

Week of June 8 -12

Grade: 7

Content: ELA

Learning Objective: Greetings 7th graders! We hope you are safe and well with your families! This week we are providing you with 5 engaging and informative readings from **Common Lit** to choose from. We are also providing you with ways to boost your important reading skills through on-line programs. Students with a device and access to the internet should spend time on these sites as well as work on Common Lit activities each week.

Common Lit Activities:

Text Title	Genre
The Keys of Destiny	Short Story
The Terror	Non-Fiction Narrative
How the News Media Works	Informational Text
The Golden Age of MTV- And Yes, There Was One by NPR Staff	Informational Text
This World	Poem

Skills Activities: The following websites provide students with more practice with important reading skills. Only students at the identified schools have access to these sites. Directions for logging on are also in this folder.

School	Program
North, East, West, Plouffe	Amplify Reading
Ashfield, South, Davis	Power Up
Mrs. K Silva's classes at West Mrs. Holm's classes at West Mrs. Freschett's classes at West	READ 180

Name: _____ Class: _____

The Keys of Destiny

By Neil Philip
1994

Neil Philip is a writer, folklorist, and poet. His book Arabian Nights includes retellings of classic folktales from One Thousand and One Nights. In One Thousand and One Nights, King Shahryar finds out that his first wife was unfaithful to him, so he decides to marry and kill a new wife every day to ensure that no woman can betray him again. Scheherazade, King Shahryar's new wife, tells the king stories to postpone her death. The final story that Scheherazade tells the king is "The Keys of Destiny." As you read, take notes on what events contribute to Hasan Abdallah's fate in Scheherazade's story.

- [1] *For a thousand nights, Scheherazade beguiled¹ King Shahryar with her stories, winning each night a stay of execution until the next. Some of the stories made him laugh; some of them made him cry. Some were romantic; some were coarse. Some were full of foolishness; some were full of wisdom. She told him the story of the birds and the beasts and the son of Adam² and the story of the angel of death and the rich king. And on the thousand and first night, she told him about...*



"Iram City of Pillars.jpg" by Jens Heimdahl is licensed under CC BY-SA 4.0

The Keys of Destiny

* * *

It is said that Muhammad Ibn Thailun, sultan³ of Egypt, was as wise and good a ruler as his father had been cruel and unjust. Therefore Allah⁴ blessed his reign, and the land and the people prospered.⁵

One day, at the beginning of his reign, Muhammad called all the officers of his court before him to question them about their duties and see whether they were paid enough, or too much, for what they did.

The first to come before him were the wazirs,⁶ forty old men with long white beards and wise eyes, led by the grand wazir. Then the governors of the various provinces, and the captains of the army and of the police. One by one they knelt before their sultan and kissed the ground, while he rewarded some for their faithful work, and rebuked⁷ others for slackness or dishonesty.

1. **Beguile (verb):** to charm or enchant someone
2. Adam is the first human created by God, according to the Book of Genesis.
3. a king or ruler
4. the Arabic word for God
5. **Prosper (verb):** to be financially successful
6. a high official in some Muslim countries
7. **Rebuke (verb):** to express strong disapproval or criticism

[5] Then came the headsman, carrying the sword of justice. But instead of walking in proudly, with the naked blade held high, the man crept in with his head hanging down, and the sword languishing⁸ in its sheath. Prostrating⁹ himself before the sultan, he said, "Surely the day of justice has dawned for me! For, my lord, in the days of your father, this sword was never in its sheath. There were scarcely enough hours in the day to execute judgment on all the criminals, traitors, and ne'er-do-wells who were sent before me. My life was a happy and busy one. But now, time hangs heavy on my hands. If this land remains so peaceful and contend, I shall surely die of hunger. But Allah grant our master long life!"

Sultan Muhammad answered, "We come from Allah, and return to him! It is true that good for one man mean ill for another. But lift up your heart, headsman, I shall award you a salary equal to the gifts that you used to receive from those poor unfortunates my father used to send you. I hope that your sword may rust away before it is next required."

At last there was only one wrinkled old man left. The sultan called him over, and asked, "What do you do?"

The old man replied, "O King of time, I have but one duty. I guard a casket that your father entrusted to me. For this I receive ten coins from the treasury every month."

"That is high pay for such easy work!" said the sultan. "What is in the casket?"

[10] "I have guarded it for forty years," said the old man, "and I do not know."

"Then bring it to me," said the sultan.

The old man went away and came back shortly with a chest of carved gold. "Open it," ordered the sultan.

Inside the casket was a little bright red earth and a manuscript, inscribed in gold on the purple-stained skin of a gazelle.

The sultan took the manuscript and tried to read it, but, though he knew many of the tongues of man, he could not make it out, nor could any of the wise and learned men of his court. He called on all the famous sages¹⁰ of Egypt, Syria, Persia, and India to read the writing, but none of them could read it. What are sages after all, but foolish old men in large turbans?

[15] But at last a wizened¹¹ servant tottered forward, saying, "Lord, I served your father for many years, and I can tell you the history of this manuscript. Your father stole it from Sheikh¹² Hasan Abdallah al-Ashar, but then found, as you have found, that nobody could read it. So he tried to force the sheikh to read it for him, and when Sheik Hasan Abdallah refused, he threw him into the deepest dungeon in the palace. Allah alone knows whether he groans there still, or is now dead, for all this happened forty years ago."

8. **Languish** (*verb*): to become dispirited
9. to lay oneself on the ground face down to show submission
10. an extremely wise man
11. shriveled or wrinkled with age
12. an Arab leader

Sultan Muhammad called the captain of the guard, and told him to make a search of all the dungeons to see if the Sheikh was still alive. It was not long before Sheikh Hasan Abdallah was found, chained to a wall in a dank, dark cell.

He was dressed in new robes, given a staff to lean on, and brought before the sultan. When Sultan Muhammad saw the old sheikh, his face lined with the suffering of forty years of unjust captivity, he took the old man's hand, saying "Forgive me, I beg you, for your cruel punishment. I have only today learned your story. This manuscript, I believe, is yours. And I wish to return it to you."

The old sheikh fell to his knees, crying, "Allah is wise, who makes the poison and the antidote to flower in the same field. Forty years I have lain in the dark; now, the son of my enemy stretches out his hand to me, beckoning me into the sunlight."

The Skeikh Hasan Abdallah said, "For this manuscript, I risked my life. It was the only thing I brought with me from Many-Columned Iram, the fabled city of Shaddad bin Ad, where no man may set his feet. Your father tried to force me to read it, and I would not. But for you, who freely return it, I will tell you what is written here."

[20] Sheikh Hasan Abdallah paused for breath. "This manuscript," he said, "contains the beginning and end of all wisdom. Its story is the story of my own life.

"My father was one of the richest merchants in Cairo, and I was his only son. He gave me the best of educations, and married me to a beautiful young girl, with eyes like pools of starlight. My wife and I lived together in delight for ten happy years.

"But no man can escape his destiny. After ten years, my father died. The ships on which his fortune depended were all wrecked in a storm at sea, and the warehouses in which his goods were stored were all destroyed by fire. I was reduced to wretched poverty, and could only live by begging for crusts outside the mosques.

"One day when I was on my way to beg, I met a Bedouin¹³ mounted on a red camel. When he saw me, he stopped and asked, 'Can you direct me to the house of the rich merchant named Hasan Abdallah al-Ashar?'

"I have never felt so ashamed. I answered, 'I know of no such man.'

[25] "But the Bedouin leaped down from his camel, crying, 'But are you not yourself the man I seek?'

"I had to admit that I was. The man accompanied me home and, seeing our poverty, gave me ten gold pieces to buy food. He remained with me as my guest for sixteen days, and each day he gave me another ten gold pieces.

"At the end of this time, the Bedouin asked me, 'Are you willing to serve me?'

"I am already your slave,' I replied.

13. someone who wanders from place to place in the desert

"In that case, sell yourself to me," he said. "I will pay you fifteen hundred gold pieces, which will keep your family fed for many years, if you will sell yourself as my slave."

- [30] "He must have seen that I suspected the worst, for he continued, 'Do not be afraid. I shall not take your life, or your freedom. All I require is your companionship on a long journey that I must make.'

"So I agreed to his strange request.

"On the next morning, I accompanied my master to the beast market and bought myself a camel, and provisions¹⁴ for a long journey.

"Soon we were in the desert. We rode on without ceasing through the trackless wastes where none but Allah dwells. My master guided us, by some secret knowledge, through the sea of sand, and each day under the burning sky was as long as a night of evil dreams.

"On the eleventh morning, we came to a plain, where the golden sands of the desert seemed to have turned silver. In the middle of this plain was a high column, on the top of which was the copper statue of a young man. His right hand was extended, and from each of his fingers dangled a heavy key. The first key was of gold, the second of silver, the third of copper, the fourth of iron, and the fifth lead.

- [35] "I knew nothing of these keys, but my master knew. They were the Keys of Destiny, and whoever possesses them must bear the fate of each.

"The Bedouin said, 'Now is your chance to buy back your liberty. All you must do is take your bow and shoot down the keys.'

"I shot with all my skill, and with my first arrow brought down the golden key, which is the Key of Misery. 'You may keep that for yourself,' said my master, so I tucked it into my belt.

"With my second shot, I brought down the silver key, which is Key of Suffering. 'You may keep that, too,' said my master.

"My next two arrows brought down the keys of iron and of lead, the Key of Glory and the Key of Happiness and Wisdom. These my master pounced on in delight.

- [40] "I aimed my bow at the last key, but my master cried, 'Stop, you foolish man!' for the copper key is the Key of Death. I was so startled at his cry that I shot myself in the foot with my own arrow, and that was the start of my suffering and my misery.

"For three days we rode on through the desert, and all the time my foot was causing me agony. Then we came into a fertile oasis with fruit trees, and I picked one of the fruits. No sooner had I bitten into it than my jaws were stuck together. For three days I could neither eat nor drink and, when my teeth finally came unstuck, I found that my master had eaten all my food and drunk all my water.

14. a supply of food, drink, and equipment for a journey

"We stopped that night at the foot of a high mountain. The Bedouin told me, 'Now is your chance to repay me for my kindness to you and your family. Climb to the top of this mountain, and wait for the sun to rise. At dawn, turn to the east and recite the morning prayer; then you may come down. But do not fall asleep, for the ground up there is poisonous.'

