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The High Road

**to Common Core
Language Arts**

Unit I
Reading



About Unit I

Reading

In Unit I of this book, you will be asked to read a series of informative and interesting articles and poems and then to answer **Objective Questions** based on what you have read.

One or more *skills* will be introduced before each selection. These **Keys to Comprehension** will give you the tools necessary to better comprehend that passage as well as others in the book.

It is necessary to read all selections carefully. The **Ask Yourself** questions help guide your thinking as you read. You may need to reread portions of the text in order to answer the objective questions that follow. You may also be asked to provide the evidence for your answer.

The **Tips for Answering Objective Questions** before each set of questions provides helpful suggestions to answer this type of question. Read each suggestion carefully.


The Summary Charts on pages 3 and 4 are a review of all skills taught in Unit 1 of the book. You may wish to check to see how many you already know *before* you read. You may also use this chart as a review *during* reading, or *after* you have finished all of Unit 1.

Unit I

SUMMARY OF READING KEYS

Below is a list of Keys to Comprehension. They will help you to understand the meanings of terms. They will also give you an example of how to use these terms.

TERM	DEFINITION	EXAMPLE
Author's Purpose (page 38)	the reason the author is writing this account	"We can all help to preserve the environment." (The author wants to persuade you to do something.)
Cause & Effect (page 33)	Cause: the reason something happens; and Effect: the result of what happened.	Because the lake was calm, (<i>Cause</i>) they could go rowing. (<i>Effect</i>)
Character Traits (page 49)	judging what a person in the story is like by what he says, thinks, or does	Joey took the injured, lost dog to the vet. (<i>Joey shows he is kind by what he does.</i>)
Figurative Language (page 28)	words that create a picture in your mind	(<i>see below for examples</i>)
– Simile	comparison of two unlike things using the words "like" or "as"	Lauren ran <u>as</u> swift <u>as</u> a gazelle across the field. (compares Lauren's speed to that of a gazelle, using the word, "as")
– Metaphor	comparison of two unlike things without the use of "like" or "as"	Kate is a chicken; she won't climb the fence.
– Personification	when objects, animals or ideas, act like humans	The snow spread a quilt of white on the town.
– Idiom	an expression that cannot be understood from the meanings of its separate words, but has a separate meaning of its own	I'm going to hit the books . (meaning — to study)
Main Idea & Details (page 22)	Main Idea: the topic of the piece of writing; Details: the sentences that support the main idea.	Butterflies follow a distinct pattern of migration. (Details in the article must describe the migration)
Memoir (page 44)	a story about one time in a person's life, a memory	I'll never forget the fun I had at the beach when I was a kid.
Sequence (page 16)	organization of events in a succession	My first stop was the grocery store. Then I went to the post office.
Setting (page 5)	the time, and place of a story or article	In 1849, they joined the Gold Rush and headed for California.
Theme (page 11)	the lesson, or message of the story (often not stated but inferred)	Themes range across all emotions. For example: beauty, love, hate, jealousy.



Summary of TEST TAKING SKILLS (Objective Questions)

1. In this book, there is no guessing penalty. **Never leave a blank.** When unsure, eliminate answers you know aren't right. Then take an educated guess using the process of elimination. (page 9)
2. It helps to identify the key words in the question. Circle or underline key words, such as **most, most likely, many, least, mainly, main idea, not.** They may help you focus on the specifics of the question. (page 14)
3. When you are unsure of an answer, make a notation in the margin, and go on. Often facts in other questions will prove helpful. When done with the other questions, go back and try again. (page 20)
4. Read the entire question twice. Come up with the answer in your head **before** looking at the possible answers. This way the choices given on the test won't throw you off or trick you. (The wrong answer choices are called "distracters".) (page 26)
5. Often questions that ask about specific details from the passage will refer you back to certain lines in the text. When that happens, you do need to go back and re-read those lines, **and usually a little bit before and after as well.** (page 31)
6. Students often mistakenly assume that objective questions are much easier than essay questions. After all, the correct answer is right there! This gives them a false sense of security. Objective tests examine your ability to read carefully and thoughtfully. Details are a crucial factor in answering this type of question. **Pay attention to every detail in the question.** (page 36)
7. Graphics such as **pictures, charts, maps, and diagrams** are important to understanding the content. It is important to consult these resources in the text when answering some objective questions. (page 41)
8. The directions often say to "choose the best answer." It is possible that there is more than one **correct** answer, **but only one can be the best.** (page 47)
9. Students often ask, "Should I change an answer?" Usually your first choice is the right one. Change answers only if you have a good reason for doing so. (page 52)

Keys to Comprehension

SETTING

Setting describes the time and place of a story. However, it does more than that. The setting also has an impact on the **plot**, **characters**, and **mood** of the story.

