

Lesson 1. 1

Main Idea in Informational Text, p. 1

1. **B** The heading above each section explains what the section is about, which helps you identify the main idea. The title provides information about what the entire passage is about, but does not focus on specific sections. The first and last sentences provide a detail, not the main idea of the sections.
2. **A** Answer A is the only detail that is about the start of work.
3. **C** Answer C tells the main idea of the section. The other sentences are not related to rates.
4. **D** The Change Order section explains how change orders need to be used when the scope of work changes, which includes additional work. The other sections are about different aspects of the PT system.
5. The main idea of the passage is that employees must follow the guidelines for using the PT system.
6. **A** The topic sentence is presented at the start of the passage so employees know what the remaining text is about. The topic sentence is not the least important information and it is not required for readers to understand the remainder of the passage or the reverse.

Main Idea in Literary Text, p. 3

1. **A** Answer A explains the main idea of the excerpt. The other sentences do not reflect the details in the passage.
2. **C** The lack of imagination makes the man ill-equipped for the harsh environment. The other details are not about his shortcomings.
3. **D** Answer D explains the main idea of the paragraph. The other sentences are details or untrue.
4. **A** The excerpt is about how instinct is more important than knowledge in severe cold.
5. **B**
6. **D** There is no topic sentence in this passage. It does not have a topic sentence because the author uses details to imply the main idea.

Language Practice, p. 4

Select...

B. In fact, reality shows

Select...

C. their everyday life, and when the

Select...

B. entertaining to viewers, but they

Select...

D. larger profit margin, so hit reality

Writing Practice, p. 5

Make sure your paragraph has a main idea that is expressed by a topic sentence or implied by the supporting details. All of your supporting details should support the main idea.

Answers will vary. Sample answer: Bruce Springsteen was called "The Boss" long before he was a famous singer. He earned the name from the musicians he paid to back him up in his early days. After they performed at a club, the club manager or owner would pay Bruce because he was the person they hired. Bruce would then give the musicians their share of the earnings. The musicians would tease him by calling him "The Boss. "

Lesson 1. 2

Identifying Supporting Details, p. 7

1. Information about mythology and the calendar are supporting details that develop the main idea.
2. **D** Answer D best supports the main idea that Greeks and Romans contributed to the culture of surrounding areas. It provides examples—traditions and technology—of contributions they made to other cultures. Answers A, B, and C give information about Greeks and Romans, but they do not link this information to the surrounding cultures.
3. **C** The main idea of paragraph 4 is that mythology had an important role in Greek and Roman culture. Answer C is the only detail that supports this main idea. Answers A, B, and D give details about the Romans and culture, but they do not mention mythology or the Greek or Roman gods.
4. You would expect to find a supporting detail about the Greek government in paragraph 2.
5. **B** Answer choice B is a supporting detail that gives a description of the organizational structure and an example of one group. Answers A, C, and D do not relate to the structure of Roman society. Answer A is a detail about myths; Answer C is a detail about athletics, and Answer D is a detail about the Roman calendar.

Using Details to Make Generalizations, p. 9

1. **D** Answer D is supported by the detail: “There are many different kinds of marshes, ranging from prairie potholes to the Everglades, coastal to inland, freshwater to saltwater.” Answer A is incorrect because marshes have an abundance of plant life. The paragraph does not mention anything about marshes being fragile, so Answer B is incorrect. Answer C is both unrelated to the paragraph and factually inaccurate.
2. **B** Answer B describes one way that marshes help decontaminate water. Answer A describes the types of marshes, Answer C describes the location of marshes, and Answer D describes threats to marshes, but none of these are related to water quality.
3. **A** Answer A lists different kinds of plants and animals found in a marsh. Answers B, C, and D describe the make-up of marshes and threats to marshes, but they do not support a generalization about the ecosystem.
4. **C**

Language Practice, p. 10

Select...

C. is the distinctive octopus.

Select...

B. makes the octopus different from many animals.

Select...

D. it can blend in with almost any environment.

4

Select...

A. the octopus can release a puff of black ink.

Writing Practice, p. 11

Make sure your paragraph has at least three types of supporting details. Your supporting details may include descriptions, examples, reasons, and facts.

Answers will vary. Sample answer: As Hurricane Ida prepares to hit the island of Galveston, people are preparing for the worst. Hurricanes are often disastrous for people who do not fully prepare. The mayor ordered an emergency evacuation of all residents Thursday morning. Before leaving, many people boarded up windows and secured valuable items, causing the city to look like a ghost town. People in the surrounding area are encouraged to prepare for the storm by assembling emergency kits that include water, dry food, flashlights, a battery-operated radio, blankets, and a first-aid kit. As the storm approaches, people can expect heavy winds, increased rainfall, and a possible storm surge. People are warned to seek shelter indoors, away from windows and possible flying debris.

Lesson 1. 3**Direct and Implied Main Ideas, p. 13**

1. The overall main idea of this passage is expressed indirectly.
2. **B** Answer choices A, C, and D are all supporting details. Only answer B describes what the entire passage is about.
3. **A** The main idea of the first paragraph is stated explicitly in the first sentence. The other choices are supporting details.
4. **D** Paragraph 7 contains the implied main idea that the United States expanded through territorial wars with other countries.

Implied Main Ideas and Supporting Details, p. 15

1. To identify the main idea of "The Golden Windows," look for details in the boy's dialogue and actions at the top of both hills that tell what the passage is about.
2. **D** The main idea is not directly stated. Instead, readers must identify the implied main idea by looking at how the supporting ideas are related.
3. **A** The main idea of the passage is that "things are not always as they seem." This is suggested when the boy realizes that his own house looks to have golden windows from a distance.
4. **B** When the girl tells him that he has mistaken the house, it supports the main idea that "Things aren't always what they seem."
5. **C**

Writing Practice, p. 17

Remember that your passage should have a main idea supported by your details. The main idea can be stated directly or indirectly. Support your main idea with facts, examples, descriptions, or other details.

Answers will vary. Sample answer: What do a box of cereal, a fluffy red sweater, and a power drill all have in common? It is likely that their packaging all contained a bar code. Bar codes are an amazing invention. To many people they just look like a line of black and white bars with some numbers underneath. However, there is more to a bar code than meets the eyes. These black and white stripes are read by computers. They contain a variety of information from a product description to the price. Stores use these bar codes to make sure that sales clerks ring up the proper price of merchandise. It can also help track what products have been sold so there is a record of inventory, making it easier for managers to order new merchandise. For these reasons, bar codes are an important modern invention.

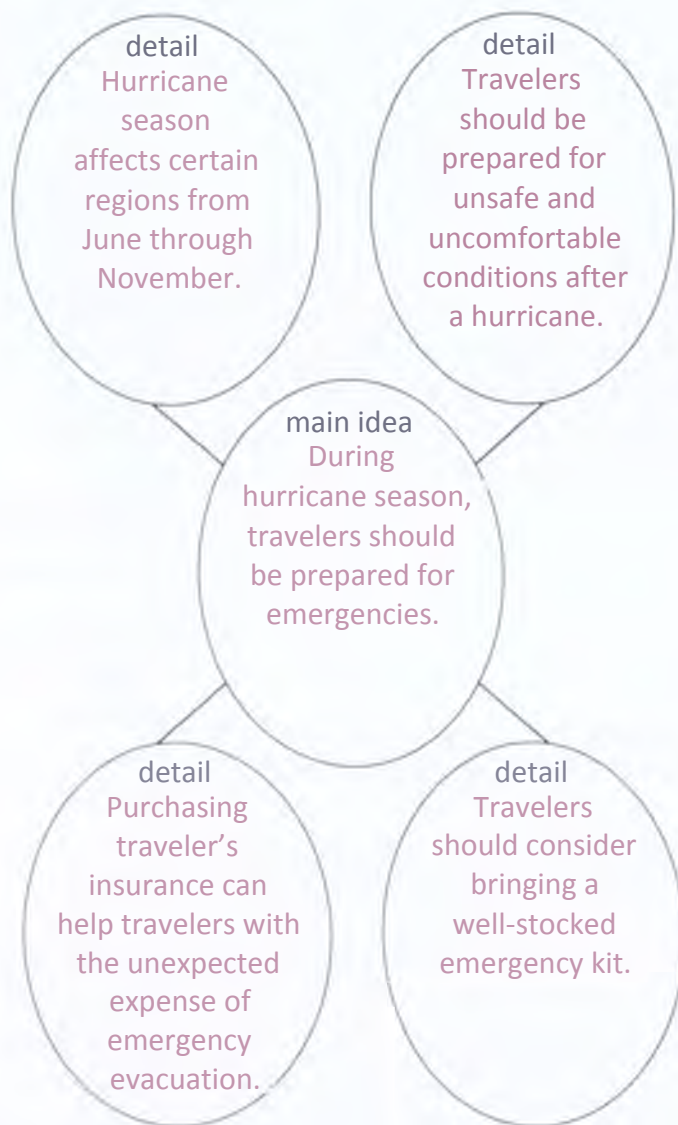
Lesson 1. 4

Summarizing Key Information, p. 19

1. One major _____ theme of the passage is the pain and discomfort of clothing made for slaves.
2. **B** As the passage gives descriptions of the uncomfortable clothing worn by slaves, Answer B is the best summary of the main idea. The clothing was described as uncomfortable and painful, not luxurious or practical. There was no explanation of a relationship between clothes and a slave's life.
3. **D** The main idea of the passage is that the clothing was uncomfortable. Answer D described how uncomfortable the shoes were. The other answers were part of the passage, but are not closely related to the main idea, and so would not be included in the summary.
4. **D** Answer choice D describes how painful the new flax shirts were to wear. This detail supports the main idea that the clothing was uncomfortable. None of the other choices support the main idea that the clothing was uncomfortable.
5. **A**

Summarizing a Text, p. 21

1. The statement above is a paraphrase of paragraph 1.
2. **C** The text describes precautions that travelers should take when traveling during hurricane season. Answer C is the best summary of the main idea. The other answers are details that were included in the paragraph, but do not express the main idea.
3. **D** The main idea is to be prepared when traveling. Answer D is an important detail about how to be prepared. The other answer options do not relate specifically to being prepared while traveling during the upcoming hurricane season.
4. **A** Answer choice A best summarizes all the details in the paragraph. The other choices paraphrase only one detail each or contain inaccurate information.
5. **A** This passage includes boldfaced headings, "Travel Alert" and "Hurricane Season. " These headings tell you what the most important information to include in a summary would be. The text does not include italicized text or section headings. The paragraph breaks do not indicate the most important information that would be included in a summary.



