6th Grade ELA Practice

In this packet you will find optional reading comprehension and grammar resources you can use to stay sharp while school is closed. We miss you and hope you stay safe and healthy.

Suggested Daily Agenda

- 20-30 minutes of Independent Reading a book of your choice from home or from our LightSail library
- 1 Reading Lesson
- 1 Grammar Exercise
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Lesson 1:

a sweet smell of roses
BY Angela Johnson

After a night of soft rain
there is a sweet smell of roses
as my sister, Minnie, and I slip
past Mama's door and out of the house
down Charlotte street

Past the early-morning milkman, over the cobbled bridge,
and through the curb market... .


to where everybody waits to march.

Minnie and I are only waist high to most of them.
Waist high, Minnie and me,
waist high,
holding hands
and waiting to march.

There is a sweet smell of roses
as everyone waits for Dr. King to speak.
And the colors...
bright light from the sun on the flowers
beside the road
as we listen to Dr. King on
the megaphone say,

"We are right.
We march for equality
and freedom."

Then we start to march,
Minnie and me.
We look ahead and walk faster like him.

Clapping in time with our feet.
Looking ahead,
just like him.

There is a sweet smell of roses
even as we march past the
people who scream, shout, and say,

"You are not right.
Equality can't be yours."
Then we look farther down the road and keep holding hands, feeling a part of it all. Walking our way toward freedom.

There is a sweet smell of roses as more people start marching with us, pouring out of the side streets, clapping and singing.

"Freedom!"
"Freedom!"

Poetry Thinking Job:

Speaker:

Theme:

**Directions:** Answer the following text dependent questions.

1. Part A What does the poet show about the idea of freedom in the poem?
   a. Everyone is free and equal.
   b. Kids like to be in marches.
   c. People are marching to express their ideas.
   d. The kids in the march are hopeful that everyone will soon be free and equal.

   Part B Which detail from the poem best supports the answer to Part A?
   a. "Waist high, holding hands and go march."
   b. "Then we look further down the road and keep holding hands, feeling part of it all, walking our way toward freedom."
   c. "There is a sweet smell of roses as everyone waits for Dr. King to speak."
   d. "Then we start to march, Minnie and me."
2. Part A What literary device does the poet use?
   a. metaphor
   b. rhythm
   c. simile
   d. alliteration

   Part B Which is an example of your answer to Part A?
   a. "sweet smell of roses"
   b. "Walking our way toward freedom."
   c. "...pouring out of the side streets, clapping and singing."
   d. "After a night of soft rain...."

3. Part A Why is the narrator eager to march?
   a. To be part of a group
   b. To express their feelings about equality and freedom
   c. To support adults' feelings
   d. To be grown-up

   Part B Which statement best supports the answer to Part A?
   a. "Then we look farther down the road and keep holding hands, feeling a part of it all."
   b. "We are right. We march for equality and freedom."
   c. "Minnie and I are only waist high to most of them."
   d. "There is a sweet smell of roses as everyone waits for Dr. King to speak."
Lesson 2:

Abuelito Who
By Sandra Cisneros

Abuelito who throws coins like rain
and asks who loves him
who is dough and feathers
who is a watch and glass of water
whose hair is made of fur
is too sad to come downstairs today
who tells me in Spanish you are my diamond
who tells me in English you are my sky
whose little eyes are string
can’t come out to play
sleeps in his little room all night and day
who used to laugh like the letter k
is sick
is a doorknob tied to a sour stick
is tired shut the door
doesn’t live here anymore
is hiding underneath the bed
who talks to me inside my head
is blankets and spoons and big brown shoes
who snores up and down up and down up and down again
is the rain on the roof that falls like coins
asking who loves him
who loves him who?

Sandra Cisneros (1954-) Mexican-American Writer

Cisneros has received numerous awards for her work,
including the MacArthur Foundation Fellowship in 1995 and
the Texas Medal of the Arts Award in 2003. She lives in San
Antonio, Texas.
**Poetry Thinking Job:**

**Speaker:**

**Theme:**

**Directions:** Answer the following text dependent questions.

1. **PART A:** Which of the following statements best identifies a theme in the poem?
   A. Growing old changes how people think of themselves.
   B. Children ignore how aging affects the elderly.
   C. Children don’t always care about their grandparents.
   D. Growing old can affect family relationships.

**PART B:** Which section from the text best supports the answer to Part A?

   A. “who is dough and feathers / who is a watch and glass of water” (Lines 3-4)
   B. “who tells me in Spanish you are my diamond / who tells me in English you are my sky” (Lines 7-8)
   C. “sleeps in his little room all night and day / who used to laugh and like the letter k / is sick” (Lines 11-13)
   D. “is blankets and spoons and big brown shoes / who snores up and down up and down up and down again” (Lines 19-20)

2. **How does Abuelito’s aging affect the speaker?**
   A. It makes the speaker question what type of person Abuelito has become.
   B. It makes the speaker angry at how much Abuelito has changed.
   C. It makes the speaker appear lazy because they don’t want to play with their Abuelito.
   D. It makes the speaker afraid of their Abuelito.
3. How does the author use the figurative language of “coins” and “rain” in both the opening and closing lines of the poem (Line 1 and Lines 20-21) to help develop the poem’s meaning?

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Lesson 3:

NAMES/NOMBRES
By Julia Alvarez

When we arrived in New York City, our names changed almost immediately. At Immigration, the officer asked my father, Mister Elbures, if he had anything to declare. My father shook his head no, and we were waved through. I was too afraid we wouldn’t be let in if I corrected the man’s punctuation, but I said our name to myself, opening my mouth wide for the organ blast of a. trilling my tongue for the drumroll of the r, All-vabrrr-es! How could anyone get Elbures out of that orchestra of sound?

At the hotel my mother was Missus Alburest, and I was little girl, as in, “Hey, little girl, stop riding the elevator up and down. It’s not a toy.”

We moved into our new apartment building, the super called my father Mister Alberase, and the neighbors who became mother’s friends pronounced her name Jewlee-ah instead of Hoo-lee-ah. I, her namesake, was known as Hoo-lee-tah at home. But at school I was Judy or Judith, and once an English teacher mistook me for Juliet.

