

## 7th ELA LEAP Practice Week 3

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.



Name: \_\_\_\_\_

Reading Log

Date	Title	Pages	1 question or prediction
3/23/2020	<i>The Three Little Pigs</i>	1-20	I wonder why the third pig didn't help his brothers build better houses?



Week 3 Day 1



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### Author Point of View

Remember that every story has a narrator. The **narrator** is the speaker who tells the story to the reader. Think of it this way—**first-person narrators** tell you their own stories. **Second-person narrators** tell stories from the “you” point of view or tell you how something is done. **Third-person narrators** tell you stories about others.

**Point of view** is crucial to the story. You know that authors write for a specific purpose, but they also choose the point of view to get the most effect out of the story. Point of view affects the story’s interpretation. Think about your favorite hero stories. How much different would the characters and events be portrayed if the stories were told from the evil villain’s point of view?

Take a look at this chart for some features of point of view.

#### Types of Point of View

<b>First Person</b>	The narrator tells the story from his or her own point of view. The narrator uses <i>I</i> , <i>me</i> , and <i>my</i> in the story. <i>In Life of Pi</i> , Pi Patel tells his story as the main character.
<b>Second Person</b>	The speaker is talking directly to the reader and so uses the pronoun “you”. This is not often used in most literature, but the second person point of view is fairly common in poetry, short essays, and songs. For example, Nathaniel Hawthorne’s short story “The Haunted Mind” and Jamaica Kincaid’s story “Girl” use the second-person point of view.

<b>Third-Person Omniscient</b>	The speaker tells a story describing characters as <i>he</i> , <i>she</i> , or <i>they</i> . The narrator is capable of knowing, telling, and seeing all that happens to the main characters. In Leo Tolstoy's <i>Anna Karenina</i> , the narrator describes all the actions and the inner thoughts of the main characters.
<b>Third-Person Limited</b>	The narrator uses pronouns like <i>he</i> , <i>she</i> , and <i>they</i> , but the story is told through what is seen, heard, and felt by the thoughts and viewpoint of one character, usually the main character. Ralph Ellison wrote the short story "King of the Bingo Game" using this point of view.

Point of view also includes the **perspective**—or mental view—that the author attempts to communicate to the reader. The narrator's or speaker's point of view influences how events in a story are described. Pay attention to the perspectives of different characters.

Rita	Dexter
<i>"The ballet was simply exquisite! The ballerinas glided and leaped across the stage without a single false step. I was breathless just watching. My boyfriend, Dexter, obviously enjoyed it too. He sat completely still through the entire performance. I can't wait for us to go again!"</i>	<i>"I can't believe Rita dragged me to this dumb ballet. I suggested a hockey game, but she said we needed more culture. Whatever! When the curtain lifted and those silly dancers in tights started bouncing around, I slid down in my seat a little. Maybe if I stayed completely still, Rita wouldn't realize I was napping."</i>

As you can see, Rita and Dexter have very different points of view about the same subject. Notice how the author develops the characters' points of view using their behavior, speech, and the observations of other characters. For example, Rita sees Dexter sitting still and assumes he's watching the ballet attentively. But Dexter reveals that he is actually napping.

### Practice 5: Point of View

#### Adapted Excerpt from *What Diantha Did* by Charlotte Gilman Perkins

Charlotte Perkins Gilman (1860 - 1935) wrote this book in 1909. She was a well-known American feminist, sociologist, novelist, and a lecturer for social reform. Gilman became a spokesperson on topics such as women's perspectives on work and family. She argued that housework should be equally shared by men and women, and that at an early age, girls should be encouraged to be independent. In many of her major works, including "The Home" (1903), *Human Work* (1904), and "The Man-Made World" (1911), Gilman encourages women to work outside of the home. Gilman thought that women were oppressed (a sense of being weighed down in body or mind) in their homes. Gilman believed that the domestic environment (cooking, cleaning, and raising children) oppressed women through male dominated beliefs (women belonged in the home) upheld in the early 1900s society.



- 1 In the dead quiet of the afternoon Diantha and her mother sat there sewing. To the older woman rocking in her small splint chair by the rose-draped window, her thoughts dwelling on long dark green grass, the shade of elms, and cows knee-deep in river-shallows; this was California—hot, arid, tedious in endless sunlight—a place of exile.
- 2 To the younger, the long seam of the turned sheet pinned tightly to her knee, her needle flying firmly and steadily, and her thoughts full of pouring moonlight through acacia boughs

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and Ross's murmured words, it was California—rich, warm, full of sweet bloom and fruit, of boundless vitality, promise, and power—home!

3 Mrs. Bell drew a long weary sigh, and laid down her work for a moment.

4 “Why don't you stop it Mother dear? There's surely no hurry about these things.”

5 “No—not particularly,” her mother answered, “but there's plenty else to do.”

6 “What kind of work do you like best—really?” her daughter inquired suddenly, after a silent moment or two.

7 “Why—I don't know,” said her mother. “I never thought of it. I never tried any but teaching. I didn't like that.”

8 “And what part of housework do you like best?” the girl persisted.

9 Mrs. Bell smiled again, wanly. “Seems to me sometimes as if I couldn't tell sometimes what part I like least!” she answered.

10 “But, Mother, there is one part you like—keeping accounts! I never saw anything like the way you manage the money, and I believe you've got every bill since you were married.”

11 “Yes—I do love accounts,” Mrs. Bell admitted. “And I can keep run of things. I've often thought your Father'd have done better if he'd let me run that end of his business.”

12 Diantha gave a fierce little laugh. She admired her father in some ways, enjoyed him in some ways, loved him as a child does if not ill-treated; but she loved her mother with a sort of passionate pity mixed with pride; feeling always nobler power in her than had ever had a fair chance to grow. It seemed to her a dull tragedy; this graceful, eager, black-eyed woman, spending what to the girl was literally a lifetime, in the conscientious performance of duties she did not love.

1. What is the mother's point of view about doing housework?
  - A. She likes all housework except sewing.
  - B. She enjoys everything about doing housework.
  - C. She doesn't like doing any kind of housework.
  - D. She only likes sewing.
  
2. What point of view does the author use?
  - A. first- person
  - B. second- person
  - C. third- person limited
  - D. third- person omniscient
  
3. Based on the last paragraph, how does Diantha view her mother? Use evidence from the paragraph to support your answer.

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4. What conclusion can be drawn from the author's viewpoint and the mother's viewpoint regarding working inside of the home in the early 1900s?

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### Figurative Language

Have you ever heard a statement similar to one of these?

*You could have knocked me over with a feather!*  
*My brother eats like a pig.*  
*She has a heart of gold.*  
*Charlie is a beast on the soccer field!*

These are all examples of figurative language. In literature, writers use figurative language to liven up their writing. Often, one thing is described in terms of something else. To do this, authors use creative comparisons. **Figurative language** is most often used to convey meaning, mood, and images in a selection. Now, let's look at some of the types of figurative language you might find in literature.

Types of Figurative Language	
Device	Definition
<b>Hyperbole</b>	<b>Hyperbole</b> is the use of overstatement or exaggeration. It is a special type of figurative language that allows writers to infuse shades of meaning into their descriptions of characters and plots. Many hyperboles can be funny. <b>Example:</b> "I have seen this river so wide it only had one bank." – Mark Twain
<b>Alliteration</b>	<b>Alliteration</b> is the repetition of the same or very similar consonant sounds at the beginning of words. Alliteration helps emphasize words. It is used most often in poetry. <b>Example:</b> The whisper of the wind-blown willows (repeats the "w" sound).
<b>Metaphor</b>	A <b>metaphor</b> is an imaginative comparison between two unlike things in which one thing is said to be another thing. Metaphors, unlike similes, do not use words such as <i>like</i> , <i>as</i> , <i>than</i> , or <i>resembles</i> , to express comparisons. <b>Example:</b> The roar of the engines was thunder, and the sparks flying on the speedway were its partner, lightning.
<b>Personification</b>	<b>Personification</b> is a figure of speech in which a nonhuman thing or quality is given human characteristics. Often, the use of personified objects in literature conjures up vivid mental images that readers can picture. <b>Example:</b> The numbers danced off the page of my algebra test.
<b>Simile</b>	A <b>simile</b> makes a comparison between two unlike things, using a word such as <i>like</i> , <i>as</i> , <i>than</i> , or <i>resembles</i> . Writers commonly use similes to express their ideas in a precise or imaginative manner. <b>Example:</b> He is as crafty as a fox.

<b>Symbolism</b>	A <b>symbol</b> is a person, place, thing, or event that has its own meaning but also stands for something beyond itself. Symbols are used in everyday life. <b>Example:</b> Many examples of symbolism appear in <i>The Miracle Worker</i> by William Gibson. It is a play about how Anne Sullivan taught sign language to Helen Keller. One symbol is a rag doll that Helen carries. She tries to put buttons where the doll's eyes should be. The doll represents Helen in a way, and her action symbolizes her desire to connect with the outside world.
<b>Onomatopoeia</b>	<b>Onomatopoeia</b> is a word that mimics the sound of the object or action it refers to. When you pronounce a word, it will mimic its sound. <b>Example 1:</b> The vacuum <i>whirred</i> as the bacon <i>sizzled</i> in the pan. <b>Example 2:</b> Birds chirped in the trees, and the ducks quacked as they swam in the pond.
<b>Irony</b>	<b>Irony</b> is a contrast between expectation and reality. There are three common types of irony.
<b>Verbal irony</b>	<b>Verbal irony</b> involves a contrast between what is said or written and what is meant. <b>Example:</b> After a day of mischief, little Juan was tired. With a smile, his mother put him down for a nap, cooing sweetly, "Now, you can rest, <i>my little angel</i> ."
<b>Situational irony</b>	<b>Situational irony</b> occurs when what happens is very different from what is expected to happen. <b>Example:</b> In Aesop's fable "The Tortoise and the Hare," a slow-moving tortoise <i>wins a race of speed</i> against a much-speedier hare.
<b>Dramatic irony</b>	<b>Dramatic irony</b> occurs when the audience or the reader knows something a character does not know. <b>Example:</b> In reading a tragic novel in which a character is gravely ill and going to die, the reader might learn of the character's fate <i>before</i> the character does.

### How Word Choices Affect Meaning and Tone

An author makes the decision to use specific words based on his or her purpose. These **word choices** express meaning and tone to the reader. An author develops **meaning** in writing through the choice of specific words. Many words can imply specific feelings—for example, think of the words *bright* or *mournful*. Both are simple, yet they express strong information. You saw how this works when authors use figurative language. Word choice also includes choosing just the right word out of several that may have similar meanings. **Tone** is the attitude or feeling that underlies words. The same words can be said in many different tones. Think about the tone you

use when talking with family on the phone. Now, compare that with how you speak when you call a business to ask for some information. Tone is the way a writer uses words to present a certain attitude or feeling to the reader. A writer can use the same type of language to convey very different tones.



