Table of Contents

Section 1

| Unit 1: Find Relevant Details | | | |
|-------------------------------|-------------------|---|-----|
| | Lesson 1: | The Lindbergh Baby Kidnapping Narrative Nonfiction • L. L. Owens | . 6 |
| | Lesson 2: | The Hilo and Aleutian Tsunami Narrative Nonfiction • Sarah Beth Cavanah | 15 |
| Unit 2: Summarize | | | |
| | Lesson 3: | The U.S. Olympic Hockey Team: 1980 *Expository Nonfiction • Joanne and James Mattern | 25 |
| | Lesson 4: | The Old Rooster and Why He Scratches *African American Golktale • retold by David Haynes | 36 |
| Unit | <i>3:</i> Recogni | ze Persuasive Techniques | |
| | Lesson 5: | The Mighty Power Plus Game Email Advertisement • Jan Keese | 45 |
| | Lesson 6: | Letter to Attorney General Francis Biddle *Letter • Iwao Matsushita | 52 |
| | | Review 1 All Together Now Speech • Barbara Jordan | 59 |
| | | The Fastest Runner Short Story • Edward Siegel | 67 |

continued

Section 2

| Unit 4: Make Inferences | | | |
|-------------------------------------|--------------|--|--|
| | Lesson 7: | This Way Nobody Gets the Blame Short Story • Lesley Grant-Adamson 69 | |
| | Lesson 8: | I've Got Your Number Editorial • Robe Imbriano 80 | |
| Unit 5: Understand Characterization | | | |
| | Lesson 9: | This Girl Gets Her Kicks **Article • Rick Reilly | |
| | Lesson 10: | Charles Short Story • Shirley Jackson | |
| Uni | it 6: Examin | e Theme | |
| | Lesson 11: | The Road Not Taken Poem • Robert Frost | |
| | Lesson 12: | 2: The Gift of the Magi Short Story • O. Henry (retold by Peg Hall) | |
| | | Review 2 The Lottery Ticket Short Story • Anton Chekhov (retold by Paula J. Reece) | |
| | | Listening Comprehension 2 The Killer Short Story • Edward Siegel | |

Unit 6: Examine Theme

Lesson 11

The Road Not Taken

Poem

Heads Up As you read, you focus on the plot of the story—what is happening. *Themes* are more than just what happens. Themes are the ideas, morals, or lessons that you find within a text. A theme is a message that the author wants you to find while reading. Poems often contain themes.

Poems can seem intimidating if you don't know how to approach them. It helps your understanding if you first do a quick "preview" of the poem. Quickly glance through the poem on page 109, taking note of the title first. Make sure to also look for any repeated words or phrases. Notice what the first and last lines say. Then fill in the chart below.

| Title | | |
|---------------------------|--|--|
| Repeated words or phrases | | |
| | | |
| First line | | |
| | | |
| _ast line | | |
| | | |

As you read "The Road Not Taken," begin to think about the deeper message the author wants you to discover. The Think-Along Questions will help you focus. Also, as you read, circle or highlight any words you don't know.

The Road Not Taken

by Robert Frost

| 1 | Two roads diverged in a yellow wood | |
|---|--|--|
| | And sorry I could not travel both | |
| | And be one traveler, long I stood | |
| | And looked down one as far as I could | |
| | To where it bent in the undergrowth; | |
| | | |

What do you think the author is considering at this point? Predict what you think the author wants the two roads to represent.

Then took the other, as just as fair, And having perhaps the better claim, Because it was grassy and wanted wear; Though as for that the passing there Had worn them really about the same,

What might it mean that the road "wanted wear"?

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

Why might the author think he would never again have the chance to try the road he didn't choose?

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads **diverged** in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

