



ELA 10 PreAP STAAR Distance Learning Packet: Week 2

Directions:

- 1. Complete each day's work.**
- 2. Read for 30 minutes each day.**
- 3. Complete the reading log daily.**

Week 2:
Composition: Persuasive Essay
Genre: Fiction

Read the selection and choose the best answer to each question. Then fill in the answer on your answer document.

Catherine recently heard about a fascinating event. After researching the event and the person responsible for it, she wrote this paper. Read Catherine's paper and think about the revisions she needs to make. Then answer the questions that follow.



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Fearless Felix

(1) On October 14, 1947, Chuck Yeager, traveling in an experimental plane known as the *X-1*, became the first person to fly faster than the speed of sound.

(2) On that same day 65 years later, Felix Baumgartner also reached supersonic speeds, but he became the first person to accomplish this without traveling in a jet or a spacecraft. (3) Instead, Baumgartner was 24 miles above Earth at the time and jumped.

(4) On the day of the jump, Baumgartner donned a flight suit and helmet that had been specifically designed to protect him from the high altitude. (5) Without this gear he wouldn't be able to survive the awesome temperatures or the thin atmosphere. (6) Next he climbed into a 2,900-pound protective capsule attached to a hot-air balloon that would carry him to the edge of space. (7) After a two-and-a-half-hour trip, he reached his target altitude. (8) Then he ran through an extensive checklist. (9) He then opened the door to the capsule, stepped out onto a small ledge, and saluted. (10) "I'm going home now," Baumgartner announced, and he jumped off the ledge.

(11) More than eight million people watched a live Internet stream that showed Baumgartner plummeting toward Earth. (12) People were able to watch Baumgartner on computers. (13) He spun wildly at first, but fortunately, he soon

regained control. (14) For the next few minutes, anxious viewers watched and held their collective breath. (15) At the 5,000-foot mark, Baumgartner opened a parachute to slow his descent to Earth. (16) A little more than nine minutes after jumping out of the capsule, Baumgartner landed safely in the New Mexico desert and lifted his arms in victory. (17) He had succeeded! (18) Not only had he become the first person to break the sound barrier in a free fall, but he had also broken records for the highest manned balloon flight and the highest skydive.

(19) The jump was the culmination of five years of planning and preparation by Baumgartner and his team. (20) Those who were involved say that they hope the data collected will help future aerospace pioneers. (21) However, information obtained from testing the pressurized flight suit and helmet could be used to help pilots, astronauts, and even space tourists who might one day need to quickly evacuate a damaged space vehicle. (22) As for Felix Baumgartner, he insists that he will now retire from the daredevil business. (23) However, one has to wonder how sincere he really is. (24) His plans for the future include piloting helicopters for mountain rescues and firefighting missions!

- 1 Catherine would like to provide a more detailed thesis statement for her paper. Which of the following could replace sentence 3 and accomplish this goal?
- A Instead, Baumgartner was high above Earth—24 miles to be precise—and jumped without a jet or spacecraft of any kind.
 - B Instead, Baumgartner, who was 24 miles above Earth at the time, jumped out of a capsule and proceeded to free-fall, traveling at speeds of more than 800 miles per hour.
 - C Instead, Baumgartner was 24 miles above Earth at the time, which is quite an amazing distance, and jumped, which is quite an amazing feat.
 - D Instead, Baumgartner was several miles above the beautiful, majestic Earth at the time that he decided to make a magnificent jump.
-

- 2 In sentence 5, **awesome** is not the most effective word to use. Which of the following could replace **awesome** in this sentence?
- F brooding
 - G breathtaking
 - H decisive
 - J extreme
-

- 3 What is the most effective way to combine sentences 7 and 8?
- A After a two-and-a-half-hour trip and after he reached his target altitude, he then ran through an extensive checklist.
 - B After a two-and-a-half-hour trip, he reached his target altitude, then he ran through an extensive checklist.
 - C After a two-and-a-half-hour trip, he reached his target altitude, where he ran through an extensive checklist.
 - D After a two-and-a-half-hour trip where he ran through an extensive checklist, he reached his target altitude.

