieks	screeches	Both nouns describe loud, harsh sounds; put together, they convey an almost frightening quality of unpleasant noise
slowly	incrementally	Both adverbs describe deliberate, plodding movements; put together, they give the impression of gradual progress

Examples

- From "The Letter Quest": "He turned his head and saw the front door of the Wrigsby estate **slowly**, **incrementally** opening outward a few inches."
- From "The Letter Quest": "He was unprepared for the series of shrieks and **screeches** that suddenly greeted him."

Guided Practice Fill in the blank with a word that best matches the word in bold (its word relationship partner).

1. My sister, who drives **cautiously**, _____ moved our parents' car closer to the edge of the curb.
2. The _____ from your golden retriever are some of the loudest **barks** I've ever heard.
3. The theater was completely _____; every seat was **vacant**.
4. I have never seen such a **gigantic** sculpture. It is really _____.

Independent Practice Find two newspaper articles and read them to see what other pairs of related words you can find. Using a separate sheet of paper, make a list of at least three related word combinations. Write three practice sentences that each use at least one of your new words.

Read the following brief excerpt from a short story and a brief excerpt of a film adaptation of that story. Then answer the questions on pages 245–246.

The Legend of Sleepy Hollow

by Washington Irving (excerpt)

- All the stories of ghosts and goblins that [Ichabod] had heard in the afternoon now came crowding upon his recollection. The night grew darker and darker; the stars seemed to sink deeper in the sky, and driving clouds occasionally hid them from his sight. He had never felt so lonely and dismal. He was, moreover, approaching the very place where many of the scenes of the ghost stories had been laid. In the center of the road stood an enormous tulip-tree, which towered like a giant above all the other trees of the neighborhood, and formed a kind of landmark. Its limbs were gnarled and fantastic....
- As Ichabod approached this fearful tree, he began to whistle; he thought his whistle was answered; it was but a blast sweeping sharply through the dry branches. As he approached a little nearer, he thought he saw something white, hanging in the midst of the tree: he paused and ceased whistling but, on looking more narrowly, perceived that it was a place where the tree had been scathed by lightning, and the white wood laid bare. Suddenly he heard a groan—his teeth chattered, and his knees smote against the saddle: it was but the rubbing of one huge bough upon another, as they were swayed about by the breeze. He passed the tree in safety, but new perils lay before him.

Sleepy Hollow Legends

- EXTERIOR: A DESERTED STREET IN PRESENT-DAY SLEEPY HOLLOW—NIGHT.

ICHABOD CRANE, *a young (mid-20s) Hispanic man, is walking cautiously down the main street of Sleepy Hollow. It's late at night and the town is deserted and desolate. No one gets in his way. As he keeps walking, his mind wanders.*

ICHABOD (VOICEOVER)

I'd never heard more tales of fearful creatures, spirits, and terrors, than the ones I'd been told over the past few days in Sleepy Hollow.

ICHABOD *sees a massive, colossal tree in the distance. As he gets closer, he reflects on the tree's importance.*

ICHABOD (VOICEOVER, CONTINUED)

- So many people had told me about this tree and the danger it presented, that when I saw it I couldn't help feeling scared myself. A cold fear gripped me.

Circle the letter next to the best answer.

- 1A.** In a filmed version of this selection, which of the following details would be MOST unfaithful to the original source?
- images of ghosts and spirits
 - a horse neighing with fear
 - whispers and subtle sounds
 - a partner accompanying the hero
- 1B.** Which detail from the text supports the answer to Part A?
- "... his knees smote against the saddle ..."
 - "He had never felt so lonely and dismal."
 - "Suddenly he heard a groan ..."
 - "Its limbs were gnarled and fantastic."
- 2A.** Which of the following BEST matches the meaning of the word *scathed* as used in "The Legend of Sleepy Hollow"?
- abandoned
 - angered
 - soothed
 - scratched
- 2B.** Which evidence from the text supports the answer to Part A?
- "... rubbing of one huge bough ..."
 - "... the white wood laid bare."
 - "... a blast sweeping sharply ..."
 - "... swayed about by the breeze."
- 3A.** Which of the following BEST describes the relationship of the movie script adaptation to the original source fiction?
- The script is shorter and does not have any references to the supernatural.
 - The script has a completely different character and setting.
 - The script uses more modern language and directly reveals Crane's thoughts.
 - The script has more vivid sensory descriptions of the tree.
- 3B.** Which evidence supports the answer to Part A?
- "It's late at night and the town is deserted ..."
 - "... a young (mid-20s) Hispanic man ..."
 - "No one gets in his way."
 - "... I couldn't help feeling scared myself."
- 4A.** Which of the following most closely matches the meaning of the word *colossal* in the script version?
- gigantic
 - significant
 - yonder
 - elderly
- 4B.** Which evidence from the text supports the answer to Part A?
- "closer"
 - "massive"
 - "importance"
 - "distance"
- 5A.** What fear does Ichabod face in this literary excerpt?
- He is afraid of night.
 - He is afraid of ghosts.
 - He is afraid of trees.
 - He is afraid of nature.
- 5B.** Which evidence from the text supports the answer to Part A?
- "... the tree had been scathed by lightning ..."
 - "The night grew darker and darker ..."
 - "... approached this fearful tree ..."
 - "... approached a little nearer ..."

UNIT 9 COMMON CORE REVIEW

RL.8.7, RL.8.9

- 6A.** In the story version of “The Legend of Sleepy Hollow,” how does Ichabod deal with his fear?
- a. He gives himself over to it and feels better.
 - b. He relies on his horse to keep himself grounded.
 - c. He discounts the believability of ghost stories.
 - d. He uses reason to talk himself out of fright.
- 6B.** Which text evidence supports the answer to Part A?
- a. “. . . crowding upon his recollection.”
 - b. “. . . sink deeper in the sky . . .”
 - c. “. . . on looking more narrowly . . .”
 - d. “. . . he began to whistle . . .”

7. Describe one strategy you would employ when developing the film version of this script in order to keep the adaptation as faithful as possible.

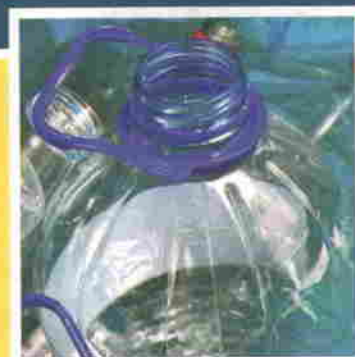
8. Describe two choices you would make when adapting this scene from the original text of “The Legend of Sleepy Hollow” into a new movie script. This movie script should be recognizable as an adaptation of the original.

9. “The Legend of Sleepy Hollow” has some elements common to traditional tales, such as folk and fairy tales. With reference to either the original story or the movie script adaptation, explain how Ichabod’s story could be considered an archetypal quest story. Use textual evidence in your answer.

10. What archetypal elements from a quest story are missing from these excerpts from Ichabod’s adventure? Use text evidence to support your answer.

Introducing UNIT 10

In this unit about facing fears, you will learn how to write an argumentative essay. An argumentative essay is a form of writing in which the writer tries to convince the reader to agree with his or her opinion on a topic.



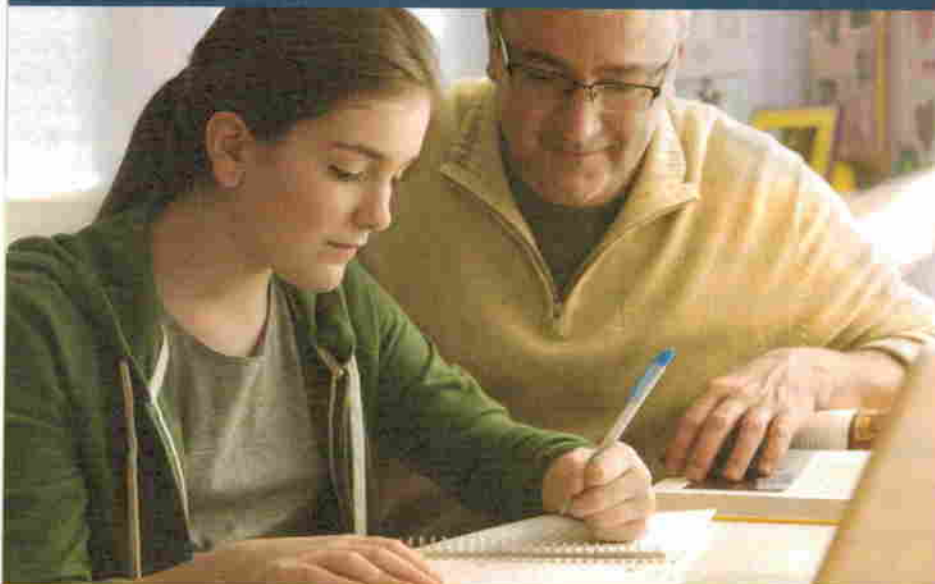
When you write your argumentative essay, introduce the topic clearly and establish your claim—your opinion or position on the topic. Develop your ideas with logical reasons and relevant evidence gathered from accurate and credible sources. You should also acknowledge opposing claims—the reasoning of those with opposing opinions on the topic—and explain why you disagree with them. Use language and sentence structures that create cohesion and show how your ideas are related. In addition, your argumentative essay must feature a strong conclusion that supports your claim and leaves your reader with a final thought or a call to action.

Before
Unit
10

Progress Check *Can I?*

After
Unit
10

- | | | |
|--------------------------|---|--------------------------|
| <input type="checkbox"/> | Write an argumentative essay to support a claim. | <input type="checkbox"/> |
| <input type="checkbox"/> | Introduce a claim and distinguish it from opposing claims. | <input type="checkbox"/> |
| <input type="checkbox"/> | Support the claim with logical reasons and relevant evidence. | <input type="checkbox"/> |
| <input type="checkbox"/> | Use reliable sources to identify reasons and evidence. | <input type="checkbox"/> |
| <input type="checkbox"/> | Include language that connects ideas and creates cohesion. | <input type="checkbox"/> |
| <input type="checkbox"/> | Establish and maintain a formal style. | <input type="checkbox"/> |
| <input type="checkbox"/> | Provide a conclusion that supports the claim presented. | <input type="checkbox"/> |
| <input type="checkbox"/> | Use the subjunctive or conditional mood to achieve effects. | <input type="checkbox"/> |
| <input type="checkbox"/> | Use punctuation to indicate a pause or break. | <input type="checkbox"/> |
| <input type="checkbox"/> | Spell words correctly. | <input type="checkbox"/> |



In this unit, your child will learn how to write an argumentative essay. This type of persuasive essay **states an opinion or position on a topic in the form of a claim**. Your child should be able to state a claim about a topic and then **support the claim with logical reasons and relevant evidence taken from accurate, credible, and reliable sources** such as reputable books, newspapers, and journals as well as government Web sites. An argumentative essay must include words, phrases, and clauses that make clear how the claim, reasons, and evidence relate to one another. It should end with a conclusion that restates the claim and leaves readers with a final thought or a call to action—something that the writer would like readers to think about or do in response to the essay.

Discuss a current topic with your child that can be examined from different sides, such as the minimum wage. Help your child develop an opinion on the topic as you research the issue together. Encourage him or her to articulate solid reasons for the opinion and support those reasons with facts or examples from reliable online or print sources.



Activity: Explore the theme “facing our fears” by working with your child to think of issues that relate to the idea of public safety, such as budgets for local fire departments or the roles of organizations that work for consumer safety. Help your child come up with a claim about public safety that he or she can convey in the form of a poster, comic strip, or other format that uses text and visuals.

IN THIS UNIT, YOUR CHILD WILL...

- Learn how to write an argumentative essay.
- Develop a claim to state an opinion or position on a topic.
- Support a claim with logical reasons and relevant evidence.
- Use reliable sources to identify supporting evidence for a claim.
- Use a variety of words, phrases, or clauses to connect ideas.
- Maintain a formal style.
- Write a strong conclusion.
- Use the conditional mood and the subjunctive mood in sentences.
- Use ellipses, dashes, and commas to indicate a pause or a break.
- Spell words correctly.

NOTE: All of these learning goals for your child are based on the Grade 8 Common Core State Standards for English Language Arts.

WAYS TO HELP YOUR CHILD

Have your child state an opinion on an issue that affects your community. Ask him or her to search for facts to support this opinion on the Internet or in print sources. Have your child make notes about any facts he or she identifies. Then have him or her consider how these notes could help a writer draft an argumentative essay about the topic.

ONLINE

For more Home Connect activities, continue online at sadlierconnect.com

Text Types and Purposes: Write Argumentative Essays

UNIT 10

Essential Question:

How can writers persuade readers effectively?

Write Argumentative Essays	250
Language: Conditional and Subjunctive Moods	254
Language: Punctuation for Pauses or Breaks	256
Language: Correct Spelling	257
Speaking and Listening	258
Common Core Review	259

WRITE ARGUMENTATIVE ESSAYS

W.8.1.a, W.8.1.d, WHST.8.1.a,
WHST.8.1.d

CREATING AN ORGANIZATIONAL STRUCTURE

Julia used a graphic organizer like the one below to organize her argumentative essay.

Title	_____
I. Introduction	
A. Topic of Paper	_____
B. The Claim	_____
II. Body Paragraphs	
A. Main Idea	_____
1. Reasons and Evidence	_____
B. Main Idea	_____
1. Reasons and Evidence	_____
C. Main Idea	_____
1. Reasons and Evidence	_____
III. Counterclaim	
1. Arguments against Counterclaim	_____
2. Reasons and Evidence	_____
IV. Conclusion	
A. Restatement of Claim	_____
B. Concluding Statement	_____

TITLE

- Gives readers a clue about the topic and the writer's opinion on it

INTRODUCTION

- Introduces the topic
- Establishes the writer's claim

FORMAL STYLE

- Includes academic language
- Avoids slang and contractions

Read a Student Model

Julia is a student in Mrs. Maalouf's eighth-grade Language Arts class. Mrs. Maalouf gave the class an assignment to write an argumentative essay about the best way to confront a social problem. The essay must introduce a claim and support it with logical reasons and relevant evidence. Think about a topic that explores a social problem. Consider your opinion on the subject. Then write an argumentative essay to state your position and convince your readers to share it.



The Problem of Plastic Bags and Bottles

On a California beach, volunteers pick up trash that has washed ashore. Two of the most common items they collect are disposable plastic water bottles and plastic bags from grocery stores. Across the United States, we throw away billions of these bottles and bags annually. This can have a huge impact on the environment. For this reason, a nationwide ban on plastic bags and bottles is essential to the planet's future.

There are many reasons to ban plastic bags and bottles. First, neither is biodegradable, or capable of decomposing over time. Organic garbage, such as food, will literally "rot away," but plastic will not. While many states require residents to recycle plastic bottles, many are still thrown away. Almost 90 percent of plastic bags are thrown away, too. Both items are deposited in landfills, where they will stay for years to come.

In fact, though, bags and bottles sitting in landfills is actually a best-case scenario, because many are not thrown away at all. Instead, plastic bags and bottles are frequently discarded on beaches, dropped in public parks, or left at campsites and other open areas where they pollute the environment. If we banned plastic bags and bottles, it would tremendously reduce the amount of litter cluttering our cities.

Also, many plastic bags and bottles are dropped into the sea, where they become a big problem for ocean wildlife. Fish and other sea creatures often mistake these items for food. When they eat plastic items, the plastic can kill them. For example, translucent plastic bags can resemble jellyfish in the water. Jellyfish are a staple in the diet of sea turtles, and the turtles often eat plastic bags in error. Also, Save Our Shores, a widely known environmental organization, reports finding a number of dead birds and fish entangled in plastic bags that likely strangled or suffocated the animals.

In addition, plastic is produced from petroleum. Disposable water bottles in particular are manufactured using a great deal of oil. Conserving oil reserves is therefore another reason to ban plastic bottles and bags. It is important to preserve this nonrenewable resource, because once we use it up it will be gone for good. According to the online newspaper Business Insider, if all plastic water bottles had been banned worldwide last year, it would have saved enough oil to run a million cars for one year! Therefore, it is wasteful to use petroleum to produce plastic bags and bottles.

REASONS AND EVIDENCE

Include logical reasons for your opinion. Support each reason with relevant evidence, such as facts and examples.

Underline a logical reason Julia includes in the first paragraph on this page.

SOURCES

Your sources for supporting evidence should be credible and accurate. Government agencies, educational institutions, news providers, and other large organizations are generally considered credible because their information can be confirmed in other places.

Put an asterisk before a credible source listed in this paragraph.

LANGUAGE THAT CONNECTS IDEAS

Include words, phrases, and clauses that clarify ideas and connect them to other ideas and information.

Box the clause that Julia includes to explain why it is important to preserve oil by banning plastic bottles.

WRITE ARGUMENTATIVE ESSAYS

W.8.1.a, W.8.1.e, W.8.9,
WHST.8.1.a, WHST.8.1.e

COUNTERCLAIMS

Include opposing claims and explain why you disagree with them. Provide evidence to support your position.

Draw a box around two counterclaims in this paragraph.

CONCLUSION

This conclusion restates Julia's claim and includes a call to action—something that Julia would like her readers to do.

Underline Julia's call to action. Which reasons does Julia include in the conclusion to support her position?

Some people argue that banning plastic bags only increases the use of paper bags. Reportedly, the use of paper bags increased in San Francisco after the city banned plastic bags in 2007. However, paper bags are biodegradable and will break down over time. Paper bags can be recycled as well, which typically is not the case for plastic bags. Customers can also bring reusable bags to the supermarket to pack their groceries. In addition, water bottling companies and store owners argue that banning plastic bottles inconveniences and harms consumers. However, consumers can purchase a reusable bottle and fill that up with water instead of buying water in disposable bottles. In the long run, this would also be much less expensive for consumers.

According to the Environmental Protection Agency, the United States generates 32 million tons of plastic waste each year. If we banned plastic water bottles and plastic grocery bags, we would greatly reduce that number. Many American cities already have taken the step of banning plastic grocery bags, including Portland, Oregon, and Los Angeles, California. Concord, a town in Massachusetts, has banned the sale of plastic water bottles smaller than one liter. Tourist stations in Grand Canyon National Park also are prohibited from selling drinks in small disposable bottles. Plastic bags and bottles pollute the environment, harm wildlife, and deplete a valuable natural resource, so it is time for the entire nation to ban them. The needed action can happen one city at a time, so write or call your city council members and urge them to pass a local ban on plastic bags and water bottles.

Use this outline to organize your argumentative essay for the Common Core Review on page 259. The topic is the best way to confront a particular problem that affects society. State and support your argument clearly, using credible sources. Establish and maintain a formal tone and style, using precise words and phrases to connect your ideas. Write your first draft on a separate sheet of paper.

Title: _____

I. Introduction

a. Topic of Essay: _____

b. The Claim: _____

II. Body Paragraphs

a. Main Idea: _____

1. Reasons and Evidence: _____

b. Main Idea: _____

1. Reasons and Evidence: _____

c. Main Idea: _____

1. Reasons and Evidence: _____

d. Counterclaims: _____

1. Arguments Against Counterclaims: _____

2. Reasons and Evidence: _____

III. Conclusion

a. Restatement of Claim: _____

b. Concluding Statement: _____

Conditional and Subjunctive Moods

Guided Instruction You have already been introduced to the **conditional mood** and the **subjunctive mood**. In this unit, you will learn more about how writers use these moods.

■ Using the Conditional Mood

Writers use the **conditional mood** to express an action or a state of being that *might* happen or *might* exist in the future if something else happens. Sentences in the conditional mood usually include the word *if* along with the words *might*, *could*, *would*, or *should*.

If the paper company changed its policies, customers would benefit.

If Dad decides to come with us, we should change the restaurant reservation.

We might drive to the park if it doesn't rain.

You can also put the conditional into the past tense by adding *have*:

If I had bought a pizza, I would have shared it with you.

■ Using the Subjunctive Mood

Writers use the **subjunctive mood** to express something that is not true, such as a hypothetical situation, a possibility, or an action that has not happened yet.

If the waterpark were closer, I could walk to it.

If I were to visit you, could we go see that new art museum?

The subjunctive can also be used to express commands, demands, wishes, and requests. Sentences that express a command, demand, wish, or request often include the word *that*, as in these examples:

The king commands that the entire court be present to hear his royal decree.

Carol wished that she were a famous movie star in Hollywood.

I demand that you leave my house this instant!

I ask that you be careful crossing the street.

A final use of the subjunctive is to express the idea that something is necessary.

It is important that everyone be present at the meeting.

It's essential that the chairman hear the committee's report.

Guided Practice Rewrite each sentence. Change the underlined verb to the conditional mood or the subjunctive mood, as indicated, and make any other revisions necessary so that the resulting sentence is correct.

1. The car's engine died because you forgot to replace the oil.

conditional mood: _____

2. The president asked his whole staff to be present at the conference.

subjunctive mood: _____

3. Pablo took the class to become a better basketball player.

conditional mood: _____

4. It is necessary to buckle your seat belt.

subjunctive mood: _____

Independent Practice Follow the instructions below to create six original sentences in the conditional mood or the subjunctive mood.

1. conditional _____

2. subjunctive: express a hypothetical situation _____

3. subjunctive: express a command _____

4. subjunctive: express a wish _____

5. subjunctive: express a request _____

6. subjunctive: express a necessity _____

Punctuation for Pauses or Breaks

Guided Instruction There are three types of punctuation that can indicate a pause or break in a sentence.

- An **ellipsis** (. . .) appears when a speaker trails off in the middle of a sentence.

"I wonder where I put that . . .," Raj muttered to himself, lost in thought.

- A **dash** (—) shows a very sudden break in thought or speech.

"I hate storms! They make me—" she stopped when a burst of lightning struck.

A pair of dashes can also be used to set off part of a sentence that includes additional information.

All four of his friends—Carlos, Max, Louise, and Anna—took the train to his house.

- A **comma** (,) can be used in pairs to set off part of a sentence that names or restates what has just come before.

San Francisco, a city in California, has banned plastic grocery bags.

Guided Practice Rewrite the following sentences, adding an ellipsis, commas, or dashes to punctuate each one correctly.

1. We went to that new diner the one on Second Avenue last night.

2. My neighbors Mrs. Park and Mr. Lee organized the block party together.

3. "How do we think we should handle" Dana paused distractedly.

Independent Practice Write four sentences, each one using either an ellipsis, commas, a dash, or a pair of dashes to indicate a pause or a break. Be sure to use each type of punctuation at least once.

1. _____

2. _____

3. _____

4. _____

Correct Spelling

Guided Instruction There are many different spelling rules that can help writers spell words that follow a particular pattern. The following three spelling rules explain when to keep or drop a final silent *e* when adding a suffix to a word. Following these rules will make it easier for you to use correct spelling as you write.

- Keep the final silent *e* with a suffix that starts with a consonant.

remorse + *-ful* = *remorseful* state + *-ment* = *statement*

Here are two exceptions to the rule:

awe + *-ful* = *awful* judge + *-ment* = *judgment*

- Keep the final silent *e* for words that end in a soft *c* or *g*, and with a suffix that starts with *a* or *o*.

notice + *-able* = *noticeable* outrage + *-ous* = *outrageous*

- Drop the final silent *e* for all other words with a suffix that starts with *a* or *o*.

dispose + *-able* = *disposable* fame + *-ous* = *famous*

Guided Practice In each sentence, circle any words that are misspelled.