"Despite my pain, hunger, and thirst, I knew that I did owe my master much, so I dragged myself to the top of the hill. But I was so tired when I got there that I could not help falling deep asleep.

"At dawn, I woke in the most terrible pain. My entire body was swollen and aching, and I was feverish; I had been poisoned by that noxious¹⁵ place. But I forced myself to rise and make the morning prayer; my shadow loomed out to the west.

[45] "I started to descend the mountain, but could not keep my feet. I fell, and rolled all the way down, adding bruises and cuts to the rest of my ills. I landed at my master's feet and all he said was, 'Ah, there you are! Come and help me dig. At the farthest point where your shadow touched the ground, we shall find a great treasure.'

"We dug, and uncovered a marble tomb, with an inscription that I could not read. Inside the tomb we found human bones and a manuscript, inscribed in gold on the purple-stained skin of a gazelle. You hold it in your hands, O King of time.

"My master, who had much hidden knowledge, could read the manuscript. As he did so, his eyes began to sparkle with an inner fire. 'Now I know the way!' he cried. 'Hasan Abdallah, rejoice! We shall be the first of mortal men to set foot in Many-Columned Iram, the city of Shaddad bin Ad. There we shall find the red powder that makes it possible to turn base metals into precious ones. We shall be rich!'

"I do not want to be rich,' I replied. 'I just want to feel better.'

"Nonsense,' said the Bedouin. But he did stop long enough to harvest some cacti, whose broad, spiky leaves concealed juicy flesh that satisfied both hunger and thirst.

[50] "As soon as we had refreshed ourselves, we remounted our camels. We rode for three days and three nights, following the directions in the manuscript, until we came to a glittering river, which threw back the rays of the sun like a mirror. It was a river of mercury, and it was spanned only by a slender crystal bridge with no handrail. It was so narrow and steep that only an idiot would have set foot on it.

"My master stepped confidently onto the bridge, and I had to follow, trusting in the mercy of Allah.

"We came safely to the other side, and walked on for some hours, until we came to the entrance to a black valley, in the murk of which I could see the dark shapes of serpents, and worse.

"I cast myself to the ground in despair. But the Bedouin cried, 'Be brave! You are not going to die, but will return to Cairo richer than the sultan himself. You must perform just one more task.'

"What is that?' I asked.

15. **Noxious** (*adjective*): poisonous, or very unpleasant

[55] "“You must enter the valley and wait until you see a vast serpent with black horns. Using your skill with the bow, you must slay it, and bring me its brain and heart. Leave the rest to me.”

“When I came back with the head and heart of that dread creature, still trembling with terror and exhaustion, the Bedouin took them from me without a word. He had built a fire with dry grass and dead wood, and now he took a diamond from his pocket and, concentrating the rays of the sun through it, kindled flame.

“Then he produced an iron pot and a small ruby phial.¹⁶ ‘In this phial,’ he said, ‘is the blood of the phoenix.’¹⁷ He uncorked the phial and poured its contents into the iron pot, together with the heart and brain of the serpent. Then he put the pot on the fire and, opening the manuscript, began to mutter unintelligible words.

“Suddenly he rose to his feet and bared his shoulders. He ordered me to rub his shoulders with the mixture in the pot, and, as I did so, wings began to sprout from his shoulder blades. They grew and grew until, when he flapped them, he began to rise from the ground. Fearing to be left behind, I clutched at his legs, so when he soared into the sky, I was carried up, too.

“I do not know how long we flew, but at length we found ourselves above a mighty plain of powdered gold, in the midst of which rose a wonderful city of palaces and gardens.

[60] “At last!” cried the Bedouin. “Many-Columned Iram, city of dreams, into which no man has ever set foot. Come!” And with that, he swooped down into the city. As soon as we landed, his wings disappeared.

“No words of mine can describe that place. It was built of every precious stone, and at its heart was a garden where the air was scented with musk and the flowers were fed by rivers of wine, of rose essence, and of honey, in a pavilion in that garden was a throne of gold and ruby, and on that throne was the small gold casket that you now hold, O Sultan.

“The Bedouin took the casket and opened it. It was full of red powder. He cried out in exultation,¹⁸ ‘See! Here is the vital ingredient that I have sought for so many years!’

“I said, ‘Master, throw away the dirty stuff, and fill the box with some of the jewels that lie in heaps all over the city.’

“He answered, ‘Fool, this powder is the very soul of riches. A single grain of it can turn any metal into pure gold. With this box, I can rule the world, and turn kings into slaves!’

[65] “I asked him, ‘And can this powder add a single day to your life, or buy back a single day of your past?’

“He replied, ‘Allah alone is great.’

“We left that city, carrying nothing but the casket of powder and the manuscript. The Bedouin forbade me to take any of the jewels that tempted me at every turn, telling me that to filch a single one would bring instant death.

16. another term for vial, which is a small glass container

17. a mythological bird that catches on fire at the end of its life and is reborn from the ashes

18. **Exultation** (*noun*): a feeling of triumphant joy

“And so we returned to Cairo. Ill health and ill luck dogged every step of my way, while my master whistled along without a care. And when I found my home again, it was to learn that my beloved wife and children, for whom I had sold myself into slavery, were all dead. For I still carried at my belt, though I did not know it, the Keys of Misery and Suffering.

“So I went to live with the Bedouin in his palace on the banks of the Nile – no longer his slave, but instead his companion. He taught me much of the hidden science, including the skill to read the magical tongue in which the manuscript is written, though he would not let me read the manuscript itself. He taught me, too, all he knew of the science of alchemy,¹⁹ and let me help him use the precious red power to turn base metal into gold.

[70] “For all the Bedouin’s kindness, I did not prosper, but remained racked by misfortunes of all kinds, while he seemed to live a charmed life, like one who, on earth, is already in paradise.

“But death comes to all, and, one day, I found him lying senseless, with the smile on his face of one born under a happy star. I mourned his loss, and when I buried him I shed tears as for a father.

“I was his heir, so it fell to me to sort out his affairs. I opened the gold casket, the source of his wealth, and found that most of its contents has been used up. All that remains is the powder that you see there now.

“I was not concerned with that, but I was eager to read the precious manuscript, which I had never been allowed to see. When I had read it, I understood why. For the manuscript, which tells the wise how to enter Many-Columned Iram, also tells of the Keys of Destiny, and so at last I understood that the Bedouin had needed me not for my skill with a bow, but to keep the Keys of Misery and Suffering, leaving him the Glory, the Happiness, and the Wisdom.

“At once, I snatched the fateful keys from my belt and melted them down into a crucible.²⁰ Then I searched everywhere for the other two keys, but I could not find them.

[75] “Before I could enjoy any of my new wealth, I was arrested by your father, Sultan Thailun, who had heard that I had the secret of turning base metal into gold. He took the casket of red powder, and the manuscript, and tried to force me to tell him their uses. When I would not, he cast me into prison.”

* * *

“What an extraordinary tale!” exclaimed Sultan Muhammad. “It seems to me that, even without the Bedouin’s keys, you have found your share of wisdom, and now deserve your share of glory and happiness. Therefore you shall be my grand wazir. Together, we shall use the rest of the red powder to make gold, and with that gold we shall build a mosque in praise of Allah, the all-knowing, the compassionate, who lives and does not die!”

19. a medieval chemical science aiming to transform base metal into gold

20. a metal container in which other substances may be melted or subjected to very high temperatures

* * *

Then Scheherazade lapsed into silence. King Shahryar, much moved by her tale, said, "Truly, each man carries his fate around his neck, and cannot escape it."

Scheherazade said nothing.

King Shahryar said, "Come, tell me a lighter tale."

[80] *And Scheherazade said, "I have told all of my tales. Now you can cut off my head."*

But King Shahryar replied, "We come from Allah, and return to him. Let the headsman's sword rust in its sheath. For, just as the red powder turned base metal into gold, your stories, Scheherazade, have turned my base desires into love, which is all the wealth any man needs."

"The Keys of Destiny" from The Arabian Nights retold by Neil Philip. Copyright © 1994 by Neil Philip, published by Orchard Books. Used with permission. All rights reserved.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following expresses one of the themes of the story?
 - A. Greed can drive people to manipulate the people they love to get ahead.
 - B. Stories of morality are powerful and can change how people think and act.
 - C. While people may seem good, they often are driven by their own selfish desires.
 - D. There is nothing more valuable than love and friendship.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "Do not be afraid. I shall not take your life, or your freedom. All I require is your companionship on a long journey that I must make." (Paragraph 30)
 - B. "We dug, and uncovered a marble tomb, with an inscription that I could not read. Inside the tomb we found human bones and a manuscript, inscribed in gold on the purple-stained skin of a gazelle." (Paragraph 46)
 - C. "And so at last I understood that the Bedouin had needed me not for my skill with a bow, but to keep the Keys of Misery and Suffering, leaving him the Glory, the Happiness, and the Wisdom." (Paragraph 73)
 - D. "For, just as the red powder turned base metal into gold, your stories, Scheherazade, have turned my base desires into love, which is all the wealth any man needs." (Paragraph 81)

3. How do the Bedouin's actions set the plot of the story in motion?
 - A. The Bedouin enslaves Hasan Abdallah, introducing misery and suffering in his life by keeping Hasan Abdallah away from his family.
 - B. The Bedouin employs Hasan Abdallah, making it possible for him to obtain the riches necessary to live comfortably.
 - C. The Bedouin enslaves Hasan Abdallah and takes him on a journey that brings the keys of misery and suffering into Hasan Abdallah's life.
 - D. The Bedouin uses Hasan's knowledge to find the manuscript that allows him to turn base metals to gold, making them both rich men.

4. What does Hasan Abdallah mean when he says "Allah is wise, who makes the poison and the antidote to flower in the same field" (Paragraph 18)?
 - A. Sultan Muhammad is similar to his father and possesses knowledge about how to run his kingdom.
 - B. Although the Sultan's father was cruel, the Sultan's kindness undoes the harm his father caused to Hasan Abdallah.
 - C. Even though Sultan Abdallah offered help to Hasan Abdallah, he cannot repair the harm caused by his father.
 - D. Sultan Muhammad is related to King Shahryar, and both men are kind to people who had previously been mistreated.

