Phrases and Clauses

Introduction

Phrases and clauses are groups of words that give specific information in a sentence.

- A phrase may contain the subject or the predicate of a sentence but never both—and sometimes neither. For this reason, a phrase cannot stand alone.

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Sentence: The great American artist Romare Bearden was born on September 2, 1911.
Phrase 1: The great American artist Romare Bearden (contains subject)
Phrase 2: was born (contains predicate)
Phrase 3: on September 2, 1911 (contains neither)
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- A clause contains both a subject and a predicate. An independent clause can stand alone. A dependent (subordinate) clause depends on another clause and cannot stand alone.

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Sentence: Although Bearden was born in North Carolina, his family eventually moved to New York.
Clause 1: Although Bearden was born in North Carolina (dependent)
Clause 2: his family eventually moved to New York (independent)
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Guided Practice

Circle P for phrase or C for clause to identify the underlined group of words in each sentence. Then write D above any dependent clauses.

**Hint**

A dependent clause often begins with before, after, or until. Phrases can also begin with these words, but phrases cannot have both a subject and a predicate.

1. Before he began his career as an artist, Bearden received a degree in education.  
   - P C

2. After college, he worked as a social worker in New York City.  
   - P C

3. He studied the works of many European artists, including Picasso and Matisse.  
   - P C

4. Bearden also studied African art and Chinese landscape paintings.  
   - P C
For numbers 1–5, select the group of words that answers each question.

1. Which group of words in this sentence is a clause?
   When World War II broke out, Bearden served in the U.S. Army.
   A) broke out
   B) in the U.S. Army
   C) served in the U.S. Army
   D) When World War II broke out

2. Which group of words in this sentence is a dependent clause?
   After that, Bearden spent time in Paris, where he studied art.
   A) where he studied art
   B) spent time in Paris
   C) After that
   D) Bearden spent time

3. Which group of words in this sentence is an independent clause?
   Back in New York once more, Bearden briefly became a songwriter before pursuing art again.
   A) Bearden briefly became a songwriter
   B) became a songwriter before pursuing art again
   C) Back in New York once more
   D) before pursuing art again

4. Which group of words in this sentence is a phrase?
   In the 1960s, while Bearden focused on creating collages that depicted African-American life, he also became active in civil rights.
   A) he also became active in civil rights
   B) In the 1960s, while Bearden focused on creating collages
   C) In the 1960s
   D) while Bearden focused

5. Which group of words in this sentence is a dependent clause that contains a phrase?
   Bearden was supporting young minority artists when he helped establish the Cinque Gallery in 1969.
   A) Bearden was supporting young minority artists
   B) when he helped establish the Cinque Gallery in 1969
   C) was supporting young minority artists when he helped
   D) establish the Cinque Gallery in 1969
Lesson 4
Simple and Compound Sentences

Introduction

Sentences can be described according to the number and type of clauses in them. Remember that a clause is a group of words that contains both a subject and a predicate. An independent clause is a clause that can stand alone as its own sentence.

• A simple sentence contains one independent clause.

<table>
<thead>
<tr>
<th>subject</th>
<th>predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>My great-grandmother Lucy</td>
<td>was born in Oklahoma in 1911.</td>
</tr>
</tbody>
</table>

• A compound sentence is made up of two or more independent clauses. Those clauses are joined by a coordinating conjunction such as and, or, so, but, or yet, with a comma between the first clause and the conjunction.

<table>
<thead>
<tr>
<th>independent clause 1</th>
<th>independent clause 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy’s sister Rosene was born in 1913, and</td>
<td>her other sister, Rotha, was born in 1915.</td>
</tr>
</tbody>
</table>

Guided Practice

Write simple next to each simple sentence. Write compound next to each compound sentence, then circle the conjunction that joins the two clauses.

1. Lucy’s mother and father were both schoolteachers. ____________

2. They traveled all over Oklahoma, yet Lucy and her sisters never minded or complained. ____________________________

3. As a young girl, Lucy was always one of the best students in her class. ____________________________

4. Schools were segregated in Oklahoma in the early 1900s, so Lucy and her sisters attended schools for black children. ____________________________

5. Lucy’s family did not have much money but lived happily. ____________________________
For numbers 1–3, choose the sentence that answers each question.

1. Which of these is a simple sentence?
   A. Great-Grandma Lucy married Richmond Bell in 1937, and they moved to Arizona.
   B. There was little work in Oklahoma, but in Arizona they got jobs picking cotton.
   C. The work was difficult, yet Lucy was glad to have a job.
   D. She and Richmond worked hard and saved their money.

2. Which of these is a compound sentence?
   A. Lucy and Richmond heard about work in California.
   B. They could buy some land and a house in California's Central Valley.
   C. Folks were struggling to survive in most places, but in California they had jobs.
   D. Lucy and Richmond packed up, hopped on a train, and went west.

3. Which of these is a compound sentence?
   A. The couple found a house in the town of Dos Palos.
   B. Dos Palos was a small community, but the land was good for farming.
   C. Lucy and Richmond bought a cow, raised chickens, and grew vegetables.
   D. Their first child was born in Dos Palos in the summer of 1945.

For numbers 4 and 5, choose the answer that correctly combines each pair of simple sentences into a compound sentence.

