

**Week One**

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**8<sup>th</sup> Grade**

**Desoto County  
Schools**

# Distance Learning

You are living through an unprecedented moment in history—right now! Today, tomorrow, and the days that follow will be captured in history books. Someday, you will share stories with your children and grandchildren about living through this time. Because these days are historical, it is critical that we not let these events pass without capturing how they affect you, your family, your school, and your community.

Since you will be “schooling” from home, I will describe here the **daily** assigned work to be done outside the classroom. Here are your daily writing and reading requirements:

## Daily Writing:

**You will be asked to write a page (or more) a day**, capturing your thoughts, questions, comments, and concerns about the events that are unfolding. I want you to capture this history—your history—any way you’d like. Below are some suggestions for your daily writing. Feel free to generate your own thinking.

Some possibilities for daily writing:

- Capture how this virus has disrupted your school year—including sporting events, concerts, assemblies, dances.
- Discuss how your daily life has been disrupted.
- Share the effect it has had on your friends and family.
- You might write reviews of movies, television shows, podcasts, video games to share with your classmates.
- Discuss the situation with a friend or relative and write about this discussion.
- Respond to any seed about the crisis you find interesting. A “seed” can be an article, a TV broadcast, a Tedtalk, a tweet, a photograph, a podcast, a film, an Instagram (or another online) post, a TikTok video, a political cartoon—anything that spurs some thinking about the crisis. As the crisis unfolds, you will be able to easily find new seeds that encourage reflection. This story changes every day. Find seeds worthy of writing and thinking about. Write across genres: poetry, dialogue (just capture a conversation between people), description, etc. Zoom in on a moment you experience; discuss songs that capture these events for you. Find and respond to charts and graphs worth thinking about.
- Think about drawing or sketching your ideas and writing from those.

Again, be creative as you decide how best to chronicle your thinking. What is the best way to capture this historical moment? You decide. Be creative!

Take risks. Be honest. Try to create writing that you will be interested in re-reading years from now. Chronicle your thinking as we navigate these uncertain times.

## Daily Reading:

Find a book to read. Any book that interests you. Your choice. You are asked to read this book for 30 or more minutes every school day. If a book is not available, any kind of reading will count. This includes newspapers, magazines, etc. **You are asked to time your reading every day** and to track the time you spend reading on a self-made chart. The chart you create can be hand-written or created digitally, and it might look like this example:

Date	Book	Pages read	Time spent reading
3/18	<i>The Hate U Give</i>	22-48	35 minutes
3/19	<i>The Hate U Give</i>	48-68	30 minutes
3/20	<i>The Hate U Give</i>	68-90	40 minutes
3/23			
3/24			
3/25			

The goal here is 30 minutes a day of sustained, uninterrupted reading. I know that may be difficult for some of you, as you may face interruptions at home, but it is critical that you do your best to find uninterrupted reading time as a means to building your stamina.

## Daily Lessons:

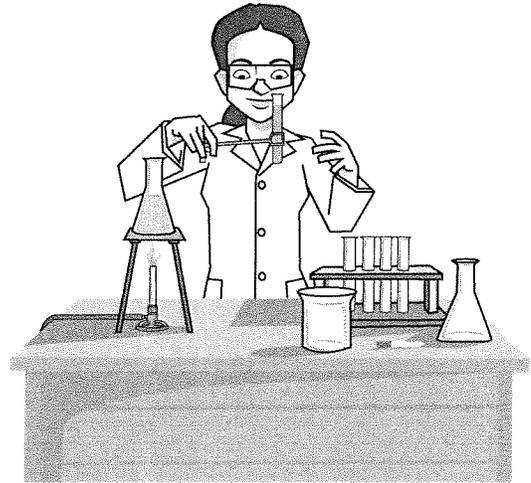
The included materials provide instruction for 5 days of work.

Each lesson should be completed in one day, including one day for vocabulary work. Follow the directions provided for each section of the lesson.

# Unit 1

## Key Ideas and Details in Informational Text

Imagine you are in a scientist's laboratory. You see flasks of bubbling liquids, test tubes, and rubber tubing. The scientist is analyzing a substance by boiling it down to identify its parts. This will help her understand important ideas about the substance and how it can be used. How is a reader like a scientist? A reader also analyzes a text, breaking it down to identify important **details**. Then, like scientists, readers examine those details carefully to see how they are used to develop the **key ideas** in the text. Sometimes those details provide all the information you need. At other times, though, readers must use those details to make inferences, or figure out what the author really means.

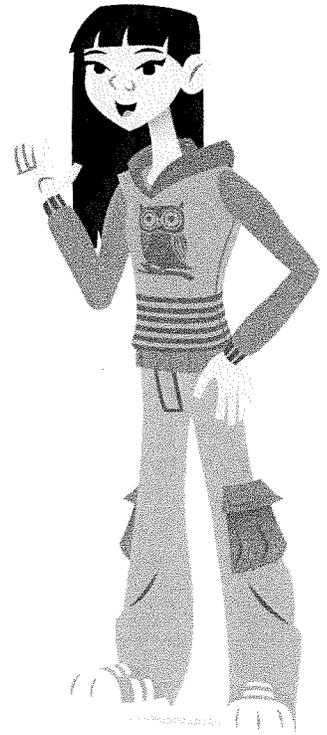


In this unit, you will learn how to read closely and discover how the author uses evidence, or details, to support the central idea of an informational text. You will also use the details to summarize the text. You will read about important people, events, and ideas and learn how the author makes connections or shows differences among them in a text. Put on your lab coats as you fill your test tubes with city adventures, the history of language, mysterious lights, international foods, and technological wizardry. Don't forget your goggles!

**✓ Self Check** Fill out the Self Check on the next page. ►

# Unit 1 Key Ideas and Details in Informational Text continued

Before starting this unit, check off the skills you know below. As you complete each lesson, see how many more you can check off!



## ✓ Self Check

### I know how to:

find the central idea of the text and explain how supporting ideas are used to develop it.

Before  
this unit

After  
this unit

give a brief summary of a text without personal opinions.

cite the evidence, or details, that support inferences about a text.

analyze how a text uses comparisons and analogies to show connections between ideas.

analyze how a text uses categories to show connections.

Lesson 1 Part 1: Introduction 

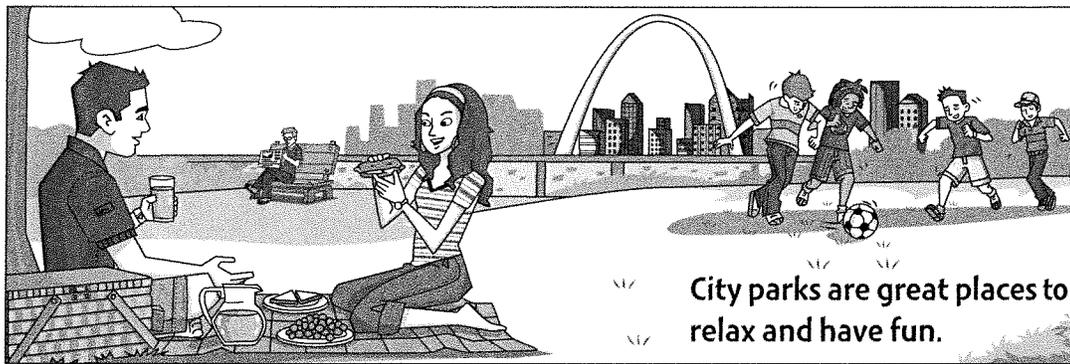
# Analyzing the Development of a Central Idea

**MS CCRS RI.8.2:** Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Theme: *American Cities*

“Get to the point!” When people you’re talking with tell you to “get to the point,” they want you to state your **central idea** as clearly and precisely as you can. A central idea is more than just a topic. In the picture below, the topic is “city parks.” But what is the artist communicating about city parks? The central idea is what the author has to say about the topic.

**Study the picture and read the caption. What is the artist communicating about city parks?**



**Circle details in the picture that support the central idea stated in the caption.**

It’s not enough to state a central idea and leave it at that. An author must develop the central idea by giving you specific **supporting details**. Supporting details answer questions such as “How do you know?” or “Why is this so?”

**Use the details you circled in the picture to help you fill in the chart below.**

Central Idea		
City parks are great places to relax and have fun.		
Supporting Detail	Supporting Detail	Supporting Detail
A man is reading the newspaper.	People are having a picnic.	

When you read longer texts, think about the main point the author is trying to make. Note when the central idea emerges, or is revealed, and how it is shaped by specific details over the course of the text. Remember, though, that sometimes a central idea is implied rather than explicit or obvious.



Read the first two paragraphs of the historical account about the city of San Antonio.

Genre: Historical Account

## San Antonio's Remarkable History *by Adam Scott*

San Antonio is currently the seventh-largest city in the United States, but not many know the remarkable history behind this modern-day metropolis. In 1691, a group of Spanish explorers happened upon a river and a Native American settlement in what is now the state of Texas. They named both "San Antonio" because it was June 13, the feast day of Saint Anthony. Soon, the river became home to a fort, a Catholic mission, and a community, all of which they called San Antonio de los Llanos.

For the next 100 years, San Antonio was mostly under Spanish control. In the early 1800s, the Spanish turned the old mission into a fort called the Alamo. Texans took control of the fort in 1835. Shortly after, General Santa Anna arrived with an army 2,000 strong. Fewer than 200 soldiers and volunteers gathered in the Alamo, but they held off the Mexican army for 13 days. On March 2, 1836, Texas declared its independence from Mexico, and on December 28, 1845, became a U.S. state.

*(continued)*

**Explore how to answer these questions:** *"What is the central idea? How does the author use specific details to shape and refine the central idea?"*

The topic of the account is San Antonio. But what is the author saying about San Antonio? To help you figure out the central idea, circle important details about San Antonio in the account.

**Based on the supporting details, what central idea is the author communicating about San Antonio?**

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**What specific details does the author use to shape and refine this central idea?**

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**Signal words such as *like, now, soon, and for the next 100 years* help you see how the supporting details are connected. So, how are the details connected, or related, to each other?**

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Continue reading about San Antonio. Use the Close Reading and the Hint to help you answer the question.

