

Fluency Packet Grades 6–8

Instructions

The packet below can be used regularly over the course of a school year to help students build fluency. There are enough passages to work on one per week. Teachers can use the protocol outlined below to engage students in short, daily fluency practice. Teachers can also send passages home for additional practice.

This packet is designed to strengthen the components of reading fluency: accuracy, rate, and prosody (expression). Students should understand what they are reading, thus embedded supports, such as student glossaries and ‘right there’ comprehension questions, are included. However, these passages are not intended for close reading or deep comprehension work.

Note for teachers of English Language Learners (ELLs): Regular fluency practice is essential for helping ELLs improve their overall literacy skills. Those acquiring a second language benefit especially from additional support with decoding, pronunciation, word identification, and prosody—all of which are the focus of regular fluency practice. Activities found in the Achieve the Core Fluency Packet reflect several best practices for English Language Learner instruction including:

- Having a text read aloud by a fluent reader *prior* to the student engaging with the text.
- Giving students multiple opportunities to hear the text read aloud by a fluent reader so that they can mirror the pronunciation and prosody of well-spoken English.
- Providing repeated opportunities for students to practice decoding skills both on their own and with support via active monitoring.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions, and to reinforce newly learned vocabulary through repeated practice with the same text and opportunities to use that vocabulary to respond to comprehension questions.
- Calling out work with “juicy sentences,” a strategy developed by Dr. Lily Wong Fillmore, that allows students to look deeply at word choice, sentence structure, and other text features that build their understanding of how English is used to convey different meanings.
- Providing numbered lines that allow students to quickly focus-in on specific sections of the text.
- Providing space for students to annotate the text with their own notes.

We recommend that students who need practice do so by reading one passage at least 3x daily (no more than 15–20 minutes at a time) for a week.

1. First give students the opportunity to listen to a reading by a fluent reader, while “following along in their heads.” It is essential that students hear the words pronounced accurately and the sentences read with proper punctuation!
2. Then have students read the passage aloud while monitored for accuracy in decoding words.

Supporting English Language Learners

Students don’t need to finish an entire passage in one sitting.

Variations in reading practice can include:

- Have students perform a choral read.
- Have students engage in a buddy/partner read.

Recordings of the text can be used to provide additional opportunities to hear expert reading.

Support students in chunking the text into smaller portions.

3. When reading aloud, students should focus on reading at an appropriate pace, reading words and punctuation accurately, and reading with appropriate expression.
4. Students need feedback and active monitoring on their fluency progress. One idea is to do a “performance” toward the end of the week where students are expected to read the selection accurately and expressively and be evaluated.
5. Students need to be encouraged. They know they do not read as well as they ought to and want to. It is very good to explain fluency and explain that it is fixable and has nothing at all to do with intelligence!
6. It is good for students to understand what they read. For this reason, comprehension questions and a list of high-value vocabulary words are also included with each passage.
7. Use Juicy Sentences (one juicy sentence will be identified for each passage) to help students dig into sentence structure, word choice, and meaning. Follow the [Juicy Sentence Guidance](#) with students the day the new passage is introduced to the class.

For a more detailed explanation of a fluency protocol for small-group intervention for middle school and high school striving readers, click [here](#).

Particularly in the upper grades, or if there are many students who are still learning to read English, some of the passages are too long to read in one 15–20 minute session. In these cases, the passage should be broken up to allow for the repeated reading that will improve reading fluency. This can be done by spending more 15–20 minutes sessions with a single passage before moving on to the next passage, having part of the passage read aloud by the teacher, or pairing students and making each responsible for some portion of the passage. Teachers might even consider turning the fluency practice into a small group performance event for the week, where students divide the passage and organize “rehearsal and practice” sessions in order to perform the passage to the class by the end of the week.

After mastery of one passage, students should move on to the next passage and repeat the process, at a pace generally of one passage per week. The packet has been organized by genre, but we recommend teachers re-order the passages to create variety of reading types and best meet student and classroom needs.

Regular practice of this type will help students rapidly build grade-level fluency!

*Please note: Feel free to alternate between long and short passages, excerpt from longer passages, or break up longer passages into multiple smaller passages.

English Language Learners may find additional vocabulary (not included in the student-friendly glossary) unfamiliar and an impediment to comprehension. Provide student-friendly dictionaries so that students can look up words that may be causing comprehension difficulties.

Provide opportunities to practice using newly acquired vocabulary in the context of discussion.

Have students refer to the student-friendly glossary included with each passage to identify meanings for new vocabulary necessary for comprehension.

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***I Am Still The Greatest* ([Audio Recording](#))**

By: Muhammad Ali

Vocabulary:

Notes:

- conclusively – to come to a decision
- insidious – harmful
- diminished – lessened
- instilled – to be taught or cause to have
- compromised – weakened or given up
- triumphed – won
- increased – to make greater

I Am Still The Greatest

1 I have always believed in myself, even as a young
child
2 growing up in Louisville, Ky. My parents instilled a sense
of
3 pride and confidence in me, and taught me and my
brother
4 that we could be the best at anything. I must have
believed
5 them, because I remember being the neighborhood
marble
6 champion and challenging my neighborhood buddies to
7 see who could jump the tallest hedges or run a foot race
8 the length of the block. Of course I knew when I made the
9 challenge that I would win. I never even thought of
losing.

10 In high school, I boasted weekly — if not daily — that
11 one day I was going to be the heavyweight champion of the

Notes:

12 world. As part of my boxing training, I would run down
13 Fourth Street in downtown Louisville, darting in and out
of
14 local shops, taking just enough time to tell them I was

15 training for the Olympics and I was going to win a gold
16 medal. And when I came back home, I was going to turn
17 pro and become the world heavyweight champion in
18 boxing. I never thought of the possibility of failing — only
19 of the fame and glory I was going to get when I won. I
20 could see it. I could almost feel it. When I proclaimed that
21 I was the "Greatest of All Time," I believed in myself. And I
22 still do.

23 Throughout my entire boxing career, my belief in my
24 abilities triumphed over the skill of an opponent. My will
25 was stronger than their skills. What I didn't know was
26 that

26 my will would be tested even more when I retired.

27 In 1984, I was conclusively diagnosed with Parkinson's
28 disease. Since that diagnosis, my symptoms have
29 increased

29 and my ability to speak in audible tones has diminished.
30 If

30 there was anything that would strike at the core of my
31 confidence in myself, it would be this insidious disease.

31 But

32 my confidence and will to continue to live life as I choose
33 won't be compromised.

34 Early in 1996, I was asked to light the caldron at the
35 Summer Olympic Games in Atlanta. Of course my
36 immediate answer was yes. I never even thought of
having

Notes:

37 Parkinson's or what physical challenges that would
38 present
38 for me.

39 When the moment came for me to walk out on the
40 140-foot-high scaffolding and take the torch from Janet
41 Evans, I realized I had the eyes of the world on me. I also
42 realized that as I held the Olympic torch high above my
43 head, my tremors had taken over. Just at that moment, I
44 heard a rumble in the stadium that became a pounding

45 roar and then turned into a deafening applause. I was
46 reminded of my 1960 Olympic experience in Rome, when
47 I
48 won the gold medal. Those 36 years between Rome and
49 Atlanta flashed before me, and I realized that I had come
50 full circle.¹
51 Nothing in life has defeated me. I am still the
"Greatest." This I believe.

¹ Underlined text = juicy sentence

I Am Still The Greatest
By: Muhammad Ali

Checking for Understanding

1. Give three examples from the text which support Muhammad Ali's statement that, "I have always believed in myself."
2. How was Muhammad Ali's will tested after he retired?

<http://www.npr.org/templates/story/story.php?storyId=102649267>

***Saying Thanks To My Ghosts* ([Audio Recording](#))**
By: Amy Tan

Vocabulary:

Notes:

- plentifully – a large amount
- opium – illegal drug
- stemmed – came from
- absolute – pure or perfect
- hologram – 3D image

Saying Thanks To My Ghosts

1 I didn't used to believe in ghosts, but I was trained to
2 talk to them. My mother reminded me many times that I
3 had the gift. It all stemmed from a lie I told when I was 4.
4 The way my mother remembered it, I refused to get
ready
5 for bed one night, claiming there was a ghost in the
6 bathroom. She delighted to learn I was a spirit medium.
7 Thereafter, she questioned anything unusual — a
8 sudden gust of wind, a vase that fell and shattered. She
9 would ask me, "She here?" She meant my grandmother.
10 When I was a child, my mother told me that my
11 grandmother died in great agony after she accidentally
ate
12 too much opium. My mother was 9 years old when she
13 watched this happen.

Notes:

14 When I was 14, my older brother was stricken with a
15 brain tumor. My mother begged me to ask my
grandmother
16 to save him. When he died, she asked me to talk to him
as
17 well. "I don't know how," I protested. When my father
died
18 of a brain tumor six months after my brother, she made
me

19 use a Ouija board. She wanted to know if they still loved
20 her. I spelled out the answer I knew she wanted to hear:
21 Yes. Always.

22 When I became a fiction writer in my 30s, I wrote a
23 story
24 about a woman who killed herself eating too much
25 opium.
26 After my mother read a draft of that story, she had tears
27 in
28 her eyes. Now she had proof: My grandmother had talked
29 to me and told me her true story. How else could I have
30 known my grandmother had not died by accident but
31 with
32 the fury of suicide? She asked me, "She here now?" I
33 answered honestly, "I don't know."

34 Over the years, I have included other details in my
35 writing I could not possibly have known on my own: a
36 place, a character, a song. I have come to feel differently
37 about my ghostwriters. Sometimes their clues have come
38 so plentifully, they've made me laugh like a child who
39 can't
40 open birthday presents fast enough.² I must say thanks,
41 not
42 to blind luck but to my ghosts.

Notes:

37 Ten years ago, I clearly saw a ghost, and she talked to
38 me. It was my mother. She had died just 24 hours before.
39 Her face was 10 times larger than life, in the form of a
40 moving, pulsing hologram of sparkling lights. My mother
41 was laughing at my surprise. She drew closer, and when
42 she reached me, I felt as if I had been physically punched
43 in
44 the chest. It took my breath away and filled me with
45 something absolute: love, but also joy and peace — and
46 with that, understanding that love and joy and peace are
47 all

² Underlined text = juicy sentence

46 the same thing. Joy comes from love. Peace comes from
47 love. "Now you know," my mother said.
48 I believe in ghosts. Whenever I want, they will always
49 be there: my mother, my grandmother, my ghosts.

Saying Thanks To My Ghosts
By: Amy Tan

Checking for Understanding

1. How does Amy Tan's belief about ghosts change throughout this story?
2. Who does Amy Tan thank for her writing success?

