MIDDLE SCHOOL
ENGLISH

Suggested Remote Learning Activities
Suggested Remote Learning Activities Information

It is stressful to be away from our friends and day-to-day routines. We are looking forward to having the PPS family back together soon but until then, let’s be sure to take extra care of our whole selves. That includes our bodies and our normally busy brains.

- Any change causes stress. Even positive change and excitement affect our rhythms and routines. Stress effects our whole self. We might not sleep well, feel irritable, or even have a belly ache. We can reduce the negative effects of stress by sticking to as any healthy routines as possible during this time.

- Keeping to routine sleep and wake times, mealtimes, exercise habits, and social interactions (using social distancing) can reduce the negative impact of stress and improve our overall sense of wellbeing.

We are providing this collection of 10 short, interesting texts along with an activity “work out” to help you keep to your healthy habit of reading, writing, and thinking until we are back together in our shared routine at school. These remote learning activities can be used during some alone time or shared to generate discussion with others.

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<th>Activity 1</th>
<th>First Read</th>
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<td>Practice active reading and annotation by marking areas you find most interesting. Use the First Read Guide we’ve included with each text to Notice, Annotate, Connect, and Respond</td>
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<td>Each text is followed by a short quiz with answers on a separate page. You can challenge yourself or a partner reader using the text to verify your answers with evidence.</td>
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<td>Use the Close Reading Guide and Writing Prompt guide provided for each text to go deeper into your interpretation and analysis and see what more the text has to offer.</td>
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<td>Following the texts, you’ll find sets of activity pages to practice and assess some of our trickier language skills. For another challenge, try to locate examples of each convention in the texts and your own writing!</td>
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<tr>
<td>Students will access the Clever portal through this link: <a href="https://clever.com/in/pittsburghpublic/staff/portal">https://clever.com/in/pittsburghpublic/staff/portal</a></td>
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<td>Pearson Easybridge through Clever (Link to MyPerspectives)</td>
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<td>Lit20: Students already enrolled in and use the iLit20 program in school have access through EasyBridge anywhere they can access the Internet.</td>
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<td>• In addition to the Interactive Readers, teachers may assign additional options for students to use.</td>
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<td>Digital Library: All students can access the digital library through Pearson Realize for thousands of additional reading options.</td>
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<th>Online resources for additional reading practice:</th>
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<td>• Common Lit: <a href="http://commonlit.org">commonlit.org</a></td>
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<td>• Scholastic Learn at Home: <a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a></td>
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Opinion: Sometimes joy comes out of grief and sorrow

By Linda Broder, Washington Post, adapted by Newsela staff on 10.10.19

Word Count 765
Level 920L

My 10-year-old daughter turning cartwheels on her brother's grave wasn't something I expected.

After my 15-year-old son died in an accident — he was here one morning, gone the next — I spent time researching grief. I was afraid the tragedy would scar my daughter and 13-year-old son.

I met with Zack and Lizzie's teachers and guidance counselors, and I ordered books on grief and how to talk to your children. For weeks, the UPS driver dropped off baskets of food and flowers along with boxes filled with books.

What The Reading Said

I read that my daughter needed to play through her emotions. I dug out the dolls she'd put away only a few months before, and I pulled the rocking chair out of the attic. Placing it at the end of the hallway, I added a low shelf with dolls and stuffed animals, and a little rug so she could sit and rock away her sadness. She tucked her doll in a blanket and told her everything would be all right.
Zack's grief was wrapped in anger, held in tight with clenched fists. He needed to move, so our calendar filled with basketball games and clinics. After school, I watched him through the window as he walked through the backyard alone and climbed onto the trampoline; he jumped until he couldn't catch his breath.

I spent hours each night reading the books. As a parent, my first instinct was to shield them from sorrow, but the books taught me that they needed to move through their grief, not away from it.

I said nothing when Lizzie came off her bus, her face crumpled. Her brother Brendan used to ride his scooter down every afternoon to meet her. He'd carry her books up the hill and they'd talk about school.

Instead of pushing away her pain, I swung her backpack on my shoulder. I squeezed her hand and let her cry. By the time we reached our house, her tears were gone.

When Zack's face flushed an angry red and he ran up the stairs and slammed his door shut, I didn't slide notes under his door. I left him alone and when he came out an hour later, I didn't wipe away the tears staining his cheeks. I grabbed a basketball and we went outside and counted how many free throws he could make in a row.

Each day, I watched for their sadness, despair and anger, but I wasn't ready for their joy.

**Not Hiding Emotions**

It came after my husband Michael took Lizzie to the cemetery, six weeks or so after Brendan had died. I'd gone the week before, holding my children's hands, hiding my emotions. I was grateful when Zack didn't want to go back.

"I'll stay here with him," I said. He left to play basketball in the park and I sat by the window, waiting to comfort my daughter when she came home.

I ran to the door when the car pulled into the driveway, but when she jumped out of the car, her eyes sparkled from excitement. She said, "I showed Brendan my cartwheels."

I was shocked.

She clapped her hands, saying, "I finally did a good one. I had to show him."

I worried what other people would think seeing a child turning cartwheels at the cemetery, but I smiled at her joy.

As adults, we sink into the sadness and carry that into times of joy. I couldn't imagine being happy. I couldn't look at the pictures of all three of my children, their arms wrapped around each other.

However, Zack and Lizzie taught me not to let the sadness bleed into my joy. They knew how to stay in the moment, whether it was happy or sad. I watched them cry until their bodies trembled, and a few minutes later, they'd be shaking from laughter.

**The Flip Side**

We do have moments of happiness, and we have joy in the memories we share and in the love we still feel. It's the flip side of grief.
We sit around the fire pit Brendan built with Michael and cook hot dogs over the fire. Lizzie tells us about the bee she’s certain is a sign from Brendan. When the sky darkens, we hunt for the first star Zack and Brendan used to wish upon, and we laugh until our stomachs ache.

I don't carry my sadness into these moments. I let myself feel the joy. It makes me want to fling my arms open and turn cartwheels until I'm dizzy with joy.
Quiz

1. What is MOST likely the reason the author included the information about her daughter's cartwheels at the cemetery?
   (A) It shows that she was very concerned by her daughter's strange behavior.
   (B) It illustrates the hurt she felt that her daughter seemed to have gotten over her brother's death.
   (C) It highlights the moment when she also began to learn to feel joy again.
   (D) It demonstrates that her daughter was having a hard time getting over her brother's death.

2. Which answer choice accurately characterizes Zack's reaction to his brother's death?
   (A) Zack was often filled with sadness and tried to pretend as if it never happened.
   (B) Zack was often filled with sadness and he took his rage out on his younger sister.
   (C) Zack was often filled with anger and he moved around as a way to deal with his pain.
   (D) Zack was often filled with anger and he required constant attention and comfort.

3. The author thinks that her family has been able to find happiness even in a time of deep sorrow.
   Which detail from the article supports this opinion?
   (A) I spent hours each night reading the books. As a parent, my first instinct was to shield them from sorrow, but the books taught me that they needed to move through their grief, not away from it.
   (B) It came after my husband Michael took Lizzie to the cemetery, six weeks or so after Brendan had died. I'd gone the week before, holding my children's hands, hiding my emotions. I was grateful when Zack didn't want to go back.
   (C) As adults, we sink into the sadness and carry that into times of joy. I couldn't imagine being happy. I couldn't look at the pictures of all three of my children, their arms wrapped around each other.
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4. Read the paragraph from the section "What The Reading Said."

   I spent hours each night reading the books. As a parent, my first instinct was to shield them from sorrow, but the books taught me that they needed to move through their grief, not away from it.

   Why did the author include this paragraph?
   (A) to show that she found it impossible to get over her son's death
   (B) to explain what she did to help her children deal with their brother's death
   (C) to show that the reading she was doing on grief was not really helpful for her children
   (D) to explain that her children were not having normal reactions to their brother's death
Answer Key

1. What is MOST likely the reason the author included the information about her daughter’s cartwheels at the cemetery?
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Why did the author include this paragraph?
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Close-Read Guide

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Analyze the Text

Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one, and record your thoughts about what this choice conveys.

QuickWrite

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.
Life throws Zach Eflin a curve, but he pitches a better one in majors

By USA Today, adapted by Newsela staff on 07.17.19
Word Count 856
Level 970L


Though he is now a pitcher for Major League Baseball’s Philadelphia Phillies, Zach Eflin will never forget the difficult journey that brought him here.

When she was just 7 years old, his sister, Ashley, died of leukemia. He remembers the pain and sorrow of his family that lingered long after.

He remembers all too well his mother’s alcoholism that left deep and dark scars ... his parents getting a divorce ... the family leaving home and living with his grandparents for survival.

It was his father, Larry Eflin, who kept the family together. He worked long hours in maintenance at the University of Central Florida. The job didn't pay much, but he would always protect his family, supporting three young children on his own.

Then there is his sister Candace, who has special needs after being born with global developmental delay, a complex health condition that slows down a child’s development of verbal and motor
skills.

Growing up in Oviedo, Florida, was tough, but they always had one another, surviving on love and faith.

"That's why I want to inspire anybody who ever had family issues," says Eflin. "You can fulfill a dream even when things aren't going your way. I am living proof of that."

**Quite A Reversal For Him**

Really, Eflin says, it's hard for him to believe he's even a major-league pitcher. Just nine years ago, he told his dad that he was quitting baseball his junior year of high school.

Wasn't it five years ago when he was traded twice in 24 hours from the San Diego Padres to the Los Angeles Dodgers, and then to the Phillies?

Wasn't it three years ago when he had double knee surgery?

