

Language Arts 1

Course No. 1001010

**Bureau of Exceptional Education and Student Services
Florida Department of Education**

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Unit 1: Technology—The Age of Information and Change

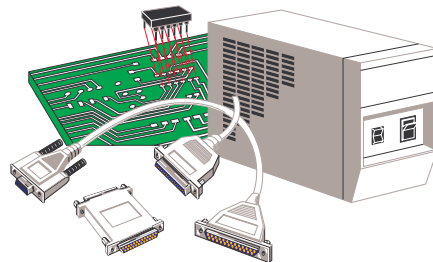
Unit Focus

Reading

- Locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. (LA.A.2.3.5)
- Use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics. (LA.A.2.3.6)

Writing

- Draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - conveys a sense of completeness and wholeness with adherence to the main idea;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has support that is substantial, specific, relevant, concrete, and/or illustrative;
 - demonstrates a commitment to and an involvement with the subject;
 - has clarity in presentation of ideas;



- uses creative writing strategies appropriate to the purpose of the paper;
- demonstrates a command of language (word choice) with freshness of expression;
- has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
- has few, if any, convention errors in mechanics, usage, and punctuation. (LA.B.1.3.2)
- Produce final documents that have been edited for
 - correct spelling;
 - correct punctuation, including commas, colons, and semicolons;
 - correct capitalization;
 - effective sentence structure;
 - correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and
 - correct formatting. (LA.B.1.3.3)



Unit 1: Technology—The Age of Information and Change

Overview

We live in an age of invention. Every day we read about new ones. We learn about new ways to have fun. We also learn about new ways to work. Your parents and teachers will agree. So will your grandparents. So will your aunts and uncles. They have seen many changes since they were your age.

- How did they have fun?
- What games did they play?
- How were these games different from the games you play?
- How did they perform household chores?
- Why is it easier for you to do these same chores now?

Things are very different now. Your parents did not have the tools that you do. These tools let you play electronic games. They help you do your chores more easily. Now, though, your parents do have new tools. They have tools that help them work. Technology has made a big difference in their lives. It has made a difference in your life, too.

You should also ask about other changes.

- How are their daily jobs easier than they used to be?
- Are there new tools to help with these activities?

Technology has given us the computer. Nearly everyone uses a personal computer every day. Does your teacher record your grades in a computer? Do your parents use computers at work? Our lives are easier because of computers.

- They can help you prepare your written work.
- They can help you find information.



Our lives are easier because of computers.



In this unit, you will learn about using computers. Specific areas of focus include the following:

- using a computer to design your writing
- using a computer to correct your writing
- researching information on the Internet
- documenting information from electronic sources.

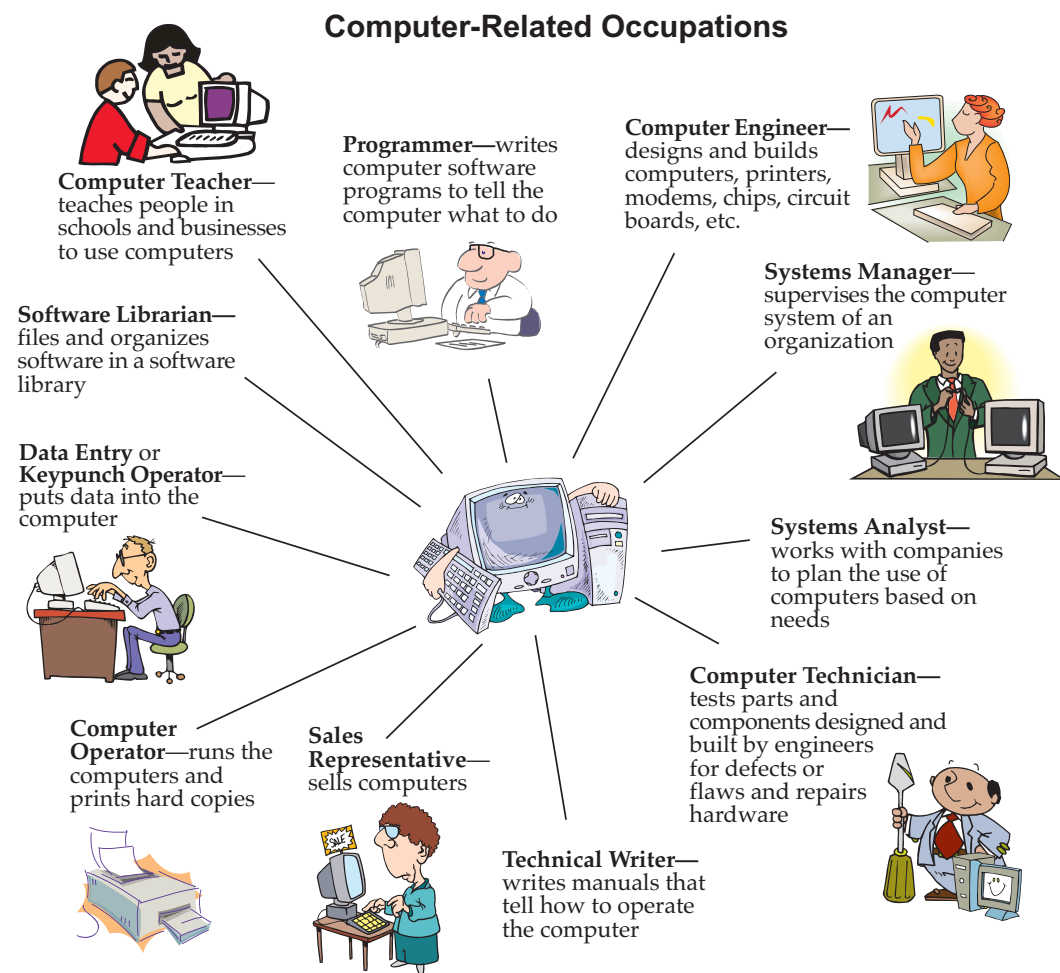
Like all technology, computers and online technology can be used for good and productive purposes or can be used to waste time. The knowledge you gain in this unit will help you operate on the information highway. What you do once you're on the Internet is up to you. Use it wisely and responsibly.



Computers can be used for good and productive purposes or can be used to waste time.

Considering Computer-Related Occupations

Computers are everywhere. Today, almost every career you can imagine uses computers. Certain careers are specifically related to computers. Some jobs in the computer field require higher education; others require special training. If you especially enjoy working with computers and computer technology, there are many career opportunities. Look at the chart below.



Can you think of other careers related specifically to computers?



Vocabulary

Use the vocabulary words and definitions below as a reference for this unit.

access to get what you need; to make use of a computer resource


backup an extra copy of a file kept for safety

bold (bold face) type characters that are thicker and darker than normal text
*Example: **bolder** than normal text*

Boolean wording specific words or symbols used to narrow a topic search on the Internet
Example: or, and, not, +, -

boot to start up a computer system

browser an application that allows you to access information on the World Wide Web (WWW)
Example: Netscape or Internet Explorer

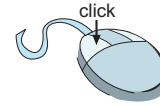
button a little clickable box on the computer screen that is a shortcut for a command
Example: sound button 

character any letter or number that appears on the computer screen



clear a command that erases information

click to press a button on a mouse or other pointer



command an instruction given to the computer

computer program a piece of software that allows you to do certain tasks on the computer

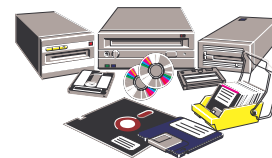
cursor a blinking line or other mark on the computer screen that shows where the next letter or character you type will appear

Example: In graphics programs, the cursor is often called a *pointer* and can take different shapes such as a brush, pencil, or hand.

data information; raw facts

disk a device on which information is stored

disk drive the device that allows you to use a disk



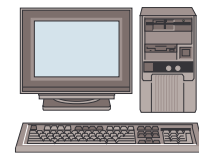
document written information

drag to move items around the computer screen

Example: First point to an item, press the mouse button and hold it down, then move the mouse. The selected item will appear in the new place you chose.



- electronic mail (e-mail)** private messages that are sent and received over a computer network
- electronic reference** the source and location of reference information obtained from the Internet or by electronic means
- exit** to leave or close a program
- file** all of the information you have saved and stored under one name
- font** a specific design for a set of letters and characters
Example: Your computer probably has several fonts: Arial font, Courier font, Times Italic font, Geneva font.
- graphics** pictures or images created on the computer
- hard copy** a paper copy of a computer document; also called a *printout*
- hard drive (hard disk drive)** the device that reads from and writes to a hard disk
- hardware** the physical part of a computer; the machinery and equipment





highlight to select text or graphics to move, edit, or delete

Example: to select **text or graphics** [

home page the first page on a World Wide Web site which may link to supporting pages

icon a small picture on the screen used to represent an idea or document

Example: Files and programs have icons.

folder icon



Internet a collection of computer networks that allows users to view, retrieve, or share information from around the world; also called *the Net*

Internet address..... the electronic address used to access a specific site

Example: <http://www.google.com>

keyboard a set of keys for computer input which looks similar to a typewriter keyboard but has extra

keys for computer commands



link..... a connection between two parts of the same or separate document

Example: A web page that is connected to another one containing similar information.

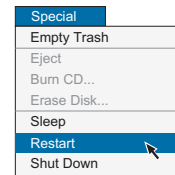


margin the space between text and edge of the page



menu a list of choices or commands you can select

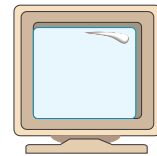
menu bar a bar across the top of a computer screen or window that has the names of available pull-down menus



Example: Click your choice (e.g., File, Edit, View, Special, Help) on the menu bar to make its pull-down menu appear.

MLA style a set of written procedures from the Modern Language Association used to write papers and resources

monitor the device that displays text and graphics from your computer



mouse a pointing device you use to move a cursor on the computer screen



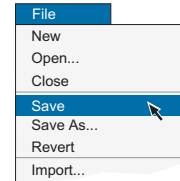
online connected to the Internet or a computer network

open to load a particular program



program..... a piece of software that contains instructions to tell a computer what to do

save to store information on a disk or hard drive for future use



scroll to move up, down, or sideways on a page using scroll bars, arrows, or a mouse

Example: scroll bar used to move sideways, right or left



search engine a program on the Internet that helps you find specific references or sites; also called a robot, spider, rom, or webcrawler

software the computer program that tells a computer's hardware what to do

toolbar a vertical or horizontal bar with icons or pictures to click on to perform different functions in an application; can be moved around or made to disappear

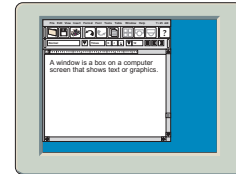


user a person using a computer



web page a site on the Internet with its own address; may provide information or links to other sites

window a box on a computer screen that shows text or graphics



word processor a program used to write and edit on-screen before printing

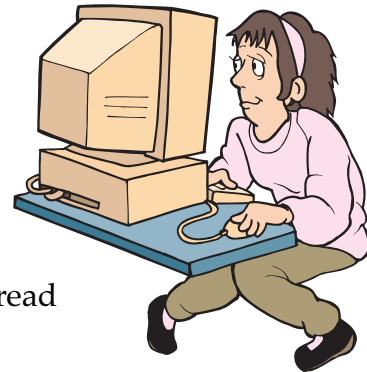
World Wide Web (WWW) a part of the Internet that allows you to find linked text, graphics, video, and sound using a web browser; also called *the Web*

Writing with a Computer

Getting Started

Many of you already use a computer when you write. If you do, you know how helpful they are. If you are a new computer **user**, you should know the following:

- Creating a draft on a computer can be hard. It will take time to get familiar with the computer **keyboard**. Until you do, write your first drafts as usual.
- Using a computer gives you many advantages. You can enter information. You can **highlight** or *select* text to edit. You can also *delete* or remove the text. You can **drag** or *move* the text around. Most **programs** check your spelling. Many check your grammar. However, none are foolproof. You should still proofread your copy carefully.
- Saving your work is important. Don't wait until you have finished the draft. Stop frequently to **save** your work. When you are finished, create a **backup** or extra copy on your **hard drive**. You may also use your **disk drive** and save your work on a **disk**. Finally, print a **hard copy** of your draft.
- Knowing all about a computer takes time. Your teacher is there to help you learn. Ask questions as you work before you **exit** or *leave* the program.

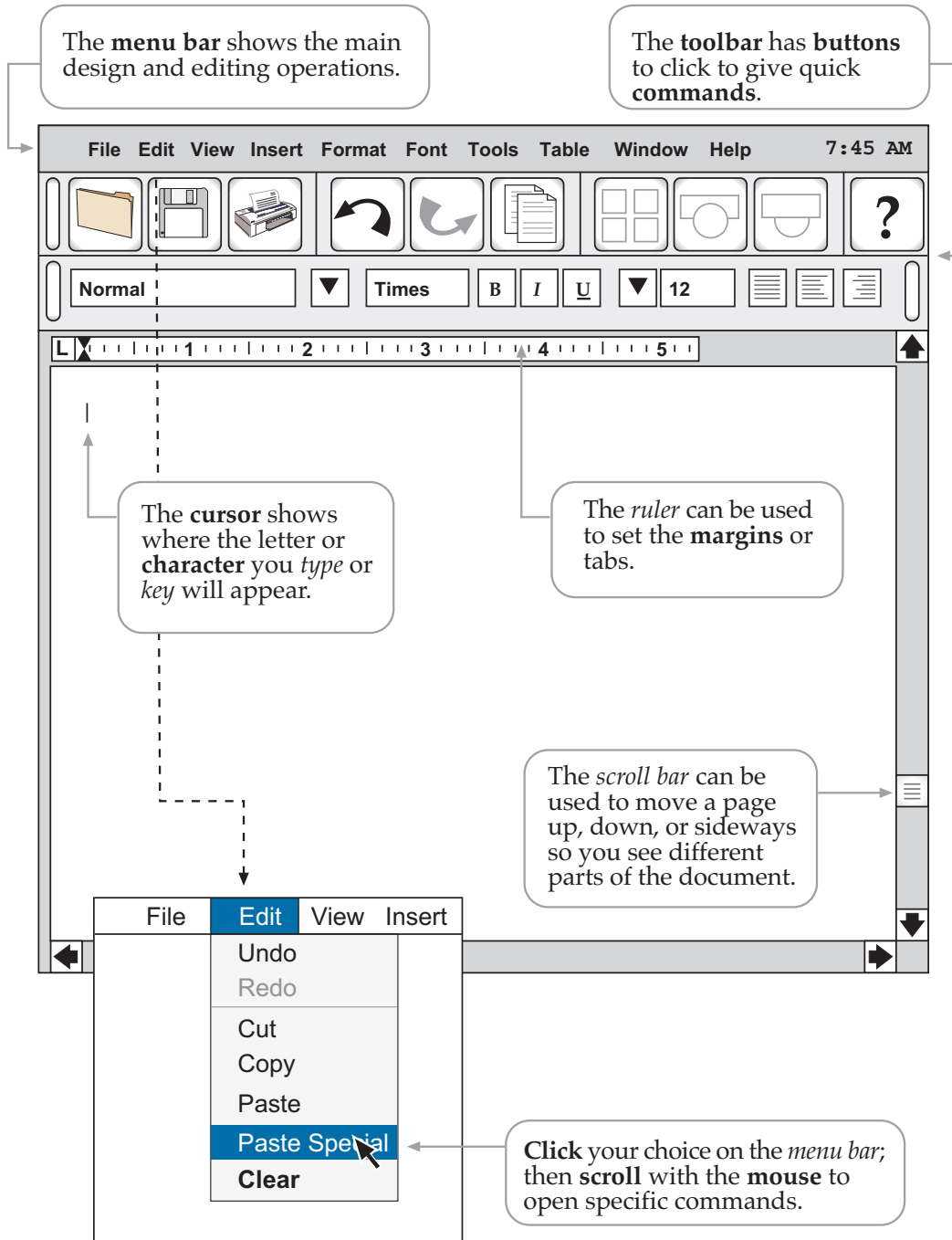


Previewing the Word Processing Program

Look at the example of a **window** on the following page. The *window* is the first page of a **word processing** program. Yours will look similar. Use this illustration while you practice and review using word processing vocabulary.



Example of a Word Processing Program Window





Practice

Circle the letter of the correct answer.

1. A person using a computer is called a _____ .
 - a. program
 - b. user
 - c. character
2. You can write and edit on-screen before printing with a _____ program.
 - a. word processing
 - b. margin
 - c. highlight
3. A set of keys for computer input which looks similar to a typewriter keyboard but has extra keys for computer commands is a _____ .
 - a. disk drive
 - b. hard copy
 - c. keyboard
4. To store information on a disk or hard drive for future use, you would _____ it.
 - a. save
 - b. drag
 - c. exit
5. The command that erases information is _____ .
 - a. backup
 - b. clear
 - c. disk
6. A pointing device you use to move a cursor on the computer screen is called the _____ .
 - a. mouse
 - b. button
 - c. toolbar



Practice

Use the list below to complete the following statements.

click cursor	menu bar scroll	toolbar window
-----------------	--------------------	-------------------

1. The _____ runs across the top of a computer screen with pull down **menus** (lists of choices or commands).
2. The _____ has **icons** or pictures to click on to perform different functions.

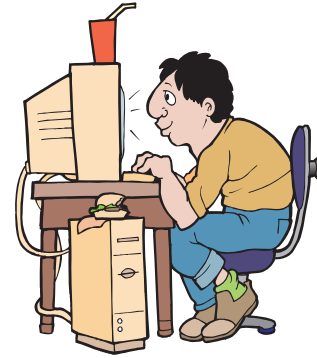
The screenshot shows a word processing window with a menu bar at the top (File, Edit, View, Insert, Format, Font, Tools, Table, Window, Help) and a toolbar below it containing icons for file operations and editing. The main text area contains a paragraph with a cursor at the beginning. A scroll bar is on the right side. A callout box shows the 'Edit' menu open, with 'Paste Special' highlighted.

3. The _____, which is usually blinking, shows where the letter or character you *type* or *key* will appear.
4. The _____ *bar* can be used to move a page up, down, or sideways so you see different parts of the document.
5. This sentence is in the _____ or box on the computer screen that shows text or graphics.
6. _____ your choice on the *menu bar*; then scroll with the *mouse* to open specific commands.

Proceeding with Caution

A word processing program can be a writer's best friend. However, it cannot replace the writer. A beautiful design will not hide poor writing.

You must be careful in using the tools available to you. Let's take a moment to practice with one of these tools.



A word processing program can be a writer's best friend.



Practice

The paragraph below contains **10 spelling errors**.

- **Read** through it carefully.
- **Cross through** any words you find that are **misspelled**.
- **Above** each incorrectly spelled word, **write it correctly**. Use a dictionary as needed.

(1) We were veri quite in class today. (2) First we bakt the cake. Than we frosted it. (3) Grace has a softe voice. We could hardly here her. (4) It was passed my sister's bedtyme. (5) The guide promised to led us through the cave. (6) I always find piece in the mountins. (7) I am afraaid I will loose my lunch money. (8) Let's have appel pie for desert. (9) I'm not sure I can chose between the blue or green sweeter. (10) I was very careful with Mom's best china plates. They brake so eesily.

Have your teacher check your work. Correct any misspellings that you may have missed.

Now do the following:

- **Type** the same paragraph **into the computer**, just as it appeared *before* you corrected the spellings.
- Use the **spell-checker** on your computer.
- **Compare** the result to your **proofreading**.



Designing Your Writing

Choosing a Font

There are so many options! You can use different **fonts**. *Fonts* are specific designs for a set of letters and characters. You can make your type different sizes. You can add **graphics**. Just be careful and remember your purpose.

A piece of writing must be easy to read.

Don't overuse the available options.

Ask your instructor how to choose type font and size.

- Use an easy-to-read font for the main text. *Serif* type has tails at the tops and bottoms of the letters. The more elaborate serif types have fancier tails and can be hard to read.
- Use a 10- or 12-point type size.
- Make title and headings easy to read.
 1. Use a font *without* serifs (*sans serif* types).
 2. Use larger type—use 16- or 18-point.
 3. Use **bold face**.

A piece of writing must be easy to read. > serif

A piece of writing must be easy to read. > sans serif

A piece of writing must be easy to read.

A piece of writing must be easy to read.



Remember: Avoid hard-to-read fonts.

Varying your type font and size appropriately makes your work easy to read. Your readers will not get lost on the page. This will also help them understand your organization better.



Spacing Your Work

Again, ask your instructor how to do this.

- Use a one-inch *margin* around each page: top, bottom, left, and right.
- Use the *tab key* to indent the first line of each paragraph. A tab key is used to move the cursor to a *tab stop*.



Remember: Avoid placing headings or hyphenated words at the bottom of a page.

- Avoid beginning a paragraph at the bottom of a page.
- Avoid single words at the bottom or top of a page.

Reviewing Effective Design

The following is a sample from a student’s research paper. (Cited references are in parentheses.)

Brandon Jefferson
 Mr. Kellem
 Science
 October 17, 2004

The title is 18-point sans serif type.

Body Composition and Nutrition

The main text is 12-point serif type.

Most people worry about their weight. Weight alone is not a good measure of health. You need to know your body composition. Body composition is a percentage. This percentage is of body fat to lean body mass.

Healthy teenage boys should have a body composition between 9 percent and 15 percent. Healthy teenage girls should have a body composition between 14 percent and



21 percent. Most Americans' body composition is higher than this. They need to work toward this healthy body mass.

The heading is 14-point sans serif.

Overweight, Overfat, Obese, or Ideal?

Are you overweight? Do you weigh 10 percent more than you should? Then you are overweight. Sometimes, this means you are overfat. This means you have more body fat than you need.

Sometimes, the term “overweight” does not mean this. It simply means you weigh more than a height-weight chart says you should. These charts are figured for people with an average percentage body fat. Some people have very little body fat. Athletes and body builders are examples. These people often have lots of muscle. Muscle weighs more than fat. These people will weigh more than the chart says they should. However, they are very fit. They are not overfat.

An obese person is very fat. An obese person has an excessive amount of body fat. A sumo wrestler is obese.

Trying to reach a certain weight is not a good thing. Weighing the “perfect” weight won't always make us healthy. It is better to eat well and exercise. This will lead to a healthy body composition.

The heading is 14-point sans serif.

Ideal Body Weight: What Should I Weigh?

What is your ideal body weight? It is how much you should weigh if your body fat were in the proper range.



Simple formulas exist to help you find this range. You will look and feel your best at this weight. You will be healthier, too.

A graphic adds visual appeal.

Age	Male	Female
13	10-25%	17-32%
14	10-25%	17-32%
15	10-25%	17-32%
16	10-25%	17-32%
17	10-25%	17-32%
17+	10-25%	17-32%

** calculated from triceps and skinfold measurements*

Body Types: Ectomorph; Endomorph; and Mesomorph

We come in different sizes. We also come in different shapes. Our family history helps to make us different. So does our gender. Our lifestyles also have an effect. Most of us can be grouped as to body type. Some are one of three types. Most are a combination of two of these types. These types are as follows:

A bulleted list is used.

- **Ectomorph** - Ectomorphs are usually long and lean. They have delicate bones. They also have delicate muscles. Ectomorphs have a low body weight. They have a low percentage of body fat. Fashion models are ectomorphs.
- **Mesomorph** - Mesomorphs are well-proportioned. They have medium to large bones. They have solid muscular development. Their body fat is within acceptable range. Many athletes are mesomorphs.



- **Endomorph** - Endomorphs' bodies are soft and round. They have thick, heavy legs. They also have narrow shoulders. They have large chests. They carry a high percentage of body fat. This fat is carried at and below the waist. This creates a bottom-heavy look.
- **The Typical Body Type: A Combination of Two Body Types** - Most of us are combinations. For example, an individual is naturally muscular. He is well-proportioned, but he has extra body fat. He would be a meso-endomorph. Heavy power lifters are meso-endomorphs and so are Sumo wrestlers.

Only one combination cannot occur. That is the endomorph.

*Look at the above **document** closely. Use it as a **guide** as you complete the practice on the following pages.*



Practice

In a small group, read the text below. Then examine and **comment** on its design. **Write your comments in the margins.** Use page 21, “**Designing Your Writing**” and the sample research paper **Body Composition and Nutrition** as a guide.

Personal Fitness Program

Total Fitness and Wellness!!!

by Mary Candelaria

Everyone should want to achieve total fitness and wellness. Totally fit and well people are physically and mentally healthy. They enjoy life and gain satisfaction from their social and spiritual self. Achieving total fitness and wellness is a process. You need to work towards it one step at a time. The first step in achieving total fitness and wellness is to begin a **personal fitness program.**

A Personal Fitness Program.

A personal fitness program is a plan you design to help improve your total fitness. Designing your own fitness program allows you to make choices. You can include activities that you enjoy. You can plan your workout schedule around your school day and work hours. And you can set goals that fit your needs.

As your fitness level improves, you can change your fitness program to meet your new needs. You can also alter your program to work around injuries or other problems.

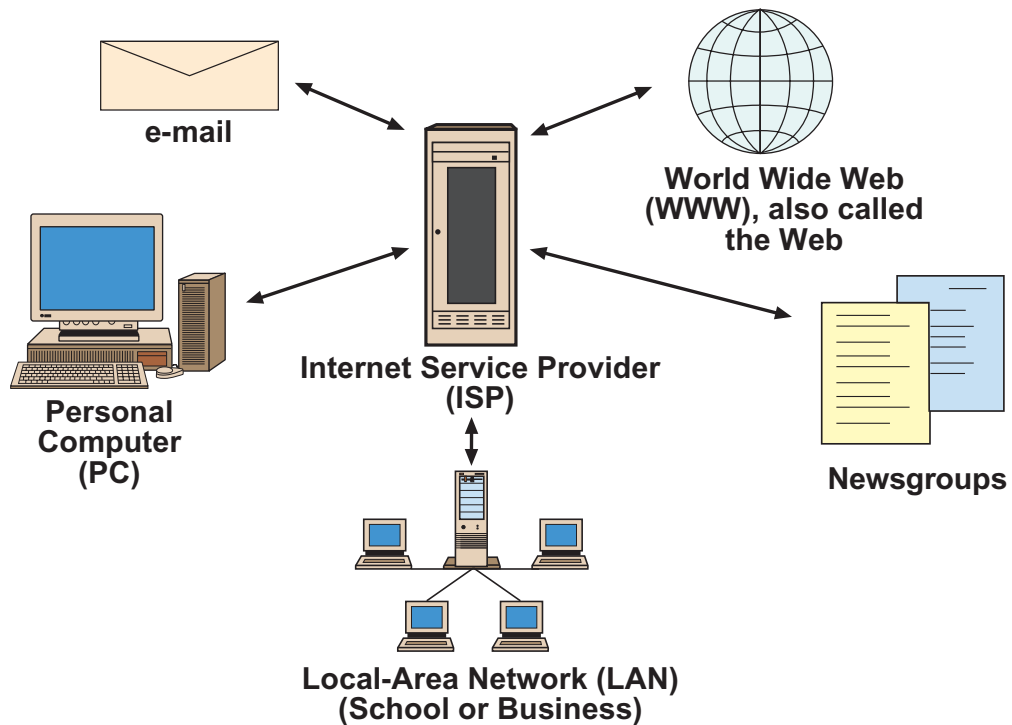


Using the Internet

Many of you use the **Internet** every day. Isn't it fun? Fun is not, however, its only use. The Internet is a valuable tool. It can help with your class work. It can help you complete research.

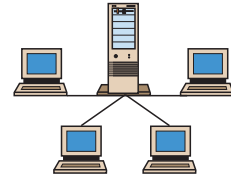
Just how does the Internet work? Let's take a few moments to find out.

The Internet has its own special organization. It's like a machine. Each part has its own job to do. The following diagram shows how these parts work together.

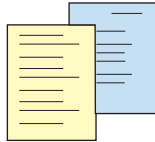




Local-Area Network (LAN)—a system that allows a business to share **files**. Many schools also use a LAN. This lets all the computers in one company share files. This also allows users to send **electronic mail (e-mail)** throughout an office.



Local-Area Network (LAN)
(School or Business)



Newsgroups

Newsgroup—a system on the Web that lets you leave messages. You can also receive replies to your messages. You can read other users' messages too. You can also reply to them. A newsgroup is similar to a bulletin board. People who share interests enjoy newsgroups. You can exchange ideas about sports, books, or hobbies.

Server—a machine on a network that many users **access**. A server is used to store information. Information can also be retrieved from the server. A web server houses Internet sites. It also shares **web pages** and files.

Internet Service Provider (ISP)—a company that provides Internet access or Internet accounts to individuals, businesses, and other groups.



Internet Service Provider (ISP)

As you can see, the Internet has its own language. Review the list of terms and phrases below. You will use them as you explore the Internet.

Browser—a **software** program used to explore the **World Wide Web (WWW)**. *Netscape* is an example of a **browser**.

File Transfer Protocol (FTP)—a system for moving files across parts of the Internet. Certain university and military sites are FTP sites.



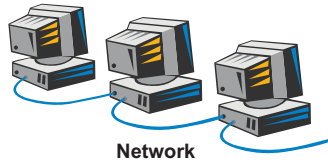
EXERCISE

Hypertext—a system that **links** different pages on the Internet. You often see one word or phrase colored or underlined. By clicking on this word, you can **open** another page. This is called a *hot word*. Pictures can also be used. These are called *hot symbols*.

HyperText Markup Language (HTML)—codes used to create hypertext. These codes tell your browser how messages and *graphics* should look on a Web page.



HyperText Transport Protocol (HTTP)—the beginning of a Web address. You see it written as: `http://`



Network—two or more computers that are connected. This includes the **hardware** and software of the computers. The *hardware* is the physical part of a computer such as the **monitor**, mouse, or hard drive. *Software* consists of **computer programs** such as word processing or graphic programs. A *network* allows the computers to be connected and to share information and programs.

Universal Resource Locator (URL)—letters that make up an **Internet address** to access a specific site. A URL looks like this: `http://www.yahoo.com` or `http://www.netscape.com`

Completing Research

Most of you have done research. You have looked up material in books. How did you use this research? Maybe you have written a report. Perhaps you gave a speech. Did you find your information quickly? Did you find it in one place? Did you find enough information? You may have had some trouble.

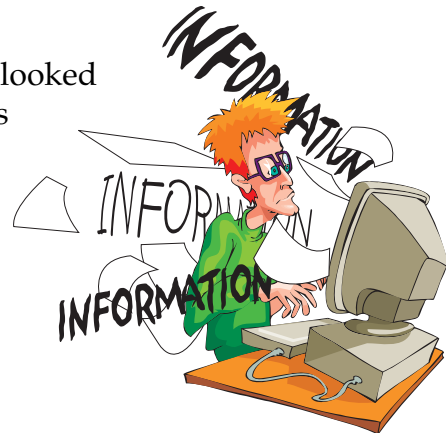
The Internet has changed how we conduct research. Now your problems are different. Now you will find more than you need. You also need to know where to start.

Some of you will be lucky. You will have the address of a particular site. Perhaps you found this in a magazine. Perhaps a friend shared it with you. You are ready to begin your search—simply key in the address. You can often find many useful links in this way.

However, you will not always have an address. You must begin your search in another way. There are two possible ways.

First: Check your provider.

Each Internet session begins on the **home page**. This is a good place to start your search.



You will find more information than you need on the Internet.



Look at the fictitious home page below. You can access links to many topics. You can find information about movies. You can find information about current events. There is even a section that links you to Web Channels. Here you can research topics from alligators to Washington, D.C.

From your provider's home page, you can move through thousands of links.

SAMPLE HOMEPAGE
Computers on the Run

Search the Web Go

Support

Mail Call

Products

- [Small Businesses](#)
- [Large Businesses](#)
- [Government](#)
- [Education](#)
- [Health](#)
- [Customer Service](#)

Upgrades Go

Web Channels Go

- [Autos](#)
- [Business](#)
- [Computers](#)
- [Entertainment](#)
- [Movies](#)
- [Travel](#)

Current Events Go

- [World News](#)
- [U.S. News](#)
- [Special Reports](#)

Sample Home Page

Then: Choose a **search engine**.

The Internet gives you access to an ever-growing amount of information. You will want to be able to search this huge bank of **data** and select relevant *information*.

There is really no one complete Internet reference available. Numerous *search engines* are available to locate specific information. Different search engines provide different results based on their method of searching.



Some search for titles of web pages, others for keywords. It is helpful to try one or more different search engines to compare results and find other relevant locations. Some of the most common search engines are used to browse a *broad topic*, search a *narrow topic*, or search for the *greatest number* of Internet sites. See the list of common search engines below.

Search Engines		
To browse a broad topic		
Yahoo www.yahoo.com/	Lycos www.lycos.com/	Google www.google.com/
To search for a narrow topic		
AltaVista www.altavista.com/	Excite www.excite.com/	Go (Infoseek) www.go.com/
To search the greatest number of Internet sites (meta-search engines)		
Metacrawler www.metacrawler.com/	Ask Jeeves www.askjeeves.com/	All the Web (Fast Search) www.alltheweb.com/

Next: Conduct a word search.

There are many search engines available on the Internet, also called *the Net*. None of them give you access to everything on the Net. However, each will allow you to carry out a word search.

Look at the graphic on the previous page. Note where “Search the Web” is written at the top right of the page.

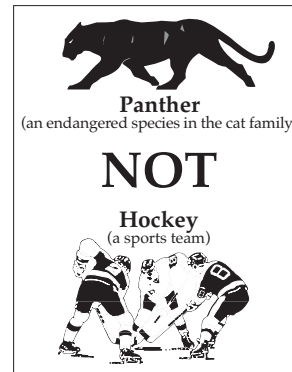


It is written in front of a blank text box. The blank text box shows where to begin typing a *keyword* or phrase to begin your search. Type in a keyword or phrase and click “Go.” A keyword or phrase is related to your subject. Look over the tips on the following page for completing your word search.

Your wording is very important to a good search.



- Type in one word. The search engine will look for all sites with that word in their descriptions.
- Type in more than one word. The search engine will look for all sites that contain any of those words.
- Type a phrase in quotation marks. The search engine will look for all sites containing that exact phrase.
- Use **Boolean words** (words such as *and*, *or*, and *not*) to narrow your search.
 1. To locate multiple words, use **AND**.
Example: To find information on Florida panthers, type in “Florida AND panthers.”
 2. To locate items with more than one name or spelling, use **OR**.
Example: To find information on e-mail, type in “email OR e-mail.”
 3. To eliminate unwanted references, use **NOT**.
Example: to find information on panthers (the animal, not the sports teams), type “panthers NOT hockey.”
 4. To narrow your search, use **combinations** of these words. *Example:* Type “Florida AND panthers NOT hockey.”



Using Boolean Logic

Computerized search mechanisms are based on Boolean logic. Boolean logic is named after George Boole (1815-1864). Boole was a 19th-century English mathematician who devised a new system for analyzing variables.

Sometimes there are too many choices or you get the wrong results. Some search engines allow you to narrow your search by using Boolean logic. Boolean logic consists of three logical operators: AND, OR, and NOT.

AND requires all terms to appear in a record.

OR retrieves records with either term.

NOT excludes terms.



Practice

The Internet is the best source for up-to-date news. This practice shows you one way to find it.

1. **Boot** (start) *your computer and open to your Home Page.*
2. *Begin search by typing in "CNN News." Enter by clicking on Go.*

Search the Web  **Go**

Your search results may look like the ones below. There will probably be many pages. Each of these possible sites is a link.

Searched the web for cnn news. Results 1 - 10 of about 3,000,000. Search took 0.23 seconds.

Categories: Arts > Television > Networks > Cable > CNN News Group > News

- link** → **CNN.com**
... International Edition, Languages. **CNN TV**, **CNN International**, **Headline News**,
Transcripts,
Preferences, About **CNN.com**. ...
Description: Includes US and international stories and analysis, weather, video clips,
and program schedule.
Category: News
www.cnn.com/ - 52k - Mar 7, 2004 - [Cached](#) - [Similar pages](#)
- link** → **CNN.com - World News**
... 2004 Cable **News** Network LP, LLLP. A Time Warner Company. ... Contact us.
All external
sites will open in a new browser. **CNN.com** does not endorse external sites. ...
www.cnn.com/WORLD/ - 36k - Mar 7, 2004 - [Cached](#) - [Similar pages](#)
[More results from www.cnn.com]
- link** → **CNN Student News**
Introducing **CNN Student News** - On Air, Online and Hands On! ... Just enter your
email address below and click "Join." **CNN Student News** is a member of ...
www.turnerlearning.com/newsroom/ - 16k - [Cached](#) - [Similar pages](#)
- link** → **CNNenEspa ol.com** - [Translate this page]
... feature story Correo Electr nico Para compartir sus sugerencias o comentarios
con **CNN** en Espa ol.com, puede enviar un mensaje por ... 2004 Cable **News**
Network LP ...
cnnenespanol.com/ - 43k - Mar 7, 2004 - [Cached](#) - [Similar pages](#)

3. **Scan** *each link description in your search results.*
4. **Choose one. Click on the underlined title.** *This will take you to the site. Then you can **read the news article.***
5. **Complete the worksheet on the next page.**



Researching the Internet Worksheet

1. Name of site visited: _____
2. Title of article: _____
3. Author (if given): _____
4. Date you accessed the article (today's date): _____
5. URL address of the article (Look at the top and bottom of the page.):

6. Who or what this article is about (This should be one sentence,
not a summary of the article's contents.): _____

List three facts you found in the article.

1. _____

2. _____

3. _____



Evaluating Internet Materials

How Good Is the Information on Any Given Web Site?

Web pages can be written by anyone from students to Nobel Prize winners. You need to evaluate every document you wish to use in your research.

Criterion	Critical questions to ask	Beware if ...
Authority	Who posted this information? Who wrote the information? What does the author know about this subject? Is the author associated with a known organization?	There is no author listed. There is no e-mail contact. There is no reference to a known organization.
Purpose	What reason has this information been posted? Is there bias or prejudice in how the topic is treated? Is the page simply designed to be a joke?	The site is selling a product or service. Extreme opinions are expressed with no other viewpoints offered.
Currency	When was the document posted? When was it last updated? How often is other information on the site updated?	The document is several years old. The site has never been updated. Everything else on the site is dated.
Format	Does the information appear as text, graphics, audio, or video? Can my Web browser handle this type of information? (browser software has certain limitations)	I need text information and this site only offers graphics or audio (or vice-versa). The screen prompts me to download a new "plug-in" module for my browser.
Site	Is the document part of a personal Web page (personal page of an individual has a tilde ~ in the address)? Is it a commercial (.com), educational (.edu), government (.gov), organization (.org), military (.mil), network services provider (.net), or other site? Is the document from United Kingdom (.uk), Germany (.de), Australia (.au), Japan (.jp), Canada (.ca), France (.fr), Russia (.ru), South Africa (.za), or other country?	.com sites frequently have a product or service to sell.
Relevance	Is the treatment of my topic appropriate? Does this document answer my information needs?	You've found your search terms in the document, but the terms are used in a different context.

* Source: Tallahassee Community College

The ability to think critically about items from the World Wide Web is important. Thinking critically will help you to make smarter selections from among the millions of Internet documents. Your papers will benefit from more accurate research.

Let's practice finding information.



Practice

Researching the Internet

One of the best sources for current events is a newspaper. Most newspapers are now available **online**.

- *First, if you have a **favorite newspaper**, **search** the Net for its **address**. If not, **type** in the following address:
<http://www.miami.com/mld/miamiherald/>*
- *Second, **write** down the complete **date** for the newspaper.*
- *Third, **scan** the entire newspaper.*
- *Then, **choose three articles** that interest you.*
- *Once you have **read** them, **supply** the following **information** for each article.*

1. Title of article: _____

Author: _____

Page where it appears: _____

Who or what this article is about: _____

Why it is in the news: _____

2. Title of article: _____

Author: _____

Page where it appears: _____

Who or what this article is about: _____



Why it is in the news: _____

3. Title of article: _____

Author: _____

Page where it appears: _____

Who or what this article is about: _____

Why it is in the news: _____

*Now choose a **topic** from one of these articles. Conduct a **word search** to find **three additional articles** about this topic.*

1. Name of site visited: _____

Address of site: _____

Date of visit: _____

List of facts found in article: _____



2. Name of site visited: _____

Address of site: _____

Date of visit: _____

List of facts found in article: _____

3. Name of site visited: _____

Address of site: _____

Date of visit: _____

List of facts found in article: _____



Practice

Use the list below to **write a sentence explaining what the word means.** The first one has been done for you.

browser	link
document	software
electronic mail (e-mail)	web page
Internet	World Wide Web (WWW)

1. **A browser** is a piece of software or an application that can look around the Internet to find information.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Practice

Use the list below to complete the following statements.

Boolean wording	hardware	online
data	home page	search engines
graphics	Internet address	

1. HTML codes used to create hypertext tell your browser how messages and _____ (pictures) should look on a Web page.
2. Each Internet session begins on the _____ or first page on a World Wide Web site.
3. Some search engines allow you to narrow your search of this huge bank of _____ by using _____, specific words or symbols.
4. When two or more computers are networked, this includes the _____ (physical part of a computer) and *software* (computer program).
5. Most newspapers are now available _____.
6. Different _____ provide different results based on their method of searching.
7. The Universal Resource Locator (URL) is the letters that make up an _____ to access a specific site.

Publishing Your Writing

Once you have finished a piece of writing, share it. One of the ways to do this is on the Internet. This makes your work available as a resource to others. There are many places to publish your work on the Net. These include the following:



There are many places to publish your work on the Net.

- online magazines
- writing contests
- student publishing sites.

Begin this search with your teacher. Perhaps your school district has a site that publishes student work. Some schools have such sites. Find out the rules for submission if one exists.

Teachers frequently receive information about student contests. Several textbook publishers also sponsor student sites. Your teacher can help you find these.



Beware: Many of these sites contain “contests” or “awards” that require you to buy a product. Always check out offers and “dos and don’ts” with your teacher. For example, your teacher may tell you *never* to use your last name or other identifying information on the Internet.



Citing Electronic References

You must *always* give credit for information you researched. Not doing so is a very serious offense. Internet and **electronic references** or sources are no different from other reference materials. You *cite* or refer to each source so you or your reader can also find it again. When doing your research on the World Wide Web, you should try to obtain as many items from the following list as are relevant and available:

- complete name(s) of the author(s) or editor(s)
- title of the document (poem, article) in quotation marks
- title of complete work if available (book, magazine) in italics or underlined
- version number (volume, issue, ID number)
- documentation date or last revision date
- name of institution or organization sponsoring the site
- date you accessed the site
- complete Internet address of site in angle brackets <URL>.

Rarely will you find *all* of the above information. However, you should obtain all that is given for the article. Your Web browser can be set to print this information on pages you print.

Properly citing electronic sources can be difficult. This is because they are constantly changing. It is suggested that you use an updated format from the *Modern Language Association* (MLA) found in the *MLA Handbook for Writers of Research Papers*. **MLA style** is a written set of procedures used for writing papers and citing resources. However, the *MLA Handbook* is only one guide to citing references. Your teacher may suggest another guide.



Items in an Online Entry

Although no single entry will have all of the suggested information mentioned on the previous page, all works cited must contain the following basics:

Author's or editor's name (listed with last name, first name, middle initial). Document title. Date of Internet publication. Date of access <Internet address>.

Review the following examples of citing online sources. Information may be in a different order with different styles. Different styles may also require the second line of the entry to be indented. Check the style your teacher requires.

Article:

Sizemore, Bobby John. "Life in the Boonies." *Panhandle Magazine Online*. 27 Sep. 1999. 2 Jan. 2001. <<http://www.panhandle.com/local/stories/1999b/092097clhtm>>.

Book:

James, Jonathan. *My Life Closed Twice: Stories of Emily Dickinson*. Ed. Carol Kenny. UMASSarchive. June 1990. Project Amherst. 30 July 1998. <<ftp://umassarchive.cso.uicc.edu/pub/etext/amherst/etext90/taodc11.txt>>.

Web Site:

Just Desserts. Kira Fontain, Web manager. 22 Apr. 2000. American Pastry Association. 30 June 2000 <<http://000.215.435.211/desserts00/pastry2.html>>.

E-mail Message:

E-mail messages need author's name (if you can't determine the author's name, use the author's e-mail address), subject line (in quotation marks), message description, e-mail recipient, and date sent.

DiMarco, Luigi. pastaman@coolmail.com "The Truth about Rigatoni." 1 Aug. 2000. Chat with the Chef. 3 Aug. 2000.



Practice

Review *the information you gathered in the practice on pages 36-38. Choose one of the sites you visited. Prepare a correct citation for that source.*



Practice

Circle the letter of the correct answer.

1. When writing a draft on the computer, stop frequently to _____ your work.
 - a. save
 - b. access
 - c. boot
2. The _____ shows a bar across the top of a computer screen or window that has the names of available pull-down menus.
 - a. file
 - b. MLA style
 - c. menu bar
3. The _____ is a blinking line or other mark on the computer screen that shows where the next letter or character you type will appear.
 - a. font
 - b. cursor
 - c. icon
4. The _____ is a pointing device you use to move a cursor on the computer screen.
 - a. monitor
 - b. mouse
 - c. menu
5. _____ type has tails at the tops and bottoms of the letters.
 - a. Serif
 - b. Bold face
 - c. Point
6. A beautiful _____ *cannot* cover up poor writing.
 - a. computer program
 - b. user
 - c. design



7. Remember to avoid placing headings, hyphenated words, or beginning a paragraph at the _____ of a page.
 - a. bottom
 - b. beginning
 - c. top

8. *Netscape* is an example of a _____ which is a software program used to explore the World Wide Web (WWW).
 - a. command
 - b. browser
 - c. button

9. Use _____, for example, *and*, *or*, and *not*, to narrow your search.
 - a. icons
 - b. characters
 - c. Boolean words

10. Numerous _____ are available to locate specific information and each provide different results based on their method of searching.
 - a. search engines
 - b. graphics
 - c. keyboards

11. You must *always* give _____ for information you researched. You _____ or refer to each source so you or your reader can also find it again.
 - a. money; classify
 - b. credit; cite
 - c. links; open

Unit 2: Reading—Evaluate Your Skills

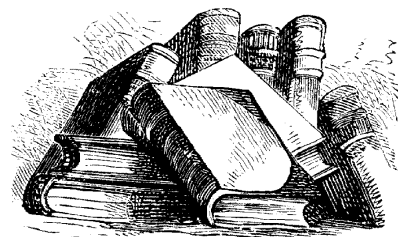
Unit Focus

Reading

- Use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. (LA.A.1.3.2)
- Demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. (LA.A.1.3.3)
- Determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization. (LA.A.2.3.1)
- Identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning. (LA.A.2.3.2)
- Recognize logical, ethical, and emotional appeals in texts. (LA.A.2.3.3)

Writing

- Organize information before writing according to the type and purpose of writing. (LA.B.1.3.1)
- Produce final documents that have been edited for
 - correct spelling;
 - correct punctuation, including commas, colons, and semicolons;
 - correct capitalization;
 - effective sentence structure;



- correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and
- correct formatting. (LA.B.1.3.3)

Language

- Distinguish between emotional and logical argument. (LA.D.2.3.3)

Literature

- Understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. (LA.E.1.3.3)
- Know how a literary selection can expand or enrich personal viewpoints or experiences. (LA.E.2.3.8)



Unit 2: Reading—Evaluate Your Skills

Overview

Reading is like a safety net. You don't notice it is there. But you would notice if it was not there.

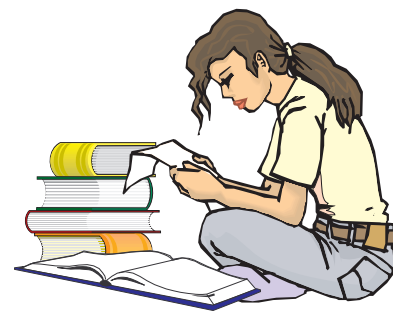
You could not do any of the following:

- read notes from friends
- order from a menu
- find the size shirt you need
- dial your friend's telephone number.

And the list goes on and on. Your life would completely change. This change would not be a good one. Reading makes life better. You will read your entire life. Reading well is very important. It will make your life's work easier. It will also make your life more fun. Reading well is more than saying words the right way. You must understand what you read.

This unit is designed to help improve your reading skills. Specific areas of focus include the following:

- previewing your reading materials
- using context for clues to word meaning
- using word parts for clues to meaning
- finding the main idea of a reading selection
- understanding a writer's use of language
- recognizing fact and opinion
- understanding visual references
- finding information from different sources
- summarizing a reading selection.