## Some Types of Mood and Tone

angry	anxious	pessimistic	lighthearted	nostalgic	calm	relaxed
sad	fearful	suspenseful	humorous	threatening	gloomy	exhilarated
mocking	optimistic	sympathetic	positive	remorseful	expectant	hopeful
cynical	depressed	nervous	tense	determined	cheerful	annoyed

## Practice 6: Figurative Language, Meaning, and Tone

You ought to see my Cindy  
 She lives way down south;  
 She's so sweet the honey bees  
 4 Swarm around her mouth.  
 Oh, Cindy is a pretty girl.  
 Cindy is a peach;  
 She threw her arms around my neck.  
 8 And hung on like a leech.  
 And if I were a sugar tree  
 Standing in the town  
 Every time my Cindy passed  
 12 I'd shake some sugar down.  
 – Traditional Folk Song

1. Which sound device does the author use in “She’s so sweet the honey bees”?
- metaphor
  - alliteration
  - repetition
  - rhyme

## Excerpt from “Dying” by Emily Dickinson

I heard a fly buzz when I died;  
 The stillness round my form  
 Was like the stillness in the air  
 Between the heavens of storm.

2. Line 1 is which type of figurative language?
- onomatopoeia
  - alliteration
  - simile
  - repetition

Read the following examples of figurative language. Select the type of figurative language being used.

3. The tree leans to spit his pear at the annoying bird.
  - A. simile
  - B. alliteration
  - C. onomatopoeia
  - D. personification
  
4. Chicago is a city that is fierce as a dog with tongue lapping for action.
  - A. irony
  - B. metaphor
  - C. simile
  - D. onomatopoeia
  
5. Silver bells!... How they tinkle, tinkle, tinkle in the icy air of night.
  - A. simile
  - B. hyperbole
  - C. onomatopoeia
  - D. alliteration
  
6. I'd rather take a bath with a man-eating shark than do my homework.
  - A. alliteration
  - B. personification
  - C. simile
  - D. hyperbole
  
7. Poets make pets of pretty poems.
  - A. simile
  - B. metaphor
  - C. onomatopoeia
  - D. alliteration

## Chapter 2 Key Term Activity

Fill in the blanks with the correct word.

Word Bank	
plot	figurative language
metaphor	literary elements
flashback	characterization

In this chapter, you learned that (1) \_\_\_\_\_ provide structure for a work of literature. (2) \_\_\_\_\_ is a literary technique by which authors give readers clues about the nature of a character. The (3) \_\_\_\_\_ refers to the pattern of events in a story, including how the story works out. (4) \_\_\_\_\_ often describes one thing in terms of something else and livens up writing. A (5) \_\_\_\_\_ is a scene or event that occurred before the beginning of a story. A (6) \_\_\_\_\_ is an imaginative comparison between two different things in which one thing is said to be another thing.

See the Teacher Guide for the Chapter 2 Review.

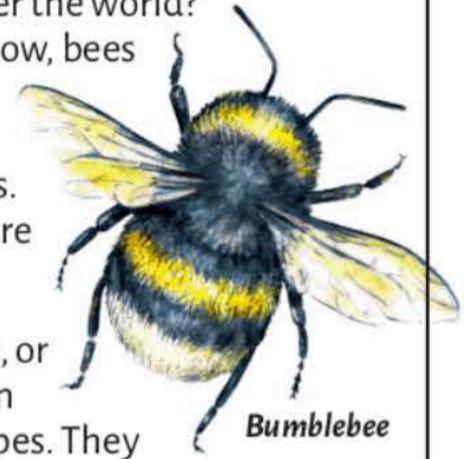


Week 3 Day 2



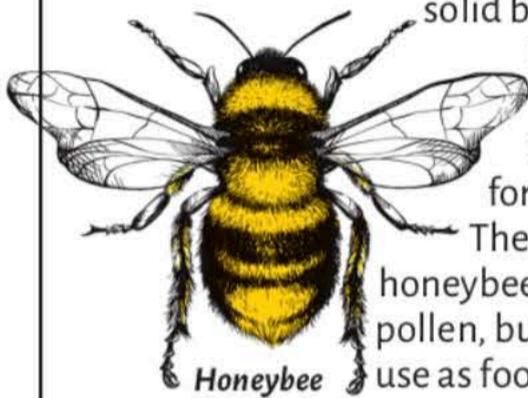
### Bumblebees and Honeybees

Did you know that there are 20,000 different kinds of bees that live all over the world? It's true, and 4000 different kinds of bees live in North America. As you know, bees are important because they pollinate flowers and plants, and many of the fruits and vegetables you eat were pollinated by bees. The two most common bees you see around your house are bumblebees and honeybees. Even though they are similar in some ways, bumblebees and honeybees are very different bees.



Bumblebee

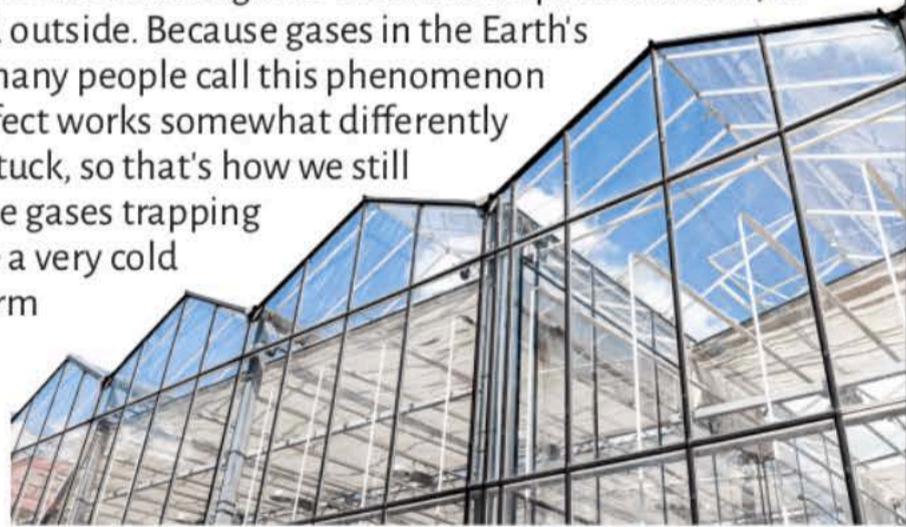
Bumblebees have large, round bodies that are yellow or orange and black, or solid black. Honeybees are smaller and thinner than bumblebees and have yellow and brown stripes. They both have wings and stingers. They both also make a buzzing noise when they fly. The bumblebee queen usually lives for one year while the other bumblebees live for only a few months. The honeybee queen can live for three or more years while the other honeybees live for about a year. Both bumblebees and honeybees gather pollen, but only honeybees make honey. Bumblebees make a nectar that they use as food for themselves.



Honeybee

4. What organizational pattern does this passage use?
- A. comparison and contrast
  - B. chronological or sequential
  - C. cause and effect
  - D. problem and solution

A greenhouse is a building made of glass that allows sunlight to enter but traps heat inside, so the building stays warm even when it's cold outside. Because gases in the Earth's atmosphere also let in light but trap heat, many people call this phenomenon the "greenhouse effect." The greenhouse effect works somewhat differently from an actual greenhouse, but the name stuck, so that's how we still refer to it today. If it were not for greenhouse gases trapping heat in the atmosphere, the Earth would be a very cold place. Greenhouse gases keep the Earth warm through a process called the greenhouse effect. The Earth gets energy from the Sun in the form of sunlight. The Earth's surface absorbs some of this energy and heats up. For example, the reason the surface of a road can feel hot even after the Sun has gone down is because it has absorbed a lot of energy from the Sun. The Earth cools down by giving off a different form of energy, called infrared radiation. But before all this radiation can escape to outer space, greenhouse gases in the atmosphere absorb some of it, which makes the atmosphere warmer. As the atmosphere gets warmer, it makes the Earth's surface warmer, too.



5. What organizational pattern does this passage use?
- comparison and contrast
  - chronological or sequential
  - cause and effect
  - problem and solution

### Argumentation

*Argumentation = claims + evidence*

Many times, information writing is used to convince readers about an author's point of view about a certain topic. It is also used to motivate people to do (or not do) something. Informational text can be seen most often in the following places:

- Advertisements
- Editorials
- Letters to the editor
- Essays
- Speeches
- Research reports



Authors **write arguments** (known as **persuasive writing**) to convince readers of their thoughts or viewpoints. To do this, they have to make a **strong claim**. Then, they must support their position with **clear and relevant evidence**. Their reasons and evidence must be **logically organized**. This means making a claim and supporting it with solid evidence and logical reasoning.

### Make a Claim

First, you have to pick a side. This is called **making a claim**. Your essay must have a clearly stated opinion. Before you write, make sure you know what you will be arguing. Consider exactly which position you will take.

### Support the Claim

Next, you need to **support the claim**. In other words, you must provide reasons for your argument. Use as many details as possible to show why your reasons are valid. Include examples and facts. Organize these facts and details logically, so that the audience can see how your evidence supports your argument.

Persuasive details should include facts. **Facts** are statements that can be proven. "Alaska was the forty-ninth state admitted to the Union" is an example of a fact. "Alaska is the best place to spend a summer vacation" is an example of an opinion. An **opinion** is a personal viewpoint on a topic that everyone might not agree about. Sometimes you will need to use opinions. After all, your argument is an opinion. But be aware that your whole essay cannot be based only on opinions.

### Use Evidence

Remember, the **evidence** you provide must make your opinion believable. You must consider the topic and your audience to decide which is the best kind of evidence to use. **Strong evidence** includes relevant examples, quotes from experts, studies, and statistics. **Weak evidence** includes irrelevant examples, vague details, and generalizations.



To convince readers, an author must build a strong **argument**. This includes making claims that are clear and specific and providing **support** (reasons, evidence) that proves the argument is right. As a reader, you need to be able to trace an author's argument and the claims that are made. You also must distinguish claims that are well supported and those that aren't. To make sure their claims are valid, authors use the following types of evidence.

