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Unit 1: Using Technology—Operating on the Information Highway

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)

• Use electronic technology including databases and software to gather information and communicate new knowledge. (LA.B.2.3.4)
Unit 1: Using Technology—Operating on the Information Highway

Overview

We live in an exciting time. Every day we read about new discoveries. We learn about ways we can be healthier. We learn about new ways to have fun. We also learn about new ways to do our work. Talk with your parents and teachers. No doubt 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?

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?

You probably learned that things are very different. Your parents did not have electronic games. They did not have many of the tools that make your chores easy to do. They now have tools that help them work. Technology has made a big difference in everyone’s life.

One tool that has made a big difference in everyone’s life is the computer. Nearly everyone uses a computer every day. Your teacher probably records your grades in a computer. Your parents probably use computers at work. You may use a computer when you play your favorite video games. A computer helped create this page you are reading right now. All of our lives are easier because of computers.
The computer can help with your class assignments, too. It can do this in two major ways:

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

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

- using a computer to design and format your writing
- using a computer to correct your writing
- researching information on the Internet
- communicating using the Internet
- publishing your writing 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.
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.

**Computer-Related Occupations**

- **Programmer**—writes computer software programs to tell the computer what to do
- **Computer Engineer**—designs and builds computers, printers, modems, chips, circuit boards, etc.
- **Computer Technician**—tests parts and components designed and built by engineers for defects or flaws and repairs hardware
- **Systems Manager**—supervises the computer system of an organization
- **Systems Analyst**—works with companies to plan the use of computers based on needs
- **Technical Writer**—writes manuals that tell how to operate the computer
- **Computer Operator**—runs the computers and prints hard copies
- **Sales Representative**—sells computers
- **Computer Teacher**—teaches people in schools and businesses to use computers
- **Software Librarian**—files and organizes software in a software library
- **Data Entry or Keypunch Operator**—puts data into the computer

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.

**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


**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 also delete or remove the information. And you can move it 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.

- Knowing all about a computer takes time. Your teacher is there to help you learn. Ask questions as you work.

Previewing the Word Processing Program

Before continuing, 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

The menu bar shows the main design and editing operations.

The toolbar gives quick commands to use.

The cursor shows where the letter or character you type or key will appear.

The ruler can be used to set the margins or tabs.

The scroll bar can be used to move a page up, down, or sideways so you see different parts of the document.

Click your choice on the menu bar; then scroll with the mouse to open specific commands.
Practice

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

<table>
<thead>
<tr>
<th>keyboard</th>
<th>user</th>
<th>word processor</th>
</tr>
</thead>
<tbody>
<tr>
<td>save</td>
<td></td>
<td></td>
</tr>
<tr>
<td>window</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. a person using a computer
2. a program used to write and edit on-screen before printing
3. a set of keys for computer input which looks similar to a typewriter keyboard but has extra keys for computer commands
4. to store information on a disk or hard drive for future use
5. a box on a computer screen that shows text or graphics
Practice

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

_____ 1. a bar across the top of a computer screen or window that has the names of available pull-down menus  
A. clear

_____ 2. a blinking line or other mark on the computer screen that shows where the next letter or character you type will appear  
B. click

_____ 3. a vertical or horizontal bar with icons or pictures to click on to perform different functions in an application  
C. cursor

_____ 4. a pointing device you use to move a cursor on the computer screen  
D. menu bar

_____ 5. to press a button on a mouse or other pointer  
E. mouse

_____ 6. a command that erases information  
F. scroll

_____ 7. to move up, down, or sideways on a page using scroll bars, arrows, or a mouse  
G. toolbar
Practice

Read the text below. Work with a partner to find and underline 10 different terms related to using a word processor. Then list each term and define them in your own words on the lines provided on the following pages.

The first one is done for you. The term is underlined below. The term is then listed and defined on the following page. You need to find 10 more.

Yesterday was my first try at using a word processor. I had written a report about Emily Dickinson. My handwriting is not very good, so I decided to write the final draft on the computer. Since I am a new user, it took some time for me to boot the computer and open the program. I clicked the mouse on four different icons before I found the right one. Finally, I accessed the correct computer program.

The first thing I did was choose a font. I used the mouse to open the font menu on the menu bar. I chose one I thought I would like, but when I typed the first character, I didn’t like it. I cleared the characters on the monitor. After three more tries, I found one. I was able to choose the correct size type on the first try.

After all that, I was able to type my report. I created a new file for my work, and I remembered to stop at the end of every other sentence in order to save my work. Then I wanted to change the way my report looked. First, I wanted to put my title in bold type. I scrolled to the top of my report. I moved the cursor to the first word of the title. Then I clicked the button on the mouse and moved the mouse so I could drag the cursor.
This highlighted the words I wanted to put in bold type. After doing this, I looked at the toolbar. I remembered which icon stood for bold type. I used the mouse and clicked on the correct button to give the command. Like magic, my title was in bold type!

Next, I made some changes to the margins. I then checked and corrected my spelling. I saved my final changes. I also wanted to make a backup of the copy on the hard drive. I inserted a disk into the disk drive. I gave the correct command, and my report saved on the disk. I needed a hard copy for my teacher, so I printed one. I then gave the command to exit the program and commanded my computer to shut down.

Even though this took a long time, I was proud of my report. Next time, typing it up won’t take so long.

Example: **word processor** - a program that lets me write, correct, _and print a report_

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

   **word processor** - word processor - a program that lets me write, correct, and print a report
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 beautiful design will not hide poor writing.
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) I have the most wonderful dog in the worlde. (2) No one in my famly is exactly sure what kind she is. (3) She is white with too circles around each eye. (4) The funny thing is that each circle is a different coler. (5) One is black. (6) One is yellow. (7) One is read. (8) One is lite brown. (9) Her hair is short on her back. (10) But under her bellie her hair is long and curly. (11) Her knows is long and sharp. (12) Her ears are short and pointed. (13) My father named her Enigma, because she is such a mistery. (14) My little sister couldn’t saye Enigma, though, and called her Emmie. (15) Emmie stuck, and that is what we call her.

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.
16. Why do you think the computer missed some of these spelling errors? _____________________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________

17. What should you do after using a spell checker? Explain and give an example. _____________________________________________

___________________________________________________________

___________________________________________________________

___________________________________________________________
Designing Your Writing

It is easy to get excited about all the options you have. You can use different fonts. You can make your type font different sizes. You can add graphics. As you work with all these options, remember your purpose.

A piece of writing must be easy to read.

Don’t overuse the available options.

Choosing a Font

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.

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.)

Kerry Flynn
Ms. Sheffield
Social Studies
January 19, 2004

The title is 18-point sans serif type.

The French Revolution

The people of France were very impressed with the American Revolution. The idea of freedom sounded wonderful to the hungry French peasants. These peasants lived under Louis XVI, an absolute monarch. Louis XVI ruled by “divine right” (Anderson 77). No matter how unfair his rule, the French people had to accept it. Nobles lived in luxury. They had fine palaces and food. These things were paid for by taxes collected from the lower and middle classes.
The Revolution Begins

On July 14, 1789, a riot broke out in Paris. An angry mob attacked the Bastille. The Bastille was a French prison. The mob murdered the governor of the prison. They carried his head on a stick through the streets of Paris (Wilson 36).

Many noblemen did not feel safe in France. They left the country. The peasants and working class tried to attack the King Louis XIV. He lived in his palace at Versailles, where the guards kept him safe.

During the next three years, 1789 - 1791, the French people wrote a new constitution (Wilson 36). This constitution came from the revolutionaries. The nobles lost most of their rights. The king lost much of his power. On August 26, 1789, the National Assembly of France wrote the Declaration of the Rights of Man (Wilson 36). It was based on America’s Declaration of Independence.

Many European rulers worried about this revolution. They did not want to lose their power. They sent troops to stop the revolution. The peasants and working class were very angry. They believed Louis had sent for more troops. They then executed Louis and his wife Marie Antoinette in 1793 (Wilson 36).
The End of the Revolution

The new rulers of France could not keep peace in France. The angry people of France kept fighting in the streets. Those disagreeing lost their heads. The French Revolution ended in 1799 when Napoleon Bonaparte became ruler of France. Napoleon became a dictator. A dictator does not claim divine right of rulership. He does have total power. This meant an end to freedom once again (Wilson 37).

The Effects of the French Revolution

The French Revolution had a number of far-reaching effects. These include the following:

• People around the world began wanting a voice in government.
• Countries in Latin America began to fight for freedom.
• Most Latin American colonies had won their freedom by 1826.

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 pages 23-26, “Designing Your Writing” and the sample research paper The French Revolution as a guide.

The Origin of the Universe

by Molly Bemish

Scientists have offered many theories on how the universe began. A theory is an educated guess. This means they do not know for sure. The theory that most scientists accept today is called the Big Bang Theory.

This theory says the universe was one single body. Everything was packed together closely. Between 15 and 20 billion years ago there was a huge explosion. The matter and energy spread outward in all directions. As the material cooled, gas formed. This gas collected into expanding clouds. As the clouds moved away they cooled, and then condensed to form galaxies. These galaxies moved away from each other. They are still moving today.

Origin of the Solar System

There are also many theories of how the solar system began. One is that the force of gravity once pulled the solar system together. About five million years ago, an important event happened. Gravity pulled together ...
a large cloud of dust and gas. A slowly rotating cloud of dust and gas formed in a part of our galaxy, the Milky Way. As the cloud shrank, its center grew denser and hotter. This cloud eventually became a star. This star was our sun. Smaller fragments of material began to orbit the sun. Eventually, gravity pulled these bits of material together. These bits of material formed the planets and their satellites.
Using the Internet

Many of you use the Internet every day. The Internet is the worldwide information highway. It is made up of thousands of interconnected computer networks. If you use it, you know it can be a lot of fun. You can communicate with people all over the world. However, there are other uses for the Internet. The Internet is a valuable tool to help with your class work. You will find it helpful in doing the following:

• completing research
• sharing and discussing your ideas
• publishing your writing.

Let’s take a few minutes to look at how the Internet works.

The Internet has its own special organization. Just like a machine, each part of the Internet 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.

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.

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.

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 or pictures 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 (physical part of a computer) and software (computer program) to connect them and allows them 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

The Internet has changed how we conduct research. Once students had trouble finding enough information. Your trouble will be finding more than you need. Finding where to start can be overwhelming.