Vocabulary

Use the vocabulary words and definitions below as a reference for this unit.

- adjective** a word that tells something about a noun or pronoun
- adverb** a word that tells something about a verb, adjective, or another adverb
- audience** the readers to whom a piece of writing is directed or the listeners to whom a talk is directed
- base word** the word to which a prefix or suffix is added
- bias** a strong feeling toward or against something
- connotation** meaning that comes from the emotions or ideas readers associate with particular words
*Example: The word *home* means the place where one lives, but its connotation may suggest family, love, and comfort.*
- context clue** surrounding words or sentences that identify the meaning of an unfamiliar word
- denotation** meaning that comes from the exact definition of a word



- expository writing** writing that explains something or informs readers
- figurative language** uses words in such a way that the reader sees something special or feels a particular way; uses words to describe and create images
Examples:
simile—makes comparisons using *like* and *as*
metaphor—describes one thing as being or *is* another
personification—describes an animal, object, or idea as having *human characteristics*
- literal language** uses words for their exact meaning—the meaning found in the dictionary
- main idea** the most important idea or point in a paragraph or piece of writing
- metaphor** a comparison between two different or unlike things without using *like* or *as* in the comparison
Example: Each day *is* a blank sheet of paper.
- noun** a word that names a person, place, thing, or idea
- onomatopoeia** the use of words that sound like their meanings
Example: ooze, slurp, or thud



- paragraph** a group of related sentences that present and develop one main idea
- personification** an expression that gives a human characteristic or action to an animal, object, or idea
Example: The sun smiled down on the hikers.
- persuasive writing** writing that focuses on convincing readers of an opinion or claim, or to take a particular action
- prefix** a letter or group of letters added to the beginning of a word to change its meaning
- preview** to look at in advance to get an idea of what is to come
- pronoun** a word that is used instead of a noun to refer to a person, place, thing, or idea
- simile** a comparison between two different or unlike things using *like* or *as* in the comparison
Example: My mind is as sharp as a tack.
- suffix** a letter or group of letters added to the end of a word to change its meaning
- summary** a brief restatement of the main points of a piece of writing



topic the subject of written material; what the material is about

topic sentence the sentence that tells the focus or main point of a paragraph

verb a word that expresses physical action, mental action, or state of being; tells what the subject of the sentence is, has, does, or feels; also called a *simple predicate*



Previewing: Looking Ahead

Surprises can be nice. Most of us enjoy them. But we enjoy them at the right time. We do *not* enjoy some surprises. We do not enjoy bad grades on tests. We do not enjoy getting lost. We do not enjoy buying something that does not fit.



Previewing prepares us to read.

These bad surprises can usually be prevented. If we study, our grades are better. If we look at a map, we do not get lost. If we try clothes on before we buy them, they fit. We simply need to plan ahead.

Smart students plan before they read. This is called **previewing**. *Previewing* prepares us to read. It helps us find the writer's purpose. It helps us organize material. This helps us better understand the material. We read for a purpose when we preview.

Complete the following steps as you preview your reading. Answer the questions as you work.

1. Preview the Beginning of the Selection

- Read the title.
 - a. What is the *general* subject?
 - b. On what *specific* part is the focus?
 - c. Can you tell how the *author feels* about this subject?

Example: The title is "Resolving Conflicts: Mending Differences." The *general subject* is *conflict*. The *focus* is on *resolving conflicts*. The author wants to discuss ways of *resolving conflict*.

- Read the introduction or opening **paragraph**.
 - a. How does the *author feel* about the subject?
Is he or she *explaining* an idea?
 - b. Is he or she *arguing*?
Is the author asking you to see *why an idea is true or false*?



Below is the opening paragraph.

Resolving Conflicts: Mending Differences

No matter how well we communicate, we will still have conflicts. A conflict is a disagreement between people. It can exist over ideas. It can also exist over values. You believe the government should ban the sale of handguns. Your friend does not. This is a conflict. A conflict can be about other things. You and your sister share a bathroom. You've asked her to help keep it clean. She has rarely done this. This is yet



another conflict. You can also have conflicts over simple things. For example, you and your friend disagree over where you will have lunch. Conflicts happen in every relationship. However, some people avoid talking about them. They are afraid to do this. They are afraid talking about conflict will cause hard feelings. Just the opposite is true.

Learning how to address conflicts can improve a relationship. Learning to do this requires a bit of effort.

The opening paragraph tells us this is a common issue. The author is explaining—conflict is normal. However, it should be dealt with. The article will probably give some ideas about how this could be done.

2. Preview the Middle of the Selection

- Read the headings and subheadings. Think of them as the bones of a skeleton. These “bones” tell you what is important. They help you organize information.

Example: The article “Resolving Conflicts: Mending Differences” is divided into subheadings. These subheadings include the following:

- a. “Strategies to Avoid When Conflict Arises”
 - “Withdrawal and the Silent Treatment”
 - “The Aggressive Approach”



b. “Strategies to Use in Dealing with Conflict”

- “The Assertive Approach”
- “The Confrontation”
- “Tips for Being Assertive during Confrontations”


You learn much about the article from these titles. The author feels conflict is normal. He or she also feels it can hurt relationships. Conflict should be handled correctly. The author will give ideas about how conflict should *not* be handled. He or she will also suggest ways it should be dealt with.

See how much you learned?

3. Preview the End of the Selection

- Read the ending paragraph or **summary**. What conclusion has the author reached?
- Read any questions asked.

Read the closing paragraph of “Resolving Conflicts: Mending Differences.”



We like to think that good relationships have no conflicts. Of course, this is unrealistic. Our differences attract us to each other. They also cause disagreements or conflicts. Learning to deal with these conflicts is part of our growth process. Learning to do it in a healthy way makes us healthy adults. It also makes for healthy relationships. Eventually, we can even learn to enjoy each other’s differences.

The author tells us the problem is part of life. We can admit this and learn to handle it in the right way. Or we can allow conflict to destroy our closest relationships. We have a choice. The right one, however, does take some effort.

The author concludes that the problem can be solved. This solution will happen if we learn to deal with conflicts. We must make an effort to handle conflict in the right way.



Explaining and Persuading



Paragraphs are written for many different reasons or purposes.

You might want to describe how something looks. You may want to give directions to a specific place. Or you might want to tell someone about something you did. In each of these cases you are attempting to inform your reader about something. This kind of writing is called **expository writing**. *Expository writing* explains or informs readers. The example article on the previous page, “Resolving Conflicts: Mending Differences,” was expository writing.

Sometimes writers want to persuade their readers. Writers use **persuasive writing** to convince their readers of something. Maybe they want to change their readers’ opinions. Maybe they want to convince them an idea is true. Maybe they want their readers to take a certain stand on an issue. Often, writers do this by giving reasons why. They give reasons why an idea is a good one. They give reasons why readers should change their minds. They give reasons why they, the writers, feel a certain way.

The previewing guide is repeated on the following page. Use it each time you begin a reading assignment.



Previewing Reading Materials

1. Preview the Beginning of the Selection.
 - Read the title.
 - a. What is its general subject?
 - b. On what specific part is the focus?
 - c. Can you tell how the author feels about this subject?
 - Read the introduction or opening paragraph.
 - a. How does the author feel about the subject?
Is he or she explaining an idea?
 - b. Is he or she arguing?
Is he or she asking you to see why an idea is true or false?
2. Preview the Middle of the Selection.
 - Read the headings and subheadings. Think of them as the bones of a skeleton. These “bones” tell you what is important. They help you organize information.
3. Preview the End of the Selection.
 - Read the ending paragraph or summary. What conclusion has the author reached?
 - Read any questions asked.



Practice

Use the questions below to **preview** the article “**The Florida Sun: Our Beautiful Enemy**” on the following pages.

1. Read the title.

What is the general subject of this article? _____

On what specific part will the author focus? _____

How does the author feel about the subject? _____

2. Read the opening paragraph.

How does the author feel about the subject? _____

Is the author explaining or arguing? _____



3. Skim through the selection. Look for headings and subheadings.

How is the article divided? _____

What do these tell us about the content? _____

4. Read the closing paragraph.

What conclusions does the author draw about the subject? _____



5. Has your previewing of the article changed your opinion about the topic?

Why or why not? _____

The Florida Sun: Our Beautiful Enemy



We can enjoy the outdoors.

Most of us who live in Florida love the sun. Most people who visit from out of state do too. Florida is even called “the Sunshine State.” We have every right to love the sun. For the most part, it shines year round. We have mild, sunny winters. Our spring and fall seasons are sunny. We can enjoy the outdoors while others cannot. Our northern cousins must huddle indoors during snowy winters. However, our summers are brutal. Oddly enough, many of us spent most of our time outdoors in summer. In recent years we have learned how dangerous this is. We should know better, but we continue to worship the very sun that could kill us.

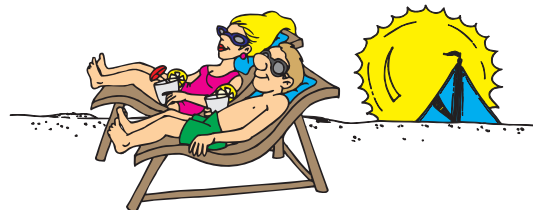
The Dangers of Exposure

1. Too Much Too Quickly

Too many people go from no sun to too much sun. Many people spend little time during winter out of doors. Once spring and summer arrive, they overdo it. The first outing at the beach is often an all-day affair. The same is true of a first spring hike or biking trip.

You must realize this is a shock to the body. It does not allow you to slowly build up stamina. It takes time for the body to increase its heat tolerance.

Gradually, you should begin to do this. You should start taking walks in late winter. Then you should increase your exposure to the sun. This helps your body’s personal “air conditioning” system improve. This is really nothing more than your body’s rate of sweating. Your sweat rate will increase as your gradual exposure to the sun and activity increase.



The first outing at the beach is often an all-day affair.



2. Dehydration

Rarely do people jumping into summer activity drink enough liquids. More sweat means more body fluids are lost. Unless they are replaced, you can become dehydrated. Dehydration can lead to death. One big mistake people make is drinking alcohol in hot weather. Alcohol further dehydrates the body. Water and sugared drinks are better. You should drink at least one to two glasses each hour you are outside.

3. The Bronze Glow: Overcooked Skin

The media surrounds us with glamorous, tanned people. They look like the picture of health. This, of course, makes us want to look like they do. However, we are finding out that suntanned skin is *not* healthy. Long exposure to sun means a high risk for skin cancer. It also makes the skin age before it should. We must learn to put common sense above vanity. Sunscreen can help keep our skin safe.



Sunscreen can help keep our skin safe.

Enjoy the Sun: Don't Be Its Victim

You can live with the sun without killing yourself. However, you do need to remember it is stronger than you are. Take precautions: keep yourself and your skin cool, drink lots of fluids, use sunscreen, and build up your tolerance to the sun.



Practice

Select an article or chapter in a textbook to **preview**. Preview the article or chapter using the following **Preview Form** and extra paper if you need it. Follow the steps and questions for **Previewing Reading Materials** guide on page 59 to guide you.

Preview Form

Title of Article or Chapter: _____

Author: _____



Understanding Words: Using Clues to Find Meanings

Good writers use words well. They can make you laugh. They can make you cry. They can make you like a character.



They can make you dislike a character. They can make you see beautiful or scary things.



Skilled readers see and feel these things.

They find meaning from the writers' words. These readers use certain tools to do this.

Many words contain meaning clues. Other words that surround them may also offer clues. These clues can help you understand unfamiliar words. Learning to use these clues will add to your reading skill.

Context Clues: Using What You Know

Context means "setting" or "environment." You use **context clues** every day. You use them for a variety of things.

While you are reading, context can help you understand unfamiliar words. Sentences and paragraphs are the context of words. You can use the ideas and words that come before and after as context clues. You can also look at the topic of the entire paragraph or essay. All of these context clues can help you find word meaning.

Will's mother overheard Will talking with his friends. He was telling them that his Uncle Roger was a famous movie star who had been in many action thrillers and had won two Oscars. He lived in Hollywood. His best friend was Arnold Schwarzenegger. Will visited his uncle every summer.



Later, Will's mother spoke to him. She was not happy. "Will, I am ashamed of you! Your Uncle Roger would be too. You and I both know he builds scenery for movies. Go to your room. I need to decide on your punishment. I've never heard such outright *fabrications*."



Will did not know what *fabrications* meant. However, he had a pretty good idea. His mother’s words helped him out. She pointed out that he had been dishonest. She hinted that *fabrications* meant the same thing as untruths. Will knew he was in trouble. He also knew why.



Will did not know what fabrications meant.

Will used context clues. He used the information around an unfamiliar word. This helped him figure out a word he did not know. They can help you, too.

There are several types of context clues. The chart below lists them. An example of each is also given.

Type of Context Clue	Example (unknown word is <u>underlined</u> ; clues are bolded)
1. Synonyms or a comparison clue. The word’s meaning is compared to something similar.	We could not see through the <u>opaque</u> window. The glass had a milky tint.
2. Contrast clues or antonyms are opposites. They point out what an unknown word is not. Contrast clues use signal words. These are words like <i>although, but, or however</i> .	Clayton’s talent was <u>latent</u> . However , his sister’s was obvious to everyone.
3. Definitions explain the word. It is also called a restatement . It restates the word’s meaning in simpler language.	My Aunt Mildred was a <u>morose</u> person. She was almost always gloomy .



Practice

Look carefully at the chart on page 67. Read each sentence carefully. Note the **context clues**. Then **write a definition for each word below**. Use your own words. **Make sure the definition is in a complete sentence.**

1. opaque _____

2. latent _____

3. morose _____



Practice

Write a **short definition** for the bold word. Use the **context clues** from each sentence to help you.

1. After the storm, **debris** covered the beach. Everywhere we looked, we saw scattered bits of litter and wreckage.

debris: _____

2. I believe Tom is an honest man. Bill, however, often makes **spurious** promises.

spurious: _____

3. My grandparents' marriage of 55 years suffered no **rift**, or break-up, of any kind.

rift: _____

4. Their love never **waned**. On the contrary, it seemed to grow stronger each year.

waned: _____

5. My brother's behavior was **boorish**. We were all embarrassed by his rudeness.

boorish: _____



Practice

Look through one of your textbooks. Find at least **five unfamiliar words**. Use **context clues** to **discover their meaning**. Use only the context clues. Do not refer to a dictionary. Record your information below.

- Write down the sentence containing the word.
- Circle the unknown word.
- Underline words that give clues to the word's meaning.
- Write a definition of the circled word.

1. _____

Definition: _____

2. _____

Definition: _____

3. _____

Definition: _____



4. _____

Definition: _____

5. _____

Definition: _____



Practice

Circle the letter of the correct answer.

1. Smart students plan before they read. This is called _____ .
 - a. base words
 - b. previewing
 - c. denotation
2. When previewing your reading, first read the title. Then read the introduction or opening _____ .
 - a. paragraph
 - b. topic sentence
 - c. metaphor
3. The third step in previewing is to preview the end of the selection, which means you would read the ending paragraph or the _____ .
 - a. prefix
 - b. simile
 - c. summary
4. If you are attempting to explain or inform your reader about something, this kind of writing is called _____ .
 - a. expository writing
 - b. figurative language
 - c. literal language
5. If writers want to convince their readers of an opinion or claim, they use _____ .
 - a. onomatopoeia
 - b. persuasive writing
 - c. summary
6. _____ can help you understand unfamiliar words.
 - a. Personification
 - b. Connotations
 - c. Context clues



Word Structure Clues: Using Prefixes, Suffixes, and Base Words

You're in a large crowd. You feel lost. You feel alone. What is the first thing you do? Most people look for a familiar face. Finding that one face is like opening a door. After that, you feel more at ease. You aren't so alone. You are willing to meet others. Soon, you are comfortable in the crowd.



Reading big, unfamiliar words is a similar process. They look unfamiliar. They look overwhelming. They look scary. However, you can figure them out.

Start by taking each word apart. Find its **base**, its **prefix**, and its **suffix**. Do any of them look familiar? Probably at least one part will. This will give you a start. You will soon find that you can use word parts you know. You can use them to help figure out meanings of unfamiliar words.

Note: A *base word* is also known as a root word. A *root word* is a word part that contains the main meaning of the word. However, unlike a base word, a root word cannot stand alone. A root must be attached to a *prefix*, a *suffix*, or both.

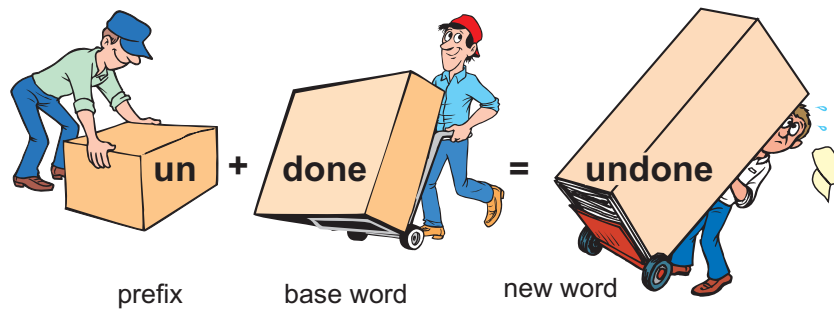
The following strategies will help you do this.

- **First:** Divide the word into parts. Does it have all three parts—a prefix, base, suffix? The definitions of these are given above. Not every word will have all three parts. Try to determine meanings of the parts each word does have.
- **Second:** Become familiar with common parts. Make a list of common prefixes. Make a list of common suffixes. You probably already know many of these. The following page lists some of the most common of each kind of prefix and suffix.



Prefixes: The Beginning Block

A *prefix* is a letter or group of letters added at the beginning of a word. For example, *un-* is a prefix. Prefixes often change the meaning of a word. For example, if you add *un-* to the base word *done*, you have a new word, *undone*, and have changed the meaning. Often, you can make positive words negative. You can also make negative words positive.



Commonly Used Prefixes

Prefix	Meaning	Example
bi-	both, double, twice	biweekly - happening twice each week
dis-	apart, away, reverse	dismiss - to send away
ex-	out	expel - to drive out
in-	not	incorrect - not correct
mis-	badly, wrongly	misbehave - to not behave or act badly
non-	not	nonexistent - not real; not existing
over-	too much	overcooked - cooked too much
pre-	before	preview - to see before others
pro-	forward, in favor	progress - to move forward
re-	back, again	revive - to bring back to life
semi-	half, partly	semicircle - half of a circle
sub-	under	submerge - to put under
un-	not, release	unfair - not fair unbutton - to release from being buttoned



Practice

Look at each of the words below. Each one begins with a **prefix**. For each word do the following:

- Write the prefix for each word.
- Write the word the prefix was added to.
- Write the meaning of the word without the prefix.
- Write the meaning of the word with the prefix.

Example: prepay

prefix: pre

original word: pay

original word meaning: to exchange money for a service

meaning with prefix: to exchange money in advance for a service before it is performed

1. bimonthly

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

2. discolor

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____



3. export

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

4. incomplete

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

5. misunderstand

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

6. nonstop

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____



7. overpopulate

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

8. rebound

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

9. semisweet

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

10. unhappy

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____



Practice

Complete the following.

1. **Underline** the **prefix** of each word below. The first one has been underlined for you.
2. Match each **meaning** with the correct **word**. Write the letter on the line provided.

meaning	word
_____ 1. before recorded history	A. <u>b</u> iped
_____ 2. to answer a question	B. nonverbal
_____ 3. an animal with two feet	C. overestimated
_____ 4. a move to a higher job or position	D. prehistoric
_____ 5. not up to expected quality	E. prewriting
_____ 6. planning done before writing	F. promotion
_____ 7. partly thawed	G. reply
_____ 8. without words	H. semifrozen
_____ 9. expected more than was given	I. substandard
_____ 10. not giving consent	J. unwilling



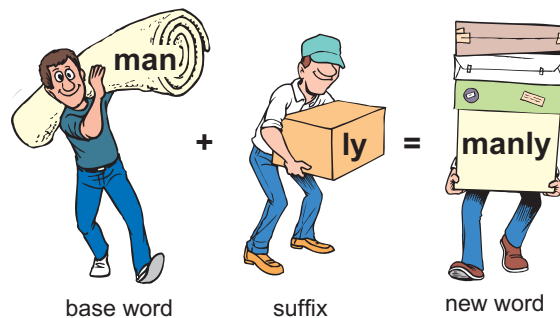
Suffixes: The Ending Block

A *suffix* is a letter or group of letters added to the end of a word. Suffixes often change the meaning of a word. Suffixes can also change a word's part of speech. Suffixes can change a base word or a root word to a **noun**, an **adjective**, a **verb**, or an **adverb**.

Remember

- *noun* - names a person, a place, a thing, or an idea
- *adjective* - tells something about a noun or **pronoun** (a pronoun replaces a noun)
- *verb* - expresses physical action, mental action, or state of being in the sentence by telling what the subject (noun or pronoun) has, does, is, or feels
- *adverb* - tells something about a verb, adjective, or another adverb

Man is a *noun*. All of us know what this word means. Add the suffix *-ly* to *man*. This gives you a new word, *manly*. The word *manly* is an *adjective*. *Manly* means "like a man." It describes rather than names a person, place, thing, or idea.



On the following page are listed some of the most common suffixes.



Commonly Used Suffixes

Suffix	Meaning	Example
-able, -ible	able to be	manageable - something that can be handled or managed edible - something that can be eaten
-al	like, of	secretarial - like a secretary
-ant, -ent	one who	dependent - one who depends upon another
-en	made of, to become or cause to be	wooden - made of wood weaken - cause to be weak
-ful	full of	helpful - full of help
-ion, tion	act or condition of	multiplication - act of multiplying
-ist	one who does or uses	scientist - a person who uses science
-less	without	fearless - without fear
-ly	like, manner of	fearlessly - done without fear
-ment	result of, action	enjoyment - result of enjoying something
-ness	state of, condition	lifelessness - having no life
-ous	full of, having	mysterious - having an air of mystery



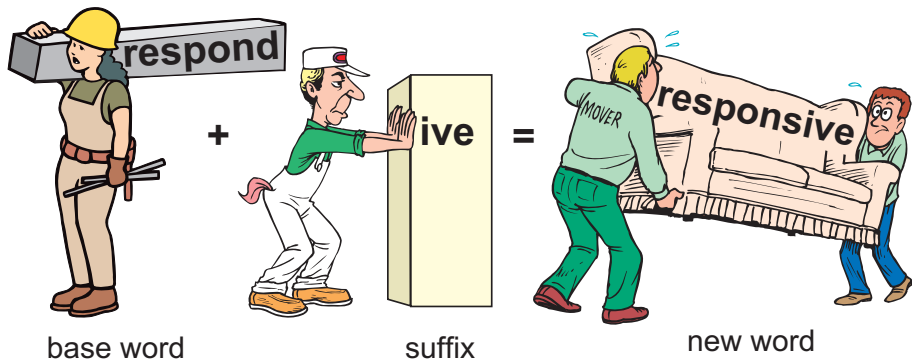
Practice

Refer to the **Commonly Used Suffixes** on the previous page. Add a **suffix** to each word below that **fits the meaning given**. Write each new word on the line provided. Use a dictionary as needed.

original word	+ suffix	meaning	=	new word
1. agree	+ _____	able to agree with	=	_____
2. danger	+ _____	full of danger	=	_____
3. content	+ _____	result of being content	=	_____
4. react	+ _____	act of reacting	=	_____
5. cartoon	+ _____	one who draws cartoons	=	_____
6. love	+ _____	without love	=	_____
7. happy	+ _____	state of being happy	=	_____
8. stress	+ _____	full of stress	=	_____
9. smooth	+ _____	in a smooth way	=	_____
10. dark	+ _____	make dark	=	_____

Base Words

Base words are also known as *root words*. A base word is the main part of the word. You can add prefixes and suffixes to base words. Add *-ive* to *respond*. You now have *responsive*. Note that you needed to change the spelling of *respond*. You often have to change the spelling of base words.



Note that you need to change the spelling of respond.



Practice

A **prefix** has been added to each base word below.

- First write the correct **base word** for each word.
- Then write a **definition** for each word with its prefix. Use a dictionary as needed.

1. overactive—base word: _____

definition with prefix: _____

2. subtitle—base word: _____

definition with prefix: _____

3. unfortunate—base word: _____

definition with prefix: _____

4. prejudice—base word: _____

definition with prefix: _____

5. inconsistent—base word: _____

definition with prefix: _____



Practice

A **suffix** has been added to each base word below.

- First write the correct **base word** for each word.
- Then write a **definition** for each word with its suffix. Use a dictionary as needed.

1. flirtation—base word: _____

definition with suffix: _____

2. orbital—base word: _____

definition with suffix: _____

3. waxen—base word: _____

definition with suffix: _____

4. abandonment—base word: _____

definition with suffix: _____

5. riotous—base word: _____

definition with suffix: _____



Practice

Each week, choose a specific **prefix** or **suffix**. Use this list as you read your assignments. Make a **list of words** with your **chosen word part** (prefix or suffix). Write a **definition** for each word. Do this using your knowledge of word parts. Use any **context clues** you can find. Check your definition with the dictionary.

Word Part _____		Week Ending _____	
Words	Context Clues	Definitions	
1. _____	1. _____ _____ _____	1. _____ _____ _____	
2. _____	2. _____ _____ _____	2. _____ _____ _____	
3. _____	3. _____ _____ _____	3. _____ _____ _____	
4. _____	4. _____ _____ _____	4. _____ _____ _____	
5. _____	5. _____ _____ _____	5. _____ _____ _____	



Practice

Use the list below to **identify the underlined part of the word**.

base word	prefix	suffix
-----------	--------	--------

1. irregular _____
2. unfair _____
3. coworker _____
4. government _____
5. musician _____
6. carefully _____
7. helpful _____
8. unhappy _____

Use the list below to write the correct term for each definition on the line provided.

adjective	noun	verb
adverb	pronoun	

- _____ 9. a word that is used instead of a noun to refer to a person, place, thing, or idea
- _____ 10. a word that expresses physical action, mental action, or state of being
- _____ 11. a word that tells something about a noun or pronoun
- _____ 12. a word that tells something about a verb, adjective, or another adverb
- _____ 13. a word that names a person, place, thing, or idea



The Main Idea

Getting the Big Point

Every piece of writing includes a **main idea**. This is the most important *point* of the material. The *main idea* is what the author has to say about the **topic**. The *topic* is the subject of the information. For example, the topic of a paragraph could be running. The main idea could be that running is a good way to exercise.

Finding the main idea is critical to reading well. The following steps will help.

Find What the Material Is About: The Topic

Is one person mentioned again and again? Is one thing? Is one place? (You will not have all three.) The answer to this question is important. The answer to this question is the topic. The topic is the subject of the written material. The topic is what the subject is about.

Read the following paragraph.



Ludwig von Beethoven overcame a great handicap to become very famous. He is well known as a talented musician. However, not everyone knows he was deaf. He began to go deaf at the age of 28. He was completely deaf by age 44. This did not keep him from writing music. Beethoven composed for many years. He left many beautiful compositions for us to enjoy.

Every sentence in this paragraph is about Beethoven. It is, however, about more than that. It is about how he dealt with his deafness. This is the paragraph's topic. It is not about his talent. His talent is only mentioned once. The topic of a paragraph is mentioned many times. It is not mentioned briefly and then forgotten.



The topic of the paragraph is mentioned in six words—how he dealt with his deafness. This is important. Usually a paragraph’s topic must be expressed in several words. Look at the paragraph below.

How could Beethoven write music he could not hear? He wrote for many instruments. For most, he simply *heard* the music in his head. He did not need to play it. He did play the piano. Many people have a theory how he did this. They think he held a long stick in his teeth. He touched the piano keys with this stick. This way he could feel the vibrations the music made. This helped him compose music.



What is the topic of this paragraph? If you said “Beethoven,” you are partly right. However, this topic would be too broad. This paragraph does not tell us everything about Beethoven. We are not told when he was born. We are not told when he died.

The paragraph tells us more specific information about Beethoven. It tells us how he overcame his deafness to write music. This, then, is the *precise* topic. It is not too general. It does not include information not mentioned in the paragraph.

You must also make sure the topic is not too specific or narrow. A precise topic must include all of the information mentioned in a paragraph. For example, “how Beethoven wrote music for the flute” would be too narrow. The paragraph discusses more than just this topic.

Practice finding the *precise topic* of other paragraphs.



Practice

Read each of the following paragraphs. Indicate with a check (✓) if the **topic** given is **correct**, **too broad**, or **too narrow**. If the topic given is **not** correct because it is too broad or too narrow, **suggest a better one**.

1. There are two types of rain forests. First are temperate rainforests. These grow in nontropical regions. Temperate rainforests are found in Washington State. They are also in Alaska. Trees with needle leaves grow in these forests. The second type of forest is the tropical rainforest. These rainforests are in South America. They are also in Asia. Broadleaf evergreen trees grow in these forests.

topic: rainforests

_____ correct

_____ too broad

_____ too narrow

improved topic: _____

2. Quicksand begins as regular sand. However, it is different. It has been soaked with water from below ground. This water comes from underground springs. The water flows into the sand. As it flows, it separates each grain of sand. The grains are suspended. In other words, they are floating. These grains cannot support much weight. So, any object placed on top of them will sink. The heavier the object, the more quickly it will sink.

topic: a definition of quicksand

_____ correct

_____ too broad

_____ too narrow

improved topic: _____



3. Jane Addams spent her life helping others. As a child, she hoped to be a doctor. However, she became ill. Going to medical school was not possible. Instead she found other ways to serve her fellow man. She is best known for founding Hull House. Hull House was a neighborhood center in Chicago. It was located in the immigrant neighborhood. Here Addams established programs for all nationalities and races. These included educational programs and daycare centers. Addams also helped bring about social reforms. These included labor laws for women and children. They also included housing reform and the first juvenile court.

topic: the importance of Hull House

_____ correct

_____ too broad

_____ too narrow

improved topic: _____



Finding the Main Idea

How often does this happen to you? It is Friday night. You want to watch a movie on television. You look through the program guide in your newspaper. Here is what you find when you look:

8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00
The Abominable Snowman Lives (Horror, 1962). A group of teenaged campers encounters a strange creature in the American Northwest.								Smith Family Judy goes to
News	Casper in Outer Space (Fantasy, 1985). The friendly ghost stows away on a space ship.				Tom and Jerry (Cartoons)		The Three Bears Bobby is invited to	
Fish (Documentary, 2003). Fish in Florida.			First Friends (Drama, 2000). An adolescent boy and his sister run away to join the circus.					

Reading through these descriptions can be frustrating. You are told the topic of each movie. However, you are not given exact details. You do not really know if you want to watch any of these movies. You want more information.

Reading a paragraph is very like this. You need to know more than the topic. You need to know what the author has to say about it.

In most paragraphs, you'll find the author had one idea in mind. He or she hoped to share this idea with the readers. This one idea is the main idea.

Earlier we practiced finding the topic. That is the first question you asked yourself. Now you can find the main idea. Ask yourself another question. What does the author want me to know about this topic?

Look at the following example used earlier.

Ludwig von Beethoven overcame a great handicap to become very famous. He is well known as a talented musician. However, not everyone knows he was deaf. He began to go deaf at the age of 28. He was completely deaf by age 44. This did not keep him from writing music. Beethoven composed for many years. He left many beautiful compositions for us to enjoy.



The topic of this paragraph is Beethoven's handicap. This is the subject the author repeatedly mentions. Why does the author have to say about this topic?

The first sentence tells us that Beethoven overcame a great handicap to become very famous; the rest of the paragraph supports this. We are told the following:

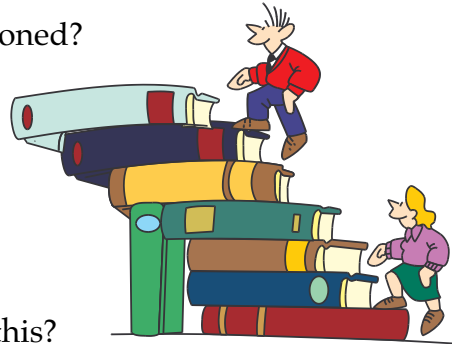
- He began to go deaf at the age of 28.
- He was completely deaf by age 44.
- He continued to compose music for many years.
- He left many beautiful compositions for us to enjoy.

The author returns again and again to the idea that Beethoven overcame his deafness and continued to write music. This is the main idea of the paragraph.

Use the three-step procedure below to practice finding the main idea.

Steps to Finding the Main Idea of a Paragraph

1. Find the precise topic.
 - Who or what is repeatedly mentioned?
 - What part of the topic is mentioned?
2. What does the author want to say about the topic?
3. Which general sentence tells you this?





Use the Topic Sentence to Find the Main Idea

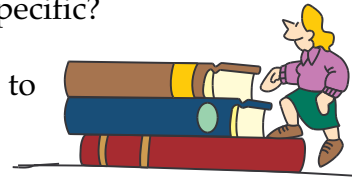
The first sentence of the Beethoven paragraph on page 91 states the main idea. It is also very general. Compare it to the others. The other sentences give you specific facts. You learn the nature of Beethoven’s handicap. You learn when he began to go deaf. You learn at which age he became completely deaf. You learn that he continued to compose for many years. You also learn that he left many pieces of music for us to enjoy. These details are more specific details than the information given in the **topic sentence**.

This first general sentence is the *topic sentence* of the paragraph. The topic sentence contains the main idea of a paragraph. It is often the first sentence of a paragraph. However, it can also be found in other places.

To find the main idea of a paragraph, find the topic sentence. Use the following questions to help find the topic sentence.

Steps to Finding the Topic Sentence of a Paragraph

1. Which sentences are general rather than specific?
2. Does one of these contain an idea referred to throughout the paragraph?



This should help you find both the topic sentence and the main idea.



Practice

Read each of the following paragraphs. Use what you have learned to find the **topic sentence** of each. Write the topic sentence in the space provided.

1. Japanese poetry is very different from Western poetry. Japanese poems do not rhyme. They do not contain traditional rhythm. Instead, Japanese poems are descriptions. Poets want readers to feel the scenes themselves. Poems only suggest the feeling. Also, most Japanese poetry falls into two verse forms. These are the tanka and the haiku. The rules for writing these verse forms are very strict. This is different from modern Western poetry. In modern Western poetry, free verse is very popular.

topic sentence: _____

2. The Bedouins are tribes of Western Asia and North Africa. They are famous for their nomadic way of life. Many people think the Bedouins are violent. Perhaps their appearance is to blame. They live in the desert. This causes their skin to be reddish-brown. Also, their beards and hair are dust-filled and wild-looking. Food is also scarce in the desert. Because of this, Bedouin tribes have sometimes raided nearby settlements. For the most part, they are peaceful. They tend their flocks of sheep, and herds of camels and horses. They eat rice, vegetables, mutton, and even locusts and lizards. They turn to raiding as a last resort. Their fierce reputation is undeserved.

topic sentence: _____



3. People who love fly fishing say it is an art. They also agree that fly fishing is a good way to see the world. Lucky people with lots of time and money can travel the globe to go fly fishing. Five kinds of Pacific salmon can be found in Alaska. In Argentina and Chile, travelers can fish for a variety of trout. Other sites await: the rivers of Ireland and Scotland, the beaches of Mexico, the lakes of Labrador.

topic sentence: _____



A Writer's Language: Tools for Communication

Precise Language: Using Specific Words to Convey Exact Images and Feelings

Writers are aware of the power of words. They know how to choose them effectively. They use words to make readers feel a certain way. They use words to make their **audience**, the readers, see or hear an exact image. Words are a writer's tools. Good writers use them well. Good readers know this.



Writers use words to make readers feel certain ways.

Read the following sentence.

Amber looked out the window.

This sentence is simply stated. It gives only one fact—Amber looked out the window. However, we know very little about her mood. We have no idea why she is looking. We have no clues about the importance of this situation.

Now read the same sentence, rewritten with a precise verb.

Amber glared out the window.

Here, the word *glared* tells us that Amber is angry. The author wanted you to see an unpleasant scene.

Look at how the meaning changes when we change the verb again, adding a phrase with it.

Amber stole a peek out the window.

Here, the words create a different scene. We feel Amber *should not be looking* out the window. Perhaps she should be doing her schoolwork instead. We sense this *peek* was rushed, quickly done.

Many words in our English vocabulary have two meanings. All words have *denotative* meanings. The **denotation** of a word is its literal meaning, its exact definition. It is the meaning you would find in the dictionary.

Many words also have *connotative* meaning. **Connotations** are meanings the readers associate with particular words. Connotative meanings come from emotions or ideas readers associate with those particular words.

Let's illustrate this. Take a few minutes and write down exactly what you see when you read each of these words: *home, father, teacher*.

Now, compare your answers with some of your classmates. How many different homes were described? Perhaps you live in a downtown apartment. This is very different from your classmate's rural farmhouse.



What about fathers? Perhaps you described your tall, slender dad. Maybe your classmate described his short, rather chubby father.

Which teacher did you describe? Your young and pretty kindergarten teacher? What about the person sitting next to you? Perhaps it was the sixth grade soccer coach. All were correct. However, they were very different.



As you read, pay special attention to the words writers use. These specially chosen words give you clues to meaning.

Let's practice using specific words. This will give you some insight into how good writers use the tool of language.



Practice

Write **F** if the underlined word has a **favorable connotation**. Write **U** if it has an **unfavorable connotation**.

- _____ 1. The girls commented on Carlos's slender build.
- _____ 2. The girls commented on Carlos's scrawny build.
- _____ 3. Myra commented on the lady's healthy baby.
- _____ 4. Myra commented on the lady's obese baby.

Write **F** if the underlined word has a **favorable connotation**. Write **U** if it has an **unfavorable connotation**. Then, **replace each underlined word**. If it is **positive**, replace it with a **negative word**. If it is **negative**, replace it with a **positive one**.

- _____ 5. We volunteered several hours reading to senior citizens.

- _____ 6. Ben's cologne had a distinctive odor.

- _____ 7. The blouse we bought for Mom's birthday was inexpensive.

- _____ 8. Next to my 21-year-old sister, I feel very immature.

- _____ 9. Eugene is an unusual young man.

- _____ 10. Lauren can be very stubborn when she feels she is right.



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|----------|--|-------------------|
| _____ 1. | the most important idea or point in a paragraph or piece of writing | A. audience |
| _____ 2. | meaning that comes from the exact definition of a word | B. connotation |
| _____ 3. | the sentence that tells the focus or main point of a paragraph | C. denotation |
| _____ 4. | the readers to whom a piece of writing is directed or the listeners to whom a talk is directed | D. main idea |
| _____ 5. | the subject of written material; what the material is about | E. topic |
| _____ 6. | meaning that comes from the emotions or ideas readers associate with particular words | F. topic sentence |




Literal Language and Figurative Language

The kind of language writers use depends on the purpose for the writing. **Literal language** is useful for giving directions. It is also useful for explaining things. *Literal language* is needed for certain purposes.

Writers do more than direct or explain. They often want their readers to “see” or “feel” the written words. This is when they use **figurative language**.

Look at these two examples.

<p>It is raining outside.</p>	
<p>It looks like a solid wall of water outside.</p>	

The first sentence uses literal language. It states a fact—it is raining.

The second sentence says the same thing. However, it uses *figurative language* to create an exact picture in the reader’s mind. Rain can mean different things. It can be a gentle mist. It can be a light shower. It can be a raging storm.

Figurative language includes special *figures of speech*. A figure of speech is a form of expression. This particular example of expression is a **simile**. The *simile* makes a comparison using *like* or *as* to help you see what the writer sees. Other figures of speech include **metaphors**, **personification**, and **onomatopoeia**. These figures of speech give writers more control over the effect of their words. They help the readers *see, hear, taste, feel, and smell* exactly what the writers intend.

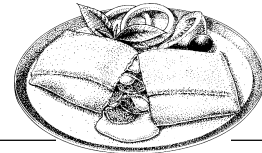
Similes and Metaphors: Making Comparisons

Will: I wanted pizza for lunch. But Mom brought me this thing.

Antwan: It's a calzone. It's good.

Will: What's a calzone? It sure is funny looking.

Antwan: It's like a pizza. Only it's inside out, sort of like a pizza pot pie.



Have you ever had a conversation like this? More than likely you have. You have probably been in a similar situation to Antwan's. You want someone to see exactly what you are describing. Using a comparison to something familiar helps you do this. Similes and metaphors are comparisons.

A *simile* uses *like* or *as* to make the comparison. The simile above was used by Antwan. He compared a calzone to two things. He compared it to a pizza. And he compared it to a pot pie.

Simile: A calzone is like a pizza, sort of like a pizza pot pie.

A *metaphor* implies a comparison *without* using words such as *like* or *as*.

Metaphor: My feet were blocks of ice.

The above metaphor implies a comparison. It compares the speaker's feet to blocks of ice. It does not use *as* or *like*. The comparison lets us know the speaker's feet are cold.





Personification: Adding Human Qualities

Personification gives human qualities to animals, objects, or ideas.

Personification: The creek babbled cheerfully.

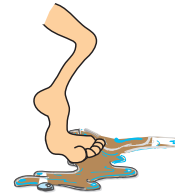
A creek cannot speak. The writer means the creek makes noise as it flows. It is a pleasant sound. The writer wants the reader to hear this.

Onomatopoeia: Using Words for Their Sounds

Onomatopoeia is a term used for words that sound like their meaning. When you use one of these words, you are using onomatopoeia. Some examples of onomatopoeias are *slurp*, *thud*, *plop*, and *thump*.

Onomatopoeia: Mud oozed between my toes.

The word *oozed* sounds like mud feels between your toes. It also looks like this when it moves.





Practice

Identify the **figure of speech** in each sentence.

- Write **S** if it has a **simile**.
- Write **M** if it has a **metaphor**.
- Write **P** if it shows **personification**.
- Write **O** if it shows **onomatopoeia**.

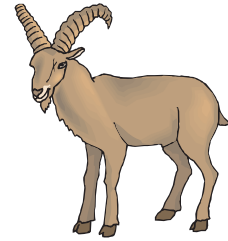
- _____ 1. Mr. Allen shushed the whispering students.
- _____ 2. Everyone says little girls are sugar and spice.
- _____ 3. Evie's hair is the same color as honey.
- _____ 4. The sun came smiling through the curtains.
- _____ 5. The front door creaked open.
- _____ 6. Crystal is a ray of sunshine.
- _____ 7. I've never seen a baby look so much like her mother!
- _____ 8. The raindrops rattled against the roof.
- _____ 9. The cold bit my nose when I opened the door.
- _____ 10. The dancers were as graceful as swans.



Practice

Read the following children's story. Use the list below to identify the correct **figure of speech** for each **underlined passage**. Write the correct term on the line provided.

metaphor	onomatopoeia
personification	simile



The Three Billy Goats Gruff

Once upon a time there was a family of billy goats. Their last name was "Gruff." Their mother sent them off to the hills to make themselves fat.



On the way up was a river. Over the river was a bridge they must cross. Under the bridge lived a Troll. The Troll was large and ugly with eyes as big as saucers and a nose as long as a poker. (_____)

The youngest Billy Goat Gruff was first to cross the bridge.

"Trip, trap; trip, trap!" went the bridge. (_____)

"Who's that tripping over my Bridge?" roared the Troll.

(_____)

"Oh, it is only I, the tiniest Billy Goat Gruff. I'm going up to the hillside to make myself fat," said the tiny goat. His voice was a tinkling bell.

"I'm going to gobble you up," said the Troll. _____



“Oh, no, do not take me. I’m too little, that I am,” said the tiny goat. Wait a bit till the second Billy Goat Gruff comes. He’s as big as that rock in the river. He’ll make you a fine meal.” (_____)

“Well, be off with you,” said the Troll.

A little while later came the second Billy Goat Gruff.

“Trip, trap! Trip, trap!” went the bridge.

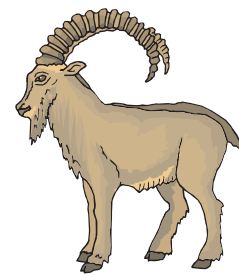
“Who’s that tripping over my bridge?” roared the Troll.

“Oh, it’s the second Billy Goat Gruff. I’m going up to the hillside to make myself fat,” said the goat. His voice was a trumpet.

(_____)

“Now I’m going to gobble you up!” roared the Troll.

“Oh, no, don’t take me. Wait a little till the big Billy Goat Gruff comes. He’s as big as that boulder on the other side of the bridge. He’ll make you a feast.”



“Very well! Be off with you,” said the Troll.

But just then came the big Billy Goat Gruff.

“Trip, trap! Trip, trap! Trip, trap!” went the bridge. The Billy Goat was so heavy that the bridge creaked and groaned under him.

(_____)



“Who’s that tramping on my bridge?” roared the Troll.

“It is I! The big Billy Goat Gruff,” said the billy goat. His voice was thunder. (_____)



“Now I’m coming to gobble you up!” roared the Troll.

The Big Billy Goat replied: “Well come! I have two spears so stout, with them I’ll thrust your eyeballs out!”

Then he flew at the Troll. He thrust him with his horns. Then he threw him into the air like a rag doll. (_____)

The Troll fell into the river. He was never heard from again. Then, the Billy Goat went up into the hillside. There the billy goats got so fat that they could hardly waddle home again. (_____) And if they haven’t grown thinner, they’re still fat. And from then on anyone could cross the bridge whenever they liked—thanks to the three Billy Goats Gruff.



Evaluating What You Read: Recognizing Fact and Opinion

All of us have our own opinions. We know what we like. We also know what we dislike. Sometimes these opinions are very strong. We are usually quick to express these opinions. Usually, we state them as though they are *facts*. You must learn to evaluate people’s opinions. You must determine if the content is something you can believe. You must decide if the person has a **bias**. A *bias* is a strong feeling toward or against something.

You begin by asking yourself if the content is true or not. You know more than you may think. You have your own experiences to think about. You also have observed others. Each time you listen to other people, you have this knowledge with you. Without knowing it, you use this knowledge. You compare what you know with what you read. This helps you decide if a statement is true or false.

Read these three statements.

“That is the worst movie ever made.”

“My Aunt Gracie bakes the world’s best apple pie.”

“Everybody hates math.”



Do these statements sound familiar? More than likely they do. Most of us think and say things like this every day.

However, these are opinion statements. They reflect a person’s likes or dislikes. They reflect emotion. Often they are true only for the speaker.

More than likely, some people *do* like that movie. Probably everyone knows someone who bakes a great apple pie. There *are* people who enjoy math.



These statements show several problems with an opinion statement.

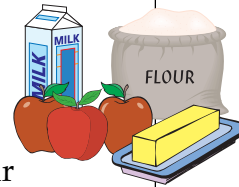
- **The speaker has jumped to a conclusion.**
- **The statement contains half-truths.** What the speaker says was true for him or her. It might even be true for many people. However, is it true for everyone? We have no way of knowing. More than likely, it is not.
- **The speaker has exaggerated.** Often, opinions give ideas that can change. They are true for the speaker or writer when he or she speaks or writes. Look at the statement about Aunt Grace's pie. The speaker obviously has not tasted every pie in the whole world. Tomorrow he or she might try Cousin Hilda's pie. It might be better than Aunt Grace's.

Now read the following statements.

"That movie is filled with scenes of violence."

"Aunt Grace makes her apple pies from scratch and uses only fresh ingredients."

"Math is difficult for people who do not know their multiplication tables."



The above statements are facts. The information can be proven. People who do not know their multiplication tables *do* have trouble with math. Aunt Grace *never* uses a mix. She shops for apples and fresh butter the same day she bakes her pie. *All* viewers who see the movie witness the violence.

It is important for you to look carefully at what you read. Writers, too, have opinions. You should learn to recognize opinions. When you do this, you are a better reader.

As you read, evaluate the ideas you find. Try to determine if they are fact or opinion.

Evaluating Reading Material

Ask yourself the following:

1. What is the author's purpose?
 - Does the author want to change your mind?
 - Does the author want to correct some wrong?
 - Does the author want to sell you a product?



Is the answer yes to these questions? If so, you are probably looking at someone's opinion.

2. Are the statements true?
 - How do they compare with your knowledge?
 - What facts support the author's opinion?
 - Do they justify the author's opinion?
 - Is the author qualified to make these statements? Is the author writing about something he or she knows a great deal about?
 - Is the answer *no* to these questions? If so, you are probably looking at someone's opinion.





