



**Grades 9-12**

# My ELD Summer Learning Packet







## 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](http://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 ver a todos en agosto.

### SERVICIOS EDUCATIVOS

TELÉFONO:  
(310) 639-3165

SITIO WEB:  
[www.compton.k12.ca.us](http://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 ¡Anímelos 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

# Grades 9-12 ELD Summer Learning Packet

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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: 9-12**

**Lesson 11 – Word of the day: adapt (pages 4-5)**

**Instructions:** review and complete pages 4-5. If instructions say to work with a partner you may practice with someone that is home with you, otherwise you may complete the exercise independently.

**Language Objective:** Today I will practice reading the “word of the day” **adapt** appropriately in a variety of contexts and complete response frames, reading my responses aloud after writing my answers.

**In this lesson, you will...**

Expanding:	determine the meaning of unknown and multiple meaning words and phrases using context clues.  demonstrate an understanding of word meanings and nuances in word meanings.
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**If you need help completing the lesson, review the following examples first...**

*Si necesitas ayuda para completar la lección, repasa primero los siguientes ejemplos...*

Emerging:	<b>adapt – adaptarse/amoldarse</b>  <b>It can be challenging to <u>adapt</u> to life in a different city.</b> <i>Puede ser un desafío <u>adaptarse</u> a la vida en una ciudad distinta.</i>  <b>The author is going to <u>adapt</u> his stories for television.</b> <i>El autor va a <u>adaptar</u> sus historias para la televisión.</i>
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**If you want to challenge yourself in completing the lesson, do this instead...**

Bridging:	The puppy _____ quickly to its new _____.  You can easily _____ a recipe to use _____ instead of _____.
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▶ **Say it:** a · dapt

**Write it:** \_\_\_\_\_

**Meaning**  
to change to fit a new situation  
*Synonyms:* adjust, modify

**Example**  
Rats live all over the \_\_\_\_\_ because they adapt to many climates and \_\_\_\_\_.



**Present:**  
I/You/We/They adapt  
He/She/It adapts  
**Past:** adapted

• **Noun:** adaptation  
• **Adjective:** adaptable, adapted

- \_\_\_\_\_ easily      While it can be difficult for older cats, most kittens **adapt easily** to a new home.
- \_\_\_\_\_ to change      Animals that do not **adapt to change** will die out.

### 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.

- 1 If your parents move, you must **adapt** to a new \_\_\_\_\_.
- 2 During the Ice Ages, \_\_\_\_\_ **adapted** to changes in the environment.

Writing Practice

**Write with a Partner** Work with your partner to complete the sentence using the correct form of adapt and appropriate content.

All of the players on the team \_\_\_\_\_ easily to the new coach's \_\_\_\_\_.

**Write on Your Own** Work independently to complete the sentence using the correct form of adapt and appropriate content.

When Lana needed a costume for \_\_\_\_\_, she took a white sheet and quickly \_\_\_\_\_ it to be a \_\_\_\_\_.

**Write on Your Own** Work independently to write two sentences. In your first sentence, use adapt with a word partner. In your second sentence, use adapt with the modal verb *must*.

1 \_\_\_\_\_  
 \_\_\_\_\_  
 2 \_\_\_\_\_  
 \_\_\_\_\_

**CRITICAL TIP**

Modal verbs are helping verbs that give additional meaning to the main verb. *Must* expresses necessity.

Animals must adapt to survive.

I must study for my test tomorrow.

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

Humans live in the world's driest deserts as well as in its wettest ① \_\_\_\_\_.

They live in deep valleys and near the tops of ② \_\_\_\_\_. Some hardy \_\_\_\_\_ ③ \_\_\_\_\_ even live in Antarctica. Humans are able to live under many different conditions because they can \_\_\_\_\_ ④ \_\_\_\_\_ to their surroundings.

In places where it is very cold, humans can \_\_\_\_\_ ⑤ \_\_\_\_\_. When it gets too hot, they can go for a swim. Humans also build \_\_\_\_\_ ⑥ \_\_\_\_\_ to protect themselves from heat, cold, and rain. Humans \_\_\_\_\_ ⑦ \_\_\_\_\_ to and change their environment in order to \_\_\_\_\_ ⑧ \_\_\_\_\_.

# 41 Use Demonstrative Adjectives: These and Those

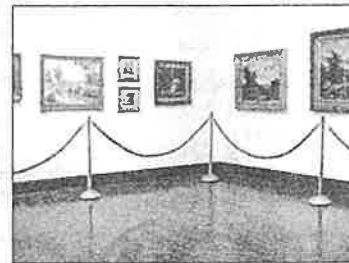
A **demonstrative adjective** tells if something is near or far.

- Use **these** to tell about things that are near you.



**These** drawings here are my artwork.

- Use **those** to tell about things that are far from you.



My older brother made **those** paintings over there.

## Try It

A. Complete each sentence. Use the correct adjective.

- I like \_\_\_\_\_ paintings over there.  
these / those
- I will buy \_\_\_\_\_ mugs in front of me.  
these / those
- \_\_\_\_\_ earrings in my hand are beautiful!  
These / Those
- Kiku painted \_\_\_\_\_ vases on the top shelf.  
these / those
- I like \_\_\_\_\_ pots over by the door.  
these / those

B. Complete each sentence. Write **these** or **those**.

- I point to baskets on the far wall. "I like \_\_\_\_\_ baskets," I say.
- Dara touches some beads. "\_\_\_\_\_ beads match my skirt," she tells me.
- "Let's look at \_\_\_\_\_ tables over there," I say.
- I pick up some plates. "I like \_\_\_\_\_ dishes."
- "Did you see \_\_\_\_\_ mugs on the far shelf?" Dara asks.

## 42 Use Demonstrative Adjectives

A **demonstrative adjective** tells if things are near or far.

Near	Far
<b>This</b> soup is very hot.	May I have <b>that</b> sandwich over there?
<b>These</b> vegetables here look fresh.	I would like <b>those</b> cookies on the top shelf.

Demonstrative Adjectives	
Singular	Plural
this	these
that	those

### Try It

A. Choose **this**, **that**, **these**, or **those** to complete each sentence.

- I want \_\_\_\_\_ can of soda on the top shelf.  
this/that
- \_\_\_\_\_ cupcakes over there are from a bakery.  
That/Those
- \_\_\_\_\_ ice cream sandwich right here looks tasty.  
This/These
- I like \_\_\_\_\_ muffins in my hands.  
these/those
- \_\_\_\_\_ yogurt bar on the poster over there looks real.  
This/That

B. Complete each sentence. Write **this**, **that**, **these**, or **those**.

- Julio stares at the case. "Do \_\_\_\_\_ sandwiches in back look good?" he asks.
- He points. "I'll take \_\_\_\_\_ one, Ms. Chen."
- I look at my own tray. "I think \_\_\_\_\_ soup will taste delicious!"
- "I don't know if I can eat all \_\_\_\_\_ carrots right here," I tell Julio.
- Julio holds up his sandwich. "\_\_\_\_\_ is a great lunch," he says.

## READING Read a Short Informational Passage

In this task type, students read a short informational passage. Students then answer three questions about the passage. For this Practice Test, there are only two questions included.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2<sup>3</sup>

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### Read the text. Answer Numbers 1 and 2.

Many species of birds migrate long distances. In the Northern Hemisphere, birds fly north as the weather becomes warm in the spring and south when the weather grows cool in the fall. Some migratory birds are called *diurnal* migrants because they migrate during the day when the sun heats the air. The warm air rises, creating a lift that helps these birds fly at higher altitudes. Predators such as hawks and eagles hunt other animals for their food and are diurnal migrants. By contrast, most song birds such as warblers and sparrows are called *nocturnal* migrants because they migrate at night to evade these predators. Some nocturnal migrants fly long distances before landing in the morning to forage for insects, fruit, or seeds in order to refuel for their next flight. Foraging birds may feed in an area for up to a week before setting off again under the cover of darkness.

---

**1** What is the purpose of the text?

- A to identify two species of song birds
  - B to explain why some birds migrate at night
  - C to describe migrating behaviors of birds
  - D to inform about how to protect migratory birds
- 

**2** According to the text, what is one reason song birds migrate at night?

- A to avoid predators
  - B to escape the hot sun
  - C to take advantage of rising air
  - D to navigate using the stars
- 

<sup>3</sup> The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII); the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring Cohesive Texts, B = Expanding and Enriching Ideas, C = Connecting and Condensing Ideas); and the standards number (in PI, 1–12; in PII, 1–7). For the 2012 ELD Standards, please see the link in the Additional Resources section.

## 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

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**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.

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**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



# Infecting our dreams: Pandemic sabotages sleep worldwide

By Associated Press, adapted by Newsela staff on 05.20.20

Word Count **972**

Level **1120L**



People around the world are all dreaming about the same thing, the new coronavirus and the way it has upended the lives of millions around the globe. Illustration: Peter Hamlin.

Sleep does not bring relief for millions of people around the world dealing with the threat of the coronavirus pandemic. The horrors of the coronavirus 2019 are infecting their dreams. The virus is called COVID-19 for short.

Everyone from a college teacher in Pakistan to a mall cashier in Canada to an Episcopal priest in Florida is waking up in a sweat in the dead of night.

"It's that alarming feeling of when you wake up and think, "Thank heavens I woke up," said Holly Smith, an elementary school librarian in Detroit, Michigan." Once it hits your dreams, you think, "Great, now I can't even escape there."

## Heavy Psychological Toll

The psychological toll is heavy, particularly for health care workers whose dreams show similarities to those of combat veterans and 9/11 responders, psychologist Deirdre Barrett

says. Terrorist attacks on September 11, 2001, hit the Twin Towers in New York and the Pentagon in Washington, D.C. Barrett, a Harvard University professor, has been surveying COVID dreamers worldwide. So far, she has collected 6,000 dream samples from about 2,400 people.

So many people are sharing accounts of dreams online that there's a Twitter account dedicated to gathering them, under the handle "I Dream of COVID."

"As far as I know, no one has dream samples from the flu pandemic of 1918 — and that would probably be the most comparable thing," said Barrett. "Now we just all have our smartphones by our bed, so you can just reach over and speak it or type it down. Recording our dreams has never been easier."

### **Universal Themes**

Our dreams are exposing what is bothering us the most about the pandemic. The themes seem universal.

Dreams of a once-safe place suddenly overtaken by the virus speak to contagion's terrifying invisibility, Cathy Caruth says. Caruth, a professor at Cornell University in New York, has spent the past 30 years studying the effects of deeply upsetting or disturbing experiences, or trauma. Pandemic dreams, she says, are similar to the dreams of Hiroshima survivors, who worried about invisible radiation exposure. The United States dropped an atomic bomb on the city of Hiroshima during World War II. They also resemble some nightmares described by Vietnam veterans.

"They seem to be in part about things that are hard to grasp, what it means that anybody can be a threat and you can be a threat to everybody," Caruth said.

### **Fear Of The Unknown**

Episcopal priest Mary Alice Mathison dreamed 500 people showed up for a funeral in her church and wouldn't go home. Other dreams reflect the fact that no one knows how the pandemic will end. In those, the dreamer wakes with a start before learning how it turned out.

Ashley Trevino is still trying to process one terrifying dream. The 24-year-old coffee shop employee is out of work due to the pandemic and was spooked when officials announced the first COVID-19 death in her central Texas county.

A few days later, she dreamed she and her girlfriend were in line to enter a dark, metal warehouse where they'd be injected with the new coronavirus by government workers wearing Hazmat suits. Fluorescent lights in the parking lot cast an eerie glow as she watched her partner get the shot and gasp for breath. Then she got the shot, too.

Trevino woke up whimpering. She immediately felt an impulse to share her nightmare with someone — anyone — and tweeted it to the world from her bed.

In Pakistan's Punjab province, a college literature teacher described dreaming she was one of only 100 people left on the planet who didn't have COVID-19. The infected population had gained political control and was chasing the uninfected "so the world would become the same for everyone," said Roha Rafiq, age 28.

Rafiq is terrified for her elderly father, who insists on going to prayers every day despite a cough and a stay-at-home order. "I think this anxiety has given me this dream," she said.