- It is advantagous to get the principal's endorsment before proceeding.
- The morning was peacful until the construction crew began making that aweful noise!
- In their statment, the activists explained plastic bags are not biodegradeable.

Independent Practice Rewrite each sentence, correcting any misspelled words.

- The stain was noticable until John used the bleach from that advertisment.

- It is inconceivable that one could succeed in life without some encouragment.

- Remember that recycleable items should not be thought of as disposeable.

- She is resourcful; she can patch that inflateable mattress and sleep on it tonight.

SPEAKING AND LISTENING

SL.8.1.a–d, SL.8.3, SL.8.4, SL.8.6

Discuss the Essential Question

How can writers persuade readers effectively?

Prepare for a class discussion about the Essential Question by responding to the questions below. Support your point of view with reasons and examples.

1. Describe Julia's claim in her essay, "The Problem of Plastic Bags and Bottles."

2. What evidence does Julia include to support her claim?

3. What sources does Julia use for her supporting evidence?

Use your notes above to discuss the Essential Question with your class or in small groups. Follow the discussion rules on the *Did I?* checklist (page 58). Use the organizer below to record your ideas and what you hear in the discussion.

Ideas I Agree or Disagree With		Questions I Asked
Agree		
Disagree		
New Ideas I Had During Discussion		Questions I Answered

Read this draft introductory paragraph from a student argumentative essay and answer the questions below.

Promoting Recycled Paper Products

(1) In supermarkets, consumers often have the option of purchasing paper goods such as napkins and plates made from recycled paper. (2) Too many people do not embrace this option. (3) Instead, they purchase goods made from non-recycled paper. (4) Using products made from paper recovered from homes and offices is a smart consumer practice. (5) If more people bought such products, it would further protect the environment. (6) I strongly recommend that supermarkets and other stores stock only paper products made from recycled paper.

- Which sentence states the writer's claim?
 - sentence 1
 - sentence 2
 - sentence 5
 - sentence 6
- Which should be in sentence 1?
 - a dash, to set off information
 - two commas, to set off information
 - an ellipsis, to indicate a pause
 - a comma, to indicate a pause
- Based on this introduction, which evidence would best fit in this essay?
 - facts about making products from recovered paper
 - personal profile of an owner of a paper manufacturing company
 - testimonial by a shopper in a well-known supermarket
 - information about recycled metal
- Which of the following sentences would NOT contribute to a formal style?
 - The environmental cost of not using recycled goods could be devastating.
 - It's super important that people quit messing with the environment.
 - An astonishing variety of products can be manufactured from recycled paper.
 - Those who question recycling statistics should consult a government Web site.
- Which word or phrase could go before sentence 6 to tie it to the previous ideas?
 - Instead,
 - Therefore,
 - By the way,
 - For instance,
- Which sentence includes a verb in the conditional mood?
 - sentence 1
 - sentence 2
 - sentence 5
 - sentence 6

UNIT 10 COMMON CORE REVIEW

W.8.2.a–e, W.8.4, W.8.5, W.8.6, W.8.7,
W.8.8, W.8.9, W.8.10, L.8.2.c, L.8.3.a

Read these next two paragraphs from the student essay and answer the questions below.

(1) Using recycled paper helps protect trees. (2) According to the Environmental Protection Agency, at least 37 percent of all paper goods are made of recycled paper. (3) The other 63 percent still comes from trees, plants, or wood scraps. (4) By stocking only recycled paper goods, stores could reduce the amount made from trees. (5) If every home in the United States replaced just one roll of regular paper towels with a recycled roll, it would save over half a million trees!

(6) Some will argue that asking stores to stock only recycled paper products limits shoppers' options. (7) But there is a variety of goods made from recycled paper, and there is no difference in quality between recycled and non-recycled paper. (8) Also, in my judgement, it is outrageous to put consumers' preferences above the protection of the environment.

7. How does citing the Environmental Protection Agency support the writer's position?

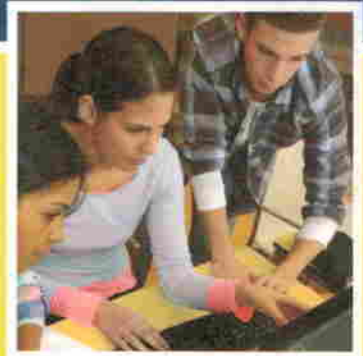
8. Write the numbers of the sentences written in the conditional mood. _____
9. Which words in sentence 8 are spelled incorrectly? How should they be spelled?

10. Write a brief call to action that could appear at the end of this argumentative essay.

Assignment: On a separate sheet of paper, provide a final draft of the argumentative essay you began on page 253. Use what you have learned about conditional and subjunctive moods, using punctuation for pauses or breaks, and spelling correctly. Think about how you and your classmates answered the Essential Question. Check your outline to be sure you included supporting reasons and evidence for your claim, using credible sources. Use precise words to connect your ideas. End with a conclusion that restates the claim presented in your essay.

Introducing UNIT 11

In this unit, you will examine how informational texts integrate knowledge and ideas. You'll consider how information is presented in different mediums—from print texts with images to Web sites that incorporate hyperlinks and videos—and evaluate the advantages and disadvantages of presenting information in each form. Next, you will consider the arguments made in informational texts, looking for sound reasoning and evaluating the strength of specific claims and their supporting evidence. Then you will read texts that approach the same topic from different perspectives, and you will identify any conflicting information or disagreement in those texts. You'll finish up with a reading selection that challenges you to integrate, or bring together, all of these skills.



This unit's texts unite around a common theme: important discoveries. As you complete your everyday actions and tasks, consider the technology you use. How were those technologies invented? How do they improve everyday life? Are there any drawbacks to using them, such as issues of health or safety? What ideas and inventions do you take for granted that are worth a closer look?

Before
Unit
11

Progress Check Can I?

After
Unit
11

- Evaluate the advantages and disadvantages of different mediums, both print and digital, in presenting information.
- Identify the main argument and specific claims in a text.
- Evaluate the soundness of reasoning and relevance of evidence in a text.
- Assess two or more texts on the same topic and identify where their claims or interpretations of the topic conflict.
- Understand the difference between a word's denotation and its possible connotations.



Your child will begin this unit by learning to **examine the characteristics of different mediums** in conveying information, from print texts to digital texts embedded with audio and visual support. Watch a TV news segment with your child. Discuss how the visual medium conveys information. Focus on the pros and cons of televised news over news presented digitally or in print.

Next, your child will **evaluate texts for arguments and claims as well as supporting evidence**. He or she will also learn to look out for unsound reasoning and irrelevant evidence. Help your child with this skill by working together to examine an argument in an article or political speech. Discuss whether the points made are well supported.

Finally, your child will learn how to **assess information on the same topic from two or more sources** and see how different sources present sometimes conflicting views. Help your child identify the variety of viewpoints on a subject of interest and determine which views are best supported and seem most valid.



Activity: Hold a “debate session” with your child.

Let your child choose an issue and a specific side, pro or con, to support; you will support the opposite side. Each of you should prepare a claim and provide support and evidence in relation to it, trying to convince the other to agree with your point of view. During the debate, remember to test the validity of each other’s claims.

IN THIS UNIT, YOUR CHILD WILL...

- Read four informational selections, including a Web article, a persuasive speech, an op-ed piece, and a science magazine article.
- Learn new academic and domain-specific vocabulary.
- Analyze the pros and cons of information presented in a digital media format.
- Assess the relevance and strength of a text’s reasoning and evidence.
- Evaluate conflicting evidence across texts.
- Distinguish the basic meaning of a word and identify its positive or negative shades of meaning.
- Compare and contrast ideas on the theme of important discoveries across four selections.

NOTE: All of these learning goals for your child are based on the Grade 8 Common Core State Standards for English Language Arts.

WAYS TO HELP YOUR CHILD

Help your child practice assessing evidence and reasoning by building support for a claim together. Identify a subject that interests your child and help him or her write an opinion-based claim about it. Then work together to generate a list of facts, reasons, and other evidence that could support that claim in an argument or essay.

ONLINE

For more Home Connect activities, continue online at sadlierconnect.com

Reading Informational Text: Integration of Knowledge and Ideas

UNIT 11

Essential Question:

How can readers analyze texts written by different authors in different mediums?

Evaluating Different Mediums	264
Evaluating Evidence and Reasoning	272
Analyzing Conflicting Information	280
Close Reading	288
Connect Across Texts	294
Language: Connotation and Denotation	295
Common Core Review	296

Guided Instruction

RI.8.7, RST.8.7

WORDS TO KNOW

deteriorate

expiration

fermentation

medium

pasteurized

preservation

regulated

You can evaluate the advantages and disadvantages of using a particular medium to present information by considering the relative limitations and strengths of each medium, from print and video to digital text and audio.

CITE EVIDENCE

A Consider the **advantages and disadvantages of a medium** in order to evaluate its content. Text in any format can present information in depth and express complex, connected ideas. Underline the sentences that describe a process that occurs in a food that is not preserved.

B Box the sentence that explains why eating meat that has been sitting too long at an unsafe temperature is dangerous. Identify how the article goes on to provide further information on this topic. What advantage of online digital text does this feature show?

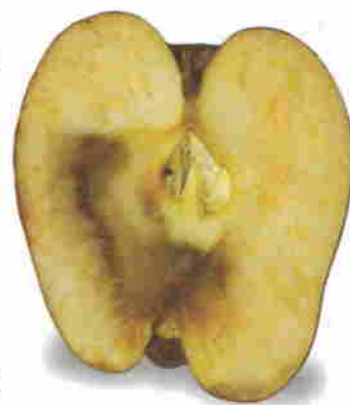
Types of Food Preservation: Pasteurization

(Genre: Web Article)

- Suppose you are shopping for milk at the grocery store. Chances are that you will buy milk that has been **pasteurized**. In fact, you would have to go out of your way to find milk that is *not* pasteurized. In some states, you'd even find that it's illegal to sell unpasteurized milk. What is pasteurization, and why has it become such a widespread method of food **preservation** in this country? And why would milk that is *not* pasteurized be illegal?

The Basics of Food Preservation

- Let's start by thinking about why food must be preserved in the first place. If you have ever left apple slices out on a cutting board overnight, or forgotten to put leftover spaghetti and meatballs in the refrigerator, or started to drink from a carton of milk that is two weeks past its **expiration** date, then you have an idea of what can happen to food when it is not properly stored.
- What happens to unpreserved food? Apple slices turn brown and eventually begin to shrivel up, losing their juiciness, their fresh bite, and their flavor. That's because oxygen in the air has interacted with enzymes in the fruit, causing the fruit to spoil. If you ate the browned apple slice, it would not taste good (but it probably would not make you sick). The spaghetti-and-meatball dinner, on the other hand, contains meat. Meat must be kept at 40 degrees Fahrenheit (40°F) or even lower before it is cooked. Cooked meat, if not refrigerated, should not stay less than 140°F for more than a few hours or it will start to spoil. Why?
- Microorganisms quickly start to grow in temperatures above 40°F and below 140°F, and bacteria find meat an ideal growth **medium**. The various kinds of bacteria that can grow on poorly cooked meat, or on meat that has been sitting around too long in temperatures above 40°F, can make you mildly to seriously ill if you eat the spoiled food. Click [here](#) for a downloadable chart showing the ranges for food temperature safety.



INTEGRATION OF KNOWLEDGE AND IDEAS

RI.8.7, RST.8.7, RST.8.9

Guided Instruction



CITE EVIDENCE

C Online magazines may use hyperlinks to enable readers to navigate directly to specific information. Double underline the information on this page that would help you skip past material on other types of food preservation to get directly to more information on pasteurization on this Web site.

D Consider other mediums' advantages and disadvantages in terms of how they might present information. Circle the paragraph on this page that presents part of its information in a video format. What might this video teach that would be more difficult to convey through text alone?

E Scientific texts will often present information in two ways: 1) in the body of the text; 2) in a visual aid, such as a graph or chart. Put an asterisk next to the paragraph that embeds a visual aid that can be downloaded. What is the advantage of presenting the information in this way?

- 5 What about milk that is past its expiration date? Milk does not have a very long "shelf life," or time period during which it's safe to consume. Although properly stored pasteurized milk is safe to drink up to five days past its expiration date, it's recommended that milk be used as soon as possible after its container is opened. That's because the quality of its taste can be affected. Milk, like meat, is a perfect medium for bacteria. Bacteria that occur naturally in milk feed off the lactose, or sugar, in the milk and create a by-product called lactic acid. It's the lactic acid that turns milk sour, curdles it, and quickly makes it undrinkable. This outcome can occur even if the milk has been through the pasteurization process—a process **regulated** by the government to make sure your milk is safe to consume. (Click [here](#) to jump ahead to "The Pasteurization Process" in this article.)

Food Preservation: Types and Varieties

- 6 Over time, people developed different methods for preserving their food. By using tried-and-true preservation methods, food spoilage and possible foodborne illnesses are kept to a minimum. Dairy products and other proteins, such as meat and fish, must be kept cold through refrigeration. Fruits and vegetables must be kept cool or cold until they are eaten, and if they won't be eaten before they start to **deteriorate**, they must be preserved for future use in some way: freeze-dried, canned, frozen, pickled, or made into jams or jellies. You can get a better idea of what is involved in these various methods of food preservation by clicking [here](#) for a video demonstration.
- 7 Many other preservation methods exist for various types of foods: drying, vacuum-freezing, **fermentation**, or salting. Some preservation methods, such as canning, can keep some kinds of food edible for years. That is why many canned goods do not even have a printed expiration date. However, on most packaged foods there is usually a "best by" date warning the consumer when the food will start to lose its quality or flavor, or even become inedible or unsafe to consume. If you want to know how long it's safe to store various goods in your home, click [here](#) to download a handy chart showing food storage guidelines.

Comprehension Check

Based on the article so far, identify some benefits of presenting information about pasteurization in a Web article.

EVALUATING DIFFERENT MEDIUMS

Guided Instruction

RI.8.7, RST.8.9

WORDS TO KNOW

beneficial
derived
manipulate
microbe
pathogen
sanitation

CITE EVIDENCE

A A great deal of information can be presented in a printed text; a reader can change his or her reading rate to get through the information faster or more slowly. An audio or video presentation, however, will take a certain amount of time to listen to or view. Place an asterisk next to the paragraph that contains a link to audiovisual information on Pasteur. Why does the Web article give you the option of watching the film?

B Online text can offer readers ways to go beyond the text to additional information or other features. Box each hyperlinked term on this page. Why are these terms hyperlinked? What kind of information would they be likely to lead you to?

Types of Food Preservation: Pasteurization *continued*

- 8 Let's go back to the case of milk. Most dairy products pose particular preservation and food safety problems because it is especially easy for them to spoil due to their naturally occurring yeast, molds, and bacteria.

Louis Pasteur and His Discovery

- 9 Until the invention of pasteurization techniques, people had no means to prevent milk and dairy products **derived** from milk from quickly spoiling.
- 10 Compared to other methods of food preparation, pasteurization is a relatively "recent" development. In the nineteenth century, a French chemist and microbiologist named Louis Pasteur (1822–1895) made discoveries that forever altered the fields of food preparation, medicine, and disease prevention. Considering how much Pasteur's various discoveries contributed to improving people's health and safety, it is difficult to single out one of his discoveries as the one that had the biggest effect. His contributions to germ theory—the idea that germs are the cause of disease—led to his discovery of the concept of vaccinations: injecting people with small amounts of a weakened virus in order to give them immunity to the living virus. He used this discovery to create vaccines for rabies and anthrax. Without Pasteur's work, many potentially fatal diseases would have had much more serious consequences for the world's population. If you'd like to learn more about Pasteur's contributions to medicine, click [here](#) for the 30-minute documentary film "Pasteur and Germ Theory."



The Pasteurization Process

- 11 Pasteur was keenly interested in the process of fermentation, or the chemical change of sugars to alcohol caused by **beneficial** microorganisms such as yeast. In fact, Pasteur's interest in [fermentation](#) is what led him to experiment with preserving food and drink. He started with alcoholic drinks, such as wine. He figured out that his achievements with heating wine to kill harmful bacteria could be applied to other types of food and drink preservation. Although Pasteur himself did not apply pasteurization principles to milk—that was the achievement of chemist [Franz von Soxhlet](#) in 1886—he paved the way for that innovation, which is why the process was named after him.

- 12 There are several different methods of pasteurization, but what is common to all of them is a carefully timed exposure to high (but not boiling) heat. To put milk through the process of pasteurization, people must **manipulate** the temperature of the liquid in very specific, exact ways, starting off by heating the milk to a particular temperature for a specific amount of time, then cooling it quickly. The increase and decrease of the milk's temperature is scientifically calculated to the exact minute. Specific information about the time, temperature, and other factors of the pasteurization process can be found on the Web site of the [International Dairy Foods Association](#).
- 13 The United States Department of Agriculture (USDA), Food and Drug Administration (FDA), and other government organizations emphasize that professionals should handle the pasteurization process. The receptacles and containers through which the milk passes must be sterilized and clean, and people must follow sanitary practices and make sure that the cows themselves are disease-free. **Sanitation** is necessary, in fact, throughout the entire pasteurization process. To see exactly how important it is, watch a video of the entire milk pasteurization process [here](#).

The Effects of Not Pasteurizing Milk

- 14 Pasteurization has a significant impact on how long milk may safely last. It changes how safe the milk is and how long it remains safe. Now consider what happens to a gallon of milk that does *not* undergo the pasteurization process.
- 15 What does "safe" milk mean? Raw or unpasteurized milk is full of microorganisms: bacteria, yeast, molds, and even disease-causing **microbes**. Among the harmful bacteria that can be found in raw milk are *E. coli* and *salmonella*. Over the centuries, milk has even been responsible for disease outbreaks, including epidemics of tuberculosis and diphtheria. Pasteurization successfully destroys such **pathogens**. Without the pasteurization process, harmful microbes would stay alive in the milk you drink. That's why pasteurized milk is considered "safe" milk.

CITE EVIDENCE

C Print and online media have many things in common, but online media has one obvious advantage: its hyperlinks can rapidly connect readers to additional information, important sources, and multimedia resources. Underline the sentences on this page in which hyperlinks appear. How would this information be conveyed in a print source?

D Different media convey information through different methods. Circle the paragraph that describes the need for sanitary practices in the pasteurization process. How is a multimedia resource incorporated here? What are the advantages of this approach, versus a print-only approach?



Comprehension Check

How do the benefits and limitations of a Web article affect your comprehension of the text? Cite details from the passage.

EVALUATING DIFFERENT MEDIUMS

Guided Practice

RI.8.7, RST.8.9

WORDS TO KNOW

customary

devotee

hygiene

nutrient

probiotic



CITE EVIDENCE

A Working with a partner, underline the sentences that describe the beliefs of the members of the Slow Food USA movement. Why is the name of the organization hyperlinked? Where will the link take you if you click it?

B Double underline the sentences describing claims made about the benefits of raw-milk cheeses. What features of the digital online medium could the author have used to present this information even more effectively?

Types of Food Preservation: Pasteurization *continued*

- 16 Why is milk in particular so “dangerous”? First of all, cows themselves may carry diseases. Their udders and surrounding skin may be full of microbes, and the equipment used to milk them may not be completely sanitary. The people who handle the milk may not practice safe **hygiene**. There are many ways for milk to become exposed to a variety of harmful pathogens. That is why the USDA and other agencies recommend pasteurization, and it is also why it is illegal to sell packaged unpasteurized milk across state lines.

The Raw Milk Movement

- 17 There are some people, however, who think that pasteurization is not always a good thing, and who want the opportunity to purchase and consume raw milk and raw-milk products. Some states already allow retail or farm-to-consumer sales of raw milk, though other states outlaw it. (Click [here](#) for a map showing attitudes and legal stances toward the sale of raw milk and raw-milk products in all 50 states.) In recent years, some scientists, doctors, and popular figures in the world of health and nutrition have developed a renewed interest in the health properties of raw milk. They argue that the heat of pasteurization removes helpful, or **probiotic**, organisms (such as the ones that occur in yogurt) as well as essential **nutrients**, and that raw-milk products are nutritionally better for people. For example, Dr. Joseph Mercola and members of the [Slow Food USA](#) movement have come forward to suggest that non-pasteurized foods, such as raw milk cheeses, may in some cases have enormous health benefits for the human body.
- 18 Indeed, members of the Slow Food USA movement have focused their efforts on what they see as the healthful and delicious qualities of raw-milk cheeses. And they are not alone in their quest to bring back to the table certain types of raw-milk cheeses. In parts of the United States and Europe, many food **devotees** (you have probably heard them called “foodies”) have resisted the process of pasteurization. They point to the fact that not all microorganisms are the same, and that many of the naturally occurring bacteria in milk and milk products actually result in beneficial changes to dairy products. They claim that pasteurization takes away the complex flavors and aromas of excellent handcrafted cheeses. They argue that pasteurization is unnecessary anyway, since the **customary** processes involved

in crafting and aging raw-milk cheeses make them perfectly safe to eat. Raw-milk cheese lovers are especially concerned about soft varieties of classic French cheeses such as Brie, Camembert, Sainte-Maure de Touraine, and Reblochon, and Italian cheeses like Pecorino di Farindola.

Comprehension Check

1. In referring to the processes involved in crafting raw-milk cheeses, this article
 - a. does not use a Web article's ability to present audiovisual support.
 - b. takes full advantage of a Web article's ability to present audiovisual support.
 - c. prepares readers to see videos relating to the topic.
 - d. hopes to convince readers to purchase raw-milk cheeses.
2. This online article's main advantage over a print magazine article is
 - a. its use of photographs to show some of the things discussed in the text.
 - b. its verbal descriptions of various processes.
 - c. its use of internal and external hyperlinks.
 - d. its use of strong supporting evidence.
3. So far, the article has used visual aids to support all of the following EXCEPT
 - a. the pasteurization process.
 - b. background on Pasteur's other accomplishments.
 - c. methods for preserving fruits and vegetables.
 - d. methods for crafting raw milk cheeses.
4. Which of the following would be most similar to this article in terms of its advantages and disadvantages in presenting information on pasteurization?
 - a. a video about pasteurization with an accompanying print guide
 - b. a class lecture about pasteurization
 - c. a print encyclopedia article on pasteurization
 - d. an audiobook about pasteurization
5. Explain how the author takes advantage of the Web article genre, a digital medium, to present information on the topic of pasteurization.

EVALUATING DIFFERENT MEDIUMS

Independent Practice

RI.8.7, RST.8.7

WORDS TO KNOW

advocate

authentic

dilemma

enthusiast

immune system

pondering

CITE EVIDENCE

A Circle the paragraph that presents the opposing claim to claims about the benefits of raw milk. Where will the hyperlink in this paragraph take you? What is the purpose of the hyperlink?

B Box the link that references other views on the subject of pasteurization. What kind of medium is this link going to take the reader to? How else might an author present this information?

Types of Food Preservation: Pasteurization *continued*

19 The FDA regulations that govern the production of milk, cheese, and other dairy products in the United States are very strict. Yet often even stricter regulations have been put in place to guarantee the quality of European raw-milk cheeses. In Europe such cheeses are carefully aged and tended according to recipes and procedures that have been proven over time. Cheese lovers who long for the complex flavors of European raw-milk cheeses are highly motivated to fight against pasteurization regulations in the United States, since these rules make it difficult for small cheese producers to create unpasteurized cheeses equal in quality to those readily available in Europe.

