

## English 7

Daily:

- **Part I: Read independently for 30 minutes and respond to a prompt.** Responses should be 5-7 sentences. You may answer more than one prompt on the same sheet of paper. Please include the prompt number.
- **Part II: Choose an assignment to complete.**

**Part I:** Read independently for 30 minutes and respond to a prompt:

1. Write a different title for the chapter you just read. Explain how the title is related to the plot of the chapter. (plot)
2. Why do you think the author chose to tell this story? (theme/author's purpose)
3. Would you want to be a character in this story? Why or why not? (characterization)
4. Would you like to live where the story takes place? Why or why not? (setting)
5. If you could give the main character some advice, what would it be (use text evidence for your ideas)? (characterization/conflict)
6. What do you think will happen next in the story and why do you think this will happen? (prediction)
7. If this book were to become a movie, who would you cast to play the main characters. Explain your choices with evidence from the text. (characterization)
8. Write a summary of the story up until this point. (summarize)
9. Find 5 words the author used to describe a character. Why did you choose the 4 words? (characterization)
10. Write a list of 3 questions that you would like to ask the author. Explain. (author's purpose)

Need something to read?

1. Go to the GTMS website ([gtms.iwcs.k12.va.us](http://gtms.iwcs.k12.va.us))
2. Select STUDENTS at the top
3. Scroll down to view links to resources and links to reading material (example: Epic Books, Scholastic Learn at Home, Khan Academy)

Need something to read on paper?

1. Visit the Free Little Libraries (located at the Windsor Town Center, WHS, and Windsor Library)
2. Read a magazine or newspaper
3. Borrow/trade a book with a friend or family member
4. E-mail your English teacher

**Part II:** Complete one of the following assignments each day:

- \_\_\_\_\_ 1. *An Unexpected Chat* - Reading Skill Sheet (SOL 7.5a, 7.5b, 7.5d, 7.5e)
- \_\_\_\_\_ 2. Nonfiction Text Features (SOL 7.6a)
- \_\_\_\_\_ 3. *The Dawn's Awake* Poem and questions (SOL 7.4c, 7.5g, 7.5i)
- \_\_\_\_\_ 4. The Bone Wars - Read and answer questions 1- 7 (SOL 7.6h, 7.6c, 7.6f)
- \_\_\_\_\_ 5. Nonfiction Text Structure (Organizational Patterns) - Questions 1-10 (SOL 7.6b)
- \_\_\_\_\_ 6. Context Clues (SOL 7.4e)
- \_\_\_\_\_ 7. *Commander Suni Williams* - Close reading, hints, and questions 1-3 (SOL 7.6g, 7.6h, 7.6gi)
- \_\_\_\_\_ 8. Scholastic Scope Commonly Confused Words - Its vs. It's, Affect vs. Effect, and Then vs. Than (SOL 7.8b, 7.8f)
- \_\_\_\_\_ 9. Scholastic Scope Commonly Confused Words - Who's vs. Whose, Accept vs. Except, and Past vs. Passed (SOL 7.8b, 7.8f)
- \_\_\_\_\_ 10. Scholastic Scope - Conquer Verb-Tense Consistency, Puzzling Pronouns, and Can We Agree? Practice (SOL 7.8c, 7.8d, 7.8f)

Please know that Mrs. Hodges and Mrs. Hartman are here to help you. Do not hesitate to email us if you need help at any point. We love you all so much and miss each and every one of you.

Mrs. Hodges: [ahodges@iwcs.k12.va.us](mailto:ahodges@iwcs.k12.va.us)

Mrs. Hartman: [hartman@iwcs.k12.va.us](mailto:hartman@iwcs.k12.va.us)

## An Unexpected Chat

"Stick this in his hair," said Brian as he handed Jake a clump of Fun Dough. Jake held the colorful lump in his hand and considered his situation: he didn't want to make things harder for the new kid, but he was happy that Brian wasn't picking on him and it felt good to be a part of something. So Jake stuck the Fun Dough in the new kid's hair, whereupon the new kid saddened and asked Jake why he did it. Jake could not respond to this and Brian laughed as Jake was sent to the office.

Jake sat stiffly in front of Principal Griffin's desk while the large man chastised him. Mr. Griffin blustered, hawed, and threatened Jake with expulsion, but when everything was said and done all Jake received was an after school detention. Throughout the day Jake felt vaguely bad about what had happened with the new kid, but his mood improved when he saw Brian in detention.

Detention passed quickly for Jake as he and Brian exchanged inappropriate notes. Many of these notes contained mean messages about the teacher who was monitoring them. They compared him to a slew of farm animals and insulted his habits. Then Jake tried to talk with Brian about *Death Soldiers IV*, a new game that Jake had been playing. Brian discouraged Jake's interest by calling him a nerd. Then Brian ordered Jake to procure a carton of eggs from his home so that they could "egg that chicken new kid tomorrow." Jake knew that Brian would have him do the eggging, but he nodded in assent anyway.

After the period of silent captivity ended, Brian raced home. He erased the various messages left by school personnel about the day's events from his mother's answering machine, and then he grabbed a carton of eggs from out of the fridge and wrapped it in a towel before sliding it into his backpack. He sat down on the couch to play the new *Death Soldiers IV* game before his mom came home.

