Directions:

1. Complete each day’s work.
2. Read for 30 minutes each day.
3. Complete the reading log daily.
Week 3:
Written Composition: Expository Essay
Reading Genre: Persuasive
Ban the Bag!

(1) Standing in line at the grocery store last week, I watched the woman in front of me buy a tube of toothpaste. (2) As the clerk placed her purchase in a plastic bag, I couldn’t hardly help wondering how long it would take for that bag to end up in the trash. (3) Then I noticed the big purse the woman was carrying and wondered why she had needed a plastic bag at all. (4) Of course, this is an extreme example. (5) Most people need plastic bags to carry larger loads. (6) But are there better ways to carry our loads? (7) Should we be using plastic bags at all?

(8) People have come to rely on plastic bags as everything from totes for groceries to trash-can linners to lunch bags. (9) Around the world more than 500 billion of them are used each year. (10) Although plastic bags can be recycled, only about one percent of those used in the United States are. (11) Instead, after helping people transport items from one place to another, most are thrown away. (12) But what does “away” mean? (13) It means that they end up in landfills, where it can take a plastic bag up to a thousand years to decompose. (14) Some bags end up elsewhere in the environment, clinging to trees and fences, clogging rivers and oceans, or wafting along city sidewalks.
Plastic bags harm the environment in several ways. First, they break down into particles that pollute our soil and water. And because most plastic bags are made of polyethylene, a product derived from crude oil or natural gas. They waste nonrenewable resources. Plastic bags can also harm animals. Scientists estimate that more than one million sea animals, including whales, seabirds, and turtles, die each year from ingesting or becoming entangled in plastic. And in both 1988 and 1998, plastic bags that were blocking sewers, and drains in Bangladesh contributed to devastating flooding.

People all over the world are starting to recognize the problems associated with plastic bags. Countries such as China, South Africa, Switzerland, and Uganda are taking action and banning the bags. Other nations, including Italy and Ireland, have been trying to curtail the use of plastic bags by taxing them. In the United States more and more communities are ridding themselves of plastic bags. In 2012, Los Angeles became the largest U.S. city to institute a plastic-bag ban, while Hawaii became the first state to do so. And several cities and towns in Texas, such as Austin and Brownsville, have banned the bag.

Some people can’t imagine life without plastic bags. But these bags didn’t come into widespread use until around 1980, and before that time people got along just fine without it. Now more and more people are purchasing inexpensive, reusable fabric bags and using them when they shop. If we all take this simple step, we can be a part of a “green” revolution. Pay attention to the disastrous toll plastic bags are taking on our environment and stop using them today!
1 What change should be made in sentence 2?

A Change *placed* to *places*
B Change the comma to a period
C Delete *hardly*
D No change should be made in sentence 2.

2 What change, if any, should be made in sentence 8?

F Change *come* to *came*
G Change *groceries* to *grocery’s*
H Change *linners* to *liners*
J Make no change

3 What is the correct way to write sentences 17 and 18?

A And because most plastic bags are made of polyethylene, a product derived from crude oil or natural gas, they waste nonrenewable resources.
B And most plastic bags are made of polyethylene, a product derived from crude oil or natural gas, they waste nonrenewable resources.
C And most plastic bags, which are made of polyethylene derived from crude oil or natural gas, wasting nonrenewable resources.
D The sentences are written correctly in the paper.
4 What change needs to be made in sentence 21?

F  Change *were blocking* to *was blocking*
G  Delete the comma after *sewers*
H  Change *devastating* to *devastating*
J  No change needs to be made in this sentence.

5 What change should be made in sentence 29?

A  Change *come* to *came*
B  Change *use* to *using*
C  Delete *and*
D  Change *it* to *them*
Read the following quotation.

The greatest glory in living lies not in never falling, but in rising every time you fall.
—Nelson Mandela

Think carefully about the following question.

Can failure make you stronger?

Write an essay explaining whether failure can strengthen a person.

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.
PERSUASION

Genre Definition: Text that develops an argument and debates a topic in a logical way.

Genre Examples: Persuasive essays, editorials, persuasive speeches, debates.

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?
I Believe in the Also-Rans

by Clive B.
This I Believe
December 2006

1 I believe in the also-rans.

2 As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important. At school I was fortunate to win enough to balance all the times I lost, and I began to believe in this idea. I survived and thrived.

3 After leaving the sanctuaries of high school and University and going out into the workplace, I entered that real messy world where my progress was not measured by an end-of-term exam or validated by my prowess on a sports field. My life losses began to exceed my successes, and I began to think that there must be more to life than winning.

4 It wasn’t until I became a parent that this thought became a strongly held belief.

5 I am the proud father of a seven-year-old girl, Naomi. Her best friends since she was an infant are two boys, Kean and Cyrus. Until they were old enough to start school they would play together three full days a week—one day in each child’s home. Every week I would enjoy the benefit of two days’ child care and one full day with the three beautiful children.

6 Naomi and Kean have always been fast runners and very evenly matched, too. Cyrus was slower to develop physically and was nowhere near as speedy as his two playmates, but he loved to run and play just as much as the other two.

7 One day the three friends were at my house. Our family enjoys a large house with a great running track. Indoor, wooden, fast with slick speedy turns—through the living room, past the front door, veer right into the narrow kitchen avoiding Mom, or more usually Dad, cooking, then a sharp right hairpin turn into the brightly lit hall, picking up speed as they hurdle back into the living room to start another circuit or to crash head-first into the soft, cushioned couch, the finishing line.

