



ELA 7 Week 4

Distance Learning

Packet

Directions:

- **Part 1 Directions (Reading Activity)**
 - Read the passage.
 - Answer each question.
 - Complete the Question Justification Sheet for each question.
 - Make sure you use textual evidence to help justify your answer and to support your rationale for why the other answer choices are incorrect.
- **Part 2 Directions (Writing Activity)**
 1. Read the prompt.
 2. Write an essay that effectively answers the prompt.
 3. Revise and edit your essay for clarity.

PART 1:

Reading

Activity

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

A Star-Spangled Catastrophe

Characters

ANGIE: Eighth grader, member of the media club

PETE: Seventh grader, soloist and member of the chorus

COMMENTATOR

- 1 [The curtain rises on Angie, who is sitting alone in the media booth above the football field. She is reading a book. Her feet are propped up on a desk. To her right a video camera facing the audience sits on a tripod.]
- 2 **PETE:** [Singing from offstage.] And the home of the brave!
- 3 [The audience can be heard applauding halfheartedly.]
- 4 **COMMENTATOR:** [From offstage.] Okay . . . um . . . thank you, Pete Mahoney, for that . . . And now the referee will get ready for the coin toss. [Voice fades.]
- 5 [Pete enters from stage right looking distressed. He is mumbling to himself.]
- 6 **PETE:** That was indisputably the most humiliating moment of my life. I mean, how could I—
- 7 **ANGIE:** [Peering around the video camera so that she's in Pete's line of sight.] What happened?
- 8 **PETE:** [Startled.] What? Who—oh. Hi, Angie. Did you not hear the desecration of the national anthem I just performed in front of an audience of 2,500 people?
- 9 **ANGIE:** I thought you sounded great. You were totally on pitch, which is more than I can say for the girl who sang at the last game.
- 10 **PETE:** How could you even tell? I forgot all the words. I nailed "O say can you see" and "the home of the brave." Beyond that, the performance was pretty much a sing-along. [Exasperated.] Two thousand people just coached me to remember "o'er the ramparts we watched, were so gallantly streaming."
- 11 **ANGIE:** Well, maybe instead of instilling feelings of patriotism, you helped everyone think about teamwork. Thousands of people singing together? That's inspirational.
- 12 **PETE:** [Sarcastically.] I'm so glad I could bring the audience together for some warm and fuzzy feelings. Meanwhile, I won't be selected as the regular anthem singer for the school district next year.
- 13 **ANGIE:** [Laughing.] Don't worry. You're the best singer in the school, and you're going to redeem yourself in about 30 minutes when you sing with the chorus during the halftime show. No one will even remember your tiny mistake.

- 14 **PETE:** TINY? I butchered it. I'm not going back out there. [*On the verge of tears.*] For all I care, you can have my solo in the halftime show.
- 15 **ANGIE:** Nope. I make videos. I do not perform live. I'm just here to record the game for posterity.
- 16 **PETE:** Wait a minute. [*He notices the video camera.*] You have the most horrifying moment of my life ON FILM?
- 17 **ANGIE:** Of course. What do you think I'm doing back here? Twiddling my thumbs? I'm on the job here.
- 18 **PETE:** [Firmly.] Delete it.
- 19 **ANGIE:** [Firmly.] No.
- 20 **PETE:** I didn't give anyone permission to film me. I'm sure there's a law about this somewhere. Hand over that videotape. [*Holds out his hand.*]
- 21 **ANGIE:** It's not illegal. You're being absurd. I'm here to record the *football game*, not your tragic rendition of "The Star-Spangled Banner." And besides, we're living in the digital age, if you haven't noticed. There is no physical tape for me to hand over.
- 22 **PETE:** [Almost yelling.] Do you have any idea what it feels like knowing the most humiliating moment of your life is on video?
- 23 **ANGIE:** [Calmly.] No, I don't. I would never put myself in that position. And neither would 99 percent of the audience out there. If people give you a hard time, remind them that they would never stand in front of 2,500 people to belt out one of America's most difficult songs. Really, why would someone write a song with a range of notes hardly anyone can sing?
- 24 **PETE:** No clue.
- 25 **ANGIE:** [Pauses and takes a breath.] Look over there. Do you see that tall bookcase? And the bottom three shelves? [*Angie motions toward a shelf filled with videotapes, DVDs, and thumb drives, each labeled with a date.*]
- 26 **PETE:** Yeah, so?
- 27 **ANGIE:** That shelf contains every national anthem calamity that has occurred on this football field since 1980. Trust me. You're not the first, and you won't be the last.
- 28 **PETE:** Wow, there are a lot of recordings on that shelf.
- 29 **ANGIE:** [With a sly grin and sarcastic tone.] Soon the media club members are going to combine the video clips into a montage and call it "A Star-Spangled Catastrophe." Then we'll post it on the Internet. But honestly, your flub is on the boring end of the spectrum. I don't think you'll make the final cut. [*She shrugs her shoulders.*]