While playing *Death Soldiers IV* online, Jake and his friend Morph joined a group of local players. The game hadn't started yet and the players were talking to each other in the lobby when Jake heard a familiar voice. "...And I had to get a haircut to get this gunk out of my hair and now I look really stupid." Jake recognized the voice as that of the new kid at his school. The new kid went on, "*It's just really hard because I thought the kid who did it was a pretty cool kid. He had a DS IV shirt on and everything. I mean, it would just be nice to have one cool friend at this lame school.*"

Jake was moved by the new kid's words. He turned off the game and took a deep breath. He remembered all of the times that Brian had picked on him and made him feel bad. He thought about how Brian had gotten him in trouble today and would do the same thing tomorrow. Then he thought about how Brian didn't even like video games, and he realized that he didn't want to be like Brian. Jake took the carton of eggs out of his backpack and put them back into the fridge. Then he grabbed his limited edition *Death Soldiers IV* hat and put it in his bag.

Jake got to school early that day and waited by the bike rack. A bus parked and a line of students exited. Brian was in the back of the line. He walked over and leaned on the bike rack next to Jake. Smirking, he asked him, "Did you bring it?" Jake nodded. Brian snickered and walked over by Emily and began whispering. Brian's face was full of restlessness and mischief.

Finally the new kid showed up on his bike. He had a new haircut and he sneered at Jake. Jake looked at him with sincerity. "I'm sorry about yesterday." The new kid huffed. "Yeah, ok." Brian watched the interaction with great interest. Jake continued, "No, really, it must be hard being new. I don't know what came over me yesterday. I want you to have this as a peace offering..." Jake pulled the *Death Soldiers IV* hat from his bag and handed it to the new kid. The kid's face brightened immediately. Jake looked over and saw Brian's crinkled face. Emily giggled. The new kid looked at Jake and replied excitedly, "This is the limited edition version! Can I have it for keepsies?" Jake nodded. As the new kid rattled on to Jake about hidden weapons and secret locations in *Death Soldiers IV*, Jake knew that he had made the right choice.

Name: \_\_\_\_\_

## *An Unexpected Chat* - Reading Skill Sheet

1. Author's Purpose: **entertain**                      **inform**                      **persuade**  
Why did the author write this?

2. Genre: \_\_\_\_\_ Subgenre: \_\_\_\_\_  
Ex: Nonfiction, fiction, or folklore                      Ex: Autobiography, science fiction, fable, informational writing, etc.

3. Narrator's Point of View: \_\_\_\_\_  
1st-person, 2nd-person, 3rd-person objective, 3rd-person limited, or 3rd-person omniscient

4 & 5. Summarize the text:  
Five key events from beginning, middle, & end.

### 6. Exposition

A.

Setting: \_\_\_\_\_  
When and where does the story take place?

B. Conflict: \_\_\_\_\_  
Describe the conflict in the story.

7. Rising Action: List some events that occur before the climax.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Climax:  
The turning point

Falling Action: List some events that occur after the climax.

1. \_\_\_\_\_

2. \_\_\_\_\_

Resolution:  
When the conflict is solved

Name: \_\_\_\_\_

## Figurative Language Poem 4

### The Dawn's Awake

By Otto Leland Bohanan

The Dawn's awake!

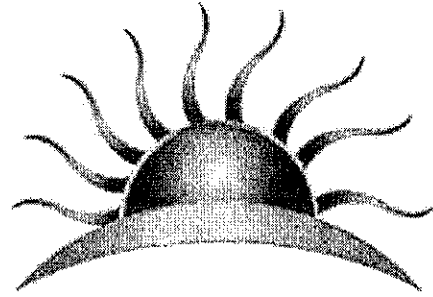
A flash of smoldering flame and fire  
Ignites the East. Then, higher, higher,  
O'er all the sky so gray, forlorn<sup>1</sup>,  
The torch of gold is borne.

The Dawn's awake!

The dawn of a thousand dreams and thrills.  
And music singing in the hills  
A paean<sup>2</sup> of eternal spring  
Voices the new awakening.

The Dawn's awake!

Whispers of pent-up harmonies,  
With the mingled fragrance of the trees;  
Faint snatches of half-forgotten song--  
Fathers! torn and numb,--  
The boon of light we craved, awaited long,  
Has come, has come!



1. Pitifully sad and abandoned or lonely:
2. A song of praise or triumph.

## Review Questions

**Directions:** Respond to these questions to the best of your ability. Answer the questions completely. If you need more space, use the back or a separate sheet.

1. Identify two examples of **personification**: explain what is being personified & how in each example.
2. Identify an example of **hyperbole**: explain how it is exaggerated.
3. Identify an example of **metaphor**: explain which two things are being compared.
4. Find three examples of **imagery** in the poem that access three different senses. Explain which senses are called on by the speaker for each example.
5. Contrast the **tone** of this line "Fathers! torn and numb,--" with the **tone** of the rest of the poem. How is this line different and why do you think that it is?
6. This poem was written by an African American poet during the Harlem Renaissance. Knowing this, how might one interpret the "Dawn" beyond its literal meaning? What might the "Dawn" represent?

## Unit 1 Interim Assessment

Read the article. Then answer the questions that follow.

### The Bone Wars

by J. R. Hill

1 If you've spent any time in grocery checkout lines, you've probably seen magazines with pictures of celebrities behaving badly toward each other. You might believe that scientists would be above that sort of thing, but you'd be wrong. About 150 years ago, two scientists started a nasty feud that lasted for decades—and brought to light some of the most spectacular creatures that ever walked the earth.

2 Edward Cope and Othniel Marsh were paleontologists—scientists who study extinct life-forms, including dinosaurs. They met in 1864, when their careers were starting. Paleontology was a young science in the United States, and only a few dinosaurs had been discovered in North America.



Othniel Marsh



Edward Cope

3 Cope and Marsh were friendly at first, but their relationship quickly soured. In 1868, Cope and a team of hired men were digging up dinosaurs in New Jersey. Marsh journeyed there and stayed with Cope for a few weeks. Things seemed to go well, but after Marsh left, Cope learned that his guest and the team foreman had made a deal. In exchange for money, the foreman would send new fossils to Marsh instead of Cope. Marsh had fired the first shot in what scientists would come to call the “Bone Wars.”

