

GOLD EDITION

PRACTICE COACH PLUS



English Language Arts

7



triumphlearning™

Coach®

Practice Coach™ PLUS

Contents

Chapter 1 Reading Literature	5
Lesson 1 Fiction	6
Lesson 2 Drama	19
Lesson 3 Poetry	31
Lesson 4 Plot.	41
Lesson 5 Character.	53
Lesson 6 Theme	65
Lesson 7 Figurative Language	77
Lesson 8 Make Inferences	89
Chapter 2 Reading Informational Text	101
Lesson 9 Cite Textual Evidence	102
Lesson 10 Main Idea and Supporting Details	114
Lesson 11 Argument and Author’s Point of View . . .	126
Lesson 12 Primary and Secondary Sources	138
Lesson 13 Compare and Contrast.	150
Lesson 14 Text Structures.	162
Lesson 15 Domain-Specific Vocabulary	174
Lesson 16 Graphics	186
Lesson 17 Fact and Opinion	199
Lesson 18 Compare and Contrast Texts Across Genres	211

Chapter 3 Writing	223
Lesson 19 Write an Argument	224
Lesson 20 Write an Informative Text	234
Lesson 21 Write a Narrative	244
Lesson 22 Respond to Literature	254
Lesson 23 Respond to Informational Texts	266
Lesson 24 Revising, Editing, and Proofreading	278
Lesson 25 Using Resources	288
Chapter 4 Language	299
Lesson 26 Grammar and Usage	300
Lesson 27 Punctuation, Capitalization, and Spelling	308
Lesson 28 Finding Word Meanings	315
Lesson 29 Roots and Affixes	323
Lesson 30 Denotation and Connotation	331
Lesson 31 Word Relationships	339
Key Terms and Definitions	347
Writing Rubrics	353
Chapter Diagnostic Assessments	A1

Primary and Secondary Sources



Coached Instruction

Use the Reading Guides to help you focus on analyzing primary and secondary sources.

Reading Guide

1. Which sentence in the first paragraph states the central idea of the passage? Draw a box around the sentence.
2. Underline two of the most important passage details that should be included in a summary of the passage.
3. How might the perspective of this secondary source differ from a primary source describing the same events?

Pushed Beyond the Brink

Following the secession of seven Southern states, South Carolina demanded that the U.S. Army depart from Fort Sumter, which is near Charleston, South Carolina. Those states had many reasons for leaving the Union, but the most important reasons involved the Southern economy, slavery, and states' rights. The Confederate attack on Fort Sumter in April 1861 made it clear that the Southern states had been pushed beyond the brink. The American Civil War had begun.

The major crop in the South was cotton, and cotton plantations were financially successful because they used unpaid slave labor. As a result, the economy in the South relied heavily on slavery. Cotton was sold to England in exchange for inexpensive European goods. However, the Northern states had become centers of manufacturing, making the same goods that the South had been purchasing from overseas. To protect the Northern economy, the federal government passed heavy tariffs, or taxes, on imported goods, raising their prices. As a result, the South had to buy more goods from the North because England responded by levying tariffs on American goods, including cotton. This hurt the Southern economy, and the South felt that the government was treating it unfairly.

The push to end slavery further angered the Southern states. Without slavery, the economy of the South would suffer greatly. Abolitionists in the North urged the federal government to outlaw slavery, arguing that the practice was immoral. Southerners saw this movement as a threat to both their culture and their economy. They also recognized that their influence on the federal government was being threatened as more states entered the Union as “free” states.

Increasingly, the South felt that the federal government was disregarding the rights of individual states. Southerners

Reading Guide

4. How does “Pushed Beyond the Brink” help to explain the events described in the letter?

5. Which cause of the Civil War does the letter, more than “Pushed Beyond the Brink,” seem to emphasize: economics, slavery, or states’ rights?

thought that it was their right to own slaves and that the federal government should protect both their rights and their property. Since they no longer felt that the federal government was representing them or their interests, they believed it was their right to leave the Union and form their own nation. It was this break from the Union that resulted in war.

