

Printer Warning:

This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.



Grade 7 Reading

Student At-Home Activity Packet

This At-Home Activity packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

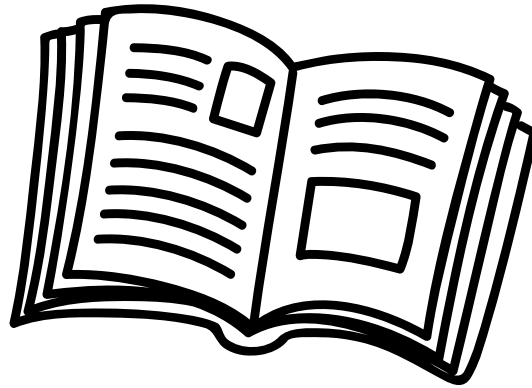
Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

Encourage your student to just do the best they can with this content—the most important thing is that they continue to work on their reading!

Flip to see the Grade 7
Reading activities
included in this packet!



Independent Reading!



See pages
68 and 69
of this
packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Lesson 1

Phrases and Clauses



Introduction

Phrases and **clauses** are groups of words that give specific information in a sentence.

- A **phrase** may contain the subject or the predicate of a sentence but never both—and sometimes neither. For this reason, a phrase cannot stand alone.

Sentence: The great American artist Romare Bearden was born on September 2, 1911.

Phrase 1: The great American artist Romare Bearden (*contains subject*)

Phrase 2: was born (*contains predicate*)

Phrase 3: on September 2, 1911 (*contains neither*)

- A **clause** contains both a subject and a predicate. An **independent clause** can stand alone. A **dependent (subordinate) clause** depends on another clause and cannot stand alone.

Sentence: Although Bearden was born in North Carolina, his family eventually moved to New York.

subject **predicate**

Clause 1: Although Bearden was born in North Carolina (*dependent*)

subject **predicate**

Clause 2: his family eventually moved to New York (*independent*)



Guided Practice

Circle **P** for *phrase* or **C** for *clause* to identify the underlined group of words in each sentence. Then write **D** above any dependent clauses.

Hint

A dependent clause often begins with *before*, *after*, or *until*. Phrases can also begin with these words, but phrases cannot have both a subject and a predicate.

- | | | |
|---|--|-------|
| 1 | <u>Before he began his career as an artist</u> , Bearden received a degree in education. | P C |
| 2 | <u>After college</u> , he worked as a social worker in New York City. | P C |
| 3 | <u>He studied the works of many European artists</u> , including Picasso and Matisse. | P C |
| 4 | Bearden also studied <u>African art and Chinese landscape paintings</u> . | P C |



Independent Practice

For numbers 1–5, select the group of words that answers each question.

- 1** Which group of words in this sentence is a clause?

When World War II broke out, Bearden served in the U.S. Army.

- A** broke out
- B** in the U.S. Army
- C** served in the U.S. Army
- D** When World War II broke out

- 2** Which group of words in this sentence is a dependent clause?

After that, Bearden spent time in Paris, where he studied art.

- A** where he studied art
- B** spent time in Paris
- C** After that
- D** Bearden spent time

- 3** Which group of words in this sentence is an independent clause?

Back in New York once more, Bearden briefly became a songwriter before pursuing art again.

- A** Bearden briefly became a songwriter
- B** became a songwriter before pursuing art again
- C** Back in New York once more
- D** before pursuing art again

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number
Correct

5

- 4** Which group of words in this sentence is a phrase?

In the 1960s, while Bearden focused on creating collages that depicted African-American life, he also became active in civil rights.

- A** he also became active in civil rights
- B** In the 1960s, while Bearden focused on creating collages
- C** In the 1960s
- D** while Bearden focused

- 5** Which group of words in this sentence is a dependent clause that contains a phrase?

Bearden was supporting young minority artists when he helped establish the Cinque Gallery in 1969.

- A** Bearden was supporting young minority artists
- B** when he helped establish the Cinque Gallery in 1969
- C** was supporting young minority artists when he helped
- D** establish the Cinque Gallery in 1969

Lesson 4

Simple and Compound Sentences



Introduction

Sentences can be described according to the number and type of clauses in them. Remember that a **clause** is a group of words that contains both a subject and a predicate. An **independent clause** is a clause that can stand alone as its own sentence.

- A **simple sentence** contains one independent clause.

subject	predicate
[My great-grandmother Lucy]	[was born in Oklahoma in 1911.]

- A **compound sentence** is made up of two or more **independent clauses**. Those clauses are joined by a **coordinating conjunction** such as *and, or, so, but, or yet*, with a comma between the first clause and the conjunction.

independent clause 1	independent clause 2
Lucy's sister Rosene was born in 1913,	and her other sister, Rotha, was born in 1915.



Guided Practice

Write *simple* next to each simple sentence. Write *compound* next to each compound sentence, then circle the conjunction that joins the two clauses.

Hint

A simple sentence can have a compound subject or compound predicate.

Compound subject:

My brother and I loved Grandma Lucy.

Compound predicate:

She *wrote music and played the piano.*

Both sentences are simple sentences.

- 1 Lucy's mother and father were both schoolteachers. _____
- 2 They traveled all over Oklahoma, yet Lucy and her sisters never minded or complained. _____
- 3 As a young girl, Lucy was always one of the best students in her class. _____
- 4 Schools were segregated in Oklahoma in the early 1900s, so Lucy and her sisters attended schools for black children. _____
- 5 Lucy's family did not have much money but lived happily. _____



Independent Practice

For numbers 1–3, choose the sentence that answers each question.

- 1** Which of these is a simple sentence?
- A** Great-Grandma Lucy married Richmond Bell in 1937, and they moved to Arizona.
 - B** There was little work in Oklahoma, but in Arizona they got jobs picking cotton.
 - C** The work was difficult, yet Lucy was glad to have a job.
 - D** She and Richmond worked hard and saved their money.