<http://www.npr.org/templates/story/story.php?storyId=103412215>

***The Learning Curve of Gratitude* ([Audio Recording](#))**
By: Mary Chapin Carpenter

Vocabulary:

Notes:

- breathlessness – not being able to catch your breath
- embolism – dangerous clot in an artery
- pulmonary – relating to the lungs
- litany – a long list

The Learning Curve of Gratitude

1 I believe in what I learned at the grocery store
2 Eight weeks ago, I was released from the hospital
after
3 suffering a pulmonary embolism. I had just finished a tour
4 and a week after returning home, severe chest pain and
5 terrible breathlessness landed me in the ER. A scan
6 revealed blood clots in my lungs.

7 Everyone told me how lucky I was. A pulmonary
8 embolism can take your life in an instant. I was familiar
9 enough with the medical term, but not familiar with the
10 pain, the fear and the depression that followed.

11 Everything I had been looking forward to came to a
12 screeching halt. I had to cancel my upcoming tour. I had
to
13 let my musicians and crewmembers go. The record
14 company, the booking agency: I felt that I had let
everyone
15 down.

Notes:

16 But there was nothing to do but get out of the
17 hospital,
go home and get well.

18 I tried hard to see my unexpected time off as a gift,
but
19 I would open a novel and couldn't concentrate. I would
turn
20 on the radio, then shut it off. Familiar clouds gathered

21 above my head, and I couldn't make them go away with
22 a
23 pill or a movie or a walk. This unexpected time was
24 becoming a curse, filling me with anxiety, fear and self-
25 loathing — all of the ingredients of the darkness that is
26 depression.

26 Sometimes, it's the smile of a stranger that helps.
27 Sometimes it's a phone call from a long absent friend,
28 checking on you. I found my lifeline at the grocery store.

29 One morning, the young man who rang up my
30 groceries
31 and asked me if I wanted paper or plastic also told me to
32 enjoy the rest of my day. I looked at him and I knew he
33 meant it. It stopped me in my tracks. I went out and I sat
34 in
35 my car and cried.

34 What I want more than ever is to appreciate that I
35 have
36 this day, and tomorrow and hopefully days beyond that. I
37 am experiencing the learning curve of gratitude.

37 I don't want to say "have a nice day" like a robot. I
38 don't
39 want to get mad at the elderly driver in front of me.
40 I don't want to go crazy when my Internet access is
41 messed up. I don't want to be jealous of someone else's

Notes:

41 success. You could say that this litany of sins indicates
42 that

42 I don't want to be human.³ The learning curve of
43 gratitude,
44 however, is showing me exactly how human I am.

44 I don't know if my doctors will ever be able to give me
45 the precise reason why I had a life-threatening illness. I
46 do
47 know that the young man in the grocery store reminded
48 me

³ Underlined text = juicy sentence

47 that every day is all there is, and that is my belief.
48 Tonight I will cook dinner, tell my husband how much I
49 love him, curl up with the dogs, watch the sun go down
50 over the mountains and climb into bed. I will think about
51 how uncomplicated it all is. I will wonder at how it took
52 me
my entire life to appreciate just one day.

The Learning Curve of Gratitude
By: Mary Chapin Carpenter

Checking for Understanding

1. How did Mary Chapin Carpenter's life change after her pulmonary embolism?
2. What is the Author's Viewpoint? Please make sure to use 4-6 examples from the text to support your answer.
3. What did Mary Chapin Carpenter mean when she said, "I found my lifeline at the grocery store"? Use evidence from the text to support your answer.

<http://www.npr.org/templates/story/story.php?storyId=11182405>

***A God Who Remembers* ([Audio Recording](#))**
By: Elie Wiesel

Vocabulary:

Notes:

- irrevocably – impossible to change
- ineffable – something too great to be described
- melody – a song or tune
- sensitivity – an understanding of the feelings of other people
- participants – a person who participates in an event
- society – a group of people who work together with a common culture or beliefs

A God Who Remembers

1 I remember, May 1944: I was 15-and-a-half, and I was
2 thrown into a haunted universe where the story of the
3 human adventure seemed to swing irrevocably between
4 horror and malediction. I remember, I remember because
5 I
6 was there with my father. I was still living with him there.
7 We worked together. We returned to the camp together.
8 We
9 stayed in the same block. We slept in the same box. We
10 shared bread and soup. Never were we so close to one
11 another.

12 We talked a lot to each other, especially in the
13 evenings,

14 but never of death. I believed — I hoped — that I would
15 not
16 survive him, not even for one day. Without saying it to
17 him,
18 I thought I was the last of our line. With him, our past
19 would die; with me, our future.

20 The moment the war ended, I believed — we all did —
21 that anyone who survived death must bear witness.

Notes:

Some
17 of us even believed that they survived in order to
18 become
19 witnesses.⁴ But then I knew deep down that it would be
impossible to communicate the entire story. Nobody can.
I
20 personally decided to wait, to see during 10 years if I
would
21 be capable to find the proper words, the proper pace, the
22 proper melody or maybe even the proper silence to
23 describe the ineffable.

24 For in my tradition, as a Jew, I believe that whatever
we
25 receive we must share. When we endure an experience,
the
26 experience cannot stay with me alone. It must be
opened, it
27 must become an offering, it must be deepened and given
28 and shared. And of course I am afraid that memories
29 suppressed could come back with a fury, which is
30 dangerous to all human beings, not only to those who
31 directly were participants but to people everywhere, to
the
32 world, for everyone. So, therefore, those memories that
are
33 discarded, shamed, somehow they may come back in

Notes:

34 different ways — disguised, perhaps seeking another
35 outlet.

36 Granted, our task is to inform. But information must
be
37 transformed into knowledge, knowledge into sensitivity
38 and sensitivity into commitment. How can we therefore
39 speak, unless we believe that our words have meaning,
that
40 our words will help others to prevent my past from

⁴ Underlined text = juicy sentence

41 becoming another person's — another peoples' — future.
42 Yes, our stories are essential — essential to memory. I
43 believe that the witnesses, especially the survivors, have
44 the most important role. They can simply say, in the
45 words
46 of the prophet, "I was there."

46 What is a witness if not someone who has a tale to tell
47 and lives only with one haunting desire: to tell it. Without
48 memory, there is no culture. Without memory, there
49 would
50 be no civilization, no society, no future.

50 After all, God is God because he remembers.

A God Who Remembers
By: Elie Wiesel

Checking for Understanding

1. What did Eli Wiesel mean when he said, “With him, our past would die; with me, our future”?
2. What message is Eli Wiesel conveying in this text?

<http://www.npr.org/templates/story/story.php?storyId=89357808>

When Mom Is Right, And Tells Police They're Wrong ([Audio Recording](#))

By: NPR Staff

Vocabulary:

Notes:

- animosity – a strong feeling of dislike or hatred
- barriers – something difficult to overcome
- distinctly – easily
- participated – be involved with others doing something

When Mom Is Right, And Tells Police They're Wrong

1 When Robert Holmes' parents moved to Edison, N.J.,
2 in
3 1956, they were one of the first African-American families
4 to integrate the neighborhood.

5 "After we'd moved to Edison, there was a resentment
6 that
7 we had broken into the community," Holmes says.

8 Even at the age of 13, Holmes felt the animosity. The
9 neighborhood had a private swim club that opened up to
10 anyone who participated in the Memorial Day parade.
11 Holmes was in the band.

12 "I arrived at the pool on Memorial Day having
13 marched
14 in the parade with my uniform still on, and they called
15 the
16 police," he says.

17 The pool managers and the police department told
18 Holmes' mother that her son was not allowed in the pool.

Notes:

19 She started to ask why, but then she stopped herself.
20 Instead, she told Holmes to crawl under the turnstile and
21 go into the pool.

22 "I looked at my mother; I looked at the police,"
23 Holmes
24 says. "And I will tell you that as a 13-year-old, I was more

20 inclined to do what my mother said than to be afraid of
21 the
22 police. So I did it."

23 A policeman told Holmes' mother to get him. Holmes
24 distinctly remembers her response: "If you want him out
25 of
26 the pool, you go take him out of the pool. And by the
27 way,
28 as you take him out, you tell him why he can't go in the
29 pool today."

30 "No one came. No one got me out, and I stayed in the
31 pool," Holmes says.

32 In standing up to the police, Holmes' mother wasn't
33 looking to break barriers for herself.⁵

34 "I think like a lot of African-American people at the
35 time,
36 my parents were looking ahead of their own generation
37 to
38 the next," Holmes says. "I think they were deciding, we're
39 gonna do something so that our children will have a
40 better
41 life than we have for ourselves."

Holmes, now 67, is a professor at Rutgers School of Law.

⁵ Underlined text = juicy sentence

When Mom Is Right, And Tells Police They're Wrong
By: NPR Staff

Checking for Understanding

1. Describe Robert Holmes mom's personality using evidence from the text to support your answer.
2. What is the author's main purpose in the text? Use evidence from the text to support your answer.

<http://www.npr.org/2012/06/01/154100293/when-mom-is-right-and-tells-police-theyre-wrong>

Decades Later, Student Finds Teacher To Say 'Thank You'
([Audio Recording](#))
By: NPR Staff

Vocabulary:

Notes:

- sentiments – feelings of sympathy
- penmanship – quality of someone’s handwriting

Decades Later, Student Finds Teacher To Say 'Thank You'

1 John Cruitt, 62, spent decades tracking down his third-
2 grade teacher. He wanted to talk with Cecile Doyle about
3 1958 — the year his mother, who was seriously ill with
4 multiple sclerosis, passed away. Her death came just
5 days

6 before Christmas. Cruitt had been expecting to go home
7 from school and decorate the Christmas tree.

8 "But I walked into the living room, and my aunt was
9 there, and she said, 'Well, honey, Mommy passed away
10 this
11 morning.' "

12 Cruitt remembers seeing his teacher, Doyle, at his
13 mother's wake.

14 "When I found out she died, I could certainly relate to
15 that, because when I was 11, my own father died," Doyle
16 tells Cruitt at StoryCorps in Monroe, N.Y. "And you just
17 don't know how you're going to go on without that
18 person."

19 When Cruitt returned to school, Doyle waited until all

Notes:

20 the other children left the room at the end of the day,
and

told him that she was there if he needed her.

"Then you bent over and kissed me on the head. It was
really the only time someone said to me, 'I know what

21 you're feeling, and I know what you're missing,' " Cruitt
22 says. "And I felt, in a very real way, that things really
23 would
24 be OK."

24 "Well, John, I really loved you as a student, and I'm so
25 glad that I could be there with you for that time," says
26 Doyle, 82.

27 Decades after his mother's death, when Cruitt became
28 a
29 teacher himself, he began to think more and more of
30 Doyle.

30 "And I started to think to myself, here I am, with a
31 memory of a teacher who changed my life, and I've never
32 told her that," he says.

33 So, that's when he finally wrote a letter:

34 Dear Mrs. Doyle,

35 If you are not the Cecile Doyle who taught English at
36 Emerson School in Kearny, N.J., then I'm embarrassed,
37 and

37 you can disregard the sentiments that follow.