### Close Reading

What is the central idea of the final paragraph?

**Underline** specific details that support that idea.

Remember that a single sentence might contain more than one detail.

*(continued from page 4)*

San Antonio prospered after the Civil War, and in 1877, the first railway reached the town. By 1900, five railways served San Antonio, then the largest city in Texas with 50,000 people.

Today, San Antonio thrives. It is home to five military bases, more than one million people, and Market Square, the largest Mexican marketplace outside of Mexico. San Antonio is a lively city with a rich and memorable history.

### Hint

Which choice summarizes all of the ideas in the account?

**Circle the correct answer.**

Which sentence best states the central idea of the account?

- A After the Civil War, the city of San Antonio prospered.
- B San Antonio is famous because of the Alamo.
- C Market Square is a large Mexican marketplace in San Antonio.
- D San Antonio is a thriving city with a fascinating history.



### Show Your Thinking

Look back at the answer you chose above. How is it supported by each paragraph in the account?

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With a partner, discuss how the author develops the central idea of this account. Explain how the facts and details in each paragraph connect to each other and shape the main idea.



Read this historical article, which describes New York at the time John A. Roebling was designing the Brooklyn Bridge. Use the Study Buddy and Close Reading to guide your reading.

Genre: Historical Article



The title tells me that this article will be about old New York. As I read, I'm going to look for details about what life was like in the city in 1869.

## from “New York City, 1869”

by Marcia Amidon Lusted, Cobblestone

- 1 As John A. Roebling was designing his bridge, life in New York and Brooklyn was teetering between old and new. No bridges existed between the two cities. Travelers used one of the 13 ferry-boats that crossed the East River night and day. From the river, the spire of Trinity Church in New York was the tallest landmark to ships sailing in New York Harbor.
- 2 People mostly traveled by horses and carriages and on sailing ships, but the use of railroads and steamships was growing. Communication was by mail or telegraph. Just a few years earlier, however, a telegraph cable had been laid across the Atlantic Ocean. In less than a decade, Alexander Graham Bell would invent the telephone.
- 3 All over the world, new and amazing engineering feats were being accomplished: the Suez Canal in Egypt, the Mont Cenis Tunnel (the longest railroad tunnel) in France, and the Transcontinental Railroad across the United States.
- 4 The idea of a bridge across the East River first gained support from civic leaders in Brooklyn. In 1869, Brooklyn and New York were independent cities. Brooklyn was the third largest and fastest growing city in the country, and a major manufacturing center. Brooklyn residents saw the bridge as a way to expand commercially as it offered better access to New York's markets. New Yorkers, meanwhile, saw the bridge as a way to relieve overcrowding in their city. Thanks in part to how the Brooklyn Bridge created the first successful link between the two cities, an expanding metropolis emerged. By 1898, the modern city of New York—consisting of its five boroughs of Manhattan, the Bronx, Brooklyn, Queens, and Staten Island—was created.

### Close Reading

Which sentence in the first paragraph captures the state of life in New York City in 1869? **Circle** the part of the sentence that describes the city.

Reread the last paragraph. Then restate in your own words why people in New York and Brooklyn supported the idea of the bridge.



### Hints

Which choices contain only supporting details? Which contains an important idea that is developed later in the article?

Which choice connects to the idea of the growth of New York City?

What key ideas were developed in each of the first three paragraphs? How does the last paragraph bring those ideas together?

### Use the Hints on this page to help you answer the questions.

- 1 Which sentence best states the central idea of the first paragraph?
  - A Life in New York was teetering between old and new.
  - B People once traveled mostly by horse, carriage, and ship.
  - C New engineering feats were being accomplished in the 1800s.
  - D People crossed the East River by ferry-boat, night and day.
  
- 2 Which detail best supports the idea that the Brooklyn Bridge helped create modern-day New York City?
  - A The bridge had the support of civic leaders in Brooklyn.
  - B The bridge helped ease overcrowding in New York.
  - C The Brooklyn Bridge successfully linked what had been two independent cities, Brooklyn and New York.
  - D John A. Roebling designed the Brooklyn Bridge to make travel easier between New York and Brooklyn.
  
- 3 Describe how the author connects the final paragraph to the paragraphs that came before it. Explain how all four paragraphs in the article work together to shape and refine the central idea. Use at least two specific details from the text in your response.

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Read the historical account. Then answer the questions that follow.

## A Brief History of Chapel Hill

*by Carlos Hernandez*

1 The Town of Chapel Hill, North Carolina, is situated in the rolling hills of Orange County, extending into neighboring Durham County. People of all nationalities reside in this thriving community, which has managed to keep its small-town charm. Many of the residents are students or faculty at the University of North Carolina, Chapel Hill. It is not uncommon for a university town to be heavily populated in that way. What is less usual is the fact that the university was planned and chartered even before the town existed. In fact, the role of the town was to serve as a support system for the new university.

2 What was the region like before the university was created? In the late 1700s, local people could attend the New Hope Chapel, erected on the highest point of the hill. The church stood where two main roads crossed. There were no other imposing buildings before the nation's oldest public university was founded in 1793. Then the school's Board of Trustees selected the area around the chapel as the setting of the university. The school would need a town to serve it, and so the planning began.

3 In the same year that the university's cornerstone was laid, the auction of town lots took place. These parcels of land lay around the perimeter of the campus. There were thirty lots available to the public. The first residents moved into their homes in 1795. That meant the university and the small community that would become a busy town grew up together.

4 However, there was still no official town of Chapel Hill until its founding in 1819; it would not be chartered until 1851. The town finally got a mayor some twenty years later when the magistrate of police, H. B. Guthrie, assumed the duties associated with the position. There was still no elected mayor until 1895.

5 The university opened its doors in 1795 to a single student, Hinton James. By the end of his first term, another forty students were enrolled. Throughout the following century, the scope of the university's curriculum expanded. Students could now take courses in the classics and in the natural sciences. In 1831, the university established an astronomical observatory.

6 The Civil War forced the closing of many colleges throughout the South, but the university at Chapel Hill was able to continue holding classes. In 1875, the university started to expand and soon there were course offerings in a broader range of disciplines, including medical and pharmaceutical science. In 1932, the University of North Carolina was consolidated, or joined together, which meant the three campuses would now offer different kinds of programs.

7 During this time, the town of Chapel Hill was also growing and developing. When its first mayor was elected, the town covered 820 acres, but now it is spread over approximately 21 square miles. Populated largely by the students and staff of the university, the town is also a bustling center of commerce. Because of its lovely setting and old-fashioned appeal, the town attracts quite a few people of retirement age: Chapel Hill is no longer a small village, but it has preserved a great deal of its original character.

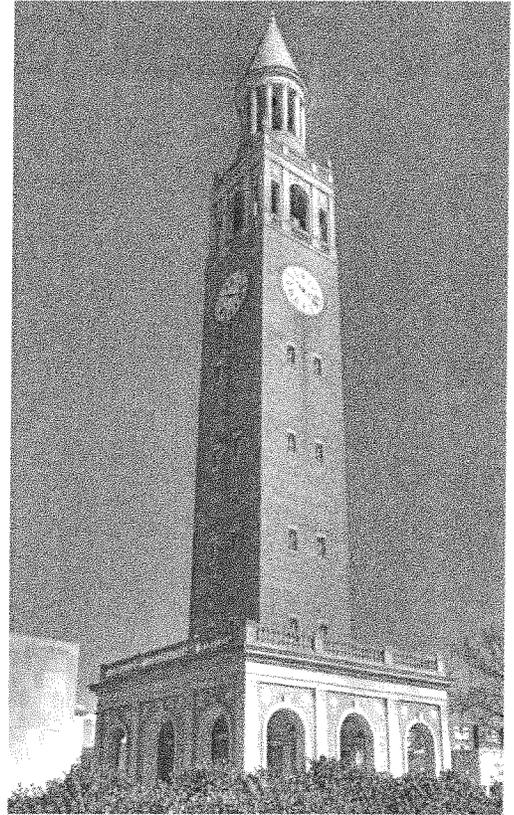




8 However, times have changed; the United States is now a multicultural society. People from around the world come to study and work here, and our institutions evolve in response to this changing population. Today, approximately 15% of Chapel Hill undergraduates come from other countries while the university has become broader and more inclusive as it welcomes people of different cultural backgrounds.

9 Town planners are also adapting to today's challenges. With so many people employed by either the university or by the UNC Health Care System, the jobs outlook for the town is positive. However, some people say that the economy should be more balanced to bring different kinds of trades and industries to the city. There are other concerns, as well. Urban planners are considering how to build more affordable housing within the town. That way, there will be fewer commuters and more residents of the town itself.

10 Although the relationship is a close and profitable one, the Town of Chapel Hill is no longer merely an extension of the university. Town residents can enjoy the interesting educational and cultural programs the university offers, yet there is more to town life than that. There are many reasons to come to this community, including a love of natural beauty and a desire for a certain way of life. The small lots that once simply encircled the university campus have grown into a city with its own distinctive personality and appeal.



The Bell Tower at the University of North Carolina, Chapel Hill

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Answer the questions.

- 1 According to the account, "People of all nationalities reside in this thriving community." Which detail from the account **best** supports this idea?
- A The town of Chapel Hill is a center of commerce.
  - B About 15% of Chapel Hill's undergraduates come from other countries.
  - C Town planners are adapting to modern challenges.
  - D The economy needs to be more balanced to encourage business growth.



**2** This question has two parts. First answer Part A. Then answer Part B.

**Part A**

Which claim does the author make in the passage?

- A** If it were not for the city of Chapel Hill, the University would not have a home.
- B** The town of Chapel Hill has emerged and changed as the university has grown.
- C** The people who founded Chapel Hill were educated at the University there.
- D** Modern universities have become too dependent on international students.

**Part B**

Which **two** sentences from the passage **best** support the answer in Part A?

