

9TH GRADE CP ENGLISH

FALL SEMESTER

ANSWER KEYS: CLUSTER 1

Answer Key

The Necklace

Active Reading SkillBuilder, page 5

(Responses will vary. Possible responses are provided that continue the series on the worksheet.)

- Madame Loisel buys a new dress and borrows a friend's diamond necklace to wear to the party.
- On the way home from the party, Madame Loisel loses the necklace.
- The Loisels search for the missing necklace in vain.
- The Loisels borrow money and use an inheritance to buy another diamond necklace to replace the lost one.
- Madame Loisel returns the necklace to Madame Forestier.
- The Loisels live in poverty for ten years until they repay all of their debts.

Answer Key

The Necklace

Literary Analysis SkillBuilder, page 6

(Responses will vary. Possible responses are provided.)

Rising Action: 1. The Loiseles are invited to a party. 2. Madame Loisel borrows a diamond necklace to wear to the party. 3. She loses the necklace on the way home. 4. The Loiseles search for the necklace to no avail.

Climax: The Loiseles borrow money and use an inheritance to buy a diamond necklace to replace the one lost after the party. (Note: Some students may defend the idea that the climax comes at the very end of the story.)

Falling Action: 1. Madame Loisel returns the necklace to Madame Forestier. 2. Because they are in debt, the Loiseles are forced to live like paupers. 3. After ten years, the Loiseles finally repay all of their debts. 4. Madame Loisel discovers that Madame Forestier's lost necklace was an imitation worth a fraction of the diamond necklace that replaced it.

Follow Up: Responses depend on events students list.

After Reading: The Necklace (POSSIBLE RESPONSES)

What was your reaction to the ending? Explain.

Answers will vary

Use the Glossary of Literary Terms that begins on p. 1216 to review the literary terms in the questions below. The answer the following questions with complete written responses using Traffic Light, DEER, or ACE-IT! format.

Irony - Explain why this story is a good example of irony.

GREEN: The story “The Necklace” is a good example of irony, which means when reality is the opposite from what it seems, because the necklace that seems to represent wealth and status is actually costume jewelry and worth very little money.

YELLOW: In the story, Madame Loisel loses the necklace she borrows for a fancy party and then must borrow the money to replace it. Because of this, Madame Loisel and her husband must labor like peasants for ten long years to repay their debts.

RED: When Madame Loisel finds out that the necklace wasn’t real at the very end of the story, the reader realizes what a fool Madame Loisel has been. She believes the necklace is a real jewel because she wants to, just like she thinks she can make herself look rich and distinguished, even though she isn’t.

GREEN: Madame Loisel’s pathetic situation sums up the irony in “The Necklace.”

Static vs. dynamic character – Is Mme Loisel a static or dynamic character? Once you have stated which she is in your topic sentence, you must support your opinion by citing examples from the beginning and end of the story.

D: Madame Loisel is a dynamic character because she changes over the course of the story, whereas a static character would just remain the same.

E: At the beginning of the story, “She would dream of great reception halls hung with old silks, of fine furniture filled with priceless curios, and of small, stylish, scented sitting rooms...” (28). Then, by the end of the story, she has had a life of hard work, with her “hair untended, her skirts askew, her hands red, her voice shrill” (33).

E: The transformation the Madame Loisel goes through is remarkable. Because of the heavy debt she and her husband acquired for her one night of fancy partying, she has been humbled. She no longer dreams of that world or fantasizes about being rich. She is plain and tired.

R: Madame Loisel learns life's hard lesson through the events surrounding the lost borrowed necklace.

Theme – What is the theme of “The Necklace?” What statement is de Maupassant making about human nature/life?

A: One theme of “The Necklace” by Guy de Maupassant is that happiness and suffering are relative.

C: At the beginning of the story, Mathilde is unhappy with her humble birth and she “grieved incessantly, feeling that she had been born of for all the little niceties and luxuries of living” (28), but because of her loss of Madame Forestier's necklace, she has lived a life of true poverty.

E: De Maupassant is showing readers that our own suffering is always relative to someone else's. There will always be those who are richer and those who are poorer, and in a bad turn of events, like Madame Loisel, a person can suddenly have his or her lot in life changed.

IT!: This lesson plays out again and again in the world, including right here in our very own community, with families losing their homes who just a few years ago were spending frivolously: happiness and suffering are an unpredictable part of the human experience.

Answer Key

Grammar SkillBuilder

Abstract and Concrete Nouns, page 8

(Answers will vary.)