Now, this 25-year-old is a solid major-leaguer. After a fast start in which he posted a 5-3 win-loss record with an impressive 2.47 earned run average through May 11, he has slipped to 7-8 with a 3.78 ERA. Two of his wins were via a shutout and a complete game, rarities in baseball today. He also became the first Phillies pitcher since Hall of Famer Roy Halladay in 2011 to have multiple complete games in the team's first 38 games.

"It stuns me every day, it really does," says Larry Eflin, his father, about pitching in the big leagues.

Zach calls his dad his best friend in life. His oldest sister Brittany, who moved from Arizona and is now living at the Eflin home, is the mom Zach never had.

And, there is Candace, who is now 27 years old. She faced low oxygen levels at birth but still donated her bone marrow at the age of 2 1/2. This extended her sister Ashley's life by almost a year.

**Giving Credit To His Sister**

Zach says Candace is his hero.

"She's helped me overcome so many things in my life," Eflin says.

The Eflin family also insists that Candace, and not Zach, actually has the best arm in the family. Zach was hoping to get Candace to throw out the ceremonial first pitch at a Phillies game someday.

This is a journey that would have broken so many along the way. Oh, sure, maybe Zach Eflin made mistakes at times, such as when he quit the high school baseball team, telling his father he instead was going to play on the golf team. Larry told him it was fine, but he couldn't quietly walk from the team. He had to walk into coach Jered Goodwin's office and tell him to his face.

Instead, Eflin apologized to Goodwin and all his teammates for walking out on them for two weeks.

"It seems like he went from 15 to 30 years old," Goodwin said of Eflin's junior year of high school.

This article is available at 5 reading levels at https://newsela.com.
Says Larry Eflin, "That's when it finally dawned on him, trying to be the best he could be in baseball. He got focused on something."

Eflin, who grew seven inches in high school to 6-foot-6, developed into one of the prized pitchers in all of Florida. While still at Paul J. Hagerty High School, he was chosen in the baseball draft by the Padres in 2012. The Padres gave him a $1.1 million signing bonus.

How did he spend his fortune?

He bought a used 2007 F-150 truck.

He Phones Home Before Each Game

He grew up living the simple life, and isn't about to change now. He still lives in Oviedo during the winter with his longtime girlfriend. He calls home every single time before he pitches in a game, talking to his dad and Candace, who will offer advice and prayers.

He chats three or four times a week with Goodwin about pitching strategy.

You won't find Eflin bragging about his feats, either. He talks about the advice and leadership from veteran players, and gives credit to every pitching coach he's had in his major-league career for helping.

Yet, as they all try to tell him, the man responsible is Eflin himself.

"He's so competitive," pitching coach Chris Young said. "He's got such a good head on his shoulders, and really one of the best teammates you'll ever find."
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NOTICE new information or ideas you learned about the unit topic as you first read this text.

ANNOTATE by marking vocabulary and key passages you want to revisit.

CONNECT ideas within the selection to other knowledge and other selections you have read.

RESPOND by writing a brief summary of the selection.

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Quiz

1. Which selection from the introduction [paragraphs 1-8] BEST introduces Zach's positive attitude to the reader?
   (A) Though he is now a pitcher for Major League Baseball's Philadelphia Phillies, Zach Eflin will never forget the difficult journey that brought him here.
   (B) He remembers all too well his mother's alcoholism that left deep and dark scars ... his parents getting a divorce ... the family leaving home and living with his grandparents for survival.
   (C) Then there is his sister Candace, who has special needs after being born with global developmental delay, a complex health condition that slows down a child's development of verbal and motor skills.
   (D) "That's why I want to inspire anybody who ever had family issues," says Eflin. "You can fulfill a dream even when things aren't going your way.

2. Which answer choice accurately characterizes Zach's reaction to his mistakes in high school?
   (A) He realized money was less important than enjoying a simple life in Oviedo.
   (B) He realized it was important to expand his skills to the sport of golf.
   (C) He matured and became more serious about improving as a baseball player.
   (D) He matured and redirected his focus to taking care of his father and sisters.

3. Which sentence from the article would be MOST important to include in a summary of the article?
   (A) When she was just 7 years old, his sister, Ashley, died of leukemia.
   (B) Zach was hoping to get Candace to throw out the ceremonial first pitch at a Phillies game someday.
   (C) While still at Paul J. Hagerty High School, he was chosen in the baseball draft by the Padres in 2012.
   (D) He chats three or four times a week with Goodwin about pitching strategy.

4. Which statement is a CENTRAL idea of the article?
   (A) Despite a difficult childhood, Zach Eflin worked hard to become a major league pitcher.
   (B) Because of several family issues, Zach Eflin's father had to work long hours in maintenance.
   (C) Zach Eflin's sister, Candace, donated bone marrow to their sister Ashley.
   (D) Zach Eflin posted a 5-3 win-loss record with a 2.47 earned run average through May 11.
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Marley Dias, behind #1000BlackGirlBooks, is touring

By Heidi Stevens, Chicago Tribune, adapted by Newsele staff on 02.08.18
Word Count 703
Level MAX

Image 1. Founder of #1000BlackGirl Books, Marley Dias speaks on stage during the 2017 Forbes Women’s Summit at Spring Studios on June 13, 2017, in New York City. Photo by Gary Gershoff/WireImage

Marley Dias, 13, was enjoying pancakes with her mom at a diner near their New Jersey home when her mom posed a question.

"If you could change one thing, what would it be?"

**Question Sparks A Fifth-Grader’s Campaign**

It's the sort of moment that might have passed without incident — barely a blip. Instead, it triggered a series of events that forever changed Marley's world (and ours) for the better. Marley turned into a budding social activist and now a published author.

But back to the pancakes for a moment. At the time, Marley had just finished reading Jacqueline Woodson’s "Brown Girl Dreaming," a birthday gift from her aunt that Marley credits with introducing her to a whole new world.
"A world where modern black girls were the main characters — not invisible, not just the sidekick," Marley writes in her new book, "Marley Dias Gets It Done (And So Can You!)." A world where black girls were free to be complicated, honest, human; to have adventures and emotions unique just to them. A world where black girls' stories mattered."

She told her mom, in response to that what-would-you-change question, that she wanted more kids to read books with black girls as the main characters.

"That definitely was not the world I was experiencing in real life in then-fifth grade," Marley writes. "In my class — in all fifth-grade classes — we were required to read 'classics,' books like 'Shiloh,' which is about a white boy and the dog he rescues. And 'Old Yeller,' which is about a white boy and the dog that rescues him. And 'Where the Red Fern Grows,' which is about a white boy and the two dogs he trains."

So she launched #1000BlackGirlBooks, a social media campaign to collect and distribute 1,000 books with black girl protagonists. Then, she would donate to libraries around the country.

Touring For Her Own Book

The Chicago Tribune wrote about her campaign last spring, and she had collected 9,500 books by then. She made it onto Forbes 30 Under 30 list in December. She also picked up a Smithsonian Magazine's American Ingenuity Award that month.

Her book, which is delightful, hits shelves January 30. On February 1, she came to Chicago for two events. First, a luncheon and book chat at the Union League Club, where the Chicago Tribune interviewed her. Second, an evening discussion at Evanston Township High School, sponsored by Family Action Network. There, she was interviewed by 13-year-old Taryn Robinson, an Evanston eighth-grader.

"I'm really excited, and I've had fun preparing," Taryn told me. "I have three papers full of questions, so I might have to cross some off."

Taryn's dad, Keith Robinson, is an associate principal for educational services at ETHS. When organizers were looking for a young person to chat with Marley onstage, Taryn raised her hand.

Mirrors And Windows

"I'm going to ask her what advice she would give to kids who want to do something to change the world and to parents who have kids that want to do something to change the world," Taryn said. "She said any idea that you put your mind to, you can make happen, so I'm definitely going to listen to that."
In "Marley Dias Gets It Done," Marley describes herself as a TBN: Total book nerd. Taryn, too, loves to read.

"All American Boys," by Jason Reynolds and Brendan Kiely, and "I Am Malala," by Malala Yousafzai, are two of her recent favorites.

"I really enjoy books more when I can connect to the characters and what they're doing," Taryn said. When I interviewed Marley, she told me she wants to create "mirrors and windows" for kids all over the world.

"When I say mirrors," she said, "I mean I want these stories to be reflected for the black girls who are reading them, so they can see themselves and identify themselves and learn about their history. When I say windows, I mean open up to people who are different, to understand and to see and grow from those things we don't understand."
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**STANDARD** Anchor Reading Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.
Quiz

1. Which two of the following sentences from the article include central ideas of the article?

   1. Marley Dias, 13, was enjoying pancakes with her mom at a diner near their New Jersey home when her mom posed a question.
   2. At the time, Marley had just finished reading Jacqueline Woodson's "Brown Girl Dreaming," a birthday gift from her aunt that Marley credits with introducing her to a whole new world.
   3. So she launched #1000BlackGirlBooks, a social media campaign to collect and distribute 1,000 books with black girl protagonists.
   4. First, a luncheon and book chat at the Union League Club, where the Chicago Tribune interviewed her.

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

2. Which sentence from the article would be MOST important to include in a summary of the article?

   (A) It's the sort of moment that might have passed without incident — barely a blip.
   (B) Marley turned into a budding social activist and now a published author.
   (C) She made it onto Forbes 30 Under 30 list in December.
   (D) There, she was interviewed by 13-year-old Taryn Robinson, an Evanston eighth-grader.

3. Read the following passage introducing Marley Dias.

   "A world where modern black girls were the main characters — not invisible, not just the sidekick," Marley writes in her new book, "Marley Dias Gets It Done (And So Can You!)." A world where black girls were free to be complicated, honest, human; to have adventures and emotions unique just to them. A world where black girls' stories mattered."