4 The war heated up fast. In 1869, Cope wrote an article describing a newly found extinct sea reptile he named *Elasmosaurus*. Cope included a drawing of the creature's skeleton. Another scientist soon pointed out that Cope had mistakenly stuck the beast's skull on its tail. Cope was humiliated, and Marsh crowed about the blunder to anyone who would listen. Shortly after, each man began publishing a string of scientific articles viciously attacking the other's ideas.

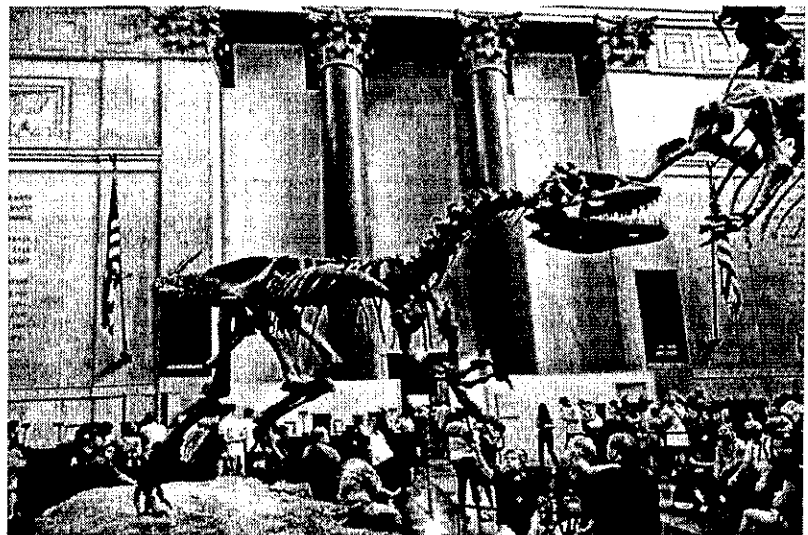


5 Cope and Marsh's thirst to outdo each other spilled into their fieldwork. Throughout the 1870s and 1880s, they led and sent teams into lawless regions of the western United States to hunt for dinosaur bones. The teams were told to slow and disrupt each other's work through bribery, stealing, and rock-throwing. The teams even used dynamite to blow up cliffs and bury fossils to keep discoveries from falling into each other's hands. To this day, scientists wonder what fantastic discoveries lay beneath tons of rubble.

6 In addition to sabotage, Cope and Marsh forced their teams to dig up and transport bones quickly. Such speed damaged many specimens, but each man wanted the credit of making the first discoveries of new species. Because they published their findings as quickly as possible, they made many mistakes. Marsh, for example, accidentally stuck the head of one dinosaur (*Camarasaurus*) on to the neck of another dinosaur (*Apatosaurus*) and thought he had discovered a new dinosaur—*Brontosaurus*. Unlike Cope's mistake with *Elasmosaurus*, paleontologists didn't discover and undo Marsh's *Brontosaurus* blunder for nearly 100 years.

7 Until the mid-1880s, only scientists knew about Cope and Marsh's fight. But when Cope ratted out Marsh to the *New York Herald*, their battle spilled out into the world at large. Cope and Marsh assaulted each other through letters published in the newspaper. For a time, they were as famous as any celebrities of today. And even when the public eventually stopped caring, the feud didn't cease. The two men of science took swipes at each other until Cope's death in 1897. Even in death, Cope kept up the attack. He donated his skull to science and asked that his brain size be compared with Marsh's. (Scientists of that time believed that a person with a large brain was smarter than a person with a small one.) For whatever reason, Marsh did not accept Cope's challenge.

8 The Bone Wars have a mixed legacy. On the one hand, American paleontology got a bad reputation from Cope and Marsh's cutthroat behavior. And the mistakes they made in their rush for glory slowed the progress of paleontology for many years. But the Bone Wars also produced a mountain of raw material. Cope and Marsh discovered more than 130 dinosaur species. Their teams dug up so many bones that scientists are still learning new things about them. And many of their most famous discoveries, including *Stegosaurus*, *Allosaurus*, *Diplodocus*, and *Triceratops*, fire the imaginations of children (and more than a few adults) worldwide. Perhaps paleontology would have been worse off had the two men actually gotten along.





Answer the questions. Mark your answers to questions 1–7 on the Answer Form to the right.

## Answer Form

1A	(A)	(B)	(C)	(D)	4	(A)	(B)	(C)	(D)
1B	(A)	(B)	(C)	(D)	5	(A)	(B)	(C)	(D)
2	(A)	(B)	(C)	(D)	6	(A)	(B)	(C)	(D)
3	(A)	(B)	(C)	(D)	7	(A)	(B)	(C)	(D)

Number / Correct 8

1

Answer Parts A and B below.

**Part A**

The article says that paleontology was a young science in the United States in the mid-1800s. How knowledgeable about the field were paleontologists of the time?

- A They were more informed than those in other nations.
- B They were the greatest experts of the field at the time.
- C They were not very knowledgeable about their field.
- D They were just as knowledgeable as any other scientists.

**Part B**

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

- A "Another scientist soon pointed out that Cope had mistakenly stuck the beast's skull on its tail."
- B "Cope was humiliated, and Marsh crowed about the blunder to anyone who would listen."
- C "Because they published their findings as quickly as possible, they made many mistakes."
- D "Unlike Cope's mistake with *Elasmosaurus*, paleontologists didn't discover and undo Marsh's *Brontosaurus* blunder for nearly 100 years."

2

Marsh and Cope had a stormy relationship. Which event was the **most** important influence on this relationship?

