

**Yeatman-Liddell College Preparatory Middle School**

**Winter Break Packet**

**English Language Arts**

**2014-2015**



## Drawing Conclusions Practice Exercises

by LearningExpress Editors

Review the following study guide for a concept review:

Drawing Conclusions Study Guide

## Drawing Conclusions Practice Exercises

### Practice 1: Good Enough for Grandma?

Read the selection, and then answer the questions that follow.

- (1) Mom was busy in the kitchen when my brother Marco and I got home from school Friday. "Did you remember your grandmother's coming today?" she asked.
- (2) "Sure, Mom," we laughed. "Didn't you notice we cleaned our rooms?"
- (3) Mom smiled. "Thanks. I know I shouldn't be nervous, but my mother hasn't been here in almost six years! As I was growing up, her house always looked perfect. So I want everything to be . . . well . . ."
- (4) "Perfect," I said with a smile. "What else can we do to help before she gets here?"
- (5) Mom looked around, "You two could set the table. Use the good china . . . and be very careful with the glasses. . . . Grandma gave those to your dad and me before you were born!"
- (6) As Mom prepared a sumptuous meal, Marco and I set the table. We carefully put a plate, glass, and silverware at each place. I taught Marco how to line up the forks on the left side of each plate and the knives and spoons on the right. In the center of the table, we placed a set of tall white candles. Then we stepped back and looked at our work. It seemed something was missing. "What's missing?" I asked Marco.
- (7) "Napkins?" he asked. "And I don't think Mom would want us to use paper ones!"
- (8) We both laughed. Marco opened a drawer and took out the nice cloth napkins Mom saved for special occasions. The soft white squares were folded in the middle, and we placed one on each plate. "Do you think that looks good enough?" I mumbled.
- (9) "No," Marco whispered. "Let's make them look fancier. Remember that restaurant we went to last year? Their napkins were folded to look like crowns! Now that was elegant!"
- (10) I nodded and unfolded the cloth napkin in front of me. "Look," I said, pointing to the creases in the cloth, "these lines make triangle shapes. That gives me a great idea! Let's do origami . . . that'll make the napkins unique!"
- (11) Marco looked confused, so I explained, "Origami's a kind of folding art. People usually use paper, but you can use cloth. You make boats, birds, or flowers just by folding. No glue, tape, or staples are needed!"
- (12) Mom overheard us. "I know how to make an origami bird and flower," she said. She quickly folded a napkin, then unfolded it to show us how the shapes fit together.
- (13) Just then, Dad came home from work and showed us how to make a crown and a boat. "Okay," he said, "in 20 minutes your Grandma will walk through that door. Better get these napkins

folded once and for all!"

- (14) We did. We placed a different origami napkin on each plate. Now, the table looked elegant! And just in time.
- (15) Grandma arrived by taxi and shared hugs all around. She gave us gifts from a bag labeled ORLY AIRPORT – PARIS. Then, as we walked into the dining room, she said, "Oh, my, who fixed these fabulous folded napkins? I've never seen anything so perfect!"
- (16) We all smiled . . . happy that Grandma thought Mom's home was perfect, too!
1. You can draw a conclusion that Marco is younger than the narrator because
    - a. he wants to make the napkins look elegant.
    - b. the narrator and he come home from school together.
    - c. the narrator teaches him how to set a table and explains what origami is.
    - d. he opens the drawer to get out the napkins.
  2. Why might you conclude that Grandma lives in France?
    - a. She came in a taxi.
    - b. She had a bag labeled PARIS.
    - c. She had not visited in six years.
    - d. She liked to hug people.
  3. What conclusion can you draw about an everyday meal at Marco's house?
    - a. His dad never cooks.
    - b. The family never has time to eat together.
    - c. His mother is not a very good cook.
    - d. The family uses paper napkins.
  4. From the story, what can you conclude about the narrator and Marco?
    - a. They usually don't keep their rooms clean!
    - b. They very seldom go to bed on time!
    - c. Spaghetti is their favorite food.
    - d. They were named after their father's grandparents.

## Practice 2: Time After Time

Read the selection, and then answer the questions that follow

- (1) How do we know what time it is? Earth is divided into 24 time zones, one for each hour in a day. All locations within one zone share the same time.