   What does the author MOST LIKELY want the reader to think about Marley Dias based on this introductory passage?

   (A) The author wants readers to think that Marley Dias is someone who is thoughtful and passionate about stories that feature black girls.
   (B) The author wants readers to think that Marley Dias is a confident girl who was smart enough to write her own book and have a tour.
   (C) The author wants readers to think that Marley Dias only cares about the lives of black girls and does not like reading anyone else's story.
   (D) The author wants readers to think that Marley Dias is someone who is getting upset about something that is not even a big problem.
What is MOST likely the reason the author included the information about books Marley Dias read in her school?

(A) to show that reading books about black girls in her school made Marley Dias want to start #1000BlackGirlBooks

(B) to illustrate that Marley Dias was angry with her school for only teaching stories about white boys and dogs

(C) to highlight the role her school played in encouraging her to become a writer and how the books inspired her

(D) to explain one of the reasons Marley Dias decided that she wanted to see more books about black girls
Answer Key

1. Which two of the following sentences from the article include central ideas of the article?

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

2. Which sentence from the article would be MOST important to include in a summary of the article?

(A) It's the sort of moment that might have passed without incident — barely a blip.
(B) Marley turned into a budding social activist and now a published author.
(C) She made it onto Forbes 30 Under 30 list in December.
(D) There, she was interviewed by 13-year-old Taryn Robinson, an Evanston eighth-grader.

3. Read the following passage introducing Marley Dias.

“A world where modern black girls were the main characters — not invisible, not just the sidekick,” Marley writes in her new book, "Marley Dias Gets It Done (And So Can You!)." A world where black girls were free to be complicated, honest, human; to have adventures and emotions unique just to them. A world where black girls' stories mattered.”

What does the author MOST LIKELY want the reader to think about Marley Dias based on this introductory passage?

(A) The author wants readers to think that Marley Dias is someone who is thoughtful and passionate about stories that feature black girls.
(B) The author wants readers to think that Marley Dias is a confident girl who was smart enough to write her own book and have a tour.
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Close-Read Guide

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Analyze the Text

Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one, and record your thoughts about what this choice conveys.

QuickWrite

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.
Self-control over time can't be predicted, new research shows

By Richard Adams, The Guardian, adapted by Newsela staff on 06.21.18

Word Count 635

Level 830L

The latest research suggests people could be wasting their time if they use Walter Mischel's marshmallow test to coach children to resist sweet treats. Photo by: igorr1/Getty Images

For years, the "marshmallow test" has caught the interest of parents and education experts. The test claims that a young child's self-control holds a key to success in later life.

A new study re-created the marshmallow test. It suggests that the test is not very useful after all.

The new study's results go against the original study. The results mean that parents and schools could be wasting time if they try to coach their children to have more self-control.

Psychologist Walter Mischel designed the original marshmallow test. He did his studies in the 1960s and 1970s at Stanford University in California. Children between 3 and 5 years old were given a marshmallow. They had the choice to eat it immediately. If they waited 10 minutes, though, they would get a reward. They would get two marshmallows instead of one.

Mischel said the results were a big deal. Children who had the self-control to wait for the extra marshmallow lived different lives. More than 10 years later, those children were in their late teens.
At that age, they showed advanced intelligence and behavior far above those who ate the marshmallow right away.

**Effects Diminish The Second Time**

Now, though, parents of the many children who would eat the marshmallow right away can relax. Experts from New York University (NYU) and the University of California-Irvine published a new paper in May. Their study found very different results from the original marshmallow test.

The new study is by Tyler Watts, Greg Duncan and Hoanan Quen. It found that there were still benefits for the children who were able to hold out for a larger reward. However, the effects were nowhere near as big as those found by Mischel. Moreover, those positive effects largely disappeared by age 15.

Watts said that the new results take into account the backgrounds of the children and their environment. For example, they tracked if a child’s parents went to college or not. Once those backgrounds were accounted for, the marshmallow test made less difference. Watts said that being able to hold off eating the marshmallow does not necessarily mean a lot. It does not mean a child will have more self-control later in life.

In the decades since Mischel’s work, the marshmallow test has become well known. It is common in advice given to parents. It is well known to experts studying education and the mind. Its message is that improving a child’s self-control would have clear benefits.

Mischel wrote that children with more willpower were more intelligent. They were self-reliant, confident and trusted their own judgment, he wrote.

**Test Has Little Validity**

However, Watts said the test results are no longer so simple. The test is still a useful measure of children’s self-control, he said. The new study suggests that the marshmallow test is not very good at predicting self-control later in a child’s life, though.

There will always be children who eat the marshmallow right away. Watts said parents should not be too concerned about it, though.

The updated marshmallow test let children choose their own treats, including chocolate. The test studied 900 children. The group of children was selected to be more reflective of U.S. society. For example, 500 children in the study had mothers who had not gone to college.

Mischel’s original study used children of the experts at Stanford University. Those children had more similar backgrounds. They didn’t represent the general U.S. population as much as the new study.

The new study looked at what happened when the children became teenagers. The experts wanted to see if the marshmallow test predicted how much self-control the teens had. The marshmallow test predicted almost nothing, Watts said.

The results suggest that a person’s self-control may change over time, Watts said. This leaves experts with new questions to study.
First-Read Guide

Use this page to record your first-read ideas.

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**ANNOTATE** by marking vocabulary and key passages you want to revisit.

**CONNECT** ideas within the selection to other knowledge and other selections you have read.

**RESPOND** by writing a brief summary of the selection.

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**STANDARD** {Anchor Reading Standard 10} Read and comprehend complex literary and informational texts independently and proficiently.

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Quiz

1. Read the introduction [paragraphs 1-5].
Which sentence from the section BEST explains why the results from the new marshmallow test are important?
(A) A new study re-created the marshmallow test.
(B) It suggests that the test is not very useful after all.
(C) Psychologist Walter Mischel designed the original marshmallow test.
(D) Children who had the self-control to wait for the extra marshmallow lived different lives.

2. Read the section "Test Has Little Validity."
Select the sentence from the section that explains one problem with the original study.
(A) The test is still a useful measure of children's self-control, he said.
(B) They didn't represent the general U.S. population as much as the new study.
(C) For example, 500 children in the study had mothers who had not gone to college.
(D) The experts wanted to see if the marshmallow test predicted how much self-control the teens had.

3. With which statement would Tyler Watts MOST LIKELY agree?
(A) A person's use of self-control can change over time.
(B) A person's ability to show self-control does not matter.
(C) The marshmallow study does not show anything about children.
(D) The marshmallow study should be used by parents everywhere.

4. Which answer choice accurately compares the original study's findings with the new study's findings?
(A) The original study predicted that kids who ate the marshmallow quickly would be more successful as they got older; the new study said this prediction is not necessarily correct.
(B) The original study predicted that kids who ate the marshmallow quickly would be more successful as they got older; the new study said this prediction is even more true than they thought.
(C) The original study predicted that kids who ate the marshmallow quickly would be less successful as they got older; the new study said this prediction is not necessarily correct.
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Answer Key

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STANDARD  Anchor Reading Standard 10  Read and comprehend complex literary and informational texts independently and proficiently.
In an angry America, a new remedy emerges: compassion

By Washington Post, adapted by Newsela staff on 02.18.20

Word Count 858

Level 930L

As the head of a hospital emergency department in a big city, Susan O'Mara has always focused on providing quick answers to people in trouble. O'Mara, though, didn't really consider whether there were ways to be more compassionate in her responses. Then a few months ago, she took a special training.

The training taught the doctor to pause and listen. She learned not to jump to fix or respond defensively if an angry patient is on the offense. She said it has helped her focus better and find a deeper well of sympathy.

"You want to get patients from Point A to Point B with compassion, and also not internalize and feel badly yourself," she said.

"Compassion" is defined as the ability to notice suffering. It is also the desire to address it. Compassion is becoming a concrete, powerful health strategy and tool for running a successful business.
Experts say this shift is the result of new research showing compassion’s impact. There is also an urgent desire to address rising rates of depression and anxiety among young people.

People understand broadly that caring for others is good. The new compassion methods, however, are the result of new scientific research. Studies looked into how the brain and body interact and how relations with others have an impact on our health.

**The Next Phase After Mindfulness**

Methods are used to train people to practice compassion. They range from O’Mara’s deep listening of others to hugging yourself, stroking your skin and talking to yourself in a calming way. Experts use teachings, including about the interconnectedness of all people, and exercises such as deep breathing.

A group at the University of Helsinki studying compassion at work asks employers to run through a checklist about their employees. They are encouraged to ask themselves the following questions: Am I showing interest? Understanding? Offering the person a sense of control?

The focus on compassion comes more than a decade after the explosion in the U.S. of "mindfulness." Mindfulness practices are focused on attention, awareness and breathing. Health experts say compassion is the next phase.

Stanford University neurosurgery professor James Doty, who wrote a 2016 best-selling memoir about compassion, said the compassion center he runs was the only one of its kind when it opened 12 years ago. Now, he said he has research collaborations worldwide. "Millions of dollars are being given to support this research," he said. "Compassion is no longer a 'soft' science."

No one is saying the country or the world is getting more compassionate, and some widely cited research actually says young Americans are becoming less empathetic. Businesses dealing with compassion, though, are rising in response.

**Specific Skills And Actions Of Compassion**

The movement is fueled by a belief that "the level of suffering and the visibility of suffering has made compassion essential," said Jane Dutton, a professor at the University of Michigan. She studies compassion in the workplace. Traditionally caring institutions like family and church are disintegrating at the same time social media is exploding, Dutton said. The change is "compelling a certain level of urgency — and maybe some optimism, that this can be learned and facilitated."