Writing Practice, p. 23

Make sure your paragraph states the main idea and supporting details in concise statements. When you describe a book or movie, important details to include are the characters, settings, main events, a conflict, and how the conflict was resolved.

Answers will vary. Sample answer: "The Kane Prophecy" is a book written by Oliver Scott. This book is set many years in the future after the collapse of current civilizations due to an outbreak of a deadly virus. A group of people led by a boy named Hunter begin to suspect they are not alone in the world, and they follow signs of another group of survivors. At first they are hesitant to join the group, because they are worried they may be infected. As the story progresses, the two groups join forces and discover that the world was not what they once believed. Together, the two groups build a new colony and fight off an army that seeks to keep them out of a fortified city of survivors. In the end, they realize that they have become immune to the virus and that immunity holds the promise of a healthy future for all society.

Lesson 1. 5

Using Fictional Elements to Determine Theme, p. 25

1. The actions of the Measuring-Worm express the story's theme, or central message.
2. **C** In the story, the inchworm slowly creeps up the cliff over the course of a year and is the only one who is successful in rescuing the boys. The passage is about persistence, not about working together, judging appearances, or being strong.

3. **A** The perseverance of the inchworm is an important detail in identifying the theme. The other sentences describe different things that happen in the story, but they do not directly relate to the central theme.
4. **D**

Synthesizing Multiple Main Ideas to Determine Theme, p. 26

1. **D** The story is told from the narrators point of view, allowing the reader to understand the lessons both characters learned. When these lessons are synthesized, they reveal the theme. The story is not told from the perspective of the king, patriot, or Great Head Factotum.
2. **B** The story is a satire, which uses humor to help us understand culture. The use of the term *patriot* highlights the man's dishonesty and disloyalty. The other sentences provide details about the main character but do not help to identify the theme.
3. **C** In the short story, both the king and the patriot are dishonest in their words and actions. These actions reveal the theme. The other statements do not describe the theme.
4. The theme can be determined by synthesizing information from the characterization of the king and the patriot, the language used in the dialog, and the outcome of the interaction between the characters.

Writing Practice, p. 27

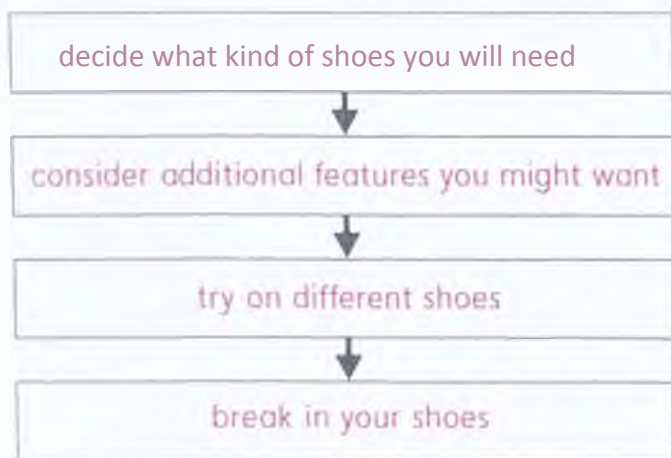
Make sure your short story has a theme that is either stated or implied. Your story can reveal the theme through characterization, point of view, setting, plot, language, and conflict.

Answers will vary. Sample answer: Many, many years ago there was a spider called Anansi who lived outside a village of hardworking animals. One day Anansi was hungry but too lazy to fix his own dinner. He could smell the wonderful things his neighbors were making and decided to explore. He came across Rabbit making a fine yam stew. "Mmmm... that smells wonderful," Anansi flattered Rabbit. "Can I have a bowl?" Rabbit replied yes but informed Anansi that it wasn't ready yet. Anansi wanted to look for other food, but he did not want to miss out on the yam stew. Then, he had an idea. "Rabbit, I will tie this yarn to my leg," Anansi said, smiling. "When the stew is ready, give it a little tug, and I'll come back." Anansi continued on his way until he met Monkey. Monkey was making a lovely bean soup. Once again, Anansi was in too much of a hurry to wait, so he tied some yam to another leg and bid Monkey to give it a pull when the bean soup was ready. Anansi continued his explorations around the village. Before long, he had a piece of yam tied to each leg. "How clever I am," Anansi thought to himself. "Soon I will have eight yummy suppers, without doing any work!" Just then, Anansi felt a tug on the yarn from Rabbit. "Time for supper!" he smiled. But before he could go, he felt another and another and another tug. Each piece of yam pulled Anansi in a different direction, and with each pull his legs got longer and thinner, finally, Anansi was able to roll into the water, which washed away the yam. However, to this day, Anansi the Spider has very thin, long legs.

Lesson 2. 1

Sequence of Time, p. 29

1. **D** The phrases "When" and "But today" tell you that picking out a comfortable pairs of athletic shoes was easier before there were so many brands and styles.
2. **C** The word "Finally" is used to tell you that style and special features are the last things to consider when you are looking for shoes to purchase.
3. **A** "When" means "at the same time" or "while."
4. **B**



Sequence in a Process, p. 31

1. In the section “How Was Natural Gas Formed?”, the sequence of events describes a process.
2. **A** Each section of the text explains a process, and in both cases they are explained in chronological order. The sections themselves are also arranged in chronological order.
3. **C** Bolded headings is the only feature used in this passage to show the organization of the text.
4. **\$** The passage explains that scientists use seismic surveys to find the right places to drill wells. Then they study rock samples and take measurements. Since the process described in the section is in chronological order, this means that studying samples and taking measurements takes place after seismic surveys.

Writing Practice, p. 31

Make sure your paragraph uses past tense and includes at least four steps in a process. Also make sure that it includes an out-of-sequence event that uses transition words to tell when the event occurred.

Answers will vary. Sample answer: I taught Sara how to write an e-mail last week. I began by showing her how to get to her e-mail login page. But even before doing that, I had to show her how to open the Web browser! I showed her how to log in with her user name and password, then I explained that “Compose” meant “Write a New Message.” We typed my e-mail address in the “To” field and then typed “My First E-mail” in the subject line. I told her to write me a special message in the main box. Lastly, she hit the “Send” button and away it went. She was excited to hear my smartphone beep when I received her incoming message.

Lesson 2. 2

Inferring a Writer's Meaning, p. 33

1. **B** The authors description of Dick Baker’s character and way of dress indicate that he is not rich, nor is he particularly educated. The references to gold are a metaphor telling us that he has a good heart. The other statements do not describe Dick Baker.
2. However, the narrator implies that he, himself, has doubts about the cat’s near-human intelligence.
3. **C** The actions of the cat, such as laying low, observing the miners, sleeping on their coats, is normal for cats. That the owner sees the cat’s napping and watching as “superintending” is interpreting his behavior as being like a human. The owner does not imply that the cat has supernatural powers, is notably impressive, or is like a circus animal.

4. **D** Dick Baker says the cat “never *could* altogether understand that eternal sinkin’ of a shaft an’ never pannin’ out anything.” The reader can infer that the cat does not think mining underground is worthwhile.
5. **B** The language used by the character to describe the event indicates that he found it amusing. He does not express sadness, satisfaction, or fear.

Citing Evidence, p. 36

1. **D** The impenetrable darkness and the mist covering the hills are *examples* to support the author’s idea that it was the type of night when one ought to be indoors, not opinions, readers’ inferences, or facts.
2. The narrator’s descriptions of what he sees and his opinions about what he sees are two types of evidence.
3. **A**
4. **C** The narrator’s description of his own feelings is the best evidence to support an inference about him feeling uneasy in the house. The other excerpts do not express unease.

Writing Practice, p. 37

Make sure your paragraph includes at least two explicit facts, two explicit opinions, and one implied detail about the person you are writing about.

Answers will vary. Sample answer: My cousin Reynaldo is the most impressive person I know. He is raising three kids and he runs his own business. And now he is starting a Master’s program in business administration. Amazingly, he always seems so calm and cool when I see him; he never seems tired. I aspire to be as successful as my cousin when I reach that stage in my life. (*Note: Implied detail is that the writer is younger than his or her cousin.*)

Lesson 2. 3

Identifying Literary Elements, p. 39

1. Scrooge, his clerk, and his nephew are the three characters in this passage.
2. **C** The phrases describe the story’s setting, specifically the weather of the place where the story takes place.

3.

Setting	Character
3 PM on Christmas Eve	Scrooge’s control over the coal-box
description of the fog	nephew’s response to Scrooge
Scrooge’s counting-house	Scrooge’s reaction to his nephew

4. **C** The nephew calls Scrooge dismal and morose, so Scrooge is in a bad mood. A and B describe the nephew, not Scrooge. The clerk, the nephew, and the people outside are cold, but Scrooge is not described this way.

Analyzing Relationships in Text, p. 41

1. **A** The room can be considered the setting, and the observations made about the room relate directly to the plot.
2. **D** In the story, the tavern owner shows the rooms to Coroner Golden and the deputy sheriff, who are investigating an incident involving a young woman.
3. **B** The text explains that the tavern is old and that the owner does not want to change the tavern and will not update it for his clientele.
4. A key detail that ties the story's plot to its setting is the color of the wallpaper.
5. **C**
6. **A** The deputy sheriff has some suspicions, but he also makes important observations before coming to any conclusions.