38 My name is John Cruitt, and I was in your third-grade
39 class

39 during the 1958-1959 school year. Two days before
40 Christmas, my mother passed away, and you told me
41 that

41 you were there if I needed you. I hope life has been as
42 kind

Notes:

42 to you as you were to me.

43 God bless you, always. With great fondness,

44 John

45 Doyle says his letter, which arrived in February, could
46 have not come at a better time. Her husband, who
47 passed
48 away this August, was struggling with Parkinson's
49 disease.

48 "And I had just come home from the hospital, and I
49 read

49 this beautiful letter, and I just was overwhelmed," she
says.

50 "Well the funny thing is, when I finally wrote to you
51 again after 54 years, I typed the letter — I was afraid my
52 penmanship wasn't going to meet your standards," Cruitt
53 says as Doyle laughs.

54 "Well, after all this time, Mrs. Doyle, all I can say to
you
55 is ... thank you."

56 "John, what can I say — I'm just glad that we made a
57 difference in each other's life."⁶

⁶ Underlined text = juicy sentence

Decades Later, Student Finds Teacher To Say 'Thank You'
By: NPR Staff

Checking for Understanding

1. How are John Cruitt, and Cecile Doyle similar or different? Provide examples from the text to support your answer.
2. In the text, John Cruitt says, “I hope life has been as kind to you as you were to me.” Provide evidence from the text that supports John’s statement.

<http://www.npr.org/2012/12/28/168142027/decades-later-student-finds-teacher-to-say-thank-you>

Print Your Own Medicine ([Audio Recording](#))

By: Lee Cronin

Vocabulary:

Notes:

- universal – available for everyone
- deploy – open up and spread out the parts anywhere
- molecular – a small amount of something
- ultimately – in the end
- chemist – a person who studies chemistry
- fanciful – showing imagination
- network – group that is closely connected
- manufacture – process of making products
- biological – of or relating to biology or living things

Print Your Own Medicine

1 Organic chemists make molecules, very complicated
2 molecules, by chopping up a big molecule into small
3 molecules and reverse engineering. And as a chemist,
4 one of
5 the things I wanted to ask my research group a couple of
6 years ago is, could we make a really cool universal
7 chemistry set? In essence, could we "app" chemistry?
8 Now what would this mean, and how would we do it?
9 Well to start to do this, we took a 3D printer and we
10 started to print our beakers and our test tubes on one
11 side

Notes:

10 and then print the molecule at the same time on the
11 other
12 side and combine them together in what we call
13 reactionware. And so by printing the vessel and doing the
14 chemistry at the same time, we may start to access this
15 universal toolkit of chemistry.
16 Now what could this mean? Well if we can embed
biological and chemical networks like a search engine, so
if

17 you have a cell that's ill that you need to cure or bacteria
18 that you want to kill, if you have this embedded in your
19 device at the same time, and you do the chemistry, you
20 may be able to make drugs in a new way.

21 So how are we doing this in the lab? Well it requires
22 software, it requires hardware and it requires chemical
23 inks. And so the really cool bit is, the idea is that we want
24 to have a universal set of inks that we put out with the
25 printer, and you download the blueprint, the organic
26 chemistry for the molecule and you make it in the device.
27 And so you can make your molecule in the printer using
28 this software.

29 So what could this mean? Well, ultimately, it could
30 mean
31 that you could print your own medicine. And this is what
32 we're doing in the lab at the moment.

33 But to take baby steps to get there, first of all we want
34 to
35 look at drug design and production, or drug discovery
36 and
37 manufacturing. Because if we can manufacture it after

Notes:

38 we've discovered it, we could deploy it anywhere. You
39 don't
40 need to go to the chemist anymore. We can print drugs
41 at
42 point of need. We can download new diagnostics. Say a
43 new
44 super bug has emerged. You put it in your search engine,
45 and you create the drug to treat the threat. So this allows
46 you on-the-fly molecular assembly.

47 But perhaps for me the core bit going into this future
48 is
49 this idea of taking your own stem cells, with your genes
50 and your environment, and you print your own personal
51 medicine.⁷

52 And if that doesn't seem fanciful enough, where do

⁷ Underlined text = juicy sentence

you
46 think we're going to go? Well, you're going to have your
47 own personal matter fabricator. Beam me up, Scotty.

Print Your Own Medicine
By: Lee Cronin

Checking for Understanding

1. Please summarize the key ideas of this piece.
2. What are some analogies or comparisons that Lee Cronin used to explain his “really cool universal chemistry set”?

http://www.ted.com/talks/lee_cronin_print_your_own_medicine.html

Why is 'x' the unknown? ([Audio Recording](#))

By: Terry Moore

Vocabulary:

Notes:

- disparate – different from each other
- reconciling – find a way of making two ideas true at the same time
- undefined – not described clearly
- rendered – translated
- supremely – highest rank in authority
- proofs – something which shows something else is true or correct
- derivation – act by which one thing is created
- texts – a book or piece of writing
- basis – something from which another thing develops

Why is 'x' the unknown?

1 I have the answer to a question that we've all asked.
2 The
3 question is, Why is it that the letter X represents the
4 unknown? Now I know we learned that in math class, but
5 now
6 it's everywhere in the culture -- The X prize, the X-Files,
7 Project X, TEDx. Where'd that come from?

8 About six years ago I decided that I would learn
9 Arabic,
10 which turns out to be a supremely logical language. To
11 write a word or a phrase or a sentence in Arabic is like

Notes:

12 crafting an equation, because every part is extremely
13 precise and carries a lot of information. That's one of the
14 reasons so much of what we've come to think of as
15 Western
16 science and mathematics and engineering was really
17 worked out in the first few centuries of the Common Era
18 by

14 the Persians and the Arabs and the Turks.

15 This includes the little system in Arabic called al-jebra.
16 And al-jabr roughly translates to "the system for
17 reconciling
18 disparate parts." Al-jabr finally came into English as
19 algebra. One example among many.

19 The Arabic texts containing this mathematical wisdom
20 finally made their way to Europe --which is to say Spain --
21 in
22 the 11th and 12th centuries. And when they arrived there
23 was tremendous interest in translating this wisdom into a
24 European language.

24 But there were problems. One problem is there are
25 some sounds in Arabic that just don't make it through a
26 European voice box without lots of practice. Trust me on
27 that one. Also, those very sounds tend not to be
28 represented by the characters that are available in
29 European languages.

30 Here's one of the culprits. This is the letter SHeen, and
31 it
32 makes the sound we think of as SH -- "sh." It's also the
33 very
34 first letter of the word shalan, which means "something"
35 just like the English word "something" -- some undefined,

Notes:

34 unknown thing.

35 Now in Arabic, we can make this definite by adding
36 the
37 definite article "al." So this is al-shalan -- the unknown
38 thing. And this is a word that appears throughout early
39 mathematics, such as this 10th century derivation of
40 proofs.

40 The problem for the Medieval Spanish scholars who
41 were tasked with translating this material is that the
42 letter
43 SHeen and the word shalan can't be rendered into
44 Spanish
45 because Spanish doesn't have that SH, that "sh" sound.

So

44 by convention, they created a rule in which they
borrowed
45 the CK sound, "ck" sound, from the classical Greek in the
46 form of the letter Kai.

47 Later when this material was translated into a
common
48 European language, which is to say Latin, they simply
49 replaced the Greek Kai with the Latin X. And once that
50 happened, once this material was in Latin, it formed the
51 basis for mathematics textbooks for almost 600 years.⁸

52 But now we have the answer to our question. Why is it
53 that X is the unknown? X is the unknown because you
can't
54 say "sh" in Spanish. And I thought that was worth
sharing.

⁸ Underlined text = juicy sentence

Why is 'x' the unknown?
By: Terry Moore

Checking for Understanding

1. Briefly summarize why the letter X represents the unknown.
2. What is the author's viewpoint? Use evidence from the text to support your answer.

http://www.ted.com/talks/terry_moore_why_is_x_the_unknown.html

After 30 Years Of Surgeries, Doctor And Patient Dance
([Audio Recording](#))
By: NPR Staff

Vocabulary:

Notes:

- sarcoma – a type of childhood bone cancer
- squandered – used in a wasteful way

After 30 Years Of Surgeries, Doctor And Patient Dance

1 When Marcela Gaviria was 7 years old, she was
2 diagnosed
3 with Ewing's sarcoma, a type of childhood bone cancer.
4 She
5 survived, and the cancer was cured — but it nearly took
6 her
7 leg.

8 When Gaviria was 12, she needed a bone transplant
9 and
10 met surgeon Dempsey Springfield, who performed the
11 operation.

12 "I was pretty scared, I remember, and I think I
13 survived a
14 very sort of traumatic moment 'cause you were so kind,"
15 Gaviria, now 43, told Springfield at StoryCorps in Boston.
16 "What I remember about you were your bow ties. You
17 just looked like such a Southern gentleman, and you'd
18 show up every morning with such a big smile. And you
19 were so warm and gentle, and I wanted to get better for
20 you. I wanted your surgery to work on me."

21 Gaviria has spent the past 30 years dealing with
22 damage

Notes:

23 that the cancer did to the bones in her leg and hip, and in
24 all that time she's stuck with Springfield. Even when he
25 has
26 moved, she's traveled so he could keep treating her.

20 "I just don't trust other doctors as much," she tells
21 him.

21 Neither Gaviria nor Springfield can remember how
22 many
23 surgeries they've been through together, but it's a lot.
24 Gaviria says she has "shark-attack body" from all the
scarring.⁹

25 When she was a child, Gaviria complained to
26 Springfield
27 that she would never get married.

28 "I always wondered how difficult it would be for
29 someone to sign up to my life," Gaviria says.

30 But this year, she did get married. At her wedding, her
31 first dance was with Springfield.

32 "I wanted you to have the first dance," she told him.
33 "That was just a way of celebrating the fact that a lot of
34 what I'm able to do nowadays is because of your care."

35 "Your wedding is the first wedding of a patient that I
36 have ever gone to," Springfield said. "It's so rewarding to
37 see that all of that, you know, getting up before the sun
38 comes up to get to the hospital pays off. It wasn't
39 squandered."

40 "Well, I have a great surgeon that really cared to get it
41 right," Gaviria says. "It's a beautiful thing."

Notes:

42 Today, Gaviria walks with a cane. Despite all of the
43 surgeries, there is still a very real possibility that Gaviria
44 will lose her leg, so there are more surgeries in her
45 future.

46 But at least she knows a good surgeon.

⁹ Underlined text = juicy sentence

After 30 Years Of Surgeries, Doctor And Patient Dance
By: NPR Staff

Checking for Understanding

1. Why does Marcela Gavira feel so connected to Dr. Dempsey Springfield? Use evidence from the text to support your answer.
2. Describe Marcela Gavira's personality using evidence from the text to support your answer.