4 There is a redundant sentence in the third paragraph (sentences 11–18). Which sentence should be deleted from this paragraph?

F Sentence 12

G Sentence 13

H Sentence 14

J Sentence 15

5 Catherine has not used an appropriate transition in sentence 21. Which of these could best replace **However** and create a more appropriate transition between sentences 20 and 21?

A Meanwhile

B Coincidentally

C For example

D Likewise

WRITTEN COMPOSITION: Persuasive

Read the information in the box below.

Idealistic people are those who pursue great ideas in the hope of changing the world. Because their plans are often quite ambitious, these people can have difficulty accomplishing smaller, concrete goals. In contrast, practical people concentrate on workable ideas and goals. Their approach is likely to lend itself to tangible solutions, even if these people fail to envision grand ideas.

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Which approach is more valuable in life: an idealistic one or a practical one? Think carefully about this question.

Write an essay stating your opinion on whether it's better to dream big or to be realistic.

Be sure to —

- state your position clearly
- use appropriate organization
- provide specific support for your argument
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE LINED PAGE IN THE ANSWER DOCUMENT.

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STAAR WRITTEN COMPOSITIONS

A large rectangular box with a thick black border, containing 25 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box, leaving a small margin at the top and bottom.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

PERSUASION

Genre Definition: Text that develops an argument and debates a topic in a logical way

Genre Examples: Persuasive essays, editorials, persuasive speeches, debates

Thinking Jobs:

1. Topic
2. What is the author trying to teach or tell me about the topic?
3. What is the author's point of view?

from **Big Fish**

by Daniel Wallace

1 He takes another sip of water. It seems not to be a matter of thirst so much as it is a desire for this element, to feel it on his tongue, his lips: he loves the water. Once upon a time he swam.

2 "But you know, my father was gone a lot, too," he says, his voice crackling soft. "So I know what it's like. My dad was a farmer. I told you that, didn't I? I remember once he had to go off somewhere to get a special kind of seed to plant in the fields. Hopped a freight. Said he'd be back that night. One thing and another happened and he couldn't get off. Rode it all the way out to California. Gone most of the spring. Planting time came and went. But when he came back he had the most marvelous seeds."

3 "Let me guess," I say. "He planted them and a huge vine grew up into the clouds, and at the top of the clouds was a castle, where a giant lived."

4 "How did you know?"

5 "And a two-headed woman who served him tea, no doubt."

6 At this my father tweaks his eyebrows and smiles, for a moment deep in pleasure.

7 "You remember," he says.

8 "Sure."

9 "Remembering a man's stories makes him immortal, did you know that?"

10 I shake my head.

11 "It does. You never really believed that one though, did you?"

12 "Does it matter?"

13 He looks at me.

14 "No," he says. Then, "Yes. I don't know. At least you remembered. The point is, I think—the point is I tried to get home more. I did. Things happened, though. Natural disasters. The earth split once I think, the sky opened several times. Sometimes I barely made it out alive."

15 His old scaly hand crawls over to touch my knee. His fingers are white, the nails cracking and dull, like old silver.

16 "I'd say I'd missed you," I say, "if I knew what I was missing."

