

Skills IV: Reading Comprehension KEY

Author's Point of View

(answers may vary)

May vary

Monday	The Daily News	July 14
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Reader Urges Citizens to Vote for Proposition 1

On Tuesday, voters in District #93 go to the polls. We are at a turning point. Please vote for Proposition 1 to increase property taxes. If the proposal is defeated, the school board will be forced to eliminate 20 twenty full-time teaching positions. This will result in larger classes. The average class size for Grades K–8 would increase by 2.2 students. In addition, all after-school activities in music and athletics would have to be cut. This would be a shame.

The average amount spent per pupil in Grades K–8 in District #93 is only \$4,653. This is almost \$2,000 less than the state average. Moreover, the proposed tax will not cost individuals much

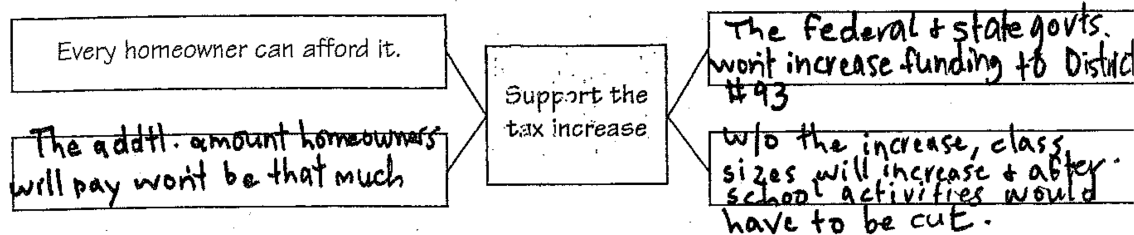
money. The additional amount on a home valued at \$150,000 would be about \$118 a year, or less than \$10 a month. Certainly every homeowner can afford this small amount to contribute to the future success of our young people.

Some who oppose the additional tax have argued that the federal government and state government should increase the amount they give to District #93. This will not happen. Neither the federal government nor our state has budgeted money for local schools. We all want our students to be successful. Their future depends on your support for this very small tax increase.

—Maura Money, concerned citizen

Answers may vary

Web It Below is a web diagram. In the center rectangle is the point of view expressed in the editorial. In the surrounding rectangles, write supporting statements of opinion. One example is done for you.



Author's Point of View

Technical Directions

1. Press "Menu," highlight "Video," press "select"
2. Hue
3. Select

If you want to adjust . . .	You should highlight . . .	The down arrow will . . .	The up arrow will . . .
contrast	picture	decrease contrast	increase contrast
tint	Hue	increase red tones	increase green tones
lightness or darkness	Brightness	darken picture	brighten picture
clarity	Sharpness	soften picture	sharpen picture
color intensity	Color	decrease color depth	increase color depth

Bias and Stereotyping

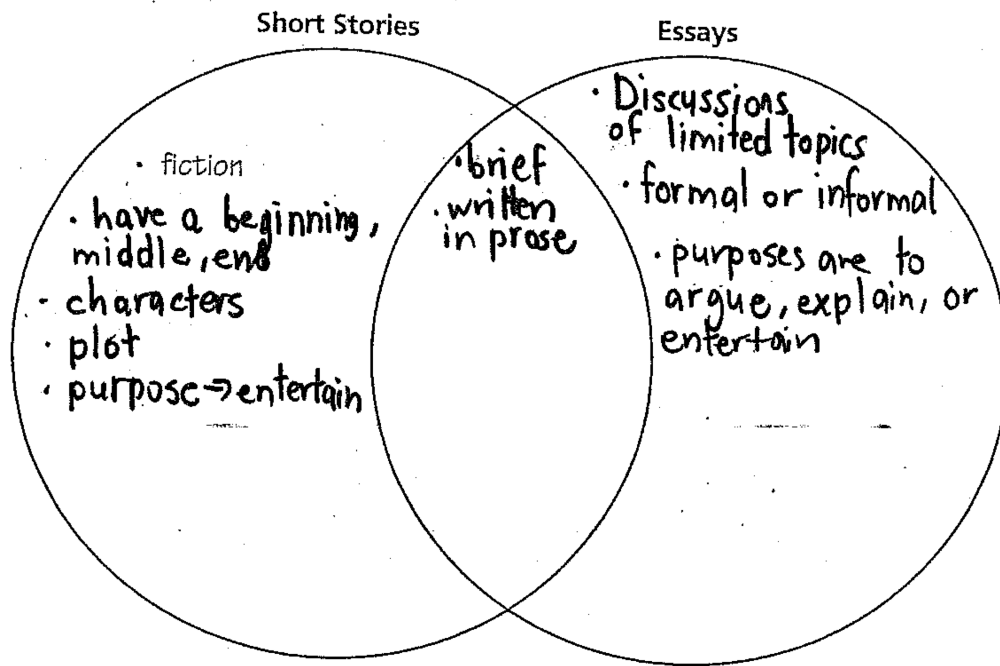
1. bias toward big dogs
2. bias toward petroleum companies
3. women drivers
4. opera singers
5. teenagers