- A Marsh paid Cope's team foreman to send new fossils to him.
- B Marsh claimed he was the first to discover a mistake by Cope.
- C Groups of their workers threw rocks at each other.
- D Cope and Marsh attacked each other in the newspapers.





3

Which sentence **best** describes how the two paleontologists influenced each other?

- A Cope and Marsh would do almost anything to become public celebrities.
- B The competition between Cope and Marsh pushed each man to make amazing discoveries.
- C Cope and Marsh's mistakes destroyed their credibility as paleontologists.
- D Cope and Marsh would have discovered even more dinosaur bones if they had worked together.

4

Each man thought he was better in his field than the other. Which evidence from the text **best** supports the inference that Cope also thought he was smarter than Marsh?

- A Cope told the *New York Herald* about Marsh's actions.
- B Cope described a newly found extinct sea reptile he named *Elasmosaurus*.
- C Cope wanted his brain size to be compared with Marsh's after death.
- D Cope published scientific articles viciously attacking Marsh's ideas.

5

A good summary includes only important details. Which of the following details is **not** important enough to include in a summary of the article?

- A The rivalry between Cope and Marsh affected their fieldwork.
- B Cope and Marsh brought to light some amazing discoveries.
- C Each man's rush to claim glory caused mistakes to be made.
- D The men gained fame due to their letters in the *New York Herald*.



6

The last paragraph says that the Bone Wars have a mixed legacy. How does the author develop this idea?

- A by concentrating on the mistakes that Cope and Marsh made
- B by presenting the pros and cons of Cope and Marsh's rivalry
- C by giving the causes and effects of Cope and Marsh's rivalry
- D by stating in sequence events detailing Cope and Marsh's rivalry

7

Which of the following lists only the **main topics** of "The Bone Wars" in the correct order?

- A Cope and Marsh meet in 1864.  
Their feud begins in 1868.  
Cope publishes a mistake in 1869.  
The feud moves into fieldwork during the 1870s and 1880s.  
Cope dies in 1897, leaving Marsh the winner of the Bone Wars.
- B Marsh begins the feud.  
The feud is fought through scientific articles.  
The fighting turns violent in fieldwork out West.  
Cope dies and wants his brain compared with Marsh's.  
The Bone Wars both helps and hurts the reputation of paleontology.
- C The feud turns Cope and Marsh into celebrities.  
Marsh secretly tries to hire Cope's foreman.  
Cope publishes a mistake in a scientific journal.  
Cope and Marsh begin fighting the Bone Wars.  
Cope dies, so Marsh wins the Bone Wars.
- D A feud begins between Cope and Marsh.  
Cope and Marsh compete in both articles and fieldwork.  
The fight leads to both mistakes and damaged specimens.  
The feud goes public and ends only with Cope's death.  
The Bone Wars slowed scientific progress but provided valuable fossils.

Name \_\_\_\_\_

Date \_\_\_\_\_  
(Answer ID # 1084685)

## Context Clues

<p>1. When the sun shines through our window each afternoon, the beams strike a glass lamp hanging from the ceiling. Iridescent shapes float around the room when we turn the lamp.</p> <p>In this sentence, the word <b>iridescent</b> means</p> <p><input type="radio"/> A dark</p> <p><input type="radio"/> B colorful</p> <p><input type="radio"/> C gloomy</p> <p><input type="radio"/> D dull</p>	<p>2. The insidious burglar was able to sneak into the house without being heard or seen.</p> <p>In this sentence, the word <b>insidious</b> means</p> <p><input type="radio"/> A clumsy</p> <p><input type="radio"/> B sneaky</p> <p><input type="radio"/> C loud</p> <p><input type="radio"/> D strong</p>
<p>3. We took a pair of shoes to the cobbler, so he could fix them for us.</p> <p>In this sentence, the word <b>cobbler</b> means</p> <p><input type="radio"/> A stones</p> <p><input type="radio"/> B convert</p> <p><input type="radio"/> C shoe mender</p> <p><input type="radio"/> D shield</p>	<p>4. On Valentine's Day, Adam bought his girlfriend a ticket to see his favorite basketball team. This wasn't the amorous gift she was expecting.</p> <p>In this sentence, the word <b>amorous</b> means</p> <p><input type="radio"/> A selfish</p> <p><input type="radio"/> B practical</p> <p><input type="radio"/> C romantic</p> <p><input type="radio"/> D useful</p>
<p>5. The twins were both crying at the same time so Mom tried to soothe one while Dad tried to mollify the other.</p> <p>In this sentence, the word <b>mollify</b> means</p> <p><input type="radio"/> A upset</p> <p><input type="radio"/> B make sad</p> <p><input type="radio"/> C soothe</p> <p><input type="radio"/> D worry</p>	<p>6. A melancholy sadness fell over the crowd after hearing the shocking news.</p> <p>In this sentence, the word <b>melancholy</b> means</p> <p><input type="radio"/> A depressed or sad</p> <p><input type="radio"/> B quiet</p> <p><input type="radio"/> C good</p> <p><input type="radio"/> D calm</p>
<p>7. Because of an accident, we were forced to take a circuitous route rather than the most direct way.</p> <p>In this sentence, the word <b>circuitous</b> means</p> <p><input type="radio"/> A shortest</p> <p><input type="radio"/> B roundabout</p> <p><input type="radio"/> C direct</p> <p><input type="radio"/> D straight</p>	<p>8. The omnipotent superhero always won his battles, unlike his weak opponents.</p> <p>In this sentence, the word <b>omnipotent</b> means</p> <p><input type="radio"/> A weak</p> <p><input type="radio"/> B almighty or all powerful</p> <p><input type="radio"/> C powerless</p>