### Marking Meridians

- (2) How do we know where one time zone starts and another ends? Picture the world as a large orange—not that color or fruitiness, just that shape. Well, time zones are divided by *meridians*—imaginary lines that run from the North Pole to the South Pole (the top of the orange to the bottom). The meridians split the world into sections, like equal slices of orange. The prime, or zero, meridian runs through Greenwich, England. By international agreement in 1884, that's been the starting point from which all time is calculated.

### Time Marches On

- (3) Doesn't it appear that the sun moves from east to west? Well, it doesn't. Earth actually turns from west to east as it rotates on its axis. And like Earth, time moves from west to east. So from that prime meridian in Greenwich, you add one hour for each time zone as you move east. You subtract one hour for each zone as

you move west.

- (4) Let's say you're in London, England, and it's 3 P.M. on Monday. You want to know what time it is in Paris, France, to the east. Just add one hour for each time zone between the two cities and you'll discover it's 4 P.M. on Monday in Paris.
- (5) If you want to know the time to the west, subtract an hour per zone. You discover that when it's 3 P.M. on Monday in London, it's 10 A.M. in New York, 9 A.M. in Chicago, 8 A.M. in Denver, and 7 A.M. in Los Angeles. Farther west, across the Pacific Ocean, time continues to change hour by hour. Finally, about halfway around the world from England, an imaginary zigzag line forms the International Dateline . . . and suddenly it's another day! If it weren't, you'd continue going west and get back to London before you left! But instead, if it's 3 P.M. on Monday in London, it's 7 P.M. on *Tuesday* in Hong Kong!
5. If you lived in Chicago, what could you conclude about time in Denver?
  - a. It would be one hour later than in Chicago.
  - b. It would be the same time as in Chicago.
  - c. It would be one hour earlier than in Chicago.
  - d. It would be one day earlier than in Chicago.
6. If it were noon in Chicago, what could you conclude?
  - a. It's one hour earlier in Denver.
  - b. It's one hour later in New York.
  - c. It's already the next day somewhere in the world.
  - d. all of the above
7. You can conclude the time difference between Paris and Chicago is
  - a. 6 hours.
  - b. 7 hours.
  - c. 8 hours.
  - d. 9 hours.
8. What can you conclude from the words, *By international agreement* . . . in paragraph 2?
  - a. Some countries don't have any time zones.
  - b. Only the most important countries have time zones.
  - c. All the countries of the world use these time zones.
  - d. Some people in the world live in two time zones.
9. After reading the article, the best conclusion I can draw is that
  - a. if you know the time in one place, you can figure out the time in other places.
  - b. it's impossible to know what time it is halfway around the world.
  - c. you should use only shadows from the sun to figure out the exact time.
  - d. it should always be the same time everywhere!

## Practice 3: Your Crowning Glory

Read the selection, then answer the questions that follow.

- (1) Human hair may be curly or straight, and either a blonde-haired person, red, brown, black, white, or a mixture thereof. But everyone's hair is relatively the same in the way it grows.
- (2) Hair is a threadlike structure that grows from the skin. Below the scalp, at the bottom of each hair, is a tiny pit called a *follicle*. It leads down to the hair's root. Cells at the base of the root begin to move up. As they do, they harden and become a strand of hair.
- (3) The hair on your head grows in stages. Follicles actively produce hair for three to six years, then rest for about three months. There's an average of 100,000 hairs on the human head, and about 10% are resting at any given time. We lose about 70–100 hairs every day from our resting follicles!
- (4)

Sometimes it seems your hair grows fast, but it normally grows less than  $\frac{3}{2}$  inch (13 mm) a month. Children's hair grows faster than adults' hair, and everyone's hair grows faster in summer than winter!

10. You can conclude that about 90% of the follicles on your head
  - a. are resting and not producing hair.
  - b. are too small to hold the root of a hair.
  - c. are producing hair at this time.
  - d. have been closed and can't produce a hair.
11. If it is winter, you can conclude that
  - a. your hair is growing slower than it did last summer.
  - b. your hair is growing faster than it did last summer.
  - c. your hair is growing the same as it did last summer.
  - d. you have fewer follicles than you had last summer
12. What might you logically conclude about the growth of hair in summer?
  - a. More people get their hair cut in hot summer weather.
  - b. Cold weather makes plants and hair grow longer
  - c. Wearing a hat in winter stops hair growth.
  - d. Heat and sweat make hair grow faster

## Answers

1. c
2. b
3. d
4. a
5. c
6. d
7. b
8. c
9. a
10. c
11. a
12. d

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# CHAPTER Seven

## Guided Practice

Read each passage, answer the questions, and write why you chose those answers.

