

Buckle Down[®]

to the *COMMON CORE STATE STANDARDS*



7

**English
Language
Arts**

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To the Teacher:

Common Core Standards are listed for each lesson in the table of contents and for each page in the shaded gray bars that run across the tops of the pages in the workbook. (See the example at right.)





Lesson 1: Vocabulary

The bee’s knees. The cat’s pajamas. Groovy. The bomb.

Do these words and phrases have anything in common? If you look at the words and phrases that you just read by themselves, then it might be hard to see a connection. In fact, some of the words and phrases might seem completely meaningless. *The bee’s knees*? Do bees even *have* knees?

But imagine reading a story in which one of the characters says, “That jazz band is great! They’re the bee’s knees!” By seeing the phrase used with other words, you probably can tell that *the bee’s knees* means something great or deserving of respect. In fact, all of the words and phrases listed above have been used to mean *great* at different points in history.

Figuring out the meaning of unfamiliar words and phrases is a lot like figuring out the meaning of unfamiliar slang. **Slang** is invented, casual language used by certain groups of people. You can learn the meaning of the latest slang by listening to the way people use it in conversation. In the same way, you can learn the meaning of unfamiliar vocabulary by paying attention to how it is used in a passage. Look at the words and phrases around the new vocabulary work for clues about its meaning. This is called using the **context**.

Read this passage. It will help you understand the tips in this lesson.

from
The Fall's Ploughing

by Hamlin Garland

Day after day, through the month of September and deep into October, Lincoln followed his team in the field, turning over two acres of stubble each day. At last it began to grow cold, so cold that in the early morning he was obliged to put one hand in his pocket to keep it warm, while holding the plough with the other. His hands grew red and chapped and sore by reason of the constant keen nipping of the air. His heart was sometimes very bitter and rebellious, because of the relentless drag of his daily toil. It seemed that the stubble land miraculously restored itself each night. His father did not intend to be cruel, but he was himself a hard-working man, an early riser, and a swift workman, and it seemed a natural and necessary thing to have his sons work. He himself had been bound out at nine years of age, and had never known a week's release from toil.

As it grew colder morning by morning, Lincoln observed that the ground broke into little flakes before the standing coulter.¹ This gave him joy, for soon it would be frozen too hard to plough. At last there came a morning, when by striking his heel upon the ground, he convinced his father that it was too hard to break, and he was allowed to remain in the house. These were beautiful hours of respite. He had time to play about the barn or to read. He usually read, devouring anything he could lay his hands upon, newspapers, whether old or new, or pasted on the wall or piled up in the garret.² His mother declared he would stand on his head to read a paper pasted on the wall. Books were scarce, but he borrowed remorselessly and so read Franklin's *Autobiography*, *Life of P. T. Barnum*, Scott's *Ivanhoe*, and *The Female Spy*. But unfortunately the sun came out warm and bright, after those frosty nights, the ground softened up, and his father's imperious voice rang out, "Come, Lincoln, time to hitch up," and once more the boy returned to the toil of the field.

But at last there came a day when Lincoln shouted with joy as he stepped out of the house. The ground was frozen hard and rung under the feet of the horses like iron, and the bitter wind, raw and gusty, swept out of the northwest, with spiteful spitting of snowflakes. Winter had come, and ploughing was over at last. The plough was brought in, cleaned and greased to prevent its rusting, and upturned in the toolshed, and Lincoln began to look forward to the opening day of school.

¹**coulter:** the cutting part of the plow

²**garret:** a room or unfinished part of a house just below the roof; an attic

**TIP 1: Look for synonyms.**

Sometimes the context will include a synonym of the unfamiliar word. **Synonyms** are words that have similar meanings. These words may give you clues about the unfamiliar word's meaning. Reread the following sentences from the passage.

His father did not intend to be cruel, but he was himself a hard-working man, an early riser, and a swift workman, and it seemed a natural and necessary thing to have his sons work. He himself had been bound out at nine years of age, and he had never known a week's release from toil.

1. Underline any words in these sentences that have meanings similar to *toil*.
2. According to the passage, what does the word *toil* mean?
 - A. vacation
 - B. parenting
 - C. hard work
 - D. calm relief

**TIP 2: Look for antonyms.**

The context around an unfamiliar word may include an antonym. An **antonym** is a word that has the opposite meaning of another word. If you know what the opposite of the unfamiliar word is, then you can often figure out what the unfamiliar word means. Here is an example.

