**Guided Practice**

**DIRECTIONS:** Read the selection below. Follow the instructions and answer the questions in the side column. They will help you understand how to read to master the TEKS.

**How I Learned Geography**

_by Uri Shulevitz_

1. (a) When war devastated the land, buildings crumbled to dust. Everything we had was lost, and we fled empty-handed.
2. We traveled far, east to another country, where summers were hot and winters were cold, to a city of houses made of clay, straw, and camel dung, surrounded by dusty steppes, burned by the sun.
3. We lived in a small room with a couple we did not know. We slept on a dirt floor. I had no toys and no books. Worst of all: food was scarce.
4. One day, Father went to the bazaar to buy bread. As evening approached, he hadn’t returned. Mother and I were worried and hungry. It was nearly dark when he came home. He carried a long roll of paper under his arm.
5. (b) I bought a map,” he announced triumphantly.
6. “Where is the bread?” Mother asked.
7. “I bought a map,” he said again.
8. Mother and I said nothing.
9. “I had enough money to buy only a tiny piece of bread, and we would still be hungry,” he explained apologetically.
10. “No supper tonight,” Mother said bitterly. “We'll have the map instead.”
11. (c) I was furious. I didn’t think I ever would forgive him, and I wanted to eat hungry, while the couple we lived with ate their meager supper.
12. The husband was a writer. He wrote in silence, but, oh! how loudly he chewed. He chewed a small crust of bread with such enthusiasm, as if it were the most delicious morsel in the world. I envied him his bread and wished I were the one chewing it. I covered my head with my blanket so I would not hear him smacking his lips with such noisy delight.
13. The next day, Father hung the map. It took up an entire wall. Our cheerless room was flooded with color.

**Guided Questions**

**Read sentence (a) in paragraph 1.**

Suppose the author had used the word destroyed instead of devastated. How would the effect have been different?

**Devastated** suggests utter _ruin_. It creates a more _horrible_ and _soul-crushing_ effect.

**Read sentence (b) in paragraph 5.**

What does the word triumphantly suggest about how father felt about buying the map?

It suggests he considers the map a treasure greater than food. He is proud of himself and feels he made a conquest.

**Read sentence (c) in paragraph 11.**

Suppose the author had used the word upset or angry instead of furious. How would the effect have been different?

It would have been less _intense_. _Furious_ suggests that someone is overcome by emotion.

**I became fascinated by the map and spent long hours looking at it, studying its every detail, and many days drawing on any scrap of paper that chanced my way.**

**Read sentence (d) in paragraph 15.**

Suppose the author had used the word foreign instead of exotic. How would the effect have been different?

_Foreign_ makes something _seem alien or different_.

**Read sentence (e) in paragraph 15.**

How would the _foreign_ names of the country, the city, the mountain, and the river suggest the author’s feelings?

They create _fear_ and _curiosity_.

**Read paragraph 17 and 18.**

What impression do the words _furious_ and _intense_ make on a reader?

They create _anger_ and _serenity_.

**Read paragraphs 17 and 18.**

What impression do the words _furious_ and _intense_ make on a reader?

They create _anger_ and _serenity_.

**Author’s Note:** I was born in Warsaw, Poland, in 1939. The Warsaw blitz occurred in 1939. Shortly afterward, I fled Poland with my family, and for six years we lived in the Soviet Union, most of the time in Central Asia, in the city of Turkestan in what is now Kazakhstan. This story takes place where I was four or five years old, in the early years of our stay in Turkestan. The original map was lost long ago.
GUIDED PRACTICE

DIRECTIONS Read the selection below. Follow the instructions and answer the questions in the side column. They will help you understand how to read to master the TEKS.

Eagle Poem
by Joy Harjo

To pray you open your whole self
To sky, earth, sun, moon
To one whole voice that is you.
And know there is more
That you can't see, can't hear;
Can't know except in moments
Steadily growing, and in languages
That aren't always sound but other
Circles of motion.

Like eagle that Sunday morning
Over Salt River. Circled in blue sky
In wind, swept our hearts clean
With sacred wings.

We see you, see ourselves and know
That we must take the utmost care
And kindness in all things.
Breathe in, knowing we are made of
All this, and breathe, knowing
We are truly blessed because we
Were born, and die soon within a
True circle of motion.
Like eagle rounding out the morning
Inside us
We pray that it will be done

ADDITIONAL PRACTICE

DIRECTIONS Reread the selection. Mark it up as you like. Then answer the following questions.