### Narrative Text

Here is a story about an act of kindness. Read the story and then answer the questions that follow.

#### 1 The Broken Cup

2 Martha had been lucky when she'd answered Mrs. Mitchell's ad.  
3 Not only did she get the job as the new cleaning woman, but Martha  
4 was also trusted enough to be left alone in the apartment.

5 As Martha was cleaning, she noticed a beautiful blue cup. It was  
6 sitting on the shelf. It was so attractive that she couldn't stop herself  
7 from picking it up.

8 The doorbell rang behind her. The sudden ring startled her, and  
9 the cup fell from her hands. It laid in pieces on the floor.

10 After a long moment, Martha answered the door a man shoved a  
11 package at her. She signed for it with shaking hands, and the man left.

12 When she heard Mrs. Mitchell's key in the lock, Martha jumped.  
13 She told her what had happened. After Martha had finished her  
14 story, she stared at her frightened face for a while.

15 "Don't worry Martha," Mrs. Mitchell finally said. "The cup was just  
16 something I picked up in a second-hand shop. Forget about it. Now,  
17 can you come back next week?"

18 After the door closed, Mrs. Mitchell looked at the broken cup.  
19 It had been her grandmothers, and she had treasured it. Why hadn't  
20 she told this to Martha? Perhaps it was because her grandmother had  
21 been the kinder person she had ever known. She would never allow  
22 her grandmother's lovely cup to hurt anyone.

1. What editing change is needed in line 2 ("Martha...ad.")?
- A. Change *had been* to *was*.
  - B. Change *luckey* to *lucky*.
  - C. Change *Mitchell's* to *Mitchells'*.
  - D. Make no change.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

2. What is the BEST way to combine the two sentences in lines 5-6 ("As...shelf.")?
- A. A beautiful blue cup that was sitting on the shelf was noticed by Martha, who was cleaning.
  - B. Cleaning the shelf, a beautiful blue cup caught Martha's eye.
  - C. Martha noticed a beautiful blue cup as she was cleaning, and it was sitting on the shelf.
  - D. As Martha was cleaning, she noticed a beautiful blue cup sitting on the shelf.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

3. What editing change, if any, is needed in line 9 ("It...floor.")?
- A. Change *laid* to *lie*.
  - B. Change *laid* to *lay*.
  - C. Change *pieces* to *peaces*.
  - D. Make no change.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

**Unit 4 Practice Revising and Editing**

4. What revision is needed in lines 10-11 ("After...her.")?
- A. Martha answered the door after a long moment a man shoved a package at her.
  - B. After a long moment. Martha answered the door. A man shoved a package at her.
  - C. After a long moment, a man shoved a package at Martha who answered the door.
  - D. After a long moment, Martha answered the door. A man shoved a package at her.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

5. Which of these changes makes the meaning clearer in lines 13-14 ("After...while.")?
- A. Add *telling* after *finished*.
  - B. Change *she* to *Mrs. Mitchell*.
  - C. Change *a while* to *some time*.
  - D. Delete the comma after *story*.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

6. What editing change, if any, is needed in line 15 ("Don't...said.")?
- A. Add a comma after *worry*.
  - B. Change *Martha, " Mrs.* to *Martha", Mrs.*
  - C. Change *finally* to *finaly*.
  - D. Make no change.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_



7. What editing change, if any, is needed in line 19 ("It...it.")?
- A. Change *grandmothers* to *Grandmothers*.
  - B. Change *grandmothers* to *grandmother's*.
  - C. Delete the comma after *grandmothers*.
  - D. Make no change.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

8. What editing change, if any, is needed in lines 20-21 ("Perhaps...known.")?
- A. Change the period to a question mark.
  - B. Change *ever* to *never*.
  - C. Change *kinder* to *kindest*.
  - D. Make no change.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

## Informational Text

Nita wrote a report about mountains for her social studies class. Read her report and then answer the questions that follow.

1 **Mountains**  
2 by Nita Romano

3 One thing that has always fascinated me is mountains. When our  
4 family took a trip to Canada's Rocky Mountains, we had the chance  
5 to see some majestic mountains. I wondered how those mountains  
6 compared with others around the world. Consequently, I decide to  
7 do some research on the highest mountain on each of the continents.