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. To begin your search, simply key in the address. Many times, you will find many useful links in this way.

However, you will not always begin with an address. Without an address, you can begin your search in one of two ways.

First: Check your provider.

You begin each Internet session with the home page. This is a good place to start your search.

Look at the sample fictitious home page on the following page. You can access links to many topics. For example, you can find information about a future career.
You can also find information about current events. There is even a section that links you to Web channels. Here, you can further research a number of topics from automobiles to travel.

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

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**

<table>
<thead>
<tr>
<th>To browse a broad topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yahoo</td>
</tr>
<tr>
<td><a href="http://www.yahoo.com/">www.yahoo.com/</a></td>
</tr>
<tr>
<td>Lycos</td>
</tr>
<tr>
<td><a href="http://www.lycos.com/">www.lycos.com/</a></td>
</tr>
<tr>
<td>Google</td>
</tr>
<tr>
<td><a href="http://www.google.com/">www.google.com/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To search for a narrow topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>AltaVista</td>
</tr>
<tr>
<td><a href="http://www.altavista.com/">www.altavista.com/</a></td>
</tr>
<tr>
<td>Excite</td>
</tr>
<tr>
<td><a href="http://www.excite.com/">www.excite.com/</a></td>
</tr>
<tr>
<td>Go (Infoseek)</td>
</tr>
<tr>
<td><a href="http://www.go.com/">www.go.com/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To search the greatest number of Internet sites (meta-search engines)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacrawler</td>
</tr>
<tr>
<td><a href="http://www.metacrawler.com/">www.metacrawler.com/</a></td>
</tr>
<tr>
<td>Ask Jeeves</td>
</tr>
<tr>
<td><a href="http://www.askjeeves.com/">www.askjeeves.com/</a></td>
</tr>
<tr>
<td>All the Web (Fast Search)</td>
</tr>
<tr>
<td><a href="http://www.alltheweb.com/">www.alltheweb.com/</a></td>
</tr>
</tbody>
</table>

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 following tips 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.
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.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Critical questions to ask</th>
<th>Beware if ...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authority</strong></td>
<td>Who posted this information? Who wrote the information? What does the author know about this subject? Is the author associated with a known organization?</td>
<td>There is no author listed. There is no e-mail contact. There is no reference to a known organization.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>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?</td>
<td>The site is selling a product or service. Extreme opinions are expressed with no other viewpoints offered.</td>
</tr>
<tr>
<td><strong>Currency</strong></td>
<td>When was the document posted? When was it last updated? How often is other information on the site updated?</td>
<td>The document is several years old. The site has never been updated. Everything else on the site is dated.</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Does the information appear as text, graphics, audio, or video? Can my Web browser handle this type of information? (browser software has certain limitations)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Site</strong></td>
<td>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?</td>
<td>.com sites frequently have a product or service to sell.</td>
</tr>
<tr>
<td><strong>Relevance</strong></td>
<td>Is the treatment of my topic appropriate? Does this document answer my information needs?</td>
<td>You've found your search terms in the document, but the terms are used in a different context.</td>
</tr>
</tbody>
</table>

* 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:**
  www.tallahassee democrat.com/

• **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 the correct term for each definition on the line provided.*

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>browser</td>
<td>1. a collection of computer networks that allows users to view, retrieve, or share information from around the world; also called <em>the Net</em></td>
</tr>
<tr>
<td>document</td>
<td>2. part of the Internet that allows you to find linked text, graphics, video, and sound using a web browser; also called <em>the Web</em></td>
</tr>
<tr>
<td>electronic mail (e-mail)</td>
<td>3. an application that allows you to access information on the World Wide Web (WWW)</td>
</tr>
<tr>
<td>Internet</td>
<td>4. private messages that are sent and received over a computer network</td>
</tr>
<tr>
<td>link</td>
<td>5. the computer program that tells a computer’s hardware what to do</td>
</tr>
<tr>
<td>software</td>
<td>6. a connection between two parts of the same or separate document</td>
</tr>
<tr>
<td>web page</td>
<td>7. a site on the Internet with its own address</td>
</tr>
<tr>
<td>World Wide Web (WWW)</td>
<td>8. written information</td>
</tr>
</tbody>
</table>
**Practice**

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

_____ 1. the physical part of a computer; the machinery and equipment  
A. Boolean wording

_____ 2. pictures or images created on the computer  
B. graphics

_____ 3. the electronic address used to access a specific site  
C. hardware

_____ 4. the first page on a World Wide Web site which may link to supporting pages  
D. home page

_____ 5. a program on the Internet that helps you to find specific references or sites; also called a robot, spider, rom, or webcrawler  
E. Internet address

_____ 6. connected to the Internet or a computer network  
F. online

_____ 7. specific words or symbols used to narrow a topic search on the Internet  
G. search engine
Sharing and Discussing Your Ideas

Many of you are very familiar with e-mail. E-mail is a wonderful way to communicate. You can stay in touch with friends. You can make new friends all over the world. E-mail can also allow you to share ideas. You may find someone else researching your topic. Through e-mail, you can share information. Often, the contacts you make online can direct you to other links.
Practice

*Access the Internet using your browser. Follow your teacher’s instructions to open your own school e-mail account.*

1. What is your e-mail address? _________________________________

2. What is the e-mail address of the person in class to your right? 
   __________________________________________________________

3. What is the e-mail address of the person in class to your left? 
   __________________________________________________________
Creating and Sending E-Mail

E-mail procedures will vary. Each e-mail program has its own rules. Each e-mail server has its own rules as well. Your teacher will explain these rules to you as you work. Read the steps below. Look at the diagram on the following page. These instructions show you one way to send and receive e-mail.

1. Access the Internet using your browser. Click the small envelope icon. You could also click on mail under window on the main menu. Step 1 on the diagram shows you this step.

2. Check your messages. Click on the Inbox icon. A list of your messages will appear on the right side. Step 2 on the diagram shows you this step.

3. Read the entire message. Click on the message. The text of the message will appear in the lower window. Step 3 on the diagram shows you this step.

4. Reply to a message. Click the Re: Mail icon. This automatically sends your reply to the person who sent the original message. You can send the same message to a list of people. Click the Re: All icon to do this. Step 4 on the diagram shows you this step.

5. Type your message in the new window that appears. Step 5 on the diagram shows you this step.

6. Create a new message. Click on the To: Mail button or new mail under File on your toolbar. A new message window will appear. See Step 6 on the diagram.

7. In the Mail To: box, do the following. First, enter the address to which you want to send the message. Then, press TAB or click in the empty message window. Type your message in the new window. See Step 7 on the diagram.

8. Send your message. Click the Send or Send Now button on your toolbar. See Step 8 on the diagram.

9. Delete a message. Click on the Delete button on your toolbar. See Step 9 on the diagram.
Example of E-mail Procedures

1. To open mail, click on small envelope in the bottom right corner of the window or click on mail under window to open the mail.

2. Click on the Inbox icon and a list of your messages will appear in the right-side window.

3. Click on a message and it will appear in the lower window.

4. To reply to a message, click on the Re: Mail or Re: All button.

5. Type your message in the new window that appears.

6. To create a new message, click on the To: Mail button or new mail under File on the main menu.

7. In the Mail To: box, enter the address of the person to whom you are sending your message. Then press TAB or click in the empty message window. Then type your message in the new window.

8. To send your message, click the Send or Send Now button on your toolbar.

9. To delete a message after reading it, click on the Delete button on your toolbar.
Practice

Review the e-mail addresses of the classmates you listed in the practice on page 42.

- **Write** and **send** a short e-mail message to each of these individuals.
- **Reply** to each of the messages you receive during this exercise.
- **Delete** each of your sent messages after you have received a reply.
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:

- 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:**


**Book:**


**Web site:**


**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.

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

Write True if the statement is correct. Write False if the statement is not correct.

1. When writing a draft on the computer, stop frequently to save your work.  
2. The menu bar shows the main design and editing operations.  
3. The cursor shows how to transfer files.  
4. The mouse is a pointing device you use to move a cursor on the computer screen.  
5. Serif type has tails at the tops and bottoms of the letters.  
6. A beautiful design can cover up poor writing.  
7. Avoid beginning a paragraph at the bottom of a page.  
8. The Internet is the worldwide information highway and is made up of thousands of interconnected computer networks.  
9. An Internet Service Provider (ISP) is a company which provides Internet access or Internet accounts to individuals, businesses, and other groups.  
10. There is only one search engine available on the Internet.  
11. Use Boolean words (words such as and, or, and not) to narrow your search.  
12. You must always give credit for information you researched but not for any electronic references.
Unit 2: Reading—Enhancing Skills for Success

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)

Language

• Distinguish between emotional and logical argument. (LA.D.2.3.3)
Unit 2: Reading—Enhancing Skills for Success

Overview

You read every day of your life. You also read everywhere you go. You read at school. You read at home. You even read as you are traveling. There are billboards on the roadsides. There are signs on shop fronts. There are bumper stickers on the cars in front of you.

You will continue to read throughout your entire life. Therefore, being a good reader is very important. Reading well will make your life’s work easier. It will also make your leisure time more fun.

Reading well involves more than correctly pronouncing words. Good readers understand what they are reading. They are able to find specific information when they need it. They can also evaluate what they 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.

Reading well will make your leisure time more fun.
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** ................................. the use of surrounding words or sentences to 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

inference .............................. a conclusion based on facts and experience

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

Looking ahead is a good idea. When you travel, you need to plan. You look at a map. You look at travel brochures. You know in advance where you are going. Smart travelers do this. They **preview** all their information.

Smart students **preview** their reading. Previewing prepares you to read. You can better find the writer’s purpose. You can organize the material you are reading. This helps you understand the material better. You read for a purpose when you 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 “Stop the Violence in Our Schools!” The **general subject** is violence in our schools. The **focus** is on **stopping this violence**. The **author wants** the violence to **stop**.

   - 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.

**Stop Bullying in Our Schools**

Joseph’s mother was worried about him. He told her he did not want to go to school. This was not like Joseph who had always loved school. He was a good student and had many close friends. Joseph finally told his mother he was afraid. Nearly every day there was one student who bullied him. His mother was upset, but she did not give up. She and Joseph talked about what might help. They decided to meet with the principal about this problem. Both Joseph and his mother had some ideas about what to do.

