ELA 9 PreAP STAAR
Distance Learning Packet:
Week 4

Directions:
1. Complete each day’s work.
2. Read for 30 minutes each day.
3. Complete the reading log daily.
Week 4:
Written Composition: Expository Essay
Reading Genre: Poetry
The Global Soap Project

Most people in this country wash their hands regularly. They know the important role that hand washing plays in the war against disease. But what about people who live in places where it’s difficult to wash their hands? What about those who have little or no access to soap? That’s the reality for many people in impoverished nations. However, thank’s to the idea of one man and the hard work of many volunteers, this situation is changing.

Derreck Kayongo is from the African nation of Uganda. Him and his family left the war-torn country in the early 1980s, but before leaving, Kayongo saw many of his fellow Ugandans struggling to survive in refugee camps. These people lacked basic necessities; as a result, dreadful, but avoidable, illnesses were commonplace. Years later, when Kayongo was an adult working in the United States, he still remembered what he had witnessed in his home country. But it wasn’t until he stayed at a hotel in Philadelphia, Pennsylvania, that he envisioned a way to help.

At the hotel Kayongo noticed a wrapped bar of soap in the bathroom of his room. He used a little of the soap and then placed it back in the soap dish for later use. When he returned to his room at the end of the day, he was astonished to find that the gently used bar was gone and a brand-new one was in its place. Baffled by the idea of discarding perfectly good soap, Kayongo asked the hotel for an explanation. "When I was told that it was hotel policy to provide new soap every day, I couldn’t believe it," he said. Upon further investigation he discovered that this is standard procedure in hotels across the country.

In fact, each year in North America, hundreds of millions of soap bars are discarded, eventually ending up in landfills. Outraged by this practice and mindful of the situation in his native country, Kayongo asked himself, "Are we
really throwing away that much soap at the expense of other people who don’t have anything?”

(21) Although Uganda is recovering from years of war, the nation is still plagued by poverty, many workers earn no more than a dollar a day. (22) Soap is available, but at a cost of 25 cents per bar, most people cannot afford to buy it. (23) Kayongo began to ask, “What if we took some of this soap and recycled it, made brand-new soap from it, and then sent it home to people who couldn’t afford soap?” (24) This simple question led to the founding of a nonprofit organization the Global Soap Project.

(25) Today more than a thousand hotels across the country donate soap bars for the Global Soap Project. (26) Local volunteers collect the bars and send them to the organization’s warehouse in Atlanta, Georgia. (27) There other volunteers clean, reprocess, and package the bars for delivery. (28) Since beginning its work, the Global Soap Project has delivered more than a million bars of soap to communities in about 30 countries. (29) This innovative program is bringing an important disease-fighting tool to people around the world.
1 What change needs to be made in sentence 6?

A Change thank’s to thanks
B Change idea to ideal
C Change volunteers to volunteers’
D No change needs to be made.

2 How should sentence 8 be changed?

F Change Him to He
G Change the comma after leaving to a semicolon
H Change saw to seen
J Change refugee camps to Refugee Camps

3 What is the correct way to write sentences 15 and 16?

A He was baffled by the idea of discarding perfectly good soap, Kayongo asked the hotel for an explanation.
B While baffled by the idea of discarding perfectly good soap. Kayongo asked the hotel for an explanation.
C Baffled by the idea of discarding perfectly good soap, Kayongo asked the hotel for an explanation.
D The sentences are written correctly in the paper.
4 What is the correct way to write sentence 21?

F Although Uganda is recovering from years of war, the nation is still plagued by poverty. With many workers earning no more than a dollar a day.

G Although Uganda is recovering from years of war. The nation is still plagued by poverty, and many workers earn no more than a dollar a day.

H Although Uganda is recovering from years of war, the nation is still plagued by poverty. Many workers earn no more than a dollar a day.

J The sentence is written correctly in the paper.

5 What change needs to be made in sentence 24?

A Insert which after question

B Change led to lead

C Change nonprofit to nonproffit

D Insert a comma after organization

6 How should sentence 29 be changed?

F Change innovative to innovative

G Change is bringing to was bringing

H Insert a comma after tool

J Sentence 29 should not be changed.
Read the following quotation.