4. World War II began. Richmond joined the army.
   A. World War II began but Richmond joined the army.
   B. World War II began, Richmond joined the army.
   C. World War II began, and Richmond joined the army.
   D. World War II began, and Richmond joined the army.

5. With the men away, many jobs were open to women. Lucy became a librarian.
   A. With the men away, many jobs were open to women, so Lucy became a librarian.
   B. With the men away, many jobs were open to women, Lucy became a librarian.
   C. With the men away, many jobs were open to women, so Lucy became a librarian.
   D. With the men away, many jobs were open to women so, Lucy became a librarian.
As you read, do you wonder what the author is trying to tell you in the text? Try to figure out the **central idea**, or the most important point (or points) an author is trying to make about the topic. Sometimes a central idea may be stated directly, but more often it is implied. Then you must figure it out by analyzing the **supporting details**. These facts, examples, reasons, and other pieces of information are meant to explain and expand on the central idea.

**Examine the cartoon below. Think about the central idea and its supporting details.**

![Cartoon of a paleontologist searching for fossils](image)

Paleontologists search for fossils that reveal more about creatures that lived in the past.

**What central idea is shown? Circle parts of the picture and caption that support the central idea.**

Study the web below that shows the central idea of the picture and details that support it.

<table>
<thead>
<tr>
<th>Central Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paleontologists help us learn about dinosaurs and our past.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dinosaur bones show the shapes of creatures from the past.</td>
<td>Studying fossils reveals clues about creatures that lived in the past.</td>
</tr>
</tbody>
</table>

As a good reader, make sure you figure out how the supporting details work together to develop the central idea in the text. This will help you understand each important point the author wants to make.
Deep-Sea Treasure Hunters  
by Ramona Rivera

Deep-sea diving is a dangerous but fascinating activity. Some people dive for fun or sport, and some make a career out of hunting for sunken treasure. These types of career divers fall into one of two categories: those who want to study their discoveries and those who want to sell the treasures they find.

The divers who study sunken treasures are concerned with preservation of the sites. These divers often locate, map, and study shipwrecks. When they find a site, the divers are interested in using the information that the treasure provides to form a story about the ship that wrecked. By studying artifacts such coins or jewelry found at a site, these divers learn many things about the lives of the ship’s passengers. They also learn more about the cargo and the daily lives of the sailors aboard the ship. Sometimes they even learn why the ship sank.

Explore how to answer these questions: “What is the central idea of paragraph 2? What details are given to support it?”

The author describes two career paths: deep-sea treasure diving for money, and deep-sea treasure diving for gathering information. Which career path is described in paragraph 2? How do the details help you learn more about it?

Study the account to figure out the central idea and supporting details in paragraph 2. Then complete the idea web below. Add more supporting details if necessary.

<table>
<thead>
<tr>
<th>Central Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of some deep-sea divers is to . . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The divers study artifacts, like jewelry and coins.</td>
<td></td>
</tr>
</tbody>
</table>

Work in a group and compare your web with your classmates’. Are your supporting details similar? Discuss how you chose each detail. Revise your web as needed, but remember that your answers can vary from your classmates’ and still be correct.
Continue reading about deep-sea treasure hunters. Use the Close Reading and the Hint to help you answer the question.

(continued from page 4)

The deep-sea divers pursuing profit must carefully research their sites to make sure it is legal to take artifacts from the location. They must also take measures to preserve the artifacts so that they don't corrode and lose value once they are recovered. For these deep-sea divers, the measure of their success is the dollar value of the treasure they find.

Whether deep-sea divers wish to study treasure or collect it, divers must obey the laws, dive in teams, and be careful at all times. We must respect the power and mystery of our oceans if we hope to uncover their many hidden treasures.

Circle the correct answer.

Which sentence provides a supporting detail for the idea that we must respect the oceans and their treasures?

A Some divers spend a lot of time searching for sunken treasures.
B Deep-sea diving involves a great deal of physical training.
C Divers must identify sites that are legal before they collect artifacts.
D Profit is the main motivation for some deep-sea divers.

Show Your Thinking

Explain how the supporting details given by the author develop the central idea about divers searching for profit.

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Hint

Which choice explains more about the central idea you circled?

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With a partner, discuss details about each of the two careers described in the account. Then analyze the author’s statement in the concluding sentence of the account.
Read the biography. Use the Study Buddy and Close Reading to guide your reading.

Commander Suni Williams

by Margo Carlin

1. As 5-year-old Sunita “Suni” Williams watched Neil Armstrong’s fascinating moon walk on television, she thought, “That’s what I would like to do.” While she never thought of moon walking as a realistic career goal, Williams’ story proves that we can’t always know where our path is going to lead us. If we believe in ourselves, though, we’ll end up in the right place.

2. Williams’ career path was far from predictable. She says she was just an “okay” high school student. Because her brother had gone to the U.S. Naval Academy, she was drawn there, too.

3. Williams graduated from the Naval Academy and trained to become a Navy helicopter test pilot. Listening to a former astronaut talk about flying a helicopter as preparation for flying a moon lander, a light bulb went on in Williams’s head. It dawned on her that her helicopter training could be her ticket to space. She realized: “The only one who’s telling me I’m not going to be an astronaut is me.”

4. Williams eventually trained to become a member of the International Space Station crew, where she served as flight engineer and set a new record for women in space. Another first: She “ran” the Boston Marathon—on a space station treadmill.