8 The tallest mountain in Antarctica is named Vinson Massif. It is  
9 in the Ellsworth Mountains in Western Antarctica. This mountain  
10 measures 16,864 feet high. Although the tallest peak on this continent,  
11 Vinson Massif is the smallest in comparison with the highest  
12 mountains on the other continents.

13 The highest mountain in Europe is 18,510 feet high. You might  
14 expect this mountain to be in the Alps. However, Mount Elbrus is in  
15 the Caucasus mountains in the Kabardin-Balkar Republic, once part  
16 of the U.S.S.R.

17 On the continent of Africa, the Kibo peak of Kilimanjaro is the  
18 highest point at 19,340 feet. This mountain is located near the border  
19 of Kenya. Kenya has an area of 224,961 square miles.

20 Mount McKinley in Denali National Park is the continent's highest  
21 peak at 20,320 feet. The highest mountain in North America is in  
22 Alaska. However, it is not the highest mountain in the Western  
23 Hemisphere. This distinction goes to Mount Aconcague in South  
24 America. At a height of 22,835 feet, it is located in the Andes  
25 Mountains in Argentina: not far from the border with Chile.

26 Asia has the highest mountain in world. It is Mount Everest. It  
27 is 29,028 feet. This majestic peak is located in the Himalayas on the  
28 border of Nepal and Tibet. Everest has always fascinated mountain  
29 climbers, many of who have died trying to reach the top.

9. What editing change, if any, is needed in lines 6-7 ("Consequently...continents.")?
- A. Change *decide* to *decided*.
  - B. Change *research* to *reserch*.
  - C. Change *highest* to *high*.
  - D. Make no change.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

10. How could Nita BEST combine the sentences in lines 8-9 ("The...Antarctica.")?
- A. The tallest mountain in Antarctica is named Vinson Massif, but it is in the Ellsworth Mountains in Western Antarctica.
  - B. In Western Antarctica, the tallest mountain, which is named Vinson Massif, is in the Ellsworth Mountains.
  - C. The tallest mountain in Antarctica, named Vinson Massif, is in the Ellsworth Mountains in Western Antarctica.
  - D. Vinson Massif, the tallest mountain, is in the Ellsworth Mountains.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

11. What editing change, if any, is needed in lines 14-16 ("However...U.S.S.R.")?
- A. Delete the comma after *However*.
  - B. Change *mountains* to *Mountains*.
  - C. Change the comma after *Republic* to a semicolon.
  - D. Make no change.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

**12.** Which sentence should be omitted because it does NOT support the focus of the passage?

- A. lines 6-7 ("Consequently...continents.")
- B. lines 10-12 ("Although...continents.")
- C. lines 13-14 ("You...Alps.")
- D. line 19 ("Kenya...miles.")

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

**13.** Where should Nita move the sentence in lines 21-22 ("The...Alaska.") of paragraph 5?

- A. before the first sentence in the paragraph
- B. after the third sentence in the paragraph
- C. after the fourth sentence in the paragraph
- D. after the last sentence in the paragraph

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

**14.** What editing change, if any, is needed in lines 24-25 ("At...Chile.")?

- A. Delete the comma after *feet*.
- B. Change the colon to a comma.
- C. Change *border* to *bordor*.
- D. Make no change.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

- 15.** How could Nita BEST combine the sentences in lines 26-27 ("Asia...feet.")?
- A. Mount Everest is Asia's highest mountain and is 29,028 feet.
  - B. Asia has the highest mountain in the world, Mount Everest, at 29,028 feet.
  - C. At 29,028 feet, Asia has the world's highest mountain, and it is named Mount Everest.
  - D. The highest mountain in the world is Mount Everest, located in Asia, and rising 29,028 feet.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

- 16.** What editing change, if any, is needed in lines 28-29 ("Everest...top.")?
- A. Move *always* after *fascinated*.
  - B. Change the comma to a period, and capitalize the *m* in *many*.
  - C. Change *who* to *whom*.
  - D. Make no change.

The answer is \_\_\_\_\_

Reason for choice \_\_\_\_\_

**Inaugural Address by John F. Kennedy, January 20, 1961**

ILS5A 1C: I can evaluate information, summarize, and identify and support a main idea.

**The text of this speech is in the public domain.**

*This is part of the speech that John F. Kennedy gave when he became President of the United States.*

In your hands, my fellow citizens, more than in mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again - not as a call to bear arms, though arms we need; not as a call to battle, though embattled we are - but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation" - a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility - I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it -- and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you -- ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

**EXPLAIN WHAT YOU LEARNED**

1. Underline the most important information in each paragraph.
2. Write a short summary that tells what the passage explains. Include only the most important information.