Not all commercial Web sites are untrustworthy. Indeed, many of these sites are reputable sources of information on the topics they discuss.

3. Circle a word in the example that means the opposite of *reputable*.
4. According to the example, the word *reputable* most likely means
 - A. useful.
 - B. respectable.
 - C. suspicious.
 - D. tricky.


TIP 3: Replace the vocabulary word with each answer choice.

Often, the easiest way to choose an answer for a multiple-choice question about vocabulary is to see which answer choice works best in the passage.

Try this tip on the following sentence and question.

At last it began to grow cold, so cold that in the early morning he was obliged to put one hand in his pocket to keep it warm, while holding the plough with the other.

5. According to the passage, what does the word *obliged* mean?

- A. told
- B. forced
- C. asked
- D. honored

When you replace the word *obliged* with each answer choice, you get the following:

- A. so cold that . . . he was told to put one hand in his pocket to keep it warm
- B. so cold that . . . he was forced to put one hand in his pocket to keep it warm
- C. so cold that . . . he was asked to put one hand in his pocket to keep it warm
- D. so cold that . . . he was honored to put one hand in his pocket to keep it warm

Which choices can you easily rule out? Which word seems to fit best in the context of the paragraph?

Now, try one more from the passage.

... his father's imperious voice rang out, "Come, Lincoln, time to hitch up."

6. According to the passage, what does the word *imperious* mean?
- A. unwilling
 - B. hesitating
 - C. singing
 - D. commanding



TIP 4: Look for definitions right on the page.

Sometimes an author may help you with difficult vocabulary words by providing definitions in footnotes. **Footnotes** are comments that appear at the end of a page and explain something on that page.

In the passage from "The Fall's Ploughing," the footnotes give definitions of two difficult words: *coulter* and *garret*.

7. According to the passage, a *coulter* is part of a
- A. room.
 - B. plow.
 - C. field.
 - D. horse.



TIP 5: Remember that some words have more than one meaning.

Multiple-meaning words are words that have more than one definition. Many words have multiple meanings. When answering a question about a multiple-meaning word, go back to the passage and see how the word is used. If you don't go back to check the context, then you may be tempted to choose the most common definition of the word. This will not always be the best answer choice.

A good clue that you're being asked about a multiple-meaning word is the phrase "as it is used." If you see this phrase in a test question, it's a safe bet that you'd better double-check the context.

8. Which of the following is the best definition of the word *drag* as it is used in the passage?
- a motion pulling against something
 - a slow, purposeful motion
 - a burden that creates trouble for someone
 - a device used to pull something along the ground



TIP 6: Pay attention to the connotation and denotation of words.

The **denotation** of a word is its direct, specific meaning. The denotative meaning of a word is usually neutral, with no strong positive or negative associations. Think of it as the meaning that you would most likely find in a dictionary entry.

The **connotation** of a word involves the feelings or associations it creates for the reader. For example, think about the words *inexpensive* and *cheap*. The word *cheap* means about the same thing as *inexpensive*. However, it has an extra meaning that may be considered negative. *Cheap* implies that what is being described must also be of poor quality.

Think about the words *fast*, *rapid*, *speedy*, and *hasty*. They are all very close in meaning. Yet it is important to think about their connotations if you want to understand and use them correctly.

- *Fast* is used to refer to a thing that moves, such as a fast car.
- *Rapid* usually describes the movement itself, such as a rapid current.
- Something *speedy* is quick, but often the word adds the idea that something is good or successful, too, such as speedy service.
- *Hasty* suggests that something is hurried and done carelessly, such as a hasty decision that has negative effects.

Loaded words have even deeper implied meanings than regular connotations. (These words are “loaded” with extra meaning.) For example, read the following sentences.

Karen was told to bring the completed forms to the public servant at the service window.

Ricardo could not reopen his restaurant until the bureaucrat at the health department signed the paperwork.

The words *public servant* and *bureaucrat* are other ways of saying *government worker*. The term *government worker* is neutral. *Public servant* has a positive connotation; it suggests someone who is dedicated to serving others. However, *bureaucrat* has a negative connotation. It is loaded with the additional meanings of *rigid* and *impersonal*.



TIP 7: Look for examples that give hints about the word’s meaning.

Sometimes the author gives hints about the meaning of an unfamiliar word or phrase by offering examples. Consider the following sentences.

