

Grades 6-8

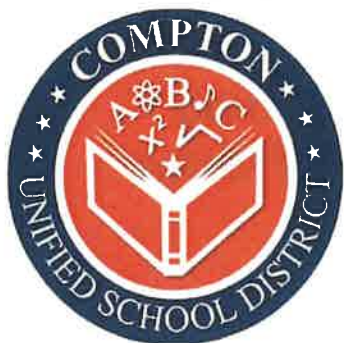
My ELD Summer Learning Packet



Grades 6-8 ELD Summer Learning Packet

TABLE OF CONTENTS

Introduction	
Welcome to Summer Letter	
English Language Development (ELD)	Week 1 <ul style="list-style-type: none"> ● Academic Vocabulary: Verb <i>argue</i> ● Collections ELD: The Apple of Discord I ● ELPAC Practice-Reading: <i>Read a Student Essay</i> ● Article-<i>They lived in a factory for 28 days to make raw PPE materials to fight coronavirus</i>
	Week 2 <ul style="list-style-type: none"> ● Academic Vocabulary: Noun <i>opinion</i> ● collections ELD: It Worked for Me: In Life and Leadership ● ELPAC Practice-Writing: <i>Write About an Experience</i> ● Article-<i>Kentucky Derby dashed by coronavirus, turtles go in slow and steady race</i>
	Week 3 <ul style="list-style-type: none"> ● Academic Vocabulary: Noun <i>expertise</i> ● Collections ELD: From Colin Powell: Military Leader ● ELPAC Practice-Reading: <i>Read a Literary Passage</i> ● Article-<i>Call to order: Supreme Court hold first arguments by phone</i>
	Week 4 <ul style="list-style-type: none"> ● Academic Vocabulary: Adjective <i>relevant</i> ● Collections ELD: The Triangle Factory ● ELPAC Practice-Writing: <i>Justify an Opinion</i> ● Article-<i>Posu bowl on the menu: more eateries serving Native American food</i>
	Week 5 <ul style="list-style-type: none"> ● Academic Vocabulary: Noun <i>relevance</i> ● Collections ELD: from the Story of the Triangle Factory Fire ● ELPAC Practice-Reading: <i>Read an Informational Passage</i> ● Article-<i>Alabama student names NASA's first Mars helicopter</i>
	Week 6 <ul style="list-style-type: none"> ● Academic Vocabulary: Adjective <i>valid</i> ● Collections ELD: From The Adventures of Tom Sawyer ● ELPAC Practice-Writing: <i>Write About Academic Information</i> ● Article-<i>How bored families are getting through the coronavirus lockdown</i>



COMPTON UNIFIED SCHOOL DISTRICT

Support Learning
at Home



MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

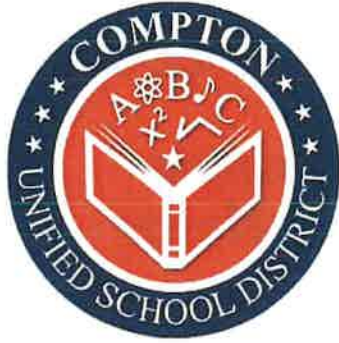
Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning
at Home



MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros Paquetes de Aprendizaje de Verano a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".

Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos vera todos en agosto.

SERVICIOS EDUCATIVOS

TELÉFONO:
(310) 639-3165

SITIO WEB:
www.compton.k12.ca.us

PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Animeles a llevar libros de lectura a casa de la biblioteca de su salón de clases/biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.

Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

¡TENGAN UN AGRADABLE VERANO!



SUMMER ENRICHMENT



Compton Unified School District
Office of English Learners Department
501 S. Santa Fe Avenue
Compton, Ca. 90221

**English Language Development Lesson
(Designated ELD)**

Grade:6-8

Lesson: # 11

Language Objective: Today I will work on the “word of the day” **argue**. I will practice by reading the sentence to myself and then to another person. I will also use the word, **argue**, in a complete the sentence or in a paragraph.

In this lesson, you will...

Expanding:	<ul style="list-style-type: none">• Locate the correct meaning of the word argue, using a dictionary or online resource.• Use the sentence frames to write your favorite idea in the blanks.• Share your sentence with another person.
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If you need help completing the lesson, do this instead...

Emerging:	<ul style="list-style-type: none">• Use the pictures, meanings and cognates to learn the argue.• Read the sentence aloud to yourself and then to another person.• Use the sentence frames to write your favorite idea in the blanks.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	<ul style="list-style-type: none">• Complete the worksheets on pp. 14-15.
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Say it: ar • gue

Write it: _____

Academic Vocabulary Toolkit

Meanings	Examples	
1. to disagree or fight	1. The girl argued with her _____ because he forgot her _____.	
2. to give reasons for or against something	2. The _____ argued that her client was _____ because he had no motive to commit the crime.	
<p><i>Present:</i> I/You/We/They He/She/It</p> <p><i>Past:</i></p>	<p>argue</p> <p>argues</p> <p>argued</p>	<ul style="list-style-type: none"> • <i>Noun:</i> argument • <i>Adjective:</i> argumentative
<ul style="list-style-type: none"> • _____ for/against something • _____ in favor of something 	<p>I would argue against raising the driving age to 18 because some students need to drive to school or to their jobs.</p> <p>The students argued in favor of going on a field trip to the art museum.</p>	

Verbal Practice

Talk about It Read each sentence and think about how you would complete it.

Discuss your idea with your partner using the sentence frame.

Listen carefully to your partner's and classmates' ideas.

Write your favorite idea in the blank.

- Brothers and sisters often **argue** about _____.
- I usually feel upset after I **argue** with my _____.
- Some people think that rap music is _____, but other people **argue** that it is an art form.
- If my friends and I could change anything about our school, we would **argue** in favor of _____.

Writing Practice

Collaborate Work with your partner to complete the sentence using the correct form of **argue** and appropriate content.

Many vegetarians _____ against eating meat by saying that it is _____.

Your Turn Work independently to complete the sentence using the correct form of **argue** and appropriate content.

Some teachers _____ that students should take a lot of tests, but I think that students should do more _____ to demonstrate what they know.

Brainstorm Work independently to write two sentences using Meaning 2 of **argue**. In your first sentence, use **argue** in the *simple present tense* with a person's name. In your second sentence, use **argue** with the modal verb *would* and include a word partner.

① _____

② _____

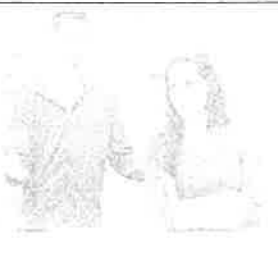
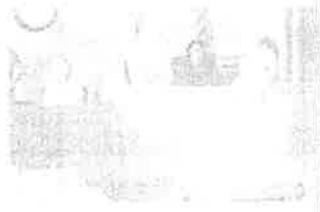
Modal verbs are helping verbs that give additional meaning to the main verb. *Would* can be used to express a preference.

I **would argue** that football is a dangerous sport.
 He **would like** to meet her.

Write an Academic Paragraph Complete the paragraph using the correct form of **argue** and original content.

Some parents _____ ① that teachers assign too much homework. These parents _____ ② that completing large amounts of homework every night causes students to feel _____ ③ and keeps them from doing beneficial activities like _____ ④. However, other parents argue that homework is important and helps students _____ ⑤ what they learned in school. Certainly, some homework is _____ ⑥, but in general, most people would probably agree that too much homework is not _____ ⑦ for students. Everyone can agree that it is important to help students achieve a healthy balance between school and _____ ⑧.

Emerging Lesson

	Word	Meaning	Example	Images
1	<p>argue ar•gue verb</p>	to disagree or fight	The girl argued with her boyfriend.	 boyfriend girl
2	<p>Cognate-</p>	to give reasons for or against something	The lawyer argued that her client was innocent.	 lawyer

Verbal Practice (Think-Write-Share):

Read the following sentence aloud to yourself and then to another person:

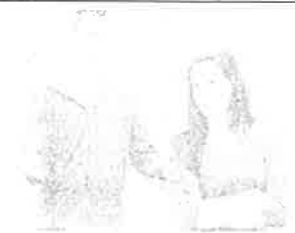

Brothers and sisters often **argue** about *programs on TV*.

Writing Practice (Think-Write):

Write the academic word (argue) and complete the sentence.

Some teachers _____ that students should take a lot of tests,
academic word
 but I think that students should do more _____.

Expanding Lesson

	Word	Meaning	Example	Images
1	<p>argue</p> <p>ar•gue</p> <p>verb</p>	to disagree or fight	The girl argued with her <u>boyfriend</u> because he forgot her <u>birthday</u> .	 <p>boyfriend girl</p>
2	<p>Cognate-</p>	to give reasons for or against something	The _____ argued that her client was _____ because he has no motive to commit the crime.	 <p>lawyer</p>

Verbal Practice (Think-Write-Share):

Brothers and sisters often argue about _____.

Writing Practice (Think-Write):

Some teachers _____ that students should take a lot of tests, but I think that _____ students should do more _____ to demonstrate what they know.

academic word



Kate Hovey first read the stories of Greek mythology in third grade and has been reading them ever since. Her interest in gods and goddesses grew during her childhood visits to the Getty Villa, a museum in Malibu, California, that was built to imitate an ancient Roman villa. The museum's collection of marble statues from the Greco-Roman period helped her imagine the ancient voices of the gods and goddesses that inspire her. Hovey is a metalsmith and mask-maker as well, using her arts of poetry, storytelling, and drama to bring the world of Greek mythology to life.



SETTING A PURPOSE As you read, focus on how Eris compares herself to the other gods and goddesses.

Eris (Goddess of Discord) Speaks

Lofty¹ Olympians
like to exclude
lesser immortals
who aren't imbued²
5 with the kind of power
they so admire.
Still, I'm a goddess,
and I require
certain courtesies,
10 a little care and concern,

¹ **lofty** (lôf'tē): very tall; having high qualities of character; arrogant or pompous.

² **imbued** (im-byōōd'): permeated; spreading or flowing throughout.

but the gods are hardheaded;
they never learn.
So I came, uninvited,
to the sea queen's wedding
and threw a gold apple
15 far out on the spreading,
goddess-strewn lawn.
Inscribed, "for the fairest,"
it caused a commotion—
20 weren't they embarrassed
to squabble that way?
Hera, Athena,
and vain Aphrodite,
tugging and pulling—
25 what high and mighty
hypocrites!³ They claim
I'm the foul one!
They think they can blame
my wedding surprise
30 for the horrors at Troy,
when *they* are the guilty ones—
they who destroy,
who sacrifice heroes,
Earth's glorious sons,
35 like bulls on an altar—
brave, innocent ones.
To their lasting shame,
they let Troy burn.
The gods are hardheaded;
40 they never learn.



COLLABORATIVE DISCUSSION How does Eris, the Goddess of Discord, see herself in relation to other gods and goddesses? Discuss your ideas with a partner, using evidence from the poem.

³ **hypocrites** (hĭp'ə-křīts'): people who pretend to have beliefs, feelings, or virtues that they actually do not have; falseness.

Determine Meanings of Words and Phrases

ELA RL.6.4
ELD PI.6.6, PI.6.8

If a writer wants to make fun of a well-known story, he or she writes a parody of it. A **parody** is a humorous imitation of another writer's work. Usually a parody will:

- follow the form of the original text or story, but also might put a twist on the story and use a different form
- tell the story from a different character's point of view

Writers of parodies often add humor through exaggerated descriptions and double meanings of words and phrases. For example, in "The Apple of Discord I," when Eris describes the three goddesses as "high and mighty hypocrites," (lines 25–26) she is using figurative language that means the goddesses are arrogant and bossy. However, she also emphasizes the literal meanings of the words—the powerful goddesses live high atop Mount Olympus and they are, indeed, mighty.

As you analyze elements of parody in "The Apple of Discord I," think about these questions:

- How does the writer add a twist to or change the original story as told in *Black Ships Before Troy: The Story of The Iliad*? How does this add humor to the parody?
- How does the writer use language in a humorous way?

Compare and Contrast Genres

ELA RL.6.9
ELD PI.6.6

When you compare and contrast a myth and a parody of the same myth, you analyze the characteristics of each text, how the events in each version are presented, and the techniques each author uses to achieve his or her purpose.

Ask these questions to compare and contrast a myth and a parody of the same myth:

- What is each author's purpose for writing?
- What elements of myth are found in each text?
- How is each author's presentation of events alike and different?
- How are characters portrayed in each text? How are they alike and different?
- The author of the parody makes fun of the original work. What techniques does he or she use to accomplish this goal?

Analyzing the Text

Cite Text Evidence Support your responses with evidence from the text.

- 1. Infer** Reread lines 1–7. Eris describes herself as one of the “lesser immortals.” What phrase does she use to describe the three goddesses? Tell why this description is humorous.
- 2. Interpret** Reread lines 19–26. What words and phrases does Eris use to describe the three goddesses and their behavior? Explain what these word choices tell you about what she thinks of them, and how she sees herself.
- 3. Analyze** Compare Eris’ word choices in lines 1–27 with those in lines 28–40. As the poem progresses, how does Eris’ tone change? Tell what language choices contribute to the change in tone.
- 4. Infer** Review lines 1–40 of “The Apple of Discord I.” What is the **theme**, or message about life, of the poem? What repeated statements help you infer the theme?
- 5. Compare** A **symbol** is a person, place, or thing that stands for something else. In this poem and in *Black Ships Before Troy*, what is the symbol and what does it stand for? Do you think that the symbolic meaning is the same or different in the two texts? Cite evidence from both texts to support your ideas.
- 6. Compare and Contrast** Review lines 1–94 of *Black Ships Before Troy*. Compare how the events in the myth are described with Eris’ description of the events in “The Apple of Discord I.” How are the descriptions alike? How are they different?

PERFORMANCE TASK



Speaking Activity: Argument “The Apple of Discord I” is told from the point of view of Eris, the Goddess of Discord. Do you agree with her that Hera, Aphrodite, and Athene are the ones responsible for the “horrors at Troy”? Give a speech that presents your opinion. Use facts and details from the poem to support it.

- Review the poem. Determine whether or not you agree with Eris.

- Write a statement that clearly presents your claim.
- Draft your speech, using evidence from the poem to support your claim.
- Practice your speech, using appropriate eye contact, adequate volume, and clear pronunciation.
- Present your ideas in a logical, organized way that helps listeners understand them.

READING Read a Student Essay

In this task type, students read a persuasive, informational essay presented as if written by a peer. The essay is related to a school or social issue. Students then answer eight questions about the essay.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2, PII.C.6, PII.C.7

A student has written an essay. The essay may include errors. Read the essay. Then answer Numbers 3 through 10.

Should School Start Later?

- 1 Everybody knows that teenagers are sleepy in school. Too many students do not get the recommended number of hours of sleep they need in order to make it through the day. Although a number of factors influence this, it would help to change the time teenagers are expected to begin school each morning. A later start time would give students enough sleep to be better prepared to learn.
- 2 Many studies have been conducted on how much sleep students need. Most of this research has shown that teenagers need at least 7 to 9 hours of sleep each night. A teenager is going through a lot of biological changes. During sleep, important brain activity and functions are performed to manager these changes. Only 15% of teenagers surveyed report getting at least 8 hours of sleep during the school week.
- 3 When teenagers do not get enough sleep, bad things can result. Students can become easily irritable and cranky. These problems can lead to behavioral problems and become an obstacle to academic success. Students who lack adequate sleep tend to make more impulsive decisions and take more risks. Students suffering from sleep deprivation have reduced attention, and it may be harder for them to concentrate on complex tasks and assignments. These traits have always been hallmarks of teenage life.
- 4 Teenagers can lose sleep for a number of reasons. Some of these reasons involve the internal biology and chemistry of the teenage body. For instance, due to changes within teenagers' bodies, their internal clocks push back the time they are ready to sleep. Teenagers may want to go to sleep at 9 p.m. but their bodies just will not let them until 11 p.m. This biological cause of sleeplessness may also be connected to a teen's use of electronics at nighttime. The exposure to light and mental activity can further disrupt a teenager's sleep pattern, making it harder to fall asleep.
- 5 Teenagers also face external forces that keep them up at night. Homework demands, sports practices and games, and jobs may keep teenagers out of the house and active late into the evening. Teenagers' social schedule may also keep them up late. Since teenagers often need more sleep than their parents and younger siblings, it may be difficult for teenagers to sleep in, even on weekend mornings.
- 6 Although we cannot control many of the other variables, one factor we should consider is starting school later once students become teenagers. Starting school later will allow teenagers to adjust to the shift in their bodies' biological clocks and increased outside-of-school commitments. A well-rested teenager would be better prepared and more attentive to learning.

3 Which statement **BEST** states the main idea of the student's essay?

- A School days should be shorter.
- B Teenagers are learning how to manage their time well.
- C Teenagers should go to school later in the day.
- D Fewer courses should be offered in middle and high schools.

4 What do the words going through **MOST NEARLY** mean as they are used in paragraph 2?

- A experiencing
- B encouraging
- C considering
- D enjoying

5 Which sentence from the student's essay supports the idea that most teenagers are not **currently** getting the correct amount of sleep?

- A Most of this research has shown that teenagers need at least 7 to 9 hours of sleep each night.
- B Only 15% of teenagers surveyed report getting at least 8 hours of sleep during the school week.
- C Students who lack adequate sleep tend to make more impulsive decisions and take more risks.
- D Teenagers can lose sleep for a number of reasons.

6 Read this sentence from paragraph 2 of the student's essay.

During sleep, important brain activity and functions are performed to manager these changes.

Choose the correct option to replace the underlined words.

- A to managing
- B to management
- C to managed
- D to manage

7 What word is the **MOST EFFECTIVE** replacement for the word “things” in paragraph 3?

- A consequences
- B examples
- C timing
- D awkwardness

8 What evidence does the student writer use to support the idea that teenagers have a biological need to sleep?

- A Teenagers can have a busy social schedule that keeps them up late.
- B The internal body clocks of students change when they become teenagers.
- C Students have too much homework after school.
- D Teenagers like to watch TV or play games late into the evening.

9 According to the student’s essay, what is an **EXTERNAL** factor that can lead to sleeplessness in teenagers?

- A difficulty concentrating on complex tasks and assignments
- B body clocks that have been readjusted
- C a home environment where parents and younger siblings do not need as much sleep
- D starting schools later

10 Read this sentence from paragraph 5.

Homework demands, sports practices and games, and jobs may keep teenagers out of the house and active late into the evening.

What is the **MOST EFFECTIVE** way to combine the ideas in the underlined phrase?

- A Homework assignments, jobs, and practices for games
- B The demands of homework, sports, and a job
- C Completing homework, competing in sports, working at a job, or practice with a team
- D Various after-school demands, like homework, sports games, sports practices, and jobs

They lived in a factory for 28 days to make raw PPE materials to fight coronavirus

By Washington Post, adapted by Newsela staff on 05.01.20

Word Count **657**

Level **800L**



This group of workers at the Braskem chemical plant in Marcus Hook, Pennsylvania, clocks out of work to go home after living at the plant for 28 days in March and April. The factory makes material used in the production of N95 masks, hospital gowns and sanitary wipes. Photo: @GeorgeSolis/Twitter

On March 23, Joe Boyce checked into the Braskem chemical plant for work. It would be the longest shift of his life.

In his office, an air mattress replaced his desk chair. He brought a toothbrush and shaving kit, moving into the chemical plant in Marcus Hook, Pennsylvania. The factory became makeshift housing for him and his 42 coworkers-turned-roommates.

For 28 days, they did not leave, sleeping and working all in one place.

12-Hour Shifts For A Month Straight

The "live-in" at the factory is just one example of the way that Americans are helping fight the new coronavirus. The 43 men went home on April 19. Each worked 12-hour shifts all day and night for

a month straight. They made the raw materials for the face masks and surgical gowns needed by frontline workers.

No one told them they had to do it, Braskem America head Mark Nikolich said. All of the workers volunteered. They hunkered down at the plant to make sure no one caught the new coronavirus, or COVID-19. The new flu-like illness is spreading quickly across the world.

"We were just happy to be able to help," said Boyce. He is a work shift supervisor who has worked for 27 years at Braskem America. "We've been getting messages on social media from nurses, doctors, EMS workers, saying thank you for what we're doing. But we want to thank them for what they did and are continuing to do. That's what made the time we were in there go by quickly, just being able to support them."

Nikolich said the company shifted to focus on making polypropylene. The plastic is a key ingredient in personal protective equipment. Braskem sells the plastic to clients that turn it into a fabric. Ultimately, the fabric becomes face masks, medical gowns and even cleaning wipes.

40 Million Pounds Of Plastic

Over the past month, Nikolich said Braskem's two plants have produced 40 million pounds of the plastic. The amount is enough to make either 500 million N95 masks or 1.5 billion surgical masks. The N95 masks have a filter that allows people to breathe cleaner air.