1. According to the poet, in what way is life a circle?
   There is a pattern of birth and death, for people, for nature, for all things.

2. What mood or feeling do you think is created by the diction and imagery in this poem? Explain.
   They create a mood of peace and tranquility. The images are ones of beauty. There is nothing to fear.

3. Read lines 14–16 aloud. Which words do you think should be stressed most strongly? Why?
   Students' answers will vary but many may choose to emphasize the words care and kindness, since these are qualities the poet finds important to life.

4. Why does the poet repeat "in beauty" at the end of the poem?
   She wants to emphasize that the circle of life is beautiful.
Guided Questions

Read sentence (a) in paragraph 1.
Circle traits you learn directly about Sherlock Holmes.

Continue reading paragraph 1.
Circle details that support Watson's assessment of Holmes' unidleness.

Read sentence (b) in paragraph 2.
What two contrasting traits does Watson mention about Holmes?
His outbursts of energy and his lethargy.

Read paragraphs 1-5. How do you think Watson is feeling? Why?
He seems to be teasing, or saying sarcastically.

Read the selection below. Follow the instructions and answer the questions in the side column. They will help you understand how to read to master the TEKS.

from The Musgrave Ritual
by Sir Arthur Conan Doyle

(a) An anomaly which often struck me in the character of my friend Sherlock Holmes was that, although his methods of thought he was as the greatest and most methodical of mankind, and although he was affected by no quirks of dress, he was none the less in his personal habits one of the most untidy men on earth. A fellow-lodger to distraction. Not that I am in the least conventional in that respect myself. The rough-and-tumble work in Afghanistan, causing on the top of natural Bohemianism of disposition, has made me rather more lax than before. But with me there is a limit, and when I find a man who keeps his cigar in the coal-stove, his tobacco in the top of a Persian slipper, and his unanswerable correspondences tied up in a jack-boile into the very centre of his wooden mantelpiece, then I begin to give myself virtuous airs. I have always held, too, that it is not entirely a question of cleanliness should be distinctly an open-air pastime, and when Holmes, in one of his queer humours, would sit in an armchair with his hat-trigger and a hundred Bosan caricatures and proceed to insert the opposite wall with a patriotic V. R. done in bullet-pocks, I felt strongly that neither the atmosphere nor the appearance of our room was improved by it.

(b) Our chambers were always full of chemicals and of criminal relics which had a way of wandering into unlikely positions, and of turning up in the butter-dish or in even less desirable places. But his papers were my great crus. (b) He had a horror of destroying documents, especially those which were connected with his past cases, and yet it was only once in every year or two that he would muster energy to docket and arrange them; for, as I have mentioned somewhere in these incoherent memoirs, the outbursts of passionate energy when he performed the remarkable feats with which his name is associated were followed by reactions of lethargy during which he would lie about with his violin and his books, hardly moving save from the sofa to the table. Thus month after month his papers accumulated until every corner of the room was stuffed with bundles of manuscript which were on no account to be burned, and which could not at any price be put away save by their owner. One winter's night, as we sat together by the fire, I ventured to suggest to him that, as he had finished pasting extracts into his commonplace book, he might employ the next two hours in making our room a little more habitable. He could not deny the justice of my request, so with a rather rsful face he went off to his bedroom, from which he returned presently pulling a large tin box behind him. This he placed in the middle of the floor, and, squattings down upon a stool in front of it, he threw back the lid. I could see that it was already a third full of bundles of paper tied up with red tape into separate packages.

(c) Yes, my boy, these were all done prematurely before my biographer had come to glorify me. He lifted bundle after bundle in a tender, curening sort of way. "They are not all successes, Watson," he said. "But there are some pretty little problems among them. Here's the record of the Tarleton murders, and the case of Vambrary, the wine merchant, and the adventure of the old Russian woman, and the singular affair of the aluminium crutch, as well as a full account of Ricciotti of the club-foot, and his abominable wife. And here—ah now, this really is something a little recherche."

He divested his arm down to the bottom of the chest and brought up a small wooden box with a sliding lid such as children's toys are kept in. From within he produced a crumpled piece of paper, an old-fashioned brass key, a peg of wood with a ball of string attached to it, and three rusty old discs of metal.

"Well, my boy, what do you make of this lot?" he asked, smiling at my expression.

"It is a curious collection."