5. Williams believes there is a message for young people in learning about the twists and turns that led to her space station adventure. “Maybe you want something, but you get something else. But if you make the best of it, things sorta work out.”
Lesson 1

Hints

Which choice matches one of the central ideas from the previous page?

Which sentence tells something about Williams not believing in herself?

Which central idea did you choose in the second Close Reading activity?

Use the Hints on this page to help you answer the questions.

1 Which sentence best captures a central idea of the biography?
   A Career paths are not always easy to identify and follow.
   B Suni Williams did not face any difficult challenges in her career.
   C The career path chosen by Suni Williams was very predictable.
   D People should never change their career path.

2 Which sentence from the biography best captures a second central idea of the text?
   A “She says she was just an “okay” high school student.”
   B “It dawned on her that her helicopter training could be her ticket to space.”
   C “The only one who’s telling me I’m not going to be an astronaut is me.”
   D “Williams eventually trained to become a member of the International Space Station crew, where she served as flight engineer and set a new record for women in space.”

3 Describe one central idea about Suni Williams’ life. List at least three details from the text that support this idea.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Read the biography about a famous dancer. Then answer the questions that follow.

Martha Graham: Modern Dance Innovator

by Eva Milner

1. In the world of dance, Martha Graham is a giant. A true innovator, it was she who led the way into the brave new world of modern dance, leaving behind the constraints of classical ballet. Through her work as a dancer, choreographer, and teacher, Martha has inspired both audiences and generations of dance students. Her institute, the Martha Graham Dance Company, has produced some of the finest dancers in the world today.

2. Martha Graham was born in 1894 in a small town near Pittsburgh, Pennsylvania. Her father was a doctor who specialized in nervous disorders. He was interested in how illnesses and disorders could be revealed through the way a patient’s body moved. Martha also believed in the body’s ability to express what is inside. She would channel this belief through dance, not medicine, however.

3. Martha was an athletic child, but it wasn’t until after seeing the ballet dancer Ruth St. Denis in her teens that she became interested in dance. Martha was so inspired by the performance that she enrolled at an arts college where she studied theater and dance. After graduating in 1916, she joined the Denishawn School, a dance company founded by Ruth St. Denis and Ted Shawn to teach both American dance and world dance.

4. Though Martha began her eight years at Denishawn as a student, it wasn’t long before she became a teacher and one of the school’s best-known performers. It was during this time that Martha costarred with Ted Shawn in “Xochital,” a duet that Ted created specifically for Martha. In this ballet, Martha played the role of an Aztec maiden attacked by an Aztec emperor. Her wildly emotional performance brought her critical acclaim.

5. By 1923, however, Martha felt ready to try new things. She took a job dancing in a vaudeville show in New York City. Here Martha had the opportunity to create her own dances. While there was some room for creativity, she still had to please the audience. Soon she longed for someplace she could take her experimental dance techniques even further. Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program. This was her chance to truly experiment.

6. Martha felt that classical ballet focused too much on fluidity and grace and ignored deeper, darker emotions and themes. At Eastman, Martha began to use jerky, trembling movements and falls to express ideas and feelings. She developed a fresh, new method of muscle control she called “contraction and release.” Through this method, a dancer creates movement by first contracting a muscle and then allowing the movement to flow as the muscle relaxes. This method of muscle control gives the dancer’s motions a hard, angular look. This was a big change from the dance style found in classical ballet.

7. Audiences did not always appreciate Martha’s style. They were used to the more graceful, flowing motions of ballet dancers, and Martha’s choppy, angular style was shocking to them. Many reviewers criticized her for dancing in an “ugly” way. During her first performance in Paris, she and her dancers were booed by the audience.

8. In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance. She brought in several of her students from the Eastman school and also began...
working with Louis Horst, the musical director from her days at Denishawn. Under Horst’s influence, Martha began to use music by modern composers, rather than music from the eighteenth and nineteenth centuries. This was yet another way in which Martha’s work departed from classical ballet.

Many of Martha’s dances explored emotional and psychological themes. One example is her solo piece “Lamentation.” In this dance, a grieving figure sits alone on a bench and moves to a mournful piano score. The dancer wears a tube of stretchy, purple fabric. Only the dancer’s head, hands, and feet show. The movements of the dancer’s body within the fabric create a sort of moving sculpture. The dancer represents the raw emotions of grief.

Martha was also interested in exploring social issues and political themes. Her dance “Deep Song” was a statement about the Civil War in Spain, and “Chronicle” looked at the menace of fascism and war in Europe. This second dance was created the same year Martha had turned down an invitation to the 1936 Olympic Games being held in Germany. Both the dance itself and her refusal to attend the games expressed Martha’s integrity and desire to highlight important political issues.

Martha Graham’s career spanned her entire life. Health issues forced her to quit dancing at the age of 76, but she continued teaching and creating works until her death in 1991. In her lifetime, she created 181 masterpieces of dance, which continue to inspire dancers and audiences alike.

Answer the questions. Mark your answers to questions 1–3 on the Answer Form to the right.

1 Study the idea web below.

<table>
<thead>
<tr>
<th>Central Idea</th>
<th>Supporting Detail</th>
<th>Supporting Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Used music by modern composers</td>
<td>Incorporated jerky, angular movements</td>
</tr>
</tbody>
</table>

Which sentence completes the idea web?