Name \_\_\_\_\_

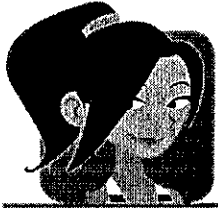
Date \_\_\_\_\_  
(Answer ID # 0996462)

## Context Clues

<p>9. For the project, the teacher said the design was <b>inalterable</b>, but the color could be changed.</p> <p>In this sentence, the word <b>inalterable</b> means</p> <p><input type="radio"/> A unchangeable</p> <p><input type="radio"/> B changeable</p> <p><input type="radio"/> C malleable</p> <p><input type="radio"/> D able to vary</p>	<p>10. She talks about others <b>malevolently</b>, unlike her sister who would never say a mean thing about anyone.</p> <p>In this sentence, the word <b>malevolently</b> means</p> <p><input type="radio"/> A meanly or maliciously</p> <p><input type="radio"/> B kindly</p> <p><input type="radio"/> C warmly</p> <p><input type="radio"/> D quietly</p>
<p>11. Gilbert was <b>nonplussed</b> about being called to the office, but once he got there, he understood that he was being awarded for his attendance.</p> <p>In this sentence, the word <b>nonplussed</b> means</p> <p><input type="radio"/> A urged</p> <p><input type="radio"/> B confused</p> <p><input type="radio"/> C nauseated</p> <p><input type="radio"/> D affected</p>	<p>12. Samantha is so <b>querulous</b>, such as complaining that the teacher didn't call on her, that it's hard to be her friend sometimes.</p> <p>In this sentence, the word <b>querulous</b> means</p> <p><input type="radio"/> A ugly</p> <p><input type="radio"/> B hateful</p> <p><input type="radio"/> C pleasant</p> <p><input type="radio"/> D whining</p>
<p>13. The stars were <b>obscured</b> by the clouds, just as the moon was hidden by them, too.</p> <p>In this sentence, the word <b>obscured</b> means</p> <p><input type="radio"/> A clear</p> <p><input type="radio"/> B open</p> <p><input type="radio"/> C hidden</p> <p><input type="radio"/> D not hidden</p>	<p>14. I felt sorry for the poor <b>pathetic</b> dog after he was dropped off along the road in the rain.</p> <p>In this sentence, the word <b>pathetic</b> means</p> <p><input type="radio"/> A happy</p> <p><input type="radio"/> B joyful</p> <p><input type="radio"/> C sad</p> <p><input type="radio"/> D cheerful</p>
<p>15. Sunlight can't shine through <b>opaque</b> objects like brick walls and wooden doors.</p> <p>In this sentence, the word <b>opaque</b> means</p> <p><input type="radio"/> A thin</p> <p><input type="radio"/> B transparent</p> <p><input type="radio"/> C clear</p> <p><input type="radio"/> D thick</p>	<p>16. Hurricane Katrina caused a great <b>cataclysm</b> - New Orleans was a disaster.</p> <p>In this sentence, the word <b>cataclysm</b> means</p> <p><input type="radio"/> A miracle</p> <p><input type="radio"/> B wonder</p> <p><input type="radio"/> C session</p> <p><input type="radio"/> D disaster</p>



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



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.

Genre: Biography

## Commander Suni Williams

by Margo Carlin

- 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."



### Hints

Which choice matches one of the central ideas from the previous page?

Which sentence tells something about Williams not believing in herself?

Which central idea did you choose in the second Close Reading activity?

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

1 Which sentence best captures a central idea of the biography?

- A Career paths are not always easy to identify and follow.
- B Suni Williams did not face any difficult challenges in her career.
- C The career path chosen by Suni Williams was very predictable.
- D People should never change their career path.

2 Which sentence from the biography best captures a second central idea of the text?

- A "She says she was just an "okay" high school student."
- B "It dawned on her that her helicopter training could be her ticket to space."
- C ""The only one who's telling me I'm not going to be an astronaut is me.""
- D "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."

3 Describe one central idea about Suni Williams' life. List at least three details from the text that support this idea.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## *Its vs. It's*

*Its* and *it's* are often confused and misused. Here's what you need to know to use them correctly.

**ITS** is a possessive that indicates ownership.

Examples:

The cat looked sadly at **its** empty bowl.  
That app sure takes **its** time loading.

**IT'S** is a contraction for "it is" or "it has."

Examples:

**It's** a beautiful painting.  
**It's** been a long time since I talked to Jacob.

Here's a trick: Replace the *it's* or *its* in your sentence with *it is* or *it has*.  
If the sentence makes sense, *it's* is correct. If it does not, *its* is correct.

**Directions:** Choose the correct sentence in each group below.

1. Ⓐ Its difficult to study when its such a nice day outside.  
Ⓑ It's difficult to study when it's such a nice day outside.  
Ⓒ It's difficult to study when its such a nice day outside.  
Ⓓ Its difficult to study when it's such a nice day outside.
2. Ⓐ "That dog is hurt!" exclaimed Jenny. "Look, its cut its paw."  
Ⓑ "That dog is hurt!" exclaimed Jenny. "Look, it's cut it's paw."  
Ⓒ "That dog is hurt!" exclaimed Jenny. "Look, it's cut its paw."  
Ⓓ "That dog is hurt!" exclaimed Jenny. "Look, its cut it's paw."
3. Ⓐ I love the new soccer field. Its so green, and its right next to the park.  
Ⓑ I love the new soccer field. It's so green, and it's right next to the park.  
Ⓒ I love the new soccer field. It's so green, and its right next to the park.  
Ⓓ I love the new soccer field. Its so green, and it's right next to the park.
4. Ⓐ Its hard to believe that plant has already outgrown its pot.  
Ⓑ It's hard to believe that plant has already outgrown it's pot.  
Ⓒ It's hard to believe that plant has already outgrown its pot.  
Ⓓ Its hard to believe that plant has already outgrown it's pot.