1. Mathilde Loisel lacked the distinguished family and the dowry that would permit her to marry a man of rank.
2. Though she had a pretty face and a pleasant voice and manner, she finally married a minor clerk.
3. Her apartment looks shabby and drab to her.
4. Her reaction to the invitation is one of bleak distress.
5. She says she has no suitable dress or jewels.
6. Her husband responds with consideration and generosity.
7. She examines the bracelets and necklaces in her friend's jewel box.
8. She dances every waltz and enjoys admiring glances.
9. She reacts to the loss of the necklace with helpless grief and despair.
10. Mme. Loisel learns to wash dishes, scrub clothes, and bargain with the grocer.

Answer Key

The Gift of the Magi

Active Reading SkillBuilder, page 60

(Predictions will vary. Possible responses are provided.)

1. Della does not have enough money to buy a Christmas present because she counts out \$1.87 three times and then howls.
2. Della will sell her hair to Madame Sofronie because she turns pale and cries when she looks at her hair in the glass.
3. Della will buy Jim a nice present because she receives \$20 for selling her hair and immediately goes shopping.

The accuracy of students' predictions will vary.

Literary Link Response

“Luxury” -- KEY

1. Summarize the poet’s attitude toward wealth.

Material possessions are not what make us wealthy. Our capacity to give and receive love determines how “rich” our lives are.

2. How would Jim and Della likely respond to this poem? Write a constructed response using the Traffic Light format that explains your answer.

Jim and Della would agree with the speaker of the poem. Even though they do not have much money, Jim and Della would consider themselves wealthy.

Answer Key

The Gift of the Magi

Literary Analysis SkillBuilder, page 61

(Responses will vary. Possible responses are provided.)

What Della plans: to surprise her husband, Jim, with a Christmas present of a fob chain for his pocket watch

What actually happens: She finds out that Jim has sold his precious pocket watch to buy her a Christmas present.

What Jim plans: to surprise his wife, Della, with a set of expensive hair combs that he buys with the money he gets from selling his watch

What actually happens: He finds out that Della has cut her hair and sold it in order to get the money for his Christmas present.

Answer Key

The Gift of the Magi

Words to Know SkillBuilder, page 62

- A.** 1. cascade
2. coveted
3. predominating
4. subside
5. instigate

Della receives combs.

- B.** 1. predominating
2. coveted
3. assertion
4. agile
5. subside
6. prudence
7. inconsequential
8. cascade
9. instigate
10. chronicle

- C.** Students' entries will vary. Accept responses that accurately use at least three Words to Know.

Answer Key

The Sniper

Active Reading SkillBuilder, page 66

(Responses will vary. Possible responses are provided.)

Setting: "Dublin lay enveloped in darkness"; "machine guns and rifles broke the silence of the night, spasmodically, like dogs barking on lone farms"

Characters: sniper's eyes "had the cold gleam of the fanatic"; the enemy sniper "was now standing before a row of chimney pots, looking across, with his head clearly silhouetted against the western sky"

Action: "The distance was about fifty yards—a hard shot in the dim light. . . . He took a steady aim." "The sniper darted across the street. A machine gun tore up the ground around him, but he escaped."

Answer Key

The Sniper

Literary Analysis SkillBuilder, page 67

Students' ranking of suspenseful events will vary but will most likely indicate a steady increase in level of suspense from the first event to the last event listed on the graph.

Answer Key

The Sniper

Words to Know SkillBuilder, page 68

- A.**
1. C
 2. F
 3. D
 4. G
 5. A
 6. H
 7. I
 8. B
 9. J
 10. E
- B.** Students' editorials will vary. Accept responses that accurately use at least four Words to Know.

Answer Key

Grammar SkillBuilder

Adverb Placement, page 69

(Answers may vary.)

1. Listening carefully for suspicious sounds, the sniper considered lighting his cigarette.
2. He boldly decided to risk it and lit the cigarette.
3. Then a shot rang out, and he dropped his rifle.
4. He had been shot in his arm, but surprisingly he felt no pain.
5. Immediately he dropped to the roof and crawled behind a chimney.
6. While he hid behind the chimney, his enemy watched silently from the opposite roof.
7. The sniper placed his cap over the muzzle of his rifle, cleverly fooling his enemy.
8. After he was wounded, the sniper lifted his revolver and awkwardly fired.
9. The gunfire was over, and soon three people were dead.
10. Always, in a civil war, there is a danger of killing a brother or friend.