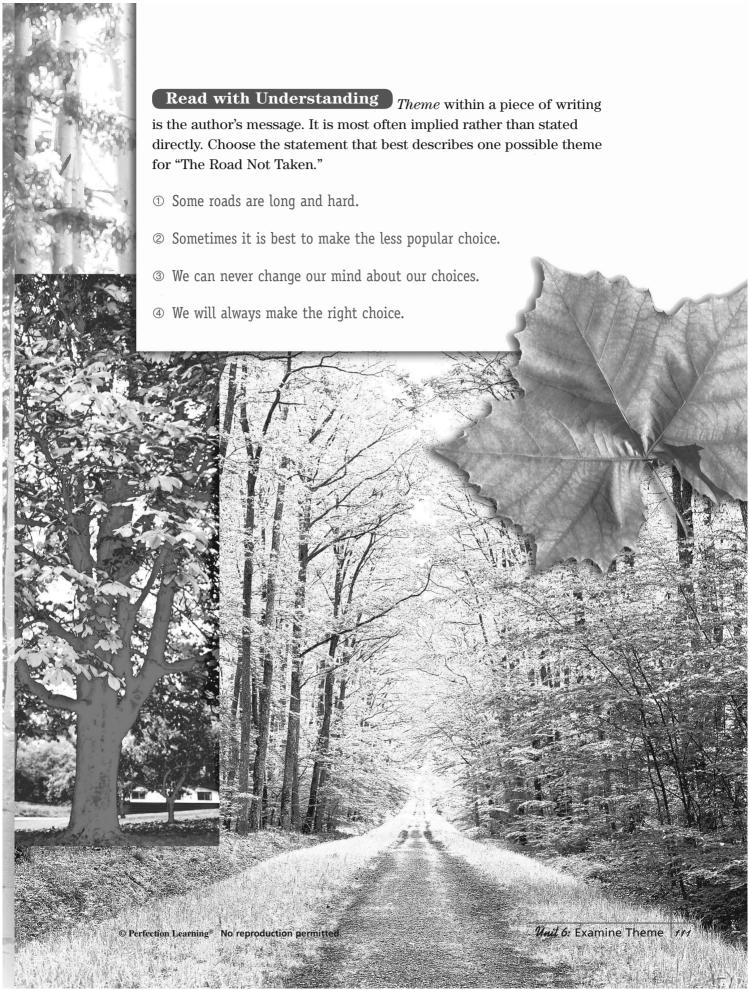
What questions might you ask the author about why he chose the road he did? Think of a time when you had a choice to make. How did you make your decision?

| Unit 6: | Examine | Theme | 109 |
|---------|---------|-------|-----|

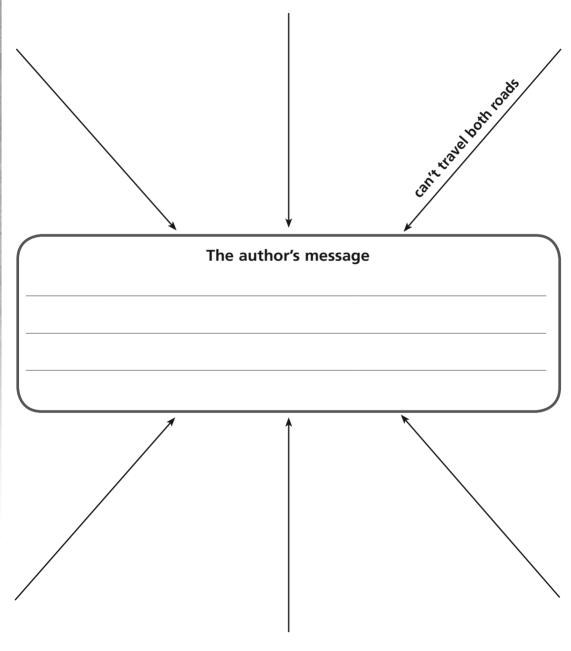
Make Sense of Words

Poems, especially those that are not very long, rely on their words to accomplish the purpose of the poem—to entertain, to make readers think a certain way, or to make readers feel an emotion. Obviously, words are then chosen deliberately and with much thought. The word diverged shows up twice in this fairly short poem, once at the beginning and once at the end. Below, define diverged. Then list three synonyms that Frost could have used instead. Finally, write why you think he chose diverged.

| | Two roads diverged in a yellow wood, and I— I took the one less traveled by, And that has made all the difference. |
|---|---|
| | Definition of diverged |
| | Synonyms Frost could have used instead |
| | |
| | |
| | Why do you think Frost chose diverged ? |
| - | |
| | |
| | |



Understand by Seeing It Think about what you have learned about *theme*. Remember, the theme is the author's implied message. State the theme of "The Road Not Taken" in your own words in "The author's message" box below. Then think about the information provided in the poem that pointed you to the author's message. Complete the graphic organizer below. An example has been provided for you.



| Write to Learn | |
|--|--|
| Write to Learn Think of an experience theme of "The Road Not Taken." Then "interview | you've had that relates to the v" yourself. Ask yourself two or |
| three interview questions to share that experience | ce and how it fits in with the |
| theme of the poem. Write the interview question | s and your answers below. |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| © Perfection Learning® No reproduction permitted. | <i>Unit 6:</i> Examine Theme 113 |