According to Barrett, many people dream they are sick with COVID-19 or of being overcome by what seem to be stand-ins for the virus: swarms of bugs, slithering worms, witches, grasshoppers with fangs. Others dream of being in crowded public places without a mask or proper social distancing.

Still others dream of losing control. In one such dream, the dreamer was held down by infected people who coughed on her.

Most are lower-level anxiety dreams, not trauma-induced nightmares. But that changes dramatically for frontline health workers, Barrett says.

### **Trauma Population Of Health Care Workers**

"The health care providers are the ones who look like a trauma population. They are having flat-out nightmares that reenact the things they're experiencing, and they all have the theme that 'I am responsible for saving this person's life and I'm not succeeding and this person is about to die,'" she said.

"And when they dream about their child or parent getting it, for the care providers there's always the next step in the dream where they realize ... 'I gave it to them.'"

Even the simple, unadorned dreams — far from the drama of the hospital — seem especially touching right now. Some people dream of getting a hug, attending a party, getting a haircut, going to the library.

Lauren Nickols, age 30, a devoted reader, stocked up on library books before Ohio's stay-at-home order. Now her supply is running low. She recently dreamed her dresser was piled with books. She found the dream reassuring, but a reminder of the everyday things that have been lost.

"I guess it's a bit of a sense of shared community, but it's also really sad that we're all missing things. It really shows you all the things you do without realizing it," she said. "And now that you can't, it's a shock to the system."



## Quiz

- 1 According to the article, many people are posting descriptions of their stressful dreams on social media. Which paragraph BEST supports this idea?
- (A) Sleep does not bring relief for millions of people around the world dealing with the threat of the coronavirus pandemic. The horrors of the coronavirus 2019 are infecting their dreams. The virus is called COVID-19 for short.
  - (B) So many people are sharing accounts of dreams online that there's a Twitter account dedicated to gathering them, under the handle "I Dream of COVID."
  - (C) "They seem to be in part about things that are hard to grasp, what it means that anybody can be a threat and you can be a threat to everybody," Caruth said.
  - (D) Most are lower-level anxiety dreams, not trauma-induced nightmares. But that changes dramatically for frontline health workers, Barrett says.

- 2 Read the following sentences from the article.

1. *Everyone from a college teacher in Pakistan to a mall cashier in Canada to an Episcopal priest in Florida is waking up in a sweat in the dead of night.*
2. *Dreams of a once-safe place suddenly overtaken by the virus speak to contagion's terrifying invisibility, Cathy Caruth says.*
3. *According to Barrett, many people dream they are sick with COVID-19 or of being overcome by what seem to be stand-ins for the virus: swarms of bugs, slithering worms, witches, grasshoppers with fangs.*
4. *Even the simple, unadorned dreams — far from the drama of the hospital — seem especially touching right now.*

Which two sentences taken together provide the BEST evidence to support the idea that coronavirus-related dreams often have similar themes or contents?

- (A) 1 and 2
  - (B) 1 and 4
  - (C) 2 and 3
  - (D) 3 and 4
- 3 Which of the following would BEST describe Deirdre Barrett's reaction to the coronavirus?
- (A) She shared the effects of the virus on her dreams with other people on social media.
  - (B) She began dreaming about swarms of insects overcoming her.
  - (C) She established a support network for medical workers experiencing nightmares.
  - (D) She started surveying the effects of the virus on people's dreams.
- 4 Which characterization accurately describes BOTH Roha Rafiq and Lauren Nickols?
- (A) They both had dreams affected by COVID-19.
  - (B) They are both worried about their parents' health during COVID-19.
  - (C) They both had dreams in which they were injected with COVID-19.
  - (D) They are both working remotely during COVID-19.

## Answer Key

- 1 According to the article, many people are posting descriptions of their stressful dreams on social media. Which paragraph BEST supports this idea?
- (A) Sleep does not bring relief for millions of people around the world dealing with the threat of the coronavirus pandemic. The horrors of the coronavirus 2019 are infecting their dreams. The virus is called COVID-19 for short.
  - (B) So many people are sharing accounts of dreams online that there's a Twitter account dedicated to gathering them, under the handle "I Dream of COVID."**
  - (C) "They seem to be in part about things that are hard to grasp, what it means that anybody can be a threat and you can be a threat to everybody," Caruth said.
  - (D) Most are lower-level anxiety dreams, not trauma-induced nightmares. But that changes dramatically for frontline health workers, Barrett says.

- 2 Read the following sentences from the article.

1. *Everyone from a college teacher in Pakistan to a mall cashier in Canada to an Episcopal priest in Florida is waking up in a sweat in the dead of night.*
2. *Dreams of a once-safe place suddenly overtaken by the virus speak to contagion's terrifying invisibility, Cathy Caruth says.*
3. *According to Barrett, many people dream they are sick with COVID-19 or of being overcome by what seem to be stand-ins for the virus: swarms of bugs, slithering worms, witches, grasshoppers with fangs.*
4. *Even the simple, unadorned dreams — far from the drama of the hospital — seem especially touching right now.*

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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: 9-12**

**Lesson 12** – Word of the day: **adjust** (pages 6-7)

**Instructions:** review and complete pages 6-7. If instructions say to work with a partner you may practice with someone that is home with you, otherwise you may complete the exercise independently.

**Language Objective:** Today I will practice reading the “word of the day” **adjust** appropriately in a variety of contexts and complete response frames, reading my responses aloud after writing my answers.

**In this lesson, you will...**

Expanding:	determine the meaning of unknown and multiple meaning words and phrases using context clues.  demonstrate an understanding of word meanings and nuances in word meanings.
------------	---

**If you need help completing the lesson, review the following examples first...**

*Si necesitas ayuda para completar la lección, repasa primero los siguientes ejemplos...*

Emerging:	<p><b>adjust – ajustar/adaptarse/enderesar</b></p> <p><b>El autor va a <u>adaptar</u> sus historias para la televisión.</b>  <i>Zelda <u>ajustó</u> el color en el monitor del ordenador.</i></p> <p><b>When she and her family moved to Australia, Janine found it difficult to <u>adjust</u>.</b>  <i>Cuando ella y su familia se mudaron a Australia, fue difícil para Janine <u>adaptarse</u>.</i></p>
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**If you want to challenge yourself in completing the lesson, do this instead...**

Bridging:	<p>When I moved to the city, I had to _____ to _____.</p> <p>You should _____ your _____ if it is not accurate</p>
-----------	--





**Say it:** ad • just

**Write it:** \_\_\_\_\_

### Meanings

### Examples

1. to get used to a situation

*Synonym:* adapt

1. Mei adjusted \_\_\_\_\_ when she transferred to a new \_\_\_\_\_.



2. to change something a little bit in order to make it better

*Synonyms:* fix, correct

2. Tom adjusted the \_\_\_\_\_ on his phone so it wouldn't \_\_\_\_\_ anyone.



### Present:

I/You/We/They

adjust

He/She/It

adjusts

### Past:

adjusted

• *Noun:* adjustment

• *Adjective:* adjustable

• \_\_\_\_\_ (my/your/his/her/their/our) expectations

I wanted a new phone for my birthday, but my mother lost her job so I have **adjusted** my expectations.

• \_\_\_\_\_ accordingly

Consider how active you are and **adjust** your diet **accordingly**.

## 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.

1 I am slowly **adjusting** to \_\_\_\_\_.

2 We **adjusted** our expectations after the team \_\_\_\_\_ its first three games.

3 You can **adjust** the settings of your \_\_\_\_\_.

4 When I walk with my \_\_\_\_\_, I **adjust** my speed accordingly.

Writing Practice

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

1 When Carlos broke his \_\_\_\_\_, he had to \_\_\_\_\_ to \_\_\_\_\_.

2 It was too \_\_\_\_\_ in the room, so I \_\_\_\_\_ the \_\_\_\_\_.

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

1 I am finally \_\_\_\_\_ to the idea that \_\_\_\_\_.

2 The bride \_\_\_\_\_ her \_\_\_\_\_ before she walked down the aisle.

**Write** Work independently to write two sentences. In your first sentence, use **adjust** in the *present progressive tense* and include a word partner. In your second sentence, use **adjust** in the *simple past tense*.

MEANING  
1 \_\_\_\_\_

MEANING  
2 \_\_\_\_\_

The present progressive tense is formed with *am/is/are* + a verb ending in *-ing*.

I am **adjusting** to my new neighborhood.

She is **running** down the street.

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

Not everything in life turns out how you want. It's important to be able to \_\_\_\_\_ 1 your expectations to avoid feeling frustrated every time something goes \_\_\_\_\_ 2. If you go on vacation and expect the \_\_\_\_\_ 3 to be always sunny, your family to be in a good mood all the time, and all of your activities to go exactly as you \_\_\_\_\_ 4 them, your expectations are \_\_\_\_\_ 5. Some things are going to go wrong. It might rain. Your sister might complain about everything. If you \_\_\_\_\_ 6 the situation with realistic expectations, you will be able to \_\_\_\_\_ 7 to whatever situation comes your way.

## 49 Use Possessive Nouns for One Owner

- Use a **possessive noun** to show that someone owns or has something.
- Sometimes one person or thing has something. Add **'s** to the end of the noun.



One Owner	Add <b>'s</b>	Sentence
the band of <b>Ryan</b>	<b>Ryan's</b> band	<b>Ryan's</b> band is a rock band.
the music of the <b>boy</b>	the <b>boy's</b> music	The band plays the <b>boy's</b> music.

### Try It

A. Rewrite the underlined words to include a possessive noun.

1. The practice of the band is every Saturday. \_\_\_\_\_
2. The band practices in the garage of Leah. \_\_\_\_\_
3. The voice of the singer is beautiful. \_\_\_\_\_
4. Did you go to the concert of the group? \_\_\_\_\_

B. Rewrite each sentence to include a possessive noun.

5. The friends of Lisa are band members. \_\_\_\_\_
6. Pedro is the drummer of the band. \_\_\_\_\_
7. I like the music of Pedro. \_\_\_\_\_
8. He plays to the beat of the music. \_\_\_\_\_

# 50 Use Possessive Nouns for More Than One Owner

- Use a **possessive noun** to show that people own or have something.
- Sometimes more than one person or thing has something. Add **'** to the end of the noun if the noun ends in **-s**. Add **'s** if the noun does not end in **-s**.



More Than One Owner	Add ' or 's	Sentence
the team of the <u>boys</u>	the <u>boys'</u> team	The <u>boys'</u> team is in a race.
the team of the <u>women</u>	the <u>women's</u> team	The <u>women's</u> team runs, too.

## Try It

A. Rewrite the underlined words to include a possessive noun.

1. The race of the men is starting. \_\_\_\_\_
2. The cheers of the people are loud. \_\_\_\_\_
3. The crowd watches the students of the coaches. \_\_\_\_\_
4. The smiles of the winners are huge! \_\_\_\_\_

B. Rewrite each sentence to include a possessive noun.

5. The race of the runners is over. \_\_\_\_\_
6. The legs of the students are tired. \_\_\_\_\_
7. The parents of the children are proud. \_\_\_\_\_
8. The buses of the schools are waiting to take the tired runners home. \_\_\_\_\_

## WRITING Describe a Picture

In this task type, students look at a picture and read a short paragraph presented as if written by a peer. The picture and paragraph are related to a social or academic activity. Students then make additions and edits to the paragraph.

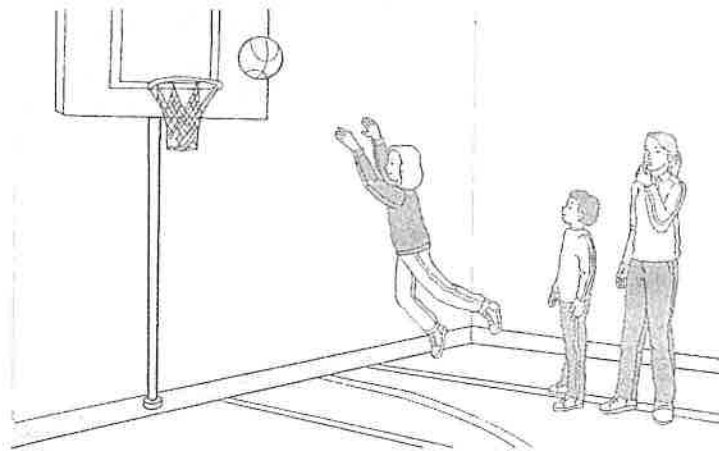
The set that follows provides the types of questions that may appear in the Summative Assessment. Only two questions are included in the Summative Assessment. For this Practice Test, there are four questions included.