"It just makes you immensely proud to be associated with a team like that," Nikolich said. "They're operating in a strange environment 24/7, 365."

Nikolich said the plants decided to launch the live-ins so employees would not have to travel. Then, they could avoid having to worry about catching the virus.

"We tried to make them as comfortable as possible," Nikolich said.

Boyce said some guys brought video games, TVs and games to stay entertained. They stayed active at the on-site gym and stayed extra busy in the kitchen. Boyce is a skilled cook. With others, he whipped up dinner for more than 40 people a night.

Before long, they fell into a comfortable schedule.

"We had to kind of adapt," Boyce said. "It wasn't long before we're all sitting in the same spots at dinner."

However, being separated from family got harder as time went on, said Boyce, a father of two teenagers. Some guys counted down the days. One missed the birth of his first grandchild. Visitors were not allowed.

On Day 14, the families organized a "drive-by visit," Boyce said. The workers got to celebrate. They were halfway done and also free of any signs of the virus. More than two dozen families paraded past the plant bearing signs and cheering from the windows.

"It was something to see," Boyce said. "Just a shout and wave was pretty much what we got, but it was enough."

They went back to work. The days blended between factory floor and conference-room bedrooms, until finally, on April 19, it was time to leave.

"We wanted to walk out as a team," Boyce said. "Everybody felt that way. It really hit me when my car got a little ways down from the plant — I'm finally going to see my family."

Quiz

1. Read the section "12-Hour Shifts For A Month Straight."
- Select the sentence from the section that shows WHY Braskem workers decided to do a "live-in" at the factory.
- (A) Each worked 12-hour shifts all day and night for a month straight.
 - (B) No one told them they had to do it, Braskem America head Mark Nikolich said.
 - (C) They hunkered down at the plant to make sure no one caught the new coronavirus, or COVID-19.
 - (D) "We've been getting messages on social media from nurses, doctors, EMS workers, saying thank you for what we're doing."
2. Read the section "40 Million Pounds Of Plastic."
- Which selection from this section supports the conclusion that the workers appreciated the support from their families?
- (A) "It just makes you immensely proud to be associated with a team like that," Nikolich said. "They're operating in a strange environment 24/7, 365."
 - (B) "We had to kind of adapt," Boyce said. "It wasn't long before we're all sitting in the same spots at dinner."
 - (C) "It was something to see," Boyce said. "Just a shout and wave was pretty much what we got, but it was enough."
 - (D) "Everybody felt that way. It really hit me when my car got a little ways down from the plant — I'm finally going to see my family."
3. According to the section "40 Million Pounds Of Plastic," how does Braskem contribute to fighting the coronavirus?
- (A) Its factories produce cleaning supplies and disinfectants to help clean hospitals.
 - (B) Its factories serve as a safe space from the virus for people to live while they work.
 - (C) It receives plastic from other companies and then turns it into different kinds of masks.
 - (D) It produces a special plastic that gets turned into protective wear at other factories.
4. What effect did spending 28 days straight at the factory have on many of the workers?
- (A) They felt ready to do another 28 days to help doctors get the supplies they need.
 - (B) They felt good about the work they did, but it was difficult to be separated from their families.
 - (C) They felt extremely anxious that they would all get sick at the same time.
 - (D) They felt like they were the heroes in their towns because of the work they did at the plant.

Answer Key

- 1 Read the section "12-Hour Shifts For A Month Straight."
- Select the sentence from the section that shows WHY Braskem workers decided to do a "live-in" at the factory.
- (A) Each worked 12-hour shifts all day and night for a month straight.
 - (B) No one told them they had to do it, Braskem America head Mark Nikolich said.
 - (C) **They hunkered down at the plant to make sure no one caught the new coronavirus, or COVID-19.**
 - (D) "We've been getting messages on social media from nurses, doctors, EMS workers, saying thank you for what we're doing."
- 2 Read the section "40 Million Pounds Of Plastic."
- Which selection from this section supports the conclusion that the workers appreciated the support from their families?
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 - (B) "We had to kind of adapt," Boyce said. "It wasn't long before we're all sitting in the same spots at dinner."
 - (C) **"It was something to see," Boyce said. "Just a shout and wave was pretty much what we got, but it was enough."**
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- 4 What effect did spending 28 days straight at the factory have on many of the workers?
- (A) They felt ready to do another 28 days to help doctors get the supplies they need.
 - (B) **They felt good about the work they did, but it was difficult to be separated from their families.**
 - (C) They felt extremely anxious that they would all get sick at the same time.
 - (D) They felt like they were the heroes in their towns because of the work they did at the plant.



Compton Unified School District
Office of English Learners Department
501 S. Santa Fe Avenue
Compton, Ca. 90221

English Language Development Lesson
(Designated ELD)

Grade: 6-8

Lesson: # 14

Language Objective: Today I will work on the “word of the day” **opinion**. I will practice by reading the sentence to myself and then to another person. I will also use the word, **opinion**, in a complete the sentence or in a paragraph.

In this lesson, you will...

Expanding:	<ul style="list-style-type: none">• Locate the correct meaning of the word opinion, using a dictionary or online resource.• Use the sentence frames to write your favorite idea in the blanks.• Share your sentence with another person.
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If you need help completing the lesson, do this instead...

Emerging:	<ul style="list-style-type: none">• Use the pictures, meanings and cognates to learn the opinion.• Read the sentence aloud to yourself and then to another person.• Use the sentence frames to write your favorite idea in the blanks.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	<ul style="list-style-type: none">• Complete the worksheets on pp. 132-133.
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opinion

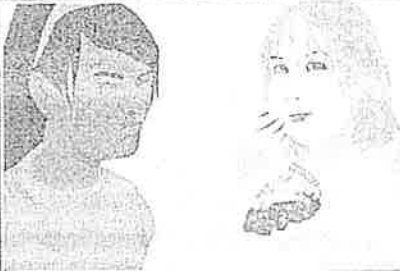
noun

Lesson 14

Say it: o • pin • ion

Write it: _____

Academic Vocabulary Toolkit

Meaning	Example	
what someone thinks or believes <i>Synonym:</i> belief	In my opinion , the pie was _____, but Sherry hated it.	
<ul style="list-style-type: none"> • <i>Singular:</i> opinion • <i>Plural:</i> opinions 	<ul style="list-style-type: none"> • <i>Adjective:</i> opinionated 	
<ul style="list-style-type: none"> • ask for an _____ • express an _____ • in my _____ 	<p>My best friend wasn't sure whether she wanted to paint her bedroom blue or yellow, so she asked for my opinion.</p> <p>Our teacher had us research a controversial issue and express an opinion about it in an essay.</p> <p>In my opinion, the best sport is hockey.</p>	

Verbal Practice

- 1. **Read** each sentence and **think** about how you would complete it.
- 2. **Discuss** your idea with your partner using the sentence frame.
- 3. **Listen** carefully to your partner's and classmates' ideas.
- 4. **Write** your favorite idea in the blank.

- 1. In my **opinion**, all schools should have _____.
- 2. I have a high **opinion** of _____ because _____ is making the world a better place.

Writing Practice

Work with your partner to complete the sentence using the correct form of **opinion** and appropriate content.

Many teenagers form their _____ by listening to their _____ and reading _____.

Work independently to complete the sentence using the correct form of **opinion** and appropriate content.

The best movie of all time, in my _____, is _____ because it has _____.

Work independently to write two sentences. In your first sentence, use **opinion** in the *plural form*. In your second sentence, use **opinion** in the *singular form* and include a word partner.

① _____

② _____

Count nouns name things that can be counted. Count nouns have two forms, singular and plural. To make most count nouns plural, add -s.



She has strong opinions.
He likes board games.

Complete the paragraph using the correct form of **opinion** and original content.

Newspapers are excellent _____ ① for finding information and facts.

However, many newspapers also feature a section called the op-ed page in which readers contribute their _____ ② on current events and issues. Originally, the op-ed page only featured the _____ ③ of individual newspaper staff writers, but today, op-ed pages _____ ④ editorials from writers from all over the world. In many larger newspapers such as *The New York Times* and _____ ⑤, experts and well-known figures often contribute to the op-ed page, but anyone can submit a letter. If you have a strong _____ ⑥ about an issue, you should write to your local newspaper. If your letter is printed, you might end up influencing the _____ ⑦ of other people as well.

Emerging Lesson

Word	Meaning	Examples	Images
<p>opinion</p> <p>o•pin•ion</p> <p><i>noun</i></p> <hr/> <p><i>Cognate-</i> opinión</p>	<p>what someone thinks or believes</p> <p>Synonym: belief</p>	<p>In my opinion, the pie was delicious, but Sherry hated it.</p> <p>I have a high opinion of my teacher because he is making the world a better place.</p>	  <p>Sherry</p> <p>me</p> <p>Me</p>

Verbal Practice (Think-Write-Share):

Read the following sentence aloud to yourself and then to another person:

In my **opinion**, all schools should have an arts program.

Writing Practice (Think-Write):



Write the academic word (opinion) and complete the sentence.

The best movie of all time, in my _____ is _____

academic word

because it has _____

Expanding Lesson

Word	Meaning	Examples	Images
<p>opinion</p> <p>o•pin•ion</p> <p><i>noun</i></p> <p>_____</p> <p>Cognate- opinión</p>	<p>what someone thinks or believes</p> <p>Synonym: belief</p>	<p>In my opinion, the pie was <u>delicious</u>, but Sherry hated it.</p> <p>I have a high opinion of _____ because _____ is making the world a better place.</p>	 <p>Sherry me</p>  <p>Me</p>

🗣️ Verbal Practice (Think-Write-Share):

In my **opinion**, all schools should have _____

✍️ Writing Practice (Think-Write):

The best movie of all time, in my _____ is _____

academic word

because it has _____

COMPARE TEXTS



Background Few American journeys are as varied or as respected as the journey of retired Army General Colin Powell. From his beginnings as a hard-working student, to his rescue of fellow soldiers from a burning helicopter in Vietnam, to his service in five different presidential administrations, Powell has lived his life leading by example. Many books have been written about Powell, among them one by author Warren Brown. Powell retired from public service in 2004 but continues to be vocal on political topics.

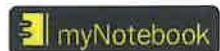
from **It Worked
for Me:
In LIFE and LEADERSHIP**

Memoir by Colin Powell

from **Colin
Powell:
MILITARY LEADER**

Biography by Warren Brown

SETTING A PURPOSE As you read each text, pay attention to the examples that are used to portray Colin Powell's life. Write down any questions you have while reading.



As you read, mark up the text. Save your work to **myNotebook**.

- Highlight details
- Add notes and questions
- Add new words to **myWordList**

from **It Worked for Me: In Life and Leadership** by Colin Powell

Back when I was a teenager in the Bronx, summer was a time for both fun and work. Starting at about age fourteen, I worked summers and Christmas holidays at a toy and baby furniture store in the Bronx. The owner, Jay Sickser, a Russian Jewish immigrant, hired me off the street as I walked past his store. "You want to make a few bucks unloading a truck in back?" he asked me. I said yes. The job took a couple of hours, and he paid me fifty cents an hour.

“You’re a good worker,” he told me when I’d finished. “Come
10 back tomorrow.”

That was the beginning of a close friendship with Jay and his family that continued through college and for the next fifty years, long after Jay had died. I worked part-time at the store a few hours a day during the summer and long hours during the Christmas season. I worked hard, a habit I got from my Jamaican immigrant parents. Every morning they left early for the garment district in Manhattan, and they came home late at night. All my relatives were hard workers. They came out of that common immigrant experience of arriving
20 with nothing, expecting that the new life ahead of them would not be easy. Jamaicans had a joke: “That lazy brute, him only have two jobs.”

After I’d worked at Sickser’s for a couple of years, Jay grew concerned that I was getting too close to the store and the family. One day he took me aside. “Collie,” he told me with a serious look, “I want you should get an education and do well. You’re too good to just be a schlepper.¹ The store will go to the family. You don’t have a future here.” I never thought I did, but I always treasured him for caring enough about me to say so.

30 When I was eighteen I became eligible to get a union card, which meant I could get a full-time summer job with better pay (I continued to work at Sickser’s during the Christmas season). I joined the International Brotherhood of Teamsters’ Local 812, the Soft Drink Workers Union. Every morning I went downtown to the union hall to stand in line to get a day’s work as a helper on a soft-drink truck. It was hard work, and I became an expert at tossing wooden twenty-four-bottle Coca-Cola cases by grabbing a corner bottle without breaking it.

40 After a few weeks, the foreman noticed my work and asked if I’d like to try driving a Coke truck. Since I was a teamster, I had a chauffeur’s license and was authorized to drive a truck. The problem was that I had never driven a truck in my life. But, hey, why not? It paid better.

The next morning, I got behind the wheel of an ancient, stick shift, circa 1940 truck with a supervisor riding shotgun.²

¹ **schlepper** (shlĕp’ər): someone who carries things that are clumsy or difficult to move.

² **riding shotgun**: sitting in the front passenger seat of a vehicle, next to the driver; term comes from the early 1900s and refers to armed guards, often carrying shotguns, who would protect the cargo and the driver of a vehicle.

We carried three hundred cases, half on open racks on one side of the truck and half on the other. I asked the supervisor where we were going. “Wall Street,” he said, and my heart skipped a beat as I imagined navigating the narrow streets and
50 alleys of the oldest, most **claustrophobic**, and most mazelike part of New York City. I took off with all the energy and blind optimism of youth and managed to get through the day and somehow safely delivered the three hundred cases . . . in spite of my often overenthusiastic driving. My supervisor was white-knuckled with worry that I would deliver 150 cases onto the street as the old truck leaned **precariously** at corners I was taking much too fast. Though I delivered every case, my driving skills did not impress the supervisor, and my truck-driving career was over (they still kept me on as a helper).
60 Nevertheless, I proudly took home a \$20 salary that day to show my father.

The next summer, I wanted something better than standing in a crowd every morning hoping for a day’s work. My opportunity came when the hiring boss announced one morning that the Pepsi plant in Long Island City was looking for porters to clean the floors, full-time for the summer. I raised my hand. I was the only one who did.

The porters at the Pepsi plant were all black. The workers on the bottling machines were all white. I didn’t care. I just
70 wanted work for the summer, and I worked hard, mopping up syrup and soda that had spilled from overturned pallets.

At summer’s end, the boss told me he was pleased with my work and asked if I wanted to come back. “Yes,” I answered, “but not as a porter.” He agreed, and next summer I worked on the bottling machine and as a pallet stacker, a more **prestigious** and higher-paying job. It wasn’t exactly the Selma March, but I integrated a bottling machine crew.

Very often my best didn’t turn out that well. I was neither an athlete nor a standout student. I played baseball, football,
80 stickball, and all the other Bronx sports, and I did my best, but I wasn’t good at any. In school I was hardworking and dedicated, but never produced superior grades or matched the academic successes of my many high-achieving cousins. Yet my parents didn’t pester me or put too much pressure on me. Their attitude was “Do your best—we’ll accept your best, but nothing less.”

claustrophobic
(klō’strə-fō’bīk) *adj.*
A *claustrophobic* place feels uncomfortably closed or crowded.

precarious
(prī-kār’ē-əs) *adj.*
If something is done in a *precarious* manner, it is done in a dangerously unstable or insecure way.

prestigious
(prē-stē’jəs) *adj.*
If something is *prestigious*, it has a greater level of people’s respect or honor than others like it.



These experiences established a pattern for all the years and careers that came afterward. Always do your best, no matter how difficult the job, or how much you dislike it, your
90 bosses, the work environment, or your fellow workers. As the old expression goes, if you take the king's coin, you give the king his due.

I remember an old story told by the comedian Brother Dave Gardner about two ditch diggers. One guy just loves digging. He digs all day long and says nothing much. The other guy digs a little, leans on his shovel a lot, and mouths off constantly, "One of these days, I'm gonna own this company."

Time passes and guy number one gets a front-end trench machine and just digs away, hundreds of feet a day, always
100 loving it. The other guy does the minimum, but never stops mouthing off,³ "One of these days, I'm gonna own this company." No, guy number one doesn't end up owning the company, but he does become a foreman working out of an air-conditioned van. He often waves to his old friend leaning on his shovel still insisting, "One of these days, I'm gonna own this company." Ain't gonna happen.

In my military career I often got jobs I wasn't crazy about, or I was put in situations that stretched me beyond my rank and experience. Whether the going was rough or smooth, I
110 always tried to do my best and to be loyal to my superior and the mission given to me.

³ **mouthing off:** a slang term meaning to express opinions or complaints in a loud, rude manner.

On my second tour in Vietnam, I was assigned as an infantry battalion executive officer, second in command, in the 23rd Infantry Division (Americal). I was very pleased with the assignment. As it happened, I had just graduated with honors from the Command and General Staff College at Fort Leavenworth, Kansas. Shortly after I arrived in Vietnam, a photo of the top five graduates appeared in *Army Times*. The division commanding general saw it, and I was pulled up to
120 the division staff to serve as the operations officer, responsible for coordinating the combat operations of a twenty-thousand-man division. I was only a major and it was a lieutenant colonel's position. I would have preferred to stay with my battalion, but wasn't given that choice. It turned out to be very demanding and a stretch for me, but it marked a turning point in my career. Someone was watching.

Years later, as a brigadier general in an infantry division, I thought I was doing my best to train soldiers and serve my commander. He disagreed and rated me below standards. The
130 report is still in my file. It could have ended my career, but more senior leaders saw other qualities and capabilities⁴ in me and moved me up into more challenging positions, where I did well.

Doing your best for your boss doesn't mean you will always like or approve of what he wants you to do; there will be times when you will have very different **priorities** from his. In the military, your superiors may have very different ideas than you do about what should be your most important mission. In some of my units my superiors put an intense
140 focus on reenlistment rates, AWOL rate, and saving bonds participation. Most of us down below would have preferred to keep our primary focus on training. Sure, those management priorities were important in principle, but they often seemed in practice to be distractions from our real work. I never tried to fight my superiors' priorities. Instead I worked hard to accomplish the tasks they set as quickly and decisively as I could. The sooner I could satisfy my superiors, the sooner they would stop bugging me about them, and the quicker I could move on to my own priorities. Always give the king his due
150 first.

priority

(prī-ōr'ī-tē) *n.*
A *priority* is the thing that is most important to a person in a particular situation or relationship.

⁴ **capabilities** (kā'pə-bīl'ī-tēz): the things one is able to do or the talents one is able to develop.

By the end of my career in government, I had been appointed to the nation's most senior national security jobs, National Security Advisor, Chairman of the Joint Chiefs of Staff, and Secretary of State. I went about each job with the same attitude I'd had at Sickser's. . . .

In the years that have followed my government service, I have traveled around the country and shared my life's experience with many people in many different forums. At these events, I always emphasize, especially to youngsters, that
160 99 percent of work can be seen as noble.⁵ There are few truly degrading⁶ jobs. Every job is a learning experience, and we can develop and grow in every one.

If you take the pay, earn it. Always do your very best. Even when no one else is looking, you always are. Don't disappoint yourself.

⁵ **noble** (nō' bəl): having or showing qualities of honor.

⁶ **degrading** (dī-grā' dīng): lowering or reducing in rank, dignity, respect, quality, or value.

Analyze Text: Memoir

The text *It Worked for Me* is a **memoir**, a form of autobiographical writing in which a writer shares his or her personal experiences and observations of significant events. Memoirs are often written by people who have taken part in or observed important historical events. Elements of a memoir include the following:

- **first-person point of view**, meaning that it is told from the writer's own perspective. First-person pronouns, such as *I, me, my, our,* and *we*, are used throughout the text.
- descriptions of people and events that have influenced the writer
- personal thoughts and feelings

A memoir reflects how the writer remembers his or her own life and often only focuses on a specific aspect or period in the writer's life. A memoir is often written in an informal style. In *It Worked for Me*, Colin Powell recalls how he got a job driving a truck when he had never driven one before. He says, "But, hey, why not? It paid better."

As you analyze *It Worked for Me* and other memoirs, ask questions such as these:

- What does the author want to share? Why?
- Does the author communicate his or her ideas in an effective way?

ELA RI.6.1, RI.6.2, RI.6.3,
RI.6.4, RI.6.5, RI.6.6, RI.6.10
ELD PI.6.6, PI.6.7, PII.6.1

Analyzing the Text

Cite Text Evidence

Support your responses with evidence from the text.

- 1. Summarize** Review lines 62–77. What specific incident in his life is Powell writing about? Why might this incident be important for Powell to include in his memoir?
- 2. Interpret** Review lines 87–92. What do you think is the meaning of the expression "If you take the king's coin, you give the king his due"? Why do you think Powell shares this message?
- 3. Evaluate** One important element of a memoir is the inclusion of people and events that influenced the writer. Review the selection. Which person or event do you think was most influential in his life? Why do you think so?