Answer Key

The Scarlet Ibis

Active Reading SkillBuilder, page 5

(Students' responses will vary. Sample responses are provided.)

Passage: "I began to make plans to kill him by smothering him with a pillow."

Inference: The narrator is without empathy and sympathy for his brother and is irrational in his thinking.

Passage: "Renaming my brother was perhaps the kindest thing I ever did for him, because nobody expects much from someone called Doodle."

Inference: The narrator expects little from his brother and has doomed him to a life of low expectations from others.

Passage: One day I took him up to the barn loft and showed him his casket, telling him how we all had believed he would die.

Inference: The narrator can be cruel.

Conclusion: The older brother, who is still a child himself, feels wronged by what he considers to be the misfortune of not having a "normal" sibling. He practices seemingly uncontrollable acts of cruelty toward him.

Answer Key

The Scarlet Ibis

Literary Analysis SkillBuilder, page 6

(Students' responses will vary. Sample responses are provided.)

What Narrator Learns

- Doodle really is a companion, someone with whom he can share the place he loves, Old Woman Swamp.
- People can sometimes be very cruel to those they love, especially those who are their own flesh and blood.
- Pride can cause either life or death.
- The narrator loved his fragile, sensitive brother.

Key Passages

- "Doodle was my brother, and he was going to cling to me forever, no matter what I did, so I dragged him across the burning cotton field to share with him the only beauty I knew, Old Woman Swamp."
- "There is within me (and with sadness I have watched it in others) a knot of cruelty borne by the stream of love, much as our blood sometimes bears the seed of our destruction, and at times I was mean to Doodle."
- "But all of us must have something or someone to be proud of, and Doodle had become mine. I did not know then that pride is a wonderful, terrible thing, a seed that bears two vines, life and death."
- "For a long, long time, it seemed forever, I lay there crying, sheltering my fallen scarlet ibis from the heresy of rain."

Importance of Title

- The scarlet ibis, like the beauty of Old Woman Swamp and like Doodle's fragile goodness, is rare and "beyond the touch of the everyday world."
- The scarlet ibis's red color symbolizes life-giving blood, the blood that runs through families that can sometimes carry "the seed of our destruction." It also symbolizes loss of life: the blood that stains Doodle's shirt, Doodle's death under the red nightshade bush, and the bird's death under the bleeding tree.
- The scarlet ibis symbolizes both life and death, beauty and sadness.
- The narrator calls Doodle his scarlet ibis. He realizes too late that like the ibis, Doodle was tired and fragile and needed protection from the harshness of life.

Follow Up: Students' sentences will vary, but should show an understanding of the themes in the selection.

Guided Reading of “My Father’s Song” by Simon J. Ortiz—ANSWER KEY

- Look at the poem’s title: What *might* this poem be about?
(It says “My Father’s Song.” Could this be about a father son relationship or the beauty of music?)

Answers will vary

- Read the poem straight through without stopping to analyze it (aloud, if possible). This will help you get a sense of how it sounds, how it works, and what it might be about.
- Start with what you know. If the poem is difficult, distinguish between what you do and do not understand. Underline the parts you do not understand. For example, in stanza four, I clearly see how gentle the father is and how special this one event in the field was to both father and son. I am confused by stanza one because the speaker says he misses his father. Might this imply that his father is no longer living? Now it is your turn.

Underlined portions will vary.

- Check for understanding: Write a quick “first-impression” of the poem by answering the questions, “What do you notice about this poem so far?” and “What is this poem about?”

Possible Response: This poem is about a son’s memory of his father in a field with mice. This poem is about how ordinary words from a father are a type of important song for the speaker.

- Look for patterns. What repeated, interesting, or even unfamiliar use of language, imagery, sound, color, or arrangement do you notice? Next, ask yourself, “What is the poet trying to show through this pattern?”

Possible response: The poet repeats certain words, like animals, hand, and sand. I think the poet is trying to get the reader to focus on the words because they are important in the memory of his father. They are things that allow me to vividly picture what is going on in the scene the poet is describing.

- Look for changes in tone, focus, narrator, structure, voice, patterns. Ask yourself, “What has changed and what does the change mean?”

next page ↓

Best response: There is a change from stanza three to stanza four when the father goes from doing hard labor to gently scooping of a mouse. This shows another side of the father.

- Identify the narrator. Who is speaking in the poem? Remember, the author and the speaker are not the same person. What do you know about them?