Aligned 2012 ELD Standards: PI.A.2, PII.C.6, PII.B.3, PII.B.4, PII.B.5, PII.C.7<sup>4</sup>

### Rubric, Questions 1–4

Score	Descriptors
2	<ul style="list-style-type: none"><li>The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing or connecting ideas, or expressing something that might happen next).</li><li>Grammar and word choice are appropriate.</li></ul>
1	<ul style="list-style-type: none"><li>The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.</li><li>There are errors in grammar and word choice.</li></ul>
0	<ul style="list-style-type: none"><li>Response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."</li></ul>

You and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner's paragraph below and then follow the directions.



The students are taking turns. The girl just careful threw the ball. The boy is looking at the ball. The ball is in the air.

<sup>4</sup> The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII); the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring Cohesive Texts, B = Expanding and Enriching Ideas, C = Connecting and Condensing Ideas); and the standards number (in PI, 1–12; in PII, 1–7). For the 2012 ELD Standards, please see the link in the Additional Resources section.

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**1**

Look at this sentence.

**The students are taking turns.**

Rewrite this sentence with more details.

---

**2**

Look at this sentence.

**The girl just careful throwed the ball.**

This sentence has TWO errors. Rewrite the sentence correctly.

---

**3** Look at these two sentences.

**The boy is looking at the ball. The ball is in the air.**

Combine the two sentences into one sentence.

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**4** Write a new sentence to describe what the students might do next.





# Lockdowns offer a lesson in humans' impact on wildlife and biodiversity

By Jacqueline Barba on 05.19.20

Word Count 1,437

Level MAX



Sea lions sunbathe in the street in Mar del Plata harbor, Argentina during the lockdown imposed due to the COVID-19 coronavirus pandemic. Photo by Mara Sosti/AFP via Getty Images

Wild mountain goats wandered into a town square in Wales. An alligator crawled through a shopping center in South Carolina. Fin whales swam unusually close to shore off the coast of southern France, and in Argentina, sea lions sunbathed in the streets of a harbor town.

An estimated one-third of the world's population is now staying home in an effort to slow the spread of the COVID-19 virus. With so many people indoors, some wild species are taking advantage of a rare opportunity. They are venturing beyond their usual territory, into spaces that were once crowded with humans. News stories and social media posts have excitedly reported sightings of creatures big and small — from birds, foxes and deer to coyotes, bears and wild boar.

## Noise And Light Usually Keep Animals Away

Katie Wood is not surprised to see animals exploring beyond their familiar borders. Wood is a marine biologist. She works at the Earth Day Network, an environmental nonprofit, where she is the conservation and biodiversity programs manager.

"When humans are not isolated to their homes, we tend to take up quite a bit of room," says Wood. "We like to go hiking, we like to be quite loud in our cities, we like to go to the beaches. We're everywhere." This impacts wildlife habitats.

Now that so many humans are staying home, "wildlife is just doing what wildlife does," says Wood. Animals are taking careful, curious steps toward reoccupying those now-empty spaces.

How do animals know it's safe to wander into towns and swim closer to shore? Normally, humans create a lot of noise and artificial light. Our streetlights and car headlights brighten the natural dark of nighttime. Our vehicles — cars, trucks, buses and trains on land, giant ships in the sea, and planes in the air — make loud sounds. All of this activity sends a message to animals: "Stay away!"

In many cases, this stimuli actually harms animals. It prevents them from seeing and hearing properly, and pushes them out of their natural habitats. Light and noise pollution have negative effects on a great number of species. Bright city lights disorient baby sea turtles, making it harder for them to find a safe path into the ocean after hatching. Birds that rely on moonlight and starlight for migration can be confused and led off path by artificial lights. Studies have shown that ship traffic and deep-sea drilling produce ocean noise that travels all the way down to the seafloor. It can drown out the communication sounds that whales, dolphins and other marine animals rely on for survival.

Animals take things day by day, Wood says. Their main goal is to survive and reproduce. When human noise and light are shut off, even temporarily, animals see it as an opportunity. It's a chance to explore new ground and possibly find new resources to help with their survival.

"That's their natural instinct, and we're seeing them use their instincts to take advantage of this situation." Wood says. "It shows the resiliency of wildlife."

### **Thinking About The Space We Take Up**

Wood hopes the sightings will send a message to humans about the space we take up, and the space we leave for other living things.

"These animals are needing space," she says. "When you look around your neighborhood landscape, it's common to see the wild environment becoming increasingly sparse." This decrease in wild spaces leads to a decline in biodiversity.

Biodiversity is the variety of living things in a habitat or ecosystem. When natural habitat is reduced or removed, the number of living things — like plants, insects, reptiles, and mammals — is also reduced in that area. This decrease puts the ecosystem out of balance, Wood explains. It can lead to ecosystem decline and in some cases, species extinction.

The stay-at-home orders aren't necessarily helping to increase biodiversity or restore lost habitat. They are, however, giving us a rare view into the ways that human activity impacts the ranges and behaviors of animals that live at the edges of our towns and cities. We are seeing first-hand how they might explore and look for food if our actions didn't usually keep them away.

### **Turtle Nest Success In Thailand**

The excitement around the recent wildlife sightings has prompted some to ask whether animals really are making more of an appearance than usual — or if the humans stuck at home simply have

more free time to notice and appreciate them.

Most likely, it's both, says Ellie Chesterton. She's a behavioral ecologist at the University of Leeds in England. When it comes to animals that people are spotting in their yards and gardens, like birds, raccoons and foxes, we may just be seeing all of the animal activity that goes on when we're away at school or work. But for other species, Chesterton says, there have been noticeable and sometimes even measurable shifts.

"In Japan for instance, there's a famous park called the Nara Park where tourists typically go and hand-feed the deer. So the deer rely heavily on human interaction to survive," Chesterton says. "But now that humans aren't going there, the deer are venturing out into the city specifically to look for other food sources."

Chesterton also points to an April report on leatherback sea turtle populations in Thailand. With drastically fewer tourists on the beaches, scientists have found a larger number of turtle nests than in any year in the past two decades. Leatherback sea turtles are endangered. They like to lay their eggs in a secluded spot, away from disruption. These quiet spots are hard to find in the busy tourist season.

### **Excitement About Sightings Is Not All Positive**

Chesterton is encouraged by people's excitement about the appearance of wild animals in their towns and across social media. "With the lockdown, people are really valuing nature more in general," she says. People are taking more nature walks. They are listening to and looking out for the wildlife all around them.

There are some downsides to all of that excitement, though. "My concern is that people will encourage the behavior in animals because it's something that they're enjoying to see," Chesterton says. That could have a negative impact on some species in the long term. Generally, it's much safer for animals not to feel too comfortable around humans and not to depend on them for food (the way the Nara Park deer do).

In some cases, enthusiasm about animal sightings has led to misreporting. One well-known example was a widely shared video of dolphins said to be swimming in the suddenly empty canals of Venice, Italy. The footage was actually taken in waters hundreds of miles away.

### **Long-Term Changes Are Up To Us**

Still, Wood, the marine biologist, thinks even mistakes like this say something encouraging about humans.

"We want to see that when we restrict the effects that we have on our ecosystems, species do come back. And when we do see really incredible things happening," she says — like the turtle recovery in Thailand — "we want more. We want to see wildlife do well."

It's too soon to tell whether restrictions on human activity will have lasting impacts on wildlife. Wood says it's up to us. "Now that we've seen the impact that we've had on our ecosystems and the lives of these critters that are reemerging, I wonder if we will go back to everything as it was before."

If you're interested in helping to protect and reclaim wild spaces for wildlife, Wood says, try working with your parents or caregivers to make it happen. You can section off a piece of your yard, or a community space, and try to keep it wild, she says. Avoid using pesticides, which are chemicals that kill insects and weeds. Grow only native plants. These are plants that naturally grow in the area. You can also create a pollinator garden. This will benefit pollinating insects like butterflies and bees.

Steps like these may sound small, Wood says. However, they can make a big impact for the wild creatures in your neighborhood.

### **Enjoy Animals, But From A Safe Distance**

Chesterton hopes that when the coronavirus outbreak is over and the world returns to normal, people will remember the fascination they felt for the wild creatures during this time.

"I hope people start to value animals a little bit more," she says. "They have personalities."

Until then, Chesterton reminds anyone who's observing nearby wildlife to keep a safe distance. Never feed a wild animal. For as long as shelter-in-place lasts, Chesterton says, "enjoy them from a window."

## Quiz

- 1 Read the article's introduction [paragraphs 1-2].  
How does the introduction develop the main idea?
- (A) It illustrates the value of using social media to share wildlife sightings and raise people's spirits during lockdown.
  - (B) It provides anecdotes about the beneficial effects of observing wildlife while staying home during lockdown.
  - (C) It describes the places where people are likely to have animal sightings and draws connections between them.
  - (D) It highlights a list of animal sightings that have excited people and notes a lack of human activity as the cause.
- 2 How are the sections organized to develop understanding?
- (A) The sections show a series of opinions about the pros and cons of the lockdown for wildlife and make predictions about which species will be able to avoid extinction as a result.
  - (B) The sections highlight what caused animal habitats to be taken over by humans and categorize these human activities by the severity of their effects on wildlife and biodiversity.
  - (C) The sections describe various examples of problems human activities cause for wildlife and explore how animal sightings during lockdown have made people want to find solutions.
  - (D) The sections provide a chronological list of wildlife sightings that have occurred during lockdown and compare and contrast how different species are taking back habitats they had lost.
- 3 Based on the article, what is the MOST likely reason the author includes the perspective of Katie Wood?
- (A) to contradict statements about wildlife made by Ellie Chesterton
  - (B) to support statements that some animal sightings are misreported
  - (C) to encourage readers to think about their impact on ecosystems
  - (D) to persuade readers to get out closer to wildlife during lockdown
- 4 Read the following claim.
- People can help wildlife thrive and return to human areas by leaving out food to attract them.*
- How would Ellie Chesterton MOST likely respond to this claim?
- (A) Chesterton would agree that even though wildlife can sometimes be dangerous to humans, taking steps to help them survive near towns and cities is a great first step to take after lockdown.
  - (B) Chesterton would explain that while it is understandable to be excited about animal sightings, making animals depend on humans for food can have negative effects on them in the long term.
  - (C) Chesterton would be angry that someone would suggest leaving food for wildlife near human habitats and would suggest they instead visit animals only at beaches or in specialized parks.
  - (D) Chesterton would be excited that people want to solve the problems they have created for wildlife, but would say that most of these issues began before lockdown and cannot be resolved after it.

## Answer Key

- 1 Read the article's introduction [paragraphs 1-2].  
How does the introduction develop the main idea?
- (A) It illustrates the value of using social media to share wildlife sightings and raise people's spirits during lockdown.
  - (B) It provides anecdotes about the beneficial effects of observing wildlife while staying home during lockdown.
  - (C) It describes the places where people are likely to have animal sightings and draws connections between them.
  - (D) **It highlights a list of animal sightings that have excited people and notes a lack of human activity as the cause.**
- 2 How are the sections organized to develop understanding?
- (A) The sections show a series of opinions about the pros and cons of the lockdown for wildlife and make predictions about which species will be able to avoid extinction as a result.
  - (B) The sections highlight what caused animal habitats to be taken over by humans and categorize these human activities by the severity of their effects on wildlife and biodiversity.
  - (C) **The sections describe various examples of problems human activities cause for wildlife and explore how animal sightings during lockdown have made people want to find solutions.**
  - (D) The sections provide a chronological list of wildlife sightings that have occurred during lockdown and compare and contrast how different species are taking back habitats they had lost.
- 3 Based on the article, what is the MOST likely reason the author includes the perspective of Katie Wood?
- (A) to contradict statements about wildlife made by Ellie Chesterton
  - (B) to support statements that some animal sightings are misreported
  - (C) **to encourage readers to think about their impact on ecosystems**
  - (D) to persuade readers to get out closer to wildlife during lockdown

- 4 Read the following claim.