WRITING Write About an Experience

In this task type, students write about a familiar topic, such as a memorable classroom activity or event, based on their own personal experience.

Aligned 2012 ELD Standards: PI.C.10, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score	Descriptors
4	<ul style="list-style-type: none"> The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples. The response is readily coherent. Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. Minor errors in spelling and punctuation may be present, but they do not impede meaning. The response includes a paragraph of at least three sentences.
3	<ul style="list-style-type: none"> The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples. The response is generally coherent. Errors and limitations in grammar and word choice may impede meaning in some sentences. Errors in spelling and punctuation may impede meaning at times. The response includes at least two sentences.
2	<ul style="list-style-type: none"> The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete. The response is somewhat coherent. Errors and limitations in grammar and word choice impede the overall meaning. Errors in spelling and punctuation frequently impede meaning. The response includes at least one sentence.
1	<ul style="list-style-type: none"> The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information. The response lacks coherence. It may consist of isolated words or phrases. Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.
0	<ul style="list-style-type: none"> Response contains no English, does not relate to the prompt, or includes only "I don't know."

5

You are going to write a paragraph in English about your personal experience.

- Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box. Please write neatly.

Think about a time when you read something interesting. What did you read? Why did you read it? Why was it interesting to you?

Kentucky Derby dashed by coronavirus, turtles go in slow and steady race

By Associated Press, adapted by Newsela staff on 05.04.20

Word Count **472**

Level **810L**



A turtle walks on part of an area to be used for the Kentucky Turtle Derby in Chicago, Illinois. The taped race aired on May 2, 2020, at 7 on YouTube. Photo: Dominic Udell/Brown-Forman via AP

A turtle named Seattle Slow led a field of turtles — yes, turtles — that raced in the Kentucky Turtle Derby. It is just one more strange sport that has had a moment during the coronavirus pandemic. A worldwide outbreak of illness is called a pandemic.

The Kentucky Derby is an annual horse race. It is America's longest continuously held sports event. It had been scheduled for May 2 this year. The Derby will now be on September 5, kicking off Labor Day weekend. It's the first time the Derby will not be held on the first Saturday in May since 1945. That year, it was run on June 9.

Horses ... No, Turtles, On Your Marks!

The Derby was first run in 1875. It has gone uninterrupted, even through the Great Depression and World Wars I and II. In 1943, there were travel rules in place because of World War II and no out-of-town tickets were sold. Still, the Derby went on. A horse named Count Fleet won in front of a crowd of 65,000 people.

In 1945, the national government blocked horse racing nationwide for most of the first half of the year because of World War II. Looking for a slower replacement, the first Kentucky Turtle Derby was hatched.

The Courier-Journal newspaper headline from 1945 read: "167 Turtles Arrive for Races Saturday." About 6,500 fans filled a building in Louisville, Kentucky, for the 8 p.m. race time.

The event went down like this: 20 turtles were herded into seven races. The winners of those went on to race in a 20-foot championship. The Kentucky Derby Museum reported that a turtle named Broken Spring paid \$2.50 on his win and \$8,000 was raised to support a local children's health fund.

"There's Been A Lot Of Weird Going On"

And in the slow-and-steady-wins-the-race tradition of turtles, the event is finally back. This year, the sounds might be familiar for Derby fans. Horse racing announcer Larry Collmus called the, um, action of the race. Steve Buttleman played his bugle for viewers ahead of the turtles taking off.

"I don't think I've called a race that's eight minutes long," Collmus said before the event. "I'm going to have to drink plenty of water to prepare for that one. With the Kentucky Derby, there's months of preparation getting to know all the horses, getting the names in your head. These turtles, they're going to be a little bit new to me."

The turtle race was actually pre-taped in Chicago, Illinois, with turtles named Sir-Hides-A-Bunch, American Tortuga and Galapa-GO! and more in the field.

"It is weird, but there's been a lot of weird going on the last couple of months in this country," Collmus said. "It will be like the Derby broadcast. Just turtles instead."

And one big shell-abration at the end.

Quiz

- 1 When did the Kentucky Derby have its first delay? How do you know?
- (A) 1. "It had been scheduled for May 2 this year. The Derby will now be on September 5, kicking off Labor Day weekend."
 - (B) 1. "The Derby was first run in 1875. It has gone uninterrupted, even through the Great Depression and World Wars I and II."
 - (C) 1. "In 1943, there were travel rules in place because of World War II and no out-of-town tickets were sold."
 - (D) 1. "In 1945, the national government blocked horse racing nationwide for most of the first half of the year because of World War II."

- 2 Read the selection from the section "There's Been A Lot Of Weird Going On."

"With the Kentucky Derby, there's months of preparation getting to know all the horses, getting the names in your head. These turtles, they're going to be a little bit new to me."

Which of the following is an accurate explanation of what this selection means?

- (A) Collmus has called the Kentucky Turtle Derby many times over the years.
 - (B) Collmus has spent months getting ready for the Kentucky Turtle Derby.
 - (C) Collmus has fewer names to learn for the Kentucky Turtle Derby than for the real Derby.
 - (D) Collmus has less time to practice for the Kentucky Turtle Derby than the real Derby.
- 3 Select the answer that summarizes the article.
- (A) The first Kentucky Turtle Derby took place in 1945. The event featured 20 turtles in seven different races, and Broken Spring won.
 - (B) The Kentucky Derby started in 1875 and has happened every year since then. The Kentucky Turtle Derby began many years later during World War II.
 - (C) The Kentucky Turtle Derby will air on May 2 instead of the real Derby. The turtle race was held in 1945 when the government delayed the Kentucky Derby.
 - (D) The Kentucky Derby is a popular horse race that happens on the first Saturday of May. The Derby has only been rescheduled twice in its history.

- 4 Read the paragraph from the article.

A turtle named Seattle Slow led a field of turtles — yes, turtles — that raced in the Kentucky Turtle Derby. It is just one more strange sport that has had a moment during the coronavirus pandemic. A worldwide outbreak of illness is called a pandemic.

How does this paragraph support the main idea of the article?

- (A) by highlighting why the Kentucky Turtle Derby is happening this year
- (B) by highlighting why the first Kentucky Turtle Derby happened
- (C) by highlighting the winner of the first Kentucky Turtle Derby
- (D) by highlighting a problem with this year's Kentucky Turtle Derby

Answer Key

- 1 When did the Kentucky Derby have its first delay? How do you know?
- (A) 1. "It had been scheduled for May 2 this year. The Derby will now be on September 5, kicking off Labor Day weekend."
 - (B) 1. "The Derby was first run in 1875. It has gone uninterrupted, even through the Great Depression and World Wars I and II."
 - (C) 1. "In 1943, there were travel rules in place because of World War II and no out-of-town tickets were sold."
 - (D) 1. **"In 1945, the national government blocked horse racing nationwide for most of the first half of the year because of World War II."**

- 2 Read the selection from the section "There's Been A Lot Of Weird Going On."

"With the Kentucky Derby, there's months of preparation getting to know all the horses, getting the names in your head. These turtles, they're going to be a little bit new to me."

Which of the following is an accurate explanation of what this selection means?

- (A) Collmus has called the Kentucky Turtle Derby many times over the years.
 - (B) Collmus has spent months getting ready for the Kentucky Turtle Derby.
 - (C) Collmus has fewer names to learn for the Kentucky Turtle Derby than for the real Derby.
 - (D) **Collmus has less time to practice for the Kentucky Turtle Derby than the real Derby.**
- 3 Select the answer that summarizes the article.
- (A) The first Kentucky Turtle Derby took place in 1945. The event featured 20 turtles in seven different races, and Broken Spring won.
 - (B) The Kentucky Derby started in 1875 and has happened every year since then. The Kentucky Turtle Derby began many years later during World War II.
 - (C) **The Kentucky Turtle Derby will air on May 2 instead of the real Derby. The turtle race was held in 1945 when the government delayed the Kentucky Derby.**
 - (D) The Kentucky Derby is a popular horse race that happens on the first Saturday of May. The Derby has only been rescheduled twice in its history.

- 4 Read the paragraph from the article.

A turtle named Seattle Slow led a field of turtles — yes, turtles — that raced in the Kentucky Turtle Derby. It is just one more strange sport that has had a moment during the coronavirus pandemic. A worldwide outbreak of illness is called a pandemic.

How does this paragraph support the main idea of the article?

- (A) **by highlighting why the Kentucky Turtle Derby is happening this year**
- (B) by highlighting why the first Kentucky Turtle Derby happened
- (C) by highlighting the winner of the first Kentucky Turtle Derby
- (D) by highlighting a problem with this year's Kentucky Turtle Derby



Compton Unified School District
Office of English Learners Department
501 S. Santa Fe Avenue
Compton, Ca. 90221

English Language Development Lesson
(Designated ELD)

Grade: 6-8

Lesson: # 17

Language Objective: Today I am working on the “word of the day” **expertise**. I will practice by reading the sentence to myself and then to another person. I will also use the word, **expertise**, in a complete sentence or in a paragraph.

In this lesson, you will...

Expanding:	<ul style="list-style-type: none">• Read the correct meaning of the word expertise.• Use the sentence frames to write your favorite idea in the blanks.• Share your sentence with another person.
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If you need help completing the lesson, do this instead...

Emerging:	<ul style="list-style-type: none">• Use the pictures, meanings and cognates to learn the word expertise.• Read the sentence aloud to yourself and then to another person.• Use the sentence frames to write your favorite idea in the blanks.
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If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	<ul style="list-style-type: none">• Complete the worksheets on pp. 90-91
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from Colin Powell: Military Leader

by Warren Brown

Colin Luther Powell was born on April 5, 1937, in New York City's Harlem district. Formerly an area of open farmland and country estates, Harlem became a residential neighborhood in the late 19th century, when a mixture of wealthy and working-class whites moved there to escape Manhattan's congested¹ downtown area. To keep pace with the growing demand for housing, real estate developers constructed magnificent town houses and apartment buildings in this uptown section. By 1900, Harlem had emerged as one of the most desirable places to live in the city.

These developers overestimated the demand for housing, however, and by the early 1900s many apartments in Harlem were empty because not enough people could afford to live in such a high-rent district. Desperate to fill the vacant apartments, Harlem landlords drastically lowered their rents. The sudden availability of quality housing attracted large numbers of blacks seeking to escape the racial violence and poor living conditions in the city's congested West Side ghetto, and they moved to Harlem in droves. By the beginning of World War I, 50,000 blacks resided in Harlem and formed a vibrant community with a middle-class standard of living.

Colin's parents, Luther Theopolis Powell and the former Maud Ariel McKoy, arrived in Harlem during the early 1920s, when the community was at its most prosperous.² Both parents were from the island of Jamaica and had left their Caribbean homeland in the hope of finding their fortune in the United States. Like so many other immigrants drawn by the booming American economy during the 1920s, they settled in New York City, the thriving metropolis at the mouth of the Hudson River; with its bustling port and enormous wealth, the

¹ **congested** (kən-jĕst'əd): overcrowded.

² **prosperous** (prɒs'pɛr-əs): successful; well-to-do.

city seemed to offer limitless opportunity to anyone who sought a better life.

Neither Luther Powell nor Maud McKoy had finished high school, and so they had little choice but to join the large pool of working-class immigrants that served as the backbone of the city's labor force. Luther, a husky young man with
40 a pleasant, round face, found work as a shipping clerk in a garment factory. At a picnic one day in the Bronx, New York City's only mainland borough, he met Maud McKoy. Shortly afterward, the pair married and made their home in Harlem.

Meanwhile, Harlem had begun to take on a special
allure. As it became one of the few areas in the country where blacks could enjoy an unusually high quality of life, its writers, musicians, and actors celebrated their racial heritage and promoted their own culture. This awakening of black artistic and intellectual achievement came to be known as the
50 Harlem Renaissance.

Yet underneath the surface of this growing, closely knit community lay the symptoms of decline. By 1930, 200,000 of New York City's 327,000 blacks lived in Harlem, and they were all crowded together in an area that had housed only a quarter of that number 15 years earlier. When the Great Depression began to ravage³ the nation in the 1930s, Harlem was especially hard hit. Long lines of unemployed people in search of food and clothing stretched in front of the local churches and charity organizations. Families evicted from
60 their apartments because they could not pay the rent crowded into the homes of relatives or lived on the street. What had previously been one of New York City's most beautiful areas began to deteriorate⁴ rapidly.

It was into this black community, in desperate decline but still treasuring proud memories, that Colin Powell was born. He lived in Harlem until he was three years old; then his parents decided it was time to relocate. In 1940, Luther and Maud Powell packed their belongings; and with Colin and his sister, Marylin, who was five and a half years older than him,
70 in tow, they followed the city's ever expanding elevated railway line northeast, across the Harlem River to the Bronx.

The Powells settled in Hunts Point, a working-class neighborhood in the southeastern section of the borough.

³ **ravage** (rāv'ij): destroy in a severe, drastic way.

⁴ **deteriorate** (dī-tīr'ē-ə-rāt'): to fall apart; to break down in quality or value.


allure

(ə-lōōr') *n.* An *allure* is a power of attraction, an ability to interest or entice others.

Say it: ex • per • tise

Write it: _____

Academic Vocabulary Toolkit

Meaning	Example	
special skills or knowledge about a subject	A veterinarian's area of expertise is _____.	
<ul style="list-style-type: none"> • <i>Noun:</i> expert • <i>Adjective:</i> expert • <i>Adverb:</i> expertly 		
<ul style="list-style-type: none"> • area of _____ • gain _____ • share (my/your/her/our/their) _____ 	<p>Basketball is LeBron James's area of expertise.</p> <p>I am hoping to gain expertise in computers so I can become a software programmer.</p> <p>Next week a zoologist is going to visit our biology class and share her expertise on endangered animals.</p>	

Verbal Practice

Read each sentence and think about how you would complete it.

Discuss your idea with your partner using the sentence frame.

Listen carefully to your partner's and classmates' ideas.

Write your favorite idea in the blank.

- 1 If you want to be a doctor, you need to gain expertise in _____.
- 2 My teacher knows a lot, but I don't think _____ is within _____ area of expertise.

Writing Practice

Partner Work Work with your partner to complete the sentence using expertise and appropriate content.

When I have problems with _____, I usually ask someone I trust, like my _____, to lend his or her _____.

Your Turn Work independently to complete the sentence using expertise and appropriate content.

_____ is definitely within my area of _____.

Team Work independently to write two sentences. In your first sentence, use expertise with the word partner area of expertise. In your second sentence, use expertise with the word partner gain expertise.

1) _____

2) _____



Non-count nouns name things that can't be counted. Non-count nouns have only one form. Do not add an -s to a non-count noun.
Art is my area of expertise.
The water is frozen.

Write Complete the paragraph using expertise and original content.

The Internet is a valuable resource for finding information. When you research information online, you can benefit from the _____ of people from all over the world. However, how can you be sure that you are actually reading information provided by _____? Anyone can _____ information on the Internet and claim to be an expert without having to prove anything. One way to _____ that you are getting expert information is to go to Web sites hosted by universities, libraries, and reputable educational organizations. These Web sites are written and edited by experts who provide credible information from research and studies and cite their _____. If you need help _____ reputable Web sites, librarians are a useful resource since finding information is their area of _____.

Lesson 17


EMERGING LESSON

Word	Meaning	Example(s)	Image
expertise ex-per-tise  <i>la pericia</i>	<ul style="list-style-type: none"> special skills or knowledge about a subject 	A dentist's area of expertise are teeth.	

Verbal Practice (Think-Read-Share):

Read the following sentence aloud to yourself and then to another person:




Basketball is LeBron James' area of **expertise**.

 Writing Practice (Think-Write): Write the academic word (**expertise**) and complete the sentence.

Doctors use their _____ to help people

Lesson 17


EXPANDING LESSON

Word	Meaning	Example(s)	Image
expertise ex-per-tise <hr/>  <i>la pericia</i>	<ul style="list-style-type: none"> special skills or knowledge about a subject 	A dentist's area of _____ is oral hygiene. A veterinarian's area of expertise is _____.	 

Verbal Practice (Read-Write-Share):

Complete the following sentence and then read it to another person.

Basketball is _____ area of _____.

 Writing Practice (Think-Write): Write the academic word (expertise) and complete the sentence.

_____ is definitely within my area of _____.



from **Colin Powell:** **Military Leader**

by Warren Brown

Colin Luther Powell was born on April 5, 1937, in New York City's Harlem district. Formerly an area of open farmland and country estates, Harlem became a residential neighborhood in the late 19th century, when a mixture of wealthy and working-class whites moved there to escape Manhattan's congested¹ downtown area. To keep pace with the growing demand for housing, real estate developers constructed magnificent town houses and apartment buildings in this uptown section. By 1900, Harlem had
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These developers overestimated the demand for housing, however, and by the early 1900s many apartments in Harlem were empty because not enough people could afford to live in such a high-rent district. Desperate to fill the vacant apartments, Harlem landlords drastically lowered their rents. The sudden availability of quality housing attracted large numbers of blacks seeking to escape the racial violence and poor living conditions in
20 the city's congested West Side ghetto, and they moved to Harlem in droves. By the beginning of World War I, 50,000 blacks resided in Harlem and formed a vibrant community with a middle-class standard of living.

Colin's parents, Luther Theopolis Powell and the former Maud Ariel McKoy, arrived in Harlem during the early 1920s, when the community was at its most prosperous.² Both parents were from the island of Jamaica and had left their Caribbean homeland in the hope of finding their fortune in the United States. Like so many
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city seemed to offer limitless opportunity to anyone who sought a better life.

Neither Luther Powell nor Maud McKoy had finished high school, and so they had little choice but to join the large pool of working-class immigrants that served as the backbone of the city's labor force. Luther, a husky young man with
40 a pleasant, round face, found work as a shipping clerk in a garment factory. At a picnic one day in the Bronx, New York City's only mainland borough, he met Maud McKoy. Shortly afterward, the pair married and made their home in Harlem.

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Yet underneath the surface of this growing, closely knit community lay the symptoms of decline. By 1930, 200,000 of New York City's 327,000 blacks lived in Harlem, and they were all crowded together in an area that had housed only a quarter of that number 15 years earlier. When the Great Depression began to ravage³ the nation in the 1930s, Harlem was especially hard hit. Long lines of unemployed people in search of food and clothing stretched in front of the local churches and charity organizations. Families evicted from
60 their apartments because they could not pay the rent crowded into the homes of relatives or lived on the street. What had previously been one of New York City's most beautiful areas began to deteriorate⁴ rapidly.

It was into this black community, in desperate decline but still treasuring proud memories, that Colin Powell was born. He lived in Harlem until he was three years old; then his parents decided it was time to relocate. In 1940, Luther and Maud Powell packed their belongings; and with Colin and his sister, Marilyn, who was five and a half years older than him,
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The Powells settled in Hunts Point, a working-class neighborhood in the southeastern section of the borough.

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allure

(ə-lōōr') *n.* An *allure* is a power of attraction, an ability to interest or entice others.

The family made its home in a walk-up apartment building on Kelly Street. In time, the area would reach the extreme levels of urban decay and devastation that have come to characterize Harlem. But in the 1940s, residents called the borough “the beautiful Bronx,” and Harlemites who moved into Hunts Point’s blue-collar neighborhood felt that they had moved up
80 in the world.

Although the local population was mainly Jewish, Hunts Point contained a mixture of New York City’s various immigrant groups. Jews mixed freely with blacks, Irish, Italians, Poles, and Puerto Ricans, and their children mingled unselfconsciously in play. As a result, young Colin never paid much attention to the color of his skin. “I grew up in a neighborhood where everybody was a minority,” he recalled. “I never thought there was something wrong with me because I was black.”

90 The fact that his parents came from Jamaica also contributed to Colin’s lack of self-consciousness about his race. Even though blacks in Jamaica were British subjects, they rarely experienced the sort of racial oppression that many black Americans, particularly those in the southern states, endured. When Powell’s parents arrived in the United States, they did not view themselves as second-class citizens, and they never allowed their children to think that way either.

100 Instead, Luther and Maud Powell instilled⁵ in their son and daughter a strong faith in the Anglican church and a healthy respect for formal education. They wanted Colin and Marylin to do well in life and insisted that getting ahead in America depended on learning as much as possible. As a result, the Powell children often received lectures from their parents to “strive for a good education. Make something of your life.”

Luther and Maud Powell also told their children that only hard work and **perseverance** could lead to success. Colin recalled later, “There was something of a tradition of hard work being the way to succeed, and there was simply an
110 expectation that existed in the family—you were supposed to do better. And it was a bloody disappointment to the family if you didn’t.”

perseverance
(pûr’sə-vîr’əns) *n.* To have *perseverance* is to stay focused on a plan, a belief, or a purpose.