8 One day the kids were racing around and I was sitting in the living room as Naomi and Kean burst into the room neck-and-neck and fell joyfully into the couch. Each bounced up loudly proclaiming, “I’m first, I’m first.” Several seconds passed before Cyrus appeared, arms and legs pumping manfully, an earnest look on his face. He too fell, face first, into the soft upholstery and bounced to his feet, arms aloft to proclaim, with total joy and celebration, “I’m third!!”
I believe in celebrating those that finish third in a three-horse race. This I believe.

"The Also-Rans," written by Clive B., part of the This I Believe Essay Collection found at www.thisibelieve.org, Copyright ©2005–2015 by This I Believe, Inc. Reprinted with Permission.
Use “I Believe in the Also-Rans” to answer questions 1-7.

1. What is the author’s purpose for mentioning the children’s race through the house?
   - F  To illustrate that some children value fun above competition
   - G  To emphasize that his child is athletically superior to her friends
   - H  To highlight that children often disregard household rules
   - J  To show that children lack concerns about safety when competing

2. Based on the information presented in the essay, what is one message the reader can infer?
   - A  Avoiding competition is better than participating when failure is certain.
   - B  Being rewarded simply for participating belittles the efforts of the winners.
   - C  Persistence ensures that a loser will eventually become a winner.
   - D  Satisfaction comes from being dedicated and doing your best.
3 Read the following dictionary entry.

**validate** \(\text{\textipa{va-lə-dät'}}\) **v**
1. declare or make legal 2. prove or confirm to be true 3. approve an expressed agreement 4. mark with an indication of being official

Which definition best matches the use of the word *validated* in paragraph 3?

F Definition 1
G Definition 2
H Definition 3
J Definition 4

4 The author includes quotations in paragraph 8 primarily to —

A highlight that Naomi and Kean rarely agree
B emphasize Cyrus’s noncompetitive nature
C point out the author’s concern for Cyrus
D reveal Naomi’s and Kean’s athletic abilities

5 Which quotation best expresses the author’s viewpoint about being an “also-ran”?

F *At school I was fortunate to win enough to balance all the times I lost, and I began to believe in this idea.*
G *Our family enjoys a large house with a great running track.*
H *Naomi and Kean have always been fast runners and very evenly matched, too.*
J *I believe in celebrating those that finish third in a three-horse race.*
What can the reader conclude from paragraph 3?

A  The author’s education did not fully prepare him for living in the real world.
B  The author was better at sports than at academics while growing up.
C  Educational priorities at elite schools differ from those in public schools.
D  Students in England are required to attend school through the university level.

What is the main idea of the selection?

F  Children usually develop friendships with others who have similar abilities.
G  Parents should encourage their children to be active because fitness is important.
H  People should celebrate their best efforts even if they don’t always succeed.
J  People who consistently win competitions as children have lifelong advantages over those who don’t.
Use “A Baseball School for Big-League Dreamers” and “I Believe in the Also-Rans” to answer questions 8-12. Then fill in the answers on your answer document.

8 **Both** Ketchum Marsh in “A Baseball School for Big-League Dreamers” and the author of “I Believe in the Also-Rans” —

A are frustrated by their limited athletic abilities  
B are natives of the same geographic location  
C have families that emphasize the importance of athletics  
D have attended exclusive schools that focus on achievement

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9 Read this sentence from paragraph 2 of “I Believe in the Also-Rans.”

As an English teenager I was schooled in an elite school where I was fed the idea that I was better than others and that achievement and winning were all-important.

Which sentence from “A Baseball School for Big-League Dreamers” contrasts with the attitude expressed in the sentence from “I Believe in the Also-Rans”? 

F “You kind of just don’t want to leave the field at the end of the night,” he says.  
G “We are not sending the message that every one of our players are going to wind up playing shortstop for the Mets.”  
H Bolek, who has coached in the minors, the majors and college, says his job is not always about baseball.  
J And there’s something else: Many of the coaches have given years to the game.
10. Which sentence correctly describes the organizational pattern used by the authors of the two selections?

A. Both selections provide definitions of key terms to add meaning to the texts.
B. Both selections include anecdotes as examples to support their main ideas.
C. Both selections use quotations from experts to support the main ideas in the texts.
D. Both selections use cause-and-effect to highlight the relationships between key ideas.

11. What do Ketchum Marsh in “A Baseball School for Big-League Dreamers” and Cyrus in “I Believe in the Also-Rans” have in common?

F. Neither is a natural-born athlete.
G. Both become easily frustrated by failure.
H. Neither has supportive adults in his life.
J. Both hope to play professional sports.

12. What is the purpose of paragraph 32 in “A Baseball School for Big-League Dreamers” and paragraph 3 in “I Believe in the Also-Rans”?

A. To explain that early disappointment can often lead to long-term failure
B. To point out the educational advantages of attending elite schools
C. To emphasize that the realities of adult life often differ from early experiences
D. To specify the most important qualities needed to become a successful adult
Also-Rans | QUESTION 1

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

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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Also-Rans | QUESTION 2

**Part 1:** Circle the correct answer for Question 2.

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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Also-Rans | QUESTION 3

**Part 1:** Circle the correct answer for Question 3.

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**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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Also-Rans | QUESTION 4

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

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**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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Also-Rans | QUESTION 5

Part 1: Circle the correct answer for Question 5.

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.

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Also-Rans | QUESTION 6

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

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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Also-Rans | QUESTION 7

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

F  G  H  J

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

[Blank lines for justification]

**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 8.

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 *and* Also-Rans | QUESTION 9

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

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.
A Baseball School *and* Also-Rans | QUESTION 10

**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 and Also-Rans | QUESTION 11

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

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**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 *and* Also-Rans | QUESTION 12

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

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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