Practice

Read each of the following statements. Write **F** if it is a **true statement of fact**. Write **O** if it is an **opinion not based on fact**. Remember: *In order to be a fact, everything in the statement must be true.*

- _____ 1. Monica is the laziest person ever.
- _____ 2. Monica is on restrictions because she did not do her chores.
- _____ 3. My teacher hates me.
- _____ 4. Mr. Robbins gave me a detention for talking in class.
- _____ 5. Everyone in school likes Billie.
- _____ 6. Billie was elected student body president.
- _____ 7. This book is stupid.
- _____ 8. I cannot understand this book because it is written in French.
- _____ 9. The Battle of Verdun was the worst battle American troops ever fought.
- _____ 10. More than a half-million soldiers were killed in the Battle of Verdun.



Practice

Circle the letter of the correct answer.

1. _____ is useful for giving directions.
 - a. Onomatopoeia
 - b. Denotation
 - c. Literal language

2. When writers want their readers to *see* or *feel* the written words, they use _____.
 - a. figurative language
 - b. connotations
 - c. nouns

3. “My mind is a steel trap” implies a comparison and is called a(n) _____.
 - a. main idea
 - b. onomatopoeia
 - c. metaphor

4. _____ gives human qualities to objects or ideas.
 - a. Personification
 - b. Persuasive writing
 - c. Simile

5. A _____ uses *like* or *as* to make the comparison.
 - a. topic sentence
 - b. simile
 - c. verb



6. _____ is a term used for words that sound like their meaning. Some examples are *slurp*, *thud*, *plop*, and *thump*.
 - a. Onomatopoeia
 - b. Personification
 - c. Inference

7. A _____ is a strong feeling toward or against something.
 - a. base word
 - b. bias
 - c. context clue



Understanding Visual Messages: Reading Graphs, Tables, and Diagrams

Most of your textbooks contain graphic organizers or visual displays. These displays show how facts relate to one another. Reading material may contain all kinds of visuals. Most of these can be categorized as graphs, tables, or diagrams.

Understanding Graphs

A *graph* is information in picture form. The information a graph shows is called *data*. Data is factual information in the form of numbers. Graphs are usually divided into three kinds: line graphs, pie graphs, and bar graphs.

The Line Graph

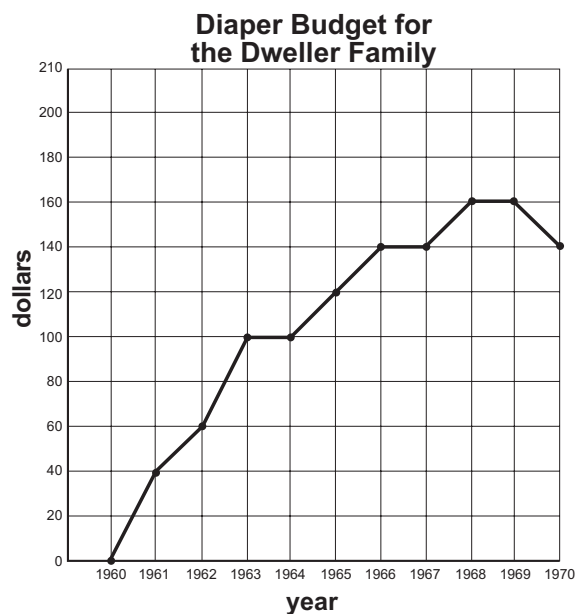
Most people are familiar with the line graph. A *line graph* uses lines to show how things change over time.

This is a graph showing the Dweller family's diaper budget. It covers the time between 1960 and 1970. The line graph begins with an L-shaped grid.

The vertical line (\updownarrow) on this line graph shows dollar amounts from 0 to 210. These stand for the dollars spent on diapers each year.

The horizontal line (\leftrightarrow) shows time. This graph is divided into one-year segments.

When was diaper cost at its highest? At its lowest?

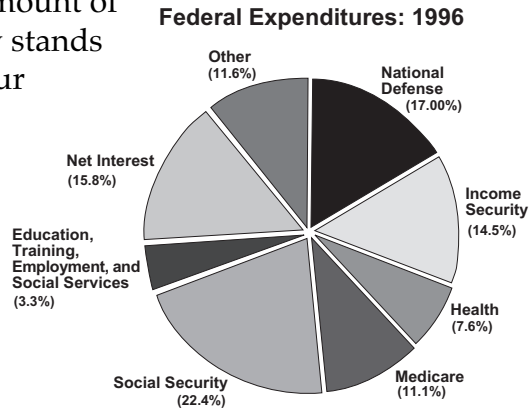




The Pie Graph

A *pie graph* is in the shape of a circle. The pie graph is used to compare parts of a whole. The circle represents the *whole pie*. This whole pie can be an entire country. It can be the total amount of products sold. The “whole pie” below stands for one year’s expenses for running our country in 1996.

A pie graph shows proportions. In the sample, you can see that 7.6% of our national budget was spent on health. This percentage is represented by a “slice” of the whole pie. Each slice is labeled.

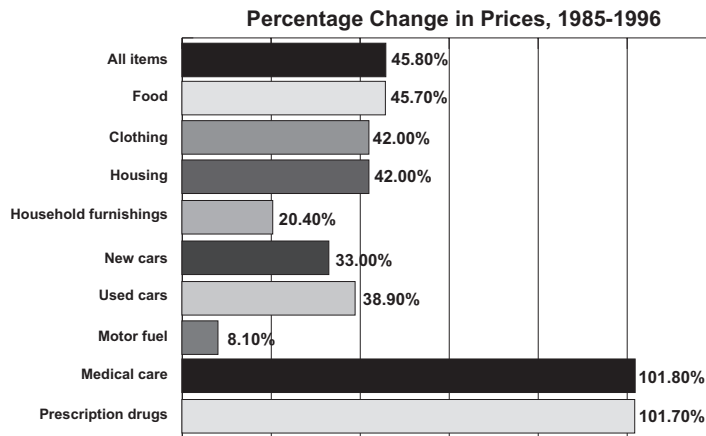


On what item was the most money spent?

Source: U.S. Bureau of the Census.

The Bar Graph

The *bar graph* uses bars. These bars show how several items compare to each other at the same time.



Source: U.S. Bureau of the Census.

The above example shows price changes from 1985-1996. The horizontal lines show the percentage change in prices of selected items. Each percentage represents how much that item’s cost has increased.

The bars show how the increase in price of all the items compares to each other.



Practice

Use the **bar graph** on the previous page to answer the following. Circle the letter of the correct answer.

- _____ is the change in prices on food.
 - 45.70 percent
 - 38.90 percent
 - 8.10 percent
- _____ has the largest percentage of change.
 - Motor fuel
 - Food
 - Medical care
- _____ has a smaller percentage of a change than *household furnishings*.
 - Housing
 - Motor fuel
 - New cars
- There is more of a change in *new cars* than _____.
 - medical care
 - prescription drugs
 - household furnishings
- The percentage of change in prices of *used cars* is _____.
 - larger than motor fuel
 - larger than medical care
 - smaller than household furnishings
- The horizontal lines show _____.
 - the whole pie of the graph
 - percentages of the change in price of different items
 - the time it took to spend the money



Understanding Tables



A *table* is similar to a graph. Both are information in picture form. Tables present words and numbers in an organized way. This allows you to see how these words and numbers relate to each other.

- A table contains *rows*. Rows are presented horizontally.
- A table also contains *columns*. Columns are presented vertically.

Some common types of tables include comparison tables, distance tables, and conversion tables. You can also custom make a table to fit your needs.



The Comparison Table

The table to the right is a *comparison table*. This table shows you the flavors available in different brands of ice cream. (A • means that a brand has ice cream of that flavor.)

Brand	Flavors			
	Chocolate	Vanilla	Cherry	Lemon
Happy Cow	●	●		
Nice & Sweet	●	●	●	●
Pat & Mike's	●	●	●	●
Icelusive			●	●

The Distance Table

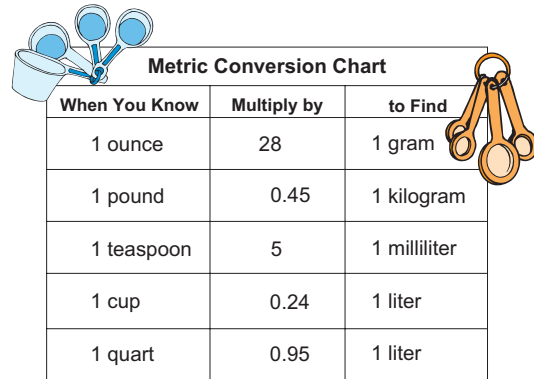



	Ft. Myers	Miami	Jacksonville
Clearwater	125	267	197
Tallahassee	356	463	163
Panama City	488	555	260
Orlando	153	288	134
Sarasota	71	214	240

A *distance table* shows mileage from one point to another. Finding this distance is simple. Find your starting point in one row or column. Then find your destination in the other direction. Find where the row and column meet. This is the distance between locations.

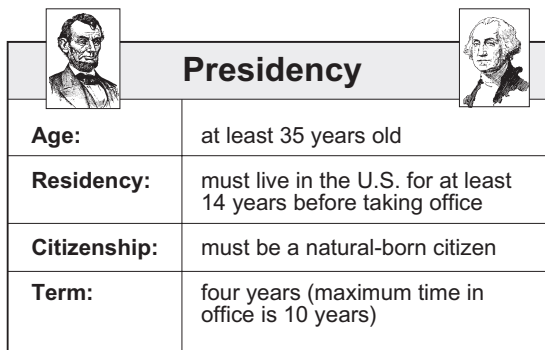
The Conversion Table

The *conversion table* is very useful. It helps you change information from one form to another. The table to the right converts standard United States measurements to metric measurements.



When You Know	Multiply by	to Find
1 ounce	28	1 gram
1 pound	0.45	1 kilogram
1 teaspoon	5	1 milliliter
1 cup	0.24	1 liter
1 quart	0.95	1 liter

Custom-Made Tables



Presidency	
Age:	at least 35 years old
Residency:	must live in the U.S. for at least 14 years before taking office
Citizenship:	must be a natural-born citizen
Term:	four years (maximum time in office is 10 years)

Tables can show any kind of information. Using a table helps organize information you have found. The table to the left shows requirements for being president of the United States. It also shows the length of time a president can serve.

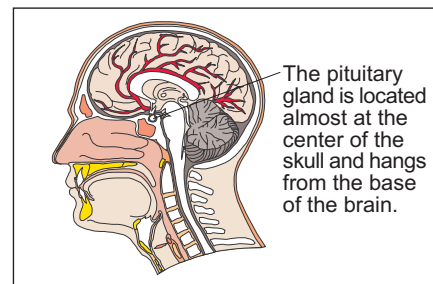
You can custom make a table for any information you gather.

Understanding Diagrams

A *diagram* is a special type of drawing. It can show you several things. A diagram can show you how something is put together. It can show you how the parts relate to each other. It can also show you how something works. The two most common diagrams are the picture diagram and the line diagram.

The Picture Diagram

A *picture diagram* is just what it sounds like. It is a picture or drawing. The picture can show the subject in different ways. Some parts could be left out. Other parts could be enlarged. This allows the writer to emphasize and discuss certain parts. To the right is a diagram of the human head and neck. The outer section has been cut

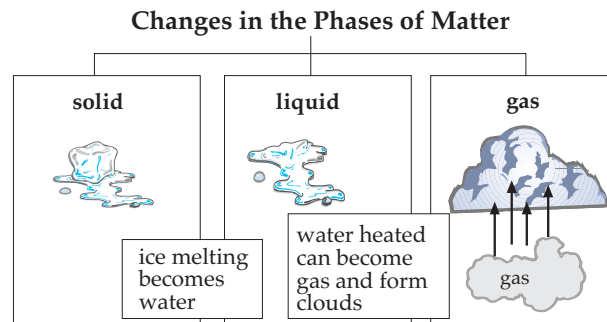




away. This lets you see where the pituitary gland is located. You can see its relationship to the brain and spine.

The Line Diagram

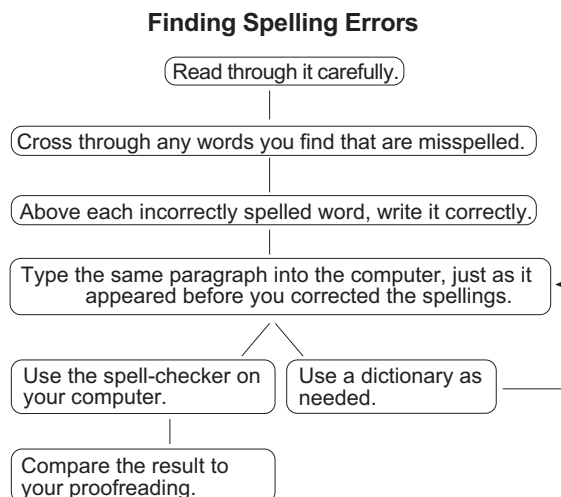
A *line diagram* shows the relationship between ideas. It uses lines, symbols, and words to do this. The line diagram below shows how water changes from a solid to a liquid.



Here, the different boxes are on the same level. They are also equal in size. This means each division is equal in importance.

Sometimes, a line diagram will show a process. Usually the diagram will show steps from top to bottom. You will know where to begin and where to end from looking at the diagram.

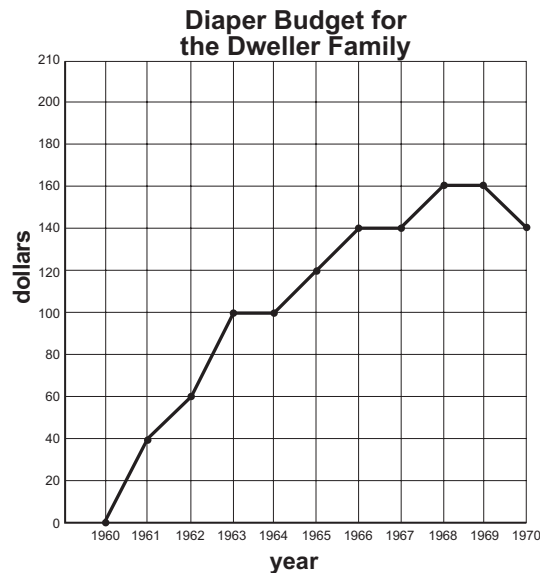
Look at the diagram of the directions for a word-processing assignment below. This diagram is called a *flowchart*. Flowcharts show a sequence of events, actions, roles, or decisions.





Practice

Use the **line graph** below to answer the following.



1. What was the greatest amount the family ever spent on diapers in a year? _____
2. In what year or years did this occur? _____
3. Three times, the family spent the same amount from one year to the next.
 - a. Between what two years was the first time this happened?

 - b. Between what two years did it happen the second time?

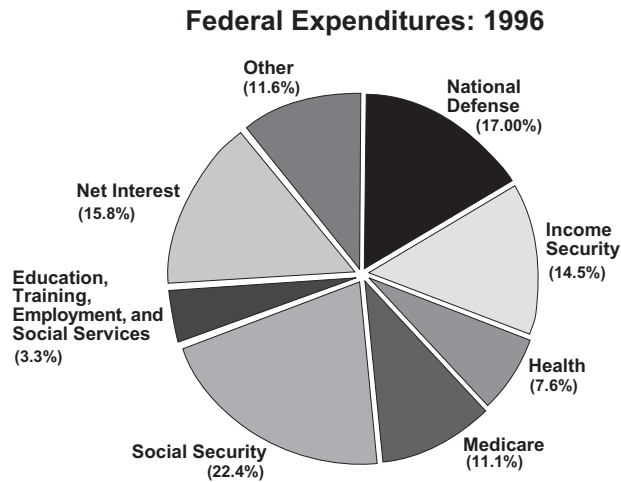
 - c. Between what two years did it happen the third time?



4. In what year did the family's expenses go down?

5. How much did the family spend on diapers in number 4?

Use the **graph** below to answer the following.



Source: U.S. Bureau of the Census.

6. What kind of graph is this? _____

7. For what year does it show information? _____

8. On what did our government spend the most money during this year? _____

9. On what did it spend the least? _____

10. What percentage of the budget was spent on defense?



Look around at your classmates. Complete the **comparison table** below.

Variety of Hair Color of Students in Class				
Number of Students	Hair Color			
	black	brown	blond(e)	red
Boys				
Girls				

11. Which hair color do most boys have? _____
12. Which hair color do most girls have? _____
13. How many *total* students have blonde hair?

14. Which category does your teacher fit into?

15. Are any categories left blank? Which one(s)?



Practice

Work with a partner to complete this activity.

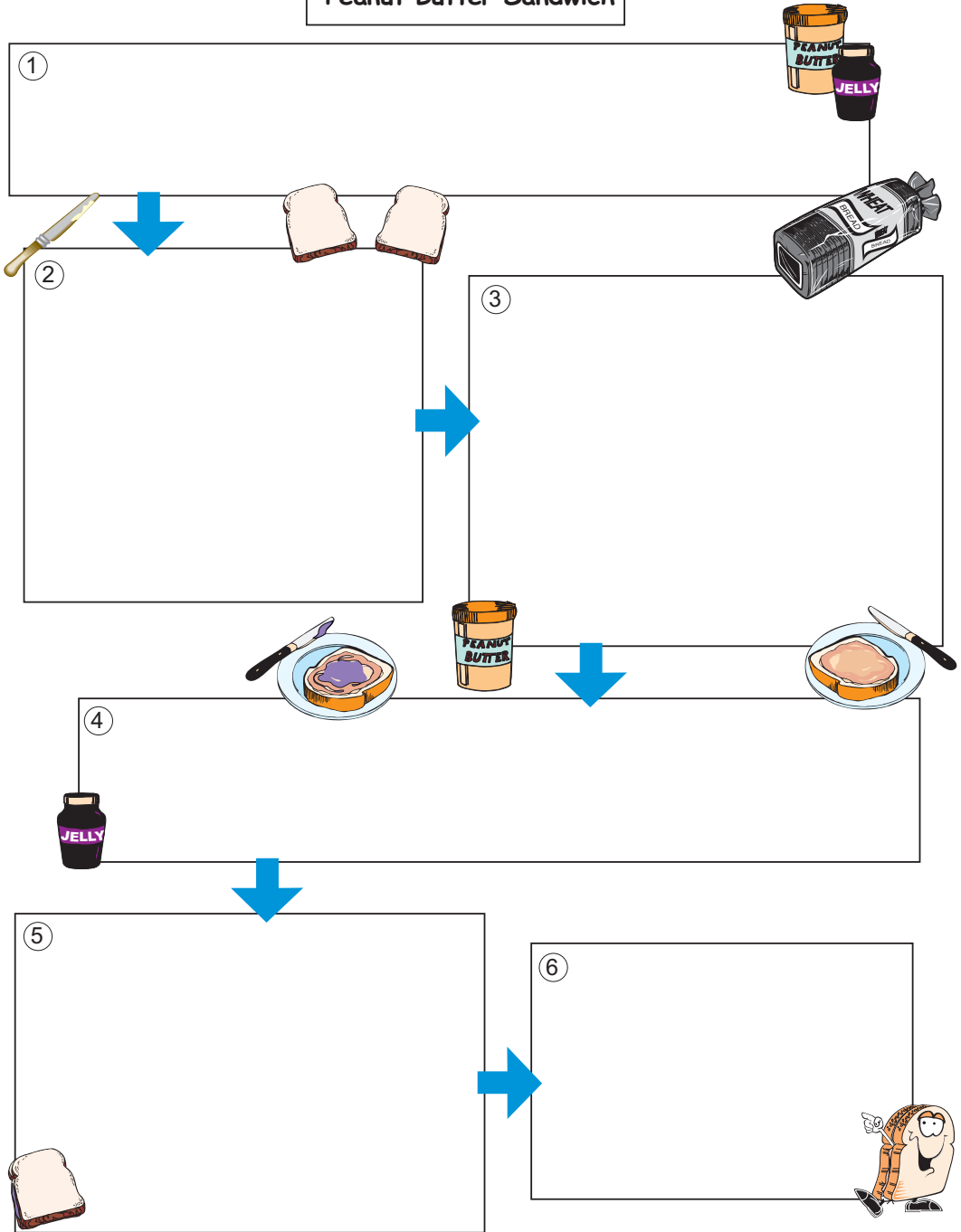
Below are the steps for making a peanut butter sandwich. However, they are not in order.

- First, put them in order from 1-6.
- Then, use the flowchart on the following page to show the correct order for this process.

- _____ Enjoy your delicious peanut butter and jelly sandwich.
- _____ Select two slices of bread from the bag. Lay them flat on a flat surface.
- _____ Put the second slice of bread on top of the peanut butter and jelly. Gently mash together.
- _____ Gather ingredients. You will need peanut butter, bread, jelly, and a dull-bladed butter knife.
- _____ Open the jelly second. Use the butter knife to measure the amount you like from the jar. With the butter knife, spread this on top of the peanut butter.
- _____ Open peanut butter first. Use the butter knife to measure the amount you like from the jar. With the butter knife, spread this on one side of bread.



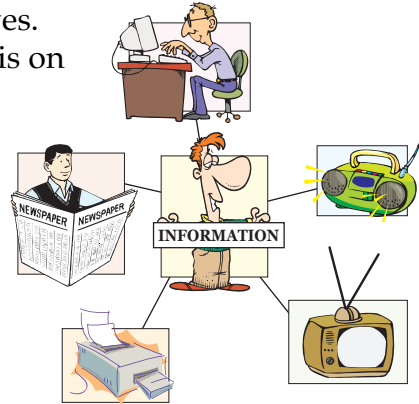
Peanut Butter Sandwich





Finding Information

Words and messages are part of our daily lives. “We live in the information age.” We hear this on television. We read it in newspapers. But just what *is* this information? And where does it come from? The media hints that it comes from modern technology. This is partly true. However, people have been finding information for thousands of years.

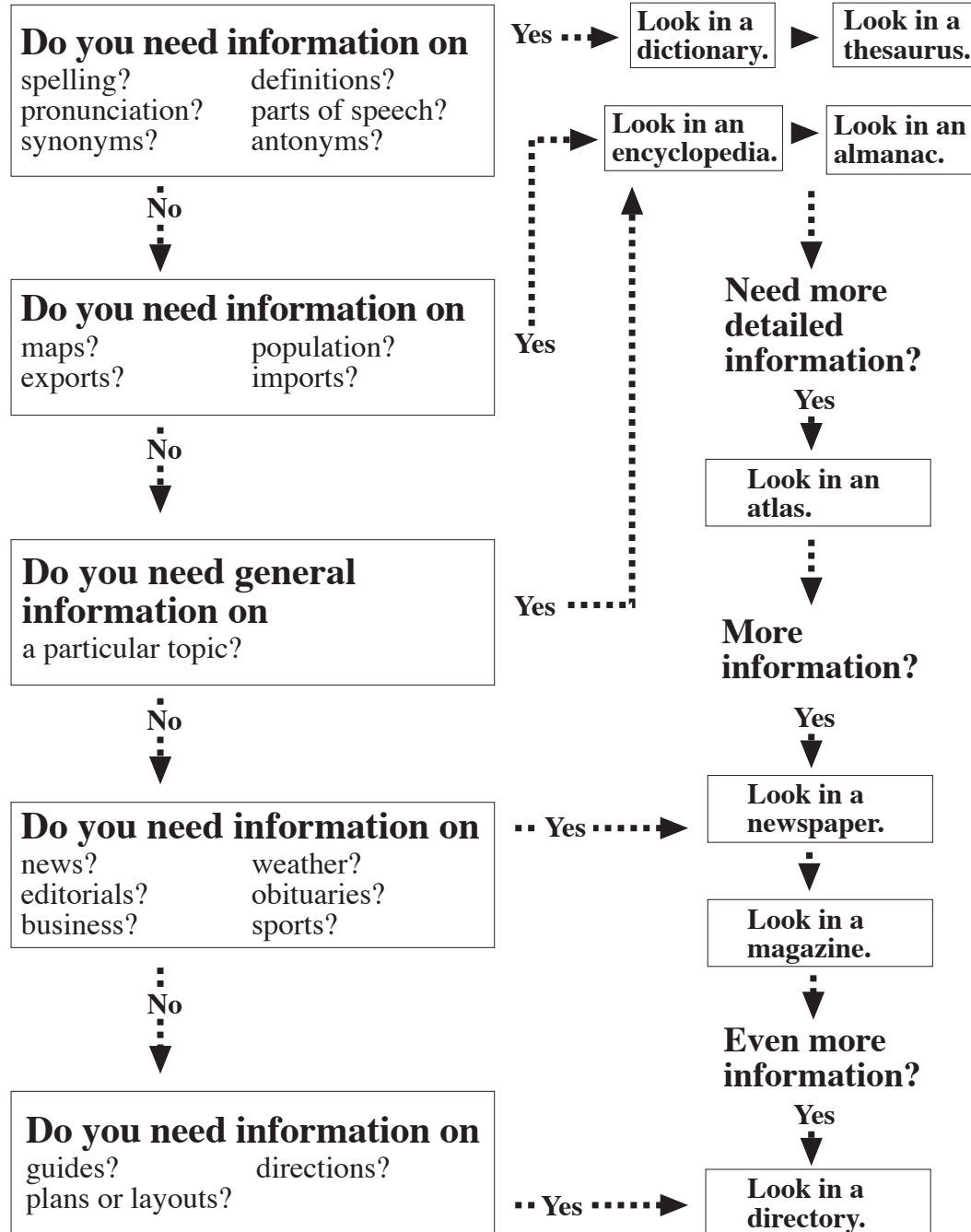


Information can be expressed in words and messages. These words tell us what we should know. They also tell us what we often want to know. It is important to understand this information. This allows us to select the information we will find useful.

The amount of information available to us keeps growing. Every new product or process creates new information. The sources for information are growing as well. Knowing where to look for information is very important. We must read information to understand it. However, we must first find the information in order to read it.



Identifying Types of Resources





Practice

Use the **Identifying Types of Resources** chart on the previous page to answer the following.

- _____ 1. Which source should you consult first for a correct spelling of the word onomatopoeia?
- _____ 2. Where should you look to find a list of obituaries for today's date in your city?
- _____ 3. Where should you search for information on the sleeping habits of polar bears?
- _____ 4. Where should you first look to find the population of Moscow?
- _____ 5. Which source should you consult for more information on your city's weather for today?
- _____ 6. Where should you look to find out how to pronounce a word?
- _____ 7. After looking in the dictionary and not finding the synonym of a word, where would you look next?
- _____ 8. What source would you go to if you first looked in the newspaper for information about a recent business deal in the news.



Using the Parts of a Book

You have searched the library. You now have the right book. Now you need to use that book efficiently. The information below will help you do this.



You have searched the library and now have the right book.

Title Page. The *title page* is usually the first page. Here, you will find the following:

- the book's title
- the author's name
- the publisher's name
- the place of publication.

Copyright Page. The *copyright page* follows the title page. Usually it is printed on the back of the title page. The copyright date tells you when the book was published. If you need up-to-date research, this is important. Look for books with recent copyright dates.

Preface, Foreword, or Introduction. One or more of these often comes next in a book. In a *preface, foreword, or introduction* you can find the following:

- information about why the book was written
- acknowledgments: thank-you messages to people who have been helpful.

Table of Contents. The *table of contents* shows how the book is organized. It tells you the following:

- titles or names of chapters or book sections
- page numbers where these begin.

Body. The *body* is the main text of the book.



Appendix. An *appendix* sometimes follows the body. In the appendix you will find extra material that helps you understand the text. You might find the following:

- maps, tables, or charts
- copies of letters or official documents
- other special material.

Glossary. A *glossary* sometimes is included. A glossary is a type of dictionary. It lists and defines words used in the text.

Bibliography. A *bibliography* often is included. A bibliography is a list of materials about the same subject as the book.

Index. The *index* appears at the end of the book. This is a listing of important topics found in the book. The index is given in alphabetical order. The index also lists the page number(s) where the topic appears.



Practice

Use the **table of contents** below to answer the following.

Life Management	
Table of Contents	
Chapter 1	
Nutrition—Food for Life	5
The Food Guide Pyramid.....	6
Understanding Food Labels	8
Eating Disorders.....	10
Chapter 2	
Drugs—Uses and Misuses	11
Over-the-Counter, Prescription, and Illegal	13
Alcohol and Tobacco.....	17
The Cycle of Addiction.....	18
Call for Help.....	19
Chapter 3	
First Aid—911 Emergency Care	21
Responding to an Accident.....	23
CPR.....	25
Heimlich	27
Severe Bleeding	29
Shock.....	30
Chapter 4	
Puberty—Maturing into Adulthood	31
Physical Changes: Male.....	32
Physical Changes: Female.....	34
Emotions.....	36

1. Which chapter is about first aid? _____
2. Under which heading would you find information on *understanding food labels*? _____

3. On what page would you find information on *shock*? _____



4. Under which heading does information on the *cycle of addiction* appear? _____

5. What can be found on page 17? _____

6. On what pages would you expect to find information on *responding to someone in a car accident*? _____



Practice

Use the **index** below to circle the letter of the correct answer.

Note: Illustrations are indicated by an **i**.

INDEX	
Algae	45-48
Alligator	
<i>See also</i> Reptile	
Amphibian	6i, 15-22
<i>See also</i> Frog	
Coral Reef	104, 118, 119i
<i>See also</i> Ecosystem	
Crustacean	151, 153-158
Ebb Tide	
<i>See also</i> Tide	
Ecosystem	
Coral Reef	104, 118, 119i
Wetland	121-132
<i>See also</i> Estuary	
<i>See also</i> Everglades	

1. Information on algae can be found _____ .
 - a. on pages 45-48
 - b. under *Reptile*
 - c. on page 151
 - d. under *Everglades*
2. Information on frogs can be found _____ .
 - a. on page 48
 - b. under *Coral Reef*
 - c. under *Amphibian*
 - d. under *See also Everglades*



3. Page 17 contains information on _____ .
 - a. coral reef
 - b. crustaceans
 - c. ecosystems
 - d. amphibians



4. On page 119 there is _____ .
 - a. an essay on frogs
 - b. a description of an ebb tide
 - c. an illustration of coral reef
 - d. a story set in the Everglades

5. Under *Alligator*, you could find information on _____ .
 - a. tide charts
 - b. reptiles
 - c. ecology
 - d. coral reefs and wetlands



Checking a Dictionary

A dictionary is the best source for finding word meanings. One word of caution: Words often have more than one meaning. Read them all. Dictionary entries are arranged in alphabetical order. The following will be helpful as you use a dictionary.

Dictionary Page																																		
Guide words	griddle - grieve																																	
Entry word	<p>grid•dle (grĭd'ġl) <i>n.</i> A heavy, flat metal plate with a handle used for cooking. [ME <i>gridel</i>, <i>gridiron</i> < ONFr. <i>gredil</i> < Lat. <i>craticula</i>, dim. of <i>cratis</i>, hurdle, lattice.]—grid'dle <i>v.</i></p>	 <p>griddle</p>																																
Syllable divisions	<p>grid•i•ron (grĭd'i'orn) <i>n.</i> 1. Football. a. The field of play b. The game itself. 2. A metal structure high above the stage of a theater, from which ropes or cables are strung to scenery and lights. 3.a. A flat framework of parallel metal bars for broiling food. b. An object resembling a griddle. [ME <i>gridirne</i>, alteration of <i>gridere</i>, alteration of <i>gridel</i>. See GRIDDLE.]</p>																																	
Definition with two closely related meanings	<p>grid•lock (grĭd'lok') <i>n.</i> 1. A traffic jam in which no vehicular movement is possible. 2. A complete lack of movement or progress. —grid'lock' <i>v.</i> —grid'locked' <i>adj.</i></p>																																	
Pronunciation	<p>grief (grĕf) <i>n.</i> 1. Deep sorrow; great sadness. 2. A source of deep mental anguish, cause or source of sorrow. 3. Archaic. A grievance. [ME < OFr. < <i>grever</i>, to harm. See GRIEVE.]</p>																																	
Spelling and capital letters	<p>Grier (grĭr), Robert Cooper. 1794-1870. Amer. jurist; associate justice of the U.S. Supreme Court (1846-70).</p>	<p>Pronunciation key</p> <table border="1"> <tr> <td>ă</td><td>fat</td> <td>oo</td><td>foot</td> </tr> <tr> <td>ā</td><td>day</td> <td>ū</td><td>fun</td> </tr> <tr> <td>â</td><td>care</td> <td>û</td><td>urge</td> </tr> <tr> <td>ä</td><td>barn</td> <td>th</td><td>thin</td> </tr> <tr> <td>é</td><td>bet</td> <td>th</td><td>this</td> </tr> <tr> <td>î</td><td>bit</td> <td>hw</td><td>which</td> </tr> <tr> <td>ō</td><td>note</td> <td>zh</td><td>usual</td> </tr> <tr> <td>ô</td><td>more</td> <td></td><td></td> </tr> </table> <p>ˈ primary ˈ secondary</p>	ă	fat	oo	foot	ā	day	ū	fun	â	care	û	urge	ä	barn	th	thin	é	bet	th	this	î	bit	hw	which	ō	note	zh	usual	ô	more		
ă	fat		oo	foot																														
ā	day	ū	fun																															
â	care	û	urge																															
ä	barn	th	thin																															
é	bet	th	this																															
î	bit	hw	which																															
ō	note	zh	usual																															
ô	more																																	
Accent mark	<p>griev•ance (grĕ'væns), <i>n.</i> 1.a. A circumstance seen as just cause for protest. b. A complaint or protestation based on a grievance. 2. Indignation or resentments stemming from feeling wronged. [ME <i>grevauance</i> < OFr. <i>grevance</i> < <i>grever</i>, to harm. See GRIEVE.]</p>																																	
Parts of speech (principle parts of the verb)	<p>griev (grĕv), <i>v.</i> grieved, griev•ing, grieves. —<i>vt.</i> 1. To cause grief or sorrow to. 2. To feel or express grief.</p>																																	
Etymology	[ME <i>greven</i> , to harm < Lat. <i>gravare</i> , to burden < <i>gravis</i> , heavy.]																																	
Synonyms	<i>Syns:</i> <i>grieve, lament, mourn.</i>																																	
Antonyms	<i>Ant:</i> <i>rejoice</i>																																	

Guide Words. *Guide words* are at the top of each page. They list the first and last words found on a page.

Entry Words. *Entry words* are the words being defined. They are listed in bold print. Entry words appear in alphabetical order.



Syllable Divisions. *Syllable divisions* show where each word can be properly divided into syllables.

Parts of Speech Labels. Labeling the different *parts of speech* of a word shows you all the ways a word can be used. For example, you will find out if the word can be used as a verb or noun. Often words can be used more than one way.

Pronunciations. *Pronunciations* respell words phonetically. This means they spell them the way they sound.

Spelling and Capital Letters. Often a word can be spelled more than one way. The dictionary shows this. If an entry is capitalized, you should *capitalize* it by using an upper-case letter.

Illustrations. *Illustrations* are sometimes provided. An illustration could be a picture or diagram used to make the definition clearer.

Accent Marks. *Accent marks* show which syllable should be stressed when you say a word.

Synonyms. *Synonyms* are words with similar meanings.

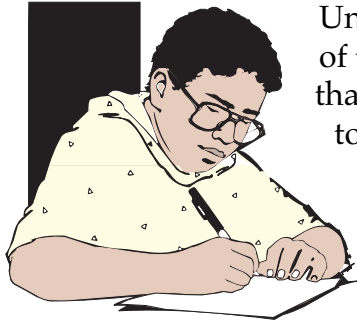
Antonyms. *Antonyms* are words with opposite meanings.

Etymology. *Etymology* is the history of the word. A word's history may trace the origin of the word and tell which languages it came from. This information is placed in brackets.

Pronunciation Key. The *pronunciation key* explains the symbols used to help you pronounce the words.



Responding to What You Read



A very good way to understand what you read is to write a summary.

Truly reading a selection means you understand it. Understanding the material is an important part of the reading process. Another part is *showing* that you understand it. You do this by responding to the material. You can do this in different ways.

A very good way to do this is to write a summary. In this section, you will prepare a summary.

Summarizing Information

A summary is a short piece of writing. It relates the main points of a longer selection.

A summary is written in your own words. Writing the summary will help you find and understand the main points. It will help you remember the information. This will help you prepare for tests.

You will use two important skills to write a summary. First, you must understand what you read. Then, you must organize the most important information and facts.

The following steps will help you prepare your summary.

1. Gather and organize information.

- Read the passage twice. Look carefully at all of the following:
 - a. titles and subheadings
 - b. words in italics or bold print
 - c. the first sentence of each paragraph.
- Learn unfamiliar words. Write them down. Look them up. Read over the definitions carefully. Make sure you understand them. Check with your teacher if you do not.
- Read the passage again.



- Determine the main idea. What idea do all the details support or discuss? Write down the main idea in your own words. These steps can help you:
 - a. Look for the main idea of each paragraph. Write these down.
 - b. Look carefully at what you have written. Find the three or four most important ideas from the list. Write these down. From this list, see if you can figure out the main idea of the entire passage. Look over the suggestions on page 92 as you do this.
 - c. Check the passage for details to support the main idea you have selected. Do all the paragraphs have details to support this main idea? If not, look closer at your choice of main idea.
- Determine essential information. What details can you remove and still understand the passage? What details must remain? Those that remain are essential. You can usually omit examples, stories, and words in parentheses.
- Write down details about essential information. Write these details in phrases or fragments. Do not write in complete sentences. Set off each fact with a number, letter, or bullet. Again, use your own words as much as possible.
- Note the method used to present information. Is it in chronological order? Does it compare and contrast? You will need to keep your notes in this same organization.

2. Write your first draft.

- Use only the notes you have taken. Do not look back at the selection. Turn the phrases of your notes into complete sentences. Again, use your own words.
- It is important to organize your summary correctly. Use the same method used in the selection. Changing the organization can change the meaning.



3. Revise your first draft.

- Read your draft carefully. It is a very good idea to read it aloud. Ask yourself the following questions:
 - a. Have I stated the main idea? Is it clear and easy to understand?
 - b. Have I included all essential information?
 - c. Have I omitted nonessential information?
 - d. Is it clear how the details support the main idea?
 - e. Did I use the correct order of details?
 - f. Did I use my own words?
- Compare your summary to the selection. A good summary should be about one-quarter the length of the selection. Is it too short? You have probably left out essential details. Is it too long? You have probably included nonessential details.
- Add details if you need to. Omit details if you need to.

4. Finalize your draft.

- Check your summary for spelling. Make sure you have used correct punctuation and capitalization. Then write a neat final copy.
- Before you submit your summary, read it again. Read it aloud. You can often *hear* errors you would miss in a silent reading.



Practice

Read the selection below. Use the **Summary Planning Sheet** that follows on page 140 to **plan and write a summary** of the selection. Follow the steps outlined on the previous pages on summarizing information. Use your own paper to write a draft summary and final copy.

Changes in Matter

Physical Changes in Matter

Matter does not always stay the same. We have learned that matter can change back and forth from a liquid, solid, or a gas. The form of matter can be changed by *temperature* or *pressure*. Squeeze a ball of clay.

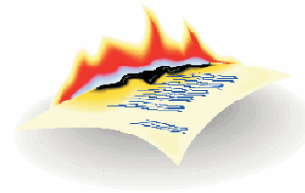
Break a pencil. Drop a glass. What happens? The clay is still clay. The pencil is still a pencil. The glass is still glass. The size and shape of each piece has changed. These kinds of changes are called *physical changes*. Any change in the form or phase of matter is a physical change. There is no change in the *composition* of the matter. No new substances are formed. The substances remain the same.



physical change

Chemical Changes in Matter

What happens when a piece of paper is burned? Heat, light, and smoke are given off. When the burning is complete, we can say that combustion is complete. After combustion there is only a pile of ashes left. Where has the paper gone? The appearance has changed, but much more has happened. The composition of the matter has changed. New substances have been formed. Carbon dioxide, water vapor, and ashes are produced. In *chemical changes*, energy moves and / or changes form. New substances are produced. Sometimes we see this energy as light. At other times, the energy is heat. Combustion is an example of a chemical change that produces heat. Burning wood can warm us.



chemical change



When food is cooked, chemical changes take place. A piece of broiled meat is chemically different from a piece of raw meat. Did the meat produce heat? No, you had to provide the heat to change it. Cooking food is an example of a chemical change that absorbs heat, or takes heat away.

Remember, during a chemical change, new substances are formed.



Summary Planning Sheet

Title of Selection: _____

Main Idea: _____

Unfamiliar Words or Phrases: _____

Supporting Details or Most Important Facts: _____

*On your own paper, use your information above to **write a draft summary.** **Revise and finalize your draft.** Use numbers 3-4 on page 137 as a checklist. **Then write a final copy.***



Practice

Circle the letter of the correct answer.

1. To _____ is to prepare us to read and get an idea of what is to come.
 - a. preview
 - b. answer the question
 - c. summarize

2. You can learn much about an article from the _____ .
 - a. onomatopoeia
 - b. adverbs
 - c. titles

3. _____ explains or informs readers.
 - a. Expository writing
 - b. Literal language
 - c. Figurative language

4. Writers use _____ to convince their readers of something.
 - a. pronouns
 - b. persuasive writing
 - c. topic sentences

5. _____ can help you understand unfamiliar words.
 - a. Personification
 - b. Context clues
 - c. Persuasive writing

6. A _____ is also known as a root word.
 - a. summary
 - b. main idea
 - c. base word



7. A _____ is a letter or group of letters added to the end of a word.
 - a. suffix
 - b. prefix
 - c. simile

8. The _____ contains the main idea of a paragraph.
 - a. topic sentence
 - b. preview
 - c. verb

9. A _____ is a strong feeling toward or against something.
 - a. topic sentence
 - b. personification
 - c. bias

10. A _____ is information in picture form.
 - a. graph
 - b. preview
 - c. suffix

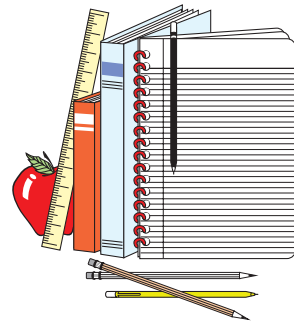
11. The _____ is the most important idea or point in a paragraph or piece of writing.
 - a. bibliography
 - b. main idea
 - c. metaphor

Unit 3: Writing—Words Speak Loudly

Unit Focus

Reading

- Use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. (LA.A.1.3.2)
- Demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. (LA.A.1.3.3)
- Use strategies to clarify meanings, such as rereading, note taking, summarizing, outlining, and writing a grade-level-appropriate report. (LA.A.1.3.4)
- Determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization. (LA.A.2.3.1)
- Identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning. (LA.A.2.3.2)
- Recognize logical, ethical, and emotional appeals in texts. (LA.A.2.3.3)
- Locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. (LA.A.2.3.5)
- Use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics. (LA.A.2.3.6)



Writing

- Organize information before writing according to the type and purpose of writing. (LA.B.1.3.1)
- Draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - conveys a sense of completeness and wholeness with adherence to main idea;
 - has a logical organizational pattern and provides for a logical progression of ideas;
 - has support that is substantial, specific, relevant, concrete and/or illustrative;
 - demonstrates a commitment to and involvement with the subjects;
 - has clarity in presentation of ideas;
 - uses creative writing strategies appropriate to the purpose of the paper;
 - demonstrates a command of language (word choice) with freshness of expression;
 - has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
 - has few convention errors in mechanics, usage, and punctuation. (LA.B.1.3.2)
- Organize information using alphabetical, chronological, and numerical systems. (LA.B.2.3.2)

Language

- Select language that shapes reactions, perceptions, and beliefs. (LA.D.2.3.1)
- Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications. (LA.D.2.3.2)

Literature

- Understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. (LA.E.1.3.3)
- Know that a literary text may elicit a wide variety of valid responses. (LA.E.2.3.3)



Unit 3: Writing—Words Speak Loudly

Overview

Writing is a critical skill. You use it in every class you attend. You also use it in other ways. It would be hard to imagine your life without the ability to write. This unit will help you improve your writing skills. It will also help you to build new ones.



Prewriting is when you plan a writing project.

The unit begins with a guide to prewriting. Prewriting is when you plan a writing project. It is an important first step. Prewriting helps you lay a solid foundation for your draft. You will be given strategies for prewriting. You will practice choosing a topic. You will be given ideas for collecting information. You will learn ways to organize this information.

You will also learn about writing for an audience. The unit offers strategies for shaping your writing for specific readers.

The unit continues with a focus on paragraph writing. You will become familiar with the parts of the paragraph. You will learn about the different ways to organize a paragraph. You will also learn about the different types of paragraphs.

You will write first drafts of several paragraphs. You will revise your drafts according to specific paragraph rubrics. You will then use these drafts as you work through the next unit. The steps and skills included in this process will be helpful. You can use them anytime you need to write anything. You can use them for any topic or subject.



Vocabulary

Use the vocabulary words and definitions below as a reference for this unit.

- audience** the readers to whom a piece of writing is directed or the listeners to whom a talk is directed
- body of the paragraph** the sentences between the topic sentence and the ending sentence that develop the main idea of the paragraph
- closing sentence or clincher** the final sentence of a paragraph
- descriptive writing** writing that paints a colorful picture by using vivid details to present a person, place, thing, or an idea
- details** the added information about a topic
- essay** a short piece of writing on a single subject that expresses a specific point of view
- expository writing** writing that explains something or informs readers
- form** the way a piece of writing is organized or structured
- main idea** the most important idea or point in a paragraph or piece of writing
- narrative writing** writing that tells a story or recounts an event



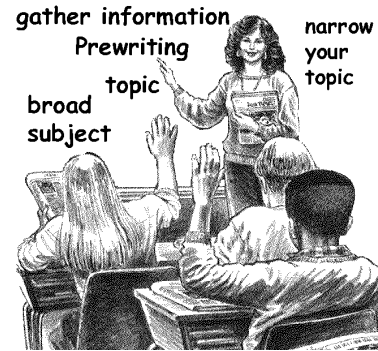
- paragraph** a group of related sentences that present and develop one main idea
- persuasive writing** writing that focuses on convincing readers of an opinion or claim, or to take a particular action
- purpose** the specific reason a person has for writing
- subject** whom or what a sentence is about
- supporting details** the words used to support the main idea or topic sentence
Examples: Supporting details can describe a person, persuade an audience, or explain a process
- topic** the subject of written material; what the material is about
- topic sentence** the sentence that tells the focus or main point of a paragraph
- transitions** words or phrases that link ideas, sentences, and paragraphs together
- useful topic** a topic that has been limited and that points to something specific about the general topic



Prewriting: Sharpening Your Point and Gathering Materials

Before you write, you need a **topic**, or **subject**, to write about. Often you will be given a topic. This topic is usually a *broad*, general subject area.

For example, your science teacher gives you a subject. You are to write a **paragraph** about the solar system. You begin to gather information. You then realize this subject is very broad. You could write an entire book about this topic. You could discuss the different parts of the solar system. You could write many paragraphs about planets and the sun. You could also write about different scientists who studied the solar system. They had different ideas about its makeup. You could write about these ideas.

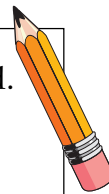


You find you have too much information. You must then *narrow* this topic. You need to create a **useful topic**. A *useful topic* is specific. A useful topic will allow you to focus your research.

For example, you look over your information. You find that in earlier times there were two main theories about the make-up of the solar system. You have already learned one of these. Science once held that the sun was the center of the universe. You also find this was the theory of the scientist Copernicus. You are interested in the other theory. You find in your research the other theory was by a scientist named Ptolemy. He believed the Earth was the center of our solar system. You decide to write about Ptolemy's theory of the universe. You want to compare it to what we believe to be true today.

You began with a broad subject—the solar system. You then narrowed this to a useful topic—how Ptolemy's theory of the solar system compares to current scientific fact.

1. You used the information you gathered.
2. You used what you already knew.
3. You found a topic that interested you.





Practice

Look over the list of paragraph topics below.

- If it is **too broad for a paragraph**, write “G” for **General Topics**.
- If it is **specific**, write “U” for **Useful Topics**.

- _____ 1. nutrition
- _____ 2. the growing problem of childhood obesity
- _____ 3. the city’s crime rate
- _____ 4. the recent rash of stolen automobiles
- _____ 5. health care
- _____ 6. Florida’s Healthy Kids program



Practice

Work with a partner to complete this activity.

- Carefully read each of the **general topics** below.
- Then **decide on a useful topic that is related to it**. Use the **three steps outlined on the previous page to narrow the topic**.
- List the **narrowed, useful topic** on the line provided.