- 30 **PETE:** [Flustered.] What do you mean I won't make the final cut? I'm the best sing—oh, wait. That's a good thing, right?
- 31 **ANGIE:** [Smiling.] Halftime will be here before you know it. Are you ready?
- 32 **PETE:** No. Maybe. I don't know.
- 33 **ANGIE:** How about this: I'll tell the media coordinator that I started recording late and missed the national anthem.
- 34 **PETE:** [Relieved.] Yes! Thank you!
- 35 **ANGIE:** But this is your one freebie for the rest of your national-anthem-singing career.
- 36 **PETE:** Fine.
- 37 [They shake hands.]
- 38 **ANGIE:** And promise me that if you ever mess up the national anthem again, you'll at least make it entertaining. Then I can highlight you in the video montage, and you can go down in the blooper hall of fame.
- 39 [They laugh.]
- 40 **PETE:** Thanks again, Angie.
- 41 [Pete exits stage left. Angie checks the camera and then resumes reading.]
- 42 [Curtain closes.]

- 1** Read line 3 from the play.

[The audience can be heard applauding halfheartedly.]

What do these stage directions help the reader understand?

- A** Pete is upset that nobody paid attention to his performance.
 - B** Pete's performance did not go as well as he had hoped.
 - C** Pete had a difficult time hearing others while he was singing.
 - D** Pete's friends are not supportive of his decision to sing.
-

- 2** What does line 29 reveal about Angie's thoughts regarding Pete's problem?

- F** She thinks Pete is overreacting to what happened, so she teases him.
- G** She is disappointed in Pete because she thinks he didn't put forth enough effort.
- H** She thinks Pete's situation is entertaining and wants to embarrass him further.
- J** She understands Pete's distress but does not know how to make him feel better.

- 3** Read line 4 from the play.

COMMENTATOR: [From offstage.]

Okay . . . um . . . thank you, Pete Mahoney,
for that . . . And now the referee will get ready
for the coin toss. [Voice fades.]

The reader can conclude from this line that the commentator —

- A** thinks Pete's mistakes were funny
 - B** was not expecting Pete to make so many mistakes
 - C** is concerned that Angie was not able to catch Pete's mistakes on film
 - D** knows that people did not notice Pete's mistakes
-

- 4** In lines 18 through 23, the stage directions most help the reader understand the —

- F** stress that the characters experience as a result of their responsibilities
- G** familiarity the characters have with each other
- H** conflicting viewpoints of the characters
- J** lack of understanding the characters have about their tasks

5 One way Angie tries to encourage Pete is by —

- A** promising him that he will find great fame on the Internet
 - B** explaining to him that she was too busy taping the football game to see his performance
 - C** telling him that he will be on a video with others who also sang the national anthem at football games
 - D** reminding him that singing the national anthem is something most people are not brave enough to do
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6 What is the best summary of the play?

- F** A boy is humiliated when he forgets the words to the national anthem while singing at a football game, but his friend helps him understand that many people have made similar mistakes.
- G** A boy is surprised to learn that he was filmed while singing the national anthem, but his friend promises to erase the recording.
- H** A boy is angry when he finishes singing the national anthem at a football game, but his friend persuades him to sing a different song later so that he can feel better.
- J** A boy is upset when he forgets the words to the national anthem, but his friend compliments his voice and makes him feel better.

“A Star-Spangled Catastrophe” | QUESTION 1

Part 1: Circle the correct answer for Question 1.

A B C D

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

“A Star-Spangled Catastrophe” | QUESTION 2

Part 1: Circle the correct answer for Question 1.

F G H J

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

“A Star-Spangled Catastrophe” | QUESTION 3

Part 1: Circle the correct answer for Question 1.

A B C D

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

“A Star-Spangled Catastrophe” | QUESTION 4

Part 1: Circle the correct answer for Question 1.

F G H J

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

“A Star-Spangled Catastrophe” | QUESTION 5

Part 1: Circle the correct answer for Question 1.

A B C D

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

“A Star-Spangled Catastrophe” | QUESTION 6

Part 1: Circle the correct answer for Question 1.

F G H J

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

PART 2:

Writing

Activity

READ the information in the box below.

In 1960, four African American college students sat down at a “whites only” lunch counter in Greensboro, North Carolina. They were protesting segregation in a peaceful way. Their action helped launch the Civil Rights movement that changed the country over the next decade.

THINK carefully about the following statement.

Sometimes rules seem unfair or unjust.

WRITE an essay explaining whether it is ever okay to break the rules.

Be sure to —

- clearly state your controlling idea
- organize and develop your explanation effectively
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE ANSWER DOCUMENT.

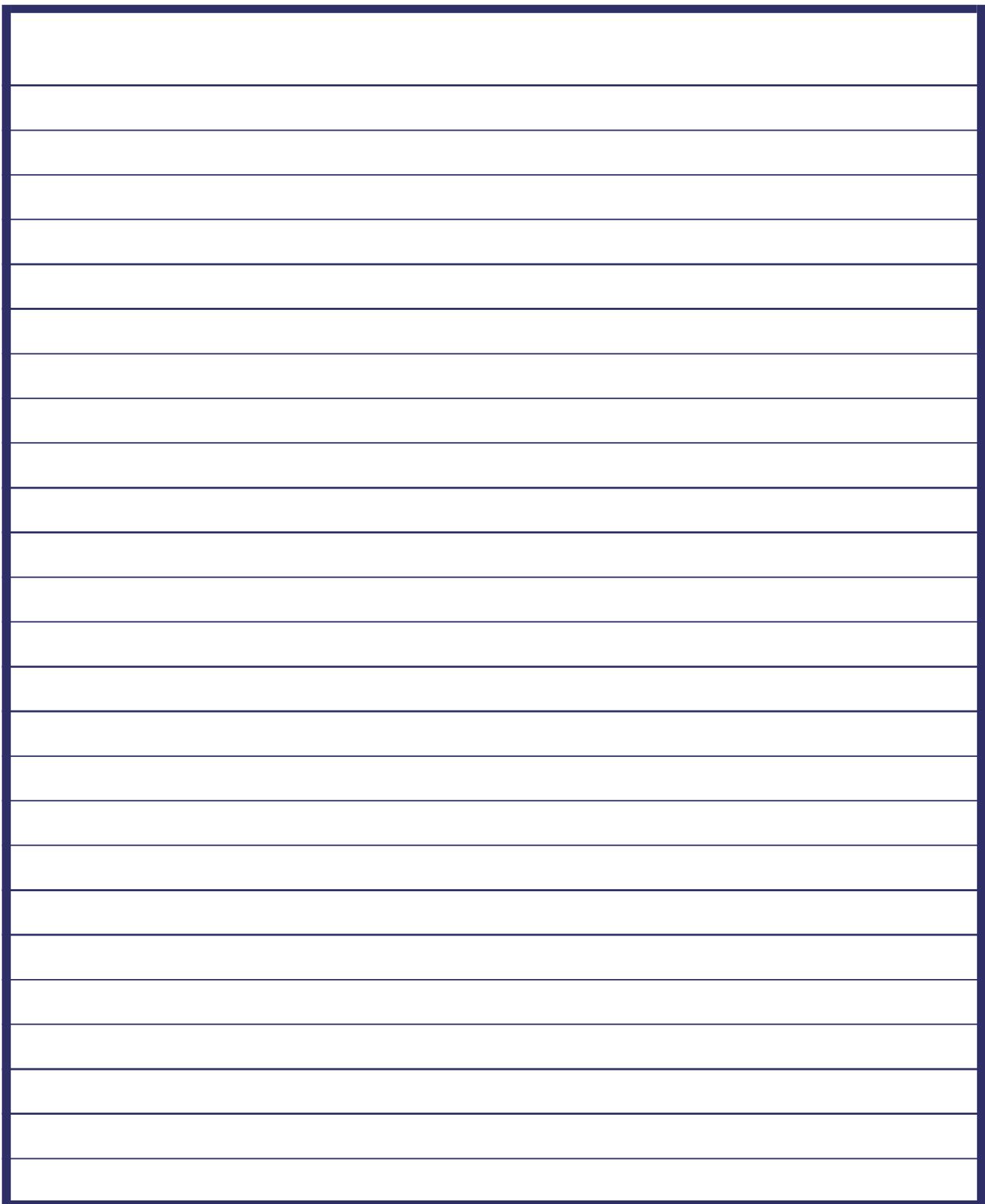
GO ON 

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE ANSWER DOCUMENT.

GO ON 

STAAR WRITTEN COMPOSITIONS
EXAMPLE OF LINED PAGE



A large rectangular frame occupies the central portion of the page. Inside this frame are 21 horizontal lines spaced evenly apart, intended for students to write their responses. The entire frame is enclosed within a thick, dark blue border.

| STUDENTS MAY NOT WRITE OUTSIDE THE BOX |