A Classical ballet focused on flowing, graceful movements.
B Martha’s dance style was very different from classical ballet.
C Martha was one of the best dancers in America.
D Louis Horst was the musical director at Denishawn.
2 Which sentence best supports the central idea that Martha Graham was an innovator?
A “While there was some room for creativity, she still had to please the audience.”
B “Her search led her to a job teaching at the Eastman School of Music, where she had complete control over her classes and the dance program.”
C “She developed a fresh, new method of muscle control she called ‘contraction and release.’”
D “In 1926, Martha formed her own dance company, the now-famous Martha Graham School for Contemporary Dance.”

3 Which sentence could be added to best support the idea that Graham was an innovator?
A By 1927, Graham was working full-time as a dancer and choreographer.
B Graham was the first choreographer to fully collaborate with other modern artists.
C During the Depression in the 1930s, Graham sewed her dance costumes herself.
D Graham was given the title “Dancer of the Century” by Time magazine in 1998.

4 Describe the central idea of paragraphs 9 and 10. Identify at least two details the author used to develop that central idea.

Self Check Go back and see what you can check off on the Self Check on page 2.
Read the passage. Then answer the questions that follow.

The Aqua-Lung—Bringing Ocean Exploration to New Depths

by Jess Therell

1. Jacques Cousteau was an adventurer and an explorer with a passion for the ocean. He wanted not only to observe what was beneath the ocean’s surface, but also to protect it by making the public aware of its importance. For this reason, many people also view him as an environmentalist.

2. Cousteau accomplished many things during his distinguished career. He helped author dozens of books about the ocean. He made a number of films, and he led several expeditions aboard his ship, Calypso. The explorer even created an underwater camera. Along with an engineer by the name of Emile Gagnan, Cousteau also invented the Aqua-Lung. This was a device that could be used to breathe underwater. Perhaps the most important outcome of the creation of the Aqua-Lung was that it made it possible for more people to explore the ocean’s depths.

The Aqua-Lung—An Overview of Its Invention

3. The inspiration for the most important part of the Aqua-Lung was a regulator designed by Emile Gagnan. It was first used for car engines. Its chief feature was that it helped supply the exact amount of fuel needed for an engine to run, reducing unnecessary usage and minimizing waste.

4. Cousteau adapted Gagnan’s invention to create the “demand regulator,” the defining component of the Aqua-Lung system. The regulator is the piece that fits into the diver’s mouth. The other essential parts were tanks containing air that were strapped to the diver’s back, as well as a hose to carry air from the tank to the regulator.

5. The design of the Aqua-Lung was completed in the early 1940s. It was available for purchase in France a short time later. Within a decade, the system was being sold in several countries throughout the world.

What Made the Aqua-Lung Different?

6. The Aqua-Lung differed from most underwater devices that existed at the time in two main ways. First, it allowed divers to stay underwater for a much longer period of time. Before the invention of the Aqua-Lung, divers could only remain underwater for a matter of minutes before their air ran out. With the Aqua-Lung, that time could be extended to an hour or even more.

7. Second, it addressed the issue of air pressure. Pressure rapidly increases as water depth increases. In order to breathe without risk of harm in deep water, any inhaled air must have the same pressure as the surrounding water. The Aqua-Lung regulator automatically adjusted the pressure of the air in the tank to equalize air and water pressure, which made diving safer.
Do Cousteau and Gagnan Deserve All the Credit?

8 While Cousteau and Gagnan’s self-contained underwater breathing apparatus (SCUBA) known as the Aqua-Lung was an important new creation, it may not have been the revolutionary advancement many people seem to think. Cousteau and Gagnan built on the work of those who came before by modifying existing technologies and devices. This practice is common among inventors and scientists.

9 Support for the above claim can be found by looking at the history of ocean exploration and the devices that preceded the “invention” of the Aqua-Lung. First, it is important to note that people have always been intrigued by the ocean. Hundreds of years ago, people were already searching for ways to “breathe” underwater so they could stay beneath the surface longer and go deeper. They used hollow reeds as snorkels and wooden barrels as crude air tanks. Although these devices have little in common with the Aqua-Lung and other equipment currently on the market, they show that many people had aspirations and ideas that were similar to Cousteau’s.

10 Second, the Aqua-Lung emerged after very similar devices had already been invented. By far the most notable one was the apparatus that was developed by Captain Yves Le Prieur in 1925. The main difference between it and the Aqua-Lung was air flow. Le Prieur’s SCUBA released air constantly. The Cousteau/Gagnan device released it “on demand”—when the diver inhaled. Certainly, the world-famous Cousteau owed much of the credit for the creation of the Aqua-Lung to the comparatively unknown Le Prieur.

The Impact of the Aqua-Lung

11 Although Cousteau and Gagnan built on earlier technology, their invention did open the world of diving to more people. The Aqua-Lung made SCUBA diving simpler, safer, and accessible to the public. In the decades after the device became available, countless individuals adopted underwater diving as a hobby. Aqua-Lung is still a brand name that appears on many types of diving equipment, from regulators to masks to fins.

12 Cousteau’s greatest legacy as a conservationist may have been giving ordinary people the tools needed to view the wonders of the ocean firsthand. Movies and books can certainly show people the beauty of marine life and explain why it needs protection. However, seeing the splendor of the ocean and some of its marvels in person is likely to be much more convincing than anything that appears on a screen or in print.
The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

What does the word “regulator” mean as it is used in the passage?