Example:

General Topic: gardening

Useful Topic: which flowers to plant in shade

1. General Topic: football

Useful Topic: _____

2. General Topic: medicine

Useful Topic: _____

3. General Topic: movies

Useful Topic: _____

4. General Topic: fish

Useful Topic: _____

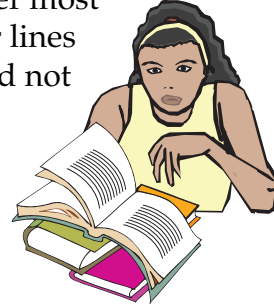
5. General Topic: government

Useful Topic: _____



Gathering Information

Makeisha recently completed an **essay**. It was about her most embarrassing moment. She wrote about forgetting her lines in a school play. Makeisha knew all the **details**. She did not have to research her topic because she related a personal experience. You will often be asked to write about personal experiences. Like Makeisha, you will already know exactly what to say.



Makeisha knew the details to write her essay.

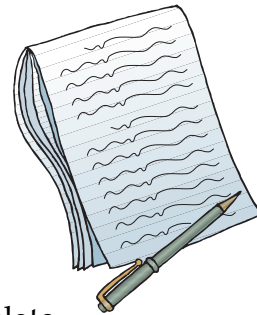
For other assignments, you will know very little. You will need to gather *details*. This involves collecting information. It also involves planning how you will use these details. You will gather information for research papers, reports, *essays*, and articles.

The following three steps—*collecting your thoughts*, *researching*, and *evaluating details*—will help you gather details.

Collecting Your Thoughts

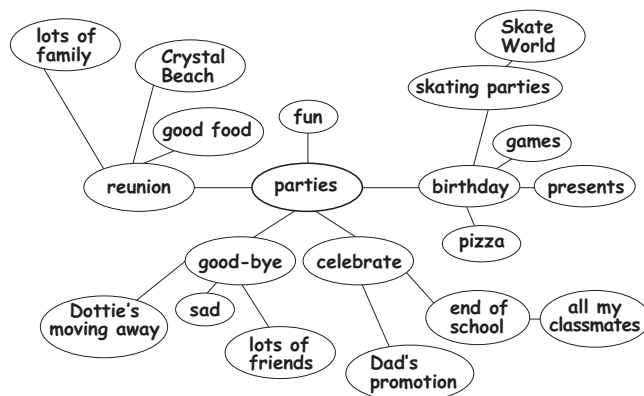
Think about your topic: What do you actually know? Often, you will be surprised. You sometimes know much more than you thought. Other times, you know very little. Use the following strategies to help organize your ideas.

- **Keeping a Journal:** Each week write in a personal journal. Write about what you do each day. Write about how you feel. Reread these entries. Underline ideas you would like to write more about.
- **Clustering:** Think of your topic. Choose a focus word. This should be a general word. It should relate to your assignment. Write down the focus word. Then think of other related words and phrases. Cluster these related words and phrases as in the Cluster Model on the following page.





As you can see below, *clustering* is an excellent way to organize information. Clustering helps to picture how words and phrases connect to a topic.



Cluster words for about five minutes. Scan your cluster. Are any terms similar? You will probably find several possible topics.

- **Listing:** Think of your topic. Write down details you already know. Write down any questions you have. Add as many details as you can.
- **Freewriting:** Begin writing with your topic in mind. Write nonstop for five to 10 minutes. Look back over your writing. Underline any ideas you would like to develop.
- **Analyzing:** Ask the following types of questions about your topic:
 1. What parts does it have?
 2. How does it look, sound, or feel?
 3. What is it like? What is it not like?
 4. What can I do with it?
 5. What is good about it? What is bad?



- **Asking the 5W-How Questions:** Who? What? Where? When? Why? How? Answering these questions will give you basic information. This will also help you go from a broad subject to a specific topic.



Practice

All of us are given **rules to live by**. At the beginning of the year, your teacher gave you a set of **class rules**. Work with a partner or small group to **list at least five of these rules**.

1. _____
2. _____
3. _____
4. _____
5. _____

Now, think back over the school year so far. Which of these rules **have you broken**? If you have not broken any of these, continue the list. Then **choose one of these rules you have broken or wanted to break but didn't**.

On your own paper, write a structured **essay**, explaining to your teacher **why you broke this rule or why you wanted to break the rules**. Be as creative as you like.



Remember: An essay is a short piece of writing on a *single* subject that expresses a specific point of view.



Review your **freewriting**. Answer each question. Write down your answers to each of the 5W-How questions.

Who?

What?

When?

Where?

Why?

How?



Practice

*In the previous activity, you wrote about a happy, almost perfect day. What, for you, would be an absolutely **perfect day**? Time, cost, and distance does not matter. What would you do? Who would be with you? Where would you go?*

*In the center below, see that the title, “**My Perfect Day**,” has already been written for you. Do a **cluster** about what this would include. Then **cluster words and ideas** as they come to mind. Write down as many ideas as you can.*





Researching

At one time, researching just meant reading. Researching still does include reading. However, researching now means much more. It now includes

- watching videos, digital versatile discs (DVDs), and television programs
- listening to tapes or compact discs (CDs) about your topic
- surfing the Internet to get information. (See Unit 1.)

Researching also includes making notes. Once you have good notes, you can organize the information. Good notes lead to good organization. This, in turn, leads to a well-written paper.



Researching means much more than just reading.

Good notes should be readable. They should also include all important information about your topic. They should be as brief as possible. Use the following tips when taking notes.

- Reread before making notes. Read a selection the first time to get an idea of its contents. Read it a second time for more specific information.
- Keep your topic in mind. Select only information that relates to that topic. Do not write down everything there is to write.
- Write complete sentences only if you want to use a quotation. If you are going to quote the sentence, you must give credit to the source. Remember to write down
 1. the author's name
 2. title of the book
 3. publishing company
 4. city of publication
 5. date of publication
 6. page number(s) where quote is found.



If you are quoting an Internet or electronic reference you must also give credit to the source. See Unit 1 pages 42-43 for the information you should obtain to give credit to the source.

Most of your research will come from nonfiction materials. These nonfiction materials are usually written in common patterns. Knowing these patterns can help you take notes.

Common Patterns of Nonfiction Writing

The Description Pattern

The following selection is about the bull boat. This essay follows the description pattern. It tells you what a bull boat is like. It describes its origins. It also describes how different cultures made these boats.

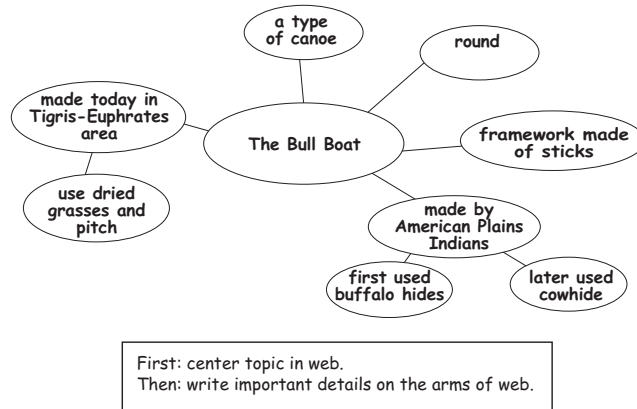
An Unusual Canoe

A bull boat is a type of canoe. Most early civilizations used logs for their canoes. They simply dug out the inside of the log. However, trees were scarce in some areas. Here, frame-and skin-canoes were made. The bull boat is an example of one of these. The bull boat is a circular canoe. It is made with a round framework of sticks. This frame is then covered with animal skins. In the early American West, the Plains Indians used buffalo hides. Later, cowhide was used. A similar round canoe is still used in the Tigris-Euphrates area. This boat is woven of dried grasses or reeds. The craftsmen use pitch to make it waterproof.





One of the best ways to organize important information from a description is with a web. *Webbing* is creating a graphic organizer that pictures a plan for arranging information. Webbing clusters words and phrases around a central topic to show how they connect to the topic. Look at the following example of a web of “The Bull Boat.”



The Main Idea and Supporting Details Pattern

The information in the article below follows the **main idea** and **supporting details** pattern. The first two sentences introduce the topic and the *main idea*. The following sentences support the main idea and give more information about the topic.

You’re Hired!

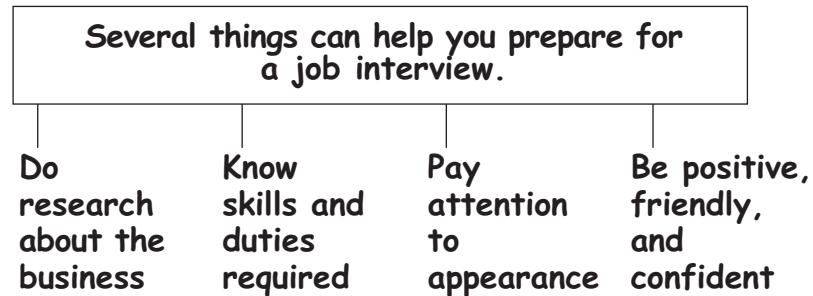
Several things can help you prepare for a job interview. First, do some research. Know what product or service the business offers. Also know what specific job you are applying for. It is important to know the skills and duties you need to have. This way you can convince the interviewer you are the best person to hire. Next, pay attention to your appearance. Be clean and neat. A good rule is to dress in the way you should if you have the job. Finally, be positive, friendly, and confident.





Another graphic organizer is a *table organizer*. A table organizer can help you take notes. Write the main idea on top of the “table.” Then add details that support the main idea as table “legs.” Look at the example below.

The top of the table states the main idea.

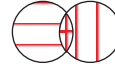


The table “legs” list supporting details.



The Comparison/Contrast Pattern

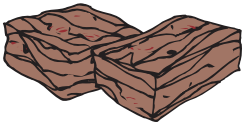
Compare and Contrast



The information below compares a brownie and a chocolate chip cookie. The paragraph follows the comparison/contrast pattern. The first part of the article discusses the brownie. The second part discusses the chocolate chip cookie.

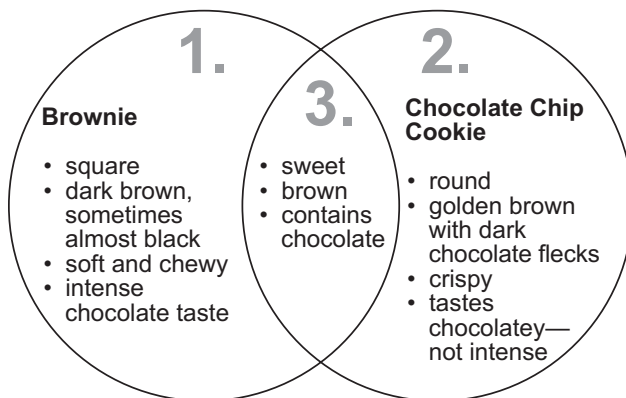
Chocolate, Anyone?

Two favorite chocolate snacks are the brownie and the chocolate chip cookie. The brownie is square. It is dark brown, sometimes almost black in color. Its color depends on how chocolately it is. The texture of the brownie is distinctive. It is soft and chewy. The taste is intensely chocolate. The chocolate chip cookie is like the brownie in some ways. It is sweet. It is brown. It contains chocolate. However, the cookie is round. The most popular chocolate chip cookies are a golden brown. They have flecks of dark chocolate from the chips. The texture of the cookie is different from the brownie. The cookies are usually crispy. Finally, the taste of the cookie is different. You can taste the chocolate. It is not, however, as intense as the brownie's taste.



A Venn diagram is useful in organizing information that shows how two things are alike and different. Look at the Venn diagram below.

Chocolate, Anyone?

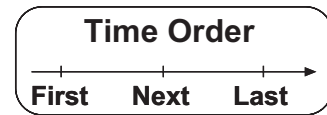


Areas 1 and 2 list details showing how subjects are different.

Area 3 lists details shared by subjects.



The Chronological Order Pattern



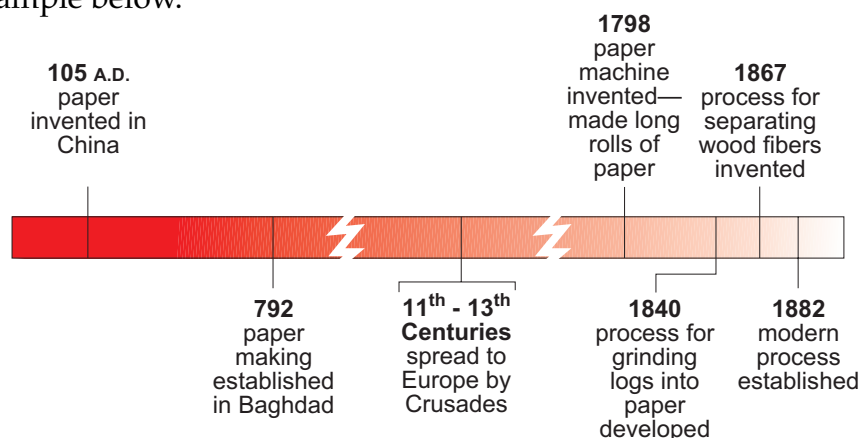
The following information provides details in *chronological order*. Chronological order means that the details are listed in *time order*. The selection discusses the history of paper. The details are given in chronological order.

The History of Paper

Paper was invented in China in 105 A.D. Ts'ai Lun found that the inner bark of the mulberry tree was useful. He broke it into fibers. Then he pounded it into a sheet. This sheet made a good writing surface. The Chinese art of papermaking spread as a result of war. Several Chinese papermakers were captured when fighting against the Arabs. These individuals helped begin the paper industry in Baghdad. It was established in 795 A.D. The Crusades spread papermaking to Europe. This occurred between the 11th and 13th centuries. In 1798 the Frenchman Nicholas-Louis Robert invented a paper machine. It could produce long rolls of paper. Previously, paper was made only in small batches. In 1840 a German named Friedrich Keller helped the paper industry grow. He invented a process for grinding logs into pulp. In 1867 the American Albrecht Pagenstecher discovered how to separate wood fibers. He dissolved them in a solution of sulfuric acid. European chemists improved this process. As a result, by 1882 paper was made the same way it is today.



A timeline will help you organize details given in chronological order. See the example below.





Practice

Read the following articles. Use the list below to **determine the pattern used in each article. One term will not be used.**

description	comparison/contrast
chronological order	main idea and supporting details

1. _____

Acupuncture is an ancient medical therapy. It was used by the ancient Chinese. Acupuncture involves inserting thin, solid needles into selected sites on the human body. Early Chinese healers believed vital energy flowed into the body through special pathways in the body. There were 12 pathways on each side of the body. Healers believed these pathways were treatment points for disease. These points are used today to control surgical pain. Needles are first inserted into various parts of the body. They are then stimulated with an electrical current. This stimulation lasts for 20 to 30 minutes. Then surgery can begin. If the acupuncture has been effective, the patient feels little or no pain during surgery. Exactly how acupuncture works is still unknown. It is, however, a proven alternative to drugs.

2. _____

Thomas Jefferson was an outstanding American. He began his political career in 1775. He became a member of the Second Continental Congress. He was chairman of the committee that wrote the Declaration of Independence. He was the United States Minister to France from 1785 to 1789. From 1790 to 1793, he served as Secretary of State. Jefferson was vice president from 1797 to 1801. He also served as our third president. He was inaugurated on March 4, 1801.



3. _____

To ancient people, the peacock was a rare treasure. Ancient travelers carried them to all parts of the world. His subjects gave peacocks as offerings to King Solomon. They were included with riches such as gold, silver, and ivory.

Peacocks are mentioned in a famous play by Aristophanes. Also, Pliny, a great Roman historian, writes about peacocks. In his day, the peacock was a great delicacy. It was roasted and served in its own feathers.



Evaluating Details

Now your research is finished. You have taken notes on your topic. You have also organized these notes. You probably have more information than you need. Now you need to choose details. These are the details that you need to write your paper.



You have also organized these notes.

Look back over your Inventory Chart on page 161. Did you find the answers to your questions? Did you find the details you needed? If so, write these details on your Research Inventory Chart on the following page. Put them in the “What I Learned” column. Make sure to write down where you found each fact.

Take one final look at your Research Inventory Chart. Do you have enough information to write your paper? If you do, you are ready to begin. If not, you will need to do more research.



Writing for an Audience: Tailoring Your Words and Content to Fit Readers

You are walking down the hall. You are in a hurry because you are late getting to your social studies class. On the way, you bump into three people. First, you accidentally run into your friend Zoe. She has stopped to talk to her other friend Mel. Then you turn around too quickly. You have bumped into the new boy, Darryll. Because of this, he drops all his books. Finally, you reach your classroom. As you rush in, you run headlong into your teacher. Mr. Welles is about to close the door. You step on his toes when you collide.

What do you say to each of these people? More than likely, your words changed each time.

What do you say to each of these people?

To your good friend: **Oops! Sorry, talk with you later.**



To the new boy Darrell: **I'm sorry, let me help you pick up your books. Are you new here?**



To Mr. Welles: **I am so sorry, Mr. Welles, I should not have been running in the hall.**



Your words changed because your **audience** changed.

You do this when you speak. You must also do this when you write. An *audience* can be listeners or readers.

Writing is communication. In order to communicate, you must choose words your reader can understand.

You must also include the right amount of information. Does the following situation sound familiar?

Lisa helps her mother with laundry every Saturday morning. Her little brother Drew recently turned 10. Their mom thought it was time for him to do laundry too.

Mom gave Drew his instructions:

- “Put these white clothes into the washing machine.
- Use hot water.
- Measure the detergent in the cup.
- Make sure to put fabric softener in the dispenser.
- When they have washed, put them into the dryer.
- Push the button on the dryer to start them.”



Lisa was to finish the rest of the laundry when she came home from tennis practice.

When Lisa came home, she gathered the next load of laundry. She followed her mother’s instructions for washing the clothes. When Lisa was ready to dry the clothes, she couldn’t. Drew had dried the clothes in the dryer. However, he had not taken them out and folded them.

“Why didn’t you take the clothes out and fold them?” Lisa asked Drew.

Drew replied, “Mom didn’t tell me to.”

Lisa rolled her eyes. “Drew,” she said. “Everybody knows you have to fold dry clothes.”

“I didn’t,” said Drew. “I’ve never done laundry before.”



Mom’s audience was Drew and Lisa. Lisa had done laundry before. She knew more about it than Drew. Therefore, she knew that she needed to fold the clothes.

Drew, however, did not. He did exactly as Mom told him. However, Mom did not give him complete instructions. She needed to give him more information than she gave to Lisa.

Like Lisa’s mom, you need to make sure you give your audience enough information. This, like your words, will change with your audience. Your audience and **purpose** will guide your choice of words. The *purpose* is the specific reason a person has for writing.



Practice

Choose **two** of the following numbered **topics**. Then under the chosen topic, choose **one audience from a** and **one audience from b**. Write a **paragraph** about each **chosen topic** with the **chosen audience** in mind on the following pages.

1. how to find the nearest movie theater
 - a. for a friend in a nearby city
 - b. for your mother's friend from another state

2. a description of the last get-together you had with your friends
 - a. for one of your friends who could not attend
 - b. for your teacher, who has assigned this as a class project

3. what it's like to be in seventh grade
 - a. for a student in fifth grade
 - b. for someone who was in fifth grade 50 years ago

4. a reminder for an after-school club meeting
 - a. for the students who are club members
 - b. for a local businessman who is the guest speaker

5. a letter explaining why you broke your curfew
 - a. for your best friend, who tried to talk you out of it
 - b. for your parents



Practice

Circle the letter of the correct answer.

1. the readers to whom a piece of writing is directed or the listeners to whom a talk is directed
 - a. only the teacher
 - b. audience
 - c. anyone under the age of 18
2. who or what the material is about
 - a. topic
 - b. subject
 - c. purpose
3. a group of related sentences that present and develop one main idea
 - a. form
 - b. clincher
 - c. paragraph
4. the specific reason a person has for writing
 - a. persuasive writing
 - b. sensory details
 - c. purpose
5. a topic that has been limited and that points to something specific about the general topic
 - a. useful topic
 - b. closing sentence
 - c. form
6. the most important idea or point in a paragraph or piece of writing
 - a. main idea
 - b. subject
 - c. useful topic



7. whom or what a sentence is about
 - a. body of a paragraph
 - b. subject
 - c. audience

8. the words used to support the main idea or topic sentence
 - a. topics
 - b. paragraphs
 - c. supporting details

9. the added information about a topic
 - a. details
 - b. narrative writing
 - c. transitions

10. a short piece of writing on a single subject that expresses a specific point of view
 - a. topic
 - b. essay
 - c. details



Writing the First Draft

So far in this unit, you have done the following:

- created a useful topic
- learned to make good notes
- organized these notes
- learned to write for your audience.



Now you are ready to write a first draft.

Begin your first draft. Write as much of it as you can at one time. If you have a plan, look at it. But keep an open mind. New ideas often come as you write. Be sure to write these ideas into the draft.

This first draft will not be perfect. It will be messy and will need revising more than once. Remember, your first draft is your first look at this work. You have many more chances to make it better. You can try out different words. You can reorganize sentences. You can add details or take them out.

Developing a Paragraph

Many students are gifted writers. They know how to organize and write without much help. Other students must work hard to write well. However, writing well can be mastered.

The key to writing well involves three steps.

- First, you must select a good subject.
- Then you must stick to that subject as you write.
- Finally, you must support this subject with plenty of details.

These three steps apply to long essays. They also apply to single paragraphs. Let's begin by organizing and writing a paragraph. Later, you can use these skills for longer essays.



A paragraph focuses on one specific topic. This topic can be developed in one of four ways.

Ways a Paragraph Can Be Developed

- It can *describe*—called **descriptive writing**.
- It can tell a *story*—called **narrative writing**.
- It can make an *explanation*—called **expository writing**.
- It can state an *opinion*—called **persuasive writing**.

The **form** is the way a piece of writing is organized or structured. The *form* will depend on the subject you are writing about. It will also depend on the kind of details you gathered.

For example, an expository paragraph explains or informs readers. It can do this in several ways.

- It can show the reader examples.
- It can provide facts.
- It can also analyze something.

These paragraphs are different in their purpose. However, they must do the same thing. They must give readers a clear picture of the topic.

A persuasive paragraph has a dual purpose.

- First, it gives the writer’s opinion or feeling about a subject.
- Second, it attempts to convince its reader to think the same way.



The Parts of a Paragraph

The first part is the **topic sentence**. The *topic sentence* tells what the paragraph is about. It also suggests how the rest of the paragraph is organized. The topic sentence is usually very general. It will not contain specific details such as color or size.

The Parts of a Paragraph

The topic sentence

- tells what the paragraph is about.
- suggests how the rest of the paragraph is organized.
- usually is very general.
- will not contain specific details.

The body of the paragraph

- is made up of detail sentences.

The detail sentences give specific details about the topic.

These details give important information and help readers understand the central idea of the paragraph.

The concluding sentence

- may summarize a very long paragraph.
- may reach a conclusion, if needed.

The second part is the **body of the paragraph**. The body is made up of *detail sentences*. These give specific details about the topic. The details give important information. They help readers understand the central idea of the paragraph. Remember your *purpose* and your *audience*. These will point you to the right details to use in your paragraph.

Some paragraphs also include a *concluding sentence*. It may summarize a very long paragraph. It may reach a conclusion, if needed.



The Topic Sentence

A good topic sentence helps your readers predict what will be in the paragraph. The topic sentence also helps you as a writer. It helps keep your writing under control.

A good topic sentence should contain two things.

- It must contain an interesting subject.
- It also must tell your feelings about this topic.

For example, look at the following topic sentence.

Today, celebrities influence the way teenagers dress.

It contains a good subject. It also tells how the writer feels about it. It is a good topic sentence.

Look at another topic sentence.

Teenagers are concerned about their appearance.

It contains a good subject. However, it does not tell how the writer feels about it. It is *not* a good topic sentence.



Practice

Read each of the following **topic sentences**. Write **yes** in the blank if it is a **good topic sentence**. Write **no** in the blank if it is **not** a good topic sentence.

- _____ 1. Brandon is a perfect best friend.
- _____ 2. Brandon has few enemies.
- _____ 3. Cooked spinach makes me sick.
- _____ 4. Not doing homework is a terrible habit.
- _____ 5. Daria received a speeding ticket.
- _____ 6. Lina makes excellent grades.
- _____ 7. Pets make our lives better.
- _____ 8. Nick brought his puppy to my house.
- _____ 9. A world without chocolate is unimaginable.
- _____ 10. Being 12 years old is difficult.



The Body of the Paragraph

The main part of the paragraph is the body. The body contains information the reader needs to understand the topic. The body is made up of detail sentences. Detail sentences are very specific. They are the opposite of topic sentences.

However, the topic sentence and detail sentences must work together. Look at the following example:

Topic sentence:	I get along very well with older people.
Detail sentence:	Each Sunday I sit with my grandmother and her friends in church.
Detail sentence:	I love to hear my Great Uncle Terry's stories of World War II.

The two types of sentences work together.

- The topic sentence states a general opinion. It also gives the writer's opinion.
- The detail sentences support this idea. This support can be different things. The details can give reasons why the writer has that opinion. They can give examples showing the topic sentence is true.

The detail sentences should be organized in some way. How you organize them depends on your purpose.

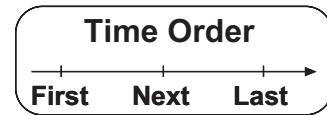
There are three main ways to organize a paragraph:

- chronological or time order
- order of location
- order of importance.




Chronological or Time Order

The first way to organize details in a paragraph is *chronological* or *time order*. Time order organizes details according to when they happened.



Writers should use certain key words in these paragraphs. These key words may also be called **transitions**, or connecting words. *Transitions* are words or phrases that help *link* ideas, sentences, and paragraphs. To flow smoothly, an organized paragraph needs key words. These words help the reader follow your thought process. Some of these are listed below. (Also see Appendix A for a list of other transitions and connecting words.)

Key Words to Chronological Order	
after	later
at the same time	next
before	now
finally	second
first	then
immediately	until
instantly	when
last	



You could use chronological order to tell a story. You might also use it to discuss historical causes. You could also use it to describe a process.



Remember: To use chronological order, organize your supporting details according to time.



Practice

The following paragraph is arranged in **chronological order**. Where do you see **key words**? Underline the **key words** as you find them.

A Master Builder

The water spider seems to be a careful and clever builder. He builds his home beneath the surface of the water. He does this for protection from his many enemies. First, he spins a web. This web is in the shape of an upside-down cup. Then he attaches the web to water weeds. Once this is done, he travels to the surface.



He makes many trips. On each trip, he brings back air bubbles. He pushes these into the dome-shaped web. He continues until the web is completely full of air. When this is done, his home is complete. He can then live and breathe as easily as if he were on dry land.



Order of Location

The second way to organize details in a paragraph is *order of location*. Order of location is helpful in describing places. This organization “leads” the readers’ eyes. It lets them “see” description in a logical order.



Again, special key words or transition words are helpful. The following key words show location.

above	at	between	inside	outside
across	away from	beyond	into	over
against	behind	by	near	throughout
along	below	down	off	to the right
among	beneath	in back of	onto	under
around	beside	in front of	on top of	

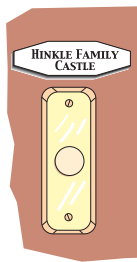


Practice

The following paragraph is arranged by **order of location**. Where are **key words** used? Underline the key words as you find them.

A visit to Uncle Lester's home shows he is a family man.

The hints begin when you ring the doorbell. Above the bell is a



small sign reading: The "Hinkle Family Castle." Inside

the door is a wall filled with family pictures. Among

these are pictures of his parents, grandparents,

children, and grandchildren. Entering

the family room gives new meaning to

the word. To the right is a cabinet filled with

trophies. All of these were won by his

children. Some are for swimming. Some are

for baseball. The smallest one is on the top

shelf. His "baby girl" Wanda earned this at

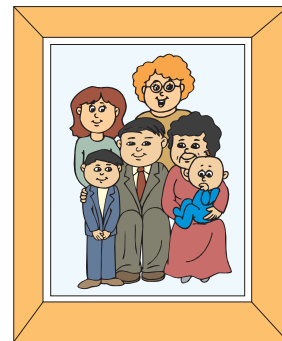
the school spelling bee. Above the fireplace are other family

keepsakes. Most of these are gifts hand-made by his children.

They sit underneath the giant family portrait. You see the

entire family smiling down at you from every corner of this

cozy room.





Order of Importance

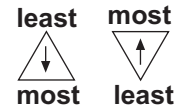
The third way to organize details in a paragraph is *order of importance*. This is helpful in discussing reasons or examples. Persuasive paragraphs often are written this way.

Persuasive writing is used to convince a reader of something. The writer might list reasons to believe something in the order of importance.

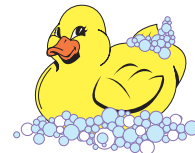
You can organize the order in two ways. You can begin with the most important idea. However, it is usually more effective to end with the most important idea. This makes the most important idea the last one the reader sees.

Example: The following paragraph is arranged by order of importance. Note that the most important reason is listed last.

Order of Importance



My favorite time of day is bathtime. Each day I look forward to my date with Rubber Duckie and my bubble bath. Why? It's really pretty simple. To begin with, I like being clean. I work hard and my hobby is running. A bath is pretty important to my keeping clean. Another reason I love my bath is that it feels absolutely wonderful. During winter, I warm myself in a hot tub. In summer, I refresh in a cool tub. Some days, the only time my "thermostat" is right is when I take a bath. Finally, my bath time is truly my time.



I get to be completely alone. I have a chance to close my eyes and relax. I get to enjoy my own company. I always feel better after my bath.

The Closing Sentence

Not all paragraphs contain a **closing sentence**, but many of them do. The *closing sentence* is sometimes called the **clincher**. This sentence comes after all the details have been included. It is the final sentence of the paragraph.

The closing sentence or clincher should do two things. First, it should remind readers of the subject. Second, it should keep them thinking about it.



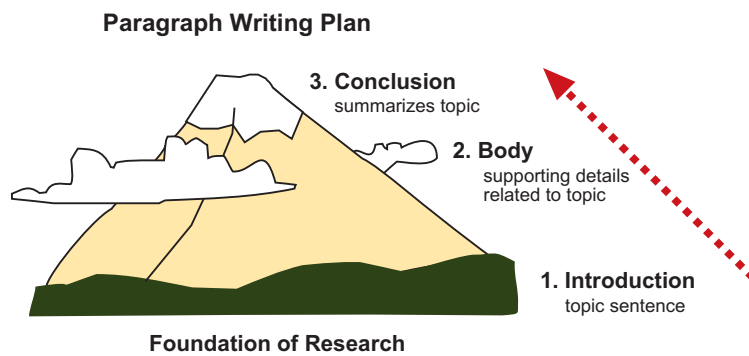
Some specific ways of doing this include the following:

- reaching a conclusion
- suggesting any future courses of action
- summarizing the details
- restating the topic sentence.

There are key transition words to help you conclude. They include the following:

Key Words That Help You Conclude			
finally	as a result	to sum up	in conclusion
lastly	therefore	all in all	in summary

Look at the closing sentences of the example paragraphs in the practices on the previous pages.



Remember: Write a title related to the topic and use key words or transitions to link ideas and sentences.



Practice

The sentences below are a paragraph. However, the sentences have been scrambled. Read each sentence carefully. Place the sentences in their correct order using numbers 2 - 5. (Numbers 1 and 6 have been done for you.) Write the numbers on the lines provided.

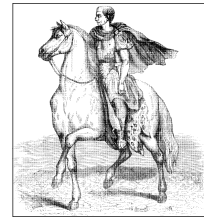
1 **Topic Sentence:** Before his death, Julius Caesar received several warnings.

_____ In addition, he had come to believe he was too important to kill.

_____ He had, however, chosen to ignore them.

_____ One reason was that he doubted anyone was brave enough to kill Caesar.

_____ He felt that Rome, and the rest of the world, could not progress without him.



6 **Closing Sentence:** In the end, Caesar's arrogance helped lead to his death.



Practice

Use the list below to complete the following statements.

descriptive writing	narrative writing
expository writing	persuasive writing

1. If you write to tell a story or retell an event, you are using _____ .
2. If you try to convince readers of an opinion, you are using _____ .
3. You are assigned homework where you are to describe, using vivid details, your last vacation, so you use _____ .
4. You are explaining something in a paragraph and you use _____ .

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|---------------------------------|
| _____ 1. the sentence that tells the focus or main point of a paragraph | A. body of the paragraph |
| _____ 2. words or phrases that link ideas, sentences, and paragraphs together | B. closing sentence or clincher |
| _____ 3. the sentences between the topic sentence and the ending sentence that develop the main idea of the paragraph | C. form |
| _____ 4. the final sentence of a paragraph | D. topic sentence |
| _____ 5. the way a piece of writing is organized or structured | E. transitions |



Paragraph Types

Paragraphs are written for many purposes. Each type requires a different kind of planning.

No doubt you have been preparing to take the FCAT with your classmates. As you prepared, you may have been concerned with specific types of paragraphs. The two types of paragraphs we will work on in this unit are *expository* and *persuasive*. These are most often used to report researched information. These are two of the kinds of paragraphs you may be asked to write during your FCAT.

Expository Paragraph

Another word for expository is explanatory. An expository paragraph *gives information*. You can explain a subject. You can also give directions in an expository paragraph. Such a paragraph can do the following:

- It can *compare and contrast* two things. Comparing tells how two subjects are alike. Contrasting tells how they are different.

Example: Look at the passage “Chocolate, Anyone?” on page 166. This short essay gives information. One part tells you how two cookies are *alike*. Another tells how they are *different*.

- It can relate *cause and effect*. This type of writing explains how one event can cause another event to happen. It can also explain the results of an action or event.

Example: Look at the correctly arranged paragraph about Julius Caesar on page 193. This paragraph explains both causes and effects. First, we are told why Caesar ignored warnings of danger (*causes*). What are these? Then we are told the *effect* of his arrogance. What was this?

- It can *analyze*. Such a paragraph can tell us how something works. It can also describe the parts of something. A paragraph of analysis can also define something. It can also explain the steps in a process.

Example: Look at the paragraph “A Master Builder” on page 188. This paragraph is explaining how the water spider builds its home. It is explaining the major steps. What are these?

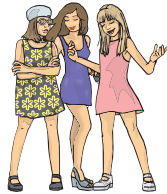


- It can offer the *solution to a problem*. This type of paragraph identifies a problem. Then it analyzes the causes of the problem. Finally, this paragraph suggests a solution.

Example: Read the following paragraph.



Cliques and peer groups often pressure us into doing things. We may begin to drink or do drugs to be accepted. We may decide to dislike certain classmates because the group does. The group labels these behaviors cool. But what could be less cool than letting others make our decisions? Most of our heroes are people who have strong beliefs. They stand by these beliefs. They do not conform to the ideas of those around them. We need to model ourselves after these individuals. We need to remember our own standards and make our own choices.



What is the problem? Why does it occur? How can it be solved?

All of these types of paragraphs explain and give information. They also have standards in common. For example, each paragraph has the following:

- Opens with a good “hook” to get the reader’s attention.
- States a purpose.
- Gives details that develop this purpose.
- Paints vivid images for the reader by using precise verbs, specific nouns, and also adjectives that appeal to our five senses (sight, touch, smell, hearing, and taste).



Practice

Read over each of the following **expository paragraphs**. Then use the list below to identify each paragraph. **One term will not be used.**

analysis
cause/effect

comparison/contrast
problem/solution

1. _____

Horses have an unusual habit. They sleep standing up. Their bodies are designed to make this possible. They have a special locking device at their *stifle*. A stifle is very similar to the human knee. The kneecap can be pulled sideways. Then, a special system of ligaments will not allow the knee to bend. The horse can stay relaxed enough to fall asleep. However, it will remain upright.

2. _____

The lemming is famous for self-destruction. About every three years, the lemming population explodes. Because of this, thousands of them migrate. They do this in order to find food. They begin by moving slowly and only at night. Later they become bolder. They travel by day and night. As they travel, their numbers grow. They travel in a straight line. They do not stop for lakes, rivers, or oceans. Some lemmings are eaten on this journey by larger animals. Most, however, drown. The cause of this migration has never been completely understood. Whatever the reason, the cycle repeats itself like clockwork. The population grows. Then the lemmings migrate. Most are killed. Then the process begins again.

3. _____

Not all close relationships are happy ones. Sometimes we find ourselves in one that is harmful. If so, we are being abused. This abuse can take several forms. We may be a victim of physical abuse, sexual abuse, or even emotional abuse. However, each of us is protected by law. We don't have to take these types of abuse from anybody.



Practice

Step 1: Prewrite.

Write a **comparison/contrast paragraph** by first **brainstorming** using the following lists.

1. Think of two good friends who are very different.

- Identify them by name. _____

- How long have you known them? _____
- Where did you meet them? _____
- Describe the kinds of things you do together. _____

- Explain how they are different. What is their age? Gender? Their taste in music? How do they dress? _____

2. Think of two family members who are very different.

- Identify them by name. _____

- How are you related to them? _____

- How often do you see them? _____
- Explain your relationship to them. Are you good friends? Is he your favorite uncle or is she your favorite cousin? What kinds of things do you do together?



- Explain how they are different. What is their age? Gender? Their taste in music? How do they dress? _____

3. Think of two teachers that you remember.

- Identify them by name. _____

- Tell what grades and subjects they teach. _____
- Explain your relationship with each. _____

- Explain how each teacher is different. What is their age? Gender? Their classroom personality? Their method of instruction? What subjects do they teach? _____



Practice

Step 2: Choose your topic.

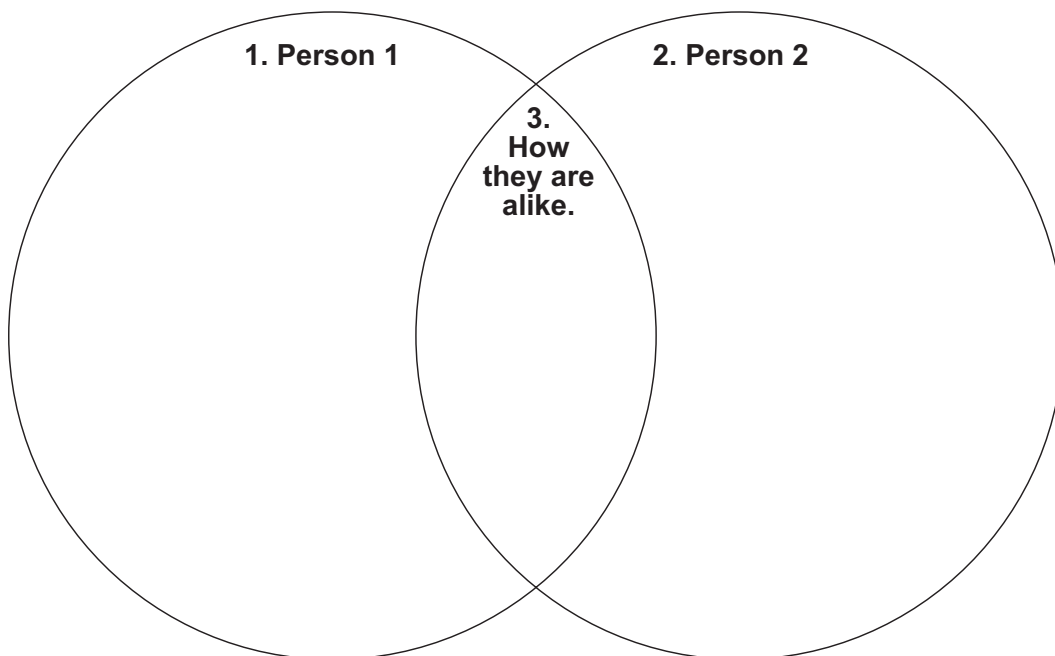
Use your lists from the previous practice. For which pair did you write the **most complete list**? More than likely, **this pair should be your topic**. Once you have your **topic**, complete the following **Venn diagram**.

Begin with **space number 3** below. Write how each person is **alike**.

Example:

You are writing about your two favorite teachers.

- Both are your teachers this year.
- They teach at your current school.
- Both have helped you to make good grades.





Now tell how they are **different**.

In what areas are they different? Are they of different genders? Different ages? Do they dress differently? Decide which categories you will discuss.

Next fill in the **details** about each **person** in the Venn diagram. You need to fill in this information under **space number 1** for **Person 1** and **space number 2** for **Person 2**.

Example:

You want to point out age differences. You begin with space number 1, **Person 1**. You would list the following for Mrs. Lee, your mathematics teacher.

- She is in her early 20s.
- She is beginning her first year of teaching.
- She is not married.
- She does not have any children.

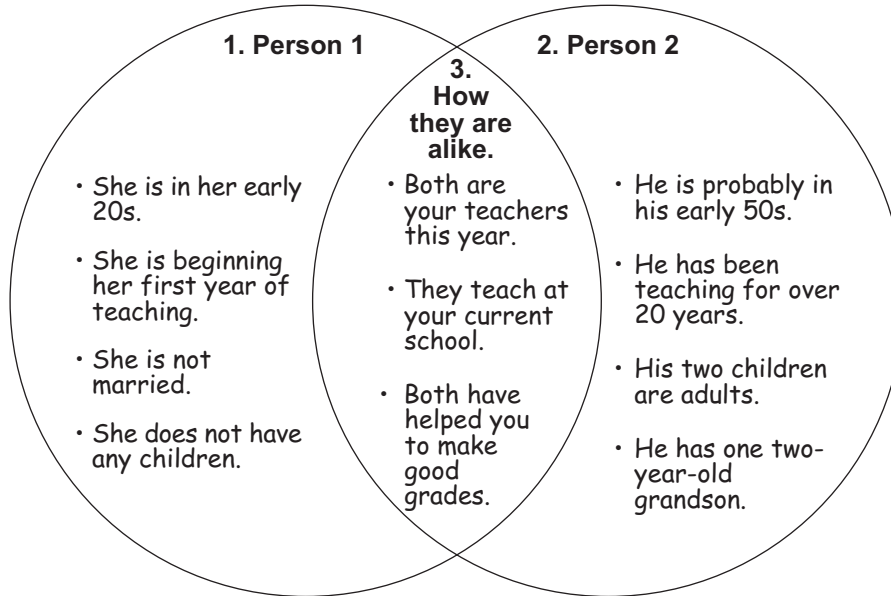
Now you need to do the same for **Person 2**. You would list the following for Mr. Gomez, your current science teacher.

- He is probably in his early 50s.
- He has been teaching for over 20 years.
- His two children are adults.
- He has one two-year-old grandson.

Read the Venn diagram on the following page. The Venn diagram uses the information from above and the previous page from the example about your two favorite teachers.



Venn Diagram of Your Two Favorite Teachers



*Go back and review the information on your **Venn diagram** on page 200. Is it complete?*



Draft Your Comparison/Contrast Paragraph

Begin with your topic sentence. Look over the information that you have. Use it to structure a sentence that does the following:

- identifies the overall category of your paragraph (teachers)
- indicates your feelings about them (they have been your two favorites).

Example: Using these ideas might look like this.



I will always remember my two favorite teachers.

Notice the sentence does not mention the writing. Nor does it mention the purpose. It avoids *tacky* expressions like the following:

In this paragraph I will tell you about my two favorite teachers.

The purpose of this paragraph is to describe my two favorite teachers.

Notice also that it is a sentence. It does not ask a question. (Who are my favorite teachers?)

Draft your paragraph—A good way to write this type of paragraph is the *subject-by-subject method*.

- You introduce one subject and give the details about that subject.
- You introduce the other subject and give the details about him or her.

The paragraph about brownies and cookies on page 164 is developed this way. Notice that the similarities and differences are pointed out in the part about the second subject.



The Closing Sentence

The *closing sentence* or *clincher* makes the writing *feel* finished. The sentence should remind readers of the subject. It should not just repeat the topic sentence. The clincher should keep the readers thinking about the topic.



Practice

Write a **draft of your paragraph** below. Begin with your **topic sentence** and then follow the suggestions from the previous pages.



Practice

Step 3: Complete a self or peer edit of your paragraph.

Use the following worksheet to complete a self or peer edit of your paragraph.

Read

Can you find the topic sentence? _____

Do

Draw a wavy line under the topic sentence. 

Write

Who are the subjects? _____

How does the writer feel about them? _____

Suggest

How can this be improved? _____

Read

Are the areas to be compared and contrasted stated? _____

Do

Circle the sentences that state each area. 

Write

List areas that are to be compared or contrasted. _____

Suggest

How can this be improved? _____



Read

Is each area developed with specific details? _____

Do

Check each sentence containing a specific detail. ✓

Suggest

How can this be improved? _____

Read

Is the paragraph organized subject by subject? _____

Do

Use two colored highlighters. **highlight**

Highlight the sentences about the first subject with one color.

Highlight the sentences about the second subject with a different color.

Write

Who is described first? _____

Who is described next? _____

Suggest

How can this be improved? _____



Read

Are key words (transitions) used? _____

Do

Circle each key word. key word

Write

Do the key words guide the reader from one idea to the next? _____

List key words used. _____

Suggest

How can this be improved? _____

Read

Can you find the closing sentence or clincher? _____

Do

Draw two lines under the closing sentence or clincher. _____

Write

Does the clincher remind the readers of the subject? _____

Does the clincher do more than just repeat the topic sentence? _____

Does the clincher keep the readers thinking about the topic? _____

Suggest

How can this be improved? _____



Practice

Step 4: Revise your paragraph.

*Use the information from the previous practice to write your **second draft**. Ask your teacher to help you do this. If possible, type your paragraph using a computer. Use spell check to make sure you have no spelling errors.*



Practice

Step 5: Read your second draft aloud.

Read your paragraph aloud to your teacher or a classmate. Did you leave words out? Did you put extra words in? Does your writing sound choppy or smooth? Ask your listener to **suggest ways of smoothing out your writing**.

As you read, look over the following **rubric**. Your teacher will use it when he or she evaluates your writing.

Comparison/Contrast Paragraph Rubric			
	very well	adequately	inadequately
This comparison/contrast paragraph does the following:			
Identifies the subjects.			
Indicates the writer's feeling about each subject.			
Follows the subject-by-subject organization.			
Includes specific details.			
Closing sentence or clincher reminds readers of subject and keeps them thinking about it.			



Practice

Step 6: Complete a second revision of your paragraph.

Correct any errors *noted when reading your paragraph aloud*. Add transitional words or phrases to smooth out your writing.



Practice

Step 1: Prewrite.

Write a **cause/effect paragraph** by first **brainstorming** using the following lists.

To start, read this and then complete as many of the following as you can.

All of us have done things we regret. All too often, doing these things meant disobeying or breaking rules. Think for a moment or two about your actions that fit this category.

Regretting Your Actions

1. I wish I hadn't _____

Why I wish this _____

• Reason 1: _____

• Reason 2: _____

• Reason 3: _____



2. I wish I hadn't _____

Why I wish this _____

- Reason 1: _____

- Reason 2: _____

- Reason 3: _____

3. I wish I hadn't _____

Why I wish this _____

- Reason 1: _____

- Reason 2: _____

- Reason 3: _____

Add more of these if you need to. Also, feel free to list more than three reasons why you regret your actions.



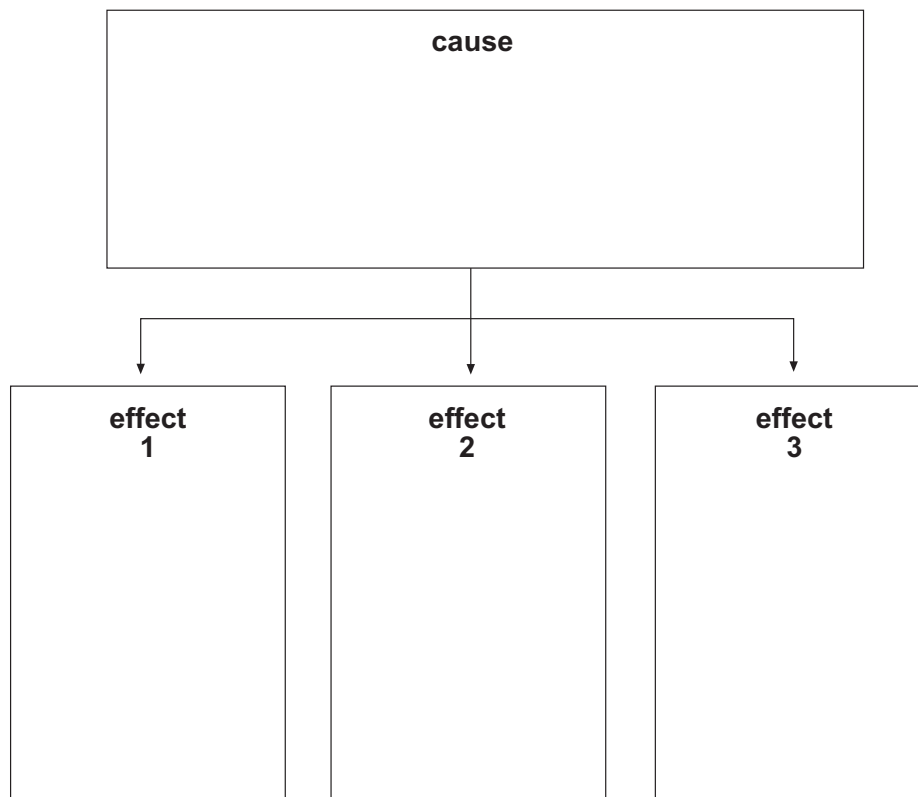
Practice

Step 2: Choose your topic.