**Examples of strong evidence:**

<b>Factual Information:</b>	These are truthful statements that cannot be denied; statements that the average person may know or which can be proven. <b>Example:</b> <i>The Declaration of Independence</i> was signed in 1776.
<b>Statistics or Data Numerical:</b>	These are facts that can be presented in raw numbers, percentages, or measurement. <b>Example:</b> By the time you are six years old, your brain is already 90 percent of the size it will be when you are an adult.
<b>Examples:</b>	Examples are used to help explain what you are saying or to show that a general statement is true. <b>Example:</b> Summer is my favorite time of year because <i>I can sleep later; the days are longer, and my family goes to Panama City, Florida.</i>
<b>Expert Testimony:</b>	This is the witnessing, observation, or conclusion of someone who is considered highly knowledgeable because he/she is an expert in a particular field of study or occupation; someone who has firsthand knowledge and experience. <b>Example:</b> A DNA expert testifying in court about DNA tests performed on a piece of trial evidence.
<b>Specialized Knowledge:</b>	This is the author's own knowledge, not common knowledge, usually acquired through some sort of formal training. <b>Example:</b> A dog trainer who writes a book that teaches dog owners how to train their own dogs to behave.
<b>Expert Opinions and/or Quotes:</b>	This refers to the use of someone else's knowledge or opinion, not that of the author—when the author quotes or mentions a recognized expert in the field. <b>Example:</b> A doctor who treats cancer patients writes an article in a magazine giving his expert opinion on how people can avoid getting skin cancer.

Claims made without the support of strong evidence are considered to be weak evidence.

**Examples of weak evidence:**

<b>Examples that don't support the claim:</b>	This is a situation in which a claim is made without relevant examples to support the claim. <b>An example</b> would be if an author claimed that Louisiana is the best state in the United States and only wrote about how Louisiana was founded instead of providing readers with specific examples of what makes Louisiana the best state, such as music, festivals, food, parks, museums, etc.
<b>Vague claims:</b>	These are claims that are not clearly expressed, not clearly defined, or not having a precise meaning. <b>An example</b> is if an advertising company was promoting a new cleaning product and the spokesperson said, "Grime Away has been tested in a blind study, and it cleans all kinds of things." This is a vague claim because who participated in this "blind study," and what "things" can the product clean?

**Generalizations:**

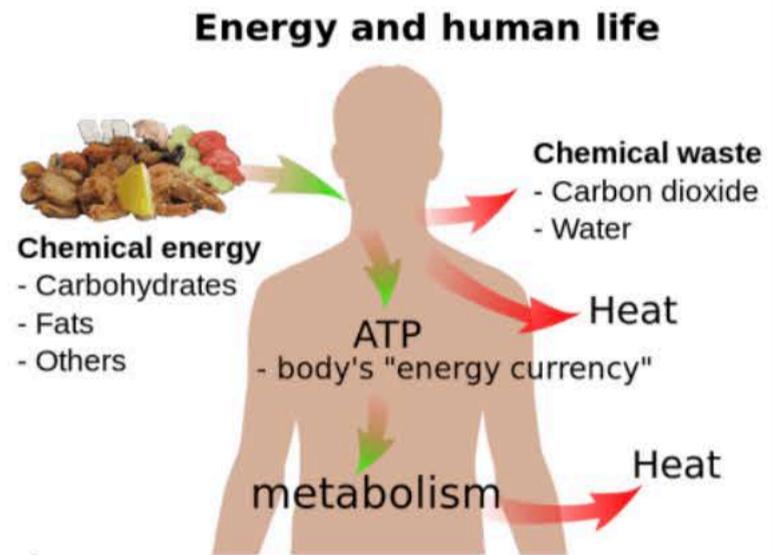
These are vague statements not supported by evidence. When you make a statement about all or most people or things, you are making a generalization. **An example** would be to say all people like football. This is a generalization because not all people are football fans.

**Practice 3: Author's Claim and Evidence**

Read the following passages. Then answer the questions that follow.

Metabolism refers to how the body burns energy. People with high metabolisms burn more calories than people with low metabolisms. Consequently, they have an easier time losing weight. One-half of the women and one-fourth of the men in the United States are trying to lose weight and become fit. The sad truth is that most of us will regain our original weight in a year or less. What's the real secret for losing weight and keeping it off? The answer is developing and maintaining a healthy metabolism. Some tips for improving your metabolism and melting away that extra fat are:

- Drink plenty of cold water to decrease your appetite.
- Don't skip meals, especially breakfast. Eat small meals every two to three hours.
- Eat fat-burning foods, such as raw vegetables, whole grains, fruits, and legumes.
- Exercise regularly. Aerobic exercises like running and walking are best. Also try lifting weights—a good muscle builder and fat burner.



1. What is the writer's argument?
  - A. Only people with high metabolisms can lose weight.
  - B. People with low metabolisms will not lose weight.
  - C. People with high metabolisms burn more fat than people who have low metabolisms.
  - D. People can burn more fat by drinking water and exercising.
  
2. The author supports his claim by providing
  - A. expert testimony.
  - B. anecdotes.
  - C. examples.
  - D. statistics.
  - E. specialized knowledge.

Plott hounds are great hunting dogs because of their determined, aggressive, and fearless personalities. They are excellent trackers, not easily distracted from their task. They are courageous enough to play chicken with angry prey. This dog also makes a good family pet if it is trained at a young age and has a firm, calm handler. Plott hounds are intelligent, gentle, and affectionate, and they are generally good with children. Whether fulfilling its role as a hunter or as a family pet, a Plott hound is a loyal companion.



3. Which statement **best** supports the author's claim?
  - A. Plott hounds are too aggressive around children.
  - B. Plott hounds make good hunting dogs and family pets.
  - C. Plott hounds can only be trained when they are young.
  - D. Plott hounds are courageous and fearless when they hunt.
  
4. What type of evidence does the author use to support his point of view?
  - A. quotes
  - B. descriptions
  - C. statistics
  - D. examples

### Dog Fostering

1 I have always wanted a dog. Unfortunately, my dad's career requires him—and our whole family—to relocate at least once every five years. When my family moves, we often change lifestyles. Right now, we live in a spacious house with a big fenced yard. However, our next move might be to a small high-rise apartment. A dog that would be happy and healthy in a home with lots of space to run may not thrive in a small, enclosed space. Additionally, our next home could be in a different country. A dog would have to be quarantined for an extended period of time before it could join us in our new home. Both of these situations would be terribly unfair to a dog, so I assumed I would never have a dog.



2 Those of you who know me know that this is not the case. My dog, Sparky, loves to go wherever I go. The fact is, though, Sparky is not mine to keep. Sparky is a foster dog that is living with my family until a permanent home becomes available. As its foster family, we are responsible for Sparky's care and training. Sparky's daily care involves feeding, grooming, exercise, petting time, and playtime. Also, every Saturday, I take Sparky to dog obedience training school at the animal shelter. I work with him during the week to make certain he remains a well-mannered dog. My family makes sure Sparky gets his shots on time and any other medical care he needs.

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This care and training routine will make Sparky a more desirable pet when the right permanent family comes along.

- 3 I assure you that Sparky isn't the only one benefiting from this arrangement. This is a chance of a lifetime for me to experience having a dog in the family. I know that lots of kids complain if they have to walk or feed their dogs, but I love it. I love playing with my dog and having him sit by my side. Sparky always seems to sense when I've had a bad day and does his best to cheer me up. Although I was the one who really wanted a dog, my entire family is grateful for the time that Sparky spends with us. He truly seems like a member of our family.
- 4 The family who eventually adopts Sparky will also benefit from this arrangement. They will know they are getting a dog that is accustomed to the noise and activity of a family. They know that the dog is already housebroken and leash trained. Perhaps most importantly, the adoptive family knows the dog is coming from a loving, nurturing environment. Some shelter dogs come from homes where they have been abused or neglected. The most common reason dogs are sent to shelters is due to behavior problems. Foster families need be prepared for dogs who are nervous, fearful, unruly, and even aggressive. Foster families will need lots patience and, sometimes, special training is needed for some shelter dogs to overcome their behavior issues.
- 5 Dog fostering is a wonderful way for people who cannot have a dog on a long term basis to be able to love, nurture, and help find loving homes for unwanted dogs. There are so many dogs that need loving homes. So please, hurry down to your local animal shelter and register to become a dog foster parent. You will be glad you did, and the best reward is that you will be helping to save a dog's life.

5. What is the author's main claim?
  - A. People who move a lot should not own dogs.
  - B. Foster dogs should be housebroken and leash trained.
  - C. Dog fostering is a good solution for people who can't have a dog for a long period of time.
  - D. People should only adopt dogs from dog fostering families.
  
6. Select the **two** types of care that the author states in paragraph 2 that foster families are responsible for.
  - A. caring for the shelter dogs
  - B. finding the dogs a permanent home
  - C. training the shelter dogs
  - D. taking dog fostering classes
  - E. teaching others how to foster dogs
  
7. What main type of evidence is used in this passage to support the types of care foster families are responsible for?
  - A. anecdotes
  - B. examples
  - C. descriptions
  - D. quotes from other foster families

8. How does the author support his claim that foster dogs make good pets? Select **all** that apply.
- A. Foster dogs are housebroken.
  - B. Foster dogs are leash trained.
  - C. Foster dogs go through obedience training.
  - D. Foster dogs are never aggressive or fearful.
  - E. Foster dogs are kind and loyal.

Are you in middle school? Do you want to cool and popular? If so, you need to tell your parents to go out and buy you a pair of Kool Kidz jeans. Yes, for only \$99.99, you can become one of the “cool kids.” Research has shown that middle school students who wore Kool Kidz jeans had more friends than students who wore other jean brands. Another benefit is that Kool Kidz jeans make students smarter and more confident. Kool Kidz jeans come in several cool colors and sizes, so hop on the Internet to see where Kool Kidz jeans are sold.



9. What is the author's claim?

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10. Does the author provide strong evidence to support his claim? Why or why not?

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Week 3 Day 3



1. Analyze the text for its main purpose and the author's point of view.
2. Analyze the text for its main ideas and supporting details.
3. Analyze the text for its structure and organization.
4. Analyze the text for its style and language.
5. Analyze the text for its audience and context.
6. Analyze the text for its credibility and bias.
7. Analyze the text for its effectiveness and impact.

Write your response to the prompt below in the space provided.

• **Prompt:** Compare and contrast the information you found in the two informational sources. How do they differ? How are they similar?

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**Comparing and Contrasting Informational Media**

It is important for you to be able to **compare** (analyze similarities) and **contrast** (analyze differences) ideas found in different informational sources to identify conflicting information and consistent information and critically evaluate different sources.

When you compare and contrast information, you can make inferences and draw conclusions about topics. For instance, how would listening to a presidential debate on the radio compare to watching the debate on television?