"Very curious, and the story that hangs round it will strike you as being more curious still."

"These relics have a history, then?"

"So much so that they are history."

"What do you mean by that?"

Sherlock Holmes picked them up one by one and laid them along the edge of the table. Then he resealed himself in his chair and looked them over with a gleam of satisfaction in his eyes.

"These," he said, "are all that I have left to remind me of the adventure of the Musgrave Ritual."

I had heard him mention the case more than once, though I had never been able to gather the details. "I should be so glad," said I, "if you would give me an account of it.

"And leave the litter as it is?" he cried mischievously. "Your tidiness won't bear much strain, after all, Watson. But I should be glad that you should add this case to your annals, for there are points in it which make it very unique in the criminal records of this or, I believe, of any other country. A collection of my trailing achievements would certainly be incomplete which contained no account of this very singular business."

"What two contrasting traits does Watson mention about Holmes?"
A collection of my thrilling achievements would certainly be incomplete which contained no account of this very singular business.

Rewrite it to show what Holmes really feels and means.

Sample answer: I've done many remarkable things, but solving this case was an amazing achievement and the story should be told.
GUfDIEPRACTICE

DIRECTIONS Read the selection below. Follow the instructions and answer the questions in the side column. They will help you understand how to read to master the TEKS.

One Perfect Rose
by Dorothy Parker

A single flow'r he sent me, since we met.
All tenderly his messenger he chose:
Deep-hearted pure, with scented dew still wet—
One perfect rose.

I knew the language of the flowers:
"My fragile leaves," it said, "his heart enclose."
Love long had taken for his amulet
One perfect rose.

Why is it no one ever sent me yet
One perfect limousine, do you suppose?
Ah no, it's always just my luck to get
One perfect rose.

Guided Questions

In line 2, why does the speaker use the word tenderly?
She is indicating the suitor's affection for her.

In the second stanza, circle the line that indicates that the speaker understands full well how to interpret the gift's meaning.

What is the tone created by the language in the first and second stanza?
It's flowery and romantic. It sounds like a love poem.

How does the tone change in the last stanza?
It becomes more sarcastic.

GUIDED PRACTICE

DIRECTIONS Read the selection below. Follow the instructions and answer the questions in the side column. They will help you understand how to read to master the TEKS.

One Perfect Rose

by Dorothy Parker

A single flow'r he sent me, since we met.
All tenderly his messenger he chose:
Deep-hearted pure, with scented dew still wet—
One perfect rose.

I knew the language of the flowers:
"My fragile leaves," it said, "his heart enclose."
Love long had taken for his amulet
One perfect rose.

Why is it no one ever sent me yet
One perfect limousine, do you suppose?
Ah no, it's always just my luck to get
One perfect rose.

Guided Questions

In line 2, why does the speaker use the word tenderly?
She is indicating the suitor's affection for her.

In the second stanza, circle the line that indicates that the speaker understands full well how to interpret the gift's meaning.

What is the tone created by the language in the first and second stanza?
It's flowery and romantic. It sounds like a love poem.

How does the tone change in the last stanza?
It becomes more sarcastic.

ADDITIONAL PRACTICE

DIRECTIONS Reread the selection. Mark it up as you like. Then answer the following questions.

1. In lines 1-4, how do you expect the speaker to feel about receiving the rose?
You expect her to be overjoyed by this expression of love.

2. If the rose represents love, what do you think the limousine represents?
wealth; money; luxury

3. How is the way the words "one perfect rose" are used different in line 4 than in line 12?
In line 4, the words seem to describe a gift the speaker appreciates.
In line 12, the reader knows they describe a gift for which the speaker has no use or appreciation.

4. In what way is this poem an example of irony?
The speaker seems to mean one thing, but she really means just the opposite.
Lesson 28: Edit to Correct Problems with Active and Passive Tense and Verbals

**DIRECTIONS** Answer the following questions based on the selection you just read.

1. What is the best way to rewrite sentence 2 in the active voice?
   - A Of course, I knew the story of this wily adventurer finding his way back to Ithaca from Troy.
   - B Of course, the story of this wily adventurer who finds his way back to Ithaca from Troy was known to me.
   - C Of course, the story was one I knew of this wily adventurer finding his way back to Ithaca from Troy.
   - D No change should be made in sentence 2.