- 2** Which of these is a compound sentence?
- A** Lucy and Richmond heard about work in California.
 - B** They could buy some land and a house in California's Central Valley.
 - C** Folks were struggling to survive in most places, but in California they had jobs.
 - D** Lucy and Richmond packed up, hopped on a train, and went west.

- 3** Which of these is a compound sentence?
- A** The couple found a house in the town of Dos Palos.
 - B** Dos Palos was a small community, but the land was good for farming.
 - C** Lucy and Richmond bought a cow, raised chickens, and grew vegetables.
 - D** Their first child was born in Dos Palos in the summer of 1945.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

Number
Correct

5

For numbers 4 and 5, choose the answer that correctly combines each pair of simple sentences into a compound sentence.

- 4** World War II began. Richmond joined the army.
- A** World War II began but Richmond joined the army.
 - B** World War II began, Richmond joined the army.
 - C** World War II began, and, Richmond joined the army.
 - D** World War II began, and Richmond joined the army.

- 5** With the men away, many jobs were open to women. Lucy became a librarian.
- A** With the men away, many jobs were open to women, so Lucy became a librarian.
 - B** With the men away, many jobs were open to women, Lucy became a librarian.
 - C** With the men away, many jobs were open to women, so, Lucy became a librarian.
 - D** With the men away, many jobs were open to women so, Lucy became a librarian.

Analyzing the Development of Central Ideas

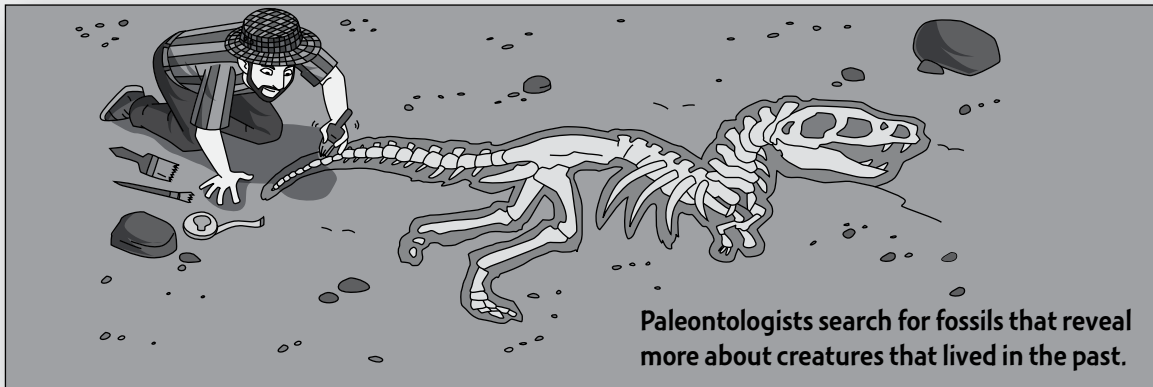
CCLS

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text. . . .

Theme: *Careers*

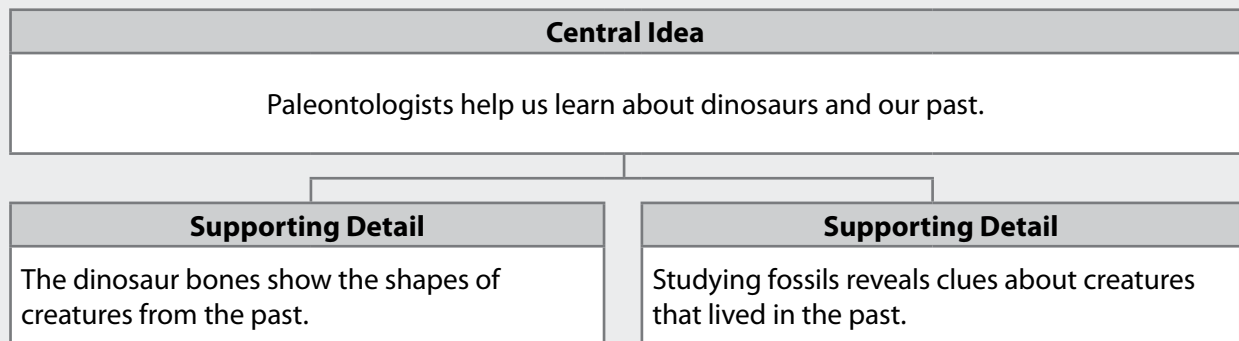
As you read, do you wonder what the author is trying to tell you in the text? Try to figure out the **central idea**, or the most important point (or points) an author is trying to make about the topic. Sometimes a central idea may be stated directly, but more often it is implied. Then you must figure it out by analyzing the **supporting details**. These facts, examples, reasons, and other pieces of information are meant to explain and expand on the central idea.

Examine the cartoon below. Think about the central idea and its supporting details.



What central idea is shown? Circle parts of the picture and caption that support the central idea.

Study the web below that shows the central idea of the picture and details that support it.



As a good reader, make sure you figure out how the supporting details work together to develop the central idea in the text. This will help you understand each important point the author wants to make.



Read the first two paragraphs of an account about deep-sea divers.

Genre: Social Studies Account

Deep-Sea Treasure Hunters *by Ramona Rivera*

Deep-sea diving is a dangerous but fascinating activity. Some people dive for fun or sport, and some make a career out of hunting for sunken treasure. These types of career divers fall into one of two categories: those who want to study their discoveries and those who want to sell the treasures they find.