**Directions:** Fill in each blank with *its* or *it's*. Then write your own sentence using *its* or *it's*—or both!

5. "\_\_\_\_\_ never been this warm on my birthday before," remarked Sharon.

6. The parrot rearranged \_\_\_\_\_ feathers using \_\_\_\_\_ beak.

7. The cruise ship was on \_\_\_\_\_ way to the Bahamas.

8. \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# ***Affect vs. Effect***

The words ***affect*** and ***effect*** are easy to mix up. Here are some simple rules to help keep these words straight.

## **AFFECT**

▶▶ Use ***affect*** as a verb meaning "to influence or cause a change."

*How will this quiz ***affect*** my grade?*

*The referee's call ***affected*** the outcome of the game.*

## **EFFECT**

▶▶ Use ***effect*** as a noun meaning "a result or impact."

*Eating vegetables regularly will have a positive ***effect*** on your health.*

*The movie's soundtrack had a powerful ***effect*** on my emotions.*

**Directions:** Circle the boldface word in each sentence below that correctly completes each sentence.

1. The amount of sleep you get at night will ***affect/effect*** your energy level throughout the day.
2. Rain will certainly ***affect/effect*** attendance at tonight's baseball game.
3. The company hopes its new toothpaste commercials will have a positive ***affect/effect*** on sales.
4. It is always a good idea to read the warning label on any medicine you take so you understand its possible side ***affects/effects***.
5. It will be interesting to see what ***affect/effect*** the new public transportation system has on traffic.
6. Scientists are studying how space travel ***affects/effects*** the human body.

**Directions:** Write one sentence using *affect* and one sentence using *effect*.

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Than vs. Then

The words **than** and **then** are often confused and misused. Here's what you need to know to use them correctly.

**Than** is used when you're making a comparison.

**Examples:**

*Simon is older than Sebastian.*

*Emily's video got more than 12 million views.*

The phrase **other than** is used to mean "except" or "apart from."

**Example:**

*Other than soccer practice, I have no plans.*

**Then** is used to when you're talking about time. It can mean "next" or "at that time."

**Examples:**

*First wash your hands, then set the table.*

*My life was a lot simpler back then.*

**Then** is also used in if/then statements.

**Example:**

*If you don't finish that burger, then I will!*

---

**Directions:** Underline the correct boldface word in each sentence.

1. Luis saw his first violin concert when he was 3. Since **than/then**, he has been fascinated by stringed instruments.
2. Rachel would rather eat 20 pieces of broccoli **than/then** touch a single green bean.
3. Finish your homework, **than/then** we can go for a bike ride.
4. "Fluffy, no!" Mrs. Hall scolded, scooping up the cat. "You know better **than/then** to walk on the kitchen table."
5. Pete found that getting up an hour earlier was easier said **than/then** done.
6. "Don't forget," Sheena called, "we're meeting at the museum at five o'clock. I'll see you **than/then**!"
7. There was no one in the room other **than/then** Marc.
8. My little brother knows much more about Star Wars **than/then** I do.
9. If this is a scary movie, **than/then** I don't want to see it.

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**Directions:** Combine each pair of sentences below into a single sentence using **than** or **then**.

10. Sam ran fast. Ashley ran faster.
- 

11. Put a half cup of flour in a bowl. Add two eggs and stir until smooth.
- 

12. I like playing baseball. I would rather play soccer.
-

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Who's vs. Whose

The words *who's* and *whose* are often confused and misused. Here's what you need to know to use them correctly:

*Who's* is a contraction of *who is* or *who has*.

**Examples:**

*"Who's coming to the party?" asked Ned.*

*Shayna, who's going to space camp this summer, decorated her bedroom to look like a spaceship.*

*Who's seen the new season of Stranger Things?*

*Whose* is the possessive form of *who*. It shows ownership.

**Examples:**

*"Whose glass is on the table?" asked Ana.*

*I asked Grandpa, whose pies are beloved in my family, to make two cherry pies for the bake sale.*

*We're going to miss Jorge, whose talent on the basketball court helped us win the championship.*

---

**Directions:** Underline the correct boldface word in each sentence.

1. Billie Eilish, **who's/whose** had several hit songs recently, is one of my favorite singers.
2. Danielle, **who's/whose** lived in Australia for the past two years, just moved back to the United States.
3. Jackson does not know **who's/whose** number that is.
4. My cousin Michael, **who's/whose** one of the funniest people I know, is coming to visit next week.
5. I don't know **who's/whose** recipe it is, but this lasagna is delicious!
6. Mom asked, "**Who's/Whose** dirty shoes are on the kitchen floor?"
7. Regina, **who's/whose** finally recovered from her cold, invited Ariadne to sleep over on Friday.

---

**Directions:** For each sentence below, fill in the blank with either *who's* or *whose*.

8. Ryan, \_\_\_\_\_ plan was to spend the day at the beach, groaned when it began to rain.
9. \_\_\_\_\_ been eating these cookies? They were supposed to be for the party!
10. The mail carrier, \_\_\_\_\_ name is Jared, always has a smile on his face.
11. Lucas, \_\_\_\_\_ sick with the flu, has stayed home from school three days in a row.
12. " \_\_\_\_\_ that?" asked Kim, pointing at the photo.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Accept vs. Except

The words *accept* and *except* are easy to mix up. Here are some rules to help you keep these words straight.

## ACCEPT

▶▶ Use *accept* as a verb meaning "to receive something."

*Accept* can also mean "to agree to," or "to believe."