The opening paragraph tells us this is a serious issue. The author is arguing—bullying must be stopped. 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 “Stop the Bullying in Our Schools!” is divided into subheadings. These subheadings include the following:

a. “Why Students Are Bullies”

b. “How the School Can Help”

c. “How the Family Can Help”

d. “How We Can Protect Our Students”
You learn much about the article from these titles. The author feels students have reasons for their bullying. The author thinks the school can help. The author feels the family can help. The author will give ideas about how to help.

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 “Stop the Bullying in Our Schools!”

It seems that school bullying is everywhere. It also seems unstoppable. Can our students ever be safe? These are hard questions. However, there is an answer. The answer is that change comes from one person at a time. It comes from Joseph. It comes from his mother. It comes from his classmates, teachers, and principal. It comes from you and me.

The author concludes that the problem can be solved. This solution will happen if readers take action. We all must be involved.

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.

Another kind of writing is called **persuasive writing**. We use **persuasive writing** to convince readers to agree with our opinion on a particular issue. Persuasive paragraphs are written to convince readers of an opinion or claim, or to take a stand.
The previewing guide is repeated below. 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 “Becoming a Vegetarian: Exchanging the Past for Your Future” 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? __________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________
Becoming a Vegetarian: Exchanging the Past for Your Future

The human race has learned its eating habits from our ancestors. Our diet, of course, has changed. These changes have put us in danger. We eat too much fat and eat more protein than we need. In addition, the American diet is expensive. The diet is costly for our personal pocketbooks and for our environment as well. Our eating habits have endangered a number of animal species. Therefore, we need to look back in time. We need to return to the simpler eating habits of our ancestors. We need to return to a diet based on plants. A vegetarian diet will make our lives better.

Our History as Plant Eaters

Many people believe we descended from prehistoric meat eaters. This is not true. Our ancient ancestors relied mostly upon plants. Some scientists feel that human beings should be vegetarians. They think our bodies are designed for plant-based foods.

Human beings are primates. All primates are “opportunistic meat eaters.” In other words, we will eat as much meat as we can get. Scientists say this was nature’s way of keeping our ancestors healthy. It made sure their mostly vegetarian diets contained enough protein. This was important. Good sources of protein were limited.

Keeping our Ancestors’ Bad Habits

Today we have no problem getting enough protein. Many healthy foods are easily available. However, we are still opportunistic. We have become heavy meat eaters.

This is especially true in the United States. Our consumption of meat has risen steadily. In 1900, Americans obtained two-thirds of their protein from plant foods. Today, the opposite is true. We now obtain two-thirds of our protein from animal products. This turn-around has harmed our health and our environment.
Health Benefits of a Vegetarian Diet

There are many sound reasons to avoid animal products. The most obvious are health reasons. People in the United States eat twice as much protein as they need, which can be harmful. Animals that are given high-protein diets were tested. They were compared to animals given the same number of calories but less protein. The first group of animals had shorter lives.

Animal products are also high in saturated fats. Americans eat eight times more fat than needed. Animal fat is a leading promoter of two deadly diseases: heart disease and cancer.

Economic Benefits of a Vegetarian Diet

Living longer is a good reason to avoid meat. Other important reasons exist. One of these is economy. Meat is very expensive. Per pound, beans and grains are only a fraction of the cost of any meat. Producing meat is very expensive as well. If more of us were vegetarians, we could help feed the world’s hungry.

Moral Benefits of a Vegetarian Diet

There is a final reason for giving up meat. Several world cultures believe all life is sacred. India’s major religions are Buddhism, Jainism, and Hinduism. All forbid any animal to be killed. These faiths say that human beings have a special purpose.

We are the protectors of lower forms of life. We break our faith when we become their predators.

These beliefs do not extend into the West. Our culture claims certain moral values. Yet we show a “might makes right” attitude. We do this in using animals as a food source. We have been responsible for the extinction and near-extinction of numerous species.
Anyone raised on the Tarzan stories is familiar with the law of the jungle: kill or go hungry. We do not live in the jungle. We do not have to kill or go hungry. We can eat and live very well without killing. We can live healthier lives by eating vegetarian. We can also pass onto our children important lessons. We can teach them about our responsibility to the Earth. We can teach them about our debt to all living creatures. Our lives are food-centered. The heart of the family is the kitchen and the dining table. We use food to celebrate the various events of our lives. It is sad that this life-giving process involves life taking. We would be much richer if it did not.
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 62 to guide you.

Preview Form

Title of Article or Chapter: ________________________________

Author: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Understanding Words: Using Clues to Find Meanings

Every craftsman has special tools. A builder uses steel or wood. A chef uses flour and eggs. A writer uses words.

Skilled writers use their words well. They can make you laugh or cry. They can make you like or dislike someone. They can make you see beautiful or scary things.

Skilled readers see and feel everything writers want them to. They are able to find meaning from the writers’ words. There are tools for this skill as well.

Many words contain clues to their meaning. 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. You use them to understand people. Think about the last time you met new neighbors. You looked at their furniture. You looked at the pictures on their walls. You noticed the music they enjoyed. You then knew your new neighbors a bit better.

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

There are several types of context clues. The chart on the following page lists them. An example of each is also given.
## Examples of Context Clues

<table>
<thead>
<tr>
<th>Type of Context Clue</th>
<th>Example (unknown word is underlined; clues are bolded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Synonyms</strong> mean the same thing as the unknown word.</td>
<td>We feared the <strong>ominous</strong> looking clouds. We knew a tornado was <strong>threatening</strong> the area.</td>
</tr>
<tr>
<td>2. <strong>Definitions</strong> explain the unknown word.</td>
<td>The <strong>myriad</strong>, or <strong>great number</strong>, of plant forms in the rain forest was unbelievable.</td>
</tr>
<tr>
<td>3. <strong>Antonyms</strong> mean the opposite of the unknown word.</td>
<td><strong>Although</strong> Walter looked ready to <strong>expire</strong>, he was <strong>very much alive</strong>.</td>
</tr>
</tbody>
</table>
| 4. **Comparisons/Contrasts** show how the unknown word is the same as or different from something familiar. | **Comparison:** His pseudonym, like many writers’ **pen names**, was easy to remember.  
                                **Contrast:** Unlike the urban school I now attend, my former school was in a **very small country town**. |
| 5. Clues contained in a **series** show how a word is part of a familiar group. | We had a delicious salad consisting of **grapes**, **oranges**, **carambolas**, and **strawberries**. |
**Practice**

*Use the words from the Examples of Context Clues chart on the previous page. Match each meaning with the correct word. Write the letter on the line provided. If meanings have no word that matches—use the letter D.*

<table>
<thead>
<tr>
<th>meaning</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. threatening</td>
<td>A. carambola</td>
</tr>
<tr>
<td>2. great number</td>
<td>B. expire</td>
</tr>
<tr>
<td>3. small number</td>
<td>C. myriad</td>
</tr>
<tr>
<td>4. to die</td>
<td>D. no word to match</td>
</tr>
<tr>
<td>5. located in the city</td>
<td>E. ominous</td>
</tr>
<tr>
<td>6. located in the country</td>
<td>F. pseudonym</td>
</tr>
<tr>
<td>7. a type of fruit</td>
<td>G. urban</td>
</tr>
<tr>
<td>8. a false name</td>
<td></td>
</tr>
</tbody>
</table>
Practice

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

1. Ellen’s face was devoid of emotion. She showed absolutely no feelings.
   devoid: ____________________________
   ____________________________

2. Rosco enjoys instigating, or causing, as much trouble as he can.
   instigating: ____________________________
   ____________________________

3. The candidate’s speech would have been better if he had stayed on topic. Instead, he veered off into many side issues.
   veered: ____________________________
   ____________________________

4. As I looked at the steaming pepperoni pizza, I grappled with temptation. However, the pizza won the contest.
   grappled: ____________________________
   ____________________________

5. Far from being genial, Rodney is one of the grouchiest people I have ever met.
   genial: ____________________________
   ____________________________
6. Shrimp is delicious and versatile. It can be fried, boiled, grilled, or **sauteed**.

   *sauteed: __________________________________________________
   ___________________________________________________________________

7. Bonnie had always been a bit plump. We were, therefore, shocked at her **gaunt** appearance after her illness.

   *gaunt:____________________________________________________
   ___________________________________________________________________

8. His gentle words were able to **appease** the angry crowd.

   *appease: _________________________________________________
   ___________________________________________________________________

9. All the poor father had to **bestow** on his son was the family honor.

   *bestow: __________________________________________________
   ___________________________________________________________________

10. She is a harsh critic. Her **caustic** words have made her many enemies.

    *caustic:_____________________________________________________
    ___________________________________________________________________
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

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

<table>
<thead>
<tr>
<th>context clue</th>
<th>persuasive writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>expository writing</td>
<td>preview</td>
</tr>
<tr>
<td>paragraph</td>
<td>summary</td>
</tr>
</tbody>
</table>

1. a group of related sentences that present and develop one main idea
2. a brief restatement of the main points of a piece of writing
3. writing that focuses on convincing readers of an opinion or claim, or to take a particular action
4. the use of surrounding words or sentences to identify the meaning of an unfamiliar word
5. writing that explains something or informs readers
6. to look at in advance to get an idea of what is to come
Like everything else, our vocabulary changes. As time passes, we no longer need some words. They pass out of use. We also need new words. New inventions give us new words every day. These words don’t just happen. They are created. Some words are carefully created. Others are not.

We build words just like children play with blocks. We add a block here. We take one away there. The blocks we use to build words are prefixes, suffixes, and base 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.

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.