Government Responses to the Raw Milk Movement

20 The FDA strongly disagrees with the claim that unpasteurized, or raw, milk may be better than pasteurized milk. In fact the FDA provides information to demonstrate that raw milk can threaten the health of children and adults, especially those with weakened **immune systems**. The FDA claims that raw milk is dangerous in comparison to pasteurized milk and can have serious consequences. To support this warning, the FDA relies upon research conducted by the [Centers for Disease Control \(CDC\)](#). The CDC also **advocates** against eating or drinking food that has raw milk in it.

21 People in other parts of the world share the views of the FDA and the CDC. For example, in Ontario, Canada, it is illegal to produce and sell non-pasteurized milk. (Read more about [Canadian attitudes toward raw milk](#).)

22 What all this means is that the pasteurization process sets up an interesting **dilemma** for people who are both highly interested in eating **authentic** gourmet food and in preserving their own health. Should raw milk be permitted in certain circumstances, as raw-milk cheese **enthusiasts** say? Or should the findings of a scientist like Pasteur be relied upon, as the FDA says? These questions are complex ones. For some people there are no easy answers. For others who are **pondering** the raw milk and cheese question, the final word of the FDA is all they need to hear.



Merci, Pasteur!

23 Consider the impact that Louis Pasteur and the process of pasteurization has had on your everyday life. Most likely, pasteurization affects you, your taste buds, and your health every time you eat a grilled cheese sandwich, drink a cup of hot chocolate, or pour a tall glass of cold milk. Every time you taste one of these treats, you benefit from discoveries made over one hundred and fifty years ago, and from decades of research conducted to keep you safe.

Comprehension Check

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- | | |
|---|---|
| <p>1. This online article has advantages over a print version because it includes</p> <ul style="list-style-type: none"> a. references to sources. b. hyperlinks. c. references to other Web sites. d. visuals. <p>2. This online text offers all of the following benefits particular to its medium EXCEPT</p> <ul style="list-style-type: none"> a. video links. b. hyperlinks. c. audio-only content. d. visual aids. <p>5. Explain which medium (Web site article, print, video) you would choose to present the information discussed in this article. Include references to that medium's advantages and disadvantages.</p> | <p>3. The last two pages of the article include support from</p> <ul style="list-style-type: none"> a. downloadable charts. b. video clips. c. hyperlinks. d. audio sources. <p>4. This Web article could be strengthened by the inclusion of all of the following EXCEPT</p> <ul style="list-style-type: none"> a. a video of the process for making raw-milk cheeses. b. a hyperlink to a veterinary clinic that specializes in cows and other livestock. c. a chart showing statistics for foodborne diseases that come from dairy products. d. interviews with FDA experts about the need for pasteurization. |
|---|---|

Guided Instruction

RI.8.8, RST.8.8

WORDS TO KNOW

catastrophic

comprehensive

implicate

ingenuity

innovation

prosperous

tumultuous

By evaluating the evidence and reasoning used in a persuasive text, you can determine whether an author has adequately supported his or her argument and claims.

CITE EVIDENCE

A In a persuasive speech, the speaker may begin with a story or refer to events and situations that the audience knows about. Circle and identify the references President Obama cites in the opening of his speech. Why does he cite these examples?

B A **claim** is a position an author or speaker takes on an issue. To identify claims, analyze the logic of the language. Look for strong declarative statements with first-person pronouns (*we, I*) and verbs preceded by *should, can, cannot, and must*. Put an asterisk by the paragraph that presents the President's central claim.

Remarks by the President on America's Energy Security

by Barack Obama (abridged)

(Genre: Speech)

This speech by President Barack Obama was delivered at Georgetown University in Washington, D.C., on March 30, 2011.

- 1 ... We meet here at a **tumultuous** time for the world. In a matter of months, we've seen regimes toppled. We've seen democracy take root in North Africa and in the Middle East. We've witnessed a terrible earthquake, a **catastrophic** tsunami, a nuclear emergency that has battered one of our strongest allies and closest friends in the world's third-largest economy. . . .
- 2 And as Americans, we're heartbroken by the lives that have been lost as a result of these events. We're deeply moved by the thirst for freedom in so many nations, and we're moved by the strength and the perseverance of the Japanese people. And it's natural, I think, to feel anxious about what all of this means for us.
- 3 And one big area of concern has been the cost and security of our energy. Obviously, the situation in the Middle East **implicates** our energy security. The situation in Japan leads us to ask questions about our energy sources. . . .
- 4 The United States of America cannot afford to bet our long-term prosperity, our long-term security on a resource that will eventually run out, and even before it runs out will get more and more expensive to extract from the ground. We can't afford it when the costs to our economy, our country, and our planet are so high. Not when your generation needs us to get this right. It's time to do what we can to secure our energy future.
- 5 And today, I want to announce a new goal, one that is reasonable, one that is achievable, and one that is necessary.
- 6 When I was elected to this office, America imported 11 million barrels of oil a day. By a little more than a decade from now, we will have cut that by one-third. That is something that we can achieve. . . .

INTEGRATION OF KNOWLEDGE AND IDEAS

RI.8.8, RST.8.8

Guided Instruction



- 7 ... [O]ur best opportunities to enhance our energy security can be found in our own backyard—because we boast one critical, renewable resource that the rest of the world can't match: American ingenuity. American **ingenuity**, American know-how.
- 8 To make ourselves more secure, to control our energy future, we're going to have to harness all of that ingenuity. It's a task we won't be finished with by the end of my presidency, or even by the end of the next presidency. But if we continue the work that we've already begun over the last two years, we won't just spark new jobs, industries, and **innovations**—we will leave your generation and future generations with a country that is safer, that is healthier, and that's more **prosperous**.
- 9 So today, my administration is releasing a Blueprint for a Secure Energy Future that outlines a **comprehensive** national energy policy, one that we've been pursuing since the day I took office. And cutting our oil dependence by a third is part of that plan.
- 10 Here at Georgetown, I'd like to talk in broad strokes about how we can achieve these goals.
- 11 Now, meeting the goal of cutting our oil dependence depends largely on two things: first, finding and producing more oil at home; second, reducing our overall dependence on oil with cleaner alternative fuels and greater efficiency. ...
- 12 ... [T]he only way for America's energy supply to be truly secure is by permanently reducing our dependence on oil. We're going to have to find ways to boost our efficiency so we use less oil. We've got to discover and produce cleaner, renewable sources of energy that also produce less carbon pollution, which is threatening our climate. And we've got to do it quickly. ...

Comprehension Check

What is President Obama's claim in this text so far? Use textual details to explain how that claim is supported.

CITE EVIDENCE

C In persuasive speeches, speakers often make emotional appeals, using words that inspire the audience to think or act in a certain way. Underline words on this page that make strong emotional appeals. What is Obama trying to make his audience feel? Considering that his audience is mostly made up of college students, use your knowledge of logic, language, and culture to decide if he has chosen the right words to appeal to their concerns.

D To find the points that a speaker wishes to highlight, look for words such as *only*, *most important*, or *essential* that place emphasis on one idea. Put a box around the paragraph that presents the President's strongest statement of his claim. What is he advocating as the best solution to the problem? Is he using facts, judgment, or speculation?

EVALUATING EVIDENCE AND REASONING

Guided Instruction

RI.8.8, RST.8.8

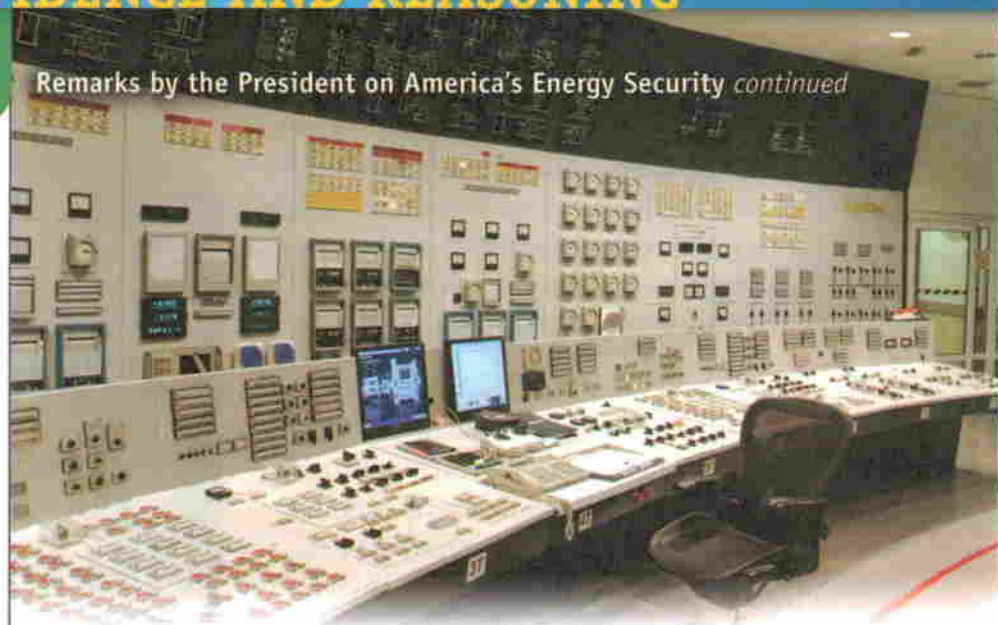
WORDS TO KNOW

capacity
incentive
incorporate
regulatory
sector
substantially

CITE EVIDENCE

A Specific data in the form of numbers or percentages are usually considered solid **evidence in an argument**. On this page, underline quantitative (numerical) support that the President provides. Is this support persuasive? What source would have information to verify the data he presents?

B An effective persuasive speaker acknowledges parts of an argument that many audience members are likely to disagree with. He or she may acknowledge the controversy and offer a possible solution. Put asterisks next to the paragraphs where Obama talks about a controversial energy source. What does he admit about this energy source? What reassurances does he offer his audience? Explain whether his reassurances are effective.



- 13 ... Today, about two-fifths of our electricity comes from clean energy sources. But we can do better than that. I think that with the right **incentives** in place, we can double our use of clean energy. And that's why, in my State of the Union address back in January, I called for a new Clean Energy Standard for America: By 2035, 80 percent of our electricity needs to come from a wide range of clean energy sources—renewables like wind and solar, efficient natural gas. And, yes, we're going to have to examine how do we make clean coal and nuclear power work.
- 14 Now, in light of the ongoing events in Japan, I want to just take a minute to talk about nuclear power. Right now, America gets about one-fifth of our electricity from nuclear energy. And it's important to recognize that nuclear energy doesn't emit carbon dioxide in the atmosphere. So those of us who are concerned about climate change, we've got to recognize that nuclear power, if it's safe, can make a significant contribution to the climate change question.
- 15 And I'm determined to ensure that it's safe. So in light of what's happened in Japan, I've requested a comprehensive safety review by the Nuclear **Regulatory** Commission to make sure that all of our existing nuclear energy facilities are safe. And we're going to **incorporate** those conclusions and lessons from Japan in [the] design and the building of the next generation of plants. But we can't simply take it off the table.
- 16 My administration is leading global discussions towards a new international framework in which all countries who are operating nuclear plants are making sure that they're not spreading dangerous nuclear materials and technology.

INTEGRATION OF KNOWLEDGE AND IDEAS

RI.8.8, RST.8.8

Guided Instruction

- 17 But more broadly, a clean energy standard can expand the scope of clean energy investments, because what it does is it gives cutting-edge companies the certainty that they need to invest. Essentially what it does is it says to companies, you know what, you will have a customer if you're producing clean energy. Utilities, they need to buy a certain amount of clean energy in their overall portfolio, and that means that innovators are willing to make those big capital investments.
- 18 And we've got to start now because—think about this—in the 1980s, America was home to more than 80 percent of the world's wind **capacity**, 90 percent of the world's solar capacity. We were the leaders in wind. We were the leaders in solar. We owned the clean energy economy in the '80s. Guess what. Today, China has the most wind capacity. Germany has the most solar capacity. Both invest more in clean energy than we do, even though we are a larger economy and a **substantially** larger user of energy. We've fallen behind on what is going to be the key to our future.
- 19 Other countries are now exporting technology we pioneered and they're going after the jobs that come with it because they know that the countries that lead the 21st century clean energy economy will be the countries that lead the 21st century global economy.
- 20 I want America to be that nation. I want America to win the future.
- 21 So a clean energy standard will help drive private investment in innovation. But I want to make this point: Government funding will still be critical. Over the past two years, the historic investments my administration has made in clean and renewable energy research and technology have helped private **sector** companies grow and hire hundreds of thousands of new workers. . . .

Comprehension Check

Find supporting details in the text that strengthen the President's claim. According to the President, upon what two things does a clean energy standard depend, and why?

CITE EVIDENCE

C Pay special attention to the parts of an argument that detail causes and effects, or problems and solutions, since they rely on **correct and relevant evidence**. Box the paragraph in which Obama details the effects of clean energy standards. State the cause-and-effect relationship in your own words. What kind of evidence could Obama provide to strengthen his point?

D Ask yourself whether a speaker's evidence directly relates to his or her central claim and whether the evidence is adequate and appropriate. Circle the paragraph that provides support for Obama's claim about America's ability to participate in clean energy production. Is the evidence relevant and sufficient?



EVALUATING EVIDENCE AND REASONING

Guided Practice

RI.8.8, RST.8.8

WORDS TO KNOW

mired

shortchanging

shuttered

terminate

CITE EVIDENCE

A Working with a partner, place an asterisk next to the paragraphs that explain what Obama identifies as the dangerous consequences of not funding clean energy. What effect is Obama trying to achieve by pointing out these consequences? Analyze whether this strengthens or weakens his claim.

B Underline the claim Obama makes in response to the problems you identified in Cite Evidence A. How does he show his determination to support clean energy? Is he using facts, judgments, or speculation?

Remarks by the President on America's Energy Security *continued*

- 22 ... I've toured factories that used to be **shuttered**, where they're now building advanced wind blades that are as long as 747s, and they're building the towers that support them. And I've seen the scientists that are searching for the next big breakthrough in energy. None of this would have happened without government support.
- 23 I understand we've got a tight fiscal situation, so it's fair to ask how do we pay for government's investment in energy. And as we debate our national priorities and our budget in Congress, we're going to have to make some tough choices. We're going to have to cut what we don't need to invest in what we do need.
- 24 Unfortunately, some folks want to cut critical investments in clean energy. They want to cut our research and development into new technologies. They're **shortchanging** the resources necessary even to promptly issue new permits for offshore drilling. These cuts would eliminate thousands of private sector jobs; it would **terminate** scientists and engineers; it would end fellowships for researchers, some who may be here at Georgetown, graduate students and other talent that we desperately need to get into this area in the 21st century. That doesn't make sense.
- 25 We're already paying a price for our inaction. Every time we fill up at the pump, every time we lose a job or a business to countries that are investing more than we do in clean energy, when it comes to our air, our water, and the climate change that threatens the planet that you will inherit—we're already paying a price. These are costs that we are already bearing. And if we do nothing, the price will only go up.



26 So at moments like these, sacrificing these investments in research and development, in supporting clean energy technologies, that would weaken our energy economy and make us more dependent on oil. That's not a game plan to win the future. That's a vision to keep us **mired** in the past. I will not accept that outcome for the United States of America. We are not going to do that.

Comprehension Check

- Which of the following best describes the focus of this speech?
 - funding energy research and progress
 - improving clean energy usage
 - decreasing oil dependency in the U.S.
 - ensuring the safety of nuclear energy
- In this section, the President makes assertive statements about all of the following EXCEPT
 - how the government will have to make difficult choices about what to invest in.
 - how the U.S. can learn from China's experiences with clean energy.
 - how his policies have increased American employment.
 - where he sees America in the years to come.
- Which of the following sample statistics would NOT be relevant support for the President's claims?
 - number of jobs created by clean energy programs
 - list of cost savings produced by wind energy
 - percentage of clean energy utilities companies need in their portfolios
 - number of people in other countries who drive large cars
- Which of the following claims is supported by specific, factual evidence in the speech?
 - private funding for clean energy
 - government funding for clean energy
 - America's former clean energy strength
 - America's current clean energy strength
- How does evaluating the support in this speech contribute to your analysis of President Obama's larger claim? Use text evidence to support your response.

EVALUATING EVIDENCE AND REASONING

Independent Practice

RI.8.8, RST.8.8

WORDS TO KNOW

cynical

skeptical

tempered

unbridled

unsettling

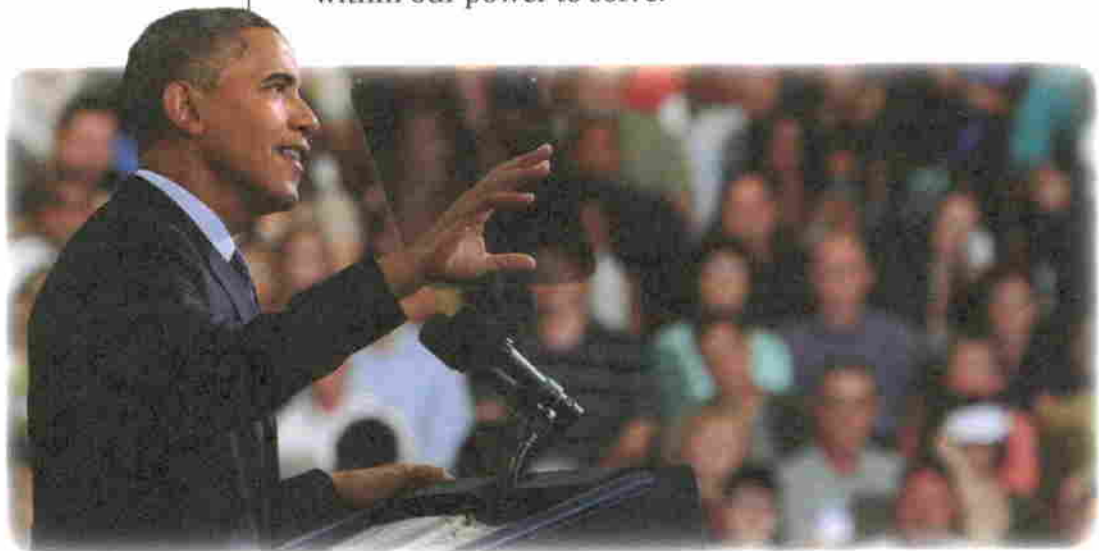
CITE EVIDENCE

A Circle the paragraph that presents a claim Obama makes about this generation's ability to respond to the clean energy problem. What evidence does he use to support his ideas about his audience?

B Underline the statement that implies the audience must solve the clean energy crisis. How does Obama get the audience involved with his final claim? How creative is Obama's argument?

Remarks by the President on America's Energy Security *continued*

- 27 Let me close by speaking directly to the students here—the next generation who are going to be writing the next great chapter in the American story. The issue of energy independence is one that America has been talking about since before your parents were your age, since before you were born. . . . Maybe some of you are feeling kind of **cynical** or **skeptical** about whether we're actually going to solve this problem. But everything I have seen and experienced with your generation convinces me otherwise.
- 28 I think that precisely because you are coming of age at a time of such rapid and sometimes **unsettling** change, born into a world with fewer walls, educated in an era of constant information, **tempered** by war and economic turmoil—because that's the world in which you're coming of age, I think you believe as deeply as any of our previous generations that America can change and it can change for the better.
- 29 We need that. We need you to dream big. We need you to summon that same spirit of **unbridled** optimism and that bold willingness to tackle tough challenges and see those challenges through that led previous generations to rise to greatness—to save a democracy, to touch the moon, to connect the world with our own science and our own imagination.
- 30 That's what America is capable of. That's what you have to push America to do, and it will be you that pushes it. That history of ours, of meeting challenges—that's your birthright. You understand that there's no problem out there that is not within our power to solve.



31 I don't want to leave this challenge for future presidents. I don't want to leave it for my children. I don't want to leave it for your children. So, yes, solving it will take time and it will take effort. It will require our brightest scientists, our most creative companies. It will require all of us—Democrats, Republicans, and everybody in between—to do our part. But with confidence in America and in ourselves and in one another, I know this is a challenge that we will solve. . . .

Comprehension Check

MORE ONLINE sadlierconnect.com

- Based on what you have read, which of the following BEST summarizes the President's attitude toward his listeners?
 - He thinks they are uninformed.
 - He thinks they are too cynical.
 - He thinks they hold the solutions.
 - He does not think they have big dreams.
- Which of the following text from the speech does NOT support the correct answer to question 1?
 - "cynical or skeptical"
 - "believe as deeply"
 - "your birthright"
 - "dream big"
- Obama concedes, or admits, that solving the clean energy challenge will require
 - solutions from future generations.
 - time and effort.
 - raising taxes.
 - people from previous generations.
- As part of his argument, Obama states that a solution to the clean energy problem is dependent on all of the following EXCEPT
 - financial support.
 - help from other nations.
 - scientific innovation.
 - bipartisan efforts.
- Why might it be especially important to understand President Obama's claims in this final section? Support your answer with textual details.

Guided Instruction

RI.8.9, RH.8.7, RH.8.8, RH.8.9

WORDS TO KNOW

authorized

disclaimer

hybrid

inclusion

inherent

tsunami

You will often encounter opposing viewpoints or positions on the same topic in different texts. You must learn to identify where texts differ in their facts and interpretations in order to **analyze conflicting information**.

CITE EVIDENCE

A Op-ed pieces are opinion essays in the editorial sections of newspapers and magazines. They are written by commentators who express various viewpoints, often in response to other texts or other authors. Put an asterisk next to the sentence that identifies the ideas to which the author of this op-ed is responding.

B Look at the visual aids included with a source to determine points the author may wish to emphasize or illustrate. Circle the paragraph that refers to accompanying images in this text.

Op-Ed: President's Clean Energy Plan Must Be Refocused

by Staff Writer

(Genre: Opinion Piece)

APRIL 11, 2011.

1 **Disclaimer:** *The author of this editorial is responding to President Obama's recent "Remarks on America's Energy Security," delivered on March 30, 2011. Opinions expressed here are those of the author and do not necessarily represent, nor are they **authorized** to represent, the opinions of this newspaper or its publication group.*

2 The horrific images of the savage **tsunami** that devastated Japan exactly one month ago today have already started to fade from people's minds, and we have also started to lose focus on the **inherent** danger of nuclear power stations. These topics are quickly disappearing from our national discussions and media forums; it is as if people think such enormous issues can be simply wiped away, like a smudge off a window. Yet we cannot forget. We must honor the losses of the Japanese and aid them in their recovery. We must remember the dangers that nuclear power poses if it is not safely contained, and we must find a way to change our habits. There is no other option: We must stop using nuclear power.

3 We have only to look at a few images of the devastation and desolation caused by the tsunami and its aftereffects to be reminded of the depth and severity of this disaster. We must not forget what our friends in Japan have endured as a result of this disaster, or what they—and we—may still endure as a result. How can anyone, after seeing photographs and watching video coverage, forget the terrible power of those tremendous waves? Man-made structures, no matter how well-engineered or heavily reinforced they are, cannot stand up to the sheer force of such events. Just when we get overly confident and think we have ultimate power over nature, it rises up to remind us that



INTEGRATION OF KNOWLEDGE AND IDEAS

RI.8.9, RH.8.7, RH.8.8

Guided Instruction

we are not the owners of this amazing planet, and we cannot control it. Earthquakes, volcanoes, tidal waves, hurricanes—all of these should remind us that nature is not controllable.