2. What changes, if any, should be made in sentence 6?
   - A Change presents to presenting
   - B Change aging to aged
   - C Change had to has
   - D No change should be made in sentence 6.

3. What changes, if any, should be made in sentence 11?
   - A Change thought to was thinking
   - B Change saw to see
   - C Change revealed to reveal
   - D No change should be made in sentence 11.

4. Which of these, if any, is the best way to change sentence 16?
   - A No matter what stands in their way to keep trying is something that has to be done by people.
   - B To keep trying people have to do no matter what stands in the way of people.
   - C People have to keep trying no matter what stands in their way.
   - D No change should be made to sentence 16.

5. What changes, if any, should be made in sentence 27?
   - A Change is to was
   - B Change seeking to to seek
   - C Change makes to made
   - D No change should be made to sentence 27.

6. Which of these is the best way to combine sentences 7-9 to improve the style?
   - A Ruling his kingdom is boring, so he wants to push off and adventure is what he seeks.
   - B He is bored with ruling his kingdom, and pushing off is what he wants and seeking adventures.
   - C Bored by ruling his kingdom and longing to push off; adventure is what he seeks.
   - D Bored by ruling his kingdom, he longs to push off and seek adventure.

7. Which of these is the best way to combine sentences 7-9 to improve the style?
   - A The goal he holds is never to yield.
   - B He is a man who never will yield.
   - C Never to yield is his goal.
   - D No revision is needed.

8. Which word should be added at the beginning of sentence 21 to provide a smooth transition?
   - A Nevertheless
   - B Whereas
   - C Therefore
   - D As a result

9. Which of these would be the most effective sentence to add to conclude this essay?
   - A I have taken these words to heart.
   - B Tennyson's poem provides a powerful lesson for all of us today.
   - C More than anything, never give up.
   - D So tell yourself over and over again to strive, seek, and find.
Lesson 29  Edit to Correct Problems with Restrictive and Nonrestrictive Relative Clauses

**UNDERSTAND THE TEKS**

A clause is a group of words that has a verb and a subject. When you edit your writing, make sure you use clauses correctly.

An independent or main clause expresses a complete thought. It can stand by itself as a sentence, or it can be linked to another clause.

A dependent or subordinate clause does not express a complete idea so it must be linked to an independent clause.

- Early people had to keep a fire going all the time, which demanded close supervision and watchfulness.

- Independent clause  dependent clause

An adjective clause is a dependent clause that modifies a noun or a pronoun. It is also called a relative clause. Usually, it begins with a relative pronoun: that, which, who, whom, whose.

They want to see the movie that was reviewed in yesterday's paper.

An adjective clause can be restrictive or nonrestrictive.

A restrictive clause is essential to the meaning of the sentence. It limits or restricts the meaning of the word it modifies.

The students who worked as interns last year are the ones to hire.

This sentence tells you which students will be hired—not any students, but only the ones who worked as interns last year.

A nonrestrictive clause provides additional information, but it is not essential to the meaning of the sentence. Since a restrictive clause is not necessary (although it may be interesting), it is set off with commas.

Our stay at the dude ranch, which I didn't think I would enjoy, turned out to be great.

You can buy it at Christie's QwikMart, which is just down the street.

**GUIDED PRACTICE**

**DIRECTIONS** Read the selection below. Answer the questions in the side column. They will help you understand how to master the TEKS.

**My Perfect Place**

by Kelsey Vacca

(1) Everyone has a perfect place, a place that spells magic for them.

(2) For me, that perfect place is Captiva Island which is off the western coast of Florida. (3) What makes a place perfect to me? (4) Well, to my mind, there are three key ingredients: sun, sand, and water. (5) Which I think of the three S's or essentials.

(6) I love that feeling of sun on my face and the way it warms my body. (7) Of course, I know that too much sun is a health hazard, which means that I take precautions. (8) Like every intelligent person, (9) who goes out in the sun, I lather up with sun screen. (10) My mom bought me a couple of shirts last year that have special UV protection. (11) I wear a purple polka dot cap with a big visor, which I think looks cool but my friends think makes me look silly. (12) In any event, I'm prepared for the sun, and I enjoy it mightily.

**Guided Questions**

- Why did the writer add a comma in sentence (2)?
  - There is a nonrestrictive clause.

- Why did the writer combine the sentence (2)?
  - Explain the change to sentences (4) and (5).

- Since 5 is a dependent clause, it needs...
  - Since it is nonrestrictive, it needs a comma before it.