A  a device used to control the pressure of air  
B  a device used to control the flow of liquids  
C  a mechanism in a watch or clock by which its speed is adjusted  
D  a person who makes sure laws or rules are followed

**Part B**

Which of the phrases from the passage best helps the reader understand the meaning of “regulator”?

A  “supply the exact amount of fuel needed for an engine to run”  
B  “the piece that fits into the divers mouth”  
C  “automatically adjusted the pressure of the air in the tank”  
D  “the system was being sold in several countries throughout the world”

Select two central ideas of the passage.

A  Jacques Cousteau promoted the conservation of our oceans.  
B  Over the centuries, many people have invented devices similar to the Aqua-Lung to assist divers.  
C  The Aqua-Lung differs from Le Prieur’s SCUBA in one important way.  
D  The Aqua-Lung allowed longer, safer dives.  
E  Cousteau and Gagnan might not deserve all the credit for inventing the Aqua-Lung.  
F  Aqua-Lung is still a brand of equipment sold today.  
G  Cousteau and Gagnan built upon previous technologies when creating their Aqua-Lung.
3 What is the author’s main purpose in writing this passage?
   A to give facts about a valuable invention and its impact on diving
   B to make readers question Cousteau’s contribution to the world of diving
   C to explain the differences between the Aqua-Lung and Le Prieur’s invention
   D to describe how diving has changed and improved over the years

4 Read this sentence from the passage.

   Cousteau’s greatest legacy as a conservationist may have been giving ordinary people the tools needed to view the wonders of the ocean firsthand.

   What connotation does the phrase “ordinary people” have in this sentence?
   A uneducated people
   B dull and tiresome people
   C people who do not know how to swim
   D people who are neither explorers nor scientists
Below are three claims that one could make based on the passage “The Aqua-Lung—Bringing Ocean Exploration to New Depths.”

<table>
<thead>
<tr>
<th>Claims</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jacques Cousteau was committed to helping people learn more about the world around them.</td>
</tr>
<tr>
<td></td>
<td>The Aqua-Lung was superior to other devices that were available at the time.</td>
</tr>
<tr>
<td></td>
<td>Cousteau made many contributions in a variety of areas.</td>
</tr>
</tbody>
</table>

Circle one of the claims, and then write down two sentences from the passage that support the claim.

First sentence: ________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Second sentence: ____________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Read the passage. Then answer the questions that follow.

Did Franklin Really Collect Electric Fire from the Sky?

by Neve Reed

1 The story of Benjamin Franklin and his kite experiment is one that captivates people of all ages. It begins when a thunderstorm is on its way. Most of the sensible people in the area are indoors seeking shelter. But not Benjamin Franklin! He’s flying a kite with a piece of metal attached to the top. His goal: to prove that lightning is a form of electricity. The story goes that a bolt of lightning soon struck his kite, traveling down the string and charging a metal key near the end. Franklin touched the key, and the “very evident electric spark” he felt proved his theory correct.

2 This experiment is much more exciting than the idea of a scientist writing a paper at a desk or working in the laboratory. However, it’s also quite likely that it didn’t happen, at least not in the way people imagine. Evidence for this statement comes from numerous sources, including current knowledge and correspondence written by Franklin himself.

Priestley’s Account of Franklin’s Experiment

3 Joseph Priestley was the man who recounted the story of Franklin’s experiment conducted in 1752. June 15th is often cited as the date. An entire chapter of Priestley’s book, *The History and Present State of Electricity with Original Experiments*, is devoted to Franklin’s work on the similarities between electricity and lightning. He explains how Franklin planned to use a kite to draw “lightning from the clouds,” and gives an account of the actual experiment.

4 There are a few points that should be made about Priestley’s account. The first is that it’s not clear exactly where his information comes from. Priestley says it was obtained from the “best authority,” but then goes on to say that Franklin’s son was the only witness present during the experiment. If the information came from Franklin himself, why didn’t Priestley say so?

5 The second is that a close reading of the section that describes the actual experiment does not explicitly state that the kite was struck by a bolt of lightning. He does mention thunderstorms and drawing lightning from the clouds. But is it possible that “lightning” is being used interchangeably with “electrical charges” here, an assertion that is supported by the thoughts of some modern scientists? Wouldn’t the actual dramatic lightning strike have been a focus of Priestley’s story? If, that is, it actually took place.

Franklin’s Letter

6 One of the best pieces of evidence we have comes from Franklin himself. In 1752, he wrote a letter to a friend. In it, he describes how he performed the experiment.

7 However, some believe Franklin was merely describing how he would theoretically use a kite to prove that electricity and lightning were one in the same. There are several details about the setup that would make actually performing the experiment impractical. These include flying the kite from inside a building, keeping the silk ribbon dry, and not allowing the twine to touch any portion of the door or window.
Furthermore, the letter is far from a formal description of Franklin’s hypothesis, procedure, results, and conclusions. It would seem likely that Franklin would have presented his findings to the scientific community in an official report, but there is no indication that one exists.