- A** "In the late 1700s, local people could attend the New Hope Chapel, erected on the highest point of the hill."
- B** "However there was still no official town of Chapel Hill until its founding in 1819; it would not be chartered until 1851."
- C** "When its first mayor was elected, the town covered 820 acres, but now it is spread over approximately 21 square miles."
- D** "People from around the world come to study and work here, and our institutions evolve in response to this changing population."
- E** "However, some people say that the economy should be more balanced to bring different kinds of trades and industries to the city."
- F** "Urban planners are considering how to build more affordable housing within the town."

**3** Explain how the relationship between the town and the university of Chapel Hill changed over time. Use at least **two** specific details from the account to support your explanation.

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**Self Check** *Go back and see what you can check off on the Self Check on page 2.*

## Lesson 2 Part 1: Introduction

# Summarizing Informational Texts

**MS CCRS RI.8.2:** ... provide an accurate summary of the text based upon this analysis.

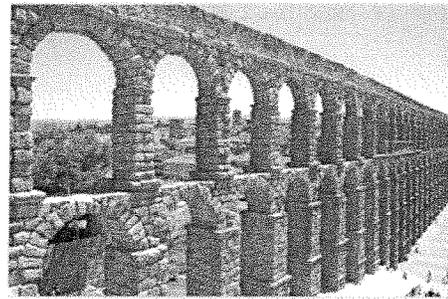
Theme: *Our Living Language*

You've read a great article. How do you tell someone what it's about? You give a **summary**—a brief restatement, in your own words, of the most important ideas. The summary itself is **objective**, meaning you do not include your opinions, beliefs, or judgments. The summary is also **accurate**, or correct.

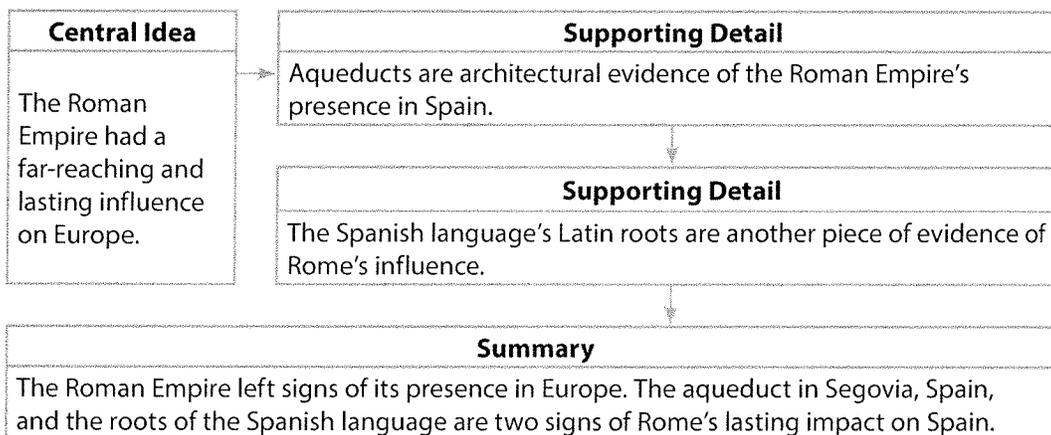
**Read the passage below. As you do, think about what you would include in a summary of it.**

The influence of the Roman Empire was the single most important force in early Europe. Without the unifying effect of the Empire, regional or tribal differences would have prevailed, and Europe would have remained a land of separate states, each avoiding contact with the others.

Instead, Rome and its culture pulled the different areas together. Spain, for example, was a stable and secure part of the Roman Empire, and Roman culture had a strong influence there. Aqueducts, such as this one in Segovia, Spain, are examples of the Empire's expansive reach. A less visible sign of Roman influence is Spain's language, which is firmly rooted in Latin, the language of the Romans.



**Read the passage again, this time underlining the central idea and supporting details. Then read the chart below to see how to summarize informational text.**



By accurately summarizing a text's central ideas and supporting details, you can check your understanding of and remember the most important points.



Read the first two paragraphs of the essay about etymology, or the history of words.

Genre: Essay

## Understand English Word Origins *by Pilar Rivera*

Some names of objects originate from the object's appearance. You know what a cloak is—a sleeveless garment worn draped over the shoulders. Now close your eyes and picture the shape of a cloak. *Cloak* comes from an Old French word, *cloque*, which means “bell.” So, the name of the object was a transference from the shape of the object.

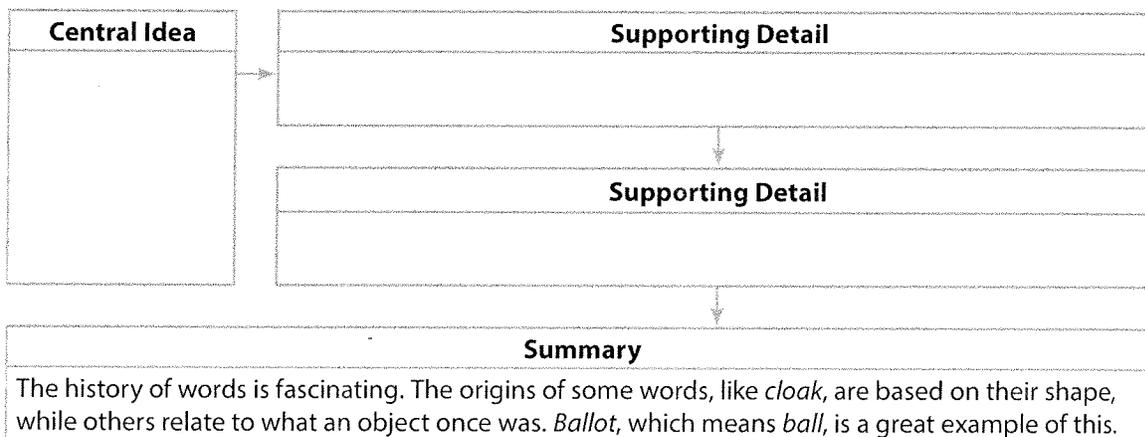
Some word origins, or etymologies, are fascinating because they tell us what an object used to be. Think about what a ballot is—the list of candidates that we use when we vote to choose elected officials. Ballots are mostly electronic now, but for several centuries they were paper documents. How did people vote before paper was readily available? They dropped pebbles or small balls in one of two boxes or piles to choose leaders or to make community decisions. *Ballot* comes from the Italian word *pallotte*, which itself is a diminutive form of *palla*, meaning “ball.”

(continued)

**Explore how to answer this question:** “What information should be included in a summary of this portion of the essay?”

When creating a summary, identify the text's central idea, which may only be implied, and the important supporting details.

Reread the text and fill in the chart below with information that is used in the summary.



With a partner, discuss how you'd change the summary to improve the accuracy of the central idea and remove opinions.



Continue reading the essay about etymology. Use the Close Reading and the Hint to help you answer the question.

### Close Reading

The author does not directly state the central idea in the text on page 12 or on this page. In the margin, **jot your ideas** about the implied central idea of this part of the text.

(continued from page 12)

Next, consider the varied origins of some English words related to money. The word *money* itself comes from *Moneta*, another name for the Roman goddess Juno, near whose temple in ancient Rome coins were made. The name of our paper money, *dollar*, originates from a place name. A widely-circulated German coin in the 1500s was called a Joachimstaler (yo-AHK-imz-tall-er). It was named after the town of Joachimstal, near the silver mine from which came the metal to make the coin. The coin’s name shortened to “taler,” which later become *dollar*, and the meaning broadened to refer to money in general.

### Hint

Which choice accurately restates the central idea and important details and does not include opinions or judgments?

### Circle the correct answer.

Which of the following is the best summary of the text on this page?

- A The English word *dollar* originates from ancient Rome, and the English word *money* originates from a German coin.
- B Remarkably, ancient Rome was one of several sources of English money words. Another source was sixteenth-century Germany.
- C The origins of English money words are varied. Some words, like *money*, are from Rome, while others, like *dollar*, have German roots.
- D The origins of money-related words are interesting. For example, *money* comes from the name of the Roman goddess Juno.

### Show Your Thinking

Why is the answer you chose the best summary of this part of the text?

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With a partner, take turns accurately and objectively summarizing the entire essay about word origins. Use your own words and avoid making judgments or giving your personal opinions about the text.



Read the report. Use the Study Buddy and the Close Reading to guide your reading.



The first sentence of this report seems very important. I'll underline it because I think it might be helpful in understanding the text's central idea. I'll read carefully to find other big ideas as well.

Genre: Report

## The Signs of Language *by Simón Darío*

- 1 In Nicaragua, deaf children made up a brand-new language—their very own sign language. Their story began the early 1980s, when 500 deaf children enrolled in Nicaragua's first school for the deaf. The children came from hearing families scattered throughout Managua, Nicaragua's capital, and they had no language at all—they spoke neither Spanish nor used sign language.
- 2 People usually learn their first language when they are approximately two years old. Deaf children in the United States often learn American Sign Language (ASL) because they learn ASL from their parents. In Nicaragua, however, no one “spoke” sign language until recently. Instead, these children communicated by using mimicas, or gestures. Deaf people use mimicas the same way hearing people might use pantomimes to mimic getting a drink or picking up the telephone.
- 3 Soon after the school opened, the children began to adopt very specific gestures to get across particular ideas. The new mimicas meant “Line up,” “Time for lunch,” and “Do you want to play?,” for example. Before long, the teachers noticed that the children were communicating among themselves in an unusual way. These deaf schoolchildren were creating a new language, and the number and complexity of the signs were expanding with every passing day.
- 4 Over several years, the children developed rules on how to combine the signs. With new signs and rules for putting together sentences, the children made their mimicas into a new language. Today, Nicaraguan Sign Language is still developing and changing, as do all languages. Other Nicaraguan schools for deaf children are teaching it, and it is even becoming a written language. Soon, Nicaragua's deaf children will be able to explain to the world how they created a new language!

### Close Reading

What are the most important ideas in paragraph 2? **Underline** facts and other details that help you understand those ideas.