<http://www.npr.org/2012/10/26/163183014/after-30-years-of-surgeries-doctor-and-patient-dance>

Latina Sisters Aimed High, Defying Low Expectations
([Audio Recording](#))
By: NPR Staff

Vocabulary:

Notes:

- Latino – a person of Mexican, Central American or South American decent
- relations – the way in which in two or more things are connected
- Hispanic –having Spanish decent

Latina Sisters Aimed High, Defying Low Expectations

1 When Linda Hernandez was growing up in Lincoln,
2 Neb.,
3 in the 1960s, her family was one of the few Latino
4 families
5 in town. And that sometimes made school life difficult,
6 she
7 says.

8 "We had to sit in the back of the class and stay after
9 school and clean the erasers when the other kids didn't
10 have to do that," says Linda, now 60. "But both my
11 parents
12 laid down the law and said, 'You had to go to school.' "

13 Linda and her older sister, Marta, did well
14 academically.
15 But the school's expectations were low. The school
16 counselor told them not to worry about taking the SAT or
17 ACT tests "because we were Hispanic women, [and] all
18 we
19 would do is have babies," Linda told StoryCorps in

20 Albuquerque, N.M.¹⁰

21 "So we went home and we told our parents, and my
22 mother went in the back room and cried," Linda says.

Notes:

¹⁰ Underlined text = juicy sentence

17 "And then that's when my brother said, 'Uh-uhn, it ain't
18 happening.' We were very lucky that he was over 6 feet
19 tall.
20 So he walked us down to school and told our high school
21 counselors, 'My sisters will take the test.' "
22 But then the sisters encountered another obstacle. "In
23 order to take the test, you had to have a No. 2 pencil,"
24 Linda says. "My sister and I, we had to walk the alleys to
25 find pop bottles — because that's when you could still
26 turn
27 them in and get money for them — so that we could have
28 money to buy the pencils to go take the test."
29 They bought the pencils, took the test and "both
30 scored
31 really high," Linda says. Marta received a four-year
32 scholarship to the University of Nebraska, was accepted
33 into medical school and became an OB-GYN. Linda, who
34 works for the U.S. Postal Service as a labor relations
35 specialist, eventually earned a degree in business
36 management.
37 Linda says she knew her mother took pride in her
38 children's academic work. She would always post their
39 grades on the refrigerator while they were growing up,
40 Linda says, "and if we got straight A's, they were on the
41 refrigerator until the next time we got a report card."
42 But Linda didn't realize just how much her mother
43 treasured those report cards until she passed away 10
44 years ago.
45 "When she knew that she was ill, she had gone and
46 started making photo albums for us kids," Linda says. "I
47 expected to see family photos that we had of us, but I
48 didn't expect to see the report cards in there. And I didn't
49 expect to see the little graduation announcement from
50 when we graduated from high school. Those were in our
51 photo albums, too."

Notes:

49 "One thing that made her feel really good was that all
50 her kids went to school," Linda says. "She was very proud
51 of
that."

Latina Sisters Aimed High, Defying Low Expectations
By: NPR Staff

Checking for Understanding

1. In the text, Linda Hernandez states, “But the school’s expectations were low.” What evidence from the text best supports this statement?
2. What is the central idea of this text? Give three key details from this story that support the central idea.

<http://www.npr.org/2013/03/01/173149122/latina-sisters-aimed-high-defying-low-expectations>

A Life Defined Not By Disability, But Love ([Audio Recording](#))

By: NPR Staff

Vocabulary:

Notes:

- recounts – telling someone about something that happened
- blatantly – very obvious
- intellectually – ability to think

A Life Defined Not By Disability, But Love

1 When Bonnie Brown was pregnant with her daughter,
2 Myra, she says she felt a mix of joy and anxiety.
3 "I hadn't ever been pregnant before," she says. "I
4 never
5 had really an idea of how to take care of a baby."

6 Brown, who is intellectually disabled, works at
7 Wendy's
8 while raising Myra as a single mom. Despite her
9 disability,
10 she says she never felt like her daughter was too much
11 to
12 handle.

13 "I think because I'm different it might seem hard for
14 me,
15 but I was going to give it all I got no matter what," she
16 tells

17 Myra, now 15, during a visit to StoryCorps.

18 Myra says she never realized her mom was
19 "different,"
20 until she told her.¹¹

Notes:

21 "I said to you, 'Myra, I know I am not like your friends'
22 mothers, but I'm doing the best I can.' And you said, 'It's
23 OK, Mommy,' " Brown recounts. "And that made me feel

¹¹ Underlined text = juicy sentence

so
17 good."
18 Myra remembers a time in third grade when her
school
19 held a parent-teacher conference. Before the meeting,
Myra
20 told her teacher in confidence that her mom's disabled.
21 "But the day after the interview, my teacher, she said
22 that you seemed really intelligent. And that made me feel
23 embarrassed," Myra says.
24 "Why?" her mom asks.
25 "Because I felt bad that I had said that, and then you
had
26 gone and you'd been fine," Myra says. "No offense
taken,"
27 she responds.
28 Today, Myra is enrolled in gifted and talented classes
at
29 her high school in Lansdowne, Pa., and hopes to attend
the
30 University of Cambridge when she graduates.
31 As a single mom raising Myra, Brown gets help from
32 Community Interactions in Philadelphia, an organization
33 that provides services for her, like cooking and running
34 errands.
35 Yet Brown says the hardest thing she's had to
overcome
36 is emotional hurt. People often blatantly stare at Brown
37 when they're out in public, Myra explains.
38 "And I would say something [to them]. I guess I am
kind
39 of protective," Myra adds. Brown admits that she's also
very
40 protective of her daughter, but only because she cares
41 about her so much. "I am really thankful because you
understand me, and you love me, and you accept me.
42 And

Notes:

43 ... thank you for that," Brown tells her daughter.
44 "I don't know, you kind of make it seem like I tolerate
45 you — I love you. You're a good parent, and just because
46 you're disabled doesn't mean that you do anything less
47 for
48 me," Myra says.
49 Just like other parents, Brown says she wants to see
50 Myra succeed and go on to college. "I want you to make
51 something of yourself," she tells her.
52 "I want you to know that even though our situation is
53 unique, I'm happy that I am in it because I am happy that
54 I
55 am with you," Myra says.
56 "Thank you, Myra, and I feel the same way. And I
57 won't
58 never change it for anything in this world."

A Life Defined Not By Disability, But Love
By: NPR Staff

Checking for Understanding

1. What is the author's main purpose of this text? Give evidence from the text to support your answer.
2. How have Myra's feelings about her mom changed over time? Give evidence from the text to support your answer.

<http://www.npr.org/2013/02/08/171382156/a-life-defined-not-by-disability-but-love>

***For A Boy With Little, Learning To Love A Castoff
Trombone ([Audio Recording](#))
By: NPR Staff***

Vocabulary:

Notes:

- annihilated – completely destroyed
- initially – occurring at the beginning
- undeterred – not stopped by problems

***For A Boy With Little, Learning To Love A Castoff
Trombone***

1 Gilbert Zermeno came from a big family who didn't
2 have
3 much. They lived on the plains of West Texas and got by
4 on
5 the \$100 a week that Gilbert's father made working the
6 cotton fields. So when Gilbert wanted to join the school
7 band
8 in sixth grade, his parents had to get creative, as he
9 explained to his wife, Pat Powers-Zermeno, during a
10 recent
11 visit to StoryCorps in Phoenix.

12 "I was imagining myself playing the saxophone," he
13 says.
14 One day, he brought home a note from school to show
15 his
16 mom. "The school is bringing in an instrument salesman,
17 and all the kids are going to be there that want to be in
18 band," he told her.

19 There was a huge dust storm that day, Gilbert recalls,
20 so
21 his mother replied, "There's no way that we can drive in
22 this
23 dust storm, mi hijo [my son]. It's just too dangerous."

24 Undeterred, Gilbert made a plan. "I took this little

Notes:

statue

17 of the Virgin of Guadalupe, and I put her on the window.
18 And I said, 'I really want to be in the band. Please make
19 this
20 storm go away.' "

21 Ten minutes later, Gilbert says, the storm "just
22 stopped.

23 And I went over to Mom. I went, 'No wind.'

24 "So now, she's in a really tough spot," he laughs.

25 So they got in the car and drove to school, Gilbert
26 explains. "And there's all these new, shiny instruments.
27 And the parents are just writing checks out. And my mom
28 looks at one of the checks — it's like, 650 bucks. That's
29 six
30 weeks' worth of work for my dad.

31 "So she says, 'Where's the band director? Donde esta
32 el

33 director?' So we went in, and the man said, 'Well, a senior
34 left behind this trombone.' "

35 It wasn't a saxophone. It wasn't shiny. And it had "a
36 bit
37 of green rust around it," Gilbert says. "And he opens [the
38 case], and the crushed velvet is no longer crushed — it's
39 like, annihilated inside. And I'm just looking at it going,
40 'That is so pathetic.' "

41 The director wanted \$50 for the old trombone, so
42 Gilbert's mother worked out a payment plan, sending \$20
43 initially, then \$5 each week.

44 "But I was horrible," Gilbert says. "I sat on the toilet in
45 the bathroom, because it was the only room that had a

Notes:

46 door. And my poor mother had to listen to me play the
47 same thing, over and over again. And she would be
48 turning
49 up the radio as loud as she could," he laughs. "But I also
50 noticed that, the more I practiced and the better I got,
51 the
52 radio was turned down a little further. And I still have that

46 trombone to this day." And that's why the couple's
47 daughter plays the trombone today, says Pat, laughing.
48 "She could have played any instrument she wanted,
49 and
50 I encouraged that," Gilbert insists. "I said, 'No, mi hija
51 [my
52 daughter]. Really, you can play any instrument you want.
53 I
54 could be one of those parents who could write a check
55 out
56 for a saxophone — anything you want.' "

53 But Gilbert's daughter knew her mind. ¹²As Gilbert
54 describes it, she just said, "No, I want to play the
55 trombone."

¹² Underlined text = juicy sentence

***For A Boy With Little, Learning To Love A Castoff
Trombone***
By: NPR Staff

Checking for Understanding

1. What character trait(s) does Gilbert Zermeno possess? Use evidence from the text to support your answer.
2. Why does Gilbert Zermeno's daughter play the trombone? Use evidence from the text to support your answer.

<http://www.npr.org/2013/06/21/193973081/for-a-boy-with-little-learning-to-love-a-cast-off-trombone>

***The Farmer and the Stork* ([Audio Recording](#))**
By: Aesop

Vocabulary:

Notes:

- excite – cause to be felt
- beseeching – begging
- slave – work very hard

The Farmer and the Stork

1 A farmer placed nets on his newly sown plow lands
2 and
3 caught a number of Cranes, which came to pick up his
4 seed. With them he trapped a Stork that had fractured
5 his
6 leg in the net and was earnestly beseeching the Farmer
7 to
8 spare his life. "Pray save me, Master," he said, "and let
9 me
10 go free this once. My broken limb should excite your
11 pity.¹³ Besides, I am no Crane, I am a Stork, a bird of
12 excellent character; and see how I love and slave for my
13 father and mother. Look too, at my feathers-- they are
14 not
15 the least like those of a Crane." The Farmer laughed
16 aloud
17 and said, "It may be all as you say, I only know this: I
18 have
19 taken you with these robbers, the Cranes, and you must
20 die
21 in their company."