⁵ **instilled** (în-stīld’): introduced slowly and with consistent, constant effort.

Colin's parents certainly led by example. Each morning, Luther Powell left home at an early hour to catch the elevated train to his job in New York City's Garment District, and he remained there all day, never returning home from work until at least 7:00 or 8:00 in the evening. Maud Powell found a job as a seamstress, and she too spent many long hours doing her work. "It wasn't a matter of spending a great deal of time with my parents discussing things," Colin remembered. "We didn't sit down at night . . . and review the work of the day. It was just the way they lived their lives."

“ I never thought there was something wrong with me because I was black. ”

Even though both his parents worked, young Colin never went unsupervised during the day. Maud's mother, who was known to everyone as Miss Alice, and other relatives stayed with him and his sister to enforce discipline. In addition, nearby families made a habit of watching one another's children. Marylin recalled years later that "when you walked down the street, you had all these eyes watching you."

130 In spite of this upbringing, Colin showed few signs during his childhood of responding to his parents' desire that he apply himself in school. Early on in elementary school, when he was about eight years old, he attempted to play hooky. The young truant estimated the time wrong, however, and arrived home too early. A family friend caught him, and a family discussion ensued. In the days that followed, an adult was always present to take Colin by the hand and lead him to the classroom door.

140 Colin, however, did not change his ways. As a fifth grader at Public School 39, he was such a lackluster⁶ student that he landed in the slow class. At both Intermediate School 52 and Morris High School, he continued to apply himself indifferently.⁷ In his own words, he "horsed around a lot" and managed to keep his grades only barely above passing. His unspectacular marks kept him from realizing an ambition to

⁶ **lackluster** (lăk' lūs' tər): lacking brightness and energy; dull.

⁷ **indifferently** (in-dīf' ə-r-ənt-lē): without interest or feeling, either for or against.

attend the Bronx High School of Science, one of the nation's finest schools.

By this time, Colin had developed into a tall, strong teenager with a natural flair for leadership. At Morris High School, he was elected class representative, served as treasurer of the Service League, whose members helped out around the school, and lettered in track. Neighborhood youths learned not to push him around. He moved freely among Hunts Point's various racial groups and even managed to learn some Yiddish while working after school at Sickser's, a store that sold baby furniture. In his free time, Colin and his best friend, Gene Norman, raced bicycles along the sweeping curve of Kelly Street or played games of stickball.

When Colin graduated from Morris High School in early 1954, he said that he wanted to become an engineer; but in reality, he had very little idea of what he wanted to do with his life. His parents, insisting that he lift himself out of Hunts Point's "\$40-a-week, lower blue-collar environment," made it clear that they expected him to go to college. Colin had no particular urge to get a higher education, but he had a deeply ingrained sense of obedience to his mother and father. If they expected him to attend college, he would go.

Colin applied to New York University and to the City College of New York. Despite his low grades, both institutions accepted him. Tuition costs helped Colin narrow down his choice. New York University charged students \$750 per year to attend. The City College of New York, situated on 138th Street in upper Manhattan, enrolled any graduate from a New York City high school for only a token \$10 fee. Accordingly, on a cold winter day in February 1954, Colin took a bus to Manhattan and began his life as a City College student.

Colin enrolled in City College's engineering program, and he did moderately well at first, ending his initial semester with a B average. But during the summer of 1954, he took a mechanical drawing course, and it proved to be the most miserable summer of his life. When, on a boiling hot afternoon, his instructor asked him to imagine a cone intersecting a plane in space, Colin decided that he had had enough of engineering and dropped out of the program.

Colin decided to change his major to geology, not because of any strong interest in the subject but because he thought it

would be easy. He did not push himself very hard and saw his average creep down to a C.

190 Nevertheless, Colin was about to display his first real enthusiasm for a school-related activity. During his first spring at City College, he had noticed uniformed members of the Army Reserve Officers' Training Corps walking around the campus. The ROTC offered students military training that could lead to a commission⁸ as an officer in the U.S. Army. Colin decided that he liked the serious look of the members of the Pershing Rifles, the ROTC drill team, who wore small whipped cords on their uniform shoulders.

Colin already possessed a mild interest in the military. In high school, he had closely followed the unfolding of the
200 Korean War. His interest aroused, Colin signed up for the ROTC for the fall semester of 1954 and pledged himself to the Pershing Rifles.

At that point, Colin had no intention of making the army a career. He wanted only to find a way to escape from New York City for a while and, in his own words, "have some excitement." Besides, joining the ROTC would help him find work. He expected to serve no more than two years in the army after graduating from college "and then come home and get a real job." But as it turned out, he had stumbled onto his
210 life's calling.

COLLABORATIVE DISCUSSION With a partner, discuss which parts of Colin Powell's life you found most interesting. Point out examples in both texts that support your ideas, and tell what they indicate about Powell as an individual.

⁸ **commission** (kə-mīsh'ən): the act of granting an individual certain powers or authority to carry out a particular duty; also, an official document from a government granting a particular rank in the armed forces.

Analyze Text: Biography

The text you have just read is from a biography of Colin Powell. A **biography** is a true account of a person's life, written by another person. Elements of a biography include the following:

- **third-person point of view**, meaning that it is told by an outside narrator who is not connected to or involved in the events
- descriptions of events, people, and experiences that have shaped the subject's life
- **quotations**, or exact words, from the subject as well as from people who know or knew the subject

A writer of a biography researches many sources in order to present accurate information on an individual. The events in a biography are often presented in **chronological order**, or the order in which they occurred. Dates and words and phrases such as *by 1900*, *during the early 1920s*, *meanwhile*, *when Colin graduated*, *later*, and *during* may be used to point out the **sequence**, or order of events. For example, *Colin Powell: Military Leader* begins with "Colin Powell was born on April 5, 1937 . . ."

As you analyze the text from *Colin Powell: Military Leader* or other biographies, ask yourself questions such as the following:

- What is the author's purpose for writing the biography?
- Does the author's research include quotations from the subject or from people who knew the subject? What do the quotations tell me?
- Does the biography seem accurate? How can I tell?

Analyzing the Text

Cite Text Evidence Support your responses with evidence from the text.

1. **Infer** Review lines 24–35. How can you tell that the text is from a biography?
2. **Interpret** Review lines 72–89. What information does the author provide about Hunts Point? What do you think is the author's reason for including this information?
3. **Analyze** Review the text to determine over what period of time the events in *Colin Powell: Military Leader* take place. Then make a timeline that shows when the most important events occur.
4. **Synthesize** What purposes do you think the author had for writing *Colin Powell: Military Leader*?

Analyze Texts: Sources

Research sources can be grouped based on how closely those who created them are or were to the events being described. **Primary sources** are materials created by people who witnessed or took part in a particular event. **Secondary sources** are records of events that were created some time after the events occurred. Unlike primary sources, secondary sources are made by people who were not directly involved in an event or present when it occurred. This chart shows examples of primary and secondary sources:

Primary Sources	Secondary Sources
letters	encyclopedias
diaries	textbooks
autobiographies	biographies
eyewitness accounts	news articles

A person writing his or her memoir likely uses a number of primary sources while writing. The memoir itself is also a primary source. Someone writing a biography might use some primary sources, but the majority of the research will come from secondary sources. A biography is considered a secondary source.

Compare and Contrast: Memoir and Biography

When you compare and contrast a memoir and a biography, you analyze the way each writer presents the subject and the events and influences in the subject's life.

Here are some questions you can ask to compare and contrast a memoir and a biography:

- What is each author's purpose for writing? Do the authors share the same purpose, or are their purposes different?
- How are the authors' presentations of events alike and different?
- How is the impression you get of the person alike and different in each text? Does the author of the memoir sound very different from the person written about in the biography? Does one text seem more accurate or reliable?

Use these questions to help you analyze *It Worked for Me* and *Colin Powell: Military Leader* and to understand a more complete picture of the subject.

Analyzing the Texts

Cite Text Evidence Support your responses with evidence from the texts.

- 1. Infer** What is Powell's purpose for writing his memoir? Explain how it is similar to or different from Warren Brown's purpose for writing the biography.
- 2. Compare** Review lines 1–15 in *It Worked for Me* and lines 148–158 in *Colin Powell: Military Leader*. How does the portrayal of Powell's after-school job differ in each text? Explain why each author treated this event differently.
- 3. Compare** Compare lines 78–86 of Powell's memoir with lines 139–147 in the biography. How are the two descriptions of Powell alike and different? Tell whether you think one is more accurate than the other and if so, why.
- 4. Draw Conclusions** Review *Colin Powell: Military Leader*. What primary and secondary sources do you think the author might have used?
- 5. Evaluate** Review each text. Which one do you think paints a more accurate portrayal of Colin Powell? Why?

PERFORMANCE TASK



Speaking Activity: Informative

Presentation Colin Powell's advice to readers is "Always do your very best." Present a speech that explains how this principle helped shape Powell's life and career.

- As you write your speech, include information from the texts that indicates how experiences, people, and events influenced Powell.
- Be sure to present your ideas in a logical order. Include details that support each idea.
- Practice delivering your speech in a formal way, using appropriate eye contact, correct volume, and clear pronunciation.
- Check that you have not used any vague pronouns that might confuse listeners.
- When you present your speech, remember Powell's principle and do your very best!

Critical Vocabulary

claustrophobic
priority

precarious
allure

prestigious
perseverance

Practice and Apply Answer each question. Explain your response.

1. If you feel a room is **claustrophobic**, would you enjoy being in it? Why?
2. If a stack of dishes is balanced in a **precarious** way, will you add more to the pile or rearrange them in shorter stacks? Why?
3. Which is more **prestigious** to a marathon runner, competing in a race with friends or being invited to run in an event in another country? Why?
4. If your **priority** is to go to college and start your own company, would you work to excel in school or do just enough work to get by? Why?
5. Which job has more **allure** to a student who wants to be a journalist—delivering newspapers or writing for the school newspaper? Why?
6. If a worker wants to show her boss that she has **perseverance**, would she volunteer to complete a difficult task or take a vacation? Why?

Vocabulary Strategy: Analogies

An **analogy** presents a relationship between pairs of words. Sometimes writers use analogies to explain unfamiliar ideas. A typical analogy begins with a pair of items that are related in some way. One common word relationship is item-to-category. Here is an example, displayed first as a sentence and then using special symbols:

Claustrophobic is to fear as newspaper is to periodicals.

claustrophobic : fear :: newspaper : periodicals

An **item-to-category analogy** relates an individual item (claustrophobic; newspaper) to its category (fear; periodicals). In the second version of each analogy, the single colon stands for “is to” and the double colon stands for “as.” Examining each full analogy helps you understand how the word pairs are related.

Practice and Apply Complete each analogy by choosing the best answer.

1. horse : animal :: _____ : plant
a. tomato b. leaf
2. kitchen : room :: _____ : record
a. property b. diary
3. fingerprint : _____ :: oil : painting
a. smudge b. identification
4. jewels : sparkling :: _____ : prestigious
a. awards b. socks

Language Conventions: Correct Vague Pronouns

Pronouns are words used in place of a noun or another pronoun, such as *he*, *she*, or *it*. The word that the pronoun refers to is its **antecedent**. Sometimes errors in writing occur when pronouns do not clearly refer to an antecedent. Here's an example:

In the new movie about aliens, they have some great computer-generated imagery.

The pronoun *they* is vague because the antecedent is unclear; does it refer to the aliens or to the people who made the movie? To get rid of the vague pronoun, the sentence could be rewritten like this:

The new movie about aliens has some great computer-generated imagery.

Sometimes a vague pronoun tries to refer to a general idea rather than a specific event. For example, *It Worked for Me* begins with a recollection of an event that led to Colin Powell's first job (lines 1–10). Line 11 begins "That was the beginning of a close friendship . . ." The pronoun *That* is vague because it does not refer directly to any particular event.

Sometimes a pronoun is vague when it could refer to more than one antecedent, like this: *When Julian and his father played chess, he often won*. The vague pronoun *he* makes it hard to tell who won. The word *he* needs to be replaced with the name of the person who won: *When Julian and his father played chess, Julian often won*.

Always review your writing to check for and correct vague pronouns.

Practice and Apply Rewrite the sentences to correct the vague pronoun.

1. James was tired and wanted to stay at home. That was the reason he missed the concert.
2. In the military, you have more soldiers than leaders.
3. Kelly frowned at Ms. Patterson's remarks. They made her sound like she was complaining.
4. Gloria was late for school, and she forgot her homework. This got her in trouble with Mr. Goodson.
5. Martina gathered her courage, took a deep breath, and called Jana. She thought her voice sounded strange.
6. According to the government report, they say that more families are applying for help.

READING Read a Literary Passage

In this task type, students read a literary passage. Students then answer six questions about the passage.
Aligned 2012 ELD Standards: PL.B.6, PL.B.7, PL.B.8, PII.A.1, PII.A.2

Read the story. Answer Numbers 11 through 16.

- 1 "How was school today, Ethan?" Ethan's mom asked as he climbed into the car. She was always curious to know about his day.
- 2 "Fine," Ethan muttered as he began rummaging through his bag. He never really understood what he was supposed to tell her. It had been a perfectly ordinary day at school.
- 3 "What did you do?" she asked again, trying to start a conversation.
- 4 "Nothing," Ethan replied, now barely listening. He had already turned his attention to the three text messages awaiting him on his phone.
- 5 Ethan's mom sighed. "I'm pretty sure that I wasn't this distracted when I was your age," she remarked. "Your grandmother and I used to have actual conversations."
- 6 "Huh?" Ethan asked. He hadn't really been listening.
- 7 "Nothing," his mother replied sadly as she started the car and drove slowly away from the school.
- 8 Ten minutes later, Ethan finally looked up from his phone. "What are we doing here?" he asked, noticing they were at a supermarket he had never been to before.
- 9 "Grandma is coming over for dinner tonight and this is the recipe for her favorite raspberry cheesecake," Ethan's mom said as she pulled a piece of paper out of her purse. "I know this place will have all the ingredients we'll need. I thought you could help me find the ingredients and then help me make it."
- 10 Ethan groaned. He hated grocery shopping, and the idea of spending all afternoon baking instead of playing his favorite video game was not particularly appealing. However, he knew his grandmother would love the cheesecake, so he reluctantly agreed.
- 11 Surprisingly, Ethan enjoyed finding the ingredients, and, as he helped his mom in the kitchen when they got home, he realized that he was actually having fun. Ethan enjoyed measuring all of the ingredients while his mom prepared the baking trays. While all of this was happening, the two actually talked, and Ethan remembered several interesting things from school that had happened that day. It was great to see his grandmother again at dinner too. It had been several weeks since Ethan had last seen her, and he realized that he had a lot to tell her.

- 12 "Wow, Ethan, I don't think I've heard you speak this much in a long time," Ethan's mom teased as she brought out the raspberry cheesecake that she and Ethan had prepared.
- 13 "Well, look who's talking, Norah!" Ethan's grandmother said gently to his mother. "When you were Ethan's age, you used to spend your whole life in your room! And when I asked you how school was, you'd just shrug or say nothing."
- 14 Ethan's mother turned pink. "That's not true!" she protested.
- 15 "In fact," Ethan's grandmother winked at Ethan, "I had to get her to help me make this very raspberry cheesecake to even get her to talk to me."
- 16 From the other side of the room, Ethan's phone beeped. But Ethan realized that this conversation with his mother and grandmother was much more interesting.
-

11 What is the main theme of the story?

- A Learning about ancestors can be interesting.
 - B Working hard at something can be very rewarding.
 - C Enjoying activities together can make relationships stronger.
 - D Technology can make it easier to keep in touch with friends.
-

12 What word best describes Ethan's attitude at the beginning of the story?

- A disappointed
- B independent
- C confident
- D distant

13 Why does Ethan’s mother sigh in paragraph 5?

- A She is frustrated that Ethan is not talking to her.
- B She is annoyed that Ethan brought his phone to school.
- C She is unhappy because she misses Ethan’s grandmother.
- D She is tired and not looking forward to driving for a long time.

14 What can be inferred about Ethan during the car ride to the supermarket?

- A He was looking forward to baking with his mom.
- B He was expecting to go to a new supermarket.
- C He spent the whole time using his phone.
- D He was listening to music on his phone.

15 Why is paragraph 11 important to the story?

- A It serves to change the tone of the story.
- B It identifies a conflict between the characters.
- C It creates suspense by placing the characters in an unfamiliar environment.
- D It provides more information about an idea mentioned in the previous paragraph.

16 What does Ethan’s grandmother MOST LIKELY mean when she says, “Well, look who’s talking,” to Ethan’s mother?

- A She is informing Ethan’s mother that Ethan is talking.
- B She is reminding Ethan’s mother that she used to be like Ethan.
- C She is telling Ethan’s mother not to interrupt when Ethan is speaking.
- D She is agreeing with Ethan’s mother that Ethan does not talk very much.

Called to order: Supreme Court holds first arguments by phone

By Associated Press, adapted by Newsela staff on 05.06.20

Word Count **725**

Level **850L**



The empty courtroom at the U.S. Supreme Court in Washington, D.C. For the first time ever, the court's arguments were heard live by telephone on May 4, 2020, because of the coronavirus pandemic. Photo: J. Scott Applewhite/AP Photo

The morning of May 4 was a morning of firsts for the Supreme Court in Washington, D.C. It was the first time audio of the court's arguments was heard live by the world. It was also the first time lawyers and justices did not appear in a courtroom together. Instead, everyone spoke by telephone.

The changes are a result of the coronavirus pandemic. The spread of coronavirus 2019 (COVID-19) has made holding courtroom sessions unsafe. This is especially true because six of the nine justices are 65 or older. People who are older or have preexisting health conditions are at higher risk of getting seriously sick from the virus.

Historic Session

The historic session began at the usual time of 10 a.m. Eastern Time. Marshal Pamela Talkin first called the court to order. Then, Chief Justice John Roberts announced the day's case.

Arguments were scheduled to last an hour, as they normally would. They ended up running 17 minutes over, but without serious problems. The justices asked roughly two questions apiece at a time, and Roberts occasionally stepped in to keep things moving.

There was one small surprise: Justice Clarence Thomas asked questions for the first time in more than a year.

Several justices said "good morning" to the lawyers, something not often heard in the courtroom. The justices also did not interrupt each other, as they often do in court. Instead, they took turns asking questions.

Normally, the court's plaza would be crowded on the morning of an argument. On May 4 it was deserted. It has been that way since the building was closed to the public in mid-March because of the virus outbreak. Two months of arguments were delayed before the court decided to hear 10 cases over six days in May.

An Experiment

The experiment could lead the court to livestream its arguments from now on, even after the virus is gone. Or it could just be an unusual exception. The court has long resisted having its cases streamed or broadcast.

Some major cases will be heard over the next two weeks. One centers on President Donald Trump's effort to shield his tax records. Another concerns presidential electors. After a general election is held, electors from each state vote in the Electoral College to determine who becomes president of the United States.

Each state has a certain number of votes in the Electoral College, depending on the size of its population. For example, Wyoming has 585,000 people. It gets three votes. California has 39,000,000 people. It gets 55 votes. The candidate who gets 270 electoral votes wins the presidency. In almost every state, a candidate who wins 50.1 percent of the popular vote is awarded 100 percent of its electoral votes.

The upcoming case will decide if electors have to cast their Electoral College ballots for the candidate who wins the popular vote in their state.

The court chose a less important case for its first attempt at remote arguments, however. That case addresses the question of whether the travel website Booking.com can trademark its name, meaning the company would own the phrase as property. Booking.com could file a lawsuit against any other business that tried to use it. The lawyers on both sides are well known to the justices. Both are experienced in arguing before the nation's highest court.

Justice Department lawyer Erica Ross was first up. She last argued at the court in late February. She delivered this Supreme Court argument from a room at the Justice Department.

She was followed by Lisa Blatt, a onetime government lawyer. Blatt was at her Washington-area home. She is known for her colorful writing and speaking style, and for being able to argue effectively with the justices.

Blatt represented Booking.com. She got Justice Sonia Sotomayor to laugh out loud when she told Sotomayor, "It looks like we would have lost if you were the trial judge."

Each lawyer got two uninterrupted minutes to make an opening statement. Roberts then kicked off the questioning. After that, the justices asked questions in order of seniority. Those justices who have served the longest went first. Justice Brett Kavanaugh, who joined the court in 2018, went last.

The session ended as it always does in the courtroom. Roberts said, "The case is submitted."

Talkin followed: "Court is now adjourned until tomorrow at 10 o'clock."

Answer Key

- 1 Read the selection from the section "Historic Session."

Arguments were scheduled to last an hour, as they normally would. They ended up running 17 minutes over, but without serious problems.