Nearly 100,000 people signed up for a 10-day online "compassion challenge." It was launched by popular Washington-area meditation and mindfulness author and teacher Tara Brach. She recently added nurturing, or caring, to her core values.

"We're not survivors of the fittest, we're survivors of the nurtured," Brach said. She was citing a quote by psychologist Louis Cozolino.
The words "compassion" and "self-compassion" can seem quite broad. The new movement seeks to narrow the ideas to more specific skills and actions.

The movement also aims to define the difference between empathy and compassion. Empathy is the ability to put ourselves in someone else's shoes. Compassion involves wanting to do something to ease suffering.

Joan Brown Campbell is a minister and interfaith activist. She worries about the term getting trendy and superficial.

**The Benefits Of Being Compassionate**

"'Compassion' is a very hard word. Some see being compassionate as easygoing, not challenging. For many, 'compassion' seems not risky enough. It's not something you wake up and say: 'I think I'll be compassionate,'" she said. "Compassion is a way of living in a diverse world."

A 2017 review of Harvard graduates followed them for 80 years. It concluded that connection and relationships were the best indicators of a long life. A similar correlation is made about volunteering, a University of Michigan study found.

O'Mara decided to study compassion in her early 50s. She realized she needed a plan that would help patients and her staff thrive while keeping her from "drowning in other people's difficulties."

She aims now for some daily yoga or meditation. She feels the compassion training has changed her interactions with patients and coworkers.

"I had felt my mind and body were not connected, and I want to move into the second half of my life aware," she said. "I see that as the next frontier."
First-Read Guide

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Quiz

1. What is the author's MAIN purpose for including information about empathy?
   (A) to explain that compassion and empathy are both difficult to learn
   (B) to contrast the meaning of empathy with the meaning of compassion
   (C) to show how empathy can cause people to have less compassion
   (D) to stress that empathy can be seen as a component of compassion

2. Read the following paragraph from the section “Specific Skills And Actions Of Compassion.”

   Nearly 100,000 people signed up for a 10-day online “compassion challenge.” It was launched by popular Washington-area meditation and mindfulness author and teacher Tara Brach. She recently added nurturing, or caring, to her core values.

   Why did the author include this paragraph?
   (A) to tell people how they can learn more about being compassionate
   (B) to emphasize that compassion training is becoming more popular
   (C) to explain the difference between mindfulness and compassion
   (D) to introduce the expert who started the compassion movement

3. Which of the following claims is MOST supported by evidence in the article?
   (A) Hugging oneself is an effective way for people to practice compassion.
   (B) Compassion through volunteering can help people live a longer life.
   (C) Compassion used to be considered a “soft” science by most experts.
   (D) There are critical differences between mindfulness and compassion.

4. Read the following claim.

   Compassion can help people be more patient in their careers.

   How does the author support this claim in the article?
   (A) by detailing the experience that Susan O’Mara had with compassion
   (B) by explaining the ways that people can practice being compassionate
   (C) by highlighting how the United States is becoming less compassionate
   (D) by citing a study of compassion among Harvard graduates
Answer Key

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QuickWrite
Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.
A metaphor is a figure of speech. It makes a comparison between two things that seem unrelated at first. For example, you might hear the metaphor "he is such a pig." This is often used to talk about someone who eats too much. A similar figure of speech is a simile. However, similes use words such as "like" and "as." For example, the phrase "she eats like a bird" is a simile.

Take a look at the lyrics from Michael Jackson's song "Human Nature," which includes the following line:

**If this town is just an apple**

**Then let me take a bite**

In these lyrics, Jackson refers to New York City as an apple he can eat. This is because another name for New York is the Big Apple. In fact, the term "Big Apple" had other meanings throughout history. In the 1800s, the term "big apple" meant that something was seen as very desirable and important.
Sometimes metaphors can be in a song's title, like in the case of "Your Love is a Song" by Switchfoot. The metaphor of love as music also shows up in the lyrics:

_Ooh, your love is a symphony_
_All around me, running through me_
_Ooh, your love is a melody_
_Underneath me, running to me_

Writers throughout history have compared love to music or other beautiful objects. For example, in the 1700s, Scottish poet Robert Burns compared his love to both a rose and a song:

_O my Luve's like a red, red rose,_
_That's newly sprung in June:_
_O my Luve's like the melodie,_
_That's sweetly play'd in tune._

Metaphors and similes are very common in everyday speech, writing and music. Songs are a great way to learn about these figures of speech. Pop music is filled with metaphors, as you can see in the following list.

"Can't Stop The Feeling" - Justin Timberlake

The song "Can't Stop the Feeling" by Justin Timberlake recently topped the music charts. In it he sings:

_I got that sunshine in my pocket_
_Got that good soul in my feet_

The sunshine in the pocket refers to the happiness he feels when he sees his lover dance. There is also the play on words with the word "soul," as in dancing to soul music. The word also sounds like "sole," the bottom of a foot.

The sun is a common metaphor in art and writing. The American poet E.E. Cummings used the sun to describe his feelings of love in the quote: "Yours is the light by which my spirit's born: you are my sun, my moon, and all my stars."

"One Thing" - One Direction

In the song, "One Thing," by One Direction, the lyrics include the following lines:
Shot me out of the sky
You’re my kryptonite
You keep making me weak
Yeah, frozen and can’t breathe

The image of Superman has long been part of pop culture, from the 1930s comic books to many popular TV shows and films today. Kryptonite was Superman's weakness, and is commonly used as a metaphor for someone’s Achilles' heel. The Achilles' heel is also a metaphor for having a weak spot.

"My Heart's A Stereo" - Maroon 5

The title of Maroon 5's song, "My Heart's a Stereo," is a metaphor itself. This phrase is repeated many times to prove its point.

My heart's a stereo
It beats for you so listen close

The image of the beating heart is popular in literature, but it hasn’t always meant romance. Edgar Allan Poe's story "The Tell-Tale Heart" talks about a man who is a murderer. When the police come to see him, the man is driven crazy by the increasingly loud thumping of his victim's beating heart. The constant beating gets louder and louder until he can’t take it anymore. In the end, he confesses to his crime.

"Naturally" - Selena Gomez

Selena Gomez's song, "Naturally," includes the following lyrics:

You are the thunder and I am the lightning
And I love the way you
Know who you are and to me it's exciting
When you know it's meant to be

This may be a pop song, but it harkens back to ancient Norse and Viking mythology. The name of a Norse god, Thor, literally means "thunder." Thor's main weapon was his hammer. It was called "mjölnir" in the Old Norse language. That translates as "lightning." The metaphor presents a pretty intense image for what, at first glance, seems like a light pop song.

"This Is What You Came For" - Rihanna; Lyrics By Calvin Harris
Lightning is another common metaphor, and is seen in "This is What You Came For." Here, a woman is described as having power that is like the force of lightning and being able to get everyone's attention:

    Baby, this is what you came for
    Lightning strikes every time she moves
    And everybody's watching her

Lightning is often a symbol of power. This is also seen in the poem by Emma Lazarus titled "The New Colossus":

    Not like the brazen giant of Greek fame,
    With conquering limbs astride from land to land;
    Here at our sea-washed, sunset gates shall stand
    A mighty woman with a torch, whose flame
    Is the imprisoned lightning, and her name
    Mother of Exiles.

The woman with a torch of "imprisoned lightning" is a reference to the Statue of Liberty. The torch shows her power as an ally to those who come to the shores of America.

"Sit Still, Look Pretty" - Daya

Daya sings about not being a "puppet" in "Sit Still, Look Pretty." She is suggesting she does not want someone to control her, or "pull her strings."

She also uses a metaphor when she calls herself a "queen" who does not want to be ruled by a "king":

    I know the other girlies wanna wear expensive things
    Like diamond rings
    But I don't wanna be the puppet that you're playing on a string
    This queen don't need a king

The use of puppets as a metaphor is also commonly used when talking about politics. A "puppet government" is one that looks like it has authority, but is actually controlled by another.
power. This meaning of "puppet" is similar to the meaning of the lyrics of this song.

"H.O.L.Y." - Florida Georgia Line

The song "H.O.L.Y." by Florida Georgia Line uses religious images such as angels. However, this does not mean it is a religious song. Instead, the lyrics express a belief in a lover that is like a belief in religion.

You're an angel, tell me you're never leaving

'Cause you're the first thing I know I can believe in

and

You made the brightest days from the darkest nights

You're the river bank where I was baptized

Cleanse all the demons

That were killing my freedom

In many literary texts, babies and young people are "angelic." They have not been in the world long enough to do anything evil. In John Milton's "Paradise Lost," however, it is the brilliant Angel of Light, Lucifer, who challenges God. Lucifer then falls to become Satan, the Prince of Darkness.

"Adventure Of A Lifetime" - Coldplay

Coldplay's "Adventure of a Lifetime" uses a metaphor and a hyperbole in these next lyrics. A hyperbole is an exaggeration.

Turn your magic on, to me she'd say

Everything you want's a dream away

Under this pressure, under this weight

We are diamonds

Here, the lyrics compare a relationship under pressure to forming diamonds. It takes an enormous amount of underground pressure for a diamond to form naturally. Coldplay are saying that the pressure of the relationship will lead to something precious, like diamonds.