On the following page is a chart of commonly used prefixes.
### Commonly Used Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab-</td>
<td>from, away</td>
<td>abduct - to kidnap or lead away</td>
</tr>
<tr>
<td>anti-</td>
<td>against</td>
<td>anticomunist - opposing the Communist Party</td>
</tr>
<tr>
<td>bi-</td>
<td>both, double, twice</td>
<td>biweekly - happening twice each week</td>
</tr>
<tr>
<td>co-</td>
<td>together with</td>
<td>coworker - someone who works with another person</td>
</tr>
<tr>
<td>con-</td>
<td>together with</td>
<td>conspire - to plot or plan with another person</td>
</tr>
<tr>
<td>com-</td>
<td>together with</td>
<td>compose - to bring different parts together</td>
</tr>
<tr>
<td>de-</td>
<td>from, down</td>
<td>degrade - to take away from someone or something’s value</td>
</tr>
<tr>
<td>dis-</td>
<td>apart, away, reverse</td>
<td>dismiss - to send away</td>
</tr>
<tr>
<td>em-</td>
<td>in, into</td>
<td>embrace - to take someone into your arms</td>
</tr>
<tr>
<td>en-</td>
<td>in, into</td>
<td>endanger - to put something or someone in danger</td>
</tr>
<tr>
<td>ex-, e-</td>
<td>out</td>
<td>expel - to drive out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>eject - to throw out</td>
</tr>
<tr>
<td>fore-</td>
<td>before, front part of</td>
<td>forefront - at the very front</td>
</tr>
<tr>
<td>il-</td>
<td>not</td>
<td>illegal - not legal</td>
</tr>
<tr>
<td>ir-</td>
<td>not</td>
<td>irregular - not regular</td>
</tr>
<tr>
<td>in-</td>
<td>not</td>
<td>incorrect - not correct</td>
</tr>
<tr>
<td>im-</td>
<td>not</td>
<td>immoral - not moral</td>
</tr>
<tr>
<td>mis-</td>
<td>badly, wrongly</td>
<td>misbehave - to not behave or act badly</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonexistent - not real; not existing</td>
</tr>
<tr>
<td>post-</td>
<td>after, following</td>
<td>postwar - after the war</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preview - to see before others</td>
</tr>
<tr>
<td>pro-</td>
<td>forward, in favor</td>
<td>progress - to move forward</td>
</tr>
<tr>
<td>re-</td>
<td>back, again</td>
<td>revive - to bring back to life</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>submerge - to put under</td>
</tr>
<tr>
<td>un-</td>
<td>not, release</td>
<td>unfair - not fair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>unbutton - to release from being buttoned</td>
</tr>
</tbody>
</table>
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: unfair

prefix: un
original word: fair
original word meaning: equally treated or given out equally
meaning with prefix: not equally treated or not given out equally

1. antiwar

prefix: ____________________________
original word: ____________________________
original word meaning: ____________________________
meaning with prefix: ____________________________

2. biannually

prefix: ____________________________
original word: ____________________________
original word meaning: ____________________________
meaning with prefix: ____________________________
3. codirect
   prefix: ________________________________
   original word: _______________________
   original word meaning: __________________
   meaning with prefix: ____________________

4. deregulate
   prefix: ________________________________
   original word: _______________________
   original word meaning: __________________
   meaning with prefix: ____________________

5. disjoin
   prefix: ________________________________
   original word: _______________________
   original word meaning: __________________
   meaning with prefix: ____________________

6. enslave
   prefix: ________________________________
   original word: _______________________
   original word meaning: __________________
   meaning with prefix: ____________________
7. impolite
   prefix: ______________________________
   original word: _______________________
   original word meaning: ________________
   meaning with prefix: __________________

8. subhuman
   prefix: ______________________________
   original word: _______________________
   original word meaning: ________________
   meaning with prefix: __________________

9. reclaim
   prefix: ______________________________
   original word: _______________________
   original word meaning: ________________
   meaning with prefix: __________________

10. unkind
    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.

<table>
<thead>
<tr>
<th>meaning</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ 1. against illegal drugs</td>
<td>A. absent</td>
</tr>
<tr>
<td>_____ 2. to break up</td>
<td>B. antidrug</td>
</tr>
<tr>
<td>_____ 3. someone in favor of an idea</td>
<td>C. convention</td>
</tr>
<tr>
<td>_____ 4. not likely to happen</td>
<td>D. deject</td>
</tr>
<tr>
<td>_____ 5. a coming together of people</td>
<td>E. disperse</td>
</tr>
<tr>
<td>_____ 6. away from your normal place</td>
<td>F. embed</td>
</tr>
<tr>
<td>_____ 7. to place or set firmly in something</td>
<td>G. engulf</td>
</tr>
<tr>
<td>_____ 8. to swallow up or cover completely</td>
<td>H. improbable</td>
</tr>
<tr>
<td>_____ 9. under the earth</td>
<td>I. proponent</td>
</tr>
<tr>
<td>_____ 10. to drive someone’s spirits down</td>
<td>J. subterranean</td>
</tr>
</tbody>
</table>
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

Teach is a verb. To teach is to help someone learn something. Add the suffix -able to teach. This gives you a new word, teachable. Teachable is an adjective. It means that someone is capable of learning what you teach.

Listed on the following page are some common suffixes.
### Commonly Used Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>able to be</td>
<td>manageable - something that can be handled or managed, edible - something that can be eaten</td>
</tr>
<tr>
<td>-age</td>
<td>act of</td>
<td>storage - act of storing</td>
</tr>
<tr>
<td>-al</td>
<td>relating to</td>
<td>natural - relating to nature</td>
</tr>
<tr>
<td>-ance, -ancy</td>
<td>act, quality, state</td>
<td>admittance - being allowed entrance, consistency - state of being the same; being dependable</td>
</tr>
<tr>
<td>-ant</td>
<td>performing agent</td>
<td>servant - a person who serves</td>
</tr>
<tr>
<td>-ary</td>
<td>relating to</td>
<td>dietary - relating to what you eat</td>
</tr>
<tr>
<td>-ate</td>
<td>cause, make</td>
<td>segregate - cause a group to be apart from others</td>
</tr>
<tr>
<td>-cian</td>
<td>having a certain skill</td>
<td>musician - one skilled in music</td>
</tr>
<tr>
<td>-en</td>
<td>made of</td>
<td>silken - made of silk</td>
</tr>
<tr>
<td>-ence; ency</td>
<td>state of, quality</td>
<td>difference - state of being different, urgency - needing immediate attention</td>
</tr>
<tr>
<td>-ese</td>
<td>a native of</td>
<td>Japanese - someone who was born in Japan</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>helpful - full of help</td>
</tr>
<tr>
<td>-ist</td>
<td>one who does or uses</td>
<td>scientist - a person who uses science</td>
</tr>
<tr>
<td>-ity</td>
<td>state of, quality</td>
<td>captivity - state of being captured</td>
</tr>
<tr>
<td>-ive</td>
<td>causing, making</td>
<td>abusive - causing abuse</td>
</tr>
<tr>
<td>-ize</td>
<td>make</td>
<td>publicize - make known to the public</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>fearless - without fear</td>
</tr>
<tr>
<td>-ly</td>
<td>like, manner of</td>
<td>fearlessly - done without fear</td>
</tr>
<tr>
<td>-ment</td>
<td>result of, action</td>
<td>enjoyment - result of enjoying something</td>
</tr>
<tr>
<td>-ness</td>
<td>state of, condition</td>
<td>lifelessness - having no life</td>
</tr>
<tr>
<td>-ous</td>
<td>full of, having</td>
<td>spacious - full of space</td>
</tr>
<tr>
<td>-ship</td>
<td>state of, quality</td>
<td>ownership - state of owning something</td>
</tr>
<tr>
<td>-ward</td>
<td>in the direction of</td>
<td>eastward - toward the east</td>
</tr>
<tr>
<td>-y</td>
<td>inclined to, tend to</td>
<td>cheery - inclined to be cheerful</td>
</tr>
</tbody>
</table>
## Practice

*To each word below, add a suffix that fits the meaning given. Write each new word on the line provided.*

<table>
<thead>
<tr>
<th>original word</th>
<th>suffix</th>
<th>meaning</th>
<th>new word</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>+ ___</td>
<td>able to agree with</td>
<td>___</td>
</tr>
<tr>
<td>industry</td>
<td>+ ___</td>
<td>relating to industry</td>
<td>___</td>
</tr>
<tr>
<td>wood</td>
<td>+ ___</td>
<td>made of wood</td>
<td>___</td>
</tr>
<tr>
<td>active</td>
<td>+ ___</td>
<td>make something active</td>
<td>___</td>
</tr>
<tr>
<td>diet</td>
<td>+ ___</td>
<td>one skilled in nutrition and proper diet</td>
<td>___</td>
</tr>
<tr>
<td>thought</td>
<td>+ ___</td>
<td>without thought</td>
<td>___</td>
</tr>
<tr>
<td>care</td>
<td>+ ___</td>
<td>full of care</td>
<td>___</td>
</tr>
<tr>
<td>vocal</td>
<td>+ ___</td>
<td>to make vocal; say aloud</td>
<td>___</td>
</tr>
<tr>
<td>home</td>
<td>+ ___</td>
<td>in the direction of home</td>
<td>___</td>
</tr>
<tr>
<td>nerves</td>
<td>+ ___</td>
<td>full of nerves; jumpy</td>
<td>___</td>
</tr>
</tbody>
</table>
Practice

Suffixes can often change the part of speech. Next to each word below, you are told its part of speech. Use the correct suffix to change the part of speech as directed.

Example:

careful - adjective
_________carefully_________ - adverb

1. slow - adjective
________________________ - adverb

2. store - verb
________________________ - noun

3. gold - noun
________________________ - adjective

4. legal - adjective
________________________ - verb

5. sound - noun
________________________ - adjective

6. entertain - verb
________________________ - noun

7. legend - noun
________________________ - adjective

8. harm - verb
________________________ - adjective

9. creative - adjective
________________________ - noun

10. kind - adjective
________________________ - noun
Base Words: The Main Block

A base word, also known as a root 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 spelling of base words.

Note that you needed 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. antisocial—base word: __________________________
   definition with prefix: __________________________
   __________________________

2. biplane—base word: __________________________
   definition with prefix: __________________________
   __________________________

3. disinterest—base word: _______________________
   definition with prefix: _________________________
   __________________________

4. forelock—base word: _________________________
   definition with prefix: _________________________
   __________________________

5. misdeed—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. likeable—base word: ________________________________
   definition with suffix: ________________________________
   ____________________________________________________

2. comical—base word: ________________________________
   definition with suffix: ________________________________
   ____________________________________________________

3. tendency—base word: ________________________________
   definition with suffix: ________________________________
   ____________________________________________________

4. prioritize—base word: ________________________________
   definition with suffix: ________________________________
   ____________________________________________________

5. vaporize—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.