*Jim **accepted** the award for Student of the Month.*

*I had a hard time **accepting** that Sam had quit the team.*

*Mr. Feldman does not **accept** the idea that ghosts are real.*


## EXCEPT

▶▶ Use *except* as a preposition meaning "leaving or excluding" or as a conjunction meaning "but."

*Jason loves every ice cream flavor **except** vanilla.*

***Except** for Susan, everyone is here.*

*Natalie would have arrived earlier, **except** her flight was delayed.*

 **Tip!** Remember that the prefix *ex-* means "out." So if you are talking about leaving something out, use *except*.

**Directions:** Write the correct word—a form of either *accept* or *except*—in each blank below.

1. Sarah loves all kinds of music \_\_\_\_\_ for heavy metal and country.
2. "Check out this video of Dylan O'Brien from *Teen Wolf* \_\_\_\_\_ his Teen Choice award," said Morgan.
3. Mr. Flynn was confident that Ethan would \_\_\_\_\_ the challenge.
4. "Everyone is here," said Maria, " \_\_\_\_\_ for Liz, who had to finish her homework."
5. The website would not \_\_\_\_\_ Katelyn's password.
6. The dog was all white \_\_\_\_\_ for a brown patch around her left eye.
7. It was hard for Alex to \_\_\_\_\_ the fact that Mark was moving.

**Directions:** Write one sentence using *accept* and one sentence using *except*.

8. \_\_\_\_\_

9. \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Passed vs. Past

*Passed* and *past* are often confused and misused. Here's what you need to know to use them correctly:

### PASSED is always a verb.

- ▶ **Passed** is the past tense of the verb *pass*.  
*I passed Shelley on my way to school.*  
*At my birthday party on Saturday, my mom passed around pictures of me as a baby.*

### PAST is never a verb.

- ▶ **Past** locates something in time and space.  
*In the past, students wrote with quills dipped in ink.*  
*We are not allowed to go past the fence during recess.*

**Directions:** Write the correct word—*passed* or *past*—in each blank below.

1. It's half \_\_\_\_\_ one.
2. "How much candy have you eaten this \_\_\_\_\_ week?" my dentist asked.
3. I ran \_\_\_\_\_ my friend Michelle while on my morning jog.
4. My grandmother \_\_\_\_\_ many afternoons reading on her porch.
5. In the \_\_\_\_\_, my family spent the holidays at my uncle's house in the country; this year we are staying home.
6. "Do you think you \_\_\_\_\_ yesterday's vocabulary test?" asked Tim.
7. Jessa \_\_\_\_\_ the ball to me and I sank the shot!
8. Our principal urged us to help make texting while walking become a thing of the \_\_\_\_\_.
9. I walked \_\_\_\_\_ the Freemans' house on my way home.

**Directions:** Write one sentence using *passed* and one sentence using *past*.

10. \_\_\_\_\_  
\_\_\_\_\_

11. \_\_\_\_\_  
\_\_\_\_\_

# Conquer Verb-Tense Consistency

A verb's *tense* indicates when the action that it describes takes place—in the past (I ran), in the present (I run), or in the future (I will run).

The verb tense you use should remain *consistent*, or the same, unless you have a good reason to change it. The verb tense should remain consistent throughout sentences, throughout paragraphs, and throughout the entire body of whatever you are writing—again, unless you have a good reason to change it. For example:

**Incorrect:** When my mom **goes** to the store, she **bought** a treat for everyone.  
(*Goes* is in the present tense, and *bought* is in the past tense—and you don't have a good reason to change the tense you are using.)

**Correct Option 1:** When my mom **goes** to the store, she **buys** a treat for everyone.  
(Both verbs are in the present tense.)

**Correct Option 2:** When my mom **went** to the store, she **bought** a treat for everyone.  
(Both verbs are in the past tense.)

So what IS a good reason to change the verb tense you are using? When you are describing events that happen at different times. For example:

**Correct:** Lindsey **plays** field hockey now, but last year she **was** on the soccer team.  
(You are describing something that is happening now, and you are also describing something that happened in the past.)

**Correct:** We **took** first place in the state competition; next week we **will compete** in the national competition. (You are describing something that happened in the past, and you are also describing something that will happen in the future.)

**Directions:** In each group of sentences or paragraphs below, place a ✓ in front of the sentence or paragraph that correctly uses verb tenses.

1. a \_\_\_\_\_ I picked up the cell phone quickly and dial the number.  
b \_\_\_\_\_ I pick up the cell phone quickly and dialed the number.  
c \_\_\_\_\_ I picked up the cell phone quickly and dialed the number.
2. a \_\_\_\_\_ Suddenly, the lights flickered and an uninvited guest enters the room.  
b \_\_\_\_\_ Suddenly, the lights flicker and an uninvited guest enters the room.  
c \_\_\_\_\_ Suddenly, the lights flicker and an uninvited guest entered the room.
3. a \_\_\_\_\_ When I was comfortable, I began my homework.  
b \_\_\_\_\_ When I was comfortable, I begin my homework.  
c \_\_\_\_\_ When I am comfortable, I began my homework.
4. a \_\_\_\_\_ Stephen is going to save his money so that he will be able to buy a drum set.  
b \_\_\_\_\_ Stephen is going to save his money so that he was able to buy a drum set.  
c \_\_\_\_\_ Stephen saves his money so that he was able to buy a drum set.

5. a \_\_\_\_\_ Yesterday, we went to the movies. We shared a large popcorn. After the movie, we went out for pizza. I loved pizza, but I am so full from the popcorn that I am hardly able to finish one slice.

b \_\_\_\_\_ Yesterday, we went to the movies. We were sharing a large popcorn. After the movie, we are going out for pizza. I love pizza, but I was so full from the popcorn that I could hardly finish one slice.

c \_\_\_\_\_ Yesterday, we went to the movies. We shared a large popcorn. After the movie, we went out for pizza. I love pizza, but I was so full from the popcorn that I could hardly finish one slice.