Stereotype	Reasons Given
women drivers	talk on cell phones; don't pay attention to traffic; put on eye make-up while driving

Forms of Literature

1. essay
2. short story
3. novel
4. novella

(answers may vary)



Plot

(answers may vary)

How the Camel Got His Hump

by Rudyard Kipling

In the beginning of years, when the world was so new and all, and the Animals were just beginning to work for Man, there was a Camel, and he lived in the middle of a Howling Desert because he did not want to work; and besides, he was a Howler himself. So he ate sticks and thorns and tamarisks and milkweed and prickles; and when anybody spoke to him he said "Humph!" Just "Humph!" and no more.

Presently the Horse came to him on Monday morning, with a saddle on his back and a bit in his mouth, and said, "Camel, O Camel, come out and trot like the rest of us."

"Humph!" said the Camel; and the Horse went away and told the Man.

Presently the Dog came to him, with a stick in his mouth, and said, "Camel, O Camel, come and fetch and carry like the rest of us."

"Humph!" said the Camel; and the Dog went away and told the Man.

Presently the Ox came to him, with the yoke on his neck and said, "Camel, O Camel, come and plow like the rest of us."

"Humph!" said the Camel; and the Ox went away and told the Man.

At the end of the day the Man called the Horse and the Dog

my notes

- 1 What is the conflict, or problem, in the beginning?

Camel doesn't
want to work

- 2 How does the conflict become worse?

Others have
to work twice
as hard to
make up for
the Camel

That made the Three very angry (with the world so new and all); . . . and the Camel came chewing on milkweed most 'scruciatingly idle, and laughed at them. Then he said "Humph!" and went away again.

Presently there came along the Djinn in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way). . . .

"Djinn of All Deserts," said the Horse, "is it right for anyone to be idle, with the world so new and all?"

"Certainly not," said the Djinn.

"Well," said the Horse, "there's a thing in the middle of your Howling Desert (and he's a Howler himself) with a long neck and long legs, and he hasn't done a stroke of work since Monday morning. He won't trot."

"Plow!" said the Djinn, whistling. "That's my Camel! . . .

What does he say about it?"

"He says, 'Humph!'" said the Dog, "and he won't fetch and carry."

"Does he say anything else?"

"Only 'Humph!' and he won't plow," said the ox.

"Very good," said the Djinn. "I'll humph him if you will kindly wait a minute."

The Djinn rolled himself up in his dust-cloak, and took a bearing across the desert, and found the Camel most 'scruciatingly idle, looking at his own reflection in a pool of water.

"My long and bubbling friend," said the Djinn, "what's this I hear of your doing no work, with the world so new and all?"

"Humph!" said the Camel

The Djinn sat down with his chin in his hand and began to think, . . . while the Camel looked at his own reflection in the pool of water.

"You've given the Three extra work ever since Monday morning, all on account of your 'scruciating idleness," said the Djinn. . . .

"Humph!" said the Camel

"I shouldn't say that again if I were you," said the Djinn.

"You might say it once too often. Bubbles, I want you to work."

My Notes

3 Why does the Djinn know the Camel?

The Camel belongs to Djinn.

4 Here a character takes an action that will bring about the conclusion of the story? What is it?

Djinn goes to visit the Camel

And the Camel said "Humph!" again; but no sooner had he said it than he saw his back, that he was so proud of, puffing up and puffing up into a great big lolloping humph.

