

AMI
READING
PACKET

8th Grade

Mrs. Baker

Day 1:

Read and complete pages 1-12

Day 2:

Read and complete pages 13-17

Day 3:

Read and complete pages 18-26

Day 4:

Read and complete pages 27-29

Day 5:

Read and complete pages 30-34

Read the next two passages. Then choose the best answer to each question.

For the Love of MOOCs

- 1 Despite their apparent benefits, current MOOCs are not a plausible alternative path to traditional education. The term MOOCs was first used in 2008. It refers to a learning alternative termed “Massive Open Online Courses.” This learning model allows students all over the globe to participate in a network of college level courses from the comfort of their homes and offices. MOOC students watch a coordinated series of videos, similar to online tutorials. These videos usually run 10–15 minutes—the maximum attention span of the average student. The capacity to rewind portions or replay complete videos further reinforces learning. A standardized multiple-choice assessment indicates mastery of a given topic and allows students to move on in the scope and sequence of learning. Students also participate in synchronous online chats and discussion groups to add a real-time social aspect of learning. Some MOOCs even feature one-on-one or small group encounters, during which major concepts are reviewed and discussed. This design not only mimics the classic lecture and small-group models used in universities today, it often surpasses them, according to many studies.
- 2 While this information is convincing on paper, the reality of MOOCs in their present form is that they lack one major aspect of learning support: interaction-driven success. Harvard and MIT recently released the findings of a 2012–2013 study that determined 95 percent of students taking MOOC courses dropped their course before making it to the end. What is causing this student retraction in MOOCs? Most students take MOOCs because they can’t afford traditional college, and MOOC learning is free. Therefore, cost is not a factor for high dropout rates. MOOCs also offer ease of attendance that makes them more attractive than traditional university education. Anyone with a computer can get on this education track by signing on to learn at a pace that fits his or her style and schedule. So it’s apparent that strict attendance guidelines are also not a factor for widespread dropout. The prerecorded, video-based learning format has long ago been tested as effective, and most people today have already used the Internet to find and explore information. Therefore, it seems technology roadblocks are not to blame either.

Unit 4: Reading

- 3 The only major difference between MOOCs and traditional brick-and-mortar schools is human contact. The simultaneous stimulation of both teacher and classmates in a physical classroom beats a virtual lecture in cyberspace any day of the week. Regular, in-person contact reinforces instruction, promotes idea exchange, and offers a recognized pathway from beginning to end. Students who are not consistently steered back on the right track often fall off of it. MOOCs lack this constant feedback and assurance that students are succeeding. They may use assessments and live chats, but personal teacher engagement seems to be key. Many MOOC providers are now trying to provide the technology for more personal one-on-one connections, such as virtual labs, in which students have access to instructors who guide them through real-world experiences in real-time.
- 4 Future MOOCs will have a recognizable place in the nation's learning profile. Student debt has passed \$1 trillion. The cost of a college education is up 72%. Graduates on average are accepting first jobs that pay 15% less than they once did. Social pressure to attend college and achieve a degree drives students to take on this financial burden. Today, one of the largest MOOC providers offers lectures from professors in nearly 100 universities. This provider offers 400 courses attended by upwards of five million eager learners. If MOOCs continue to improve, this method of learning will likely become the preferred form of higher learning. The only thing MOOCs will lack is a football team to cheer on to victory.

The Great MOOC Hoax

- 1 MOOCs were originally hailed as a solution to provide equal access to higher education for all. Two Stanford University computer science professors, who created some of the earliest Massive Online Open Courses, announced that their courses would be “the best education in the world freely available to any person who seeks it.” The first “O” in MOOC stands for “open,” and that means free to all learners. Given the strangling cost of higher education in the United States, the MOOCs were proclaimed a significant solution.
- 2 But years later, have MOOCs delivered on their promise? Have they created a revolution of free educational access? Unfortunately, MOOCs have fallen far short of their original promises to change education for a few astoundingly simple reasons.
- 3 The worth of a MOOC degree has no meaning unless it is backed by higher education and can lead to a real degree. By their very nature, MOOCs deliver knowledge to learners free of charge. Universities signed highly advertised agreements to provide course content for MOOCs. Yet universities exist based on the support of students’ tuition. So it should not be surprising, then, that they did *not* sign on to provide college credits for these free courses. In fact, none of the coursework could be used for degree programs. And if only degrees backed by universities have worth in the job market, why should a student take a MOOC course and, more importantly, finish it?
- 4 This point, it seems, has been confirmed by the students themselves. In study after study, the universities who have created MOOCs have also documented that learners fail to complete their coursework at an amazing rate. For instance, one study found that only 3.13 percent of MOOC students completed their courses in 2017–2018. This rate is down from nearly 6 percent in 2014–2015. The trend is clear: Learners do not see the point of completing MOOC coursework.
- 5 MOOC supporters made another key mistake: they expected that the job market would value the pursuit of knowledge that did not lead to a degree. The world, they thought, would rise up to support the value of these courses. Learners are only likely to enroll in and, more importantly, complete MOOC courses if those courses have a value in the job market. The reality is that the job market is interested in finding highly qualified workers. When one job candidate has a degree from an institution with which a company has had previous success, that candidate will win every time over another with MOOC credits of unclear worth.