Each paragraph has an implied central idea that helps develop the central idea of the entire text. **Circle** text in each paragraph that helps you understand its central idea.



### Hints

Which choice restates an important idea and does not express an opinion or judgment?

Look back at the important facts you underlined. Which choice includes this information?

What is the central idea of the whole report? What important details help develop this idea?

Use the Hints on this page to help you answer the questions.

- 1 Which sentence would be best to include in a summary of this report?
  - A These students' amazing achievement has made life easier for deaf children all over the world.
  - B Nicaraguan Sign Language has rules for how it is used.
  - C Someone should have thought of a way to help these children communicate before the 1980s.
  - D Deaf children in Nicaragua have transformed a simple system of gestures into a complex new language.

- 2 Which of the following choices most accurately summarizes paragraph 2?
  - A People usually learn their first language when they are children. For example, American deaf children learn to speak sign language. In Nicaragua, there was no language for children to learn.
  - B By the time their children are about two years old, parents in the U.S. have usually taught them how to speak or sign. Nicaraguan parents did not teach their deaf children any language at all.
  - C Children usually learn their first language from their parents around age two. Because no sign language existed in Nicaragua, deaf children communicated using gestures, or mimicas.
  - D It was a challenge for Nicaraguan children to communicate because their parents didn't teach them. They struggled and had to use simple gestures instead of a real language.

- 3 Summarize the report. Include its central idea and three supporting details.

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Read the social studies article. Then answer the questions that follow.

## from “Language Change”

by Nicole Mahoney, National Science Foundation online

1 In some ways, it is surprising that languages change. After all, they are passed down through the generations reliably enough for parents and children to communicate with each other. Yet linguists find that all languages change over time—albeit at different rates. For example, Japanese has changed relatively little over 1,000 years. English, on the other hand, evolved rapidly in just a few centuries. Many present-day speakers find Shakespeare’s sixteenth century texts difficult and Chaucer’s fourteenth century *The Canterbury Tales* nearly impossible to read.

FROM <i>THE CANTERBURY TALES</i>	TRANSLATION
WHAN that Aprille with his shoures soote The droghte of Marche hath perced to the roote, And bathed every veyne in swich licour, Of which vertu engendred is the flour. . . .	When April with its showers sweet Has pierced the drought of March to the root And bathed every vein with that liquid By whose power is produced the flower. . . .

### Why They Change

2 Languages change for a variety of reasons. Large-scale shifts often occur in response to social, economic and political pressures. History records many examples of language change fueled by invasions, colonization and migration. Even without these kinds of influences, a language can change dramatically if enough users alter the way they speak it.

3 Frequently, the needs of speakers drive language change. New technologies, industries, products and experiences simply require new words. Plastic, cell phones and the Internet didn’t exist in Shakespeare’s time, for example. By using new and emerging terms, we all drive language change. But the unique way that individuals speak also fuels language change. That’s because no two individuals use a language in exactly the same way. The vocabulary and phrases people use depend on where they live, their age, education level, social status and other factors. Through our interactions, we pick up new words and sayings and integrate them into our speech. Teens and young adults for example, often use different words and phrases from their parents. Some of them spread through the population and slowly change the language.

4 No two individuals use a language in exactly the same way. The vocabulary and phrases people use are linked to where they live, their age, education level, social status and sometimes to their membership in a particular group or community.

### Types of Change

5 Three main aspects of language change over time: vocabulary, sentence structure and pronunciations. Vocabulary can change quickly as new words are borrowed from other languages, or as words get combined or shortened. Some words are even created by mistake. As noted in the Linguistic Society of America’s publication *Is English Changing?*, *pea* is one such example. Up until about 400 years ago, *pease* referred to either a single



pea or many peas. At some point, people mistakenly assumed that the word *pease* was the plural form of pea, and a new word was born. While vocabulary can change quickly, sentence structure—the order of words in a sentence—changes more slowly. Yet it’s clear that today’s English speakers construct sentences very differently from Chaucer and Shakespeare’s contemporaries (see [table] above). Changes in sound are somewhat harder to document, but at least as interesting. For example, during the so-called “Great Vowel Shift”<sup>1</sup> 500 years ago, English speakers modified their vowel pronunciation dramatically. This shift represents the biggest difference between the pronunciations of so called Middle and Modern English.

### Agents of Change

6 Before a language can change, speakers must adopt new words, sentence structures and sounds, spread them through the community and transmit them to the next generation. According to many linguists—including David Lightfoot, NSF<sup>2</sup> assistant director for social, behavioral and economic sciences—children serve as agents for language change when, in the process of learning the language of previous generations, they internalize it differently and propagate a different variation of that language.

7 Linguists study language change by addressing questions such as these: Can we trace the evolutionary path of a language? How do language changes spread through communities? How do historical circumstances influence language change? What is the relationship between language learning and change?

### Paths of Change

8 NSF researcher Anthony Kroch of the University of Pennsylvania is trying to understand how language change spreads through populations. With collaborator Beatrice Santorini, he is compiling an electronic collection of Modern English texts covering the time period from 1700 to 1914 (the beginning of World War I). The completed “corpus,” as it is known, will complement three others created independently over the past decade by researchers from the University of Pennsylvania and the University of York, England. The existing works—which span 900 years of English history—contain more than 4.5 million words of text carefully tagged and annotated for linguistic features. The publicly available collection gives researchers a standardized, searchable document to track changes in the English language over time. It helps them explore language shifts in a historical context and examine the link between language learning and change.

<sup>1</sup> During the Great Vowel Shift of the fifteenth through the eighteenth centuries, English speakers gradually changed the way they pronounced vowels.

<sup>2</sup> National Science Foundation

### Answer the questions.

- 1** Which **two** sentences could be used in an accurate summary of paragraph 5?
- A** Studying how the sounds in a language change is just as interesting as studying how vocabulary changes.
  - B** Vocabulary changes when people borrow words from other languages, combine or shorten words, or make mistakes.
  - C** No two people actually use language in the exact same way.
  - D** Changes in sentence structure occur over a long period of time.



2 This question has two parts. First answer Part A. Then answer Part B.

**Part A**

Which sentence should **not** be used in a summary of paragraphs 6 and 7?

- A Linguists study language by asking how language changes spread.
- B Language changes must be adopted by a community and passed on to other generations.
- C Children change language by using it differently from previous generations.
- D Each and every person uses language in a unique way.

**Part B**

Which paragraph in the text might the correct answer to Part A summarize?

- A paragraph 3
- B paragraph 4
- C paragraph 5
- D paragraph 8

3 Summarize the relationship between individual speakers and language change. Use at least two details from the text in your response.

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 **Self Check** *Go back and see what you can check off on the Self Check on page 2.*

**Lesson 3**    **Part 1: Introduction** 

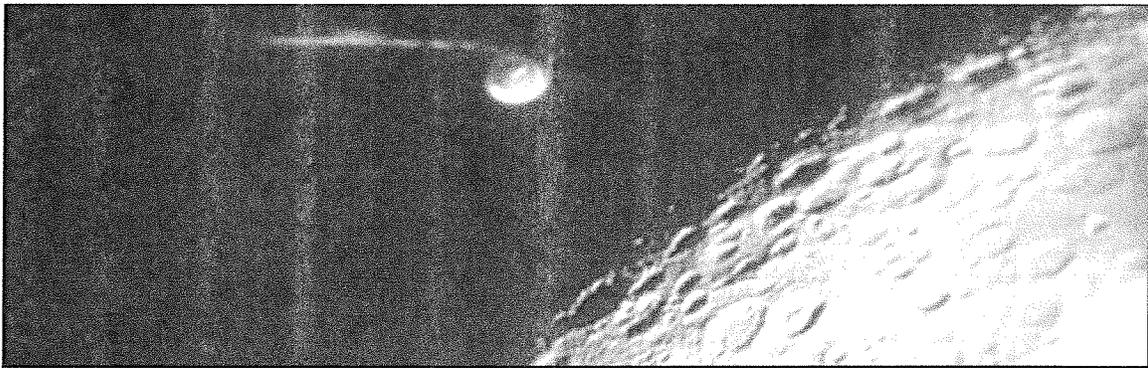
## Citing Evidence to Make Inferences

**MS-CCRS RI.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Theme: *Light Phenomena*

People who believe there's life on other planets use evidence, such as UFO sightings, to back up their claims. **Evidence** is information used to support an opinion or belief. Evidence can also be used to support an **inference**, or reasonable guess, that's based on new facts combined with what you already know.

**Look at the picture below, which many people thought showed an alien spacecraft. What evidence in the image and the caption supports or disproves that idea?**



While returning from the Moon to Earth on April 27, 1972, Apollo 16 astronauts captured an unidentified flying object (UFO) on film. The image, described as "a saucer-shaped object with a dome on top," was visible in the film for about 4 seconds. It has since been identified.

**Complete the chart with evidence that helps you figure out whether or not the object was an alien spacecraft. Consider details in both the image and the caption.**

Text/Photo Evidence	+	Background Knowledge	=	Inference
<ul style="list-style-type: none"> <li>The photo was taken in 1972.</li> <li>The object looks "saucer-shaped."</li> <li>Something else can be seen to the left of the "saucer."</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>People often misunderstand what they see in photos.</li> <li>No one has yet confirmed that alien life exists.</li> </ul>		<p>This "saucer-shaped object" is probably NOT an alien spacecraft. There is probably another explanation.</p>

Good readers combine evidence and their own knowledge to support inferences. Although this UFO was spotted in 1972, no proof of alien life has ever been discovered. Plus, the image to the left of the "saucer" has to be explained, too. As it turns out, NASA scientists have shown that the "UFO" was actually the floodlight and boom from the Apollo 16 spacecraft itself!



Read the first three paragraphs of a scientific account about auroras.

Genre: Scientific Account

## What Are Auroras? *by Georgiana Tomes*

Imagine a brilliant laser light show in the sky where ribbons of green, red, or violet dance across the atmosphere. While these fascinating lights might look like they come from machines, they are actually a natural phenomenon known as an aurora.