**The Danger Factor**

One of the strongest pieces of evidence against the commonly held belief that Franklin’s kite was struck by lightning is that he most likely wouldn’t have survived. This was proven through an investigation conducted on a popular television program. The analysis showed that the massive amount of electricity in a bolt of lightning could have traveled down a wet piece of twine and charged a metal key at the end. However, the chances that Franklin could have touched the metal and lived to tell others about it are slim to none. Additionally, it’s likely the scientist himself would have known the dangers of touching something that had been struck by lightning based on his previous work with electricity.

**What Current Scientists Believe**

Some believe that the experiment never actually took place at all. A more likely explanation based on the information available, though, is that Franklin *did* fly a kite a short time *before* a thunderstorm. The storm clouds would have contained the same static electricity found in lightning, although in much smaller amounts. These charged clouds could have produced the results described by Priestley in his well-known account. The investigation still probably wasn’t the wisest idea on Franklin’s part, but it is entirely possible that the scientist could have completed this version of the experiment and escaped unharmed.
This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Which inference can you draw from “Did Franklin Really Collect Electric Fire from the Sky?”

A. The smaller amounts of static electricity in clouds before a storm actually endangered Franklin just as much as real lightning would have.

B. The idea of a death-defying experiment is thrilling, but the reality is that Franklin likely would not have risked his life for science.

C. Because he focused neither on the difficulties nor dangers of flying a kite indoors, Priestley’s account is weakened.

D. Franklin was probably more interested in making an exciting scientific story than in harnessing the true power of electricity.

**Part B**

Which of the following sentences from the passage best supports your answer to part A?

A. “The analysis showed that the massive amount of electricity in a bolt of lightning could have traveled down a wet piece of twine and charged a metal key at the end.”

B. “Additionally, it’s likely the scientist himself would have known the dangers of touching something that had been struck by lightning based on his previous work with electricity.”

C. “The storm clouds would have contained the same static electricity found in lightning, although in much smaller amounts.”

D. “A more likely explanation based on the information available, though, is that Franklin did fly a kite a short time before a thunderstorm.”
Based on the information in the passage, how did Priestley's account influence some modern scientists?

A. It led them to look for an alternate meaning for a term used to describe the experiment.
B. It inspired them to seek the truth by watching the experiment on a television show.
C. It drove them to question, in general, the way that experiments are set up.
D. It convinced them that there was, in fact, no witness at all to the experiment.

How do the four sections with headings support the main ideas in the passage?

A. Each section offers a problem with the lightning story and an alternative solution for what might have happened.
B. Two of the sections focus on different causes for the writer's doubt, while the other two show how it might have happened.
C. Three sections describe why the experiment probably did not occur, while the other offers a possible alternative.
D. Each section compares and contrasts different accounts of the experiment, including those of people in the past and present.

The author states that it is quite unlikely that Franklin's kite experiment happened as we think. Which two sentences from the passage provide evidence for the author's belief?

A. “The story of Benjamin Franklin and his kite experiment is one that captivates people of all ages.”
B. “However, the chances that Franklin could have touched the metal and lived to tell others about it are slim to none.”
C. “Some believe that the experiment never actually took place at all.”
D. “There are several details about the setup that would make actually performing the experiment impractical.”
E. “These charged clouds could have produced the results described by Priestley in his well-known account.”
This question has two parts. First, answer part A. Then, answer part B.

Below are three claims that one might make based on the passage.

<table>
<thead>
<tr>
<th>Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story of Franklin's experiment has interested people since Franklin first described it.</td>
</tr>
<tr>
<td>Records of the lightning experiment are not reliable.</td>
</tr>
<tr>
<td>Franklin was a scientist who knew lightning strikes were dangerous.</td>
</tr>
</tbody>
</table>

**Part A**

Draw an X by the claim that is supported by the most relevant and sufficient evidence within “Did Franklin Really Collect Electric Fire from the Sky?”

**Part B**

Write down two sentences from the passage that best provide evidence to support the claim selected in part A.

First sentence: __________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Second sentence: __________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Lesson 11
Using Context Clues

When you come across an unfamiliar word, look for context clues—nearby words that hint at the meaning of the word. Study these four types of context clues.

<table>
<thead>
<tr>
<th>Context Clue</th>
<th>Signal Words</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restatement</td>
<td>or, in other words, that is to say</td>
<td>Women’s rights advocates, or supporters, met in Seneca Falls, New York, in 1848.</td>
</tr>
<tr>
<td>Example</td>
<td>like, such as, for example, for instance</td>
<td>Leaders often faced fierce opposition such as name-calling, disrespect, and even threats of harm.</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>as a result of, because, and thanks to</td>
<td>Because of these leaders’ efforts to gain equal rights, women secured the right to vote in 1920.</td>
</tr>
<tr>
<td>Comparison and Contrast</td>
<td>also, like, as well, but, yet, however, although</td>
<td>Proponents of women’s rights, like those who support other causes, are committed to their beliefs.</td>
</tr>
</tbody>
</table>

Other clues to a word’s meaning are the word’s position in the sentence and its part of speech.

- Below, the position of cause after can shows it is a verb, “to make something happen.”
  
  Stirring speeches can cause people to change their minds about an issue.

- Below, the position of cause after the shows it is a noun, meaning “a goal or issue.”
  
  Elizabeth Cady Stanton dedicated herself to the cause of women’s rights.

Guided Practice
Underline a context clue that helps you understand each underlined word. Draw a line from the clue to the word. With a partner, identify each type of clue you used.