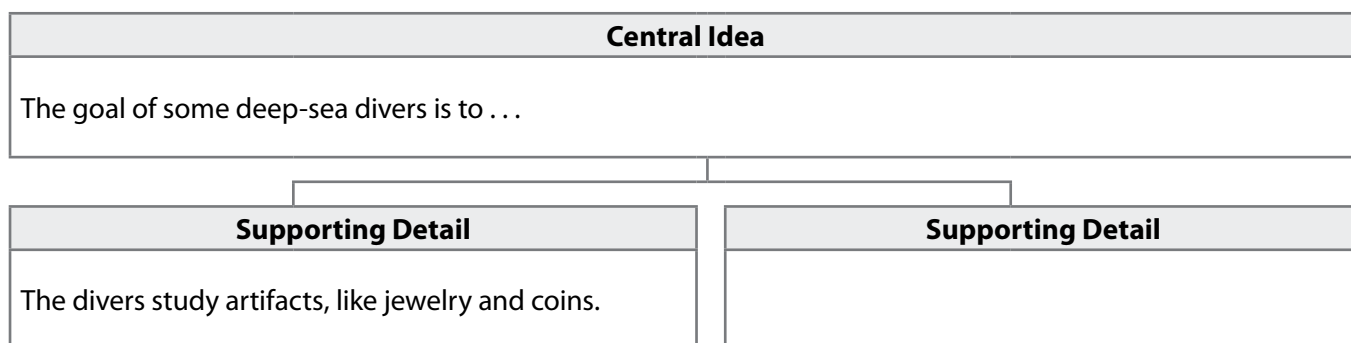
The divers who study sunken treasures are concerned with preservation of the sites. These divers often locate, map, and study shipwrecks. When they find a site, the divers are interested in using the information that the treasure provides to form a story about the ship that wrecked. By studying artifacts such as coins or jewelry found at a site, these divers learn many things about the lives of the ship’s passengers. They also learn more about the cargo and the daily lives of the sailors aboard the ship. Sometimes they even learn why the ship sank.

(continued)

Explore how to answer these questions: “What is the central idea of paragraph 2? What details are given to support it?”

The author describes two career paths: deep-sea treasure diving for money, and deep-sea treasure diving for gathering information. Which career path is described in paragraph 2? How do the details help you learn more about it?

Study the account to figure out the central idea and supporting details in paragraph 2. Then complete the idea web below. Add more supporting details if necessary.



Work in a group and compare your web with your classmates’. Are your supporting details similar? Discuss how you chose each detail. Revise your web as needed, but remember that your answers can vary from your classmates’ and still be correct.



Close Reading

The author mentions two central ideas in these paragraphs. **Circle** the first central idea and **underline** the second central idea.

Continue reading about deep-sea treasure hunters. Use the Close Reading and the Hint to help you answer the question.

(continued from page 4)

The deep-sea divers pursuing profit must carefully research their sites to make sure it is legal to take artifacts from the location. They must also take measures to preserve the artifacts so that they don't corrode and lose value once they are recovered. For these deep-sea divers, the measure of their success is the dollar value of the treasure they find.

Whether deep-sea divers wish to study treasure or collect it, divers must obey the laws, dive in teams, and be careful at all times. We must respect the power and mystery of our oceans if we hope to uncover their many hidden treasures.

Hint

Which choice explains more about the central idea you circled?

Circle the correct answer.

Which sentence provides a supporting detail for the idea that we must respect the oceans and their treasures?

- A** Some divers spend a lot of time searching for sunken treasures.
- B** Deep-sea diving involves a great deal of physical training.
- C** Divers must identify sites that are legal before they collect artifacts.
- D** Profit is the main motivation for some deep-sea divers.



Show Your Thinking

Explain how the supporting details given by the author develop the central idea about divers searching for profit.



With a partner, discuss details about each of the two careers described in the account. Then analyze the author's statement in the concluding sentence of the account.



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



Genre: Biography

Commander Suni Williams

by Margo Carlin

As I read, I'll think about the central ideas the author is telling me about Suni Williams. Why is she famous? What details about her life does the author want to share?

Close Reading

What does Suni say about why she hadn't yet become an astronaut? **Underline** the quote in paragraph 3.

Reread paragraph 1. Find and **star** (*) a sentence that gives a central idea about Suni Williams. Then **underline** sentences with details that support this idea.

- 1 As 5-year-old Sunita “Suni” Williams watched Neil Armstrong’s fascinating moon walk on television, she thought, “That’s what I would like to do.” While she never thought of moon walking as a realistic career goal, Williams’ story proves that we can’t always know where our path is going to lead us. If we believe in ourselves, though, we’ll end up in the right place.
- 2 Williams’ career path was far from predictable. She says she was just an “okay” high school student. Because her brother had gone to the U.S. Naval Academy, she was drawn there, too.
- 3 Williams graduated from the Naval Academy and trained to become a Navy helicopter test pilot. Listening to a former astronaut talk about flying a helicopter as preparation for flying a moon lander, a light bulb went on in Williams’s head. It dawned on her that her helicopter training could be her ticket to space. She realized: “The only one who’s telling me I’m not going to be an astronaut is me.”
- 4 Williams eventually trained to become a member of the *International Space Station* crew, where she served as flight engineer and set a new record for women in space. Another first: She “ran” the Boston Marathon—on a space station treadmill.
- 5 Williams believes there is a message for young people in learning about the twists and turns that led to her space station adventure. “Maybe you want something, but you get something else. But if you make the best of it, things sorta work out.”



Read the biography about a famous dancer. Then answer the questions that follow.

Martha Graham: Modern Dance Innovator

by Eva Milner

1 In the world of dance, Martha Graham is a giant. A true innovator, it was she who led the way into the brave new world of modern dance, leaving behind the constraints of classical ballet. Through her work as a dancer, choreographer, and teacher, Martha has inspired both audiences and generations of dance students. Her institute, the Martha Graham Dance Company, has produced some of the finest dancers in the world today.

2 Martha Graham was born in 1894 in a small town near Pittsburgh, Pennsylvania. Her father was a doctor who specialized in nervous disorders. He was interested in how illnesses and disorders could be revealed through the way a patient's body moved. Martha also believed in the body's ability to express what is inside. She would channel this belief through dance, not medicine, however.

3 Martha was an athletic child, but it wasn't until after seeing the ballet dancer Ruth St. Denis in her teens that she became interested in dance. Martha was so inspired by the performance that she enrolled at an arts college where she studied theater and dance. After graduating in 1916, she joined the Denishawn School, a dance company founded by Ruth St. Denis and Ted Shawn to teach both American dance and world dance.