Both radio and television have sound, so you could hear the presidential debate. However, by watching the debate on television, you could visually see the candidates, watch their body language, and

facial expressions. Television sets itself apart from radio by presenting sight, sound, and motion to generate emotional responses from the viewer. The most common informational sources are: television, radio, videos, newspapers, magazines, journals, speeches, and the Internet.

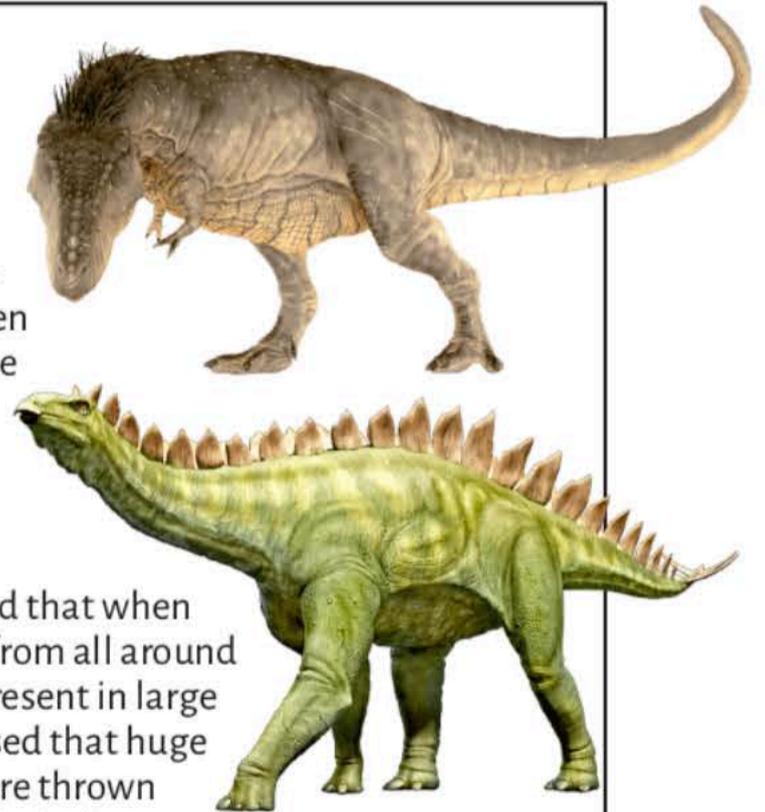
People who rely on media to share information have to choose the most appropriate medium for the audience they want to reach and for the purpose of their message. Material that requires explanation is often best suited for print media or certain digital media. Information that is best shared visually, such as the impact of war or natural disasters, is often communicated most effectively through visual media. Information or events best shared through audio media include interviews, press conferences, and political debates. Perhaps most often, though, authors use visual images to reinforce their messages. Visual images are often most effective because they allow readers to make inferences. For instance, if someone is reading an ad about a certain brand of tennis shoe and see a famous athlete wearing that tennis shoe, he can infer that successful athletes prefer that brand. In this way, advertisers use visual images to enhance their messages and promote their products.

When you encounter ideas in informational texts, try to imagine how they would be different if they were conveyed through another media. For instance, you might read a speech by Dr. Martin Luther King, Jr., and you might find it pretty moving. You would probably find it much more moving, however, if you saw a video of him giving the same speech before an audience. A video's ability to capture his voice and body language surpasses anything a text can capture.

#### Practice 4: Comparing and Contrasting Informational Text and Video Source

Read this passage about dinosaur extinction. Then, watch the video and read the directions.

- 1 Dinosaurs became extinct at the end of the cretaceous period. There are several different theories about why this happened. The most widely accepted theory is that a giant asteroid struck planet Earth just off the coast of the Mexican Yucatan peninsula sixty-five million years ago, killing seventy percent of plants and animals on the planet. According to scientists, the impact must have been catastrophic. For months, thick clouds of dust blocked the Sun's rays, darkening and chilling Earth to deadly levels for most plants and many animals. Then, when the dust finally settled, greenhouse gases created by the impact caused temperatures to rise above pre-impact levels.
- 2 In 1980, a famous scientist named Luis Alvarez discovered that when the dinosaurs first began to disappear, rocks and fossils from all around the world had a thick layer of iridium dust. This dust is present in large amounts on asteroids. Alvarez and other scientists guessed that huge amounts of dust and ash from the asteroid explosion were thrown into the sky, and a massive blanket of soot would have blocked out the Sun for many years. Without sunlight, there would be no plant growth. So, eventually, there would be nothing for the animals to eat. Alvarez also guessed that without the Sun the Earth would have become very cold. In just a few years, climate changes caused the extinction of not just the dinosaurs, but many plants and other animals living at the time



Next Page →

- 3 Not surprisingly, many scientists disagree with the asteroid theory. These scientists maintain that the biggest problem with Alvarez's theory is that dinosaurs had been going extinct long before the asteroid impact occurred. What caused the earlier extinctions? Also, why did some types of animals (especially mammals) survive the extinction when so many others did not? Many paleontologists argue that the dinosaurs went extinct gradually due to non-asteroid climate changes, volcanic eruptions and disease over a long period of time. However, Alvarez and his supporters believe dinosaurs went extinct suddenly, after the asteroid impact. No one will ever know exactly what killed off the dinosaurs, which means that scientists will continue to disagree and come up with different dinosaur extinction theories

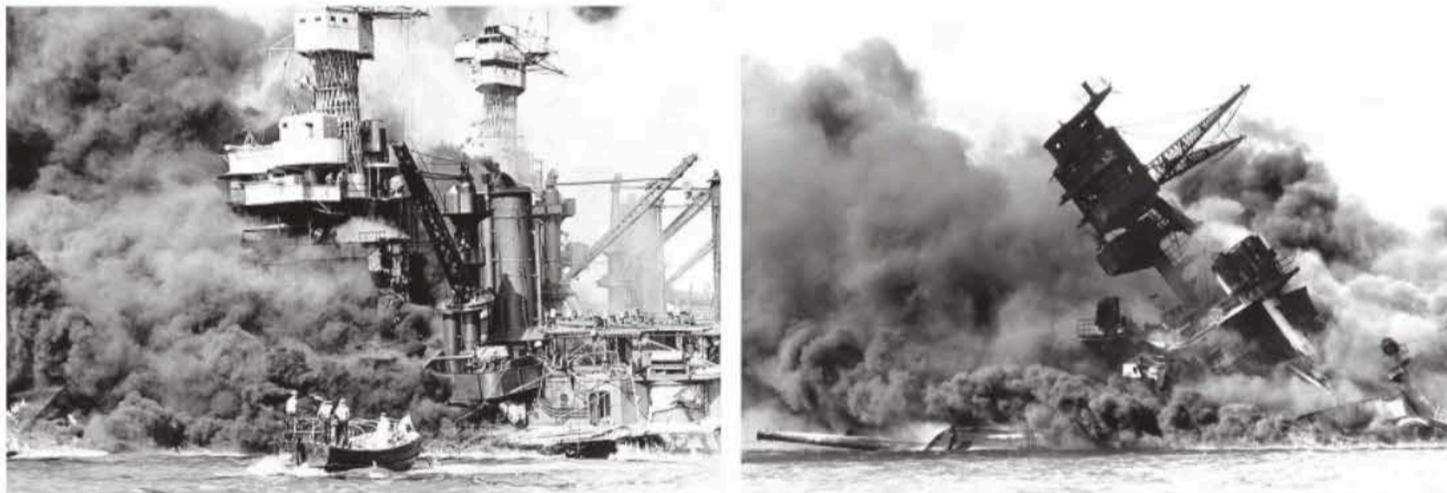
### Part B

With your parent's and teachers' permission, go on the Internet and watch this suggested website about what caused the extinction of the dinosaurs.

[http://www.youtube.com/watch?v=cdkeSYO\\_dOQ](http://www.youtube.com/watch?v=cdkeSYO_dOQ)

1. Write a one paragraph response on your own paper comparing and contrasting the passage and the video. How are they similar, and in what ways are they different? How did you feel as you watched the video?

### Individual and Group Activity: Compare and Contrast Different Forms of a Speech



*On December 8, 1941, U.S. President Franklin D. Roosevelt stood before Congress and gave what is now known as his "Day of Infamy" or "Pearl Harbor" speech. In this speech, Roosevelt declared that December 7, 1941, the day that the Japanese attacked Pearl Harbor, would remain "a date which will live in infamy." At the end of the speech, Roosevelt asked Congress to declare war against Japan. His request was granted that same day.*

### Individual Activity

**Step 1** > Go on the Internet and read an excerpt of President Franklin D. Roosevelt's Pearl Harbor speech.

This is a suggested website: <http://www.historyplace.com/speeches/fdr-infamy.htm>

**Step 2** > Step 2: Then, find and watch the full eight-minute speech online.

This is a suggested website: <http://www.youtube.com/watch?v=YhtuMrMVJDk>

### Analyzing Conflicting Interpretations of Facts

In your reading, you will often come across two or more texts that present different interpretations of events and information differently. **Interpretation** is the action of explaining the meaning of something. When you research a topic, the authors might not agree with each other about a certain topic. When this happens, you need to analyze conflicting interpretation of events.

First, you have to discover whether the disagreement is about facts or about interpretation. Facts can be checked; author opinions and interpretations are subject to the strength of the argument.

Next, you should look carefully at each author's assumptions. What is each one taking for granted, and is it something that might be false? If so, then the claim might not be accurate.

Finally, evaluate the relevance and strength of each claim.

The next three articles all present information about the same topic: animal hoarding. The first is unbiased. It presents facts. This can serve as a “control” when you read the other two passages. Read all three passages. Then, review the questions and explanations that follow.

#### Animal Hoarding

Animal hoarding is when people keep a higher-than-usual number of animals as domestic pets without having the ability to properly house or care for them. An animal hoarder is different from an animal breeder because hoarders do not breed their animals to sell to other people. Hoarders are deeply attached to their pets and find it extremely difficult to let the pets go.

Compulsive hoarding can be characterized as a symptom of a mental disorder rather than deliberate cruelty towards animals. They typically cannot comprehend that they are harming their pets by failing to provide them with proper care. Hoarders tend to believe that they provide the right amount of care for their pets.



Now that you have some background information on animal hoarding, read the next two persuasive passages.