Which answer choice uses the word "running" in the SAME way as the sentence above?

- (A) Her favorite way to exercise is running along a path at the lake.
 - (B) That old car seems to be running better since it was repaired.
 - (C) They decided to stop for lunch after running errands all morning.
 - (D) **The soccer practice was running right on time until it started to rain.**
- 2 Read the paragraph from the section "An Experiment."

The experiment could lead the court to livestream its arguments from now on, even after the virus is gone. Or it could just be an unusual exception. The court has long resisted having its cases streamed or broadcast.

What is the meaning of the word "exception" as it is used in the paragraph?

- (A) **something that rarely happens**
 - (B) something that everyone likes
 - (C) something that has been left out
 - (D) something that is very confusing
- 3 The section "Historic Session" is MOSTLY organized using compare and contrast structure. Why do you think the author chose to organize the information this way?
- (A) to explain what caused the Supreme Court to change the way it held its session
 - (B) to outline the time that it took for each of the justices to ask questions
 - (C) **to show how the Supreme Court's remote session was different from its usual ones**
 - (D) to highlight how the justices reacted to surprise questions from one another
- 4 If the section "An Experiment" were organized using chronological order, which selection would come FIRST?
- (A) Some major cases will be heard over the next two weeks. One centers on President Donald Trump's effort to shield his tax records.
 - (B) Each state has a certain number of votes in the Electoral College, depending on the size of its population.
 - (C) She got Justice Sonia Sotomayor to laugh out loud when she told Sotomayor, "It looks like we would have lost if you were the trial judge."
 - (D) **Each lawyer got two uninterrupted minutes to make an opening statement. Roberts then kicked off the questioning.**

Quiz

1 Read the selection from the section "Historic Session."

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Compton Unified School District
Office of English Learners Department
501 S. Santa Fe Avenue
Compton, Ca. 90221

English Language Development Lesson
(Designated ELD)

Grade: 6-8

Lesson: # 18

Language Objective: Today I am working on the "word of the day" **relevant**. I will practice by reading the sentence to myself and then to another person. I will also use the word, **relevant**, in a complete sentence or in a paragraph.

In this lesson, you will...

Expanding:	<ul style="list-style-type: none">• Read the correct meaning of the word relevant.• Use the sentence frames to write your favorite idea in the blanks.• Share your sentence with another person.
------------	---

If you need help completing the lesson, do this instead...

Emerging:	<ul style="list-style-type: none">• Use the pictures, meanings and cognates to learn the word relevant.• Read the sentence aloud to yourself and then to another person.• Use the sentence frames to write your favorite idea in the blanks.
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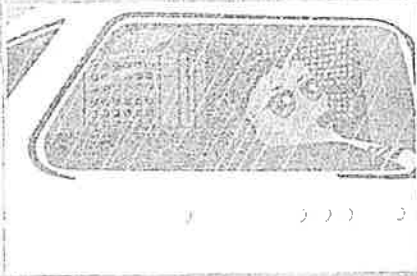
If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	<ul style="list-style-type: none">• Complete the worksheets on pp. 164-165
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 Say it: re • le • vant

Write it: _____

Academic Vocabulary Toolkit

Meaning	Example	
directly related to a situation or topic <i>Synonym:</i> appropriate <i>Antonym:</i> irrelevant	The _____ is a relevant factor for pilots to consider before they _____.	

• *Noun:* relevance

- _____ factor Class participation is a **relevant** factor that teachers consider when calculating students' grades.
- _____ information When you fill out a scholarship application, you need to provide **relevant** information or it might be rejected.
- _____ issue The high cost of attending college is a **relevant** issue for high school seniors and their families.



Verbal Practice

Read each sentence and **think** about how you would complete it.

Discuss your idea with your partner using the sentence frame.

Listen carefully to your partner's and classmates' ideas.

Write your favorite idea in the blank.

-  Some students say that history isn't **relevant** to their lives, but events like _____ have impacted everyone in the United States.
-  You should include **relevant** information such as a _____ on a poster advertising a missing pet.

Writing Practice

Collaborate Work with your partner to complete the sentence using relevant and appropriate content.

Two _____ factors to consider before you sign up for a field trip are _____ and _____.

Your Turn Work independently to complete the sentence using relevant and appropriate content.

What I am learning in my _____ class right now is _____ to my future career because I want to be _____.

Be an Academic Author Work independently to write two sentences using the word **relevant**. In your first sentence, use **relevant** with a *plural noun*. In your second sentence, use **relevant** with the word partner *relevant information*.

① _____

② _____



Adjectives do not have plural forms. Do not add an -s to adjectives when they describe plural nouns.
relevant factors
loud dogs

Write an Academic Paragraph Complete the paragraph using relevant and original content.

School newspapers are a great way to _____^① the field of journalism and learn more about local and global issues. Some school newspaper articles are written about events at school, such as _____^②, which are immediately _____^③ to students. However, student reporters also have to write about international topics, including environmental or _____^④ issues, and find a way to make these topics _____^⑤ to their classmates. Global events like wars and elections are still _____^⑥ to students because the world has become increasingly connected. School newspapers allow student reporters and readers to learn more about the world and _____^⑦ important issues with their peers.

Lesson 18

EMERGING LESSON

Word	Meaning	Example(s)	Image
relevant re-le-vant	<ul style="list-style-type: none"> directly related to a situation or topic 	Some students think that studying history is not relevant .	
<i>pertinente</i>	<p>synonym: appropriate</p>	The weather is relevant to pilots.	

Verbal Practice (Think-Read-Share):

Read the following sentence aloud to yourself and then to another person:

If you want a job, you need to know your **relevant** information.




 Writing Practice (Think-Write): Write the academic word (relevant) and complete the sentence.

The news gives me _____ information on

_____.

Lesson 18

EXPANDING LESSON

Word	Meaning	Example(s)	Image
relevant re-le-vant <hr/>  <i>pertinente</i>	<ul style="list-style-type: none"> directly related to a situation or topic synonym: appropriate	Some students think that studying history is not _____. The _____ is a relevant factor for pilots to consider before they _____. _____	 

Verbal Practice (Read-Write-Share):

Complete the following sentence and then read it to another person.

When you fill out an application, you need to include _____ information.

Writing Practice (Think-Write): Write the academic word (relevant) and complete the sentence.

The news gives me _____ information on topics such as _____ and _____.

COMPARE ANCHOR TEXTS



H
HISTORY

VIDEO

Background *An event can be so dramatic and so haunting that it compels the generations that follow it to dissect its details and to trace its impact. A deadly disaster occurred in New York City in 1911 at a company in the ten-story Asch Building. Known today as the Brown Building, it is now a National Historic Landmark. These history writings are detailed accounts of what happened and the long-term effects.*

The Triangle Factory Fire

from **Flesh & Blood So Cheap: The Triangle Fire and Its Legacy**

History Writing by Albert Marrin

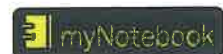
Albert Marrin (b. 1936) taught social studies in a junior high school and then became a college teacher. But he realized that he missed telling stories as he had as a teacher. That's when Marrin decided to write history for young adults. He has now produced more than thirty nonfiction books, for which he has won numerous awards.

from **The Story of the Triangle Factory Fire**

History Writing by Zachary Kent

Zachary Kent is the author of over fifty books for young readers. He writes primarily about history and has written biographies of various noted figures, including Abraham Lincoln and Charles Lindbergh.

SETTING A PURPOSE As you read, think about how each writer presents information on the same event. How are the pieces similar? How are they different? Write down any questions you have while reading.



As you read, mark up the text. Save your work to **myNotebook**.

- Highlight details
- Add notes and questions
- Add new words to **myWordList**

from **Flesh & Blood So Cheap**
by Albert Marrin

The Triangle Waist Company occupied the top three floors of the Asch Building. On the eighth floor, forty cutters,¹ all men, worked at long wooden tables. Nearby, about a hundred women did basting² and other tasks. Paper patterns hung from lines of string over the tables. Although cutters wasted as little fabric as possible, there were always scraps, which they threw into bins under the tables. Every two months or so, a rag dealer took away about a ton of scraps, paying about seven cents a pound. He then sold them back
10 to cotton mills to remake into new cloth. The last pickup was in January.

On March 25, the cutters prepared for their next day's work. Since it was Saturday, everyone would leave early, at 4:45 P.M. Workers from other firms had already left; Triangle employees had to stay longer to fill back orders. Carefully, cutters spread "lawn" (from the French word *lingerie*) on their tables 120 layers thick. Lawn was not just *any* cotton fabric. Sheer and lightweight, it was beautiful and comfortable—and burned as easily as gasoline. Each layer was separated from the
20 others by a sheet of equally flammable tissue paper.

After cutting, the various pieces would go by freight elevator to the ninth floor for sewing and finishing. There, eight rows of sewing machine tables, holding 288 machines in all, occupied the entire width of the room. Only a narrow aisle separated one row from another; the tables were so close together that chairs touched back to back between the rows. From time to time, workers would take the finished shirtwaists³ to the tenth floor for inspection, packing, and shipping. This floor also held the showroom and
30 owners' offices.

By 4:40 P.M., the cutters had finished their work. With five minutes to go, they stood around, talking until the quitting bell rang. Although it was against the rules, some lit cigarettes, hiding the smoke by blowing it up their jacket sleeves. On the floor above, workers had begun to walk toward the lockers to

flammable

(flām'ə-bəl) *adj.*

If something is *flammable*, it is easy for it to catch on fire and burn.

¹ **cutters:** people who cut cloth in a clothing factory.

² **basting:** stitching.

³ **shirtwaists:** women's blouses that resemble men's shirts.

get their coats and hats. They looked forward to Sunday and family visits, boyfriends, dances, and nickelodeons.⁴ Although they had no inkling of what was about to happen, many had only minutes to live.

40 We will never know for sure what started the Triangle Fire. Most likely, a cutter flicked a hot ash or tossed a live cigarette butt into a scrap bin. Whatever the cause, survivors said the first sign of trouble was smoke pouring from beneath a cutting table.

Cutters flung buckets of water at the smoking spot, without effect. Flames shot up, igniting the line of hanging paper patterns. “They began to fall on the layers of thin goods underneath them,” recalled cutter Max Rothen. “Every time another piece dropped, light scraps of burning fabric began to
50 fly around the room. They came down on the other tables and they fell on the machines. Then the line broke and the whole string of burning patterns fell down.” A foreman ran for the hose on the stairway wall. Nothing! No water came. The hose had not been connected to the standpipe.⁵ Seconds later, the fire leaped out of control.

Yet help was already on the way. At exactly 4:45 P.M., someone pulled the eighth-floor fire alarm. In less than two minutes, the horse-drawn vehicles of Engine Company 72 arrived from a firehouse six blocks away. The moment
60 they arrived, the firefighters unloaded their equipment and prepared to swing into action. As they did, the area pumping station raised water pressure in the hydrants near the Asch Building. Other units soon arrived from across the Lower East Side with more equipment.

Meanwhile, workers on the eighth floor rang furiously for the two passenger elevators. Safety experts have always advised against using elevators in a fire. Heat can easily damage their machinery, leaving trapped passengers dangling in space, to burn or suffocate. Despite the danger, the
70 operators made several trips, saving scores of workers before heat bent the elevators’ tracks and put them out of action.

Those who could not board elevators rushed the stairway door. They caused a pileup, so that those in front could not open the door. Whenever someone tried to get it open, the crowd pinned her against it. “All the girls were falling on me

⁴ **nickelodeons:** early movie theaters that charged five cents for admission.

⁵ **standpipe:** a large pipe into which water is pumped.

and they squeezed me to the door,” Ida Willensky recalled. “Three times I said to the girls, ‘Please, girls, let me open the door. Please!’ But they would not listen to me.” Finally, cutter Louis Brown barged through the crowd and forced the door open.

Workers, shouting, crying, and gasping for air, slowly made their way downstairs. There were no lights in the stairway, so they had to grope their way in darkness. A girl fell; others fell on top of her, blocking the stairs until firefighters arrived moments later. Yet everyone who took the stairway from the eighth floor got out alive, exiting through the Washington Place doors. Those on the ninth floor were not so lucky.

New Yorkers say that March comes in like a lion (with cold wind) and leaves like a lamb (with April’s warm showers). Now, as fire raged on the eighth floor, the elevator shafts became wind tunnels. Wind gusts made eerie sounds, like the howling of great beasts in pain, while sucking flaming embers upward. On the ninth floor, embers landed on piles of finished shirtwaists and cans of oil used to make the sewing machines run smoothly. Instantly, the air itself seemed to catch fire.

Had there been fire drills, surely more would have survived. Unfortunately, confusion **reigned**. Workers had to make life-and-death decisions in split seconds amid fire, smoke, and panic. It was everyone for themselves. “I was throwing them out of the way,” Mary Bucelli said of the women near her. “No matter whether they were in front of me or coming from in back of me, I was pushing them down. I was only looking out for my own life.” Mary joined others who ran to the Greene Street stairway. They made it down to the street or up to the tenth floor and the roof, before flames blocked this escape route.

Others headed for the elevators and stairway on the Washington Place side of the building. Forcing open the doors to the elevator shaft, they looked down and saw an elevator starting what would be its last trip from the eighth floor. “I reached out and grabbed the cables, wrapped my legs around them, and started to slide down,” recalled Samuel Levine, a sewing machine operator. “While on my way down, as slow as I could let myself drop, the bodies of six girls went falling past me. One of them struck me, and I fell on top of the elevator. I fell on the dead body of a girl. Finally I heard

reign

(rān) v. If some things *reign* over something else, it means they dominate it.



Firefighters in a horse-drawn fire engine race to the respond to the fire at the Triangle Waist Company.

the firemen cutting their way into the elevator shaft, and they came and let me out.”

120 Those who reached the ninth-floor stairway door found it locked. This was not unusual, as employers often locked doors to discourage latecomers and keep out union organizers. “My God, I am lost!” cried Margaret Schwartz as her hair caught fire. Nobody who went to that door survived, nor any who reached the windows.

130 With a wave of fire rolling across the room, workers rushed to the windows, only to meet more fire. Hot air expands. Unless it escapes, pressure will keep building, eventually blowing a hole even in a heavy iron container like a boiler. Heat and pressure blew out the eighth-floor windows. Firefighters call the result “lapping in”—that is, sucking flames into open windows above. That is why you see black scorch marks on the wall above the window of a burnt-out room.

140 With fire advancing from behind and flames rising before them, people knew they were doomed. Whatever they did meant certain death. By remaining in the room, they chose death by fire or suffocation. Jumping ninety-five feet to the ground meant death on the sidewalk. We cannot know what passed through the minds of those who decided to jump. Yet

their thinking, in those last moments of life, may have gone like this: If I jump, my family will have a body to identify and bury, but if I stay in this room, there will be nothing left.

A girl clung to a window frame until flames from the eighth floor lapped in, burning her face and setting fire to her hair and clothing. She let go. Just then, Frances Perkins reached the scene from her friend's town house on the north side of Washington Square. "Here they come," onlookers shouted as Engine Company 72 reined in their horses. "Don't
150 jump; stay there." Seconds later, Hook and Ladder Company 20 arrived.

Firefighters charged into the building, stretching a hose up the stairways as they went. At the sixth-floor landing, they connected it to the standpipe. Reaching the eighth floor, they crawled into the inferno on their bellies, under the rising smoke, with their hose. Yet nothing they did could save those at the windows. Photos of the **portable** towers show streams of water playing on the three top floors. (A modern high-pressure pumper can send water as high as one thousand feet.)
160 Plenty of water got through the windows, but not those with people standing in them. A burst of water under high pressure would have hurled them backward, into the flames.

Hoping to catch jumpers before they hit the ground, firefighters held up life nets, sturdy ten-foot-square nets made of rope. It was useless. A person falling from the ninth floor struck with a force equal to eleven thousand pounds. Some jumpers bounced off nets, dying when they hit the ground; others tore the nets, crashing through to the pavement. "The force was so great it took men off their feet," said Captain
170 Howard Ruch of Engine Company 18. "Trying to hold the nets, the men turned somersaults. The men's hands were bleeding, the nets were torn and some caught fire" from burning clothing. Officers, fearing their men would be struck by falling bodies, ordered the nets removed. The aerial ladders failed, too, reaching only to the sixth floor. Desperate jumpers tried to grab hold of a rung on the way down, missed, and landed on the sidewalk.

People began to jump singly or in groups of two or three, holding hands as they stepped out the windows.
180 William G. Shepherd, a reporter for United Press, watched the "shower of bodies" in horror.

portable

(pŏr'tə-bəl) *adj.*
If something is *portable*, it can be carried or moved easily.

I saw every feature of the tragedy visible from outside the building. I learned a new sound—a more horrible sound than any description can picture. It was the sound of a speeding, living body on a stone sidewalk.

Thud—dead, thud—dead, thud—dead, thud—dead. Sixty-two thud—dead. I call them that, because the sound and the thought of death came to me each time, at the same instant. . . . Down came the bodies in a shower, burning, smoking—flaming bodies, with the disheveled hair trailing upward. . . .

On the sidewalk lay heaps of broken bodies. A policeman later went about with tags, which he fastened with wires to the wrists of the dead girls. . . . The floods of water from the firemen's hose that ran into the gutter was actually stained red with blood.

Onlookers saw many dreadful sights, none more so than the end of a love affair. A young man appeared at a window. Gently, he helped a young woman step onto the windowsill, held her away from the building—and let go. He helped another young woman onto the windowsill. “Those of us who were looking saw her put her arms around him and kiss him,” Shepherd wrote. “Then he held her out into space and dropped her. But quick as a flash he was on the windowsill himself. . . . He was brave enough to help the girl he loved to a quicker death, after she had given him a goodbye kiss.”

Meanwhile, others managed to reach the fire escape. It had not been designed for a quick exit. FDNY⁶ experts later declared that those on the three top floors of the Asch Building could not have made it to the ground in under three hours. In reality, they had only minutes.

People crowded onto the fire escape. As they walked single file, flames lapped at them through broken windows. Worse, the human load became too heavy for the device to bear. Bolts that fastened it to the building became loose. It began to sway, then collapsed at the eighth floor, tumbling dozens into the courtyard. “As the fire-crazed victims were thrown by the collapse of the fire escape, several struck the sharp-tipped palings,”⁷ the New York *Herald* reported. “The body of one woman was found with several iron spikes driven

⁶ FDNY: the Fire Department of New York City.

⁷ palings: fences with stakes.



This is a photograph of the gutted tenth floor of the Asch Building that was taken in the aftermath of the fire.

entirely through it.” Others crashed through the skylight into the room below, where they died on the cement floor.

The tenth floor was the best place to be. Those who worked there, or reached it from the floor below, survived by dashing up the stairs to the roof. When they arrived, they found the roof fifteen feet lower than its Washington Place neighbor’s, a building shared by New York University and the American Book Company.

230 Luckily, Professor Frank Sommer was teaching his law class in a room that overlooked the Asch Building. When Sommer realized what was happening, he led his class to the roof of their building. There they found two ladders left by painters during the week. Students lowered the ladders, climbed down, and helped survivors to safety. For some women, said Sommer, “it was necessary to beat out the flames that had caught their clothing, and many of them had blackened faces and singed hair and eyebrows.” Yet only one person from the tenth floor died. Seeing flames licking up from the ninth floor, she panicked and jumped out a window.

240 By 5:15 p.m., exactly thirty-five minutes after flames burst from beneath a cutting table, firefighters had brought the blaze under control. An hour later, Chief Croker made his inspection. He found that the Asch Building had no damage

inspection
(in-spĕk'shən) *n.*
An *inspection* is an official examination or review.

to its structure. Its walls were in good shape; so were the floors. It had passed the test. It was fireproof.

The woodwork, furniture, cotton goods, and people who worked in it were not. Of the 500 Triangle employees who reported for work that day, 146 died. Of these, sixteen men were identified. The rest were women or bodies and body
250 parts listed as “unidentified.” The Triangle Fire was New York’s worst workplace disaster up to that time. Only the September 11, 2001, terrorist attacks on the twin towers of the World Trade Center took more (about 2,500) lives.

Chief Croker was no softie; he was used to the horrors that came with his job. But this was different. As he explored the top three floors of the Asch Building, he saw sights “that utterly staggered him,” the *New York World* reported. “In the drifting smoke, he had seen bodies burned to bare bones, skeletons bending over sewing machines.” Those sights sent
260 him down to the street with quivering lips.

Next morning, March 26, Chief Croker returned for another look. The only creatures he found alive were some half-drowned mice. He picked one up, stroked it gently, and put it in his pocket. The chief would take it home, he said. “It’s alive. At least it’s alive.”

Determine Central Idea and Details

The **central idea**, or main idea, in a piece of history writing is the most important idea about the topic. It may be stated explicitly in a sentence, or it may be implied. The main idea is often suggested by smaller key ideas, each developed in a paragraph or a longer section of the work.