Unit 4: Reading

- 6 Another nail in the coffin of the great MOOC hoax is busting the myth that they provide access to learners that traditional educational systems don't reach. A study on MIT and Harvard MOOCs found that learners overwhelmingly came from highly developed countries. The study authors summarized that the courses mostly provided additional resources for learners who already had access to education. It seems logical that since MOOCs do not have a clear link to employment, learners from developing countries do not see them as a way to change their future.
- 7 The final reason for the failure of MOOCs is that the providers of free online courses are now abandoning the goal of providing free courseware due to the lack of a viable business model. When nonprofit and for-profit MOOC companies emerged, they may have talked about changing the world, but they also needed to make money in order to survive. The three original MOOC companies have all turned to providing **paid** non-degree professional development, certificate, and training courses. One provider is offering paid "master track certificates" from a university—essentially, small chunks of an MBA—while admitting that these are not yet recognized in the job market. The same provider has also begun developing courses for tuition-based online learning degrees at universities.
- 8 So, the "O for open" in MOOC is officially dead. The original MOOC mission—free educational access that will change the world—showed few real results. The providers of MOOCs may still use the word, but an online course for a fee is not a MOOC. Online courses certainly do not fulfill the world-changing promise of open courseware or justify the attention the original MOOC courses received. Given that open courseware does not have an advantage for job seekers, fails to convince students to complete courses, and has little impact on the world's neediest learners, the early advertised claims were indeed little more than a hoax.

Use “For the Love of MOOCs” to answer questions 1–6.

- 1 Which sentence from the passage **best** states the author’s main claim?
- A “Despite their apparent benefits, current MOOCs are not a plausible alternative path to traditional education.” (paragraph 1)
 - B “This learning model allows students all over the globe to participate in a network of college level courses from the comfort of their homes and offices.” (paragraph 1)
 - C “The only major difference between MOOCs and traditional brick-and-mortar schools is human contact.” (paragraph 3)
 - D “Future MOOCs will have a recognizable place in the nation’s learning profile.” (paragraph 4)
-

- 2 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In paragraph 3, the words “consistently,” “constant,” and “regular” are used. What is the common meaning between the words?

- A faithful
- B fair
- C usual
- D happening often

Part B

Based on the answer in Part A, how should these words be ordered from least to most intense?

- A consistent, constant, regular
- B regular, consistent, constant
- C constant, consistent, regular
- D regular, constant, consistent

Student Name _____

- 3 Given the vocabulary choice and argument made in the article, who is **most likely** the author's intended audience for this selection?
- A students in traditional universities
 - B educational policymakers
 - C students enrolled in MOOCs
 - D professors
-
- 4 What does the author state in support of the claim that MOOCs cannot mimic the personal interaction found in traditional university teaching? Select **two** answers.
- A that the majority of students enrolled in MOOCs drop out before completing the class
 - B that MOOCs don't have an attendance policy to allow students to take the course at a particular date and time
 - C that use of assessments and live chats helps students reproduce a traditional environment
 - D that college graduates are earning less in their first jobs than they would have before MOOCs
 - E that the stimulation of both teacher and student in a classroom is superior to virtual learning

Copyright © McGraw-Hill Education

Student Name _____

- 5 Read the dictionary definition of simultaneous below.

adjective

1. occurring, operating, or done at the same time
2. satisfied by the same values of the variables

Based on the context of paragraph 3, which of the following is true?

- A Definition 1 best helps the reader understand the usage in paragraph 3.
 - B Definition 2 best helps the reader understand the usage in paragraph 3.
 - C A combination of definitions 1 and 2 best help the reader understand the usage in paragraph 3.
 - D The word is not used as an adjective, so neither definition is helpful.
-

- 6 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

The author uses the phrase “synchronous online chats” in paragraph 1. Based on the context of the paragraph, what does the word “synchronous” most likely mean?

- A fun
- B engaging
- C at the same time
- D private

Part B

What textual evidence from paragraph 1 can you use to support the answer in Part A?

- A “participate”
- B “standardized”
- C “one-on-one”
- D “real-time”

Use “For the Love of MOOCs” to answer questions 7–12.