It took me a while to get used to my new names. I wondered if I shouldn’t correct my teachers and new friends. But my mother argued that it didn’t matter. “You know what your friend Shakespeare said, ‘A rose by any other name would smell as sweet.’” My family had gotten into the habit of calling any famous author “my friend” because I had begun to write poems and stories in English class.

By the time I was in high school, I was a popular kid, and it showed in my name. Friends called me Jules or Hey Jude, and once a group of troublemaking friends my mother forbade me to hang out with called me Alcatraz. I was Hoo-lee-tah only to Mami and Papi and uncles and aunts who came over to eat sancocho on Sunday afternoons old world folk whom I would just as soon go back to where they came from and leave me to pursue whatever mischief I wanted to in America. JUDY ALCATRAZ, the name on the “Wanted” poster would read. Who would ever trace her to me?

My older sister had the hardest time getting an American name for herself because Mauricia did not translate into English. Ironically, although she had the most foreign-sounding name, she and I were the Americans in the family. We had been born in New York City when our parents had first tried immigration and then gone back “home,” too homesick to stay. My mother often told the story of how she had almost changed my sister’s name in the hospital.
After the delivery, Mami and some other new mothers were cooing over their new baby sons and daughters and exchanging names and weights and delivery stories. My mother was embarrassed among the Sallys and Janes and Georges and Johns to reveal the rich, noisy name of Mauricia, so when her turn came to brag, she gave her baby’s name as Maureen.

“Why’d ya give her an Irish name with so many pretty Spanish names to choose from?” one of the women asked.

My mother blushed and admitted her baby’s real name to the group. Her mother-in-law had recently died, she apologized, and her husband had insisted that the first daughter be named after his mother, Mauran. My mother thought it the ugliest name she had ever heard, and she talked my father into what she believed was an improvement, a combination of Mauran and her own mother’s name, Felicia.

“Her name is Mao-ree-shee-ah,” my mother said to the group of women.

“Why, that’s a beautiful name,” the new mothers cried. “Moor-ee-sha, Moor-eesha,” they cooed into the pink blanket. Moor-ee-sha it was when we returned to the States eleven years later. Sometimes American tongues found even that mispronunciation tough to say and called her Maria or Marsha or Maudy from her nickname Maury. I pitied her. What an awful name to have to transport across borders!

My little sister, Ana, had the easiest time of all. She was plain Anne—that is, only her name was plain, for she turned out to be the pale, blond “American beauty” in the family. The only Hispanic thing about her was the affectionate nicknames her boyfriends sometimes gave her. Anita, or, as one goofy guy used to sing to her to the tune of the banana advertisement Anita Banana.

Later, during her college years in the late sixties, there was a push to pronounce Third World names correctly. I remember calling her long distance at her group house and a roommate answering.

“Can I speak to Ana?” I asked, pronouncing her name the American way.

“Ana?” The man’s voice hesitated. “Oh! You must mean Ah-nah!”

Our first few years in the States, though, ethnicity was not yet “in.” Those were the blond, blue-eyed, bobby-sock years of junior high and high school before the sixties ushered in peasant blouses, hoop earrings, serapes. My initial desire to be known by my correct Dominican name faded. I just wanted to be Judy and merge with the Sallys and the Janes in my class. But, inevitably, my accent and coloring gave me away. “So where are you from, Judy?”
“New York,” I told my classmates. After all, I had been born blocks away at Columbia-Presbyterian Hospital.

“I mean, originally.”

“From the Caribbean,” I answered vaguely, for if I specified, no one was quite sure on what continent our island was located.

“Really? I’ve been to Bermuda. We went last April for spring vacation. I got the worst sunburn! So, are you from Portoriko?”

“No,” I sighed. “From the Dominican Republic.”

“Where’s that?” “South of Bermuda.”

They were just being curious, I knew, but I burned with shame whenever they singled me out as a “foreigner,” a rare, exotic friend.

“Say your name in Spanish, oh, please say it!” I had made mouths drop one day by rattling off my full name, which, according to the Dominican custom, included my middle names, Mother’s and Father’s surnames for four generations back.

“Julia Altagracia María Teresa Álverez Tavares Perello Espaillat Julia Pérez Rochet González.” I pronounced it slowly, a name as chaotic with sounds as a Middle Eastern bazaar or market day in a South American village.

My Dominican heritage was never more apparent than when my extended family attended school occasions. For my graduation, they all came, the whole lot of aunts and uncles and the many little cousins who snuck in without tickets. They sat in the first row in order to better understand the Americans’ fast-spoken English. But how could they listen when they were constantly speaking among themselves in florid-sounding phrases, rococo consonants, rich, rhyming vowel?

Introducing them to my friends was a further trial to me. These relatives had such complicated names and there were so many of them, and their relationships to myself were so convoluted. There was my Tía Josefina, who was not really an aunt but a much older cousin. And her daughter, Aida Margarita, who was adopted, una hija de crianza. My uncle of affection, Tío José, brought my madrina Tía Amelia and her comadre Tía Pilar. My friends rarely had more than a “Mom and Dad” to introduce.

After the commencement ceremony, my family waited outside in the parking lot while my friends and I signed yearbooks with nicknames which recalled our high school good times: “Beans” and “Pepperoni” and “Alcatraz.” We hugged and cried and promised to keep in touch.
Our goodbyes went on too long. I heard my father’s voice calling out across the parking lot, “Hoo-lee-tah! Vámonos!”

Back home, my tíos and tías and primas, Mami and Papi, and mis hermanas had a party—were many gifts—that was a plus to a large family! I got several wallets and a suitcase with my initials and a graduation charm from my godmother and money from my uncles. The biggest gift was a portable typewriter from my parents for writing my stories and poems.

Someday, the family predicted, my name would be well-known throughout the United States. I laughed to myself, wondering which one I would go by.

**Thinking Job:**

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**Directions:** Answer the following text dependent questions.