When doing research on the Internet, pay close attention to the extension domain—such as .com, .edu, .gov, .net, and .org—of each Web site you visit. The extension domain tells what type of organization owns the site.

9. Which of the following best describes the meaning of *extension domain*?
- A. a part of an Internet address
 - B. a page on an Internet Web site
 - C. a type of government Web site
 - D. a type of commercial Web site

**TIP 8: Compare the word to other words listed with it.**

When you see a list of things, you might not be familiar with every word on the list. It helps to realize that the words on the list are all part of the same group. This makes it easier to figure out what that unfamiliar word likely means. Read the following example.

Destiny thought that if she could play the trumpet, then she could also play the trombone, French horn, flügelhorn, tuba, bugle, and cornet.

In the sentence above, you probably recognize that most of the words, such as *trumpet* and *trombone*, are musical instruments. You may know that these instruments are made of metal and that they make sounds when people blow into them. These facts will help you figure out the correct meaning of a word most people won't recognize: *flügelhorn*.

10. What is a flügelhorn?
- A. an electronic piano
 - B. a brass instrument
 - C. a type of drum
 - D. a stringed instrument

**TIP 9: Use cause-and-effect relationships to understand new words.**

Authors often explain that one thing happened *because* of another thing or that one thing *caused* another thing to happen. You can use the relationship between a cause and its effect to figure out the meaning of an unfamiliar term. For example, in the following sentence, you may not recognize the underlined word, but you should be able to figure out its meaning based on how it relates to the other words in the sentence.

Shane dropped a smoking match in the forest, and the next day, there was a conflagration.

In this example, you can use your understanding of words such as *match* and *forest* to figure out what happens. For Number 11, choose the answer that seems to be the most likely result of dropping a match in a forest.

11. According to the passage, what does the word *conflagration* mean?
- A. a terrible fire
 - B. a group of flags
 - C. a church meeting
 - D. a harsh warning



TIP 10: Use your dictionary to build your vocabulary.

A good dictionary tells you a lot more about a word than just what it means. It also tells you how to say the word, what part of speech it is, and what the word’s history is. The following is a typical dictionary entry.

pacific (puh-SIF-ik), **adj.** [1540–50 < L *pacificus*, **lit.** peacemaking, equiv. to *paci-* PEACE + *-ficus* < *-fic* MAKE] **1** tending to make or preserve peace: *a pacific gesture* **2** at peace, peaceful: *a pacific nation* **3** calm, tranquil: *The Mississippi is a pacific river.* **4** *cap.* of or pertaining to the Pacific Ocean or the region bordering on it: *The Pacific Coast Highway is located in California.*

Here are some of the facts you can learn from this dictionary entry.

Part of the Entry	Example	Meaning
pronunciation	(puh-SIF-ik)	<i>Pacific</i> has three syllables, with stress on the second syllable.
part of speech	adj.	<i>Pacific</i> is an adjective.
origin	[1540–50 < L <i>pacificus</i> , lit. peacemaking, equiv. to <i>paci-</i> PEACE + <i>-ficus</i> < <i>-fic</i> MAKE]	<i>Pacific</i> was first used between 1540 and 1550. It comes from the Latin word <i>pacificus</i> , which means “peacemaking.” (<i>Paci-</i> means “peace” and <i>-ficus</i> means “make.”)
definition and usage	1 tending to make or preserve peace: <i>a pacific gesture</i> 2 at peace, peaceful: <i>a pacific nation</i> 3 calm, tranquil: <i>The Mississippi is a pacific river.</i> 4 <i>cap.</i> of or pertaining to the Pacific Ocean or the region bordering on it: <i>The Pacific Coast Highway is located in California.</i>	There are four definitions of the adjective <i>pacific</i> . The fourth definition requires capitalization. Each definition is followed by a phrase or sentence that shows how the word is used.

Use what you learned about the word *pacific* to answer the following question.

12. The Pacific Ocean was named by Portuguese explorer Ferdinand Magellan. How did the Pacific probably seem to Magellan?



TIP 11: Learn words wherever you find them.

You can build your vocabulary through nearly everything you do. You just have to pay attention to the new words you come across and try to remember their meanings.

In science class, for example, you might read about how to use a *barometer*, an instrument that measures air pressure. In social studies, you might learn the term *oligarchy*, a kind of government in which a small group of people is in charge. And in math class, you may learn about *isosceles triangles*, which have two sides that are the same length.