### Too Many Animals is a Crime

Having more animals in your home than you can provide for is considered a form of animal cruelty. Hoarding is a real behavior that leads people to accumulate things, such as animals. But most hoarders are not financially able to afford food and veterinarian care for these animals. In many cases, pet hoarders deliberately keep animals in unsanitary conditions, which causes animals to suffer. The Humane Society estimates that thousands of animals have been rescued and put in animal shelters all over the country due to animal hoarding. The inability to give pets the nutrition, sanitation, shelter, and medical care they need is heartless, cruel, and the result for these animals is often starvation, illness, and death. If you know someone who has too many animals and is unable to properly provide for them, take action and report the problem to your local police department, health department, or humane society as soon as possible.



### Helping Animals in Need

Why do some people feel the need to fill every inch of space in their homes with things, including animals? Mental health professionals state that hoarders have extreme difficulty throwing away or giving away possessions, such as newspapers, magazines, food, clothing, and, yes, even animals. Animal hoarders have a compulsive need to collect and own animals for the sake of caring for them. Hoarders also have an intense emotional attachment to the animals in their care, even though they may not have the means of caring for these animals. The majority of animal hoarders are kind-hearted people who are not intentionally trying to hurt their pets. Sadly, many hoarders are lonely, elderly people who do not have friends or family members who can help them get the mental help they so desperately need.

1. What conflicting interpretations do these two passages contain?

The main difference is that the author of “Too Many Animals is a Crime” clearly sees animal hoarding as animal cruelty. Meanwhile, the author of “Helping Animals in Need” sees animal hoarding as an unfortunate mental health problem.

2. Is the disagreement about facts or about interpretation?

Did you notice that many of the facts are the same? The authors do not really dispute why people become animal hoarders. What they disagree about is whether animal hoarders are mean, cruel people who cause needless animal suffering, or kind-hearted people who genuinely love and care about their animals.

3. What assumptions does each author make? Are they valid?

The author of “Too Many Animals is a Crime” assumes that readers will agree that animal hoarders should be arrested for their actions. This may be a valid assumption for some readers but not for others.

The author of “Helping Animals in Need” assumes animal hoarders are nice, lonely people who really love and care about their pets.

## Chapter 5 Key Term Activity

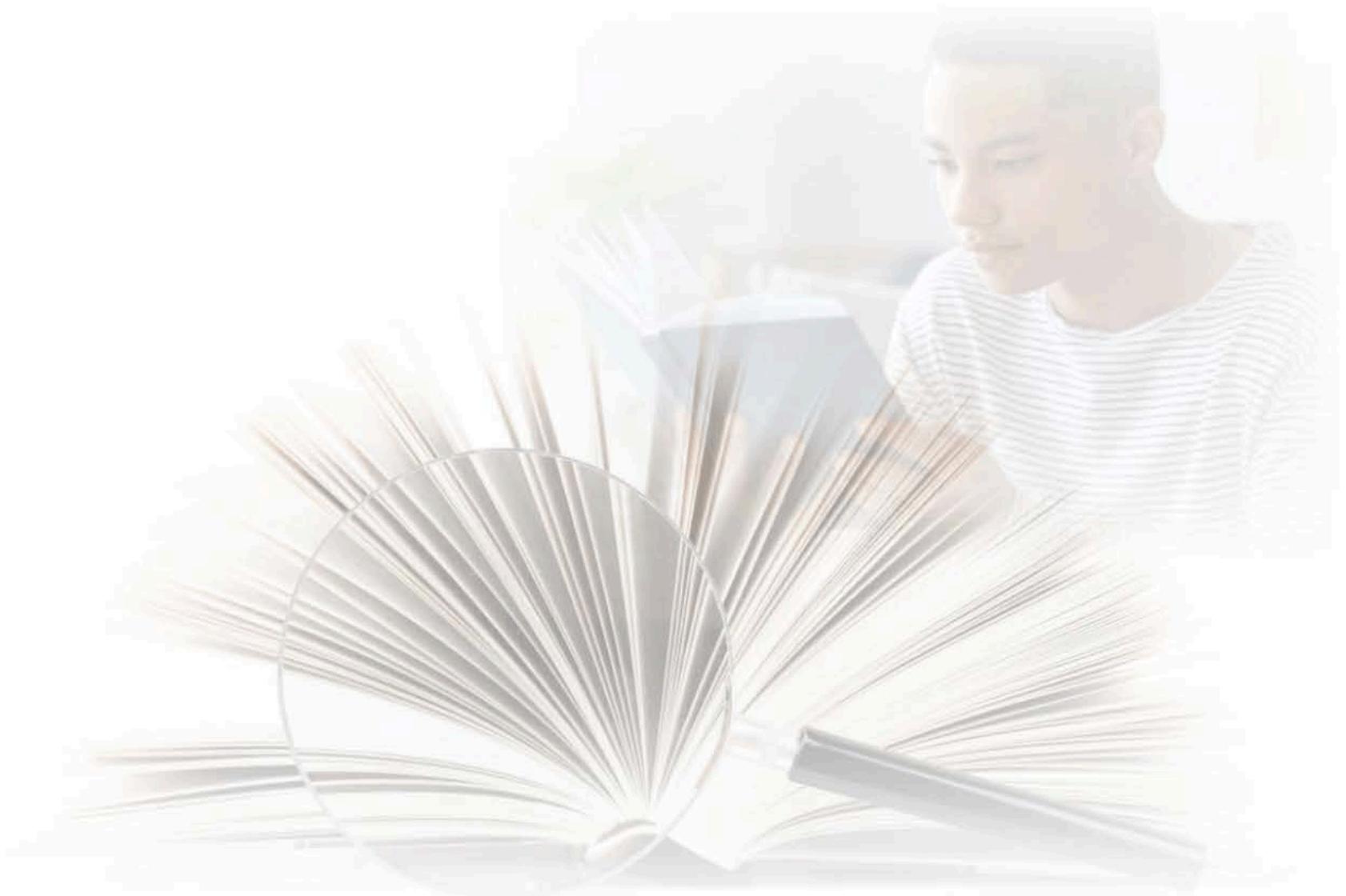
Fill in the blanks with the correct word.

**Word Bank**

facts	strong evidence
evidence	claim
interpretation	argumentation

In this chapter, you learned that (1) \_\_\_\_\_ means writing to persuade readers to accept the author's opinion about a topic. A (2) \_\_\_\_\_ is an opinion (personal viewpoint) that an author feels is correct or better than other opinions. (3) \_\_\_\_\_ provides the facts that help you prove your points. Statistics, expert testimony, and examples are types of (4) \_\_\_\_\_. (5) \_\_\_\_\_ is the action of explaining the meaning of something. (6) \_\_\_\_\_ are objective, concrete bits of information that can be found in official government documents.

See the Teacher Guide for the Chapter 5 Review and the Unit Review 2.



Week 3 Day 4





## Chapter 8

### The Essay Writing Process

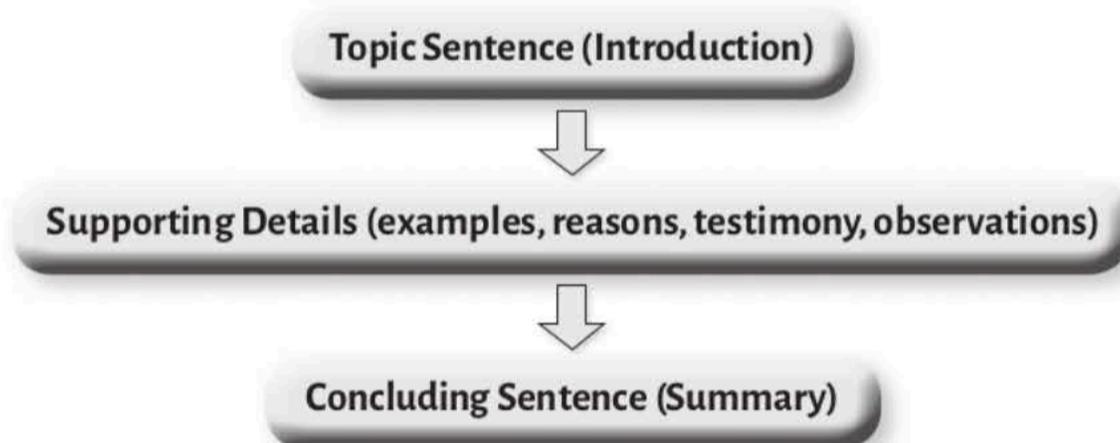
This chapter covers the following standards: W.4, W.5, W.6

At some point, you will need to write an essay in response to a writing prompt. You might write narrative, informative, or argumentative essays. You will also review ways to write an effective essay and practice writing on your own. However, before you learn the different steps of the writing process, let's review the basics of writing a paragraph.

#### *Paragraph Structure*

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A **paragraph** is a group of closely related sentences that develop a central idea. Paragraphs are usually five to six sentences long, but your teacher will let you know how many sentences to write for your paragraphs. A paragraph has three parts as shown below:



The topic sentence is the first sentence of the paragraph.