Auroras occur when highly charged electrons from solar wind interact with elements such as oxygen and nitrogen in the atmosphere. When the electrons strike the oxygen and nitrogen atoms, rays of light are formed. The color of these rays depends on which atoms collide and the altitude, or height, at which they meet. The rays often run parallel and take turns dimming and brightening in the night sky.

But where exactly do these light spectacles form? Like the needles of a compass, auroras are attracted to Earth's two magnetic ends: the geographic North and South Poles. The rays themselves follow the slanting direction of Earth's magnetic field.

*(continued)*

**Explore how to answer this question:** *"What inference can you make about why auroras fascinate people?"*

Think about the evidence the author provides about what auroras look like and where they appear.

**Fill in the chart below with text evidence that helps you determine how auroras are similar to laser lights. Combine this text evidence with the provided background knowledge to form an inference.**

Text Evidence	+	Background Knowledge	=	Inference
<ul style="list-style-type: none"> <li>• Auroras look like green, red, or violet ribbons of light.</li> <li>• Auroras only appear near the North and South Poles.</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• People are always amazed by unusual natural events</li> <li>•</li> </ul>			

**With a partner, discuss which piece of text evidence most strongly supports your inference and why. How does this evidence help you understand the appeal of the auroras?**



### Close Reading

Where are auroras visible? **Underline** two sentences that provide textual evidence explaining where people can view auroras.

### Hint

Think about which choice provides you with the coordinates where auroras are visible.

**Continue reading about auroras. Use the Close Reading and the Hint to help you answer the question.**

*(continued from page 20)*

Auroras occur along “auroral ovals,” which surround the magnetic poles. These ovals roughly correspond with the Arctic and Antarctic circles. Aurora borealis (the Northern Lights) are visible near Earth’s magnetic north pole from high northern latitudes in North America, Europe, and Asia. Aurora australis (the Southern Lights) are visible near Earth’s magnetic south pole, from high southern latitudes in Antarctica, South America, New Zealand, and Australia.

Auroras also occur on other planets with magnetic poles, including Saturn and Jupiter.

### Circle the correct answer.

A student makes the following inference based on reading the text.

Auroras are not visible from the low latitudes around the equator.

Which choice is the strongest piece of evidence in support of this claim?

- A** Auroras are seen from high latitudes near each magnetic pole.
- B** The Aurora borealis is visible in North America and Europe.
- C** The Aurora australis is visible in Antarctica and New Zealand.
- D** Auroras form near the magnetic poles of other planets as well.



### Show Your Thinking

Explain why the answer you chose is the strongest support for the claim about auroras’ visibility.

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With a partner, look for additional evidence on the previous page that would support the above inference. Discuss its strength.



Read the newspaper article. Use the Study Buddy and the Close Reading to guide your reading.



As I read the first paragraph, I learn that the airline employees are upset because no one believes them. As I keep reading, I'll look for more information about what is causing their unhappiness.

### Close Reading

Does the FAA think the UFO sighting is real? **Circle** evidence that supports your inference.

What evidence can you find that shows the employees were not making up their story? **Underline** these details and **put a star (\*)** next to the strongest piece of evidence.

Genre: Newspaper Article

## from “In the sky! A bird? A plane? A . . . UFO?” by Jon Hilkevitch, Chicago Tribune

January 1, 2007

- 1 It sounds like a tired joke—but a group of airline employees insist they are in earnest, and they are upset that neither their bosses nor the government will take them seriously.
- 2 A flying saucerlike object hovered low over O’Hare International Airport for several minutes before bolting through thick clouds with such intense energy that it left an eerie hole in overcast skies, said some [airline] employees who observed the phenomenon.
- 3 Was it an alien spaceship? A weather balloon lost in the airspace over the world’s second-busiest airport? A top-secret military craft? Or simply a reflection from lights that played a trick on the eyes?
- 4 Officials at [the airline] professed no knowledge of the Nov. 7 event—which was reported to the airline by as many as a dozen of its own workers—when the *Tribune* started asking questions recently. But the Federal Aviation Administration said its air traffic control tower at O’Hare did receive a call from [an airline] supervisor asking if controllers had spotted a mysterious elliptical-shaped craft sitting motionless over Concourse C of the [airline] terminal.
- 5 No controllers saw the object, and a preliminary check of radar found nothing out of the ordinary, FAA spokeswoman Elizabeth Isham Cory said.
- 6 The FAA is not conducting a further investigation, Cory said. [...]
- 7 “Our theory on this is that it was a weather phenomenon,” she said. “That night was a perfect atmospheric condition in terms of low [cloud] ceiling and a lot of airport lights. When the lights shine up into the clouds, sometimes you can see funny things. That’s our take on it.”





Read the article. Then answer the questions that follow.

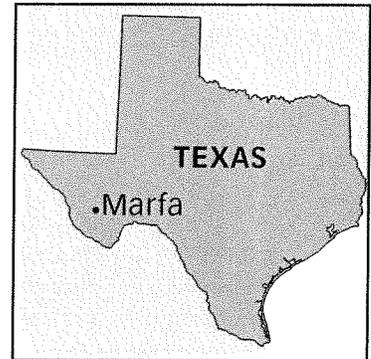
# The Mysterious Marfa Lights

by Rachel Bernstein

1 Near the little town of Marfa in western Texas is one of the most incredible sights in the United States: the Marfa lights.

## What Are the Marfa Lights?

2 The Marfa lights are spheres of light the size of soccer balls in bright colors of red, orange, green, blue, white, or yellow. They appear only 10 to 20 times each year, in all seasons and any kind of weather. Sightings occur between dusk and dawn, lasting from a few seconds to several hours. The Marfa lights seem to occur more frequently during the second half of the lunar cycle, between the full moon and the next new moon.



3 The balls of light may remain motionless as they pulse on an off with intensity varying from faint to almost blinding radiance. Then again, they can zigzag far up in the air and dart across the desert against prevailing winds. The ghostly lights can move singly, in pairs, or in groups; they can split apart and merge, or sometimes vanish and then reappear. Their movements are unpredictable, and nobody has quite determined what they are or where they come from.

## Who Has Seen Them?

4 Robert Ellison reported seeing the Marfa lights in 1883 while driving cattle through Paisano Pass. In 1885, Texas settlers Joe and Sally Humphreys encountered the lights. More recently, Kyle Miller, a local business owner, reported his encounter with the lights:

*Late one night, I was driving home from a business meeting. Route 90 was deserted, except for a few armadillos crossing the road. I was listening to an awesome country song when a single green ball flashed in the distance. Unfortunately, it lasted only a few seconds, but I remember thinking I'd seen a glowing basketball frozen in midair. It was so shocking that I nearly jumped out of my seat, and the hair stood on the back of my neck. I've heard about the ghost lights my whole life, but I had never seen them before.*

These are just a few eyewitness reports. There are probably many people who have seen the lights but said nothing for fear of having their sanity doubted.

## What Causes Them?

5 There are many theories about what causes the Marfa lights. In the past, superstitious locals thought they were the spirit of an Apache warrior. In 1883, a railroad engineer suggested they were kerosene lanterns at a nearby ranch. More recent proposals abound. Some investigators believe swamp gases cause them, while others believe they result from moonlight reflecting off the nearby Chinati Mountains. Still another hypothesis is that quartz crystals discharge static electricity when they warm in the daytime and cool at night.



6 Several studies have attempted to find the source of the Marfa lights. During World War II, pilots at Midland Army Air Field searched for a source from the air. In 1975, local pilot Fritz Kahl led one hundred observers on the “Marfa Ghost Light Hunt.” Neither investigation proved successful.

7 In May 2004, a group of university physics students conducted a new study using high-tech equipment. After four days, the students concluded that automobile headlights from a nearby highway caused the Marfa lights. They attributed the strange appearance and movement of these lights to what is called the Fata Morgana mirage.

8 The Fata Morgana mirage is a superior mirage, which is characterized by multiple distortions. With superior mirages, what you perceive to be higher in the sky is really lower to the ground. Light bends downwards when it hits a layer of cold air, making it appear as if what is below your sight line is actually straight ahead or above because you are seeing the inverted image of what is on the horizon projected above it. A Fata Morgana mirage can make distant objects appear to hover in the air.

9 Does this mean that the mystery of the Marfa lights has been solved? The answer is not quite that simple. In his 2010 book *Hunting Marfa Lights*, engineer James Bunnell describes sightings of the lights he and others have witnessed that couldn’t possibly have been caused by a superior mirage.

#### How Can You See Them?

10 With so many conflicting theories about the lights, people complain that there will never be a definitive answer about their origin. However, the local population has few complaints about the mysterious lights. The highway department has constructed an official viewing site near Marfa. And every Labor Day weekend, there is a Marfa Lights Festival held in celebration of the lights that includes a parade and other events. Marfa’s economy booms as hotels fill up quickly and tourists spend their money on food, entertainment, and souvenirs.

11 If you want to attempt to see the Marfa lights, spend time between Marfa and Paisano Pass, south of Route 90. The most advantageous viewing spot is near U.S. Highway 67 on Mitchell Flat.

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Answer the following questions.

- 1** Which detail illustrates that not all the Marfa lights are caused by headlights?
- A** The balls of light remain motionless and pulse on and off, switching from faint to bright.
  - B** Robert Ellison saw the Marfa lights in 1883, before cars were invented.
  - C** The lights are the size of soccer balls in bright colors of red, orange, green, blue, white, or yellow.
  - D** There are too many conflicting theories, so there will never be a definitive answer about their origin.



**2** This question has two parts. Answer Part A, and then answer Part B.

**Part A**

Which claim does the author make in the passage?

- A** It is most likely that the Marfa lights are caused by a phenomenon called a superior mirage.
- B** The Marfa lights appear as bright colorful balls in the Texas sky.
- C** Despite their popularity, the Marfa lights may remain a mystery for all time.
- D** The Marfa Lights Festival is held annually on Labor Day weekend.