1. **PART A:** Which of the following describes the central idea of the text?
   a. Names are powerful because they influence how people view themselves.
   b. Immigrants give their children certain names so they will succeed in America.
   c. Having different names allows people to easily adjust to different environments.
   d. A person’s name doesn’t matter because it can be changed to something else.

   **PART B:** Which detail from the text best supports the answer to Part A?

   a. “I was too afraid we wouldn’t be let in if I corrected the man’s pronunciation... How could anyone get Elbures out of that orchestra of sound?” (Paragraph 1)
   b. “I wondered if I shouldn’t correct my teachers and new friends. But my mother argued that it didn’t matter.” (Paragraph 4)
c. “My initial desire to be known by my correct Dominican name faded. I just wanted to be Judy and merge with the Sallys and the Janes in my class.” (Paragraph 16)

d. “Someday, the family predicted, my name would be well-known throughout the United States.” (Paragraph 32)

2. “You know what your friend Shakespeare said, ‘A rose by any other name would smell as sweet.’” How does this quote from paragraph 4 contribute to the author’s development of ideas in the passage?

a. It shows Julia’s family’s desire to adapt to the U.S. and supports the central idea that names are not as important as we make them out to be.
b. It argues that people and things are named because of their qualities, which contributes to the idea that the best name is an earned name.
c. It reveals that Julia has an interest in Shakespeare and is an aspiring author, which foreshadows her becoming a writer as an adult.
d. It challenges readers to consider how names are important and to what degree they affect who people are, contributing to the central idea of the text.

3. Which statement best describes how the author illustrates the challenges her family faced merging their Dominican identities with American culture?

a. The author recalls all of the names she was given in school, which helped her more easily make American friends but made her forget her actual name.
b. The author describes the difficulty her older sister faced because of her name, Mauricia, which was not as easily pronounced by Americans and was often replaced.
c. The author complains about how fortunate her sister Ana was to be accepted into American culture, as illustrated by her sister’s experiences in college.
d. The author describes the challenges she experienced introducing her family to her American friends because she was embarrassed by their behavior.
Lesson 4:

Directions: Reread NAMES/NOMBRES and answer the following short response.

1. How does Julia’s perspective on the pronunciation of her name develop as she grows up in America and over the course of the text? Be sure to use evidence from the text, as well as analysis to support your answer.

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I fell in love with the minister’s son the winter I turned fourteen. He was not Chinese, but as white as Mary in the manger. For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose.

When I found out that my parents had invited the minister’s family over for Christmas Eve dinner, I cried. What would Robert think of our shabby Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners? What terrible disappointment would he feel upon seeing not a roasted turkey and sweet potatoes but Chinese food?

On Christmas Eve I saw that my mother had outdone herself in creating a strange menu. She was pulling black veins out of the backs of fleshy prawns. The kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes that pleaded not to be thrown into a pan of hot oil. Tofu, which looked like stacked wedges of rubbery white sponges. A bowl soaking dried fungus back to life. A plate of squid, their backs crisscrossed with knife markings so they resembled bicycle tires.
And then they arrived — the minister’s family and all my relatives in a clamor of doorbells and rumpled Christmas packages. Robert grunted hello, and I pretended he was not worthy of existence.

[5]Dinner threw me deeper into despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food. Robert and his family waited patiently for platters to be passed to them. My relatives murmured with pleasure when my mother brought out the whole steamed fish. Robert grimaced. Then my father poked his chopsticks just below the fish eye and plucked out the soft meat. “Amy, your favorite,” he said, offering me the tender fish cheek. I wanted to disappear.

At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking. “It’s a polite Chinese custom to show you are satisfied,” explained my father to our astonished guests. Robert was looking down at his plate with a reddened face. The minister managed to muster up a quiet burp. I was stunned into silence for the rest of the night.

After everyone had gone, my mother said to me, “You want to be the same as American girls on the outside.” She handed me an early gift. It was a miniskirt in beige tweed. “But inside you must always be Chinese. You must be proud you are different. Your only shame is to have shame.”

And even though I didn’t agree with her then, I knew that she understood how much I had suffered during the evening’s dinner. It wasn’t until many years later — long after I had gotten over my crush on Robert — that I was able to fully appreciate her lesson and the true purpose behind our particular menu. For Christmas Eve that year, she had chosen all my favorite foods.

**Thinking Job:**

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Directions: Answer the following text dependent questions.

1. How does the narrator's description of the cod in paragraph 3 impact the tone of the passage?
   a. She describes it as “slimy” and pathetic, which contributes to the angry tone of the passage.
   b. She describes it as “slimy” with “bulging eyes,” which contributes to the horrified tone of the passage.
   c. She describes it as pleading with big “bulging eyes,” which contributes to the pitying tone of the passage.
   d. She describes it as pleading not to be cooked, which contributes to the mocking tone of the passage.

2. How does the narrator’s point of view affect how the events are described in the passage?
   a. She is nervous to have the boy she likes over for Christmas dinner, and so the text focuses entirely on the boy’s reactions.
   b. She is bored with her family’s old Chinese traditions and wants to try new modern customs, and this affects how she focuses on being more “American.”
   c. She is excited to have the minister’s son over for Christmas, and this excitement causes her to criticize every little detail of her mother’s cooking.
   d. She is embarrassed by her family’s Chinese customs, and this shame influences how she describes the food and her family’s behavior.

3. PART A: What does the word “despair” mean as used in paragraph 5?
   a. shock
   b. misery
   c. frustration
   d. disgust

   PART B: Which of the following quotes best supports the answer to Part A?
   a. “Robert grunted hello, and I pretended he was not worthy of existence.” (Paragraph 4)
   b. “My relatives licked the ends of their chopsticks and reached across the table” (Paragraph 5)
   c. “I was stunned into silence for the rest of the night.” (Paragraph 6)
   d. “how much I had suffered during the evening’s dinner” (Paragraph 8)

4. What does paragraph 8 reveal about the narrator’s character development?
   a. After the dinner, she realizes that the minister’s son is not as friendly as she thought.
   b. As an adult, she regrets trying to fit in with other Americans and losing her identity.
   c. Years later, she learns to appreciate her family and her Chinese American identity.
   d. Years later, she learns to love her mother’s cooking, which she previously hated.
5. In paragraph 7, Amy’s mother says to her, “‘You want to be the same as American girls on the outside... But inside you must always be Chinese.’” How does this quote contribute to the overall meaning of the story?
Lesson 6:

Women's History Month: it was time to tell not just history but "her story"

The first International Women's Day was celebrated more than 100 years ago. It happened on March 19, 1911, in Europe. In many European nations, as well as in the United States, women's rights was a hot topic.