Writing Practice, p. 43

Make sure your paragraph describes an important event and includes details about the place where the event occurred, including why this place was important.

Answers will vary. Sample answer: My sister's wedding was all the more memorable because of where she held it, with all of the pluses and minuses of that place. She held it on the beach at sunset, so it was beautiful and romantic. The wedding vows related the couple's love to the size of the ocean, which you could see behind them. The only problem for the guests was the sand: people either had to go barefoot or try to walk to their seats in their dress shoes. The only problem for my sister was the wind: that ocean breeze was so strong it almost blew her veil right off her head. In most of the photos, she's trying to keep it from flying away.

Lesson 2. 4

Interpreting Implied Relationships between Ideas, p. 45

1. **B** The similar sentence structure in paragraphs 2 and 3 and using the word "unstable" and then "stable" is a clue that the authors is contrasting cold and warm air masses. Comparing would show what is the same about the two types of air masses, but the author is showing differences. The author does not explain how one air mass becomes another.
2. **B** The fact that the weather in Canada is cold and dry is implied, and must be inferred by the reader based on explicit details. The other answer options are explicit in the text and are not inferred.
3. In paragraph 3, language patterns and the proximity of ideas help readers infer that the author is comparing the different movements of cold air masses and the resulting fronts.
4. **C** The text does not say explicitly that cold air masses produce more rain, but because they can produce heavy loads of precipitation while warm air masses produce drizzle, this is a reasonable inference. Drizzle is a form of rain that occurs with some warm air masses. Gustly winds are not steady, so they would not occur with warm air masses. Choice B is explicitly stated in the passage and need not be inferred.

Citing Evidence of Implied Relationships, p. 48

1. **B** This statement helps the reader predict that Court will overturn DOMA. The writer uses the many laws and regulations that do not apply to same-sex spouses to show that the law doesn't treat people equally, so the writer is not implying that DOMA will be upheld. The Court of Appeals was not considering a case about Government-integrity rules, so those answers are not reasonable inferences.

2. **B** The idea that DOMA is in violation of the Fifth Amendment is the strongest evidence that the Court's decision is based on existing legislation. None of the other answers mention existing laws or regulations.
3. **B** The logical inference reader can make based on these two sentences is that DOMA denies rights and responsibilities to some couples, therefore diminishing their dignity and integrity. Couples of opposite sex are not deprived of anything under the law, so all couples do not have diminished dignity and integrity.
4. **D** The information throughout the text emphasizes that DOMA asks the federal government to deny rights already recognized by the state. This idea could be applied to other decisions made by the court. The other answer choices are not related to rights granted by the state or federal government.
5. **C**

Writing Practice, p. 49

Make sure your paragraph describes two different cities with two similarities and two differences. Also make sure it includes a detail about one city that implies a favorable comparison with the other.

Answers may vary. Sample answer: New York and San Francisco are two of the most interesting cities in the United States, although both are very expensive to live in. New York has live music, shows, and art exhibits every day of the week. San Francisco has amazing attractions of architecture and nature inside the city and around it. New Yorkers can dine on cheap and delicious food from anywhere in the world. San Franciscans can dine in restaurants serving food straight from a nearby organic farm. But for me, the most important difference is the weather: New York's winters are too cold and its summers are just too hot. Along the Pacific Ocean is where I'd rather be.

Lesson 2. 5

Examining Complex Literary Texts, p. 51

1. **B** The title and the first sentences of the last paragraphs indicate that the narrator is talking about a cat. He uses first person and mentions his childhood and his marriage, so the reader also knows he is also talking about his life.
2. **C** The following phrases support this answer: "perhaps, some intellect... will reduce my phantasm [fantasy/nightmare] to the commonplace [ordinary]"; "northing more than an ordinary succession of very natural causes and effects. " Because the narrator states that he is telling the story "without comment, " it is unlikely he is trying to persuade readers. He also says that readers might find the events less terrifying than he does. Finally, he is not concerned with readers understanding why he has written his account—rather, he wonders if readers will understand the events themselves.
3. **C** The main idea is that the narrator married someone who also loved animals, and together they adopted many different types of pets. The narrator does not say that his wife had pets before their marriage. Nor does he say that she was agreeable; he says the pets are agreeable. In addition, he states that his wife procured (got) pets for him, not that she allowed him to do so.
4. **D**

Understanding Complex Informational Texts, p. 53

1. **D** From the title and the end of the second paragraph, we see that the speaker is concerned with the affordability, or cost, of higher education.
2. **C** The difference between the rise in tuition costs and the rise in income is the strongest evidence that tuition is not affordable.
3. By imagining a college graduate sending a check for \$1000 to a bank each month, you are **visualizing** the details of the text.

4. **C** Paragraphs 7 through 9 lay out the different steps taken by the government both to protect students from being exploited by lenders and to help them to obtain and repay loans.
5. **A** The first sentences of paragraphs 9 and 10 tell us that the speaker is glad changes have been made, but is not satisfied that the problem of tuition affordability has been resolved.

Language Practice, p. 54

☐ Select ... ▼

C. one

2 Select... ▼

A. they

3 Select ... ▼

A. him or her

4 Select... ▼

D. it

Writing Practice, p. 55

Make sure your paragraph explains a rule or procedure and that it uses vocabulary that is specific to that activity.

Answers will vary. Sample answer: In boxing, the classic one-two combo consist of a jab followed by a cross. Because the jab is the thrown from the more forward side of the body, it is used to establish the appropriate distance between the striker and his or her opponent. It is immediately followed by a cross, which comes from the rear hand and requires the rotation of the torso and hips to cover the same distance. This movement of the whole body adds force to the cross, which is why it is considered a power punch. The striker can follow the jab-cross combination with a hook, an uppercut, or both.

Lesson 3. 1

Identify Connotative and Figurative Meanings, p. 57

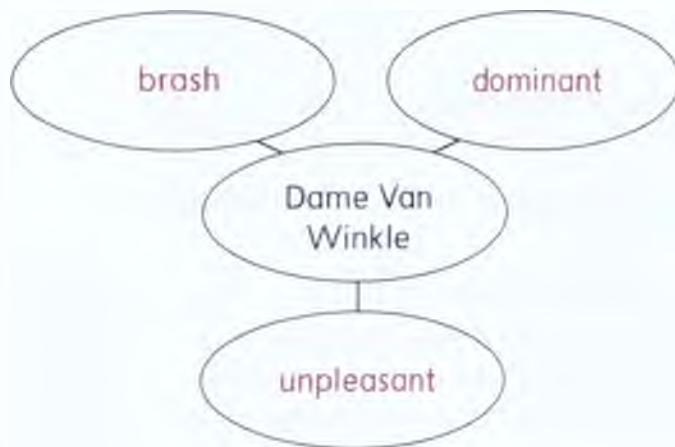
1. **B** The young men of the Pony Express didn't actually gallop across the country into history. "Galloping into history" is used as a metaphor to evoke a specific image in the reader's mind.
2. **D** The author creates a sense of excitement by using phrases like "breakneck speed" and "glorious history. "
3. **B** The author's attitude about the subject is complimentary. Only the positive parts of the Pony Express are described in t his passage.
4. The sentence "Then the Pony Express and its riders ended their exciting chapter in American history. " is an example of a metaphor
5. **A** Breakneck evokes the image of someone moving so quickly as to actually break his or her neck.
A Pony Express rider moving that fast is going at a dangerous speed.
6. **D**

Understanding Connotative and Figurative Meaning in Literary Text, p. 59

1. **D** The author gains the readers' sympathy for Rip Van Winkel by describing Dame Van Winkel as constantly nagging him and possessing the ability to terrify even the most composed of men.
2. The tone in the third paragraph is one of amusement.
3. **B** "Adherent" is used when talking about Wolf, so it could mean "pet, " but then it is used again when talking about a group of men. It is always used in a positive sense, so it cannot mean "enemy. " Neither Rip Van Winkel nor Nicholas Vedder served as teachers.

4. **A** In the fourth paragraph, the author paints a picture of the men idly chatting, Nicholas Vedder tranquilly smoking his pipe. In the fifth paragraph however, Dame Van Winkel “suddenly [broke] in upon the tranquility, ” “call[ed] all the members to task. ” and then attacked Vedder for encouraging her husband’s habits of idleness.

5.



6. **B** The first paragraph of the text talks about Dame Van Winkel’s constant nagging of her husband. He is so “henpecked” that he is forced to go outside. The meaning of *henpecked* can be inferred from the previous descriptions of Dame Van Winkel’s actions and how Rip Van Winkel reacted.

Language Practice, p. 60

1 Select ...

A. knew

C. their

B. pair

B. whether

Writing Practice, p. 61

Your paragraph should use connotative and figurative language to accurately convey how you felt during the experience. Your word choices should also contribute to the overall mood of your text, indicating the type of reaction you would like the reader to have after reading.

Answers will vary. Sample answer: I could see them from the wings, hundreds of people packed into the tiny theater like sardines in a tin. There were so many of them and they just stared at the stage, dourly waiting for someone to entertain them. A burst of anxiety bubbled through my stomach and up my sternum, threatening to spill out of my mouth as an ear-piercing scream. I knew my lines. I knew my cues. But I didn’t know if I could do this.

Lesson 3. 2

Identifying Author’s Tone in an Informational Letter, p. 63

1. **B** The topic of the letter is a complaint, so the tone will be negative. Anger and frustration are both appropriate tones for letters of complaint.
2. **D** “Imagine my surprise” is the author’s way of saying, “Can you believe this?” The other sentences in the paragraph detail what happened with little or no extra editorializing.
3. In paragraph 1, the word headaches is a metaphor that conveys the tone by showing the author’s frustration with the staff.

C The writer of the letter is frustrated but ends the letter respectfully. He does not use aggressive language and maintains polite formalities in his greetings.

5. In paragraph 3, replacing “As the cherry on top,” with “Thankfully,” would change the _____ tone of the sentence to gratitude.