Setting has an impact on the plot:

Imagine this plot: Jim has to overcome a fear that stops him from doing his best. How would the plot be changed in each of the following settings?

- A ship at sea in a storm
- On a ski slope
- In a classroom

Setting affects the characters:

How does a character react in the following settings?

- Different historical periods: The Revolutionary War, Outer Space, the Wild West
- Different geographic locations: The city, the suburb, the farm, a foreign country
- Different environments: The school dance, the family reunion, the after school job

Setting affects the mood (the emotions the story brings out in the reader):

Read the following paragraph:

Paul earned a dollar each time he delivered a package for Mr. Gonzalez, the owner of the magic shop. It was usually an easy job, but this time he had some qualms. He clutched the mystery package to his chest and walked to the gloomy, ramshackle house on Market Street. Paul cringed as he pushed the gate open and it scraped the walkway. The old stairs creaked from his weight and he tried to tip toe to the door. A sound like crackling laughter came from inside the house. Paul had a feeling he should turn and run!

How does Paul feel? What feeling do you get from the description of the setting?

Ask Yourself:

Lines 1-4: What does the author want me to understand about the setting of this article?

Pictures p. 6 and 8: How do these pictures make the geography better to understand?

Lines 31-33: What does the author want me to understand about digs?

Lines 61-62: What does the author want me to think about?

King Tutankhamen's Tomb

5 The Valley of the Kings in Egypt has fascinated people for centuries. It is the burial ground of many pharaohs, the ancient kings of Egypt. The pharaoh was the most important and powerful person in the kingdom as well as the high priest of every temple. The people of Egypt considered the pharaoh to be half-man, half-god. He ran the government and led troops into battle. In addition, the pharaoh possessed enormous wealth.



In the Valley of the Kings scientists have uncovered at least 63 burial chambers of Pharaohs and powerful nobles, dating from the 16th to the 11th century B.C.

10 The tombs of the pharaohs lie buried under the Egyptian desert sands. These tombs are so large that some have several rooms. The ancient Egyptians believed in life after death, so they filled the tombs with all kinds of treasure. The pharaoh would be just as rich in the next world as he had been in this one.

15 The Egyptians had developed a process that preserved bodies for centuries. After the body was placed in a casket, the face of the dead person was painted on the top. For thousands of years, robbers have searched for the tombs. Sometimes raiders have found them. Over many centuries, the thieves have stolen a hoard of wealth. However, no one had located or disturbed the tomb of King Tutankhamen.

During the early 1900s, another type of treasure hunter became interested in The Valley of the Kings. Archeologists arrived on the scene, believing they could learn about the culture of ancient Egypt from the tombs.

Howard Carter, Archeologist

20 Howard Carter was born in Kensington, England in 1874. At 17, Carter was given a chance to go to Egypt as an artist for the Egypt Exploration Fund. He began by drawing items the archeologists found at the digs. He continued his career in Egypt and came to be known as an expert archeologist. Finally, he made a discovery that made him famous. He found Tutankhamen's **crypt**.

crypt = an underground room for burying the dead

25 King Tutankhamen

King Tutankhamen, the boy-king, became pharaoh when he was nine years old, in 1337 B.C. and reigned until 1328 B.C. This was during the eighteenth dynasty when the Egyptian Empire was at its most glorious. He died when he was 18, so he reigned for only nine years.

30 The Tomb Uncovered

Lord Carnarvon from England had the money to finance a "dig" in The Valley of the Kings. Carnarvon and the archeologist Howard Carter unearthed the tomb of the boy pharaoh, Tutankhamen, in 1922. It lay protected under the dry desert sands.

35 After many years of expensive digging and searching, Carter dug up a stairway. It led to a long hall ending in a door bearing the name Tutankhamen. Behind the door, lay a wealth of treasure. There were life-size statues standing guard. A golden throne had a panel behind it showing the king and queen. They had faces of red glass and headpieces of turquoise. In the next room, workers found ivory chairs and alabaster vases, but no sign of a casket or a mummy.

40 Finally, Carter came to the room containing Tutankhamen's mummy. It was in a casket of gold covered with semi-precious stones. His face and arms were painted on it in detail.

45 The final room, the Treasury, contained riches for Tutankhamen's new life. There were weapons, games, baskets, sandals, pottery, and many other things. The king, who lived 33 centuries ago, revealed the life and customs of his time.

50 Once the newspapers published the extraordinary news that the magnificent tomb had been revealed, people began to refer to the pharaoh as King Tut.