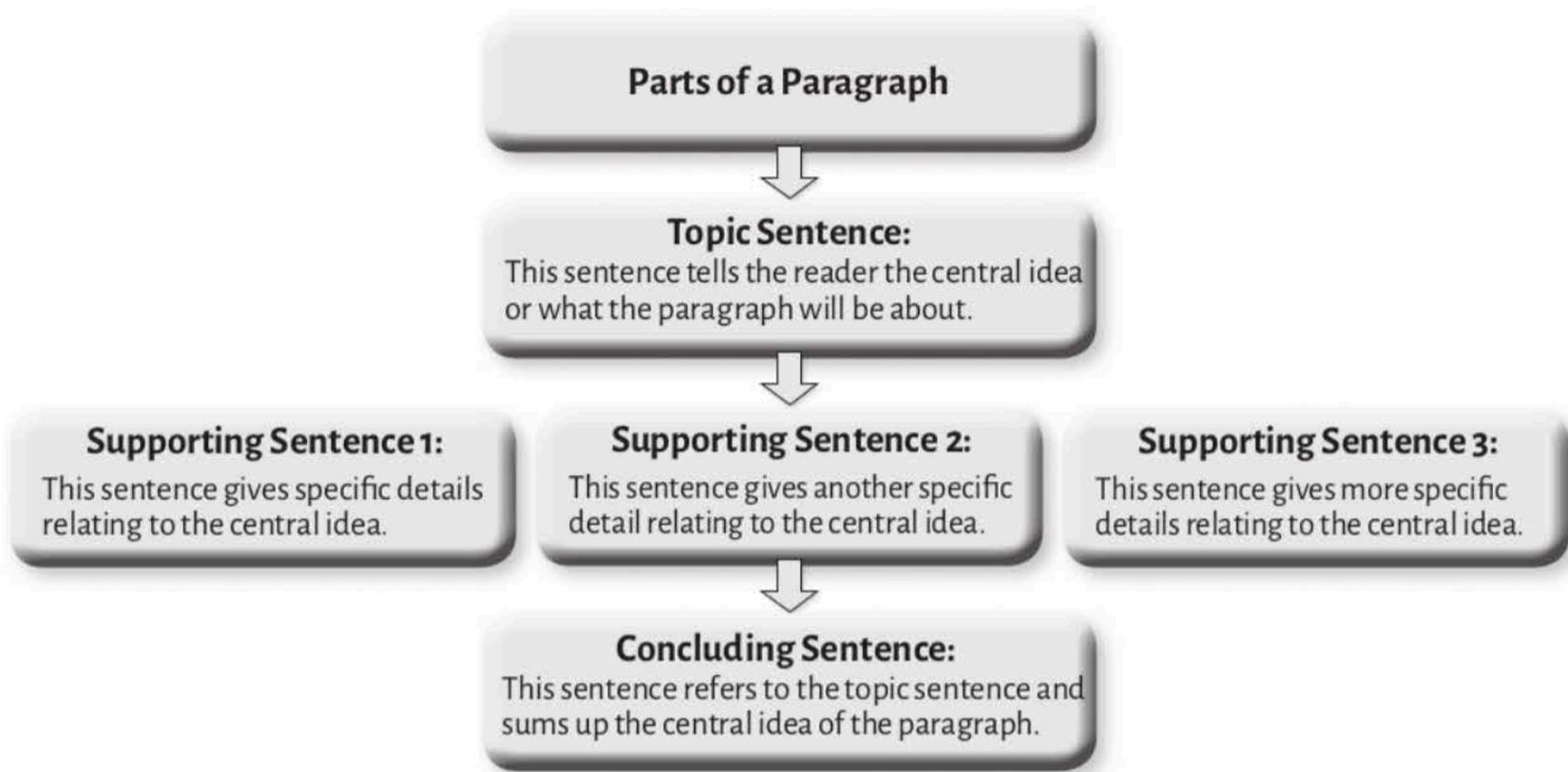
The **topic sentence** introduces the topic (central idea) of the paragraph.

The next three sentences are the supporting sentences. **Supporting sentences** provide details for the paragraph.

The concluding sentence is the last sentence of the paragraph. The **concluding sentence** sums up the content of the paragraph.

The following chart outlines the paragraph and explains the function of each sentence in the paragraph.





Look at these sentences about public radio.

**Topic sentence:** The National Public Radio station in your city is a great educational resource.

**Supporting sentence 1:** Because it receives funding from listeners, not big businesses, the station can offer diverse programming.

**Supporting sentence 2:** You can hear informative and entertaining presentations about science, history, cultural movements, business trends, and film.

**Supporting sentence 3:** In addition, the news programs provide longer, in-depth reports about major issues, without listening to annoying commercials.

**Concluding sentence:** Tune in to public radio today, and feed your mind with some high quality programs.

Now, look at how the sentences form a paragraph when they are all put together.

	<p>The National Public Radio station in your city is a great educational resource. Because it receives funding from listeners, not big businesses, the station can offer diverse programming. You can hear informative and entertaining presentations about science, history, cultural movements, business trends, and film. In addition, the news programs provide longer, in-depth reports about major issues, without listening to annoying commercials. Tune in to public radio today, and feed your mind with some high quality programs.</p>
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**Practice 1: Paragraph Structure**

Read the paragraph. Then, answer the questions that follow.

Scary things happened to me last night. First, eerie sounds were heard coming from the garage. Next, weird smells wafted up from the kitchen in the middle of the night. Then, loud screams came from the bushes outside. I was shaking with fear until I heard my brother and his friends laughing downstairs.

1. Draw a circle around the topic sentence.
2. Underline the supporting sentences.
3. Draw a rectangle around the concluding sentence.
4. **Part A**  
Read this topic sentence. Then, write three supporting sentences that support the topic sentence.

**Topic Sentence:** Why cats or dogs make the best pets.

**Supporting Sentence 1:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Supporting Sentence 2:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Supporting Sentence 3:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Part B**

Write a concluding sentence for the paragraph from Part A.

\_\_\_\_\_  
 \_\_\_\_\_

**Purpose for Writing**

Just as people read for different reasons, authors write with various purposes in mind. A **purpose for writing** is your reason for whatever you write. Consider the following types of writing: a novel, a textbook chapter, a friendly letter, an e-mail, a text message, and an editorial. Each has a certain purpose. As an author, you may have more than one reason to write a particular piece of writing, but one purpose is usually the most important.

When you are writing for the writing assessment, your purpose will be mentioned in the prompt you're given. There are quite a few reasons to write. However, in general, people write for the purposes

of **entertaining, informing, or persuading**. These also correspond to the three modes in which you are expected to write effectively in seventh grade: narrative, informative, and persuasive writing.

### Audience

Once you are clear about your purpose for writing, you must consider your **audience**, the person(s) who will read what you write. Unless you are writing in your journal or taking notes in class, you are always writing for a particular audience. It may be your teacher, a friend, your parents, or fellow students. Knowing your audience gives you important information, including the following:

<b>the audience's interest</b>	what topics or information is of interest to the audience (so you can capture the interest of your readers)
<b>the audience's prior knowledge</b>	what the audience already knows (so you don't tell the readers something they already know, and you can draw on that prior knowledge)
<b>the audience's vocabulary</b>	words that the readers understand (so you don't use words that are too easy or too difficult)
<b>what the audience needs to know</b>	information or explanations that you want the audience to know (so you can make sure everything is properly covered)

Of course, when you write as part of a test, your real audience will be the professional scorers who will grade your response. However, a prompt might give you a specific audience to address. You need to know how to write for all kinds of possible readers.

### Practice 2: Purpose and Audience

Read this passage. Then, answer the questions that follow.

Every day, literally thousands of acres of fertile jungle in Brazil and Indonesia are being cut down to make paper, furniture, or to create farmland. These precious rainforests aren't being replaced. Even if the rainforests were replaced, it would take hundreds of years to restore them. These rainforests supply the Earth with over half of its oxygen. If multinational corporations are allowed to continue this rainforest destruction, they will make it harder for all of us to breathe. We must fight these corporations who are using their greed to destroy the oxygen supply for us and future generations. Only do business with Earth-friendly corporations. Refuse to buy items from companies that destroy rainforests and tell others not to buy items from these companies, either.

**1. Part A**

What is the author's purpose in writing this passage? Select **all** that apply.

- A. to inform the reader that cutting down the rainforests damages our oxygen supply
- B. to explain why rainforests are being cut down.
- C. to persuade readers not to purchase products from companies involved in rainforest destruction.
- D. to inform readers that rainforests cannot be restored once they are cut down.

**Part B**

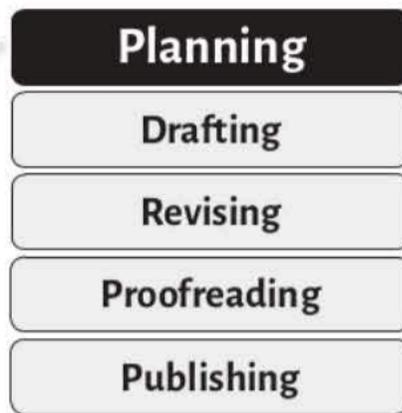
Who is the **most likely** audience for this passage? Select the **three** answers that apply.

- A. young children.
- B. adults.
- C. teenagers
- D. college students

Week 3 Day 5



## The First Step in the Essay Writing Process: Planning



**Planning** is important when writing an essay. Before you can write about a specific topic, you must plan your course of action. This includes making sure you fully understand the writing prompt, developing your ideas, and planning the organization of your essay. Then, you will use these elements to prepare your essay.



### Understanding the Writing Prompt

Before you write an essay, you must have a clear understanding of what type of essay you need to write. A **writing prompt** will let you know what kind of essay to write. For example, suppose you were given this writing assignment: Discuss the similarities and differences of government between ancient Rome and modern day America. By reading the prompt, it is clear that you would need to write a compare and contrast essay for this writing assignment.

Read this writing prompt.

Your teacher is taking a vote on which kind of movie to show in class: science fiction or action adventure. Which kind of movie would you vote for and why?

What kind of essay would you write for this writing prompt?

- A. informative
- B. compare and contrast
- C. persuasive
- D. descriptive

If you said C, you are correct. The prompt is asking you to vote on which type of movie you want your teacher to show the class. So you would have to persuade your teacher by giving reasons why you think this type of movie should win.

### Developing Ideas

Once you clearly understand the writing prompt, you can begin generating ideas to use in your response. You may have many good ideas, but they aren't useful until you get them out of your head and onto the paper. Then, you can work with them, organize them, and add examples and evidence to **develop your ideas** into useful material for your essay.

### Freewriting

**Freewriting** is the practice of writing down all your thoughts on paper without stopping for ten minutes with little or no attention to proper grammar, spelling, punctuation or sentence structure. You will correct all grammar, spelling, punctuation, and sentence structure errors later in the writing process.