You'll come across new, unfamiliar words in your personal reading, on TV, in the movies, or on the Internet. Learning what these words mean will add to your understanding of the things they describe. And these new words just might come in handy someday.

Word Tools

The dictionary is the standard tool for building your vocabulary, but the following tools will help you, as well.

- **CD-ROM dictionary** – an electronic dictionary that you can use from a computer and that is easy to search because you can type in the word you are looking for
- **Internet dictionary** – an electronic dictionary that is available through a Web site, such as dictionary.com, and, like a CD-ROM dictionary, is easy to search
- **glossary** – a part of a book that gives meanings of important words that are used in that book and is often found in the back of books
- **spell-check program** – an electronic program that finds most spelling mistakes in computer documents and makes suggestions for correcting them
- **thesaurus** – a book that lists words alongside other words that have similar meanings

Roots and Affixes

As human knowledge grows, so does the number of words in our vocabulary. When scientists and scholars need new words for things, they often borrow words from two ancient languages: Greek and Latin. Greek was the language of ancient Greece and Latin was the language of ancient Rome.

Many English words we use today are built from words used by ancient Greeks and Romans. For example, from Latin we get the root *port* (to carry), the root *vert* (to turn), and the suffix *-ify* (to make or cause to become). From Greek, we get the root *chron* (time) and the prefix *micro-* (small).

The following pages have tips for figuring out the meanings of words based on their Greek and Latin parts. By paying a little attention to the parts of a word, you'll grow in your ability to make sense of new and unfamiliar words.



TIP 12: Know how words are made.

Many words have more than one part, and the parts work together to create the word's meaning. The main meaning of a word comes from the word's root. The **root** is the main part of the word. The word *happy* is a root word.

An **affix** is a word part that is added to the root. There are two kinds of affixes: prefixes and suffixes. A **prefix** is an affix that comes before the root. The word *unhappy* uses the prefix *un-*. A **suffix** is an affix that comes after the root. The word *happiest* uses the suffix *-est*.

13. What is the root of the word *preview*?

14. What does *preview* mean?

**TIP 13: Use roots and affixes to guess what a word means.**

So, *pre-* means “before,” and a prefix comes before the root. Makes sense, right? But what about the word “suffix”? What do you think the prefix *suf-* means?

Because a suffix comes after the root, “after” would be a good guess. Actually, the prefix *suf-* is related to the prefix *sub-*. Both *suf-* and *sub-* mean “below,” as in the word *submarine* (which means “below water”).

Both *suf-* and *sub-* can also mean “secondary,” as in *substation*. (A branch of a main post office is called a *substation*). So, in a way, a suffix comes “below” the meaning of the root word or is “secondary” to it. You should always consider the meaning of the root word first. Then figure out how the affix changes the meaning.

15. If the root word *stat* or *stit* means “to stand,” then what does the word *substitute* mean?

Prefixes

Here are some common prefixes you should know.

ambi- both

ambidextrous, ambiguous

anti- against, preventing

antibiotic, antifreeze

dis- the opposite of, not

disappear, disagree

il- against, not

illegible, illegal

im- in, within, toward, on

import, impress

in- the opposite of

inability, incorrect

mis- badly, wrong, not

misprint, misjudge

non- the opposite of, not

nonsense, nonrefundable

pre- in front of, before

preheat, prejudge

un- the opposite of, not

unlikely, unheard



TIP 14: Use words you already know to figure out what roots and affixes mean.

Sometimes you can figure out the meaning of a root or affix by thinking of other words that have the same root or affix.

16. The following roots are important in the field of medicine. Fill in the list with words you already know that use these roots. (The first two have been completed for you.) If you get stuck, use your dictionary.

Root	Meaning	Example	Definition of Example
cardio	heart	<i>cardiologist</i>	<i>a doctor specializing in the heart</i>
dactyl	finger	<i>pterodactyl</i>	<i>a dinosaur with wings and fingers</i>
dent	tooth		
derm	skin		
gastro	stomach		
hem	blood		
man	hand		
neur	nerves		
oculo	eye		
osteo	bone		
ped	foot		
psych	mind		

Suffixes

Here are some common suffixes you should know.

-able able to be or to become something;
worthy of being something

avoidable, lovable

-al of, like, or relating to
memorial, industrial

-en to make more so; made of
strengthen, wooden

-ful having a lot of
beautiful, fearful

-ity having or being a certain way
stupidity, sanity

-less without something
odorless, spineless

-ly in such a manner; like or suited to;
occurring every so often
quickly, heavenly, weekly

-ness the state of being something
preparedness, goodness

-ous full of or having something
adventurous, famous

-tion, -ion, -sion the act of, state of, result of
liberation, dehydration


TIP 15: Know your numbers.