"Do you see that?" said the Djinn. "That's your very own humph that you've brought upon your very own self by not working. Today is Thursday, and you've done no work since Monday, when the work began. Now you are going to work."

"How can I," said the Camel, "with this humph on my back?"

"That's made on purpose," said the Djinn, "all because you missed those three days. You will be able to work now for three days without eating, because you can live on your humph; and don't you ever say I never did anything for you. Come out of the Desert and go to the Three, and behave. . . ."

And the Camel . . . went away to join the Three. And from that day to this the Camel always wears a humph (we call it 'hump' now, not to hurt his feelings), but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.

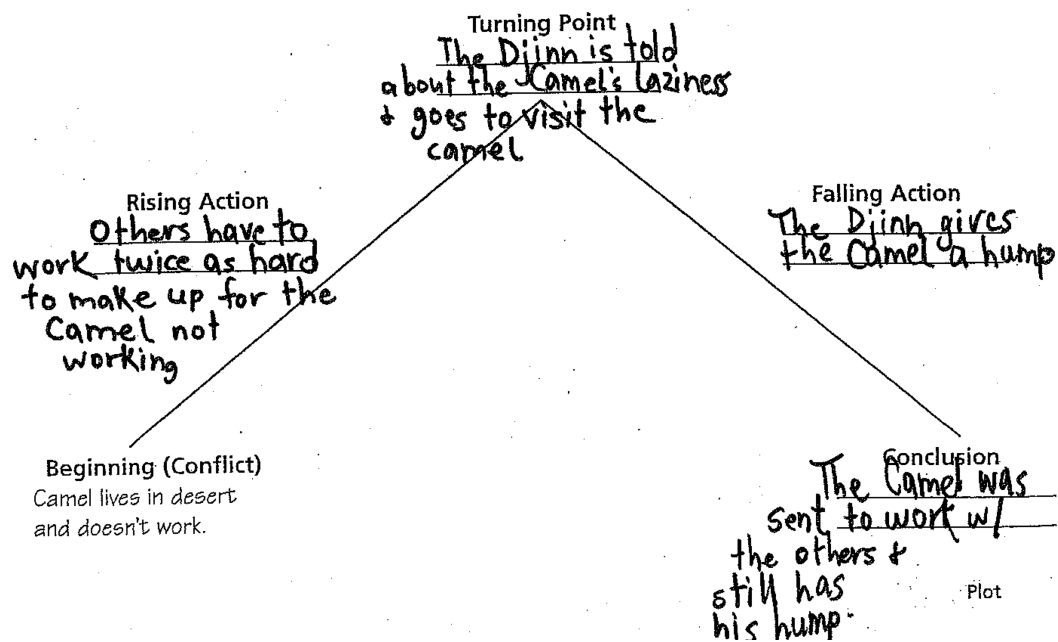
My Notes

- 5 How does the word *humph* foreshadow, or hint at, what happens?

"Humph" is like "hump"

- 6 What is the conclusion?

- The Camel is sent to work + still has a hump



Characterization

(answers may vary)

from *The Adventures of Tom Sawyer*

by Mark Twain

Monday morning found Tom Sawyer miserable. Monday morning always found him so—because it began another week's slow suffering in school. He generally began that day with wishing he had had no intervening holiday, it made the going into captivity and fetters again so much more odious.

Tom lay thinking. Presently it occurred to him that he wished he was sick; then he could stay home from school. Here was a vague possibility. He canvassed his system. No ailment was found, and he investigated again. This time he thought he could detect colicky symptoms, and he began to encourage them with considerable hope. But they soon grew feeble, and presently died wholly away. He reflected further. Suddenly he discovered something. One of his upper front teeth was loose. This was lucky; he was about to begin to groan, as a "starter," as he called it, when it occurred to him that if he came into court with that argument, his aunt would pull it out, and that would hurt. So he thought he would hold the tooth in reserve for the present, and seek further. Nothing offered for some little time, and then he remembered hearing the doctor tell about a certain thing that laid up a patient for two or three weeks and threatened to make him lose a finger. So the boy eagerly drew his sore toe from under the sheet and held it up for inspection. But now he did not know the necessary symptoms. However, it seemed well worthwhile to chance it, so he fell to groaning with considerable spirit.

But Sid slept on unconscious.