Analyzing Tone in a Literary Text, p. 66

1. **C** The genre of the story is mystery, and mysteries are commonly suspenseful.
2. **B**
3. **D** Short, terse phrases and sentences build tension in the story, which pushes the reader forward to find out what happens next.
4. **A** The mystery itself and the short sentences contribute to the intense tone.
5. **A** Mr. Sedgwick’s lengthy inner monologue reveals his thinking and suspicions. This knowledge works to continue building tension about what has become of the coin and who is responsible. The paragraph slows the pace of the action but does not focus on Robert’s search, name Darrow as the definite culprit, or focus solely on Mr. Blake.



Writing Practice, p. 67

Your paragraph should include connotative words, figurative language, and sentence structures that express your tone and match your purpose for writing.

Answers will vary. Sample answer: I have so many responsibilities now that I am an adult. I have to decide when to go to bed, and if I stay up late, too bad! I still have to get up early and yet to work on time. I make my own breakfast and get myself lunch. I buy the groceries and cook the food. And don’t get me started on laundry! I have to do it. No one is going to nag me about it or do it for me. I deposit my paychecks and pay the bills. It’s all so much responsibility.

Lesson 3. 3

Choosing the Right Word, p. 70

1. **C** The author uses words like “nightmare” and “murdered” to describe the atrocities happening. These details are meant to persuade the American public that the war is necessary. The other choices offer words that describe the strengths of the United States’ military and the organization of Saddam Hussein’s regime, but these are not used to to persuade Americans that Operation Liberty Shield is necessary.
2. **C** In paragraph 4, the author calls the people working with Saddam Hussein thugs because he believes their actions described in the paragraph are criminal. Bush does not imply that his soldiers were in prison or come from any other countries. Paragraph 4 does not mention attempts at diplomacy.
3. **B** Calling Hussein’s rule a “dictator’s regime” shows the author’s dislike of his leadership. The other options refer to details from the paragraph not related to the author’s direct feelings.



5. **B** *Attacked* has a negative connotation. It brings to mind acts of violence that deserve revenge. None of the other choices describe the negative connotation that *attacked* elicits.

Analyzing and Evaluating Word Choice in Various Texts, p. 72

1. Susan B. Anthony gave this speech and chose her words to persuade people that women have the right to vote.
2. **D** Anthony begins her speech by addressing "friends and fellow citizens." She wants all the American public to rally behind the idea of votes for women. None of the other choices describe all of the people she was trying to reach with her speech.
3. **B**
4. The phrase *throw to the winds* in paragraph 2 is an example of figurative language.
5. **A** *Mockery* has a negative connotation and conveys that talk of liberty has no meaning for people who cannot vote. *Silly* trivializes the women's plight. *Difficult* does not express the Anthony's scorn. *Encouraging* ignores the frustration women might feel when their "liberty" is discussed.
6. **B** Anthony wants other people to become angry and take up the cause of suffrage for women. She is not describing a hopeful situation for women who want to vote. She does not want people to become depressed. And although her speech may excite some people, Anthony's intention was clearly to get people angry enough to change the law.

Writing Practice, p. 73

Make sure that your paragraph uses descriptive language, such as metaphors, similes, and connotative word choices. Also ensure that you clearly state your perspective on the topic and use words that align with your feelings.

Answers will vary. Sample answer: I think the closing of six schools in the Kansas City school district is a despicable use of the school board's power. Education isn't just an issue for families with school-aged children. It's the backbone of our community; without it we are stuck in a slump. The schools that are closing are of course the schools that are needed the most—the schools where kids get their sole hot meal, the schools where teachers often play the role of parents, the schools where they're safe for a few hours each day.

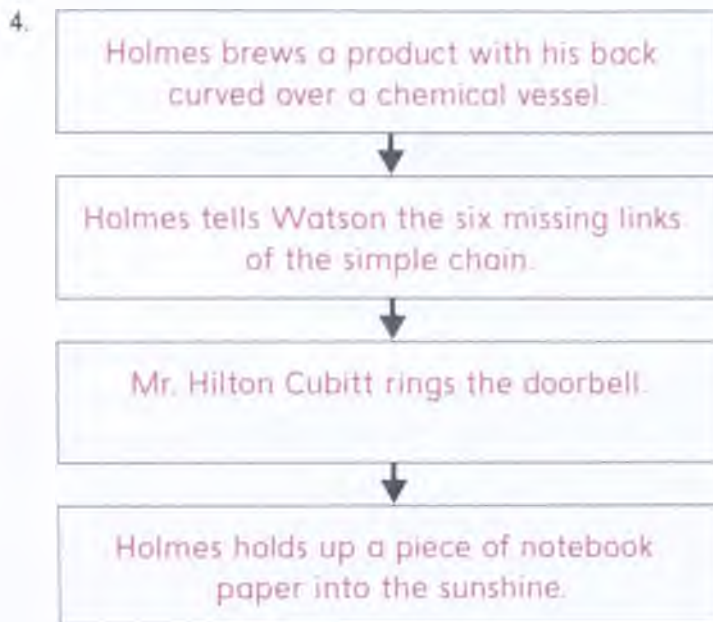
Lesson 4. 1

Identifying Text Structure, p. 75

1. **C** The passage uses sequence to narrate the events of the *Titanic*'s first trip.
2. **D** The size of the *Titanic* is contrasted with the ships that the *Titanic* dwarfs.
3. **B** The word "next" is specific to the sequence text structure. It shows what happens in time order.
4. One cause of the large crowds at the departure of the *Titanic* was that many friends and family of the ship's passengers wanted to say good-bye.

Variations in Organization, p. 78

1. **A** The events in the paragraph are told from start to finish. This is known as chronological order, or time order.
2. **B**
3. **A** This passage relates a story with the events told in the order in which they happened. The story moves from the beginning to the end.



Writing Practice, p. 79

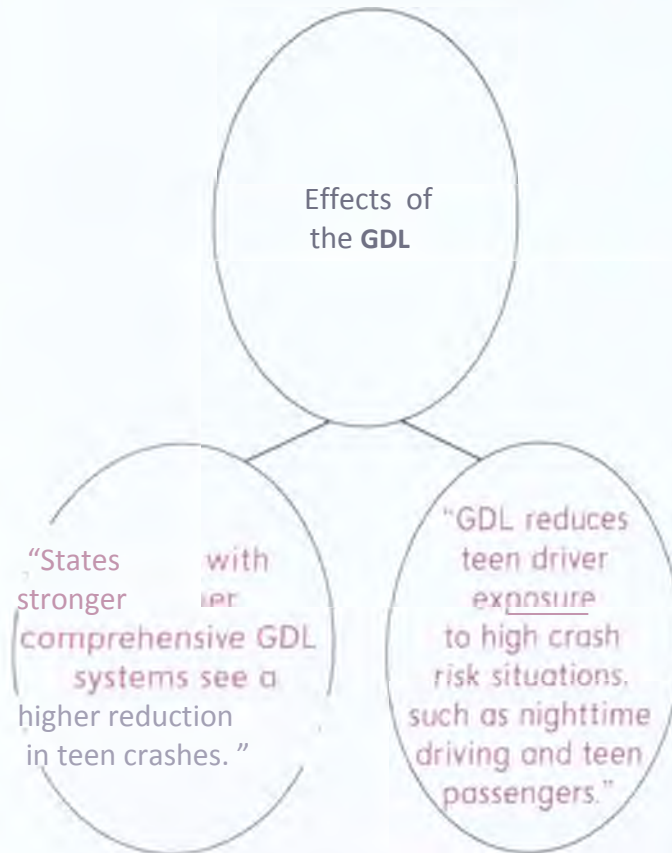
Make sure your paragraph uses the compare-and-contrast text structure and highlights two family traditions. Also make sure that it includes words such as *although*, *both*, and *in contrast* to show the comparisons and contrasts.

Answers will vary. Sample answer: My family loves to celebrate holidays with great food and lots of family time. Our biggest holiday celebration each year is our Thanksgiving feast, which is always at my Aunt Gloria's house. She cooks a turkey big enough to feed 25 hungry guests, including all 14 of my cousins and even some close family friends. Everyone brings a dish to share and we have a contest each year for the best pie. It's loud and boisterous. In contrast, just my immediate family gathers to celebrate New Year's Day. Although it's also a family gathering that involves food, it's different because it's just the five of us. My dad makes his famous pancakes and my mom makes omelets with our favorite ingredients. We drink hot chocolate and share our resolutions for the new year. My brother builds a fire and we play card games and enjoy a peaceful afternoon together.

Lesson 4. 2

Distinguishing between Text Structures, p. 81

1. D Paragraph 3 establishes the order of steps that GDL systems require teenagers to complete. These steps must be completed in order, so sequence is the way this text structure is organized.
2. D One solution to the problem of teen drivers' high crash risk is giving teen drivers more driving experience. Research proves that this solution makes teens safer drivers.
3. Paragraph 5 presents causes for why teens have a hard time managing risky behavior behind the wheel.
- 4.



Text Structure and Key Ideas, p. 83

1. A The writer begins the passage with frog and toad sightings (effects) and introduces the causes for these events later.
2. D The first sentence of paragraph 10 emphasizes the author's skepticism that whirlwinds are the cause of frog and toad sightings. In the other paragraphs, the author cites the opinions of other authors or experts.
3. B

4.

Effects of frogs
and toads falling
from the sky



Writing Practice, p. 85

Make sure your paragraphs show a clear compare-and-contrast structure. You should have included descriptions of your friends to support the points you are comparing and contrasting.

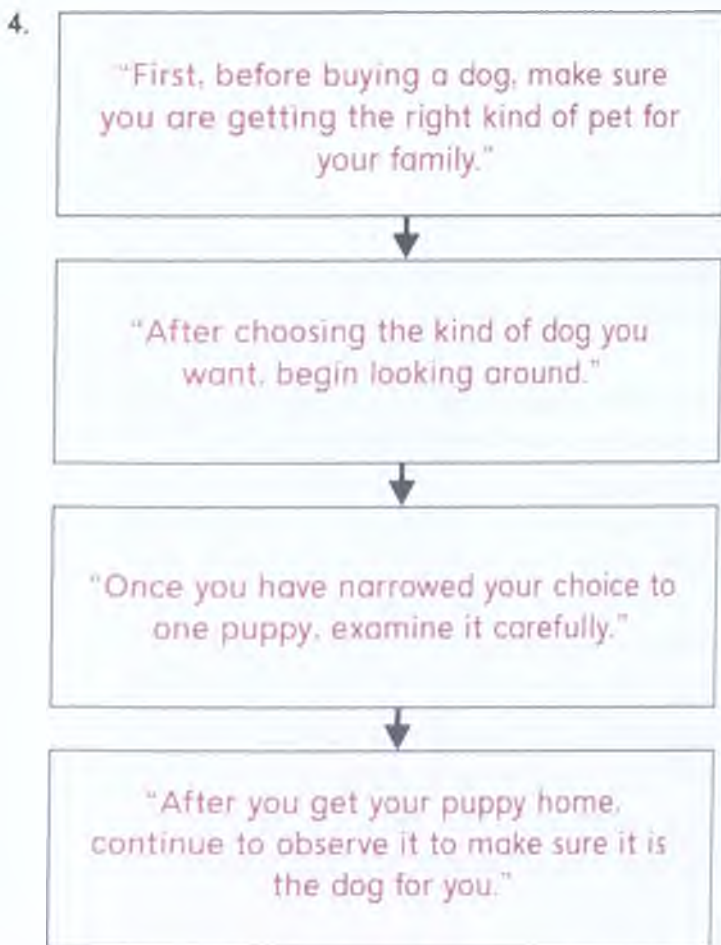
Answers will vary. Sample answer: When you meet my best friend Tanisha, the first thing that you will notice is the bright smile that is always painted on her dimpled face. When she smiles, her eyes curl at the corners and even sparkle a bit. I first met Tanisha in second grade, and she was laughing about something that I don't remember anymore. In fact, Tanisha thinks that everything is funny. Once, we were eating lunch and she laughed so hard that she couldn't catch her breath for a couple of minutes. My other friend, Amanda, is much quieter and more serious. Like Tanisha, Amanda likes to laugh, but she doesn't laugh as much as Tanisha does.

When Amanda gets stressed, she likes to find a quiet space and listen to music. Unlike Amanda, Tanisha deals with stress by being around her friends. To relax, both Tanisha and Amanda like to go to the movies or to the mall. But even though they love the mall, they like to buy different things. Amanda always shops for accessories like earrings and scarves while Tanisha loves shoes. In fact, Tanisha has so many shoes that she once gave away a garbage bag full of shoes to a clothing drive, and she still had a mountain of shoes left in her closet. Despite their differences, Tanisha and Amanda are great friends to me, and I hope we stay friends forever.

Lesson 4.3

Locating Transitions, p. 87

1. **B** *In addition* is a signal phrase. The transition indicates that the writer is providing more information about something. The other answer choices are not considered signal phrases.
2. **C** The signal word *after* explains what to do when you get the puppy home. This transition reveals a shift in time from the ideas in the fifth paragraph. The transition word *after* is not used in this paragraph to reveal a conclusion or to contrast information.
3. **A** The signal phrase *on the other hand* indicates a contrast between the small Chihuahua breed and larger or aggressive breeds. This phrase indicates a difference between the two breeds of dogs. It is not used to compare these dogs, provide examples, or show the effects of purchasing a small dog.



5. **B** The signal phrase *for instance* points to examples of dogs that may or may not be appropriate for families with small children. The paragraph suggests that families with playful children may like a larger dog and that a Chihuahua may not be appropriate. This phrase does not indicate other transitions such as cause and effect, time order, or relative location.

Analyzing Transitions, p. 90

1. **C** The first paragraph provides important information about NASA's history. The list at the end of the second paragraph provides examples of NASA's technological inventions.
2. **B**
3. **D** This sentence provides examples of NASA's impact on technological inventions. The signal phrase *for instance* best reveals this relationship shift. The term "In brier is not appropriate here because the sentence does not provide a summary. "By contrast" indicates something will be contrasted, which does not happen in these sentences. "In conclusion" would indicate that the paragraph or passage is coming to a conclusion, which is not correct

Writing Practice, p. 91

Make sure each paragraph clearly focuses on one particular skill or talent and uses signal words or phrases to transition between the ideas.

Answers will vary. Sample answer. I am a talented musician. I have been playing the trumpet since I was nine. When I was in middle school, I won a Young Musician's Award. In addition, I have entered many local competitions, and I have competed in several other states, including Michigan, Indiana, and Illinois. At family gatherings, my brothers sing and I play the trumpet to accompany them.

I am also really good at board games. My family and I play Scrabble every Saturday night, and I usually win by at least 50 points. There are other board games that I play well, including Monopoly, checkers, and chess. I am trying to learn a lot of new games; for example, I am trying to learn certain card games. I started playing hearts and bridge a couple months ago, and I am getting better every day. I think the combination of these two talents make me unique.

Lesson 5. 1

Identifying an Author's Purpose, p. 93

1. The author's purpose for writing this passage is to inform.
2. **C** The purpose of this text is to inform the reader about different waves. The sentence gives an explanation of how compression can be heard in sound waves. Answer C is the only answer that supports the author's purpose of informing.
3. **A** This sentence provides an example of transverse waves. In an informative text, the author's goal is to explain a concept. In order to do this, informative texts often contain facts, definitions, and examples.
4. **B**

Recognizing an Author's Point of View, p. 95

1. **C** This passage outlines George W. Bush's plans for reforming education. His point of view is that there are problems with the education system that need to be changed.
2. **B** The writer lists a series of problems with the education system including poor performing schools and lack of accountability. His point of view about the education system is negative.
3. The author's point of view is expressed explicitly because it is stated in paragraph 4.
4. **A** The author lists changes that need to occur in the education system. Therefore, his point of view is that the education system needs reform.



Writing Practice, p. 97

Make sure your text has a clearly stated topic sentence that expresses your point of view. You should give reasons to support your answers.

Answers will vary. Sample answer: Students should be allowed to bring their own devices to school. It is very expensive for schools to provide the latest technology. Allowing students to bring their own devices will increase the number of units available. Schools will save money by having fewer machines to take care of and not needing to keep the machinery updated and current. There are advantages to students as well. They will be able to take e-books and textbooks with them wherever they go, as well as share information with others. Having their own devices gives students more control over their own learning. They can do research on topics the teacher is discussing. Finally, bring-your-own-device programs are helpful to teachers. When students submit assignments online it is more efficient—some programs even grade papers automatically for the teacher. Teachers will notice that their students are more engaged and involved in the lessons. Since these programs benefit schools, students, and teachers, I believe we should encourage bring-your-own-device programs in schools.

Lesson 5. 2

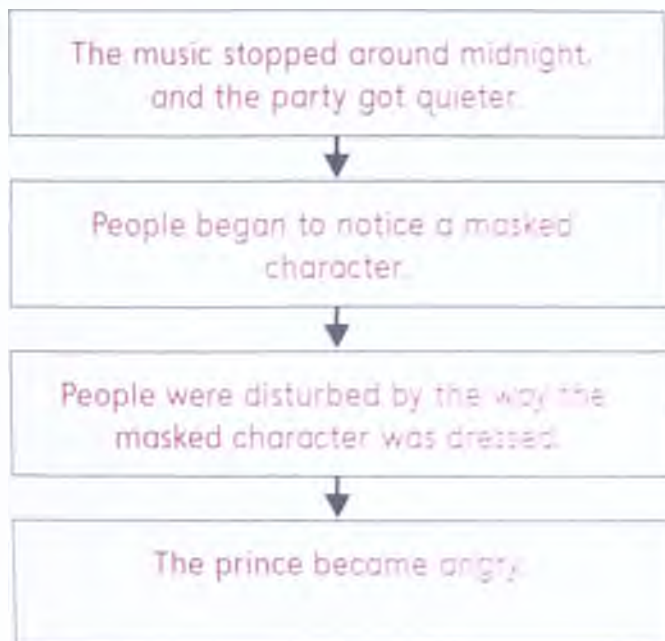
Text Structure in Informational Texts, p. 99

1. The author's main purpose for writing this piece is to inform.
2. **D** The author defines and then describes various concepts important to astronomy, so the organizational structure is description.
3. **A** Using the descriptive structure, the author informs readers about Earth and space science by defining and explaining the topics included in these fields.
4. **C** In paragraph 3, the author explains the effect of the events described in the big bang theory and in the closed universe theory, so the structure that best describes the paragraph is cause and effect.

Text Structure in Literary Texts, p. 101

1. The author's main purpose for writing this piece is to entertain.
2. **C** The events are told in the order in which they occur, so the story has a sequence structure.

3. **B** Presenting the events in sequence allows readers to follow the storyline and to focus on the details and language.
4. **D** The author's use of time-order words such as *then* and *when* helps support the organizational structure by showing the sequence of key events.
5. **B**
- 6.



Writing Practice, p. 103

Make sure the text structure you choose helps you present information in a way conveys the purpose of your article.

Answers will vary. Sample answer: On October 23, the Environmental Committee of the city council recommended that the city expand the new recycling bin program. The committee met the previous evening to discuss the recent replacement of the 19-gallon recycling bins with 34-gallon bins in precinct A. Miguel Rostro, the committee chairman, reported that because the bins are larger, the city has been able to reduce pickup of recycled materials from two days a week to one. He explained that this reduction would help compensate for the cost of the new bins. Committee member Marie Beaufort noted that the public has provided mostly positive feedback. She added that many people have commented that the new bins are easier to use, because they can be rolled to the street rather than carried. Ms. Beaufort said that most complaints have been about the difficulty of storing the larger containers in garages. Given the mostly favorable comments, the committee voted to recommend the expansion of the new program.