*Start your summary this way:*

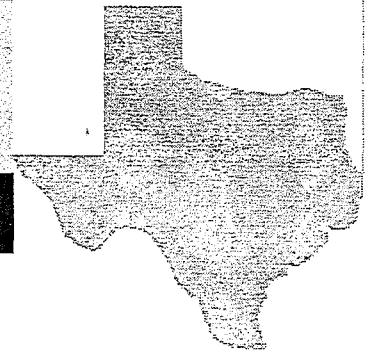
The main idea of the passage is \_\_\_\_\_.  
Here is information that helps you understand that idea.

Then finish the summary. Include the information that helps explain the main idea.

# **In The Shadow of the Pines**

## ***Sugar Cane Time***

**Level 8**



Grandpa Bud had one of the only sugar cane mills in the area one eighth of a mile north of his house. Friends and neighbors would gather and work together during the long days of the sugar cane harvest.

Mama chose not to go the sugar cane harvest this year. But Velma was eager to go and woke up Alfred and Prentice.

"I wanna to go too," said Kenneth, as the three were starting towards their grandfather's fields. He scrambled behind them as their mother nodded her approval.

Alfred and Prent used cane knives which had curved blades like a machete. They cut down the sugar cane, and took the stalks to feed into the drums. Alfred noticed there was a lot less of the sugar cane stalks this year than in previous years. "This Depression affects everything," Alfred concluded.

Kenneth was proudly leading the mule that turned the drums. Since the mule was tied to the pole turning the drums, all it could do was walk in a circle. As the stalks were squeezed by the turning drums, their juice flowed into wooden barrels.

Velma was working at the copper vat which sloped down-hill from the drums. The vat was a long rectangle, 12 foot by 5 foot, with small sliding gates every twelve inches. Beneath the vat was a stone pit where pine knots were burnt to create a fire to cook the syrup. Velma operated one of the gates in the copper vat that let the syrup move from one part of the vat to the next as it cooked. Experienced women worked at the furthest gates, to make sure the last part of the cooking process was done correctly. It was an art to know the exact moment when the syrup had cooked to perfection. Aunt Dora was considered the greatest expert, and oversaw the entire process.

As the syrup cooked, a green film was ladled off the top and poured into wooden barrels.

"Make sure you seal those barrels, or you know what happens," Aunt Dora was telling a neighbor.

"What happens?" asked Alfred.

***Continued on the next page***

Excerpt from "*In The Shadow of the Pines*" by Karen K. Newell

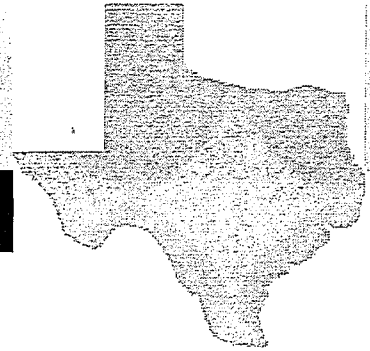
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# **In The Shadow of the Pines**

## ***Sugar Cane Time***

Level 8



Grandpa Bud chuckled. "The green stuff ferments and changes into alcohol as it ages. Then the cows and pigs get into it. Since we have an open range here, the neighbor cows and pigs also get into it and get drunk. Then they all get hangovers and headaches and bellow for days."

"That would be fun," said Prent. "I can't wait to see a drunk pig."

1. Which statement best describes the sugar cane harvest?
  - A. It was hard work everyone dreaded.
  - B. Lots of people enjoyed working together.
  - C. Everyone played games and had fun.
2. What is the correct order that the sugar cane was harvested?
  - A. Sugar cane stalks were cut, juice was squeezed out, the syrup was cooked.
  - B. The syrup was spooned into barrels, the syrups was cooked, it was fed to the animals.
  - C. Mules were used to cut sugar cane stalks, the men heated the syrup in the vats, the women poured it into barrels.
3. Which statement is NOT true about cooking the syrup.
  - A. The syrup was heated in a long vat.
  - B. Pine knots were used to start a fire.
  - C. Gates were opened and closed to let syrup run downhill.
  - D. It was easy to cook and anyone could do it.
3. What was the attitude about animals getting drunk?
  - A. They were afraid the neighbors would be angry.
  - B. They were worried about cows and pigs dying.
  - C. They were humored by it.
  - D. They were glad because they thought the neighbors should keep their animals off their property.