4 Though Martha began her eight years at Denishawn as a student, it wasn't long before she became a teacher and one of the school's best-known performers. It was during this time that Martha costarred with Ted Shawn in "Xochital," a duet that Ted created specifically for Martha. In this ballet, Martha played the role of an Aztec maiden attacked by an Aztec emperor. Her wildly emotional performance brought her critical acclaim.

5 By 1923, however, Martha felt ready to try new things. She took a job dancing in a vaudeville show in New York City. Here Martha had the opportunity to create her own dances. While there was some room for creativity, she still had to please the audience. Soon she longed for someplace she could take her experimental dance techniques even further. Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program. This was her chance to truly experiment.

6 Martha felt that classical ballet focused too much on fluidity and grace and ignored deeper, darker emotions and themes. At Eastman, Martha began to use jerky, trembling movements and falls to express ideas and feelings. She developed a fresh, new method of muscle control she called "contraction and release." Through this method, a dancer creates movement by first contracting a muscle and then allowing the movement to flow as the muscle relaxes. This method of muscle control gives the dancer's motions a hard, angular look. This was a big change from the dance style found in classical ballet.

7 Audiences did not always appreciate Martha's style. They were used to the more graceful, flowing motions of ballet dancers, and Martha's choppy, angular style was shocking to them. Many reviewers criticized her for dancing in an "ugly" way. During her first performance in Paris, she and her dancers were booed by the audience.

8 In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance. She brought in several of her students from the Eastman school and also began



working with Louis Horst, the musical director from her days at Denishawn. Under Horst’s influence, Martha began to use music by modern composers, rather than music from the eighteenth and nineteenth centuries. This was yet another way in which Martha’s work departed from classical ballet.

9 Many of Martha’s dances explored emotional and psychological themes. One example is her solo piece “Lamentation.” In this dance, a grieving figure sits alone on a bench and moves to a mournful piano score. The dancer wears a tube of stretchy, purple fabric. Only the dancer’s head, hands, and feet show. The movements of the dancer’s body within the fabric create a sort of moving sculpture. The dancer represents the raw emotions of grief.

10 Martha was also interested in exploring social issues and political themes. Her dance “Deep Song” was a statement about the Civil War in Spain, and “Chronicle” looked at the menace of fascism and war in Europe. This second dance was created the same year Martha had turned down an invitation to the 1936 Olympic Games being held in Germany. Both the dance itself and her refusal to attend the games expressed Martha’s integrity and desire to highlight important political issues.

11 Martha Graham’s career spanned her entire life. Health issues forced her to quit dancing at the age of 76, but she continued teaching and creating works until her death in 1991. In her lifetime, she created 181 masterpieces of dance, which continue to inspire dancers and audiences alike.

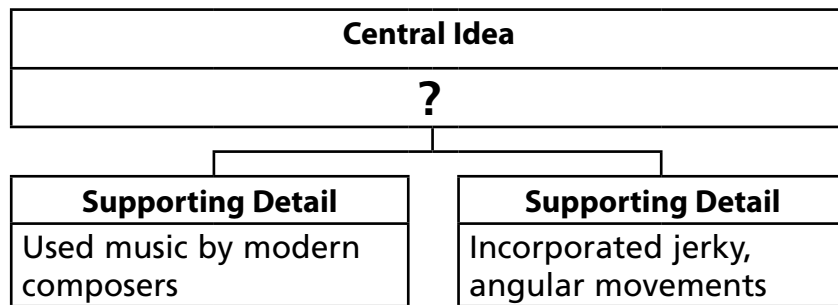
Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

Answer Form

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

Number Correct **3**

1 Study the idea web below.



Which sentence completes the idea web?

- A Classical ballet focused on flowing, graceful movements.
- B Martha’s dance style was very different from classical ballet.
- C Martha was one of the best dancers in America.
- D Louis Horst was the musical director at Denishawn.



- 2 Which sentence **best** supports the central idea that Martha Graham was an innovator?
- A “While there was some room for creativity, she still had to please the audience.”
 - B “Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program.”
 - C “She developed a fresh, new method of muscle control she called ‘contraction and release.’”
 - D “In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance.”

- 3 Which sentence could be added to **best** support the idea that Graham was an innovator?
- A By 1927, Graham was working full-time as a dancer and choreographer.
 - B Graham was the first choreographer to fully collaborate with other modern artists.
 - C During the Depression in the 1930s, Graham sewed her dance costumes herself.
 - D Graham was given the title “Dancer of the Century” by *Time* magazine in 1998.

4 Describe the central idea of paragraphs 9 and 10. Identify at least **two** details the author used to develop that central idea.

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

Lesson 11

Using Context Clues



Introduction

When you come across an unfamiliar word, look for **context clues**—nearby words that hint at the meaning of the word. Study these four types of context clues.

Context Clue	Signal Words	Example
Restatement	<i>or, in other words, that is to say</i>	Women’s rights advocates, or supporters , met in Seneca Falls, New York, in 1848.
Example	<i>like, such as, for example, for instance</i>	Leaders often faced fierce <u>opposition</u> such as name-calling, disrespect, and even threats of harm.
Cause and Effect	<i>as a result of, because, and thanks to</i>	Because of these leaders’ efforts to gain equal rights , women <u>secured</u> the right to vote in 1920.
Comparison and Contrast	<i>also, like, as well, but, yet, however, although</i>	<u>Proponents</u> of women’s rights, like those who support other causes , are committed to their beliefs.

Other clues to a word’s meaning are the word’s position in the sentence and its part of speech.

- Below, the position of *cause* after *can* shows it is a verb, “to make something happen.”

Stirring speeches **can cause** people to change their minds about an issue.

- Below, the position of *cause* after *the* shows it is a noun, meaning “a goal or issue.”

Elizabeth Cady Stanton dedicated herself to **the cause** of women’s rights.



Guided Practice

Underline a context clue that helps you understand each underlined word. Draw a line from the clue to the word. With a partner, identify each type of clue you used.

Hint

When you come across an unfamiliar word in a sentence, don’t just look in the same sentence for clues. Also look in sentences that come before and after the word.