Lesson 53

Inferring the Author's Purpose, p. 105

1. Wendy Lockwood's purposes for writing the memo are to persuade and to inform.
2. **A** The bullet points indicate many times when it is appropriate to wash one's hands, implying that hands can become contaminated in many ways. Although animals are mentioned, their presence in the workplace is not. It is true that people who are sick can spread disease and that hands are susceptible to getting dirty, but these are just two of the many reasons for washing one's hands.
3. **D**

4. **C** The memo does not mention the work of researchers, training costs, or patient complaints.

5.



Using Context to Infer Implicit Purpose, p. 106

1. **D** Knowing it is the president's responsibility to guide the nation and the military—and thus plan for the future—is the most relevant detail. The presidential election cycle, the responsibility for signing legislation, and the leadership of political parties are not relevant to the speech.
2. **B** The fact that the speech was written toward the end of the Vietnam War helps you understand that Ford wanted the American people to set aside their feelings about the war and focus instead on the future of the United States. The upcoming bicentennial was not directly related to Ford's main purpose. The fact that Ford gave the speech on a college campus explains why he refers to "your generation," but it does not hint at his main purpose. Ford's service in the US Navy is not related to the purpose of his speech.
3. **B** The knowledge that the president's responsibility is to set the agenda helps you understand that Ford's implied purpose was to focus people on moving forward after the Vietnam War. Choices A and C are details that support Ford's purpose, but they do not convey the purpose itself. With choice D, Ford acknowledges the events in Vietnam, but feelings about Vietnam are not his focus.
4. President Ford's main purpose for writing and delivering this speech was to persuade

Writing Practice, p. 107

Your paragraph should convey your positive feelings about a product or service through the use of persuasive vocabulary and examples rather than by explicitly stating your opinion.

Answers will vary. Sample answer: Do you enjoy going to the ballpark, watching the game while you munch on a warm, delicious hot dog? Now you can have that experience at home with the Hot-Diggety. This device cooks hot dogs to perfection. Simply place two hot dogs and two buns into the convenient slots. In seconds, out pops a fresh, toasty hot dog that you can place inside the softly grilled bun. Simply add your favorite toppings, and you can have the total ballpark experience right in your own living room. This inexpensive and efficient machine is easy to store and clean and will be a hit the next time you have your friends over to enjoy the game.

Lesson 5.4

Identifying an Author's Position, p. 109

1. **C** While college and the government are mentioned, the author is arguing that women should be

2. **A** The author begins paragraph 7 with the statement “It is argued that all women do not wish to vote” and goes on to refute the validity of this statement. The author does not claim that opponents doubt women’s intelligence and morals, nor that women cannot vote in other countries. In fact, he uses the fact that women *can* vote in other countries to support his own position.
3. The author uses the following statement as **evidence** to support his assertion that women are morally superior to men: “In the penitentiaries in California we have about three thousand men and about thirty women.”
4. **B**

Analyzing Support for an Author’s Position, p. 112

1. **D** Lyndon Johnson’s position is that Congress should pass the voting rights bill. He does ask Congress to work hard to do so, but that is not his position. Johnson wants Congress to pass the current bill, not draft a new one. And although he refers to states’ rights, he does not ask Congress to guarantee those rights.
2. **B** In paragraph 10, Johnson introduces and refutes the opposing argument that election issues are under the authority of individual states.
3. Acknowledging and **refuting** opposing viewpoints help Johnson to strengthen his own position.
4. **C** In paragraph 11, Johnson describes what happened when Congress considered a similar bill. This previous experience explains why Johnson is insisting that Congress pass the new bill with the provisions intact. Paragraph 5 hints at this incident but does not provide details. Johnson refutes the opposition’s argument in paragraph 9 and refers to bigotry in paragraph 15, but he does not provide evidence.

Writing Practice, p. 113

Your essay should clearly state your position and support it with evidence. To strengthen your argument, your essay should acknowledge an opposing position and explain, through the use of evidence, why it is not valid.

Answers will vary. Sample answer: Service learning is the active involvement of students in performing community service. Students may volunteer at school or in the community. Some service-learning activities are a part of the curriculum, while others are independently conceived. Both approaches offer many benefits to students, schools, and the community and should be a part of the school experience.

Some might argue that a school’s main priority should be to focus on learning. However, there is a reason that “learning” is half of the term “service learning.” These projects enhance and extend students’ learning to a degree that traditional classroom work cannot. For example, consider a literature class that reads novels about immigrant experiences. Students then visit a community farm where recent refugees are provided with jobs and given the opportunity to use their farming experience to start a new future. As students work at the farm alongside the refugees, they gain a deeper understanding of the obstacles refugees face than they could get from reading a book. Consider the example of another student who, for her service learning project, organizes a blanket and towel drive for an animal shelter. She creates posters, writes letters, and speaks to a variety of groups to solicit donations. Not only does the shelter benefit, but the student gains organizational and communication skills. These examples and many others show that service learning not only benefits the community, but it also enriches students’ learning by providing authentic experiences they could not receive in the classroom.

Identifying Rhetorical Devices, p. 115

1. **D** Using an analogy, the author compares the water to steel. By comparing the water to something readers can picture, the author helps to create a strong visual of the setting. Because the sentence does not list items or repeat phrases or ideas, the author has not used the rhetorical devices of enumeration, repetition, or parallelism.
2. **A** The second part of the sentence provides more information to convey why nightfall was so dangerous. Because the author does not make a comparison, list items, or present two opposing ideas or situations, he has not used the rhetorical devices of analogy, enumeration, or juxtaposition of opposites.
3. **C** This sentence lists various buildings that were close to where the mauled body was found. Therefore, the reader can understand how serious the wolf attack was to the community. None of the other sentences lists a series of examples or details.
4. **B**

Identifying an Author's Intention and Effect, p. 117

1. **B** The author uses rhetorical devices such as enumeration and juxtaposition of opposites, as well as vivid descriptions of the life of a slave, to convey how unfairly slaves were treated. The author conveys that the slaves were glad that Mr. Severe died but does not indicate that the death was deserved. Although the slaves work on a farm, the passage does not include any details about what the work was like. The passage is not a tale about his childhood but a description of what life was like for slaves.
2. **D** The author's use of rhetorical devices helps to create an emotional response in the reader. Skepticism is not a likely response. Readers might discuss life in the rural south, but the topic is more specific than that. And the passage is not a cautionary tale that would prompt readers to make changes in their lives.
3. In the following excerpt from the text, the author uses the rhetorical device of enumeration.
4. **A** This excerpt, unlike the others, does not convey the inhumane circumstances in which the slaves lived.

Language Practice, p. 118

- | | |
|---|---|
| 1. <div>Select... ▼</div> <div>barking</div> | 4. <div>Select... ▼</div> <div>Confused</div> |
| 2. <div>Select... ▼</div> <div>Arriving</div> | 5. <div>Select—</div> <div>relaxing</div> |
| 3. <div>Select... ▼</div> | 6. <div>Select...</div> |

Writing Practice, p. 119

Make sure your paragraph discusses the author's intent and effect and mentions the use of rhetorical devices.

Answers will vary. Sample answer: In the excerpt from Konrad Bercovici's story "Ghitza," a Romanian village suffers from attacks by hungry wolves during a harsh winter. The author's intention is to entertain readers by transporting them to another place and time. He communicates this intention in two main ways. First, he creates vivid descriptions, such as "the crack of whips and the curses of the drivers rent the icy atmosphere" and "cold, clear nights, when even the wind was frozen still." The author also employs rhetorical devices. For example, he uses an analogy to compare a frozen river to steel. This analogy conveys just how cold and hard the river is. Other rhetorical devices in "Ghitza" include a qualifying statement to explain why the carters needed to get to safety by nightfall, as well as enumeration to emphasize how close to home the wolf attacks are: "A stone's throw from the inn, and the thatch-roofed school, and the red painted church!" These rhetorical devices and the many rich details have the desired effect of helping readers feel the desperation of the villagers.

Lesson 6. 1

Developing an Argument, p. 121

1.

Claim	Supports Claim	Does Not Support Claim
England's constitution does not encourage liberty.	The king can reject bills that the commons passes. Members of the peers are part of the old tyranny.	Members of the commons are elected by the people.

2. A

3. In building his argument, Thomas Paine makes the _____ claim _____ that the king and the peers do not contribute to freedom.

4. D The evidence that Paine presents to support his claim is relevant to the claim. The other descriptions do not describe the evidence.

5. A The king, according to the constitution, can reject bills of the common. The other statements are all opinions which may be based on facts, but cannot be considered facts themselves in this argument.

6. A Paine's conclusion is a restatement of ideas, that the constitution is faulty. The other types of conclusions do not apply to his argument.

Analyzing Argument Development, p. 123

1. A Answer A explains the claim made by the passage. The other sentences express reasons and facts provided as evidence.

2. C The author says he has no patience for people who protest this right. The other sentences are not exact expressions of his opinion or are untrue.

3. As an example of another way in which allowing women into public life was beneficial, the author cites the successes of women in education.

4. **A** The author states his claim and supports it with facts, reasons, and examples. Options B and C describe ways to **support** an argument that the author does not use, and D describes a faulty way to support an argument.
5. **B** The author connects his ideas logically. The other options describe other ways of connecting or presenting ideas.
6. **D** The author concludes that it is only logical for women, who are allowed to participate in every other aspect of life, to be allowed to participate fully in public life, which includes voting. The other statements are **summarizations** of evidence.

Writing Practice, p. 125

Make sure your paragraph clearly states your claim. Provide facts, reasons, and examples as evidence to back up your claim. Conclude by reiterating your opinion and summarizing the evidence that backs up your claim.

Answers will vary. Sample answer: Shopping for your food at farmers' markets and local farms boosts your local economy and improves your diet. The food at farmers' markets is as fresh as it can possibly be because it does not have to be shipped from far away. Also, if your local farms grow organic food, the food is free of pesticides, hormones, and other chemicals that can harm your health. Communities who support their local farms benefit from the healthier food these farms produce, while the farmers benefit financially from the community support: a win-win situation for everyone.