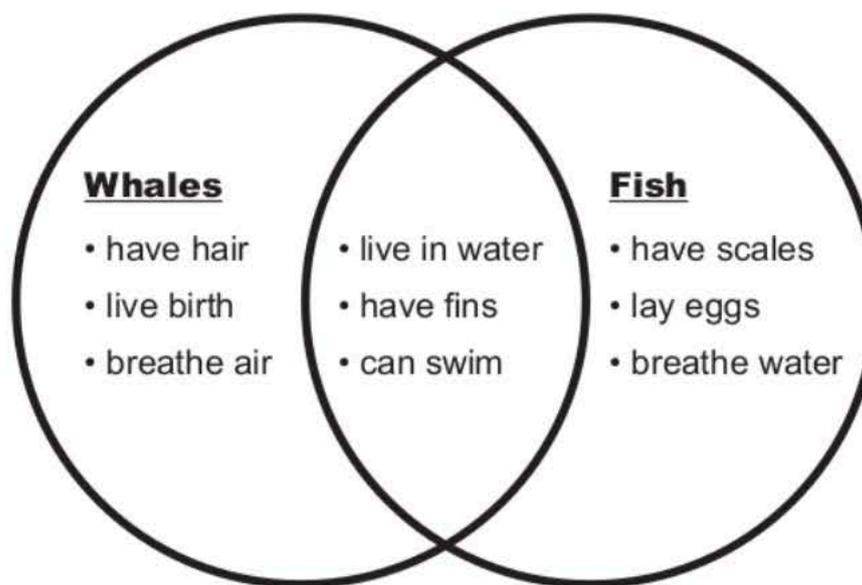


### Graphic Organizers

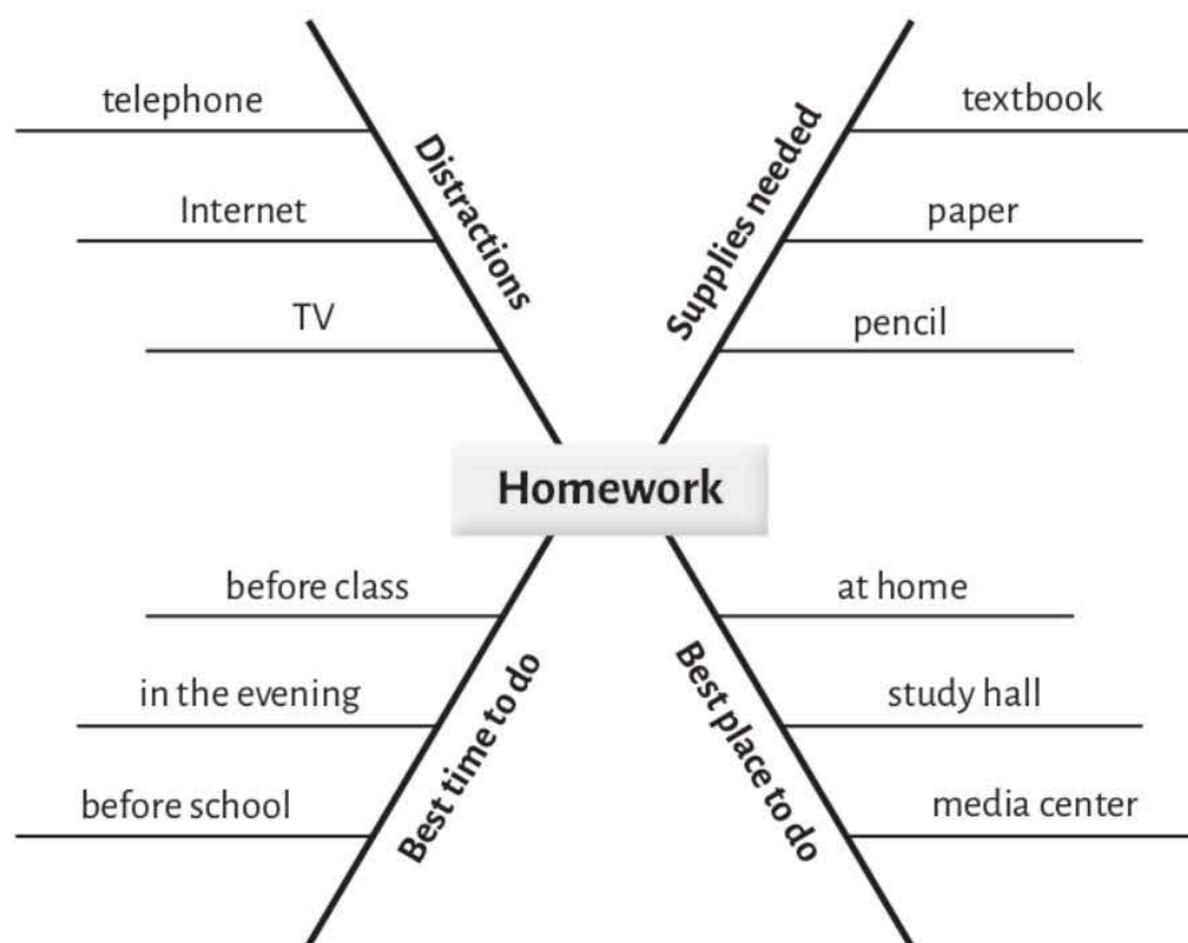
A **graphic organizer** is a visual diagram, map, or chart that are often used as part of the writing process to help students map out ideas before writing an essay. They include graphics such as a Venn diagram, spider map, and a central idea and details chart.

#### Venn Diagram

A **Venn diagram** is useful when comparing and contrasting ideas. It is a quick visual way to see points that are alike and those that are different. Draw two circles that intersect, labeling both for the items or ideas that you are comparing. Write the points that are unique to each item in its own circle. The overlapping part of the circles contains the similarities between the two. Look at this Venn diagram that compares and contrasts the similarities and differences between whales and fish.



This Venn diagram clearly shows ways in which whales and fish are similar and how they are most different.

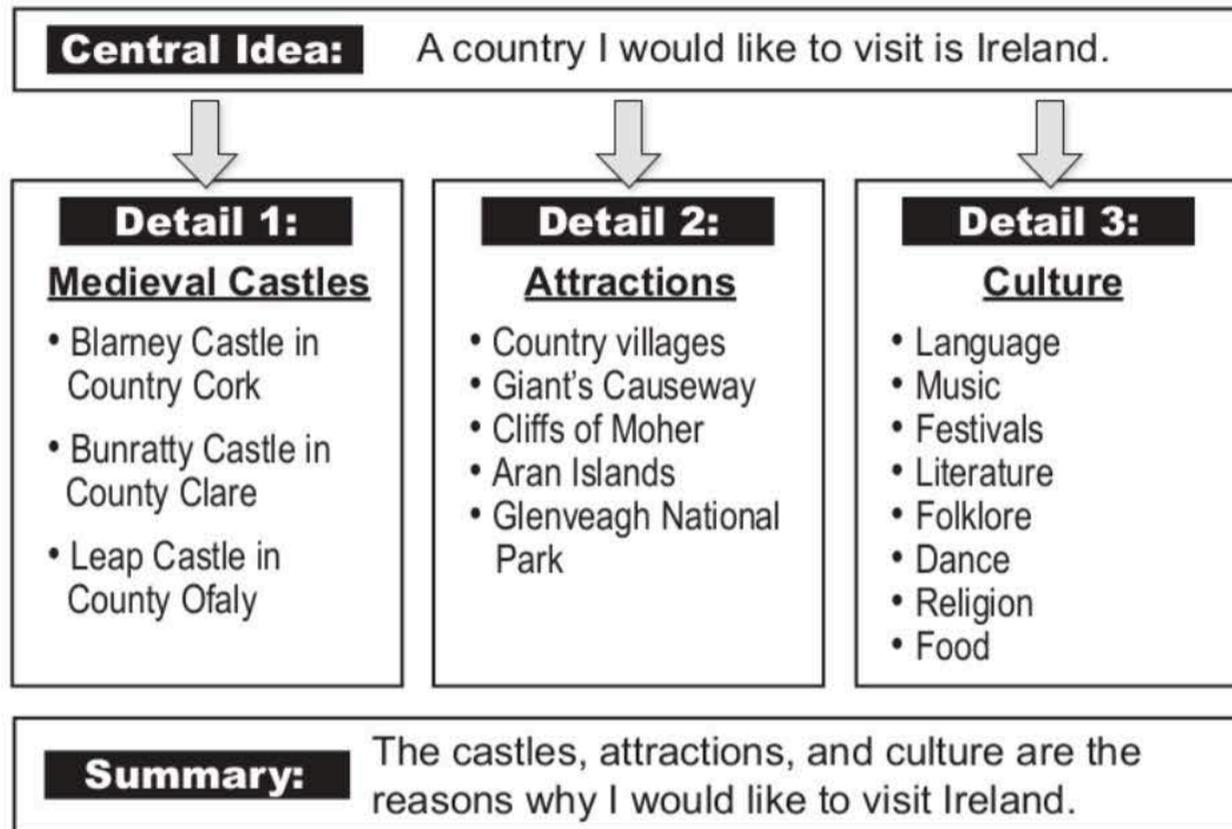


#### Spider Map

A **spider map** is helpful for almost any topic to decide the main points to cover. You write the central idea in the center, and then you write each main point about it on the lines radiating outward like legs. Supporting details go on the smaller lines off of each leg. This graphic organizer also works well to develop ideas for cause and effect. For example, you can write a cause in the center and the effects that happen as result on the lines. Conversely, the effect can go in the middle, with the causes that led to it on the lines. Look at this spider map detailing the major points about homework.

### Central idea and Details Chart

A **central idea and details chart** can help you list the central idea (topic), details, and summary that will be included in an essay. This chart will also help keep your main points organized and in the order that each part of the essay will be written. This chart is useful for writing a five-paragraph essay.