Until 1920, suffrage, or the right to vote, was denied to women.

Some prominent figures supported the cause. For example, the famous reformer Frederick Douglass spoke out for women’s rights.

Many small meetings took place, but a convention held in Seneca Falls in 1848 helped the movement grow. Thanks to their persistence, women won the right to vote more than seventy years later.
Women’s suffrage organizations faced determined resistance from groups who argued that a woman’s place was in the home, not in the political arena. Plenty of women strongly agreed that they deserved more rights. Yet many of them still deplored the idea of women having a voice in the government.

1. What does the word **resistance** mean in the paragraph?
   - A opposition
   - B agreement
   - C questions
   - D approval

2. Which words provide a clue to the meaning of **resistance**?
   - A “in the political arena”
   - B “in the home”
   - C “groups who argued”
   - D “in the government”

3. What does the word **deplored** mean in the paragraph?
   - A failed to understand
   - B disapproved of
   - C agreed with
   - D investigated

4. Which words provide a **contrast** clue to the meaning of **deplored**?
   - A “Plenty of women”
   - B “strongly agreed”
   - C “deserved more rights”
   - D “having a voice”
Central Idea and Supporting Ideas

Proficient readers identify the central and supporting ideas of a text, as well as how the author elaborates on those ideas by providing supporting details. It can be difficult for students to understand the hierarchy of these relationships, especially in content-area reading, which can be conceptually and textually dense. Students often need to infer multiple main ideas, and they may need to work a little harder to distinguish supporting details. To provide support, focus on the processes involved in determining the importance of ideas and details and understanding how different information is related.

Two Ways to Teach

Use Outlines to Organize Information 30–45 minutes

Help students understand that in longer texts, multiple supporting ideas tell more about one central idea. Teach them to record information in a graphic organizer that visually represents hierarchical relationships.

- Say, Central idea is the one idea in a passage that all the other details or ideas tell about. Supporting ideas tell more about a central idea. There are often several supporting ideas for one central idea. Similarly, supporting details tell more about each supporting idea. There are often several supporting details for each supporting idea.
- Distribute and display Central Idea and Supporting Ideas Chart (page 3). Then choose a section of informational text to read together with students, and model how to fill in the outline. The example below is about a chapter on the Hoover Dam.

Title: The Hoover Dam

<table>
<thead>
<tr>
<th>Central Idea:</th>
<th>beneficial public works project</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supporting Idea A</th>
<th>provided flood control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail 1.</td>
<td>controlled the Colorado River</td>
</tr>
<tr>
<td>Detail 2.</td>
<td>diverted water to farmers</td>
</tr>
<tr>
<td>Detail 3.</td>
<td>diverted water to cities and towns for water supply</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Idea B</th>
<th>created jobs during Great Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail 1.</td>
<td>20,000+ workers hired</td>
</tr>
</tbody>
</table>

- Work with students to add information to the chart. Then have students work in groups to practice independently with another informational text. Discuss how these charts can help students understand the way an author develops ideas in a text.
Write a Recap  30–45 minutes

**Connect to Writing**  Summarizing is a useful way for students to practice identifying a central idea and supporting ideas.

- Explain that a recap is a very short summary of something that happened or something you learned. Give an example such as the following.

  *At the end of a baseball inning, the announcers give a quick recap of what happened during the inning. This is to quickly catch up to speed anyone who was not watching. A recap is a brief, concise summary that states only the main idea and the most important supporting details. This would include the score and any important plays. It would not include plays that did not affect the game.*

- Have students choose a recent chapter from a science or social studies text and write a recap for a student who was absent from school. Emphasize that recaps are very short, so students should not write more than a half page.

- Have students exchange papers and discuss whether their partner’s recap contained too many details or left out important information.

**Check for Understanding**

<table>
<thead>
<tr>
<th>If you observe...</th>
<th>Then try...</th>
</tr>
</thead>
</table>
| difficulty identifying relevant information | turning the main idea of a paragraph into a question.  
Main idea  *Jackie Robinson made baseball history.*  
**Question**  *How did Jackie Robinson make baseball history?*  
Have students examine the text to locate the answers. |
| difficulty stating the central idea | providing choices. To help students learn to avoid common mistakes, include distractors that are overly broad and too narrow. |
**Central Idea and Supporting Ideas Chart**

**Title:**

<table>
<thead>
<tr>
<th>Central Idea:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Supporting Idea A:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail 1.</td>
<td></td>
</tr>
<tr>
<td>Detail 2.</td>
<td></td>
</tr>
<tr>
<td>Detail 3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Idea B:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail 1.</td>
<td></td>
</tr>
<tr>
<td>Detail 2.</td>
<td></td>
</tr>
<tr>
<td>Detail 3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Idea C:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail 1.</td>
<td></td>
</tr>
<tr>
<td>Detail 2.</td>
<td></td>
</tr>
<tr>
<td>Detail 3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Idea D:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail 1.</td>
<td></td>
</tr>
<tr>
<td>Detail 2.</td>
<td></td>
</tr>
<tr>
<td>Detail 3.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 7
Misplaced Modifiers

Introduction
A misplaced modifier is a phrase or clause that is intended to modify a certain word in a sentence but is in the wrong place. As a result, it connects the wrong words or ideas to each other and confuses the reader. For example:

We sat and talked about camping in the kitchen.