Women's suffrage, or the right to vote, was a top goal of many women's groups. Women and men wrote books on the important roles women have played in history.

However, the Great Depression hit in the 1930s. The economic hard times, in which many people lost jobs, made it more difficult for women to work. The effects of the economic depression were felt in both the United States and Europe. Then World War II broke out in the 1940s, and the distraction of warfare knocked women's rights out of fashion.
In the 1950s and 1960s, though, the push for women's rights began a comeback. Women's rights activist and writer Betty Friedan pointed to the "problem that has no name." The problem was the middle-class housewife's frustration. Many women felt stuck at home alone all day. Most didn't have a job outside the house. They felt frustrated after giving up dreams of an education and career to only focus on raising children. With "women's liberation" in the 1960s, interest in women's issues and women's history blossomed.

By the 1970s, there was a growing sense by many women that history as taught in school was missing something. The school lessons mostly taught about what men had done. In addition to telling "his story," women said schools should tell "her story" as well. In the United States, there were also calls for inclusion of black Americans and Native Americans. This helped more women realize they were also invisible in most history courses.

In the 1970s, many universities began to include the field of women's history. Then they expanded into the broader field of women's studies.

In 1978 in California, a group was formed to help people learn more about important women. It was called the Education Task Force of the Sonoma County Commission on the Status of Women. The group began a "Women's History Week" celebration. They chose the week that already included International Women's Day. This day was now celebrated on March 8.

The response was encouraging. Schools began to hold their own Women's History Week programs. Soon many of these women's groups agreed to support an effort to have Congress declare a national Women's History Week.

In 1981, Congress passed a resolution establishing National Women's History Week. Government members from both major political parties officially led the resolution. One was Senator Orrin Hatch, a Republican from Utah, and the other was Barbara Mikulski, a Democrat who represented Maryland in the House of Representatives.
First lady Michelle Obama meets with students in Washington, D.C., March 19, 2009, to mark Women's History Month.

**Schools Honor Women In History**

The government's support encouraged even wider participation in Women's History Week. Schools focused for that week on special projects. They displayed exhibitions honoring women in history.

The National Women's History Project also began distributing materials. They were designed to help teach about women during Women's History Week. The group also sent materials to improve lessons on women's history during the rest of the year.

In 1987, the National Women's History Project asked Congress for more time. Congress expanded the week to Women's History Month. Each year, the U.S. President issues a declaration of March as Women's History Month.

The President's Commission on the Celebration of Women in American History continued meeting through the 1990s. The aim was to further extend the inclusion of women's history in school lesson plans. They also
wanted people to remember women in history every day. One result has been the effort toward establishing a National Museum of Women's History in Washington, D.C.

Taking one month to remember the great things women have done is just one step. The hope is one day soon people won't need a reminder. It will be impossible to learn about history without learning about all the women who shaped it.

Non Fiction Thinking Job:

Topic:

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Central Idea:


Author’s Purpose:


Directions: Answer the following text dependent questions.

1. When did the first official Women’s History Month in the U.S. take place?
   a. 1978: "In 1978 in California, a group was formed to help people learn more about important women."
   b. 1981: "In 1981, Congress passed a resolution establishing National Women's History Week. Government members from both major political parties officially led the resolution."
   c. 1987: "In 1987, the National Women's History Project asked Congress for more time. Congress expanded the week to Women's History Month."
   d. 1990: "The President's Commission on the Celebration of Women in American History continued meeting through the 1990s."
2. Read the section "Problem That Has No Name." Select the sentence from the section that shows the problem that middle-class housewives faced in the 1950s and 1960s.

a. In the 1950s and 1960s, though, the push for women's rights began a comeback.
b. They felt frustrated after giving up dreams of an education and career to only focus on raising children.
c. With "women's liberation" in the 1960s, interest in women's issues and women's history blossomed.
d. In addition to telling "his story," women said schools should tell "her story" as well.

3. Read the paragraph from the article.

However, the Great Depression hit in the 1930s. The economic hard times, in which many people lost jobs, made it more difficult for women to work. The effects of the economic depression were felt in both the United States and Europe. Then World War II broke out in the 1940s, and the distraction of warfare knocked women's rights out of fashion.

Which statement summarizes the paragraph?

a. The women's rights movement experienced setbacks during the 1930s and 1940s.
b. Many women found it challenging to get jobs during the Great Depression of the 1930s.
c. World War II forced attention away from women's rights and focused it on warfare.
d. The role women played in history has been left out of the lessons taught in school.

4. Read the paragraph from the article.

By the 1970s, there was a growing sense by many women that history as taught in school was missing something. The school lessons mostly taught about what men had done. In addition to telling "his story," women said schools should tell "her story" as well. In the United States, there were also calls for inclusion of black Americans and Native Americans. This helped more women realize they were also invisible in most history courses.

HOW does this paragraph support the MAIN idea of the article?

a. It explains how the women's movement started its weeklong celebration of women.
b. It describes the time period when women began to push for women's studies.
c. It proves that women were no longer an invisible part of American history in the 1970s.
d. It shows an example of a "his story" lesson and an example of a "her story" lesson.
Lesson 7:
Opinion: Recognition of black women's suffrage role long overdue

One hundred years ago, Carrie Chapman Catt coordinated the final steps to get women the right to vote. Catt was a leading suffragist, or someone who fought for voting rights for women, and helped get the 19th Amendment approved. The law officially let women vote.

Meanwhile, Catt was also buying a farm. She called it Juniper Ledge. The farm is outside New York City. There, she had 12 tree plaques created. One shows Elizabeth Cady Stanton, calling her "the fearless defender of her sex." Another shows Frances Willard, calling her "the woman of widest vision." Susan B. Anthony's plaque is also there. Anthony's plaque calls her the one "who led the way."