Greek and Latin prefixes are often used in mathematics. If you know how to count to 10 in Spanish, these prefixes may look familiar to you. That's because the Spanish language came from Latin.

Number	Prefix	Number	Prefix
1	uni, mono	9	nona, nov
2	duo, di, bi	10	deca
3	tri	13	triskaideka
4	quat, quad	1/10	deci
5	pent, quint	1/100	centi
6	hex, sex	1/1000	milli
7	sept	1000	kilo
8	oct		

You will sometimes see the number prefixes attached to the following roots, all of which are important in mathematics.

Root	Meaning	Example
angle	corner	triangle, quadrangle, pentangle
gon	side	pentagon, hexagon, polygon
meter	measurement	diameter, geometry, millimeter

17. If someone has quintuplets, how many of those children have the same birth date?

18. *Triskaidekaphobia* means a fear of

 **TIP 16: Don't be afraid to guess.**

Many words that are already in your vocabulary have roots and affixes. Knowing the overall meaning of a word will help you make an educated guess about the meanings of its parts. So, you may already know the meanings of some roots and affixes without even realizing it!

For example, think about the word *bilingual*. You probably know that someone who is bilingual is able to speak two languages. You also know that *bi-* is a prefix meaning “two.” So what does the root *lingual* mean? If you guessed “having to do with language,” you’re correct! And now that you know what *lingual* means, you can easily guess the definitions of the words *trilingual* and *multilingual*. So, knowing a little bit about Greek and Latin word parts can help you make guesses about the meanings of new words to expand your vocabulary.

Try it by answering Numbers 19 and 20.

19. Consider the meaning of the word *octopus*. Now guess the meaning of the root, *pus*.

20. Use guesswork and your knowledge of the words given as examples to complete the following list. Use a dictionary to check your answers.

Root	Meaning of Root	Examples
auto		autobiography, autograph
bibl		Bible, bibliography
dic, dict		dictate, dictionary, predict
lit, liter		literature, literal
nym		antonym, synonym, pseudonym
scrib, script		manuscript, describe, scribble

 **TIP 17: Treat technical terms like other unfamiliar vocabulary.**

You may see technical terms when you are reading nonfiction. **Technical terms** are words and phrases that relate only to a certain product, subject, or field. They are usually unfamiliar because they are not a part of everyday conversation, reading, or writing. Approach these terms like you would approach any other unfamiliar term. Use the context and your knowledge of prefixes and suffixes to figure out what they mean.

 **LESSON PRACTICE BEGINS ON THE FOLLOWING PAGE.**

Directions: This passage is about a courageous First Lady. Read the passage. Then answer Numbers 1 through 8.

Guardian of the Nation's Treasures

by Jeremy Morecambe

“Dolley, I must go join the troops. Will you be afraid to stay here in the White House while I’m gone?” President Madison asked.

Dolley didn’t hear her husband’s words. She was lost in thought—contemplating what would happen to this beautiful building and the treasures it housed if it fell to the British Army. That couldn’t be allowed to happen, she told herself—not if she had anything to say about it.

“Dolley, will you be afraid?”

With a start, she realized that her husband, James, was speaking to her. “No, dear, you go ahead. I’m sure everything will be fine. I promise you that I’ll take care of all of your official archives. The British will not take them,” she replied firmly.

“I’ll send word to tell you if the Redcoats get through our lines at Bladensburg. If you hear that the British are approaching Washington, you must leave at once. Promise me that,” Madison urged. “Then we can meet in Virginia, where it is safe.”

Dolley nodded and gave him a quick farewell kiss. Grabbing a pair of pistols for protection, the president hurried out of the White House and headed toward the headquarters of the United States Army.

It was early morning, August 24, 1814. The war that had begun in 1812 was not going well for the Americans. The British army, under the command of General Robert Ross, threatened at any moment to invade the capital of the young nation. If it did, Dolley knew that the city would be burned to the ground. The White House and everything in it was in peril.

It was almost inconceivable to this 46-year-old woman that she could be the sole guardian of the nation’s treasures. But if that was the way it was to be, then so be it. Dolley had been born in a small North Carolina town nearly ten years before the Declaration of Independence had been signed. This nation was her beloved home, and her husband was its commander-in-chief. She would do what she had to. Her country could count on her.