- The phrase in the kitchen is meant to modify sat, but instead it suggests that the camping happened in the kitchen. Now, look at another example.

I served breakfast to my family, which I made myself.

- The clause which I made myself is misplaced. It suggests that the speaker made her family, not breakfast.
- To fix a misplaced modifier, move it as close as possible to what it should modify:

We sat in the kitchen and talked about camping.

I served my family breakfast, which I made myself.

Guided Practice
Rewrite each sentence to correct the misplaced modifier.

Hint
If a dependent clause begins with the relative pronoun who or which and gives information that is not crucial to the meaning of the sentence, use commas to set off the clause from the rest of the sentence.

Example:
The muffins, which smelled delicious, were still warm.

1. I baked blueberry muffins and scrambled some eggs in the oven.

2. My cousin Rob told us while he ate where he and Josh had camped.

3. Rob had taken my nine-year-old brother camping, who is in college.

4. Rob had photos of the lovely lake on his phone near their campsite.

5. We put a drawing of the lake on the fridge that Josh had made.
For numbers 1–4, choose the answer that best corrects the misplaced modifier in each sentence.

1. Rob told us about hearing a strange noise in the night after breakfast.
   A. After breakfast, Rob told us about hearing a strange noise in the night.
   B. Rob told us about hearing a strange noise after breakfast in the night.
   C. After breakfast, Rob told us in the night about hearing a strange noise.
   D. In the night, Rob heard a strange noise that after breakfast he told us about.

2. Dad let Josh borrow his fishing rod to take on the trip, which was old but still worked.
   A. Josh borrowed for the trip, which was old but still worked, Dad’s fishing rod.
   B. For the trip, Dad let Josh borrow his fishing rod, which was old but still worked.
   C. To take on the trip, Josh borrowed a fishing rod from Dad, which was old but still worked.
   D. The fishing rod that Josh borrowed to take on the trip from Dad was old but still worked.

3. Rob told us how Josh had caught a fish as he was washing the dishes.
   A. Rob as he was washing the dishes told us how Josh had caught a fish.
   B. Josh told us that, as Rob was washing the dishes, he had caught a fish.
   C. Josh had caught a fish, and Rob was washing the dishes and told us about it.
   D. As Rob was washing the dishes, he told us how Josh had caught a fish.

4. Next summer my cousin invited me to go camping by the lake with his family.
   A. My cousin invited me to go camping by the lake with his family next summer.
   B. By the lake next summer, my cousin invited me to go camping with his family.
   C. My cousin by the lake invited me next summer to go camping with his family.
   D. My cousin with his family next summer invited me to go camping by the lake.

Answer Form
1 A B C D
2 A B C D
3 A B C D
4 A B C D

Number Correct / 4

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Lesson 8
Dangling Modifiers

Introduction
A dangling modifier is a phrase or clause intended to modify a certain word, but that word is not actually stated in the sentence, or it is stated but the dangling modifier seems to modify a different word. Below are two sentences with dangling modifiers:

Driving past the mountains, they were snow-covered and majestic.
After traveling all day, the motel was a welcome sight.

In the sentences above, who was driving past the mountains? Who was traveling all day?

- One way to fix a dangling modifier is to add the word that was meant to be modified, often by making it the subject of the sentence.

Driving past the mountains, we saw that they were snow-covered and majestic.

- Another way to fix a dangling modifier is to make it a dependent clause with its own subject. You might also have to rearrange the sentence.

The motel was a welcome sight after we had been traveling all day.

Guided Practice
Rewrite each sentence to correct the dangling modifier.

1. Sleeping soundly through the night, my bed was comfortable.

2. After eating a good breakfast, the cave tour sounded more fun.

3. Before leaving for the cave tour, the brochure gave us directions.

4. Climbing into the car, my camera dropped and broke.

5. Waiting in line for the tour, clouds started forming.
For numbers 1–4, choose the revision that best corrects the dangling modifier in each sentence.

1. Explaining how the cave was made, we learned some amazing facts from the guide.
   A. While learning how the cave was made, the guide told us some amazing facts.
   B. Learning some amazing facts, the guide explained how the cave was made.
   C. Explaining some amazing facts, we learned from the guide how the cave was made.
   D. As the guide explained how the cave was made, we learned some amazing facts.

2. Walking out of the cave, a cloudburst soaked Emilia.
   A. A cloudburst soaked Emilia as she was walking out of the cave.
   B. Walking out of the cave was a cloudburst that soaked Emilia.
   C. Emilia was soaked as she walked out of the cave by a cloudburst.
   D. A cloudburst out of the cave soaked Emilia as she was walking.

3. Buying souvenirs at the gift shop, the clerk showed Ty some hats.
   A. The clerk showed Ty some hats, buying souvenirs at the gift shop.
   B. While Ty was buying souvenirs at the gift shop, the clerk showed him some hats.
   C. Buying souvenirs, the clerk at the gift shop showed Ty some hats.
   D. While the clerk showed Ty some hats, he was buying souvenirs at the gift shop.

4. Driving home, the rain stopped for a few minutes.
   A. Driving home for a few minutes, the rain stopped.
   B. The rain stopped driving home for a few minutes.
   C. For a few minutes driving home, the rain stopped.
   D. As we were driving home, the rain stopped for a few minutes.