5. How does the structure of the story contribute to the overall meaning of the text?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How does hearing and sharing stories have the power to affect our moralities or beliefs? Have your beliefs ever been challenged or altered by a story? If so, describe the experience.
2. In the context of the text, can we control our fate? Do you think that Hasan Abdallah had any control over the unfortunate events that he encountered? Why or why not? Do you think the original author of this story believed that people were in control of their fate?
3. In the context of the text, does money buy happiness? Are the characters happy once they obtain the riches they were searching for? Why or why not? What do you think are the true sources of happiness in the story and why?

Name: _____ Class: _____

The Terror

By Junot Díaz
2015

*Junot Díaz is a Dominican American writer, creative writing professor, and editor. Díaz's work often focuses on the experience of immigrants. In this text, Díaz recounts his experiences with fear after getting beat-up as an adolescent. **Skill Focus:** In this lesson, you'll practice identifying an author's central idea and how they support it. This means paying attention to the evidence they give for their central idea and the details they provide to clarify it. As you read, take note of the details that reveal the author's "terror" and how he reacts to it.*

[1] I got jumped at a pretty bad time in my life. Not that there's ever a good time.

What I mean is that I was already deep in the vulnerability matrix.¹ I had just entered seventh grade, was at peak adolescent craziness and, to make matters worse, was dealing with a new middle school whose **dreary** white middle-class bigotry² was cutting the heart out of me. I wasn't two periods into my first day before a classmate called me a "sand n—,"³ as if it were no big deal. Someone else asked me if my family ate dogs every day or only once in a while. By my third month, that school had me feeling like the poorest, ugliest immigrant freak in the universe.



"Untitled" by Quinn Buffing is licensed under CC0

My home life was equally trying.⁴ My father abandoned the family the year before, plunging our household into poverty. No sooner than that happened, my brother, who was one year older and my best friend and protector, was found to have leukemia,⁵ the kind that in those days had a real nasty habit of killing you. One day he was sprawled on our front stoop in London Terrace holding court, and the next he was up in Newark, 40 pounds lighter and barely able to piss under his own power, looking as if he were one bad cold away from the grave.

I didn't know what to do with myself. I tried to be agreeable, to make friends, but that didn't work so hot; mostly I just slouched in my seat, hating my clothes and my glasses and my face. Sometimes I wrote my brother letters. Made it sound as though I were having a great time at school — a ball.

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1. describes a situation wherein a person has a high risk of emotional injury
 2. **Bigotry (noun):** unfair or negative opinions about a group of people based on traits such as religion, ethnicity, gender, etc.
 3. a derogatory term for someone of Middle Eastern descent
 4. **Trying (adjective):** hard to bear or put up with
 5. a type of cancer that affects the blood and bone marrow

[5] And then came the beat-down. Not at school, as I would have expected, but on the other side of the neighborhood. At the hands and feet of these three brothers I dimly knew. The youngest was my age, and on the day in question we had a spat⁶ over something — I can't remember what. I do remember pushing him down hard onto the sidewalk and laughing about it, and the kid running off in tears, swearing he was going to kill me. Then the scene in my head jumps, and the next thing I know, the kid comes back with his two older brothers, and I'm getting my face punched in. The older brothers held me down and let the younger brother punch me all he wanted. I cried out for my brother, but he was in Beth Israel Hospital, saving no one. I remember one of the older ones saying, "Hit him in the teeth."

As these things go, it wasn't too bad. I didn't actually lose any teeth or break any limbs or misplace an eye. Afterward, I even managed to limp home. My mother was at the hospital, so no one noticed that I had gotten stomped. Even took my blackened eye to classes the next day, but because my assailants attended another school, I didn't have to tell the truth. I said, "It happened in karate."

My first real beat-down, and I was furious and ashamed, but above all else I was afraid. Afraid of my assailants. Afraid they would corner me again. Afraid of a second beat-down. Afraid and afraid and afraid. Eventually the bruises and the rage faded, but not the fear. The fear remained. An awful withering dread that coiled around my bowels⁷ — that followed me into my dreams. ("Hit him in the teeth.") I guess I should have told someone, but I was too humiliated. And besides, my No.1 confidant,⁸ my brother, wasn't available.

So I locked up the whole miserable affair deep inside. I thought that would help, but avoidance⁹ only seemed to give it more strength.

Without even thinking about it, I started doing everything I could to duck the brothers. I shunned¹⁰ their part of the neighborhood. I started looking around buildings to make sure the coast was clear. I stayed in the apartment a lot more, reading three, four books a week. And whenever I saw the brothers, together or individually — in a car, on a bike, on foot — the fear would spike through me so powerfully that I felt as though I was going to lose my mind. In *Dune*,¹¹ a novel I adored in those days, Frank Herbert observed that "Fear is the mind-killer," and let me tell you, my man knows of what he speaks. When the brothers appeared, I couldn't think for nothing. I would drop whatever I was doing and get away, and it was only later, after I calmed down, that I would realize what I had done.

[10] The brothers didn't pursue me. They would jeer¹² at me and occasionally throw rocks, but even if they weren't chasing me in the flesh, they sure were chasing me in spirit. After these encounters, I would be a mess for days: depressed, irritable, hypervigilant,¹³ ashamed. I hated these brothers from the bottom of my heart, but even more than them, I hated myself for my cowardice.

Before that attack, I had felt fear plenty of times — which poor immigrant kid hasn't? — but after my beating, I became afraid. And at any age, that is a dismal¹⁴ place to be.

6. a disagreement

7. the intestines

8. **Confidant (noun):** a close friend with whom one shares personal secrets

9. **Avoidance (noun):** a state of keeping away from or not doing something

10. **Shun (verb):** to avoid something (or someone) out of fear or dislike

11. a science fiction novel set in the future amongst an interstellar society

12. **Jeer (verb):** to make rude and mocking remarks

13. always watching for signs of danger

14. **Dismal (adjective):** showing or causing sadness; very bad or poor

Given all the other crap I was facing, my adolescence was never going to win any awards. But sometimes I like to think that if that beat-down didn't happen, I might have had an easier time of it. Maybe a whole bunch of other awfulness would not have happened. But who can really know? In the end, the fear became another burden I had to shoulder — like having a sick brother or brown skin in a white school.

Took me until I was a sophomore in high school — yes, that long — before I finally found it in me to start facing my terror. By then, my older brother was in remission¹⁵ and wearing a wig to hide his baldness. Maybe his improbable¹⁶ survival was what gave me courage, or maybe it was all the Robert Cormier¹⁷ I was reading — his young heroes were always asking themselves, “Do I dare disturb the universe?” before ultimately deciding that yes, they did dare. Whatever it was, one day I found myself fleeing from a sighting of the brothers, and suddenly I was brought up short by an appalling¹⁸ vision: me running away forever.

I forced myself to stop. I forced myself to turn toward them, and it felt as if the whole world was turning with me. I couldn't make myself walk toward them, I could barely even look at them, so I settled for standing still. As the brothers approached, the ground started tilting out from under me. One of them scowled.

[15] And then, without a word, they walked past.

First published in The New York Times and reprinted by permission of Junot Díaz and Aragi Inc.

15. refers to a cancer patient's status when their symptoms have decreased or the cancer has stopped growing
16. **Improbable (adjective):** not likely to happen or come true
17. well-known author of young adult fiction; famous for *The Chocolate War*, *I am the Cheese*, and *After the First Death*
18. **Appalling (adjective):** causing shock, disgust, or alarm

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following identifies the central idea of the text?
 - A. Accepting fear showed Diaz how dangerous it is to be different.
 - B. Fear tormented and controlled Díaz until he no longer allowed it to.
 - C. Fear allowed Díaz to prepare for future struggles with the brothers.
 - D. Accepting fear allowed Diaz to accept being controlled by his enemies.

2. What is the best meaning of the word “assailants” as it is used in paragraph 6?
 - A. companions
 - B. neighbors
 - C. attackers
 - D. allies

3. Which piece of evidence from paragraph 7 best reveals Diaz’s constant fear?
 - A. “My first real beat-down, and I was furious and ashamed, but above all else I was afraid.”
 - B. “Afraid of my assailants. Afraid they would corner me again.”
 - C. “An awful withering dread that coiled around my bowels — that followed me into my dreams.”
 - D. “I guess I should have told someone, but I was too humiliated.”

4. In paragraph 10, the author says, “Even if they weren’t chasing me in the flesh, they sure were chasing me in spirit.” What does the speaker mean by this?
 - A. He felt afraid even when the brothers were not around.
 - B. He was worried because the brothers were faster than he was.
 - C. He was confused because the brothers did not physically want to hurt him.
 - D. He felt concerned when he realized that the brothers were following him home.

5. How does the author feel about himself when he says, “I hated these brothers from the bottom of my heart, but even more than them, I hated myself for my cowardice”? (Paragraph 10)
 - A. He feels confident.
 - B. He feels proud.
 - C. He feels weak.
 - D. He feels alone.

6. What inspired Diaz to stop running away? (Paragraph 13)
 - A. learning from his brother how to fight back
 - B. knowing he is equally matched to fight the brothers
 - C. reading a book about how to get even with enemies
 - D. reading stories of others who courageously faced frightening things

7. Which piece of evidence best reveals the idea that facing a fear requires determination?
- A. "But sometimes I like to think that if that beat-down didn't happen, I might have had an easier time of it." (Paragraph 12)
 - B. "Whatever it was, one day I found myself fleeing from a sighting of the brothers, and suddenly I was brought up short by an appalling vision: me running away forever." (Paragraph 13)
 - C. "I couldn't make myself walk toward them, I could barely even look at them, so I settled for standing still." (Paragraph 14)
 - D. "And then, without a word, they walked past." (Paragraph 15)

8. Summarize the text in 4-5 sentences.

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. How did Díaz allow his fear of the brothers to control his actions? When have you witnessed or experienced the power of fear? Cite evidence from this text, your own experience, and other literature, art, media, or history in your answer.
2. What does it mean to be brave? What motivates people to be brave? How did Díaz finally confront his fears, and what was the result? Do you think Díaz acted bravely? Why?
3. What does it mean to feel alone? How did Díaz's feelings of fear exaggerate his feelings of loneliness? Cite evidence from this text, your own experience, and other literature, art, media, or history in your answer.