"One" - U2

In U2's song, "One," the band sings about love and forgiveness. The song includes the following lines:

Love is a temple
First-Read Guide

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Answer Key

1. Which of the following answer choices describes two MAIN ideas in the article?
   (A) Metaphors are used to show similarities between two things; they are the most commonly used figure of speech in music.
   (B) Writers use metaphors to compare things that are not directly related; these figures of speech are often found in pop music.
   (C) Writers use metaphors to make comparisons between things that seem unrelated; they primarily appear in pop music.
   (D) Metaphors have been used in poetry throughout history; they are often used to compare love and music.

2. Which statement would be MOST important to include in a summary of the article?
   (A) If you pay attention to pop music, you can hear how metaphors make language come alive.
   (B) Since everyone listens to pop music, it is the easiest way to find metaphors.
   (C) When you write pop music, you are using the same language that poets use.
   (D) After you learn what a metaphor is, you hear them everywhere in pop music.

3. Read the lines from the section "One Thing - One Direction."

   You keep making me weak
   Yeah, frozen and can't breathe

   HOW does using the phrase "frozen and can't breathe" affect the TONE of the sentence above?
   (A) It conveys a sense of numbness.
   (B) It conveys a sense of awareness.
   (C) It conveys a sense of paralysis.
   (D) It conveys a sense of frailty.

4. Read the selection from the section "Naturally - Selena Gomez."

   This may be a pop song, but it harkens back to ancient Norse and Viking mythology. The name of a Norse god, Thor, literally means "thunder."

   WHY did the author use the phrase "harkens back"?
   (A) The term, which relates to being a reminder, has roots in ancient English and fits the topic of Viking mythology.
   (B) The term, which means to find the beginning, gives the reader a sense of Norse and Viking language used long ago.
   (C) The term, which means to listen carefully, is used by the author to suggest a time from the distant past.
   (D) The term, which refers to an ancient exclamation, helps explain the metaphor that appears in the song.
Close-Read Guide

Use this page to record your close-read ideas.

Selection Title: ____________

Close Read the Text

Revisit sections of the text you marked during your first read. Read these sections closely and annotate what you notice. Ask yourself questions about the text. What can you conclude? Write down your ideas.

Analyze the Text

Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one, and record your thoughts about what this choice conveys.

QuickWrite

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.

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STANDARD  Anchor Reading Standard 10  Read and comprehend complex literary and informational texts independently and proficiently.

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Explainer: What is dreaming?

By The Conversation, adapted by Newsela staff on 03.22.17

Word Count 652
Level 820L

A boy and his dog are sleeping. And they're both dreaming. Dreaming may have important effects on memory and learning. Photo from Getty Images

For a long time, dreams have been considered important. For most of history, dreams were thought to show us things about ourselves, others and even the future. They were thought to serve as sources of wonder and signs of things to come.

So what do we think about them now? What is dreaming? What does science say? And what mysteries remain?

In most of the world, dreams are not considered as important as they were 100 years ago. This is because of how scientists learn things. Scientists rely on evidence they can see for themselves and measure using tools. But there are no tools that allow scientists to see people's dreams. As a result, dreams have become less and less important to our understanding of the brain.

**Dreams May Affect Learning**

However, the study of dreaming has recently made a comeback. New scientific evidence shows that dreaming may have important effects on learning and memory.
Historically, dreams have been very important in some societies. In some religions, people believe dreams allow them to talk to family "spirits." In others, people view dreams as a way for gods to communicate with them.

Dreams were also a very important part of psychoanalysis. Psychoanalysis was a method for treating mental illness. It was very popular in the early 1900s. As its popularity eventually declined, dreams were increasingly looked at through a scientific lens.

In the 1950s, doctors Eugene Aserinsky and William Dement made an important discovery about dreams. They found that people's bodies did certain things when they were dreaming. People who were dreaming had rapid eye movements (REM) and special brain waves.

**Studying People Deep In Sleep**

For the next 20 years there was a huge amount of dream science. Scientists were able to determine when someone was dreaming. In studies, they would wake people up during different stages of sleep and ask them questions. People woken from dreaming reported feelings that were quite different from those reported by people who were not dreaming.

These studies confirmed many beliefs about dreaming. In terms of brain waves, dreaming was very similar to being awake. However, in other ways it was very different. Dreaming was more visual, and led to ideas that were stranger and more oddly connected.

From the late 1970s until the early 2000s, dream science shrank to a small field. It was regarded by many as outdated.

However, in recent years the study of dreams has returned. Two basic types of sleep have been identified. They are called dream sleep (REM) and Slow Wave Sleep (SWS). They play different parts in helping us recover after being awake. SWS helps heal people's bodies, while REM helps heal people's minds.

Scientists have linked memories and learning to brain activity during dream sleep. This has led to a whole new field of REM sleep science. Studies have linked the quality and quantity of dream sleep to memory and learning.

**Finding Links With Mental Health**

Finding these links is important. The next generation of dream science may finally find a link between dreams and mental health. The study of dreams may even be helpful in the study of illnesses like depression. The next 20 years promise a very new and exciting period for studying REM sleep.

Modern science reflects some patterns from history. We still look at dreams as a different state of consciousness that is somewhat like being asleep and somewhat like being awake. We also still believe dreams can affect how we understand the world.

New technology has found support for ideas from generations ago. For example, we now know that our brains contain information passed down from early humans. This shows that our brains reflect the experiences of people who came before us. This was an idea suggested by the scientist Carl Jung 100 years ago.
**First-Read Guide**

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**ANNOTATE** by marking vocabulary and key passages you want to revisit.

**CONNECT** ideas within the selection to other knowledge and other selections you have read.

**RESPOND** by writing a brief summary of the selection.

*STANDARD* Anchor Reading Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.
Quiz

1. Which paragraph in the section "Dreams May Affect Learning" explains how dreams were used as a way to understand a person's mental health?

2. Based on information in the article, which of these statements is TRUE?
   (A) People's bodies react the same whether they are dreaming or not.
   (B) The study of dreams is more important today than it was a century ago.
   (C) Scientists have found that people who have more dreams are healthier.
   (D) The study of dreams may help doctors develop treatments for depression.

3. Which two of the following are MAIN ideas of the article?
   1. In some societies, dreams historically have been very important.
   2. The scientific viewpoint of dreams continues to change.
   3. Doctors have found rapid eye movement (REM) when people dream.
   4. Scientists think REM sleep helps people remember and learn.
   (A) 1 and 2
   (B) 1 and 3
   (C) 2 and 4
   (D) 3 and 4

4. Which sentence from the article is MOST important to include in its summary?
   (A) New scientific evidence shows that dreaming may have important effects on learning and memory.
   (B) In the 1950s, doctors Eugene Aserinsky and William Dement made an important discovery about dreams.
   (C) Dreaming was more visual, and led to ideas that were stranger and more oddly connected.
   (D) For example, we now know that our brains contain information passed down from early humans.
1. Which paragraph in the section "Dreams May Affect Learning" explains how dreams were used as a way to understand a person's mental health?

   Paragraph 5:
   Dreams were also a very important part of psychoanalysis. Psychoanalysis was a method for treating mental illness. It was very popular in the early 1900s. As its popularity eventually declined, dreams were increasingly looked at through a scientific lens.

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   (A) People's bodies react the same whether they are dreaming or not.
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This article is available at 5 reading levels at https://newsola.com.
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Inside Outdoors

By Martin Felipe; translation by Frances Riddle, The Short Story Project on 10.01.19

Word Count 1,952

Level MAX

The giant is starting to rot and Minerval still has no news from the man that's dreaming it. The programmer must be sick, she thinks. If he was dead the forest would dissolve and then the rest of the dream would too, like the time that old man's brain turned off with her inside it. She can tell he's sick because he is not printing the objects she saves. As the giant rots, the objects fall apart as if they were living things too.

The programmer defines himself as such: I steal objects from people's dreams and I print them in 3-D. That's why he programmed Minerval, his pearl hunter in a sea of brains. She prefers to define herself as a cartographer of dreams: I can't leave my world but I can broaden the limits of the map. Every night is an exploration as if smoke excreted from the pores of the hot soil allowing her to see only one step ahead of her.

First, she expanded to the dreams of his neighbors in his apartment building, then the block down, then out into the neighborhood, but mostly she explores the dreams of the creator himself. Now his brain is failing, and Minerval doesn't know what to do. She stumbled on the giant two nights ago by chance, but in the terrain of dreams, chance is arguable. Now she finds her way back to it
thanks to the smell. The giant fell on his side, in a clearing in the woods near a town of carpenters. His eye sockets are empty and full of ants. His eyes must have been the size of large beehives, all that remains now is a trace of bloody honey. A kid could sleep inside that cavity. Minerval tries to climb up the giant, but his flesh is slippery. It would be great to print the skull in actual size, she thinks. But how do I save it, and what titanic machine would be needed to print it out? Then she remembers: the programmer is sick, maybe dying, and all of this is his fever dream.

She is frightened when the dream blinks in and out as if a silent ray of sunlight were momentarily melting all the dream's participants without their realizing it. The carpenters' faces fall, the giant's rotten flesh drips, the blackened trees collapse. For half a second everything blurs: the forest, the town, the animals and the rocks. Then everything goes back to normal without the living or the dead ever noticing, only she notices. These interruptions occur when the dreamer wakes up, and when he goes back to sleep. In the interim, the dreamer and his dream each carry on with their respective lives, and at night the dreamer returns again to the wide uncharted world of his dreams. Due to the frequency of the glitches, Minerval knows that the programmer is being startled from sleep again and again, without fully awakening from his swampy fever.