Tom groaned louder, and fancied that he began to feel pain in the toe.

No result from Sid.

My Notes

- 1 What is Tom thinking about on Monday morning?

School

- 2 What are Tom's actions—what is he doing and why?

pretending to be sick so he doesn't have to go to school.

"Tom! Say, Tom!" [No response.] "Here Tom! Tom! What is the matter, Tom?" And he shook him and looked in his face anxiously.

Tom moaned out:

"Oh, don't, Sid. Don't joggle me."

"Why what's the matter Tom? I must call auntie."

"No—never mind. It'll be over by and by, maybe. Don't call anybody."

"But I must! Don't groan so, Tom, it's awful. How long you been this way?"

"Hours. Ouch! Oh, don't stir so, Sid, you'll kill me."

"Tom, why didn't you wake me sooner? Oh, Tom don't! It makes my flesh crawl to hear you. Tom, what is the matter?"

"I forgive you everything, Sid. [Groan.] Everything you've ever done to me. When I'm gone—"

"Oh, Tom, you ain't dying are you? Don't, Tom—Oh, don't. Maybe—"

"I forgive everybody, Sid. [Groan.] Tell 'em so, Sid. And Sid, you give my window-sash and my cat with one eye to that new girl that's come to town, and tell her—"

But Sid had snatched his clothes and gone. Tom was suffering in reality, now, so handsomely was his imagination working, and so his groans had gathered quite a genuine tone.

Sid flew downstairs and said:

"Oh, Aunt Polly, come! Tom's dying!"

"Dying!"

"Yes'm. Don't wait—come quick!"

"Rubbage! I don't believe it!"

3 What do Sid's words tell about his feelings toward Tom?

Sid cares for Tom; worried about Tom

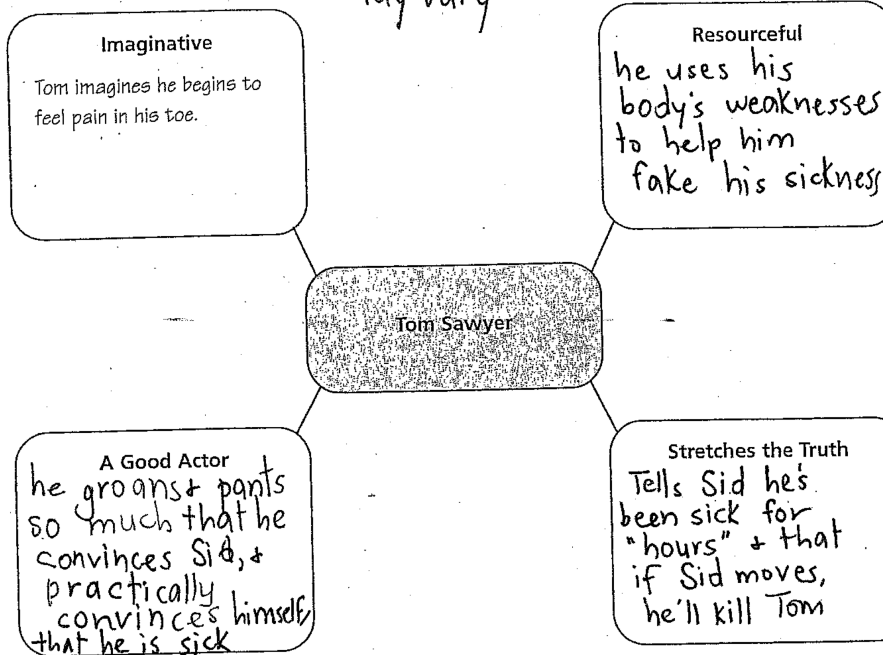
4 What are some examples of Tom's dialect, which is the speech of the region where he lives?

ain't
by and by
auntie
tell 'em so

5 Why do you think Aunt Polly says, "Rubbage! I don't believe it!"?

She knows Tom is only pretending to be sick

May vary



Themes

Number the Stars by Lois Lowry: Annemarie shows bravery when the Nazi soldiers arrive in Denmark in 1943. The Jewish people are threatened, and Annemarie helps a family escape to safety.

Hatchet by Gary Paulsen: Brian is flying to visit his father when the pilot of the single-engine plane suffers a heart attack. After successfully landing the plane, thirteen-year-old Brian spends 54 days in the Canadian wilderness. His only tool for survival is a hatchet.