Name: _____ Class: _____

How the News Media Works

By Jessica McBirney
2017

Society is affected by how people access their news and the quality of the news that they receive. In this informational text, Jessica McBirney explores what “news media” means today, and how people acquire the information that shapes their views of the world. As you read, take notes on how news media affects society.

What is News Media?

- [1] When people talk about “news media,” they are referring to a wide variety of sources that write or talk about current events. The news media includes newspapers, magazines, television news shows, radio news shows, and Internet sources such as online newspapers and independent blogs. The Internet has radically changed how news sources communicate with their audience, and it has made it harder to define “news media” exactly.



"Press conference in WlilP" by Artur Czachowski is licensed under CC BY 2.0.

Some news organizations are larger than others. Most towns have their own local newspaper and TV station that focus on community issues and events. There are also regional news outlets; for example, the Los Angeles Times is based in Los Angeles, California, but reports on issues relevant to the whole state and sometimes the whole country. Finally, national news organizations report on national and foreign issues. These organizations include big media companies such as The New York Times, CNN, Fox News, ABC News, and others.

How Are News Stories Written?

The first step in writing a news story is for a reporter, or journalist, to have an idea. Sometimes reporters go out into their communities or look online to find new story ideas. Other times people come to them with interesting topics.

Once the reporter has an idea, they explain, or “pitch,” it to their editor. They have to prove to their editor that the story is interesting for readers and timely in the community. If it is a good story idea, the editor will approve it.

- [5] Then the reporter must go out into the community to collect information. Depending on what topic they are covering, they might attend events, search through public documents, or interview people involved in the story. They want to find enough information to make sure the story covers all the important points about their topic, and they want to make sure they have presented both sides of anything controversial.¹ Once they have all their information, they can write the story.

1. **Controversial (adjective):** likely to give rise to public disagreement

The final step is giving the completed story to the editor, who reviews it to make sure all the information is clear and checks all the facts. Now that the story is complete, it can be published — whether it is printed in a newspaper, posted online, or read by a TV news anchor.

Why Do We Need News?

Looking at a newspaper full of articles about politics and international events may seem boring, but the news media actually plays an extremely important role in our country. Reporters keep track of elected government officials to make sure they follow the laws. They also keep the public informed about what the government is doing. People rely on the information they learn in the news to decide who to vote for and whether they approve of their current leaders and representatives.

Why is the News Sometimes Controversial?

Reporters gather facts and write about them — so why do some people say the news is unreliable? They are worried that news stories might be biased. Bias is an unfair representation of something or someone. It can happen when only one side of a story is presented, when only certain facts are shared, or when news organizations choose which stories they want to publish. Readers sometimes worry that news organizations, intentionally or accidentally, publish biased stories.

News organizations try to avoid bias as much as they can. They hire trained reporters who know how to ask good questions about all sides of a story. They also employ many different editors to double-check all of the facts cited in the articles.

- [10] Readers of the news can take their own steps to avoid possible bias in the news they read. They can read news from multiple sources, or they can look up facts on their own to make sure the news matches other websites and records. It is impossible to avoid bias completely, but news writers and news readers can still do a lot to make sure the information they share and read is accurate.

"How the News Media Works" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies a central idea of the text?
 - A. News media has evolved to include a range of sources, but it continues to play an important role in informing citizens and holding public officials accountable.
 - B. News media can be a valuable resource for learning about current events, but it is impossible to determine whether information is unbiased.
 - C. News media has shifted to consist mainly of online sources, which makes checking the validity of a source difficult.
 - D. News media provides unprejudiced information to the people, which allows them to remain informed and hold those in power accountable for their actions.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "The Internet has radically changed how news sources communicate with their audience, and it has made it harder to define 'news media' exactly." (Paragraph 1)
 - B. "People rely on the information they learn in the news to decide who to vote for and whether they approve of their current leaders and representatives." (Paragraph 7)
 - C. "It can happen when only one side of a story is presented, when only certain facts are shared, or when news organizations choose which stories they want to publish." (Paragraph 8)
 - D. "They hire trained reporters who know how to ask good questions about all sides of a story. They also employ many different editors to double-check all of the facts cited in the articles." (Paragraph 9)

3. PART A: Which of the following identifies the author's main purpose in the final section "Why is the News Sometimes Controversial"?
 - A. to provide readers with the pros and cons of news media and the best way to acquire truthful information
 - B. to encourage readers to not accept the information that news outlets provide them and seek answers on their own
 - C. to provide readers with the process required to publish an article to reassure them of the accuracy of the news media
 - D. to discourage readers from paying attention to the news and believing the information that it claims to be true

4. PART B: Which detail from the text best supports the answer to Part A?
- A. "Reporters gather facts and write about them — so why do some people say the news is unreliable?" (Paragraph 8)
 - B. "They hire trained reporters who know how to ask good questions about all sides of a story." (Paragraph 9)
 - C. "They also employ many different editors to double-check all of the facts cited in the articles." (Paragraph 9)
 - D. "It is impossible to avoid bias completely, but news writers and news readers can still do a lot to make sure the information they share and read is accurate." (Paragraph 10)

5. How is the public affected by the possibility of biased news?

Name: _____ Class: _____

The Golden Age of MTV — And Yes, There Was One by NPR Staff

By NPR Staff
2011

MTV, or Music Television, is a popular American television channel. However, since its initial airdate in 1981, the channel's content has changed drastically over time. This informational text explores MTV's history and its time of peak popularity. As you read, take notes on how MTV's content changed over time.

[1] “Ladies and gentlemen, rock 'n' roll.”

MTV went on the air with those words, a minute after midnight on Aug. 1, 1981. The first video was, of course, “Video Killed the Radio Star,” by the Buggles.

Few people saw the fledgling¹ network; it was carried by cable operators in Kansas City, but not New York or Los Angeles. But within a couple of years, MTV had grown into a behemoth² of the music industry.



“MTV IDs.bottom of the hour” by Fred Seibert is licensed under CC BY-NC-ND 2.0

Craig Marks and Rob Tannenbaum have compiled a new oral history of the network, *I Want My MTV: The Uncensored Story of the Music Video Revolution*.

[5] Tannenbaum tells weekends on *All Things Considered* host Laura Sullivan that when MTV was launched, music videos were almost unknown.

“In fact, if you had said to someone in 1981, ‘Do you want to watch a music video?’ the person would have said, ‘I don’t know what you’re talking about,’ because the phrase didn’t actually exist.”

MTV struggled during its first few years. Conservative³ cable operators often refused to carry the channel.

“They thought that MTV was a bunch of coked-up rock and roll fiends, and they were right in a way,” Marks says.

The company was just a few bad months away from going under, until several ad executives cooked up what became a legendary ad campaign featuring rock stars yelling, “I want my MTV!”

1. something that is getting started in a new activity
2. something enormous, especially a big and powerful organization
3. **Conservative (noun):** a person who has traditional values and is opposed to change

- [10] "That really was the turning point, that and *Thriller* were the two things that kept the network afloat," Marks says.

Thriller caused a controversy at lily-white⁴ MTV. The network came under fire for its lack of black artists, but executives worried that their viewers just wouldn't like Michael Jackson. They changed their tune once the ratings came in.

"They weren't idiots," Tannenbaum says. "Once they saw the ratings go up, they realized that they could program black musicians."

Jackson led to Lionel Richie, Billy Ocean and other black musicians, though leery⁵ network executives had to be persuaded all over again when rap became popular.

MTV's impact was immense during the 1980s. It made artists like Madonna and Guns N' Roses into stars. But if you turn on MTV today, you'll have a hard time finding any videos at all. The network began to back away from playing music videos in 1992, the year Marks and Tannenbaum chose to end their book.

- [15] "One of the signature things that happened that year was that Bill Clinton was a constant presence on MTV in 1990-91, and he was elected president," Tannenbaum says.

"Once you've helped elect a U.S. president, are you gonna go back to playing Winger videos?" Marks adds.

That year also marked the debut of the first reality show, *The Real World*, which had a huge impact on the television industry.

"It's very easy to trace the line from *The Real World* to Snooki," Tannenbaum says. "It's an alcoholic, crooked line all the way there, but MTV quickly realized and learned that narrative television, even reality TV, rated better than music videos."

Other networks jumped on the reality show bandwagon.⁶

- [20] "I think *The Real World* was the last point where MTV could be considered revolutionary," Tannenbaum says.

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4. a term that refers to a place or organization with no representation from people of color
5. **Leery** (*adjective*): cautious or wary
6. an activity or cause that has become fashionable or popular

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses the central idea of the text?
 - A. Over the past few years, MTV has become more focused on making money rather than promoting artists.
 - B. MTV failed to reach its true potential by refusing to widen its variety of artists and content.
 - C. Viewers of MTV long for the channel's previous focus on music videos rather than the reality shows they show today.
 - D. MTV's evolution over the decades has changed the way people experience music and television.

2. PART B: Which TWO details from the text best support the answer to Part A?
 - A. "MTV struggled during its first few years. Conservative cable operators often refused to carry the channel." (Paragraph 7)
 - B. "They thought that MTV was a bunch of coked-up rock and roll fiends, and they were right in a way," Marks says." (Paragraph 8)
 - C. "The network came under fire for its lack of black artists, but executives worried that their viewers just wouldn't like Michael Jackson." (Paragraph 11)
 - D. "MTV's impact was immense during the 1980s. It made artists like Madonna and Guns N' Roses into stars." (Paragraph 14)
 - E. "The network began to back away from playing music videos in 1992, the year Marks and Tannenbaum chose to end their book." (Paragraph 14)
 - F. "That year also marked the debut of the first reality show, The Real World, which had a huge impact on the television industry." (Paragraph 17)

3. How do paragraphs 11-13 contribute to the development of ideas in the text?
 - A. They emphasize how MTV failed to promote black artists.
 - B. They show how MTV changed to become more racially diverse.
 - C. They reveal the genres of music MTV tended to play.
 - D. They highlight how Michael Jackson rose to fame.