Until 1920, suffrage, or the right to vote, was denied to women. Some prominent figures supported the cause. For example, the famous reformer Frederick Douglass spoke out for women’s rights. Many small meetings took place, but a convention held in Seneca Falls in 1848 helped the movement grow. Thanks to their persistence, women won the right to vote more than seventy years later.



Independent Practice

For numbers 1–4, use context clues to figure out the meaning of each underlined word.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

Women’s suffrage organizations faced determined resistance from groups who argued that a woman’s place was in the home, not in the political arena. Plenty of women strongly agreed that they deserved more rights. Yet many of them still deplored the idea of women having a voice in the government.

1 What does the word resistance mean in the paragraph?

- A** opposition
- B** agreement
- C** questions
- D** approval

2 Which words provide a clue to the meaning of resistance?

- A** “in the political arena”
- B** “in the home”
- C** “groups who argued”
- D** “in the government”

3 What does the word deplored mean in the paragraph?

- A** failed to understand
- B** disapproved of
- C** agreed with
- D** investigated

4 Which words provide a **contrast** clue to the meaning of deplored?

- A** “Plenty of women”
- B** “strongly agreed”
- C** “deserved more rights”
- D** “having a voice”

Tools for Instruction

Central Idea and Supporting Ideas

Proficient readers identify the central and supporting ideas of a text, as well as how the author elaborates on those ideas by providing supporting details. It can be difficult for students to understand the hierarchy of these relationships, especially in content-area reading, which can be conceptually and textually dense. Students often need to infer multiple main ideas, and they may need to work a little harder to distinguish supporting details. To provide support, focus on the processes involved in determining the importance of ideas and details and understanding how different information is related.

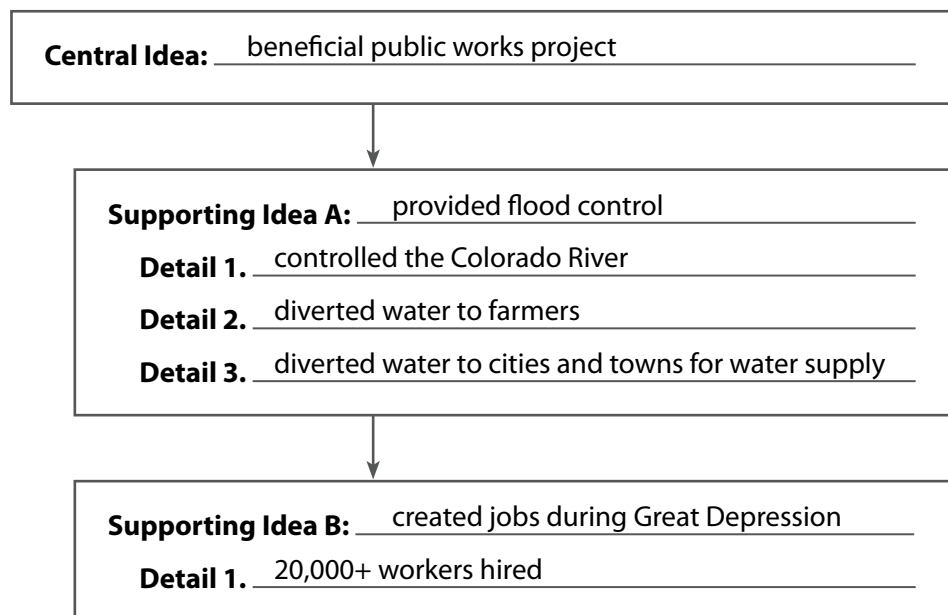
Two Ways to Teach

Use Outlines to Organize Information 30–45 minutes

Help students understand that in longer texts, multiple supporting ideas tell more about one central idea. Teach them to record information in a graphic organizer that visually represents hierarchical relationships.

- Say, *Central idea is the one idea in a passage that all the other details or ideas tell about. Supporting ideas tell more about a central idea. There are often several supporting ideas for one central idea. Similarly, supporting details tell more about each supporting idea. There are often several supporting details for each supporting idea.*
- Distribute and display **Central Idea and Supporting Ideas Chart** (page 3). Then choose a section of informational text to read together with students, and model how to fill in the outline. The example below is about a chapter on the Hoover Dam.

Title: The Hoover Dam



- Work with students to add information to the chart. Then have students work in groups to practice independently with another informational text. Discuss how these charts can help students understand the way an author develops ideas in a text.

Write a Recap 30–45 minutes

Connect to Writing Summarizing is a useful way for students to practice identifying a central idea and supporting ideas.

- Explain that a recap is a very short summary of something that happened or something you learned. Give an example such as the following.

At the end of a baseball inning, the announcers give a quick recap of what happened during the inning. This is to quickly catch up to speed anyone who was not watching. A recap is a brief, concise summary that states only the main idea and the most important supporting details. This would include the score and any important plays. It would not include plays that did not affect the game.

- Have students choose a recent chapter from a science or social studies text and write a recap for a student who was absent from school. Emphasize that recaps are very short, so students should not write more than a half page.
- Have students exchange papers and discuss whether their partner’s recap contained too many details or left out important information.

Check for Understanding

If you observe...	Then try...
difficulty identifying relevant information	turning the main idea of a paragraph into a question. Main idea <i>Jackie Robinson made baseball history.</i> Question <i>How did Jackie Robinson make baseball history?</i> Have students examine the text to locate the answers.
difficulty stating the central idea	providing choices. To help students learn to avoid common mistakes, include distractors that are overly broad and too narrow.

Name _____

Central Idea and Supporting Ideas Chart

Title: _____

Central Idea: _____

Supporting Idea A: _____

Detail 1. _____

Detail 2. _____

Detail 3. _____

Supporting Idea B: _____

Detail 1. _____

Detail 2. _____

Detail 3. _____

Supporting Idea C: _____

Detail 1. _____

Detail 2. _____

Detail 3. _____

Supporting Idea D: _____

Detail 1. _____

Detail 2. _____

Detail 3. _____

Lesson 7

Misplaced Modifiers



Introduction

A **misplaced modifier** is a phrase or clause that is intended to modify a certain word in a sentence but is in the wrong place. As a result, it connects the wrong words or ideas to each other and confuses the reader. For example:

We sat and talked about camping **in the kitchen**.