Use your list from the previous practice. For which action did you list the **most reasons**? More than likely, **this should be your topic**. Once you have your **topic**, you will see that you have roughly outlined several cause/effect paragraphs.

- Begin with the **cause box**. The cause is the **action you regretted**. Read the statement: *I wish I hadn't ... in the previous practice*. The information you put in the blank space is your **cause**. Write this action in the **cause box** below.
- The **reasons why involve effects**. Add more effect boxes as needed. The reasons you listed—1, 2, 3, etc.—are **effects of this action**. Write one reason in each effect box below.

Cause/Effect Organization

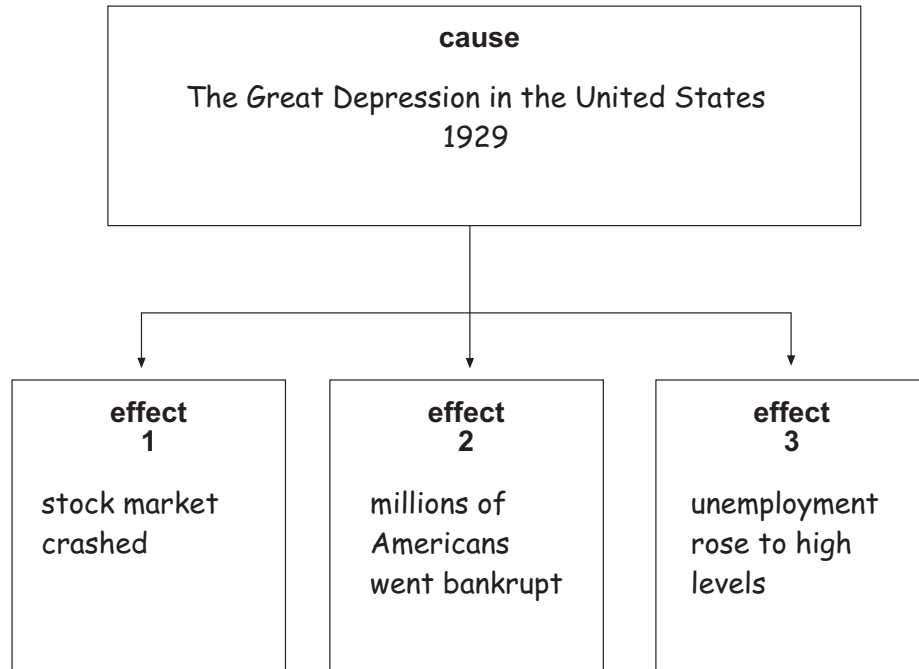


See the example of a **completed Cause/Effect Organization** on the following page.



Completed Cause/Effect Organization

Cause/Effect Organization of the Great Depression





Draft Your Cause/Effect Paragraph

Begin with your topic sentence. Look over the information in the *cause box* to do this. Turn it into a sentence. An example is given below.

The Great Depression in the United States started in 1929.



If necessary, include one or two sentences of explanation. See the example below. These details help clarify the cause stated in the topic sentence above.

The Great Depression was a national economic crisis from 1929 to 1940.

Now, you can write your *effect sentences*. Use transitions or signal words to connect your ideas. Give details to support and explain these reasons. See the examples below.

Effect 1

One immediate sign there would be a Great Depression was the fall of the stock market.

(supporting detail sentences) This is the measure based on stock prices of 30 representative companies known as the Dow Jones Industrial Average.

The immediate fall on October 1929 was dramatic. This fall continued until 1932.

Effect 2

Another immediate effect was bankruptcy.

(supporting detail sentences) Millions of Americans lost all of their savings and businesses.



Effect 3

Eventually, the Great Depression contributed to the rise of unemployment.

(supporting detail sentences) By 1930, four million people were out of work. The number of people out of work rose to 12 million by 1932.

The Closing Sentence

The closing sentence or clincher makes the writing *feel* finished. It wraps up the paragraph by perhaps reaching a conclusion. The sentence should remind readers of the subject without just repeating the topic sentence. The clincher should keep the readers thinking about the topic.



Practice

Write a draft of your **cause/effect paragraph** below. Begin with your **topic sentence** and then follow the suggestions from the previous pages.



Practice


Step 3: Complete a self or peer edit of your paragraph.

Use the following worksheet to complete a self or peer edit of your paragraph.

Read

Can you find the topic sentence? _____

Do

Draw a wavy line under the topic sentence. 

Write

What is the cause stated in this sentence? _____

Suggest

How can this be improved? _____

Read

Is each effect stated in a separate sentence? _____

Do

Circle the sentences that state each effect. 

Write

List each effect. _____

Suggest

How can this be improved? _____



Read

Is each area developed with specific details? _____

Do

Check each sentence containing a specific detail. ✓

Suggest

How can this be improved? _____

Read

Is the paragraph organized well? _____

Do details follow the statement of reason? _____

Do

Use three colored highlighters. **highlight**

Highlight the sentences about the first reason with one color.

Highlight the other sentences using a different color for each reason.

Suggest

How can this be improved? _____



Read

Are key words (transitions) used? _____

Do

Circle each key word. key word

Write

Do the key words guide the reader from one idea to the next? _____

List key words used. _____

Suggest

How can this be improved? _____

Read

Can you find the closing sentence or clincher? _____

Do

Draw two lines under the closing sentence or clincher. _____

Write

Does the clincher remind the readers of the subject? _____

Does the clincher do more than just repeat the topic sentence? _____

Does the clincher keep the readers thinking about the topic? _____

Suggest

How can this be improved? _____



Practice

Step 4: Revise your paragraph.

*Use the information from the previous practice to write your **second draft**. Ask your teacher to help you do this. If possible, type your paragraph using a computer. Use spell check to make sure you have no spelling errors.*



Practice

Step 5: Read your second draft aloud.

Read your paragraph aloud to your teacher or a classmate. Did you leave words out? Did you put extra words in? Does your writing sound choppy or smooth? Ask your listener to **suggest ways of smoothing out your writing**.

As you read, look over the following **rubric**. Your teacher will use it when he or she evaluates your writing.

Cause/Effect Paragraph Rubric			
	very well	adequately	inadequately
This cause/effect paragraph does the following:			
Identifies the cause.			
Gives explanatory information as needed before stating first reason.			
Presents effects in a logical order.			
Shows a clear connection between cause and effects.			
Includes specific details for each effect.			
Uses transitions to smooth out writing.			
Closing sentence or clincher reminds readers of subject and keeps them thinking about it.			



Practice

Step 6: Complete a second revision of your paragraph.

Correct any errors *noted when reading your paragraph aloud.* Add transitional words or phrases to smooth out your writing.



Freewriting

When you freewrite, you just write, write, write. You do *not* stop to think or correct. If you get stuck, you can repeat the last word you wrote until something else pops up. You just write whatever comes to mind.

Below is an example of *freewriting*. The author was writing about things that bothered him.

what bothers me? What bothers me? What doesn't bother me? I hate getting up so early to come to school if only I could sleep another hour or two I hate having to eat breakfast so early in the morning and right now I think I hate school. I wish I could just stay home. Mom and Dad wouldn't have that. Dad would probably put me to work, he always says an idle mind is the devil's playground and boy does he mean it. Everytime I get comfy in front of the tv here he comes with something else for me to do. I hate that too, having to do chores. I have to do too many. Take out the trash, do the dishes, wash the dog, walk the dog, clean the bathrooms, rake the leaves, help with laundry, make my bed. What about my sister? She doesn't have to do any. Well not many, not nearly as many as I do. Sometimes, I have so many I have trouble getting my homework done and I NEVER get enough time to talk to my friends. That bothers me, too. That's a REAL problem. So is my sister.



As a paragraph, this has problems. As a freewriting, it is successful. It names several problems that annoy this writer.

- He feels school begins too early.
- He doesn't want to attend school.
- He feels he has too many chores.
- His sister bothers him.





In the paragraph on the previous page, the writer lists things that bothered him. He does not offer a solution. He needs to evaluate these problems to gain a focus. Which ones can he really expect to solve? More than likely, he can do nothing about the time school starts. Neither can he stop attending school. He could have some luck asking his sister to be less annoying. The remaining problem, the chores, is one he can discuss with his parents.

Before writing about this problem, he needs to think about why it exists. Do his parents love his sister more than him? Even the writer knows this is a silly idea. However, his sister is younger. She is only seven years old. She is also the baby in the family. Perhaps his parents don't feel she is old enough to do chores. His mom talks about how quickly both children are growing up. Maybe she still thinks of his sister as a small toddler. Maybe Mom and Dad don't realize all the things she does in school. This is a possibility. Perhaps if he talks to them, something could be done.



This, then, will be the writer's topic. He will discuss the problem of having too many chores. He will also propose a solution: that his sister do some of his chores.

Look at the example Problem Solution chart on the following page. It was completed by the above writer.



Problem Solution

description of problem reasons it should be solved

- I have too many chores to do.
- I don't have enough time for homework.
 - I have no time for friends or to relax.

reasons why problem exists

- Mom and Dad both work and need help.
- I need to learn responsibility.

solution

- Give some of my chores to Kaley, my seven-year-old sister.

details of solution

- She is younger, but can do some of my chores.
- She could walk the dog.
 - She could clean the sinks and toilets.
 - She could learn how to do the laundry.
 - She could help with the dog's bath.

conclusion: benefits of solution

- I will have more time.
- Kaley will learn responsibility.



Practice

Step 1: Prewrite.

Think for a few minutes about **things that bother you**. Does your soccer team lose more than it wins? Is the cafeteria at your school too crowded? Is your allowance too small?

Don't stop to think or correct. Just write, write, write. If you get stuck, repeat the last word you wrote. Or, write "I'm stuck, I'm stuck" until something else pops up. **Write whatever comes to mind**. Your paper will be messy. Your hand may hurt. Think for a few minutes. Then **complete a 10-minute freewriting about all of the problems you see around you**. Use additional paper as needed.



Practice

Step 2: Choose your topic.

Now look at your **freewriting**. Read through it and **highlight as many problems as you find**. Look carefully at them. Ask yourself the following:

- Is this something I *can* do something about?
- Do I have a solution?
- What is it?
- Is this solution realistic? Will it offend or hurt others? Can it be done?
- Will this solution *really* solve my problem?

Can you answer **yes** to all of the above problems? If so, complete the Problem Solution chart on the following page.



Problem Solution

**description of problem
reasons it should be solved**



reasons why problem exists



solution



details of solution



conclusion: benefits of solution



Draft Your Problem Solution Paragraph

Begin with your topic sentence. Look over the details in the first box on page 227—*description of problems*. Use these details to write your topic sentence. Your topic sentence should simply state the problem. See the example below.

I have so many chores that I don't have time for anything else.

Follow this topic sentence with the rest of the information in the problem box. Also include details from the second box on page 227—*reasons why problems exist*.

I know I should do chores. My parents both work and need help. But my classwork is getting harder. I need more time to do it. I also need some time to talk and visit with my friends. I have too much to do right now. My grades are going down. I don't have time to have any fun.

Now discuss your solution. Use the information in the next two boxes on page 227—*solution and details of solution*.

Giving my sister, Kaley, some of my chores would help. I know she's only seven. She can't do them all. There are some that she can do. She can walk the dog. She can also clean the bathroom sinks and toilets. She can also start learning to do laundry. I was just about her age when I began doing these things. I will be happy to show her how to do them.

The Closing Sentence

The closing sentence or clincher should wrap up the paragraph. It should remind readers of the subject without simply repeating the topic sentence. The clincher should keep the readers thinking about the topic and make a final comment about the benefits of the solution.



Practice

Write a **draft of your paragraph** below. Begin with your **topic sentence** and then follow the suggestions from the previous pages.



Practice


Step 3: Complete a self or peer edit of your paragraph.

Use the following worksheet to complete a self or peer edit of your paragraph.

Read

Is the problem clearly stated in one sentence? _____

Do

Draw a wavy line under the problem. 

Write

What is the problem? _____


Suggest

How can this be improved? _____

Read

Does the writer state the reason the problem exists? _____

Do

Circle each reason stated. 

Write

List each reason below. _____

Suggest

How can this be improved? _____



Read

Does the writer give the effects of the problem? _____

Do

Check each effect stated. ✓

Write

List each effect. _____

Suggest

How can this be improved? _____

Read

Does the writer support each cause and effect with specific facts? ____

Do

Use two colored highlighters. **highlight**
Highlight the details supporting causes with one color.
Highlight the details supporting effects with a different color.

Suggest

How can this be improved? _____



Read

Does the writer state a solution? _____

Do

Draw a straight line under the sentence stating the solution.

Suggest

How can this be improved? _____

Read

Does the writer give benefits for using this solution? _____

Do

Put a star next to each benefit. ☆

Suggest

How can this be improved? _____



Read

Are key words (transitions) used? _____

Do

Circle each key word. key word

Write

Do the key words guide the reader from one idea to the next? _____

List key words used. _____

Suggest

How can this be improved? _____

Read

Can you find the closing sentence or clincher? _____

Do

Draw two lines under the closing sentence or clincher. _____

Write

Does the clincher remind the readers of the subject? _____

Does the clincher do more than just repeat the topic sentence? _____

Does the clincher keep the readers thinking about the topic? _____

Does the clincher make a final statement about the benefits of the solution? _____

Suggest

How can this be improved? _____



Practice

Step 4: Revise your paragraph.

Use the information from the previous practice to write your **second draft**. Ask your teacher to help you do this. If possible, type your paragraph using a computer. Use spell check to make sure you have no spelling errors.



Practice

Step 5: Read your second draft aloud.

Read your paragraph aloud to your teacher or a classmate. Did you leave words out? Did you put extra words in? Does your writing sound choppy or smooth? Ask your listener to **suggest ways of smoothing out your writing**.

As you read, look over the following **rubric**. Your teacher will use it when he or she evaluates your writing.

Problem/Solution Paragraph Rubric			
	very well	adequately	inadequately
This problem/solution paragraph does the following:			
Identifies the problem.			
Analyzes causes/effects of problem.			
Presents facts to support existence of problem.			
Suggests a logical solution.			
Gives details of solution.			
Lists benefits of solution.			
Uses transitions to smooth out writing.			
Uses an appropriate tone. Does not accuse or blame reader.			
Closing sentence or clincher reminds readers of subject and keeps them thinking about it.			



Practice

Step 6: Complete a second revision of your paragraph.

Correct any errors *noted when reading your paragraph aloud*. Add transitional words or phrases to smooth out your prose.



Write a Paragraph of Analysis

An analysis paragraph analyzes. Such a paragraph can tell us how something works. It can also describe the parts of something. A paragraph of analysis can also define something. It can also explain the steps in a process.

Complete the following steps as you plan and write this paragraph.

Step 1: Prewrite.

You will probably need to do some research. Look at your textbooks from other classes. Look in the index. Many of the chapters will provide a parts analysis. The text will explain what makes up a subject. Your science text is a good place to start.

Work with a partner to determine which chapters do the following:

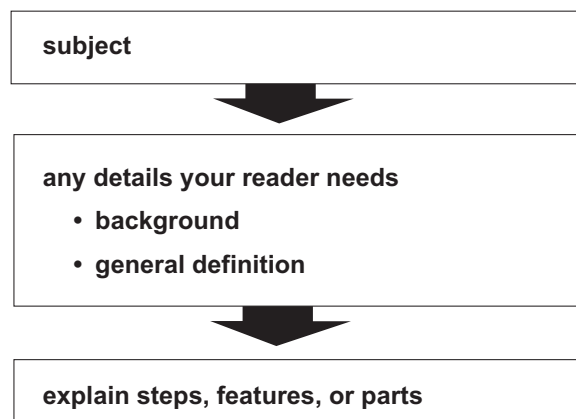
- Explain the steps in a procedure.
- Explain the parts of a larger subject: the solar system? The human heart? The stages in an insect's life?

Ask your teacher for help if you are having difficulty.

Step 2: Choose your topic.

Make sure to choose a subject that clearly states divisions of some kind.

Now you need to organize the information you found. The following chart will help you do this.



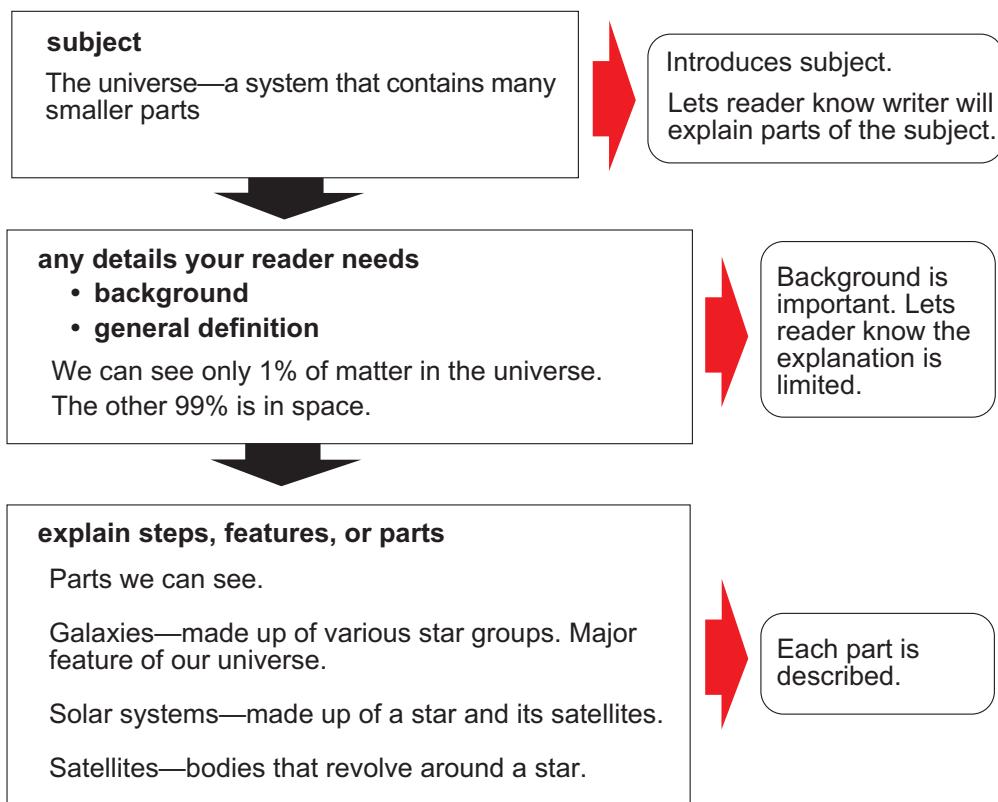


In the first space, introduce your topic. This will tell your reader what you are writing about.

In the next space, write any background details your reader needs. This could be a general definition of the term you will define. It could be the history of a theory. It could be an explanation of the specific parts you will explain.

The third space is the most important. Here you give the details of your subject. You list the parts or steps. You also give details about them. A good explanation includes much more than just naming a part or step.

Below is an example of a completed chart.





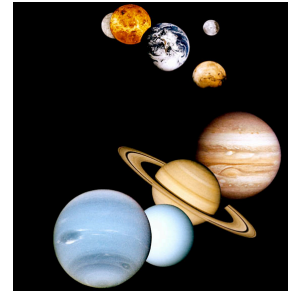
Draft Your Analysis Paragraph

Begin with your topic sentence. Look over the information in the first box to do this. Turn it into a sentence. An example is given below.

The universe is a system that contains many smaller parts.

If necessary, include one or two sentences of background. See the example below. These details help clarify the analysis you are giving.

The universe is very large. In fact, we can see only about one percent of the matter it contains. The other 99 percent is in space.



Now, write the rest of your sentences. These sentences explain the parts of your subject. Use transitions or signal words to connect your ideas. Give descriptive details of each part or feature. See the example below. Transitions are in **bold**.

One component we can see are galaxies. These are the major features of the universe. Galaxies are made up of various star groups. **Some of these star groups** are called solar systems. A solar system is made up of a star and its satellites. Satellites are bodies that revolve around a star.

The Closing Sentence

The closing sentence or clincher makes the writing *feel* finished. Without repeating the topic sentence, the clincher should remind readers of the subject. The clincher should keep the readers thinking about the topic and make a final comment.



Practice

Write a **draft of your paragraph** below. Begin with your **topic sentence** and then follow the suggestions from the previous pages.



Practice


Step 3: Complete a self or peer edit of your paragraph.

Use the following worksheet to complete a self or peer edit of your paragraph.

Read

Can you find the topic sentence? _____

Do

Draw a wavy line under the topic sentence. 

Write

What is the topic in this sentence? _____

Suggest

How can this be improved? _____

Read

Does the writer give needed background? _____

Do

Circle the sentences that contain background. 

Write

List facts from these sentences. _____

Suggest

How can this be improved? _____



Read

Is each part clearly stated? _____

Do

Check each sentence that names a part of the whole subject. ✓

Write

List these parts. _____

Suggest

How can this be improved? _____

Read

Is each part clearly explained or defined? _____

Do

Draw a box around each sentence that explains a part.

Suggest

How can this be improved? _____



Read

Is the paragraph organized well? _____

Do details follow the identification of a part or step? _____

Do

Use different colored highlighters. **highlight**

Highlight the sentences about the first part with one color.

Highlight the sentences about the other parts with different colored highlighters. Use a different color for each.

Suggest

How can this be improved? _____

Read

Are key words (transitions) used? _____

Do

Circle each key word. key word

Write

Do the key words guide the reader from one idea to the next? _____

List key words used. _____

Suggest

How can this be improved? _____



Read

Can you find the closing sentence or clincher? _____

Do

Draw two lines under the closing sentence or clincher. _____

Write

Does the clincher remind the readers of the subject? _____

Does the clincher do more than just repeat the topic sentence? _____

Does the clincher keep the readers thinking about the topic? _____

Does the clincher make a final statement about the benefits of the solution? _____

Suggest

How can this be improved? _____



Practice

Step 4: Revise your paragraph.

*Use the information from the previous practice to write your **second draft**. Ask your teacher to help you do this. If possible, type your paragraph using a computer. Use spell check to make sure you have no spelling errors.*



Practice

Step 5: Read your second draft aloud.

Read your paragraph aloud to your teacher or a classmate. Did you leave words out? Did you put extra words in? Does your writing sound choppy or smooth? Ask your listener to **suggest ways of smoothing out your writing**.

As you read, look over the following **rubric**. Your teacher will use it when he or she evaluates your writing.

Analysis Paragraph Rubric			
	very well	adequately	inadequately
This analysis paragraph does the following:			
Clearly states the subject and its parts.			
Provides any needed background.			
Presents details in a logical order.			
Shows a clear connection between parts with transitions.			
Includes specific details for each effect.			
Closing sentence or clincher reminds readers of subject and keeps them thinking about it.			



Practice

Step 6: Complete a second revision of your paragraph.

Correct any errors *noted when reading your paragraph aloud*. Add transitional words or phrases to smooth out your writing.



Persuasive Paragraph

Often, you are asked to write a persuasive paragraph. Persuasive writing has two purposes.

- First, it must inform your reader. You must give details about an issue you feel strongly about.
- Secondly, it must influence your reader. You write persuasively for a specific purpose.

Often you hope to change someone's opinion. You also want your reader to listen to you. You hope he or she will look at this issue from your point of view.

Good persuasive writing is hard to do. Too often, people simply vent their anger. A good example of this can be found in the newspaper. The letters to the editor section usually has at least one of these. These letters are ineffective because they can anger the reader. Also too many of these are made up only of opinions. A good persuasive writer knows facts and details about the issue. He or she also knows others have opinions just as strong as his or hers.

Look at the following example of such a letter to a school paper.

I am sick and tired of seeing students cheat. Are these people stupid? Cheating may get them one good grade. What about the next test? What about the future? Students who constantly cheat learn nothing. They will end up dumb and it will serve them right.

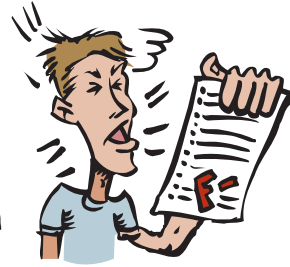
This paragraph states an opinion. It also shows anger. In doing this, the writer could offend some readers. Nowhere does the writer support his or her opinion with facts. It fails in several ways as effective persuasion.

Compare the above paragraph to the one that follows.

Our school has a problem with students who cheat. Something must be done to stop this. No doubt these students have reasons. Some may feel pressured to make good grades. Others may have been too busy to study. However, these reasons do not excuse cheating. No one



really wins by cheating. A student might get one or two good grades. Usually, though, this won't help him or her through a whole grading period. There are some assignments students cannot cheat on. Also, students who cheat don't learn. This will one day catch up with them. This is especially true in high school. They have to pass the FCAT to graduate. Cheating on this test is very hard to do. They also need to make good scores on tests like the SAT if they want to go to college. None of these tests are easy. Students who are unprepared will not do well. Both students and teachers need to work to stop cheating. Students need to do their own work. This prepares them for the future.



This paragraph is more successful. Note that it does the following:

- It states the issue and gives the writer's opinion.
(The writer is against cheating.)
- It recognizes reasons the problem exists. The opposing opinion is noted.
(Students feel pressure. Students do not have time to prepare.)
- This opposing opinion is answered
(Nothing excuses cheating. Students hurt only themselves.)
- Writer's opinions are supported by facts.
(Students must pass high-stakes tests in high school. They cannot if they have cheated instead of learning.)
- The writer's tone is reasonable and respectful.
(Cheating students are not called names. The writer does not say they are "stupid" or "dumb.")
- The writer ends with a call to action.
(Students and teachers need to work to stop cheating. Students need to do their own work. This prepares them for the future.)

Suppose you are a student who has cheated on a test. Which one of these paragraphs might persuade you to consider not cheating? Why?



Writing a Persuasive Paragraph

A good way for you to decide which side you favor before you write your persuasive paragraph is to write down the reasons you favor the proposal and the reasons you are against the proposal. See the completed chart below. This shows opinions about a proposal to require physical education (P.E.) every year a student is in public school.

Statement of Proposal	
reasons in favor of proposal	reasons against proposal
<p>pro</p> <ol style="list-style-type: none">1. Our nation faces an obesity crisis.2. P.E. offers a break from academics.3. Most students enjoy taking P.E.4. P.E. teaches social skills.	<p>con</p> <ol style="list-style-type: none">1. Students should exercise on their own time.2. One gym class can't really help a poor athlete.3. P.E. courses take time away from academic courses.4. Taxpayers should not pay for students to play games.

Some of these points are better than others. You will need to eliminate some. You may also need to add others. But this is a starting point. Brainstorming suggests ideas. It does not tell you whether they are good reasons. Hearing both sides of an issue is valuable. It helps you shape your own arguments as you plan.

You now need to focus on an argument. This means you take a stand on the issue. You favor one side of the issue. Write your opinion in one sentence. This will be your proposal. Below is an example.

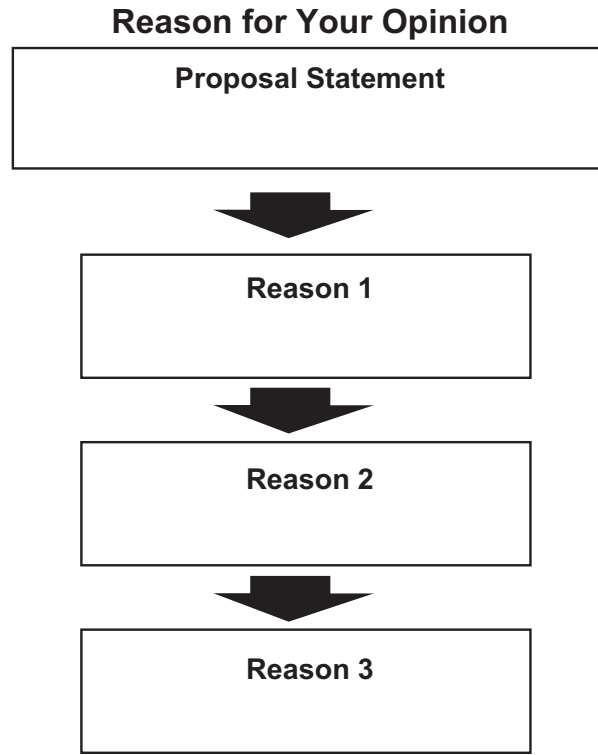
Public school students should be required to take P.E. every year.

Next you should plan your argument. This means deciding on the three or four points that best support your proposal. Perhaps these points are on your list. Eliminate any that seem unimportant. Make sure you aren't repeating the same point. Add additional points to the list if you need to.



Before writing, think of your audience. Who will read this paragraph? What do they know about the issue? How might they disagree with you? What added details might they need? What tone should you use?

The following chart will help you plan your paragraph. Add more boxes if needed.





Practice

Step 1: Prewrite.

Complete the following steps as you **plan** to write a **persuasive paragraph**.

1. Think for a few moments about your school or classroom rules. Which ones bother you? Do any of them seem unfair? Are they outdated? Talk with a small group of classmates. Which rules do you agree should be changed? **Make a list of these rules.**
2. Look over your list of possible topics. Choose one that appeals to you. On your own paper, **freewrite on this issue for 5 to 10 minutes.** Put down some background information. Maybe indicate why the rule was made. You might also note who made it. It might be useful to ask how long the rule has been in effect. Write down your own ideas on the issue. Also write down opinions you have heard from others.
3. Meet with your small group for a **brainstorming session.** Ask for ideas on both sides of the issue. Take notes as you talk.
4. After this discussion, decide which side you favor. Then **write a proposal.** This proposal should be *pro* or *con*. In other words, it should encourage support for the rule, encourage changing it in some way, or eliminating it.
5. Next, fill in the chart on the following page. **List the ideas that support your proposal and those that are against it.**



Statement of Proposal	
reasons in favor of proposal	reasons against proposal



Draft Your Persuasive Paragraph

Begin with your topic sentence. This will be your proposal statement. Here is our example again.

Public school students should be required to take P.E. every year.

Now include the reasons you have listed. Look also at your list of *reasons against proposal* from your brainstorming session and the previous practice page. It is a good idea to include these as you write. Use transitions to connect the ideas. Look at the example below.

(proposal statement)

Public school students should be required to take P.E. every day. Right

(reason 1)

now America is in trouble. We are facing an obesity epidemic. Daily P.E. will

(further explanation of reason 1)

help with this. Activity and exercise are important for correcting body weight.

(recognition of opposing idea)

Some people argue that one P.E. class isn't enough. They say that this will

not keep people from hating exercise. Perhaps it won't. However, it will

(reason 2)

be a start. Another important reason is that P.E. offers a break from academics.

(recognition of opposing idea)

Some people feel gym class takes time away from core learning classes.

However, six or seven straight classes of reading, writing, and arithmetic can

result in burnout. When this happens, brains stop working correctly. P.E.

allows students to be physically active. They get a chance to be outdoors.

They can breathe fresh air. This will keep them from getting weighted down

(reason 3)

(further explanation of reason 3)

with studying. Finally, most students enjoy taking P.E. Even those who do

not enjoy exercising find the change from academics refreshing. They have

time to let off steam. They can also visit with their classmates.



The Closing Sentence

The closing sentence or clincher should remind readers of the opinion or proposal statement. It should not repeat the sentence. The clincher should keep the readers thinking about the topic and move them to action.



Practice

Write a draft of your **persuasive paragraph**. Begin with your **topic sentence** and follow the suggestions from the previous pages.



Practice


Step 3: Complete a self or peer edit of your paragraph.

Use the following worksheet to complete a self or peer edit of your paragraph.

Read

Can you find the proposal? _____

Do

Draw a wavy line under the problem. 

Write

What is the issue? _____

How does the writer feel about it? _____

Suggest

How can this be improved? _____

Read

Is each reason stated in a separate sentence? _____

Do

Circle the sentences that state each reason. 

Write

List each reason below. _____

Suggest

How can this be improved? _____



Read

Is each reason developed with specific details? _____

Do

Check each sentence containing a specific detail. ✓

Suggest

How can this be improved? _____

Read

Is the paragraph organized well? _____

Do details follow the statement of reason? _____

Do

Use three colored highlighters. **highlight**

Highlight the sentences about the first reason with one color.

Highlight the sentences about the second and third reasons with different colors.

Suggest

How can this be improved? _____

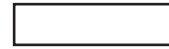


Read

Does the author answer opposing ideas? _____

Do

Draw a box around each sentence that addresses an opposing view.



Suggest

How can this be improved? _____

Read

Are key words (transitions) used? _____

Do

Circle each key word. key word

Write

Do the key words guide the reader from one idea to the next? _____

List key words used. _____

Suggest

How can this be improved? _____



Read

Can you find the closing sentence or clincher? _____

Do

Draw two lines under the closing sentence or clincher. _____

Write

Does the clincher remind the readers of the opinion or proposal statement? _____

Does the clincher do more than just repeat the proposal sentence? _____

Does the clincher keep the readers thinking about the topic and move them to action? _____

Suggest

How can this be improved? _____



Practice

Step 5: Read your second draft aloud.

Read your paragraph aloud to your teacher or a classmate. Did you leave words out? Did you put extra words in? Does your writing sound choppy or smooth? Ask your listener to **suggest ways of smoothing out your writing**.

As you read, look over the following **rubric**. Your teacher will use it when he or she evaluates your writing.

Persuasive Paragraph Rubric			
	very well	adequately	inadequately
This persuasive paragraph does the following:			
Clearly states the issue and the writer's opinion.			
Offers logical reasons to support opinion.			
Supports each reason with facts and details.			
Keeps a respectful and reasonable tone.			
Presents ideas in a logical order.			
Uses transitions to smooth out writing.			
Closing sentence or clincher reminds readers of the opinion or proposal statement and keeps them thinking about it with a call to action.			



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 1. A *useful topic* is specific; it allows you to focus your research.
- _____ 2. The following three steps—*collecting your thoughts*, *researching*, and *evaluating details*—will help you gather details.
- _____ 3. *Clustering* is an poor way to organize information.
- _____ 4. *Researching* now means only looking on the Internet.
- _____ 5. Chronological order means that the details are listed in *time order*.
- _____ 6. When writing, you change your words when your *audience* changes because you choose words your reader can understand.
- _____ 7. The *topic sentence* tells what the paragraph is about.
- _____ 8. The topic can be developed by describing which is called *expository writing*.
- _____ 9. A good *topic sentence* helps your readers predict what is in the paragraph.
- _____ 10. *Transitions* are words or phrases that help *link* ideas, sentences, and paragraphs.
- _____ 11. The *closing sentence* or *clincher* should do two things: remind readers of the audience and stop them from thinking about the topic.



- _____ 12. When you *freewrite*, you plan for a long time before you write your first word and you stop to think and correct as you write.
- _____ 13. A *persuasive paragraph* has two purposes—to inform and to influence your reader.

Unit 4: Writing—Refine Your Writing

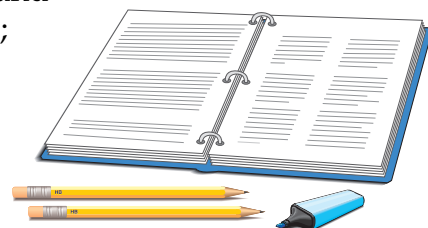
Unit Focus

Reading

- Use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. (LA.A.1.3.2)
- Demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. (LA.A.1.3.3)

Writing

- Organize information before writing according to the type and purpose of writing. (LA.B.1.3.1)
- Draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - conveys a sense of completeness and wholeness with adherence to the main idea;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has support that is substantial, specific, relevant, concrete, and/or illustrative;
 - demonstrates a commitment to and an involvement with the subject;
 - has clarity in presentation of ideas;



- uses creative writing strategies appropriate to the purpose of the paper;
 - demonstrates a command of language (word choice) with freshness of expression;
 - has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
 - has few, if any, convention errors in mechanics, usage, and punctuation. (LA.B.1.3.2)
- Produce final documents that have been edited for
 - correct spelling;
 - correct punctuation, including commas, colons, and semicolons;
 - correct capitalization;
 - effective sentence structure;
 - correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and
 - correct formatting. (LA.B.1.3.3)

Language

- Select language that shapes reactions, perceptions, and beliefs. (LA.D.2.3.1)
- Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications. (LA.D.2.3.2)

Literature

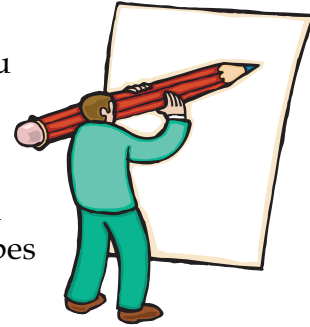
- Understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. (L.A.E.1.3.3)



Unit 4: Writing—Refine Your Writing

Overview

You have now worked on writing skills. You chose a topic for your project. You collected information. You organized your facts. You focused on your audience.



You also learned about the paragraph. You practiced writing paragraph parts. You organized different types of paragraphs. Finally, you wrote several types of paragraphs.

Each paragraph was checked by a classmate. After this, you looked over his or her comments. Then, you revised the content of your paragraph.

You looked carefully at what you said. You made sure your words said exactly what you wanted. You chose better words. You rearranged your sentences and added or omitted details.

However, your paragraphs still need work. They need *polishing*. Before you do this, however, they need to get *cold*. You need to leave them for a while. You will then need to look at your paragraph again. This time you will edit your work. These paragraphs were first drafts. First drafts often take a lot of work. But they are still first efforts. First efforts are never perfect. You can always make them better.

In this unit you will review some writing basics and do the following:

- **Edit Your Writing.** You will check for spelling errors. You will make sure your grammar is correct. You will look for punctuation errors. You will make sure you are writing complete sentences.
- **Proofread Your Writing.** You will proofread your writing. You will again do this aloud so that you can *listen* to the sound of your work. This final step is very important. This step forces you to look carefully at your writing. Have you omitted words? Have you added unnecessary words? Last-minute “accidents” do happen. This step keeps your reader from seeing them.



Vocabulary

Study the vocabulary words and definitions below as a reference for this unit.

- action verb** a verb that shows physical or mental action
Examples:
The gardener *mows* the grass. (physical action)
The gardener *enjoys* looking at the flowers. (mental action)
- capitalization** the use of upper case letters in writing
Example: **O**n a **S**aturday in **A**pril, **M**ax was born in Tallahassee, Florida.
- clause** a group of words that has a subject and a predicate
- declarative sentence** a sentence that makes a statement and ends with a period (.)
Example: These are new books.
- dependent clause** a clause that cannot stand by itself as a sentence; also called a *subordinate clause*
- details** the added information about a topic
- edit** to check the grammar, punctuation, and spelling of your writing



- end marks** the punctuation marks that come after a sentence: period (.), question mark (?), exclamation point (!)
- exclamatory sentence** a sentence that expresses a strong feeling and ends with an exclamation point (!)
Example: I got lost!
- expository writing** writing that explains something or informs readers
- fragment** a group of words that does *not* express a complete thought
- imperative sentence** a sentence that gives a command or makes a request and ends with a period (.) or an exclamation point (!)
Example: Call home. Don't panic!
- independent clause** a clause that can stand by itself as a sentence; also known as a *main clause*
- interrogative sentence** a sentence that asks a question and ends with a question mark (?)
Example: Where are you going?
- linking verb** a verb that expresses a state of being
Examples:
George *is* the gardener's boss.
The gardener *has been* very helpful.



- noun** a word that names a person, place, thing, or idea
- paragraph** a group of related sentences that present and develop one main idea
- persuasive writing** writing that focuses on convincing readers of an opinion or claim, or to take a particular action
- plural noun** a word that names more than one person, place, thing, or idea
- predicate** the verb or verb phrase that tells something about what the subject is doing, does, or has
- proofread** to check for typos, omitted words, and other errors
- proper noun** nouns that name specific persons (*John Steinbeck*), places (*Florida*), things (*Model T Ford*)
- punctuation** symbols or marks that help readers understand the meaning of a sentence
Example: Juanita asked, "John, can't you even make toast without needing directions?"



revise to improve the content and language of your writing

run-on sentence two or more sentences that are joined together with commas or without any punctuation marks to separate them
Example: John ran to the store Juanita stayed to watch the football game.

sentence a group of words that expresses a complete thought and contains a subject and a verb

singular noun a word that names only one person, place, thing, or idea

subject whom or what a sentence is about

subject-verb agreement making the verb of a sentence match its subject in number

Examples:

The *dog plays* outside. (singular subject and verb)

The *dogs play* outside. (plural subject and verb)

subordinate clause a clause that cannot stand by itself as a sentence; also known as a *dependent clause*

subordinators or subordinating conjunctions one or more words that begin a dependent clause



verb a word that expresses physical action, mental action, or a state of being; tells what the subject of the sentence is, has, does, or feels; also called a *simple predicate*

verb phrase consists of a main verb and all its helping verbs

verbal a form of a verb that acts as another part of speech in a sentence, such as a noun, an adjective, or an adverb



Edit Your Writing

In Unit 3, you **revised** the content of your **expository** and **persuasive paragraphs**. When you **edit**, you check for errors. You check for errors in grammar. You check for errors in **punctuation**. You check for errors in spelling. You will need to review the rules of the English language

Grammar: The Way Words Work Together

When you began to write, you began to learn grammar rules. Each year, you learned new ones. However, there are so many! It is easy to forget those you don't practice. This unit will help you do this. Specifically, you will review the following:

- types of **sentences**
- sentence formation
- **subject-verb agreement**
- capitalization rules
- hints for improving spelling.



The Sentence

A *sentence* is a group of words that expresses a complete thought. A sentence contains a **subject** and a **verb**. The *subject* tells whom or what the sentence is about. The *verb* tells the subject's physical action, mental action, or state of being. The verb tells what the subject of the sentence is, has, does, or feels.

The sentence is the basic unit of writing. Look at the following examples.

- | | |
|------------------------|---------------------------|
| Sentence: | Jon's eyes are green. |
| Not a Sentence: | The boy with green eyes. |
| Sentence: | Ella ran across the yard. |
| Not a Sentence: | Running across the yard. |
| Sentence: | What are you eating? |
| Not a Sentence: | Peanut butter and jelly. |





The sentences give all the **details** you need to know. The other groups of words do not. You would need to ask for more information. What about the boy with green eyes? Who is he? What did he do? Who was running across the yard? Only a complete sentence expresses a complete thought.

Types of Complete Sentences

Sentences have different purposes. This is how they are classified. There are four kinds of sentences.

- declarative
- exclamatory
- imperative
- interrogative

Three of these sentences end in a different **end mark**. The *end mark* is the punctuation that comes after a sentence.

- period (.)
- question mark (?)
- exclamation point (!)

The most common is the **declarative sentence**. A *declarative sentence* makes a *statement*. Look at the examples below.

My new dress is green.

I'm very hungry.

Susan writes very well.

- A *declarative sentence* ends in a *period*.

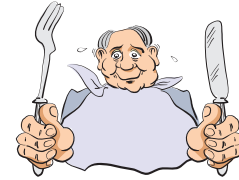


An **interrogative sentence** asks a *question*. Look at the examples below.

What color is your new dress?

Are you hungry?

Is Susan a good writer?



- An *interrogative sentence* ends with a *question mark*.

An **imperative sentence** can do two things.

An *imperative sentence* can make a *request*. Look at the examples below.

Please bring the paper plates.

Kathy, tell us what you think.

- An *imperative sentence* ends with a *period*.

An *imperative sentence* can also give a *command*. Look at the examples below.

Keep quiet! (strong command)

Catch that puppy! (strong command)



- These *strong commands* end with an *exclamation point*. This is because they show strong emotion—fear or anger.

Other commands are not so strong.

Carry that basket.

Fill in the blank spaces completely.

- These *commands* end with a *period*. Often, these sentences give instructions.



The *subject* of an imperative sentence is always “you.” However, this subject is *not* stated. It is *understood*. For example, “Keep quiet!” really means “You keep quiet!”



An **exclamatory sentence** “shouts” at the reader. It shows strong emotion like excitement or anger. Look at the following examples. Which emotion does each show?

I won first prize!

I wish Danny would leave!

Helen hates me!



It can be easy to confuse an *exclamatory sentence* and a strong imperative sentence. Here is a tip.

- An exclamatory sentence *states the subject*.
- The imperative does *not state the subject*. The subject is *understood*.

The following chart will help you remember the four kinds of sentences.

Types of Sentences		
Sentence Type	Definition/Example	End Mark
Declarative	A sentence that makes a statement. <i>My new dress is green.</i>	.
Exclamatory	A sentence that expresses a strong feeling. <i>That is a lovely green dress!</i>	!
Imperative	A sentence that gives a command or makes a request. <i>Take off that green dress! (strong command)</i> or <i>Please wear that green dress. (request)</i>	! or .
Interrogative	A sentence that asks a question. <i>Is your dress for the party green as well?</i>	?

Note: An *imperative sentence* has an understood subject. “Take off that green dress!” really means “You take off that green dress!” There is no subject written in this sentence. It is, however, complete, with *you* as the *understood* subject.



Practice

Use the list below to identify each **type of sentence**. Write the type of sentence on the line provided.

declarative	imperative
exclamatory	interrogative

1. It's snowing outside! _____
2. I've never seen snow before. _____
3. Please bring cookies for dessert. _____
4. Don't eat those cookies yet! _____
5. Why can't I eat them? _____
6. We made them for the party. _____
7. I forgot about the party! _____
8. Stop shouting! _____
9. I'm too excited to stop! _____
10. At least lower your voice. _____



Practice

For each topic below, write two sentences. The instructions tell you which kind. Make sure to use correct punctuation.

1. summer vacation

a. declarative

b. interrogative

2. last night's homework

a. imperative

b. exclamatory



3. your favorite television show

a. declarative

b. imperative

4. your favorite teacher

a. exclamatory

b. declarative

5. next weekend

a. interrogative

b. imperative



Practice

Use the list below to write the correct term for each definition on the line provided.

declarative sentence
exclamatory sentence

imperative sentence
interrogative sentence

- _____ 1. a sentence that expresses a strong feeling and ends with an exclamation point (!)
- _____ 2. a sentence that makes a statement and ends with a period (.)
- _____ 3. a sentence that asks a question and ends with a question mark (?)
- _____ 4. a sentence that gives a command or makes a request and ends with a period (.) or an exclamation point (!)
-

Use the list above to identify each **type of sentence**. Write the type of sentence on the line provided.

- _____ 5. Is that your new car?
- _____ 6. Morning is my favorite time of day.
- _____ 7. Please take out the garbage in the morning.
- _____ 8. We won the softball game!



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|----------------|
| _____ 1. whom or what a sentence is about | A. details |
| _____ 2. the added information about a topic | B. edit |
| _____ 3. the punctuation marks that come after a sentence: period (.), question mark (?), exclamation point (!) | C. end marks |
| _____ 4. a word that expresses physical action, mental action, or a state of being; tells what the subject of the sentence is, has, does, or feels; also called a <i>simple predicate</i> | D. paragraph |
| _____ 5. to improve the content and language of your writing | E. punctuation |
| _____ 6. a group of related sentences that present and develop one main idea | F. revise |
| _____ 7. to check the grammar, punctuation, and spelling of your writing | G. sentence |
| _____ 8. a group of words that expresses a complete thought and contains a subject and a verb | H. subject |
| _____ 9. symbols or marks that help readers understand the meaning of a sentence | I. verb |



Sentence Fragments: When You Don't Say Enough

You are looking at a group of words. The first word is capitalized. There is a period after the last word. Is it a sentence? We have to look closer to find out. It has to pass the sentence test. If it does not, it is probably a **fragment**. A *fragment* is a group of words that does *not* express a complete thought. Fragments are incomplete sentences. A fragment can happen when there is no *verb*. A fragment can happen when there is no subject. A fragment can happen when the thought is *not* complete. Ask yourself the following questions. If the answer is yes to all of them, you have a sentence.

1. Does it contain a subject?
2. Does it contain a verb?
3. Does it express a complete thought?

Does it contain a subject? Sentences must have one. The following examples are missing subjects. They are fragments.

- Are afraid of people.
Who is afraid?
- Doesn't make sense.
What doesn't make sense?