In this letter, written in May 1861, Boston business owner William Parks describes his feelings about slavery and its role in the American Civil War to his cousin living in London, England.

A Wartime Letter

It has been many months since I last wrote to you, and I am sure you are anxious to hear how we are enduring these turbulent times. Charlotte and the children are well, and business has prospered in spite of recent events. However, I do worry how long the fighting will last and how it will affect business should it continue for long.

You and I have already discussed the issue of slavery, and you know that I regard it as immoral and inhumane. I had long feared that the day would come when this issue would divide our nation. Though I had hoped for a peaceful resolution, unfortunately, that was not to be. In our country, there seems to be no easy solution to this controversy. The South depends very much on slave labor, and to do away with it would destroy their entire way of life. I can understand that for them it is more than a moral issue. However, how can a man sleep at night knowing that his good fortune comes at the cost of another man’s humanity?

The Southern states claim that the current struggle is over their individual rights. However, is not the real issue over their right to possess slaves? I do not wish to personally involve myself in this war, but I think that I will be called upon to do so. I will not sacrifice my life over petty politics, but I will fight so that other men can be free. I wish to set a moral example for my children, and I hope they will inherit a nation in which all men are treated equally.

Yours truly,
William

Discuss

1. How are the two passages similar?
2. What does the letter include that “Pushed Beyond the Brink” does not?



Apply

Answer the following questions about the passages.

1. Which statement explains why “Pushed Beyond the Brink” is a secondary source, unlike “A Wartime Letter”?
 - A. It was written by an eyewitness to historical events.
 - B. It interprets and analyzes events from an outside point of view.
 - C. It is a personal document written during the period it describes.
 - D. It expresses the feelings of someone affected by historical events.



Think It Through To answer the question, first I’ll think about the differences between a primary source and a secondary source.

I know a primary source is created by an eyewitness or a participant in the event. A secondary source is created by someone who studied the event but was not present for it. A secondary source discusses information that was originally presented somewhere else.

Lesson Practice | Part 1

Use the Reading Guide to help you understand the passage.

Reading Guide

- How would you classify this text? Is it a primary or secondary source?
- What is the central idea?

Genus: *Brontosaurus*

Brontosaurus disappeared into the genus, or class, called *Apatosaurus* back in 1903, but generations of children grew up imagining that the popular and friendly “thunder lizard” was real. According to a new study, *Brontosaurus* appears to be a distinct genus, with three species. Although some scientists are not so certain that the name *Brontosaurus* should be used to describe the *Apatosaurus* and *Diplodocus* sister genera, few argue with the methods or results of the comprehensive study.

Brontosaurus as a species was first discovered in the late 1800s, but its bone structure looked very similar to *Apatosaurus*, another sauropod. Both had large, dome-shaped backs, huge whip-like tails, long necks, and broad, rounded feet. By 1903, researchers determined that the two genera were one and the same, and *Brontosaurus* as a genus fell by the wayside. In 2014, to better understand the relationships between the *Apatosaurus* and the related genus *Diplodocus*, researchers analyzed 477 different features of more than 80 collected specimens. What they found is that *Brontosaurus* specimens actually had distinct dissimilarities from the other two.

Part of the problem with earlier analyses, which also troubled this research, was the way bones were stored and transported. Bones from different specimens shared the same box or were jumbled together in a basement and later sorted out. According to the original study, even the field notes are not complete for many of these older specimens. To understand the difficulty mislabeling and mixing caused, imagine jumbling together two jigsaw puzzles. With so many pieces, it is not out of the question for an assembler to place one or more puzzle pieces into the wrong puzzle. During analysis of some of these various specimens, scientists discovered several vertebrae from other dinosaurs in completed samples, leading to reanalysis of other segments.

Reading Guide

- How would this information look different in a firsthand account?