In many ways suffragists were our first women's historians. A walk in the woods with Catt was like taking a course in suffrage history. However, the story she offered at Juniper Ledge hints at a problem. The centennial, or 100-year anniversary, of women's suffrage in August will be full of emotion.
Like most white suffragists, Catt held prejudices against people of color. She included no plaques honoring African-Americans. Thousands of African-American women also struggled to help get the vote.

**Outdated Approach**

For too long, the history of how women won the right to vote has closely matched Catt's suffrage forest. The plaques on her trees highlighted the famous white leaders. We should move away from that outdated approach. Another story is waiting to be told. The story is about people of different races helping win suffrage.

This history shifts attention away from the national leaders to highlight the women — and occasionally men — who made women's suffrage happen through actions large and small. Across the nation, they were all brave. Suffrage activists rallied in churches and the halls of Congress. They spoke at graveyards on college campuses. They spoke on the steps of the U.S. Treasury building in Washington, D.C. They spoke atop Mount Rainier in the state of Washington.

**African-American Women Center Of New Suffrage History**

African-American women are at the center of this new suffrage history. Black suffragists refused to separate race from gender. These women included Sojourner Truth, Ida B. Wells-Barnett and Frances Ellen Watkins Harper.

Harper spoke to a suffrage gathering in 1866 and reminded the audience of an important fact about Americans. "We are all bound up together in one great bundle of humanity," she said.

African-American suffragists aren't the only ones who go unrecognized. Thousands of women representing a mix of regions, races and generations came together in one of the most meaningful moments in American history. Women held public protests, lobbied members of Congress, marched and even risked imprisonment. Claiborne Catlin was a 32-year-old widow. She rode a horse for four months across Massachusetts to rally for the cause.

**Hard-Fought Victory**

The hard-fought victory represented a breakthrough for American women. Yet it was also a breakthrough for American government. The suffragists of the 1800s and early 1900s understood the struggle for women's rights didn't end with the 19th Amendment.
The large number of female candidates in 2018's midterm elections for Congress is a direct result. The number of women already declared as candidates for president in 2020 is another clear result. These candidates are black, Latina, Muslim, Asian and Jewish. Their breakthroughs are built on demands by women suffragists. The women wanted a fair government.

The upcoming centennial of the 19th Amendment is an opportunity to highlight more women who changed history.

Who should we add to Catt's suffrage forest? How about Nina Allender? She's the artist who gave up her job to become a political cartoonist. Wells-Barnett? She's the African-American activist who refused to march in a segregated parade.

These women are just two of the suffragist stories waiting to be told.

Non Fiction Thinking Job:

**Topic:**

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**Central Idea:**

**Author's Purpose:**
Directions: Answer the following text dependent questions.

1. Read the section "Hard-Fought Victory." Select the paragraph from the section that shows the effect of the women's suffrage movement.

a. The hard-fought victory represented a breakthrough for American women. Yet it was also a breakthrough for American government. The suffragists of the 1800s and early 1900s understood the struggle for women's rights didn't end with the 19th Amendment.

b. The large number of female candidates in 2018's midterm elections for Congress is a direct result. The number of women already declared as candidates for president in 2020 is another clear result. These candidates are black, Latina, Muslim, Asian and Jewish. Their breakthroughs are built on demands by women suffragists. The women wanted a fair government.

c. The upcoming centennial of the 19th Amendment is an opportunity to highlight more women who changed history.

d. Who should we add to Catt's suffrage forest? How about Nina Allender? She's the artist who gave up her job to become a political cartoonist. Wells-Barnett? She's the African-American activist who refused to march in a segregated parade.

2. Read the selection below from the section "Outdated Approach."

For too long, the history of how women won the right to vote has closely matched Catt's suffrage forest. The plaques on her trees highlighted the famous white leaders. We should move away from that outdated approach. Another story is waiting to be told. The story is about people of different races helping win suffrage.

Which sentence from this selection supports the conclusion that the women's suffrage movement was built by many groups working together?

a. For too long, the history of how women won the right to vote has closely matched Catt's suffrage forest.

b. The plaques on her trees highlighted the famous white leaders.

c. We should move away from that outdated approach.

d. The story is about people of different races helping win suffrage.
3. Read the section "African-American Women Center Of New Suffrage History."

Which sentence shows the author's point of view about the women's rights movement?

b. Harper spoke to a suffrage gathering in 1866 and reminded the audience of an important fact about Americans.
c. Thousands of women representing a mix of regions, races and generations came together in one of the most meaningful moments in American history.
d. Women held public protests, lobbied members of Congress, marched and even risked imprisonment.

4. Carrie Chapman Catt thought it was important to celebrate the suffrage movement. How is the author's opinion about the suffrage movement different?

a. The author believes it is important to honor the suffragettes who have been overlooked by history.
b. The author thinks that the suffrage movement is prejudiced and should not be celebrated.
c. The author argues that the suffrage movement and the women's rights movements should be kept separate.
d. The author suggests that the centennial of the 19th Amendment should only honor black activists.
Lesson 8:

Directions: Reread the article “Recognition of black women’s suffrage role long overdue” and following short response.

Write a short response paragraph that explains the central idea of the article. Use at least two details from the article to support your response. Be sure to explain your answer.
Lesson 9:
"Queen Bessie" broke barriers as first African-American female to fly

Bessie Coleman was the first African-American female to become a pilot. It was in 1921. She was 29 years old. She faced unfair treatment because of her race and as a woman.

Coleman became a symbol for millions of women of color. It was at a time when African-Americans were still battling segregation and fighting for equal rights across the country. Segregation is the practice of separating African-American people from white people in many places.

On January 26 of this year, Coleman would have been 125 years old. To mark her birthday, Google paid respect to her with a Doodle on its homepage that day.

Born January 26, 1892, in Atlanta, Texas, Coleman grew up hearing about flying. She was inspired by World War I stories and the famous Wright brothers. They are credited with building and flying the world's first airplane.
Unrelenting Resolve

Even though there were hurdles at the time, Coleman was determined to fly.

