

Table of Contents

● Introduction	4
● Format of Books	5
● Suggestions for Use	9
● Additional Materials for Review	10
● Reading Skills and Strategies	11
● Annotated Answer Key and Extension Activities	29
● Graphic Organizers	123



Argumentative Text

Focus Lesson

Speeches, editorials, and advertisements are all examples of **argumentative text**. An **argument** begins with an opinion. It is meant to persuade, which means to convince someone to do something or respond.

You can tell when someone is using an opinion because they often use special words. These signal words might be *all, think, believe, feel, always, never, best, worst, nobody, or seem*.

Authors give their opinions by telling readers what they think of an idea. Then they support their opinion with facts that can be proven. They also support their argument with reasons. The **point of view** is the author's. The point of view may depend on the **author's purpose** for writing. Analyze the ideas in an argumentative text to form your own opinion. Ask yourself if there is more than one way to look at an issue. Do the author's ideas agree with what you know from your own experience? It is up to you, the reader, to determine if you believe what the author is saying.

Read the editorial and answer the questions that follow.

Our Town Needs a Skateboard Park

- 1 My friends and I skateboard after school and on weekends. Many other groups of teens also do this. We are not doing anything wrong, yet we upset the citizens of our town. They say we crowd sidewalks and make them unsafe for pedestrians. They say we damage property. These complaints have led our mayor and town council to consider building a skateboard park. This is a wonderful idea.
- 2 We need something to do and skateboarding is great exercise. When we skateboard, we socialize and work out at the same time. We enjoy learning to do kickturns and ollies. We wear helmets and are very responsible. If we had a skateboard park, we could practice in a safe place built for such activities. We would not crowd sidewalks or damage property. Furthermore, we would be safer in a skateboard park and less likely to become injured. A skateboard park would be good for everyone.

An author's purpose may be to inform or explain, to persuade, or to describe.
What is the author's purpose of this passage?

FOCUS LESSON: ARGUMENTATIVE TEXT

Title: Our Town Needs a Skateboard Park

Genre: Argumentative Text

Lexile® Measure: 890L

Skill Focus: Point of View, Fact and Opinion

Graphic Organizer: Fact and Opinion Chart

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

insurance, pedestrians

Focus Lesson: ARGUMENTATIVE TEXT

- 3 Yet, some people say that our town does not have enough money for a skateboard park. These people are misinformed. Some businesses have agreed to donate money for the materials needed to build the park. Our parents have agreed to help build the park—and, of course, our town's skateboarders will pitch in. The biggest expense our town would face is insurance and we are willing to hold fundraisers to raise money for this.
- 4 On Monday, our mayor is holding a meeting to discuss the pros and cons of the skateboard park. Please attend—and please help us convince everyone that a skateboard park is good for both kids and adults.

An editorial is an article that gives someone's opinion.
Where would you most likely see an editorial?

1 Part A RI.7.6

What is the main argument of the passage?

Read the passage again. Think about what the author wants readers to do. The main argument of the passage is that the town should build a skateboard park because it will help both kids and adults.

Part B RI.7.8

Based on the answer to Part A, what claims does the author make to support the main argument?

Reread the passage and look for the reasons the author gives. The author claims that citizens do not want skateboarders around because they crowd sidewalks and damage property. The author also claims that kids would be safer in a skateboard park.

Common Core Learning Standards

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

GUIDED PRACTICE

Title: Remarks by FDR after the Attack on Pearl Harbor

Genre: Argumentative Text: Speech

Lexile® Measure: 1190L

Skill Focus: Main Idea, Author’s Purpose

Graphic Organizer: Main Idea/Details Chart

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

infamy, offensive, squadron

Lesson 4 **Informational Text**


Guided Practice

Read the passage and answer the questions that follow.

Remarks by FDR after the Attack on Pearl Harbor

See page 27 Focus Lesson: Argumentative Text

- 1 Mr. Vice President, and Mr. Speaker, and Members of the Senate and House of Representatives.
- 2 Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan.
- 3 The United States was at peace with that nation and was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States delivered a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or armed attack.
- 4 It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During this time the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.
- 5 The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported to be torpedoed on the high seas between San Francisco and Honolulu.
- 6 Yesterday, the Japanese Government also launched an attack against Malaya. Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island.
- 7 Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts speak for themselves. The people of the United States have already formed their opinions. They well understand the implications to the very life and safety of our nation. As Commander in Chief of the army and navy, I have directed that all measures be taken for our defense.



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Common Core Learning Standards

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.



Guided Practice: INFORMATIONAL TEXT

8 No matter how long it may take us to overcome this planned invasion, the American people in their righteous might will win through to absolute victory. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us.

9 Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

10 With confidence in our armed forces and with the unbounding determination of our people, we will gain certain triumph.

11 I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7, 1941, a state of war has existed between the United States and the Japanese Empire.