Main ideas are supported by **details**, facts and other pieces of information that build upon or clarify the main ideas. When you read history writing, notice the details that answer basic questions, such as, *When and where does the event take place? Who is involved? What are the causes and the immediate and long-term effects?*

As you read, you can keep track of key ideas and details by taking notes in outline form. Restate the main ideas of paragraphs or sections, numbered in Roman numerals. Below each idea, list the supporting details.

<p><i>The Triangle Waist Company Fire</i></p> <p>I. <i>The Triangle factory was a dangerous firetrap.</i></p> <p>A. <i>Paper scraps hung from the rafters.</i></p> <p>B. <i>There were always scraps under the tables.</i></p> <p>C.</p>
--

Once you have completed an outline for the entire text, look to see how all the main ideas and details help to develop the main idea of the entire text. What other details from *Flesh & Blood So Cheap* could you add to this outline?

Analyzing the Text

Cite Text Evidence Support your responses with evidence from the text.

- 1. Summarize** Review the text to find details about the different floors of the building. What is important to understand about these locations?
- 2. Cause/Effect** Reread lines 97–100. Why does the author give a detail about fire drills?
- 3. Draw Conclusions** According to the author, why might workers have jumped from the windows?
- 4. Cite Evidence** What does the author seem to think of the firefighters' efforts during this disaster?
- 5. Evaluate** What is most important to understand about this event?
- 6. Connect** Why is the story of the Triangle Fire still being told?

WRITING Justify an Opinion

In this task type, students write an essay about a school-related issue as if they will give it to a school principal. Students provide their position along with appropriate supporting reasons.

Aligned 2012 ELD Standards: PI.C.11, PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score	Descriptors
4	<ul style="list-style-type: none"> The response successfully expresses an opinion (grades three through five) or states a position (grades six through twelve) and provides relevant and detailed support The response is readily coherent Grammar and word choice are varied and effective Minor errors in spelling and punctuation may be present but do not impede meaning For grades three through five: The response includes at least two reasons that support the opinion using three or more sentences. For grades six through twelve: The response includes at least two reasons that support the position using six or more sentences. For grades nine through twelve: Register is appropriate.
3	<ul style="list-style-type: none"> The response expresses an opinion or states a position with some relevant support The response is generally coherent Errors and limitations in grammar and word choice may impede meaning in some sentences Errors in spelling and punctuation minimally impede meaning For grades three through five: The response includes at least one reason that supports the opinion using two sentences. For grades six through twelve: The response includes at least one reason that supports the position using three or more sentences. For grades nine through twelve: Register is mostly appropriate
2	<ul style="list-style-type: none"> The response expresses an opinion or states a position with some relevant support but is not complete. The response is somewhat coherent. Errors and limitations in grammar and word choice impede meaning For grades three through five: The response includes at least one sentence. For grades six through twelve: The response includes at least two sentences. For grades nine through twelve: Register is somewhat appropriate.
1	<ul style="list-style-type: none"> The response does not include a clear opinion or position and/or conveys little relevant information. The response lacks coherence. Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position. For grades three through five: The response may consist of isolated words or phrases. For grades six through twelve: The response may consist only of one sentence or of isolated words or phrases. For grades nine through twelve: Register may not be appropriate.
0	<ul style="list-style-type: none"> Response contains no English, does not relate to the prompt, or includes only "I don't know."

You are going to write at least one paragraph in English about an important issue.

- Think about what you will write before you begin writing.
- State your opinion clearly and give two or more reasons to support your opinion.
- The paragraph should include at least three complete sentences.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box. Please write neatly.

The teachers in your school have decided they will not give homework for the whole school year.

Do you think that it is a good idea for teachers to stop giving homework? Write at least one paragraph in support of your opinion to give to your principal. Make sure you write at least three sentences and include your opinion and supporting reasons.

Posu bowl on the menu: more eateries serving Native American food

By Atlas Obscura, adapted by Newsela staff on 05.07.20

Word Count **686**

Level **830L**



A grilled chicken taco at Tocabe, a Native American eatery in Denver, Colorado, May 8, 2009. Photo: Cyrus McCrimmon/The Denver Post via Getty Images

Fast-casual restaurants have become very popular. They're quick and generally pretty affordable. Also, they let you pick exactly what you eat. Think of such places as Chipotle and Shake Shack, which let you choose exactly how you want your meal.

Now, the fast-casual idea has extended to Native American food. It can be found at Tocabe in Denver, Colorado. The restaurant serves build-your-own Native American tacos, fry breads, nachos, salads and posu bowls. "Posu" means rice in the language of the Osage Nation. The indigenous tribe is from Oklahoma.

Ordering one of the Posu bowls feels normal. There's the base, a scoop of wild rice or red quinoa. Quinoa is a small, chewy grain from South America. On the base you add meat or veggies, beans, mixed greens, toppings like roasted green chiles and sauce. Although it looks familiar, this bowl is not like others.

"Native First, Local Second"

Much of the food world continues to rally around the idea of "local first." That means restaurants and stores want to sell food that is grown locally. However, Tocabe lives by another motto. The restaurant believes in "Native first, local second."

Posu bowls include many items from indigenous businesses. The wild rice is from Red Lake Nation Foods. The wheat berries come from Ramona Farms. There's also Séka Hills' elderberries and corn from Bow & Arrow Brand.

The first Tocabe location opened in December 2008. Co-founders Ben Jacobs, a member of the Osage Nation, and Matt Chandra had a simple goal. They wanted to serve indigenous foods and create a community restaurant like Grayhorse. Jacobs' parents started that indigenous eatery in 1989.

"There were only certain times you could get our foods—at powwows, birthdays, [other] celebrations," Jacobs says. He wanted to share the dishes and ingredients he once had as a child. Now, with two Colorado locations and a food truck, the duo's idea is likely the largest Native American restaurant chain in the country. "We're reclaiming foods that have indigenous roots. We're reclaiming the story of them," Jacobs says.

Others are, too. In recent years, Native American eateries have opened across the U.S. The restaurants include Café Ohlone in California, Kai in Arizona and Black Sheep Cafe in Utah. There's indigenous food in the National Museum of the American Indian in Washington, D.C., too.

The mission of reclaiming the story and serving delicious food is clear. Still, completing the mission has been slow. Not every owner needs or wants more than one location. Having enough money to start another restaurant can make it difficult for those who do see a broader future.

"We spend more money on a lot of ingredients. A gallon of maple syrup could be \$120," Jacobs says.

"It's About Where It's Grown"

Patience is necessary, too. Jacobs has waited years for some Native food suppliers to provide an ingredient. If Washington's Muckleshoot Tribe has huckleberries for sale, for example, he'll buy all he can. Jacobs includes them in the barbecue sauce for Tocabe's bison ribs. Or, he'll make the sauce with the 100 pounds of chokecherries Red Lake Nation Foods has.

The restaurant ran through 14,000 pounds of pinto beans last year. Jacobs would like to purchase them from New Mexico's Navajo Pride. However, the farm doesn't ship in such large volumes yet, and he's not able to drive to and from the property every month.

Tocabe also buys most of its produce locally. One business that helps Tocabe is Ute Mountain Ute Tribe Farm & Ranch Enterprise in southwestern Colorado. The farm grows the healthy corn Tocabe uses. The restaurant uses the corn in salads and blue corn bread.

For its part, Bow & Arrow Brand hopes to increase in the coming years. However, shelf space is competitive and its location — a couple of hundred miles away from the nearest big cities — adds to the challenges. Simon Martinez works for Bow & Arrow Brand. Martinez says success depends on making the company's story known. "It's about where it's grown. Who's growing it," he says. "Ben was one of our first customers. He's able to share that story."

Quiz

- 1 What is the relationship between Tocabe and the Bow & Arrow Brand?
- (A) They are both indigenous restaurants that only use local foods.
 - (B) They are both indigenous companies with two Colorado locations.
 - (C) Tocabe competes with Bow & Arrow Brand to get corn.
 - (D) Tocabe gets some of its ingredients from Bow & Arrow Brand.

- 2 What effect did Grayhorse have on Ben Jacobos and Matt Chandra?
- (A) It caused them to realize that cooking with indigenous ingredients is difficult.
 - (B) It caused them to realize that they could make a lot of money with Posu bowls.
 - (C) It inspired them to open a similar community restaurant based on indigenous foods.
 - (D) It inspired them to open a fast-casual restaurant that only serves locally grown food.

- 3 Read the following selection from the article.

Much of the food world continues to rally around the idea of "local first." That means restaurants and stores want to sell food that is grown locally.

What is the meaning of the phrase "rally around" as it is used in the selection?

- (A) avoid
 - (B) discover
 - (C) reject
 - (D) support
- 4 Read the following paragraph from the article.

Ordering one of the Posu bowls feels normal. There's the base, a scoop of wild rice or red quinoa. Quinoa is a small, chewy grain from South America. On the base you add meat or veggies, beans, mixed greens, toppings like roasted green chiles and sauce. Although it looks familiar, this bowl is not like others.

Which word from the paragraph helps the reader to understand the meaning of "familiar"?

- (A) normal
- (B) base
- (C) mixed
- (D) small

Answer Key

- 1 What is the relationship between Tocabe and the Bow & Arrow Brand?
- (A) They are both indigenous restaurants that only use local foods.
 - (B) They are both indigenous companies with two Colorado locations.
 - (C) Tocabe competes with Bow & Arrow Brand to get corn.
 - (D) **Tocabe gets some of its ingredients from Bow & Arrow Brand.**

- 2 What effect did Grayhorse have on Ben Jacobs and Matt Chandra?
- (A) It caused them to realize that cooking with indigenous ingredients is difficult.
 - (B) It caused them to realize that they could make a lot of money with Posu bowls.
 - (C) **It inspired them to open a similar community restaurant based on indigenous foods.**
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Which word from the paragraph helps the reader to understand the meaning of "familiar"?

- (A) **normal**
- (B) base
- (C) mixed
- (D) small



Compton Unified School District
Office of English Learners Department
501 S. Santa Fe Avenue
Compton, Ca. 90221

English Language Development Lesson
(Designated ELD)

Grade: 6-8

Lesson: # 19

Language Objective: Today I am working on the “word of the day” **relevance**. I will practice by reading the sentence to myself and then to another person. I will also use the word, **relevance**, in a complete sentence or in a paragraph.

In this lesson, you will...

Expanding:	<ul style="list-style-type: none">• Locate the correct meaning of the word relevance.• Use the sentence frames to write your favorite idea in the blanks.• Share your sentence with another person.
------------	--

If you need help completing the lesson, do this instead...

Emerging:	<ul style="list-style-type: none">• Use the pictures, meanings and cognates to learn the word relevance.• Read the sentence aloud to yourself and then to another person.• Use the sentence frames to write your favorite idea in the blanks.
-----------	--

If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	<ul style="list-style-type: none">• Complete the worksheets on pp. 162-163
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Say it: re • le • vance

Write it: _____

Meaning	Example	
being directly related to a situation or topic <i>Antonym:</i> irrelevance	It may not seem like it sometimes, but _____ actually has a lot of relevance in our everyday _____.	
<ul style="list-style-type: none"> • <i>Adjective:</i> relevant 		
<ul style="list-style-type: none"> • direct _____ • particular _____ • personal _____ 	Earthquakes have direct relevance to people living in California. Air pollution has particular relevance for people with asthma. Classical music has personal relevance to me because I want to be a professional pianist.	

Verbal Practice

- Read** each sentence and think about how you would complete it.
Discuss your idea with your partner using the sentence frame.
Listen carefully to your partner's and classmates' ideas.
Write your favorite idea in the blank.
- News reports about snowstorms have little **relevance** for people living in _____.
- The issue of _____ is of particular **relevance** to young people because it's something they have to deal with every day.

Writing Practice

Work with your partner to complete the sentence using relevance and appropriate content.

School elections for class officers have direct _____ to me and my classmates because _____.

Work independently to complete the sentence using relevance and appropriate content.

One song that has personal _____ to my life is _____ by _____.

Work independently to write two sentences. In your first sentence, use **relevance** with the word partner *personal relevance*. In your second sentence, use **relevance** with the word partner *particular relevance*.

Non-count nouns name things that can't be counted. Non-count nouns have only one form. Do not add an -s to a non-count noun.

Your point has no relevance to this topic.


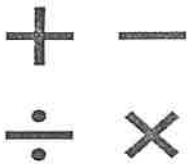

The water is frozen.

Complete the paragraph using relevance and original content.

Many parents think that computer and video games have no _____¹ to their children's education. However, some researchers _____² that these games, in moderation, can have _____³ effects on students' confidence levels and their ability to work in groups. For example, some games _____⁴ players to work together to complete challenging tasks, while other games test kids' problem-solving _____⁵. Whether students solve a complex logic puzzle by themselves or build an entire new world with a friend, it can _____⁶ their self-esteem substantially. While playing too many computer and video games can distract students from their academic responsibilities, these games may have surprising _____⁷ to the intellectual and social development of children.

Lesson 19

EMERGING LESSON

Word	Meaning	Example(s)	Image
relevance re-le-vance <hr/>  <i>relevancia</i>	<ul style="list-style-type: none"> being directly related to a situation or topic 	Math has relevance in our everyday lives. Earthquakes have relevance to people who live in California.	 

 **Verbal Practice (Think-Read-Share):**

Read the following sentence aloud to yourself and then to another person:

Playing soccer has **relevance** in my life.

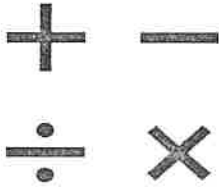


 **Writing Practice (Think-Write):** Write the academic word (relevance) and complete the sentence.


One song that has _____ in my life is

“ _____ ” by _____.

Lesson 19


EXPANDING LESSON

Word	Meaning	Example(s)	Image
relevance re-le-vance	<ul style="list-style-type: none"> being directly related to a situation or topic 	Sometimes math has a lot of _____ to our everyday lives.	
 <i>relevancia</i>		Earthquakes have direct relevance to people who live in _____	

 **Verbal Practice (Read-Write-Share):**

Complete the following sentence and then read it to another person.

I don't feel that _____ music has much _____ in my life.

 **Writing Practice (Think-Write):** Write the academic word (relevant) and complete the sentence.

One event that has personal _____ in my life is when _____.



from **The Story of the Triangle
Factory Fire**

by Zachary Kent

In the days following the fire, city officials sifted through the charred rubble at the Asch Building and tried to fix the fault for the tragedy. Fire Chief Croker angrily stated, “There wasn’t a fire escape anywhere fronting on the street by which these unfortunate girls could escape.” Doors that opened inward instead of outward, overcrowding in work areas, and blocked exits also were to blame. Fire Marshal William Beers stunned New Yorkers by soon declaring, “I can show you 150 loft buildings far worse than this one.”

10 Lillian D. Wald of the Joint Board of Sanitary Control also reported on the general situation. “The conditions as they now exist are hideous. . . . Our investigators have shown that there are hundreds of buildings which invite disaster just as much as did the Asch structure.”

Accused of ignoring their employees’ safety, Triangle owners Blanck and Harris were charged with manslaughter. During the three week trial angry citizens packed the courtroom. Outside, in the corridors, women screamed, “Murderers! Murderers! Make them suffer for

20 killing our children!” Lawyers argued that Blanck and Harris kept all of the Triangle doors locked during the workday, therefore causing many of the deaths. Weighing the evidence, however, the jury returned a verdict of not guilty. “I cannot see that anyone was responsible for the disaster,” explained juror H. Houston Hierst. “It seems to me to have been an act of the Almighty.”¹ The *New York Call* viewed the matter differently. “Capital can commit no crime,” it angrily declared, “when it is in pursuit of profits.”

Furious New Yorkers refused to let the issue rest.

30 In October 1911 the city established a Bureau of Fire Prevention to inspect safety standards in other buildings. Five months earlier the New York State legislature created a special Factory Investigating Commission. Through the

corridor

(kôr'ī-dər) *n.*

A *corridor* is a narrow hallway or passageway.

¹ **an act of the Almighty:** a term that refers to events or actions that are beyond the control of human beings.



New York City garment workers take part in a May Day parade in 1916.

next four years Commission investigators crawled and pried through the rooms and cellars of factories and tenement houses² all across the state. They examined workers' filthy living conditions and witnessed the dangers of crippling machinery and long work hours in dusty, dirty firetraps.

As a result of the Commission's shocking findings,
40 New York State quickly passed thirty-three new labor laws by 1914. These laws formed the foundation of New York

² **tenement houses:** very run-down city apartments where the poor and immigrants often live.

State's Industrial Code, the finest in the nation. Soon other states followed New York's example and enacted protective labor laws.

One Factory Commission investigator had witnessed the fateful Triangle fire. Frances Perkins said, "We heard the fire engines and rushed . . . to see what was going on. . . . We got there just as they started to jump. I shall never forget the frozen horror which came over us as we stood with our hands
50 on our throats watching that horrible sight, knowing that there was no help."

In 1933 President Franklin Roosevelt named Frances Perkins secretary of labor. She and other social reformers dedicated their lives to insuring worker safety throughout the country. "They did not die in vain and we will never forget them," vowed Perkins. From the ashes of the tragic Triangle factory fire came help for millions of United States laborers today.

enact

(ĕn-ăkt´) v. If you enact something, you make it into a law.

COLLABORATIVE DISCUSSION You've now read two accounts of a disaster that occurred a century ago. If a similar fire were to start in a garment factory of today, how might the events be the same or different? Talk about your thoughts with other group members.

Analyze Structure: Chronological Order

A **pattern of organization** is the particular arrangement of ideas and information. Authors of history texts often use the **chronological order** organization to arrange events by their order of occurrence—what happens first, next, then, and finally. When reading history texts, pay attention to dates, times, and words and phrases that signal sequence, such as *before*, *meanwhile*, *later*, and *after that*.

Identify the clues to the chronological organization in this paragraph from *The Story of the Triangle Factory Fire*:

Furious New Yorkers refused to let the issue rest. In October 1911, the city established a Bureau of Fire Prevention to inspect safety standards in other buildings. Five months earlier the New York State legislature created a special Factory Investigating Commission. Through the next four years Commission investigators crawled and pried through the rooms and cellars of factories and tenement houses all across the state.

Analyzing the Text

Cite Text Evidence Support your responses with evidence from the selection.

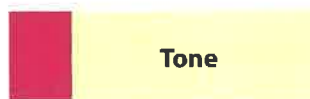
- 1. Infer** What was true of factories in New York City before the Triangle fire?
- 2. Summarize** What changes occurred in the aftermath of the tragedy? Within what time period did the changes happen?
- 3. Compare** Reread lines 15–28. How and why did the jurors' viewpoint differ from that of angry citizens?
- 4. Infer** Reread the last sentence. Despite the horror and loss of life caused by the fire, how might it have been a useful experience, according to the author?

Analyze Presentations of Information

History writing is nonfiction that presents events and people of the past. What makes this type of writing interesting is how it presents interactions between people and events. History writing often combines features of a narrative text (a true story with a setting, characters, and a plot) and an informational text (paragraphs of main ideas and factual details).

History writers base their work on factual research. However, two history writers might write about the same event in different ways. How writers shape their presentations of key information can depend on individual points of view. **Author's perspective** is the unique combination of ideas, values, feelings, and beliefs that influence the way a writer looks at a topic.

In comparing the perspectives of two or more authors writing about the same event, look for clues like these in the texts:



Tone

Tone is the author's attitude toward his or her subject. Would you describe the writing as serious? Lively? Angry? Notice any emotions the writer expresses while presenting the facts and how the emotions contribute to the overall effect of the writing.



Point of view

Analyze the author's presentation of information to determine his or her point of view. When writing from a **subjective** point of view, an author includes personal opinions, feelings, and beliefs. When writing from an **objective** point of view, the author focuses on factual information and leaves out personal opinions.



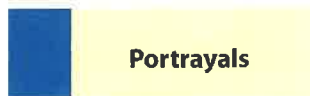
Direct statements

Be aware of any statements or comments that seem to come directly from the author. In particular, watch for ideas that may be repeated or restated. What light do these statements shed on the writer's interpretation of facts?



Emphasis

Determine how each author presents his or her ideas about the topic. Do the writers emphasize different evidence? Do they put forth different interpretations of facts?



Portrayals

Pay attention to how the historical figures are portrayed. Think about why that person is included and what makes him or her memorable.

In the excerpt from *Flesh & Blood So Cheap*, read how author Albert Marrin describes Chief Croker (lines 261–265). Next, read the description of Croker by author Zachary Kent in lines 1–7 from *The Story of the Triangle Factory Fire*. Then, compare these two passages. What similarities and differences do you notice in the history writers' descriptions? What do these details reveal about each author's perspective?