- 4 But we should also realize that the “natural” disaster that occurred in Japan last month is also an *unnatural* disaster. People built the Fukushima I Nuclear Power Plant in an area potentially subject to earthquakes and tsunamis. Any environmental harm that comes as a result of damage to the power plant is ultimately caused by human error—the error in this case being our overconfidence in our ability to construct facilities that can handle nuclear energy with 100% safety.
- 5 The tsunami has demolished the lives and livelihoods of so many people in Japan: it has taken their loved ones, their possessions, their homes, and their workplaces. This, too, we must remember, and in this, too, we must offer our support—moral, financial, or otherwise. And we must be clear: the consequences of this disaster are not limited to Japan. They may end up touching the lives of many more world citizens. At the very least, this tragedy should affect us in terms of how those of us who live outside Japan should think about handling and managing nuclear power sources.
- 6 The damage to the Fukushima I Nuclear Power Plant has already started to impact policy in the United States. Since the tsunami, President Obama and the U.S. government have focused attention on a **hybrid** clean energy program that still makes use of the power of nuclear energy.

This plan has its strong points; it is aimed at lessening American reliance on foreign oil and reducing carbon dioxide emissions. But it has an enormous negative point that cannot be ignored: its **inclusion** of nuclear power in the clean energy portfolio.

Comprehension Check

How does this author’s opinion of nuclear power compare to the opinions of President Obama as described here and in the preceding selection?

CITE EVIDENCE

C Before comparing an author’s opinion to the claims of others, identify the opinion the author is presenting. Underline the sentences that present the author’s opinion about the disaster at the Fukushima I Nuclear Power Plant.

D In some cases, an author may make explicit comparisons between his or her own ideas and those expressed by other writers in other texts. Put an asterisk next to the paragraph that compares the author’s opinions with President Obama’s. With which of Obama’s points does the author agree? What point does he or she strongly disagree with? Why is it important for a reader to identify and understand the ideas the author is expressing in this paragraph?



ANALYZING CONFLICTING INFORMATION

Guided Instruction

RI.8.9, RH.8.8, RH.8.9

WORDS TO KNOW

countenance

emission

minimizing

platform

spearhead

underestimate

CITE EVIDENCE

A One author may comment on the “right and wrong” points of another author’s approach to a topic. You can use such comments, as well as your own judgment, to evaluate both sides of the issue in more detail. Circle the paragraph that presents this author’s commentary on what is correct and incorrect about Obama’s energy claims.

B Identify a topic or subject that two texts have in common, and then look for the opinions or suggested actions proposed by each author. Examine and compare each opinion to make a more informed decision about the topic. Underline the sentences on this page that present this author’s counterclaim about how to approach nuclear energy. How persuasive is this counterclaim?

Op Ed: President’s Clean Energy Plan Must Be Refocused *continued*



- 7 The President is right to identify the development of clean energy programs as one of the country’s highest priorities. But he needs to revise his **platform**. Perhaps he **underestimates** the urgency of the situation, or its nature. Whatever his reasons, he is wrong to include any reliance on nuclear power.
- 8 The United States should focus on truly clean energy: wind and solar power. That should be the bulk of this country’s energy use and development going forward. We should minimize our reliance on oil, as the President says. But instead of regulating nuclear energy, as he recommends, we should stop using it altogether. The benefits are not worth the immense risks.
- 9 Let us look at what the President says about nuclear energy being a necessary part of the United States’ energy resources. The President states that it is better to use nuclear power when we can in terms of **minimizing** our impact on climate change: “[I]t’s important to recognize that nuclear energy doesn’t emit carbon dioxide in the atmosphere. So those of us who are concerned about climate change, we’ve got to recognize that nuclear power, if it’s safe, can make a significant contribution to the climate change question.” The President also tells us that 20 percent of American energy usage—a significant amount—is based on nuclear energy. The biggest benefit of nuclear energy, though, it appears, is that it “doesn’t emit carbon dioxide.”
- 10 That all sounds pretty good. And it certainly is a good thing that 20 percent of American energy usage does not impact the climate in terms of carbon dioxide production. Yet the danger of carbon dioxide **emissions** starts to pale in comparison to the

INTEGRATION OF KNOWLEDGE AND IDEAS

RI.8.9, RH.8.8, RH.8.9

Guided Instruction

hazards presented by radioactive materials. We have seen in Chernobyl and now in Japan the horrific problems that can result from damage to a nuclear power plant. We can continue working to make oil usage less damaging to the environment; we can continue working to decrease our reliance on oil, as the President stresses. But what can we do to remove radioactivity from the air, in the ocean, and in our bodies should it be released from a nuclear power plant?

- 11 Nothing.
- 12 Let's step back and look again at this remark in the President's speech: "... [W]e've got to recognize that nuclear power, if it's safe, can make a significant contribution to the climate change question." Look at these words: *if it's safe*. We should have learned by now that nothing "nuclear" is ever safe. It's not a matter of how well-regulated nuclear energy is, nor how well-engineered and protected the nuclear facilities are. Japan has shown us that. The negative possibilities and consequences of misuse or missteps in relation to nuclear power are far too severe. We cannot **countenance** the use of nuclear power, no matter how safe or regulated the government claims our nuclear power supplies are. We must find our energy solutions elsewhere.
- 13 The President states that he will **spearhead** a government revamping to ensure that what happened to Japan's nuclear power plant will never happen in the United States. He explains that eliminating potential danger from U.S. nuclear energy sources is extremely important: "I've requested a comprehensive safety review by the Nuclear Regulatory Commission to make sure that all of our existing nuclear energy facilities are safe." That is all very well, for now, but the nuclear energy damage has already been done. Future regulations cannot clean up past mistakes.

Comprehension Check

How does your analysis of the opinions expressed in the two selections help you to form your own opinion on nuclear energy? Explain how your opinion might change if you read only one author's opinion.

CITE EVIDENCE

C Two texts may disagree in matters of fact or interpretation. Look for evidence that is presented to support similar points so that you can analyze each author's interpretation of facts. Double underline the two sentences on page 282 that refer to energy usage percentages as described by President Obama. How is the author of this op-ed interpreting this information?

D If one author directly references the work or ideas of another, examine the statements carefully for bias and objectivity. Put an asterisk next to the paragraphs on these two pages that directly reference President Obama's language. Analyze whether the author of this op-ed gives Obama's opinions fair representation.



ANALYZING CONFLICTING INFORMATION

Guided Practice

RI.8.9, RH.8.8

WORDS TO KNOW

contingency

fundamental

groundwater

phenomenon

precaution

CITE EVIDENCE

A Circle the paragraph that introduces another example of problems with harnessing nuclear energy. Does the author cite facts, opinions, or logical judgments?

B Working with a partner, put an asterisk by each of the two paragraphs that identify the issues of government-regulated nuclear energy plants. Analyze how this information compares with the ideas proposed in President Obama's speech.

Op Ed: President's Clean Energy Plan Must Be Refocused *continued*

- 14 It would be one thing if the government could see into the future, identify every possible **contingency** that could lead to something going wrong at a nuclear power plant, and take steps now to prevent such mistakes from ever occurring. But no matter how much research people do or how many **precautions** the government takes, no one can fully anticipate the future.
- 15 During the nuclear energy plant disaster at Chernobyl in the Ukraine in 1986, people all around the world were given a wake-up call and a warning about the dangers of nuclear power: a reminder of how easy it is for that power, which may seem safe and regulated, to slip out of control. This was only twenty-five years ago. Suppose another nuclear power plant is damaged in twenty-five more years, and another is damaged twenty-five years after that. What will be the consequences to future generations of humans and animals on this planet?
- 16 Those of us in the United States might think, "Well, these nuclear power plant problems are terrible for the citizens of these other countries. But here in the U.S., the government is taking precautions to make sure those kinds of accidents don't happen on American soil." There are a few problems with this line of thinking.
- 17 First of all, what these historic events in Chernobyl and Japan have shown us is that accidents can happen, whether as a result of human error or a natural **phenomenon**. These accidents can expose unforeseen weaknesses in nuclear power plants and make previously "safe" locations completely unstable.



Chernobyl in the Ukraine



Fukushima I in Japan

- 18 Secondly, problems of radiation and nuclear waste are not limited to their immediate environments. Radiation gets into **groundwater**, lakes, rivers, and oceans. It contaminates life in the water, affecting the food web at a **fundamental** level. The consequences of radioactivity emerging from contained locations within factories and getting into the air, as in Chernobyl, or the water, as in the Japanese tsunami, have far-reaching effects on every living thing on the planet.

Comprehension Check

- The claims presented in this article and in President Obama's speech agree that Americans should do all of the following EXCEPT
 - employ wind energy.
 - increase solar energy.
 - minimize oil energy.
 - regulate nuclear energy.
- The op-ed author disagrees with Obama's opinion about nuclear energy because it
 - is exceptionally safe.
 - is potentially dangerous.
 - is substantially funded.
 - is perpetually popular.
- In which of the following ways is the op-ed author's support of his or her claim most different from the way President Obama supports his claim?
 - The op-ed author focuses on Japan.
 - The op-ed author looks beyond Japan.
 - The op-ed author looks broadly at clean energy.
 - The op-ed author focuses on government spending.
- This op-ed response to President Obama's speech is primarily supported by
 - opinions.
 - facts.
 - statistics.
 - quotations.
- How does familiarity with the topics of President Obama's speech referred to in this article help you to analyze the issue and this author's presentation of it?

ANALYZING CONFLICTING INFORMATION

Independent Practice

RI.8.9, RH.8.7, RH.8.8

WORDS TO KNOW

curtailed
evaporation
exclusively
substantial
vanguard

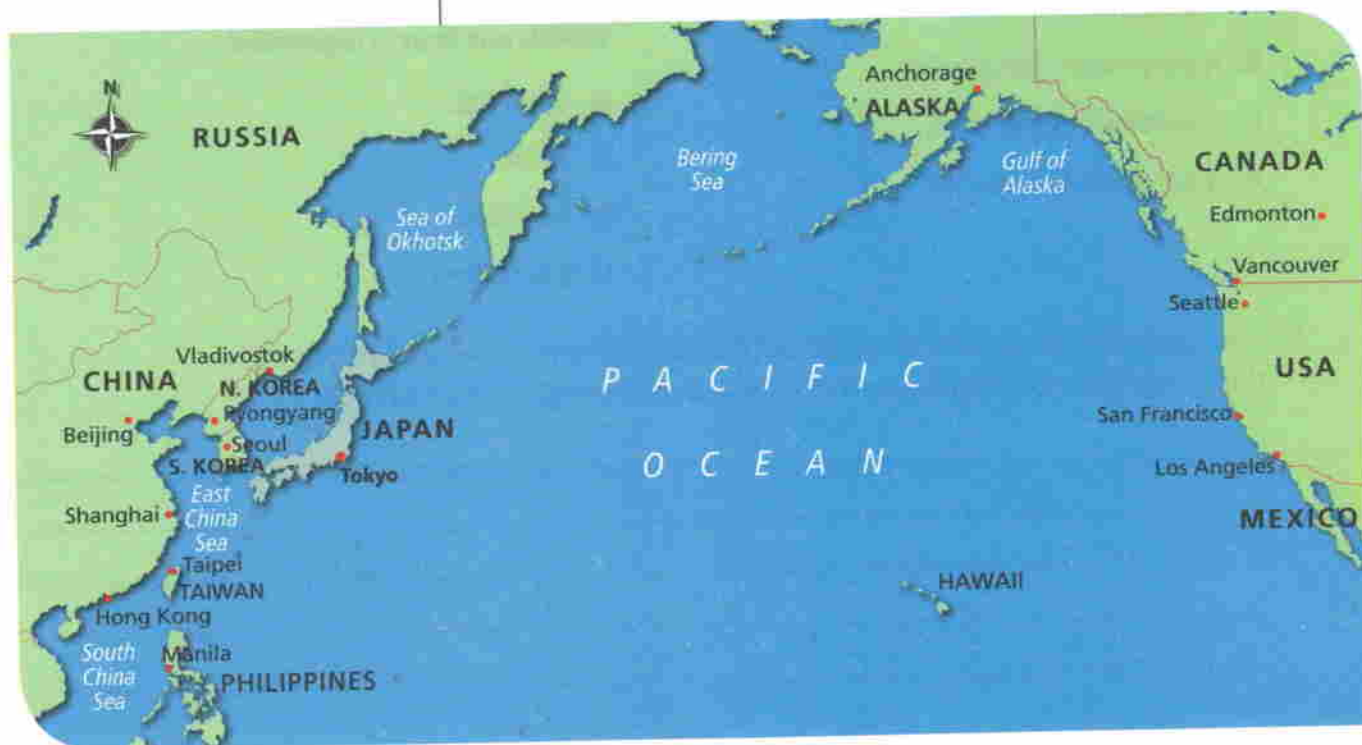
CITE EVIDENCE

A Put an asterisk by the paragraph in this section that uses a visual aid to underscore an important point about the dangers of nuclear power spills.

B Circle the paragraph that presents the author's final position on the issue of clean energy. How does his or her opinion differ from President Obama's?

Op Ed: President's Clean Energy Plan Must Be Refocused *continued*

- 19 Think of the methods by which water passes through the atmosphere: **evaporation**, condensation, precipitation. In each of these stages, the water molecules can move through the air, travel around the world, and end up in entirely different locations. As these molecules pass through the world's air and water, they leave behind traces of radioactivity.
- 20 Recall that Japan is an island nation, that its disaster originated in water, and that the temporary solution for its damaged nuclear power plant was to soak the damaged nuclear cores in water. What happens to that water, eventually? It goes back out to sea and travels east, crossing oceans and slowly making its way to North American territories: Hawaii, Alaska, and the West Coast.
- 21 Consult your world map; Japan may be an island, but it is not isolated. The radioactive materials released in the tsunami will not be **curtailed** by Japanese borders or remain in Japanese waters. Such international boundaries make no difference to the ocean itself. Thus, what happens in Japan will eventually affect other parts of the world; no country exists in a vacuum. Our energy use affects other countries, just as their energy use affects us.



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INTEGRATION OF KNOWLEDGE AND IDEAS

RI.8.9, RH.8.7, RH.8.8

Independent Practice

- 22 But change must begin at home, and since the President is calling for change in our approach to energy usage, we might as well make that change as positive, effective, and **substantial** as we can. As long as we are making changes to ensure that our energy use is responsible, safeguarded, and thoughtful, we should make those changes to their fullest extent.
- 23 We should move wholeheartedly into using lower-impact, environmentally safe sources of energy, such as wind and solar power. The government can and should fund and support this type of energy development and use **exclusively**, providing no place for nuclear energy. That way, our country can be in the **vanguard** of responsible behavior for nations around the world, leading the way by example.

Comprehension Check

MORE ONLINE sadlierconnect.com

- This op-ed supports its claims using all of the following visual aids EXCEPT
 - photographs of Japan's tsunami.
 - photographs of Chernobyl.
 - a map of Japan to the West Coast.
 - a map of Chernobyl to the East Coast.
- Ultimately, the op-ed author and Obama agree about which of the following types of energy in the clean energy plan?
 - nuclear energy and oil
 - wind and solar power
 - solar power and oil
 - nuclear energy and wind power
- The author of this piece has doubts about all of the following EXCEPT
 - government regulation capability.
 - unpredictability of the natural world.
 - lack of a budget for wind/solar energy.
 - unforeseen future catastrophes.
- Which of the following BEST describes this author's opinion about Obama's energy plan?
 - It is totally wrong.
 - It is mostly wrong.
 - It is partly right.
 - It is totally right.
- Comparing this author's clean energy plan to President Obama's, explain which approach may be more realistic and which may be more idealistic.

Radio Waves: From Then to Now

(Genre: Web Article)

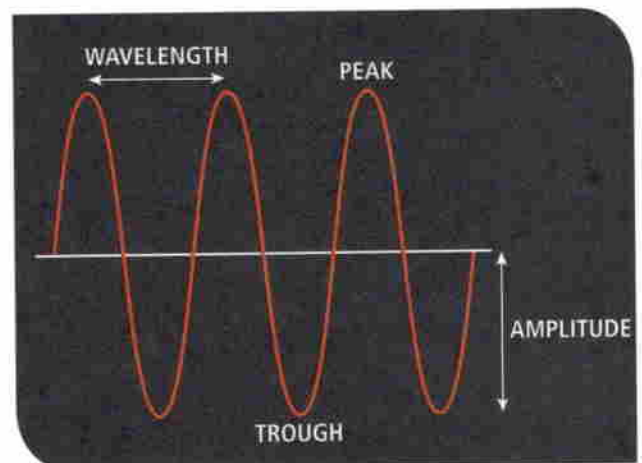
How Radio Waves Were Discovered

- 1 The term *radio waves* might seem a little quaint today, especially if it only brings to mind the idea of how sounds are transmitted from an AM or FM analog radio station. But radio waves continue to play an important, even essential, role in twenty-first century communications and other fields.
- 2 How did radio waves come to play such an important role in contemporary life, and, what's more, how did people come to know about radio waves at all? What we know of radio waves today is due basically to the work of two men who lived and worked during the nineteenth century: one was from Scotland and one was from Germany. The former, [James Clerk Maxwell](#), lived from 1831 to 1879; the latter, [Heinrich Hertz](#), lived from 1857 to 1894.
- 3 By 1873, Maxwell had laid the groundwork and theoretical ideas for the study of what we recognize today as radio waves. He developed a set of equations, or mathematical formulas, that were essential to the field of electromagnetism. His interests created the perfect setting for the discovery of radio waves, since these waves are part of the larger family of electromagnetic waves.
- 4 Between 1885 and 1888, Hertz conducted experiments that built on Maxwell's ideas. Hertz took a radical approach: He adopted an examination technique that other scientists used to study waves of light, but, in a stroke of genius, he started applying it to the

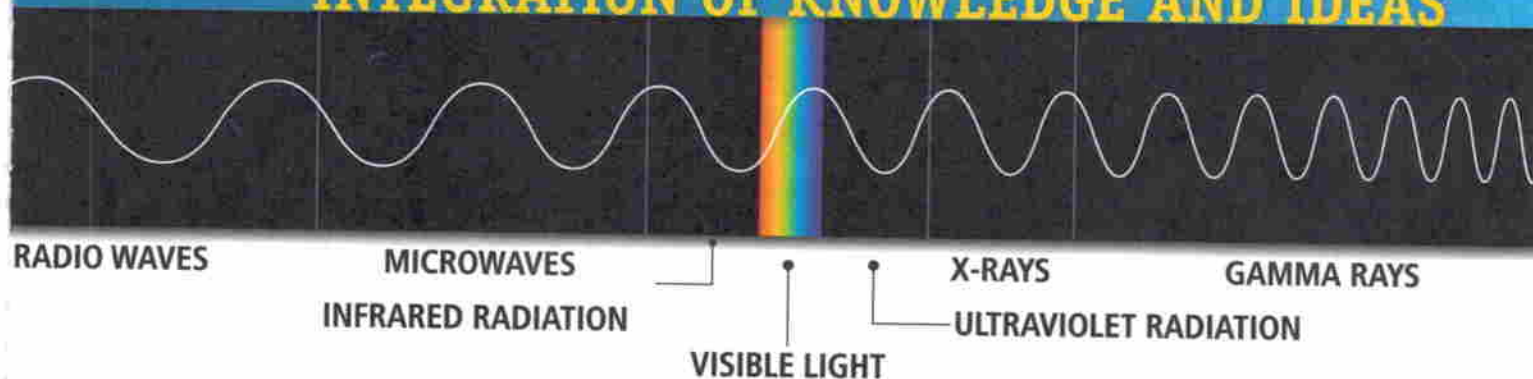
study of electromagnetic waves. Hertz extended Maxwell's ideas and figured out the existence, composition, and properties of a special type of electromagnetic wave, which is what we now know as the *radio wave*. Since 1889, other scientists and inventors have used Hertz's discovery to take full advantage of radio waves' unique properties and capabilities. (Read more about [scientists who made important discoveries in electromagnetism](#).)

Physical Properties of Radio Waves

- 5 Radio waves, like other electromagnetic waves, can be measured according to several criteria, and we'll just look at a few of the most important here. First of all, a wave is measured in terms of its *period* or *cycle*: the segment in which the wave rises, falls, and returns to its starting point.
- 6 Next, a wave's size and shape can be measured through its *wavelength*. To find the wavelength, measure the distance from the



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highest point in a wave—the crest—to the same point in the next wave. Click [here](#) to watch a video that demonstrates radio waves in action.

- 7 Finally, we can figure out how fast a wave moves by measuring its *frequency*. We can find the frequency by determining how many waves go by in a specific amount of time. Since we're discussing frequency, let's go back to Hertz for a moment; after all, his studies focused on the frequency of wavelengths. Most people measure radio-wave frequency by the length of one second, and this one-second period is referred to as a *Hertz*. Every time we see this measurement, we are reminded of the inventor who discovered these waves.

- 8 Radio waves lie on the electromagnetic spectrum, which includes the wavelengths of visible light: we know these as the rainbow colors of the spectrum that we can see. The spectrum also includes wavelengths that we cannot see but can measure. Radio waves are the longest wavelengths, with the lowest frequency; they occur at the "beginning" of the spectrum, and visible light is near the middle of the spectrum. The shortest wavelengths, with the highest frequencies—X-rays and gamma rays—are at the very "end" of the spectrum.

Real-Life Applications of Radio Waves

- 9 Since radio waves can move between sound and electromagnetic forms, they make up a fundamental part of many aspects of everyday life, from communications to the health industry. For instance, many of the delicate, important procedures that hospitals rely on use radio-wave technology: the MRI exam, for instance, depends on radio waves. Radio waves are also significant in the field of astronomy: astronomers can use radio waves to determine additional information about our world, the solar system, and beyond.
- 10 Finally, radio waves come in handy for all types of communication. Don't forget that radio waves convey music and information to huge audiences all around the world. Every time we talk on a cell phone or watch TV, we take advantage of radio waves. Last but not least, satellite technology, which bounces information from point to point all around the planet and even into outer space, does so through the use of radio waves. We probably could not do without any of these capabilities. These waves, and their part of the electromagnetic spectrum, are essential to our twenty-first century way of life.

Don't Touch That Dial

(Genre: Editorial)

1 Friends, as 1924 reaches its midpoint, there can be no denying that we live in a permissive age. Women's dresses and hairstyles have gotten shorter, the "flapper" has become fashionable, and the strains of jazz music fill our nightclubs. But there is one area in which we must be less permissive: in fact, in this area we cannot be too strict. And this area is that of the radio broadcast.



2 For almost two years now, the radio has been growing in popularity. It is easy to understand why, in 1922, a radio was installed in the White House. But soon almost twenty percent of American households will have a radio. Radios used to be for scientists, the military, and government officials only. People could not use radio broadcasts for personal purposes during wartime, for obvious reasons. Yet today, that is changing, and the change may not be for the nation's good. It has been only six years since World War I ended. We should not so soon forget our battles, or the losses that came with our victories. Radio technology could be used to save many lives in future battles. During times of war, radio can serve as an incredibly useful tool for communicating to those within its reach. Radio provides the government with an unparalleled tool for marshaling troops and readying civilians for whatever may come.

3 Today, however, more and more "amateurs" are trying their hands at radio transmittal. Some folks use their radio capabilities for frivolous purposes, and I believe they must be stopped. It might be tempting to fill the airwaves with the magical tunes of George Gershwin and Irving Berlin. Yet playing music is hardly a productive or realistic use of a complex technology that can support our society in essential ways.