Below, these fragments have been revised. Subjects have been added to make them sentences.

Many wild animals are afraid of people.

This letter doesn't make sense.





Let's take a few minutes to review subjects. The instruction on the previous page gives you a hint.

The subject is the part of the sentence that is doing something.

Look over the following sentences. Answer each of the questions asked.

- I am nervous about the math test.

Who is nervous?

The answer to this is *I*.

I is the subject of this sentence.

- Have some cookies.

Who should have cookies?

This is a request.

The subject of a request is an understood *you*.

You is the subject of this sentence.





Practice

Find the **subject** of each sentence. Write the subject on the line provided.

- _____ 1. Eliza comes from England.
- _____ 2. We like her accent.
- _____ 3. Say something for us.
- _____ 4. Eliza's father originally came from Scotland.
- _____ 5. He sounds different even from Eliza.
- _____ 6. Sometimes he wears his kilt.
- _____ 7. A kilt is a skirt that Scottish men wear.
- _____ 8. The fabric is a special plaid.
- _____ 9. The plaid is a tartan.
- _____ 10. Every Scottish family has its own tartan.



Finding the Verb

Does it contain a verb? Verbs are also called **predicates**. Sentences must also have one of these. The verb tells the subject's physical action, mental action, or state of being. The verb tells what the subject of the sentence is, has, does, or feels. The following examples are missing verbs. They are fragments.

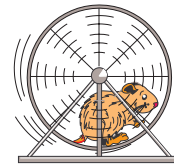
Betty's naturally curly hair.

Hamlet, my pet hamster.

Below, these fragments have been revised. Verbs have been added to make them sentences.

Betty *has* naturally curly hair.

Hamlet *is* my pet hamster.



Let's stop here and review finding verbs. As you can see, verbs tell you something about the subject. A verb can tell you what the subject is. It can tell you what the subject is like. It can also tell you what the subject is doing.



Look over the following sentences. Answer each of the following questions.

- Billy is my best friend.
What is the verb?
What does it help you know about Billy?
The answer to this is *is*.
Is is the verb of this sentence and it tells you who Billy is.

- Marvin mowed the grass.
What is the verb?
What does it help you know about Marvin?
The answer to this is *mowed*.
Mowed is the verb of this sentence and it tells you what Marvin did to the grass.



The two verbs are different. The first verb *is* connects, or links, two ideas. It shows *being* or existence. We call these **linking verbs**. *Linking verbs* express a state of being. We will talk more about these later.

The second verb shows action and are called **action verbs**. *Action verbs* can show all kinds of action—*physical* action or *mental* action.



Practice

Look at the sentences from the previous practice. This time, find the **verb** of each sentence. Write the verb on the line provided.

- _____ 1. Eliza comes from England.
- _____ 2. We like her accent.
- _____ 3. Say something for us.
- _____ 4. Eliza's father originally came from Scotland.
- _____ 5. He sounds different even from Eliza.
- _____ 6. Sometimes he wears his kilt.
- _____ 7. A kilt is a Scottish man's skirt.
- _____ 8. The fabric is a special plaid.
- _____ 9. The plaid is a tartan.
- _____ 10. Every Scottish family has its own tartan.



Tricky Verbals

Look at the following examples.



The family was growing their own vegetables.

The rain is falling very hard.

All of the verbs in these examples end in *-ing*. Words ending in *-ing* are not often verbs. They are called **verbals**. Verbals are a form of a verb that can be used as another part of speech in a sentence. However, for a verbal to be a verb, it must have a helper. Helping verbs are words like *am*, *are*, *is*, *will*, *be*, and *was*. A verbal and its helper is called a **verb phrase**. Read each of the sentences above *without* the helping verb. The sentences don't sound right, do they? That's because they aren't.

Look at the two sentences below.

- I saw Jennifer peeking around the corner.
In this sentence, *peeking* is a verbal.
It is not used as the verb in the sentence.
Saw is the verb in this sentence.
- Jennifer is peeking around the corner.
In this sentence, *peeking* is part of a verb phrase.
The helping verb *is* helps turn *peeking* into the main verb of the sentence.

Common Helping Verbs

am, is, are, was, were, be, being, been

has, have, had

do, does, did

may, might, must, can, could, shall, should, will, would



Practice

Look at the sentences below. Look especially carefully at the words in **bold print**. Write if the bolded word or words are a **verbal** or **verb phrase** on the line provided.

- _____ 1. Carshell had trouble **writing** her essay.
- _____ 2. Ricardo **is writing** a thank-you note.
- _____ 3. Heather **had been wanting** new shoes.
- _____ 4. **Wanting** good grades is not enough to get them.
- _____ 5. Many people take pride in **working** hard.
- _____ 6. Mary Anna **is working** for her uncle after school.

Write two sentences for each **-ing word**.

- First, use it as a **verbal**.
- Then, use it in a **verb phrase**.

7. seeing

a. verbal

b. verb phrase



8. eating

a. verbal

b. verb phrase

9. playing

a. verbal

b. verb phrase

10. knowing

a. verbal

b. verb phrase



Reviewing the Basics

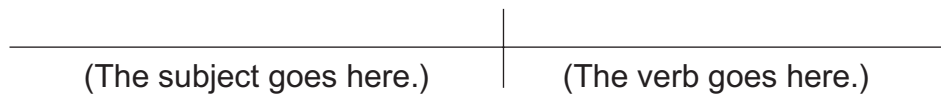
Determine if your sentence has a subject and a verb. You need to be able to find the subject and verb of the sentence to diagram a sentence.



Remember: The *subject* tells *whom* or *what* the sentence is about. The *verb* tells what the subject *is*, *has*, *does*, or *feels*.

A sentence diagram shows the skeleton of the sentence. It points out its parts. You will begin by diagraming only the basic parts of a sentence. First you would draw the following sentence diagram format.

Sentence Diagram Format



Now look carefully at the following sentence.

Terry drew this picture.



To complete a diagram of this sentence, begin by examining the verb. There are two kinds of verbs: *action verbs* and *linking verbs*.

Action Verbs

The first type of verb is an action verb. *Action verbs* are words that show the action of the subject. The action may be physical or mental. Ask yourself the following:

- Is someone or something doing something?
- If yes, ask what is he or she doing?

The answer to that is the *verb*.



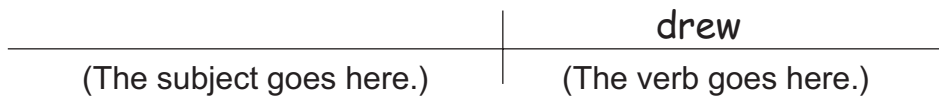
Let's complete a simple diagram of this sentence.

Let's begin with the verb. Look at the Four-Step Verb-Finding Procedure below.

Four-Step Verb-Finding Procedure

Terry drew this picture.

1. **Ask yourself:** Is someone or something doing something? *Yes.*
2. **Ask yourself:** What is he or she doing? *Drawing a picture.*
3. **Tell yourself:** *drew* is the verb.
4. **Write** *drew* on the diagram for the verb.



Let's take a minute to practice finding action verbs.



Practice

Use the **Four-Step Verb Finding Procedure** from the previous page. Find and diagram the action verbs in each of the sentences below.

1. Noelle always sits quietly after the bell rings.

	(The verb goes here.)
--	-----------------------

2. The teacher begins class promptly.

	(The verb goes here.)
--	-----------------------

3. We studied our vocabulary words.

	(The verb goes here.)
--	-----------------------

4. I enjoy my history class.

	(The verb goes here.)
--	-----------------------

5. I went skiing last winter.

	(The verb goes here.)
--	-----------------------



6. Summer passes too quickly.

_____ | _____
(The verb goes here.)

7. Celeste missed her ride yesterday.

_____ | _____
(The verb goes here.)

8. My little sister sold cookies at the mall.

_____ | _____
(The verb goes here.)

9. Winter break begins in late December.

_____ | _____
(The verb goes here.)

10. Mrs. Morales discovered her daughter's report card.

_____ | _____
(The verb goes here.)



Linking Verbs

The second type of verb is a linking verb. *Linking verbs* are words that express a state of being. They do *not* show action. A linking verb *links* the subject with another word in the sentence. The other word either renames or describes the subject.

Linking verbs are often forms of the verb *to be*. A list of common forms of *be* is given below. Notice that many of these are more than one word.

Common Forms of <i>Be</i>			
be	has been	shall be	shall have been
being	have been	will be	will have been
been	had been	should be	should have been
am		would be	would have been
is		can be	could have been
are		could be	may have been
was		may be	might have been
were		might be	must have been

Using the linking verbs *am*, *is*, and *are* in the present tense:

- Use *am* when the subject is *I*.
- Use *is* when the subject is *she*, *he*, *it*, or a **singular noun**.
- Use *are* when the subject is *you*, *we*, *they*, or a **plural noun**.

Using the linking verbs *was* and *were* in the past tense:

- Use *was* when the subject is *I*, *she*, *he*, *it*, or a *singular noun*.
- Use *were* when the subject is *you*, *we*, *they*, or a *plural noun*.

Several other verbs besides the forms of *be* can *act* as linking verbs:

Linking Verbs Besides the Forms of <i>Be</i>			
appear	grow	seem	stay
become	look	smell	taste
feel	remain	sound	



Practice

Find and **diagram the action or linking verbs** in each of the sentences below.

Notice: Some sentences only have linking verbs. Those sentence diagrams have a slanted line drawn after their linking verb(s). The slanted line points toward the subject of the sentence.

Example:

My favorite sport is fishing.



1. My sister is my best friend.



2. Ellen tasted the potatoes.



3. Liza was late for the party.





4. Kendra has been a good student all her life.

_____ | _____
(The verb goes here.)

5. Mr. Burns prepared an excellent Asian meal.

_____ | _____
(The verb goes here.)



Finding the Subject

Once you find the verb, you need to find the subject. You need to find *whom* or *what* the sentence is about.

1. **Ask yourself:** Who or what is performing the verb?

Look at the example sentence:

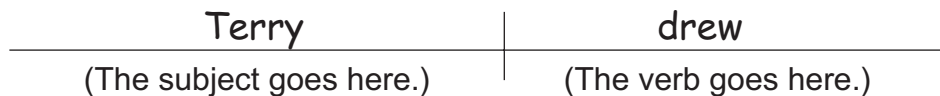
Terry drew this picture.




We know the verb is *drew*. Someone or something *drew* something.

2. **Ask yourself:** Who or what drew?
3. **Tell yourself:** Terry drew, so *Terry* is the subject.
4. **Write** *Terry* on the diagram for the subject.

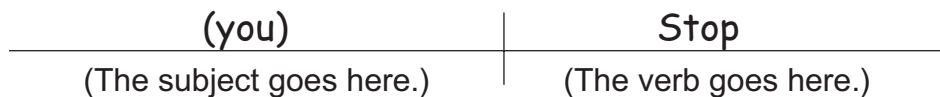
Now look at the diagram of subject and verb.



This sentence has a subject (Terry) and a verb (drew).

 **Remember:** An *imperative sentence* is tricky. An imperative sentence gives a command or makes a request. The subject of an imperative sentence is *understood*. So, how would you diagram it if an understood *you* is *always* the subject of a command?

A diagram of the one-word sentence “Stop!” would look like this:





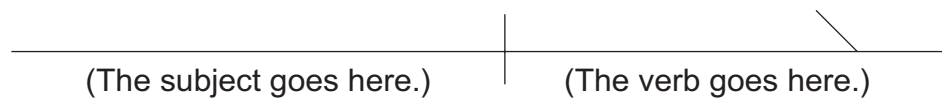
Practice

Complete a **diagram** for each of the following sentences. Remember to **begin** by finding the verb.

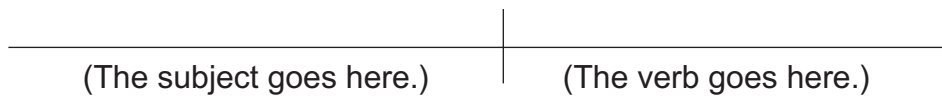


Remember: The slanted line is for sentences with only linking verbs.

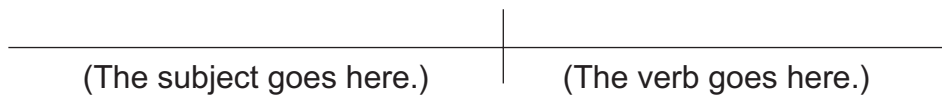
1. Ms. Ortiz is my favorite teacher.



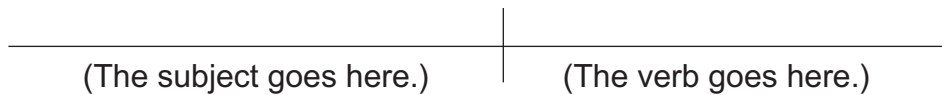
2. That boat looks fast.



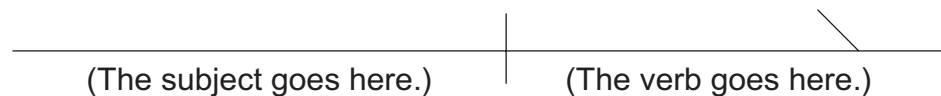
3. The house was flooded during the hurricane.



4. Murray left his homework at his grandmother's house.



5. My cousin is a good softball player.





Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|----------|--|------------------|
| _____ 1. | a word that names more than one person, place, thing, or idea | A. action verb |
| _____ 2. | a word that names only one person, place, thing, or idea | B. fragment |
| _____ 3. | consists of a main verb and all its helping verbs | C. linking verb |
| _____ 4. | a verb that shows physical or mental action | D. plural noun |
| _____ 5. | a verb that expresses a state of being | E. singular noun |
| _____ 6. | a form of a verb that acts as another part of speech in a sentence, such as a noun, an adjective, or an adverb | F. verb phrase |
| _____ 7. | a group of words that does <i>not</i> express a complete thought | G. verbal |



More about Fragments—Incomplete Thoughts

Does it express a complete thought? Sometimes a group of words has a subject and verb. However, you still do not have all the *details* you need. That's because these words do not express a complete thought. You need more information. These groups of words are called *fragments*.

These fragments usually depend on another sentence for meaning. We call these fragments **dependent clauses**. They are also called **subordinate clauses**. A **clause** is a group of words that has a subject and a *predicate*. A predicate tells something about what the subject is doing, does, or has. A *subordinate clause* or *dependent clause* is a clause that *cannot* stand by itself as a sentence. Look at the following examples.

- If I knew how.
This is probably a clause.
You need more information to let you know the effects.
What would happen if you knew how to do what?

- So that I sat down.
This clause is probably describing an effect.
You need more information to let you know the cause.
What happened to make you sit down?



What would happen if you took away the *first* word?

If I knew how would become *I knew how*.

- I knew how.
I knew how is a sentence.

What would happen if you took away the phrase *so that*?

So that I sat down would become *I sat down*.

- I sat down.
I sat down is a sentence.





Subordinators or Subordinating Conjunctions

How can just one or two words make such a difference?

This is because these are special words. They are called **subordinators** or **subordinating conjunctions**. Their job is to turn a sentence into a *subordinate* or *dependent clause*.

Using subordinate or dependent clauses with **independent clauses** or *main clauses* improves your writing. An *independent clause* or main clause is a clause that can stand by itself as a sentence. Using dependent clauses *alone* makes your writing *weak*. In fact, a dependent clause used alone is a *fragment*.

It is important to learn to recognize the types of words that subordinate sentences. One trick is to read your work aloud. Sometimes your voice will lift up. You sound as though you need to add more information. Usually you do. If this happens, look at the beginning of your sentence. Is there a subordinator there? If you aren't sure, ask your teacher. After a while, you will automatically know what they are.

See the list below of some common subordinators. (*Note:* Sometimes a subordinator is more than one word; sometimes it is a phrase.)

Common Subordinators or Subordinating Conjunctions			
after	before	though	wherever
although	if	till	which
as	in order that	unless	while
as if	since	until	who
as long as	so that	when	whom
as soon as	than	whenever	whose
because	that	where	why



Remember: Fragments are incomplete sentences. Some are lacking a subject. Some are lacking a verb. Some do not contain a complete thought. Let's practice identifying sentences and fragments.



Practice

Carefully read each **group of words**. If it is a **sentence**, write **S** in the blank. If it is a **fragment**, write **F** in the blank.

- _____ 1. Calling her mother.
- _____ 2. I understand you perfectly.
- _____ 3. Since you said no.
- _____ 4. Helen making dinner.
- _____ 5. Keep your chin up.
- _____ 6. Swam into the ocean.
- _____ 7. She wore a hat.
- _____ 8. While Marie and Hector were waiting for Latoya.
- _____ 9. She has a fear of dogs.
- _____ 10. The yellow wooden pencil.



Practice

Each of the following groups of words is a **fragment**. Tell **why** each is a fragment. Then **rewrite** each group of words to make a **complete sentence**.

1. In the back yard.

Why? _____

Rewrite: _____

2. I telling Mom about the accident.

Why? _____

Rewrite: _____

3. Kathie is almost.

Why? _____

Rewrite: _____



4. Stayed in her room.

Why? _____

Rewrite: _____

5. As soon as she arrived.

Why? _____

Rewrite: _____



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 1. Dependent clauses are also called main clauses.
- _____ 2. Dependent clauses can stand by themselves as sentences.
- _____ 3. Subordinators change dependent clauses into independent clauses.
- _____ 4. Some fragments that depend on another sentence for meaning are called subordinate clauses.
- _____ 5. A clause is a group of words that has a subject and a predicate; however, it does *not* express a complete thought.
- _____ 6. A predicate is the subject of the sentence.
- _____ 7. Independent clauses can stand alone as a sentence.
- _____ 8. A dependent clause used alone is a fragment.
- _____ 9. Using dependent clauses with independent clauses improves your writing.
- _____ 10. Using independent clauses alone makes your writing weak.



Run-On Sentences: When Words Run Stop Signs

Sometimes writers don't know when a sentence should end. They keep writing. Their sentence keeps on going. Each sentence *runs on* into the next sentence. **Run-on sentences** are joined together with commas or without any punctuation. Often you cannot tell where one thought ends and the other begins.

Every sentence should begin with a capital letter. It should also be followed by an *end mark*. An end mark is a period (.), a question mark (?), or an exclamation mark (!). Without this end mark, or punctuation mark, you have a *run-on sentence*.

Run-on: Science class starts promptly at 9:15 make sure you are in your seats before 9:10.

Sentence: Science class starts promptly at 9:15. Make sure you are in your seats before 9:10.

Run-on: My computer broke I need to buy a new one.

Sentence: My computer broke. I need to buy a new one.



Run-on: The girls played golf the boys played softball.

Sentence: The girls played golf. The boys played softball.

Run-on: Carmen loved traveling she felt Florida was too hot.

Sentence: Carmen loved traveling. She felt Florida was too hot.



Run-on: I want to learn French Sue wants to learn Spanish.

Sentence: I want to learn French. Sue wants to learn Spanish.

Check for run-on sentences by reading aloud. You can usually hear where one sentence ends. Usually, you will pause where a sentence should stop.



Practice

Read each of the following **run-on sentences aloud**. Correct each one. Rewrite as two sentences. Begin each sentence with a **capital letter**. Add the **correct end mark** for each sentence.

1. Earth has one moon, the moon revolves around Earth.

2. The moon turns on its axis it does this once each month.

3. The moon does not give off light of its own, it reflects the sun's light.

4. We can see the moon's surface from Earth we can see both light and dark areas.

5. The light-colored areas are highland areas, the highland areas have mountains.



Practice

Read each sentence below. Write a **C** in front of each **complete sentence**. Write an **F** in front of each **sentence fragment**. Write an **R** in front of each **run-on sentence**.

Remember, a complete sentence

- has a subject
- has a verb
- is a complete thought.

- _____ 1. Listening to Matthew's speech.
- _____ 2. Can you keep a secret?
- _____ 3. What do you mean of course I can keep a secret.
- _____ 4. If Mom agrees.
- _____ 5. Call me tomorrow.
- _____ 6. That math test was so hard I studied and still made a low grade.
- _____ 7. Keeping up with Eddie and Thomas.
- _____ 8. Don't walk so fast!
- _____ 9. I'm going shopping after school.
- _____ 10. As if you didn't know!



Practice

Check the **sentence structure** of your **last revised comparison/contrast paragraph** that you rewrote in Unit 3 on page 211. Use the following **checklist**.

1. **Read** each sentence **aloud**.
2. **Circle** any **fragments** you find.
3. **Highlight** any **run-on sentences** you find.
4. **Revise** any **fragments** and **run-on sentences** by doing the following:
 - **Turn each fragment into a sentence.**
 - a. Make sure each new sentence has a **subject**.
 - b. Make sure each new sentence has a **verb**.
 - c. Make sure each new sentence is a **complete thought**.
 - **Break up each run-on sentence.**
 - a. Determine where each sentence should **end**.
 - b. Begin each new sentence with a **capital letter**.
 - c. End each new sentence with the correct **end mark**.
 - **Read** this revision **aloud**.
 - **Underline** any sentences that are *not correct*.
 - **Correct** these sentences.
 - **Complete** another revision of your paragraph on the following page.



What Makes Correct Sentences

You've learned a lot about correct sentences.

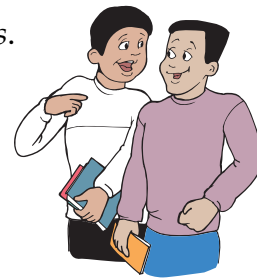
- They must express a complete thought.
- They must have a subject.
- They must have a verb.
- Their subjects and verbs must agree in number.
- A subject is singular if it refers to one person, place, thing, or idea.
- A singular subject must take a singular verb.
- A plural subject refers to more than one person, place, thing, or idea.
- A plural subject must take a plural verb.

Singular and Plural

Our speech tends to be informal. This is especially true when we speak with our friends. Our writing, however, is more formal. Our writing represents us when we are not there. We need to make sure our writing is grammatically correct. We need to make sure our subjects and verbs agree.

It is fairly obvious if a subject is plural or singular.

- *Boy* refers to **one** person. It does not end with an *s*.
It is **singular**.
- *Boys* refers to **more than one** person. It ends with an *s*.
It is **plural**.
- *Elle and Jim* is a compound subject. It refers to **two** people.
It is **plural**.



Boys refers to more than one person.

If two subjects are joined by *and*, you have a compound subject. A compound subject is plural.



Practice

Look at the following **nouns**. If it is **singular**, write **S** on the blank. If it is **plural**, write **P** on the blank.

- _____ 1. child
- _____ 2. enemy
- _____ 3. fireworks
- _____ 4. poetry
- _____ 5. family
- _____ 6. children
- _____ 7. hamburgers
- _____ 8. story
- _____ 9. poems
- _____ 10. brothers



Subject-Verb Agreement: Matching the Doer and the Action

Verbs are also singular or plural. The verb must match the subject. Use a singular verb with a singular subject. Use a plural verb with a plural subject. This is known as *subject-verb agreement*—making the verb of the sentence match its subject in number.

Incorrect agreement: My skates is broken.

The subject *skates* is *plural*. The verb *is* is *singular*. The subject and verb do *not* match. The subject is plural and the verb is singular.

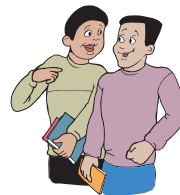
Correct agreement: My skates are broken.

There is a test to help check subject-verb agreement.

If the subject is singular, substitute *it* for the subject. If the subject is plural, substitute *they* for the subject. If the sentence sounds correct, the agreement is usually correct.

Let's look at the following.

- *Marjorie* **is** class president.
It **is** class president—agreement is correct.
Marjorie is **one** person.
The subject is **singular**.
- *Kelli* **are** my cousin.
It **are** my cousin—agreement is incorrect.
Kelli is **one** person.
The subject is **singular**.
- My *parents* **are** leaving early.
They **are** leaving early—agreement is correct.
My parents are **two** people.
The subject is **plural**.
- The *brothers* **was** late.
They **was** late—agreement is incorrect.
The brothers refers to **more than one** person.
The subject is **plural**.



- *Tom and Duncan* **were** playing baseball.
They **were** playing baseball—
 agreement is correct.
 Tom and Duncan are **two** people.
 The subject is **plural**.



The Verbs *Be* and *Have*

The verbs *be* and *have* do not follow usual rules. You must change the forms of the verbs *be* and *have* in special ways to match in number with their subjects. Look at the chart below. The chart shows the present and past tense forms of *be* and *have*.

Subject-Verb Agreement with the Verbs <i>Be</i> and <i>Have</i>				
Subject	Form of <i>be</i>		Form of <i>have</i>	
	Present	Past	Present	Past
Singular subjects:				
I	am	was	have	had
you	are	were	have	had
he, she, it (or singular noun)	is	was	has	had
Plural subjects:				
we	are	were	have	had
you	are	were	have	had
they (or plural noun)	are	were	have	had



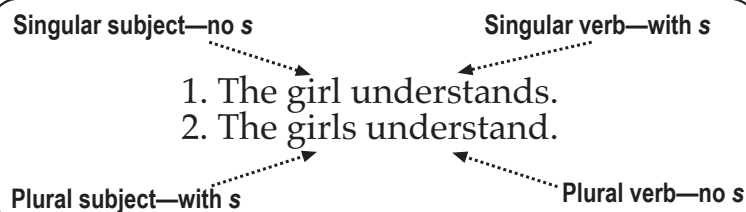
Study the following charts.

Rules for Subject-Verb Agreement	
<p>1. Singular subject: Add -s or -es to the verb.</p>	<p>A dog tries to be a good companion. He teaches the dog to obey.</p>
<p>2. Plural subject: Do not add -s or -es to the verb.</p>	<p>Dogs <i>try</i> to be good companions. They <i>teach</i> the dogs to obey.</p>
<p>3. I or you: Use the plural form of the verb.</p>	<p>I <i>like</i> dogs a lot. You <i>like</i> dogs a lot.</p>

The 'S' Rule

Most **verbs** ending in an *s* are **singular**.
Most **subjects** ending in an *s* are **plural**.

Therefore, if your *subject* and *verb* **both end in s** or **neither ends in s**, you should check their agreement.



Use the *it-they* test in the sentences on the two charts. Does each sentence still sound correct?



Practice

Circle the correct **verb** in each pair. Do the following as you work:

- Ask how many make up the subject.
- If you think the subject is singular, substitute *it* and read it with the verb.
- If you think the subject is plural, substitute *they* and read it with the verb.
- Circle the verb that sounds correct.

1. facts (is, are)
2. errors (is, are)
3. people (looks, look)
4. Lena and she (goes, go)
5. girls (sings, sing)
6. person (uses, use)
7. system (makes, make)
8. I (hopes, hope)
9. you (was, were)
10. brother (knows, know)



Practice

Determine if the **subject-verb agreement** is correct. Complete the following steps.

- Find the **subject** and **underline it**.
- Write above the **subject** if it is **singular or plural**. (Hint: How many make up the subject?)
- If you think the subject is **singular**, substitute **it** and read the sentence.
- If you think the subject is **plural**, substitute **they** and read the sentence.
- If the sentence sounds right, it is probably correct. If it does not sound correct, it is probably incorrect.
- Mark **C** if it is **correct**. Mark **I** if it is **incorrect**.

- _____ 1. Gary were embarrassed when he slipped down.
- _____ 2. He was walking backwards when it happened.
- _____ 3. Mary and Angela was coming around the corner.
- _____ 4. Home-baked bread smell delicious.
- _____ 5. Kari like the smell of hot apple cider.
- _____ 6. I do too!
- _____ 7. Reba and Art like its taste.
- _____ 8. Roman are wearing his new jacket.
- _____ 9. The jacket is too large.
- _____ 10. Our jackets are too small.



Practice

Look around the room at your classmates. Note what each is wearing. Look carefully at their hairstyles. Take special notice of their moods. Are some happy? Are they sad? Make a few notes as you do this.

Now write **sentences** that do each of the following:

- Use **present tense verbs**—verbs that tell that something is **happening now**.
- Use your *classmates' names*.
- Be **kind** to each other.
- Make sure the **subject and verb agree** in each sentence.

Example: Latasha wears a blue skirt. (present tense)

1. Find someone wearing two bright colors. Describe his or her outfit.

2. Describe someone's hairstyle.

3. Describe someone's mood.



4. Find someone wearing a logo shirt. Describe the shirt.

5. Describe someone's bracelet, necklace, watch, or ring.

6. Describe someone's shoes.

*Complete the following steps to the sentences you have just written to determine if the **subject-verb agreement** is correct.*

- Find the **subject** and **underline it**.
- Write above the **subject** if it is **singular or plural**. (**Hint:** How many make up the subject?)
- If you think the subject is **singular**, substitute **it** and read the sentence.
- If you think the subject is **plural**, substitute **they** and read the sentence.
- If the sentence sounds right, it is probably correct. If it does not sound correct, it is probably incorrect.
- Make corrections as needed.



Singular or Plural Subject

At this point, agreement seems pretty easy. This is because the above sentences have been easy. Agreement can, however, be difficult. Sometimes it is not so easy to tell if a subject is singular or plural. This makes it difficult to make the verb agree. Look at the following sentence:

A girl with freckles sits next to me in class.



Is the subject the singular noun *girl*? Is it the plural noun *freckles*? It is *girl*.

Some people would make a mistake. They would think that *freckles* is the subject. They would then make another mistake. They would make the verb plural.

Readers can become confused when there are words between the subject and verb. These words do not affect subject-verb agreement. Examples of such words and expressions include the following:

about	in	on top of
according to	in front of	plus
around	including	such as
as well as	no less than	together with
for	on	with



Practice

Choose the **correct verb**. Before you do this:

- First—find and **strike through** the **confusing words**.
- Second—find and **underline** the **correct subject**.
- Third—find and **circle** the **correct verb**.
- Finally—complete a **simple diagram** for each **subject and verb**.

Example: The paintings ~~on the wall~~ (are, is) watercolors.

<u>paintings</u>		are
(The subject goes here.)		(The verb goes here.)

1. The teacher, together with her students, (are, is) having a snack.

_____		_____
(The subject goes here.)		(The verb goes here.)

2. Mom, but not my sisters, (was, were) at breakfast.

_____		_____
(The subject goes here.)		(The verb goes here.)

3. A good book for students (are, is) *The Call of the Wild*.

_____		_____
(The subject goes here.)		(The verb goes here.)



4. Mary, as well as Jeffrey and Raoul, (are, is) staying after school.

_____ | _____
(The subject goes here.) (The verb goes here.)

5. The two chairs in our living room (are, is) looking shabby.

_____ | _____
(The subject goes here.) (The verb goes here.)

6. Katie, plus Ginger and Kevin, (plan, plans) to have lunch with us.

_____ | _____
(The subject goes here.) (The verb goes here.)

7. The plans, including a stop for breakfast, (are, is) being printed in the newsletter.

_____ | _____
(The subject goes here.) (The verb goes here.)

8. The rose bushes in front of my house (need, needs) watering.

_____ | _____
(The subject goes here.) (The verb goes here.)



9. Life in the Sixties (was, were) very different than today.

_____	_____
(The subject goes here.)	(The verb goes here.)

10. The shutters as well as the door (was, were) wooden.

_____	_____
(The subject goes here.)	(The verb goes here.)



Subject after the Verb

Sometimes, the subject comes *after* the verb. Often this is the situation when a sentence is a question. This can make finding the subject difficult. This, of course, makes agreement more difficult. Look at the following examples.

- (*Are, Is*) the **members** of the committee all present?
The **subject** is **members**.
Members is a **plural** subject.
The *verb*, then, would be *are*.
- There (*was, were*) four **people** here when the store opened.
The **subject** is **people**.
The subject is *not* the introductory word *there*.
People is a **plural** subject.
The *verb*, then, would be *were*.
- Underneath my bed (*are, is*) my old **shoes**.
Shoes is the **subject**.
Shoes is a **plural** subject.
Are is the correct *verb*.





Practice

Choose the **correct verb**. Before you do this:

- *First*—find and **strike through** the **confusing words**.
- *Second*—find and **underline** the **correct subject**.
- *Third*—find and **circle** the **correct verb**.
- *Finally*—complete a **simple diagram** for each **subject and verb**.

1. On top of my bed (are, is) my new shirts.

_____		_____
(The subject goes here.)		(The verb goes here.)

2. Here (are, is) messages for you.

_____		_____
(The subject goes here.)		(The verb goes here.)

3. Where (are, is) Jonathan?

_____		_____
(The subject goes here.)		(The verb goes here.)

4. There (was, were) three boys named David in my class.

_____		_____
(The subject goes here.)		(The verb goes here.)



5. (Are, Is) there any doughnuts left?

_____	_____
(The subject goes here.)	(The verb goes here.)

6. (Do, Does) you know the girls?

_____	_____
(The subject goes here.)	(The verb goes here.)

7. In their desk's bottom drawer, a surprise (wait, waits) for the twins.

_____	_____
(The subject goes here.)	(The verb goes here.)

8. Here (come, comes) my parents.

_____	_____
(The subject goes here.)	(The verb goes here.)

9. Around the corner (wait, waits) my friends.

_____	_____
(The subject goes here.)	(The verb goes here.)

10. (Are, Is) you expecting a phone call?

_____	_____
(The subject goes here.)	(The verb goes here.)



Practice

Review all of the rules for agreement, then choose the **correct verb**. Before you do this:

- *First*—find and **strike through** the confusing words.
- *Second*—find and **underline** the correct subject.
- *Third*—find and **circle** the correct verb.
- *Finally*—complete a **simple diagram** for each subject and verb.

1. The plants on the porch (need, needs) watering.

_____	_____
(The subject goes here.)	(The verb goes here.)

2. You (was, were) late for school.

_____	_____
(The subject goes here.)	(The verb goes here.)

3. They (is, are) cousins.

_____	_____
(The subject goes here.)	(The verb goes here.)

4. At the costume party, (was, were) you the witch with green hair?

_____	_____
(The subject goes here.)	(The verb goes here.)



5. Four questions on the math test (are, is) very hard.

_____ | _____
(The subject goes here.) (The verb goes here.)

6. A can of fancy cashews (are, is) on the table.

_____ | _____
(The subject goes here.) (The verb goes here.)

7. Elizabeth's grandparents, as well as her mother, (plan, plans) to be there.

_____ | _____
(The subject goes here.) (The verb goes here.)

8. (Do, Does) the baby like dill pickles?

_____ | _____
(The subject goes here.) (The verb goes here.)

9. Heavy snowfall during December and January (help, helps) the skiing industry.

_____ | _____
(The subject goes here.) (The verb goes here.)

10. There (was, were) several lively songs during the concert.

_____ | _____
(The subject goes here.) (The verb goes here.)



Practice

Check your own **subject-verb agreement** of your **last revised comparison/contrast paragraph**. This is the paragraph you revised on page 319. Use the following **checklist**.

1. **Read** each sentence **aloud**.
2. **Circle** any **subject-verb agreement** problems you find.
3. **Highlight** any sentences you feel **unsure of**.
4. **Check** with your teacher for help. Your teacher will help you to determine if the **agreement** is correct.
5. **Revise** any incorrect **subject-verb errors**.
6. **Complete** another revision of your paragraph on the following page.



Capitalization: Uppercase Rules

Our alphabet contains *uppercase letters*. We call these *capital* letters. Correct **capitalization** means using these correctly. They are always used to begin a new sentence. They are also used for words we feel are important. Study the chart below. It contains the rules of capitalization.

RULES OF CAPITALIZATION		<h1>Uppercase Rules</h1>	
In Letters			
Capitalize the first word and all nouns in the greeting.	Dear C hri s sie, Dear U ncle C yrus, Dear C hairman of the B oard,	Dear M r. J ohnson, Dear R e v erend S mith, Dear C hairman of the B oard,	
Capitalize only the first word in the closing.	S incerely yours, M ost sincerely,	Y our friend, Y our loving daughter,	
In Quotations			
Capitalize the first word of a direct quotation.	Mrs. Davis said, " P lease sit quietly."		
When a one-sentence quotation is interrupted, the rule changes. The second part does not start with a capital letter.	"Listen now," our guide said, " o r regret it later."		
First Words			
Capitalize the first word of a sentence.	M y birthday is in June. W ill you have a party this year?		
Capitalize the first word of each new speaker in a conversation.	" H ey, Tomas! Maurice! Let's get together tonight for pizza and a movie." " S ounds good to me, Billy. How about you, Tomas?" " C ount me in!"		



Practice

Copy the following. Use **capital letters** where needed.

1. dear sirs: _____

2. your devoted husband, _____

3. dear dr. Williamson: _____

4. yours truly, _____

5. dear miss o'Dell, _____

6. very sincerely yours, _____

Copy the following. Use **capital letters** with each **sentence** as needed.

7. in a loud voice, Mrs. Ferguson said, "your attention, please!"



8. “can you list,” our teacher asked, “the members of our school board?” _____

9. “look at me!” shouted Esther. _____

10. “how long have you been waiting?” asked Joe. _____

“about thirty minutes,” answered Sam. _____

“that’s a long time for fast food.” _____

“tell me about it.” _____



Proper Nouns

Another group of words that must be capitalized is **proper nouns**. *Proper nouns* are nouns that name specific persons, places, and things. This is a very large group of words. The chart below will be helpful.

RULES OF CAPITALIZATION	Always capitalize...	
	names and initials of people—real and imaginary.	John F. Kennedy, Old King Cole, Sharon, Richard
	names of countries—languages, people, and things coming from these countries.	Spain, Spaniards, Spanish, Spanish rice, England, English
	other geographical names - countries, states, cities, and streets.	North America, Florida, Atlanta, Chicago, Route 66, Spring Street
	titles of organizations—government, businesses, schools, professional, and social.	Amtrak, the Jaycees, Sears, Sandalwood High School
	political parties and government bodies.	Republicans, Democrats, Department of State
	names of special buildings and other man-made structures, ships, and planes.	Southpoint Mall, the <i>Titanic</i> , the Gulf Life Building
	titles of persons showing respect, rank, office, and profession.	Mrs. Fisher, Dr. Jones, Professor Ingalls
	names of planets, satellites, stars, and constellations.	Mercury, Saturn, Orion, Sirius (The words sun, earth, and moon are often not capitalized. Usually, this is true if “the” is used before the word.)
	names of days of the week, months, and holidays.	Tuesday, March, Labor Day, Halloween (the seasons are <i>not</i> capitalized)
	titles—the first and last words and all important words that follow.	<i>The Lord of the Rings</i> , <i>Sports Illustrated</i> , “America, the Beautiful”
	brand or trade names.	Goodyear tires, Kleenex, General Electric
	names referring to God, the Bible, and religions.	Christianity, the Old Testament, the Almighty, the Torah, Islam
	family relationships, if used before a proper name and as a name.	Mother (As in “Mother, I’m home.”), Aunt Grace, Uncle Thaddeus The following usages would <i>not</i> be capitalized—My mom, sister, cousin, and uncle visited my grandmother in Miami.
school subjects—languages and numbered courses	Biology 1103, English, Spanish, Writing I	



Practice

Circle each letter that should be **capitalized**.

1. granny and uncle thomas
2. history and spanish
3. lawton chiles high school
4. the planet jupiter
5. the novel *to kill a mockingbird*
6. the republican headquarters
7. *finding nemo*
8. the book of genesis
9. at the corner of gilchrist street and pine avenue
10. memorial day



Spelling: Write It Right!

Many people find spelling correctly is difficult. This is not surprising. The English language is a difficult language. Many words contain silent letters. There are many words that sound alike but are spelled differently. Many words simply are not spelled the way they sound. It is, however, important to become a good speller. This is part of becoming a good writer. Writing that is filled with errors is often difficult to read. It also appears sloppy. It makes the writer look unprofessional. Bad spelling is the mark of a writer unwilling to finish a job.

Here are some tips for improving your spelling.

- **Be patient.** Don't expect to become an expert speller overnight. Becoming good at anything takes time. It takes practice. This is true of spelling. Good spellers are not born. They work to become good.
- **Check your spelling.** Use a dictionary or a hand-held spell checker. Ask your teacher for a list of words often misspelled. Your classroom textbook probably has such a list.
- **Look up the meaning.** When you check the spelling, find the meaning. If you know how to spell a word, that's good. To use it correctly, you also need to know its meaning.
- **Practice spelling each word.** Do this before you close the dictionary. Close your eyes. Try to see the word. Write the word on a piece of paper. Check the spelling. Keep doing this until you can spell the word.
- **Keep a list.** Write down the words you keep misspelling. Keep this list with you when you write. Use it again as you proofread.
- **Write often.** Again, you get better with practice.





Frequently Misspelled Words

If you want to use a really hard word, what do you do? Probably, you look it up. If you do this, you probably spell it correctly. Simpler words are another matter. Usually you think you can spell those. Most people think the same thing. This is why most people misspell simple words more often than harder words.

Following is a list of simple words. These, however, give people trouble. It will help you to know about them. Keep the list with you as you write.

Frequently Misspelled Words		
ache	does	once
a lot (<i>not</i> alot)	every	receive
all right (<i>not</i> alright)	friend	says
always	guess	since
answer	instead	straight
built	knew	though
business	know	which
blue	meant	write
cough	minute	woman
doctor	often	women



Practice

Each sentence below has **one word** or **two words** that are **partly spelled**. Write the **complete word** or **words** on the line provided.

1. If Mom says it is al_____ght, I'll meet you at seven.

2. The University of Florida's colors are orange and bl_____.

3. We followed the two wom_____ into the office building.

4. Those old houses seem very well b_____lt.

5. Ever s_____n_____e my dog ran away, I have been very sad.

6. I have a _____t of homework!

7. I have a head cold and a terrible co_____.

8. Wh_____ one of you brought the napkins?



9. Eleanor has been my best fr_____nd since first grade.

10. I hope to re_____ your answer soon.



Practice

Ask your teacher to read your revised paragraphs as follows:

- revision of **comparison/contrast paragraph** from page 339
- revision of **cause/effect paragraph** from Unit 3 on page 224
- revision of **problem/solution paragraph** from Unit 3 on page 239
- revision of **analysis paragraph** from Unit 3 on page 250
- revision of **persuasive paragraph** from Unit 3 on page 266.

Also ask your teacher to **highlight** any **incorrectly used words**. Then use a **dictionary** to correct your writing. **Revise** each paragraph on the following page.



Recording Mistakes in a Notebook

Are you making the same mistake again and again? If you are, try keeping a notebook. Record repeated mistakes in your notebook. Refer to them while you are proofreading. An example is given below.

<input type="checkbox"/>	Mistakes	Corrections
	alot	<i>a lot</i> (<i>alot</i> spelled as one word is not a word)
	there vs. they're	<i>they're</i> is short for <i>they are</i>
<input type="checkbox"/>	whose vs. who's	<i>who's</i> is short for <i>who is</i>
	your vs. you're	<i>you're</i> is short for <i>you are</i>
	its vs. it's	<i>it's</i> is short for <i>it is</i>
<input type="checkbox"/>		



Proofread Your Writing—The Final Check

Let's examine what steps you have taken in getting your paragraphs this far.

- You *revised* the content of your paragraphs in Unit 3.
- You have just *edited* your paragraphs in this unit by checking for errors in grammar, punctuation, and spelling.
- You are now ready to **proofread** your paragraphs.

Step 1: Revise content.

Step 2: Edit grammar, punctuation, and spelling.

Step 3: Proofread for typos, omitted words, and other errors.

Proofreading is a very important and final check. It is your last chance to catch any errors you missed. As you proofread you have the chance to check for typos, omitted words, and any other errors. It is the last chance to make your writing as perfect as you can.

Good writers always proofread. They have developed a number of excellent proofreading techniques. These will help you as well.

Proofreading Techniques

1. **Read your work aloud.** Read it slowly. Reading it quickly and silently does *not* help. When you do this, you see what you think you wrote. Reading *aloud* and reading *slowly* prevents this. It forces you to read and hear what you really wrote.
2. **Keep a list of common spelling mistakes.** Check this list before you proofread. When one of these words appears, check the list.
3. **Read backwards to check your spelling.** Start at the end of your paragraph. Read to the beginning. Point to each word as you read. Read it aloud. This will force you to look at each word.



The copyediting symbols below are helpful. You can use the symbols to show where and how your writing needs editing. Your teacher may use the copyediting symbols as well. Read the list carefully to learn where and how to use them correctly.

Copyediting Symbols

Symbols	Meaning	Example	Corrected Example
≡	Capitalize a letter.	Harper <u>lee</u> wrote <i>To <u>kill</u> a Mockingbird.</i>	Harper Lee wrote <i>To Kill a Mockingbird.</i>
/	Make a capital letter lowercase.	Scout is Six Years Old when the novel begins.	Scout is six years old when the novel begins.
⊙	Insert a period.	Scout has a brother. His name is Jem.	Scout has a brother. His name is Jem.
○ sp.	Correct the spelling error.	Scout's <u>fathur</u> was an attorney.	Scout's father was an attorney.
∅	Delete.	Scout knew knew how to read when she went to school.	Scout knew how to read when she went to school.
^	Insert here.	Scout's teacher was not that Scout could already read.	Scout's teacher was not pleased that Scout could already read.
↔	Switch words or letters.	Scout was a tomboy.	Scout was a tomboy.



Practice

The paragraph below has been **proofread**. The **errors have been marked**. Write a **revised copy of this paragraph** on the following page. Use the chart on the previous page to help you do this.

I ^{sp}remember my dad's first try at cooking, it was also his last.
Mom ^{was} out shopping. The ^{sp}too of us ^{were} was hungry. Dad decided he
would surprise ^{mom} mom by cooking. Dad put the chicken in a pan and
put ^{it} into the oven. Then he ^{sp}decided we would have rice, too. He
measured rice and water ^{into} in a pot. Then he put it ^{space} on to cook. I went
to my room to play. ^{Soon} I smelled something funny. About then, Mom
came home. "What are you doing?" she ^{shrieked} said I ran out to see what
was up. Dad ^{had} remembered he usually ate about a cup of rice, ^{he had cooked} so a
cup of rice—for each of us. [!] It had ^{sp}exploded on the stove. ^{the} burner
was caked with chalky water. It ^{was} burning. The chicken smelled
^{sp}prety good. Mom took it out and looked at it. At first she frowned,
and ^(she laughed then.) Dad had forgot to take out the paper packet
of giblets. They were ^{sp}roasting away inside the chicken [!]



Practice

Proofread the latest revision of your comparison/contrast paragraph from page 350. Use the **proofreading techniques** on page 356. Use the **copyediting symbols** on page 357 to indicate your errors. Also read and use the tips below.

Tip Sheet for Finalizing Your Writing

- **Let your writing get cold.** Never attempt to revise and edit immediately. You need some time away from your content. Otherwise, you often remember what you *meant* to write. You do not see what is really there.
- **Read your work aloud.** Your eyes often miss mistakes. Your ears usually do not. This is especially helpful in finding omitted and extra words. Also, read slowly. Allow yourself to hear your words.
- **Point to your words as you read them aloud.** This helps you even more to read what is really there.
- **Read for one type of error at a time.** Read for errors in spelling, sentence structure, or grammar one at a time. Don't try to find them all at the same time.
- **Ask questions.** If you are not sure whether you have made a mistake, ask. Ask your peer editor. Ask your teacher. If you are right, that's good. You will feel more sure of yourself next time.
- **Use all of the tools available to help you.** Use computer spelling and grammar checkers, dictionaries, your teacher, peer editors, etc.



Practice

Write a final copy of your **comparison/contrast paragraph** on the following page. Use the work you did on pages 350 and 359. Turn in the final copy as part of your **Unit Assessment**.

Your teacher will use the following **rubric** to assess your **comparison/contrast paragraph**.

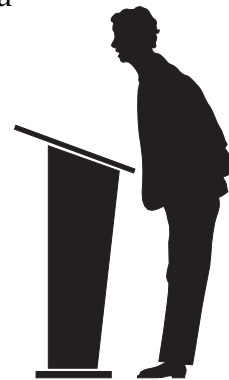
Comparison/Contrast Paragraph Rubric			
	very well	adequately	inadequately
This comparison/contrast paragraph does the following:			
Identifies the subjects.			
Indicates the writer's feeling about each subject.			
Follows the subject-by-subject organization.			
Includes specific details.			
Uses transitions to smooth out writing.			
Uses correctly structured sentences.			
Uses correct subject/verb agreement.			
Uses correct spelling.			
Closing sentence or clincher reminds readers of subject and keeps them thinking about it.			