<table>
<thead>
<tr>
<th>Word Part</th>
<th>Week Ending</th>
<th>Words</th>
<th>Context Clues</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______</td>
<td>1. _______</td>
<td>1. _______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. _______</td>
<td>2. _______</td>
<td>2. _______</td>
<td></td>
<td></td>
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<tr>
<td>3. _______</td>
<td>3. _______</td>
<td>3. _______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. _______</td>
<td>4. _______</td>
<td>4. _______</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. _______</td>
<td>5. _______</td>
<td>5. _______</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice

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

1. a letter or group of letters added to the beginning of a word to change its meaning
   - A. base word

2. a letter or group of letters added to the end of a word to change its meaning
   - B. prefix

3. the word to which a prefix or suffix is added
   - C. suffix

4. a word that is used instead of a noun to refer to a person, place, thing, or idea
   - A. adjective

5. a word that expresses physical action, mental action, or state of being
   - B. adverb

6. a word that tells something about a noun or pronoun
   - C. noun

7. a word that tells something about a verb, adjective, or another adverb
   - D. pronoun

8. a word that names a person, place, thing, or idea
   - E. verb
The Main Idea

Getting the Big Point

Every piece of writing includes a main idea. 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 swimming. The main idea could be that swimming is a good way to exercise.

The main idea is the most important point of the material. Every sentence is related to the main idea. 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 see all three. However, 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 material is about.

Read the following paragraph.

Earth has one moon. On most nights, we can see the moon from Earth. However, we are really seeing reflected sunlight. The moon does not give off light on its own. The moon looks different at different times. This is because it orbits the Earth. As it orbits, different sides seen on Earth are lighted by the sun. These visible parts are called phases.

Every sentence in this paragraph is about the view of the moon from Earth. This is the paragraph’s topic. It is not about the sun. The sun is only mentioned twice. The topic of a paragraph is mentioned many times. This is important. The topic is not just mentioned briefly then forgotten.
Look at the paragraph below.

We can see the moon’s surface from Earth. We can see both light and dark areas. Together, these areas can look like a man’s face. The light-colored areas are highland areas. The highland areas have mountains. These mountains are much taller than any on Earth. The dark areas are called maria. Mare (singular for maria) is the Latin word for seas. Maria look like seas without water. They are flat and smooth-looking.

What is the topic of this paragraph? If you said “the moon,” you are partly right. However, this topic would be too broad. This paragraph does not tell us everything about the moon. We are not told how old the moon is. We are not told how large it is.

The paragraph tells us more specific information about the moon. It tells us about the surface of the moon. 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, “the mountains of the moon” would be too narrow. The paragraph discusses more than just the mountains.

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. Where do we get positive self-esteem? We are not exactly sure. We do know self-esteem is influenced by how the world sees us. Our families were the first people to affect our self-esteem. If they made us feel good about ourselves, this was positive. We had a good chance of developing high self-esteem. If they let us make mistakes without condemning us, this was positive, too. We could learn to accept ourselves. We could also learn to accept others.

   topic: self-esteem
   four-        correct
   four- too broad
   four- too narrow
   improved topic: ___________________________________________

2. The ancient Athenians had a purer form of democracy than we do today. However, it was not perfect. In order for a child to be a citizen, both of his or her parents had to be citizens. Women were given citizenship, but they could not vote. They could not hold office, either. Slaves were not permitted to vote. They were not considered citizens.

   topic: imperfections of Athenian democracy
   four-        correct
   four- too broad
   four- too narrow
   improved topic: ___________________________________________
3. Charles Lindbergh planned his own burial. He did this just a few days before his death from cancer. This was typical of Lindbergh’s personality. He was a man who knew what he wanted. He insisted on living according to his own beliefs. In 1927, he believed he could fly over the Atlantic Ocean without stopping. No one else believed he could do that. He believed he could, and he was successful. When Americans felt he should return a medal he received from the Nazis, he did not. It’s not surprising that Lindbergh thought about his funeral before he died. He knew how he wanted it to be, so he made sure his wishes were known.

topic: Charles Lindberg’s funeral plans

_____ correct
_____ too broad
_____ too narrow

improved topic: Charles Lindberg’s funeral plans
Finding the Main Idea

The main idea is the most important thought, concept, or notion of a piece of writing. The main idea is the point of the writing.

Does the following conversation sound familiar?

Jenny: What were you and Billy whispering about?
Ellen: Your birthday.
Jenny: Really? What did you say? Are you giving me a party? Did you get me a present? Tell me what you said!
Ellen: We didn’t say a whole lot. I’ll see you after school.
Jenny: Wait a minute, Ellen!

Jenny found out the topic of Ellen and Billy’s conversation. However, this was not enough. She wanted to know what was said about the topic.

When you read a paragraph, you’re like Jenny. 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.

Once you have found the topic, 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.

Since 1995, books about Harry Potter have been very popular. The first three books sold over 35 million copies. These books were translated into 40 languages. Over three million copies of the fourth book were sold before it was printed. On July 8, 2000, thousands of people waited in line to buy the book. Book stores stayed open late. Many stores held Harry Potter parties where the book was sold.
The topic of this paragraph is the Harry Potter books. This is the subject the author repeatedly mentions. What does the author have to say about this topic?

The first sentence tells us Harry Potter books have been popular since 1995. The next five sentences give specific examples to prove this. We learn that

- the first three books sold over 35 million copies
- these books were translated into 40 languages
- three million copies of the book sold before it was published
- thousands of people waited to buy the fourth book
- book stores stayed open late to sell the book.

The author returns again and again to the idea that Harry Potter novels are popular. 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 Harry Potter paragraph states the main idea. It is also very general. Compare it to the others. The other sentences give you specific facts. You learn how many copies sold. You learn how many languages in which the book appears. You are given specific details.

This first general sentence is the topic sentence of the paragraph. The topic sentence contains the main idea of a paragraph.

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. A verbally abusive family can steal a person’s self-esteem. Children who constantly hear criticism often begin to believe it. They hear, “Why are you so stupid?” They hear this so often, they believe they are stupid. Other children hear “Why can’t you be like your sister or brother?” This makes them feel unimportant. As this happens, their self-esteem lessens. These individuals begin to expect this abuse. They also feel they deserve it. Later in life, these individuals may accept abuse from their spouses.

   topic sentence: ____________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. The 1920s was a time of great change for American women. They won the right to vote with the passage of the 19th Amendment. The image of a woman’s place in society began to change. One such image was the flapper. The flapper was a freethinking young woman. She embraced the new fashions and attitudes of the day. Dark, ankle-length dresses disappeared. Bright, waistless dresses above the knee appeared. Many women felt pulled back and forth between old and new standards.

   topic sentence: ____________________________________________
   ___________________________________________________________
   ___________________________________________________________
3. People want more things than they can obtain. The poor desire the basic necessities of life: food, clothing, shelter. They want these basics, but they cannot afford them. The middle class can afford the basics. However, they may desire more luxuries. They cannot always afford all the luxuries they want.

topic sentence: ____________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________
Finding the Implied Main Idea

Sally: I’m worried about Tommy. I think he’s sick.

Allen: Why? Has he told you he’s sick?

Sally: No. But he looks tired all the time. Yesterday, he fell asleep in math class.

Allen: Is that all? Maybe he was just tired.

Sally: Maybe. But he isn’t eating lunch, either. And I think he’s losing weight. All of his clothes look baggy.

In the above dialog, Sally does not know for sure that Tommy is sick. She assumes he is. She does this based on what she has seen. Sally is drawing an inference. An inference is a conclusion based on facts and experience. Sally is drawing an inference based on the facts she has seen and on her experience.

You are no stranger to drawing inferences. You have come to conclusions based on what you have seen. For example, you notice what a person wears and how he talks. Based on this, you come to a conclusion about his personality. You do this all the time.

You also draw inferences from what you read. In the previous examples, the authors stated the main idea of each paragraph. They do not always do this. Instead, they provide details that suggest a main idea. You must infer the suggested main idea after reading these details. You infer this main idea in the same way that Sally did. You draw a conclusion based on the facts you have.

You must be careful when drawing inferences. You can be wrong. Your imagination can sometimes run away with you. For example, perhaps Tommy had started a new job that kept him up late. He was more physically active in this job, and he was losing weight. He was not sick at all. Sally let her imagination run away with her.

This is true in drawing inferences from reading. You cannot infer any main idea because there is no topic sentence. You must use the details.
Read the following paragraph.

My daughter used to look like a lovely, normal 12-year-old. That was before she became a fan of Britney Spears. Since then, my daughter tries her best to achieve “the Britney look.” She has washed all her jeans in hot water to shrink them. They are so tight, she must lie on her back to zip them. Also, she cut off her shirts to expose her stomach. Yesterday, she, her father, and I had a terrible fight. She returned from the mall with a friend who was allowed to have her belly-button pierced, and now she wants hers pierced too.

The author returns again and again to her daughter’s looks. We can, therefore, determine the topic of the paragraph. It is “my daughter’s appearance.”

We can now figure out what the author wants to say about this topic. The sentences all combine to suggest a main idea. If put into a sentence, the main idea would read something like this: “Britney Spears has had a terrible effect on how my daughter dresses.”

How did we reach this main idea? Let’s retrace our steps. Let’s look, too, at why this inference was careful, not careless.

We say that the author is not pleased. However, this statement does not appear in the paragraph. We inferred this from the opening sentence. The daughter used to be lovely. This implies that the author was happy with her daughter’s appearance.

If she was pleased then, she cannot be happy now. Too many things have changed. We are also told that the family had a disagreement over her daughter’s appearance.

Nowhere does the author state that Britney Spears caused this change. However, the specific sentences lead you to believe that the mother thinks this is true. The daughter imitates the way Britney Spears dresses. Britney Spears does not dress the way the mother thinks a 12-year-old should. The author also points out that this change occurred after her daughter became a Britney Spears fan. We must conclude that becoming a Britney Spears fan caused this change.
We have carefully examined the details presented in the paragraph. Therefore, our inference was careful. We could have come up with another main idea. We could have said: “My daughter dresses as she does because she hates her father.” However, no details in the paragraph suggest this. This would be a careless inference.

Be sure to base your inferences on the facts given in the paragraph as well as your personal knowledge and experiences. Do not assume you can infer anything you choose. The information given must support your inferred idea.

Use what you have learned to infer the main idea of paragraphs.
Practice

Read each of the following paragraphs. Decide which of the three choices states the main idea of that paragraph. Circle the letter of the correct answer. Then explain why the other two choices are “careless” inferences not based on facts and experience.