In fact, some of this mislabeling or mishandling may have been purposeful. In the late 1800s, two early paleontologists, O. C. Marsh and Edward Drinker Cope, were engaged in what came to be known as the Bone Wars. Each scientist rushed to find unique species before the other one could discover them. The competition became so heated that there are rumors that the scientists would analyze a skeleton and then smash it to bits so the other one could not get a good look at it. The early *Brontosaurus* was a direct casualty of this competitive activity. In 1877, Marsh discovered an incomplete *Apatosaurus* skeleton, and to complete his project, placed a skull from a different dinosaur, thought to be a *Camarasaurus*, on the frame. Two years later, his researchers unearthed a more complete *Apatosaurus* with an accurate skull, and Marsh thought it to be a unique species, which he called a *Brontosaurus*.

Although it was hard to find evidence for *Brontosaurus*'s existence before 1970, in the last fifteen years, many more *Apatosaurus* skeletons have been unearthed. Among these specimens, researchers found dissimilarities that led them to consider whether they were actually looking at different genera. The last comprehensive study to investigate the existence of *Brontosaurus* was in the 1970s, when two researchers identified the correct head for Marsh's incomplete *Apatosaurus*. Today, with more data and better ability to detect small variations in skeletal features, scientists are better able to compare distinct species of similar-looking specimens. Also, the modern scientific community is less tolerant of flagrant errors, such as sticking the wrong head on the frame of the right skeleton or mangling, mixing, or destroying boxes of bones so others cannot get to them.

So how is a *Brontosaurus* unique among *Apatosaurs*? It has several differences in the position, size, or structure of bones on its backs and toes. The changes are minor enough that a non-scientist would have difficulty determining differences among the genera *Apatosaurus*, *Diplodocus*, and *Brontosaurus*. It's nice to know that *Brontosaurus* has been hiding, in plain sight, all these years.

Answer the following questions.

1. This article is a secondary source that
 - A. describes information from several primary sources.
 - B. analyzes the findings from research and primary sources.
 - C. explains the author's opinions about another primary source.
 - D. identifies the flaws and problems in a primary source.

2. Which of the following BEST identifies this text as a secondary source?
 - A. the inclusion of scientific data
 - B. the author conducted research
 - C. the analysis of information over time
 - D. the analysis of the findings of several studies

3. Which best states the central idea of this source?
 - A. The *Brontosaurus* was a popular dinosaur in its time.
 - B. Scientists have finally found evidence of the *Brontosaurus* as a genus.
 - C. Prior studies involving the *Brontosaurus* were predominantly flawed.
 - D. Researchers conducted a study that compared *Brontosaurus* and *Diplodocus* skeletons.

4. What might you learn in a primary source on the same central idea?
 - A. the methods involved in the study
 - B. more information about O. C. Marsh
 - C. old TV shows about the *Brontosaurus*
 - D. comparative techniques of other animals

5. Provide a brief summary of this article in your own words.

Lesson Practice | Part 2

Read the passage and answer the questions that follow.

China Relocation Project

China has begun work on its plan to move 250 million rural residents from their homes and farms into newly built cities. The government is using the land to build brand-new cities with high-rises, schools, hospitals, and other modern conveniences. But this comes at the cost of bulldozing homes, temples, outdoor theatres, and other country landmarks.



Some of these structures date back to ancient dynasties. Some farmers and rural residents are worried that they have lived in the country too long to keep up with city people. Their lower education levels are of particular concern. Others are excited about their change in lifestyle. They have been paid thousands of dollars for their property and have been moved into apartments for free so that their land can be repurposed. Eventually, though, the initial payment from the government will run out. Living in these new locations would require country people to get new jobs, many of which they are not trained for or used to doing.

China's plan is to have 70 percent of the country's population living in cities by 2025. Building these new cities and relocating people could cost \$600 billion per year. This number does not account for the costs of health care, pensions for ex-farmers, and education. Furthermore, as happened when Mexico and Brazil attempted similar modernization projects, urbanization might lead to the creation of a perpetual underclass, as well as the destruction of rural culture and religions.

China is undertaking this urbanization movement so that the country can rely more on domestic consumption rather than exports for economic growth. The idea is this: rather than perpetuate a cycle in which farmers use only the goods they produce, new city dwellers will boost opportunities for the creation of jobs in public transportation, construction, utilities, etc. Creating jobs creates more consumers, and increasing the number of consumers within China will increase the demand for domestic goods.