After completing high school, she was admitted to the Oklahoma Colored Agricultural and Normal University, now known as Langston University. She spent a year there before heading to Chicago, Illinois, in 1915.

Coleman was kept out of American flight schools because of the color of her skin and because she was a woman. She was told to attend a flight school in France. She spent her savings learning French and headed to Paris in 1920.

Coleman said she knew there were no African-American pilots. She also knew her race needed to be represented in flying, she said. "So I thought it my duty to risk my life to learn aviation and to encourage flying among men and women of our race, who are so far behind the white race in this modern study," she said.

In Paris, Coleman spent about seven months learning how to fly. She was rewarded with a pilot’s license in 1921 by the Federation Aeronautique Internationale.

No Discrimination In The Clouds

Upon her return to the United States, Coleman became known for her stunning flying stunts. Her nickname became "Queen Bess." She continued to face restrictions in the United States and spoke of the difficulties. She said that the air was the only place free from unfair treatment.

Coleman died April 30, 1926, in an accident while practicing for an air show. She was 34 years old.

During the 1960s, more American women were able to enter areas that had until then been only for men. In 1960s, more women became pilots. The number of female pilots has only increased since then.

Number Of African-American Pilots Remains Small

Even today, there are not many female pilots. More than 9 out of 10 pilots are men. There are also not many pilots of color. More than 9 out of 10 of the pilots in the U.S. are white.
In 2016, a group of 18 African-American pilots claimed a pattern of racism at United Airlines. The pilots said the company had a "lack of diversity at the management level." They said the company kept black workers from becoming leaders.

Worldwide, the flying business remains mostly male and for the most part white.

In South Africa, the system of segregation known as apartheid ended in 1994. Even though segregation ended, only a small fraction of the pilots in the country are black, and even fewer are black women.

**Non Fiction Thinking Job:**

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| Central Idea: |

| Author’s Purpose: |
Directions: Answer the following text dependent questions.

1. Part A: What is the central idea of the text?
   a. Bessie Coleman broke many barriers by becoming the first female pilot.
   b. Bessie Coleman became a symbol for millions of women of color.
   c. In order to become a pilot, Bessie was forced to move to Paris.
   d. Bessie Coleman broke barriers by becoming the first female pilot; however, women and people of color still are not largely represented in that field.

Part B: Which 2 pieces of evidence supports the answer to Part B?
   a. “Worldwide, the flying business remains mostly male and for the most part white.” (para 15)
   b. “During the 1960s, more American women were able to enter areas that had until then been only for men.” (para 12)
   c. “Coleman was kept out of American flight schools because of the color of her skin and because she was a woman”. (para 7)
   d. “Bessie Coleman was the first African-American female to become a pilot. It was in 1921. She was 29 years old. She faced unfair treatment because of her race and as a woman”. (para 1)

2. Read the sentence from the introduction [paragraphs 1-4]. Coleman became a symbol for millions of women of color.
   What does the author mean by "symbol"?
   a. important helper
   b. skilled pilot
   c. inspiring figure
   d. respected expert

3. Which of the following words from the section "Unrelenting Resolve" BEST helps you understand the meaning of "unrelenting resolve" in the section title?
   a. determined
   b. admitted
   c. represented
   d. rewarded

4. Which of the following BEST describes the structure of the sections "Unrelenting Resolve" and "No Discrimination In The Clouds"?
   a. cause and effect
   b. chronological order
   c. problem and solution
   d. compare and contrast

5. What is the connection between the introduction [paragraphs 1-4] and the final section, "Number Of African-American Pilots Remains Small"?
   a. They both describe the challenges that women face.
   b. They both discuss the issue of racial discrimination.
   c. They both explain the impact of Coleman’s accomplishments.
   d. They both give information about airline companies.
Lesson 10: Katie Sowers becomes the first woman to coach in a Super Bowl

In the first preseason game of his first National Football League training camp, Kendrick Bourne dropped two passes. Bourne returned to the San Francisco 49ers sideline feeling unhappy with himself. He sat on the bench and dropped his head.

A coach walked up to him, a low-ranking staffer and a fellow newcomer to the 49ers, who told him, "Live in the moment. Treat it how you've been playing all your life. You're supposed to be here."

The message lifted Bourne and stayed with him, and a couple of plays later, he made his first catch. He finished the game with a strong performance and went on to make the 2017 team. In the three years since he has carved out a role in the San Francisco team's offense. When Bourne looks back, he views the coach's message as a key turning point.
"That was just a big moment in my life," Bourne said. "It was her first year, my first year. She was finding her way, I was finding my way. Her giving me that tip helped me make my way."

It was a common NFL occasion, a coach helping a young player through a test. Yet, it was also very unusual, because the coach that inspired Bourne is a woman.

**49ers' Assistant Offensive Coach**

That coach's name is Katie Sowers. Today, she is an assistant offensive coach on 49ers head coach Kyle Shanahan's staff. She is one of only three women who have full-time NFL coaching jobs. Her job is to help organize practices, draw plays for the scout team and prep early morning drills. She is living her dream.

And on Sunday, February 2, Sowers became the first woman to coach in the Super Bowl. The 49ers played against the Kansas City Chiefs. The two teams were tied in the first half. Then, the Chiefs were down by 10 points in the fourth quarter. But Kansas City came back to beat the San Francisco 49ers 31-20. It was a dramatic late turnaround in Super Bowl LIV on a beautiful South Florida evening.

Though Sowers' team did not take home the trophy, it was still a big night for her.

"I'm waiting for someone to tell me this is all a joke, and they're going to be like, 'Psych — you're not really there, you're not really a football coach,'" Sowers said. "It's one of those things that, you really start to look around you and take advantage of every single day."

The people she works with don't even care about her being a woman anymore. Sowers is just Coach Katie to them. Wide receiver Emmanuel Sanders called her "one of the coolest coaches" he'd ever been around. Wide receivers coach Wes Welker praised her work ethic.