Ignorant to their precariousness, a handful of carpenters approach Minerval. We called a father from another town, they say, it took him a few days to get here. It's an old man with no legs, carried along by his companions. He looks at her with curiosity for a second (What do they see when they look at me? Minerval wonders), and then he turns his gaze to the giant. Let me touch him, Father Niebla says. They set him on a tuft of pine needles near the giant's mouth. With his hand covered in powder, he touches the swollen tongue that sticks out from between the giant teeth. We have to bury the giant before it's too late, Minerval tells him. He's rotting and he is going to poison everyone. That's going to be hard, Father Niebla answers with tears in his eyes, because this giant was the god of this place. Without him there's nothing and if he dies we will all die with him.

Where should I go? Minerval asks. Anywhere they know what we should do, answers Father Niebla. Before they carry him away he takes some knives and pliers from his apron. I'm a carpenter too, he says as he pulls out one of the god's teeth. So they'll believe you, he says. The tooth fills Minerval's entire hand and it has holes in it. An interference in the dream momentarily liquefies the tooth, her arm, and the father, whose cranium melts then solidifies a second later without him noticing: he wishes her luck. So that it won't be too heavy on the journey, once Minerval is alone she saves the tooth in the file with the objects she has collected to be printed in 3-D. Father Niebla's powder stains her hand, and as the hours pass her face and chest are marked with powder too.

She travels from the carpenters to the blacksmiths and from the blacksmiths to the fisherpeople, and then to a place the dreamer has never visited. The forest gives way to a rocky desert and the rocks finally slope down to the sea. Beyond that, a city rises up. In the boat provided by the fisherpeople, she finds a net made of fish bones which she saves. The programmer has instilled in her the joy of finding objects that have never existed before. The thing she likes most is a blanket made from bees that gather and scatter, a warm hive that protects whoever wears it. The bees are golden and they communicate with each other, and with Minerval. When it gets cold she puts it on. Lately, there are more and more holes in it. The climate inside each dream is random and doesn't obey any rules that a program like Minerval can understand.
Her job is to burglarize dreams. Children’s dreams are the most fruitful, fast currents that pull her into caves full of hidden treasure. From these places come the best trophies: the oddest, most dangerous things, the things she keeps for herself. She has also explored animals, but their dreams are more confusing and they tend to break her code. After these visits, she returns to the main dream mentally muddled and physically exhausted, but the sophisticated pieces she sends to the printer are worth the effort.

The programmer sells the 3-D printed dreams and his clients buy them without really knowing why they find these strange objects so fascinating. They are at once decoration, tool, and art. From time to time, someone buys the product of their own dream and they place it, feeling both satisfied and disturbed, in some privileged spot in their apartment. When this happens Minerval makes a special nighttime visit: without exception, the object reappears in the dreams of its creator, but this time as an artifact from the real world. This is Minerval’s greatest pride, she can say: I made it real, I took it and introduced it into the world, I’m the real creator.

But ever since the programmer got sick she has not been able to visit other people’s worlds: if he dies, like the giant, she will die with him. She is willingly locked in this world, immense, but limited to only one person, her creator, and the constant contact feels suffocating. It’s an eternal, lethargic present tense, murky, and imbued with the smell of death from the god’s decayed tooth.

Have you ever dreamed again and again about a city on the horizon that only exists in your dreams? The programmer does, and Minerval reaches this city, in the blue hour between night and sunrise. The planks of the port are as hot as if it were midday. The programmer has glimpsed this city so often in dreams that the edges are frayed and gleaming, whereas the unexplored urban depths are a dull gray fog that Minerval illuminates with each step.

The city is walled and there’s no way to enter without being seen. The program makes it difficult to abandon her human form, presumably because the programmer wanted to prioritize the search for objects. The guard on shift opens the gate with a key that resembles an open hand. He is drowsy from the suffocating heat and Minerval seizes the chance to steal the key from him after he locks the door behind her. The lengths some dreams will go to defend their objects is surprising. They might fire him for this, she thinks, and then: it’s just a dream. It’s hard for her not to feel sorry for these creatures, without knowing whether they are even as real as she is.

She knows who she’s looking for: a merchant on the shore told her before she sailed to visit, an expert in gods that had once solved a problem involving a failed offering. In exchange for the tip, Minerval gave him one of her most prized objects: a brush with organic bristles that cleans the hair as it untangles it; she hardly used it and the bristles were beginning to fall out.

The glitches in the dream are becoming more and more frequent: as she steps into a doorway she is no longer in the city but in a jungle, and when she gets through the door she is once again in the city. In the last few minutes before a dreamer awakens, their dream becomes so chaotic that all its elements combine: the wing of an airplane could turn into a bridge, the rain becomes blades of grass, animals may morph into loved ones. But the programmer still isn’t waking up and it’s getting hotter and hotter as if a bonfire were melting the bricks from the walls of the alleyway. She finds the theologian in a lethargic state, nodding off in a leather chair.

Minerval slaps him and a cloud of powder rises from his cheeks. How do I bury a god that died in its creator’s dream, she asks the program. The theologian looks at her, his eyes transparent: each
dream has its own god. But this god is dead, Minerval responds, I saw him rotting. Gods don't die, says the theologian, they are just replaced. You have to harvest the soul of the dead god and transfer it before it's lost. How do I do that, Minerval asks.

The theologian points to a translucent shrine, where a silver spatula sits, indented on one side like a spoon. Minerval saves it with her other objects. The dream blinks and the roof dissolves: I'm not going to make it, she thinks. Does this mean you're Minerval? The theologian asks with a melted face. The glitch is not corrected and his glass eyes fall from their sockets.

Minerval disposes of herself, breaking out of her human form. The heat helps soften her body and she moves like a spirit over the water and the desert, floating above the sails of the ships and the tops of the trees until she reaches the heart of the forest.

By the time Minerval gets there the giant's body is a skeleton covered in worms. She brushes them aside (as they intermittently fuse with the bones) and clears the skeleton of spiders and roots. She slides the spatula over the divine bones: the god's soul is unctuous and pools up in the spoon like cream. The leaves of the trees burst into flames. And now what, she asks herself. The trees fall down, the giant ribcage rises from the soil like fangs. Minerval takes the cream and rubs it on her face that's no longer there, on her phantom chest, over her arms that are not really arms. Then everything goes still, like the last circular reverberation of a stone falling into water.
Quiz

1. Minerval can change her form. Is this idea stated explicitly or implied by the author? How do you know?
   (A) Stated explicitly; The author describes Minerval coming out of her human form.
   (B) Stated explicitly; The author describes how the programmer can change Minerval's form.
   (C) IMPLIED; The author suggests that Minerval has changed forms in the past.
   (D) IMPLIED; The author suggests that Minerval prefers to be in human form.

2. Read the following selection from the story.

The programmer sells the 3-D printed dreams and his clients buy them without really knowing why they find these objects so fascinating. They are at once decoration, tool, and art. From time to time, someone buys the product of their own dream and they place it, feeling the one who has created it satisfied and disturbed, in a privileged spot in their apartment. When this happens Minerval makes a special nighttime visit: without exception, the object reappears in the dreams of its creator, but this time as an artifact from the real world. This is Minerval's greatest pride, she can say: I made it real, I took it and introduced it into the world, I'm the real creator.

The selection shows that the narrator feels...
   (A) captivated by Minerval
   (B) disgusted by Minerval
   (C) intimidated by Minerval
   (D) unnerved by Minerval

3. How would the tone of the story change if it was told from the programmer's point of view?
   (A) The tone would be more peaceful since the programmer is dreaming.
   (B) The tone would be more sinister since the programmer is about to kill Minerval.
   (C) The tone would be more joyful since the programmer loves when Minerval finds interesting things.
   (D) The tone would be more melancholy since the programmer is approaching death.

4. Based on the information in the story, which event is MOST likely to occur later in the story?
   (A) The programmer creates a new program to enter people's dreams.
   (B) The giant returns to life, and everyone in the dream is safe.
   (C) Father Niebla thanks Minerval for saving the people in the dream.
   (D) Minerval becomes the god in someone else's dream.
Answer Key

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**QuickWrite**

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"You're not the only one," Bobby's father said as he drove their car very slowly and carefully through the empty streets. In spite of the fact that there were no other vehicles on the road, driving was still dangerous in this situation: his dad could hardly keep his eyes open. "There are at least a dozen other people in this part of the state who haven't responded to the Hibernation Instinct."

Bobby's mother hugged him with one arm while resting her head atop his own. For a moment, he thought that she had slipped off to sleep, but then she said in a warm, drowsy voice, "We thought that you would be ... affected like your brother and sister. But, well, you've always been your own little man, haven't you?" She gave him a sloppy kiss on the temple.

Bobby glanced at the backseat of the car where Phil and Cathy, his younger brother and sister, dreamed happily. He knew that, in houses and apartments all over the city, people were snuggled in their beds with the sheets drawn up to their chins, sinking deeper into the warm slumber that, according to the best scientific guesses, would last for at least half a year. This was going to be one long, long night, all right.
"I hate putting you to all of this trouble," the boy muttered. What Bobby really hated was the thought of being abnormal, the only person awake while the rest of the world engaged in one gigantic sleepover. "We should be at home, like everyone else."

"Don't let it bother you," his mom sighed. "The hospital isn't far. We really should have made our plans when we realized you weren't feeling the Instinct the way the rest of us did." She paused for a long yawn. "Besides, it doesn't matter where we sleep, as long as we're together and safe."

"I still feel like a freak."

"Don't say that. Dr. Josephs believes your resistance is probably due to that shock you suffered when you were 4 and the lamp fell on the pool deck. You've never been a big sleeper since then. It's not your fault."