1. Katherine’s eyes were bright with unshed tears. She could not speak because her chin was trembling. She went to the bathroom to pull herself together.
   a. Katherine just had a fight with her boyfriend.
   b. Katherine was upset.
   c. Katherine was not a friendly person.

   first incorrect choice and why: ______________________________
   _______________________________________________________________________

   second incorrect choice and why: ____________________________
   _______________________________________________________________________

2. A week’s worth of dirty dishes filled the sink. The counters were sticky with spilled soda and milk. In the corner, the trash can overflowed. Two dead roaches lay on the kitchen floor.
   a. The room is very messy.
   b. The person who lives here is very busy.
   c. No one lives in this room.

   first incorrect choice and why: ______________________________
   _______________________________________________________________________

   second incorrect choice and why: ____________________________
   _______________________________________________________________________
3. My mouth began to water when I walked into the door. The aroma of roast turkey filled the house. The taste was even better, as the tender white meat almost melted in my mouth. The turkey was complemented with spicy cranberry sauce and buttery rolls. We finished the meal with creamy cheesecake topped with tangy lemon sauce.

a. The author eats too much and is fat.
b. The author rarely visits home.
c. The author enjoyed the delicious meal.

first incorrect choice and why: ______________________________
_________________________________________________________

second incorrect choice and why: ____________________________
_________________________________________________________
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 are also aware of their audience, the readers. Writers know how to choose their words effectively. They use words to make readers feel sad, angry, or joyful. They use words to make readers see or hear an exact image. Words are the tools of a writer’s profession. Good writers use them effectively. Good readers are aware of this.

Read the following sentence:

James looked at Rosa as she came into the room.

This sentence is simply stated. It gives only two facts—Rosa entered the room, and James looked at her. However, we know very little about her mood as she entered. We have no idea how James felt as he looked at her. We have no clues about the importance of this situation.

Now read the same sentence, rewritten with precise verbs.

James gazed at Rosa as she glided into the room.

Here, the word gazed hints that perhaps James likes Rosa. The word gliding makes Rosa’s entry graceful and pleasant. The author wanted you to see a pleasant scene.

Look at how the meaning changes when we change the verbs again.

James glared at Rosa as she stalked into the room.

Here, the words create an unpleasant scene. James and Rosa both seem angry. Glared and stalked do not create a pleasant scene. The author is aware of this.
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: dog, girl, home.

Now, compare your answers with some of your classmates. How many different dogs were described? If you have a fluffy white poodle, this is probably what you saw. Your classmate might have pictured a golden retriever.

What about girls? Perhaps you described your baby sister or your best friend. Maybe your classmate described his favorite pop singer.

What is your home like? If you live in a large white house, this is what you imagined. However, your classmate lives in an upstairs apartment. Both of these images are correct; both are homes.

As you read, pay special attention to the nouns, verbs, adjectives, and adverbs 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

Read each of the following sentences. Write F if the underlined word has a favorable connotation. Write U if it has an unfavorable connotation.

________ 1. Marvin returned to his cottage in the woods.

________ 2. Marvin returned to his shack in the woods.

________ 3. Lucy slouched in the chair.

________ 4. Lucy relaxed in the chair.

Read over the following list of nouns and verbs. For each one, think of specific words that would help a reader see or hear an exact image. Write two examples of specific words for each word below.

5. speak ________________  ________________
6. laugh ________________  ________________
7. woman ________________  ________________
8. sit ________________  ________________
9. building ________________  ________________
10. city ________________  ________________
11. touch ________________  ________________
12. clothing ________________  ________________
13. eat ________________  ________________
14. sing ________________  ________________
**Practice**

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

<table>
<thead>
<tr>
<th>audience</th>
<th>connotation</th>
<th>denotation</th>
<th>inference</th>
<th>main idea</th>
<th>topic</th>
<th>topic sentence</th>
</tr>
</thead>
</table>

1. a conclusion based on facts and experience
2. meaning that comes from the emotions or ideas readers associate with particular words
3. the sentence that tells the focus or main point of a paragraph
4. the readers to whom a piece of writing is directed or the listeners to whom a talk is directed
5. the subject of written material; what the material is about
6. the most important idea or point in a paragraph or piece of writing
7. meaning that comes from the exact definition of a word
Literal Language and Figurative Language: One Points; the Other Paints

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.

<table>
<thead>
<tr>
<th>Her eyes were dark brown.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Her eyes were as brown as dark chocolate Hershey kisses.</td>
</tr>
</tbody>
</table>

The first sentence uses literal language. It states a fact—her eyes are dark brown.

The second sentence says the same thing. However, it uses **figurative language** to create an exact picture in the reader’s mind. Dark brown can mean different things. However, dark chocolate Hershey kisses are one specific color.

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, and feel exactly what the writers intend.

**Similes and Metaphors: Making Comparisons**

<table>
<thead>
<tr>
<th>Stephanie: Have you met the new boy? He’s really cute!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gretchen: Really? What does he look like?</td>
</tr>
<tr>
<td>Stephanie: He’s blonde and not too tall. You know, he looks a little bit like Leonardo DiCaprio!</td>
</tr>
</tbody>
</table>
Have you ever had a conversation like this? More than likely you have. You have probably been in a situation like Stephanie’s. You want someone to see exactly what you’re 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.

Simile: After walking a mile, the pebble in my shoe felt like a boulder.

The above simile compares feeling a small pebble inside a shoe to a large rock. The simile uses the word like to do this.

A metaphor implies a comparison without using such words.

Metaphor: In difficult times, my father has been a rock.

The above metaphor implies a comparison between the strength of the father and a rock. It does not use like or as, but it does describe one thing as being another.

Personification: Adding Life to the Lifeless

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

Personification: The sunflowers danced in the breeze.

The above personification claims sunflowers can dance. Dancing is a human action. Sunflowers cannot dance. However, the writer means the sunflowers are swaying gracefully in the breeze. This allows the reader to see exactly what the writer intends.
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.*

<table>
<thead>
<tr>
<th>Onomatopoeia: The bacon sizzled in the skillet.</th>
</tr>
</thead>
</table>

The above onomatopoeia uses the word *sizzle.* The word *sizzle* sounds like the sound of bacon cooking.
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. We sloshed through the puddles in the yard.
2. Her hands were like ice.
3. The moon witnessed my first kiss.
4. My mother’s laugh is a tinkling of silver bells.
5. We watched the flames lick the top of the fireplace.
6. The bowl of eggs fell to the floor, splattering in all directions.
7. Your birthday present is as big as a breadbox but not as heavy.
8. The perfect spring day was a gift from Mother Nature.
9. The performance started with a bang but ended with a fizzle.
10. My grandfather always told me I was as cute as a button.
Practice

Find one of your recent writing assignments. Look over the words you have used. Find ways to improve your word choices. Use the following chart.

<table>
<thead>
<tr>
<th>Three Nouns Used</th>
<th>Improved Noun Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Three Verbs Used</td>
<td>Improved Verb Choices</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Three Modifiers Used</td>
<td>Improved Modifier Choices</td>
</tr>
<tr>
<td>(Adjectives or Adverbs)</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Places I could use figurative language:

Simile
Metaphor
Onomatopoeia
Personification
Evaluating What You Read: Recognizing Fact and Opinion

We have learned that writers write for a purpose. Often they hope to convince you of something. They want you to agree with their opinion. They want to change your mind about an idea. Sometimes, they want to sell you a product. Many of these writers are very skilled with words. For this reason, you must become a careful reader. You must learn to evaluate reading materials. You must determine if the content is something you can believe. You must decide if the writer 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 read, 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 two statements.

Augustus Caesar became Rome’s first emperor in 27 B.C.

Every Roman citizen’s life improved during the reign of Augustus Caesar.

The first statement is a specific fact. You can look it up in a history book. Therefore, you can easily determine that it is true.

What do you think about the second sentence? Can you find out if it is true? You cannot. You cannot find details about every citizen of Rome. It is unlikely that every single person’s life improved.

In order to be a fact, an entire statement must be correct. Therefore, the second sentence is not a fact.

The second sentence could very well be an opinion. Opinions are often based on fact. However, opinions are also based on likes and dislikes. Perhaps this writer admired Augustus Caesar. He was aware that Augustus Caesar did many things. Many of those things were good. Therefore, many people’s lives did actually improve.
This statement illustrates several problems with opinion statements.

- **The writer has jumped to a conclusion.**

- **The statement contains half-truths.** What the writer says was true for some people. This could be researched and proven. It could not be true for every single person in Rome.

- **The writer has exaggerated.** As indicated before, this statement is partly true. However, it is stated as the complete truth.

### Evaluating Reading Material

1. As you evaluate material, ask yourself:
   - 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?

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?

3. Do the statements make sense?
   - Does the author recognize the other side of his or her opinion?
   - Can you tell which side the author favors?
   - Are the author’s reasons clearly stated?
   - Are the author’s reasons understandable?
4. How does the author try to convince you?
   - Does the author appeal to your biases?
   - Does the author leave out important facts?
   - Does the author attempt to flatter you?

5. How effective is the author’s argument?
   - Do you agree with the author?
   - Are you angry or insulted?
   - Has the author told you what you want to hear?
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. Girls have better manners than boys.

2. Presidential candidates must be at least 35 years old.

3. Presidential candidates over 65 make ineffective leaders.

4. Poor Richard’s Almanac was written by Benjamin Franklin.

5. Poor Richard’s Almanac was enjoyed by everyone who read it.

6. Edgar Allen Poe wrote the best horror stories ever published.

7. Edgar Allen Poe is credited with writing the first detective story.

8. Our First Amendment rights include freedom of religion, speech, and the right to assemble peaceably.

9. First Amendment rights are more important to everyone than any other rights.

10. No one took the Japanese threat seriously until Pearl Harbor was attacked.
Practice

Use the list below to complete the following statements.

<table>
<thead>
<tr>
<th>bias</th>
<th>figurative language</th>
<th>metaphor</th>
<th>onomatopoeia</th>
<th>personification</th>
</tr>
</thead>
<tbody>
<tr>
<td>literal language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. A _________________ uses like or as to make a comparison.

2. _________________ is useful for giving directions and is also useful for explaining things.

3. A _________________ describes one thing as being another, without using like or as in the comparison.

4. _________________ gives human qualities to animals, objects, or ideas.

5. _________________ is a term used for words that sound like their meaning.

6. Writers use _________________ when they want readers to “see” or “feel” the written words.

7. A _________________ is a strong feeling toward or against something.
Understanding Visual Messages: Reading Graphs, Tables, and Diagrams

All of your textbooks contain 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. Below is an example.