4. Which statement best describes the relationship between viewers' reactions to MTV and its content?
 - A. MTV ignored what viewers wanted in favor of what advertisers wanted in order to fund their channel.
 - B. MTV consulted their viewers about what they wanted to see and hear before airing artists and shows.
 - C. MTV took viewers' reactions into consideration when deciding on the artists and shows to air.
 - D. MTV played the artists and reality shows that they enjoyed despite their viewers' reactions.

5. How does the discussion of music videos and reality shows help readers understand MTV's influence? Use evidence from the text in your response.

Name: _____ Class: _____

This World

By Mary Oliver
2004

Mary Oliver is an American poet born in 1935. She has won the National Book Award, as well as the Pulitzer Prize. In this poem, a speaker describes the nature that surrounds them. As you read, take notes on the figurative language the poet uses to describe nature.

- [1] I would like to write a poem about the world that
has in it
nothing fancy.
But it seems impossible.
Whatever the subject, the morning sun
- [5] glimmers it.
The tulip feels the heat and flaps its petals open
and becomes a star.
The ants bore into the peony ¹ bud and there is a
dark
pinprick well of sweetness.
As for the stones on the beach, forget it.
- [10] Each one could be set in gold.
So I tried with my eyes shut, but of course the
birds
were singing.
And the aspen trees were shaking the sweetest music
out of their leaves.
- [15] And that was followed by, guess what, a momentous² and
beautiful silence
as comes to all of us, in little earfuls, if we're not too
hurried to hear it.
As for spiders, how the dew hangs in their webs
- [20] even if they say nothing, or seem to say nothing.
So fancy is the world, who knows, maybe they sing.
So fancy is the world, who knows, maybe the stars sing too,
and the ants, and the peonies, and the warm stones,
so happy to be where they are, on the beach, instead of being
- [25] locked up in gold.



"The Cactus Flower and The Ants - 2017.02.19.F02" by jonix_k is licensed under CC BY-NC-ND 2.0

From Why I Wake Early by Mary Oliver, Published by Beacon Press Boston. Copyright © 2004 by Mary Oliver. Used herewith by permission of The Charlotte Sheedy Literary Agency Inc.

1. a flower
2. **Momentous (adjective):** of great importance or significance

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: In line 7 of "This World," what does the phrase "bore into" mean?
 - A. dig a hole in
 - B. intensely stare at
 - C. quickly break apart
 - D. build small nests in

2. PART B: Which word from "This World" helps the reader understand the meaning of the phrase "bore into"?
 - A. star (Line 6)
 - B. bud (Line 7)
 - C. well (Line 8)
 - D. sweetness (Line 8)

3. PART A: In "This World," what technique does the poet use to emphasize the central idea?
 - A. similes comparing plants to animals
 - B. personification of objects in nature
 - C. a vivid description of the speaker
 - D. the creation of a solitary mood

4. PART B: Which TWO pieces of evidence support the answer in Part A?
 - A. "The tulip feels the heat" (Line 6)
 - B. "becomes a star." (Line 6)
 - C. "bore into the peony bud" (Line 7)
 - D. "the birds / were singing." (Lines 11-12)
 - E. "a momentous and / beautiful silence" (Lines 15-16)
 - F. "and the warm stones, / so happy to be where they are" (Lines 23-24)

5. PART A: How does the poet reveal the speaker's attitude about life?
 - A. by including advice on how to complete creative work
 - B. by listing plans that ensure one's time is well spent
 - C. by providing a description of how to study the behaviors of plants and animals
 - D. by showing the benefits of slowing down and appreciating one's surroundings

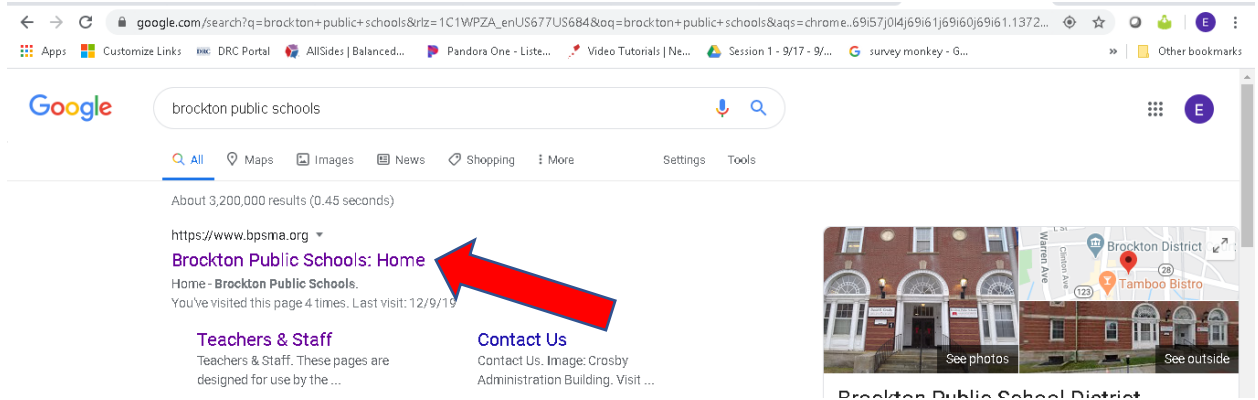
6. PART B: Which phrase from the poem best supports the answer in Part A?
 - A. "I would like to write a poem" (Line 1)
 - B. "of course the birds / were singing." (Lines 11-12)
 - C. "And that was followed by" (Line 15)
 - D. "if we're not too / hurried to hear it." (Lines 17-18)

7. PART A: What is a central theme of "This World"?
- A. People sometimes destroy nature.
 - B. People should study nature.
 - C. Nature is wonderfully complex.
 - D. Nature is ancient.
8. PART B: Which evidence from "This World" best supports the answer in Part A?
- A. "I would like to write a poem" (Line 1)
 - B. "So I tried with my eyes shut" (Line 11)
 - C. "as comes to all of us" (Line 17)
 - D. "So fancy is the world" (Line 21)
9. PART A: Read line 9 from the poem. "As for the stones of the beach, forget it." How does the line reflect a shift in tone in the poem?
- A. The line is informal, but the tone of the poem is formal.
 - B. The line is vague, but the tone of the poem is specific.
 - C. The line is joyful, but the tone of the poem is frustrated.
 - D. The line is humorous, but the tone of the poem is serious.
10. PART B: What other line from the poem has a similar shift in tone?
- A. "Each one could be set in gold." (Line 10)
 - B. "the Aspen trees were shaking" (Line 13)
 - C. "that was followed by, guess what" (Line 15)
 - D. "even if they say nothing, or seem to say nothing." (Line 20)

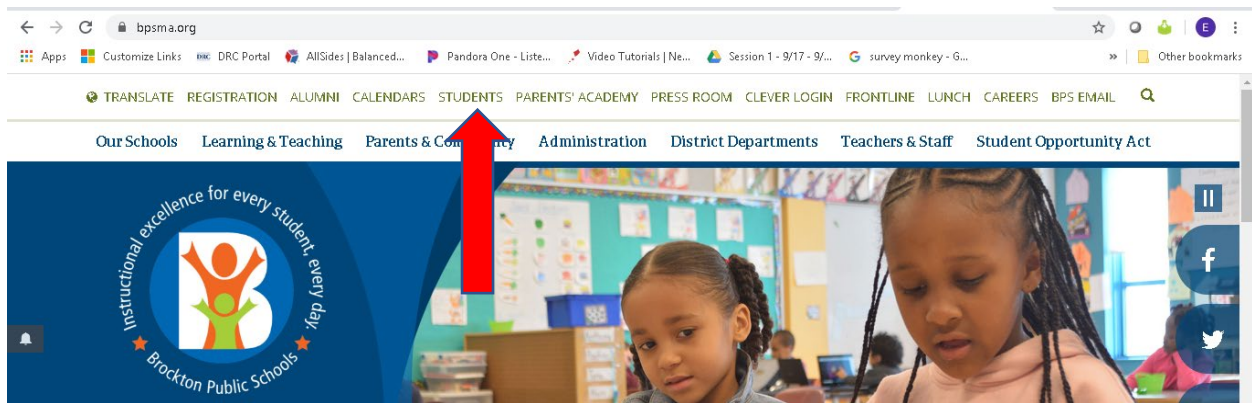
How to Log on to Power Up from Home

(For only Ashfield, South and Davis 6-8 students)

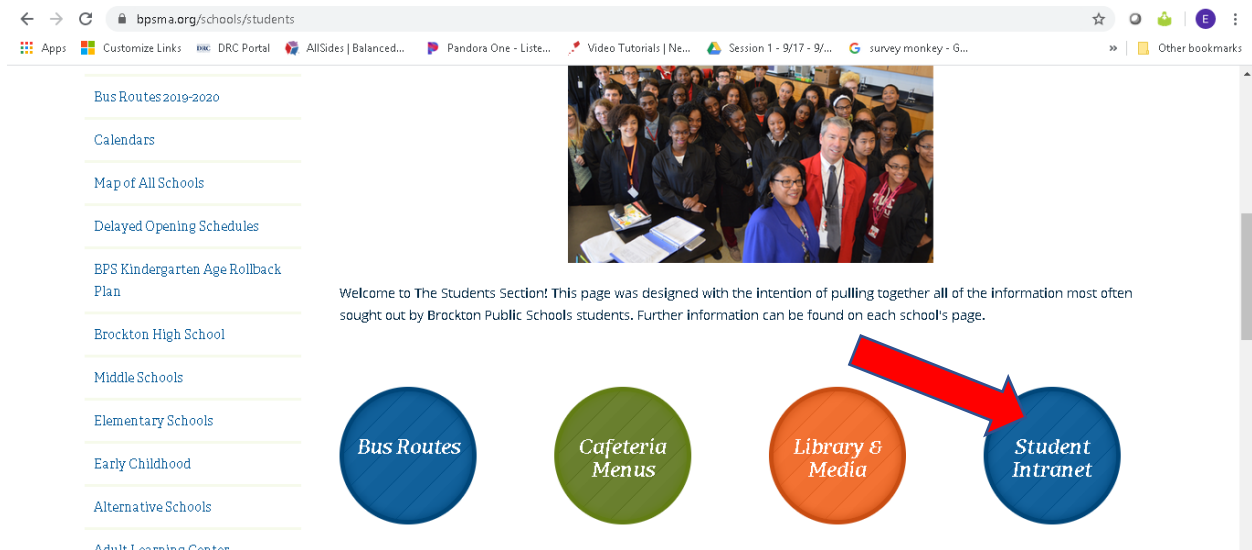
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.