**Part B**

Which sentence from the article **best** supports the correct answer to Part A?

- A** "They appear only 10 to 20 times each year, in all seasons and any kind of weather."
- B** "Sightings occur between dusk and dawn, lasting from a few seconds to several hours."
- C** "The Marfa lights seem to occur more frequently during the second half of the lunar cycle, between the full moon and the next new moon."
- D** "With so many conflicting theories about the lights, people complain that there will never be a definitive answer about their origin."

**3** Paragraph 10 states, "the local population has few complaints about the mysterious lights." Explain why you think this is true. Use **one** quote from the article to support your explanation.

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 **Self Check** Go back and see what you can check off on the Self Check on page 2.

## Lesson 4 Part 1: Introduction

# Analyzing Comparisons and Analogies

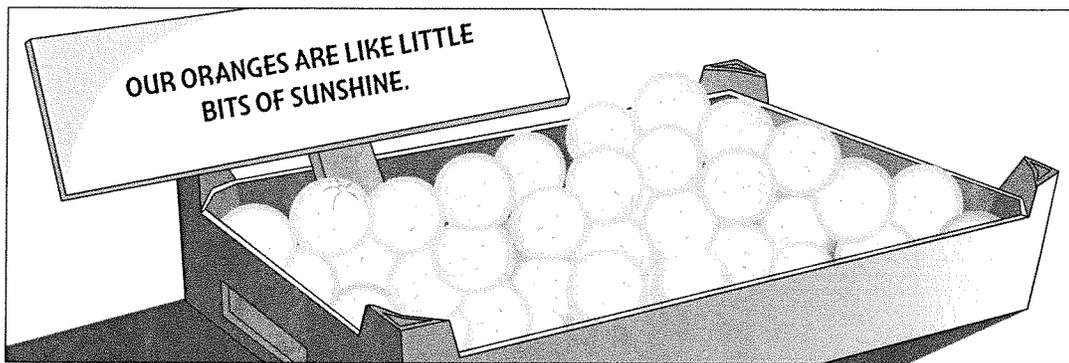
 **MS CCRS RI.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons [and] analogies . . .).

Theme: *Worldwide Food*

Suppose a friend told you her baby sister was as sweet as pumpkin pie. Your friend compared two very different things—a baby and a pie—to help you understand just how adorable her sister is.

Authors use comparisons, too. They may use them to show how two people, ideas, or events are similar or different. They may also use an unusual comparison to make the reader stop and think. They may also use **analogies**, or extended comparisons, to help present and explain complex ideas.

**Look at the image. Think about the sign and the message it is sending about oranges.**



So, what do you think about the comparison? Why connect oranges to bits of sunshine?

**Read the chart below. It tells you how and why the sign is comparing two different things.**

Object/Idea	What It's Being Compared To	Purpose
oranges, which the vendor wants to sell	sunshine, which makes people feel happy and healthy	to show that oranges will make the buyer feel happy and healthy

By analyzing the comparisons and analogies in a text, you can uncover additional layers of meaning in what the author is writing. There really are times when it really is helpful to compare apples to oranges!



Read the first two paragraphs of an account about the history of food in Puerto Rico.

Genre: Historical Account

## A Delicious Taste of History by Ladonna Jackson

Did you know that dinner can be a history lesson? The history of Puerto Rico, located in the northeastern Caribbean, is reflected in its dishes—everything from pineapples to *arroz con pollo* (chicken with rice) is influenced by the story of the island’s residents and visitors.

Puerto Rico’s first inhabitants were the Taíno, and they ate food native to the island. This included different tubers, or roots, such as potatoes and yams, as well as herbs, beans, and peppers. When Spanish explorers arrived in the late fifteenth and early sixteenth centuries, they brought Spanish foods to Puerto Rico. Chiefly, they introduced chicken, pork, and beef. African slaves traveling with Europeans brought foods such as okra and coffee, as well as the cooking method of deep-frying food. Both groups shaped inhabitants’ diets, and many “authentic” Puerto Rican dishes, such as chicken and rice, came about after people from Europe and Africa arrived.

(continued)

**Explore how to answer these questions:** “What does the author mean when she compares dinner to a history lesson? How is this analogy developed throughout this part of the account?”

Think about the connections between a country’s history, people, and food.

**Complete the chart below by analyzing the author’s analogy between dinner and history.**

Object/Idea	What It’s Being Compared To	What Is the Connection?
dinner, which can include food from different places and cultures	a history lesson, which tells about earlier people and events	

**What is the relationship between people from Europe and Africa and Puerto Rican food? On the lines below, explain how this information continues the author’s analogy.**

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### Close Reading

**Underline** details that show how becoming a U.S. territory affected the food of Puerto Rico.

**Continue reading the account about the history of food in Puerto Rico. Use the Close Reading and the Hint to help you.**

*(continued from page 28)*

When Puerto Rico became a territory of the United States, American influences also crept into the cuisine. Foods such as saltine crackers and Vienna sausages became standards in Puerto Rican kitchens. Additionally, the oil used to fry foods changed. Olive oil, introduced by the Spanish, was replaced by corn oil and lard, which could be made locally or brought in from the United States and was less expensive.

Puerto Rico's food is always changing and growing. It is a tropical island with a truly global menu.

### Hint

Think about the connections the author has made so far. What does this paragraph have in common with the previous examples?

### Circle the correct answer.

Why does the author include the paragraph about the Americans?

- A** to show how another group influenced Puerto Rico's food
- B** to prove that Americans brought expensive food to Puerto Rico
- C** to illustrate the connection between different types of cooking oil
- D** to compare food in Puerto Rico to food in the United States



### Show Your Thinking

Explain why the you chose the answer you did.

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With a partner, discuss the distinctions the author made between the Spanish, African, and American influences on Puerto Rican food.



Read the social studies account. Use the Study Buddy and the Close Reading to guide your reading.

Genre: Social Studies Account



The title mentions the “many faces of Nigerian food.” As I read, I’ll look for details that help explain this analogy.

## The Many Faces of Nigerian Food

by Theodore Schaffer

- 1 Nigeria, located on the western coast of Africa, is a country of diversity. From the hundreds of ethnic groups who live there to the varied geography, Nigeria has many faces. Even the food reflects this diversity, for the “traditional” dishes of Nigeria look different across the country.
- 2 One of the most common dishes in both Nigeria and throughout western Africa is the dish *jollof* (JO-loff) rice. Most jollof rice recipes begin with rice, tomatoes, onions, and salt, but from there the variations are endless. People in the southern part of the country may eat it with seafood because they are near the Atlantic Ocean, while those in the north might choose to add beef or chicken. Vegetables such as squash or pumpkin can be added as well. Jollof rice is eaten at almost any time, though if it’s part of breakfast, then it was likely the meal from the night before. Leftovers are popular for breakfast throughout Nigeria.
- 3 Another popular Nigerian dish with endless variations is a type of soup or stew made from peanuts, which are called “groundnuts” in Africa. Peanuts, tomatoes, and onions are the ingredients that typically start this dish, but anything from goat and lamb to different kinds of beans, grains, or vegetables can be added. The dish, like most dishes in Nigeria, is preferred spicy, so peppers also play a large role in the food.
- 4 Of course, there are dozens of other popular dishes found throughout the country that have many variations. The diversity of the Nigerian people and the landscape will always mean that every dish has its own special spin.

### Close Reading

Draw a **box** around the sentence that helps you understand the differences between southern and northern Nigeria.

What analogy does the author make in the title? **Circle** details in the text that develop the analogy.



### Hints

Think about how the author switches from one dish to the next. Look for a transition word that signals a similarity.

What detail does the author give about the geography of southern Nigeria?

How are versions of the jollof rice and groundnut stew dishes like different faces?

Use the Hints on this page to help you answer the questions.

- 1 How does the author connect the rice dish jollof to groundnut stew?
  - A Both dishes are described as foods that are preferred spicy.
  - B The author points out that both have many variations.
  - C The author explains that both are popular breakfast meals.
  - D Both dishes usually contain rice and peanuts.
  
- 2 What distinction can you make between the diets of people in northern Nigeria and people in southern Nigeria?
  - A People in southern Nigeria eat more chicken.
  - B People in northern Nigeria eat more jollof.
  - C People in southern Nigeria eat more seafood.
  - D People in northern Nigeria eat fewer groundnuts.
  
- 3 Explain the analogy in the account's title, "The Many Faces of Nigerian Food." Discuss its purpose and cite examples of how the idea of Nigeria having many faces is present throughout the text. Use at least two details from the passage to support your response.

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Read the economic account. Then answer the questions that follow.

## from “The Egg Business Lays an Egg”

by Stanley A. Freed and Ruth S. Freed, *Faces Magazine*

1 The egg business seemed like a good idea to Sultan Singh, an Indian farmer who lived near Delhi, the capital of India. He could easily maintain some chickens on his farm, raising much of their food himself, and the rapidly growing city of Delhi was a dependable market. Sultan Singh was young, smart, and industrious, just the kind of farmer the government of India was depending on to lead the new burst of rural development that was needed for India to play an important role in the modern world.

2 Sultan Singh mentioned his plan to us while we were researching and living in his village of about eight hundred people in 1958. He seemed to have thought of everything, and we thought the plan had a good chance of success.

3 Not all the signs were favorable, however. The chief problem, we thought, would be the fact that many Indians who practice Hinduism, the main religion of India, are strict vegetarians who refuse to eat eggs. Sultan Singh was aware of this practice, but he knew that many non-vegetarians lived in Delhi, and he believed he would find plenty of customers there.

4 Another problem that had occurred to us but did not seem to bother Sultan Singh was that raising poultry was an occupation of low esteem; in fact, many people scorned it. Sultan Singh, a well-educated man with a good job outside his farm, was not concerned about his neighbors' opinion of him. To him, business was business.