6. a \_\_\_\_\_ My sister Julie and her friend Carli are going to bake a batch of Grandma's oatmeal butterscotch cookies on Saturday night. Julie has never made cookies before. I hope they turn out all right!

b \_\_\_\_\_ My sister Julie and her friend Carli are going to bake a batch of Grandma's oatmeal butterscotch cookies on Saturday night. Julie has never made cookies before. I hope they turned out all right!

c \_\_\_\_\_ My sister Julie and her friend Carli are going to bake a batch of Grandma's oatmeal butterscotch cookies on Saturday night. Julie is never going to make cookies before. I hope they turn out all right!

**Directions:** Rewrite the paragraph below so that the verb tense is consistent. If you change the verb tense at any point, make sure you have a good reason to do so!

We were all snuggled up on the couch to watch a movie as the rain pounds against the window. Then there was a tremendous rumble of thunder, and the electricity goes out. We slowly walked into the kitchen to get some flashlights and candles. We decide to play a game of Clue by candlelight. We played five games before the lights come back on. I must say, it was pretty fun!

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Puzzling Pronouns

Think about the following sentence:

**Nicholas went to see the lion, and he started roaring.**

Who is roaring? You can't tell, because it's not clear whom the pronoun *he* refers to. Because of this, the sentence is ambiguous, or open to more than one meaning. Here is one way to make the sentence clear:

**The lion started roaring when Nicholas went to see him.**

---

**Directions:** Place a check (✓) next to the CLEAR sentence in each group. We did the first one for you.

- a \_\_\_\_\_ When I dropped the vase on the table, it broke.  
b  The vase broke when I dropped it on the table.
- a \_\_\_\_\_ Jenny emptied the trash out of her car and washed it.  
b \_\_\_\_\_ Jenny washed her car and emptied the trash out of it.
- a \_\_\_\_\_ Aaron's brother wondered how tall Aaron was going to be.  
b \_\_\_\_\_ Aaron's brother wondered how tall he was going to be.
- a \_\_\_\_\_ The teachers assured the students, "You will all pass the test on Friday."  
b \_\_\_\_\_ The teachers assured the students that they would all pass the test on Friday.
- a \_\_\_\_\_ Evan called Jon every day when he was at camp.  
b \_\_\_\_\_ When Jon was at camp, Evan called him every day.

---

**Directions:** Revise the following sentences so that their meanings are clear. We did the first one for you.

6. Noelle and Kayla are twins, but she has always been taller.

Noelle and Kayla are twins, but Noelle has always been taller.

7. Marissa gave Shauna a new book that she couldn't put down.

8. The pictures Lucas took of Victor are still on his camera.

9. My aunts blamed my uncles for their loss at the family volleyball tournament.

10. I left my running clothes at Grandma and Grandpa's house. They were gone when I went back.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Can We Agree?

A verb should agree with its subject. In other words:

**If the subject is singular, use a singular verb. If the subject is plural, use a plural verb:**

Allison sits alone.

Those newspapers are old.

Sometimes, it can be a bit tricky to figure out whether the subject is singular or plural. Here are some tips:

**When the subject is composed of two or more nouns or pronouns connected by *and*, use a plural verb:**

My sister and I are going to the movies.

**Use a singular verb with sums of money or periods of time:**

I think eight dollars is a good price for the dance.

Four hours is a long time to wait.

**When two or more singular nouns or pronouns are connected by *or* or *nor*, use a singular verb:**

Is your mom or dad home?

**Collective nouns are nouns that describe a group, such as *team*, *committee*, *class*, and *family*. When all the members of the group are doing the same thing, use a singular verb:**

My team has so much fun playing together.

**The words *each*, *each one*, *either*, *neither*, *everyone*, *everybody*, *anybody*, *anyone*, *nobody*, *somebody*, *someone*, and *no one* are singular and require a singular verb:**

Nobody eats the cake.

**When the members of the group are acting as individuals, use a plural verb:**

The majority of my friends are going to the party on Friday.

**Directions:** In each sentence that follows, underline the subject and circle the correct verb from the pair of verbs in parentheses. We did the first one for you.

1. Some T-shirts in this pile is/are yours.
2. Some parts of your essay **need/needs** revisions.
3. Most of these clothes **is/are** too small for me.
4. The movie **are/is** three hours long? I'm going to wait until I can stream it and watch it on my couch.



5. All the dancers in the show **say/says** their feet hurt after a performance.

6. Jared and his friends **plan/plans** to come to my party.

7. Neither of the books I wanted **is/are** in stock.

8. The paintings in the gallery **cost/costs** \$1,000 each.

---

**Directions:** In each sentence below, circle the subject that agrees with the verb. We did the first one for you.

9. The flower/**flowers** in my grandmother's garden are in bloom.

10. The sink/sinks in my kitchen has a leak.

11. The signs/sign on the street seems to be incorrect.

12. The kitten/kittens in the pet store are adorable.

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**Directions:** For each sentence below, check one of the boxes to indicate whether the verb in boldface is correct or incorrect. Then explain your answer. We've done the first one for you.

13. My teacher and her family **is** going on vacation this week.  correct  incorrect

Explanation: The subject is composed of two nouns (teacher and family) connected by "and."

14. Each of those desserts **looks** delicious, but I'm full.  correct  incorrect

Explanation: \_\_\_\_\_

15. The fans cheered wildly each time **their** team scored a point.  correct  incorrect

Explanation: \_\_\_\_\_