- The phrase *in the kitchen* is meant to modify *sat*, but instead it suggests that the camping happened in the kitchen. Now, look at another example.

I served breakfast to my family, **which I made myself**.

- The clause *which I made myself* is misplaced. It suggests that the speaker made her family, not breakfast.
- To fix a misplaced modifier, move it as close as possible to what it should modify:

We sat **in the kitchen** and talked about camping.

I served my family breakfast, **which I made myself**.



Guided Practice

Rewrite each sentence to correct the misplaced modifier.

Hint

If a dependent clause begins with the relative pronoun *who* or *which* and gives information that is not crucial to the meaning of the sentence, use commas to set off the clause from the rest of the sentence.

Example:

The muffins, *which smelled delicious*, were still warm.

- 1 I baked blueberry muffins and scrambled some eggs in the oven.

- 2 My cousin Rob told us while he ate where he and Josh had camped.

- 3 Rob had taken my nine-year-old brother camping, who is in college.

- 4 Rob had photos of the lovely lake on his phone near their campsite.

- 5 We put a drawing of the lake on the fridge that Josh had made.



Independent Practice

For numbers 1–4, choose the answer that best corrects the misplaced modifier in each sentence.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

Number
Correct

4

- 1** Rob told us about hearing a strange noise in the night after breakfast.
- A** After breakfast, Rob told us about hearing a strange noise in the night.
 - B** Rob told us about hearing a strange noise after breakfast in the night.
 - C** After breakfast, Rob told us in the night about hearing a strange noise.
 - D** In the night, Rob heard a strange noise that after breakfast he told us about.

- 2** Dad let Josh borrow his fishing rod to take on the trip, which was old but still worked.
- A** Josh borrowed for the trip, which was old but still worked, Dad's fishing rod.
 - B** For the trip, Dad let Josh borrow his fishing rod, which was old but still worked.
 - C** To take on the trip, Josh borrowed a fishing rod from Dad, which was old but still worked.
 - D** The fishing rod that Josh borrowed to take on the trip from Dad was old but still worked.

- 3** Rob told us how Josh had caught a fish as he was washing the dishes.
- A** Rob as he was washing the dishes told us how Josh had caught a fish.
 - B** Josh told us that, as Rob was washing the dishes, he had caught a fish.
 - C** Josh had caught a fish, and Rob was washing the dishes and told us about it.
 - D** As Rob was washing the dishes, he told us how Josh had caught a fish.

- 4** Next summer my cousin invited me to go camping by the lake with his family.
- A** My cousin invited me to go camping by the lake with his family next summer.
 - B** By the lake next summer, my cousin invited me to go camping with his family.
 - C** My cousin by the lake invited me next summer to go camping with his family.
 - D** My cousin with his family next summer invited me to go camping by the lake.

Lesson 8

Dangling Modifiers



Introduction

A **dangling modifier** is a phrase or clause intended to modify a certain word, but that word is not actually stated in the sentence, or it is stated but the dangling modifier seems to modify a different word. Below are two sentences with dangling modifiers:

Driving past the mountains, they were snow-covered and majestic.
After traveling all day, the motel was a welcome sight.

In the sentences above, who was driving past the mountains? Who was traveling all day?

- One way to fix a dangling modifier is to add the word that was meant to be modified, often by making it the subject of the sentence.

Driving past the mountains, we saw that they were snow-covered and majestic.

- Another way to fix a dangling modifier is to make it a dependent clause with its own subject. You might also have to rearrange the sentence.

The motel was a welcome sight after we had been traveling all day.



Guided Practice

Rewrite each sentence to correct the dangling modifier.

Hint

To correct a dangling modifier, you might need to reword other parts of the sentence completely.

- 1 Sleeping soundly through the night, my bed was comfortable.

- 2 After eating a good breakfast, the cave tour sounded more fun.

- 3 Before leaving for the cave tour, the brochure gave us directions.

- 4 Climbing into the car, my camera dropped and broke.

- 5 Waiting in line for the tour, clouds started forming.



Independent Practice

For numbers 1–4, choose the revision that best corrects the dangling modifier in each sentence.

- 1** Explaining how the cave was made, we learned some amazing facts from the guide.
- A** While learning how the cave was made, the guide told us some amazing facts.
 - B** Learning some amazing facts, the guide explained how the cave was made.
 - C** Explaining some amazing facts, we learned from the guide how the cave was made.
 - D** As the guide explained how the cave was made, we learned some amazing facts.

- 2** Walking out of the cave, a cloudburst soaked Emilia.
- A** A cloudburst soaked Emilia as she was walking out of the cave.
 - B** Walking out of the cave was a cloudburst that soaked Emilia.
 - C** Emilia was soaked as she walked out of the cave by a cloudburst.
 - D** A cloudburst out of the cave soaked Emilia as she was walking.

Answer Form

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

Number Correct 4

- 3** Buying souvenirs at the gift shop, the clerk showed Ty some hats.
- A** The clerk showed Ty some hats, buying souvenirs at the gift shop.
 - B** While Ty was buying souvenirs at the gift shop, the clerk showed him some hats.
 - C** Buying souvenirs, the clerk at the gift shop showed Ty some hats.
 - D** While the clerk showed Ty some hats, he was buying souvenirs at the gift shop.
- 4** Driving home, the rain stopped for a few minutes.
- A** Driving home for a few minutes, the rain stopped.
 - B** The rain stopped driving home for a few minutes.
 - C** For a few minutes driving home, the rain stopped.
 - D** As we were driving home, the rain stopped for a few minutes.

Citing Evidence to Make Inferences

Theme: *The Competitive Spirit*

When you **analyze** something, you examine its parts to see how they work together. For example, you might analyze how the parts of a bicycle work to help a person move forward.