*People can help wildlife thrive and return to human areas by leaving out food to attract them.*

How would Ellie Chesterton MOST likely respond to this claim?

- (A) Chesterton would agree that even though wildlife can sometimes be dangerous to humans, taking steps to help them survive near towns and cities is a great first step to take after lockdown.
- (B) **Chesterton would explain that while it is understandable to be excited about animal sightings, making animals depend on humans for food can have negative effects on them in the long term.**
- (C) Chesterton would be angry that someone would suggest leaving food for wildlife near human habitats and would suggest they instead visit animals only at beaches or in specialized parks.
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**English Language Development Lesson  
 (Designated ELD)**

**Grade: 9-12**

**Lesson 13** – Word of the day: **alter** (pages 10-11)

**Instructions:** review and complete pages 10-11. If instructions say to work with a partner you may practice with someone that is home with you, otherwise you may complete the exercise independently.

**Language Objective:** Today I will practice reading the “word of the day” **alter** appropriately in a variety of contexts and complete response frames, reading my responses aloud after writing my answers.

**In this lesson, you will...**

<b>Expanding:</b>	determine the meaning of unknown and multiple meaning words and phrases using context clues.  demonstrate an understanding of word meanings and nuances in word meanings.
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**If you need help completing the lesson, review the following examples first...**

*Si necesitas ayuda para completar la lección, repasa primero los siguientes ejemplos...*

<b>Emerging:</b>	<b>alter – cambiar/modificar/ajustar</b>  <b>The schedule for the day <u>altered</u> as a result of the sudden storm.</b> <i>El programa del día <u>cambió</u> debido a la tormenta repentina.</i>  <b>Jane <u>altered</u> the hem of her skirt so it would not drag on the ground.</b> <i>Jane <u>ajustó</u> el dobladillo de la falda para que no le arrastrara por el suelo.</i>
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**If you want to challenge yourself in completing the lesson, do this instead...**

<b>Bridging:</b>	If you often feel tired, it may be time to _____ your _____.  I _____ my _____ frequently so that I do not get bored.
------------------	---





**Say it:** al • ter

**Write it:** \_\_\_\_\_

**Meaning**

to make changes

*Synonyms:* change, modify

**Example**

Anyone can use

\_\_\_\_\_ programs to  
alter a \_\_\_\_\_.



**Present:**

I/You/We/They  
He/She/It

alter  
alters

**Past:**

altered

- **Noun:** alteration
- **Adjective:** altered

- \_\_\_\_\_ the course of

The events of September 11, 2001, **altered the course of** American politics and foreign relations.

- \_\_\_\_\_ (my/your/his/her/their/our) plans

When we saw that it was raining, we **altered our plans** to go to the beach.

**Verbal Practice**

**Think aloud:** **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 Lucia got into trouble when she **altered** her \_\_\_\_\_.

2 If it would be easier for you, I could **alter** my plans for \_\_\_\_\_.

Writing Practice

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

In many science fiction movies, people \_\_\_\_\_ back in time and do things that \_\_\_\_\_ the course of \_\_\_\_\_.

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

Someday, scientists may invent a \_\_\_\_\_ that will completely \_\_\_\_\_ the way we \_\_\_\_\_.

**Work independently** to write two sentences. In your first sentence, use **alter** with the modal verb *could* and include a word partner. In your second sentence, use **alter** in the *simple past tense*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Modal verbs are helping verbs that give additional meaning to the main verb. *Could* expresses possibility.**

Bad weather could alter our plans.

This could end badly.

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

Paragraph

Online shopping has truly \_\_\_\_\_ ① the consumer experience.

Today you can \_\_\_\_\_ ② virtually anything on the Internet with just one click. Online shopping has \_\_\_\_\_ ③ both consumers and businesses. For example, small stores that sell special interest items like crafts or \_\_\_\_\_ ④ are able to reach more people online than with a physical store. In addition, individuals with full-time jobs can \_\_\_\_\_ ⑤ goods that they make in their spare time for extra income. You can even sell some of your old possessions on Web sites like \_\_\_\_\_ ⑥ to earn extra money! Online shopping has \_\_\_\_\_ ⑦ people's spending habits by giving them greater access to products and services.

## 51 Use Possessive Nouns

Use a **possessive noun** to show who owns or has something.

<b>One Owner</b>	Add <b>'s</b>	One <b>girl's</b> painting shows swimmers.
<b>More Than One Owner</b>	Add <b>'</b> if the noun ends in <b>-s</b> .	These <b>students'</b> paintings show animals.
	Add <b>'s</b> if the noun does not end in <b>-s</b> .	Hana paints some <b>people's</b> pets.

### Try It

**A. Rewrite the underlined words to include a possessive noun.**

1. The goal of Hana is to be a painter. \_\_\_\_\_
2. She paints pictures for the art show of the school. \_\_\_\_\_
3. The paintings of her classmates have bright colors. \_\_\_\_\_
4. This painting shows a playground of children! \_\_\_\_\_

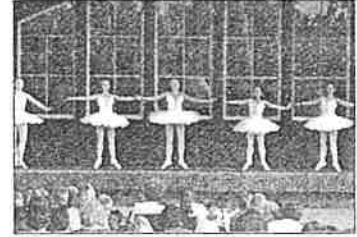
**B. Rewrite each sentence to include a possessive noun.**

5. The painting of that teen shows a swimming race. \_\_\_\_\_  
\_\_\_\_\_
6. The bathing suits of the swimmers are red and yellow. \_\_\_\_\_  
\_\_\_\_\_
7. The bathing caps of the women are green and blue. \_\_\_\_\_  
\_\_\_\_\_
8. I like the paintings of the artists. \_\_\_\_\_

## 52 Use Possessive Adjectives: My, Your, His, Her, and Its

A **possessive adjective** tells who owns or has something.

I → <b>my</b>	I am Felipe. Myra is <b>my</b> sister.
you → <b>your</b>	Do you have a sister? Who is <b>your</b> sister?
he → <b>his</b>	Mr. Debarge is the teacher. He teaches <b>his</b> students.
she → <b>her</b>	Myra is a dancer. She dances in <b>her</b> recital.
it → <b>its</b>	It is a fun recital. <b>Its</b> dancers are wonderful.



### Try It

A. Write the correct word to complete each sentence.

- I watch \_\_\_\_\_ sister's recital.  
I/my
- \_\_\_\_\_ recital is at the new Arts Center.  
She/Her
- \_\_\_\_\_ stage is good for ballet.  
Its/It

B. Write a possessive adjective to complete each sentence.

- The dancers are happy. \_\_\_\_\_ recital is over.
- "You were really great. I love \_\_\_\_\_ dancing!" I tell Myra.
- My dad gives \_\_\_\_\_ daughter a big hug.

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

## 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.

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---

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 were a part of a group. What type of a group was it? What did the group do together? What was your role in the group?**





# Comics are for kids? This Vermont college begs to differ

By Christian Science Monitor, adapted by Newsela staff on 05.13.20

Word Count **824**

Level **1050L**



Image 1. A student reads in the Shultz Library at the Center for Cartoon Studies (CCS) during a rainy afternoon in White River Junction, Vermont, January 25, 2020. CCS was founded in 2004. Photo: Riley Robinson/The Christian Science Monitor

Until she found comics, Coco Fox's 14-year-old niece struggled with reading. The young girl has been diagnosed with dyslexia, a reading disorder.

Now, with the comics, her niece is reading up a storm, says her aunt.

The comic that transformed this young reader is by Michelle Ollie. The cartoonist had charted her own struggles with childhood dyslexia. Ollie showed how she went on to set up what may be the only college in New England to focus entirely on cartooning.

Just as comics inspired Ollie to read, she's inspiring a new generation of young cartoonists. They are finding ways to learn their art, start a career and make a difference in their communities.

Fox is one of 27 full-time students enrolled at the Center for Cartoon Studies (CCS) in White River Junction, Vermont. Classes are held in a former post office building and a nearby former department store. Students can earn certificates and degrees upon graduation.

Just as the school encourages its students to make a difference with their work, its growth has helped the town to nurture a vibrant arts community. Meanwhile, CCS students and alumni often volunteer for local nonprofits. Since the COVID-19 pandemic, all classes went online on March 16.

When Fox first read "From the Desk of the President of the Center for Cartoon Studies" by Ollie, she was struck by its uplifting message and emotional honesty.

"The comic was so good that I cried, and so I got about 10 copies and brought them all home," Fox said. One copy went to her niece – and a new reader was born.

"We didn't know it would create such a community," says Ollie, who co-founded CCS in 2005 with cartoonist James Sturm.

Its 249 graduates include several prize-winning illustrators and graphic novelists; one, Charles Forsman, recently had two of his comics adapted as a television series for Netflix.

The co-founders of CCS never saw that coming. "At the beginning, it was about making the case for comics as an art form," says Sturm.

### **The Power Of Comics**

Today, visual storytelling is everywhere, from online comic strips and anime to graphic novels and richly illustrated children's books. It is a growing industry. Publishers put out 12 percent more graphic novels in 2019, and the young-adult section has grown even faster.

"It's been breathtaking," says Sturm.

CCS's educators and students have brought the power of comics into various educational settings, ranging from elementary grades to college-level online courses.

Ollie added that local schools often request CCS workshops. "There's a lot of interest, and it's growing fast," she said.

One popular topic is democracy. "This is What Democracy Looks Like: A Graphic Guide to Governance," a CCS comic book, has had three print runs totaling 40,000 copies, and has been used to teach classes in school districts across the country.

Sturm and his colleagues have led some of these workshops. Fox says when she joined one in Columbus, Ohio, a teacher was amazed at how kids responded. "She was tearing up, because one of the students in the class, who pretty much never talked, drew 10 comics," says Fox.

Teachers and school officials seem more open to the idea of comics as an educational tool now, adds Ollie.

That exposure has also led to some unexpected partnerships, including one with Dartmouth College's Thayer School of Engineering in 2016. CCS graduate Katherine Roy drew a series of illustrations for a popular online course there to explain complex engineering concepts.



"We're only beginning to see the application of comics to help many different industries," says Vicki May, an engineering professor at Dartmouth.

Ollie agrees. Some CCS students tell her they want to work with doctors and in other professional fields, showing just how adaptable comics can be.

### **Welcome To Boot Camp**

Comics start with creativity, but CCS students learn everything from drawing skills to getting their comics published and promoted. They can tap into a strong network of faculty and peers for collaboration.

Ollie has seen many changes over the last 15 years, both at CCS and in the community. The cartooning school has helped revive White River Junction's downtown area.

"When we started the school, we had no idea about some of the things we'd see happen," she says. She remembers a talk where Fox shared the story about her niece. She cried afterward in her car, grateful that her work had touched a young girl.

For Fox, who graduates in May, that experience is a motivator. Her niece read a graphic-novel fairy tale so much that the binding wore down.

"As someone who writes comics for kids, knowing they could read it so much they could destroy it, that makes you want to get up and write every day," Fox said.



## Quiz

- 1 Which of these MOST influenced Michelle Ollie and James Sturm to found CCS?
- (A) the demand of students and teachers in the area
  - (B) the availability of classes in a former post office
  - (C) the desire to showcase comics as an art form
  - (D) the ability to create an artists' community nearby
- 2 According to the article, WHY did one teacher in Ohio cry during one of the CCS workshops?
- (A) She was astonished when a student who never talked, drew many comics.
  - (B) She was frustrated when drawing comics was harder than she expected.
  - (C) She was excited to see a new generation of cartoonists get started.
  - (D) She was worried about her niece overcoming struggles with dyslexia.
- 3 Based on the article, what is the MOST likely reason the author included the perspective of Vicki May?
- (A) to argue that the school is succeeding even while restricted to online classes due to COVID-19
  - (B) to demonstrate that students learn important drawing and promotion skills
  - (C) to elaborate on the statement that the school has revived White River Junction
  - (D) to support the claim that comics are a useful and adaptable educational tool
- 4 What is the author's purpose for writing this article?
- (A) to highlight how one college shows the growing power and popularity of comics
  - (B) to explain how Coco Fox's 14-year-old niece overcame struggles with dyslexia
  - (C) to describe the types of classes offered by a graphic arts college in Vermont
  - (D) to persuade the reader to consider a career as a cartoonist or visual artist

## Answer Key

- 1 Which of these MOST influenced Michelle Ollie and James Sturm to found CCS?
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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: 9-12**

**Lesson 14** – Word of the day: **modify** (pages 108-109)

**Instructions:** review and complete pages 108-109. If instructions say to work with a partner you may practice with someone that is home with you, otherwise you may complete the exercise independently.