Unit 5: Listening, Viewing, Speaking—Connecting with Your Audience

Unit Focus

Reading

- Use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. (LA.A.1.3.2)
- Demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. (LA.A.1.3.3)
- Determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization. (LA.A.2.3.1)
- Identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning. (LA.A.2.3.2)
- Recognize logical, ethical, and emotional appeals in texts. (LA.A.2.3.3)
- Locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. (LA.A.2.3.5)
- Use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics. (LA.A.2.3.6)



Writing

- Organize information before writing according to the type and purpose of writing. (LA.B.1.3.1)
- Draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - conveys a sense of completeness and wholeness with adherence to the main idea;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has support that is substantial, specific, relevant, concrete, and/or illustrative;
 - demonstrates a commitment to and an involvement with the subject;
 - has clarity in presentation of ideas;
 - uses creative writing strategies appropriate to the purpose of the paper;
 - demonstrates a command of language (word choice) with freshness of expression;
 - has varied sentence structure and sentences that are complete except when fragments are used purposefully; and
 - has few, if any, convention errors in mechanics, usage, and punctuation. (LA.B.1.3.2)
- Produce final documents that have been edited for
 - correct spelling;
 - correct punctuation, including commas, colons, and semicolons;

- correct capitalization;
- effective sentence structure;
- correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and
- correct formatting. (LA.B.1.3.3)

Listening, Viewing, Speaking

- Listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest. (LA.C.1.3.1)
- Select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences. (LA.C.1.3.2)
- Acknowledge the feelings and messages sent in a conversation. (LA.C.1.3.3)
- Use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. (LA.C.1.3.4)
- Use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience. (LA.C.2.3.2.)
- Understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation. (LA.C.3.3.1)
- Ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences. (LA.C.3.3.2)

- Speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations. (LA.C.3.3.3)

Language

- Select language that shapes reactions, perceptions, and beliefs. (LA.D.2.3.1)
- Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications. (LA.D.2.3.2)
- Distinguish between emotional and logical argument. (LA.D.2.3.3)

Literature

- Know that a literary text may elicit a wide variety of valid responses. (LA.E.2.3.3)
- Know how a literary selection can expand or enrich personal viewpoints or experiences. (LA.E.2.3.8)



Unit 5: Listening, Viewing, Speaking—Connecting with Your Audience

Overview

Nature has been kind to us. It has given us many gifts. We each have special talents. We all have special people in our lives. And we are able to *communicate* with these people. This means we share information with them. We tell them how we feel. We share exciting events. We also share unhappy events. We write letters. We make phone calls. We have face-to-face visits. This type of communication needs words. It's called *verbal communication*.



Usually, your face communicates your feelings.

We can also communicate in other ways. How do you let people know you are angry? Sad? Happy? Usually your face does this. You glare when you are angry. You sometimes frown to show this. Sometimes when you are sad, you cry. Other times the corners of your mouth sag down. We all know what you do when you're happy. That's easy.

You use the rest of your body in nonverbal communication. You raise your hand in class. You lean forward when the teacher is interesting. You slump in your chair when your teacher is not. What other ways do you use nonverbal communication?



You raise your hand in class.

Both types of communication need an *audience*. Your audience is the person you want to communicate with. Your audience could be one person. It could also be a crowd of 40 or more. Either way, you want them to understand you.

Communication is a two-way street. Often you are the sender. Just as often, you are the audience. Then you want to understand the sender. You want to know what he or she is saying. You also want to know what that person wants. Does he want to sell you something? Does she want to change your mind? What tools can a person use to do this?



This unit will help you become a better communicator.

- You will practice reading.
- You will also practice effective techniques for reading.
- You will learn how to be a good listener and watcher.
- You will also practice reading to a small audience.



Vocabulary

Use the vocabulary words and definitions below as a reference for this unit.

- annotations** comments, notes, and explanations
- bias** a strong feeling toward or against something
- body language** the act of sending or receiving messages without words; a form of nonverbal communication
Examples: gestures, facial expressions, body movements, or posture
- communication** the act of sending or receiving messages
- dramatic reading** a rehearsed reading aloud—using emotion and body language as one reads, helping the listener understand more fully the meaning of the passage and entertaining the listener
- folktale** a story handed down from generation to generation by word of mouth
Example: An old story or legend, often about a local hero, that becomes part of an oral tradition, such as Johnny Appleseed or Annie Oakley.
- inference** a conclusion based on facts and experience



nonverbal communication the act of sending or receiving messages without the use of words

Example: One form of nonverbal communication is *body language*.

pronunciation the act of saying words correctly, as they are listed in a dictionary's guide to how a word sounds

tempo the speed at which words are spoken

verbal communication the act of sending and receiving messages using words

visual aids any material that can be seen that helps listeners and viewers understand or remember

Examples: pictures, posters, drawings, charts, diagrams, puppets, costumes, hats, scenery, and props

volume the loudness or softness of a spoken word



Communication Is Speaking Well

Communication is the act of sending or receiving messages. An important form of *communication* is speaking well. It is even more important to speak well in front of others. Most of you do this well in front of your family. You do it fine in front of your friends. But speaking before a group can be scary.

Can you remember the last time your class read aloud? Did you ask to be excused? Were there words you didn't know? Did you leave words out? Did the teacher ask you to read louder?

You probably said yes to at least one of these questions. Reading a selection *cold* is very hard. Even very good readers often have trouble reading unfamiliar passages.

However, reading aloud is a very good first step in speaking to a group. This is true for several reasons.

- First, you practice reading the passage. You become familiar with it. However, you do not need to memorize it. This gives you one less thing to be nervous about.
- Next, this lets you practice using your voice. Your voice is an instrument, a valuable tool. It can help communicate meaning. It can bring words to life. Unfortunately, it can also kill them. An unprepared reading is disaster.
- Finally, a practiced reading gives you a small audience. Usually you will read to your classmates. You will not be reading to the entire student body. Your classmates will be completing the same presentation. They will be on your side.



Practice reading the passage and become familiar with it.

The first activity will be a shared reading. You and a group of your classmates will choose a selection. Then you will divide the selection. Next each of you will take a part. You will become familiar with your part. You will learn to pronounce each word. You will practice reading your section aloud. Then the group will practice reading the entire selection aloud. Finally you will present the selection to the class.



Practice

Choose an appropriate **selection for you and your group to read aloud.**

Ask your teacher for help. Your teacher will offer selections that sound good read aloud. Some may be poetry. Others might be from short stories. The example given on the following pages is from a **folktale**. A *folktale* is a story handed down from generation to generation by word of mouth.

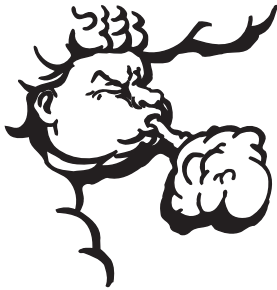
Read several paragraphs of each selection aloud to your group. Make sure you like the way they sound. As you choose, you must keep certain things in mind.

- **Remember your audience.** Some things may be funny to you. They could be offensive to others. Some references are obvious to you. They could be meaningless to others. Some subjects will interest you. They could be of no interest to others. Make sure to choose a piece everyone will want to hear.
- **Find a piece that contains dialogue.** The *dialogue* is the conversation between characters. If possible, find one with several speakers. This allows readers to use different *voices*. This will create interest.
- **Make sure it isn't too long.** If a story is very long, choose a section to read. You can also choose a section of a novel.
- **Make sure it is long enough.** Each reader should be able to read about 250 to 300 words.

Look at the example on the following pages.

The Lad Who Went to the North Wind

Section 1



Once upon a time there was an old widow who had one son, and as she was feeble and weak, her son had to go up into the storehouse to fetch meal¹ for cooking. But when he got outside the storehouse and was just going down the steps, there came the North Wind, puffing and blowing, who caught up the meal and so away with it through the air. Then the lad went back into the storehouse for more, but when he came out again on the steps, if the North Wind didn't come again and carry off the meal with a puff. And, more than that, he did so a third time. At this the lad got very angry, and as he thought it hard that the North

Wind should behave so, he decided to visit him and ask him to give up the meal.

So the lad went. The way was long, and he walked and walked, but at last he came to the North Wind's house.

"Good day," said the lad, "and thank you for coming to see us yesterday."

"Good day!" answered the North Wind, for his voice was loud and gruff. "And thanks for coming to see me. What do you want?"

"Oh," answered the lad, "I only wished to ask you to be so good as to let me have back that meal you took from me on the storehouse steps, for we haven't much to live on. If you're to go on snapping up the morsels we have, there'll be nothing for it but to starve." (262 words)

¹*meal*—Ground grain, such as corn meal.

Section 2

“I haven’t got your meal,” said the North Wind, “but if you are in such need, I’ll give you a cloth which will get you everything you want, if you only say, ‘Cloth, spread yourself, and serve up all kinds of good dishes!’”



With this the lad was well content. But, as the way was so long that he couldn’t get home in one day, he turned into an inn on the way. When suppertime came, he laid the cloth on a table which stood in the corner, and said, “Cloth, spread yourself, and serve up all kinds of good dishes.”

He had scarce said so before the cloth did as it was bid, and all who stood by thought it a fine thing, but most of all the landlord. So, when all were fast asleep, at dead of night, he took the lad’s cloth, and put another in its stead, just like the one he had got from the North Wind, but which couldn’t so much as serve up dry bread.

So, when the lad woke, he took his cloth and went off with it, and that day he got home to his mother.

“Now,” said he, “I’ve been to the North Wind’s house, and a good fellow he is, for he gave me this cloth. When I say to it, ‘Cloth, spread yourself, and serve up all kinds of good dishes,’ I get any sort of food I please.”

“All very true, I dare say,” said his mother, “but seeing is believing and I shan’t believe till I see it.” (265 words)

Section 3

So the lad made haste, drew out a table, and laid the cloth on it, and said, “Cloth, spread yourself, and serve up all kinds of good dishes.” But never a bit of dry bread did the cloth serve up.

“Well!” said the lad, “there’s no help for it but to go to the North Wind again,” and away he went. So he came to where the North Wind lived, late in the afternoon.



“Good evening!” said the lad.

“Good evening!” said the North Wind.

“I want my rights for that meal of ours which you took,” said the lad. “As for that cloth I got, it isn’t worth a penny.”

“I’ve got no meal,” said the North Wind, “but yonder you have a ram which coins nothing but golden ducats² as soon as you say to it, ‘Ram, ram! Make money!’”

So the lad thought this a fine thing, but as it was too far to get home that day, he turned in for the night to the same inn where he had slept before.

Before he called for anything, he tried the truth of what the North Wind had said of the ram, and found it all right. But when the landlord saw that, he thought it was a famous ram, and when the lad had fallen asleep, he took another which couldn’t coin gold ducats, and changed the two.



Next morning off went the lad, and when he got home to his mother, he said, “After all, the North Wind is a jolly fellow, for now he has given me a ram which can coin golden ducats if I only say, ‘Ram, ram! Make money!’”
(282 words)

²golden ducats—Shiny gold coins.

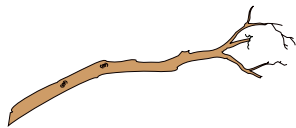


Section 4

“All very true, I dare say,” said his mother, “but I shan’t believe any such stuff until I see the ducats made.”

“Ram, ram! Make money!” said the lad, but the ram didn’t make any money.

So the lad went back again to the North Wind, in desperation, and said the ram was worth nothing, and he must have his rights.



“Well,” said the North Wind, “I’ve nothing else to give you but that old stick in the corner yonder, but if you say, ‘Stick, stick! Lay on!’ it lays on till you give the command. ‘Stick, stick! Now stop!’”

So, as the way was long, the lad turned in this night, too, to the landlord. As he could pretty well guess how things stood as to the cloth and the ram, he lay down at once on the bench and began to snore, as if he were asleep.

Now the landlord, who easily saw that the stick must be worth something, hunted up one which was like it, and when he heard the lad snore, was going to change the two. But the lad called, “Stick, stick! Lay on!”

So the stick began to beat the landlord, till he jumped over chairs, and tables, and benches, and yelled and roared,

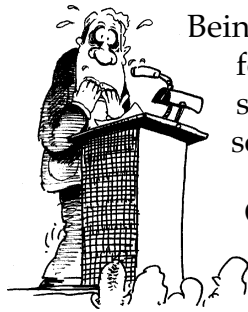
“Oh my! Oh my! Bid the stick be still, else it will beat me to death, and you shall have back both your cloth and your ram.”

When the lad thought the landlord had got enough, he said, “Stick, stick! Now stop!”

Then he took his cloth and put it into his pocket, and went home with his stick in his hand, leading the ram by a cord round its horns, and so he got his rights for the meal he had lost. (295 words)

Prepare the Selection

Your group has chosen a selection. Now you must prepare to present it. This is probably the most important part. All of us enjoy talking to our friends. Talking in front of them is different. This is true even if you are reading to them. Facing an audience is scary. All eyes will be on you. None of your listeners will be talking. You will be nervous.



Being nervous makes you lose your place.

Being nervous makes you lose your place. It can make you forget how to pronounce words. It can make your hands shake. It can make you mumble. It can make you look somewhat silly.

One way to prevent looking silly is to prepare. Actors rehearse their roles many times before appearing on stage. Your teacher spends many hours preparing her lessons for you. Anyone who appears before a group often is well prepared.

You must prepare well to present a good group reading.



Practice

Complete the following steps.

- **Assign each reader a portion.** *The Lad Who Went to the North Wind* is 1,104 words long. This is a good length for four readers. Each reader should read about 276 words. However, this is not always possible. You should not stop in the middle of a sentence. You should complete a paragraph. You should also finish a quotation. The selection has been divided. You can see that some portions are longer than others. This is necessary. Each section ends at a logical point.
- **Get a copy of your portion.** Ask your teacher to photocopy each reader's portion. Ask him or her to enlarge the print if possible.
- **Read over your portion silently.**
- **Underline any words you do not know how to pronounce.** Ask your teacher for help in pronouncing them. Spell how each word *sounds* at the bottom of the page. This is called a *phonetic pronunciation*.
- **Highlight any dialogue, which are the words spoken by a character.** Make notes about the character. What do you think he or she might sound like?
- **Circle each mark of punctuation.**

Look at the example on the following page.

The first section of the example reading has been prepared. Look over the **annotations** on the following page. The *annotations* are comments, notes, and explanations.



Annotations of Section 1

Once upon a time there was an old ^①widow who had one son, and as she was ^②feeble and weak, her son had to go up into the storehouse to fetch meal for cooking. But when he got outside the storehouse and was just going down the steps, there came the North Wind, puffing and blowing, who caught up the meal and so away with it through the air. Then the lad went back into the storehouse for more, but when he came out again on the steps, if the North Wind didn't come again and carry off the meal with a puff. And, more than that, he did so a third time. At this the lad got very angry, and as he thought it hard that the North Wind should ^③behave so, he decided to visit him and ask him to give up the meal.

So the lad went. The way was long, and he walked and walked, but at last he came to the North Wind's house.

"Good day," said the lad, "and thank you for coming to see us yesterday."

"Good day!" answered the North Wind, for his voice was loud and gruff. "And thanks for coming to see me. What do you want?"

"Oh," answered the lad, "I only wished to ask you to be so good as to let me have back that meal you took from me on the storehouse steps, for ^④we haven't much to live on. If you're to go on snapping up the morsels we have, there'll be nothing for it but to starve."

Shows respect; doesn't want to make North Wind angry.

Gets to the point. Maybe shows his anger here.

Also polite; sounds meaner than he is; doesn't beat around the bush.

① wíd-oh

② feé-bul

③ bee-hāv'

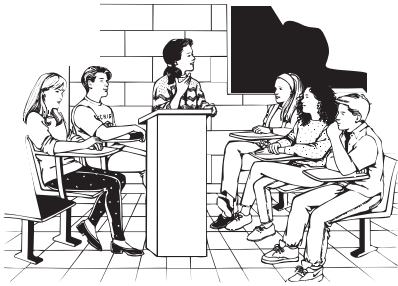
④ moré-sels



Practice Your Reading

To practice your *annotated* portion, do the following:

- **Practice saying the underlined words.** Say them to your teacher. Ask her to model them for you. Say them until she agrees you are saying them correctly.
- **Read your portion aloud.** You should do this several times. At first you should try to pronounce each word correctly. Read through your portion until you no longer stumble over words.
- **Note the circled punctuation.** Make sure you are reading punctuation correctly. Ask your teacher to listen to you read. Ask for his or her suggestions for using your voice correctly.
- **Look at your notes.** How do you think each character would sound? Try to use different voices for each character.
- **Practice your portion until you like the way it sounds.**



Practice reading with your group.

Now, practice reading with your group. Ask your teacher to listen to you. Ask him or her to suggest ways to make your reading better. Make sure to practice several times. You should know the last few lines in the portion before yours. This is your *cue*. This cue tells you to be ready to begin your own portion.

By now, you should be familiar with your portion. You should also be familiar with the entire story. You know your *cue* from the reader before you. Your group is almost ready to present your story. However, you need some last minute planning.

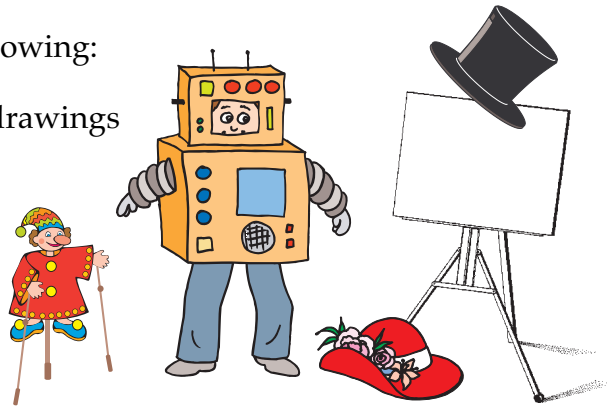
Prepare a clean copy of your portion. Ask your teacher to help you do this. Ask him or her to enlarge the print. Make sure the words are easy to read. If possible, clip your portion to a heavy mat or folder.

Prepare any needed equipment. Decide if you will use a podium or speaker’s stand. If so, make sure it is adjusted to your height. Practice reading with it.

Choose visual aids to add life to your story. Visual aids are any materials that can be seen to help listeners and viewers understand and remember. They are used to make presentations better. They make information more interesting. Sometimes, they help listeners understand information better. Usually, they help keep the audience listening.

Visual aids can include the following:

- pictures, posters, and drawings
- charts and diagrams
- puppets
- costumes and hats
- scenery and props.



Most readings benefit from visual aids. However, not all visual aids make a reading better. Make sure that your visual aids do the following:

- **Relate to the reading.** If they don’t, they will distract the audience.
- **Are easy to understand.** You should not have to explain them. Again, this will distract your audience.

Decide if other techniques will make your reading better. Good readers are good actors. They are also good teachers. They know how to interest their listeners. Will your story be better if you

- change your voice for different characters?
- change the pace as the action changes?
- use hand gestures?
- use body movements?





Effective Presentation Skills: Using Your Voice and Body

Planning your reading is important. Practicing is important as well. However, these are only part of a good **dramatic reading**, which is a rehearsed reading aloud. You must learn the skills good speakers use. Good speakers use their voices as tools. Their voices help bring the stories they read to life. The tools they use include good **pronunciation**. They also include correct **volume** and **tempo**.

- **Pronunciation is how you say each word.** Good speakers say each word correctly. They say each word distinctly. They do not mumble. They do not run words together. They find out how to pronounce any unfamiliar words. They may ask someone, or they may look in a dictionary to see how to pronounce a word. They practice saying these new words.
- **Volume is how loudly or softly you speak.** Make sure your volume is not too loud or too soft. Sometimes you will need to change your volume. It depends on what is happening in your story. If your character whispers, you will need to whisper. However, make sure your listeners can hear you clearly.
- **Tempo is the speed at which you speak.** It is how quickly or slowly you speak. You tend to speak more quickly when you are nervous. Make sure to control your tempo. Your listeners need to follow your story.



Make sure your volume is not too loud.

Remember, you can also change your voice to enhance your reading. You can roar like the North Wind. You can sound like a frightened child. You still need to keep the above rules in mind: pronunciation, volume, and tempo.

Use the *Pronunciation, Volume, and Tempo* chart on the following page when you practice. Give a copy to each of your listeners. Read their comments when you are through. It is important to remember that you are still practicing. You can still change your technique. You can still improve your reading based on your listeners' comments.



Practice

Read the story you have been working on in this unit. Give a copy of this chart to each of your listeners. Use their comments to improve your portion of the reading before presenting it to the class.

Pronunciation, Volume, and Tempo

Pronunciation	Words Mispronounced	Clean and Correct	Mumbled and Run Together	Comments
Volume	Too Loud	Loud and Clear	Too Quiet	Comments
Tempo	Too Fast	Even Pace	Too Slow	Comments



Practice

Use the list below to write the correct term for each definition on the line provided.

annotations	pronunciation
communication	tempo
dramatic reading	visual aids
folktale	volume

- _____ 1. a story handed down from generation to generation by word of mouth
- _____ 2. the speed at which words are spoken
- _____ 3. comments, notes, and explanations
- _____ 4. any material that can be seen that helps listeners and viewers understand or remember
- _____ 5. the loudness or softness of a spoken word
- _____ 6. the act of saying words correctly, as they are listed in a dictionary's guide to how a word sounds
- _____ 7. a rehearsed reading aloud—using emotion and body language as one reads, helping the listener understand more fully the meaning of the passage and entertaining the listener
- _____ 8. the act of sending or receiving messages

Communication Skills

When we use words, we are using **verbal communication** to send and receive messages. Speakers can do more than just use their words and their voices. Speakers can use their bodies, too. They can also use gestures and facial expressions. This form of communication without the use of words is called **nonverbal communication**. One form of *nonverbal communication* is **body language**. *Body language* can make a story better. It can also distract the listeners. Sometimes listeners will watch these movements instead of listening. We need to improve our nonverbal communication. This will improve our storytelling.

Tips for Using Body Language

While you tell your story:

Stand straight but relaxed. Put one foot slightly in front of the other. This helps you breathe deeply. It makes your voice sound its best.

Move your gaze around the room. Keep eye contact with your audience. Look at as many people as possible. Looking at one person too long will make listeners uneasy. It can make you nervous too. Moving your gaze makes everyone feel included. They feel you are talking *to* them, not *at* them.



Show emotions. Use your face and body to show emotion to listeners. Let your face show suspense as the story describes it. Let your face show joy, anger, or whatever emotion your character feels. A cold, stony face makes you look bored. Your audience will be bored, too.

Use your hands effectively. Use gestures as naturally as possible. Try to imagine when and how your character would use them. It is rare that a person speaking to you will stand stiffly with hands at his side.

Use the above skills as you practice your story.



Practice

Present your reading. Use the **visual aids** and **other enhancements** you planned. Make sure to include the techniques listed in the **Tips for Using Body Language** chart on the previous page.



Becoming a Good Listener: Focusing on the Facts

In the previous lesson you read aloud to your classmates. How did they respond? If they listened well, you probably felt good. You felt as though all your hard work was worthwhile. You also felt that your classmates learned something from your reading.

How could you tell they were listening? More than likely, as you read, your audience

- looked at you while you spoke. They did not gaze around the room. They did not put their heads down.
- leaned forward as you read. They did not slump down in their chairs. They did not tap their fingers or feet.
- listened without talking.

After you read, your audience might have

- asked you questions about your story.
- pointed out parts of the story they liked.
- shared stories or incidents from their lives similar to the story.
- told you they enjoyed the story.

What if your audience did *not* listen well? How did you know this? What did they do to let you know? How did this make you feel?

Think back to the last time you were a listener. Which group did you fall into? If you were a bad listener, why?

You might have said the speaker was boring. That could have been true. Not every speaker is interesting. However, most speakers have important things to tell us. We should make every effort to focus on these important details.



Did your audience look at you while you spoke?



In Unit 2, you practiced reading skills. You learned ways of looking for facts in printed materials. Some of these same strategies can help you as you listen.



Many of your textbooks encourage you to preview before reading.

Many of your textbooks encourage you to preview before reading. The materials include pre-reading questions. They also advise you to look at chapter headings. They point to margin and illustration notes as well.

The following activity serves a similar purpose. It will provide a preview of the information you should *listen* for.



Practice

Part A

Your **teacher** will read a **short selection** two separate times. **Before** this reading, **read** the following **directions** and the **worksheet** below.

- Note the **topic** of the selection.
- Note also the **details** you are asked to listen for.
- You may ask your teacher to **pronounce** any words in the questions.
- However, you *cannot* ask for the details. You must **listen** for them as your teacher reads.
- Listen carefully as your teacher reads the selection.
- You *cannot* stop him or her.
- You *cannot* ask questions during the reading.
- If you **hear the answer** to a question below, quickly **jot down details**. You can fill them out later.
- Do *not* ask your classmates for answers you missed. This will only cause both of you to miss upcoming answers.

Worksheet

The Continuing Story of King Tut Worksheet

1. What great discovery made Lord Carnarvon and Howard Carter

famous? _____



2. When did they make this discovery? _____

3. From what country did these two men come? _____

4. In what country was the great discovery made? _____

5. What kind of valuable information did this discovery provide? _____

6. What kind of stories began to circulate soon after this discovery was made? _____

7. What one event made many people believe these stories? _____



8. What events seem to strengthen the truth of these stories? _____

*Your **teacher** will now read the selection a **second time**. The **same directions** apply as on the previous page.*



Practice

Part B

After the **second reading**, do the following:

- Rewrite each of your answers from Part A of this practice in a *complete sentence*. Make sure each is readable.
- Do *not* ask your teacher or your classmates for help.
- Check your answers. Your teacher will read the correct responses.
- Use a different colored pen to write the correct answers.

Worksheet

The Continuing Story of King Tut Worksheet

1. What great discovery made Lord Carnarvon and Howard Carter

famous? _____

2. When did they make this discovery? _____

3. From what country did these two men come? _____



4. In what country was the great discovery made? _____

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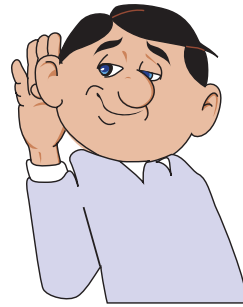
8. What events seem to strengthen the truth of these stories? _____



Learn to Listen for Information—The 5W-How Questions

You will not always have a listening guide. However, you can learn to listen for certain kinds of information. Before you take notes, write down the following questions.

- **Who** did **what**?
- With **whom** did they do it?
- **When** did they do it?
- **Where** did they do it?
- **Why** did they do it?
- **How** did they do it?



Learn to listen for certain kinds of information.

As you listen, try to answer these questions. You won't always answer every question. Sometimes you will have more than one answer to each one. However, this gives you a starting place. You are focused on hearing these answers.



Practice

Part A

Your **teacher** will read a **short selection** two separate times. **Before** this reading, **read** the following **directions** and the **worksheet** below.

- Listen carefully as your teacher reads the selection.
- You *cannot* stop him or her. You *cannot* ask questions during the reading.
- If you **hear the answer** to a question below, quickly **jot down details**. You can fill them out later.
- Do *not* ask your classmates for answers you missed. This will only cause both of you to miss upcoming answers.

Worksheet

1. Who did what? _____

2. With whom did they do it? _____

3. When did they do it? _____



4. Where did they do it? _____

5. Why did they do it? _____

6. How did they do it? _____

*Your **teacher** will now read the selection a **second time**. The **same directions** apply as on the previous page.*



Practice

Part B

After the **second reading**, do the following:

- Rewrite each of your answers from Part A of this practice in a *complete sentence*. Make sure each is readable.
- Do *not* ask your teacher or your classmates for help.
- Check your answers. Your teacher will read the correct responses.
- Use a different colored pen to write the correct answers.

Worksheet

1. Who did what? _____

2. With whom did they do it? _____

3. When did they do it? _____

4. Where did they do it? _____



5. Why did they do it? _____

6. How did they do it? _____

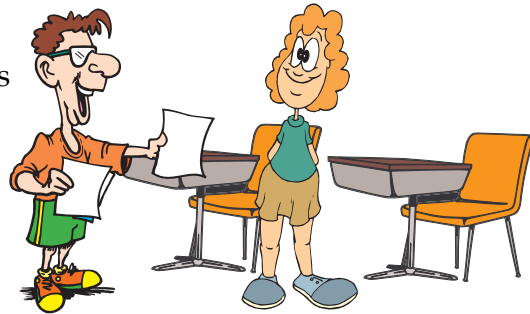


Practice

Part A

Work with a **partner** to complete this activity. First, **choose a selection in one of your textbooks**. Then **divide the selection**. You will **read one half of the selection**. Your **partner will read the other half**. Before this reading, read the following **directions** and the **worksheet** below.

- As you listen, try to answer the following questions. You won't always answer every question.
- Sometimes you will have more than one answer to each one. However, this gives you a starting place. You are focused on hearing these answers.
- Listen carefully as your partner reads his or her part of the selection.
- You *cannot* stop him or her.
- You *cannot* ask questions during the reading.
- If you **hear the answer** to a question below, quickly **jot down details**. You can fill them out later.
- Now *switch* roles—read your half of the selection as your partner follows the directions above.



You should listen carefully as your partner reads his or her part of the selection.

Worksheet

1. Who did what? _____



2. With whom did they do it? _____

3. When did they do it? _____

4. Where did they do it? _____

5. Why did they do it? _____

6. How did they do it? _____

You and your partner will now read the selection a **second time**. The **same directions** apply as on the previous page.



Practice

Part B

After the **second reading**, do the following:

- Rewrite each of your answers from Part A of this practice in a *complete sentence*. Make sure each is readable.
- Do *not* ask your partner for help.
- Look carefully at the selection. Work with your partner to check your answers. Ask your teacher for help if you get stuck.
- Use a different colored pen to write the correct answers.

1. Who did what? _____

2. With whom did they do it? _____

3. When did they do it? _____

4. Where did they do it? _____

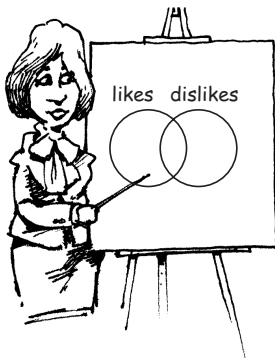
5. Why did they do it? _____

6. How did they do it? _____



Viewing with Both Eyes Open: Evaluating What You See

This unit has stressed the importance of speaking and listening well. These are important learning skills. Speaking well helps you communicate ideas. It helps you ask important questions. Listening well helps you answer these questions. Improving these skills makes you a better student.



Most of your teachers include visual materials.

You should also work to improve your viewing skills. Most of your teachers include visual materials. You watch videos. You view slides. You study pictures and diagrams. You understand that paying attention to these materials is important. Often you are given worksheets to help you study them.

However, you continue to view materials outside the classroom. You attend live performances such as plays. You enjoy movies at the theater. You regularly watch your favorite television programs. More than likely, you do this for fun. You find these events entertaining.

The producers of these events are no doubt pleased. They want you to be entertained. Most of them, though, want more than this. Most of them want to send you a message.

The content of these messages will vary. Sometimes the producers want to say something about human nature. Maybe they feel people should be kinder to each other. Sometimes they want to make a political statement. Perhaps they want to preserve a part of the environment. The message can relate to many people. It can relate to just a few.

Sometimes the message is easy to find. Think, for example, of the children's shows you used to enjoy. Usually these actually told you what you should learn. The main character would often tell you, "I guess Mom was right. Honesty *is* always best."

Other times you must infer the message. You are given hints. The following example might sound familiar. The main character promises to pick up his best friend for school. However, he forgets. The same character agrees to complete part of a group project. But he prefers to play basketball. The group's grade suffers. Finally, no one will believe anything he promises to do.



No one ever tells this character why this happens. However, from watching, you know. He is unreliable. No one can depend upon him. From this message you can draw an **inference**. An *inference* is a conclusion based on facts and experience. In this case we know that people judge us by our actions.

Many of the skills used to read critically can be helpful here. Especially useful are the 5W-How Questions. Before you view a program, look over them. They are as follows:

1. **Who** did **what**?
2. With **whom** did they do it?
3. **When** did they do it?
4. **Where** did they do it?
5. **Why** did they do it?
6. **How** did they do it?

As before, you might not answer every question. You may have more than one answer for some of the questions. However, looking for these details will be helpful. This will help you get past the *spectacle* of the program. You will look past special effects and beautiful costumes. You can look past your favorite singer in the lead part. You will look to see what is really happening.



Practice

Look over the **television guide** for the next few days. Discuss the **programs** that **you usually watch** with your teacher. **Agree on one to watch.** Make sure to note **when** it will be shown and on **which** channel.

Before watching the program, **read the 5W-How Questions** below. Plan to watch with these questions in mind.

- **Watch** the program carefully.
- **Take notes** over **details** that answer the questions.
- **After** the program is over, **read** your notes.
- **Rewrite** each of your answers in a **complete sentence.** Make sure each is readable.

1. Who did what? _____

2. With whom did they do it? _____

3. When did they do it? _____

4. Where did they do it? _____

5. Why did they do it? _____



6. How did they do it? _____

Bring your answers to class. Share your work with your classmates.

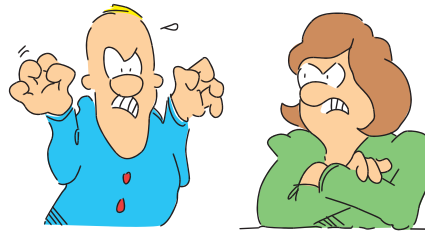


Learning to Be a Critical Viewer

Learning to be a critical viewer is important. This helps you decide which ideas you agree with. It also helps you decide which ones you do *not* agree with. These skills help you think for yourself. They also help you be aware of how your ideas can be influenced.

This type of influence is sometimes called **bias**. A *bias* is a strong feeling toward or against something. Producers use this very cleverly. Often, you are unaware of it. For example, think of the last time you watched your favorite television program. Was there a character included you did *not* like? Why didn't you like him or her? Take a minute or two to think of reasons why you did not like the character.

Often, unlikable characters will have bad habits. Many times they have poor taste in clothes. Maybe they have bad manners. Perhaps their actions make their personality obvious. (For example, they're unkind to animals.)



Often, unlikable characters will have bad habits.

The opposite is often true. You are influenced to like certain characters. How do these characters compare to those above? How do their clothes compare? Their manners? Their actions?

The people who create these characters count on your reactions. They are relying on your biases. Often these biases influence you in favor of a particular message.



Practice

Do the following.

- Think of the last time you watched your **favorite television program**.
- Think of **one character** you did **not** like.
- Think of **why** you did **not** like him or her.
- Write down the **reasons why** you did **not** like the character.

*Next, work in a **small group** to complete the following.*

- Share your lists.
- Mark the items that are **similar**.
- Have a spokesperson from each group share similar items with the class.



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | | |
|-------|--|----------------------------|
| _____ | 1. the act of sending or receiving messages without the use of words | A. bias |
| _____ | 2. the act of sending and receiving messages using words | B. inference |
| _____ | 3. a strong feeling toward or against something | C. nonverbal communication |
| _____ | 4. a conclusion based on facts and experience | D. verbal communication |



Practice

Your teacher will show you a **video clip**. The clip features **two characters**. They are very **different**. **Before** watching the clip, **read** the following **directions** and the **worksheet** below.

- Take **notes** as you watch the clip.
- Provide **details** about each character.
- Do *not* talk to your classmates. You will have a chance to confer later.

After watching the video clip, work in a small group to complete the following worksheet.

Worksheet

Character 1: _____

Character 2: _____

Give **details** about the following items for each **character**. Make sure to be very specific. Give examples from the video clip.

1. Describe the appearance or manner of dress of each character. _____

2. Describe each character's actions and how he or she treats other characters in the story. _____



3. Tell what each character says to or about others. _____

4. Tell what other characters say to or about each character. _____

5. Tell how other characters react to or interact with each character. _____

6. Tell what eventually happens to each character. _____

7. Describe how you feel about each character at the end of the video clip. _____



8. Tell why you feel this way about each character. _____

9. Do you think this was planned by the filmmakers? _____

Explain why you think this. _____



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 1. An important form of *communication* is speaking well.
- _____ 2. One way to prevent looking silly when you give a speech is to prepare.
- _____ 3. *Visual aids* are any materials that can be seen to help listeners and viewers understand and remember.
- _____ 4. Planning your reading is *not* important.
- _____ 5. *Pronunciation* is how you say each word
- _____ 6. *Volume* is how you dress when you speak.
- _____ 7. *Tempo* is the speed at which you speak.
- _____ 8. You are *not* allowed to change your voice to enhance your reading.
- _____ 9. When we use words, we are using *verbal communication*.
- _____ 10. You do *not* need to listen carefully as your partner reads his or her part of the selection.

Unit 6: Literature—Analyzing and Understanding

Unit Focus

Reading

- Use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. (LA.A.1.3.2)
- Demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. (LA.A.1.3.3)
- Determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization. (LA.A.2.3.1)
- Identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning. (LA.A.2.3.2)
- Use a variety of reading materials to develop personal preferences in reading. (LA.A.2.3.4)

Literature

- Recognize complex elements of plot, including setting, character development, conflicts, and resolutions. (LA.E.1.3.2)
- Understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. (LA.E.1.3.3)



- Identify common themes in literature. (LA.E.1.3.5)
- Respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life. (LA.E.2.3.2)
- Identify specific questions of personal importance and seek to answer them through literature. (LA.E.2.3.6)
- Identify specific interests and the literature that will satisfy those interests. (LA.E.2.3.7)
- Know how a literary selection can expand or enrich personal viewpoints or experiences. (LA.E.2.3.8)

Unit 6: Literature—Analyzing and Understanding

Overview

We belong to the human race. Because of this, we have many similarities. It seems that many of us enjoy similar activities. We share similar fears. We are often confused by similar events. This has been true across time. It is also true across cultures. Such questions and responses are universal.

Ask some older friends about their childhood. What did they enjoy doing? What frightened them when they were very small? What kinds of things didn't they understand? Probably their answers are similar to your own to the same questions.



We have many similarities with people of different cultures.

If you have friends from another country, ask the same questions. Again, you probably received similar answers to your own.

Questioning life's events is part of growing. Responding to these questions can take many forms. Often these forms result in art. People sometimes deal with fear through music. Sometimes they paint. Other times they write poetry or stories: they create literature.

All art tells us many things. Literature does this as well. Most of all, it tells us how the artist feels. We understand how a human being responded to history. We see him or her dealing with fear or happiness. We learn more than a simple fact of history.

In this unit, you will learn some skills for approaching good literature. You will practice these skills across several genres. These skills will help you critically analyze the literature you read. Critically analyzing literature helps you understand an author's deeper meaning. A deeper understanding opens new doors of enjoyment for everything you read.



Vocabulary

Use the vocabulary words and definitions below as a reference for this unit.

- autobiography** a work of nonfiction in which the author tells his or her own life story
- biography** a work of nonfiction in which the author tells the life story of another person
- character** a person or creature in a literary work
- connotation** meaning that comes from the emotions or ideas readers associate with particular words
Example: The word *home* means the place where one lives, but its connotation may suggest family, love, and comfort.
- essay** a short piece of writing on a single subject that expresses a specific point of view
- fiction** writing based on imagination; may involve real people or events as well as invented ones
- form** the way a piece of writing is organized or structured
- genres** different categories into which literary works are grouped
Examples: short stories, novels, poems, essays, and plays



- imagery** words that appeal to one or more of the five senses and create mental sights, sounds, smells, tastes, or touches
- nonfiction** writing based on real people, events, and facts rather than on imaginary ones
- plot** the skeleton or outline of a literary work; the sequence of the main events in a work
- poetry** a type of literature written in verse and expressing strong feelings
- rhyme** sounds at the end of words which are repeated in the writing; used particularly in poetry
Examples: nap and rap
- rhythm** a pattern of beats based on stressed and unstressed syllables; used particularly in poetry
- setting** the time (when) and place (where) in which the story takes place
- short story** a short work of fiction usually focusing on a few characters and a single conflict



Reading Interactively: Working with the Text

You probably hear the term *interactive* every day. Perhaps you play interactive video games. Maybe some of your classes use interactive learning units. Some of you have even heard of interactive reading.



You become involved in your reading.

Literally, to interact with something means you get inside it. Reading a selection in this way means the same thing. You are becoming involved with it. Good readers do this almost without thinking. They also do it with whatever type of literature they are reading.

Most literature is divided into two categories: **fiction** and **nonfiction**.

Nonfiction is based on *real* people and *real* events. *Fiction* is *made up*. Fiction comes from a writer's imagination.

Here's one way to remember which is which. Use the *f* in fiction to remember it is false. Use the *n* and *f* in nonfiction to remember it is *not false*.

fiction **f**alse made up
non**f**iction ... **n**ot **f**alse ... real

Within fiction and nonfiction are different **genres**. These *genres* are simply categories. They include **short stories**, novels, poems, **essays**, and plays.

We will focus on two genres—*short stories* and *essays*. Short stories are short works of fiction. They focus usually on a few **characters** and a single conflict. The *characters* can be people or creatures. Essays are also short pieces of writing. However, essays focus on a single subject that expresses a specific point of view.

Reading Fiction Interactively: Making the Story Your Own

Reading a short story well is like making a new friend. You must do your part to make it happen. You cannot randomly read words and expect them to have meaning. You cannot divide your attention between reading and other tasks. You need to give the story your full attention. You need to read interactively.



The following *Interactive Reading Strategies for Fiction* can help you do this.

Interactive Reading Strategies for Fiction

- **Visualize.** In order to do this, you need to look carefully at the words in the story. Look at the pictures they create. Listen to the sounds they make. Use all five of your senses—sight, touch, taste, smell, and hearing.
- **Make Connections.** Allow yourself to relate to what you read. Often the people you meet in stories seem familiar. They remind you of people you know. The story's events can also remind you of events from your own life. This is truly interacting with the story. You are making it part of your own experience.
- **Ask Questions.** Why? What? Who? Where? How? This is the basis of good reading. You will find that most answers are in the story. Reread portions as necessary to answer these questions.
- **Predict.** Stop occasionally. Try to figure out how the story will end.
- **Build as You Read.** You learn as you read. Let your mind change as you learn new facts. Sometimes this is the main point of the story. Be aware of what caused you to change your mind.
- **Evaluate as You Read.** How do you feel about the characters as you learn about them? What affects your feelings? How do you feel about the story? Again, what makes you feel this way?

Looking carefully at written words calls for careful focus. You should not listen to music. You should not attempt to watch television. You certainly should not attempt to talk to a friend. You should keep your attention on what you are reading.

The following practice can help you do this.

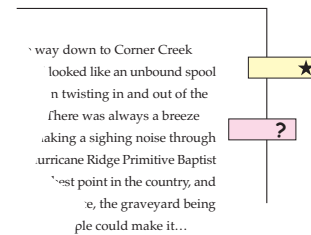


Practice

On the following page is an **excerpt** from a **short story**. Complete the **activities** listed below and answer the **questions** included in the text.

Your teacher will give you some **sticky tabs**. Use them as you read. Put a **sticky tab next to each sentence you find that fits these descriptions**. Then, mark the sticky tab as follows:

1. You learned **something new**.
Mark with a star (★).
2. You really **liked what you read**. (You liked the way the writer said it. You liked what happened.)
Mark with an exclamation point (!).
3. You would **like to know more** about what you read.
Mark with a question mark (?).
4. Make sure to **mark at least one of each tab—★, !, ?—before you finish**.



Background Information

It is set in a rural section of Alabama in the early 1950s. The family is attending a “graveyard working.” A graveyard working was a community event. Usually the graveyard or cemetery was located next to a church. When members of the church died, they were buried in the cemetery. Two or three times a year the church would hold one of these events. Everyone with family buried in the cemetery would come. They would make sure the graves of their relatives were cleaned and maintained.



Excerpts from a Short Story

The church sat on top of a hill that was still bright green with *winter pasture grass*¹.

1. During what time of year do you think this is happening? _____

I could see all the way down to Corner Creek bottom and the road looked like an unbound spool of *buff-colored*² ribbon twisting in and out of the dark green swamp. There was always a breeze blowing up here, making a sighing noise through the pine needles. Hurricane Ridge Primitive Baptist Church sat on the highest point in the country, and I always thought it was nice, the graveyard being as close to heaven as people could make it...



2. Why would the narrator think this was nice? _____

¹*winter pasture grass*—Farmers often plant rye grass during winter; it grows quickly and is bright green—it gives livestock fresh grass to graze on in cold months.

²*buff*—Light yellow.



Bascombs and McCormicks and Coreys took up almost half the cemetery, all of them kin to us in some way or another. I never could keep them straight. They all looked the same—a *long mound of dirt and two wood markers*³. Aunt Lucille knew the name of every last one of them, though, and headed straight for Granny Gem. She wanted to work on her mama first.

3. What does this suggest about Aunt Lucille? _____

She soon had Uncle Foy chopping up *nutgrass*⁴ and *gooseweed*⁵ while the two of us toted bucketfuls of new dirt from the edge of the woods.

4. How would you describe the relationship between Aunt Lucille and Uncle Foy? _____

Granny was all fixed up in just a little while, the new plastic gladiola bouquet sitting high on the fresh mound of dirt. I took off my shoes and wiggled my toes in the damp, yellow sand.

5. How old is the narrator? _____

³*long mound of dirt and two wood markers*—Graves were not always marked with stone slabs and head stones—here, a wood post was placed at the head and feet of the buried person.

⁴*nutgrass*—A grassy weed with a root covered in nut-like nodules.

⁵*gooseweed*—A tall, tough weed that bears a red seedy bloom.



Aunt Lucille drove down a new pine foot-marker with the back of an axe. “I’m gonna do something about getting Mama a marker, Foy. I noticed that Wilmer Tatum’s put one up for his folks since last year. It’s not very big; looks like one of those that Clem Bedsole used to sell out of his insurance office. If we can get Jake and Edna to put in some on Mama’s, we can drive up to Montgomery and buy one of those nice, gray marble ones. I don’t want one of those cheap cement stones over my mama.”

6. What does this tell us about Aunt Lucille? _____

7. Who are Jake and Edna? _____

8. Do you think Lucille will be successful in getting them to “put in some” on Mama’s marker? _____

Explain your answer. _____

Look back over the **excerpts** of the short story. Make sure you have **marked at least one of each tab**—★, !, ?.

Arrange yourselves in small groups. **Share the sentences you marked with your group.**



After meeting with your group, answer the following questions about this segment.

9. What did your group members think about Aunt Lucille? _____

10. What made you feel as you did about her? _____

11. Do you have any relatives that remind you of her? _____

Explain. _____

The excerpt in this practice was short. However, most of you probably did get a feeling for Aunt Lucille. Most of us know people who remind us of her as well.

In the following practice, there is a longer piece—it is an entire short story. Here, you will meet more than one character.



Practice

The following short story, “Second-Born Girl,” has been divided into segments. As you read each segment, do the following.

Activity 1

1. You learned something new.

Mark with a star (★).

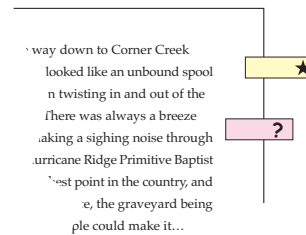
2. You really liked what you read. (You liked the way the writer said it. You liked what happened.)

Mark with an exclamation point (!).

3. You would like to know more about what you read.

Mark with a question mark (?).

4. Make sure to mark at least one of each tab—★, !, ?—before you finish.



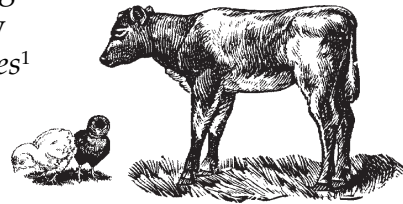
Activity 2

Read using the **interactive reading strategies** for fiction on pages 419-420. Answer the questions that follow each segment.

Think about the **title** of the short story below before you begin to read. What do you think it **means**? How else could the author have **worded the same idea**?

Second-Born Girl by Janice McLain

I guess it was as close as I could get to betraying nature, my not liking the spring. It really didn't seem natural. The April sun was warm and soothing, and life was starting all over again. Everywhere I looked, there was something new: new blossoms on the pear trees, new grass coming up in the pasture; new *biddies*¹ and baby calves in the barn. It was all pretty—I never said it wasn't—but for me, it was just a reminder of that perfect spring day six years ago when my sister Ellen turned sixteen.



...new biddies and baby calves...

Just like this year, everything was warm and green and beginning to live all around us. But this year, just like every spring for the past six seasons, was a time of mourning for us all. Ellen had left us then, six years ago on her birthday. She'd put on her new yellow birthday dress, packed her two best outfits, and brushed her hair till it looked like the shiny red silks on the first stand of spring corn. She walked down the road swinging her skirts toward the brand new pick-up and solitary figure waiting for her at the end of the lane. She never looked back—not even once.