His dad looked over toward him with half-closed eyes. "That's the great thing about the Sleep. If it does everything the experts have predicted, it will heal all diseases and injuries, rejuvenate our cells, let the pollution in the atmosphere clear up, and basically just give the whole world a brand-new start. I don't know what's causing it, but it's the best birthday present this old planet ever received."

"Dad, watch out!" Bobby yelled as the car began to drift toward the curb. His father jerked the wheel to the left and guided the vehicle back to the center of the street. They weren't going fast enough to have caused any serious damage, but the near miss still set Bobby's heart pounding.

His dad grinned in embarrassment. "I guess I'm a little more punchy than I thought."

Bobby gazed straight ahead into the black canyon that was the city avenue. He had seen some dark nights before, of course, but with all of the lights out and not even a single radio station broadcasting, he had never seen any night as empty as this one.

At least the hospital was still "alive." Lights showed briefly on every floor and in the parking area as their car rolled to stop by the emergency entrance. Two muscular orderlies and a doctor in a white smock walked lazily out to meet them.

"This must be our insomniac, Bobby Jackson," the doctor said. She was holding a cup of steaming coffee in one hand, but it didn't seem to be helping her much. Like the orderlies, she was already blinking and yawning with every other breath.

"That's us," his dad answered while he opened the rear door and pulled a sleeping Cathy into his arms. She didn't awaken enough to grunt. "Sorry to keep you up this way, but we ... uh..."

The doctor shook her head. "We expected that there would be a few people who were more resistant to the Instinct. And that would be you?" She smiled at Bobby. Somehow, he managed to smile back. "Yes, ma'am. I'm just not sleepy."

"No need to apologize. Studies of smaller mammals such as rabbits and monkeys proved that different individuals succumb to the Sleep at different times, and I suppose you simply have a very hardy constitution." The doctor sighed and sipped a bit more of her coffee. "I do believe you're the last person in the entire city who's still awake without the use of chemical stimulants, however."

Freak, Bobby thought to himself. "Let's get everyone inside," she said, and one of the orderlies lifted his brother Phil from the rear seat of the car before leading them all into the hospital.
The room that had been prepared for them was on the eighth floor. Bobby's mother almost passed out in the elevator on the way up, and the doctor had to offer her an arm as she wove her way down the hall and into the room. His dad and the orderly eased Cathy and Phil onto separate beds in one corner, while his mom sat down heavily on a larger one next to the wide picture window that framed the quiet city around them. With their work done, the two orderlies staggered out of the room to their own beds.

"Hop up here," the doctor said to Bobby, patting the fourth bed in the room.

Reluctantly, Bobby sat down and began removing his tennis shoes.

"G'night, sweetheart," his mom whispered. She lightly kissed the fingers of her right hand and touched them to his cheek before sliding gratefully onto her side. His dad ruffled his hair and then joined her. Their energy seemed completely exhausted. Both were snoozing deeply within seconds.

"Why don't you pull off your top shirt?" the doctor asked while preparing the injection. "You'll be more comfortable, and it'll be easier to administer the sedative."

Bobby didn't enjoy shots, naturally, but that wasn't what was bothering him most as he slipped off his shirt. "This all seems kind of dangerous to me," he muttered. "I mean, sleeping for six months without eating or drinking anything? Or going to the bathroom?"

"It's not normal sleep," the doctor told him. "Scientists believe it's caused by a peculiar solar emission, and what we've observed in smaller animals proves that the body slows to a much lower rate than even true hibernation. We won't need food or water for half a year or more, and the process seems to cure every known disease as it wipes away the damages caused by aging." She rubbed her red eyes. "Don't worry. Our studies show that giving you a strong sedative will allow the Instinct to take over in a matter of hours."

"Couldn't I stay awake?" he asked. "Somebody should be alert in case there's an accident or something."

She shushed him weakly and swabbed his left forearm with alcohol. "If you don't join in the Sleep with the rest of us, you will miss out on all of the wonderful physical benefits. Relax now. You'll be snoring before you know it."

Defeated, Bobby lay back onto the clean, white sheets. "I guess I'll see you in about six months then."

The doctor yawned. "It's a date. Goodnight."

The pricking of the needle hardly caused Bobby Jackson to blink.

He didn't sleep for six hours, much less six months.

Bobby had never liked sleeping with the lights on, and the bright fluorescent overhead bulbs of the hospital room worried their way through his eyelids to drag him awake. He coughed and grunted, shaking his head and wondering just where in the world he was since this clearly was not his bedroom. When he was awake enough to glance around the room, he found his family still sleeping peacefully and the doctor draped over the chair next to him wearing a dreamy smile of her own. The syringe she had used to inject the sedative into his arm was lying on the floor, still
more than half full. It was obvious that she had passed out before being able to administer more than a few drops, just enough to put him under for a short time. He looked at the clock on the wall. It was only a little past one in the morning.

Great, he thought, what do I do now?

It seemed peculiarly quiet in the room, with no sound except the soft breathing of the others. Bobby almost felt as if he were the last person alive on Earth, the only remaining human being. A shudder ran through him. Was this what he faced for the next six months?

Probably. But somewhere deep inside, he also welcomed the chance to sort of "keep an eye on things" while everyone else slept. It just didn't seem right to leave the whole world unattended, and though he realized how lonely it would be, he understood that someone had to do the job. Right now, he was hungry.

After slipping on his shoes and shirt, he wandered out of the room to look for the snack bar. He had enough change for a candy bar and soda, and when that ran out, well, he doubted that the rest of the world would be too upset if the only conscious security guard borrowed what he needed to eat from the vast stock of canned foods that had been put aside as the Sleep approached. There would be a few self-regulating power plants operating throughout the year, so he wouldn't have to worry about electricity for cooking or watching videos or keeping out the darkness as the hundred and eighty nights crept along. And, of course, he could always use his scout training should he need to cook anything over an open fire.

Bobby was munching on a chocolate bar when the first weird and tremendous noises broke through the stillness of the night with such power that he was almost knocked from his feet. It sounded like a gigantic piece of chalk screaming across a blackboard the size of Minnesota. The piercing screech reached right into his skull to shake his brain. He dropped the candy bar and raced for the nearest elevator. Since the sounds seemed to be coming from the high overhead, he stabbed the button for the roof parking area.

When Bobby stepped out onto the roof-top beneath the wide, star-sprinkled night sky, his eyes met a sight that he couldn't have imagined before that moment. From one horizon to the other, great glowing red fountains of radiance, each one emitted by a spacecraft, were raining down upon the sleeping and helpless world with a Fourth of July brilliance.

Just as suddenly, a voice began to speak within Bobby's mind. The words weren't English, but his brain understood them just the same.

"THE OPERATION HAS BEEN SUCCESSFUL. WE HAVE REACHED OUR TARGET AND MET WITH NO RESISTANCE. LONG LIVE THE MIGHTY EMPIRE OF THE SEVEN SYSTEMS!"

The voice inside of Bobby's head screamed and laughed.

"No!" Bobby cried. The words tumbled from him full of rage and passion. "This is our world! You have no right to be here! Go back to your own planet and leave us alone!"

As suddenly as the flipping of a switch, the noises stopped. The night went from mad chaos to so quiet that Bobby could hear the gentle breeze drifting past his ears. The exploding red fountains froze in place.
"RESISTANCE! THIS PLANET IS NOT SECURED! THE POPULATION HAS OVERCOME THE INSTINCT! THEY POSSESS INCREDIBLE PSYCHIC POWER! RETREAT IMMEDIATELY!"

"Yeah, you better run!" Bobby continued to yell, hardly realizing that he was speaking. "Get back to your own neighborhood with your tail between your legs before we give you something to run from!"

In the silence, the red lights blinked off. Soon the night was cool, quiet, and empty again.

"Wow," Bobby whispered when his thoughts were clear enough to say anything again. "I did it. I saved the world. Robert Arthur Jackson, Defender of the Earth and All the People Who Live on It." It sounded good.

If anyone would believe him.

"And I'll be ready for the next six months if you decide to try again!" He laughed at the stars.

Then he trotted back to the elevator and the cafeteria several floors below. Even heroes had to eat.
First-Read Guide

Use this page to record your first-read ideas.

Selection Title: ____________________________

NOTICE new information or ideas you learned about the unit topic as you first read this text.

ANNOTATE by marking vocabulary and key passages you want to revisit.

CONNECT ideas within the selection to other knowledge and other selections you have read.

RESPOND by writing a brief summary of the selection.

STANDARD Anchor Reading Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.

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Quiz

1  What do Bobby's father and the doctor have in common?
   (A)  They both drank coffee to stay awake.
   (B)  They both passed out during the Hibernation Instinct.
   (C)  They both felt relieved that Bobby would stay awake.
   (D)  They both helped Bobby train to fight the invaders.

2  What can the reader infer about the Instinct and the operation of the Mighty Empire of the Seven Systems?
   (A)  The Mighty Empire retreated because it noticed the Instinct.
   (B)  The Mighty Empire was surprised that the Instinct had worked.
   (C)  The Mighty Empire tried to keep the Instinct from affecting Bobby.
   (D)  The Mighty Empire caused the Instinct to invade Earth.

3  How would the story be different if it was told from the doctor's point of view?
   (A)  The Invasion of the Mighty Empire of the Seven Systems would have gone unreported.
   (B)  The reason that Bobby failed to receive the full injection would have been revealed.
   (C)  The explanation for why the Instinct occurred would have been made clearer.
   (D)  The relationship between Phil and Cathy would have been emphasized more.

4  What does Bobby's response to the invasion reveal about him?
   (A)  It implies that he knew the invasion was likely to occur.
   (B)  It suggests that he expected to hibernate with his family later.
   (C)  It shows that he was willing to protect everyone who was sleeping.
   (D)  It emphasizes that he regretted his inability to fall asleep with the others.
Answer Key

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Close-Read Guide

Use this page to record your close-read ideas.