**Language Objective:** Today I will practice reading the “word of the day” **modify** appropriately in a variety of contexts and complete response frames, reading my responses aloud after writing my answers.

**In this lesson, you will...**

Expanding:	determine the meaning of unknown and multiple meaning words and phrases using context clues.  demonstrate an understanding of word meanings and nuances in word meanings.
------------	---

**If you need help completing the lesson, review the following examples first...**

*Si necesitas ayuda para completar la lección, repasa primero los siguientes ejemplos...*

Emerging:	<b>modify – modificar/cambiar/alterar</b>  <b>The scientist had to <u>modify</u> his experiment.</b> <i>El científico tuvo que <u>modificar</u> su experimento.</i>  <b>The English teacher tried to teach the students how to <u>modify</u> verbs.</b> <i>El profesor de inglés intentaba enseñar a sus estudiantes cómo <u>modificar</u> los verbos.</i>
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**If you want to challenge yourself in completing the lesson, do this instead...**

Bridging:	I _____ the cake recipe by replacing sugar with _____.  You can _____ your jacket or backpack by adding _____ to reflect your personality.
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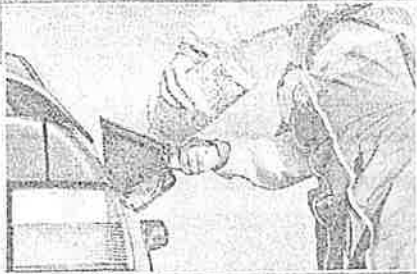
# modify

verb

**Say it:** mod • i • fy

**Write it:** \_\_\_\_\_

Academic Vocabulary Toolkit

Meaning	Example	
to change something in a small way  <i>Synonyms:</i> alter, change	Antonio <b>modified</b> his _____ so that it would run on used _____ oil.	

<i>Present:</i> I/You/We/They He/She/It	modify modifies	<ul style="list-style-type: none"> <li>• <i>Noun:</i> modification</li> <li>• <i>Adjective:</i> modified</li> </ul>
<i>Past:</i>	modified	

<ul style="list-style-type: none"> <li>• _____ (my/your/his/her/their/our) behavior</li> <li>• _____ the rules</li> </ul>	<p>Huan <b>modified his</b> behavior and is now more respectful to adults.</p> <p>The game was too difficult for five-year-olds, so they <b>modified the</b> rules slightly.</p>
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### 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.

- 1 Dog trainers can **modify** a dog's behavior by rewarding good behavior with \_\_\_\_\_.

- 2 Teachers sometimes **modify** their lesson plan to \_\_\_\_\_.

Writing Practice

**Write with a Partner** Work with your partner to complete the sentence using the correct form of **modify** and appropriate content.

I \_\_\_\_\_ my after-school routine by spending less time \_\_\_\_\_.

**Write on Your Own** Work independently to complete the sentence using the correct form of **modify** and appropriate content.

I like the new version of the game because they added new \_\_\_\_\_ and \_\_\_\_\_ the rules to make it \_\_\_\_\_ to win.

**Write on Your Own** Work independently to write two sentences. In your first sentence, use **modify** with a word partner. In your second sentence, use **modify** with the adverb of frequency *sometimes*.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

**Adverbs of frequency** tell how often something happens. They usually go before the main verb. He sometimes modifies his routine by driving instead of walking.

**Write a Paragraph** Complete the paragraph using the correct form of **modify** and original content.

Your parents, your teachers, and even the U.S. \_\_\_\_\_ want you to eat healthier food. Since kids tend to choose \_\_\_\_\_ food even when they have healthy choices, the government funded research on how to \_\_\_\_\_ kids' eating habits. The researchers found that kids change what they eat when school cafeterias \_\_\_\_\_ the way they display food. Putting the salad bar by the register and placing \_\_\_\_\_ milk behind regular milk were two ideas. Students also \_\_\_\_\_ their habits when the cafeteria displayed fruit in colorful bowls and accepted only cash for dessert items like \_\_\_\_\_. Perhaps small changes such as these will help students permanently \_\_\_\_\_ their eating habits.

# 53 Use Possessive Adjectives: *Our, Your, and Their*

A **possessive adjective** tells who owns or has something.

we → <b>our</b>	We play tennis. <b>Our</b> team is good.
you → <b>your</b>	Do you both play tennis? Are you both on <b>your</b> school team?
they → <b>their</b>	The players practice. They bring <b>their</b> tennis racquets.

## Try It

A. Write the correct word to complete each sentence.

- My brothers play tennis. Tennis is \_\_\_\_\_ favorite sport.  
they/their
- We play tennis every day. \_\_\_\_\_ goal is to get better.  
We/Our
- You both can play, too. Bring \_\_\_\_\_ racquets.  
your/you
- We practice \_\_\_\_\_ serves today.  
our/your
- Watch those players. \_\_\_\_\_ serves are good.  
Their/Our

B. Write a possessive adjective to complete each sentence.

- We have a tennis match today. We think \_\_\_\_\_ team is ready.
- The players on the other team are good. \_\_\_\_\_ team has not lost a match yet.
- "You all have done \_\_\_\_\_ best at practice," Coach Ruiz says.
- The other players are ready. They will try \_\_\_\_\_ hardest to win.
- We are ready, too. \_\_\_\_\_ goal is to win!

# 54 Use Possessive Adjectives

- A **possessive adjective** tells who owns or has something.

Jamal plays basketball. It is **his** favorite sport.

- Use the correct possessive adjective to show who owns something.

<b>Subject Pronouns</b>	I	you	he	she	it	we	they
<b>Possessive Adjectives</b>	my	your	his	her	its	our	their

## TRY IT

A. Complete each sentence. Write the correct possessive adjective.

- Jamal plays basketball in high school. \_\_\_\_\_ dream is to play in college, too.  
My/His
- Many basketball players are tall. \_\_\_\_\_ height helps them reach the basket.  
Their/Your
- Jamal is tall. He can touch the basket. He jumps up and hits \_\_\_\_\_ rim.  
their/its
- I play basketball, too. Jamal is on \_\_\_\_\_ team.  
my/her
- Both of us are good players. We help \_\_\_\_\_ team win.  
its/our

B. Write a possessive adjective to complete each sentence.

- Mom likes to watch me play basketball. She goes to all of \_\_\_\_\_ games.
- She cheers for all of us players. She claps when \_\_\_\_\_ shots go in.
- Mom is proud of me. She tells everyone that I am \_\_\_\_\_ son.
- "You played well tonight. \_\_\_\_\_ game was the best yet," Mom tells me.
- The players all like Mom. They say Mom is \_\_\_\_\_ biggest fan.

## READING Read a Literary Passage

In this task type, students read an informational passage. Students then answer six questions about the passage.

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

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**Read the story. Answer Numbers 11 through 16.**

- 1 As Jay walked toward the beach that beautiful morning, the sun sparkled across the blue water, and the sand already felt warm under his toes. There was a slight breeze, but even in shorts and a T-shirt, Jay didn't feel the least bit cold. Yet despite the gorgeous scenery and the perfect temperature, Jay couldn't help feeling a bit disappointed. After all, it was December, and as far as Jay was concerned, this was not how December should feel.
- 2 It had been over six months since Jay's family had relocated from their small mountain town in Colorado to this bustling beach community in southern California. It had been a time of adjustments: a new neighborhood, a new school, and new friends. Surprisingly, Jay had adapted far better than he would have expected. The one thing he had not been able to get used to was the seasons here. He still missed the mild spring, the hot summer, the crisp fall, and especially the cold winter of Colorado.
- 3 For Jay, winter had always been the perfect season. He enjoyed hearing boots crunch on fresh snow and drinking a mug of hot chocolate when it was freezing outside. Then, there was sledding, Jay's favorite winter activity. He'd eagerly climb to the top of the hill. Then, sitting on his wooden sled, he'd push off with his feet, flying downhill, steering with the rope, and grinning as he glided through the icy snow. Recently, his friends had been sending pictures of their sledding exploits. Jay couldn't help feeling jealous. Living in this mild climate just wasn't the same.
- 4 In an attempt to persuade Jay that beach life wasn't all bad, his friend Miguel invited Jay to his first surfing lesson. Miguel was already waiting, standing next to two large surfboards and wearing a wet suit.
- 5 "So, you miss the cold?" Miguel smiled, greeting Jay. "Well, around here, nothing compares to a surf in the Pacific." He tossed a wet suit at Jay. "Better put this on."
- 6 As Jay pulled on the wet suit, Miguel quickly went over some basic surfing techniques, clearly eager to get straight into the water. Jay scrambled after him.

- 7 The first time an ocean wave hit Jay, it completely took his breath away. By the time he was waist-deep, he could barely feel his toes. His cold fingers struggled to grip the surfboard as he pulled himself on top. As another wave crashed over him, he could hardly hear Miguel shouting directions to him. Paddling with his arms, he turned toward shore as a giant wave approached. Suddenly, he felt the surfboard being lifted by the wave, and he was flying toward the beach. He held on tight, forgetting Miguel's instructions about how to stand. Soon, Jay heard a crunch as his board hit the shore, and he slid off onto the sand.
- 8 Although it had been a short ride, Jay felt a rush of excitement. The biting cold, the sudden speed, the struggle for control; for a moment, it had felt a lot like sledding, but even better.
- 9 Then, Miguel was standing over him, looking amused.
- 10 "Hey are you okay?" he asked. "Anytime you want to stop, we can go back to my house and have a hot chocolate. It's the best way to warm up."
- 11 "No. I want to give it another try!" Jay sputtered, smiling. Maybe he could learn to like it here after all.
- 

**11** What is the story mainly about?

- A playing a team sport
  - B visiting an old friend
  - C adjusting to a new place
  - D learning to swim in the ocean
- 

**12** Which of the following is Jay's favorite thing about winter?

- A the cold temperature
- B the sound of the snow
- C drinking hot chocolate
- D sledding with his friends

---

13 What does exploits MOST LIKELY mean in paragraph 3?

- A slopes
- B trips
- C adventures
- D partners

---

14 What does went over MOST LIKELY mean as it is used in paragraph 6?

- A crossed
- B explained
- C passed by
- D read through

---

15 What is probably true about Jay's first surfing experience?

- A It was too cold for him.
- B It was too difficult for him.
- C It was just as he had expected it to be.
- D It was more enjoyable than sledding.

---

16 What is the BEST title for the story?

- A Going Home
- B A Surprising Day
- C The Best Vacation
- D Summers at the Beach





# Rural America lags on fast internet; now, small co-ops are building it

By Christian Science Monitor, adapted by Newsela staff on 05.19.20

Word Count **798**

Level **1120L**



Ashley Bullard (left) sits on the porch of her family's rural home in North Sandwich, New Hampshire, as her daughters Raven (center), a senior in high school, and Willow, a freshman at Brandeis University, try to complete their classwork from home on a limited internet connection amid the coronavirus pandemic, March 26, 2020. Photo: Charles Krupa/AP Photo

Winthrop, Minnesota, is a small farm town. When residents there grew tired of slow internet service, they asked the local internet provider for faster service. The company couldn't help.

Then, the residents went to the town government and asked that it install faster internet for the area. The local government declined the request.

So they did what rural Americans have been doing for more than 100 years: They started a cooperative and did it themselves. The co-op, called RS Fiber, has laid fiber-optic cable across their county and is providing fast internet service to about 2,400 customers. Fiber-optic cable can transmit internet over longer distances and at higher speeds. It's helping farmers monitor their fields, workers toil from home and local businesses find new opportunities.

"I realized that this is something we should have in our communities," said Dave Trebelhorn, a retired farmer who helped lead the effort. "We're connected to the world."