Lesson 6. 2

Supporting Evidence, p. 127

1. **C** The author is claiming that the mayor is avoiding his responsibilities. The other statements are all claims by the mayor himself.
2. **D** The mayor is claiming that he cannot remove people from government positions for misconduct. The other statements are all claims by the author about the mayor's powers.
3. **D** The mayor can remove offenders with the approval of the Board. The other statements are arguments the Mayor gives for not being held responsible for misconduct.
4. The author provides evidence that **supports his claim by including** the Mayor's statements that contradict his insistence that he has no power.
5. **A** The mayor's logic is faulty, as he contradicts himself. The other words describe ways in which the evidence would work to back up his argument.

Connecting Claims and Evidence, p. 130

1. **B** Nixon admitted that he received \$18, 000, but claimed that he did not use it for personal expenses. The other answer options are false.
2. **D** Nixon offered this rationale as a reason politicians need contributions to finance political business.
3. **B**
4. The author provides records as evidence that he used the money that was given to him for political expenses.
5. **B** Nixon does not have any **proof** that he did not give special favors to supporters for that money, but he uses that absence as evidence to support his argument. The missing proof makes his argument faulty. The other options would only be true if he had proof.

Writing Practice, p. 131

Make sure that your argument does not include any emotional appeals or faulty reasoning.

Answers will vary. Sample answer: To gain experience as an apprentice chef, I decided to take a year off before returning to school. I wanted to go to culinary school after high school, but I had no experience at all in cooking. I needed to learn the basics. I knew that I would not have time to learn all of the techniques I needed to know in addition to studying for exams. I gained the experience I needed, and then went back to school to finish my education.

Lesson 6. 3

Building a Case, p. 133

1. **B** The fact that the company can't afford mandatory sick leave is evidence given to support the claim that employees should vote against the legislation. The other answer choices are information about the legislation, but these statements do not provide reasons to support the claim.
2. **D** The effect on employee benefits and job security is directly relevant to the audience. The other answer options are general information about the company.
3. **C** The author provides several pieces of evidence directly related to the company's cost for sick leave.
4. **A** The author provides relevant evidence and links the employees to the results of this legislation. This makes the claim persuasive. The other options are false or misleading.

Evaluating Evidence in Various Texts, p. 136

1. President Reagan uses Abraham Lincoln's words as evidence to support his claim that the country needs to work together to bring America through difficult times.
2. **C** Reagan states that the private sector is more successful at running social programs in order to justify his claim that the Department of Education and other social programs can be cut from the budget. The other statements are not directly related to the claim.
3. **D**
4. **C** The promise to not raise taxes is relevant to the claim. Reagan believes that not increasing taxes will help people and businesses recover from the recession. The other statements are not relevant.
5. President Reagan's argument is supported by several pieces of evidence related to his claim, but the lack of specific examples makes the evidence insufficient.
6. **C** The president briefly provides relevant evidence that the recession caused the budget deficit (it lowered revenues and increased costs), but those two details are not sufficient evidence to support his claim.

Writing Practice, p. 138

Make sure your argument has sufficient and relevant supporting evidence for your claim.

Answers will vary. Sample answer: Food stamps are an important social service program that should continue to be fully funded by the government. People who are in the terrible position of choosing between paying for their rent and buying groceries have no opportunity to get ahead in life or to help themselves. They have to either go without shelter or go without food. This problem is not only reserved for the unemployed. People who have jobs that do not pay enough to cover living expenses can also end up needing food stamps to make sure they and their families are well fed. If the government wants people to help themselves, they first need to make sure that these people do not go hungry and that their most basic needs are met. Only people whose basic needs are provided for can take advantage of opportunities to better their lives.

Understanding Validity and Reasoning, p. 139

1. **A** The author claims that suffrage for women should not be allowed. The other statements are all evidence he presents to support his claim.
2. **B**
3. **C** The defeat of the Sanford bill can be verified. The other statements are the author's opinion.
4. The author of this passage presents an invalid argument because the evidence he uses to support his claim is not reasonable or logically sound.
5. **A** The writer's argument is biased because it is based solely on his unsupported opinion, and therefore it is invalid. Even his factual evidence about the reasons for the suffrage bill's defeat cannot be fully verified: there may have been other aspects of the bill that were not acceptable and led to its being voted down. The other descriptions of the authors argument are inaccurate.

Evaluating Validity and Reasoning in Texts, p. 141

1. **D** The passage claims that people should vote for President Obama for a second term. The other sentences express reasons and facts provided as evidence for this claim or a minor detail from the passage.
2. **A** Obama's tax cut is a verifiable fact. The other sentences are opinions.
3. The speaker gives Romney's tax plan as an example to support the idea that trickle-down economics doesn't work.
4. The evidence about middle-class families helping the economy when they have more disposable income is logically related to the idea that raising taxes on the middle class in order to give the rich a tax cut will not help the economy.
5. **A** The author connects his ideas logically and produces verifiable facts, providing sound reasoning and valid evidence for his claim that he should be re-elected to continue the progress he started.
6. **D** The last sentence states that Obama has a plan, which supports his claim that he should be re-elected. The other sentences describe the opponent's actions but do not directly support Obama's claim that he will be the best person to move the economy in a positive direction.

Writing Practice, p. 143

Make sure you provide facts, reasons, and examples as evidence to back up your claim. When you evaluate your claim, state why your claim is valid and your reasoning is sound.

Answers will vary. Sample answer: Our schools need a representative on the school board who knows about the issues that current students face. I have two children in the school system, one who utilizes special education services, so I have direct experience with the issues and needs of a variety of students. I have also spent much of my free time volunteering in my children's classes, speaking with teachers about problems they encounter and possible solutions to those problems. As a parent and a volunteer, I am an ideal candidate for the position of representative on the school board.

My argument is valid because I have given examples of my experience that are directly related to the position I seek. My reasoning is sound because I logically relate my evidence to the claim that I am an ideal candidate for school board representative because I know about current school issues.

Evaluating Arguments Founded on Logical Reasoning, p. 145

1. **D** The author claims there are too many causes of obesity for doctors to be able to suggest just one solution to solve the problem. The other answer options are evidence and reasoning that builds to support the claim at the start of the argument.
2. **B** The author makes the assumption that obesity is a medical problem that needs to be solved. The other answer options define terms and explain causes of obesity.
3. **B** The explanation of the set-point theory serves as a deduction in a series of deductions that support the claim that obesity is a complex problem to solve. The other answer options are other parts of an argument.
4. **A**
5. The author of this passage builds an argument using a series of deductions from studies on obesity to support the claim.

Evaluating Arguments Based on Hidden Assumptions, p. 146

1. **D** The author claims that Shakespeare's work should have obscene words taken out to clean it up and make it more beautiful. The other choices are statements he makes to build his argument.
2. **B** The author bases his argument on the unstated assumption that offensive words lower the artistic quality of literature. The other answer options are stated ideas.
3. **D** The author's argument depends upon the reader accepting that changing literature does not damage the original work or change it in an unacceptable way.
4. **C** The author bases his idea that Shakespeare would be more beautiful if censored on the invalid assumption that literature can be censored and not damaged in the process.
5. The author of this passage assumes that Shakespeare's use of obscene language is a defect in his writing.

Language Practice, p. 148

1. are given/may be given
2. is drunk
3. was seen
4. are worn

Writing Practice, p. 149

Make sure you provide logical reasoning based on your hidden assumption.

Answers will vary. Sample answer: Please be sure to clean and put away dishes that you use in the company kitchen. Clean countertops, start the dishwasher if it is full, and check the floor for any stray garbage that needs to be put into the wastebasket. Place any leftover food in the refrigerator, but remember that it will be removed each Friday in order to make sure that food is not left too long. Check that the table is clear before you leave the room. If we all chip in and help, the kitchen will remain clean.

My hidden assumption is that people want to have a clean kitchen in their workplace.

Comparing Texts on Similar Topics, p. 152

1. The topic of both passages is Mammoth Cave.
2. **B** Knowing that passage 1 was written in the late 19th century helps readers understand why certain vocabulary was used and why certain references were made, such as the “great torch” in paragraph 1, the “youth of the [19th] century” in paragraph 2, and lanterns in paragraph 3. The facts described in the other answer choices might enlighten readers, but they do not necessarily affect readers’ understanding.
3. **A** Passage 2 provides information about the park and fees associated with visiting. The information is probably more general than historians or conservationists would need. The text doesn't speak directly to families, but instead to park visitors in general.
4. **C** Passage 1 uses connotative language and vivid descriptions to talk about Mammoth Cave. Its main purpose is to entertain. Passage 2 provides facts and pricing information about the park. Its main purpose is to inform. Passage 1 may have also been written to inform and to persuade readers of the cave’s wonder and beauty, but passage 2 is strictly informational, rather than entertaining or persuasive.

Comparing Fiction and Nonfiction, p. 154

1. **C** Passage 1 is a factual account of the torture methods used during the Spanish Inquisition. Passage 2 details the thoughts and feelings of one of the accused during his torture. Neither passage mentions the key players in the creation of the Spanish Inquisition, the purposes behind its formation, or the events that led to its ending.
2. **B** Passage 1 is entirely fact-based; passage 2 details the narrator’s emotions and thoughts during his experience. Passage 1 does not reveal the author’s opinion about the methods of torture, does not detail the torture experienced by one man, and is not written from the point of view of the inquisitor. In Passage 2, Poe expresses the terror felt by the prisoner.
3. **D** Passage 1 is an informational text written mainly to inform people about what happened during the Spanish Inquisition. While the passage may also be entertaining, that is not its main purpose. It was not written to help or persuade readers.
4. **D**
5. The characteristics of “The Pit and the Pendulum” help me determine that its genre is fiction.