- 17 "I'll tell you what the problem was," he says, lifting his hand from my knee and motioning for me to come closer. And I do. I want to hear. The next word could be his last.
- 18 "*I wanted to be a great man,*" he whispers.
- 19 "Really?" I say, as if this comes as some sort of surprise to me.
- 20 "Really," he says. His words come slow and weak but steady and strong in feeling and thought. "Can you believe it? I thought it was my destiny. A big fish in a big pond—that's what I wanted. That's what I wanted from day one. I started small. For a long time I worked for other people. Then I started my own business. I got these molds and I made candles in the basement. That business failed. I sold baby's breath to floral shops. That failed. Finally, though, I got into import/export and everything took off. I had dinner with a prime minister once, William. A prime minister! Can you imagine, this boy from Ashland having dinner in the same room with a—. There's not a continent I haven't set foot on. Not one. There are seven of them, right? I'm starting to forget which ones I . . . never mind. Now all that seems so unimportant, you know? I mean, I don't even know what a great man *is* anymore—the, uh, prerequisites. Do you, William?"
- 21 "Do I what?"
- 22 "*Know,*" he says. "Know what makes a man great."
- 23 I think about this for a long time, secretly hoping he forgets he ever asked the question. His mind has a way of wandering, but something in the way he looks at me says he's not forgetting anything now, he's holding on tight to that thought, and he's waiting for my answer. I don't know what makes a man great. I've never thought about it before. But at a time like this "I don't know" just won't do. This is an occasion one rises to, and so I make myself as light as possible and wait for a lift.
- 24 "I think," I say after a while, waiting for the right words to come, "that if a man could be said to be loved by his son, then I think that man could be considered great."
- 25 For this is the only power I have, to bestow upon my father the mantle of greatness, a thing he sought in the wider world, but one that, in a surprise turn of events, was here at home all along.
- 26 "Ah," he says, "*those* parameters," he says, stumbling over the word, all of a sudden seeming slightly woozy. "Never thought about it in those terms, exactly. Now that we are, though, thinking about it like that, I mean, in this case," he says, "in this very specific case, *mine*—"
- 27 "Yeah," I say. "You are hereby and forever after my father, Edward Bloom, a Very Great Man. So help you Fred."
- 28 And in lieu of a sword I touch him once, gently, on the shoulder.

Use *Big Fish* to answer questions 1-8.

- 1** Read paragraph 15.

His old scaly hand crawls over to touch my knee. His fingers are white, the nails cracking and dull, like old silver.

In this paragraph, the author uses imagery to —

- A** show the son's fear of being touched by his father
 - B** imply that the father may not really be dying after all
 - C** emphasize how aged and decrepit the father appears to his son
 - D** suggest that the son has little respect for his father
-
- 2** What does paragraph 16 reveal about the son?
- F** He blames himself for his father's long absences.
 - G** He thinks his father never gave them the opportunity to be close.
 - H** He is too willing to forgive his father for lying.
 - J** He is unwilling to share what he knows with his father.

3 Which line of dialogue provides the best evidence that the father is questioning his priorities?

A *"Now all that seems so unimportant, you know?"*

B *"Remembering a man's stories makes him immortal, did you know that?"*

C *"I had dinner with a prime minister once, William."*

D *"I wasn't going to tell you about the two-headed lady, Mr. Smarty-pants," he says.*

4 In paragraphs 3 through 5, the phrases "Let me guess" and "no doubt" give the son's dialogue a tone that is —

F naive

G hypercritical

H indignant

J sarcastic

5 Paragraph 17 suggests that the son is motivated to listen to his father because —

A he values his father's advice

B he regrets not paying attention to his father in the past

C he believes his father is dying

D he believes his father will tell him a secret

- 6** Which sentence best describes the father's moral dilemma?
- F** He must choose between impressing his son with outlandish stories and admitting that he is a financial failure.
 - G** He must resolve feelings about his failure to persuade his son to follow in his footsteps.
 - H** He must decide whether to continue to pursue his dreams or devote himself to helping his son.
 - J** He must reconcile his lifelong desire to be important with the knowledge that he neglected his family.
-

- 7** Paragraph 20 reveals that the father views his childhood home of Ashland as —
- A** a place of tremendous comfort
 - B** a place with limited opportunities
 - C** the best place to raise a family
 - D** a place of haunting memories
-

- 8** The story explores the theme of a son —
- F** disappointing his father
 - G** imitating his father
 - H** trying to impress his father
 - J** making peace with his father

Use "To a Daughter with Artistic Talent" and *Big Fish* to answer questions 9-13. Then fill in the answers on your answer document.

9 Read these quotations from the two selections.

To a Daughter with Artistic Talent

And you never know why (I was lying before when I said I knew).

Big Fish

I don't know what makes a man great. I've never thought about it before.