Despite gains in recent years, rural Americans continue to lag in internet access. According to a new report by the Federal Communications Commission, 78 percent of rural Americans have access to the internet, up from 45 percent in 2013 but still well below the nearly 99 percent in cities. Experts say the problem is worse than the numbers show.

The coronavirus emergency, which has pushed more Americans to do things from home, has only amplified the need.

Federal and state governments have been trying to help. The U.S. Department of Agriculture and Federal Communications Commission have been committing increasing sums of money to encourage the telecommunications industry to expand internet in rural areas.

### **"The Unsung Heroes"**

Many rural communities aren't waiting for the government to help. Rural cooperatives, some of them dating to the 1930s, are helping many rural areas close the digital divide between city and country, and they frequently do it with little outside help. Often, no other businesses are willing to build networks.

"Co-ops in my mind are the unsung heroes of broadband rural deployment," says Christopher Ali, a professor of media studies at the University of Virginia. "Co-ops are much more responsive to needs of their local communities."

Co-ops are private businesses owned by their customers and governed by directors chosen from among them, often local business leaders and economic development officials. They are familiar institutions in rural America, especially in the upper Midwest, where in the 19th century, farmers came together to establish cooperatives to better market their crops. President Franklin Roosevelt's New Deal project and rural electrification brought a wider blossoming of cooperatives across rural America in the 1930s, when hundreds of co-ops sprang up to deliver electricity. In the 1950s a new wave of cooperatives brought telephone service to rural areas.

Today, as then, co-ops step in when traditional market forces do not seem to work.

### **Fast Internet Is Essential In Rural Areas**

Pamela Lehmann lives in Boyd, Minnesota, where internet service was slow until she and others persuaded a Minnesota telephone cooperative to extend its internet service into their county. Lehmann, who was the county's economic development director, works from home, running a business.

"Without this technology," she says, "it would never be possible."

Businesses have benefited, too. Bartels Truck Line is a family-owned company in Winthrop and Allen Bartels, the company's president, says that fast internet has become essential for running the business.

"In the world of business today, if you don't have fiber in rural areas, you're obsolete," says Bartels. "You're a dinosaur. People don't want to work with dinosaurs."

### **Helping In Farm Fields As Well As Offices**

Outside the towns, high-speed internet is helping farmers practice "precision agriculture." They're using fast internet to map fields, share information with crop advisers and monitor crops.

RS Fiber stands out because it's one of the few cooperatives that have been formed specifically to provide internet service.

The co-op faced challenges. At first, it struggled to pay its loans. It could not get people signed up fast enough. However, the number of subscribers has been increasing, and the co-op is seeking new ways to serve the community. Recently, for example, it began offering 60 days of free internet service for low-income residents as a response to the COVID-19 epidemic.

"The goal is to make a sustainable business, to support the generations that come out here, and their internet needs," says Kelly Pierson, Winthrop's mayor.

Advocates say better internet access is essential to the vitality of rural communities – to creating jobs, attracting new families and increasing civic engagement.

"Access denied is opportunity denied," said Bernadine Joselyn, director of public policy at the Blandin Foundation, which has aided the co-op activity in Minnesota.

"If you don't have access to broadband and the ability to use it, you simply can't participate in the modern economy," Joselyn said.



## Quiz

- 1 Which characterization accurately describes BOTH Christopher Ali and Bernadine Joselyn?
- (A) They both directly benefit from the broadband provided by RS Fiber.
  - (B) They both support the expansion of broadband in rural communities.
  - (C) They are both able to work from home because of rural broadband.
  - (D) They are both responsible for Minnesota's broadband policy.

- 2 How are cooperatives different from other types of businesses?
- (A) They are formed and owned by their customers.
  - (B) They are mostly created to provide broadband.
  - (C) They were first developed in the last several years.
  - (D) They are created with the support of local governments.

- 3 Read the following paragraph from the section "The Unsung Heroes."

*Co-ops are private businesses owned by their customers and governed by directors chosen from among them, often local business leaders and economic development officials. They are familiar institutions in rural America, especially in the upper Midwest, where in the 19th century, farmers came together to establish cooperatives to better market their crops. President Franklin Roosevelt's New Deal project and rural electrification brought a wider blossoming of cooperatives across rural America in the 1930s, when hundreds of co-ops sprang up to deliver electricity. In the 1950s a new wave of cooperatives brought telephone service to rural areas.*

What is the MAIN reason why the author includes this paragraph in the article?

- (A) to suggest that modern cooperatives no longer provide electricity and telephone service
  - (B) to explain that the New Deal was responsible for the invention of rural cooperatives
  - (C) to show that most rural cooperatives have been in decline since the 1950s
  - (D) to provide a brief history on the development of cooperatives in the United States
- 4 Read the section "Helping In Farm Fields As Well As Offices."
- What is the MOST LIKELY reason for including information about RS Fiber's loans?
- (A) to suggest that RS Fiber will most likely go out of business
  - (B) to explain why RS Fiber needed to provide free internet service
  - (C) to acknowledge an obstacle that RS Fiber needed to overcome
  - (D) to emphasize how RS Fiber has benefited the local community

## Answer Key

- 1 Which characterization accurately describes BOTH Christopher Ali and Bernadine Joselyn?
- (A) They both directly benefit from the broadband provided by RS Fiber.
  - (B) They both support the expansion of broadband in rural communities.**
  - (C) They are both able to work from home because of rural broadband.
  - (D) They are both responsible for Minnesota's broadband policy.

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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: 9-12**

**Lesson 15** – Word of the day: **transition** (pages 192-193)

**Instructions:** review and complete pages 192-193. If instructions say to work with a partner you may practice with someone that is home with you, otherwise you may complete the exercise independently.

**Language Objective:** Today I will practice reading the “word of the day” **transition** appropriately in a variety of contexts and complete response frames, reading my responses aloud after writing my answers.

**In this lesson, you will...**

Expanding:	determine the meaning of unknown and multiple meaning words and phrases using context clues.  demonstrate an understanding of word meanings and nuances in word meanings.
------------	---

**If you need help completing the lesson, review the following examples first...**

*Si necesitas ayuda para completar la lección, repasa primero los siguientes ejemplos...*

Emerging:	<p><b>Transition – transición/convertirse en</b></p> <p><b>It can be difficult for teenagers to <u>transition</u> to adulthood.</b>  <i>A los adolescentes les puede resultar difícil <u>convertirse en</u> adultos.</i></p> <p><b>We want to have a smooth <u>transition</u> when the new owners take control of the company.</b>  <i>Queremos tener una <u>transición</u> sin problemas cuando los nuevos propietarios tomen el control de la empresa.</i></p>
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**If you want to challenge yourself in completing the lesson, do this instead...**

Bridging:	<p>In northern states, the _____ from summer to winter means _____.</p> <p>If you are making a _____ from a big house to a _____, you will probably need to get rid of some things.</p>
-----------	---





# transition

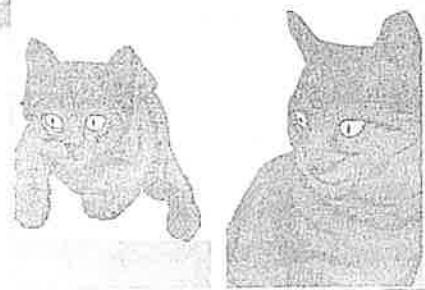
noun

**Say it:** tran • si • tion

**Write it:** \_\_\_\_\_

Academic Vocabulary Toolkit

Meaning	Example
a change from one thing to another  <i>Synonyms:</i> shift, switch	Over the course of a year, we watched Boots go through the <b>transition</b> from a _____ kitten to a _____ adult cat.



<ul style="list-style-type: none"> <li>• <i>Singular:</i> transition</li> <li>• <i>Plural:</i> transitions</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Verb:</i> transition</li> <li>• <i>Adjective:</i> transitional</li> </ul>
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<ul style="list-style-type: none"> <li>• difficult _____</li> <li>• period of _____</li> <li>• smooth _____</li> </ul>	<p>For the Kwan family, moving from Shanghai to Cincinnati was a <b>difficult transition</b>.</p> <p>There was a brief <b>period of transition</b> between the old and new governments.</p> <p>Colleges work hard to help students make a <b>smooth transition</b> from high school.</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.

- 1 Going through the **transition** from \_\_\_\_\_ to \_\_\_\_\_ can be challenging.
- 2 Using words like *at first*, *generally*, and \_\_\_\_\_ in your writing can help you make smooth **transitions** from one point to another.

Writing Practice

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

I see the teen years as a period of \_\_\_\_\_ between \_\_\_\_\_ and \_\_\_\_\_.

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

For some countries, the difficult \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_ can result in a war.

Work independently to write two sentences. In your first sentence, use **transition** in the *singular form*. In your second sentence, use **transition** in the *plural form*. Use a word partner in one of your sentences.

1 \_\_\_\_\_  
\_\_\_\_\_  
2 \_\_\_\_\_  
\_\_\_\_\_

An adjective usually comes before the noun it describes.  
a difficult transition  
healthy meals

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

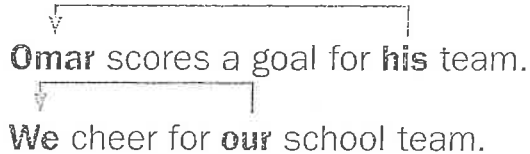
Do you forget your dreams as soon as you wake up? It's easy to forget dreams during that hazy period of \_\_\_\_\_<sup>1</sup> between sleep and wakefulness. However, if you keep a \_\_\_\_\_<sup>2</sup> next to your bed, you can record everything that you remember as soon as you \_\_\_\_\_<sup>3</sup>. Then you can try to analyze your dreams. When you \_\_\_\_\_<sup>4</sup> a dream, you try to figure out what the dream means. Dreams can reflect what a person is going through in real life. If you are going through a difficult \_\_\_\_\_<sup>5</sup> in life, you might dream of going over a bridge or waiting at a train station. Dreaming that you are being chased by \_\_\_\_\_<sup>6</sup> may mean that you are under a lot of \_\_\_\_\_<sup>7</sup> in real life.

# Use Possessive Adjectives

A **possessive adjective** tells who someone or something belongs to.

I → my	I have a dream. <b>My</b> dream is to be a doctor.
you → your	Do <b>you</b> have a dream? What is <b>your</b> dream?
he → his	Omar plays soccer. <b>He</b> is the captain of <b>his</b> team.
she → her	Allison writes. <b>She</b> works for <b>her</b> town newspaper.
it → its	<b>It</b> is a good newspaper. <b>Its</b> stories are interesting.
we → our	<b>We</b> all have <b>our</b> own dreams.
you → your	Will <b>you</b> two share <b>your</b> dreams with the class?
they → their	<b>They</b> hope <b>their</b> dreams come true.

Match the possessive adjective to the noun or pronoun it goes with.



## Try It

A. Complete each sentence. Write the correct word.

- I want \_\_\_\_\_ dream to become a doctor to come true.  
my/I
- Mrs. Berg teaches science. I am in \_\_\_\_\_ class.  
she/her
- We all work hard on \_\_\_\_\_ science labs.  
we/our
- Dr. Berg comes in to talk about \_\_\_\_\_ job.  
he/his
- Doctors know that \_\_\_\_\_ jobs are important.  
their/they



## 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

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Read the text. Answer Numbers 17 through 21.

### Julia Morgan



- 1 Julia Morgan was born in 1872 and grew up in Oakland, California. At a time when it was uncommon for women to pursue higher education and full-time careers, she became one of the most successful and well-known architects in the United States.
- 2 As a child and teenager, Morgan spent most of her time in California, but she also made several trips to New York to visit her extended family. She became close with an older cousin and her cousin's husband, Pierre LeBrun, who was an architect in New York City. Sensing Morgan's fascination with engineering and design, LeBrun and his wife encouraged Morgan to continue her education. While most young women her age were planning large parties to celebrate their entrance into society, Morgan asked her parents if she could attend college instead. Impressed with their daughter's ambition, they agreed, and Morgan enrolled at the University of California in Berkeley to study civil engineering.
- 3 Morgan was the only woman in her engineering program, and she excelled in her classes. She dreamed of a career in architecture and decided to apply to the Paris School of Fine Arts to continue her studies. Though it took her several years to gain acceptance to this competitive school, she never stopped trying. She was eventually admitted and quickly became successful at the institution. In fact, she graduated with her architecture degree in three years instead of the usual five.