4 One question we must address is that raised by the unknown capabilities of radio wave communication. How far does its reach extend? We now know that trans-Atlantic radio signals can be sent and received; can signals travel even farther, perhaps even to and from outer space itself? Scientists know that there are limits to how far we can transmit radio signals, since the Heaviside layer of gases around our planet prevents radio signals from leaving Earth. Yet what if radio-wave transmissions are being sent *to* us from another planet? Even now members of the Navy are being asked to listen for radio communications from the red planet Mars.

5 The possibility of receiving extraterrestrial communication (which, admittedly, may sound more like fiction than fact to some) must be an exception to the general rule of preserving the territory of radio reception and transmission for those who need it

INTEGRATION OF KNOWLEDGE AND IDEAS

most: members of our government and military, rather than average, everyday folks.

- 6 I implore you to consider the necessity of saving radio broadcasts for only important people and events. A radio should not be used for mere pleasure, and it should not be overused. The radio is not for fun or music; it is not for discussion or theater. It should be reserved for official broadcasts by our leaders, such as President Coolidge. Certainly, the radio may occasionally be used for educational purposes and public service programs, but never for mere entertainment.
- 7 Recall last December 6, when President Coolidge broadcast his "First Annual Message." As they did then, people should reserve their radios for such important transmissions. Suppose the President needed to reach all U.S. citizens suddenly, perhaps due to a national disaster?
- 8 It is imperative that the radio airwaves be open and free for our government's use. Remember, radio waves can provide the essential purpose of reaching many people rapidly. We have a responsibility to use radio waves for the greater good of the nation.

Comprehension Check

- 1A.** Which of the following concepts in the Web article is presented using an advantage of the digital text medium that is not available in a print medium?
- information about James Clerk Maxwell
 - information about the electromagnetic spectrum
 - information about the Hertz measurement
 - information about real-life applications of radio waves
- 1B.** Which of the following textual details supports the answer to Part A?
- the electromagnetic spectrum diagram
 - "Radio waves lie on the electromagnetic spectrum . . ."
 - " . . . a wave's size and shape can be measured through its *wavelength*."
 - "The former, [James Clerk Maxwell](#), lived from 1831 to 1879 . . ."
- 2A.** Which of the following is the central claim of "Don't Touch That Dial"?
- Radio broadcasts should be saved for official purposes only.
 - Radio broadcasts should be used for both official purposes and pleasure.
 - Radio broadcasts should occasionally be used for official purposes.
 - Radio broadcasts should be used for educational purposes only.
- 2B.** Which of the following textual details supports the answer to Part A?
- " . . . the radio may occasionally be used for educational purposes . . ."
 - "It might be tempting to fill the airwaves with . . . magical tunes . . ."
 - "It should be reserved for official broadcasts by our leaders . . ."
 - "A radio should not be used for mere pleasure . . ."

CLOSE READING

- 3A.** Which of the following BEST describes how the two selections differ in their treatment of the topic of radio waves?
- Selection 1 describes radio-wave properties; Selection 2 is an opinion about the proper use of radio waves.
 - Selection 1 shows a diagram of radio waves; Selection 2 describes how radio waves work.
 - Selection 1 is mostly opinion; Selection 2 is mostly objective facts.
 - Selection 1 is written for scientists; Selection 2 is written for general readers.
- 3B.** Which of the following supports the answer to Part A?
- "Hertz . . . built on Maxwell's ideas"; ". . . we live in a permissive age."
 - "waves . . . can be measured according to several criteria"; "[Radio] should be reserved for official broadcasts . . ."
 - ". . . the study of electromagnetic waves"; "Radios used to be for scientists, the military . . ."
 - "Astronomers can use radio waves to . . ."; "How far does its reach extend?"
- 4A.** Which resource would BEST support "Don't Touch That Dial" if it was posted on a Web site?
- an animated diagram of radio waves
 - a hyperlink to articles on radio history
 - audio of President Coolidge's radio address
 - a video of a jazz concert
- 4B.** Which of the following supports the answer to Part A?
- "Some folks use their radio capabilities for frivolous purposes . . ."
 - "Suppose the President needed to reach all his citizens suddenly . . ."
 - ". . . the strains of jazz music fill our nightclubs."
 - ". . . the radio may occasionally be used for educational purposes . . ."
- 5A.** Which textual evidence in "Don't Touch That Dial" is LEAST relevant to the author's claim?
- the discussion of how radio waves can be used during wartime
 - the discussion of the Navy listening for radio waves from Mars
 - the discussion of how the President uses radio transmissions
 - the discussion of how radio waves should be used in future
- 5B.** Which detail from the text supports the answer to Part A?
- ". . . asked to listen for radio communications from the red planet Mars."
 - ". . . could be used to save many lives in future battles."
 - ". . . official broadcasts by our leaders . . ."
 - "We have a responsibility to use radio waves for the greater good . . ."

INTEGRATION OF KNOWLEDGE AND IDEAS

6. Describe how the diagram on page 289 contributes to your understanding of the ideas discussed in "Radio Waves: From Then to Now."

7. Describe the reasoning the author of the editorial "Don't Touch That Dial" uses to support his or her approach to the topic of the best use of radio waves. In what ways is the reasoning in this text limited, and why?

8. Describe one advantage and one disadvantage of the digital text medium as used in "Radio Waves: From Then to Now."

9. Suppose that "Radio Waves: From Then to Now" was presented as a print article. How would changing the medium from digital to print affect your interaction with the information?

10. Describe the primary way in which the online article and the print editorial differ in their ideas about the usefulness of radio waves.

CONNECT ACROSS TEXTS

RI.8.9, SL.8.1.a, SL.8.1.c, SL.8.1.d, SL.8.3, SL.8.4

Support a Claim

In this unit you've read a Web article about pasteurization, a persuasive speech and an op-ed on nuclear and clean energy, and an online science article on radio waves paired with an editorial on uses of radio waves. In the boxes of the chart, list the key claims made in each text. Then write a brief essay comparing and contrasting two selections, using the information in the chart to support the claim in the center. You may choose to compare two selections that have strong claims or compare a selection with a strong claim to one with a weak claim. Write on a separate sheet of paper. Be prepared to discuss your response.

**"Types of Food Preservation:
Pasteurization"**

**"Remarks by the President on America's
Energy Security"**

The strongest claims use sound reasoning, cite sufficient and relevant evidence, and acknowledge other points of view.

**"Op-Ed: Presidents' Clean Energy Plan
Must Be Refocused"**

"Radio Waves: From Then to Now"

"Don't Touch That Dial"

Return to the Essential Question

How can readers analyze texts written by different authors in different mediums?

In small groups or as a class, discuss the Essential Question. Think about what you have learned about evaluating pros and cons in various mediums, assessing a claim's support and reasoning, and identifying opposing or conflicting claims about similar topics. Use evidence from the selections you've read to answer the question.

Connotation and Denotation

Guided Instruction A word's **denotation** is its dictionary definition. Many words also have a **connotation**—a positive or negative shade of meaning that we associate with the word. For example, someone who is called *lazy* may show a constant tendency to avoid work; someone who is *lethargic*, a word with a similar denotative meaning, might only be temporarily inactive due to tiredness or illness.

Denotation	Connotative Words	Explanation
<i>quickly</i> (adverb implying an action taken with speed)	<i>rapidly</i> <i>swiftly</i>	<i>Rapidly</i> and <i>swiftly</i> indicate a speedy movement; they are both close in meaning to <i>quickly</i> and so share the same denotation.
	<i>hurriedly</i> <i>hastily</i>	<i>Hurriedly</i> and <i>hastily</i> negatively imply a rush, carelessness, or almost reckless speed.
	<i>promptly</i>	<i>Promptly</i> has a positive connotation, implying good timing.

Example:

From "Types of Food Preservation: Pasteurization":

"Fruits and vegetables, if not eaten **promptly**, must be kept cold as well."

Guided Practice Complete each sentence with a word from the chart that has the same denotation as *promptly* and an appropriate connotation.

1. With only fifteen minutes to complete his shopping, he moved efficiently and _____ through the supermarket.
2. Since the bell was about to ring any moment, I _____ completed the assignment questions, hoping for the best.
3. Knowing that being on time for his job interview mattered tremendously, Scott walked _____ to the office.
4. When her neighbor asked for help, Maria volunteered _____.

Independent Practice Use a dictionary to determine the denotation of an adjective or adverb you choose. Then make a list of at least four words with similar denotations but different connotations. On a separate sheet of paper, write a sentence using each word in an appropriate connotative context.

Read the following scientific narrative and Web article that present information in different mediums, present support and reasoning for claims, and take different approaches to a similar topic. Then answer the questions on pages 297–298.

The Telephone at the Centennial

by Walter Kellogg Towers

- 1 The Philadelphia Centennial Exposition [1876]—America’s first great exposition—opened within a month after the completion of the first telephone. . . .
- 2 [The judges] seemed to regard [the telephone] as a toy not worth their attention, and the public generally had displayed no interest in the device. . . . It was well past suppertime when [the judges] came to [Alexander Graham] Bell’s table behind the stairs, and most of the judges were tired out and loudly announced their intention of quitting then and there.
- 3 At this critical moment, while they were fingering Bell’s apparatus indifferently and preparing for their departure, a strange and fortunate thing occurred. Followed by a group of brilliantly attired courtiers, the Emperor of Brazil appeared. . . . Bell showed him how to place his ear to the receiver, and he then went to the transmitter which had been placed at the other end of the wire strung along the room. The Emperor waited expectantly; the judges watched curiously. Bell, at a distance, spoke into the transmitter. In utter wonderment the Emperor raised his head from the receiver. “My . . .,” he cried, “it talks!”
- 4 Skepticism and indifference were at an end among the judges, and they eagerly followed the example of the Emperor. . . .
- 5 [English scientist, Sir William] Thomson pronounced Bell’s telephone “the most wonderful thing he had seen in America.” The judges had forgotten that they were hungry and tired, and remained grouped about the telephone, talking and listening in turn until far into the evening. Bell’s exhibit was . . . given the most prominent place that could be found. From that time forward it was the wonder of the Centennial.

—from *Masters of Space: Morse, Thompson, Bell, Marconi, Carty* (1917)

Museum Exhibit: History of the Telephone

- 1 In 1876, Alexander Graham Bell invented the “talking telegraph”: the telephone, an innovation that forever changed the way people communicate. (Click [here](#) for a video reenactment of Bell’s first public demonstration of the telephone at the 1876 Centennial Exposition.)
- 2 The museum is proud to announce the upcoming exhibit, *Telephones: From Then to Now*. The exhibit features over 170 actual telephones, from a reproduction of Bell’s first telephone and early 1900s wall phones to the first mobile phones and the latest smartphones. (Click [here](#) for photos of some of the craziest phone designs of all time!) The exhibit will also feature interactive displays demonstrating the science behind how telephones, cordless phones, and cell phones work. (Click [here](#) to see a video of a middle-school class exploring the principle of variable resistance in a hands-on display.) The exhibit runs from September 8–January 10.

Circle the letter next to the best answer.

- 1A.** Which of the following visuals would BEST support “The Telephone at the Centennial”?
- a timeline of telephone history
 - a diagram showing the inner workings of Bell’s telephone
 - a period illustration of Bell demonstrating his telephone at the Centennial
 - a period portrait of Alexander Graham Bell
- 1B.** Which phrase in the text supports the answer to Part A?
- “[It] opened within a month after the completion of the first telephone.”
 - “... the public generally had displayed no interest in the device.”
 - “The judges had forgotten that they were hungry and tired ...”
 - “From that time forward it was the wonder of the Centennial.”
- 2A.** If you are trying to understand the impact of Bell’s invention in 1876, an advantage the Web announcement has over the print article is that
- it includes several hyperlinks.
 - it mentions a reproduction of Bell’s first telephone.
 - it includes a video that shows the event described in the print article.
 - it is written in simpler, more contemporary language.
- 2B.** Which of the following supports the answer to Part A?
- “In 1876, Alexander Graham Bell invented ... the telephone ...”
 - “Click here for a video reenactment of Bell’s first public demonstration ...”
 - “The exhibit features over 170 actual telephones ...”
 - “The exhibit will also feature interactive displays ...”
- 3A.** Which of the following is the closest denotative meaning of the word *innovation* as used in the museum exhibit announcement?
- process*
 - equipment*
 - trend*
 - creation*
- 3B.** Which of the following words from the text supports the answer to Part A?
- first*
 - invented*
 - demonstration*
 - communicate*
- 4A.** Which of the following is a claim expressed in “Museum Exhibit: History of the Telephone”?
- Telephones matter because of the science that lies behind them.
 - Telephones are an amazing technology that had a profound effect on communications.
 - Telephones were originally thought of as “talking telegraphs.”
 - Many examples of telephones will be on display.
- 4B.** Which details from “Museum Exhibit: History of the Telephone” support the answer to Part A?
- “... reproduction of Bell’s first telephone ...”
 - “... an innovation that forever changed the way people communicate.”
 - “The museum is proud to announce the upcoming exhibit ...”
 - “The exhibit features over 170 actual telephones ...”
- 5A.** In “Museum Exhibit: History of the Telephone,” which reference is irrelevant to the claim of the telephone’s technological importance?
- the reenactment of Bell’s first successful telephone demonstration in public
 - the link to photos of various phone designs
 - the link to a video of middle school students using a hands-on display
 - the mention of interactive displays

UNIT 11 COMMON CORE REVIEW

RI.8.7, RI.8.8, RI.8.9

- 5B.** Which of the following textual details supports the answer to Part A?
- a. "Click here for a video reenactment . . ."
 - b. ". . . changed the way people communicate."
 - c. ". . . the principle of variable resistance . . ."
 - d. ". . . craziest phone designs of all time . . ."
- 6A.** One strong similarity between the information given in the two selections is that both
- a. rely mostly on opinions, not facts.
 - b. acknowledge the telephone's importance.
 - c. focus on one historical event.
 - d. describe a mechanical process in detail.

- 6B.** Which of the following textual details supports the answer to Part A?
- a. "'the most wonderful thing he had seen in America'; 'an innovation that forever changed the way people communicate'"
 - b. "they were fingering Bell's apparatus indifferently"; "a reproduction of Bell's first telephone"
 - c. "Bell showed him how to place his ear to the receiver"; "featuring over 170 actual telephones"
 - d. "In utter wonderment the Emperor raised his head"; "The principle of variable resistance"

7. Describe the disadvantages of presenting information about how telephones work in a printed text versus a digital text with hyperlinks.

8. If you were going to post "The Telephone at the Centennial" on the Web and take advantage of the digital medium, what features would you include?

9. Write a sample claim you could use to urge people to see the museum exhibit "Telephones: From Then to Now." Cite evidence from the announcement to convince people that the exhibit is worth seeing.

10. Both the "The Telephone at the Centennial" and "Telephones: From Then to Now" make claims about the telephone. Explain how the texts disagree—or at least diverge—in their assessments of the importance of the telephone.

The image shows the cover of a spiral-bound notebook. The cover is dark purple with a lighter purple pattern of small circles. A silver pencil is positioned diagonally across the lower left. The title 'Writing Handbook' is prominently displayed in the upper center. 'Writing' is in a yellow, stylized font with a double outline, and 'Handbook' is in a white, serif font with a double outline. The spiral binding is visible on the left side.

Writing Handbook

STEP 1: Planning	300
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STEP 5: Producing, Publishing, and Presenting	309

Over the course of this school year you will have an opportunity to express your ideas through several different kinds of writing: a fictional narrative, an informative/explanatory essay, an evidence-based essay, a research report, and an argumentative essay. This handbook will show you the steps of the writing process, guiding you from your initial ideas to a finished piece of writing. Once you know the steps of the process, you can use them for any type of writing.

STEP 1 Planning

In school, you will often have to write research reports. A research report conveys what a writer has learned about a particular topic. Let's suppose you decide to write a research report about animal intelligence and emotions. The planning stage is especially important when you are writing a research report. You might begin the writing process by asking yourself questions:

■ What am I writing?

Start by asking questions about a topic that interests you. To answer the questions, research credible and reliable sources of information. Share what you learn in a logically organized and clearly written report. Support your ideas with facts and details from your research. Summarize, paraphrase, and directly quote your sources. Provide citations for your sources.

■ Why am I writing? What is my purpose?

The main purpose for writing a research report is to provide one's readers with specific information about a particular topic. Another purpose is to develop your ability to formulate original questions about a topic and conduct research to answer them. The best research reports answer original and interesting questions with current and accurate information.

■ Who is my audience?

Initially, your audience is your teacher and your classmates, but if you decide to publish your paper in print or online, your audience may expand to include anyone who wants to learn more about animal consciousness.

Planning and Research

■ Choose a topic that interests you.

It is important to select a topic that is neither too broad, such as *the history of popular music*, nor too narrow, such as *When did Leonard Bernstein compose West Side Story?* Consider what you already know about the topic and then do some general reading. Scan online encyclopedia articles and nonfiction books. Use questions that come up as you read to develop a focus for your topic.

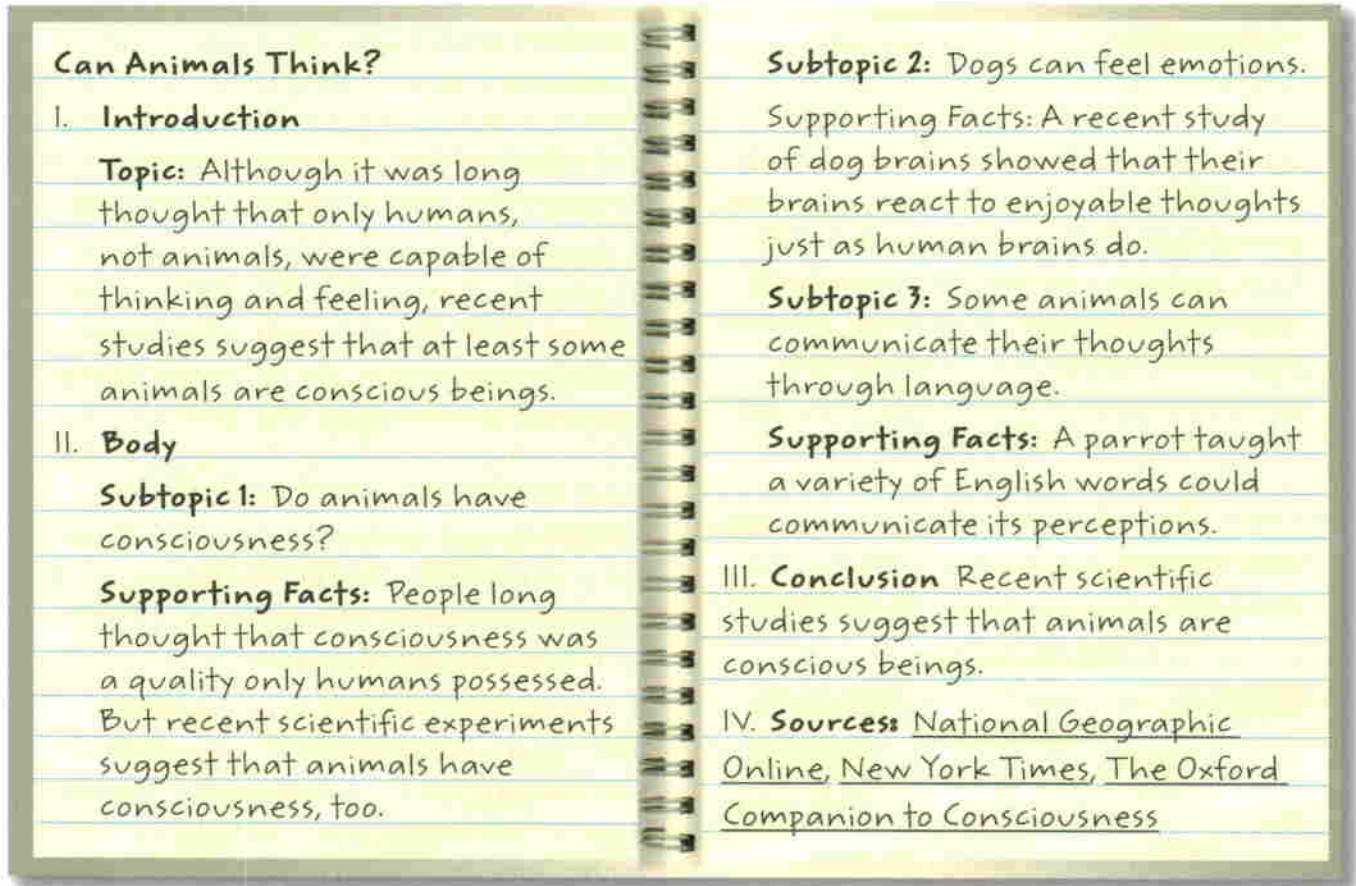
For fictional narrative writing, start by inventing an interesting character in a particular place who has a conflict to overcome.

■ Find supporting evidence.

When writing any informational text, you must support your topic with evidence: examples, facts, definitions, and quotations. This evidence should come from reliable sources—writings by experts in a particular field, found in trustworthy books and periodicals, and on reliable Web sites.

If you are writing a fictional narrative, explore the central character's situation by using dialogue and descriptions of the people, places, and things involved in the story.

It helps to plan a piece of writing by making an outline. Here's an outline for a research report about animals' emotional intelligence. It shows the introduction, the subtopics, and the conclusion, and it cites the sources the writer consulted.



If you are writing a narrative, instead of using subtopics, create a time line that shows the order of events in the story.

DIGITAL TIP

Consider using organizational software programs to help you structure your ideas in a way that works best for you. Type in your ideas and then view and organize them in multiple ways—through outlines, concept maps, and visual diagrams with icons.

PLANNING TOGETHER

Collaborate with a partner for feedback. Is the topic interesting? Is it too narrow or too broad? What other questions does your partner have? If possible, record your discussion and listen to it later as you prepare your outline.

Researching Your Topic

Your next step involves finding good sources of information that are relevant and current. Strive for a balance of print and online sources, and make sure they are reliable, accurate, and credible.

■ **Where to Look:** A knowledgeable reference librarian can guide you to reliable and credible print and online sources. Because experts and non-experts alike can post their ideas online, you cannot always trust what you read on the Web. Focus then on .com sources published by respected newspapers, magazines, or other trustworthy institutions. The reference database section of your library's Web site will guide you to other reliable sources, including government (.gov), university (.edu), and public organization (.org) Web sites. Read all your sources carefully, and avoid those that are biased or one-sided.

■ **How to Search:** Formulate a specific, effective online search term. If you were researching animal emotions, the search term *animals* would be too broad to be useful. Key words such as *animal emotions intelligence research* would be more helpful. Carefully evaluate the sites your search term calls up. Some commercial Web sites pay search engine companies to put their links at the top of a search results page, so always skim each link's URL and summary to see if it is reliable and credible. If your search term does not call up useful links, see if your search engine provides you with alternative search terms, and click on one of the suggestions.

■ **How to Judge:** A credible source is one written by an expert in a field of learning. Find credible sources in print and online: encyclopedias, newspapers and magazines, professional journals and newsletters, and books and Web sites. Do not assume that

the information is accurate. Double-check by comparing and contrasting key facts in more than one source. Also, notice when a source was published. Use recently published sources to ensure that your information is up-to-date.

■ **How to Take Notes:** Make photocopies of print sources and create pdfs of online sources. Highlight important information, including quotations you will want to use. Use these documents as the basis for your notes, which you can hand write on index cards or type up in files on a computer. Paraphrase and summarize the most relevant information from your sources. Be sure to cite the page number or URL of the source from which you got the information.