- Why did the writer combine the sentence (9)?
  - "that too much sun is a health hazard" is a restrictive clause.

- Why did the writer combine the sentence (8) and (9)?
  - The dependent clause "who goes out in the sun" is essential and needs to be connected to the noun it modifies—person.

- Why did the writer remove the comma in sentence (7)?
  - "that have special UV protection" is a restrictive clause that should not be separated by a comma.

- Why did the writer combine the sentence (11)?
  - This separates the nonrestrictive clause.
ADDITIONAL PRACTICE

DIRECTIONS  Continue reading the story. Make the changes indicated.

(13) Sand is another ingredient.  (14) That I find essential.

1. Rewrite sentences 13 and 14 to correct the problem.
Sand is another ingredient that I find essential.

(15) I find the warm squishy feel of sand between my toes as I walk along the white sandy beach delightful, and I enjoy stopping to watch the waves roll in.  (16) It's a joy to wander and pick up all of the many sea shells.  (17) Whose shapes and colors delight me.

2. Rewrite sentences 16 and 17 to correct the problem.
It's a joy to wander and pick up all of the many sea shells whose shapes and colors delight me.

(18) In fact, I have a collection of shells that came from Captiva at home in Fredericksburg.

(19) Which is far from any ocean beach.

3. Rewrite sentences 18 and 19 to correct the problem.
In fact, I have a collection of shells that came from Captiva at home in Fredericksburg, which is far from any ocean beach.

(20) Fredericksburg whose rolling hills offer their own delights is a great place to live.  (21) I ride horses with friends, who are all better riders than I, and delight in taking walks through fields blanketed with the most glorious wildflowers.  (22) However, what I do miss is water—ocean water.

4. Rewrite sentence 21 to correct the problem.
Fredericksburg, whose rolling hills offer their own delights, is a great place to live.

(23) There is nothing I like to do better than swim in the ocean.  (24) The water is that perfect temperature.  (25) It's not like bathwater.  (26) Which is too warm, but it's not chilly either.  (27) I swim out and then ride the waves back to shore, completely enjoying my perfect place.

5. Rewrite sentences 25 and 26 to correct the problem.
It's not like bathwater, which is too warm, but it's not chilly either.
Additional Practice

Directions: Continue reading the essay. Correct all capitalization, spelling, and punctuation errors.

How little it takes to upset the equilibrium of a tidy little town. Only one person has the courage to ask Hooper directly why he wears the veil—his fiancée, Elizabeth. Hooper tells her—and the reader—that he is not doing penance for any specific sin but for human sin in general—the sins we all bear. Elizabeth can't take it and begs him to show her his face, but he won't and she leaves. Hooper obeying his personal vow spends the rest of his life lonely behind his black veil, an object of dread and curiosity.

Is Hawthorne saying that people can't take the truth? Is he saying that even our loved ones can accompany us only so far in our private journeys? Either interpretation adds to the reader's feeling that the author, by covering his protagonist's face, is uncovering deep and painful realities.

On his deathbed, Hooper finally delivers his ultimate insight into the causes and effects of his wearing the veil. For him, it has been a sign of morning for a world in which everyone hides sins and everyone lives falsely. I look around me, and, lo! on every visage a Black Veil! he cries with his last breath. It is as if he, who points it out, is shunned. This is a disturbing lesson from a sunny little American town.

STAAR Practice

Directions: Read the following passage. Then answer the questions that follow.

In response to a class assignment to explain how to do something, Guy wrote these instructions. He has asked you to read the instructions and edit them.

How to Make an Omelette
by Guy Collins

(1) My goal is to open a restaurant and become a world-famous chef. (2) I grew up reading Julia Child's cookbook, "The Joy of Cooking," the way other kids read mysteries. (3) With my mother and father's help, I used to try out a different recipe each weekend, and with each new dish, I grew better and better. (4) "You have a natural talent for this," Dad said. (5) This was real praise, since Dad owns the most successful restaurant in town.

(6) To make extra money, a course is taught by me at the local Y to other teenagers. (7) The first thing, that I tell them is that cooking is easy as long as you start with good ingredients, develop the best techniques, and follow the directions. (8) Once you know how to cook, you can, of course, improvise.

(9) I always start with the simple egg. (10) My students glance at one another, thinking, "Who can't prepare an egg?" (11) A well prepared egg is wonderful, but a well made omelette is heaven.