Writing Practice, p. 155

Make sure that the first account focuses on facts and details about the event. The second account should use language (vivid descriptions or connotative, persuasive terms) to indicate your chosen genre.

Answers will vary. Sample answer: Account 1: Kelly met her husband on April 26, on the 5: 25 bus from Beele Street. Although the driver of this route was usually late, he was punctual that afternoon. Kelly, wet from the unexpected rain, ran to make it to the bus in time. She touched her pass to the electronic reader and stepped carefully down the aisle, water dripping from her drenched clothing. A lurch caused her to bump into a fellow passenger. Kelly apologized, and he smiled. After that day, they rode together daily without more than a “hello” until the afternoon of June 1, when she asked the man about himself. Many more conversations followed.

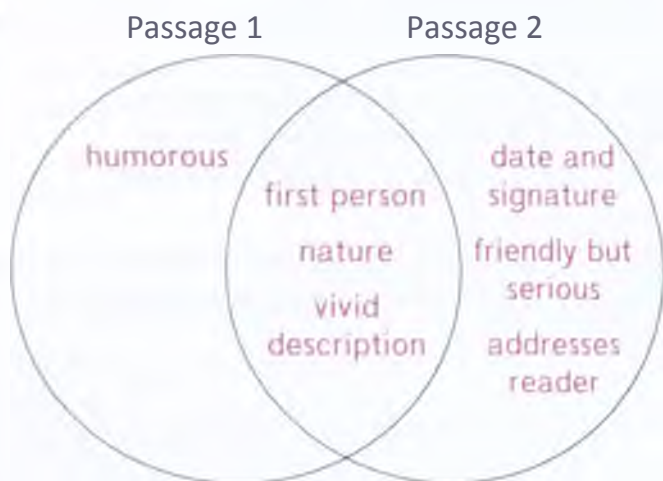
Account 2: The 5: 25 was actually on time that afternoon, so I dashed—and splashed—through puddles for the last block. My favorite weatherman hadn't predicted rain, so I was soaked to the bone, but sweating at the same time. As I shuffled my way down the slick aisle toward the back, the driver pulled sharply away from the curb and sent me staggering into the arms of a tall, broad man wearing a neat overcoat. After uttering an involuntary expletive, I stuttered an apology. Then I gazed up at his

Identifying Genre, p. 158

1. **C** The first passage is an essay, which is characterized by an author's viewpoint and logic or facts that back up this viewpoint. The second passage is a historical article. A historical article contains facts and figures, rather than opinion and logic, about a historical topic.
2. The main purpose of both passages is to inform readers about Japanese culture.
3. **A** Passage 1, an essay, includes some of the same literary techniques as fiction, while passage 2, a historical article, includes literary techniques that are typical of informational text. Although passage 1 does begin in the 8th century and passage 2 in the 19th, these are details of content and not literary technique. Teaism and immigrants are the topics, not literary techniques, of the passages. Passage 1 does not contain a plot.
4. **B** Answer choice B highlights the differences in focus in the portrayal of the Japanese in the two passages. The other answer choices are either incorrect or only half right.

Compare Texts from Similar Genres, p. 160

1. The genre of passage 1 is memoir or autobiography. The genre of passage 2 is letter.
2. **D** Lewis writes about his experience in nature with amusement, and Muir seems amazed by the variations in California's climate and scenery.
3. **B**
- 4.



Writing Practice, p. 161

Both of your paragraphs should be about the same topic—you—but have different styles of narration. The biography should be in the third person; the autobiography should be in the first person. Both should contain factual information, but your viewpoint should be clearly presented in the autobiography.

Answers will vary. Sample answer: Marilyn Jordan spent her early life in St. Louis, leaving the only home she'd ever known for a brand new life in Iowa with an overworked husband, a beat-up Chevy, and not nearly enough winter clothes. Iowa in January was cold, and Marilyn wasn't sure she'd ever get the chance to leave their tiny apartment on the edge of town. She needed friends, she needed a job, she needed something to do. Petersen's Department Store seemed like the perfect fit.

We subscribed to the newspaper from the very first year of marriage, and in those early days nothing made me happier than to hear the *thwack* of newsprint against our thin front door at 6:30 every morning. Chuck would bring in the paper and then head to work. Nestled in bed, I would scan what was considered news in the little town and then search for a reason to get up and do something with my day. Eventually, I started paging through the want ads. One morning I noticed that Petersen's was hiring in the men's department. I could do a job like that.

Comparing and Contrasting Two Arguments p. 163

1. **D** The author implicitly conveys the claim in the first paragraph, by explaining how a human embryo is much like embryos of other species. In the second paragraph, he says, "I do not think we could ask nature for more complete proof that human beings have evolved from one-cell ancestors as simple as modern protozoa..." In the fourth paragraph, he concludes with, "... we cannot do away with the facts of structure and development and fossil history, nor is there any other explanation more reasonable than evolution for these facts." Answers A, B, C are details that support the claim.
2. Crampton's argument about evolution is credible because the evidence is based on facts.
3. **D**
4. **A** Dennert begins by saying that "Darwinism is doomed to decay," then goes on to cite an article that shows that Darwinism can't be defended because it can't be proven. Dennert uses the points in answers C and D to support his claim. He also states that Darwinism goes against Christianity, but this tells more about his reason for opposing Darwinism and is not the claim of the overall argument.
5. Dennert disputes Darwin's theory of evolution.

6.

Crampton	Dennert
Unused traits disappear as a species evolves.	Human's were created in God's image.
Humankind began with a single cell.	There is no relation between human and monkey.

Analyzing Evidence in Two Arguments, p. 164

1. **C** Crampton uses the *Pithecanthropus* to show that apes evolved, their skulls changed shape, and eventually that ape-man evolved to become a human. Crampton does not mention whether the scientist who discovered *Pithecanthropus* supported Darwin's theory. Crampton does not use the example to show how highly evolved humans are, but rather how closely related they are to apes. He believes that *Pithecanthropus* is the missing link.
2. **A** Crampton uses scientific research and analysis for the basis of his evidence. He also makes logical inferences based on facts. Crampton does not use expert opinion or witness statements.
3. **B** Dennert only uses opinion to defend his claim. It is not logic, because it is not rational and does not take into account evidence that supports the theory of evolution. His argument merely explains the opinion of another writer that Darwinism cannot be proven. He does not cite research or records of events.
4. **C** The evidence of a "missing link" is used as proof that Darwinism has basis in fact. While Crampton mentions the other points, these statements do not contradict Dennert's claim.

Writing Practice, p. 165

Make sure that your essay addresses the entire question, including a comparison of the two arguments and your opinion about the topic. Your writing should explain how you came to your conclusion.

Answers will vary. Sample answer: My neighbor, a teacher, is in favor of using tablet computers instead of textbooks in her classroom. She explained that tablets actually cost less than textbooks. They prepare students to use technology productively, just as they will when they get a job. Tablets can make use of technological tools that make them more engaging than textbooks. She also pointed out that one tablet is much lighter than many books, so the risk of injuries to students is greatly reduced because students will no longer be forced to carry extremely heavy backpacks full of books. My father argued that tablets were just gizmos that will distract students from learning. He explained that he thinks students will spend their time surfing the Internet, so they won't learn the material as they would reading from a textbook.

I find my neighbor's argument to be the most persuasive. It is hard to dispute evidence, even when it contradicts personal beliefs.

Lesson 7.4

Comparing Textual and Visual Genres, p. 167

1. "Niagara, June 10, 1843," "Niagara Falls Geology Facts & Figures," and the time line are about the same topic, but their **formats** are different.
2. **D**
3. **B** "Niagara, June 10, 1843" is a personal narrative. The author's purpose in writing the text was to entertain readers about a trip to Niagara Falls with vivid descriptions, figurative language, and sensory details. The author was not writing to persuade, inform, or explain.
4. **D** The time line visually communicates the history of the falls while the passage provides facts about the falls. The time line does not contain interesting facts about the waters or tell of a person's trip. The passage does not describe the history, nor does it discuss the best places to visit.

Evaluating Differences between Genres, p. 170



2. **A** Although readers might have experienced a natural disaster, want to learn about the weather, or work for the Federal Emergency Management Agency, the intended audience is people who would like to prepare for a future natural disaster. It contains many facts and gives directions to help these people plan for evacuation. It does not talk in detail about past natural disasters, weather in general, or working for FEMA.

3. C The purpose of this text is to entertain and inform. The use of a narrative allows the writer to use rich descriptive details that appeal to the readers emotions. The passage does not contain bullets or any special visual formatting. It is also not written to be persuasive.
4. B In a comparison of how the two passages cover the topic of evacuation, the scope of passage 1 is broader than the scope of passage 2.

Writing Practice, p. 171

You should have written in two different genres. The purpose of the first paragraph is to explain how to play a sport or do a performance. The purpose of the second text is to entertain the reader with a narrative about a game or performance.

Answers will vary. Sample answer: Basketball is a game played between two teams of five players on a court. Players on each team try to capture the ball and shoot the ball through a hoop to score points for their team. The opposing team tries to keep the other team from scoring. The game is divided into four periods. At the end of the four periods, the team that scored the most points is declared the winner. Many rules govern play. For example:

- Players may not carry the ball as they run; this is called traveling. Instead, players must bounce, or dribble, the ball or pass it to a teammate.
- The ball must be kept inside the boundaries of the court.
- When trying to steal the ball from an opposing team member, players must not make physical contact.

It was the fourth period, with only 10 seconds left, and the Tigers were one basket behind. With the Tigers on offense, the orange-uniformed players expertly passed the ball from player to player, but the quick-footed visiting Sharks tenaciously blocked every attempt to advance to the basket. Finally, the Tigers' center planted himself at the three-point line and shot the ball. My fellow fans and I shot up from our seats and screamed as we watched the ball soar in a perfect arc and bounce off the rim of the basket. The ball bounced on the floor as the final buzzer honked. A collective wail arose from the stands as the Sharks hugged one another in victory and the Tigers hung their heads, once again shut out of the championships.