"It's awesome, it's inspired us," 49ers General Manager John Lynch said. "I think it's really cool for girls to realize they can dream to do this."

**A Seemingly Far-Off Dream**

Sowers loved football as a kid growing up in Kansas, and later played quarterback in the Women's Football Alliance. She always wanted to work in football, but coaching in the NFL didn't seem like a real possibility. Then in 2014, Sowers saw Becky Hammon coaching for the National Basketball Association's San Antonio Spurs. It hit her that no matter how unlikely it seemed, she could coach in the NFL.
"Football has always been my favorite sport, but I never thought it was possible," she said. Seeing Hammon coach cleared a path for her in her mind. "She's breaking barriers. She's doing something outside of what we see as the norm. And it helped me to think outside," Sowers said.

Hammon's example made Sowers work even harder to reach her dreams. She read every football book she could find, especially Bill Walsh's book on coaching.

"I knew I had a long road ahead of me if I wanted to be an NFL coach," Sowers said. "But I was up for the challenge."

In 2016, she got her first chance, when the Atlanta Falcons invited her to help out during training camp. She worked with the wide receivers coach on organizing practice drills. When the season started, she worked in the coach's office.

"I was nervous, but I was excited," Sowers said. "I knew I belonged, and that's what was most important. If I didn't feel like I belonged, I would have never stepped foot in that room. I knew I was going to face difficulties, but we all do. We all face them. It's part of your path."

At the time, Kyle Shanahan was coaching for the Falcons. When he took a coaching job with the 49ers, Sowers followed. She made herself so helpful with the 49ers, she was hired full-time.

In the seasons since, Sowers has become a key part of the coaching staff: "I just feel like she's on her way to the top," Bourne said.

**First But Not Last**

Sowers still cannot quite believe she has made it to the Super Bowl. She hopes girls and women saw her and felt what she felt when she saw Hammon coaching the Spurs. One day, she hopes, a woman will coach at the Super Bowl without attracting extra attention. That day hasn't arrived, but Sowers plans to work for it to come.

"You have to have a first for everything to create change," Sowers said, "but I want to make sure I'm not the last."
Non Fiction Thinking Job:

**Topic:**
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**Central Idea:**

**Author’s Purpose:**

**Directions:** Answer the following text dependent questions.

1. Read the article's introduction [paragraphs 1-5].

Which sentence from the section shows that Katie Sowers helps players achieve success?

a. Bourne returned to the San Francisco 49ers sideline feeling unhappy with himself.
b. A coach walked up to him, a low-ranking staffer and a fellow newcomer to the 49ers, who told him, "Live in the moment."
c. He finished the game with a strong performance and went on to make the 2017 team.
d. Yet, it was also very unusual, because the coach that inspired Bourne is a woman.

2. Read the section "49ers' Assistant Offensive Coach."

Select the sentence from the section that shows WHY Sowers is unique.

a. Her job is to help organize practices, draw plays for the scout team and prep early morning drills.
b. This Sunday evening, February 2, she became the first woman ever to coach in the Super Bowl.
c. Sowers is just Coach Katie to them.
d. Wide receivers coach Wes Welker praised her work ethic.
3. What effect did Becky Hammon have on Katie Sowers?

   a. She inspired Sowers to pursue her dream.
   b. She introduced Sowers to Kyle Shanahan.
   c. She gave Sowers books about football and coaching.
   d. She helped Sowers get a job with the Spurs.

4. What caused Katie Sowers to get her job with the 49ers?

   a. Shanahan felt that Sowers had proved she could help the team.
   b. Shanahan felt bad that the Falcons had not hired her.
   c. The 49ers knew her from when she was a quarterback.
   d. The 49ers wanted to hire a coach from Kansas City.
Directions: Identify whether each sentence is simple ("S"), compound ("CP"), or complex ("CX").

1. Johnny’s mom bakes the best cookies, but I prefer brownies.
2. Lauren, a professional tennis player, lives next door to me.
3. All students must have a permission slip, or they cannot go to the zoo.
4. The mailman did not deliver our mail since it snowed several inches.
5. If you like blackberries, then you should try raspberries and blueberries.
6. For my birthday, I want a guitar, an accordion, and a pair of cymbals.
7. Even though I fell on the ground, I did not scrape my knee.
8. Billy earned a high score on his test, so he went out for ice cream.
9. You can watch your favorite show until we leave for school.
10. Last year, Paul won a singing competition at his school.

You Try! Write a simple sentence. Underline the subject and circle the verb.

_____________________________________________________________________

_____________________________________________________________________

You Try! Write a compound sentence. Circle your coordinating conjunction.

_____________________________________________________________________

_____________________________________________________________________

You Try! Write a complex sentence. Circle your subordinating conjunction.

_____________________________________________________________________

_____________________________________________________________________
Sentence Structure: Simple, Compound, or Complex?

Part One: On the line, identify whether each sentence is simple, compound, or complex.

1. When the Olympic athlete broke the world record, the crowd cheered.
2. I will clean up my room after I finish unloading the dishwasher.
3. The documentary about penguins was fascinating to me!
4. I am a huge chess fan, and I play in tournaments every weekend.
5. You can borrow this book since I finished it last night.
6. The eighth grade students this year are smart, funny, and energetic.
7. The marching band played loudly, and the football team won the game.
8. You may finish your homework, or you may read a book.
9. I always jump when I hear a large clap of thunder.
10. The red tulips in the garden are beautiful and smell heavenly.
11. The kittens played with the yarn, and the puppies watched closely.
12. I will make all A’s this year unless I’m distracted by video games.
13. She walked down the street and around the corner to the store.
14. Unicorns are mythical creatures; they gallop across rainbows.
15. He is the happiest boy because he won first place in the talent show.

Part Two: Write your own sentences with different structures.

My simple sentence:

My compound sentence:

My complex sentence:
4 Types of Sentence Structure

Identify the type of sentence structure in the left blank of each sentence. (S) for simple sentences; (CMPD) for compound; (CX) for complex; and (CP-CX) for compound-complex sentences.