Possible response: The speaker is unidentified, but we can assume it is a "he" who worked with his father in a field. He is not young nor very old, but has life experience.

- Check for new understanding. Re-read the poem aloud from start to finish, underlining (again) those portions you do not yet understand. Explain the poem to yourself or someone else.

Should be done verbally

- Find the crucial moments. The pivotal moment might be as small as the word *but* or *yet*. Such words often act like hinges within a poem to swing the poem in a whole new direction. Also pay attention to breaks between stanzas or between lines. (For example, there is an important break in stanza three, when "father had stopped at one point/ to show me an overturned furrow.") Mark all crucial moments in the poem with a ★. Now explain those crucial moments.

Answers will vary

- Consider form and function. Now is a good time to look at some of the poet's more critical choices. Did the poet use other specific poetic devices which you should learn so you can better understand the poem? Examples might include: symbols, metaphors, line breaks, or images. Other examples might include unusual use of capitalization, punctuation (or lack of any).

Possible response: There is not much punctuation, which allows the poem to flow on its own, except when there are commas. Certain lines are enjambed and continue on through the next line. The images that the reader can clearly see are the father's hands holding a small mouse.

- Check for improved understanding. Read the poem through again, aloud if possible. Return to the title and ask yourself what the poem is about and how the poem relates to the title.

Possible response: Now I see that this is a recollection of a very special time the speaker spent with his father. His father's words were like a song that he wants to remember.

Answer Key

Two Kinds

Active Reading SkillBuilder, page 29

(Responses will vary. Possible responses are provided.)

List of Criteria: Is the complaint realistic? Is it believable? Is it based on fact?

Mother's Complaint: The mother complains that her daughter doesn't try hard enough.

Justified: yes

Daughter's Complaint: The daughter complains that her mother doesn't like her the way she is.

Justified: yes

Mother's Complaint: The mother complains that her daughter doesn't do the chores her parents ask her to do because she hears nothing but music.

Justified: no

Daughter's Complaint: The daughter complains that she is bored with her mother's tests.

Justified: yes

Answer Key

Brothers Are the Same

Literary Analysis SkillBuilder, page 61

(Responses may vary but should be similar to the following.)

Conflict: Temas and Medoto both desire Kileghen.

Resolution: Medoto gives Kileghen's belt to Temas, and Temas divides it. They replace fierce competition with a strong bond of friendship.

Conflict: Temas wants to kill the lion, but Medoto wants him to fail.

Resolution: Medoto admits he also was afraid and overcame his fear. He praises Temas. Temas accepts his friendship.

Answer Key

Through the Tunnel

Literary Analysis SkillBuilder, page 66

(Responses will vary. Sample responses are provided.)

Aspect of the Tunnel/My Thoughts

The danger it represents for Jerry: He risks his life and faces the danger alone.

Its connection to the older boys: Being able to swim through the tunnel represents maturity to Jerry because he sees the older boys do it, and because he can't do it until he trains and conditions his body.

How it looks and feels: It is dark and the water and rock seem to press upon him; the roof is slimy and sharp; once he sees light from above, but the crack is too narrow for him to rise through; he has to keep going in the darkness while his body rebels.

Why Jerry keeps it a secret from his mother: She probably would not let him; he is not sure he can do it; he needs to prove his ability to himself, not to his mother.

What the tunnel symbolizes: It symbolizes a passage from childhood to (or at least toward) maturity, from dependence to independence; it might also be taken to symbolize adolescence itself.

sample

RITEs OF PASSAGE HOMEWORK ARTICLE ANALYSIS

TITLE "In Hispanic Ritual, a Place for Faith and Celebration"

AUTHOR The Associated Press

MLA CITATION "In Hispanic Ritual, a Place for Faith and Celebration." The New York Times. The New York Times, 04 Jan. 2008. Web. 20 Aug. 2014.

ABSTRACT SUMMARY

(Think about the author's opinion or perspective)

Quinceañeros, an elaborate coming of age ritual for 15 year-old Hispanic girls, have become lavish and expensive. They are more about the 'party' than anything else, yet some still do use it as an opportunity to send a message about faith and sexual responsibility.

Is this rite of passage essential for the transition from youth to adulthood?

CLAIM *(it is because...)*

It celebrates young girls becoming women, and it's a memorable event that brings family and friends together in the name of faith.

COUNTER-CLAIM *(it is not because...)*

Families spend so much money on these excessive celebrations, often more than they can afford.

TEXTUAL EVIDENCE

"You're thanking God you have been in this world for 15 years."