Analyzing the Text

Cite Text Evidence Support your responses with evidence from the texts.

- 1. Cause/Effect** Which of the two texts would you use to research the effects of the Triangle Fire? Why?
- 2. Compare** Look back at both texts to find mention of Frances Perkins. Why is she an important person to know about?
- 3. Infer** What kinds of sources did both authors use in researching this topic?
- 4. Analyze History Writing** Read lines 126–130 from *Flesh & Blood So Cheap*. Are these lines an example of author Albert Marrin’s perspective? Explain why or why not.
- 5. Analyze Tone** Read lines 36–38 from *The Story of the Triangle Factory Fire*. What clues do you see in these lines to Zachary Kent’s attitude about the conditions that are described?
- 6. Connect** What idea presented by both authors is most relevant to us today? Why?
- 7. Analyze Key Information** The two historical writings cover different aspects of the same event. Briefly review each text for its key details. Then tell what each selection emphasizes.

PERFORMANCE TASK



Speaking Activity: Summary

Presentation The Triangle Factory Fire raised issues about inadequate workplace safety, labor rights, and factory jobs. Despite great progress in improving working conditions since 1911, these issues are still in the news. Give a summary presentation about a current event that shares features with the Triangle Factory Fire.

- Use online and print resources to learn about a recent event.
- Use several sources to get varied viewpoints and interpretations of the event.
- Summarize the event by telling what happened, describing the people involved, and discussing any issues surrounding the event.
- End your presentation by telling how this event is similar to and different from the Triangle Factory Fire.
- After rehearsing, deliver your presentation to classmates.

Critical Vocabulary

flammable
inspection

reign
corridor

portable
enact

Practice and Apply Complete each sentence to show that you understand the meaning of the bold word.

1. If a cleaning fluid is **flammable**, you should . . .
2. Fear and worry **reign** when . . .
3. A **portable** desk is one that . . .
4. An **inspection** of a restaurant is done to . . .
5. A **corridor** is the same as . . .
6. If a rule is **enacted**, it . . .

Vocabulary Strategy: Latin Roots

A **root** is a word part that came into English from an older language. Roots from the ancient language of Latin appear in many English words. This chart shows three common Latin roots:

Latin Root	Meaning	Example Words
spec	"to look at"	inspect, spectacle, aspect
struct	"to build"	construct, destructive, instruction
dic	"to say or tell"	dictate, predict, contradiction

Note the words with Latin roots in this sentence from *Flesh & Blood So Cheap*:

An hour later, Chief Croker made his inspection. He found that the Asch Building had no damage to its structure.

The root meaning of *spec*, "to look at," is in the word *inspection*, "the act of looking closely." The root meaning of *struct*, "to build," is in the word *structure*, "something that is built." Finding a Latin root in an unfamiliar word can help to unlock the word's meaning. A print or digital dictionary can help confirm the meaning.

Practice and Apply Find the words with Latin roots in each sentence. Give a meaning for the word that includes the meaning of the Latin root.

1. Fire obstructed the doorways, so there was no prospect of escape.
2. Nobody could have predicted the destruction caused by the fire.
3. From the perspective of the jurors, their verdict was fair.

Language Conventions: Capitalization

When you proofread your writing, check to see that you have used capital and lowercase letters correctly. This chart shows general rules.

Capitalize	Examples
First words of sentences and quotations	A fire started. <u>O</u> ne man called, " <u>E</u> veryone out now!"
People and titles	<u>M</u> ayor <u>S</u> anchez, <u>G</u> eneral <u>R</u> obert <u>E.</u> <u>L</u> ee, <u>F</u> ire <u>C</u> hief <u>C</u> roker
Geographical names such as cities, continents, regions, streets, roads	<u>N</u> ew <u>Y</u> ork, <u>E</u> ast <u>R</u> iver, <u>F</u> ifth <u>A</u> venue
Organizations and buildings	<u>L</u> eague of <u>W</u> omen <u>V</u> oters, <u>I</u> nternational <u>M</u> onetary <u>F</u> und, <u>E</u> mpire <u>S</u> tate <u>B</u> uilding, <u>E</u> iffel <u>T</u> ower
Time periods such as days, months, holidays, events, and eras (but not seasons)	<u>F</u> riday, <u>M</u> ay 3; the <u>F</u> ourth of <u>J</u> uly; the <u>T</u> riangle <u>F</u> actory <u>F</u> ire; the <u>J</u> urassic <u>P</u> eriod
Documents and publications	<u>D</u> eclaration of <u>I</u> ndependence, <u>H</u> arper's <u>W</u> eekly, <u>T</u> he <u>B</u> oston <u>G</u> lobe
Adjectives formed from proper nouns	<u>N</u> orth <u>A</u> merican cities, <u>J</u> apanese food, <u>M</u> exican folklore

When you're unsure of which capitalization rule applies, a digital or print manual for usage and style can come in very handy to jog your memory of these rules.

Practice and Apply Some capital letters should be lowercase, and some lowercase letters should be capitalized. Find and fix the errors.

- Most of the workers at the Triangle waist company were young women, including many italian immigrants.
- The horse-drawn vehicles of engine company 72 arrived from a Firehouse six blocks away.
- Sewing machine Operator Samuel Levine recalled, "finally I heard the Firemen cutting their way into the elevator shaft, and they came and let me out."
- on that Saturday in march, Frank Sommer, a Professor of law, was teaching his class in a room that overlooked the Asch building.
- The new York *world* reported on chief Croker's reaction to viewing the horrible scene.

READING Read an Informational Passage

In this task type, students read an informational passage. Students then answer six questions about the passage. For this Practice Test, there are only five questions included.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2

Read the text. Answer Numbers 17 through 21.

Today, voting for government officials is a special right shared by United States citizens who are eighteen years old and older. Each person can vote only once in an election, and voting is done in secret. That means voters do not have to tell anyone who they voted for. Although some practices remain the same, some voting practices have changed over time.

A long time ago, in order to vote, you had to be male and own land. This meant that only a small group of men could vote. Over time, the right to vote was extended to more and more people. This happened because of the hard work of people like Martin Luther King, Jr. and Susan B. Anthony. With more people voting, new practices were needed.

Years ago voting looked very different than it does today. For many years, voting was not done in secret. Voters had meetings at public buildings. They would raise their hands or voices to show who they wanted to vote for. In some cases, voters would line up on different sides of a room to show who they were voting for.

Today, voters go to polling sites where they can vote. In some states, voters mark their choices on paper slips, called ballots. Some people even send in their ballot by mail. In other places, paper ballots have been replaced with voting machines. As new technologies are created, voting will probably continue to change.

17 What is the main idea of the text?

- A United States citizens who are adults can vote.
- B Voting practices have changed over time.
- C More people are voting than ever before.
- D Technology will allow people to vote in different ways.

18 Read this sentence from paragraph 2.

Over time, the right to vote was extended to more and more people.

What does the word extended MOST LIKELY mean in the sentence?

- A continued
- B straightened
- C given
- D shown

19 Why does the author mention Martin Luther King, Jr. and Susan B. Anthony?

- A They were part of a small group of voters.
- B They worked hard to win elections.
- C They invented the secret ballot.
- D They helped many people become voters.

20 Which sentence from the text BEST describes how people voted in the past?

- A Although some practices remain the same, some voting practices have changed over time.
- B With more people voting, new practices were needed.
- C They would raise their hands or voices to show who they wanted to vote for.
- D In other places, paper ballots have been replaced with voting machines.

21

First, read the definitions of the word mark.

mark v. 1. to indicate a location 2. to make a symbol or word 3. to assign a grade 4. to celebrate

Then read this sentence from paragraph 4.

In some states, voters mark their choices on paper slips, called ballots.

What definition best matches the meaning of mark as it is used in the sentence?

- A definition 1
- B definition 2
- C definition 3
- D definition 4

Alabama student names NASA's first Mars helicopter

By Associated Press, adapted by Newsela staff on 05.11.20

Word Count **428**

Level **890L**



Image 1 An artist's rendering of a helicopter that will be deployed in Mars in the summer of 2020. Vaneeza Rupani, an Alabama high school student, won a contest to name the 4-pound solar-powered helicopter. She suggested Ingenuity. Photo: NASA via AP

Later this summer, NASA will send a robotic helicopter to Mars for the first time. The space agency recently announced that it had chosen to name the helicopter Ingenuity. The word means having the quality of being clever or original. The suggestion for the name came from Alabama high school student Vaneeza Rupani.

Rupani is a junior at Tuscaloosa County High School in Northport, Alabama. Her suggestion was one of 28,000 names students suggested as part of NASA's "Name the Rover" essay contest. The contest was open to K-12 students across the United States.

"Really Cool I Got To Be Part Of Something Like This"

Ingenuity is key to allowing us to "experience the wonders of space exploration," Rupani wrote in her essay. Ingenuity allows people to do amazing things. "It allows us to expand our horizons to the edges of the universe."

A Mars Rover named Perseverance will bring Ingenuity to Mars. The rover is a vehicle that travels Mars on the ground. The name Perseverance was also submitted as part of a student essay contest. NASA later decided to pick a name for the helicopter from the essays, too.

NASA Administrator Jim Bridenstine says Ingenuity is a fitting name for the helicopter. Alabama Senator Richard Shelby also congratulated Rupani.

"It was really cool I got to be a part of something like this," Rupani says.

Testing How Well It Can Fly On Mars

Ingenuity has already completed testing in a NASA facility. Next, it will be attached to the belly of the Perseverance. The rover will be sent to Mars in July or August. After it arrives on the Red Planet, the helicopter will remain under a covering. This will keep it protected until the aircraft can be launched. Once the helicopter is in use, NASA will test how well it can fly on Mars during a 31-day window.

This year's mission is part of a program that also includes missions to the moon. These moon missions will prepare for a possible human exploration of Mars. NASA plans to land the first woman and the next man on the moon in 2024. The agency wants to set up a continued human presence "on and around" the moon by 2028. From the moon, it will be easier to send astronauts to Mars.



Quiz

- 1 Why does NASA want to send Ingenuity on a mission? How do you know?
- (A) NASA wants to use Ingenuity to explore the surface of Mars; "The rover is a vehicle that travels Mars on the ground."
 - (B) NASA wants to see how Ingenuity flies on Mars; "Once the helicopter is in use, NASA will test how well it can fly on Mars during a 31-day window."
 - (C) NASA plans to send astronauts to the moon; "NASA plans to land the first woman and the next man on the moon in 2024."
 - (D) NASA plans to create a moon base; "The agency wants to set up a continued human presence 'on and around' the moon by 2028."

- 2 Read the following paragraph from the section "Really Cool I Got To Be Part Of Something Like This."

NASA Administrator Jim Bridenstine says Ingenuity is a fitting name for the helicopter. Alabama Senator Richard Shelby also congratulated Rupani.

Which of the following is an accurate explanation of what this paragraph means?

- (A) Jim Bridenstine asked Senator Shelby to say nice things about Rupani.
 - (B) Jim Bridenstine likes the name Ingenuity more than Senator Shelby does.
 - (C) Jim Bridenstine and Senator Shelby chose the name Ingenuity for the helicopter.
 - (D) Jim Bridenstine and Senator Shelby praised Vaneeza Rupani's suggestion of the name Ingenuity.
- 3 According to the Introduction [paragraphs 1-2], HOW did Ingenuity get its name?
- (A) NASA selected a student working on the helicopter's design to name it.
 - (B) NASA had an essay contest and chose the name from suggestions.
 - (C) NASA went to an Alabama high school and picked a student to name it.
 - (D) NASA wrote down a list of names and students voted on the best one.
- 4 What is the relationship between Ingenuity and Perseverance?
- (A) Ingenuity is a rover that attaches to Perseverance.
 - (B) Ingenuity is a rover and Perseverance is a NASA facility.
 - (C) Ingenuity is a helicopter that attaches to Perseverance.
 - (D) Ingenuity is a helicopter and Perseverance is a moon base.

Answer Key

- 1 Why does NASA want to send Ingenuity on a mission? How do you know?
- (A) NASA wants to use Ingenuity to explore the surface of Mars; "The rover is a vehicle that travels Mars on the ground."
 - (B) NASA wants to see how Ingenuity flies on Mars; "Once the helicopter is in use, NASA will test how well it can fly on Mars during a 31-day window."**
 - (C) NASA plans to send astronauts to the moon; "NASA plans to land the first woman and the next man on the moon in 2024."
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 - (D) Ingenuity is a helicopter and Perseverance is a moon base.



Compton Unified School District
Office of English Learners Department
501 S. Santa Fe Avenue
Compton, Ca. 90221

English Language Development Lesson
(Designated ELD)

Grade: 6-8

Lesson: # 20

Language Objective: Today I am working on the “word of the day” **valid**. I will practice by reading the sentence to myself and then to another person. I will also use the word, **valid**, in a complete sentence or in a paragraph.

In this lesson, you will...

Expanding:	<ul style="list-style-type: none">• Locate the correct meaning of the word valid.• Use the sentence frames to write your favorite idea in the blanks.• Share your sentence with another person.
------------	--

If you need help completing the lesson, do this instead...

Emerging:	<ul style="list-style-type: none">• Use the pictures, meanings and cognates to learn the word valid.• Read the sentence aloud to yourself and then to another person.• Use the sentence frames to write your favorite idea in the blanks.
-----------	--

If you want to challenge yourself in completing the lesson, do this instead...

Bridging:	<ul style="list-style-type: none">• Complete the worksheets on pp. 196-197
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Say it: val • id

Write it: _____

Academic Vocabulary Toolkit

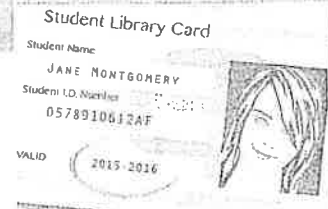
MEANINGS

EXAMPLES

1. good or usable

Antonym: invalid

1. With a valid _____ card, you can check out books and DVDs.



2. reasonable or sensible

Antonym: invalid

2. Joey gave a valid _____ for being late to class.



Nouns: validity, validation

Verb: validate

• _____ argument

One **valid argument** for watching the news is that you should be informed about world events.

• _____ point

I don't agree with you entirely on this issue, but you've made a **valid point**.

• _____ reason

Terry gave a **valid reason** for not turning in her homework: her dog actually ate it and had to go to the vet!

Verbal Practice

Work with a partner. **Read** each sentence and **think** about how you would complete it.

Discuss your idea with your partner using the sentence frame.

Listen carefully to your partner's and classmates' ideas.

Write your favorite idea in the blank.

1 You can get into trouble for driving without a **valid** _____.

2 Items like _____ usually have an expiration date to show how long they are **valid**.

3 One **valid** reason for failing a student is if he or she doesn't _____.

4 _____ isn't a **valid** excuse for being late.

Writing Practice

Work with your partner to complete the sentence using **valid** and appropriate content.

One _____ argument for owning a cell phone is that

_____.

Work independently to complete the sentence using **valid** and appropriate content.

A _____ reason for missing school is if you _____.

Work independently to write two sentences. In your first sentence, use **valid** with a *singular noun*. In your second sentence, use **valid** with a *plural noun*.

Adjectives do not have plural forms. Do not add an -s to adjectives when they describe plural nouns.

valid reasons




loud dogs

Complete the paragraph using **valid** and original content.

We all have various reasons for not meeting people's expectations. But are your reasons _____ ①? When you have a _____ ② explanation for not meeting an expectation, people are usually more willing to _____ ③ you. For example, most teachers would consider a death in your family as a _____ ④ reason for not turning in _____ ⑤ because that is a situation beyond your control. But failing to turn in something because you _____ ⑥ all night is definitely an invalid excuse; it represents a bad choice you made. Before you decide not to do something, _____ ⑦ the repercussions and whether you want to disappoint someone by giving them a poor excuse.

Lesson 20

EMERGING LESSON

Word	Meaning	Example(s)	Image
valid val-id	<ul style="list-style-type: none"> reasonable or sensible 	Joey gave a valid reason for being late.	
 <i>válido</i>		One valid reason for missing school is sickness.	

Verbal Practice (Think-Read-Share):

Read the following sentence aloud to yourself and then to another person:



“I forgot”, is not a **valid** reason for not doing your homework.


Writing Practice (Think-Write): Write the academic word (valid) and complete the sentence.

A _____ reason for getting a new backpack is that your old backpack is _____.

Lesson 20


EXPANDING LESSON

Word	Meaning	Example(s)	Image
valid val-id <hr/> 	<ul style="list-style-type: none"> reasonable or sensible 	Joey gave a _____ reason for being late. One valid reason for missing school is _____.	

 **Verbal Practice (Read-Write-Share):**

Complete the following sentence and then read it to another person.

“_____”, is not a _____ reason for not doing your homework.

 **Writing Practice (Think-Write):** Write the academic word (valid) and complete the sentence.

A _____ reason for getting a new backpack is that your old backpack is _____.



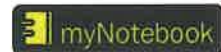
Mark Twain (1835–1910) is the pen name of Samuel Clemens, who grew up in Missouri along the Mississippi River. Twain worked as a printer, riverboat captain, and a gold miner before finding his calling as a writer. In 1876, he published *The Adventures of Tom Sawyer*, which became one of his most famous works and contributed to his reputation as “the father of American literature.” The excerpt included here takes place early in the book, when Tom has been commanded by his Aunt Sally to paint a fence.

from
**The Adventures of
Tom Sawyer**

Novel by Mark Twain



SETTING A PURPOSE As you read, notice Tom’s attitude toward his task. What lessons does he learn about work?



As you read, save new words to **myWordList**.

Tom’s energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it—bits of toys, marbles and trash; enough to buy an exchange of *work*, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.



He took up his brush and went **tranquilly** to work. Ben Rogers hove in sight presently—the very boy, of all boys, whose ridicule he had been dreading. Ben’s **gait**¹ was the hop-skip-and-jump—proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was
20 personating a steamboat. As he drew near he slackened speed, took the middle of the street, leaned far over to starboard,² and rounded-to ponderously and with laborious pomp and circumstance—for he was personating the ‘Big Missouri,’³ and considered himself to be drawing nine feet of water. He was boat, and captain, and engine-bells combined, so he had to imagine himself standing on his own hurricane deck giving the orders and executing them:

¹ **gait**: a rhythmical way of walking.

² **starboard**: the right side of a boat or ship.

³ **Big Missouri**: the name of a riverboat.

tranquil

(tränġ'kwel) *adj.* If something is *tranquil*, it is calm.

‘Stop her, sir! Ting-a-ling-ling.’ The headway ran almost out, and he drew up slowly toward the sidewalk.

30 ‘Ship up to back! Ting-a-ling-ling!’ His arms straightened and stiffened down his sides.

‘Set her back on the stabboard! Ting-a-ling-ling! Chow! ch-chow-wow! Chow!’ His right hand meantime describing stately circles, for it was representing a forty-foot wheel.

‘Let her go back on the labboard! Ting-a-ling-ling! Chow-ch-chow-chow!’ The left hand began to describe circles.

‘Stop the stabboard! Ting-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow! Ting-a-ling-ling! Chow-ow-ow! Get out that
40 head-line! *Lively*, now! Come—out with your spring-line—what’re you about there? Take a turn round that stump with the bight of it! Stand by that stage now—let her go! Done with the engines, sir! Ting-a-ling-ling! *Sh’t! s’h’t! s’h’t!*’ (trying the gauge-cocks).

Tom went on whitewashing—paid no attention to the steam-boat. Ben stared a moment, and then said:

‘Hi-yi! *You’re* up a stump,⁴ ain’t you?’

No answer. Tom **surveyed** his last touch with the eye of an artist; then he gave his brush another gentle sweep, and
50 surveyed the result, as before. Ben ranged up alongside of him. Tom’s mouth watered for the apple, but he stuck to his work. Ben said:

‘Hello, old chap; you got to work, hey?’

Tom wheeled suddenly and said:

‘Why, it’s you. Ben! I warn’t noticing.’

‘Say—I’m going in a-swimming, *I* am. Don’t you wish you could? But of course you’d druther⁵ *work*—wouldn’t you? Course you would!’

Tom **contemplated** the boy a bit, and said:

60 ‘What do you call work?’

‘Why, ain’t *that* work?’

Tom resumed his whitewashing, and answered carelessly:

‘Well, maybe it is, and maybe it ain’t. All I know is, it suits Tom Sawyer.’

survey

(səv-ŭ) v. If you *survey* something, you inspect it.

contemplate

(kŏn’tŏm-plăt) v. When you *contemplate*, you look at something attentively and thoughtfully.

⁴ **up a stump**: an expression that means someone has a big problem.

⁵ **druther**: rather.

‘Oh, come now, you don’t mean to let on that you *like* it?’
The brush continued to move.

‘Like it? Well, I don’t see why I oughtn’t to like it. Does a boy get a chance to whitewash a fence every day?’