The Curse?

The idea of a pharaoh's curse did not begin with the discovery of King Tut's tomb.

60 The tombs of many pharaohs have carried warnings against thieves who would steal. Warnings written on walls in the tombs would say things like: DEATH WILL COME TO THOSE WHO DISTURB THE SLEEP OF THE PHARAOHS.

65 In the modern world, most people do not believe in curses. But events that happened after King Tut's tomb was opened for the first time in three thousand years sent a ripple of fear across the world. Was the tomb cursed?

70 Lord Carnarvon had made the dig possible. He and Howard Carter, the archeologist, had been the first to marvel at the treasure in King Tut's tomb. At that time, Lord Carnarvon was stung by a mosquito. A while later, he cut the wound when shaving. It became infected and Carnarvon died on April 5, 1923, just 47 days after the opening of the tomb.

Some modern scientists claim there was no curse. They have this theory:

Fill a tomb with human remains; add enough food and drink to last for a long, long time; bury the cask and leave it sealed for centuries. When it is finally opened, it must contain poisonous gas and bacteria. Lord Carnarvon breathed the air and died.

75 But, why didn't Carter die? What do you think? Is there a curse?



Tips for Answering the Objective Question

In this book, there is no guessing penalty. **Never leave a blank.** When unsure, eliminate answers you know aren't right. Then take an educated guess using the process of elimination.

Circle the letter next to the correct answer.

1. **Part A.** Why were valuables included in the tombs of Egyptian pharaohs?
 - a. They thought the wealth would be used in their next life.
 - b. They expected the dead to protect it.
 - c. They thought it was infected with their illness.
 - d. They thought it would bring bad luck.

1. **Part B.** Which statement from the passage best helps the reader understand this?
 - a. *“The ancient Egyptians believed in life after death, ...”* (lines 8-9)
 - b. *“The pharaoh would be just as rich in the next world as he had been in this one.”* (lines 9-10)
 - c. *“These tombs are so large that some have several rooms.”* (lines 7-8)
 - d. *“The Egyptians had developed a process that preserved bodies for centuries.”* (line 11)

2. Read the following sentence from lines 11-12 of the passage:
After the body was placed in a casket, the face of the dead person was painted on the top.

As used above, the word “casket” most nearly means:
 - a. tub.
 - b. coffin.
 - c. grave.
 - d. room.

3. What was the first indication that the archeologists had discovered the tomb of King Tutankhamen?
 - a. The doorway bore his name.
 - b. They had found wealth that only a king could amass.
 - c. The stairway indicated it was a king's tomb.
 - d. His face and arms were painted on the gold cask.

Aligned CCLS: (1) RI.6.1; RI.6.1; (2) RI.6.4; (3) RI.6.1

- 4. Part A.** After reading this article, the reader can determine that:
- a. most archeological digs are quickly abandoned.
 - b. archeological digs are very costly.
 - c. most archeologists are former artists.
 - d. archeologists hope to become rich from their finds.
- 4. Part B.** The information to support this answer can best be found under the heading:
- a. *Howard Carter, Archeologist*
 - b. *King Tutankhamen*
 - c. *The Tomb Uncovered*
 - d. *The Curse?*
- 5.** The most unusual fact that lines 26-29 reveal about King Tutankhamen is:
- a. he was buried in a crypt.
 - b. he served as pharaoh during the eighteenth dynasty.
 - c. he reigned for only nine years.
 - d. he ruled and died while still a child.
- 6.** What made Lord Carnarvon and Howard Carter the perfect pair for this dig?
- a. Both had made many forays in search of King Tutankhamen's tomb.
 - b. Each possessed secret knowledge of The Valley of the Kings.
 - c. One had the expertise; the other had the funds.
 - d. One was a native of Egypt; the other was a frequent visitor.
- 7.** What was unique about King Tutankhamen's tomb?
- a. It had been buried deeper than any other tomb.
 - b. It had never been discovered.
 - c. It held the body of a great Egyptian ruler.
 - d. It lay far beyond the borders of Egypt.
- 8.** What is the purpose of the last line of this article?
- a. It leaves the reader with cause for doubt.
 - b. It discredits the theory of a curse.
 - c. It reveals the author's true feelings.
 - d. It summarizes the passage.

Aligned CCLS: (4) RI.6.5; RI.6.1; (5) RI.6.3; (6) RI.6.3; (7) RI.6.1; (8) RI.6.6

About Unit II Writing

In Unit II of this book, you will be asked to provide a written response to questions about the selections you read. All questions are based on the material in the selection. You will need to **read carefully**.