Excerpt from "*In The Shadow of the Pines*" by Karen K. Newell



# **In The Shadow of the Pines**

## ***A Sad Farewell***

Level 8



Alfred jumped up when he saw the tall frame of their grandfather entering the house. Grandpa Bud always knew what to do. No one noticed him as Alfred followed behind his grandfather. He stood outside the door of the room and listened to the voices.

"Gonna be okay, Esper." He heard the low voice of his grandfather. "These land mix-ups happen ya know. Don't worry none about it. We're gonna drop this law suit and everything is gonna be just fine."

Quickly Alfred returned to his seat before his grandfather left. So Grandpa was going to drop the law suit! That was good news.

He thought Papa and Mama would be very happy about that.

But still the children continued to sit quietly and wait. Sometimes they heard Mama cough, but it was a quieter, raspy cough.

The morning hours ticked slowly by, and still the children continued to sit in the chairs lined up along the wall. Then Papa came out and announced in an unusually quiet voice, "Your Ma wants to talk to you. All of you. Come 'long now."

Single file the children walked into their parents' bedroom and crowded around Mama's bed. Her eyes lingered on each of them. "I'm real sick," she struggled to say, "and I don't 'spect I'm gonna make it."

She looked over at the two older boys. "Don't want you boys getting into any trouble, you hear? Stay away from drinking and smoking and bad ways. Want all of ya to turn out nice. Be good to others, and each other. You're gonna have to do for each other now. And stay together. That's important, ya know – ya gotta stick together."

Alfred wanted to speak. He wanted to be brave and tell his mother he would take care of everything, just as he had heard his Grandpa do. But his eyes blurred with tears and he couldn't find his voice. All he could do was nod his head.

Velma reached for her mother's hand. "Mama, I love you," she sobbed. Mama squeezed her hand – how weak she was. She smiled at all of them. Then she closed her eyes, still smiling, and fell asleep again.

She never woke up.

# **In The Shadow of the Pines**

## ***A Sad Farewell***

Level 8



Read the passage on the other page, and then answer the questions below.

1. What would be the best name for this passage?
  - A. Land Mix Ups
  - B. Last Words
  - C. Still Smiling
2. Velma grabbed her mother's hand and told her she loved her. Why did Alfred not move or say anything?
  1. He didn't love his mother.
  2. He was thinking about the lawsuit.
  3. He didn't know what to say.
  4. He was afraid of crying.
3. If Alfred could have spoken, what do you think he would have said to his mother?
  1. "I will watch over the others."
  2. "We are going to win this lawsuit."
  3. "I'll be rich and famous some day."
  4. "I'm going to try and make you well again."
4. Which word best describes Alfred's feeling for his grandfather in this passage.
  1. Respect
  2. Resentment
  3. Frustration
  4. Reserved

Excerpt from "In The Shadow of the Pines" by Karen K. Newell

## Reading: Cause and Effect

### Practice

A **cause** is an event, an action, or a feeling that produces a result, or **effect**.

- *Sometimes one cause has several effects.* For example, a snowstorm can cause traffic accidents, school closings, and power failures. As you read, think about all the possible effects that might result from one cause.
- *Sometimes several causes come together to create one effect.* For example, you may fall on the sidewalk because it snowed, nobody shoveled it, and you forgot to wear your boots. Causes and effects can also occur in a chain: one event causes another, which causes the next, and so on.
- Keep in mind that *events may occur in order but not be connected*. As you read, ask yourself whether two events are related or just coincidental.

Read the following selection. Then, answer the questions.

The night of the big basketball game, Tim ate pizza for dinner and then rushed to catch the team bus. Traffic was backed up on the highway because of an accident, so the team arrived late, which meant they had very little practice time before the game. Nevertheless, they were ahead at half time, thanks to Zach's hot shooting arm and Tim's five rebounds. However, Zach fouled out in the fourth quarter, so the rest of the team had to step up their defense and also pass the ball more to maintain their lead.