That put the thing in a new light. Ben stopped nibbling his
70 apple. Tom swept his brush daintily back and forth—stepped
back to note the effect—added a touch here and there—
criticized the effect again—Ben watching every move, and
getting more and more interested, more and more absorbed.

Presently he said: ‘Say, Tom, let *me* whitewash a little.’

Tom considered—was about to consent; but he altered
his mind:

‘No, no; I reckon it wouldn’t hardly do, Ben. You see, Aunt
Polly’s awful **particular** about this fence—right here on the
street, you know—but if it was the back fence I wouldn’t mind,
80 and *she* wouldn’t. Yes, she’s awful particular about this fence;
it’s got to be done very careful; I reckon there ain’t one boy in
a thousand, maybe two thousand, that can do it the way it’s
got to be done.’

‘No—is that so? Oh, come now; lemme just try, only just a
little. I’d let *you*, if you was me, Tom.’

‘Ben, I’d like to, honest Injun; but Aunt Polly—well, Jim
wanted to do it, but she wouldn’t let him. Sid wanted to do it,
and she wouldn’t let Sid. Now, don’t you see how I’m fixed?
If you was to tackle this fence, and anything was to happen
90 to it—’

‘Oh, shucks; I’ll be just as careful. Now lemme try. Say—
I’ll give you the core of my apple.’

‘Well, here—No, Ben; now don’t; I’m afeard—’

‘I’ll give you *all* of it!’

Tom gave up the brush with reluctance in his face but
alacrity in his heart. And while the late steamer ‘Big Missouri’
worked and sweated in the sun, the retired artist sat on a
barrel in the shade close by, dangled his legs, munched his
apple, and planned the slaughter of more innocents. There
100 was no lack of material; boys happened along every little
while; they came to jeer, but remained to whitewash. By the
time Ben was fagged out,⁶ Tom had traded the next chance

particular

(pɑr-ṭīk ‘yɑ-lər) *adj.*

If you are *particular*
about something,
you are fussy about it
and pay attention to
its details.

alacrity

(ə-lāk ‘rī-tē) *n.* *Alacrity*
is cheerful willingness
or eagerness.

⁶ **fagged out:** tired.

“Tom gave up the brush
with reluctance in his face but
alacrity in his heart.”

to Billy Fisher for a kite, in good repair; and when *he* played out, Johnny Miller bought in for a dead rat and a string to swing it with; and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had, beside the things before mentioned, twelve marbles, part of a jew's-harp,⁷ a piece of blue bottle-glass to
110 look through, a spool-cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a decanter,⁸ a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass door-knob, a dog-collar—but no dog—the handle of a knife, four pieces of orange-peel, and a **dilapidated** old window-sash. He had had a nice, good, idle time all the while—plenty of company—and the fence had three coats of whitewash on it! If he hadn't run out of whitewash, he would have bankrupted every boy in the village.

120 Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it—namely, that in order to make a man

dilapidated
(dī-lāp'ī-dā'tid) *adj.*
If something is *dilapidated*, it is falling apart.

⁷ **jew's-harp**: a musical instrument that is held between the teeth and plucked to produce a sound.

⁸ **glass stopper of a decanter**: the glass top of a special kind of bottle.

or a boy **covet** a thing, it is only necessary to make the thing difficult to **attain**. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that Work consists of whatever a body is *obliged*⁹ to do, and that Play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a treadmill is work, while rolling ten-pins¹⁰ or climbing Mont Blanc is only amusement. There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line in the summer, because the privilege costs them considerable money; but if they were offered wages for the service, that would turn it into work, and then they would resign.

130

The boy mused a while over the substantial change which had taken place in his worldly circumstances, and then wended¹¹ toward head-quarters to report.

covet

(kūv'it) v. If you *covet* something, you strongly wish for it.

attain

(ə-lān') v. If you *attain* something, you gain it or achieve it.

COLLABORATIVE DISCUSSION With a partner, discuss what you think Tom learned from this work experience. What do you imagine the other boys learned? Cite specific evidence from the text to support your ideas.

⁹ **obliged:** forced.

¹⁰ **rolling ten-pins:** bowling.

¹¹ **wended:** proceeded or traveled.

Analyze Point of View

ELA RL.8.4, RL.8.6
ELD PI.8.6, PI.8.7

The **narrator** in a story or novel is the voice that is telling the story. The narrator may be a story character or an outside voice created by the author. The **point of view** in a story is the view or perspective from which the narrator tells events. When the narrator is an outside voice, the story is told from a **third-person point of view**. A third-person narrator may sometimes be **omniscient**, or all-knowing. An omniscient narrator

- knows everything about all the characters, including their thoughts and feelings
- knows everything about story events

An author's use of an omniscient narrator can create dramatic irony in a story. **Irony** is a special kind of contrast in which reality is the opposite of what it seems. In **dramatic irony**, the narrator reveals to readers something that a story character does not know. For example, in the following passage the reader knows something that Ben Rogers does not:

Tom surveyed his last touch with the eye of an artist; then he gave his brush another gentle sweep, and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work.

As you analyze the story, look for another example of how the third-person point of view creates dramatic irony.

Determine Meaning of Words and Phrases

ELA RL.8.4, RL.8.6
ELD PI.8.6, PI.8.7

The **style** of a literary work is the way in which the work is written. Style refers to how something is said rather than to what is said. Word choice, sentence structure, imagery, and tone all contribute to the style of a piece of writing.

Mark Twain's **humorous tone**, or amused attitude toward his subject, is part of his famous writing style. Notice the way Twain's word choice and use of irony create humor in this passage:

Tom gave us the brush with reluctance in his face but alacrity in his heart. And while the late steamer 'Big Missouri' worked and sweated in the sun, the retired artist sat on a barrel . . . and planned the slaughter of more innocents.

Look for more examples of Twain's style as you analyze the text.

Analyzing the Text

Cite Text Evidence Support your responses with evidence from the text.

- Identify** In lines 1–29, what words and phrases help you to determine the type of narrator telling this story? Identify the point of view being used.
- Summarize** Summarize Ben Rogers' sounds and movements in lines 20–44. Identify the phrases that best help you picture what he's doing.
- Analyze** The written conversation between two or more characters in a story is called **dialogue**. Analyze the dialogue between Tom and Ben that occurs in lines 53–94. What leads Ben to change his attitude about whitewashing the fence?
- Analyze** How does Mark Twain use dramatic irony to create humor? Give at least one specific example.
- Draw Conclusions** Reread lines 99–105. What conclusions can you draw about Tom's friends' attitudes toward work from this passage?
- Evaluate** Describe Mark Twain's writing style in this selection. In a chart like the one below, give examples of the word choices and use of irony that contribute to his style.

Word choice

Irony

- Evaluate** Reread lines 120–138. Do you think the message in this passage is serious or humorous, or some combination of both? Use examples from the text to explain your answer.

PERFORMANCE TASK



Writing Activity: Analysis Write an analysis that explains how the **theme**—the lesson or message— of this selection is developed through the character of Tom Sawyer.

- Work with a partner to create a character chart for Tom. In the left column, list his qualities. In the right column, list the passages from the text that demonstrate each quality.
- Next, determine the theme of the selection, drawing on the narrator's description of the lesson Tom learns.
- When you are ready, begin your analysis by stating the theme. Then, describe how the theme is developed in relation to Tom's thoughts, feelings, speech, and actions.

Critical Vocabulary

tranquil
alacrity

survey
dilapidated

contemplate
covet

particular
attain

Practice and Apply Use what you know about the Vocabulary words to answer the following questions.

1. When did you **contemplate** something very carefully? Why?
2. What have you worked hard to **attain**? Explain the steps you took.
3. When did someone **covet** something of yours? What happened?
4. What in your school or town has become **dilapidated**? Why?
5. What places do you think are **tranquil**?
6. When did you **survey** a situation before taking action? Why?
7. What is something that your teacher is **particular** about?
8. When did you begin a task with **alacrity**? Why?

Vocabulary Strategy: Verbal Irony and Puns

A **figure of speech** is a word or phrase that goes beyond the literal meanings of the words to create a special effect. Verbal irony and puns are two kinds of figures of speech. Verbal irony exists when someone knowingly exaggerates or says one thing while meaning another, such as in this example.

“Say—I’m going in a swimming, I am. Don’t you wish you could? But of course you’d druther *work*—wouldn’t you?”

A **pun** is a humorous play on words. Some puns involve using different meanings of the same word, as in this passage where “played out” can mean “tired out; exhausted” or “finished play that was once considered work”:

“. . . Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with . . .”

Practice and Apply Identify the verbal irony or pun in each sentence and explain its meaning.

1. Ned said, “I just love working in the hot sun. When can we do this again?”
2. Billy Fisher was a minor character and remained one as an adult.
3. Kara read that Tom Sawyer tricked the boys. “What a good friend!” she remarked.
4. His friends none the wiser, Tom surveyed the results of his whitewashing.

Language Conventions: Interrogative Mood

The **mood of a verb** shows the status of the action or condition it describes. The following chart shows several kinds of verb moods and their purposes.

Type of Mood	When It's Used	Example
interrogative mood	when asking a question	"Does a boy get a chance to whitewash a fence every day?"
indicative mood	when stating a fact or an opinion	"Tom's energy did not last."
imperative mood	when making a command or a request	"Stop her!"

Sentences that use the **interrogative mood**, or the mood that asks a question, often invert the subject-verb order so that the helping verb comes before the subject. In the examples below, notice how the subject-verb order changes between the sentence in the indicative mood and the one in the interrogative mood.

Indicative mood: You can earn a paycheck.

Interrogative mood: Can you earn a paycheck?

Practice and Apply Identify the mood of the boldfaced verbs in each sentence. Then, rewrite each sentence using the interrogative mood.

1. Tom **will have** a moment of great inspiration.
2. Ben **scratched** his nose as he **stood** by the fence.
3. **Let** me whitewash a little!
4. **Give** Ben the brush, and then **watch** him work.
5. After a while, Tom **was rolling** in wealth.
6. **Trade** the tadpoles for a chance to whitewash the fence.

WRITING Write About Academic Information

In this task type, students read a graphic organizer that presents academic information. Students then answer questions about the content of the graphic organizer.

Aligned 2012 ELD Standards: PI.C.10, PI.C.11, PI.B.6, PI.C.12, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7

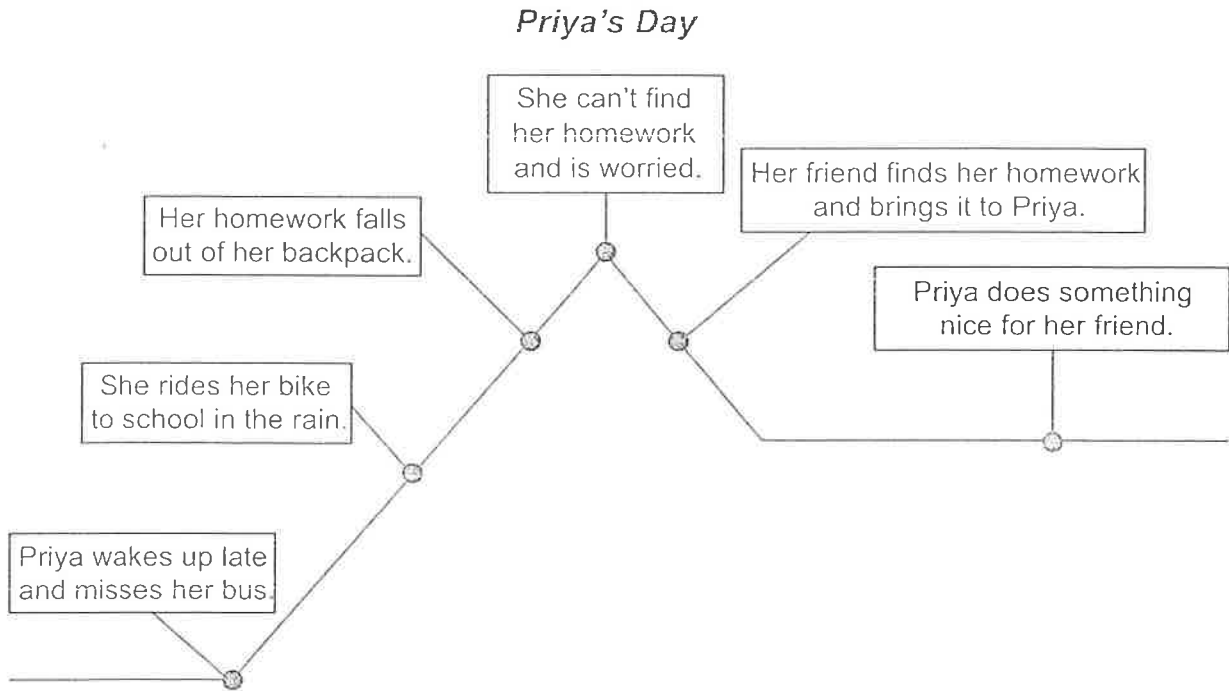
Rubric, Question 6

Score	Descriptors
2	<ul style="list-style-type: none"> For grades three through five: The response completely addresses the task and includes one or more relevant details from the graphic organizer. For grades six through twelve: The response completely addresses the task and includes at least two relevant details from the graphic organizer. Minor errors in grammar, word choice, and/or spelling may be present, but they do not impede meaning The response contains at least one sentence.
1	<ul style="list-style-type: none"> The response does not completely address the task or is missing relevant details from the graphic organizer Errors and limitations in grammar, word choice, and/or spelling impede meaning. The response may consist of a word(s) or a bulleted list.
0	<ul style="list-style-type: none"> The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."

Rubric, Question 7

Score	Descriptors
3	<ul style="list-style-type: none"> The response completely addresses the task and includes sufficient and relevant information from the graphic organizer Minor errors in grammar, word choice, and/or spelling may be present, but they do not impede meaning For grades three through five: The response includes at least two sentences. For grades six through twelve: The response includes at least three sentences.
2	<ul style="list-style-type: none"> The response partially addresses the task. It may not be complete or may be missing some relevant information from the graphic organizer. Errors and limitations in grammar, word choice, and/or spelling may impede meaning at times. The response may contain fewer than the required number of sentences.
1	<ul style="list-style-type: none"> The response attempts to address the task but is missing relevant information from the graphic organizer. Errors and limitations in grammar, word choice, and/or spelling impede meaning throughout. The responses may consist of a word(s) or a bulleted list.
0	<ul style="list-style-type: none"> The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."

You are working on a group project about a book you read in class called *Priya's Day*. Some members of your group have created a graphic organizer of the book's story line. Use the information in the graphic organizer to answer the two prompts.



6

Write one sentence explaining when Priya loses her homework. Use at least two details from the graphic organizer.

7

One of your group members, Shari, thinks the story, *Priya's Day*, has a sad ending. Using the information in the graphic organizer, explain to Shari why *Priya's day* has a difficult beginning, but a happy ending. Make sure you write a paragraph of at least three sentences.

How bored families are getting through the coronavirus lockdown

By Washington Post, adapted by Newsela staff on 04.24.20

Word Count 730

Level 860L



(From left) Alex Presley, Taylor Sharpe, Zach Presley, Wendy Presley and Lee Presley play a game with toilet paper while sheltering in place at home in North Carolina amid the coronavirus pandemic. Photo: Alex Presley

The "Quarantine Olympics" is an internet trend that has come out of the ongoing coronavirus pandemic. It began at the Presley family home in Cornelius, North Carolina.

For one event, the Presleys played dodgeball. Yet none of the players could see each other, and they used rolls of toilet paper instead of balls.

"We played through all the board games. So we had to get creative," said Alex Presley, age 25. For the past month, Alex has been hunkered down with his girlfriend, twin brother and parents.

Alex calls the game "blindfolded toilet paper dodgeball." The rules are simple: Once you're hit by a roll of toilet paper, you're out, and then you can take off the blindfold. To make the game even more challenging, the Presleys spun in circles to dizzy themselves before playing.

The result was chaos.

Quirky Activities Combat Boredom

Alex created a video of the game and shared it on TikTok. In the video, five people stumble around a living room. Shouts mingle with the thuds of rolls bouncing off windows and walls. The family's game nights have made them famous on the internet.

The Presleys aren't the only people whose videos have gone viral during quarantine. Many families are becoming internet famous for quirky activities such as themed dinners and parody videos. The videos entertain people who are desperate for fun as the coronavirus continues to spread worldwide.

Blindfolded toilet paper dodgeball is just one event in the Presleys's "Quarantine Olympics." The competition series has gone viral on TikTok.

The contest began in early April after Alex suggested that his family attempt an unusual challenge. In the challenge, participants compete to see how long they can drink water from a cup using only a straw. The cup is constantly filled while the competitor drinks.

The Presleys' "Straw Challenge" drew 7.5 million views on TikTok.

Lively Family Dinners

Now, the family is coming up with new events. Fans watching at home root for their favorite player and play the games themselves. Alex said they try to keep the games simple so that other families can try to play them, too.

Another family who now has lots of free time is the Cannuscios from Massachusetts. Derek Cannuscio is a 14-year-old with a passion for cooking and comedy. He has turned family dinners into themed experiences that are wildly popular on TikTok.

Derek cooks themed dinners for his family using supplies he finds around the house. He combining cooking with comedy. He recreates restaurant experiences.

Derek's sister, 18-year-old Caitlin Cannuscio, said that Derek's dinners have inspired other families to come up with their own themed meals.

"I don't know what I would be doing in quarantine without this," said Caitlin. She films the meals for TikTok.

Other families have created parody videos.

Song Lyrics Get A Rewrite

The Marshes are a family from the United Kingdom who went viral in March. The family created their own version of "One Day More," which is a song from the musical "Les Misérables." Ben Marsh said the song's new lyrics were inspired by the frustrations of being in isolation.

The Marsh family posted a video of them singing the song on Facebook.

"One day more, another day another destiny, shopping for online delivery," sings Danielle Marsh, Ben's wife, in the video.

The video has gotten worldwide recognition. It was even shared by actress Anne Hathaway. She was in the film version of the musical and won an Oscar for her performance.

Canadian author Joel Sutherland and his family filmed a live-action version of the opening for "The Simpsons." The family used costumes and props they found around the house.

Creative Projects Keep Families Busy

The video recreates the cartoon's introduction. Sutherland posted the video to Twitter on April 8. It has been shared by the "The Simpsons" producer and the show's official Twitter account.

"Doing creative projects is a good way of keeping busy and keeping yourself not depressed," Colleen Morris said. She is Sutherland's wife.

For many families, doing strange activities during quarantine has strengthened their relationships with each other.

Before sheltering in place, Caitlin Cannuscio said her family was often very busy. Before, they "never really ate dinner together."

"I'm supposed to be at college, so I haven't had dinner with them in a while," said Caitlin. "This has all really just brought us together."

Quiz

1 Read the section "Lively Family Dinners."

Which sentence from the section shows how the Cannuscios' family dinners are affecting people who see the videos?

- (A) Alex said they try to keep the games simple so that other families can try to play them, too.
- (B) He has turned family dinners into themed experiences that are wildly popular on TikTok.
- (C) Derek cooks themed dinners for his family using supplies he finds around the house.
- (D) Derek's sister, 18-year-old Caitlin Cannuscio, said that Derek's dinners have inspired other families to come up with their own themed meals.

2 Read the selection from the section "Creative Projects Keep Families Busy."

For many families, doing strange activities during quarantine has strengthened their relationships with each other.

Before sheltering in place, Caitlin Cannuscio said her family was often very busy. Before, they "never really ate dinner together."

Which of the following is the MOST accurate explanation of what this selection means?

- (A) Families quarantined together have worse relationships as a result.
- (B) Now that she is home, Caitlin eats dinner with her family.
- (C) Families do not spend much time with each other anymore.
- (D) Caitlin thinks her family is closer since they spend more time together.

3 Read the following statements.

1. *The Marshes created their own version of "One Day More," a song from the musical "Les Misérables."*
2. *People have enjoyed watching the Presleys and other families do fun games and activities.*
3. *To play blindfolded toilet paper dodgeball, you will need rolls of toilet paper and blindfolds.*
4. *Having creative projects can help families get through a difficult time.*

Which two statements are MAIN ideas from the article?

- (A) 1 and 3
- (B) 2 and 4
- (C) 1 and 2
- (D) 3 and 4

4 Read the paragraph from the article.

"Doing creative projects is a good way of keeping busy and keeping yourself not depressed," Colleen Morris said. She is Sutherland's wife.

Which statement BEST summarizes the paragraph?

- (A) Colleen has felt very depressed while in quarantine.
- (B) Having fun and doing new things is important for keeping people happy.
- (C) Families who do creative projects together are much healthier.
- (D) It is important to stay busy and never have free time.

Answer Key

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Compton Unified School District

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