Scroll to the bottom of the page and choose **Student Intranet**



Choose ELA

The screenshot shows the BPS Student Intranet Home page. The browser address bar displays 'studentintranet.bpsma.org'. The page features a red header with 'BPS Student Intranet' and links for 'Infinite Campus', 'Email', and 'BPS Website'. A left-hand navigation menu is visible, with 'Home' selected and 'ELA' highlighted by a red arrow. Below the menu, the main content area is titled 'Home' and contains four circular icons: 'Destiny' (a tree), 'Clever' (a blue 'C'), 'Infinite Campus' (a green circle with a white path), and 'Office 365' (an orange circle with a white 'O').

Choose Power Up

The screenshot shows the BPS Student Intranet ELA Resources page. The browser address bar displays 'studentintranet.bpsma.org/ela.html'. The page features a red header with 'BPS Student Intranet' and links for 'Infinite Campus', 'Email', and 'BPS Website'. A left-hand navigation menu is visible, with 'Home' selected and 'ELA' highlighted. Below the menu, the main content area is titled 'ELA Resources' and is divided into two sections: 'Middle School' and 'Elementary School'. The 'Middle School' section contains three circular icons: 'Imagine Learning' (a red and blue figure), 'Lexia PowerUp' (a blue circle with 'LEXIA POWER UP LITERACY' text), and 'Imagine Learning' (a red and blue figure). A red arrow points to the 'Lexia PowerUp' icon. The 'Elementary School' section contains two circular icons: 'Imagine Learning' (a red and blue figure) and 'Read, Write, Think' (a green and white circle with 'read write think' text).

Choose **Student** and log in with their **six-digit lunch number** for both the username and password.

The screenshot shows the Lexia PowerUp Literacy login page for Brockton Public Schools. The page features a blue background with a smiling young man wearing a hat and a plaid shirt. The Lexia PowerUp Literacy logo is prominently displayed. Below the logo, the text 'Brockton Public Schools' is shown. There are two buttons for user selection: 'Student' (which is highlighted in orange) and 'Educator'. Below these buttons are two input fields: 'Username' and 'Password'. The 'Password' field has a 'Show' link next to it. At the bottom, there is a 'Log In' button.

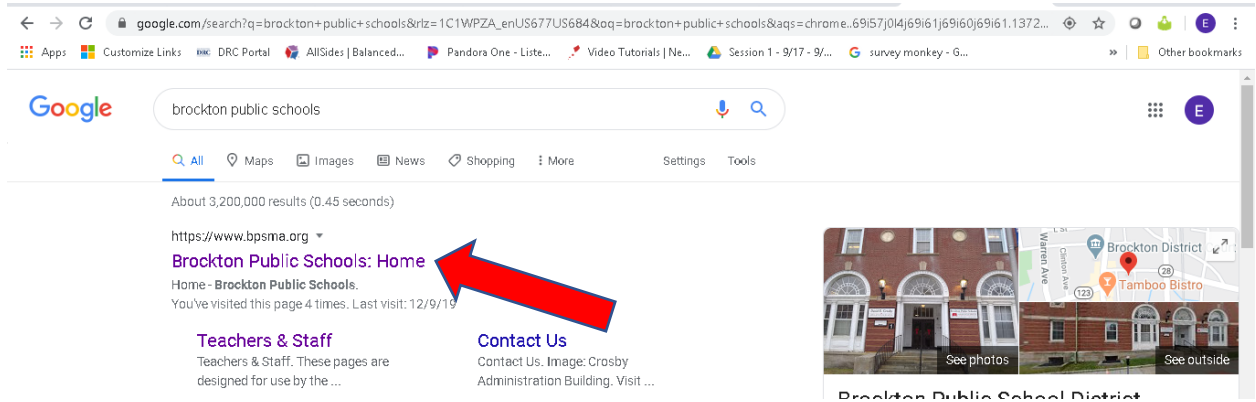
Students are urged to complete their word study minutes on Monday, Grammar minutes on Tuesday, Reading Comprehension on Wednesday and Thursday and the topic of their choice on Friday.

The image shows a dashboard with four vertical progress cards on a dark blue background. Each card has a colored header, a circular progress indicator at 0%, and a timer showing 35 minutes left. The cards are: Word Study (blue), Grammar (green), Comprehension (orange), and Your Progress (yellow). The 'Your Progress' card features a trophy icon.

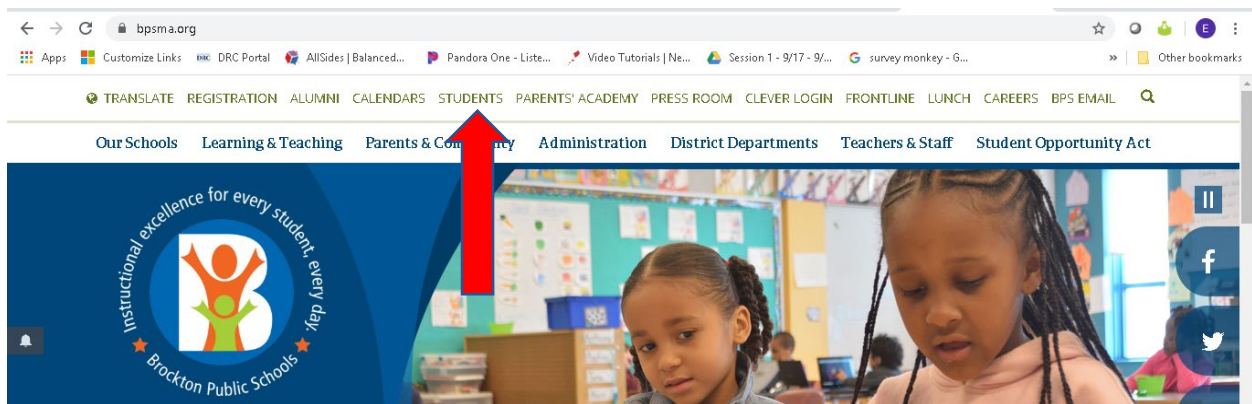
Category	Progress	Time Left	Goal
Word Study	0%	35 min left	your goal 35 min
Grammar	0%	35 min left	your goal 35 min
Comprehension	0%	35 min left	your goal 35 min
Your Progress	0%	35 min left	your goal 35 min

How to Log on to Clever from Home to Access Amplify READING Curriculum

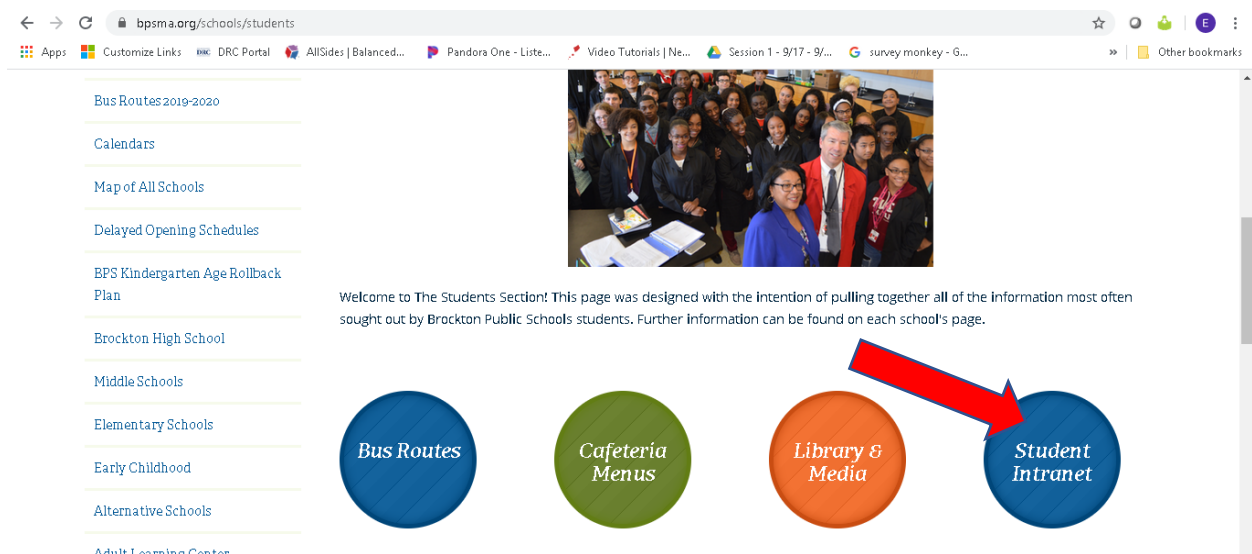
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.



Scroll to the bottom of the page and choose **Student Intranet**



Choose Clever.

The screenshot shows the BPS Student Intranet home page. The browser address bar displays "studentintranet.bpsma.org". The page has a red header with "BPS Student Intranet" on the left and "Infinite Campus", "Email", and "BPS Website" on the right. A left sidebar lists navigation options: Home, ELA, Math, Reading, Science, Social Science, BPS Website, and Nutrition Survey. The main content area is titled "Home" and features four large circular icons: a tree for "Destiny", a blue "C" for "Clever", a green circle for "Infinite Campus", and an orange circle for "Office 365". A red arrow points to the "Clever" icon.

Choose Amplify Curriculum

The screenshot shows the Clever portal for Brockton Public Schools. The browser address bar displays "clever.com/in/brockton/staff/portal". The page has a blue header with the Clever logo, "Brockton Public Schools", a search bar, and a "Portal" button. A left sidebar lists navigation options: WHAT IS TRENDING..., ELA, MATH, SCIENCE, SOCIAL SCIENCE, At Home Resources, ENRICHMENT, STAFF DATA APPLICATIONS, and BPS HOME. The main content area is titled "WHAT IS TRENDING..." and features a grid of icons for various educational resources. A red arrow points to the "Amplify Curriculum" icon in the ELA section.

Choose the hamburger menu in the top left corner.