The Friendship by Mildred D. Taylor: In Mississippi in 1933, Cassie Logan and her brothers witness a tragic meeting between longtime friends, an elderly black man and the white owner of a store.

The Big Wave by Pearl S. Buck: Jiya lives in the fishing village at the bottom of a mountain in Japan. After he loses his family as a result of a big wave that wipes out the village, Jiya comes to understand the need to be brave in living next to the dangerous sea.

Holes by Louis Sachar: Stanley Yelnats is wrongly accused of stealing. He chooses to be sent to Camp Green Lake, a juvenile detention center, instead of serving a jail sentence. His experiences there include some bizarre adventures, but, in the end, Stanley finds his first real friend.

Julie of the Wolves by Jean Craighead George: Miyax runs away from her small Eskimo village to escape an arranged marriage. She becomes lost in the Alaskan wilderness, where she survives with the help of a pack of wolves.

• greed • pr
• loneliness • hc
• bravery

Survival	Friendship	Bravery
<i>Hatchet</i>	<i>The Friendship</i>	<i>Number the Stars</i>
<i>Julie of the Wolves</i>	<i>Holes</i>	<i>The Big Wave</i>

Narrative Points of View

Example A

Teresa plays for the Tigers, one of the best teams in the city's 13-and-under soccer league. Earlier this month, the Tigers faced their archrivals, the Barracudas. Alexandra, the goalie, was in large part responsible for the team's success. She made it impossible for the Barracudas to score against her. Robin played in the game but only for a short time.

Example B

Theresa, Alexandra, and Robin play for the Tigers, one of the best teams in the city's 13-and-under soccer league. As they gather on the field for their next match, Theresa remembers the biggest game of the season against their archrivals, the Barracudas. Alexandra is thinking about how she played as goalie. She knows she was the one who made the difference in the game, but she doesn't like to brag about it. The truth is that no one had been able to score against her. Robin played in the first game, too. She thinks she could have played better, but today she has another chance.

Example C

I play for the Tigers, one of the best teams in the city's 13-and-under soccer league. We played our biggest game of the season earlier this month against our archrivals, the Barracudas. I think that our team's success was due in large part to Alexandra, our goalie. She told me that she has a lucky penny.

story. In this narrator uses such as *I, me* will learn on the thoughts.

Third

Point

The narrator action and us he, she, they story. The na facts.

Third P

Point

The narrator can see into characters. T omniscient.

First Person	Third Person Limited	Third Person Omniscient
Example C	Example A	Example B

Responding to Literature


(answers may vary)

Review A

"My trunk thumped out onto the platform from the baggage car ahead. There I stood at the end of the world with all I had left. Bootsie and my radio," says fifteen-year-old Mary Alice. She is not happy in the beginning of the novel. Her family had to give up their apartment in Chicago because her father lost his job. So Mary Alice is moving to a small town to live with her grandmother. By the end of a year with Grandma Dowdel, the conflict has resolved in a special bond between the two.


Review B


Grandma Dowdel in A Year Down Yonder by Richard Peck is an unforgettable character. She has a soft heart, but she hides it under a rough exterior. She's known for her pranks, but these are a result more of her sense of fairness than of ill will.



Review C


Richard Peck writes with humor and insight. You will laugh your way through A Year Down Yonder, but look for the serious themes of justice, social class, and friendship behind the series of hilarious events that result from Grandma Dowdel's antics.





Review D

Richard Peck, winner of the Newbery Medal for this beautifully written novel, has recreated the grim reality of the Depression in A Year Down Yonder. The year is 1937, and the place is a small Illinois town, where Mary Alice has gone to spend the next year with Grandma Dowdel.



Review A	Review B	Review C	Review D
plot	characterization	theme	setting

WORDLY WISE

Lesson 10

10A Finding Meanings

1. (c-d) to avert something is to prevent it from happening.
2. (c-d) To assert something is to declare it forcefully.
3. (a-d) To mutilate something is to hurt it by cutting into it.
4. (d-c) A nimble response is one that shows quickness of mind.