1. What is the relationship between Tim's having pizza and the other events?
  - A. It is a cause with one effect.
  - B. It is one event in a cause-effect chain.
  - C. It is a cause with two effects.
  - D. It has no relationship to the other events.
2. What is the relationship between the highway accident and other events?
  - A. It is a cause with one effect.
  - B. It is one event in a cause-effect chain.
  - C. It is an effect with one cause.
  - D. It has no relationship to the other events.
3. What causes the team to be ahead at half time?
  - A. Zach's shots
  - B. Tim's rebounds
  - C. both A and B
  - D. neither A nor B
4. What is the relationship between Zach's fouling out and other events?
  - A. It is a cause with one important effect.
  - B. It is a cause with two important effects.
  - C. It is an effect with one cause.
  - D. It has no relationship to other events.

**Reading: Cause and Effect****Assess****A** Write whether each statement is *true* or *false*.

1. \_\_\_\_\_ When one event follows another, the two events are always related.
2. \_\_\_\_\_ Most effects have only one cause.
3. \_\_\_\_\_ A single cause may have several effects.
4. \_\_\_\_\_ An effect of one event may then become the cause of another event.

**B** Read the selection below. Then, answer the question.

The United States acquired the Louisiana Purchase in 1803. The next year, Lewis and Clark began exploring the new American territory. They wrote glowing reports of the vast prairies rich with wildlife. People who wanted their own land read the reports and decided to journey west to the frontier. These settlers came into conflict with Plains Indians who had freely wandered the prairies as their homeland for centuries.

How would you describe the relationships between the events described in the passage?

- A. They describe one cause with several effects.
- B. They describe one effect with two causes.
- C. They describe a chain of causes and effects.
- D. They describe events that occurred in sequence but are unrelated.

There are many different high schools in Chicago. They all have the same core curriculum in which everyone learns English, Math, Science, and Social Studies. In addition to academics, every student does service learning, which means that each student helps the school and community with projects. Some students tutor after school, others work in soup kitchens, helping people get food. Some students work to improve the environment. They use science to improve the natural environment by planting native species. When students do service learning, they feel better about themselves and learn more skills.

Some high schools are specialized, students choose to go there because they want a certain career or want to study a specific kind of subject. You can go to a high school that specializes in arts, which is a new Chicago high school. To get into that school, you need to audition. You might want to be an actor, and if so then would go to the audition and show how well you act. You might want to be an artist, and if so would bring a portfolio of your art to your audition.

There are other schools that do not require auditions. They do require that you get high grades. Those special admission schools are called magnet schools. Students are admitted to a magnet school if they have good grades and do well on tests and get selected based on an application process.

Many high schools have special programs even if they are not magnet schools. For example, you can specialize in journalism at some high schools. Those are regular high schools that have special programs in journalism. You can find other programs at high schools. You can take culinary arts at some schools. One student who went to Richards High School in Chicago got a \$10,000 scholarship to go to culinary college. He achieved his success at Richards High School where he took culinary arts classes as well as the core curriculum. He is on his way to a great career.

You can go to military high schools in Chicago, schools that emphasize the army, navy, air force, or marines. They have the standard high school curriculum. But they also have a lot of work on discipline and planning. Those are important to someone in the army. We even have a school that is an air force school. You take the usual subjects there. But you also learn about flying.

When you choose a high school, you should think about many things. Does it have the kinds of programs that I can use to help me prepare for a career? Does it have a good location? How can I get there? Whatever high school you go to, how much it helps you is up to you. Succeeding in high school requires determination, concentration, and a commitment to be the best that you can be.

*Directions: Choose the best answer for each question*

1. What would a student gain from service learning?

- a. English skills
- b. science facts
- c. self-esteem
- d. tutoring

2. What would a student do after graduating from the high school of the arts?

- a. teach
- b. go to college
- c. make a movie
- d. work in government

3. What will happen to the student who got the culinary scholarship?

- a. He will get a good job after college.
- b. He will work in an office.
- c. He will change careers.
- d. He will get more scholarships.

4. What will students who graduate from a military high school be able to do?

- a. fly a plane
- b. go into the army
- c. go to college
- d. work in business

5. *Write your own answer to this question.*

What high school should you go to if you want to be a doctor?

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**TEACHER NOTES: Develop Students' Skills: Exercise Thinking**

These questions have not been validated, so decisions about student's achievement should not be made based on their responses. They are intended to exercise skills. Recommended activities include: students work in pairs to choose the best response; give students the questions without the responses so they generate their own answers; students make up additional questions; students make up questions like these for another passage.

**Answers:** *You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.*

Item	1	2	3	4
Answer	c	a	b	a

Question 5 is open-ended. Here is a suggested response.

5. Any high school.