Reading involves analyzing, too. When you analyze a text, you sometimes look at what the text says **explicitly**, or directly. “The crowd clapped and cheered wildly when the home team won” is an example of explicit information because you know what happened and why. Other times, though, you must make an inference to figure out what the text is really saying. An **inference** is a reasonable guess based on textual evidence and what you already know.

Find the slowest runner in the picture below. Is he sad about losing? How can you tell?



Circle details in the picture that support an inference that the runner isn't sad about losing. Then complete the chart below to describe what details support this inference.

Text Evidence	+ Background Knowledge =	Inference
<ul style="list-style-type: none"> The expression on the runner's face is _____. This runner says _____. 	<p>A person who loves a sport also enjoys participating in it.</p>	<p>The runner is just happy to compete. Competing is more important to him than winning.</p>

To get the most out of your reading, you must analyze texts to understand what they say directly and make inferences about what they say indirectly. When you find evidence to make and support inferences, you'll find you won't get stuck as often trying to figure out what a text is saying—like when a bike is stuck in gear and can't move forward.



Read the first three paragraphs of an article that showcases Michael Jordan.

Genre: Article

The Flu Game *by Maureen McBride*

Game 5 of the 1997 basketball playoffs should have been the game that the Chicago Bulls lost. It should, in fact, have marked the Utah Jazz's first NBA championship win. Michael Jordan, the Bulls' star player, had spent the previous 24 hours bedridden and dehydrated with what doctors had diagnosed as the stomach flu. He had lost weight and had missed two key days of practice leading up to the game. It was a recipe for disaster.

But three hours before the start of Game 5, the best player in the history of basketball suited up and appeared on the court.

Though Jordan was visibly weak in the first quarter, he had scored 17 points by the second, putting the Bulls ahead at half time. However, while Jordan spent the third quarter overcome by nausea and fatigue, Utah managed to reclaim the lead.

(continued)

Explore how to answer these questions: "What is Michael Jordan's attitude toward competition? What text evidence supports your idea?"

Michael Jordan's attitude is not stated, so you must use evidence in the text to infer what he thinks.

Look for evidence of Jordan's feelings about competition. One detail is shown in the chart below. Write another detail in column 1. Use this information to complete the inference in the last column.

Text Evidence	+	Background Knowledge	=	Inference
<ul style="list-style-type: none"> Jordan was diagnosed with the flu before Game 5. 		<ul style="list-style-type: none"> Jordan's team depended on him greatly. Playing sports while sick requires determination. 		<p>Michael believes that competition</p> <p>_____.</p>

What text evidence supports the inference that Michael Jordan is a fierce competitor? With a partner, find evidence in the article that supports your answer, and write it on the lines below.



Close Reading

Which sentence best shows that Jordan is a talented player? Find and **underline** a sentence on this page showing this.

Continue reading about Michael Jordan in “The Flu Game.” Use the Close Reading and the Hint to help you answer the question.

(continued from page 20)

“In the third quarter, I felt like I couldn’t catch my wind,” Jordan said. “I was just trying to get myself through it.”

In the fourth quarter, Jordan scored 18 more points. Then, with only 25 seconds left in the game, he scored a 3-point shot, and the Bulls beat the Jazz by only two points. At the end of the game, Jordan collapsed into the arms of his teammate Scottie Pippen.

“I almost played myself into passing out just to win a basketball game,” Jordan admitted later. “If we had lost, I would have been devastated.”

Hint

Look for the choice that shows Jordan’s talent, not his dedication or his luck.

Circle the correct answer.

Which sentence from the passage best supports the idea that Michael Jordan is a talented basketball player?

- A** “‘In the third quarter, I felt like I couldn’t catch my wind,’ Jordan said. ‘I was just trying to get myself through it.’”
- B** “In the fourth quarter, Jordan scored 18 more points.”
- C** “Then, with only 25 seconds left in the game, he scored a 3-point shot, and the Bulls beat the Jazz by only two points.”
- D** “‘I almost played myself into passing out just to win a basketball game,’ Jordan admitted later.”



Show Your Thinking

Michael Jordan is a dedicated basketball player. Find and write down a sentence from the passage that supports this statement. Then explain your answer.



With a partner, make an inference about why Michael Jordan collapsed into Scottie Pippen’s arms. Support your inference with evidence from the text and background knowledge.



Read the following historical account. Use the Study Buddy and the Close Reading to guide your reading.



As I read, I'll look for evidence that tells more about each explorer. Then I can make inferences about what each one was like.

Close Reading

What factors led to Scott's failure? **Underline** details from the text that show the kind of trouble he and his men ran into.

What did Amundsen have going for him that Scott did not? **Circle** details that show Amundsen's advantages.

Genre: Historical Account

Race to Reach the South Pole: Scott vs. Amundsen *by Alarik Fjelstad*

- 1 In 1911, Englishman Robert Falcon Scott and Norwegian Roald Amundsen raced to reach the South Pole first. Scott, captain of the *Terra Nova*, had nearly made it to the South Pole seven years earlier. He was confident he would succeed this time. Scott publicly announced that he would be using the latest in technology: motor sleds. He recruited scientists, sailors, and even a paying guest who insisted on bringing ponies to the coldest place on Earth.
- 2 Amundsen worried that competitors might try to prevent his attempt to reach the South Pole. He refused to share his dream with anyone, including his shipmates. Amundsen finally told his men where they were going midway through the Atlantic. Though he told them they could quit, they decided to continue the journey with him. They were all veteran Arctic explorers trained to use skis and sled dogs. At this time, Amundsen sent Scott an unsettling telegram telling him he was on his way to Antarctica.
- 3 Both vessels landed in Antarctica in January of 1911, but Amundsen set up his base camp deep inland on ice, while Scott made camp at the shoreline. With expert planning, Amundsen and his crew arrived at the South Pole with sled dogs on December 15, 1911. Meanwhile, Scott's motor sleds failed to work in the minus 40 degree Celsius cold, and the ponies died and were eaten by Scott's crew. Scott arrived at the Pole 33 days after Amundsen and was shocked to find the Norwegian flag. Disillusioned and weak, Scott and his men died of starvation on the return trip, just 11 miles from their nearest supply station.