5. (a-c) A vigilant creature is one that is watchful.
6. (b-c) A monitor is a video screen that displays information.
7. (c-b) A blithe response is one that suggests no further problems.
8. (d-a) A plight is a difficult situation.
9. (c-d) A fortune that dwindles decreases in size.

10B Just the Right Word

1. Ramone asserted that a ten-year-old is competent to babysit.
2. You have to be nimble to get on the gymnastics team.
3. Household chemicals such as bleach and other cleaning products can be lethal.
4. The machine monitors the patient's condition around the clock.
5. The White Mountains can be very bleak in winter.
6. Some plants are aquatic, so they do not need soil in order to grow.
7. Such negligence in maintaining the vehicle verges on indifference to the passenger's safety.
8. Although its loud bark can be intimidating, the dog is actually quite docile.
9. Following the accident, the driver drove off blithely, seemingly unaware of the damage to his car.
10. Walruses are ponderous on land but graceful in the water.
11. I averted my eyes from the light when it became too bright.

10C Applying Meanings

- | | |
|------------|---------------|
| 1. a, b | 5. a, b, c, d |
| 2. c, d | 6. a, b, c |
| 3. a, c, d | 7. a, b |
| 4. a, c, d | 8. b |

10D Word Study

- | | |
|-------------|--------------|
| 1. annoy | 6. fierce |
| 2. advance | 7. miserable |
| 3. harmless | 8. ponderous |
| 4. kind | 9. lax |
| 5. increase | 10. hopeful |

10E Passage

1. A sailor may **assert** he saw a mermaid because a manatee may sun itself on a rock or stand up in the water with seaweed hanging like hair from its head.
2. It is an **aquatic** plant.
3. No, manatees are quite **docile** by nature.
4. The manatee population is **dwindling** at an alarming rate.
5. Yes, about ninety percent have been **mutilated** in some way.
6. Yes, the effect of the propeller can be **lethal**.
7. The boaters go **blithely** on their way after striking one because they do not see the manatee and are unaware.
8. To protect the manatee population, boat owner could be more **vigilant**.
9. **Averted** means "kept from happening" in the passage.
10. Authorities in Florida **monitor** the manatee population.
11. Manatees are described as **ponderous** because they weight up to 3,000 pounds!
12. **Nimble** means "moving quickly and easily."
13. The manatee is on the **verge** of extinction.
14. **Bleak** means "without much hope."
15. Not exactly. The **plight** of the manatee has become more apparent in recent years.

Lesson 11

11A Finding Meanings

1. (b-c) To realize a dream is to make it happen
2. (d-a) Ballast is material used to make a ship steady.
3. (c-b) A fathom is a measurement of depth.
4. (d-c) To pique a person's interest is to arouse it.
5. (b-c) A rupture is a breaking apart by force.
6. (b-a) If something is detached, it is separated from the rest.
7. (b-a) Pique is a feeling of resentment.
8. (d-a) To be unscathed is to be unharmed.
9. (c-d) To probe is to examine closely.
10. (d-b) A tedious task is one that is very boring.

11B Just the Right Word

1. An eerie silence filled the deserted house.
2. The police could not fathom how the painting had been stolen from the museum.
3. When I moved to Alaska, I did not realize how much I would miss my friends.
4. The damaged life jacket may have lost some of its buoyancy.
5. The college president will hear the probe into the causes of student unrest.
6. I've ridden many roller coasters, but the Corkscrew Cannonball is without doubt the ultimate.
7. While I was telling her my troubles, my friend seemed curiously detached.
8. Nuclear submarines can submerge for several weeks.
9. I clambered over the rocks to get to the sea wall.
10. A banker by profession, she was also involved in politics, diplomacy, and other spheres.

11C Applying Meanings

1. a, c
2. a, b, c, d
3. a
4. c, d
5. a, b
6. a, b, c
7. a, d
8. c, d

11D Word Study

1. CIRCLE: SPHERE :: (d) square: cube
2. FATHOM: DEPTH :: (b) ounce: weight
3. TEDIOUS: EXCITEMENT :: (a) ruthless: mercy
4. STINGS: PLUCK :: (b) drum: beat
5. DELECTABLE: DELICIOUS :: (d) derogatory: insulting
6. FLOWER: GARLAND :: (d) link: chain
7. FLOAT: BOYANT :: (a) juggle: nimble
8. HOARD: HORDE :: (d) slice: knife
9. AQUATIC: WATER :: (b) solar: sun
10. SMOLDER: BLAZE :: (a) dampen: submerge