5 At the time, the poultry business in Sultan Singh's village was entirely in the hands of the lowest of the thirteen village castes. Caste, a distinctive feature of Indian society, is a hierarchy of social groups into which people are born. Marriage outside the caste is generally prohibited by custom, and the traditional occupations of people belonging to a particular caste play a part in fixing the caste's rank in society. Sultan Singh's caste was near the top of the hierarchy. It was a measure of his self-confidence, and also of the changing times in India, that he was willing to engage in a business that was traditionally carried on by low-caste people.

6 Before Sultan Singh started his egg business, there were only about twenty hens and four roosters in the village, and these were divided among ten low-caste families. Raised as table birds and for their eggs, chickens were relatively costly; a large one sold for about three times the daily pay of a farm laborer. Chickens were sold both inside and outside the village. The few eggs produced generally were consumed in the village, and some were sold to those high-caste individuals who would eat them. The stricter vegetarians among the high castes frowned on this practice, so the sale of eggs was conducted quietly. At the time of year when eggs were most expensive, a farm laborer could buy only six with his daily wage.

7 We left the village shortly before Sultan Singh put his plan into operation and did not return until twenty years later, when we paid a visit to his farm. Sultan Singh was not at home, but his brother, Ran Singh, welcomed us. We asked about the egg business, and Ran Singh told us what had happened.



8 His brother had started the business just after we left the village and for several years operated it in a small way with the eggs from a hundred or so chickens. When Sultan Singh went to England, Ran Singh took over the business. He quickly expanded it to three thousand birds and continued at that level for three years. In the final year, he lost twenty-two thousand rupees and had to sell his chickens as table birds, putting him out of business.

9 He complained that no one can make money in the egg business, but not because of Hindu vegetarianism. The problem involves the concept of “hot” and “cold” foods, which refers to the qualities of foods, not their temperature. Hot foods are thought to produce heat in the body and generally are eaten during the cold season; cold foods produce coolness in the body and are more appropriate for the hot months. The concept of hot and cold foods is widespread in the world, from India through the Mediterranean region and Latin America.

10 Indians believe that eggs are very hot and generally eat them only in December and January, the two coldest months of the year. Ran Singh said that in his last year in the egg business, he began to lose money in February, and in only two or three months, he had lost his twenty-two thousand rupees. Although he had abandoned the egg business several years before we saw him, he complained that he still had not recovered financially from the disaster.

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Answer the following questions.

- 1** Which statement accurately compares Sultan Singh and Ran Singh?
- A** Sultan Singh managed his business with caution, but Ran Singh was overly ambitious.
  - B** Sultan Singh was old-fashioned, but Ran Singh had a keen eye for future opportunities.
  - C** Sultan Singh honored the caste system tradition, but Ran Singh had little respect for it.
  - D** Sultan Singh had a successful career outside of the egg business, but Ran Singh did not.



2 This question has two parts. Answer Part A, and then answer Part B.

**Part A**

Which comparison does the author support in the passage?

- A Building a business raising livestock is more difficult than one raising crops.
- B Going into business with a family member is more challenging than working with a stranger.
- C Sultan Singh was similar to his brother because they both traveled abroad.
- D Sultan Singh was different from others in his village because he was willing to break the usual social rules.

**Part B**

Which sentence from paragraph 5 **best** supports the answer in Part A? Underline the sentence.

At the time, the poultry business in Sultan Singh’s village was entirely in the hands of the lowest of the thirteen village castes. Caste, a distinctive feature of Indian society, is a hierarchy of social groups into which people are born. Marriage outside the caste is generally prohibited by custom, and the traditional occupations of people belonging to a particular caste play a part in fixing the caste’s rank in society. Sultan Singh’s caste was near the top of the hierarchy. It was a measure of his self-confidence, and also of the changing times in India, that he was willing to engage in a business that was traditionally carried on by low-caste people.

3 The authors draw a clear connection between Hindu vegetarianism and the concept of “hot” and “cold” foods. Describe how this comparison explains why the Singh brothers’ business failed. Use at least **two** details from the text to support your answer.

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**Self Check** Go back and see what you can check off on the Self Check on page 2.

# Lesson 5 Part 1: Introduction

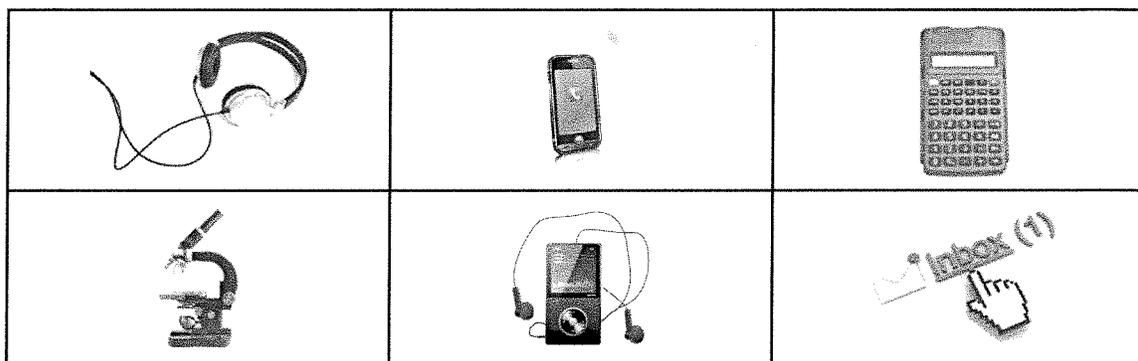
## Analyzing Categories

**MS CCRS RI.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through ... categories).

Theme: *High-Tech Solutions*

A **category** is a collection of things or ideas that have characteristics in common. For example, hip-hop, country, pop, rock, and classical are all categories of music. If someone tells you that her favorite song is a country song, you can figure out what that song has in common with other songs.

**Study the images below. What are some categories you could put these technologies into?**



You can probably put these technologies into many different categories. Let's practice this.

**The chart below puts the technologies into different categories. Complete the chart.**

Category	Technology in this Category
Helps you with schoolwork	
Helps you listen to music	
	cell phone, e-mail

In informational texts, authors categorize their ideas to show similarities and differences between individuals, ideas, or events. Sometimes, text features such as chapter titles, section headings, and charts state these categories clearly. Other times, however, an author leaves the categories less clear. When this happens, the reader must infer what the categories are—usually by looking for the similarities and differences between ideas.



Read the beginning of this technical account about analog and digital telephones.

Genre: Technical Account

## Data Dilemma: Analog vs. Digital *by Javier Moreno*

Today’s telephones operate on one of two systems. The first is analog and is most often associated with landline phones. The second type is digital and is used with smartphones. Analog and digital have different ways of transmitting sound. For example, analog takes a sound wave, such as your voice, and turns it into an electrical signal that is transferred across a phone wire. These phones are less expensive and produce a richer sound quality, but even cordless analog phones have a limited range because they are tied to a base.

Digital phones break down your voice into a binary code. The receiver reassembles this computer language into sound, so there’s never any static or scratches. Smartphones can go anywhere within their coverage zone, but the strength of the signal and the coding and decoding of your voice can sometimes make the sound “jumpy.”

*(continued)*

**Explore how to answer this question:** *“What are some of the advantages and disadvantages of each type of phone?”*

First, make a table that will help you categorize details as advantages or disadvantages. Then, identify the most important details from the text to put into each category.

**Complete the chart with details from the text that fit into the appropriate categories.**

Type of System	Advantages	Disadvantages
Analog		Limited range, tied to a base
	No static, go anywhere in coverage zone	

**With a partner, discuss details from your chart. Take turns explaining the important distinctions between how the phones operate.**



### Close Reading

What are the similarities and distinctions between the two types of phones?

**Label** the analog's characteristics with an *A*, and the digital phone's characteristics with a *D*.

### Hint

What does the author ask readers to think about before they buy a phone?

**Continue reading the article about phone technology. Use the Close Reading and Hint to help you answer the question.**

*(continued from page 36)*

Before you decide which type of phone to buy, ask yourself what you want your phone to do. Think carefully about what phone features and functions are most important to you in your daily life.

Both analog and digital send and receive calls from anywhere in the world, but if you need a phone that's reliable and produces a richer sound, get an analog phone. If you're interested in a device with more functionality, you'll need a "smarter" phone. Digital smartphones can run applications such as email, Internet, and GPS.

### Circle the correct answer.

How does the text categorize the information about the two phones?

- A** The text categorizes the accessories you can add on later.
- B** The text categorizes the apps that make smartphones attractive.
- C** The text categorizes the types of users who would be interested in the phones.
- D** The text categorizes the features and functions of the phones.



### Show Your Thinking

Look at the answer you chose above. Explain how you used the characteristics you coded in the article to decipher how the information was categorized.

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Based on the features outlined above, which type of phone would you choose to buy and why? Discuss your reasons with a partner.



Read the biography. Use the Study Buddy and the Close Reading to guide your reading.



Authors often categorize details in order to give structure to a text. I'll look to see how this author uses categories to tell the story of Jami Goldman.

### Close Reading

What made Jami decide to take charge of her life after her accident?

**Underline** her biggest inspirations.

Categories help reveal connections between events and ideas in a text.

**Circle** the details that prove that Jami overcame her tragedy.

Genre: Biography

## High-Tech Runner *by Edgar Ingersoll*

- 1 Jami Goldman was only 19 when it happened. In December of 1987, she and her friend Lisa were driving home to Arizona from a ski trip in New Mexico when their car slid in a snow bank and stranded them in the middle of nowhere. The roads were closed due to a snowstorm, and the girls were given up as lost. They survived in the freezing temperatures for 11 days with only a cinnamon roll and melted snow to keep them alive.
- 2 A man and his son who were out riding their snowmobiles eventually discovered their car. The girls were rushed to the hospital, but frostbite had set into Jami's extremities, meaning that her feet had contracted gangrene, and the doctors had no choice but to amputate both of her legs below the knee.
- 3 Despite these tragedies, Jami refused to give in to depression. Her main source of inspiration was her grandfather, "Poppy." He urged her to always make the most out of life, no matter what, and when he passed away, she vowed to do just that. But how? After watching the 1996 Paralympic Games, a sporting event where all the athletes have a physical disability, she decided to become a runner.
- 4 A new type of prosthetic technology helped her do just that. She was fitted for new limbs made from carbon fibers in the shape of a J—"cheetah legs," they were called. With training and her new legs, Jami competed as part of the 1997–2000 U.S. Paralympic Track and Field Team, setting world records and winning several gold medals. She is also the only amputee in her class to complete a half marathon.
- 5 Today, Jami is an author, mother, teacher, motivational speaker, and still a world-class athlete. She inspires others to rise above the tragedies in their lives, just as Poppy had inspired her.