- 7 Which sentence from the passage **best** states the author’s main claim?
- A “MOOCs were originally hailed as a solution to provide equal access to higher education for all.” (paragraph 1)
 - B “The first ‘O’ in MOOC stands for ‘open,’ and that means free to all learners.” (paragraph 1)
 - C “Unfortunately, MOOCs have fallen far short of their original promises to change education for a few astoundingly simple reasons.” (paragraph 2)
 - D “And if only degrees backed by universities have worth in the job market, why should a student take a MOOC course and, more importantly, finish it?” (paragraph 3)
-

- 8 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What evidence does the author provide to support the argument that MOOCs need to lead to a university degree to be meaningful?

- A The job market respects university degrees.
- B The job market respects knowledge in all forms.
- C Universities do not offer college credit for MOOCs.
- D Learners want MOOCs that lead to degrees.

Part B

Which sentence from the passage **best** supports the answer in Part A?

- A “Unfortunately, MOOCs have fallen far short of their original promises to change education for a few astoundingly simple reasons.” (paragraph 2)
- B “So it should not be surprising, then, that they did *not* sign on to provide college credits for these free courses.” (paragraph 3)
- C “And if only degrees backed by universities have worth in the job market, why should a student take a MOOC course and, more importantly, finish it?” (paragraph 3)
- D “The trend is clear: Learners do not see the point of completing MOOC coursework.” (paragraph 4)

Student Name _____

- 9 Read the following phrases from the passage. How do they create a tone appropriate to an audience?

"Another nail in the coffin" (paragraph 6)
"busting the myth" (paragraph 6)
"officially dead" (paragraph 8)
"little more than a hoax" (paragraph 8)

- A These phrases create a tone of optimism appropriate to an objective report.
 - B These phrases create a tone of challenge appropriate to an opinion piece.
 - C These phrases create a tone of humor appropriate to a school newspaper.
 - D These phrases create a tone of persuasion appropriate to a persuasive letter.
-

- 10 Which **three** of the following are true statements about the meanings of "hailed," "announced," and "proclaimed" in paragraph 1 of the passage?

- A The word "hailed" implies attracting a great deal of attention, whereas "announced" is more neutral.
- B The meaning of "hailed" is unrelated to "announced" and "proclaimed."
- C The author uses the repetition of words with similar meaning to emphasize the attention paid to MOOCs.
- D The author uses these three words to mock the original supporters of MOOCs.
- E All three words mean "to state publicly."

- 11** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the following phrase from the passage.

“professional development, certificate, and training courses” (paragraph 7)

In the context of the passage, what does the phrase most likely mean?

- A** courses that provide small chunks of training the job market values
- B** courses that are solely for the enjoyment of the learner
- C** courses that are for vocational jobs like cutting hair
- D** courses that receive college credit and lead to a university degree

Part B

What textual evidence from the passage **best** supports the answer in Part A?

- A** “Learners are only likely to enroll in and, more importantly, complete MOOC courses if those courses have a value in the job market.” (paragraph 5)
- B** “The study authors summarized that the courses mostly provided additional resources for learners who already had access to education.” (paragraph 6)
- C** “The final reason for the failure of MOOCs is that the providers of free online courses are now abandoning the goal of providing free courseware due to the lack of a viable business model.” (paragraph 7)
- D** “The same provider has also begun developing courses for tuition-based online learning degrees at universities.” (paragraph 7)

Student Name _____

- 12 Read the dictionary definition of “viable” below.

adjective

1. able to work successfully
2. capable of living and growing

Based on the context of paragraph 7, what is the **best** definition of viable business model?

- A making more courses
- B growing a business
- C a way to make living models
- D a successful way to make money

Student Name _____

Use “For the Love of MOOCs” and “The Great MOOC Hoax” to answer questions 13–14.

- 13** Both articles agree that MOOCs have had limited success. Compare and contrast the different reasons the authors provide for this failure in “For the Love of MOOCs” and “The Great MOOC Hoax.”

- 14** The tone of the final paragraphs in each of the passages, “For the Love of MOOCs” and “The Great MOOC Hoax,” is distinct. Analyze the tone of each passage’s conclusion and its impact on the reader.

Copyright © McGraw-Hill Education

Read the passage and answer the questions.

Finding the Words

- 1 Joelle sat in a spot of sunlight at the kitchen counter. When she sighed loudly, her dad turned from the stove where he was cooking breakfast to ask what was wrong.
- 2 "It's the debate," she told her father, "I just don't know how I'm going to convince the crowd that I'm arguing the right side."
- 3 "Back up," her dad said, "what debate?"
- 4 Joelle explained that everyone in her class was assigned a topic to debate at a public forum to be held on an upcoming weekend. Students didn't choose their topics or the side they would argue, and she was conflicted about her topic—the concept of states providing community college to students at no cost. She was on the team that would argue for free community college, and this felt difficult for her because her dad was a college professor. Joelle had just learned about Brutus in her World History class, and was fascinated to read about how Brutus had betrayed his father, Caesar, whom he loved, rather than see the Roman republic collapse. She decided she was not interested in betraying her father, especially not for some silly class assignment.
- 5 "What if this idea gains traction, and then college professors won't be able to make a living anymore," Joelle asked, her voice betraying her anxiety. She didn't realize until that moment that she was actually worried about her dad's job and she didn't know how she would find the words to defend a plan that she didn't believe in. Her dad had struggled to find a job for a long time, and the family was finally settled down now; she didn't want anything about their lives to change.
- 6 Joelle's dad walked to the window and slid it open, letting in the fresh spring air. Then he put a plate of fried eggs and toast in front of Joelle before grabbing his own plate and joining her at the counter.
- 7 "Listen, kiddo, let's take this one chunk at a time," Dad said. "Your assignment isn't to save my job, though you are considerate to think of this possible consequence. Your assignment is to make a strong argument about an important issue, so let me ask you this: How many lives would be improved if college were available to everyone?"