22 Birds of a feather flock together.

The Farmer and the Stork
By: Aesop

¹³ Underlined text = juicy sentence

Checking for Understanding

1. What does “earnestly beseeching” mean as it is used in the following sentence: “**With** them he trapped a Stork that had fractured his leg in the net and was earnestly beseeching the Farmer to spare his life.”
2. Please explain what the moral of the story means.

<http://www.aesopfables.com/cgi/aesop1.cgi?2&TheFarmerandtheStork&&farmstor2.ram>

***The Kid and the Wolf* ([Audio Recording](#))**

By: Aesop

Vocabulary:

Notes:

- pursued – to follow and try to catch
- outwit – trick by being more intelligent

The Kid and the Wolf

1 A kid, returning without protection from the pasture,
2 was pursued by a Wolf. Seeing he could not escape, he
3 turned round, and said: "I know, friend Wolf, that I must
4 be
5 your prey, but before I die I would ask of you one favor
6 you
7 will play me a tune to which I may dance." The Wolf
8 complied, and while he was piping and the Kid was
9 dancing, some hounds hearing the sound ran up and
10 began chasing the Wolf. Turning to the Kid, he said, "It is
11 just what I deserve; for I, who am only a butcher, should
12 not have turned piper to please you."

11 In time of dire need, clever thinking is key
12 or Outwit your enemy to save your skin.¹⁴

¹⁴ Underlined text = juicy sentence

The Kid and the Wolf
By: Aesop

Checking for Understanding

1. How would you describe the kid in this fable? Use evidence from the text to support your answer.
2. Please explain the meaning of the moral of the story.

<http://www.aesopfables.com/cgi/aesop1.cgi?3&TheKidandtheWolf&&kidwolf2.ram>

***The Fox and the Stork* ([Audio Recording](#))**

By: Aesop

Vocabulary:

- shallow – not deep
- appointed – decided beforehand

Notes:

The Fox and the Stork

1 At one time the Fox and the Stork were on visiting
terms
2 and seemed very good friends. So the Fox invited the
Stork
3 to dinner, and for a joke put nothing before her but some
4 soup in a very shallow dish. This the Fox could easily lap
5 up, but the Stork could only wet the end of her long bill in
6 it, and left the meal as hungry as when she began. "I am
7 sorry," said the Fox, "the soup is not to your liking."

8 "Pray do not apologize," said the Stork. "I hope you
will
9 return this visit, and come and dine with me soon." So a
10 day was appointed when the Fox should visit the Stork;
but
11 when they were seated at table all that was for their
dinner
12 was contained in a very long-necked jar with a narrow
13 mouth, in which the Fox could not insert his snout, so all
14 he could manage to do was to lick the
15 outside of the jar.

16 "I will not apologize for the dinner," said the
17 Stork: "One bad turn deserves another."¹⁵

The Fox and the Stork

By: Aesop

Checking for Understanding

¹⁵ Underlined text = juicy sentence

1. How did the Fox and the Stork's relationship change from the beginning of the fable to the end?
2. What does the Stork mean when he says, "One bad turn deserves another"?

<http://www.aesopfables.com/cgi/aesop1.cgi?2&TheFoxandtheStork&&foxstork2.ram>

***The Fox and the Mask* ([Audio Recording](#))**

By: Aesop

Vocabulary:

Notes:

- theatre – a building where plays are performed
- observed – watched and listened to carefully

The Fox and the Mask

1 A Fox had by some means got into the storeroom of a
2 theatre. Suddenly he observed a face glaring down on
3 him
4 and began to be very frightened; but looking more
5 closely
6 he found it was only a Mask such as actors use to put
over
their face. "Ah," said the Fox, "you look very fine; it is a
pity you have not got any brains."

7 Outside show is a poor substitute for inner
8 worth.¹⁶

¹⁶ Underlined text = juicy sentence

The Fox and the Mask
By: Aesop

Checking for Understanding

1. What does the Fox mean when he said, “you look very fine; it is a pity you have not got any brains”?
2. What does the moral of the story mean?

<http://www.aesopfables.com/cgi/aesop1.cgi?2&TheFoxandtheMask2&&foxmask2.ram>

***The Farmer and the Snake* ([Audio Recording](#))**

By: Aesop

Vocabulary:

Notes:

- inflicting – to cause someone to be affected by
- bosom – a person's chest
- benefactor – someone who helps another person
- revived – made strong and healthy again
- resuming – to begin again after stopping

The Farmer and the Snake

1 One winter a Farmer found a Snake stiff and frozen
2 with
3 cold. He had compassion on it, and taking it up, placed it
4 in his bosom. The Snake was quickly revived by the
5 warmth, and resuming its natural instincts, bit its
6 benefactor, inflicting on him a mortal wound. "Oh," cried
7 the Farmer with his last breath, "I am rightly served for
8 pitying a scoundrel."

8 The greatest kindness will not bind the
9 ungrateful.¹⁷

¹⁷ Underlined text = juicy sentence

The Farmer and the Snake
By: Aesop

Checking for Understanding

1. What does the following sentence tell you about the Farmer:
“He had compassion on it, and taking it up, placed it in his bosom.”
2. What does the moral of the story mean?

[http://www.aesopfables.com/cgi/aesop1.cgi?
2&TheFarmerandtheSnake&farmersnake.jpg&farmsnak2.ram](http://www.aesopfables.com/cgi/aesop1.cgi?2&TheFarmerandtheSnake&farmersnake.jpg&farmsnak2.ram)

By: Aesop

Notes:

- ## ***The Crow and the Pitcher***

10 Necessity is the mother of invention.¹⁸

62

The Crow and the Pitcher
By: Aesop

Checking for Understanding

1. What does “perishing” mean as it is used in the following sentence: “A crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight.”

2. How did the crow’s mood change throughout this fable?

3. What does the moral of the story mean?

<http://www.aesopfables.com/cgi/aesop1.cgi?1&TheCrowandthePitcher&&crowpitc2.ram>

***The Bear and the Two Travelers* ([Audio Recording](#))**

By: Aesop

Vocabulary:

Notes:

- misfortune –being unlucky
- concealed – to hide something from site

The Bear and the Two Travelers

1 Two men were traveling together, when a Bear
2 suddenly
3 met them on their path. One of them climbed up quickly
4 into a tree and concealed himself in the branches. The
5 other,
6 seeing that he must be attacked, fell flat on the ground,
7 and
8 when the Bear came up and felt him with his snout, and
9 smelt him all over, he held his breath, and feigned the
10 appearance of death as much as he could. The Bear
11 soon
12 left him, for it is said he will not touch a dead body.
13 When
14 he was quite gone, the other Traveler descended from
15 the
16 tree, and jocularly inquired of his friend what it was the
17 Bear had whispered in his ear. "He gave me this advice,"
18 his companion replied. "Never travel with a friend who
19 deserts you at the approach of danger."

14 Misfortune tests the sincerity of
15 friends.¹⁹

The Bear and the Two Travelers **By: Aesop**

Checking for Understanding

¹⁹ Underlined text = juicy sentence

1. What does the word “feigned” mean in the following sentence:

“The other, seeing that he must be attacked, fell flat on the ground, and when the Bear came up and felt him with his snout, and smelt him all over, he held his breath, and feigned the appearance of death as much as he could”?

2. What advice did the bear give one of the men? What does it mean?

<http://www.aesopfables.com/cgi/aesop1.cgi?1&TheBearandtheTwoTravelers&&beartrav2.ram>

***The Ant and the Dove* ([Audio Recording](#))**
By: Aesop

Vocabulary:

Notes:

- perceiving – noticing

The Ant and the Dove

1 An Ant went to the bank of a river to quench its thirst,
2 and being carried away by the rush of the stream, was on
3 the point of drowning. A Dove sitting on a tree
4 overhanging the water plucked a leaf and let it fall into
5 the
6 stream close to her. The Ant climbed onto it and floated
7 in
8 safety to the bank. Shortly afterwards a bird catcher
9 came
10 and stood under the tree, and laid his lime-twigs for the
11 Dove, which sat in the branches. The Ant, perceiving his
12 design, stung him in the foot. In pain the bird catcher
13 threw down the twigs, and the noise made the Dove
14 take wing.

One good turn deserves another.²⁰

²⁰ Underlined text = juicy sentence

The Ant and the Dove
By: Aesop

Checking for Understanding

1. How did the Dove help the ant?
2. What does the moral of the story mean?

[http://www.aesopfables.com/cgi/aesop1.cgi?
1&TheAntandtheDove&&antdove2.ram](http://www.aesopfables.com/cgi/aesop1.cgi?1&TheAntandtheDove&&antdove2.ram)

***The Elephant and the Crocodile* ([Audio Recording](#))**

By: H. Berkeley Score

Vocabulary:

Notes:

- respective – belonging to each one
- capacious – large
- moral – lesson that is learned from a story
- disputing – arguing
- quantity – a large amount of something

The Elephant and the Crocodile

1 An Elephant and a Crocodile were once standing
2 beside a
3 river. They were disputing as to which was the better
4 animal.

5 'Look at my strength,' said the Elephant. 'I can tear up
6 a
7 tree, roots and all, with my trunk.'

8 'Ah! But quantity is not quality, and your skin is not
9 nearly so tough as mine,' replied the Crocodile, 'for
10 neither
11 spear, arrow, nor sword can pierce it.'

12 Just as they were coming to blows, a Lion happened to
13 pass.

14 'Heyday, sirs!' said His Majesty, going up to them, 'let
15 me know the cause of your quarrel.'

16 'Will you kindly tell us which is the better animal?' cried

Notes:

17 both at once.

18 'Certainly,' said the Lion. 'Do you see that soldier's
19 steel
20 helmet on yonder wall?' pointing at the same time across
21 the river.

22 'Yes!' replied the beasts.

23 'Well, then,' continued the Lion, 'go and fetch it, and

20 bring it to me, and I shall be able then to decide between
21 you.'

22 Upon hearing this, off they started. The Crocodile,
23 being
24 used to the water, reached the opposite bank of the river
25 first, and was not long in standing beside the wall.

26 Here he waited till the Elephant came up. The latter,
27 seeing at a glance how matters stood, extended his long
28 trunk, and reached the helmet quite easily.