Yet, these new jobs are not always available to country incomers. Factory jobs can be an option for some, but the factories are often located far from the new towns. Factory jobs are also usually given only to people under forty-five years of age because they are faster workers. This means that some older family members cannot find work.

To help, rural residents are supposed to be paid a certain amount up front for their land and continue to receive additional annual payments for several decades. In places where this practice has been tried, however, some farmers have claimed they never received any money for their land. Others have said they were receiving

their annual payments as promised. Nevertheless, the process is well under way, even as these difficulties are being worked out.

Interview with a Newly Relocated Chinese Teenager

INTERVIEWER: Li, thank you for giving me this chance to interview you about your relocation from the country to the city. Can you tell me your age and where you used to live?

LI: I'm fifteen years old, and I lived on a farm in rural China until my family was relocated to an urban center.

INTERVIEWER: Can you tell me the kinds of things you did on the farm?

LI: I would collect the eggs from the chickens, feed the animals, and so on—whatever work my parents needed me to do to keep the farm running.

INTERVIEWER: And what can you tell me about how your life is different now that you live in an urban center?

LI: Now that I live in the city, I can get to stores more easily; my friends all live nearby, some even within my own building; I can get to school quickly. . . . I'm even looking for work for after school. I wouldn't have had time for that when I worked on the farm.

INTERVIEWER: Those sound like positive changes, but aren't there some challenging or negative aspects to this move as well?

LI: Well, I was one of the lucky ones who went to school in the country, but now that I'm in the city, I'm behind my grade level compared to the kids who grew up here. Also, I just can't seem to get used to all the roads and buildings in the city, and I miss the rural environment—the green fields and trees. We took our dogs with us to the city, but the chickens and other farm animals couldn't come. I was surprised to discover how attached I was to them!

INTERVIEWER: How are your parents adapting to the change?

LI: They feel kind of like I do. They miss the scenery, but they don't miss the difficult and exhausting work we all did on the farm.

INTERVIEWER: I heard some relocated people are having difficulty finding jobs in the city. Is this true for your parents as well?

LI: Well, my mom is trying to use the skills she has from farming to find work that she'll be good at and comfortable with, but employers want applicants who are more experienced in things like working in factories or shops. My dad is older than my mom, and so a lot of the factories won't hire him because they want younger workers. My parents want to start working before money gets tight.

INTERVIEWER: But weren't they paid for their land, and aren't they supposed to continue to receive annual payments from the government?

LI: Yes, but my parents have heard rumors from some of their friends who sold their farms a year ago that they never saw any of the annual payments they were supposed to receive. My parents are worried that we won't get any more money, either, and they don't want to take the chance.

6. What is the BEST description of the first passage?
- A. persuasive essay
 - B. original document
 - C. informational article
 - D. personal account
7. What information is NOT included in the first passage?
- A. data about how many people China plans to relocate
 - B. problems with the process of Chinese relocation
 - C. a direct quotation from a relocated individual
 - D. facts about how much Chinese relocation will cost
8. How can you tell the second passage is a primary source?
- A. It gives facts and information about Chinese relocation.
 - B. It is a firsthand account of Chinese relocation.
 - C. It provides numbers and statistics about Chinese relocation.
 - D. It lists the pros and cons of Chinese relocation.
9. Which information from the secondary source is NOT supported in the primary source?
- A. how relocation will strengthen the Chinese economy
 - B. how relocation affects individuals
 - C. why relocated people have trouble finding work in cities
 - D. China's plan to pay relocated people for their land

10. Which sentence from the secondary source does the following sentence from the primary source BEST illustrate?

My dad is older than my mom, and so a lot of the factories won't hire him because they want younger workers.

- A. "Living in these new locations would require country people to get new jobs, many of which they are not trained for or used to doing."
- B. "Factory jobs can be an option for some, but the factories are often located far from the new towns."
- C. "Creating jobs creates more consumers, and increasing the number of consumers within China will increase the demand for domestic goods."
- D. "Factory jobs are also usually given only to people under forty-five years of age because they are faster workers."

11. Summarize the positive and negative aspects of the Chinese relocation project as presented in the passage "China Relocation Project."