Unit 4: Reading

- 8 Joelle took a deep breath, and the fresh air filled her lungs with something like hope. As she sat quietly, thinking about her dad's words, she realized what it took for him to say that—he had sacrificed everything to go to college himself, and he was still paying off his student loans. The job he finally landed wasn't the perfect match, but it was enough to provide this life—the bright kitchen, the window that let in spring breeze, the fried eggs, all of it—for his daughter.
- 9 "Thanks, Dad," Joelle said, hugging her dad, "I think you gave me an idea."
- 10 That night when Joelle and her dad got home, she asked him to listen to the speech on free community college that she had been working on all day. Tears filled his eyes as his poised daughter spoke her conclusion in a crystal clear voice that betrayed none of her difficult emotions from the morning.
- 11 "I bet that after listening to my argument about providing free community college to every member of our community, you've started to wonder what will happen to our current professors, and how they will continue to earn enough money to support their families. I understand this concern—I was worried about it, too, at first. But if I didn't convince you to vote for this by explaining how the plan will help the economy or how it will ensure the country stays competitive, maybe I'll convince you by telling you a personal story, one about my dad, a college professor. You know what he said when I asked what he thought about free community college? He said it would improve the lives of everyone in the community—everyone. So if he isn't worried, then why should you be?"
- 12 Joelle could tell by the look on her dad's face that she had found the right words to make her argument, and to make it well; she owed her dad so much.

Student Name _____

- 15** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the following sentence from the passage.

“Tears filled his eyes as his poised daughter spoke her conclusion in a crystal clear voice that betrayed none of her difficult emotions from the morning.” (paragraph 10)

What does the word betrayed mean in this sentence?

- A** showed
- B** hurt
- C** triumphed
- D** denied

Part B

How is the typical connotation of “betrayed” different from the answer in Part A?

- A** The answer in Part A is negative, whereas “betrayed” typically has a neutral connotation.
- B** The answer in Part A is neutral, whereas “betrayed” typically has a negative connotation.
- C** The answer in Part A is positive, whereas “betrayed” typically has a neutral connotation.
- D** The answer in Part A is neutral, whereas “betrayed” typically has a positive connotation.

- 16 Which sentence from the passage shows why Joelle's debate assignment is ironic?
- A "'It's the debate,' she told her father, 'I just don't know how I'm going to convince the crowd that I'm arguing the right side.'" (paragraph 2)
 - B "Students didn't choose their topics or the side they would argue, and she was conflicted about her topic—the concept of states providing community college to students at no cost." (paragraph 4)
 - C "She was on the team that would argue for free community college, and this felt difficult for her because her dad was a college professor." (paragraph 4)
 - D "'What if this idea gains traction, and then college professors won't be able to make a living anymore,' Joelle asked, her voice betraying her anxiety." (paragraph 5)
-

- 17 How is Joelle's character **best** described?

- A rash and careless
 - B unstable and unpredictable
 - C selfish and thoughtless
 - D thoughtful and articulate
-

- 18 How does the dad's point of view impact the story? Select **two** answers.

- A Joelle and her dad argue about her position in the debate.
- B Joelle and her father have a talk about his unhappiness in his job.
- C Joelle gets a good idea for her speech.
- D Joelle's father agrees to attend the debate.
- E Joelle gains confidence in her ability to be credible during the debate.

Unit 4: Reading

Read the passage and answer the questions.