- 4 Morgan then returned home to California and began her career as an architect in a large design firm. Among her many well-known clients was newspaper publisher William Randolph Hearst. He hired Morgan to design several buildings, including his largest estate, Hearst Castle. During these years, Morgan developed her signature architectural style. She designed buildings using a variety of historic techniques while ensuring that they remained true to their Californian roots. She loved using redwood from Northern California and incorporating local pottery and ceramics into her designs.
- 5 Working for Hearst helped Morgan make a name for herself, and she soon had enough clients to open her own architectural practice. Her services were in high demand following the San Francisco earthquake of 1906. Thanks to her training as an engineer, Morgan understood how to construct buildings that could resist forceful movement in the event of another earthquake. She provided her services to many wealthy clients during these years.
- 6 But the projects dearest to Morgan's heart were those that promoted the education of women. She designed a series of buildings for the YWCA, an organization that provided classes and gathering spaces for young women. She also oversaw the master plan of Mills College, a women's college outside of her hometown of Oakland, and contributed six buildings to its campus.

---

**17** Which sentence BEST states the main idea of the text?

- A Although it was unusual for the time, Julia Morgan attended a university and then became a successful architect.
- B Julia Morgan began her career in a large design firm and had many well-known clients.
- C Julia Morgan's early journeys to New York and Paris helped her develop a lifelong love of travel.
- D Through her work with the YWCA, Julia Morgan showed her commitment to the education of young women.

---

**18** Why does the author write, “In fact, she graduated with her architecture degree in three years instead of the usual five” in paragraph 3?

- A to give an example of how quickly Morgan could design buildings
- B to help explain why people wanted to hire Morgan as an architect
- C to support the statement that Morgan was a strong student
- D to help illustrate Morgan’s desire to return to California

---

**19** What does the word “they” refer to in paragraph 4?

- A years
- B buildings
- C techniques
- D roots

---

**20** What phrase is closest in meaning to make a name for herself in paragraph 5?

- A grow closer to her family
- B focus on her strengths
- C explore new interests
- D become well known

---

**21** Why does the author begin paragraph 6 with the word “But”?

- A to build suspense around an important moment in Morgan’s career
- B to show how people’s views of Morgan’s work have changed over time
- C to contrast two areas of Morgan’s architectural work
- D to introduce an unexpected effect of one of Morgan’s projects





# World's biggest hornets, with a sting that can kill, land in United States

By Associated Press, adapted by Newsela staff on 05.15.20

Word Count **561**

Level **1020L**



Image 1. A giant hornet from Japan is displayed at the Washington State Department of Agriculture on May 4, 2020, in Olympia, Washington. The insect, which has been found in Washington state, is the world's largest hornet and has been dubbed the "murder hornet" because of its appetite for honey bees, and a sting that can be fatal to some people. Photo: Ted S. Warren/AP Photo

The world's largest hornet is 2 inches long. It normally lives in Asia, but it has recently been found in the United States. These hornets have an appetite for honey bees, and scientists are making plans to get rid of them.

The insect's sting is powerful and can even be deadly to some people, but this is very rare.

"They're like something out of a monster cartoon with this huge yellow-orange face," said Susan Cobey, who is a bee breeder at Washington State University.

Scientists do not know how or where the hornets arrived in North America. Their usual homes are the forests and mountains of eastern and southeast Asia where they feed on large insects, including wasps and bees.

"It's a shockingly large hornet," said Todd Murray, who is an entomologist, or scientist who studies insects. "It's a health hazard, and more importantly, a significant predator of honey bees."

### **Sting Can Kill Humans**

People spotted the hornet for the first time in the U.S. in December 2019. The state Department of Agriculture verified two reports near Blaine, Washington, close to the Canadian border.

The hornet can sting through most beekeeper suits. Their stings contain a powerful poison that affects a person's nervous system, which includes the brain and spinal cord. The hornets deliver nearly seven times the amount of venom as a honey bee and sting multiple times. This can kill humans. The Department of Agriculture ordered special reinforced beekeeper suits from China.



### **Active In Summer And Fall**

The hornet's life cycle begins in April when the queen emerges from hibernation. This is when an animal spends the winter in an inactive state. The queen is the hornet that is the mother to most of the hornets in the hive.

The hornets feed on plant sap and fruit. They look for underground dens to build their nests. The hornets are most destructive in the late summer and early fall. They can attack honey bee hives, killing adult bees and devouring younger ones.

This is a problem, because farmers depend on honey bees to pollinate many important northwest crops such as apples, blueberries and cherries. Bees move pollen from one plant to another to help plants reproduce. This is very important for keeping crops healthy. But with the threat from the giant hornets, beekeepers might not want to bring their hives to the northwest.

### **Invasive Species**

The hornets are an invasive species, which is a nonnative species that harms an environment. They can dramatically change crop conditions.

Murray says now is the time to deal with the predators. The hope is to eliminate, or eradicate, the hornets from North America as soon as possible.

"We need to teach people how to recognize and identify this hornet while populations are small, so that we can eradicate it while we still have a chance," he said.

Scientists will begin trapping hornet queens this spring in Washington. Hunting the hornets is no job for ordinary people.

"Don't try to take them out yourself if you see them," Murray said. "If you get into them, run away, then call us!"

## Quiz

- 1 Which answer choice describes two CENTRAL ideas of the article?
- (A) Scientists are studying a large hornet recently found near Canada. They hope to teach people how to recognize the hornet while populations are small.
  - (B) Scientists are studying a large hornet recently found near Canada. The hornets can be destructive to bees and plants in the late summer and early fall.
  - (C) The world's largest hornet has recently been found in the United States. Their usual homes are the forests and mountains of eastern and southeast Asia.
  - (D) The world's largest hornet has recently been found in the United States. Scientists are working to get rid of the hornets because they kill pollinating bees.
- 2 Which statement would be MOST important to include in a summary of the article?
- (A) An invasive species is a nonnative species that harms the plants or animals in an environment.
  - (B) Honey bees pollinate many important northwest crops such as blueberries and cherries.
  - (C) People should stay away from the hornets because their venom is toxic enough to kill humans.
  - (D) Scientists do not know how or where the hornets first arrived in North America from Asia.
- 3 WHY are scientists focused on trapping hornet queens?
- (A) The queen is the mother to most of the hornets in the hive, so removing queens would prevent new nests.
  - (B) The queen is the hive leader and gathers plant sap and fruit, which damages apple and blueberry crops.
  - (C) The queen is the hornet responsible for attacking honey bee hives, killing adult bees and eating younger ones.
  - (D) The queen is the most venomous of the hornets, making her the one most dangerous to human beings.
- 4 According to the article, WHY did the Department of Agriculture order special beekeeper suits from China?
- (A) because the hornets have only been seen in China until now
  - (B) because the hornets can sting through regular beekeeper suits
  - (C) because the hornets are most destructive in late summer
  - (D) because the hornets can be hard for beekeepers to see

## Answer Key

- 1 Which answer choice describes two CENTRAL ideas of the article?
- (A) Scientists are studying a large hornet recently found near Canada. They hope to teach people how to recognize the hornet while populations are small.
  - (B) Scientists are studying a large hornet recently found near Canada. The hornets can be destructive to bees and plants in the late summer and early fall.
  - (C) The world's largest hornet has recently been found in the United States. Their usual homes are the forests and mountains of eastern and southeast Asia.
  - (D) **The world's largest hornet has recently been found in the United States. Scientists are working to get rid of the hornets because they kill pollinating bees.**
- 2 Which statement would be MOST important to include in a summary of the article?
- (A) An invasive species is a nonnative species that harms the plants or animals in an environment.
  - (B) Honey bees pollinate many important northwest crops such as blueberries and cherries.
  - (C) **People should stay away from the hornets because their venom is toxic enough to kill humans.**
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- (A) **The queen is the mother to most of the hornets in the hive, so removing queens would prevent new nests.**
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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: 9-12**

**Lesson 16** – Word of the day: **pattern** (pages 128-129)

**Instructions:** review and complete pages 128-129. If instructions say to work with a partner you may practice with someone that is home with you, otherwise you may complete the exercise independently.

**Language Objective:** Today I will practice reading the “word of the day” **pattern** appropriately in a variety of contexts and complete response frames, reading my responses aloud after writing my answers.

**In this lesson, you will...**

Expanding:	<p>determine the meaning of unknown and multiple meaning words and phrases using context clues.</p> <p>demonstrate an understanding of word meanings and nuances in word meanings.</p>
------------	--

**If you need help completing the lesson, review the following examples first...**

*Si necesitas ayuda para completar la lección, repasa primero los siguientes ejemplos...*

Emerging:	<p><b>pattern</b> – <i>patrón, estampado</i></p> <p><b>This design has a <u>pattern</u> based on fashion from Paris.</b>  <i>Este diseño tiene un <u>patrón</u> basado en la moda de Paris.</i></p> <p><b>Do you like the <u>pattern</u> on my shirt?</b>  <i>¿Te gusta el <u>estampado</u> de mi camisa?</i></p>
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**If you want to challenge yourself in completing the lesson, do this instead...**

Bridging:	<p>I enjoy my usual Sunday _____ of sleeping late followed by _____.</p> <p>Computer search engines can track your online search _____ and target ads that match your _____.</p>
-----------	--



# pattern

noun

**Say it:** pat • tern

**Write it:** \_\_\_\_\_

Academic Vocabulary Toolkit

### Meanings

### Examples

1. a design of regular shapes, lines, or colors

1. Mike and May couldn't agree on a pattern for the \_\_\_\_\_.



2. a repeated set of events, characteristics, or features

2. January 1 is a good time to \_\_\_\_\_ your usual patterns of \_\_\_\_\_.

1. Eat more vegetables
2. Study harder
3. Practice piano
4. Be nicer to brothers

- *Singular:* pattern
- *Plural:* patterns

- *Verb:* pattern
- *Adjective:* patterned

• follow a \_\_\_\_\_

Every school year, Najan's actions **follow a pattern**; at first, he does very well, but by the second week of school, he starts clowning around.

• \_\_\_\_\_ of behavior

Frequent lying is a **pattern of behavior** that worries me.

## 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.

❶ Many bathing suits have colorful **patterns**, such as \_\_\_\_\_.

❷ The artist used a **pattern** of \_\_\_\_\_ and \_\_\_\_\_ in her painting.

❸ Academic essays usually follow a **pattern**; they begin with an \_\_\_\_\_ and end with a conclusion.

❹ Most \_\_\_\_\_ follow similar **patterns**.

Writing Practice

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

\_\_\_\_\_ usually have predictable \_\_\_\_\_ of behavior.

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

My morning routine usually follows the same \_\_\_\_\_ every school day; first I \_\_\_\_\_ and then I \_\_\_\_\_.

**Work independently** to write two sentences using Meaning 2. In your first sentence, use **pattern** in the *singular form* and include a word partner. In your second sentence, use **pattern** in the *plural form*.

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

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

Every child is unique, but most babies follow a \_\_\_\_\_<sup>1</sup> pattern of development. New parents need to understand the \_\_\_\_\_<sup>2</sup> and physical growth \_\_\_\_\_<sup>3</sup> of babies. During their first two years of life, babies grow rapidly. As they grow, their \_\_\_\_\_<sup>4</sup> skills improve. They first learn to sit up, then crawl, and then stand up; then, sometime between 11 and 18 months, most children will start to \_\_\_\_\_<sup>5</sup>. At the same time that they are growing physically, children are also \_\_\_\_\_<sup>6</sup> emotionally. From their parents, they are learning how to trust and to how to show \_\_\_\_\_<sup>7</sup>. Although they are still tiny, children are developing \_\_\_\_\_<sup>8</sup> of behavior that they will carry with them for the rest of their lives.

Count nouns name things that can be counted. Count nouns have two forms, singular and plural. To make most count nouns plural, add -s.  
Patterns of behavior can be hard to change.  
He likes board games.



# Use Adjectives Before Nouns

**Remember:** Adjectives are words that describe people, places, or things.

- **Adjectives** describe in many ways.