1. Shehezerade came up with a very clever plan. (S)
2. She decided that she would tell the Sultan a story. (S)
3. Shehezerade’s story the first night was long, and she didn’t finish it. (CX)
4. So the Sultan let her live for another night. (S)
5. Shehezerade kept telling the same story the next night, and the Sultan liked it so much that he let her live another night. (CP-CX)
6. Shehezerade told story after story for 1,001 nights until the Sultan fell in love with her. (CMPD)
7. Shehezerade saved the lives of many women. (S)
8. All of her stories were written down, and children still read them to this day. (S)
9. Some of the best stories are funny while others are sad. (S)
10. The best stories are also the most famous ones. (S)
Comma Placement 1

Directions: Place commas wherever they are necessary in the following sentences.

1. Brian you need to work harder if you want to keep this job.
2. The old man spent his days looking out of the window and he spent his nights sleeping.
3. “If you aren’t willing to help” my sister said “then please wait in the other room.”
4. In fact I don’t know how anyone could like lima beans.
5. Fighting against high waves the young swimmer wondered if he would reach the shore.
6. Populating the lake at the art museum are swans ducks turtles and fish.
7. When Dave went out to feed the chickens he noticed the new pony was nowhere in sight.
8. You understand I’m sure that we are not now able to raise your salary.
9. The kitten shivering in the wet cold morning air tried to sneak into the warm kitchen.
10. At the end of the movie Linda whispered “Wasn’t it beautiful?”
11. My big brother who is energetic and friendly will be happy to drive us to the pool.
12. Sewing a skill that requires patient practice is also an enjoyable hobby and good way to save money.
13. Balancing carefully on the high wire the acrobat was not aware of the people fighting below.
14. You Steve are certainly capable of winning the science competition.
15. The convicted criminal asked for cigarettes magazines and a deck of cards.
16. “Since I am a coward” Don admitted “I am not willing to drive that car anywhere.”
17. The person who is here first will receive the best seat.
18. The clown applied his make-up and put on his hat but he did not enter the tent until later.
19. Mom and Dad will I imagine take a vacation in August.
20. In spite of it all Sue is willing to try again.
21. Ice skating a popular winter sport is not as expensive as skiing.
22. Margie and Jeff who were walking through the amusement park were surprised to see the clown.
23. After the dance we went out for pizza and coke.
24. Having waited for the school bus for two hours I finally decided to go back home.
25. There are I think three or four more cookies in the jar.
Comma Placement 2

Name: 
Teacher: 
Class: 
Date: 

Directions: Place LARGE commas wherever they are necessary in the following sentences. If the sentence needs no commas, then simply leave it blank.

1. I’m going to give a nine week’s exam but it won’t be too hard.
2. Most students passed English 9 and others did not unfortunately.
3. It was a sunny hot humid day in July.
4. Ted wants a wristwatch an electric razor and a knife for Christmas.
5. Bob and Martha loved their tall stately Christmas tree.
6. Santa landed on the roof knocking off most of the accumulated snow.
7. To be honest I don’t know why Santa leaves presents for children.
8. Spice Tea which is a great favorite this time of year is easy to make.
9. Celine Dion the greatest singer in the world is hosting Saturday Night Live this week.
10. A minister Al Green is also a well-known recording artist.
11. Well there’s no arguing about a person’s taste in music.
12. Lily the wife of Charles wanted to go to Tahiti.
13. Rose on the other hand wanted to go to Sri Lanka.
14. To those outside the house seemed deserted.
15. During the afternoon of the day of the game we made a big banner.
16. Purring the kitten curled up in my lap.
17. Sitting in a tree my little sister called down to us.
18. Until she arrived I thought that no one was coming to my party.
19. Although Joe seemed to be guilty he was truly an innocent man.
20. The Shawshank Redemption in my opinion is a great film.
21. Ronnie not Betty spent most of her time dating Archie.
22. My father’s full name is Joe Bunyan Thompson Jr.
23. Emily and I were married on June 12 1999 in Brewton Alabama.
25. Would you like to buy a donut Reggie?
26. You won’t repeat that phrase will you?
27. We visited Miami and then we visited Montreal Canada.
28. This sentence I hope will help you with the definition of parenthetical expressions.
29. Edgar Allan Poe a well-known poet and short story writer wrote the poem “The Raven.”
30. When I get to town I will finish my shopping.
31. His name is Jim Wright Jr. and he loves to play Uno.
32. She wanted a new dress for the prom but her mother didn’t want her to go.
Directions: Pair each clause or phrase with another so that, when combined, a logical sentence is formed.

**ITEMBANK:**

- He swore he would never forgive me;
- My brother isn't a fan of scary movies;
- The campsite may be muddy this time of year;
- The weather is likely to be stormy in Washington;
- When it starts to rain,
- While it was supposed to be the scariest movie made in ten years,

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we will head for the shelters.

bring your boots just in case it is.

so I hope you don't mind braving the elements.

but I talked him into going to see one for my birthday.

I figured it was exaggerated, but my brother didn't agree.

I managed to make it up to him by getting him a new video game.
Part One: Read the following paragraph and identify each type of sentence.

CS = Complete sentence, FR = fragment, RO = run-on

(1) Since hamsters are cute household pets. (2) Hamsters tend to sleep during the day and are wide awake at night, which may be irritating to some people because of their wheel-running. (3) Sadly, hamsters have poor eyesight in fact they are both nearsighted and colorblind. (4) Hamsters are known for carrying food in their cheek pouches, which can make their heads double and sometimes triple in size. (5) Excellent diggers and can construct burrows with several entrances. (6) Hamsters generally live two to three years.

1. Sentence #1: ___________________________________
2. Sentence #2: ___________________________________
3. Sentence #3: ___________________________________
4. Sentence #4: ___________________________________
5. Sentence #5: ___________________________________
6. Sentence #6: ___________________________________

Part Two: Correctly rewrite each fragment and run-on (HINT: there are 3 that need to be corrected) from the above paragraph so that it is a complete sentence. Identify the sentence number.

Sentence # ______: ____________________________________________________________
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Sentence # ______: ____________________________________________________________
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Sentence # ______: ____________________________________________________________
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