11E Passage

1. **Probe** means "examine closely" in the passage.
2. No, the bathyscaphe was **submerged** for just a short time.
3. It sunk to the bottom of the sea because iron weights were used as **ballast**.
4. Piccard **detached** the weights because he wanted it to rise to the surface.
5. The vessel was filled with an **eerie** blue light.
6. The two men could not **clamber** out of their cramped quarters until the gasoline tanks were emptied.
7. 72 feet is a depth of twelve **fathoms**.
8. It was a **tedious** wait of several hours.
9. The pressure can cause cracks to develop, which would have **ruptured** the hull if the vessel had defects.
10. **Realized** means "made happen" in the passage.
11. The men who exited the bathyscaphe emerged **unscathed**.
12. Jacques resembled his father because his curiosity was also **piqued** by the unknown.
13. **Ultimate** means "final" in the passage.
14. The bathyscaphe looks the same from any direction because it is **spherical** in shape.
15. The tanks were filled with gas because is provided necessary **buoyancy**.

Lesson 12

12A Finding Meanings

1. (c-b) An attribute is a quality associated with a person.
2. (d-c) An incline is a sloping surface.
3. (b-a) To compromise is to expose to criticism.
4. (b-c) An orbit is the path taken by an object around a heavenly body.
5. (c-b) A distraught person is one who is deeply disturbed.
6. (d-c) A sacred promise is one made with great seriousness.
7. (c-d) To abduct someone is to carry off that person by force.
8. (c-b) An abyss is anything that is too deep to measure.
9. (d-a) Necessity is the condition of being needed.
10. (b-d) To intervene in something is to involve oneself in it.
11. (a-d) To be inclined to something is to have a fondness for it.

12B Just the Right Word

1. In order to prevent a strike, the union members decided to compromise, and so they accepted a smaller pay increase.
2. Nimbleness is one of the attributes of Olympic gymnasts.
3. Each morning, the chanting of the devout worshippers drifted from the temple.
4. He greeted them by saying, "Welcome to my abode."
5. The space shuttle orbits the earth every ninety minutes.
6. It's difficult to maintain a close friendship with someone who is so capricious.
7. Rather than go to court, the two sides decided to take the matter to arbitration.
8. Television should enlighten viewers as well as entertain them.
9. I inclined my body toward the speaker in order to hear what she was saying.

12C Applying Meanings

1. a, c
2. a, c
3. a
4. a, b, d
5. a, b
6. a, b, c, d
7. a, b, d
8. a, b, c, d

12D Word Study

- | | |
|-----------------------|-------------------------|
| 1. <u>disruptive</u> | 9. <u>privileged</u> |
| 2. <u>gratifying</u> | 10. <u>congested</u> |
| 3. <u>dumbfounded</u> | 11. <u>disruption</u> |
| 4. <u>assertive</u> | 12. <u>aspiration</u> |
| 5. <u>detached</u> | 13. <u>enrollment</u> |
| 6. <u>plucked</u> | 14. <u>impediment</u> |
| 7. <u>nomadic</u> | 15. <u>intimidation</u> |
| 8. <u>spherical</u> | |

12E Passage

1. No, the ancient Greek gods **intervened** frequently in human affairs.

2. The gods were **capricious** in their dealings with humans.
3. We **attribute** the change of seasons to the movement of the earth around the sun.
4. **Inclined** means "likely to" in the passage.
5. No, Demeter was **distraught** over the loss of her daughter.
6. No, Hades **abducted** Persephone and took her to the underworld.
7. Zeus' **arbitration** of the dispute was successful because Demeter and Hades both agreed to it.
8. **Abyss** means "a deep opening in the earth" in the passage.
9. **Compromise** means "a settlement reached by each side giving up something" in the passage."
10. The Greeks built temples on Sicily because they believed the island was **sacred**.
11. The Greeks worshipped Demeter because they were her **devout** followers.
12. The region ruled by Hades was gloomy because it was the **abode** of the dead.
13. We are more **enlightened** in these matters than the ancient Greeks were.
14. The earth **orbits** the sun.
15. The **necessities** of life would include food, water, and shelter.