TEXTUAL EVIDENCE

A \$400 million dollar a year industry has sprouted up... The Reyes family estimates it spent \$20,000 on Monica's quinceañera

Common Core Standards Rubric: Rites of Passage

Standards Addressed in Assessment:

Full Alignment with W.9-10.1 a-e

Partial Alignment to RI.9-10.1 [Cite strong and thorough textual evidence to support your analysis]

CCLS STANDARDS	Needs Major Support The student has not yet acquired the basic reading, writing, and thinking skills required by standards-based high school instruction. Needs major support in and out of class to make progress.	Emerging (1): The student has basic reading, writing, and thinking skills for participating and producing grade-level work, but needs explicit support for building skills practice and clear feedback to become and stay an active member of the class.	Developing (2): The student is developing the higher-order reading, writing, and thinking skills necessary for becoming proficient, but needs support, demanding assignments, and clear feedback to work independently.	Proficient (3): The student has developed the higher-order reading, writing, and thinking skills to transition to upper level high school work. Continues to need support, demanding assignments, and clear feedback to become college and career ready.	Exemplary (4): The student has developed the level of reading, writing, and thinking skills needed for rigorous upper level high school courses or early college courses, or work in independent study or internship settings.
W. 9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Makes no identifiable claim and may only write on the topic. Implies, but does not state, a claim.	Introduces claim(s) that is present for much of the text. There may be some contradictions or irrelevant points that distract from the argument.	Introduces precise claim(s) that remains consistent throughout the text, and which is evaluated against at least one counterclaim.	Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organizational structure that maintains consistency with the overall argument.	Introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W. 9-10.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	Develops no evidence of a balanced look at the issue; states or insists on own claim.	Develops own claim(s) with some evidence, may ignore or dismiss counterclaims, does not recognize the audience.	Develops own claims using evidence; other claims may only be mentioned. The two sets of claims may not be fair or balanced.	Develops own and other claims, examining the evidence and implications of each. Some recognition of audience's knowledge is present or implied.	Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W. 9-10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Does not use linking words or phrases, resulting in a fragmented and confusing organizational structure.	Uses basic words to link sections (e.g., <i>first</i> , <i>second</i> , <i>third</i> ; <i>also</i> ; <i>then</i> , etc.). The result may be list-like.	Uses basic words and phrases to create cohesion (<i>therefore</i> , <i>in summary</i> , etc.) and the overall structure of an argument.	Uses words, phrases, and clauses to link sections of the text. May be somewhat uneven in clarity and relationships.	Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCLS STANDARDS	Needs Major Support	Emerging (1):	Developing (2):	Proficient (3):	Exemplary (4):
<p>W. 9-10.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.</p>	<p>Writes as one might speak: the language is informal and often telegraphic, the tone and framing are highly personal.</p>	<p>Writes in a style appropriate for written communication. May still frame the argument largely from a personal point of view, without objective academic tone.</p>	<p>Writes in a style appropriate to written communication. Personal views may dominate, but other views may be included as background.</p>	<p>Writes in a formal style and attends to the norms and conventions of the discipline. Although mostly objective, first person or informal breaks in tone may be present in a way that is not strategic or supportive of the overall purpose for writing.</p>	<p>Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which the student is writing.</p>
<p>W. 9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Provides no conclusion or one that makes little sense in light of the body of the essay.</p>	<p>Provides an explicit conclusion that gives a sense of closure.</p>	<p>Provides an explicit conclusion that summarizes several of the major claims.</p>	<p>Provides an explicit conclusion that summarizes all major claims that have been developed and includes closing insight or action steps.</p>	<p>Provides an explicit conclusion that summarizes all major claims that have been developed and includes closing insight or action steps.</p>
<p>RI. 9-10.1: Cite strong and thorough textual evidence to support analysis.</p>	<p>Provides no textual evidence to support analysis.</p>	<p>Relies only on personal opinion. References to texts do not support the argument.</p>	<p>Cites only general evidence to support analysis (e.g. topic, event, etc.) with no direct quotations or paraphrasing. Choice of citations may indicate misunderstanding of texts read.</p>	<p>Cites specific textual evidence to support analysis. Some evidence might be weaker than other evidence. There is evidence of understanding of cited texts.</p>	<p>Cites strong and thorough textual evidence throughout the essay, embedding it at relevant points in the analysis. The use of evidence suggests that the student understands the main ideas embedded in the text he/she has read.</p>

Comments: