ELA 9 PreAP STAAR
Distance Learning Packet:
Week 2

Directions:
1. Complete each day’s work.
2. Read for 30 minutes each day.
3. Complete the reading log daily.
Week 2:
Written Composition: Expository Essay
Reading Genre: Expository
Julio has written the following paper about an exciting new invention. The invention, a water-producing wind turbine, was designed to help solve water shortages in certain parts of the world. Read Julio’s paper and look for any revisions he should make. Then answer the questions that follow.

From Wind to Water

(1) In November 2011 a French company began testing an exciting new wind turbine in the United Arab Emirates. (2) Wind turbines, which capture energy from the wind, have been around for years. (3) So what’s so exciting about this one? (4) It’s a winner. (5) It’s quite special.

(6) Inventor Marc Parent wasn’t thinking about turbines. (7) He was simply watching water droplets bead up on an air conditioner one day and decided to put a pan under the unit to catch them. (8) The drops trickled down into the pan, eventually filling it. (9) That made Parent wonder. (10) What if a machine could mimic what he was watching but on a much larger scale? (11) How much water could be collected in this way? (12) Suddenly Parent was inspired. (13) If his idea worked, the machine he was envisioning might actually help solve the world’s water crisis.
There are those who don’t know about this. Sporadic shortages may require us to stop watering our lawns or take shorter showers, but most Americans don’t face serious water issues. However, about 40 percent of the people in the world must routinely go to extreme measures to obtain water. Collecting water for drinking, bathing, and cooking is a daily chore, usually assigned to women and children. According to the World Health Organization, women around the world spend 200 million hours a day just getting water for their family’s basic needs.

But individual families’ access to water is only one part of the water crisis. Shortages and conflict can arise when nations disagree over how to share rivers that pass through more than one country. For example, Cambodia, Bulgaria, and Syria receive about 75 percent of their freshwater from rivers that flow across the borders of hostile upstream neighbors. This has prompted them to predict that access to water will one day replace oil as the main cause of war.

Marc Parent was aware of these problems and excited about the role he might play in helping alleviate some of them. For 10 years he worked on his idea, gathering funds, founding a water company, and beginning the necessary research and development. When Eole Water finally tested a large-scale prototype of Parent’s invention, the results were remarkable. It had been over a period of six months that the turbine produced up to 211 gallons of water per day.

Because of the successful test run, Eole Water is now working with commercial manufacturers to mass-produce Parent’s new turbine. Of course, these turbines won’t solve all the world’s water problems. But they could be an important part of the solution, bringing much-needed relief to people everywhere.
Julio did not write an effective thesis for this paper. He would like to delete sentences 4 and 5 and replace them with two sentences that better articulate his thesis. Which of the following should he use?

A. Wind turbines aren’t anything new. They have been around for a long time.
B. People come up with new ideas. And new ideas mean creative solutions for all.
C. This wind turbine is unique. It can produce both energy and water.
D. A wind turbine may be the perfect answer. Experts believe this is true.

Julio’s transition from the second paragraph (sentences 6–13) to the third paragraph (sentences 14–18) is weak. Which of the following could best replace sentence 14 and provide a more effective transition between these two paragraphs?

F. It’s our job as young people to bring national attention to the crisis.
G. We need something to assist with the serious water crisis we are facing.
H. Today there are people who are illiterate about this situation.
J. Many people in the United States are unaware that such a crisis exists.

Which sentence can Julio add after sentence 17 to provide additional support for the ideas presented in the third paragraph (sentences 14–18)?

A. I cannot imagine having to spend any portion of my day collecting the water that my family needs to survive.
B. Some must travel great distances for water, carrying containers that weigh as much as 40 pounds.
C. Women and children are the ones who typically have to bear this responsibility.
D. Water has to be found that will meet all the family’s needs for drinking, bathing, and cooking.
4 The meaning of sentence 22 is unclear. What is the most effective way to clarify the meaning of this sentence?

F Change This to It

G Change them to some analysts

H Change water to it

J Change main to primary

5 What is the most effective way to revise sentence 26?

A It had been over a period of six months, the turbine produced up to 211 gallons of water per day.

B Because it had been over a period of six months, the turbine produced up to 211 gallons of water per day.

C Over a period of six months, the turbine produced up to 211 gallons of water per day.

D The turbine produced up to 211 gallons of water per day, this was over a period of six months.
Read the following quotation.

Right actions for the future are the best apologies for wrong ones in the past.

— Tryon Edwards

Sometimes changing your behavior is the only way to make up for a past mistake. Think carefully about this statement.

Write an essay explaining how actions can be more powerful than words.

Be sure to —

• clearly state your thesis
• organize and develop your ideas effectively
• choose your words carefully
• edit your writing for grammar, mechanics, and spelling
USE THIS PREWRITING PAGE TO PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON THE LINED PAGE IN THE ANSWER DOCUMENT.
USE THIS PREWRITING PAGE TO PLAN YOUR COMPOSITION.

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

**Genre Definition:** Text that explains an idea that is clear, well-organized, and coherent. Limited amounts of argumentation and narration are used.

**Genre Examples:** News articles, textbooks, brochures

**Thinking Jobs:**
1. Topic
2. What is the author trying to teach or tell me about the topic?
3. What is the author’s point of view?
Read the next two selections and answer the questions that follow.

**A Baseball School for Big-League Dreamers**

*by Robert Benincasa*

All Things Considered, *National Public Radio*  
*August 15, 2012*

1. If you have ever dreamed of playing big-league baseball, chances are the dream started to fade sometime in high school.

2. It gradually becomes clear: You won’t be starting in Game 7 of the World Series, and tipping your cap after hitting a walk-off homer. So at some point you go from player to fan—watching others chase greatness on the diamond.

3. But not every baseball dreamer is willing to give up so early. And in Bradenton, Florida, there’s a place that lies somewhere between the Little League field and Yankee Stadium.

4. It’s 90 degrees and sunny for an intrasquad game, one of the last of the year at IMG Academies, a private sports school where dreams of baseball glory are nurtured. Ketchum Marsh, a high school senior from Chatham, Massachusetts, looks in from third base as a lanky sophomore teammate winds up on the mound.

5. For Ketch, as he’s known, a passion for baseball began when he was 8 years old, when his mother offered room and board for some players from college baseball’s elite Cape Cod League.

6. The players started tossing the ball around with him and soon made him a batboy. Ketch says they were like big brothers to him. Before long, he says, he was captivated.

7. He remembers being fascinated by how the players and coaches talked and how fans reacted to the game. “You kind of just don’t want to leave the field at the end of the night,” he says. “You want to just keep going back. You just want to stay there.”

**Nurturing Potential**

8. So, when Ketch was in the eighth grade, his mother sent him here, where students spend half the day in the classroom and the other half on the field.

9. IMG baseball chief Ken Bolek says Ketch’s school debut was less than stellar.

10. “There weren’t a lot of things that just came naturally to him as an athlete,” Bolek says, chuckling. “His first semester here, the coaches evaluated a successful day by the fact that he wasn’t maimed or killed out on the field from a lack of proficiency.”
But four years later, Ketch is bigger and better—5 foot 11 inches and 192 pounds, with massive forearms from his training regimen.

Bolek says Ketch has surpassed other players who may have had more athletic ability but lacked his work ethic.

“Ketchum Marsh is one of the most successful stories that will come out of IMG,” Bolek says, focusing not just on baseball, but on life.

Most players here won’t ever put on a big-league uniform, but they come to IMG trying to find and reach their potential. Virtually all of them want to play college ball—Division I if they can make it.

![Baseball pyramid diagram](image)

Approximate number of players at each level of baseball competition in the United States
(Data gathered from 2012 and 2013 records)

The pitcher on Ketch’s team, Cameron Varga, is already headed to Division I. He’ll play for the University of Florida team after he graduates in 2014.

His fastball is in the low 90s, big-league heat territory.

As the game gets started, Varga strikes out the side in the first inning and trots to the dugout. Pitching coach Dave Shepard is waiting.

“You struck out the side, and I’ll give you that,” Shepard tells him, “but as a starting pitcher you’ve got to know what the emphasis down the road for you is going to be.”

Shepard, who pitched 11 seasons in the minor leagues, says Varga has great potential. Now, Shepard is trying to set him up for the journey.

“[I’m] looking into the future for big things from him,” Shepard says. “He struck out the side in the first inning, but he threw 20 pitches. As a pitching coach, I’m looking for him to throw six pitches and get three outs and save 14 pitches for later.”
Going Deeper Than Baseball

21 Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to “the show.”

22 But IMG is a long way from St. Mary’s Industrial School for Boys, the Baltimore orphanage that produced Babe Ruth.¹ Tuition, room and board here for the combined academic and sports program is about $70,000 a year.

23 Along with the price of admission comes the unvarnished truth about one’s athletic ability and potential.

24 The coaches are positive and encouraging, but they don’t sugarcoat their opinions. They don’t want to give any player false hope.

25 “We deal with reality on a daily basis,” says baseball chief Bolek. “We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets.”

26 And there’s something else: Many of the coaches have given years to the game. They see beyond young men’s dreams and deeper into their lives.

27 Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.

28 “If we do a good job, stressing certain characteristics and traits that are necessary for anybody leaving here to be successful regardless of what the volition is, that’s the grand slam for us,” he says.

29 Today’s game ends in a one-run loss for Ketch and Cameron’s team. If these young players’ dreams come true, it’s just a footnote in a long career in the national pastime.

30 But the odds are long, even for the very best. Just 1,200 players are drafted each year, and major league rosters have only 750 active slots. IMG says it’s had 17 players drafted since 2006.

31 Ketch doesn’t think about the numbers. He pursues his goals a day at a time.

32 “The chances are, you know, there’s not a lot of kids that are going to be making a living playing this game. If you think about the numbers, the inspiration won’t always be there.”

33 Whether or not Ketch is destined for Cooperstown, this fall he’ll be doing what he loves—playing baseball—for the Southwestern University Pirates in Georgetown, Texas.

¹Babe Ruth (1895–1948) is considered one of the greatest players in the history of baseball. He led the American League in home runs 12 times and set many long-standing hitting records.
1 Which sentence from "A Baseball School for Big-League Dreamers" best supports the main idea of the article?

A Tuition, room and board here for the combined academic and sports program is about $70,000 a year.

B Most players here won't ever put on a big-league uniform, but they come to IMG trying to find and reach their potential.

C He remembers being fascinated by how the players and coaches talked and how fans reacted to the game.

D Ketch doesn't think about the numbers.

2 Based on the article, the coaches at IMG can best be described as —

F concerned about the effectiveness of their coaching ability

G focused on becoming coaches at a professional level

H dismissive of the mistakes students make

J caring about the future success of the students
3. Read this quotation from paragraph 13.

"Ketchum Marsh is one of the most successful stories that will come out of IMG," Bolek says, focusing not just on baseball, but on life.

What evidence does the author present in the article to support the opinion expressed in this quotation?

A. A reference to Marsh’s work ethic  
B. An anecdote about Marsh’s time as a batboy  
C. A description of Marsh’s training regimen  
D. Information about Marsh’s future plans

4. The author wrote “A Baseball School for Big-League Dreamers” primarily to —

F. highlight the reasons people pursue a career in sports  
G. persuade readers to support schools that specialize in training student-athletes  
H. inform readers about a unique school and the students who attend it  
J. convince student-athletes to enroll in a specialized school for sports
Read paragraph 21.

Baseball folklore tells us that the scrappiest kid on the sandlot has a shot at going to "the show."

What does this sentence suggest?

A  Baseball players understand their potential at an early age.
B  Determination and grit could get a player to the big leagues.
C  Legends about baseball frequently inspire players to improve.
D  Most major-league players come from humble circumstances.

What does the graphic best suggest about the different levels of baseball competition?

F  More athletes prefer playing college baseball than minor-league baseball.
G  Most Little League baseball players participate in multiple sports when they reach high school.
H  Playing Little League baseball is necessary to becoming a major-league player.
J  Baseball leagues become more selective as players advance.

What can the reader conclude from the interaction between the pitching coach and Cameron Varga in paragraphs 17 through 20?

A  The pitching coach wants his players to always strive to improve.
B  The pitching coach is mainly concerned about winning games quickly.
C  Varga is confident in his ability to succeed in Florida.
D  Varga’s number of pitches will decrease as his speed increases.
A Baseball School | 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.

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A Baseball School | QUESTION 2

Part 1: Circle the correct answer for Question 2.

F  G  H  DJ

Part 2: Provide justification for your answer.

Incorrect Answer | Rationale
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Part 3: Provide justification for why the other answer choices that you did not select were incorrect.
A Baseball School | QUESTION 3

Part 1: Circle the correct answer for Question 3.

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.

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A Baseball School | QUESTION 4

**Part 1:** Circle the correct answer for Question 4.

F  G  H  J

**Part 2:** Provide justification for your answer.

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

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Part 1: Circle the correct answer for Question 5.

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.

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A Baseball School | QUESTION 6

**Part 1:** Circle the correct answer for Question 6.

F  G  H  J

**Part 2:** Provide justification for your answer.

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

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A Baseball School | QUESTION 7

**Part 1:** Circle the correct answer for Question 7.

A   B   C   D

**Part 2:** Provide justification for your answer.

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

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### Independent Reading Log

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