1 Part A RI.7.5

Why did the speaker include paragraphs 3 and 4?

The speaker included paragraphs 3 and 4 to show that the United States was unaware of Japan's intent to attack, and that Japan made the United States believe the two countries were deliberating for peace.

Reread these two paragraphs. What point is the speaker trying to make about Japan?

Part B RI.7.5

Which sentence supports your answer to Part A.

This sentence supports the idea that the United States was deceived: "During this time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace."

Look for a sentence that summarizes Roosevelt's point in these paragraphs.

Guided Practice: INFORMATIONAL TEXT

2 Part A RI.7.2

What is the central idea of paragraph 6?

The central idea of paragraph 6 is that Japan also launched other attacks against several countries besides the United States.

The central idea is not stated in this paragraph. You have to infer it.

Part B RI.7.5

How does the speaker develop the central idea of paragraph 6?

The president states each country Japan's forces attacked in its own sentence. This emphasizes how many countries were attacked.

The president could have combined the sentences in this paragraph but he chose not to. Why do you think he did this? How does this contribute to the central idea?

Guided Practice: INFORMATIONAL TEXT

3 Part A RI.7.6

How does the speaker feel about the attack? Why does he feel this way?

The president is angry about the attack because it caused great damage and took the lives of many Americans. He also feels that it was deceitful.

Read the speech again. Does the president seem sad about the attack? Does he seem angry? Look closely at his language.

Part B RI.7.6

Which sentence or sentences support the answer to Part A?

Paragraph 9 says: "Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger."

Look for a sentence or sentences in which the president uses language that is emotional.

INDEPENDENT PRACTICE

Title: Alice Paul

Genre: Biography

Lexile® Measure: 1130L

Skill Focus: Point of View, Main Idea

Graphic Organizer: Main Idea/Details Chart

Vocabulary


To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

gender, ratification, suffrage

Independent Practice: INFORMATIONAL TEXT

Read the passage and answer the questions that follow.

Alice Paul



- Alice Paul was a key member of the women's suffrage movement and author of the Equal Rights Amendment. She was born on January 11, 1885, in Moorestown, New Jersey. The product of an upper middle-class Quaker family, Paul attended Swarthmore College and earned a doctorate in social work from the University of Pennsylvania.
- Alice Paul joined the women's suffrage movement while pursuing her graduate studies in England. When she returned to the United States in 1910, Paul found the suffrage movement in need of new ways to capture public and press interest. In November 1912, Paul attended the annual convention of the National American Woman Suffrage Association (NAWSA) and offered her services. NAWSA accepted her offer and made her chairman of their Congressional Committee.
- Paul was charged with maintaining NAWSA's presence in Washington, DC. Her first task was to organize a parade designed to draw attention to the suffrage movement. The event coincided with festivities surrounding the inauguration of President Woodrow Wilson. The parade nearly caused a riot to break out as angry crowds surrounded the participants. Nonetheless, the spectacle highlighted the suffrage cause at a time when the issue was fading from public awareness.
- In 1913, Alice Paul and several others organized the Congressional Union (CU), later known as the National Woman's Party (NWP). The group's goal was ratification of a suffrage amendment to the United States Constitution. Until the late 1910s, NAWSA mainly worked on the state level. They urged each state to pass legislation permitting women to vote. Sensing the Congressional Union was moving in a more radical direction, NAWSA ousted the CU almost immediately following its formation.
- Over the next seven years, Paul and her followers relentlessly pursued a Constitutional Amendment. Their policy held the party in power responsible for the Amendment's success. This differed sharply from NAWSA's commitment to political neutrality. In the 1916 election, for example, the National Woman's Party campaigned against Wilson's Democrats in states where women could vote.
- Even World War I failed to sidetrack the National Woman's Party from the suffrage campaign. Instead of calling a truce with President Wilson, suffragists picketed his White House with signs demanding he extend

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UNIT 4 Rewards and Sacrifices 167

Common Core Learning Standards

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Independent Practice: INFORMATIONAL TEXT

democracy to women. These peaceful, if aggressive, demonstrations ended with arrest and imprisonment. Behind bars, Paul and other suffragists continued their protest with a hunger strike and eventually were force fed.

7 Following adoption of the Nineteenth Amendment in 1920, which prohibited any United States citizen from being denied the right to vote on the basis of sex, Alice Paul continued to fight for women's equality. After earning a law degree in 1922, she wrote the first version of the Equal Rights Amendment (ERA). The National Woman's Party proposed the amendment in 1923 as a means of ending discrimination on the basis of gender. The ERA passed both houses of Congress fifty years later when a new generation of feminists took up the cause. However, three-fourths of the states failed to ratify the amendment by the 1982 deadline. Active in the movement until her death in 1977, Alice Paul lived to see enormous change in the rights and status of American women.