29 They then made their way together back again across
30 the river. The Elephant, anxious to keep up with the
31 Crocodile in the water, forgot that he was carrying the
32 helmet on his back, and a sudden lurch caused the prize
33 to

34 slip off and sink to the bottom. The Crocodile noticed the
35 accident, so down he dived, and brought it up in his
36 capacious mouth. They then returned, and the Crocodile
37 laid the helmet at the Lion's feet. His Majesty took up the
38 helmet, and addressing the Elephant, said:

39 'You, on account of your size and trunk, were able to
40 reach the prize on the wall but, having lost it, you were

Notes:

41 unable to recover it. And you,' said the Lion, turning to
42 the
43 Crocodile, 'although unable to reach the helmet, were
44 able
45 to dive for it and save it. You are both wise and clever in
46 your respective ways. Neither is better than the other.'

47 Moral: Every one has his special use in the
48 world.²¹

²¹ Underlined text = juicy sentence

The Elephant and the Crocodile
By: H. Berkeley Score

Checking for Understanding

1. What does “latter” mean as it is used in the following sentence: “Here he waited till the Elephant came up. The latter, seeing at a glance how matters stood, extended his long trunk, and reached the helmet quite easily.”
2. Explain the moral of the story using your own words. Make sure to include evidence from the text to support your answer.

<http://www.gutenberg.org/files/20117/20117-h/20117-h.htm>

***Icarus and Dædalus* ([Audio Recording](#))**

By: Josephine Preston Peabody

Vocabulary:

Notes:

- cunningly – getting what you want in a clever way
- moulded – form into a shape
- uplifted – raised upward
- sustained – held afloat
- captive – captured
- fogs – clouds
- cautions – warnings
- fledgling – a young bird who has just learned to fly
- folk – people

Icarus and Dædalus

1 Among all those mortals who grew so wise that they
2 learned the secrets of the gods, none was more cunning
3 than Dædalus.

4 He once built, for King Minos of Crete, a wonderful
5 Labyrinth of winding ways so cunningly tangled up and
6 twisted around that, once inside, you could never find
7 your
8 way out again without a magic clue. But the king's favor
9 veered with the wind, and one day he had his master
10 architect imprisoned in a tower. Dædalus managed to

10 escape from his cell; but it seemed impossible to leave
11 the
12 island, since every ship that came or went was well
13 guarded
14 by order of the king.

15 At length, watching the sea-gulls in the air,—the only
16 creatures that were sure of liberty,—he thought of a plan
17 for himself and his young son Icarus, who was captive
18 with
19 him.

Notes:

17 Little by little, he gathered a store of feathers great
18 and
19 small. He fastened these together with thread, moulded
20 them in with wax, and so fashioned two great wings like
21 those of a bird. When they were done, Dædalus fitted
22 them
23 to his own shoulders, and after one or two efforts, he
24 found that by waving his arms he could winnow the air
25 and.
26 cleave it, as a swimmer does the sea. He held himself
27 aloft,
28 wavered this way and that, with the wind, and at last, like
29 a
30 great fledgling, he learned to fly.

31 Without delay, he fell to work on a pair of wings for
32 the
33 boy Icarus, and taught him carefully how to use them,
34 bidding him beware of rash adventures among the stars.
35 "Remember," said the father, "never to fly very low or
36 very
37 high, for the fogs about the earth would weigh you down,
38 but the blaze of the sun will surely melt your feathers
39 apart
40 if you go too near."

41 For Icarus, these cautions went in one ear and out by
42 the other. Who could remember to be careful when he
43 was

Notes:

44 to fly for the first time? Are birds careful? Not they! And
45 not
46 an idea remained in the boy's head but the one joy of
47 escape.

48 The day came, and the fair wind that was to set them
49 free. The father bird put on his wings, and, while the light
50 urged them to be gone, he waited to see that all was well
51 with Icarus, for the two could not fly hand in hand. Up
52 they
53 rose, the boy after his father. The hateful ground of Crete

43 sank beneath them; and the country folk, who caught a
44 glimpse of them when they were high above the tree-
tops,
45 took it for a vision of the gods,—Apollo, perhaps, with
46 Cupid after him.

47 At first there was a terror in the joy.²² The wide vacancy
48 of the air dazed them,—a glance downward made their
49 brains reel. But when a great wind filled their wings, and
50 Icarus felt himself sustained, like a halcyon-bird in the
51 hollow of a wave, like a child uplifted by his mother, he
52 forgot everything in the world but joy. He forgot Crete
and
53 the other islands that he had passed over: he saw but
54 vaguely that winged thing in the distance before him that
55 was his father Dædalus. He longed for one draught of
flight
56 to quench the thirst of his captivity: he stretched out his
57 arms to the sky and made towards the highest heavens.

58 Alas for him! Warmer and warmer grew the air. Those

Notes:

59 arms, that had seemed to uphold him, relaxed. His wings
60 wavered, drooped. He fluttered his young hands vainly,—
he
61 was falling,—and in that terror he remembered. The heat
of
62 the sun had melted the wax from his wings; the feathers.
63 were falling, one by one, like snowflakes; and there was
64 none to help.

65 He fell like a leaf tossed down the wind, down, down,
66 with one cry that overtook Dædalus far away. When he
67 returned, and sought high and low for the poor boy, he
saw
68 nothing but the bird-like feathers afloat on the water, and
69 he knew that Icarus was drowned.

70 The nearest island he named Icaria, in memory of the
71 child; but he, in heavy grief, went to the temple of Apollo
in

²² Underlined text = juicy sentence

72 Sicily, and there hung up his wings as an offering. Never
73 again did he attempt to fly.

Icarus and Dædalus
By: Josephine Preston Peabody

Checking for Understanding

1. Who was King Minos of Crete's master architect?
2. Why might the author have chosen to include the following paragraph in the story:

“For Icarus, these cautions went in one ear and out by the other. Who could remember to be careful when he was to fly for the first time? Are birds careful? Not they! And not an idea remained in the boy's head but the one joy of escape.”
3. Reread the following sentence: “He fluttered his young hands vainly,—he was falling,—and in that terror he remembered.” What did Icarus remember?
4. Why did Dædalus never again attempt to fly?

<http://www.gutenberg.org/files/14752/14752-h/14752-h.htm>

***The Spider and the Fly* ([Audio Recording](#))**

By: Mary Howitt

Vocabulary:

Notes:

- behold – to see
- wily – very clever
- flitting – to move or fly quickly from one place to another
- vain – having no success

The Spider and the Fly

1 “Will you walk into my parlor?” said the Spider to the Fly,
2 “’Tis the prettiest little parlor that ever you did spy;
3 The way into my parlor is up a winding stair,
4 And I have many curious things to show when you are there.”

5 “Oh, no, no,” said the little Fly, “to ask me is in vain;
6 For who goes up your winding stair can ne’er come down
7 again.”

8 “I’m sure you must be weary, dear, with soaring up so
high;
9 Will you rest upon my little bed?” said the Spider to the
Fly.

10 “There are pretty curtains drawn around, the sheets are
fine
11 and thin; And if you like to rest a while, I’ll snugly tuck
you
12 in!” “Oh, no, no,” said the little Fly, “for I’ve often heard
it
13 said, They never, never wake again, who sleep upon your
14 bed!”

15 Said the cunning Spider to the Fly, “Dear friend, what can
I

Notes:

16 do to prove the warm affection I've always felt for you?
17 I have, within my pantry, good store of all that's nice; I'm
18 sure you're very welcome—will you please to take a
slice?"

19 "Oh, no, no," said the little Fly, "kind sir, that cannot be,
20 I've heard what's in your pantry, and I do not wish to
see!"

21 "Sweet creature," said the Spider, "you're witty and
you're
22 wise; How handsome are your gauzy wings, how brilliant
23 are your eyes! I have a little looking-glass upon my parlor
24 shelf; If you'll step in one moment, dear, you shall behold
25 yourself." "I thank you, gentle sir," she said, "for what
26 you're pleased to say, And bidding you good morning
now,
27 I'll call another day."

28 The Spider turned him round about, and went into his
den,
29 For well he knew the silly Fly would soon be back again;
30 So he wove a subtle web in a little corner sly,
31 And set his table ready to dine upon the Fly.
32 Then he came out to his door again, and merrily did sing:
33 "Come hither, hither, pretty Fly, with the pearl and silver
34 wing; Your robes are green and purple, there's a crest
upon
35 your head; Your eyes are like the diamond bright, but
mine

Notes:

36 are dull as lead."
37 Alas, alas! how very soon this silly little Fly,
38 Hearing his wily, flattering words, came slowly flitting by:
39 With buzzing wings she hung aloft, then near and nearer
40 drew— Thinking only of her brilliant eyes, and green and
41 purple hue; Thinking only of her crested head—poor
42 foolish thing! At last, Up jumped the cunning Spider, and
43 fiercely held her fast.

- 44 He dragged her up his winding stair, into his dismal den
45 within his little parlor—but she ne’er came out again!²³

²³ Underlined text = juicy sentence

The Spider and the Fly
By: Mary Howitt

Checking for Understanding

1. What are the different ways the Spider tried to invite the Fly into his parlor?
2. How did the Spider finally trick the Fly into his parlor? What does that tell you about the Fly?
3. How and why does the Fly's response to the Spider change from the beginning to the end of the text?

http://famousliteraryworks.com/howitt_the_spider_and_the_fly_funny.htm

Generosity ([Audio Recording](#))

By: J. Erskine Clarke

Vocabulary:

Notes:

- entrusted – give someone the responsibility of doing something
- manner – the way that something is done
- noblest – having qualities that people admire

Generosity

1 A father of a family wished to settle his property
between
2 his three sons. He therefore made three equal parts of
his
3 chief possessions and gave one part to each son. There
4 remained over a diamond ring of great value, which he
5 reserved for the son who should perform the noblest and
6 most generous action within the space of three months.
7 The sons separated, and at the appointed time presented
8 themselves before him.

9 The eldest son said, 'Father, during my absence I had
in
10 my power all the riches and fortune of a person who
11 entrusted them to me without any security of any kind;
he
12 asked me for them, and I returned them to him with the
13 greatest honesty.'

14 'You have done, my son,' replied the father, 'only what

Notes:

15 was your duty, and I should die of shame if you were
16 capable of doing otherwise, for honesty is a duty; what
you
17 did was just, but not generous.'

18 It was now the second son's turn, and he spoke thus: 'I
19 was on the banks of a lake, when, seeing a child fall in, I
20 threw myself in, and with great danger to myself drew

him

21 out. I did it in the presence of some countrymen, who will
22 testify to the truth of it.'

23 'Well and good,' replied the father, 'but there is only
24 humanity in that action.'

25 At last came the turn of the third son, who spoke thus:
26 'I

26 found my mortal enemy, who had strayed during the
27 night,

27 and was sleeping on the edge of a precipice in such a
28 manner that the least false movement on waking would
29 have thrown him over. His life was in my hands; I was
30 careful to wake him with precaution, and drew him out of
31 danger.²⁴

32 'Ah, my son!' exclaimed the father, overjoyed,
33 embracing him, 'without doubt you deserve the ring.'