These quotations provide evidence that **both** the speaker in "To a Daughter with Artistic Talent" and the narrator in the excerpt from *Big Fish* feel —

- A as though they must prove something
- B embarrassed by their ignorance
- C compelled to admit their mistakes
- D challenged to explain something difficult

10 What is a **difference** in how the two selections portray fathers?

- F While the father in "To a Daughter with Artistic Talent" is optimistic, the father in the excerpt from *Big Fish* is cynical.
- G While the father in "To a Daughter with Artistic Talent" seems caring, the father in the excerpt from *Big Fish* seems self-centered.
- H While the father in "To a Daughter with Artistic Talent" is open-minded, the father in the excerpt from *Big Fish* is judgmental.
- J While the father in "To a Daughter with Artistic Talent" seems defensive, the father in the excerpt from *Big Fish* seems relaxed.

11 Both the daughter’s paintings in “To a Daughter with Artistic Talent” and the father’s stories in the excerpt from *Big Fish* —

- A** depict a world that seems more fanciful than realistic
 - B** contain imagery drawn from well-known fairy tales
 - C** are difficult for others to understand
 - D** portray heroic characters
-

12 Read these quotations.

To a Daughter with Artistic Talent

*You have painted every day
for as long as I can remember
and will be painting still
when you read this, some cold
and distant December when the child
is old and the trees no longer silver
but black fingers scratching a grey sky.*

Big Fish

*"No," he says. Then, "Yes. I don't know.
At least you remembered. The point is, I
think—the point is I tried to get home
more. I did. Things happened, though.
Natural disasters. The earth split once I
think, the sky opened several times.
Sometimes I barely made it out alive."*

Both quotations use imagery that conveys a sense of —

- F** inner turmoil
- G** stubbornness
- H** guilt
- J** exaggerated self-confidence

- 13** Which sentence best states a **difference** between the attitude of the speaker in the poem and the attitude of the narrator in the story?
- A** The speaker in the poem worries that his daughter gets carried away by her imagination, while the narrator in the story admires the way his father uses his imagination.
 - B** The speaker in the poem believes that his daughter paints to express her true feelings, while the narrator in the story believes that his father tells stories to escape reality.
 - C** The speaker in the poem thinks his daughter paints to bring them closer together, while the narrator in the story thinks his father tells stories to distance himself from others.
 - D** The speaker in the poem believes that painting is good for his daughter's health, while the narrator in the story worries that his father's stories are a symptom of illness.

Big Fish | QUESTION 1

Part 1: Circle the correct answer for Question 1.

A B C D

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

Big Fish | QUESTION 2

Part 1: Circle the correct answer for Question 2.

F G H J

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

Big Fish | QUESTION 3

Part 1: Circle the correct answer for Question 3.

A B C D

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

Big Fish | QUESTION 4

Part 1: Circle the correct answer for Question 4.

F G H J

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

Big Fish | QUESTION 5

Part 1: Circle the correct answer for Question 5.

A B C D

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

Big Fish | QUESTION 6

Part 1: Circle the correct answer for Question 6.

F G H J

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

Big Fish | QUESTION 7

Part 1: Circle the correct answer for Question 7.

A B C D

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

Big Fish | QUESTION 8

Part 1: Circle the correct answer for Question 8.

F G H J

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

To a Daughter... & Big Fish | QUESTION 9

Part 1: Circle the correct answer for Question 9.

A B C D

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

To a Daughter... & Big Fish | QUESTION 10

Part 1: Circle the correct answer for Question 10.

F G H J

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

To a Daughter... & Big Fish | QUESTION 11

Part 1: Circle the correct answer for Question 11.

A B C D

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

To a Daughter... & Big Fish | QUESTION 12

Part 1: Circle the correct answer for Question 12.

F G H J

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

To a Daughter... & Big Fish | QUESTION 13

Part 1: Circle the correct answer for Question 13.

A B C D

Part 2: Provide justification for your answer.

Part 3: Provide justification for why the other answer choices that you did not select were incorrect.

Incorrect Answer	Rationale

Student Name: _____

Class Period: _____

Independent Reading Log

Day and Date	Title	Pages	1 question or prediction
Day: <i>Monday</i> Date: _____			
Day: <i>Tuesday</i> Date: _____			
Day: <i>Wednesday</i> Date: _____			
Day: <i>Thursday</i> Date: _____			
Day: <i>Friday</i> Date: _____			