A Matter of Time

- 1 Cara could not believe how much work her classes were each demanding this year. Her parents had frowned on her taking seven AP classes at the same time, but all the information she had received from her college counselor told her that she needed to take the most rigorous course load that she could. Her goal was to make it into the top university in her state, and admission was getting more competitive every year.
- 2 Her friend Jamal was opining about the same thing at the lunch table, imitating his teachers listing out their homework expectations. "First, they tell you to make sure you load up on AP classes because that's what colleges want to see. Then you go through the first week of classes and find out that each teacher expects you to spend a minimum of 2 hours each night on *her* class. Excuse me, but seven AP classes at two hours each is 14 hours a night! I mean, seriously, can these people tell time?"
- 3 Cara nodded her head vigorously, identifying with Jamal's point and asserting, "I know! The bus drops me off at 5:00, and my mom wants me in bed by 11:00. If I eat dinner with the family for 30 minutes, that leaves me precisely 5.5 hours to study. According to my calculations, that leaves me precisely 47 minutes per subject."
- 4 Jamal's jaw dropped. "You get to bed at 11:00? My normal is more like 1:00 or 2:00 in the morning!" He chuckled, betting that his competitive friend hid a tablet under the covers rather than go dark before midnight.
- 5 Cara laughed ruefully. "I said my mom *wants* me in bed at 11:00. I never said that I was in bed, lights out and laptop off!"
- 6 "Thank goodness! I mean, I was about to wonder if you were superwoman, little Miss Straight A's!" Jamal snagged one of her fries and waggled his brows at her.
- 7 Cara deflated when she heard the moniker, feeling she couldn't measure up. "Sadly, I don't think I'll be able to keep up my straight A track record this semester. It's just too stressful. I'm woefully behind, and it's not even midterms. Say," Cara stated, looking serious, "have you heard from Archana this week? Two days out sick is kind of a record for that academic maniac." The three friends had been inseparable ever since they had ended up all in the same after school reading club in third grade. Friends that studied together stayed together.

Student Name _____

- 19** The allusion to the story of Brutus in paragraph 4 reveals Joelle's feeling that—
- A** completing the assignment would be an act of betrayal.
 - B** the assignment was not interesting to her.
 - C** she did not need to complete the assignment to get a good grade.
 - D** she was very excited to engage in the debate.
-

- 20** Write the letter of the evidence in the correct column to show whether it reflects or does not reflect the theme that the relationship between Joelle and her father supports positive change in Joelle.

Evidence that Reflects the Theme	Evidence that does <i>not</i> Reflect the Theme

- A** A “What if this idea gains traction, and then college professors won’t be able to make a living anymore,” (paragraph 5)
- B** “Joelle took a deep breath, and the fresh air filled her lungs with something like hope.” (paragraph 8)
- C** “Tears filled his eyes as his poised daughter spoke her conclusion in a crystal clear voice that betrayed none of her difficult emotions from the morning.” (paragraph 10)
- D** “She owed her dad so much.” (paragraph 12)
- E** “That night when Joelle and her dad got home, she asked him to listen to the speech on free community college that she had been working on all day.” (paragraph 10)
- F** “I bet that after listening to my argument about providing free community college to every member of our community, you’ve started to wonder what will happen to our current professors,” (paragraph 11)

- 8 "I know," Jamal replied quietly. "It's weird. She's not returning my texts."
- 9 "Mine either. I'll check in on her after school," Cara replied with a sigh.
- 10 Cara smiled at Mrs. Rao as she opened the door. "Can I see Archana? I brought her Calculus homework." She figured mentioning homework to anyone in the Rao family would win her some points.
- 11 For the first time since she'd known her, Mrs. Rao failed to greet her daughter's best friend with her customary enthusiasm and, even more concerning, looked uncharacteristically uncertain. "Come in and have a seat in the living room. Let me check with Archana." She began walking away and circled back hesitantly. "But I'd prefer it if you didn't mention Calculus... or any other homework just now. We want Archana to rest and recuperate."
- 12 Rest and recuperate in the intense Rao household? The Rao family was adamantly supportive of their children's academic careers, and Archana's older brother had the college acceptances to prove it. Cara nodded uncertainly, "OK."
- 13 Looking relieved, Mrs. Rao seemed to perk up, "Great, I'll be right back." Left like a real house guest to wait in the living room—and not the fifth member of the household—while Mrs. Rao checked with Archana? Things were getting weirder by the minute.
- 14 When she was finally shown into Archana's room, Cara immediately noticed that her friend looked pale and nervous, but she did not see a red nose or the bewilderment of a high fever. In fact, Archana looked more exhausted than under the weather. In fact, she seemed to be watching videos on her tablet rather than sleeping, which seemed odd on a school day and not at all in keeping with the friend Cara knew. "Hi, Archana. Are you OK? Your mom acted like I needed security clearing to get up here."
- 15 Archana attempted to chuckle, but the effort fell flat. "Yeah," she began, licking her lips as if she were a little uncomfortable, "I guess I kind of scared them. I've been having a hard time... There's always more homework than I can get done. You know how it is. It's-it's *overwhelming*."
- 16 Cara plopped down next to her. "Tell me about it. I feel like a hamster in a wheel—running and running but never really getting ahead."
- 17 "Exactly!" Archana nodded vigorously. "I want to get my work done, but sometimes..." she paused, taking a breath, "it's just all too much." Her voice dropped to a whisper. "I started having panic attacks with my heart beating like it's going to explode and a feeling like I can't breathe."