![United States Unemployment Rate](image)

This is a graph of the unemployment rate for the United States. It covers the time between 1965 and 2000. The line graph begins with an L-shaped grid.

The vertical line (⊥) of the grid shows the subject. The above example shows percentages from 0 to 12 percent (%). The vertical line represents the percent of Americans unemployed.

The horizontal line (↔) shows time. This graph is divided into five-year segments.

When was unemployment at its highest? At its lowest?
The Pie Graph

A *pie graph* is used to compare parts of a whole. A pie graph is in the shape of a circle. 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 Florida’s total population in 2000.

2000 Census of Florida

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (not of Hispanic/Latino origin)</td>
<td>65.4%</td>
</tr>
<tr>
<td>African American</td>
<td>14.2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>16.4%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.7%</td>
</tr>
<tr>
<td>Other</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

A pie graph shows proportions. In the pie graph above, you can see that 14.2% of Florida’s population is African American. This percentage is represented by a *slice* of the whole pie. The whole pie represents 100% of Florida’s population and then each slice is labeled.

What group is the smallest?
The Bar Graph

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

**2000 Census of Florida**

![Bar Graph]

The above example shows the same information as the pie graph. The vertical lines show numbers or percentages. This example also shows the number of people. Each number represents that number times one million people.

The bars show how the different populations compare to each other.
Practice

Circle the letter of the correct answer.

1. ___________ of Florida’s population is Asian.
   a. 1.8 percent
   b. 0.3 percent
   c. 1.7 percent
   d. 12 percent

2. You could calculate how many Asians live in Florida by using ___________.
   a. both of the graphs
   b. only the pie graph
   c. only the bar graph
   d. neither of the graphs

3. Florida’s white population is ___________.
   a. 65.4 percent or approximately 10,000
   b. 6.54 percent or approximately 105,000
   c. 6.54 percent or approximately 10,500,000
   d. 65.4 percent or approximately 10,500,000

4. There are more whites in Florida than ___________.
   a. Hispanics
   b. Asian
   c. African Americans
   d. all of the above

5. According to the graphs, the original inhabitants of Florida, Native Americans, ___________.
   a. are the smallest ethnic group in Florida
   b. outnumber Asians
   c. are equal in number to the group labeled Other
   d. are three percent of Florida’s population

6. The Hispanic population of Florida is ___________.
   a. larger than the African-American population
   b. larger than the white population
   c. smaller than the population labeled Other
   d. smaller than the Native-American population
Understanding Tables

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

- The rows in a table are presented horizontally.
- The columns in a table 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 bloom colors of different plants. (A • means that a plant has flowers of that color.)

The Distance Table

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 below converts standard United States measurements to metric measurements.

<table>
<thead>
<tr>
<th>Metric Conversion Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>When You Know</td>
</tr>
<tr>
<td>1 ounce</td>
</tr>
<tr>
<td>1 pound</td>
</tr>
<tr>
<td>1 teaspoon</td>
</tr>
<tr>
<td>1 cup</td>
</tr>
<tr>
<td>1 quart</td>
</tr>
</tbody>
</table>

Custom-Made Tables

Tables can show any kind of information. Using a table helps organize information you have found. The table to the right shows the acceptable ranges of body fat. The table shows the different ranges for males and females.

<table>
<thead>
<tr>
<th>Acceptable Ranges for Percent Body Fat*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>13</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>16</td>
</tr>
<tr>
<td>17</td>
</tr>
<tr>
<td>17+</td>
</tr>
</tbody>
</table>

* calculated from triceps and skinfold measurements

Remember: You can custom make a table for any information you gather.
Understanding Diagrams

A *diagram* is a special type of drawing. A diagram can show you several things. It 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. A *picture diagram* 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. Below is a diagram of the Earth. The outer section has been cut away. This lets you see the different layers. You can see how they compare to each other in thickness. You can also see where they are located.

![Diagram of Earth layers](image)

*Three major layers of Earth—the crust, mantle, and core.*
*The Moho is the boundary between the Earth's crust and mantle.*

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 our government’s power is divided.

![Line diagram of government separation of powers](image)

**The Separation of Powers**

- **Legislative Branch:** Congress
- **Executive Branch:** President
- **Judicial Branch:** Courts

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 by looking at the diagram.

Look at the diagram of the steps in the scientific method. This diagram is also called a *flowchart*. Flowcharts show a sequence of events, actions, roles, or decisions.

**Steps in the Scientific Method**

- Identify the problem.
- Gather information.
- Form a hypothesis.
- Test the hypothesis.
- Draw conclusion. (Discard.)
- Report the results.
Practice

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

![Population of Munchkinland Graph](image)

1. What is the subject of this graph? ____________________________

2. How many years are covered in this graph?___________________

3. What was the approximate population of Munchkinland in 1920? 
   ____________________________

   In 1930? ____________________________

   In 1950? ____________________________
Use the graph below to answer the following.

4. What kind of graph is this? _________________________________

5. What four things are being compared? _________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

6. What can you learn from this graph? __________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Use the **comparison table** on page 125 to answer the following.

7. What is the subject of this comparison table? __________________________

   ________________________________________________________________

8. What can you learn from this table? __________________________

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Use the **mileage table** on page 125 to answer the following.

9. Which two cities are farthest apart? __________________________

   ________________________________________________________________

   What is the distance between them? ________________________________

10. Which two cities are closest together? _________________________

    ______________________________________________________________

    What is the distance between them? ______________________________
Practice

Make as many additions to the following diagram about television programs as you can. You may change the ones already given if you need to.
Practice

*Choose a topic and use information about your classmates to construct a visual display.*

For example, you could consider the following:

- a bar graph showing how many students have brown, red, blond, and black hair
- a pie graph showing the cities or states of students’ births
- a diagram of the seating chart in the classroom.
Finding Information

Words and messages are part of our daily lives. They tell us what is good for us. They tell us what we should buy. They tell us what we should 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 increasing. Every new product or process creates new information. The sources for information are increasing as well. Knowing where to look for information is very important. We must read information to understand it. However, we must find the information in order to read it.

The chart on the following page includes a variety of resources and the kinds of information found in each. Some of these resources can be found on the Internet.
Identifying Types of Resources

Do you need information on
Spelling? Definitions?
Pronunciation? Parts of speech?
Synonyms? Antonyms?

No

Do you need information on
Maps? Population?
Exports? Imports?

No

Do you need general information on
a particular topic?

No

Do you need information on
News? Weather?
Editorials? Obituaries?
Business? Sports

No

Do you need information on
Guides? Directions?
Plans or Layouts?

Yes

Look in a dictionary.

Need more detailed information?

Yes

Look in an encyclopedia.

Look in a thesaurus.

Look in an atlas.

More information?

Yes

Look in a newspaper.

Look in a magazine.

Even more information?

Yes

Look in a directory.
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 general overview of Florida history?

2. Which source should you consult for more specific information on Florida’s climate and for detailed maps?

3. Where should you search for information on current Florida politics?

4. Where should you look for the phone numbers of two senior citizens who helped build the Jacksonville-Miami railroad?

5. Where should you look to check the spelling of words?

6. Where should you look to find a list of synonyms for a word?

7. Which source would you use to find a weather forecast?

8. Where should you look to find out how to pronounce a word?

9. Which source should you use to find the distance between two cities?

10. Which source would you use to find a list of antonyms for a word?
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.

**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.*

1. Which chapter is about puberty? ____________________________

2. Under which heading would you find information on *eating disorders*? ____________________________

3. On what page(s) would you find information on CPR? _________

---

Unit 2: Reading—Enhancing Skills for Success 139
4. Under which heading does information on *alcohol and tobacco* appear? _____________________________
   __________________________________________________
   __________________________________________________

5. What can be found on pages 21-30? __________________________
   ______________________________________________________ 
   ______________________________________________________

6. What pages would you expect to contain *drug abuse hot line numbers*?
   ______________________________________________________
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
See also Reptile

Amphibian ................................................................. 6i, 15-22
See also Frog

Coral Reef ..................................................................... 104, 118, 119i
See also Ecosystem

Crustacean ................................................................. 151, 153-158

Ebb Tide
See also Tide

Ecosystem
Coral Reef .............................................................. 104, 118, 119i
Wetland ................................................................. 121-132
See also Estuary
See also Everglades

1. Information on alligators can be found__________.
   a. on pages 45-48
   b. under Reptile
   c. on page 151
   d. under Everglades

2. Information on ecosystems cannot be found ________.
   a. under Wetland
   b. under Coral Reef
   c. on page 48
   d. under See also Everglades
3. Page 157 contains information on ___________.
   a. coral reef  
   b. crustaceans  
   c. ecosystems  
   d. earths crust

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 *Ecosystem*, you could find information on ___________.
   a. tide charts  
   b. reptiles and amphibians  
   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.

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 it the way it sounds.

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.
griddle - grieve

**Entry word**

gridle (grid’l) n. A heavy, flat metal plate with a handle used for cooking. [ME gridel, gridiron < ONFr. gredeil < Lat. craticula, dim. of cratis, hurdle, lattice.].—grid’dle v.

gridiron (grid’ər n) 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 gridirne, alteration of gridere, alteration of gridel. See GRIDDLE.]

gridlock (grid’lok’) n. 1. A traffic jam in which no vehicular movement is possible. 2. A complete lack of movement or progress. —grid’lock’ v. —grid’locked’ adj.

grief (grēf) n. 1. Deep sorrow; great sadness. 2. A source of deep mental anguish, cause or source of sorrow. 3. Archaic. A grievance. [ME < OFr. < grever, to harm. See GRIEVE.]

Grier (grir), Robert Cooper. 1794-1870. Amer. jurist; associate justice of the U.S. Supreme Court (1846-70).

grievance (grī’vans) n. 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 grevaunce < OFr. grevaunce < grever, to harm. “See GRIEVE.”]

grieve (griıv), v. grieved, grieving, grievances—tr. 1. To cause grief or sorrow to. 2. To feel or express grief.

**Synonyms**

Syns: grieve, lament, mourn.

**Antonyms**

Ant: rejoice
Responding to What You Read

Part of the reading process is understanding the material. Another part is showing that you understand it. You do this by responding to the material. There are several ways to do this. You could answer questions about the material. You could draw a picture showing how it makes you feel. You could also write a summary of the material. 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. Writing summaries will help you find and understand the main points. Reviewing the summary 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.
• 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 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.