Hints

Which choice provides evidence that Amundsen was not very trusting?

Think about what finally happened to Scott and his men. Which choice explains their fate?

What did Amundsen have in his favor that Scott did not? Think about his shipmates and forms of transportation.

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

1 A student makes the following inference about Captain Amundsen:

Amundsen was a very secretive person.

Which sentence from the text best supports this inference?

- A "... Admundsen set up his base camp deep inland on ice, while Scott made camp at the shoreline."
- B "Admundsen finally told his men where they were going midway through the Atlantic."
- C "At this time, Amundsen sent Scott an unsettling telegram telling him he was on his way to Antarctica. "
- D "Scott arrived at the Pole 33 days after Amundsen and was shocked to find the Norwegian flag."

2 Based on the text, which of the following statements explains why Scott and his men were unsuccessful?

- A Scott and his men were not truly prepared for the trip's hardships.
- B Scott planned to use outdated technology on the trip.
- C The English expedition camped at the shoreline instead of inland.
- D They were unfamiliar with the challenge of Arctic exploration.

3 Explain why Amundsen succeeded. Include at least two details from the text that support your inference about what led to his success.



Read this excerpt from a back-to-school speech. Then answer the questions that follow.

from “The President’s Speech to Students”

by President Barack Obama

1 You’re this country’s future. You’re young leaders. And whether we fall behind or race ahead as a nation is going to depend in large part on you. So I want to talk to you a little bit about meeting that responsibility.

2 It starts, obviously, with being the best student that you can be. Now, that doesn’t always mean that you have to have a perfect score on every assignment. It doesn’t mean that you’ve got to get straight As all the time—although that’s not a bad goal to have. It means that you have to stay at it. You have to be determined and you have to persevere. It means you’ve got to work as hard as you know how to work. And it means that you’ve got to take some risks once in a while. You can’t avoid the class that you think might be hard because you’re worried about getting the best grade if that’s a subject that you think you need to prepare you for your future. You’ve got to wonder. You’ve got to question. You’ve got to explore. And every once in a while, you need to color outside of the lines.

3 That’s what school is for: discovering new passions, acquiring new skills, making use of this incredible time that you have to prepare yourself and give yourself the skills that you’re going to need to pursue the kind of careers that you want. And that’s why when you’re still a student you can explore a wide range of possibilities. One hour you can be an artist; the next, an author; the next, a scientist, or a historian, or a carpenter. This is the time where you can try out new interests and test new ideas. And the more you do, the sooner you’ll figure out what makes you come alive, what stirs you, what makes you excited—the career that you want to pursue. . . .

4 So that’s a big part of your responsibility, to test things out. Take risks. Try new things. Work hard. Don’t be embarrassed if you’re not good at something right away. You’re not supposed to be good at everything right away. That’s why you’re in school. The idea, though, is that you keep on expanding your horizons and your sense of possibility. Now is the time for you to do that. And those are also, by the way, the things that will make school more fun.

5 Down the road, those will be the traits that will help you succeed, as well—the traits that will lead you to invent a device that makes an iPad look like a stone tablet. Or what will help you figure out a way to use the sun and the wind to power a city and give us new energy sources that are less polluting. Or maybe you’ll write the next great American novel. . . .

6 But I also want to emphasize this: With all the challenges that our country is facing right now, we don’t just need you for the future; we actually need you now. America needs young people’s passion and their ideas. We need your energy right now. I know you’re up to it because I’ve seen it. Nothing inspires me more than knowing that young people all across the country are already making their marks. They’re not waiting. They’re making a difference now. . . .



7 There are students like Will Kim from Fremont, California, who launched a nonprofit that gives loans to students from low-income schools who want to start their own business. Think about that. So he's giving loans to other students. He set up a not-for-profit. He's raising the money doing what he loves—through dodgeball tournaments and capture-the-flag games. But he's creative. He took initiative. And now he's helping other young people be able to afford the schooling that they need...

8 The point is you don't have to wait to make a difference. Your first obligation is to do well in school. Your first obligation is to make sure that you're preparing yourself for college and career. But you can also start making your mark right now. A lot of times young people may have better ideas than us old people do anyway. We just need those ideas out in the open, in and out of the classroom...

9 When I meet young people like yourselves, when I sit and talk to [a student at this school], I have no doubt that America's best days are still ahead of us, because I know the potential that lies in each of you. Soon enough, you will be the ones leading our businesses and leading our government. You will be the one who are making sure that the next generation gets what they need to succeed. You will be the ones that are charting the course of our unwritten history. And all that starts right now—starts this year...

1 Which of these statements is **not** supported by the remarks made in President Obama's speech?

- A** Work hard in school and try out new possibilities.
- B** While in school, acquire a variety of skills and interests.
- C** Figure out different ways to become energetic leaders.
- D** Explore a wide range of ideas and career options.

2 What evidence from the speech **best** shows how students can prepare themselves for the future?

- A** Students need to act responsibly during their time in school.
- B** Students should focus on courses that will help them earn good grades.
- C** Students should realize that they will not excel at everything that they try.
- D** Students need to try new possibilities to discover what excites them.

Answer Form

1 (A) (B) (C) (D)

2 (A) (B) (C) (D)

3 (A) (B) (C) (D)

**Number
Correct**

3



3 Which sentence from the passage **best** supports the idea that President Obama thinks students must take responsibility for their own futures?

- A** “Now, that doesn’t always mean that you have to have a perfect score on every assignment.”
- B** “Down the road, those will be the traits that will help you succeed, as well—the traits that will lead you to invent a device that makes an iPad look like a stone tablet.”
- C** “Your first obligation is to make sure that you’re preparing yourself for college and career.”
- D** “Soon enough, you will be the ones leading our businesses and leading our government.”

4 Read the statement below, and then answer the question that follows it.

President Obama believes that creativity is a valuable trait for people to have.

Explain how you can tell that the above statement is true. Write a paragraph responding to this question. Use at least **two** details from the passage to support your response.

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