The screenshot shows the Amplify ELA interface. The browser address bar displays "AmplifyELA > All Units". The page has a white header with the Amplify ELA logo and "All Units". The main content area is titled "8th Grade" with a dropdown arrow. A red arrow points to the hamburger menu icon in the top left corner.

Click in "Go To My Account"

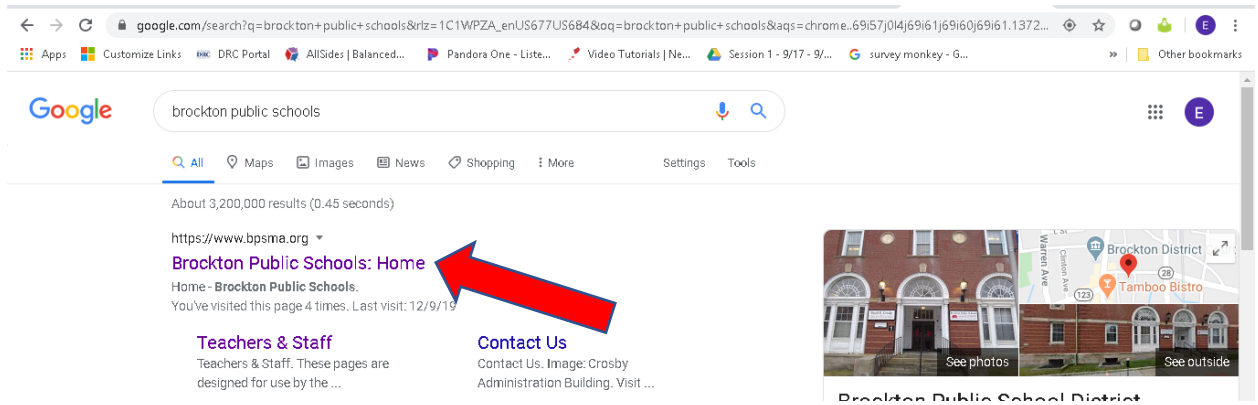
The screenshot shows the AmplifyELA user interface. At the top right, it says "AmplifyELA > All Units" and "8th Grade" with a dropdown arrow. On the left, a user profile dropdown menu is open, showing the user's name "Hello KELLY SILVA" and email "kellycoopersilva@bpsma.org". Below the name are "Log Out" and "Go To My Account" with a gear icon. A red arrow points to the "Go To My Account" option. Below the menu are icons for "Amplify ELA", "Tools", "Classwork", and "Library". The main content area shows two lesson cards: "Lesson 1" with a colorful abstract image and "Lesson 2" with a portrait of a man.

Click on Reading 6-8

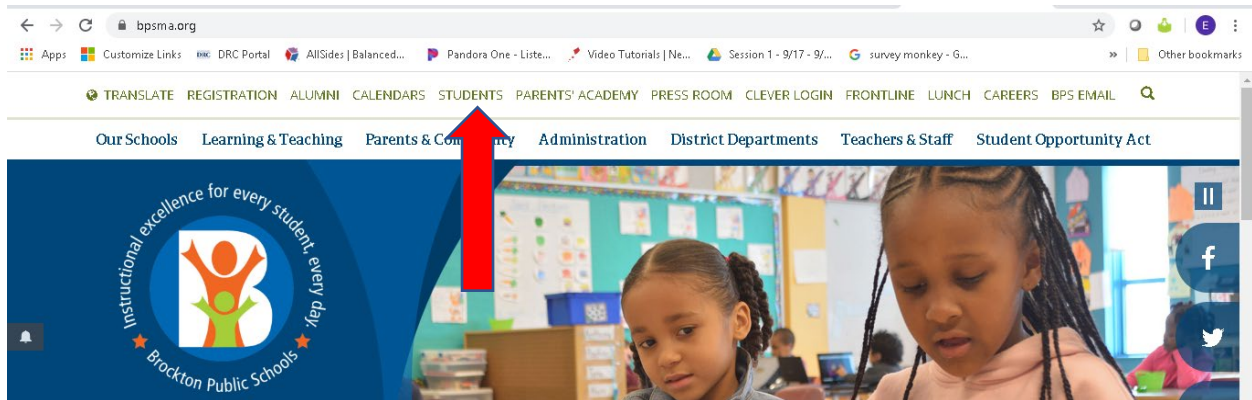
A close-up of a button labeled "Reading 6-8". The button has a rounded rectangular shape and a light gray background. On the left side of the button is a circular icon containing a stylized figure in a red hood. The text "Reading 6-8" is positioned to the right of the icon.

How to Log on to **READ 180** from Home

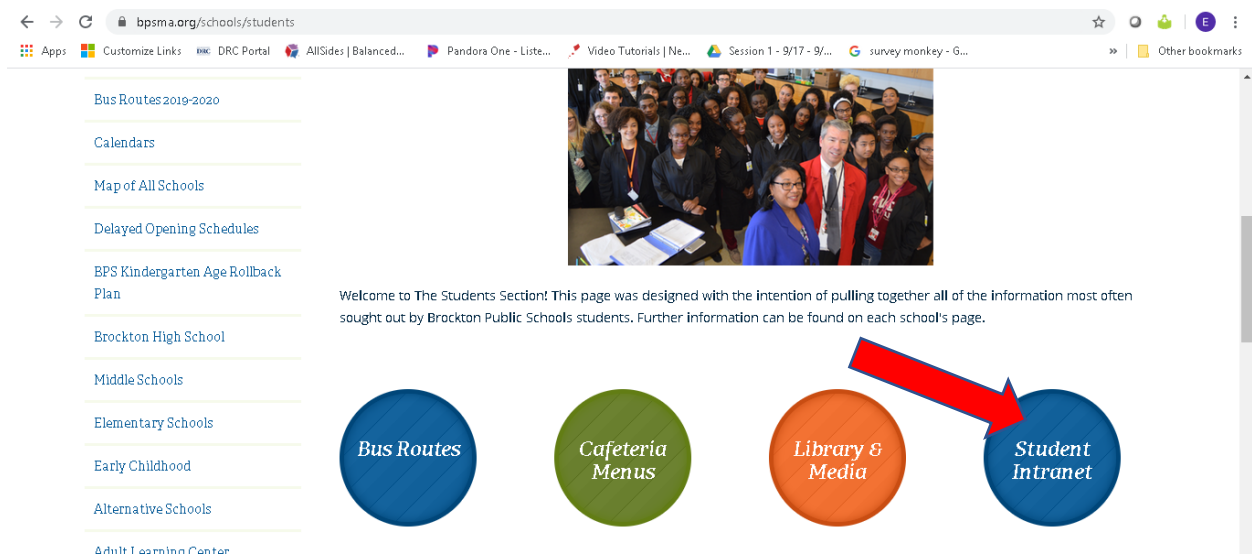
Log on to **Google** and search for **Brockton Public Schools** and go to the **home page**.



Choose the **Students** tab.

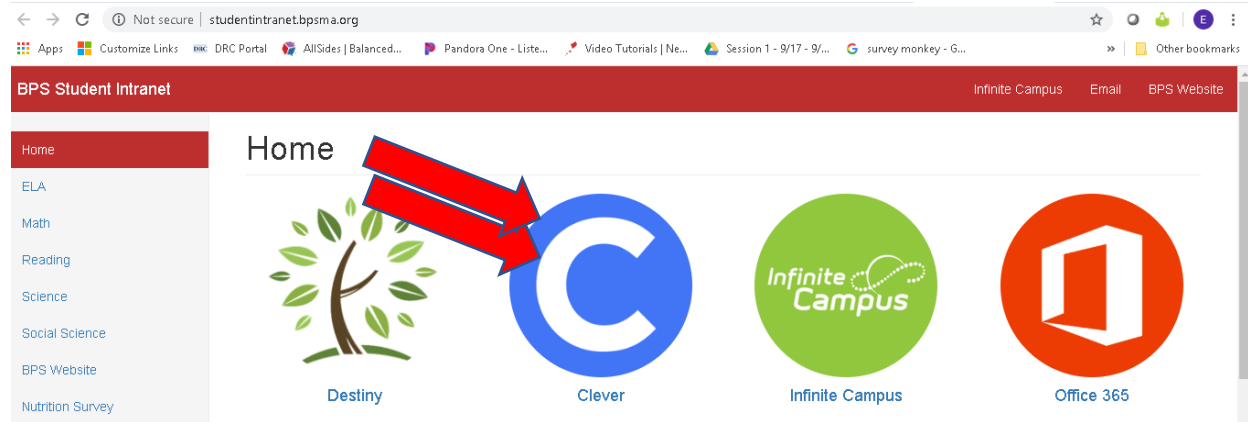


Scroll to the bottom of the page and choose **Student Intranet**

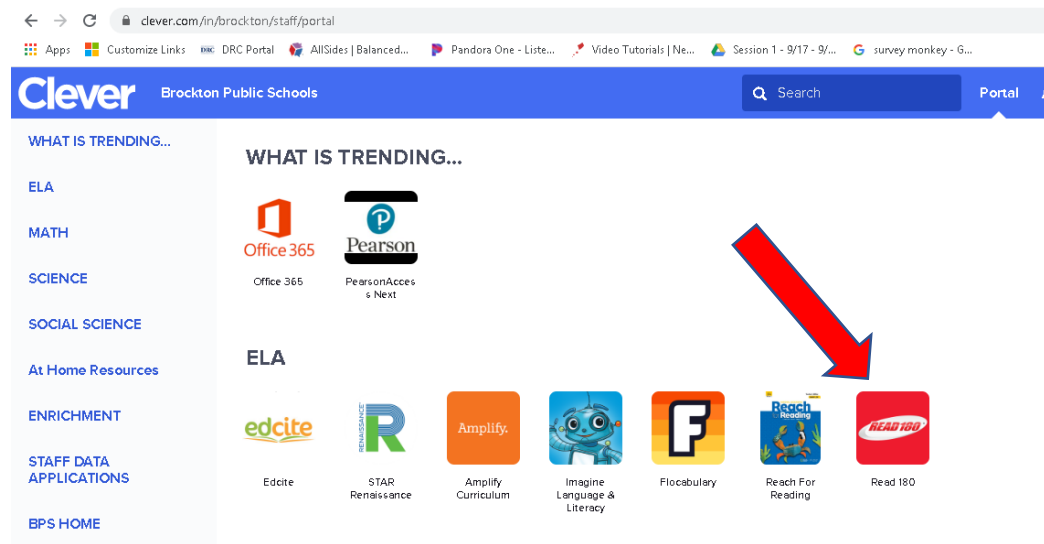


Choose **Clever**. Students will have to log on with their Username: 6-digit lunch number @bpsma.org and the password is their 8-digit birthday bps1920