Selection Title: ____________________________

**Close Read the Text**

Revisit sections of the text you marked during your first read. Read these sections closely and **annotate** what you notice. Ask yourself **questions** about the text. What can you **conclude**? Write down your ideas.

**Analyze the Text**

Think about the author's choices of patterns, structure, techniques, and ideas included in the text. Select one, and record your thoughts about what this choice conveys.

**QuickWrite**

Pick a paragraph from the text that grabbed your interest. Explain the power of this passage.
Avoiding Shifts in Verb Tense

Practice

Use verb tenses to show when actions happen in relation to one another. If the actions happen at the same time, avoid shifting from one tense to another. If the actions happen at different times, a shift in tenses may help you communicate the sequence.

Incorrect shift in tenses: Yesterday, Ms. Price talks about the book and assigned a chapter.
Correct: Yesterday, Ms. Price talked about the book and assigned a chapter.
Correct: Yesterday, Ms. Price assigned a chapter, and tomorrow we will discuss it.

Remember that participle forms (assigning, assigned, having assigned) and infinitive forms (to assign, to have assigned) can also show time sequence.

A Circle the letter of the sentence that avoids an unnecessary shift in verb tense.

1. A. Dickens was a novelist who writes about social conditions.
   B. Dickens was a novelist who wrote about social conditions.

2. A. Characters in Dickens' novels have names that reflect their personalities.
   B. Characters in Dickens' novels have names that reflected their personalities.

3. A. At age twelve, Dickens went to work when his father was put in prison.
   B. At age twelve, Dickens goes to work when his father was put in prison.

4. A. Working in a factory gave Dickens ideas for his novels.
   B. Working in a factory has given Dickens ideas for his novels.

B Rewrite any sentences that have verb shifts when the actions take place at the same time. If the verb tenses are correct, write C.

1. Dickens wrote many novels and also gives readings from them.

   _______________________________________________________

2. Although Dickens lived in Chatham as a young child, at age ten he moves to London.

   _______________________________________________________

3. Dickens' novels were popular in his lifetime, and they are being read today.

   _______________________________________________________

4. Having already read *Hard Times*, I plan to have read *Oliver Twist* some day.

   _______________________________________________________
Avoiding Shifts in Verb Tense

Assess

A. Circle the letter of the correct verb tense for the blank in the sentence.

1. The assignment is to read a novel by Dickens and to _______ a review of it.
   A. have written  C. will write
   B. wrote        D. write

2. A Tale of Two Cities _______ a historical novel that begins in 1775.
   A. is                 C. was
   B. had been           D. has been

3. I chose Hard Times for the assignment and _______ it right now.
   A. read            C. am reading
   B. had read        D. today

B. Circle the letter of the sentence that avoids an unnecessary shift in verb tense.

1. A. Mr. Micawber gets in money troubles but believes he can overcome them.
    B. Mr. Micawber gets in money troubles but believed he can overcome them.

2. A. Mrs. Micawber admits her husband’s faults but declared she will not leave him.
    B. Mrs. Micawber admits her husband’s faults but declares she will not leave him.

3. A. Dickens modeled Mr. Micawber after his father who is extravagant.
    B. Dickens modeled Mr. Micawber after his father who was extravagant.

C. Decide whether a sentence uses verb tenses correctly. If it is correct, write C. If it is incorrect, rewrite the sentence correctly.

1. Dickens and his wife had ten children, but only nine survive.
   ________________________________

2. Dickens wrote novels that are published in parts in monthly magazines.
   ________________________________

3. Readers looked forward to the monthly installments that Dickens turned out.
   ________________________________

4. In his final years, Dickens is not well, but he continued work on his last book.
   ________________________________
Adverb Clauses

Practice

A clause is a group of words containing a subject and a verb. A subordinate clause is one that contains a subject and a verb but does not express a complete thought. It is often introduced by a subordinating conjunction (after, although, because, before, if, unless, when, and where, among others).

An adverb clause is a subordinate clause that is used as an adverb. In a sentence, it modifies a verb, an adjective, or another adverb. To vary your writing, you can combine two sentences by turning one of them into an adverb clause. Notice that when an adverb clause comes at the beginning of a sentence, it is followed by a comma.

Two sentences: The concert ended. Then, we stopped for pizza.

Combined: After the concert ended, we stopped for pizza.

A Underline each adverb clause, and circle the subordinating conjunction.

1. When the weather is hot, we turn on the air conditioner.
2. I will not put down this book until I have finished it.
3. After the first frost, the leaves begin to fall from the trees.
4. The parade will begin at 10:30 unless it rains.

B Combine each pair of sentences, using the subordinating conjunction indicated.

1. The bus arrives. The campers will wait in the gym. (until)

2. There is a long period without rain. Many plants will not survive. (if)

3. Miami is a large city. Los Angeles is even larger. (although)

4. Mr. Jackson got a new job. The Jacksons moved to Charlotte. (because)

5. I can feel a storm coming. The sky turns dark. (whenever)
Adverb Clauses

Assess

A. Circle the letter of the correct answer.

1. What is the adverb clause in this sentence?
   Before the campaign ends, the candidates will meet in three debates.
   A. Before the campaign ends       C. the candidates will meet in three debates
   B. the candidates will meet       D. in three debates

2. What is the subordinating conjunction in this sentence?
   Rachel Beck would certainly win if the election were held today.
   A. certainly         B. if         C. would         D. today

B. Underline each adverb clause, and circle the subordinating conjunction.

1. Until the prices go down, we will not buy that new laptop computer.
2. The contest will begin precisely at 3:00 unless there is a rain delay.
3. After the icebreakers open the channel, the ships can pass through.
4. The journalist double-checked the facts before he sent his report.

C. Combine each pair of sentences, using the subordinating conjunction indicated.

1. He has soccer practice. Steve goes to the library after school. (unless)

2. A fox lives in the woods nearby. The farmer rarely sees it. (although)

3. Many good-hearted people volunteer. Disasters occur. (when)

4. The price of gas has risen. Airfares have also risen. (because)

5. The storm passed. A rainbow appeared in the sky. (after)
Grammar: Degrees of Adjectives

Practice

An adjective is a word that modifies, or tells more about, a noun or pronoun. For example, in the sentence The tall girl reads, tall is an adjective that tells more about the girl. It explains what kind of girl. Most adjectives have three different forms to show degrees of comparison—the positive, the comparative, and the superlative. The positive is used to describe one item, group, or person. The comparative is used to compare two items, people, or groups. The superlative is used to compare three or more items, groups, or people.

Add -er to form the comparative of most one- and two-syllable adjectives. More, most, less, or least are added to adjectives of three or more syllables to form the comparative and superlative.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td>easier</td>
<td>easiest</td>
</tr>
<tr>
<td>delicious</td>
<td>more delicious</td>
<td>most delicious</td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>talented</td>
<td>less talented</td>
<td>least talented</td>
</tr>
</tbody>
</table>

Write the comparative and superlative forms of each adjective.

1. cold _____

2. tall _____

3. bright _____

4. graceful _____

5. young _____
6. heavy _____

7. polite _____

8. courteous _____

9. narrow _____

10. tasty _____
Grammar: Degrees of Adjectives

Assess

A

Complete each sentence using the form of the adjective indicated in parentheses.

1. The _______________ (large) of all snakes is the anaconda. (superlative)
2. Some people think snakes are the _______________ (creepy) of animals. (superlative)
3. In some species, female snakes are _______________ (large) than males. (comparative)
4. A snake’s skin is _______________ (dry) than it appears to be. (comparative)
5. Some desert snakes are _______________ (hardy) than other snakes. (comparative)

B

Circle the correct form of the adjective in parentheses.

1. Of the three bands, the Seven C’s play (better, best) music.
2. Were (many, more) people at this concert than at the last?
3. The seats were (less, least) comfortable than before.
4. Of the last six concerts, this was the (less, least) exciting.
5. Our view was (worse, worst) than usual.
6. The Seven C’s songs were (louder, loudest) than the other bands’ songs.
7. Their set was also (longer, longest) than the other sets.
8. The lights were the (brighter, brightest) we had ever seen.
9. The third encore by the group was the (more, most) thrilling.
10. The applause afterwards was the (louder, loudest) I had ever heard!
Grammar: Combining Short Sentences

Practice

Avoid choppy, disconnected sentences by combining two or more related ideas in a single sentence. There are several methods of sentence combining, including compound verbs, compound objects, predicate nominatives, and predicate adjectives.

Examples:

Choppy: The tide came up. It washed away our sand castle.

Compound Verb: The tide came up and washed away our sand castle.

Choppy: The lion was old. The lion was weary.

Compound Predicate Adjective: The lion was old and weary.

Combine the sentences to form a single sentence.

1. The living room was chilly. The living room was empty.

2. Ryan entered the competition. His coach advised against it.

3. Allison put film in the camera. She didn’t check the battery.

4. The new car was economical. The new car was beautiful.

5. We went to Janice’s party. We brought snacks for everyone.
Grammar: Combining Short Sentences

Assess

Combine the sentences to form a single sentence.

1. Jim hit a line drive to left field. He dashed to first base.

2. Marcy has blonde hair. Sarah has blonde hair.

3. Congress passed a bill. The president vetoed it.

4. The Himalayas are mountains in Asia. They are the tallest mountains in Asia.

5. She applied for the job yesterday. She was hired immediately.

6. Mark was late this morning. He missed the assembly.

7. The heavy rain flooded the highways. It washed out bridges.