Mama and I had watched her go and I remember even now how the swirling dogwood petals she walked through looked like the snowflakes that had fallen two winters before. I sat beside Mama on the front porch steps until Ellen's yellow dress was out of sight and I finally stopped crying. Mama hadn't cried at all. She just sat

¹*biddies*—Baby chickens.



there for most of the day. Not seeing me; not even knowing I was there. I knew even then that part of Mama was going down that road with Ellen and that, somehow, my being there would never be enough.

I missed Ellen a lot at first, especially the way she'd let me snuggle up against her at night when I had bad dreams. It was lonely on our side of the table every night at supper, too. But pretty soon, I got used to her not being there, to sleeping alone, and to eating whatever I wanted without her telling me I shouldn't. Most everybody around Meddor's Hill got used to her being gone, too. Ellen was all the gossip for a few weeks and Mama didn't want to go in to the IGA for groceries. But soon, nobody even mentioned her name anymore.

We didn't talk too much about her at home, either; at least not during most of the year, and it was funny. With her gone, with everybody just sort of pretending that she'd never been there, Ellen was there in a way she'd never been before. It was as if some invisible part of her had stayed behind to remind us all—especially me—that this was still her home, that she had been the first-born, and that in Mama's eyes, she had been perfect. I thought for a while that the spirit of Ellen had cursed me in some way, making sure I grew tall and dark and nothing whatsoever like her or Mama.

If Ellen's ghost ever failed, Mama picked up the slack. She'd look through Ellen's things every other month or so, refolding the lacy underthings and running her hands over the skirts and dresses that Ellen used to wear. She'd mention that Ellen had worn the green *gingham*² to her last church dinner, or that they had made the blue *taffeta*³ for Sylvia Jane Adler's wedding and how much trouble they'd had finding just that exact shade of blue. They'd had to go all over *Dothan* and *Andalusia*⁴ both before having any luck. As April came around, it got worse.

²*gingham*—Checked cotton fabric.

³*taffeta*—Synthetic fabric that is crisp, shiny, and used mainly for festive, special-occasion dresses.

⁴*Dothan* and *Andalusia*—Towns in southern Alabama.



Out of the clear blue, Mama would start staring off into space and saying, “I wonder what Ellen’s doing now.” Then she’d look at me like I wasn’t even there or like I was made out of spring water. If ever I wasn’t acting like Mama thought I should, she’d wonder out loud where I got my ideas and ways—she just couldn’t understand me. I was nothing like Ellen.

Look back over the **first segment** of the short story. Make sure you have **marked at least one of each tab**—★, !, ?. Share your **reasons** for marking each of these with your classmates.

Answer the following questions about this segment. Share your **answers** with your classmates.

1. Who narrates this story? _____

2. Is anything special or unusual about the way she speaks? _____

3. What does this tell us about her? _____

4. At this point, we don’t know her name. Why do you think the author is waiting so long to tell you? _____



5. The author says spring is a time for mourning for her family. When do you usually see the word *mourning* used? _____

What does this tell you about their feelings about Ellen's leaving?

6. Who is "the solitary figure waiting" for Ellen? _____

7. We are told that Ellen "never looked back" even once. What does this tell us about her? _____

8. Read the following passage taken from page 428.

I knew even then that part of Mama was going down that road with Ellen and that, somehow, my being there would never be enough.

What does this tell you about the relationship between Mama, Ellen, and the narrator? _____



9. What kind of big sister had Ellen been? _____

Point out lines from the story that make you say this. _____

10. Why do people stop mentioning Ellen's name after a while? _____

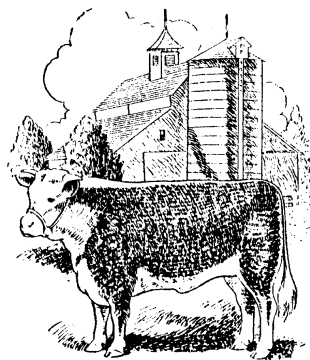
11. Why does the narrator feel that "Ellen was there in a way she'd never been before?" _____

12. Why did things get worse during April? _____

13. What reasons might Mama have had for preferring Ellen to the narrator? _____



She left with a man named Lindsey Pratt who'd come to work on Mr. Kendall's farm. Mr. Kendall wanted to start a herd of white-faced *Herefords*⁵. He ordered breeding stock from his brother out West and when the cows came in on the train up in Andalusia, so did Lindsey. He was a real cowboy, and Mr. Kendall's herd doubled in the first season. He gave all the credit to Lindsey. Lindsey did everything just that good—played the guitar and made lots of friends, especially girls. Nearly every girl in the county *set her cap*⁶ for Lindsey and he seemed to like them all. He could make even Mama giggle and blush.



Mr. Kendall wanted to start a herd of white-faced *Herefords*.



He was a real cowboy.

Ellen always wanted the best—the thing that everybody else wanted most. Even if she hadn't really cared about something, just knowing that somebody else did made it special for her, too. It was that way with Lindsey. The first time she saw him, she didn't give him a second look. But all the girls at school started talking about him—how good looking he was and how he could sing just like *Eddie Arnold*⁷—and Ellen decided he was for her. She did all kinds of crazy things to be where Lindsey was—started going for walks with me across the Kendall pasture and taking me swimming down at the creek that was between our property and theirs. After one or two times, it was plain even to me that Lindsey was there on purpose nearly every day, just to see Ellen.

One late November night, just after Thanksgiving, I woke up and Ellen wasn't in bed beside me. I knew she hadn't just gone out because the bed was cold. The clock said it was four-thirty, and soon Mama and Daddy would be getting up to feed the livestock and start breakfast. I was scared. Maybe she'd gone outside and

⁵*Herefords*—A breed of cow. Herefords are sturdy and red with white faces, and used for beef.

⁶*set her cap*—This phrase means that a girl likes a young man and attempts to attract him.

⁷*Eddie Arnold*—Eddie Arnold was a country-western singer popular in the 1950s and 1960s.



something had happened to her. Maybe something or somebody had taken her off in the woods. About the time I was getting up to find Mama and Daddy, I heard a noise at the window. It was Ellen and Lindsey. She'd left the window cracked just a little and pushed it on up. Lindsey gave her a boost and she fell, almost head first, on to the floor, laughing so hard, I figured she'd wake up Mama and Daddy for sure.

"Where've you been?" I hissed at her.

She smiled. "With Lindsey."

"What'll Mama and Daddy say when they find out?"

She shrugged. "They won't find out, not if you don't tell." She sat down on the bed and hugged me to her, kissing the top of my head. "You won't tell on me, will you, Mohria?"

She knew I wouldn't and her nights out with Lindsey kept on until that April morning when she left. I used to lie in bed alone and wonder what I'd tell Mama or Daddy if they came in and asked where she was. It was almost a relief when Ellen decided to leave with Lindsey for good.

*Look back over the **first segment** of the short story. Make sure you have **marked at least one of each tab**—★, !, ?. Share your **reasons** for marking each of these with your classmates.*

*Answer the following questions about this segment. Share your **answers** with your classmates.*

14. What hints do you have about the story's setting? (When and where the story takes place.) _____



15. Why was Lindsey so attractive to the neighboring girls? _____

16. Why was he attractive to Ellen? _____

17. What does this tell us about Ellen? _____

18. Why would Lindsey find Ellen attractive? _____

19. Ellen's late-night dates with Lindsey are kept secret from her parents.

How does this show she is different from what her Mama thinks her to be? _____



20. Why will Mohria keep Ellen’s secret? _____

21. Why does Mohria say “it was almost a relief” when Ellen leaves?

We didn’t hear from Ellen again after that. We never even knew if she was still alive. Mama figured Ellen would write if she could since she’d always been so good about telling her everywhere she went on her dates and everything they said and did. It just had to be that Lindsey forbade her writing or coming back to visit. One day, real soon, we’d all hear from her. She’d probably just turn up on the front doorstep and we’d all have a nice, long visit; Mama was sure. I remembered all those nights Ellen spent with Lindsey when Mama thought she was in bed asleep.

For a while, Mama would make up “just-imagine” stories about Ellen, figuring she was living on a big ranch with Lindsey and having anything she wanted. It just wasn’t possible that anything except good had happened for Ellen. Not Ellen who could have her pick of any boy in the county, rich and poor alike. Mama was just sure of it. The “just-imagine” games got fewer and fewer as the years went past except in the spring. Especially in the month of April.

This year, Ellen’s birthday fell on a Saturday. I slept as late as I dared, wishing I had school or church or anything else to go to that would get me out of the house. I heard Mama in the kitchen and went out to help start breakfast. I always did more than she asked, feeling I needed to make up for something or other.



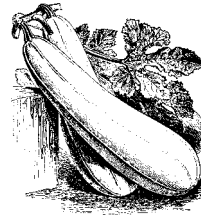
Mama was wearing her bonnet and a long-sleeved shirt. She was wiping out the big white dishpan she used to pick things in from the garden.

“Morning, Mama.”

“Mohria.”

I nodded at the pan. “Think you’ll get anything out of the garden? It’s still a little early.”

“Oh, I don’t know...looks to be a pretty good picking of yellow squash. Maybe enough for a cooking of pickles.”

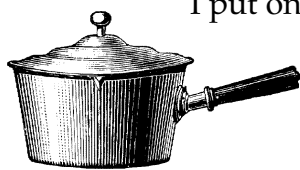


“...looks to be a pretty good picking of yellow squash....”

I closed my eyes—it had started. Squash pickles had been one of the things Ellen could make real good. Her and Mama put them up every spring when the first squash were just big enough to pick and more tender than they’d be any other time.

“I’ll have breakfast ready when you’re done.”

She didn’t even hear me—I was talking to her back as she went out the door. I could hear Daddy at the well drawing water. He said something to her, but the slamming of the screen door drowned it out.



I put on coffee to perk and water to boil for grits.

I put on coffee to perk and water to boil for grits. It was seven-thirty and time for the morning news. The radio was in the living room, setting on a shelf with all our family pictures. The only one I saw was Ellen. It was the only one anybody else ever looked at, either. She’d been so pretty....

“Mohria?” It was Daddy, bringing eggs from the hen nests in for breakfast.

“In here, Daddy...just tuning in the news.”



He walked up behind and put both hands on my shoulders. He kissed the top of my head good morning and was quiet. I knew he was looking at Ellen’s picture, too.

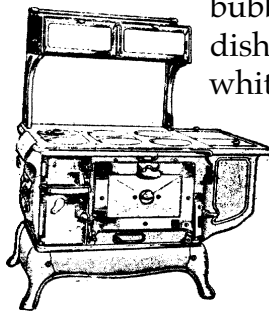
I twisted from under his hands. “I’d better start those eggs, Daddy.”

He looked at me as if I’d just walked in the room and I knew he hadn’t heard me.

“I said I’ve got to get breakfast on the stove.”

“Oh...course you do. Coffee done yet?”

It was, bubbling up out of the spout and making hissing brown bubbles on top of the *black iron stove*⁸. I wrapped a heavy dish towel around the handle and poured Daddy’s white *moustache cup*⁹ full. He sat down at the end of the table to keep me company while I finished. Mama came in just before I turned the eggs into the skillet to scramble.



black iron stove

Daddy looked at the pan of squash. It was just over half full. “Not too many...I guess it’s still a mite early.”

Mama took off her bonnet and smoothed back her hair. “It’s enough for a pickling.... I’ve been hungry for squash pickles.” She looked across the room at me. “Mohria, you always liked Ellen’s squash pickles. Wouldn’t some be good right now?”

The eggs needed taking up and I picked up the towel, not noticing it was wet. The steam burned my hand and the heavy iron skillet clanged back down on the stove. I pretended not to hear Mama’s question. I don’t think she’d of heard me anyhow.

Look back over the **first segment** of the short story. Make sure you have **marked at least one of each tab**—★, !, ?. Share your **reasons** for marking each of these with your classmates.

⁸*black iron stove*—A wood burning stove; it was made of black cast iron.

⁹*moustache cup*—A cup with an insert to keep a man’s moustache dry.



Answer the following questions about this segment. Share your **answers** with your classmates.

22. Why do you think the family has not heard from Ellen? _____

23. Why were the “just-imagine” stories important to Mama? _____

24. Why did these stories get fewer through the years? _____

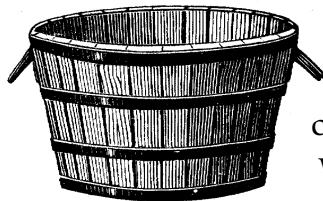
25. What do you think Mohria feels she needs “to make up for”? _____

26. Why does Mama want to make squash pickles? _____

27. What does Daddy’s response to Ellen’s picture tell us about him?

28. What is symbolic about the skillet’s burning Mohria’s hand? _____

After breakfast, I helped Mama wash and slice the squash and put them in *lime-water soak*¹⁰.



“...we had to soak them in a wash tub there was so many.”

“You know, the last time me and Ellen made squash pickles, there was three big panfuls...we had to soak them in a wash tub there was so many.” Mama had stopped slicing and was staring down in the pan. “Said we could feed the whole countryside squash pickles.” She stirred the water a little and the *blossom ends*¹¹ we’d cut off bobbed around on top. “I reckon they don’t grow yellow squash out West....”

I wanted to ask Mama what made her think Ellen was out West? That she was still alive? And if she was, why did Mama still care about her so much—it was plain Ellen hadn’t cared for any of us. But I didn’t say those things. I had once and Mama slapped me across the face, leaving a big red handprint that I hid from Daddy by staying in my room through supper. That’s the only time she’d ever done that. She pretended it never happened, pretended I thought the same things about Ellen she did. I wondered what she’d say if I told her about Ellen sneaking out with Lindsey. I couldn’t, though. I doubted I ever would.

¹⁰*lime-water soak*—Pickling lime and water that makes pickles crisp.

¹¹*blossom ends*—Vegetables grow from blooms or blossoms; you can see where the bloom was attached at one end, rather like a belly button.



But I didn't want to hear anymore about Ellen just then, either. "Mama, do you think we can cut out that new piece of *challis cloth*¹² I bought last weekend up in Dothan? Robert Kendall's asked me to the church cake walk next Friday night and I'd like to wear it then."

"Robert Kendall? Isn't he a little old for you?"

I shrugged. "Not really...I already asked Daddy and he said it was okay."

"I guess it'll be okay.... I just keep remembering him buzzing around after Ellen." Mama chuckled at herself. "She did lead that boy on a merry chase.... I guess if Lindsey hadn't come along, Robert might've gotten her." She looked at me. "I keep forgetting that six years have passed. You're a year older than Ellen was...." Mama dumped the squash into the pan of lime water. "I think we can get your dress cut out, maybe even get started piecing it together." She tied a piece of cheesecloth over the top of the pan. "You like Robert pretty good?"

I turned red, knowing what Mama was thinking. Robert was his Daddy's only son—the Kendall ranch would be his one day.

"Robert's real nice, Mama. I like him just fine."

"This the first time he's asked you to *step out*¹³ with him?"

"No, ma'am." I wiped the knives we'd been using. "He wanted me to go with him to see a movie last weekend...the one playing up at Andalusia with that singer Elvis Presley in it...but I didn't think Daddy'd want me going out of town with him. At least not so soon."

Mama nodded. Just once, I would have liked to hear her say I had done the right thing.

¹²*challis cloth*—Cloth made from cotton and wool.

¹³*step out*—Go out on a date.



I unfolded the tissue-paper pattern and took out the pieces I needed. Mama picked up each piece and measured it on me—pinning them just like the dress would fit. I could see clean over the top of my mother’s head while she stood in front of me.

“I’ll swan,¹³ Mohria, if I know how you got to be so tall...none of the women on my side of the family ever wore more than a size eight and here I’m having to allow on a 12 for you.” She tugged on the pattern piece that was covering my chest. *“You’ll sure have to watch what you eat as you get older; you ever fill out, you’ll be a chunk for sure.”*

“Mama, I don’t think you’ll have to allow...the last time you did and it was too big....”

“Well just look here—the seams won’t meet if I don’t. You can’t go around in skin-tight clothes, it just ain’t decent.”

I didn’t say any more. Everything Mama made for me was usually too big. I guess I must have looked like the side of a freight train to her.

She started pinning the pattern pieces on the blue flowered cloth. I knew she didn’t much care for the pattern or the material either. Her and Ellen used to say my choices in clothes weren’t “girly” enough. Both of them always wanted lace collars and ruffles on my dresses when I was a little girl, even if I did look silly in so many frills.

“You know, every time I cut out a dress, I think of making my wedding dress.” She bent over to cut part of the skirt from the long piece of challis cloth. *“It was a blue *sharkskin*¹⁴ suit—‘married in blue, always be true’ the old saying always went. We just went over to the *county seat*¹⁵ and said our ‘I dos.’”* I copied it after one I’d seen in the catalog.” Mama straightened up and smiled off in the

¹³*I’ll swan*—I’ll swear.

¹⁴*sharkskin*—A thick fabric with a rough texture resembling a shark’s skin.

¹⁵*county seat*—City where the offices of a county’s government are located.



distance, pushing her hair off her forehead. “The waistband was so tiny, your daddy could span it with his hands.... Everybody always commented on my tiny waist....”

She went on and I had to bite my lip to keep from repeating the rest of her words along with her, “...that Ellen was just the same size. Everybody always noticed that...would always say, ‘as long as that girl’s alive, you’ve got a double.’”

I went to the sewing machine to pick out thread, trying not to hear what Mama was saying. That wasn’t possible, though. I could still hear how pretty she was as a girl, how all the boys had come courting, how Ellen had been just the same.... I closed the small drawer on the sewing machine real hard and went outside.

I walked down the back steps, letting the screen door slam behind me. For a minute, I wanted to turn around and grab it, slamming it again and again, making all the noise I could. I even thought about kicking it once or twice—but I didn’t do either one.

Look back over the **first segment** of the short story. Make sure you have **marked at least one of each tab**—★, !, ?. Share your **reasons** for marking each of these with your classmates.

Answer the following questions about this segment. Share your **answers** with your classmates.

29. Why doesn’t Mohria say what she really wants to about Ellen?

30. What does Mohria hope to do when she asks Mama to make her dress? _____



31. Is Mohria successful in doing what she wanted to do? _____

Why or why not? _____

32. What kind of daughter is Mohria? _____

33. Why would Robert Kendall find Mohria attractive? _____

34. Why does Mama always make Mohria's clothes too big? _____

35. Explain Mohria's actions in the last paragraph. _____



I could see yellow dust billowing up behind the *stand*¹⁶ of peach trees at the yard's edge and started running toward it. Soon, I saw Daddy in the middle of the dusty haze, pulling and pushing the old *middle buster*¹⁷ behind Pat and Mike. He didn't see me and I stood watching him finish making one straight *furrow*¹⁸ and start another one. His back was bent with the weight of the clumsy plow and every now and then it would almost get away from him. I'd tried picking that plow up once or twice and couldn't move it, even with the mules pulling it.

Something about the sight of Daddy—his tall, strong body bending and working so hard—made me start crying like a baby. I had meant to stop him and talk to him, just to hear him call me by my name and really look at me, but I just sat there in the shade of a persimmon tree and cried, wiping the gritty tears off my face with the skirt of my dress.

I sat watching him and wishing I could do something to show him how much it meant to me knowing he was my father...my father. Mama was Ellen's mother in a way she'd never be mine, but Daddy had belonged to us both. Never caring how different we were.

He'd spent a good part of his life, I guess, trying to make up to me for being Ellen's sister. Whenever folks would compliment Ellen, Daddy would always mention how much I looked like his mother and how pretty he always thought she was—he would always remind me how much better in school I did than Ellen.

The last Christmas that Ellen was home, Mama gave her the pearl necklace that was my Grandmother Willis'. It had always passed from one daughter to the next—sort of a family heirloom. I was only eleven, but I knew something didn't feel right about that

¹⁶*stand*—Several trees “standing” together.

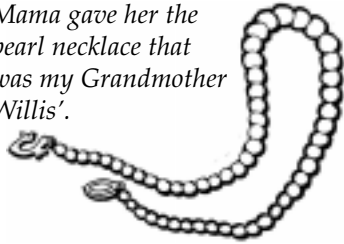
¹⁷*middle buster*—A plow that is pulled by a horse, mule, ox, or sometimes a team (two or more animals).

¹⁸*furrow*—The ditch created by a plow.



present. I was Mama’s daughter, too, but there’d never be any pearls for me. Daddy hadn’t said anything on Christmas Day, had just let me sit in his lap while Ellen turned this way and that in

Mama gave her the pearl necklace that was my Grandmother Willis’.



front of the mirror admiring the way the pearls looked on her red corduroy Christmas dress. A few days later, he showed me a little gold *filigree*¹⁹ watch that had been his mother’s, and told me it would be mine on my sixteenth birthday. Sure enough, when the day came, Daddy gave me a little box wrapped up in silver

and white paper with a fluffy silver bow on top of it. He’d had the watch cleaned and fixed, and the jeweler wrapped it up pretty for me. I always wear it on a black velvet ribbon around my neck when I go to church.

I picked up a *clod*²⁰ of yellow-red clay and crumbled it between my hands. There was a lot of chalk in the pasture dirt and it oozed between my fingers almost like the modeling clay we’d used to make animals and trains out of in first grade. It hadn’t rained in nearly a week, but the dirt held water, just the same.

Daddy still hadn’t seen me and I decided I shouldn’t bother him, not this time. It was Ellen’s birthday for him, too, and he worked things out better when he was all alone. Besides, I felt all right. The day was almost half over. I shook the dirt from my skirt and began walking back to the house.

I looked out over the unplanted field to where the bright green *winter grass*²¹ covered the Kendall pasture. The white-faced Herefords looked like red and white capsules from here, sort of like the ones I’d taken last year to build up my blood. The hum of a tractor came and went with the breeze and I wondered if that was Robert working somewhere behind the green rise of the hills.

¹⁹*filigree*—Any ornamental openwork of delicate and intricate design.

²⁰*clod*—Clump of dirt.

²¹*winter grass*—Rye grass that grows in colder weather.



The sun was high, almost noon, and I heard the rattle of the mail truck pulling away from the box. I stopped, not wanting to go further, knowing already what I'd see. Mama would be there—just like she had been for the last six years—looking through the mail, reading each envelope, eager but slow; afraid to look at the next one in the pile. Hoping there would be something, but at the same time, afraid there would be—something with news of Ellen, something with a printed truth she couldn't "just imagine" away, and wasn't ready to know. I leaned against the back corner of the house and closed my eyes. I could just see her slender shoulders half-raised, tense, as she read the return addresses. She would stand there, just that way, until finally, all the tightness would go from her and her whole body would sag and shrink. I wanted to go around the house and comfort her, to hold her like I remembered her doing to me when I was a baby.

But I didn't. Mama couldn't take that from me. It wouldn't be enough. So I just leaned closer against the house, leaving Mama alone in the front yard by the mail box to carry out her ritual one more time.

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Look back over the **first segment** of the short story. Make sure you have **marked at least one of each tab**—★, !, ?. Share your **reasons** for marking each of these with your classmates.

Answer the following questions about this segment. Share your **answers** with your classmates.

36. How are Mama and Daddy different as parents? _____



37. Does Daddy have a favorite child? _____

Give a reason for your answer. _____

38. Why is Mama “afraid to look at the next” envelope in the stack of daily mail? _____

39. Why would she be afraid of finding a letter from Ellen? _____

40. What is ironic about Mohria’s feelings toward her mother in the next to the last paragraph? _____

41. Why couldn’t Mama “take” comforting from Mohria? _____



42. What does the last sentence indicate about future dates of Ellen's birthdays? _____



Practice

Choose **one** of the following **situations—A or B**. Then follow the instructions to **prewrite a short essay about one of the characters**. Use additional paper as needed.

At this point you should be familiar with the story. You should also know the characters very well. Your group discussions helped you understand why these people behaved as they did. More than likely you liked certain characters better than others. You have probably thought about what will happen to the characters as well.

- A. Describe Ellen’s life at the time this story is written.

Prewriting questions for this prompt. Add your own ideas as well.

1. Are Ellen and Lindsey still together? What did you read in the story that makes you say this?
2. Does Ellen have a career? If so, what is she doing? What did you read in the story that makes you say this?
3. Does Ellen miss her family? What did you read in the story that makes you say this?
4. Is Ellen happy? What did you read in the story that makes you say this?

- B. Describe Mohria’s life six years from the end of the story. Add your own ideas as well.

Prewriting questions for this prompt.

1. Does she marry Robert Kendall? What did you read in the story that makes you say this?
2. Does her relationship with her mother change? What did you read in the story that makes you say this?
3. Does she ever see Ellen again? What did you read in the story that makes you say this?



Practice

Read a **short story** selected by your teacher. As you read, do the following **two activities**.

Activity 1

Practice the following **Interactive Reading Strategies for Fiction**.

Interactive Reading Strategies for Fiction

- **Visualize.** In order to do this, you need to look carefully at the words in the story. Look at the pictures they create. Listen to the sounds they make. Use all five of your senses—sight, touch, taste, smell, and hearing.
- **Make Connections.** Allow yourself to relate to what you read. Often the people you meet in stories seem familiar. They remind you of people you know. The story's events can also remind you of events from your own life. This is truly interacting with the story. You are making it part of your own experience.
- **Ask Questions.** Why? What? Who? Where? How? This is the basis of good reading. You will find that most answers are in the story. Reread portions as necessary to answer these questions.
- **Predict.** Stop occasionally. Try to figure out how the story will end.
- **Build as You Read.** You learn as you read. Let your mind change as you learn new facts. Sometimes this is the main point of the story. Be aware of what caused you to change your mind.
- **Evaluate as You Read.** How do you feel about the characters as you learn about them? What affects your feelings? How do you feel about the story? Again, what makes you feel this way?



Activity 2

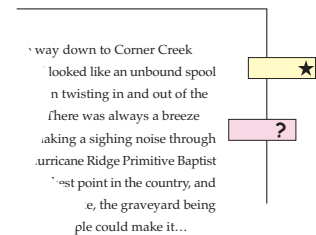
Your teacher will give you some **sticky tabs**. Use them as you read. Put a **sticky tab next to each sentence you find that fits these descriptions**. Then, mark the sticky tab as follows:

1. You learned **something new**.
Mark with a star (★).

2. You really **liked what you read**. (You liked the way the writer said it. You liked what happened.)
Mark with an exclamation point (!).

3. You would **like to know more about what you read**.
Mark with a question mark (?).

4. Make sure to **mark at least one of each tab—★, !, ?—before you finish**.





Practice

Use the list below to complete the following statements.

character	genres
essay	nonfiction
fiction	short story

1. _____ writing is based on real people and real events.
2. _____ writing comes from a writer's imagination.
3. An _____ is a short piece of writing on a single subject that expresses a specific point of view.
4. Within fiction and nonfiction are different _____, which are simply categories.
5. A _____ is a short work of fiction usually focusing on a few characters and a single conflict.
6. A _____ is a person or creature in a literary work.



Reading Nonfiction Interactively: Working with the Text

Unit 2 described strategies for reading informative nonfiction. This is the type of nonfiction that gives you factual details. You see informative nonfiction in most of your textbooks. Much of the FCAT asks you to read informative nonfiction.

We also deal with another type of nonfiction. This is called *literary nonfiction*. Literary nonfiction is meant to be read as if it were fiction. It is, however, very different from fiction. In literary nonfiction, the people, places, and events are real.

Literary nonfiction includes three major types. They are **autobiographies**, **biographies**, and essays.

Literary nonfiction includes three major types:

autobiography

biography

essays

Autobiography. This is the *true story of a person's life*. It is *told by the person* himself or herself. Sometimes autobiographies take other **forms**. *Form* is the way a piece of writing is organized or structured. Autobiographies can include *journals, diaries, or memoirs*.



A biography is the true story of a person's life told by someone else.

Biography. This is also the *true story of a person's life*. However, it is *told by someone else*. The person telling the story researches the person's life carefully. All of the details in the biography are correct.

Autobiographies and biographies share many elements with fiction. These include character, setting, and plot. The setting is when and where the story takes place. The plot is the sequence of main events in a story.

Essay. This is a *short piece of nonfiction*. An essay is about *one* subject. It can have a variety of purposes. Usually, essays included in literary nonfiction are informal. Unit 3 offered strategies for reading and writing informal essays.



Practice

Look through the **Table of Contents** of your **literature textbook**. Find **one of each type of example of literary nonfiction**—*autobiography, biography, and essay*.

Use the following chart. Write down the **title** and **author** of each **selection**.

Nonfiction		
Title	Author	Type
1.		autobiography
2.		biography
3.		essay



Reading Nonfiction Interactively

Nonfiction should be read interactively. The following *Interactive Reading Strategies for Nonfiction* will help.

Interactive Reading Strategies for Nonfiction

- **Preview.** Begin with the title. It often tells you the type of work. It will tell you if it is an essay or an autobiography. Look at the illustrations. When you read fiction, illustrations show ideas about the story. When you read nonfiction, they are different. Pictures are of real people. Often they are of real events. You can see what the characters really looked like. You can see where the events took place.
- **Figure Out Organization.** Are you reading a biography? An autobiography? Then it is probably in time order. Is it an essay? Then maybe it is arranged differently. Maybe it is in order of importance. Try to figure out the order. This can help you predict what will happen next.
- **Ask Questions.** Why? What? How? What is fact? What is opinion? See pages 107-109 in Unit 2.
- **Predict.** Stop occasionally. Try to figure out how the story will end.
- **Build as You Read.** You learn as you read. Let your mind change as you learn new facts.
- **Evaluate as You Read.** How do you feel about the characters as you learn about them? How do you feel about the story? How well has the story been told?



Practice

Choose **one of your selections listed in the previous practice on page 460.** As you read, do the following **two activities.**

Activity 1

Do the following **Interactive Reading Strategies for Nonfiction** using the selection you chose. (Note: This is the same list as on the previous page.)

Interactive Reading Strategies for Nonfiction

- **Preview.** Begin with the title. It often tells you the type of work. It will tell you if it is an essay or an autobiography. Look at the illustrations. When you read fiction, illustrations show ideas about the story. When you read nonfiction, they are different. Pictures are of real people. Often they are of real events. You can see what the characters really looked like. You can see where the events took place.
- **Figure Out Organization.** Are you reading a biography? An autobiography? Then it is probably in time order. Is it an essay? Then maybe it is arranged differently. Maybe it is in order of importance. Try to figure out the order. This can help you predict what will happen next.
- **Ask Questions.** Why? What? How? What is fact? What is opinion? See pages 107-109 in Unit 2.
- **Predict.** Stop occasionally. Try to figure out how the story will end.
- **Build as You Read.** You learn as you read. Let your mind change as you learn new facts.
- **Evaluate as You Read.** How do you feel about the characters as you learn about them? How do you feel about the story? How well has the story been told?



Activity 2

Your teacher will give you some **sticky tabs**. Use them as you read. Put a **sticky tab next to each sentence you find that fits these descriptions**. Then, mark the sticky tab as follows:

1. You learned **something new**.

Mark with a star (★).

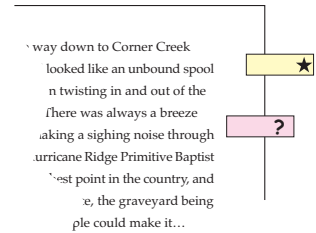
2. You really **liked what you read**. (You liked the way the writer said it. You liked what happened.)

Mark with an exclamation point (!).

3. You would **like to know more** about what you read.

Mark with a question mark (?).

4. Make sure to **mark at least one of each tab**—★, !, ?—before you finish.





Reading Poetry Interactively: Learning the Power of Words

Most of us are familiar with the following saying:

Sticks and stones may break my bones, but words can never harm me.

Most of us also realize how untrue this saying is. Words have amazing power to harm. Unkind words can end friendships. They can steal our self-confidence. They can leave wounds that take years to heal.

Words have power to do other things as well. They can make us see beauty. They can make us feel fear. They can make us understand the deepest of feelings.

All writers know the power of words. This is especially true for writers of **poetry**.

Poetry is briefer than other *genres*. The poet knows how carefully she or he must choose each word. He or she is carefully crafting a poetic image for readers. The image will succeed only if the words are right.




We tend to think of images as pictures. They are. But they are much more. Images can also be smells, tastes, textures, or sounds. If words appeal to any of your five senses, an image is created.
















Look at the poem on the following page. Note how the writer has used words to create images that appeal to all five senses.






Reflections as a Child on Bath Time in the Summer

Our bath water sat  touch
in the hot August sun,
 touch warming and sweetening  taste
as it only could
on the longest days of dog day summer.

 touch Sundown was bath time
 smell touch for Rachel and me,
our sweaty dresses thrown to the ground; 
 hearing we giggled, splashed, watched our skin  sight
pucker with the breeze that stirred the darkening pines.  touch
 sight  sight Fireflies danced, bullfrogs sang,  hearing
and the heat and sweat
of the afternoon slipped, like outgrown skin,  touch
sticky and dead,  touch
 sight beneath the milky froth of our bath.

We dried on yellow-striped towels,
and Mama came out,
carrying first Rachel, then me, to the edge of the porch
where we layered ourselves in
 smell lavender talc and white muslin gowns.

Then we dangled our feet
from the porch's edge,
feeling reborn in our sweet-smelling clean.  smell
Mama upended the old tin tub,
 sight leaving a muddy circle of warm August sun.  touch

The writer has used a series of sensory images to create a sense of time and place. As you read, you know when this takes place. You know where this takes place.

Many of these images come from seeing what is already there. The writer uses words well. However, the words simply record real things. These real



things are described in detail. They are described in rich, varied language. They become vivid pictures for you to enjoy. This is the heart, and the art, of poetry.

Finding the real and familiar is the first step in understanding poetry. As children, we do this with the simple rhymes we learn. More sophisticated readers use this same approach. They approach complex poetry by looking for the familiar. The familiar is usually presented in the *form* of images. The following practice will help you recognize familiar images. These images will then help you understand the meaning of the poem.



Practice

Look at the following poems. Each poem is an example of a **haiku**. A haiku is a **17 syllable poem** that presents **strong sensory imagery**. Read each haiku carefully. Then answer the questions that follow.

Sky of velvet black
Sprinkled with pinpoints of light.
The world sleeps in peace.

1. What is being described? _____

2. What kind of imagery did the writer use? (sight, touch, taste, sound, smell) Give examples. _____

3. Does the writer feel positively or negatively about the subject?

4. What word choices make you think this? _____



Lungs burning like fire,
Knife stabs side; sweat stinging eyes;
One more mile to go.

1. What is being described? _____

2. What kind of imagery did the writer use? (sight, touch, taste, sound, smell) Give examples. _____

3. Does the writer feel positively or negatively about the subject?

4. What word choices make you think this? _____



Chlorine bites my nose,
Bright blue color grabs my eyes.
“Lifeguard on duty.”

1. What is being described? _____

2. What kind of imagery did the writer use? (sight, touch, taste, sound, smell) Give examples. _____

3. Does the writer feel positively or negatively about the subject?

4. What word choices make you think this? _____



Found Writing—A Sense of Place



Found writing—such as “Lifeguard on duty”—includes signs, posters, billboards, or any other existing printed words.

Look at the third haiku in the last practice. You will note that the final line is in quotation marks. This is because these words are “found writing.” Found writing includes signs, posters, billboards, or any other existing printed words. Among other things, found writing will list rules, give instructions, and provide menus. Found writing will usually help create a sense of place.

For example, look around your classroom right now. What found writing do you see? Do you see school rules? Do you see encouraging phrases? Do you see lists of bells or bus schedules? The found writing probably relates to school, maybe even to language arts, in some way. The found writing you see in your classroom could be valuable to a writer. It would help to create the sense of a classroom. The found writing in your classroom does this because it is made up of familiar, visual images.

**GOOD BOOKS
BUILD
CHARACTER**



Practice

Look around your classroom. **Make a list of the found writing that you see.** Don't attempt to write down everything. Quickly **write down five short phrases you see around the room.** Do not worry about writing complete sentences. An example has been provided for you.

1. be respectful
2. _____
3. _____
4. _____
5. _____
6. _____

When you finish, **share** them with your **classmates**.

- What do you notice about your lists? More than likely, your classmates' lists have a great deal in common.
- Would the lists you have just created be valuable to a writer?
- Would the found writing help to create the sense of a classroom?



Practice

What other things would help **create your classroom**? Think in terms of all **five of your senses**. **Look; listen; sniff.**

Record sights, sounds, and smells associated with your current classroom on the lines provided. Do not use any of the found writing you listed in the previous practice. Do not worry about writing complete sentences. **Be as descriptive as you can.** An example has been provided for you.

1. the smell of dry erase markers
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

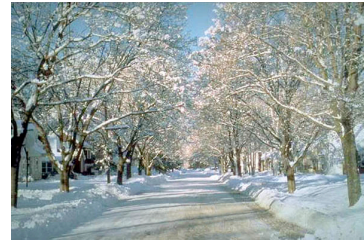


Practice

Answer the following.

The previous practice is an example of *cataloging*. Cataloging is a well-used poetic device. It is simply listing people, sights, experiences. Usually, a catalog is used to allow a reader to experience a place or time with the writer.

Below is an example of cataloging used in poetry. It describes a Southern child's first memory of a New England winter.



We traveled slowly,
uneasy in the alien world of northern winter:
Skies without sun, gray and heavy;
trees without leaves, black and sharp,
pointing upwards with giant, spindly fingers;
oncoming cars puffing, inching
their way across roads glazed with sheets of ice;
Banks of snow on either side,
taller and whiter than Christmas card memories.

The images here are visual. They allow the reader to see what the writer remembers. Even readers unfamiliar with snow, understand this image. They can relate unfamiliar ideas to ideas they understand.

1. Do you think the images are positive or negative? _____

2. List reasons why you believe that. _____

More than likely, the above writer began this poem with a simple list. Probably, the list was similar to the one you completed in the last practice. Let's practice turning your list into a poetic catalog.



Practice

Review the **list** you completed for the practice on page 472. Look also at your **list of found writing** for the practice on page 471. These are **images from your current classroom**.

From this list, do the following:

- **Choose at least five phrases.** *Try to pick those that will give a real sense of the room. If possible, choose phrases that appeal to more than one of your senses.*
- **Work to arrange your phrases into a poetic catalog.** *Arrange the phrases so they sound pleasing. You will probably need more than one rough draft.*
- **Read each draft aloud** *to one of your classmates.*
- **Write the final draft of your catalog** *on the following page.*

Note: *Do you want to show your classroom positively? Negatively? Choose your words carefully. Certain words have positive and negative **connotations**—meanings that come from the emotions of certain words—emotions your reader will understand. (See Unit 2.)*



A large rectangular writing area with a red border and horizontal lines. On the left side, there is a vertical stack of various books and papers, including one with a yellow apple on the cover and another with a red apple. On the bottom right corner, there is a small illustration of a stack of books and papers.



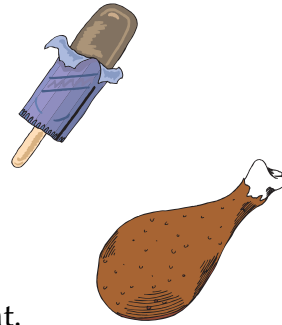
Renga—Shared Poetry

Imagery and catalogs of images are important to poetry. They have been for centuries. Many ancient forms of poetry use these devices. You’ve already looked at haiku. Another traditional poem is the Japanese renga.

Renga poetry is shared poetry. It is written by more than one person. These people have shared an experience. Each adds an image to the poem. It is, therefore, a sort of catalog. There is no limit to the number of lines a renga can have.

Below is an example of a type of renga. It was composed by a group of students after a trip to Disney World. Notice how the images appeal to your different senses.

When you wish upon a star.
Laughter of children standing in lines.
Mickey Mouse ears. Tinker Bell wings.
“Please step out on the left.”
Smoked turkey legs as big as your head.
Ice cream on a stick.
“No fumar por favor.”
Fireworks exploding in the hot summer night.



You probably would not call this great poetry. However, it does succeed at creating a sense of place. The *imagery* is very well done. You see, hear, feel, and taste the atmosphere of Disney World. How do you think the writers feel about Disney World? How do you know this?



Practice

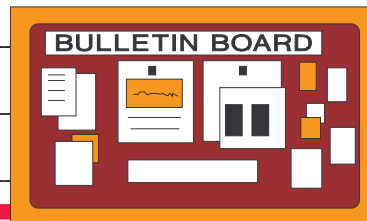
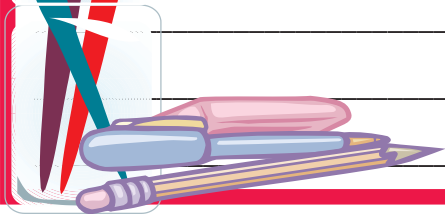
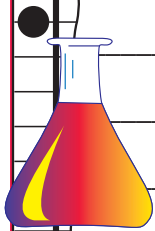
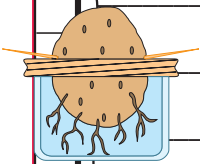
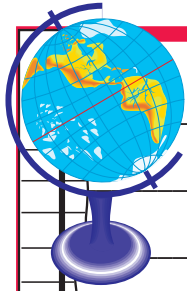
Your teacher will arrange a **visit to a site on your school campus**. Perhaps it will be another classroom. Maybe it will be the cafeteria. He or she will choose.

While you are at the site do the following:

- **Observe** very carefully. Take in everything.
- **Listen** to the sounds.
- **Look** for colors, people, shapes, and objects.
- **Note** outstanding smells.
- **Read** signs or posters.
- If possible, **take notes**. Be attentive.

After the visit, do the following:

1. Your teacher will give you an **index card**. Write down one sentence or **phrase**. This sentence should describe a **sensory experience**. This would be a specific **sight, smell, sound, or piece of found writing**. Convey your positive or negative feelings. Choose the correct words to do this.
2. **Break into small groups** of four to six members. Each member should bring his or her card.
3. Each group will **arrange the cards in some kind of order**. Try to make the order pleasing to hear. Practice reading your arrangement aloud.
4. **Each group will read the poem composed of the sentences on the cards**. These sentences form a *renga*. The *renga* presents images from the visited site.
5. **Write a final copy** of your *renga* on the following page.



Recognizing Poetic Imagery: “Seeing” the Poet’s Heart

Now that you have created images, let’s practice finding them. Most poems are rich with imagery. Much imagery is easy to find. Some of it is not. However, all imagery is a key to the writer’s feelings about his or her subject. If the writer uses happy, positive images, she or he usually likes the subject. Of course, the opposite is true. If the poem is filled with unhappy images, the poet usually does *not* like the subject.

Carefully read the following poem. Then, use the questions and chart that follow to analyze its imagery. This will help you determine the poem’s meaning.

Knoxville, Tennessee

I always like the summer
 best
 you can eat fresh corn
 from daddy’s garden
 and okra
 and greens
 and cabbage
 and lots of barbecue
 and buttermilk
 and homemade ice-cream
 at the church picnic
 and listen to
 gospel music
 outside
 at the church
 homecoming
 and go to the mountains
 with your grandmother
 and go barefooted
 and be warm
 all the time
 not only when you go to bed
 and sleep.



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Practice

Part A

Answer the following questions about the poem “**Knoxville, Tennessee.**”

1. Why did the author title the poem “Knoxville, Tennessee?” _____

2. Who do you think narrates the poem? _____





What makes you think this? _____



Part B

*This poem is filled with **imagery**. Use the following chart to **analyze these images**. The first one has been done for you.*

Analyze Images

Taste Imagery Passage 	What I taste/think/feel
<p>"you can eat fresh corn from daddy's garden"</p>	<p>Yum! I love corn on the cob. It is best in summer. My granddaddy always grew it in his garden. I can remember going to pick it with him while Granny had the water boiling. I can taste it now.</p>
Sound Imagery Passage 	What I hear/think/feel
Touch Imagery Passage 	What I touch/think/feel
Sight Imagery Passage 	What I see/think/feel



Part C

Answer the following.

1. Are the images positive or negative? _____

Explain why. _____

2. How do you think the speaker feels at the end of the poem?

Why? _____



Strategies for Reading Poetry: Interacting with the Words

Earlier, you practiced reading fiction interactively. You should also learn to read poetry this way. The following suggestions will help.

- **Preview and Annotate.** Pay attention to the title. It is *always* important. How does it prepare you to read the poem? Look at the poem before you read. If possible, make a photocopy. Circle words you cannot pronounce. Also circle words you do not know. Become familiar with these words. Ask your teacher what they mean. Learn to say them correctly. Highlight marks of punctuation. Note each kind. Is it a period? A question mark? An exclamation mark? A comma?
- **Read Aloud.** Do this more than once. Don't stop at the end of a line. Stop where punctuation tells you to. Listen to the sounds. Are letters and words heavy or light? Listen to **rhythm**. Is there a beat? Does it sound like anything in particular? Too often, students will force a beat that isn't there.

Is it free verse? Do the words **rhyme**? Are there sounds at the end of words? Which are repeated in the writing? In what pattern do they *rhyme*?

- **Visualize.** Let yourself see, hear, touch, taste, and smell. Reread passages you don't understand. Reread any you especially like. Are any of these images familiar to you?
- **Look at Each Word.** Remember that each word is important. Why did the poet choose each one? Think about its different meanings. Think about its sound. How would another word have changed the poem?
- **Build as You Read.** Poems should be read more than once. You will learn something new each time you read. Let yourself do this. Never refuse to change your mind.
- **Enjoy the Poem.** Poetry is about feelings. Often, you find poems discuss feelings you have had. Let yourself enjoy them.



Practice

Use the **Strategies for Reading Poetry** on the previous page as you read the following poem. Complete the worksheet on the following page as you read.

Visit Home

Raindrops the size of nickels
And tiny brown frogs
Bounced off the
Shiny blacktop
In the beam of my headlights.
The white lines disappeared,

If I drove fast enough,
Concentrated hard enough,
I would keep
The visit from my mind:
I would drive away that feeling
Of jigsaw puzzle
The center piece missing.

I had stayed three days
But the day that I left
The visit really began;
When she asked if I
Liked the new job
She didn't know I had
Until an aunt mentioned it over dinner;
When she showed me the quilt
She'd been making for me
Since year before last.
As I loaded my bags
She brought the potted
Pothos¹ I had sent
pointing out
How much it had grown.
There had been no touch
Till I opened my door
And she folded me in, pulling me close.

¹Pothos—A vine with waxy leaves.



Telling me then, with tears in her eyes
Come back soon,
Write when you can.
Call me tonight. Just let me know...
I felt her shoulders,
Fragile, thin,
How her fingers shook
holding my hand.

As I pushed the car north,
I wondered
How many things
She waited for me to say.
How many times
I should have touched.

Before me,
The rain thickened
And I felt,
Or imagined,
Small, dull thumps
As my wheels shattered
Each tiny, brown frog.

Preview

1. What does the title tell you? _____

2. How many complete sentences are in the poem? _____



3. Is each line a complete sentence? _____

4. How will this affect your reading of the poem? _____

Read Aloud

5. Is there a beat or is the poem free verse? _____

6. Do the words rhyme? _____

Visualize

7. Who do you think narrates the poem? _____

8. Who is the woman she has visited? _____



9. List the most vivid images in the poem. Indicate to which sense each appeals. _____

10. Put a star next to the one you like best.

Explain why you like it best. _____

Look at Each Word

11. What overall impression of the visit does the poet want to give?

12. List words that support this with their *connotation*. _____



Build as You Read

13. Read the poem aloud three times. Record your thoughts after each reading. Write down any questions you have.

First reading thoughts: _____

Questions: _____

Second reading thoughts: _____

Questions: _____



Practice

Use the list below to write the correct term for each definition on the line provided.

autobiography	form	poetry	rhythm
biography	imagery	rhyme	setting
connotation	plot		

- _____ 1. the time (when) and place (where) in which the story takes place
- _____ 2. a pattern of beats based on stressed and unstressed syllables; used particularly in poetry
- _____ 3. a work of nonfiction in which the author tells his or her own life story
- _____ 4. the skeleton or outline of a literary work; the sequence of the main events in a work
- _____ 5. a work of nonfiction in which the author tells the life story of another person
- _____ 6. the way a piece of writing is organized or structured
- _____ 7. sounds at the end of words which are repeated in the writing; used particularly in poetry
- _____ 8. meaning that comes from the emotions or ideas readers associate with particular words
- _____ 9. a type of literature written in verse and expressing strong feelings
- _____ 10. words that appeal to one or more of the five senses and create mental sights, sounds, smells, tastes, or touches

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