²⁴ Underlined text = juicy sentence

Generosity
By: J. Erskine Clarke

Checking for Understanding

1. What does “chief” mean as it is used in the following sentence: “He therefore made three equal parts of his chief possessions and gave one part to each son”?
2. How do you feel about the father’s decision to give the diamond ring to the third son rather than one of the other sons? Use evidence from the text to support your answer.

<http://www.gutenberg.org/files/20117/20117-h/20117-h.htm>

***Outwitting Himself* ([Audio Recording](#))**
By: J. Erskine Clarke

Vocabulary:

Notes:

- exceedingly – very

Outwitting Himself

1 A celebrated physician once attended the child of a
2 wealthy French lady, who was so grateful for the
3 recovery
4 of her boy that she determined to give a larger fee than
5 usual
6 for his attendance. As he was taking leave on his final
7 visit,
8 the grateful mother handed to the doctor a handsome
9 pocket-book, which she said she had worked with her
10 own
11 hands. The doctor bowed stiffly, and said, 'Madam, the
12 pocket-book is quite a work of art, and I admire it
13 exceedingly, but my fee is two thousand francs.'
14 'Not more?' she replied; and taking the pocket-book
back, she removed from it five one-thousand franc-notes,
and handed two of them to the doctor, bowing stiffly in
her
turn, and, replacing the other three notes in the rejected
pocket-book, she retired.²⁵

Outwitting Himself
By: J. Erskine Clarke

Checking for Understanding

²⁵ Underlined text = juicy sentence

1. Why did the doctor refuse the pocketbook? Use evidence from the text to support your answer.
2. Create a moral for this story.

<http://www.gutenberg.org/files/20117/20117-h/20117-h.htm>

A Strong Motive ([Audio Recording](#))

By: M.H.

Vocabulary:

Notes:

- ignorance – lack of knowledge
- difficulties – things that are not easy to do
- motive – a strong reason for doing something

A Strong Motive

1 Robert Louis Stevenson tells of a Welsh blacksmith
2 who,
3 at the age of twenty-five, could neither read nor write. He
4 then heard a chapter of *Robinson Crusoe* read aloud. It
5 was
6 the scene of the wreck, and he was so impressed by the
7 thought of what he missed by his ignorance, that he set
8 to
9 work that very day, and was not satisfied until he had
10 learned to read in Welsh. His disappointment was great
11 when he found all his pains had been thrown away, for he
12 could only obtain an English copy of the book. Nothing
13 daunted, he began once more, and learned English, and
14 at
15 last had the joy and triumph of being able to read the
16 delightful story for himself.

17 A strong motive and a steady purpose overcome the
18 greatest difficulties.²⁶

²⁶ Underlined text = juicy sentence

A Strong Motive
By: M.H.

Checking for Understanding

1. Describe the blacksmith's personality using evidence from the text to support your answer.
2. What does "daunted" mean as it is used in the following sentence: "Nothing daunted, he began once more, and learned English, and at last had the joy and triumph of being able to read the delightful story for himself."

<http://www.gutenberg.org/files/20117/20117-h/20117-h.htm>

***Song of the Witches* ([Audio Recording](#))**
By: William Shakespeare

Vocabulary:

Notes:

- toil – long, hard work
- fillet – a piece of boneless meat
- caldron – a large pot

Song of the Witches

- 1 Double, double toil and trouble;
- 2 Fire burn and caldron bubble.
- 3 Fillet of a fenny snake,
- 4 In the caldron boil and bake;
- 5 Eye of newt and toe of frog,
- 6 Wool of bat and tongue of dog,
- 7 Adder's fork and blind-worm's sting,
- 8 Lizard's leg and howlet's wing,
- 9 For a charm of powerful trouble,
- 10 Like a hell-broth boil and bubble.

- 11 Double, double toil and trouble;
- 12 Fire burn and caldron bubble.
- 13 Cool it with a baboon's blood,
- 14 Then the charm is firm and good.²⁷

Song of the Witches
By: William Shakespeare

Checking for Understanding

1. How does the author use rhythm in the poem?

²⁷ Underlined text = juicy sentence

2. How does the author use repetition and rhyme in the poem?
3. How does the title contribute to your understanding of the poem?

<http://shakespeare.mit.edu/macbeth/macbeth.4.1.html>

I'm Nobody! Who are you? ([Audio Recording](#))
By: Emily Dickinson

Vocabulary:

Notes:

- livelong – all day
- bog – muddy ground

I'm Nobody! Who are you?

- 1 I'm Nobody! Who are you?
- 2 Are you – Nobody – too?
- 3 Then there's a pair of us!
- 4 Don't tell! They'd advertise – you know!
- 5 How dreary – to be – Somebody!
- 6 How public – like a Frog –
- 7 To tell one's name – the livelong June –
- 8 To an admiring Bog!²⁸

²⁸ Underlined text = juicy sentence

I'm Nobody! Who are you?
By: Emily Dickinson

Checking for Understanding

1. Who is “Nobody” in this poem?
2. How did the author use punctuation in this poem?

<https://www.poets.org/poetsorg/poem/im-nobody-who-are-you-260>

***I Am* ([Audio Recording](#))**
By: Voltaraine de Cleyre

Vocabulary:

Notes:

- yields – produces
- dwelling – to think about for a long time
- immortality – act of being not good or morally right

I Am

1 I am! The ages on the ages roll:
2 And what I am, I was, and I shall be:
3 by slow growth filling higher Destiny,
4 And Widening, ever, to the widening Goal.
5 I am the Stone that slept; down deep in me
6 That old, old sleep has left its centurine trace;
7 I am the plant that dreamed; and lo! still see
8 That dream-life dwelling on the Human Face.
9 I slept, I dreamed, I awakened: I am Man!
10 The hut grows Palaces; the depths breed light;
11 Still on! Forms pass; but Form yields kinglier
12 Might!
13 The singer, dying where his song began,
14 In Me yet lives; and yet again shall he
15 Unseal the lips of greater songs To Be;
15 For mine the thousand tongues of Immortality.²⁹

²⁹ Underlined text = juicy sentence

I Am
By: Voltairaine de Cleyre

Checking for Understanding

1. How did the author use repetition in this poem?
2. How did the author use rhythm and rhyme in this poem?

<http://www.poemhunter.com/poem/i-am-399/>

Some One ([Audio Recording](#))
By: Walter de la Mare

Vocabulary:

Notes:

- wee – very small
- nought – nothing

Some One

1 Some one came knocking
2 At my wee, small door;
3 Someone came knocking;
4 I'm sure-sure-sure;
5 I listened, I opened,
6 I looked to left and right,
7 But nought there was a stirring
8 In the still dark night;
9 Only the busy beetle
10 Tap-tapping in the wall,
11 Only from the forest,
12 The screech owl's call
13 Only the cricket whistling
14 While the dewdrops fall,
15 So I know not who came knocking,
16 At all, at all, at all.³⁰

Some One
By: Walter de la Mare

Checking for Understanding

1. Who do you think “Someone” is?
2. How did the author use repetition in this poem?

³⁰ Underlined text = juicy sentence

3. How did the author use rhythm and rhyme in this poem?

<http://www.poemhunter.com/poem/some-one/>

***I Dream'd in a Dream* ([Audio Recording](#))**
By: Walt Whitman

Vocabulary:

Notes:

- invincible – impossible to beat
- robust – strong and healthy

I Dream'd in a Dream

1 I dream'd in a dream I saw a city invincible to the attacks
2 of
3 the whole of the rest of the earth,
4 I dream'd that was the new city of Friends,
5 Nothing was greater there than the quality of robust love,
6 it led the rest, ³¹
7 It was seen every hour in the actions of the men of that
8 city,
9 And in all their looks and words.

³¹ Underlined text = juicy sentence

I Dream'd in a Dream
By: Walt Whitman

Checking for Understanding

1. What does “invincible” mean as it is used in the following sentence:
“I dream’d in a dream I saw a city invincible to the attacks of the whole of the rest of the earth”.
2. How did the author use rhythm and rhyme in this poem?

<http://www.public-domain-poetry.com/walt-whitman/i-dreamd-in-a-dream-889>

***When you are old* ([Audio Recording](#))**
By: W B Yeats

Vocabulary:

Notes:

- amid – in the middle of
- sorrows – feeling of sadness

When you are old

- 1 When you are old and grey and full of sleep,
- 2 And nodding by the fire, take down this book,
- 3 And slowly read, and dream of the soft look
- 4 Your eyes had once, and of their shadows deep;

- 5 How many loved your moments of glad grace,
- 6 And loved your beauty with love false or true,
- 7 But one man loved the pilgrim soul in you,
- 8 And loved the sorrows of your changing face;³²

- 9 And bending down beside the glowing bars,
- 10 Murmur, a little sadly, how Love fled
- 11 And paced upon the mountains overhead
- 12 And hid his face amid a crowd of stars.

When you are old
By: W B Yeats

Checking for Understanding

1. What does the author advise you to do “when you are old and grey and full of sleep”?

³² Underlined text = juicy sentence

2. How did the author use rhythm and rhyme in this poem?
3. What are some examples of figurative language in this text?
How does this add to the reader's understanding of the text?

<http://www.publicdomainpoems.com/whenyouareold.html>

***The House on the Hill* ([Audio Recording](#))**
By: Edwin Arlington Robinson

Vocabulary:

Notes:

- bleak – not warm

The House on the Hill

- 1 They are all gone away,
- 2 The House is shut and still,
- 3 There is nothing more to say.
- 4 Through broken walls and gray
- 5 The winds blow bleak and shrill:
- 6 They are all gone away.
- 7 Nor is there one to-day
- 8 To speak them good or ill:

9 There is nothing more to say.

10 Why is it then we stray

11 Around the sunken sill?

12 They are all gone away,

13 And our poor fancy-play

14 For them is wasted skill:

15 There is nothing more to say.³³

16 There is ruin and decay

17 In the House on the Hill:

18 They are all gone away,

19 There is nothing more to say.

Notes:

³³ Underlined text = juicy sentence

The House on the Hill
By: Edwin Arlington Robinson

Checking for Understanding

1. How did the author use repetition in this poem?
2. How did the author use rhythm and rhyme in this poem?
3. How would you describe the house on the hill?

<https://www.poetryfoundation.org/poems/44976/the-house-on-the-hill>

***The Last Night* ([Audio Recording](#))**
By: Clark Ashton Smith

Vocabulary:

Notes:

- eminence – area of high ground

The Last Night

1 I dreamed a dream: I stood upon a height,
2 A mountain's utmost eminence of snow,
3 Whence I beheld the plain outstretched below
4 To a far sea-horizon, dim and white.
5 Beneath the sun's expiring, ghastly light,
6 The dead world lay, phantasmally aglow;
7 Its last fear-weighted voice, a wind, came low;
8 The distant sea lay hushed, as with affright.