Weeds are flowers too, once you get to know them.
—A. A. Milne

First impressions can sometimes be misleading. Think carefully about this statement.

Write an essay explaining the importance of getting to know people before forming an opinion about them.

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 PREWITING 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.
POETRY

Genre Definition: literary work that uses distinctive style and rhythm, focusing on the expression of feelings and ideas to create powerful impressions on the reader.

Genre Examples: Epic poetry, dramatic poetry, lyric poetry, narrative poetry.

Thinking Jobs:
1. What is the literal meaning of the line(s)?
2. What is the figurative meaning of the line(s)?
Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

My Desk
by Debora Marsh

I give you my desk,
the white painted maple,
stately, with clean straight lines, three drawers on each side,
the one my father gave to me.

5 He carved his initials in the corner, he said, your great grandfather,
his father, punished him because of it.
He made him fill in the grooves with wood putty,
sand down the wood, and refinsh the whole piece.
When he was done, he said it looked good,
and that it was a good desk; he used it right through college.
Later, I asked him to do the same, refinsh it again,
paint it white to match the 1970s girls bedroom furniture
in the catalog from Sears, so I could put it in my room.

Reluctantly he changed it.
15 He sanded down the finish, erasing the indentations of the letters
and numbers he had etched over time.
When he placed it in my room, white enameled, fresh, like new,
I cried.
So happy to have that heirloom,
to have my own piece of history,
to have my own piece of my father.
I sat for hours, make-believing I was a college professor,
bank teller, school teacher, the boss.
I did my algebra homework sitting at that desk.

25 I wrote papers, love letters, and my first poems there.
It has been stripped and painted, broken and glued.

And now, I give it to you.
Older than you by far, it sits in your room
plied high with crayon drawings, coins, trolls, and hot wheels cars.

30 You’re still too young to do algebra homework.
But when you’re ready, and you want to use it as a desk,
together, we’ll strip the finish,
sand the wood,
rub out my etchings
and paint it to match your bright green and lavender dreams.

Used with permission.
1. Read lines 15 and 16.

He sanded down the finish, erasing the indentations of the letters and numbers he had etched over time.

In line 16, the word *etched* most closely means —

- F perfected
- G imprinted
- H remembered
- J tarnished

2. What is a theme of the poem?

- A Children desire what their parents value.
- B Cherished objects can create connections between family members.
- C What is extraordinary to some may seem ordinary to others.
- D Old objects can be made new again by using imagination.

3. What does the desk represent in the poem?

- F The changes in style that happen over time
- G The pride that is found in caring for possessions
- H The new beginnings that come with each generation
- J The different ways creativity can be inspired in individuals
4 Which line from the poem best indicates that the speaker is ready to relinquish ownership of the desk?

A Older than you by far, it sits in your room (line 28)
B piled high with crayon drawings, coins, trolls, and hot wheels cars. (line 29)
C You’re still too young to do algebra homework. (line 30)
D and paint it to match your bright green and lavender dreams. (line 35)

5 What tone is established in lines 22 through 25?

F Intellectual, because the speaker refers to academic matters
G Playful, because the speaker quickly lists random details
H Nostalgic, because the speaker warmly remembers the past
J Hopeful, because the speaker refers to her childhood dreams
6. What do the speaker’s comments in lines 31 through 35 suggest?

A. The speaker wants her child to find his or her own identity.
B. The speaker wants her child to select a new color for the desk.
C. The speaker believes her child deserves a new piece of furniture.
D. The speaker believes her child will refuse to accept her offer.

7. The repetition in lines 19 through 21 is used to emphasize that the desk —

F. contains messages written long ago
G. is worth a great amount of money
H. is outdated in its appearance
J. creates a timeless bond
**My Desk | 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.
My Desk | QUESTION 2

Part 1: Circle the correct answer for Question 2.

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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My Desk | QUESTION 3

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

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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My Desk | QUESTION 4

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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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.

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**My Desk | QUESTION 6**

**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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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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# Independent Reading Log

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