All questions require you to return to the text for evidence to support your answer. Use the information in the passage – but state it in your own words. If you sometimes need to quote the exact words the author has used, remember to use quotation marks to indicate this.

Some questions have more than one part. **Be sure to answer all parts of the question.** There are two kinds of questions in Unit II.

The Short Constructed-Response Question (Short C-R)

The Short C-R Question can be answered in one well-written paragraph. It requires you to show evidence (two details) from the passage to support your answer.

Guides to help:

How to Answer the Short C-R Question (page 57): – a step-by-step method to answer this kind of question

Tips for the Short C-R (page 58): – how to avoid the mistakes that many students make

The Extended Constructed-Response Question (Extended C-R)

The Extended C-R Question asks you to write a longer response. It also requires you to show evidence from the passage to support your answer.

Guides to help:

How to Answer the Extended C-R Question (page 63): – how to write a good response

Tips for the Extended C-R (page 64): – how to avoid the mistakes that many students make

Prewriting Graphic Organizer (ie: page 69): – note taking and organizing your essay

Sharpen your Writing Skills (ie: page 72): – skills to improve your first draft

Revise and Edit chart (ie: page 73): – check your completed response



Use all these supports to develop and polish your writing skills!

Baseball Now and Then



Baseball Now

When my grandfather came to visit us in Minneapolis, Minnesota, he treated me to a double-header baseball game, two games in a row. We sat in box seats, the most expensive seats in the stadium.

5 The Hubert H. Humphrey Metrodome looks like a huge bubble from the outside. It is enclosed, so it doesn't matter whether it rains or not; the game goes on. The field is covered with artificial turf. This means that grass doesn't have to be watered, and getting the playing field ready for the game is never a problem.

10 Granddad and I scrambled into our seats just as a soprano voice began the Star Spangled Banner. There was excitement in the air as the players – African Americans, Hispanic-Americans, and White-Americans, ran onto the field. The dugouts were filled with the rest of the team members.

15 The Minnesota Twins, my home team, were playing the Baltimore Orioles. The Orioles were ahead for most of the first game. We ate hot dogs, soda, peanuts, and waved banners between bites.

My grandfather rooted for the Twins, just to please me. The games were split – the Orioles won the first game – the Twins took the second.

It took some time to find our car, because we hadn't written down exactly where we parked. Both of us were exhausted, but happy, when we finally got home.

20 Baseball Then

It was fun to take my grandson to the Twins-Oriole game today. It brings back memories of the World Series Baseball games I went to when I was his age. My friends and I paid a nickel for a bus ride to Ebbets Field in Brooklyn.

25 It seems like it was always the Yankees or the Giants against the Brooklyn Dodgers. Ebbets Field was surrounded by a chain link fence. We had just enough money for seats way up in the bleachers – the cheapest seats in the stadium. If we didn't sit under the overhang, we got drenched in the rain or sun burnt in the hot, early fall, Indian Summer days. Not many games were called because of rain, but sometimes we had to wait until the grass dried enough for the players to run safely.

30 At Ebbets Field, the symphony band played, "Take Me Out to the Ball Game," and lots of sing-along tunes.

35 There were no sales booths, but vendors walked through the stands selling peanuts, Cracker Jacks, and hot dogs.

40 When the band finished playing The Star Spangled Banner, everyone jumped up

45 and cheered as the players ran out onto the field. All the players were white men, except for the fabulous African-American, Jackie Robinson. One of his specialties was stealing home.

50 The Brooklyn Dodgers had avid fans. If the series games took place on school days, many schools broadcast the game over the P.A. system. If they didn't, they knew all of the students would be sneaking in radios to listen to the game. September and October were the most exciting months of the school year!



Ebbets Field, in Brooklyn, NY, was the home of the Brooklyn Dodgers.

Short Constructed-Response Questions

1. Explain the author's purpose for choosing two different topics within one article.
Use evidence (details) from the article to support your answer.

2. Reread this sentence from lines 22-23 of "Baseball Then".

My friends and I paid a nickel for a bus ride to Ebbets Field in Brooklyn.

What does this tell you about where grandpa lived and the amount of independence he experienced as a young boy?

Use evidence (two details) from the article to support your answer.

Short Constructed-Response Questions

3. Describe two ways in which baseball stadiums have differed over the years. In what ways are today's stadiums more useful and comfortable?

Use evidence (two details) from the article to support your answer.

4. The author shows the difference in the make-up of the teams, now and then. What fact does he want the reader to be aware of? Why is this important?

Use evidence (two details) from the article to support your answer.

Aligned CCLS: (3) RL.6.3; W.6.2a,b; (4) RL.6.6; W.6.2a,b