### Practice 3: Planning

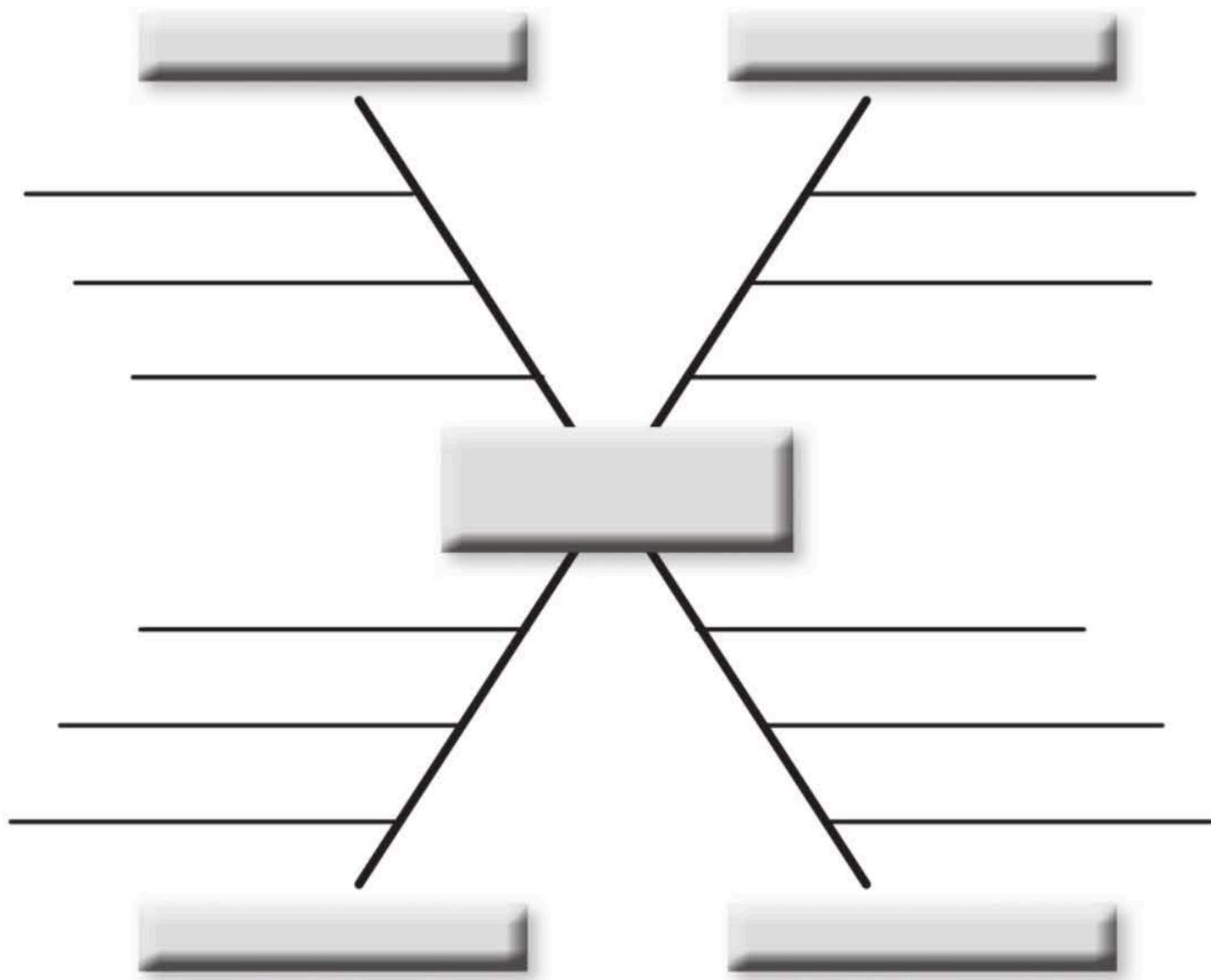
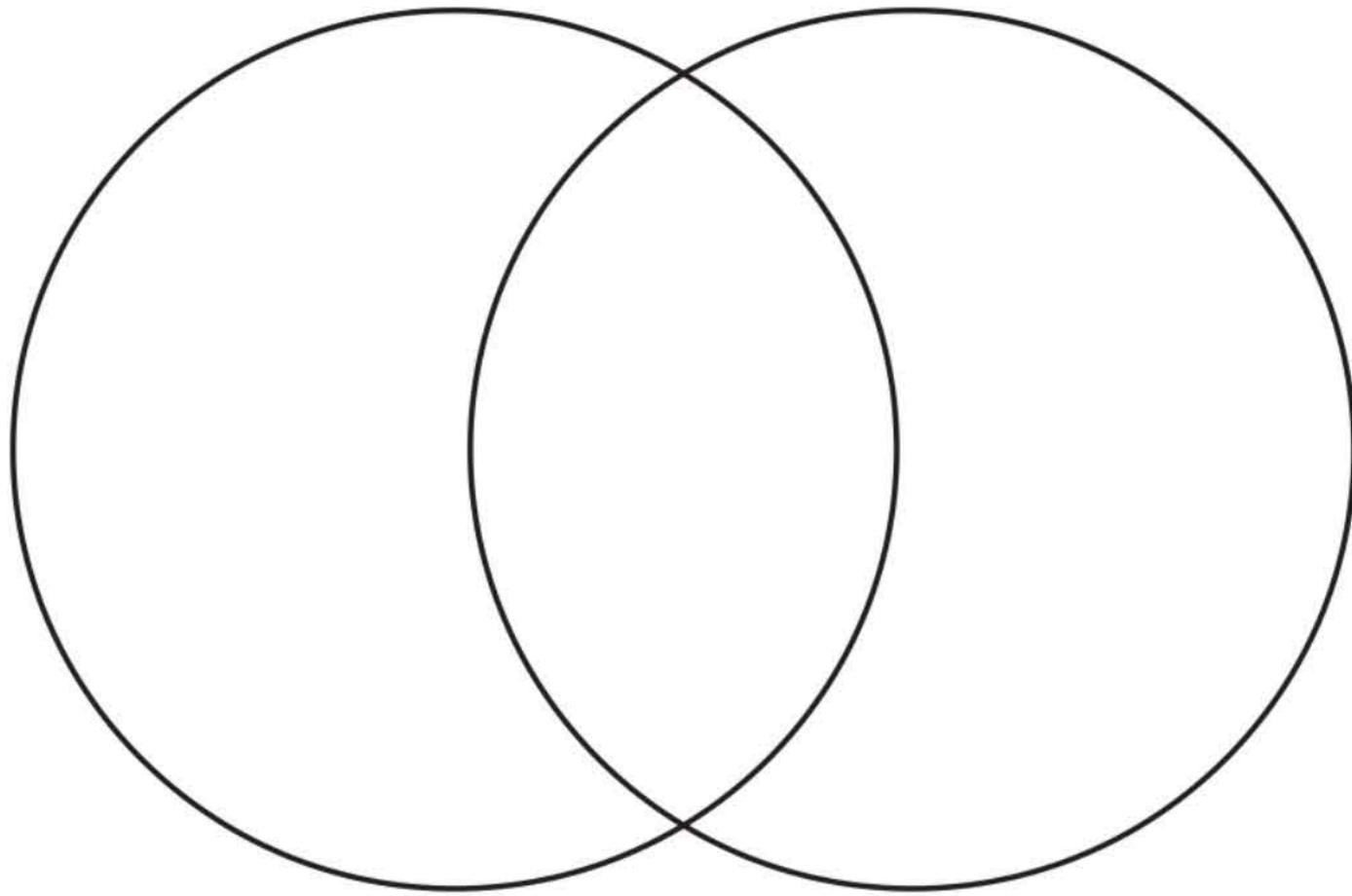
#### 1. Part A

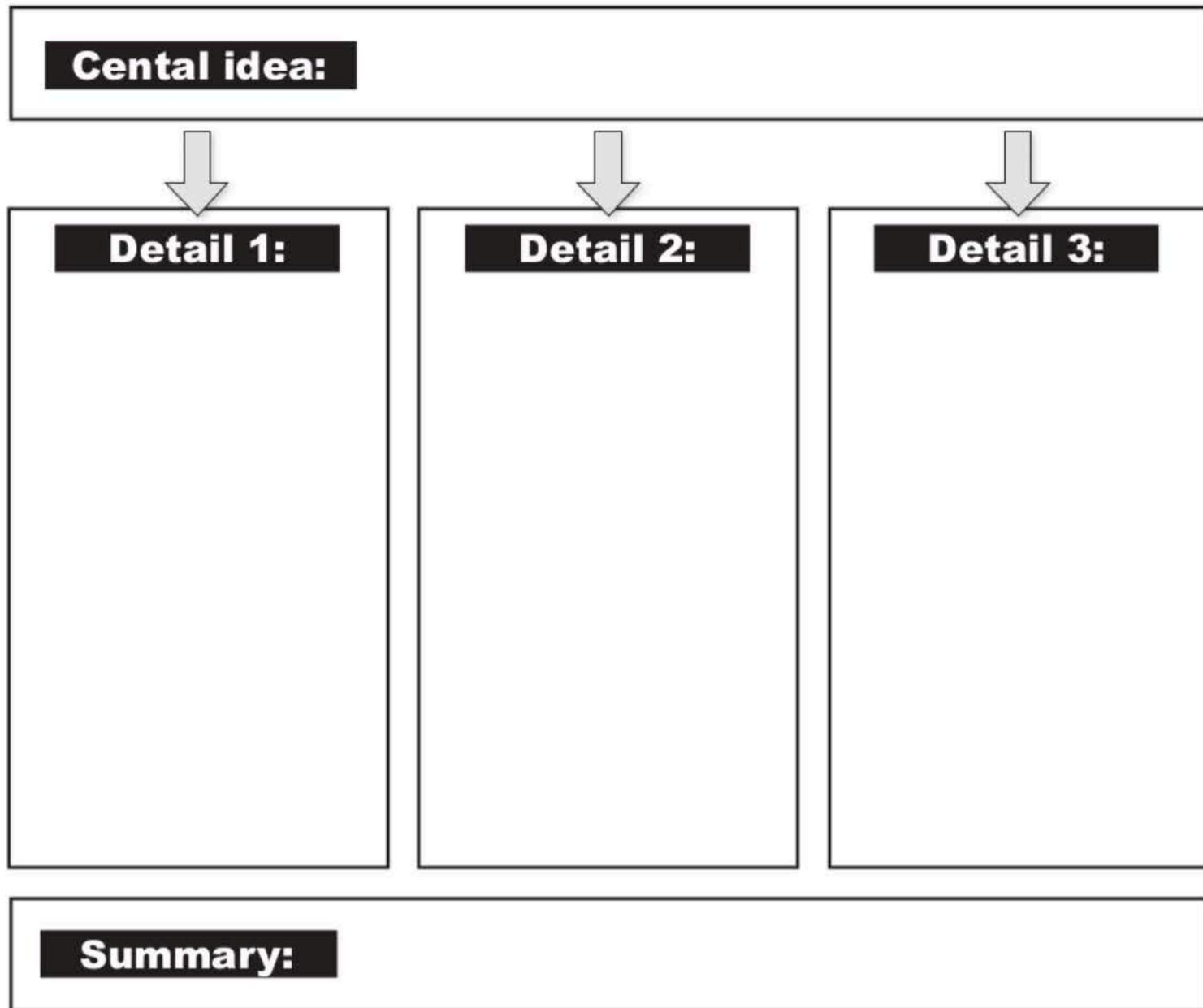
Choose **one** of the following essay writing prompts.

1. Why \_\_\_\_\_ is my favorite movie (or television show).
2. Why \_\_\_\_\_ is my favorite relative (or best friend).
3. Why \_\_\_\_\_ is the greatest invention ever created.
4. When I grow up, I want to be a \_\_\_\_\_.
5. Compare and contrast: alligators and crocodiles, Asian and African elephants, turtles and tortoises, or cheetahs and leopards. You may also choose your own similar animals to compare and contrast. **Note:** You will need to do some research for this prompt.

#### Part B

Use the Venn diagram, spider map, or central idea and details chart on the following pages to develop and organize ideas for your essay.





Save your filled in chart or diagram for Practice 4.

### The Basic Structure of the Essay

A five-paragraph essay should include three main parts: **introduction**, **body paragraphs**, and **conclusion**.

The **introduction** is the first paragraph of your essay. It gets the reader's attention, prepares the reader for what will follow, and states the topic or controlling idea of the essay. The topic of an essay is much like the central idea of a paragraph.

The **body** consists of three paragraphs which support the topic. Each paragraph is focused around a topic sentence which can be drawn from the key points of the topic. In turn, the topic sentence of each paragraph is supported by the details explained in the rest of that paragraph.

The **conclusion** is the last paragraph of your essay. It reinforces the topic or controlling idea of your essay with a vigorous summary of your argument. It ties everything together and convinces the reader of the correctness of your position.