1 Part A RI.7.5
Which of these best describes the structure the author uses to organize the article?

- A descriptive
- B chronological
- C problem-solution
- D compare-contrast

Part B RI.7.5
How does the organizational structure you selected in Part A contribute to the development of ideas in the article?

- A It provides colorful details intended to highlight special moments in Alice Paul's life.
- B It emphasizes the problems with the suffrage movement that were solved by Alice Paul's innovative ideas.
- C It shows the progression of Alice Paul's involvement in the suffrage movement over time.
- D It highlights the differences between Alice Paul's activism and other suffragists' commitment to political neutrality.

168 UNIT 4 Rewards and Sacrifices

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1A Choice B is the correct answer. The author organizes the passage chronologically, listing events in the order in which they occurred. Choices A, C, and D are incorrect. The author does not use description to organize the passage. The author does not use problem-solution or a compare-contrast organizational structure.

B Choice C is the correct answer. By organizing the events chronologically, the author is able to show the progression of Alice Paul's involvement in the suffrage movement over time. Organizing the passage in this way shows Paul's commitment to the cause. Choices A, B, and D are incorrect. These do not explain how the chronological organization helps develop the author's ideas in the passage.

Independent Practice: INFORMATIONAL TEXT

2 Part A RI.7.6
Based on the article, what is the author's opinion of the National Woman's Party?

- A It took more drastic measures than the National American Woman Suffrage Association.
- B It received less support than the National American Woman Suffrage Association.
- C It had less of a political impact than the National American Woman Suffrage Association.
- D It achieved more effective changes than the National American Woman Suffrage Association.

Part B RI.7.8
Read this sentence from paragraph 6.
Even World War I failed to sidetrack the National Woman's Party from the suffrage campaign.
Is this sentence relevant to the author's claim from Part A?

- A No, because it suggests that the National Woman's Party often added new members to its ranks.
- B Yes, because it shows that the National Woman's Party could not be discouraged from achieving its goals.
- C No, because it suggests that the National Woman's Party was not taken seriously by leading politicians of the time.
- D Yes, because it shows that the National Woman's Party was responsible for some of the most important moments in the suffrage movement.

UNIT 4 Rewards and Sacrifices 169

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2A Choice A is the correct answer. The author states that the Congressional Union (later known as the National Woman's Party) "was moving in a more radical direction" and that "NAWSA ousted the CU almost immediately following its formation." Therefore, the author's opinion is that the National Woman's Party took more drastic measures than the National American Woman Suffrage Association. Choices B, C, and D are incorrect. These are not the author's opinion of the National Women's Party.

B Choice B is the correct answer. The fact that even a world war could not stop the National Woman's Party shows that it could not be discouraged from achieving its goals. This sentence is relevant to the author's claim from Part A that the National Woman's Party took more drastic measures than the National American Woman Suffrage Association, because it continued to campaign for the right to vote even during World War I. Choices A, C, and D are incorrect.



3A Choice A is the correct answer. The author shows that Alice Paul was a key member of the women’s suffrage movement by describing her participation in protests, such as the parade she organized to coincide with President Wilson’s inauguration and her picketing of the White House during World War I. Choices B, C, and D are incorrect. These are details that do not support the idea that Paul was an important member of the women’s suffrage movement.

B Choice D is the correct answer. The author shows that Alice Paul was a key member of the women’s suffrage movement by describing her participation in protests. Based on this information, you can conclude that Alice Paul had a fighting spirit. Choices A, B, and C are incorrect.

Independent Practice **INFORMATIONAL TEXT**

3 Part A **RI.7.2**
 How does the author support the central idea that Alice Paul “was a key member of the women’s suffrage movement”?

A by describing her participation in protests
 B by providing details about her background
 C by giving information about her graduate studies in England
 D by discussing her authorship of the Equal Rights Amendment

Part B **RI.7.1**
 Based on your answer in Part A, what can you conclude about Alice Paul?

A She had a privileged upbringing.
 B She had a passion for writing.
 C She had a love of learning.
 D She had a fighting spirit.

170 UNIT 4 Rewards and Sacrifices

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Writing Activity

- 1 The Civil Rights Movement used some of the same tactics as the National Women’s Party to publicize its message. How were the two movements similar in gaining support for their causes?
- 2 How were the National American Woman Suffrage Association and the Congressional Union different?

Media/Research Activity

Have students use Internet and library resources to research more about the fight for women’s rights. How did the 1913 March on Washington influence the public’s attitude towards women’s voting rights? Congress passed the Equal Rights Amendment on March 22, 1972. Find out the history of this amendment? How have women’s roles changed? What is it and why wasn’t it passed?

Speaking/Listening Activity

Have students talk about how women’s roles changed from 1920s until now. How are they the same? How are they different?

ELL Support

Discuss suffrage with students. Have students discuss different types of elections.