Unit 4: Reading

- 18 “That’s awful,” Cara muttered, reaching for Archana’s hand.
- 19 “And then yesterday morning, I knew I didn’t have my AP Physics homework done, so my stomach started cramping up. I was so nervous about showing up without it that I threw up before I left the house.” Archana wiped a tear from her eye. “I’m just not sure if I can do it anymore.”
- 20 “Oh no!” Cara was horrified. “Archana, you’re the very best student I know. If the stress of all this homework is getting to you, then it’s *got* to be bad!”
- 21 The next day at the lunch table, Cara was bursting with irritation and haranguing her friend with her viewpoint on homework overload. “This is *ridiculous*, Jamal. If Archana can’t take the pressure, then there’s no hope for the rest of us. It’s not right, I tell you. We’ve got to help Archana and others like her. There’s got to be a better way to manage the expectations they place on students these days.”
- 22 She told Jamal about the counselor that Archana had seen and the techniques that she had learned to cope with stress, like “box breathing” and meditation. The key was to slow down and calm a racing mind. She talked about the research she had done online about the growing anti-homework movement, which focused on putting student’s health and family time before mind-numbing amounts of homework. A student who was passing out flyers interrupted them to say, “Want to join the Spanish Club?”
- 23 Cara was exasperated and couldn’t hold it in any longer. “Another academic club? Because we need *even more* academics after school? We are drowning already!”
- 24 With a determined look in her eyes, Cara stepped onto the lunch table and began shouting, “Excuse me. Excuse me. Who here feels like we’re being asked to do the impossible? Like we could use a break? How about a no-homework night once a month? How about homework limits and testing calendars that eliminate having two killer tests on the same day?” She told them how she had a super smart friend who was so stressed out about homework that she vomited before school and was having panic attacks. She told them she knew that together, they could make a difference.

- 25 Tearing a sheet from her notebook, she hastily wrote, "Homework Reform Meeting" at the top in bold black letters. "I'm putting this signup sheet over there on the bulletin board. Sign up to meet me here after school today if you want to organize a group to bring homework reform to this school. We can discuss our suggestions, get them down in writing, and bring them to the school administration. We're not alone. Other students in other schools are demanding more humane homework loads for healthier lives. And schools are changing to meet their demands. Sign up, come, and make a difference."
- 26 Cara posted the signup sheet on the bulletin board and turned around to face a grinning Jamal. Looking at the line that formed behind him and went between the rows of tables, Cara broke out in a smile of her own and high-fived her friend.
- 27 "We got this!" Jamal responded, grabbing the pen to be the first to put his name down.

- 21** Read the sentence from the passage.

“I mean, seriously, can these people tell time?”
(paragraph 2)

What makes this statement verbal irony?

- A** Jamal is making a point, not questioning whether his teachers can tell time.
 - B** Jamal’s teachers are very educated and should be able to tell time.
 - C** Jamal’s example involves counting hours, not telling time.
 - D** Jamal is exaggerating teachers’ expectations to make a point.
-

- 22** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In paragraphs 2, 3, and 7, the author uses the words “opining,” “asserting,” and “stated.” The words all mean varying degrees of which of the following?

- A** laughing
- B** arguing
- C** making statements
- D** posing questions

Part B

Based on the answer in Part A and the context of the passage, use the connotation of the words to order them from most neutral to most intense.

- A** assert, state, opine
- B** state, assert, opine
- C** opine, state, assert
- D** opine, assert, state

Student Name _____

- 23** What are two points of view that clash at the climax of the story?
- A** Archana who wants to give up on academics and Cara who wants to achieve
 - B** the Spanish Club student who wants to do more and Cara who wants to achieve a healthier balance
 - C** Mrs. Rao who does not want visitors and Cara who wants to visit Archana
 - D** Jamal who wants to joke around and Cara who is serious about homework reform
-

- 24** Read the following sentence from the passage.

“Your mom acted like I needed security clearing to get up here.” (paragraph 14)

Which **three** of the following are true?

- A** Cara is offended by Mrs. Rao’s behavior.
 - B** Cara is worried about Mrs. Rao’s behavior.
 - C** Cara is making a point about how oddly Mrs. Rao is acting.
 - D** Cara wants to alert Archana that there may be something wrong with her mom.
 - E** Cara is speaking ironically because she doesn’t mean the statement literally.
-

- 25** What is the **best** statement of the theme of this selection?
- A** Friends need to stick together to survive in today’s stressful academic environment.
 - B** Students need to challenge what is wrong in their schools and work to fix it.
 - C** Students take studies too seriously and should not to place too much pressure on themselves.
 - D** While academics are important, a student’s mental health is also important.

- 26** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does Cara's character impact the plot of the story?

- A** Cara is a go-getter, and she organizes a group to bring homework reform to her school.
- B** Cara is a worrier, and she spends a lot of time worrying about her homework.
- C** Cara is a good friend, and she tells Jamal about her concerns for Archana.
- D** Cara is lazy, and she organizes a group to lessen homework demands at her school.

Part B

What sentence from the passage **best** supports the answer in Part A?

- A** "If the stress of all this homework is getting to you, then it's *got* to be bad!" (paragraph 20)
- B** "There's got to be a better way to manage the expectations they place on students these days." (paragraph 21)
- C** "Cara was exasperated and couldn't hold it in any longer." (paragraph 23)
- D** "Sign up to meet me here after school today if you want to organize a group to bring homework reform to this school." (paragraph 25)

Student Name _____

- 27** How does the difference in point of view between Cara and Mrs. Rao add suspense to the story?

- 28** In paragraph 25, the words “suggestions” and “demands” have similar meanings. How do they differ in connotation?

- A** “Suggestions” are frivolous, whereas “demands” are serious.
- B** “Suggestions” are forceful, whereas “demands” are polite.
- C** “Suggestions” are polite, whereas “demands” are forceful.
- D** “Suggestions” are optional, whereas “demands” are necessary.

Student Name _____

- 29** Write the letter of the evidence in the two categories to show which theme the evidence supports in the story: Maintaining a Healthy Balance in Schools or The Importance of Friendship.

Maintaining a Healthy Balance in Schools	The Importance of Friendship

- A** “‘I want to get my work done, but sometimes...,’ she paused, taking a breath, ‘it’s just all too much.’” (paragraph 17)
- B** “‘Other students in other schools are demanding more humane homework loads for healthier lives.’” (paragraph 25)
- C** “Friends that studied together stayed together.” (paragraph 7)
- D** “‘We are drowning already!’” (paragraph 23)
- E** “‘That’s awful,’ Cara muttered, reaching for Archana’s hand.” (paragraph 18)
- F** “‘We’ve got to help Archana and others like her.’” (paragraph 21)

-
- 30** Read the following sentences from the passage.

“‘Archana, you’re the very best student I know. If the stress of all this homework is getting to you, then it’s *got* to be bad!’” (paragraph 20)

What do they reveal about Cara’s character?

- A** Cara is empathic and wants to make her friend feel better.
- B** Cara is overworked and prone to emotion.
- C** Cara wants to please Archana by flattering her.
- D** Cara is underconfident about her own academic accomplishments.

Read the passage and answer the questions. There is underlined text in the passage to show words or phrases that might be incorrect. Choose the correct word or phrase to replace the underlined text. If the underlined text is not in error, choose "correct as is."

The Pros of Texting

If you don't have a cell phone to stay in touch with your family, you may soon. Many parents and teachers feel that cell phones are a problem because students will text too much, use the Internet, or be distracted. Like it or not a 2016 survey showed that ownership among U.S. 18-year-olds is now at 100 percent! So why not look at the positive reasons to have a cell phone? According to one study, "... Teens use their phones (which their parents buy) to text and to feel connected to friends and family, and to the larger world around them."

Texting has several benefits, including educational. First, texting is a hugely popular form of communication as some 6 billion text messages are sent daily in America. Texting is convenient because it's fast and direct; for example if you text someone, data shows that you can expect a reply in about three minutes. This beats voice calls and email response times. Teens use their phones to text out their feelings which are their likes and dislikes. Students can also text about extra-curricular activities or, as one teenager argues, "we can use our phones to let parents the phone purchasers know we are running late."

Furthermore, texting can be applied in the classroom to help students be organized and learn. It allows a teacher to pose questions to students who text back their responses, and that way, the teacher knows how many students are struggling. Other texting software allows users to create quizzes and flash cards for sharing. Some colleges send text alerts to students about weather events or other important announcements. Coaches send out texts about when practice starts.

The reality is that cell phones and texting are an important part of people's lives in these times. Instead of complaining, why not look for positive ways that students can use the technology?

31

According to one study, “. . . teens use their phones (which their parents buy) to text and to feel connected to friends and family, and to the larger world around them.” (paragraph 1)

- A According to one study, “. . . teens use their phones . . . to text
 - B According to one study, “. . . teens use their phones, which their parents buy, to text
 - C According to one study, “Teens use their phones (which their parents buy) to text
 - D correct as is
-

32

“Like it or not a 2016 survey showed that ownership among U.S. 18-year-olds is now at 100 percent!” (paragraph 1)

- A Like it or not:
 - B Like it or not,
 - C Like it or not—
 - D correct as is
-

33

“Furthermore, texting can be applied in the classroom to help students be organized and learn.” (paragraph 3)

- A aplied
- B apply’d
- C applied
- D correct as is

Student Name _____

34

“Texting is convenient because it’s fast and direct; for example if you text someone, data shows that you can expect a reply in about three minutes.” (paragraph 2)

- A for example if you text someone
 - B for example, if you text someone,
 - C for example; if you text someone,
 - D correct as is
-

35

“Students can also text about extra-curricular activities or let parents the phone purchasers know they are running late.” (paragraph 2)

- A parents . . . know
- B parents the phone, purchasers know,
- C parents . . . the phone purchasers . . . know
- D correct as is

5

Unit 4: Revising/Editing

Day 5 30-34

Aria has written a persuasive letter about off-leash dogs at a city park. Read Aria's letter and look for any revisions she should make. Then answer the questions that follow.

Persuasive Letter

City Parks and Recreation Department

800 Van Horn Dr.

San Mateo, CA 94403

Aria Lama

11 Dobson Road

San Mateo, CA 94403

August 15, 2018

Dear Park Manager,

(1) Sempers Creek park is supposed to be a place to enjoy vast amounts of space with your pet. (2) Many families visit to enjoy the water views, picnic, or just read a book, and some people like me take a dog along so the pet can get exercise. (3) Visitors are not required, however, to keep their dogs on a leash at all times, and this is a dangerous policy that is causing serious safety issues. (4) These problems include dogs accidentally hurting other pets or small children. (5) Things need to change.

(6) The no-leash rule needs changing to ensure safety, protect natural resources, and make all people feel welcome, especially those uncomfortable around dogs. (7) I worry when I take my dog to Sempers Creek park because he is a small breed, and large dogs can easily harm him without intending to by jumping on him. (8) This is especially true of owners who seem to have difficulty bossing their dogs.

Copyright © McGraw-Hill Education

(9) Secondly, small children are typically uncomfortable around unfamiliar pets. (10) The situation of dogs running around off-leash diminishes children's enjoyment and play at the park. (11) A resident recently told me that her 4-year-old son is terrified of dogs and when he sees them running loose at Sempers Creek park, he gets startled. (12) Rules would not only ensure people's safety, but dogs' as well.

(13) Then, there is the damage done by loose dogs to natural areas and the messes that dogs leave behind. (14) I think that posted signs would remind patrons that their dogs must be on a leash. (15) There would need to be a consequence for ignoring the rule, which would likely be a fine. (16) Another idea is to designate an area of the park as a dog park, where dogs can run off-leash in their own enclosed area.

(17) I hope that your department will consider how risky having dogs off-leash in the park is. (18) Pet ownership is on the rise; according to one study, 75 percent of Americans in their 30s own dogs. (19) Having dogs on-leash is the best way to protect us from regular dangers.

Yours sincerely,

Aria Lama

- 36** Aria would like to revise sentence 5 so that it more clearly states the position she is taking in this letter. Which of the following sentences could replace sentence 5 and **best** accomplish this goal?
- A** The current policy allowing dogs to freely run off-leash is a safety concern that needs immediate attention.
 - B** I am demanding that you take care of our park that brings a sense of nature to the city with its outstanding beauty.
 - C** Your department should look at the situation and study what is happening when people visit the park.
 - D** Please be sure the public park remains a recreation area for rest, play, enjoyment, and assemblies.
-

- 37** Where might sentence 12 be placed to be more effective?
- A** after sentence 8
 - B** after sentence 9
 - C** after sentence 15
 - D** after sentence 16
-

- 38** Aria would like to add the following detail to the fourth paragraph (sentences 13–16).

Many cities charge \$300 for disregarding the ban of off-leash dogs.

Where should she insert this sentence?

- A** before sentence 13
- B** after sentence 14
- C** before sentence 16
- D** Aria should not add this detail to the fourth paragraph.

Student Name _____

39 What words could be added to sentence 17 to make a better transition?

- A** "After all,"
 - B** "Given the seriousness of these issues,"
 - C** "On the other hand,"
 - D** "That's why"
-

40 Aria can make the concluding sentence, sentence 19, into a stronger argument by changing "us" to which of the following?

- A** animals
- B** children
- C** me and my pet
- D** dogs and people



WRITING PROMPT: Literary Analysis

In “Finding the Words” and “A Matter of Time,” fictional characters find a way to speak out about an issue. Think about why the authors may have chosen to use fiction to make their argument rather than nonfiction. In these cases, are fictional characters more effective at making these arguments than real people would be? Write an essay arguing your position on whether or not fiction is sometimes more effective than non-fiction at making an argument. In your essay, identify **three** examples from each text to support your argument.

Writer’s Checklist

- Use the Unit Assessment selections to supply the evidence for your writing.
- Clearly state your thesis.
- Look for the textual evidence that will support this thesis.
- Avoid relying on one source as the provider of your evidence.
- Your final written expression should take the form of a coherent multiparagraph essay with an effective introduction and conclusion.
- Begin drafting in the space provided.
- Revise and edit your draft, ensuring you are using a consistent and appropriate style, before submitting your response