Example: Username: 123456@bpsma.org Password: 06142007bps1920



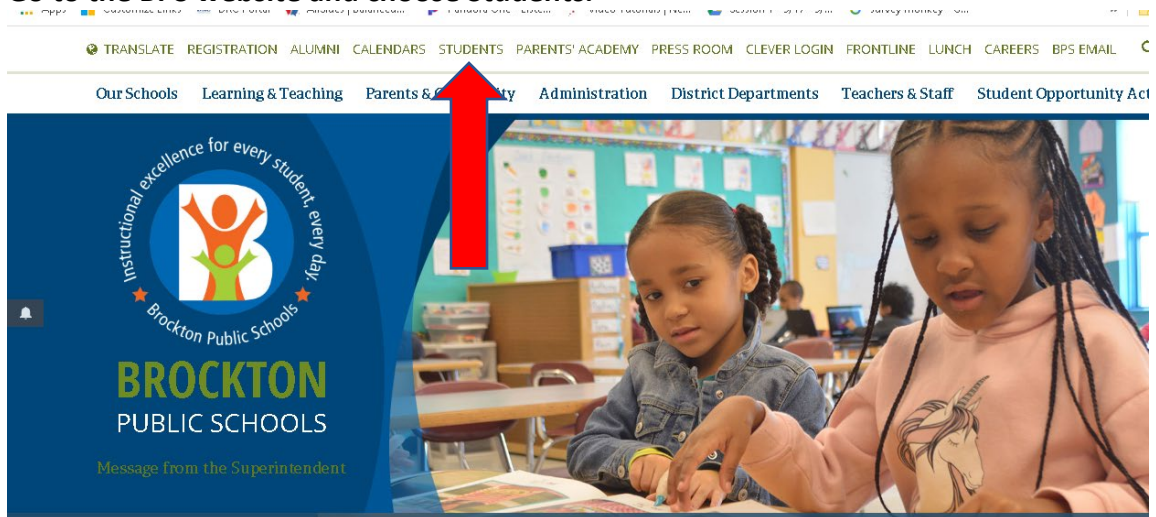
Choose **READ 180**



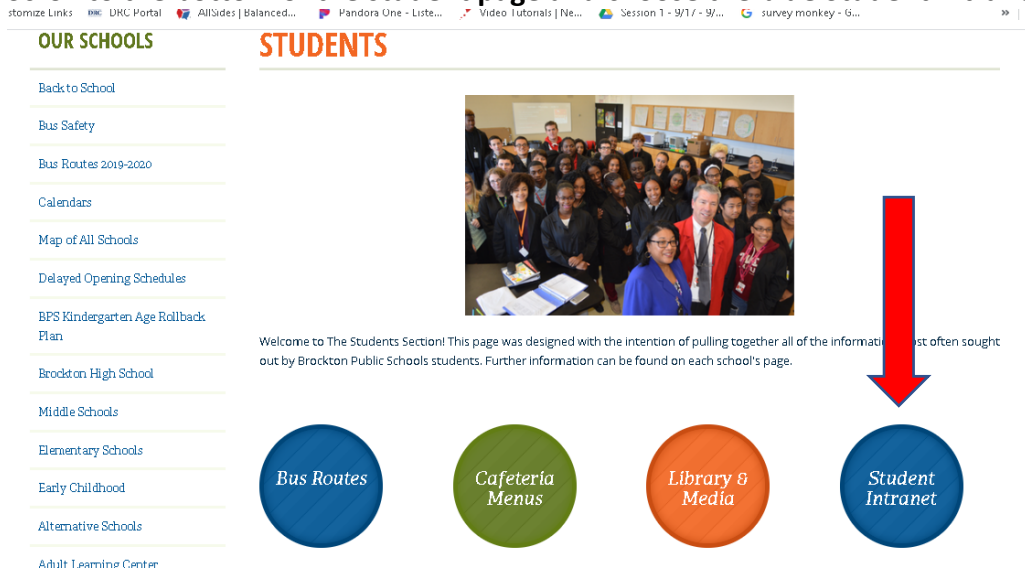
Log on with the username: 6-digit lunch number (123456) and the password: 6-digit lunch number followed by their first and last initials. (123456am)

Directions for Students to Access Common Lit. from Home

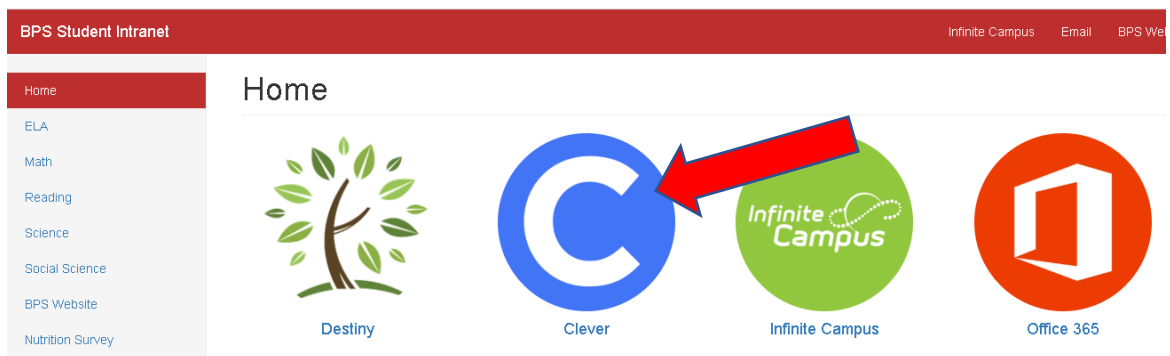
1. Go to the BPS website and choose Students.



2. Scroll to the bottom of the student page and choose the blue Student Intranet button.

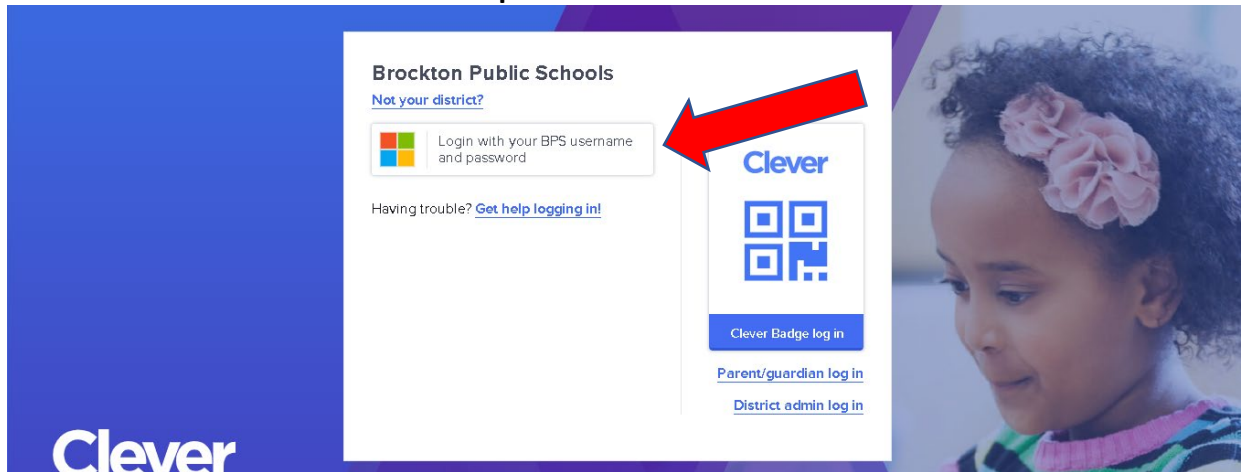


3. Choose the Clever button.



4. Log In with your BPS username and password. Your username is your 6-digit lunch number and your password is your 8-digit birthdaybps1920.

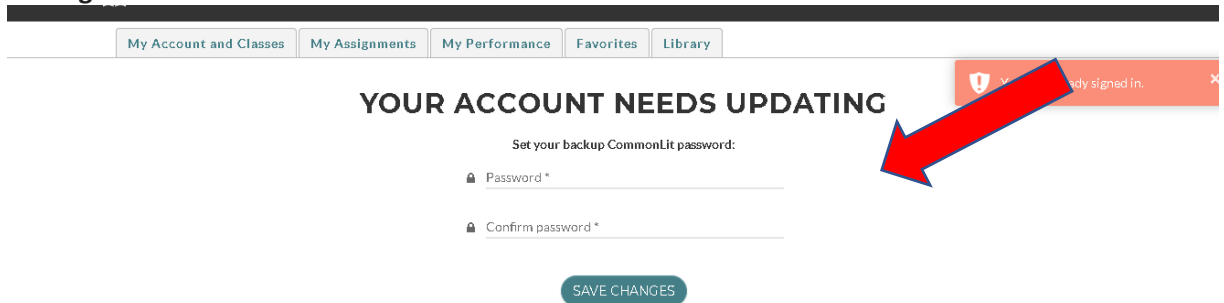
Example: password: 123456
 Username: 12052007bps1920



5. Choose the Common Lit app.



6. You will see "Your Account Needs Updating" will asked to set a backup password so you can access your account even in the case of a Clever outage or issue. You will never be asked to do that again.



7. Once you do that, you will be let into the Common Lit and you can do your assignment. Under the heading **ASSIGNMENTS TO DO**.


COMMON LIT

My Account and Classes My Assignments My Performance Favorites Lit

MY ASSIGNMENTS

ASSIGNMENTS TO DO

ENGLISH - WILLIAMS - 03

 **THE GIFT OF THE MAGI**
BY: O. Henry
▲ This assignment is due 05/04/2020.

GRADING IN PROGRESS

Assignments will be moved to this section once responses have been submitted.

COMPLETED ASSIGNMENTS

Assignments will be moved to this section once all student responses have been submitted and graded.

Good luck!