How something looks	green, golden, round, tall, tiny, long
How something sounds	noisy, loud, squeaky, quiet, musical, shrill
How something feels	smooth, sharp, rough, chilly, itchy, hot
How something tastes	delicious, salty, sweet, bitter, minty, sour
How many there are	one, five, twenty, few, some, many

- An **adjective** often comes before the **noun** it describes.  
I see **many delicious foods** in the lunchroom.

## TRY IT

A. Complete each sentence. Write an adjective from the box.

hot	spicy	two
-----	-------	-----

1. Pedro eats a \_\_\_\_\_ mix of chicken and beans.
2. He also has \_\_\_\_\_ rolls today. He gives me one!
3. I have some \_\_\_\_\_ soup. I need to wait till it cools.

B. Complete each sentence. Write an adjective and a noun from the box.

4. Tanisha opens a \_\_\_\_\_.
5. She gives us each a handful of \_\_\_\_\_.
6. "These make a \_\_\_\_\_.  
They are vegetables!"

Adjectives	Nouns
yummy	bag
crunchy	snack
large	chips

# Use Adjectives That Compare

**Remember:** You can use an adjective to make a comparison.

- Use an adjective to compare two people, places, or things. Add **-er** to a short adjective. Use **more** before a long adjective. Never use **-er** and **more** together.

My neighborhood is **older** than your neighborhood.

It is **more historic** than your neighborhood, too.

- Use an adjective to compare three or more people, places, or things. Add **-est** to a short adjective. Use **most** before a long adjective. Never use **-est** and **most** together.

I live in the **oldest** neighborhood in the city.

It is in the **most historic** part of town.

## TRY IT

**A. Complete each sentence. Write the correct adjective.**

- Dad works in the \_\_\_\_\_ building in the city.  
most tallest / tallest
- His job seems \_\_\_\_\_ than before.  
harder / more harder
- He enjoys this \_\_\_\_\_ and bigger office, though.  
newer / newest
- I think big cities are the \_\_\_\_\_ places to live and work.  
more wonderful / most wonderful
- Of course, I live in the \_\_\_\_\_ city anywhere!  
glorousest / most glorious

**B. Complete each sentence. Use the adjective in parentheses. Make the adjective compare.**

- Maria lives in a \_\_\_\_\_ town than mine. (small)
- She calls it the \_\_\_\_\_ place around. (beautiful)
- The people are \_\_\_\_\_ than the people I know. (cheerful)
- The streets are \_\_\_\_\_ in her town, too. (quiet)
- Maria says, "It is the \_\_\_\_\_ place to live of all." (pleasant)

## 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

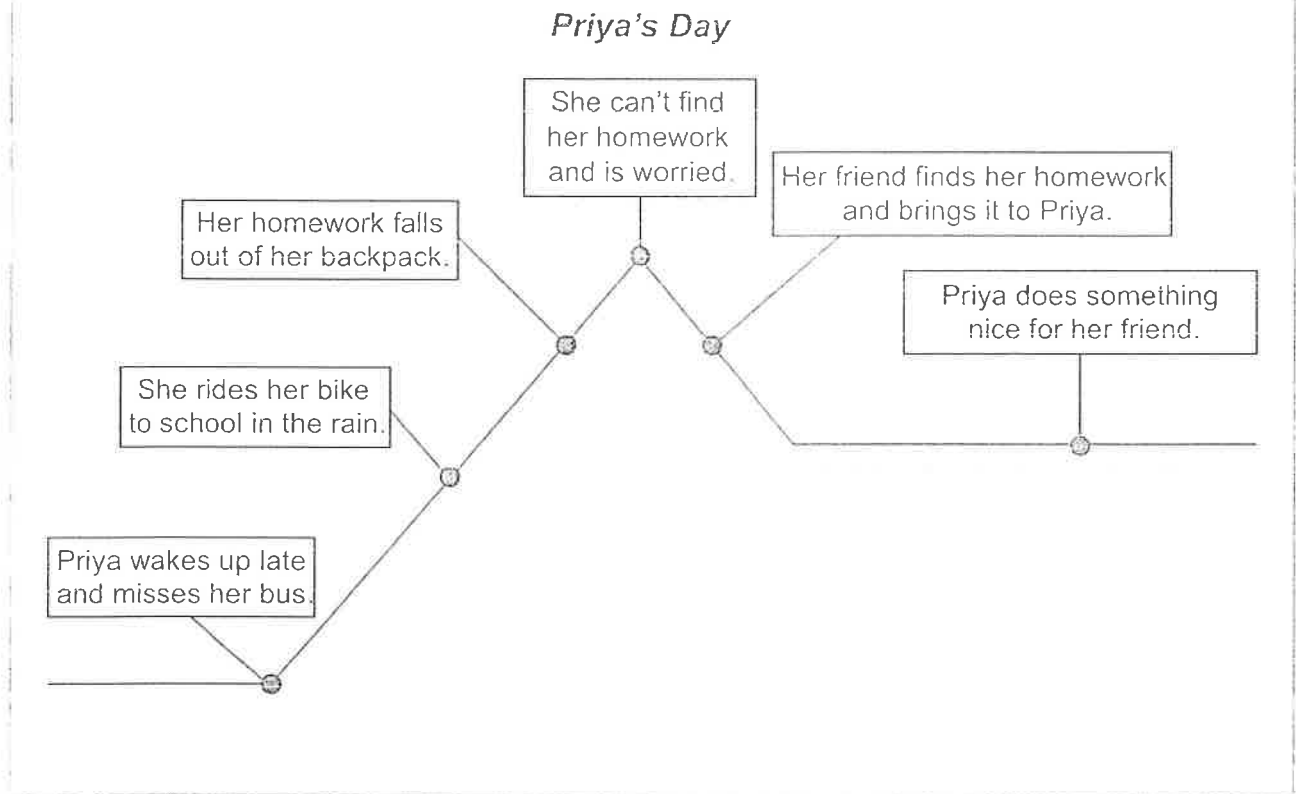
### Rubric, Question 6

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

### Rubric, Question 7

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

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.



# When the friend who has your back is a horse

By Christian Science Monitor, adapted by Newsela staff on 05.12.20

Word Count **918**

Level **1050L**



Image 1. Mark Floyd rides Ranger at Dream Catchers, a therapeutic horseback riding center in James City County, Virginia, during a lesson on February 10, 2020. Advocates say horses provide a unique mixture of patience, honesty and camaraderie to riders. Photo: Noah Robertson/Christian Science Monitor

Kristie Stokes sits high and proud on the back of a 1,000-pound horse named Melody. Stokes holds the reins and follows a course set by her instructor, who offers instructions and encouragement. Melody walks on and Stokes talks to Melody.

"She's a sweetheart," says Stokes. "And she listens to me."

Stokes, who has special needs, sees Melody each week at Dream Catchers, a therapeutic horseback riding center in James City County, Virginia. The ranch specializes in helping people through riding. It is structured around programs for speech therapy and mental health. For the last three years, Stokes visited the 22-acre ranch for the physical and mental benefits of horsemanship. Experts say those benefits come out of trust that is built between horse and rider.

Dream Catchers is one of a growing number of therapeutic riding centers across the country. Therapeutic means that the center is focused on healing and treating conditions. The center has

served more than 800 participants since its founding in 1993 and it offers a mix of patience, honesty and camaraderie that advocates say only a horse can provide.

Cher Smith is the communications coordinator for the Professional Association of Therapeutic Horsemanship International. She says the relationship between a person and a horse can empower, teach, build trust with and help heal participants.

"When you come to that animal with all of your junk, with all of your past issues, with who you are physically, that horse doesn't care," says Smith. "What he cares about is, can I trust you?"

### **A Beginning With Nurses**

Dream Catchers began at the Cumberland Children's Hospital in New Kent County, Virginia. A group of nurses who realized the healing value of working with horses started the program. It moved to the Cori Sikich Therapeutic Riding Center in 2004.

The ranch is a collection of barns, fences and pastures. It has a full staff and almost 300 volunteers. Around 80 to 100 participants visit each week, says Executive Director Janet Mayberry.

The program's 15 horses and two therapy dogs all required careful selection, says Mayberry. Not every horse can be a therapy horse. It takes the right mix of personality and physical features – a blend of patience, sensitivity and steadiness.

When Rhonda Hamlin, a mental health expert, works with new clients, she says she first takes them to the pasture and lets them watch the animals. Often, she says, a horse will come near, greeting a participant's outreached hand near its nose – a "horse handshake." Somehow, she says, horse and rider choose each other.

Dream Catchers has breeds ranging from miniature horses to medium-sized Welsh ponies to large draft horses like Melody. A physical connection matters because a horse's walk resembles a human's, says Mayberry. That resemblance helps a participant build core strength and improve posture.

Once a rider finds his or her horse, it's all about growing their relationship.

### **Courses With Cones And Poles**

Stokes takes Melody around the barn, weaving through cones and stepping over poles. A trainer guides the riders over a loudspeaker, while volunteers walk with the riders for safety. Melody responds to Stokes' commands.

Instructor Samantha Bannock says the courses may look like a simple arrangement of cones and poles, but they're more than a pony ride. Trainers can quickly adjust based on a rider's needs, changing the speed, position on the horse or maneuvers. Progress isn't always quick, she says, but instructors can push participants to build their confidence and trust over time.





"They [horses] can pick up or perceive a person's feelings or emotions even before the person themselves kind of acknowledges [them]," says Hamlin. "So in a very rudimentary sense, I can use them as a barometer and know immediately what's happening with a [participant] just by watching what the horse does."

Horses are prey animals, which means they're extremely sensitive to their environment. That enhanced perception also requires participants to be honest, says Hamlin. If a rider presents himself or herself one way but is feeling another, the horse will stay away.

### **In The Present**

Unlike a human, who may hold a grudge, horses remain in the present, says Hamlin. That quality allows riders to feel accepted more easily by horses than by humans, she says. Whenever participants make a mistake, she reminds them that the horses will always be willing to start over.

The same attitude is required of riders. Before Stokes came to Dream Catchers, her mother, Karen, says she rode at a different program. Several years ago Kristie fell from a horse and seriously injured her knee, says Karen. However, when Kristie came to Dream Catchers, she didn't hesitate to keep riding, her mother says.

"It's not an easy thing to get up on that horse and ride. It can be terrifying," says Mayberry. "So it requires trust in the people that you're working with and strength of character."

Karen Stokes says she sees the change in her daughter when they come to the ranch. Kristie smiles more, talks more and parades around her confidence.

According to Karen, Kristie "engages with the horse. She talks to this horse. They have such a great relationship. She's in control of the situation."



## Quiz

- 1 Which of the following MOST influences whether a horse can become a therapy horse?
- (A) the horse's traits of patience and steadiness
  - (B) the horse's physical size in relation to its rider
  - (C) the horse's previous training at other programs
  - (D) the horse's ability to get along with dogs and people
- 2 According to the article, WHY must riders be honest with their horses?
- (A) Horses are nervous animals by nature and will have a hard time remaining in the present moment.
  - (B) Horses can get scared of riders who are dishonest and will cause the riders to fall and get injured.
  - (C) Horses are sensitive to their environment and will stay away from people who misrepresent themselves.
  - (D) Horses can tell how riders are feeling from their posture and will hold a grudge against people who lie.
- 3 Read the Introduction [paragraphs 1-6].  
HOW does the introduction develop the main idea?
- (A) It outlines the experience of riding at Dream Catchers to compare it with other therapeutic riding centers.
  - (B) It highlights the experience of Kristie Stokes to describe the goals and benefits of therapeutic riding centers.
  - (C) It emphasizes information about how many participants who visited Dream Catchers and their perspectives.
  - (D) It provides information about what caused Cher Smith to start working with horses and how this affects her.
- 4 What is one reason why the author includes information about a "horse handshake"?
- (A) to emphasize the importance of the relationship established between horse and rider
  - (B) to elaborate on the horse's control over who it will allow to ride it during training
  - (C) to illustrate the comparison between a horse's way of walking and a human's posture
  - (D) to introduce the ability of trainers to adjust a horse's speed or maneuvers to a rider's needs

## Answer Key

- 1 Which of the following MOST influences whether a horse can become a therapy horse?
- (A) **the horse's traits of patience and steadiness**
  - (B) the horse's physical size in relation to its rider
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Compton Unified School District

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