9 I watched, and lo! the pale and flickering sun,
10 In agony and fierce despair, flamed high,
11 And shadow-slain, went out upon the gloom.³⁴
12 Then Night, that grim, gigantic struggle won,
13 Impended for a breath on wings of doom,
14 And through the air fell like a falling sky.

The Last Night
By: Clark Ashton Smith

Checking for Understanding

1. What are some examples of figurative language in this text?
How does this add to the reader's understanding of the text?

³⁴ Underlined text = juicy sentence

2. How does this poem's form or structure contribute to its meaning?

<http://www.public-domain-poetry.com/clark-ashton-smith/last-night-38859>

***The Price* ([Audio Recording](#))**
By: Clark Ashton Smith

Vocabulary:

Notes:

- none listed

The Price

- 1 Behind each thing a shadow lies;
- 2 Beauty hath e'er its cost:
- 3 Within the moonlight-flooded skies
- 4 How many stars are lost!³⁵

³⁵ Underlined text = juicy sentence

The Price
By: Clark Ashton Smith

Checking for Understanding

1. How does the title contribute to your understanding of the poem?
2. What is the tone of this poem? What specific words or phrases help set the tone?

<http://www.public-domain-poetry.com/clark-ashton-smith/price-38856>

***The Soul Of The Sea* ([Audio Recording](#))**
By: Clark Ashton Smith

Vocabulary:

Notes:

- tempestuous – stormy
- recurrent – happening again and again
- unsatisfied – not pleased or happy about what happened

The Soul Of The Sea

- 1 A wind comes in from the sea,
- 2 And rolls through the hollow dark
- 3 Like loud, tempestuous waters.³⁶
- 4 As the swift recurrent tide,
- 5 It pours adown the sky,
- 6 And rears at the cliffs of night
- 7 Uppiled against the vast.

- 8 Like the soul of the sea -
- 9 Hungry, unsatisfied
- 10 With ravin of shores and of ships -
- 11 Come forth on the land to seek
- 12 New prey of tideless coasts,
- 13 It raves, made hoarse with desire,
- 14 And the sounds of the night are dumb
- 15 With the sound of its passing.

The Soul Of The Sea
By: Clark Ashton Smith

Checking for Understanding

1. According to the author, what is “like the soul of the sea”?

³⁶ Underlined text = juicy sentence

2. What are some examples of figurative language in this text?
How does this add to the reader's understanding of the text?

<http://www.public-domain-poetry.com/clark-ashton-smith/soul-of-the-sea-38854>

***The Star Spangled Banner* ([Audio Recording](#))**

By: Francis Scott Key

Music by: John Stafford Smith

Vocabulary:

Notes:

- desolation – state of being damaged
- blest – provided with something good
- conceals – hides
- repose – to rest or lay somewhere
- disclose – make something known
- havoc – situation with much destruction or confusion
- perilous – dangerous
- hath – has

The Star Spangled Banner

- 1 O say can you see by the dawn's early light,
2 What so proudly we hail'd at the twilight's last gleaming?
3 Whose broad stripes and bright stars thro' the perilous
fight,
4 O'er the ramparts we watch'd were so gallantly
streaming?
5 And the rockets red glare, the bombs bursting in air,
6 Gave proof through the night that our flag was still
there.³⁷
- 7 Oh say, does that star spangled banner yet wave,
8 O'er the land of the free and the home of the brave?

Notes:

- 9 On the shore dimly seen thro' the mist of the deep,
10 Where the foe's haughty host in dread silence reposes,
11 What is that which the breeze, o'er the towering steep
12 As it fitfully blows, half conceals, half discloses?
13 Now it catches the gleam of the morning's first beam,

³⁷ Underlined text = juicy sentence

14 In full glory reflected now shines in the stream.

15 And where is that band who so vauntingly swore,
16 That the havoc of war and the battle's confusion,
17 A home and a country shall leave us no more?
18 Their blood has wash'd out their foul footsteps' pollution.
19 No refuge could save the hirelings and slave
20 From the terror of flight or the gloom of the grave.

21 O thus be it ever, when freemen shall stand
22 Between their lov'd home, and the war's desolation;
23 Blest with vict'ry and peace, may the heav'n rescued
24 land,
25 Praise the Power that hath made and preserv'd us a
26 nation.
27 Then conquer we must, when our cause it is just,
28 And this be our motto, "In God is our trust."

The Star Spangled Banner
By: Francis Scott Key
Music by: John Stafford Smith

Checking for Understanding

1. What is being described in stanza 2:

“On the shore dimly seen thro' the mist of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream.”

2. How did the author use rhyme and rhythm in this poem?

<http://www.pdmusic.org/1800s/14tssb.txt>

***America the Beautiful* ([Audio Recording](#))**

By: Katherine Lee Bates
Music by: Samuel A. Ward

Vocabulary:

Notes:

- liberating – freeing
- impassioned – showing very strong emotions
- strife – very angry disagreement between two people
- thoroughfare – a main road
- brotherhood – feelings of friendship and support between people
- thine – your

America the Beautiful

- 1 O beautiful for spacious skies,
- 2 For amber waves of grain,
- 3 For purple mountain majesties
- 4 Above the fruited plain!
- 5 America! America!
- 6 God shed His grace on thee,
- 7 And crown thy good with brotherhood
- 8 From sea to shining sea.

Notes:

- 9 O beautiful for pilgrim feet,
- 10 Whose stern, impassioned stress
- 11 A thoroughfare for freedom beat
- 12 Across the wilderness!
- 13 America! America!
- 14 God mend thine ev-ery flaw,
- 15 Confirm thy soul in self-control,
- 16 Thy liberty in law.

17 O beautiful for heroes proved
18 In liberating strife,
19 Who more than self their country loved,
20 And mercy more than life!³⁸

21 America! America!
22 May God thy gold refine,
23 Till all success be nobelness,
24 And ev-ery gain divine.

25 O beautiful for patriot dream
26 That sees beyond the years
27 Thine alabaster cities gleam,
28 Undimmed by human tears!

Notes:

29 America! America!
30 God shed His grace on thee,
31 And crown thy good with brotherhood
32 From sea to shining sea.
33 America the Beautiful

³⁸ Underlined text = juicy sentence

America the Beautiful
By: Katherine Lee Bates
Music by: Samuel A. Ward

Checking for Understanding

1. How did the author use rhythm and rhyme in this song?
2. How does the author use repetition in this song?
3. Reread stanza 3 and explain the meaning in your own words:

“O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!”

<http://www.pdmusic.org/1900s/10atb.txt>

Keep the Home-Fires Burning (Audio Recording)
(Till the Boys Come Home)
By: Lena Guilbert Ford
Music by: Ivor Novello

Vocabulary:

Notes:

- summoned – to ask for someone or something to come
- yearned – strong desire for something

Keep the Home-Fires Burning (Till the Boys Come Home)

1 They were summoned from the hillside,
2 They were called in from the glen,
3 And the Country found them ready
4 At the stirring call for men.
5 Let no tears add to their hardship,
6 As the Soldiers pass along
7 And although your heart is breaking,
8 Make it sing this cheery song.³⁹

9 Keep the Home-fires burning,
10 While your hearts are yearning,
11 Though your lads are far away
12 They dream of Home;

Notes:

13 There's a silver lining
14 Through the dark cloud shining,
15 Turn the dark cloud inside out,
16 Till the boys come Home.

17 Over seas there came a pleading,
18 "Help a Nation in distress!"
19 And we gave our glorious laddies

³⁹ Underlined text = juicy sentence

20 Honor made us do no less.
21 For no gallant Son of Freedom
22 To a tyrant's yoke should bend,
23 And a noble heart must answer
24 To the sacred call of "Friend!"

Keep the Home-Fires Burning
(Till the Boys Come Home)
By: Lena Guilbert Ford
Music by: Ivor Novello

Checking for Understanding

1. How did the author use rhythm and rhyme in this song?
2. How does the author use repetition in this song?
3. How does the title contribute to your understanding of the song?

<http://www.pdmusic.org/1900s/14kthfb.txt>

***Emblems of Mem'ry Are These Tears* ([Audio Recording](#))**
By: Anonymous

Vocabulary:

Notes:

- emblems - a person or thing that represents an idea
- distressing - upsetting

Emblems of Mem'ry Are These Tears

- 1 Emblems of Mem'ry are these tears
- 2 Sad and distressing to the Mind
- 3 Flowing for all succeeding Years
- 4 From ev'ry Patriot left behind
- 5 Could they alas his life restore
- 6 Well might Columbia mourn⁴⁰
- 7 Yet let the annual Tribute pour
- 8 To wet the Hero's Urn
- 9 Yet let the annual Tribute pour
- 10 To wet the Hero's Urn to wet the Hero's Urn

- 11 Emblems of Mem'ry are these tears
- 12 Sad and distressing to the Mind
- 13 Flowing for all succeeding Years
- 14 From ev'ry Patriot left behind
- 15 Flowing for all succeeding Years
- 16 From ev'ry Patriot left behind
- 17 From ev'ry Patriot left behind.

Emblems of Mem'ry Are These Tears
By: Anonymous

Checking for Understanding

1. How does the author use repetition in this song?

⁴⁰ Underlined text = juicy sentence

2. What is the mood of this song? Use evidence from the text to support your answer.

<http://www.pdmusic.org/1800s/00eomatt.txt>

***Stars of the Summer Night* ([Audio Recording](#))**

By: Henry Wadsworth Longfellow

Music by: Berthold Tours

Vocabulary:

Notes:

- slumbers – sleep
- pinions – a small gear in a machine
- deeps – oceans
- azure – blue color of sky

Stars of the Summer Night

1 Stars of the summer night!
2 Far in yon azure deeps,
3 Hide, hide your golden light!
4 She sleeps! my lady sleeps! She sleeps!⁴¹

5 Moon of the summer night!
6 Far down yon western steeps,
7 Sink, sink in silver light!
8 She sleeps! my lady sleeps! She sleeps.

9 Wind of the summer night!
10 Where yonder woodbine creeps,
11 Fold, fold thy pinions light!

12 Fold, fold thy pinions light!
13 She sleeps! She sleeps!
14 She sleeps, my lady sleeps.

15 Dreams of the summer night.
16 Tell her, her lover keeps watch.
17 Her lover keeps watch!
18 while in slumbers light She sleeps!

Notes:

⁴¹ Underlined text = juicy sentence

19 She sleeps! my lady sleeps,
20 my lady sleeps, my lady sleeps,
21 my lady sleeps! She sleeps!

Stars of the Summer Night
By: Henry Wadsworth Longfellow
Music by: Berthold Tours

Checking for Understanding

1. How does the author use repetition and rhyme in this song?
2. Who might the author be speaking about in this song?

<http://www.pdmusic.org/1800s/40sotsn-bt.txt>

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