■ **How to Cite Sources:** When you draft your report, you will need to write citations that tell your readers where you got specific information. In your notes, identify the title, author, and publication information for each source. You can use informal citations in your notes, such as: **Author. Title. Publisher. Date. Page number.** For online sources, identify the source as "Web," and include the URL and the date you accessed the information.

DIGITAL TIP

Use a reference management software program to help keep track of the sources you consult while researching for your report. Some programs automatically collect all the relevant details right from your Web browser. Others require you to fill in screens with publishing information.

STEP 2 Drafting

Use your outline to guide you as you write your first draft. Do not worry about issues of spelling and grammar at this stage. Use a computer if you want to be able to copy, cut, and paste text later when you revise. If you write by hand, leave room for revisions by skipping every other line. Here is a draft of a research report about whether animals possess consciousness.

Can Animals Think?

People long assumed that only humans experienced consciousness. Recent studies indicate that the workings of some animals' brains are similar to our own, and that animals can have emotional responses. Some can even use language.

Scientists wanted to find out if dogs really did feel such emotions. Recent technologies have enabled scientists to conduct humane experiments to determine the emotional capability of dogs. In the October 5, 2013 edition of the New York Times, professor Gregory Burns described an experiment in which he and his staff trained dogs to participate in brain scans. The scans revealed that a part of a dog's brain called the caudate nucleus responds to enjoyable experiences just as humans' brains do. The caudate nucleus "lit up" when the dogs reacted to owners' scents or promises of treats.

For more than thirty years, Harvard researcher Irene Pepperberg worked with an African gray parrot named Alex. Her goal was to teach Alex enough English so that he could tell her about his life. He learned a large enough vocabulary to describe things he saw—colors, shapes, numbers of objects, and so on. Alex clearly showed Pepperberg a level of thinking skills "generally ascribed only to higher mammals."

Other studies involving dolphins, primates, and crows have revealed similar findings: Animals have consciousness, and some of them can even tell us a little bit about what they think and feel.

STEP 3 Revising

The revising step is the opportunity for thinking about broad issues involving structure, voice, and language rather than the finer points of spelling and grammar. The items in the checklist below will help you evaluate your draft for revisions. If you are composing on a computer, read the draft on your screen and type in changes as you go. If you are writing by hand, mark up your draft by making notes between the lines and in the margins.

REVISING CHECKLIST

Ideas and Voice

- Have I clearly stated my purpose for writing?
- Have I included enough accurate and reliable information?
- Does my writer's voice sound direct, interesting, and well informed?
- Have I conveyed the information in an objective and balanced way?

Organization and Coherence

- Does the beginning introduce the topic clearly?
- Have I organized my ideas logically and chosen relevant supporting evidence, such as facts, concrete details, and quotations from experts?
- Have I used transitions to connect and clarify ideas and concepts?
- Does my conclusion follow from and support the information I presented?
- Have I varied my sentences for better style or to clarify meaning?
- Have I used verbs in the correct voice and mood and corrected inappropriate shifts?

Word Choice

- Have I correctly selected verbs to achieve a particular mood, or tone?
- Have I used specialized terms correctly and checked their definitions?
- Have I provided definitions for terms that readers might not know?
- Have I established and consistently used appropriately formal English?

REVISING TOGETHER

Email your draft or a recording of you reading it to someone you trust. After that person reads your draft, meet with him or her to work through the questions in the Revising Checklist together, taking notes as you go. Afterward, ask your partner for any additional comments about your draft. Use your notes and your partner's feedback to guide you as you make revisions.

Here is a draft with notes for revisions. To see the revised draft, turn to page 307.

Can Animals Think^{and Feel}?

My title needs to more accurately reflect my topic.

I need to define the word *consciousness* in my introduction.

I need to bring in a connection to real-life experiences.

I need to make a clearer transition between the dog study and the parrot study.

My conclusion needs to bring back the topic to my readers' experiences.

People long assumed that only humans experienced ^{consciousness.} ~~consciousness.~~ ^{Recent studies indicate that the workings} ~~Recent studies indicate that the workings~~ ^{of oneself.} of some animals' brains are similar to our own, and that animals can have emotional responses. Some can even use language.

^{Many dog owners claim that they can tell when their pets are sad, jealous, or happy.} ~~Many dog owners claim that they can tell when their pets are sad, jealous, or happy.~~ ^{Scientists wanted to find out if dogs really did feel} ~~Scientists wanted to find out if dogs really did feel~~ ^{happy.}

emotions. Recent technologies have enabled scientists to conduct humane experiments to determine the emotional capability of dogs. In the October 5, 2013 edition of the New York Times, professor Gregory Burns described an experiment in which he and his staff trained dogs to participate in brain scans. The scans revealed that a part of a dog's brain called

the caudate nucleus responds to enjoyable experiences just as ^{in humans, this part of the brain responds when we think of enjoyable things,} ~~in humans, this part of the brain responds when we think of enjoyable things,~~ ^{such as} ~~such as~~ ^{friends and food.} humans' brains do. ^{In the experiment, the caudate nucleus} ~~In the experiment, the caudate nucleus~~ ^{lit up} ~~lit up~~ ^{in a dog as it reacted to owners' scents or promises} ~~in a dog as it reacted to owners' scents or promises~~ ^{of treats.}

^{Another study used language to get a parrot to communicate its perceptions.} ~~Another study used language to get a parrot to communicate its perceptions.~~ ^{For more than thirty years, Harvard researcher Irene} ~~For more than thirty years, Harvard researcher Irene~~

Pepperberg worked with an African gray parrot named Alex. Her goal was to teach Alex enough English so that he could tell her about his life. He learned a large enough vocabulary to describe things he saw—colors, shapes, numbers of objects, and so on. Alex clearly showed Pepperberg a level of thinking skills "generally ascribed only to higher mammals."

Other studies involving dolphins, primates, and crows have revealed similar findings: Animals have consciousness, and some of them can even tell us a little bit about what they think and feel. ^{So, the next time your dog wags his tail when he greets you, you can be sure that he really is happy to see you.} ~~So, the next time your dog wags his tail when he greets you, you can be sure that he really is happy to see you.~~

I need to make a more direct comparison between human brains and dog brains.

STEP 4 Editing

The editing step is your chance to review your writing at the sentence level to check for errors in grammar, mechanics, and punctuation. Read your revised draft carefully, and use the Editing Checklist below and the Proofreading Marks on page 307 to identify the errors in your draft. Always proofread and correct your own work before submitting it. Identifying your own mistakes can be difficult, though, so consider using the spelling and grammar checker on your computer and asking a partner to help you find errors.

EDITING CHECKLIST

Sentences

- Every sentence is a complete sentence, with both a noun and a verb.
- I have used sentence variety, writing a mix of simple, compound, and complex sentences.
- I have consistently used active voice and corrected any unnecessary passive voice.
- I have correctly used verbs in the conditional and subjunctive moods.
- I have not left out any words, and I have deleted any extra words.
- My sentences are written at an appropriate level for my audience.

Grammar and Usage

- The subject and verb of every sentence agree.
- All verbs are in the correct tense, and I have corrected any inappropriate shifts.
- All pronouns have clear antecedents, matching the nouns they replace.
- Verb tenses are used correctly and consistently.

- Linking words and phrases clearly show relationships between ideas.
- I have corrected inappropriate shifts in verb voice and mood.

Mechanics

- Each sentence begins with a capital letter and ends with the correct punctuation mark.
- Quotation marks and other punctuation marks are used correctly; no marks are missing.
- I have used the appropriate punctuation correctly to indicate a pause or break in a sentence or the omission of text.
- All publication titles and all proper nouns are capitalized correctly.
- All paragraphs are indented.

Spelling

- I have used a dictionary to check spellings and definitions of words I am unsure about.
- I have correctly used frequently confused words, such as homophones (*through/threw; where/wear; days/daze*).

PROOFREADING MARKS

^ Add	⊙ Period	○ Spelling error
✓ Take out	/ Small letter	¶ Indent
↗ Insert comma	≡ Capital letter	~ Change order

W.8.2, W.8.4, W.8.5,
W.8.6, L.8.1.b, L.8.1.d,
L.8.2.a, L.8.2.c, L.8.3.a,
L.8.4.c, L.8.4.d

Can Animals Think and Feel?

People long assumed that only humans experienced ~~consciousness~~ consciousness. Consciousness is defined as the ability to think and feel and to be aware of oneself. Recent ^{scientific} studies indicate that the workings of some animals' brains are similar to our own, and that animals can have emotional responses. Some can even use language.

Many dog owners claim that ~~but~~ they can tell when their pets are sad, jealous, or happy. Scientists wanted to find out if dogs really did feel emotions. Recent technologies have enabled scientists to conduct humane experiments to determine the emotional capability of dogs. In the October 5, 2013 edition of the New York Times, professor Gregory Burns described an experiment in which he and his staff trained dogs to participate in brain scans. The scans revealed that a part of a dog's brain called the caudate nucleus responds to enjoyable experiences just as humans' brains do. In humans, this part of the brain responds when we think about things we like, such as food and music. In the experiment, the caudate nucleus "lit up" when the dogs reacted to owners' scents or promises of treats ⊙

¶ Another study used language to get a parrot to communicate its perceptions. For more than thirty years, Harvard researcher Irene Pepperberg worked with an african gray parrot named Alex. Her goal was to teach Alex enough English so that he could tell her about his life. He learned a large enough vocabulary to describe things he saw—colors, shapes, numbers of objects, and so on. Alex clearly showed Pepperberg a level of thinking skills "generally ascribed only to higher mammals."

Other studies involving dolphins, primates, and crows have revealed similar findings: Animals have consciousness, and some of them can even tell us a little bit about what they think and feel. So, the next time your dog wags his tail when he greets you, you can be sure that he is really happy to see you.

STEP 4: Editing (continued)

Editing Tips

The editing step is your last chance to make sure your writing is correct and clear. These tips will help you make sure your writing is perfect before you hand it in.

■ Using Spelling and Grammar Checkers:

Like any tool, a spelling checker or a grammar checker is not foolproof. Use these tools to catch obvious mistakes, but be aware that they will not catch all your errors. Many spelling checkers do not correct the incorrect use of words that are often confused. For example, if you wrote: *Humans, unlike animals, do not always trust there instincts*, a spelling checker would probably not identify *there* as an error because although it is the wrong word, it is spelled correctly. A spelling checker also might not correct proper nouns that are not capitalized. Likewise, if you leave out a word or misplace a comma, the grammar checker might not highlight the error. So be sure to read your work carefully to double-check for errors even after you run the checkers.

■ **Using Quotations:** Remember that direct quotations are a form of evidence you are using to support your ideas. That means you must tailor the quotation so that it neatly fits into the flow of your writing. This does not mean changing the original writer's words! But you can use ellipses to indicate parts of the quotation you are not using. You should seamlessly weave the quotation into your own writing while at the same time placing quotation marks around the words and identifying the source. You want to be clear about giving credit for ideas and words that are not your own; otherwise, you will be committing plagiarism.

■ **Original:** Not all animals are ideal participants in experiments about animal consciousness. "Cats are far less cooperative

and tolerant than dogs and birds when it comes to these studies."

■ **Revised:** The animal consciousness studies are limited to certain species because, according to State University biologist Iris Plimpton, "cats are far less cooperative and tolerant than dogs and birds when it comes to these studies."

■ **Citing Sources:** In a research report and other forms of informational and persuasive writing, you must provide a list of all the sources you used to support your ideas. A Works Cited or Bibliography page should appear at the end of your paper that uses the specific citation format recommended by your teacher. Here are some basic rules of citation, whatever the format.

- List your resources alphabetically by author's last name, or by title if the source has no author.
- Include all the relevant information—author's or authors' names, title, publication information, online address.
- Indent all the lines after the first line of each citation.

Here are some citations from **Can Animals Feel and Think?**

Bayne, Tim, Axel Cleeremans, and Brian J. Skinner, eds. *The Oxford Companion to Consciousness*. Oxford Reference Online. Web. 2012.

Berns, Gregory. "Dogs Are People, Too." *New York Times*. 6 Oct. 2013. NY. ed: SR5. Print.

Morrell, Virginia. "Minds of Their Own." *National Geographic*. National Geographic Online. 2008. Web. October 2013.

STEP 5 Producing, Publishing, and Presenting

If you plan to publish your work so that a wider audience can read it, you will want to take some extra steps before submitting it. The first consideration is how your finished product looks. Before you create a final copy, think about adding visuals and text features.

- Photographs and illustrations can draw readers' interest and add visual appeal to the page.
- Diagrams, graphs, charts, or maps can provide important information that is not easily explained in words.
- Headings and subheadings clarify the organizational structure of your ideas, which helps readers to understand and remember them better.

The last step in publishing is to create a clean and legible final copy for your readers. Print out a final copy or neatly rewrite a clean copy by hand.

Online Publishing and Digital Slide Presentations

Think about publishing your work online. If your school has a Web site for student writing, scan or upload the final copy of your work. Or you could apply to publish your work on a respected and trustworthy Web site. Ask your teacher for site recommendations. You could also create a blog with links for registered readers only to leave comments.

Another option is to turn your report into a digital slide presentation, which is a tool many professionals use when they give oral presentations. Use presentation software to create a set of slides that summarizes the key ideas and details in your report. Use visuals, such as bulleted lists, photographs, graphics, animation, and audio clips to enhance the information on your slides.

Here's an example of a slide from "Can Animals Think and Feel?"

This slide presents evidence the writer provided to support a key idea in the report: that dogs are animals that can feel enjoyment just as humans do.



Animals Can Feel Emotion

- Dog brains contain an emotional center similar to humans'.
- It is called the caudate nucleus.
- Dog brain area "lights up" during brain scan when dog smells owners' scent or is promised food.
- Human brain area lights up when subjects think about enjoyable things such as food, music, or love.
- Dogs and humans feel enjoyment in similar ways.

STEP 5: Producing, Publishing, and Presenting *(continued)*

SL.8.1.a, SL.8.4, SL.8.5, SL.8.6

If you decide to share the information in your report by giving an oral presentation, you will need to think about your material in a new way. As you probably know from experience, you cannot just read your report aloud to an audience and expect people to pay attention and understand. You will need to translate your written words into an oral report by using an appropriate form of English and following these rules:

- Speak at an appropriately loud level and enunciate so that everyone can hear and understand your words.
- Use your introduction to tell listeners up front a few key points you want them to understand while listening to your report.
- Use your voice to keep the audience's attention by varying your pitch, rate, and volume.
- Make eye contact with your listeners and watch for audience feedback. If listeners appear confused or bored, change the pace at which you speak.
- When using visuals or audio, pause to allow your audience to respond to them. Clearly explain the connection between them and your topic.
- Ask listeners to hold their questions until the end of your presentation. Listen carefully and respectfully to the questions. Take time to think before you respond, and then answer politely. Elicit questions from several listeners rather than allowing one listener take up all the question-and-answer time.

DIGITAL CONNECTION

Slide shows are not the only digital tools you can use during an oral presentation. Consider using software programs to create animation videos. Or, make a video of yourself giving the presentation. Enhance the presentation by using editing software and adding music and graphics. Then, post it online where your classmates can watch it on their own time.

Listening Tips

As you listen to a presentation, try to do the following:

- Pay attention to the presenter so you can focus on the words and ideas.
- Make connections between what you learn and what you already know.
- Take notes that include questions to ask or points to make later.
- Save your questions until the speaker requests them. Make your questions brief and direct. Listen carefully to the answers. If you want to pursue the question more deeply, make an appointment to talk with the speaker after the presentation so that others have time for their questions.

There are three parts to this performance task. Your teacher will provide you with copies of one or more reading selections that go with each part.

- “The Song of Wandering Aengus” Genre: Poem
- “Moon Party” Genre: Fantasy Fiction
- “In Search of the Ropen” Genre: Narrative Fiction
- “Deep Sea Creatures” Genre: Magazine Article
- “The Interesting World of Frogs” Genre: Magazine Article

Part 1: Literary Analysis

- Carefully read “The Song of Wandering Aengus” and “Moon Party” and take notes about important events, ideas, and details. Then answer Items 1–9 on pages 312–314.
- Read the writing prompt in Item 10 on page 314. Review “The Song of Wandering Aengus” and “Moon Party” with the prompt in mind. You will use both passages in this task.
- Write an essay on your own paper in response to the prompt.

Part 2: Narrative Writing

- Carefully read “In Search of the Ropen.” As you read, take notes that help you understand the passage. Then answer Items 1–9 on pages 315–317.
- Read the writing prompt in Item 10 on page 317.
- Write a narrative on your own paper in response to the prompt.

Part 3: Research Simulation

- Carefully read “Deep Sea Creatures” and “The Interesting World of Frogs.” Take notes about important ideas and details. Then answer Items 1–9 on pages 318–320.
- Read the writing prompt in Item 10 on page 320. Then review “Deep Sea Creatures” and “The Interesting World of Frogs.”
- Write an essay on your own paper in response to the writing prompt.

Part 1 Literary Analysis

Read all parts of the question before responding. Circle the correct answer to Items 1–9.
Use your own paper to respond to Item 10.

Item 1

Part A What words describe the progression of the events in the poem from the first stanza to the last?

- a. from playful to serious
- b. from tragic to joyful
- c. from realistic to fantastic
- d. from amusing to peaceful

Part B Which details from the poem support your answer to Part A?

- a. the fish turns into a girl who then disappears
- b. the sun and moon make gold and silver apples
- c. the narrator is young at the beginning of the poem and old at the end
- d. the narrator goes from catching a fish to chasing a magical girl

Item 2

Part A Which inference can you make about the narrator of “The Song of Wandering Aengus”?

- a. He was a young man when he first fell in love with the girl.
- b. He likes to eat apples and catch fish.
- c. He is a magician who cast a spell on the silver trout.
- d. He has died and is now a spirit.

Part B Which line from the poem supports your answer to Part A?

- a. “And cut and peeled a hazel wand”
- b. “And faded through the brightening air”
- c. “Though I am old with wandering”
- d. “I will find out where she has gone”

Item 3

Part A Which part of the description of the girl in the second stanza of “The Song of Wandering Aengus” is alluded to at the end of the poem?

- a. She is glimmering.
- b. She has apple blossoms in her hair.
- c. She knows Aengus’s name.
- d. She fades away.

Part B What other previous image from the poem do the final lines bring to mind?

- a. the sweet taste of berries
- b. the silver trout caught by moonlight
- c. the vast lands through which Aengus wanders
- d. the warm kisses Aengus wishes for

Item 4

Part A In “Moon Party,” how does the early description of Lyrica as special, beautiful, talented, and fun-loving contribute to the dramatic impact of the story?

- Readers are surprised when Lyrica turns out to be the villain in the story.
- Readers are surprised that Lyrica is not the *encantado* after all.
- Readers are surprised that Lyrica is as old as she is.
- Readers are surprised that Lyrica still wants to be the *encantado*.

Part B What event in the story supports the correct response to Part A?

- Lyrica transforms from a dolphin into a woman.
- Lyrica transforms from a woman into a dolphin.
- The monkey succeeds at tricking Lyrica.
- The Amazonians realize Lyrica plans to cause them harm.

Item 5

Part A Which word in this sentence from the story includes the same root found in *succeed*, a Latin root that means “go”?

“Lyrica’s beautiful voice preceded her, and the Amazonians were equally struck by her physical beauty when she arrived in the circle of firelight.”

- preceded
- equally
- physical
- circle

Part B Which words give a context clue that help you figure out the meaning of the answer to Part A?

- “beautiful voice”
- “struck by”
- “when she arrived”
- “of firelight”

Item 6

Part A What does the exchange in “Moon Party” between Lyrica and the old woman confirm about Lyrica’s character?

- Lyrica lacks confidence when she is around humans.
- Lyrica is a lighthearted prankster who is misunderstood.
- Lyrica’s heroics include standing up to bullies.
- Lyrica is cold-hearted and does not care if she causes harm to others.

Part B Which line from before this exchange hints at this fact about Lyrica?

- “The other dolphins in the Encante were jealous of Lyrica.”
- “Lyrica was looking forward to using that voice to sing tonight!”
- “‘I pity you and your boring lives,’ she thought to herself.”
- “As usual, they decided that she was some sort of goddess sent to them by the great moon god.”

Item 7

Part A Which two words in this sentence from the story have roots (one Greek and one Latin) with the same meaning?

“Her human face morphed into the face of a dolphin, and then the transformation traveled down her body until once again she had a tail.”

- a. human, transformation
- b. human, morphed
- c. morphed, transformation
- d. transformation, traveled

Part B Based on your knowledge of the roots and on context clues given in the sentence, what do the roots mean?

- a. air
- b. shape
- c. life
- d. touch

Item 8

Part A Which element of “Moon Party” is most important as it relates to the story’s theme of being able to see the true nature of a person or creature?

- a. the title
- b. the descriptions of the settings
- c. the explanation of the *encantado* legend
- d. the characters

Part B Which words in the story signal a shift from building background to developing the theme?

- a. “At last she began to see”
- b. “First her tail became legs”
- c. “But then an elderly woman”
- d. “With only a few hours left”

Item 9

Part A Which analogy shows how “The Song of Wandering Aengus” and “Moon Party” tell a similar story?

- a. wand : berry :: snout : harness
- b. stars : flickering :: moon : glowing
- c. glimmering : girl :: beautiful : woman
- d. trout : girl :: dolphin : woman

Part B Which word from “Moon Party” best applies to the correct analogy in Part A?

- a. celebrating
- b. plotting
- c. searching
- d. shapeshifting

Item 10

Both the poem and the story tell about a shapeshifter. The poem describes a trout that turns into a girl, while the story is based on the Brazilian legend of the *encantado*, a dolphin who can change into a human and back.

Write an essay that analyzes the two shapeshifters and their impact on the humans that they interact with in the reading selections. Include information about the appearances and personalities of the two shapeshifters. Cite evidence from each text to support your analysis. Be sure to follow the conventions of standard English.

Part 2 Narrative Writing

RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.10, W.8.3, W.8.4, W.8.9, W.8.10, L.8.1, L.8.2, L.8.2.a, L.8.3, L.8.4.a, L.8.5.a, RH.8.6

Read all parts of the question before responding. Circle the correct answer to Items 1–9. Use your own paper to respond to Item 10.

Item 1

Part A What does *confounds* mean in this sentence from “In Search of the Ropen”?

“Our theory *confounds* the evidence saying that these flying dinosaurs died out some 65 million years ago, so plenty of people think we are nuts.”

- begins with
- says the same as
- goes against
- is more original than

Part B Why did the writer use the word *nuts* in the sentence cited in Part A?

- She is unsure of the more scientific term to use.
- She chose a word with humorous connotations to dismiss people’s foolish idea.
- She actually writes without much thought about her word choice.
- She is trying to represent herself as a well-rounded person rather than a pure scientist.

Item 2

Part A On what day does the turning point of the story described in these entries occur?

- Thursday
- Friday
- Saturday
- Sunday

Part B Which evidence from the story supports the correct answer to Part A?

- “The results are astounding.”
- “I don’t anticipate any luck in spotting a Ropen during the long night.”
- “Still, it feels like progress to be moving toward the supposed feeding grounds.”
- “Just as the cloud cover broke . . . we saw the Ropen lift off from the reef.”

Item 3

Part A Which inference can you make based on information in the story?