### Hints

Which answer choice is not identified in the biography as one of Jami’s inspirations?

Reread paragraph 4 and look carefully at each detail the author mentions.

Consider how each paragraph in the biography focuses on a different aspect of Jami’s experience.

### Use the Hints on this page to help you answer the questions.

- 1 Which event would not be included in the category “Events that inspired Jami to change her life”?
  - A Jami took a vow after her grandfather passed away.
  - B Jami watched the 1996 Paralympic Games.
  - C A man and his son eventually found Jami’s car.
  - D Poppy urged her to make the most of life.
  
- 2 What is the connection among all of the details in paragraph 4?
  - A The details show all of the problems and challenges that Jami had to overcome.
  - B The details all help explain how Jami achieved her goal of becoming a runner.
  - C The details show the importance of the Paralympic Games.
  - D The details illustrate how Jami’s cheetah legs work.
  
- 3 Explain how you would categorize the details in this biography and how they give a structure to Jami’s story. Use at least three details from the text to support your response.

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Read the article. Then answer the questions that follow.

## Cool Jobs: Wide World of Robots

by Roberta Kwok, Science News for Kids online

1 When you think of robots, you might think of something like Wall-E—a machine designed to perform boring tasks, such as compacting trash.

2 But engineers today are making robots that can do much more interesting jobs. Robots shaped like snakes could one day search for victims after an earthquake or help doctors perform surgeries. Underwater robots might be able to lead fish away from environmental disasters. And humanlike robots could help people with diseases or physical disabilities.

3 Engineers who build and program robots have fascinating jobs. These researchers tinker with machines in the lab and write computer software to control these devices. “They’re the best toys out there,” says Howie Choset at Carnegie Mellon University in Pittsburgh. Choset is a roboticist, a person who designs, builds or programs robots.

### Robots with a Personality

4 When Maja Matarić was in high school, she wrote a computer program that “talked” back to a person. The user could type a message into the computer, and the program would display a reply.

5 Now a roboticist at the University of Southern California in Los Angeles, Matarić is leading a team that programs machines called socially assistive robots. These devices can talk, make gestures and move around.

6 Matarić wants her team’s robots to help people who have diseases or physical disabilities. For example, a person with Alzheimer’s disease, which causes problems with memory and brain function, might need help with mental exercises. A person trying to regain the use of an arm after a stroke might need encouragement to keep doing helpful exercises.

7 Because there are not enough people to provide all of the help that’s needed, says Matarić, “technology has to step in.”

8 In one study, Matarić’s team tested a robot with people recovering from a stroke. A stroke is caused by a broken blood vessel in the brain or a blood clot that prevents blood from flowing to the brain. Small regions of cells die during a stroke. So afterward part of the body, like an arm, may become weak or numb. A patient has to keep exercising that arm to recover. Those exercises can be difficult and unpleasant, however.

9 Matarić and her colleagues programmed a knee-high robot to ask a patient to perform an exercise and to then monitor the patient’s movements. If the person actively used his or her arm, this robot would say encouraging things.

10 The team tested the robot with six people actually recovering from a stroke. Patients tended to perform their exercises longer and follow instructions better when the robot was present than with no prompting.



11 Next, the researchers tested whether the robot's personality affected how people responded to it. The robot could be directed to move in close, speak loudly and make forceful statements, such as "You can do it!" Other times, the researchers would program the robot to act more shyly. At these times, the robot kept a bit of a distance and softly offered gentle suggestions, such as "I know it's hard, but remember it's for your own good."

12 In this study, healthy adults performed exercises using their weaker hand. The tasks were similar to those done by patients working to recover from a stroke, such as moving pencils or turning newspaper pages. People practiced their task longer when the robot's personality was similar to their own, the team found.

13 Matarić is also working on robots to help children with brain problems known as autism spectrum disorders. Children with these conditions have trouble communicating and interacting with people. Matarić hopes a robot might help these kids practice their social skills. And one big advantage of a robot over people: It never gets tired or frustrated or angry.

14 The team designed and programmed a 3-foot-tall, humanlike robot called Bandit that can make noises, move around, wave and blow bubbles. In one study, the researchers watched how eight children with autism spectrum disorders reacted to Bandit. Some kids seemed to like the device: They talked to the robot, played with it and tried to get the machine to follow them. Other kids seemed uncomfortable, perhaps because of the sounds made by Bandit's motors. These kids backed away from the robot and stayed close to their parent or against a wall.

15 Matarić's team is now working on improving Bandit so that the robot can tell if the child is having a good reaction or a negative one. For example, if the child is hiding against the wall, Bandit might back away, make an encouraging noise or just shut down its motors.

16 Matarić . . . [and] Choset . . . are just a few of the many engineers working on robots today. Whether you want to create robots that explore the ocean, travel to outer space, help elderly people or perform medical procedures, "There's just no limit to what we can do in this field," says Matarić.

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Answer the following questions.

- 1** Which statement **best** describes the distinction between socially assistive robots and other sophisticated robots?
- A** Socially assistive robots require more complex programming.
  - B** Socially assistive robots can only be used for therapy and rehabilitation.
  - C** Socially assistive robots are designed to have characteristics that are more humanlike.
  - D** Socially assistive robots both experience and react to emotions.



2 This question has two parts. Answer Part A, and then answer Part B.

**Part A**

How does the author show a connection between people with Alzheimer’s disease and people recovering from strokes?

- A** The author explains the difference between problems with memory and problems with brain function.
- B** The author describes how both groups benefited from a robot’s encouragement.
- C** The author illustrates the value of mental exercises for both groups.
- D** The author gives a detailed explanation to show how socially assistive robots are able to talk and move.

**Part B**

Identify details that support the answer to Part A. Choose **two** details that apply to stroke victims and children with autism disorder. Copy the details into the correct columns of the chart.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• make funny noises and play games</li> <li>• prompt with gentle suggestions</li> </ul> | <ul style="list-style-type: none"> <li>• will back off in case of negative reaction</li> <li>• praise with forceful statements</li> </ul> |
|--|---|

STROKES	AUTISM

3 An important part of developing socially assistive robots is giving the robot a “personality.” Write a paragraph supporting this conclusion. Use **two** details from the article in your response.

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**Self Check** *Go back and see what you can check off on the Self Check on page 2.*

# Lesson 13

## Using Context Clues

**MS CCRS L.8.4a:** Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.



### Introduction

Sometimes as you read, you may come to a word or a phrase that you don't understand. Often, you can determine the meaning of an unfamiliar word from its context, the words and sentences around it.

- Different kinds of context clues help readers figure out the meanings of words.

Context Clue	Signal Words	Example
Definition	<i>is, or, which is, means</i>	The land pulls in opposite directions along a <u>fault</u> , which is a crack in the earth's crust.
Example	<i>for example, for instance, such as</i>	<u>Geoscientists</u> , such as geologists and seismologists, study earthquakes.
Comparison	<i>like, similar, also, as well</i>	Like a large earthquake, smaller <u>seismic</u> events may also be destructive.
Contrast	<i>but, or, yet, in spite of, however, whereas, although</i>	In spite of the <u>chaos</u> caused by an earthquake, <u>order</u> is eventually restored.

- A word's position and function in a sentence can also be a clue to its meaning. What is the meaning of *geometrogomy* in this sentence?

Scientists measure the geometrogomy of earthquakes.

*Geometrogomy* isn't a real word! But if it were, you could figure out something about its meaning from its use in the sentence. Since it comes after the word *the*, you know that *geometrogomy* is a noun. And because of its use in the sentence, you also know that it is probably an observable "thing"—something scientists can measure.



### Guided Practice

**Underline the context clue that can help you figure out the meaning of each underlined word or phrase. Write the meaning on a separate piece of paper.**

#### Hint

A context clue is often in the same sentence as an unfamiliar word. The clue may also be in a sentence that comes before or after the sentence that includes the difficult word.

Before they strike land, tornadoes can often be detected by Doppler radar, an electronic system that measures wind speeds. A tornado begins when a wind system forms a huge vortex. This formation is similar to water swirling toward a drain. This condition may trigger multiple tornadoes, which may occur simultaneously or one after the other. Whereas many regions are fairly safe from tornadoes, others are susceptible to them. Communities in tornado-prone areas try to mitigate their risk. For instance, they establish public warning systems.



For numbers 1–4, use context clues to answer the questions about each paragraph.

The wind velocity, or speed of motion, in a violent tornado can reach 300 miles per hour. The effects of such a storm can be catastrophic, killing people and destroying wildlife. Within as little as a few seconds, a tornado can devastate a town in its path.

- 1** What does the word velocity mean in the paragraph?
- A** position
  - B** change in direction
  - C** swiftness
  - D** size of something
- 2** What does the word catastrophic mean in the paragraph?
- A** dynamic
  - B** productive
  - C** tragic
  - D** plentiful

When weather forecasters predict a tornado, it is advisable for people threatened by the storm to find safe shelter. If the storm destroys property, emergency workers will do their best to accommodate storm victims. For example, they will set up shelters for those who lost homes.

- 3** What does the word accommodate mean?
- A** to provide with something needed
  - B** to soothe and comfort
  - C** to give necessary information
  - D** to investigate in order to report on
- 4** What words from the paragraph helped you figure out the meaning of accommodate?
- A** "When weather forecasters predict a tornado"
  - B** "people threatened by the storm"
  - C** "emergency workers will do their best"
  - D** "set up shelters for those who lost homes"