Dolley waited all morning for word from James. Lunchtime came and went. Still nothing. Then, in the distance, Dolley heard the sound of cannon fire. The British had arrived in the capital city. There would be no way to divert them from the White House. The First Lady ran into the street, where she saw a wagon passing by. She ordered the driver to draw the wagon up in front of the White House. It might be too late to save the house, she thought, but she could still save some of its precious contents. She hastened in and out, carrying armloads of the most important books, papers, silver, china, and paintings from the White House to the wagon. Time and again, the few remaining staff members warned her of the Redcoats' approach and urged her to leave. But Dolley was disinclined to heed their warnings. Instead, she convinced them to help her load the wagon. She was determined to protect as much of the country's heritage as she could.

At last, Dolley knew it was futile to try to save more. The British would surely arrive at any moment. Most of Washington, D.C., was already deserted. "Get out now, Mrs. Madison! You must leave directly!" shouted a young lieutenant, galloping toward her. "The president's wife must not be taken captive!"

Dolley agreed. It was dangerous for her to remain any longer, but this knowledge did not lessen her courage. There was still one important piece of history she had to save. With the officer at her heels, she raced back into the White House. The famous portrait of George Washington was still adhered to the wall. Dolley could not leave this great man's likeness behind for the British troops to destroy. George Washington had not only been the first president of the United States, he had been a trusted friend. In fact, it had been with George's encouragement that Dolley had agreed to marry James Madison so many years before.

Dolley borrowed the army officer's knife. Quickly but carefully, she sliced around the inner edge of the frame and peeled the portrait out. Hurriedly, she rolled the canvas and packed it securely in the wagon. With one of her friends beside her and the officer riding behind, Dolley Madison drove away from the White House and left Washington, D.C., behind.



The First Lady had heard no news of her husband all day. Was he still alive? Would she ever see him again? She'd had little time for such considerations while loading the wagon. But now the exhausted woman's thoughts would not leave her in peace. As the wagon rumbled into the Virginia night, a glow lit up the sky behind her. Just as she feared, the British had set fire to the White House. Dolley Madison stared over her shoulder at the ravaged city. She wondered whether she would ever be able to return home again.

1. Read the following sentence from the passage.

“She was lost in thought—contemplating what would happen to this beautiful building and the treasures it housed if it fell to the British army.”

What does the word *contemplating* most likely mean in this sentence?

- A. considering
- B. pretending
- C. concealing
- D. expressing

2. Read the following sentence from the passage.

“With a start, she realized that her husband, James, was speaking to her.”

Now read the dictionary entry below.

start *n.* **1.** a beginning. **2.** an advantage. **3.** an initial stage in a process. **4.** a sudden movement or reaction.

Which definition is closest to the meaning of *start* as it is used in the sentence from the passage?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

3. Read the following sentences from the passage.

“The British had arrived in the capital city. There would be no way to divert them from the White House.”

What does the word *divert* most likely mean?

- A. to bring together
- B. to turn away
- C. to capture
- D. to protect

4. Read the following sentence from the passage.

“But Dolley was disinclined to heed their warnings.”

The word *disinclined* means about the same as

- A. careful.
- B. likely.
- C. eager.
- D. unwilling.

5. Read the following sentences from the passage.

“Get out now, Mrs. Madison! You must leave directly!”

Now read the dictionary entry below.

directly *adv.* 1. in a straight line. 2. at once; instantly. 3. totally or exactly.
4. sincerely; straightforward.

Which definition is closest to the meaning of *directly* as it is used in the sentence from the passage?

- A. definition 1
- B. definition 2
- C. definition 3
- D. definition 4

6. Read the following sentences from the passage.

“At last, Dolley knew it was futile to try to save more. The British would surely arrive at any moment.”

The word *futile* most likely means

- A. sensible.
- B. effective.
- C. useless.
- D. simple.

7. Read this sentence from the passage.

“It was dangerous for her to remain any longer, but this knowledge did not lessen her courage.”

What does the word *lessen* most likely mean in this sentence?

- A. decrease
- B. inspire
- C. require
- D. increase

8. Read these sentences from the passage.

“Just as she feared, the British had set fire to the White House. Dolley Madison stared over her shoulder at the ravaged city.”

Which word means about the same as *ravaged*?

- A. modern
- B. rebuilt
- C. destroyed
- D. unchanging