- No one had previously interviewed natives of New Guinea about the Ropen.
- Not everyone on the expedition is a scientist.
- Before this expedition, there had been no credible pictures taken of a Ropen.
- Ropens will eat anything.

Part B Which sentence from the story supports your inference in Part A?

- “With the help of a native guide, we have had seven interviews with locals who have seen Ropens”
- “So now we are traveling to the northern coast of Umboi Island . . . where we think the Ropen feeds . . .”
- “One of the other scientists remembered an important fact from previous recorded interviews with natives.”
- “As we return to the States, we will send the film to a government lab for analysis, hoping to quiet naysayers who will try to claim this is all a hoax.”

NARRATIVE WRITING

Item 4

Part A What does the word *mollusk* refer to in this sentence from the story?

"The creature flew away, back to the center of the island, no doubt to feast on the huge *mollusk* it had managed to pry free from the reef."

- a. a seagoing vessel
- b. a sea creature
- c. an undersea rock
- d. a bed of coral

Part B Which words from the "Sunday" entry give context clues that help you figure out the meaning of *mollusk*?

- a. shell, feast
- b. giant, center
- c. island, pry
- d. claws, creature

Item 5

Part A Which sentence best expresses the theme of "In Search of the Ropen"?

- a. Science cannot often prove or disprove long-held beliefs.
- b. People can quickly turn rumors into beliefs.
- c. It's worthwhile to look for evidence of strange creatures in the world.
- d. Expeditions are excuses for taking exotic vacations.

Part B Which element of the story is most important in developing its theme?

- a. the title
- b. the unique setting
- c. the main character's problem
- d. the diary format

Item 6

Part A Which of the following is a valid inference about the scientist writing the journal entries?

- a. She is in charge of the expedition to find the Ropen.
- b. She doesn't hesitate to admit mistakes.
- c. She thought people were making up stories about the Ropen.
- d. She does not enjoy traveling.

Part B Which sentence from the story supports the correct answer to Part A?

- a. The prediction in my last entry was wrong!
- b. "The two days we have already spent in Papua New Guinea have been very fruitful."
- c. "This is not surprising, since pterosaurs are believed to be nocturnal."
- d. "Therefore, I don't anticipate any luck in spotting a Ropen during the long night."

Item 7

Part A The fourth paragraph of the Thursday entry features two sentences that use dashes. Which is NOT a correct use of this type of punctuation?

- a. to replace semicolons
- b. to indicate the interruption of a thought
- c. to set off an example
- d. to indicate that information is additional, not essential

Part B What is the best description of the information in dashes in this sentence?

"All five also estimated its size as the same—a 20-foot wingspan with a 10-foot tail—and stated that the animal has no feathers"

- The information is interesting but doesn't help the reader understand the text.
- The writer includes this information as scientific data.
- The information provides answers to questions the reader might have.
- The facts are unnecessary and unrelated to the story.

Item 8

Part A Based on this text, what do scientists known as *cryptozoologists* want to prove?

- that humans and animals can get along
- that wild animals can thrive in captivity
- that animals believed to be extinct are still living
- that dinosaurs were mythological creatures

Part B What sentence from the story supports the correct answer to Part A?

- "In conducting the interviews, we carefully followed the rules our team established"
- "This debunks the claims that what people really see in these sightings is a giant flying fox"
- "One of the other scientists remembered an important fact from previous recorded interviews with natives."
- "... we will send the film to a government lab for analysis, hoping to quiet naysayers who will try to claim this is all a hoax."

Item 9

Part A Which sentence from the story makes a comparison to help readers understand something?

- "I think again about how all of the interviewees' descriptions match one another so perfectly."
- "All of the people we interviewed saw the Ropen in flight, but one also saw it land and cling to a tree in the upright position."
- "We think this bioluminescence helps the creature orient itself to the ground in the way landing lights on planes guide pilots."
- "Some might say it sounds boring, but I am filled with a sense of excitement."

Part B Why is this type of comparison well suited for the author's purpose?

- It helps the reader understand a difficult concept.
- It works well to persuade readers of the existence of the Ropen.
- It shows the author's imagination.
- It describes something that cannot be appreciated with the senses.

Item 10

"In Search of the Ropen" begins with entries from the third day of the expedition to New Guinea. Write the entries for Days 1 and 2 (Tuesday and Wednesday). Base these entries on information from the existing story about what occurred on those days. Use your imagination and what you have learned from the story to add more relevant information. Think about how the early entries can develop the narrator's character and flesh out details about the setting. Be sure your entries fit into the overall mood, voice, and tone of the later entries.

Part 3 Research Simulation

Read all parts of the question before responding. Circle the correct answer to Items 1–9.
Use your own paper to respond to Item 10.

Item 1

Part A Which sentence best states the central idea of “Deep Sea Creatures”?

- Deep sea creatures do not have much to feed on in their environment.
- Deep sea creatures might seem strange, but they are very well adapted to their environment.
- The trench of Suruga Bay is a unique ocean environment.
- We will never discover all the creatures living in the ocean depths.

Part B Which detail from the text best supports this central idea?

- “A creepy fact is that giant spider crabs have been found feeding on the bodies of people who have drowned.”
- “At a lesser depth in Suruga Bay—not more than 6000 feet—the strange gulper eel glides and resides.”
- “This glowing body part is believed to attract other deep-sea dwellers so the gulper eel can eat them.”
- “The Japanese consider the anglerfish to be a delicacy to dine on, comparing it to lobster in taste and texture.”

Item 2

Part A What inference can you make about the deep sea creatures described in the text?

- They have long life spans.
- They do not thrive unless humans live nearby.
- They cannot survive life in shallow seas.
- They all have protective outer coverings.

Part B Which evidence from the text supports the correct inference in Part A?

- “We’ll start with the giant spider crab, which is only found in Japanese waters.”
- “Unfortunately, when a frilled shark is seen by human eyes, having come up into shallow waters, it does not usually survive long enough for scientists to make close observations of it . . .”
- “Chimaera broke away from their shark relatives some 400 million years ago and evolved into a unique species.”
- “Rows of razor sharp teeth tilt inward in the anglerfish’s mouth”

Item 3

Part A What type of adaptation have all the animals in “Deep Sea Creatures” made?

- size adaptations
- adaptations for finding food
- adaptations to cold temperatures
- speed adaptations

Part B Which sentence does NOT point to this type of adaptation?

- “Videos on the Internet claim to show a Megalodon . . . feeding on bait planted by scientists.”
- “They use their long legs to rake up food.”
- “This glowing part of its body is believed to attract other deep sea dwellers so the gulper eel can eat them.”
- “. . . the chimaeras can use the changes in electrical fields to find and capture their prey.”

Item 4

Part A What is the purpose of “The Interesting World of Frogs”?

- a. to get readers interested in frogs
- b. to entertain readers by providing unusual facts
- c. to inform readers about the danger of frog extinction
- d. to provide examples of new frog species and explain their importance

Part B Which sentence from the text supports the correct answer to Part A?

- a. “You’ve probably learned plenty about extinction, the dying out of a species.”
- b. “The fact that so many new frog species are emerging is significant.”
- c. “Not surprisingly, the frog is bright green in color, which allows it to blend in with its environment.”
- d. “Far away, on the island of Borneo in Southeast Asia, a pea-sized frog was found living in a pitcher plant.”

Item 5

Part A Which of the frogs in “The Interesting World of Frogs” brings to mind a traditional childhood story?

- a. Pinocchio frog
- b. vampire frog
- c. crystal frog
- d. flying frog

Part B Why does being able to connect the story to the frog help readers better understand the text?

- a. The frog seems less bizarre when connected to a childhood memory.
- b. The frog’s actions are easier to visualize when connected to the story character’s actions.
- c. The frog’s environment is similar to the story’s setting, so readers can visualize it.
- d. There is actually no connection between the frog and the story apart from a name.

Item 6

Part A Why did the author of “The Interesting World of Frogs” choose to use subheads to divide the descriptions of the frogs?

- a. Each frog is unique, so transitions between descriptions would be difficult.
- b. The author wants to show that all the frog species are related to one another.
- c. This is the only way to show that the frogs are all equally important.
- d. The frogs are so different that you can’t write about them all in one paragraph.

Part B According to the text, how are the subheads linked together?

- a. The frogs were all discovered in the same time and place.
- b. The frogs are all from the same climate zones.
- c. The frogs are the most interesting examples from a specific period.
- d. The frogs are all colorful.

RESEARCH SIMULATION

Item 7

Part A What does *burrow* mean in this sentence from “The Interesting World of Frogs”?

They *burrow* deep into the cracks between the boulders, where they can find a cool, moist environment.

- a. sink
- b. settle
- c. dig a passage
- d. escape from

Part B Which phrase in the sentence provides the best context clue to the meaning of the word?

- a. “deep into the cracks”
- b. “between the boulders”
- c. “where they can find”
- d. “a cool, moist environment”

Item 8

Part A What inference can you make about the frogs described in the text?

- a. They are all found in areas where malaria is a problem.
- b. The species will soon spread to other areas.
- c. All of them will soon face extinction.
- d. Their tadpole forms also often have unique features.

Part B Which sentence from the text supports the inference you made in Part A?

- a. “In fact, the scientific community probably classifies more new species every year than you have ever dreamed.”
- b. “What sets it apart is that at the tadpole stage, these frogs have black fangs that stick out of the bottom jaw.”
- c. “scientists have discovered two species of frogs distinguished by their small size”
- d. “they change their preferred dwelling place to the surface of the boulders.”

Item 9

Part A Which two animals described in “Deep Sea Creatures” and “The Interesting World of Frogs” have the most in common?

- a. giant spider crab and vampire frog
- b. gulper eel and flying frog
- c. frilled shark and crystal frog
- d. anglerfish and Pinocchio frog

Part B What types of details given in the texts reveal the animals’ similarities?

- a. size and unusual appendages
- b. ways of moving and eating
- c. teeth and body color
- d. diet and breeding habits

Item 10

“Deep Sea Creatures” introduces us to interesting animals under the sea, whereas “The Interesting World of Frogs” tells us about unique frog species that mostly live on land. Write an essay in which you compare the two sets of creatures and the special adaptations they have made to survive on land versus in the sea. Then give your opinion about which one species, among all of those discussed in the two texts, is most likely to survive the longest, and why. Remember to use textual evidence in the form of quotations, details, facts, and examples to support your ideas.

There are three parts to this performance task. Your teacher will provide you with copies of one or more reading selections that go with each part.

- Paired Selection: “Palspace Hero” Genre: Realistic Fiction and “Mini-Review” Genre: Television Review
- “The Pitch” Genre: Humorous Fiction
- “Paul Revere’s Deposition” Genre: Historical Narrative
- “The Greatest” Genre: Magazine Article
- “Heroism and Head Injury” Genre: Web Article

Part 1: Literary Analysis

- Carefully read “Palspace Hero” and “Mini-Review,” and take notes about important events, ideas, and details. Then answer Items 1–5 on pages 322–323.
- Carefully read “The Pitch” and take notes as you read. Then answer Items 6–9 on pages 323–324.
- Read the writing prompt in Item 10 on page 324. Then review “Palspace Hero” and “The Pitch” with the writing prompt in mind. You will use both passages in this task.
- Write an essay on your own paper in response to the prompt.

Part 2: Narrative Writing

- Carefully read “Paul Revere’s Deposition.” Take notes that will help you understand the passage. Then answer Items 1–9 on pages 325–327.
- Read the writing prompt for Item 10 on page 327.
- Write a narrative on your own paper in response to the prompt.

Part 3: Research Simulation

- Carefully read “The Greatest” and “Heroism and Head Injury.” Take notes that will help you understand the passage. Then answer Items 1–9 on pages 328–330.
- Read the writing prompt in Item 10 on page 330. Then review “The Greatest” and “Heroism and Head Injury.” Take notes that will help you respond to the prompt.
- Write an essay on your own paper in response to the prompt.

Part 1 Literary Analysis

Read all parts of the question before responding. Circle the correct answer to Items 1–9. Use your own paper to respond to Item 10.

Item 1

Part A What is the meaning of this sentence from paragraph 1 of “Palspace Hero”?

“Quantity, not quality, was the name of the game”

- From day to day, the value of something changes.
- The value of a thing depends on how much of it there is.
- An app called “Quantity” is popular among Vanessa’s pals.
- The excellence of a thing is more important than the amount.

Part B What information from the story supports your answer to Part A?

- Vanessa uses an application on her smart phone as an alarm clock.
- Vanessa carefully checks the identity of everyone who requests her friendship online.
- Vanessa does not care who asks for her friendship online because she is unfeeling.
- Vanessa’s peers envy her when she has lots of Palspace “pals.”

Item 2

Part A Select the phrase that best describes Vanessa from “Palspace Hero.”

- heroic and selfless
- insecure and arrogant
- well-meaning but misguided
- unpopular and unlikable

Part B Select TWO pieces of evidence that support your response in Part A.

- She uses a smartphone app for an alarm clock.
- She has a large number of “pals” on Palspace.
- She plans to use her social network to boost Marguerite’s popularity.
- She gives a digital “okay” to messages that her “pals” post online.
- Her efforts to shift her “pals” perception of Marguerite do not work.

Item 3

Part A Which of the following best states a theme from “Palspace Hero”?

- It is important to help people even if they do not want help.
- Helping animals is more important than helping people.
- No good can come from social media.
- Popularity can be overrated.

Part B Which quotation from the text supports your answer in part A?

- “So Marguerite did know about the posts, Vanessa realized, her stomach churning.”
- “‘Don’t do me any favors . . . I don’t need the kind of “pals” that you have.’”
- “She was just grateful to be in demand and occasionally even the object of envy”
- “her peers . . . constantly compared how many ‘pals’ everyone had.”

Item 4

Part A What wish drives Vanessa’s “Save Marguerite” campaign?

- She does not want to play the hero.
- She does not want to feel like a bully.
- She wants to get even more “pals” on Palspace.
- She wants to get to know Marguerite on a deep, personal level.

Part B What event motivated Vanessa’s wish?

- She was sick of her friends writing mean things about Marguerite.
- She wants to try to get even more Palspace “pals.”
- Thoughtlessly she had voted “okay” on unkind posts about Marguerite.
- She found out that Marguerite had been trying to “pal” her without success.

Item 5

Part A Based on the mini-review of *East Ridge High*, which statement accurately infers the reviewer’s feelings about the print story “Palspace Hero”?

- The story is somewhat preachy, but both characters are well developed.
- The character of Vanessa is too simplistic, and the story is too preachy.
- The character of Vanessa is better developed than the character of Marguerite.
- The characters are so poorly drawn that the TV show had to start from scratch.

Part B From “Mini-Review,” select TWO pieces of evidence about the print story that support your response to Part A.

- The reviewer says that Palspace is a sponsor of the TV show.
- The reviewer refers to Vanessa’s “complexity in the print story.”
- The reviewer says that the movie is more preachy than the book.
- “Palspace Hero” comes from a book called *East Ridge High*.
- The reviewer says that Vanessa and Marguerite become allies.

Item 6

Part A In “The Pitch,” what is the meaning of *pitch*, as used in the following passage?

“All right, Mr. Bunyan . . . You want our financial backing . . . , so make your pitch; set the scene for us.”

- the throwing of a baseball by a pitcher to a batter
- the position of a single tone on a scale of sounds
- a presentation designed to sell a product or idea
- an up-and-down motion (of a boat, for example)

Part B Which word relationship in the passage above supports the answer to Part A?

- the metaphorical relationship between “Mr. Bunyan” and “pitch”
- the cause and effect between “you want our financial backing” and “pitch”
- the grammatical relationship between “make” and “your pitch”
- the synonymous relationship between “pitch” and “scene”

LITERARY ANALYSIS

Item 7

Part A What conflict occurs between the producer and Paul Bunyan in “The Pitch”?

- Bunyan does not want to give artistic control to the producer.
- The producer objects to Bunyan felling trees in the movie.
- The producer does not want Bunyan to star in his own film.
- Bunyan does not want to hire the Jersey Legend to co-star.

Part B Which evidence from the story best illustrates the answer to Part A?

- Bunyan insists on doing his own stunts.
- Bunyan clearly has an age-old grudge against the Jersey Legend.
- Bunyan is a stocky figure with bushy eyebrows and ill-fitting clothes.
- The producer says logging in the New York area won’t seem heroic.

Item 8

Part A What characteristics does Bunyan have in common with many heroes of legend?

- He is a skilled lumberjack.
- He can straighten out winding roads.
- He is unusually clever and resourceful.
- He is strong and has a trusty companion.

Part B What information supports the answer to part A?

- He wields a heavy axe with ease, and Babe is his sidekick.
- He has well-thought out strategies for fighting modern crime.
- He wants Thor and Perseus to appear in a movie with him.
- He is more interested in lumber than in fighting crime.

Item 9

Part A In “The Pitch,” which of the following does NOT reflect the main character’s attempt to change with the times?

- He sets his story in modern-day New York City.
- He wants to bring his story, like other heroes’ stories, to the big screen.
- His story will be one of strength, courage, and ancient rivalry.
- He has learned the technique of selling an idea to a Hollywood producer.

Part B Choose TWO pieces of evidence that support your answer to Part A.

- He wears a designer jacket to the meeting.
- He shows his strength by wielding an axe and cutting down trees.
- He has wanted to confront the Jersey Legend for a hundred years.
- He wears a lumberjack’s flannel shirt and woolen cap.
- He does not bring his sidekick Babe with him to the meeting.

Item 10

The main characters in “Palspace Hero” and “The Pitch” share a key requirement of heroism: the willingness to make a sacrifice or take on a challenge. Yet both characters encounter obstacles to their heroic urges.

Write an essay that analyzes how the authors of both “Palspace Hero” and “The Pitch” explore the question *Why is it so hard to be a hero?* To get started, think about the obstacle that causes problems for the “hero” in each story. Be sure to support your analysis with evidence from the text and to apply the conventions of standard English.

RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.10,
W.8.3, W.8.4, W.8.10, L.8.1, L.8.2, L.8.3, L.8.4.a,
L.8.5.c, RH.8.1, RH.8.2, RH.8.4, RH.8.5

Part 2 Narrative Writing

Read all parts of the question before responding. Circle the correct answer to Items 1–9.
Use your own paper to respond to Item 10.

Item 1

Part A What does the word *deposition* mean in the title and headnote of “Paul Revere’s Deposition”?

- the removal of a monarch from power
- sworn testimony taken down in writing
- a depositing of a mold or other substance
- imprisonment, especially for political reasons

Part B Which words from the italic headnote at the beginning of the text provide clues to the meaning of *deposition*?

- “*these are the words*” and “*sworn legal*”
- “*under questioning by the British*”
- “*about his midnight ride*”
- “*Paul Revere*”

Item 2

Part A Why is Paul Revere going to Lexington?

- to arrest John Adams and John Hancock
- to prevent British soldiers from destroying an arms warehouse there
- to warn Adams and Hancock that British soldiers may be coming to arrest them
- to catch a ferry across the Charles River in order to get a horse to ride to Concord

Part B Which part of the text supports the correct response to Part A?

- paragraph 1
- paragraph 2
- paragraph 3
- paragraph 5

Item 3

Part A What happens to Paul Revere after his first encounter with British soldiers?

- He is stopped and questioned but then allowed to ride on.
- He gallops past them and is able to warn Adams and Hancock.
- He is stopped, but Revere tricks them into heading in the wrong direction.
- He and Prescott gallop away and jump a fence, leaving the soldiers behind.

Part B What information in the passage supports your response to Part A?

- “I saw two officers on horseback . . . I was near enough to see their holsters”
- “One of them started his horse towards me, the other up the road, as I supposed, to head me [off]”
- “He followed me about 300 yards, and finding he could not catch me, returned. I proceeded to Lexington . . .”
- “I to the right towards a wood at the bottom of the pasture, intending . . . to jump my horse and run afoot”

Item 4

Part A Why does Paul Revere ride on toward Concord with Dawes and Prescott?

- to lead the British away from Lexington, where Adams and Hancock are hiding
- to stay with Prescott, at his home
- to warn residents about a possible attack on the arms warehouse there
- to get some rest at an inn there after the long ride to Lexington

NARRATIVE WRITING

Part B What evidence in the text does NOT support the correct response in Part A?

- Revere knows that the British may be planning to destroy the arms warehouse there.
- Revere has new information about soldiers heading toward Concord.
- Prescott and Dawes are already warning residents on the road to Concord.
- Revere has been riding at a full gallop ever since he left Charlestown.

Item 5

Part A How does Revere respond when British officers tell him that they are looking for deserters?

- He pretends to be a deserter from the British Army in hopes of becoming a spy.
- He admits that he has already spread the alarm about the officers' true mission.
- He pretends that he is just a tradesman on his way to Concord to do business.
- He warns the officers that fifty or sixty militiamen are guarding the weapon storehouse.

Part B Which information from the passage supports your response in Part A?

- "One of them. . . much of a gentleman, asked me where I came from"
- "He asked what time I left. I told him, he seemed surprised"
- "I told him . . . that I had alarmed the country"
- "I would tell him the truth; I was not afraid."

Item 6

Part A What is the British officer's probable concern after talking to Revere?

- Five hundred militia are ready to defend the weapons storehouse in Concord.
- Fifty or sixty militiamen are currently guarding the warehouse in Concord.
- People like Revere are being allowed to ride around the countryside.
- The deserters he was looking for have been warned off by Revere.

Part B Which of the following suggests that Revere lied to the officer?

- Since Revere lied about his name, he probably lied about other things.
- Revere has shown himself to be a skilled horseman who can evade capture.
- Revere scolds the officers, saying they have no right to stop and question him.
- Revere has good reason to try to mislead the British officers.

Item 7

Part A Revere not only gives testimony in this document but presents a picture of himself. In this picture he is

- smart and bold.
- brave but self-serving.
- friendly to the British.
- exceedingly clever and handsome.

Part B What information from the passage supports your response in Part A?

- Revere lies to the officer who detains him to save his own skin.
- Hoping for good treatment from the officer, Revere tells him the truth.
- Revere boldly evades the first officers and cleverly tries to discourage the second.
- Revere knows Concord is at risk, but can't decide how best to warn people.

Item 8

Part A Why do the officers suddenly leave Revere alone when they get back to Lexington?

- Paul Revere trades his horse for his freedom.
- They seem to decide Revere is no longer the most important problem.
- After a brief pursuit, they give up on him when gets 300 yards ahead of them.
- He has convinced them that he is on their side by giving them valuable information.

Part B What text from the passage supports the answer to Part A?

- The sergeant assigned to guard Revere becomes too tired to do so.
- The officers have taken his horse and gone to investigate gunfire.
- He and Prescott split up, and the officers choose to pursue Prescott instead of Revere.
- Revere, Hancock, and Adams make a break for it, running two miles away from town.

Item 9

Part A Below are four claims about "Paul Revere's Deposition." Which claim is NOT supported by information from the text?

- Paul Revere took real risk in carrying out his mission.
- Paul Revere was not alone in carrying out his mission.
- Paul Revere alone acted heroically on his mission.
- Paul Revere's mission was an unqualified success.

Part B Which information from the list below supports your response in Part A?

- "I set off, it was then about 11 o'clock, the moon shone bright."
- "if you attempt to run, or we are insulted, we will blow your brains out."
- "I had been there about half an hour when Mr. Dawes [on the same mission . . .] arrived from Boston."
- "They forced us in, and . . . Mr. Prescott said, 'Put on!' He took to the left, I to the right"

Item 10

You have read Paul Revere's version of the events of the night of April 18, 1775. Now imagine the story from the point of view of one of the British officers who capture Paul Revere. In your narrative,

- Include information about what the officer was doing before coming upon Paul Revere.
- Tell the story of capturing Paul Revere from the officer's point of view.
- Tell what the officer does after leaving Paul Revere.

Use narrative techniques, like dialogue and descriptive detail, to capture the mood and activities of that night. Guide your reader through the sequence of events with transitions. Finally, be sure to follow the rules of standard English.

Part 3 Research Simulation

Read all parts of the question before responding. Circle the correct answer to Items 1–9.
Use your own paper to respond to Item 10.

Item 1

Part A What does *neurological* mean in the second paragraph of “The Greatest”?

- relating to the nervous system
- relating to the study of language
- having to do with the cell nuclei
- relating to the study of new diseases

Part B What Latin root best helps you understand the meaning of *neurological*?

- log*, meaning “word”
- ne*, meaning “new”
- nuc*, meaning “nut”
- neur*, meaning “nerve”

Item 2

Part A What is meant by saying that Ali’s “capering got under Liston’s skin and threw the champion off balance”?

- Ali used an old boxer’s trick of wiping an acid on his gloves to irritate Liston’s skin.
- Ali was so fast on his feet in the ring that he literally had Liston spinning around.
- Ali’s actions caused Liston so much stress that he broke out in hives.
- Ali’s pre-fight actions annoyed and unsettled the older boxer.

Part B Based on the language in the passage above, how would you describe the author’s attitude?

- admiring Ali’s strategy
- disapproving of Ali’s behavior
- sad about Ali’s current health.
- objective; he reports Ali’s behavior as an unbiased observer

Item 3

Part A Which of the following best describes the author’s point of view about the sport of boxing in “The Greatest”?

- He is no longer a fan.
- It played an important role in the lives of many young African American men.
- It was beneficial for Ali, but most people should not consider it.
- It should not be why Ali is remembered.

Part B Which information from the text supports your response in Part A?

- The author points to Muhammad Ali’s ability to avoid taking punches.
- The author says Parkinson’s has robbed Ali of “his famous speech, speed, and agility.”
- The author points to Ali’s other accomplishments, such as his humanitarian work.
- The author says many young African American men gained “accomplishment and respect” in the ring.

Item 4

Part A Which of the following best summarizes the author’s message in “Heroism and Head Injury”?

- Contact sports can teach valuable lessons about teamwork and tenacity.
- Contact sports like boxing and football should be banned.
- Contact sports may have their rewards, but the risk to amateurs is too high.
- All players should be compensated for the injuries they receive in contact sports.

Part B What information from the text represents an acknowledgement of a conflicting viewpoint?

- Research scientist John Hardy's view that boxing should be banned.
- The view of NFL players like Scott Fujita about the benefits of football.
- The study by Virginia Tech and Wake Forest University researchers.
- The claim that safety measures adopted by the NFL have been slow to affect amateur play.

Item 5

Part A What does the word *sensors* mean in this passage from "Heroism and Head Injury"?

"7- and 8-year-old boys wore *sensors* that recorded the blows to the head sustained during football practices and games."

- devices that measure physical stimuli like force, speed, or motion
- vessels that dispense the fragrant smoke of a burning substance
- people who review and remove objectionable material in texts
- official reprimands by a governing body of one of its members

Part B Which phrase from the text supports the answer to Part A?

- "7- and 8-year-old boys"
- "that recorded"
- "blows to the head"
- "sustained during football practices"

Item 6

Part A Why does the author of "Heroism and Head Injury" include the information that 7- and 8-year old boys' head impacts included "eleven hits register[ing] 80 g's or more on the sensors"?

- to show why so many football players' head impacts result in ER visits
- to demonstrate the severity of head impacts that young players sustain
- to prove that young players need to wear better helmets
- to show that the vast majority of head impacts have no negative effects

Part B Which of the following is the best counterargument to the correct response to Part A above?

- At a rate of about 1 in 300, severe head impacts do not occur very frequently.
- Any head impact, no matter how small the force, is one too many.
- People are too quick to use emergency services when a doctor's visit would be enough.
- Players can avoid the negative effects of head impacts by wearing football helmets.

Item 7

Part A Why does the author of "The Greatest" cite the evidence that "even in the ring, Ali avoided being hit, and he said he didn't relish hurting his opponent"?

- to show that Ali did not receive enough injuries to have brain damage
- to show that Ali was not aggressive enough to be a true boxing champion
- to resolve a contradiction between Ali the peace lover and Ali the boxer
- to illustrate Ali's lightning-fast reflexes

Part B How does the author of “Heroism and Head Injury” use the same evidence in the article’s sixth paragraph?

- to illustrate Ali’s lightning-fast reflexes
- to show that professional boxers know how to avoid getting hurt
- to explain why many people do not believe boxing caused Ali’s Parkinson’s disease
- to make the point that over a long boxing career, brain damage is almost inevitable

Item 8

Part A Which of these claims from “The Greatest” contradicts a conclusion in “Heroism and Head Injury”?

- Muhammad Ali has no regrets about his professional boxing career.
- Being an accomplished athlete provides self-confidence and respect.
- There are more important things in life than being a professional athlete.
- Boxing did not necessarily cause Muhammad Ali’s Parkinson’s disease.

Part B What text from “The Greatest” supports the answer to Part A?

- “Muhammad Ali is considered by many to be the greatest sports figure in history”
- “He has lent his massive appeal to an annual celebrity Fight Night”
- “the connection between Ali’s boxing and Parkinson’s is not certain”
- “For Ali . . . the route to accomplishment and respect was found in the boxing ring.”

Item 9

Part A Web articles like “Heroism and Head Injury” provide advantages that print magazine articles like “The Greatest” do not. Which of the following is NOT one of these advantages?

- Readers can follow links to verify the sources of information in the article.
- Readers can immediately find more information about related topics.
- The author can easily add updated information or correct errors.
- The author includes examples that vividly illustrate the subject matter.

Part B What information supports your response in Part A?

- “The Greatest” does not provide any facts or details.
- In “Heroism and Head Injury,” Scott Fujita tells about begging to play football as a child.
- “The Greatest” tells how Muhammad Ali surprised everyone by beating Sonny Liston in 1964.
- “Heroism and Head Injury” provides links to endnotes where readers can verify information.

Item 10

You have read two texts that address, either directly or indirectly, the risks and benefits associated with sports like football and boxing. These texts are

- “The Greatest”
- “Heroism and Head Injury”

Consider the viewpoint each author expresses in discussing the risks and benefits of participating in these sports.

Write an essay that summarizes each author’s viewpoint and analyzes the evidence the author uses to support that viewpoint. Then tell your view on the issue, and explain why you hold that view. Remember to use textual evidence to support your ideas.

A

abolished (*verb*) got rid of completely by law; banned

abridged (*verb*) reduced; made smaller or weaker

abundant (*adjective*) more than enough; plentiful

acclimate (*verb*) grow used to something; fit in

accumulate (*verb*) gather together; mount

accurate (*adjective*) correct; precise

accusation (*noun*) blame; a charge against someone

acolyte (*noun*) follower; apprentice

advocate (*noun*) one who stands up for or speaks for others or for a certain cause or idea; (*verb*) to speak out for a certain action, idea or philosophy; support

agitation (*noun*) shaking motion

altercation (*noun*) fight or argument

alternative (*adjective*) different from the usual

ameliorated (*verb*) improved; made better

amendment (*noun*) a formal addition or change to a document or contract; revision

ancestry (*noun*) heritage; people from whom a person is descended

anesthetic (*noun*) pain reliever; medicine that blocks pain or makes one sleep

anew (*adverb*) once again; starting all over again

animatedly (*adverb*) vigorously; with a lot of emotion or movement

apathetically (*adverb*) without caring or feeling

appraising (*adjective*) judging; evaluating the worth or qualities of something

apprehension (*noun*) anxiety or uneasiness; a sense of something bad about to happen

appropriate (*adjective*) suitable; fitting the situation

articulate (*adjective*) well-spoken

assemblage (*noun*) group working together for the same goal

attribute (*noun*) quality, trait, or characteristic

authentic (*adjective*) genuine; real

authorized (*verb*) given the power to say or do something; approved

avail (*noun*) use; help

avalanche (*noun*) a large, displaced mass of snow, ice, or rocks sliding down a mountainside

B

bacterium (*noun*) small organism that can cause disease in humans

begrudges (*verb*) resents

belated (*adjective*) given late or after the fact

beneficial (*adjective*) useful; helpful

biosphere (*noun*) Earth and the living things that inhabit it

blurted (*verb*) spoke suddenly

boardinghouse (*noun*) house where tenants rent rooms in which to live and may also receive meals and other services

boil (*noun*) swollen lump

bolstered (*verb*) built up or supported

bounteous (*adjective*) full of good things; plentiful

bristle (*verb*) stand up stiffly in defense or fear

burgeoning (*adjective*) starting to expand or grow

C

calamitous (*adjective*) terrible; disastrous

calamity (*noun*) terrible event; disaster

capacity (*noun*) ability to do something; capability

capsized (*verb*) tipped or spilled over

carcass (*noun*) dead body, especially of an animal

catastrophe (*noun*) disaster

catastrophic (*adjective*) disastrous

chaos (*noun*) disorder and wild confusion

clung (*verb*) held on tightly

cognizant (*adjective*) understanding; aware

collective bargaining (*noun*) negotiating with an employer as a group rather than as individual workers

commotion (*noun*) loud noise or argument

compatriot (*noun*) person who lives in the same country or belongs to the same group

compensation (*noun*) fair payment or reward

complicated (*adjective*) difficult to understand; with many different elements

composure (*noun*) calmness; control of one's emotions

comprehensive (*adjective*) covering many different ideas or goals; complete

conception (*noun*) idea; awareness

confide (*verb*) talk to, especially about secrets or problems

confirmation (*noun*) certainty of something

conflagration (*noun*) large fire

congregated (*verb*) gathered together in one place

consumption (*noun*) usage

contagion (*noun*) disease; something that can be passed from person to person, causing illness

contagious (*adjective*) spreading from person to person

GLOSSARY

contemplated (*verb*) thought deeply about something
contingency (*noun*) one of many possibilities that might occur
contract (*verb*) acquire a disease or condition
contraption (*noun*) machine, especially one that is strange or new
convulsion (*noun*) a violent shaking of the body
cordial (*adjective*) friendly and pleasant to be around
cost effective (*adjective*) worth the cost of doing
countenance (*verb*) accept
coveted (*verb*) wanted desperately to possess something belonging to another
cumulative (*adjective*) building up over time due to many small changes
curtailed (*verb*) stopped or cut short
customary (*adjective*) what is typically done; usual
cynical (*adjective*) suspicious of promises or ideals

D

dauntless (*adjective*) without fear; brave
definitive (*adjective*) clear and certain; obvious
derived (*verb*) coming from
designation (*noun*) name; classification
deteriorate (*verb*) go bad or break down
detriment (*noun*) something that causes difficulty or disadvantage
devotee (*noun*) follower; believer
dexterously (*adverb*) with great coordination and skill
diagnosis (*noun*) identification of a disease or condition
diameter (*noun*) distance across the middle of a round object
diffidently (*adverb*) in a shy and uncertain way
dilemma (*noun*) difficult decision among different choices
disclaimer (*noun*) statement explaining a lack of responsibility on the part of a publication or party
discord (*noun*) disagreement; conflict and strife
distracting (*adjective*) interruptive; taking attention away from something
distraught (*adjective*) very agitated or upset
distribution (*noun*) the handing out of something to a group in appropriate shares, or portions
domesticity (*noun*) home and family life
dramatically (*adjective*) in an intense or obvious way
dweller (*noun*) inhabitant; person who lives in a particular area
dynamism (*noun*) energy and vigor

E

efficiency (*noun*) ability to do something without wasting time or resources
elongated (*adjective*) stretched out; lengthened
emission (*noun*) substance coming out from something
emitted (*verb*) sent out
emulate (*verb*) try to be like someone else; copy
encapsulated (*verb*) describing the same ideas in a summarized form
encroaching (*verb*) coming onto the territory or property of another; trespassing
engaging (*verb*) meeting in battle
engraved (*verb*) carved into a solid object
ensuring (*verb*) making sure that something will happen; guaranteeing
enthusiast (*noun*) someone eager or enthusiastic about something
enticed (*verb*) attracted; tempted by something
entreated (*verb*) pleaded; begged
epidemic (*noun*) the spread of a disease through much of a population
epidemiological (*adjective*) having to do with the spread of disease in a population
epiphany (*noun*) sudden moment of clear understanding or inspiration
epithet (*noun*) nickname or insult
eradicating (*verb*) completely wiping out something
escalate (*verb*) grow into a bigger issue or conflict
espoused (*verb*) proclaimed
estimate (*verb*) make a educated, informed guess
evaporation (*noun*) process by which water is drawn up from bodies of water and turned into water vapor in the atmosphere
exasperated (*adjective*) annoyed; irritated
exclusively (*adverb*) for a certain purpose only
exemplary (*adjective*) serving as a good example to others; excellent
expiration (*noun*) when something runs out or is no longer good
exponentially (*adverb*) in a manner many times larger or more than
exquisite (*adjective*) extremely beautiful; perfect
extinguish (*verb*) put out or make go away; smother

F

faltered (*verb*) hesitated or felt doubt
fathom (*verb*) understand; conceive of

fermentation (*noun*) process in which something organic is chemically changed to alcohol
ferocity (*noun*) strong or violent emotion
feted (*verb*) celebrated and praised
fiscal (*adjective*) economic
floundered (*verb*) moved clumsily; staggered
flustered (*adjective*) upset and confused
foreboding (*adjective*) warning of or threatening danger
formidable (*adjective*) intimidating and powerful
fossil fuel (*noun*) fuel, such as oil and coal, that comes from the breakdown of ancient plants and animals
fostered (*verb*) brought about or caused
frailty (*adjective*) weakness; ability to be hurt or injured
friction (*noun*) action in which items rub together
fundamental (*adjective*) basic
futile (*adjective*) pointless; wasted

G

generated (*verb*) created
grizzled (*adjective*) gray-haired
groundwater (*noun*) underground water, such as in an aquifer
grueling (*adjective*) difficult and miserable

H

hapless (*adjective*) without luck
harmonious (*adjective*) agreeable; smoothly working together
homely (*adjective*) simple and natural
huddled (*verb*) gathered closely together in a group
hurled (*verb*) threw with great energy or violence
hybrid (*noun*) blend of two or more different things
hygiene (*noun*) practice of keeping clean

I

immensity (*noun*) huge size or difficulty
immobilized (*verb*) frozen in place; made unable to move
immune system (*noun*) the system of the body responsible for fighting disease
impeded (*verb*) got in the way of one's actions; hindered
implemented (*verb*) put into place
implicate (*verb*) show that something or someone is guilty or wrong
imposing (*adjective*) intimidating or frightening
impulsively (*adverb*) suddenly, without thinking it over

inability (*noun*) lack of capability to do something
incentive (*noun*) something that encourages someone to do something; reward
inclusion (*noun*) something or someone being a part
incorporate (*verb*) include
incrementally (*adverb*) in tiny steps; little by little
incursion (*noun*) attack; raid
industrial (*adjective*) having to do with factory work
infectious (*adjective*) able to spread to others
infinite (*adjective*) without end
ingenuity (*noun*) ability to come up with new ideas and solutions
inherent (*adjective*) existing as a natural part of something
initially (*adverb*) in the beginning; at first
innovation (*noun*) the development of new ideas
innovator (*noun*) person who comes up with new ideas
inscription (*noun*) words cut into a solid surface
insidious (*adjective*) evil in a way that is hard to notice
installed (*verb*) put in place
instinct (*noun*) inborn or natural knowledge
intangible (*adjective*) unable to be touched or explained
integrated (*verb*) became part of another group; joined
intensify (*verb*) become or make stronger
intent (*adjective*) focused on; intending to do something
interacted (*verb*) met and did things with
interchangeably (*adverb*) able to be switched out one for another
interject (*verb*) say something in the middle of another person's speaking; interrupt
interminably (*adverb*) seemingly without end
invidious (*adjective*) evil and dangerous
involuntary servitude (*noun*) state of being forced to work for another person or group, usually without pay or legal protections
isolated (*verb*) kept separated from others

J

jaundice (*noun*) yellowed skin caused by disease
judicial (*adjective*) of judges or courts; legal
justification (*noun*) reasons to support a decision or action; explanation

L

- laurels** (*noun*) symbols of honor, such as a medal or trophy
- lauded** (*verb*) praised; spoken well of
- leisurely** (*adjective*) comfortably and slowly
- liability** (*noun*) something that holds others back or causes difficulty
- linear** (*adjective*) in a straight line
- logical** (*adjective*) based in logic and evidence; reasonable
- luminous** (*adjective*) shining and attractive
- luxurious** (*adjective*) beautiful and plentiful

M

- manipulate** (*verb*) control and change
- meandered** (*verb*) wandered slowly; roamed
- medium** (*noun*) substance that supports or carries something else
- microbe** (*noun*) tiny organism
- microorganism** (*noun*) tiny organism; germ
- minimizing** (*verb*) describing or believing something to be smaller than it really is
- minor** (*adjective*) small and easily overlooked; unimportant
- mired** (*verb*) stuck
- moat** (*noun*) artificial body of water built around a castle or other building for protection
- mobilized** (*verb*) brought into action
- monies** (*noun*) funds; money
- monitor** (*verb*) watches closely to identify danger or problems
- monotony** (*noun*) sameness; state of no change or novelty
- montage** (*noun*) series of images

N

- noble** (*adjective*) morally good and pure; honorable
- nonchalant** (*adjective*) unconcerned and relaxed
- novelty** (*noun*) something that is new or different
- nutrient** (*noun*) beneficial substance in food

O

- obligation** (*noun*) duty that one must perform
- obliged** (*verb*) cooperated with; did as one was asked to do
- omission** (*noun*) state of being left out or excluded
- oppressive** (*adjective*) uncomfortable and smothering
- overreacting** (*verb*) making something into a bigger or more complicated issue than it really is

P

- parasite** (*noun*) living creature that lives in or feeds off of another creature
- pasteurized** (*verb*) heated in such a way as to destroy germs
- pathogen** (*noun*) organisms that cause disease or harm
- peer** (*verb*) look closely
- periodical** (*noun*) publication that comes out at regular intervals, such as a magazine
- phenomenon** (*noun*) natural event
- photovoltaic** (*adjective*) turning light into energy
- platform** (*noun*) statement of policy
- plausibly** (*adverb*) in a way that can be believed
- poignant** (*adjective*) sad; moving
- pondering** (*verb*) thinking something over carefully
- precaution** (*noun*) action taken in advance to avoid difficulty or trouble in the future
- prematurely** (*adverb*) in a manner that is earlier than expected
- preservation** (*noun*) making things last longer
- probability** (*noun*) chance; likelihood
- probiotic** (*noun*) bacterium that is beneficial to humans
- prominence** (*noun*) fame
- proponent** (*noun*) someone who works for or is in favor of a law, idea, or rule; supporter
- prosperous** (*adjective*) with increased wealth and success
- province** (*noun*) part of a larger area under the same rule
- provision** (*noun*) something given to others
- proximity** (*noun*) closeness; nearness

R

- radiate** (*verb*) emit in waves or rays
- ramification** (*noun*) effect; result
- ramshackle** (*adjective*) falling apart; badly constructed
- ratified** (*verb*) approved formally; confirmed
- rationing** (*verb*) limiting distribution of resources
- raucous** (*adjective*) wild and noisy
- reclusive** (*adjective*) avoiding others; solitary
- recoiled** (*verb*) turned away suddenly in fear or disgust
- recruit** (*noun*) someone newly joined
- reflective** (*adjective*) prone to thinking things over
- regularity** (*noun*) on a regular or common basis
- regulate** (*verb*) control, especially by rules or laws
- regulated** (*verb*) given rules to follow
- regulation** (*noun*) law or rule

regulatory (*adjective*) that which sets rules
repast (*noun*) meal
replicate (*verb*) copy; duplicate
reserves (*noun*) strength or resources held back to be used when needed
resonant (*adjective*) deep and booming or echoing
reverberate (*verb*) create a ripple effect; echo
rival (*adjective*) competitor

S

sanctioning (*noun*) formal acceptance of
sanitary (*adjective*) clean; free from germs
sanitation (*noun*) removal of germs and contaminants
scrimmage (*noun*) small battle
scrupulous (*adjective*) careful and exacting
sector (*noun*) part; section
secular (*adjective*) not part of religious life or belief
seismologist (*noun*) scientist who studies earthquakes
sentinel (*noun*) guard; one who watches for danger
shortchanging (*verb*) not giving something the money, resources, or attention it deserves
shuttered (*verb*) closed down
signifying (*verb*) showing or signaling
simultaneously (*adverb*) at the same time
skeptical (*adjective*) suspicious; untrusting
sluggard (*adjective*) lazy; slothful
solemn (*adjective*) serious or sad
spearhead (*verb*) lead
speculatively (*adverb*) in an evaluating manner
spherical (*adjective*) in the shape of a sphere; round
stark (*adjective*) strong and clear
stifling (*verb*) smothering or choking
stockpile (*noun*) stored supply
substantial (*adjective*) large or meaningful
substantially (*adverb*) in a noticeable way; significantly
subtle (*adjective*) small or hard to notice
suffrage (*noun*) the right to vote
surveillance (*noun*) watching for danger
symbol (*noun*) something that represents something else

T

tedious (*adjective*) boring
temperamental (*adjective*) having to do with personality or emotions; moody
temperate (*adjective*) milder and calmer
tempered (*verb*) shaped; affected

terminate (*verb*) end a position; fire
thermal (*adjective*) heating
thriving (*verb*) living or growing well; flourishing
throng (*noun*) large group of people; crowd
till (*verb*) dig up soil in preparation for planting
tolerant (*adjective*) accepting of others
trajectory (*noun*) progression; path of development
tribulation (*noun*) difficulty; problem
trivial (*adjective*) not very important or serious
tsunami (*noun*) huge wave that washes onto land
tuition (*noun*) money paid to attend a school
tumult (*noun*) loud chaos
tumultuous (*adjective*) full of commotion and change
turbine (*noun*) engine with spinning blades; windmill
turmoil (*noun*) trouble and difficulty

U

unbridled (*adjective*) not held back or contained
underestimate (*verb*) think that something will be smaller or less than it really is
undeterred (*adjective*) unable to be stopped or put off
unfaltering (*adjective*) without stopping or hesitating
unionization (*noun*) collection of workers into organized groups that can negotiate with employers
unnerved (*verb*) frightened; made nervous
unsettling (*adjective*) causing discomfort or unease

V

vaccinated (*verb*) given a weakened or dead form of a disease-causing microorganism so that the body can develop an immunity to the disease
vanguard (*noun*) leading group
varsity (*adjective*) pertaining to the main team of a school
vastly (*adverb*) greatly
verify (*verb*) find out if something is true
vigilant (*adjective*) carefully watching out for danger

W

wafted (*verb*) moved gently by the wind
wistful (*adjective*) thoughtful in a sad or regretful way
wizened (*adjective*) wrinkled
woes (*noun*) problems; things that cause difficulties
workforce (*noun*) the workers in a particular industry or area

Y

yearning (*verb*) desire; longing
yore (*noun*) times in the distant past

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