Eating Disorders: When Food Becomes an Enemy

Most Americans enjoy food. We look forward to eating a tasty meal with good friends. Most of us know we sometimes eat too much. We also know we eat the wrong foods. Our relationship with food is not perfect. However, this relationship is not dangerous.

Unfortunately, this is not true for everyone. Over a million Americans have eating disorders. Their relationship with food is an everyday problem. It is also a danger to their health.

One type of eating disorder is anorexia nervosa. It is also called starvation sickness. Its victims are usually teenage girls. They often refuse to eat at all. Other times, they will not eat enough to stay healthy. They continue to lose weight. They do this no matter how thin they become. These victims still see themselves as fat.

Some victims of anorexia nervosa have died from starvation. Many others suffer from constant health problems. The human body cannot maintain good health on too few calories.

Bulimia is another eating disorder. Again, teenage girls are the most common victims. These individuals constantly think about food. They go on frequent eating binges. Often, they do this every day or two. They will eat thousands of calories very quickly. Usually, they do this in secret. They usually eat sweets—cookies, cakes, ice cream. Then, before the food is digested, they get rid of it. Often, they force themselves to vomit. Sometimes, they take laxatives. Many bulimics starve themselves after a binge.
Bulimia can cause serious health problems. Victims can suffer from kidney damage. They can also experience abnormal heartbeat. An imbalance of body fluids is another problem. They also irritate their throats from vomiting. Many will develop an infection of the throat and surrounding area. Severe tooth decay is also a result of repeated vomiting.

People who suffer from eating disorders need help. Rarely do victims recover without professional help. Victims should see their doctor, nurse, or local health clinic. For more information on eating disorders, call the National Eating Disorder Association. Their toll free number is 1-800-931-2237.
On your own paper, use your information above to write a draft summary. Revise and finalize your draft. Use numbers 3-4 on pages 146-147 as a checklist. Then write a final copy.
Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

________ 1. Previewing prepares you to read and helps you find the writer’s purpose.

________ 2. **Context** means “setting” or “environment.”

________ 3. **Synonyms, definitions, antonyms, comparisons/contrasts, and words in a series** are examples of types of context clues you can use.

________ 4. A **definition** is a word that means the opposite of the unknown word.

________ 5. A **prefix** is added at the beginning of a word and often changes the meaning of a word.

________ 6. A **suffix** is added to the ends of words and often changes a word’s part of speech.

________ 7. A **base word or root word** is the word after a prefix and a suffix have been added.

________ 8. The **topic sentence** contains the main idea of a paragraph.

________ 9. The **denotation** of a word is its literal meaning. It is the meaning you would find in the dictionary.

________ 10. **Literal language** is useful in stories where the writer wants the reader to “feel” the written word.

________ 11. The following sentence is an example of a **metaphor**. In difficult times, my father has been a rock.
12. In **personifications**, words are used that sound like their meaning.

13. A **graph** is information in picture form.

14. A **pie graph** has pictures of lengths of bars to represent the percentage of information.

15. **Tables** present words and numbers in an organized way that allows you to see how these words and numbers relate to each other.

16. A **bibliography** lists and defines words used in the text.
Unit 3: Writing—Making Words Speak

Unit Focus

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)
• Write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media. (LA.B.2.3.1)

• Select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion. (LA.B.2.3.3)

• Use electronic technology including databases and software to gather information and communicate new knowledge. (LA.B.2.3.4)
Unit 3: Writing—Making Words Speak

Overview

You have been writing for a long time. Most of you began when you started school. Since then, you have learned more each year. This unit will help you improve the skills you have. It will also help you to build new writing skills.

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 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

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

**sensory details** ......................... details that appeal to the five senses: sight, touch, smell, hearing, and taste

**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 social studies teacher gives you a subject. You are to write a paragraph about the governments of ancient Athens. 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 history of the governments of ancient Athens. You could discuss the leaders. You could talk about a number of more specific topics. All of these relate to the governments of ancient Athens.

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 Athens was a direct democracy. You know the United States is also a democracy. However, ours is a representative democracy. You want to know if these two democracies are alike.

You began with a broad subject—the government of ancient Athens. You then narrowed this to a useful topic—how the democracy of ancient Athens was like the democracy of the United States.

1. You used the information you gathered.

2. You used what you already knew.

3. You found a topic that interested you.
Practice

Read today’s newspaper. Choose three topics that interest you.

- List these three topics in the chart below.
- If it is specific, list it under Useful Topics.
- If it is too broad, list it under General Topics.
- If your topic is too general, limit it in some way. Use the three steps outlined on the previous page to narrow the topic. List your narrowed topic under Useful Topics.

The chart below provides examples. They show how general topics can be shaped into useful topics. Add your three topics to the end of the chart.

<table>
<thead>
<tr>
<th>General Topics</th>
<th>Useful Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>This year’s education budget</td>
<td>How cutbacks will affect students</td>
</tr>
<tr>
<td>Gardening</td>
<td>Which flowers grow well in summer heat</td>
</tr>
<tr>
<td>Shark attacks</td>
<td>How often sharks attack human beings in our area</td>
</tr>
<tr>
<td>Baseball</td>
<td>Highlights of Cal Ripkin’s baseball career</td>
</tr>
</tbody>
</table>
Gathering Information

Simon recently completed an essay. It was about his most painful memory. He wrote about losing his dog to old age. Simon knew all the **details** he needed to write the essay. He had firsthand information about his dog. He did not have to research his topic. Simon related a personal experience. You will often be asked to write about personal experiences. Like Simon, you will already know exactly what to say.

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. Our parents and teachers tell us things we should do. They also tell us things we should not do. For example, you were told as a child not to play in the street.

Below, list 10 things you are not supposed to do.

1. _________________________________________________________
2. _________________________________________________________
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________
6. _________________________________________________________
7. _________________________________________________________
8. _________________________________________________________
9. _________________________________________________________
10. _________________________________________________________

Choose one “no-no” from your list. On your own paper, explain to your mother or your teacher why you disobeyed and committed the “no-no.” Be as wild and creative as you like.
Practice

All of us have been embarrassed. Perhaps we slipped in front of school. Maybe someone played a joke on us. Maybe we got caught doing something we should not have done. Some incidents are more embarrassing than others. What was your most embarrassing moment? In the space below, freewrite about it. Use additional paper as needed. Write for five minutes. Write without stopping. Give as many details as you can remember and then answer the questions on the following page.
Review your freewriting. Answer each question. Write down your answers to each of the 5W-How questions.

Who? ______________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

What? ______________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

When? ______________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Where? ______________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

Why? ______________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

How? ______________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
Practice

All of us have an unusual adult friend, neighbor, or relative. Perhaps it is Uncle Cyrus who clicks his false teeth. Maybe it’s Anne, the “animal rescuer” of the neighborhood.

Think of your most unusual friend, neighbor, or relative. Do a cluster about this individual. In the center circle, name the person. Then cluster words and ideas as they come to mind.
Now, freewrite about your friend, neighbor, or relative for five minutes. Record all of your thoughts and feelings about this person. Use the space below.
### Practice

Choose one of the three useful topics that interested you on page 160. Use one of the methods on pages 161-162 to collect your thoughts. How much did you know about your topic? Probably quite a bit. You now need to record this knowledge. Below is an example of an Inventory Chart. It will help you organize your information. Note that the first column is labeled **What I Know**.

Look over the information you just collected. Decide which details are important. Write them down under the **What I Know** column. Don’t worry about writing in complete sentences. **Number each detail as you list it.**

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
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Look back over the details you wrote down. Think about your topic. **What information do you still need?** What questions do you have? Write these down in the **What I Want to Know** column. This column will help you focus your research.
Researching

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

- watching videos and television programs
- listening to tapes or 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.

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 47-48 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 government of ancient Athens. It follows the description pattern. It tells you what the government was like. It describes the good points of the government. It also describes the bad points.

**Government of Ancient Athens**

The early Athenians established the *polis*. A polis is a city-state. It includes the surrounding countryside. (Polis is the root of many words: police, politics, policy.) Athens is the most famous polis. This is because Athens was a direct democracy. All citizens helped to make decisions. For example, the decision to build a new road was not made by a council or committee. Each citizen of Athens voted on this issue.

Athens had a pure democracy. However, it was not perfect. All male citizens could vote. But not every man was a citizen. A citizen’s mother and father had to be citizens. Slaves were not citizens. Therefore, slaves could not vote. Women were given citizenship. However, they could not vote. They also could not hold office.

Athens’s government was not perfect. Creating a democracy was, however, progress. Before, citizens had no voice in government. The Athenians were eventually conquered. However, their culture spread to other countries. Their ideas about democracy became part of Western civilization. These ideas spread to Europe and America. This is why ancient Athens is a part of our culture today.

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 “Government of Ancient Athens.”

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.

Life in a Cartoon

Cartoons are very popular. However, cartoons are very unrealistic. They do not show life as it really is. In cartoons, the bad guys are always defeated. They may commit violent crimes, yet no one is seriously injured. The ending is usually happy and problems are quickly solved.

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 Comparison/Contrast Pattern

The information below compares nutritional starches and sugars. The paragraph follows the comparison/contrast pattern. The first part of the article discusses starches. The second part discusses sugars.

Carbohydrates: The Main Source of Energy in a Healthy Diet

Carbohydrate foods should make up most of our diets. Carbohydrates are the body’s main source of energy. The body digests them quickly. It then converts them into fuel called glucose. Glucose is one of the fuels our body uses.

There are two kinds of carbohydrates. These are starches and sugars. Starches come from vegetables and grains. Foods containing starches include potatoes, corn, rice, and wheat. Whole grain breads are a good source of starches. Whole grain cereals, like oatmeal, are also good sources. Pasta (such as spaghetti) is a starch. So are the beans in tacos and burritos. Starches provide fuel for the body. They also provide vitamins and minerals. Many carbohydrates also provide fiber. Our bodies need fiber for digestion.

Unlike starches, many sugars provide only fuel. Common table sugar is one of these. We sprinkle table sugar on our cereal. We also eat it in candy bars, doughnuts, and muffins. These foods provide little if any vitamins, minerals, or fiber.

A Venn diagram is useful in organizing information that shows how two things are alike and different. Look at the Venn diagram below.
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 Thomas Jefferson’s career. The details are given in chronological order.

An American Public Servant

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.

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

Thomas Jefferson’s Career

- 1775 began political career
  - member of 2nd Continental Congress
  - chairman of committee that wrote Declaration of Independence
- 1785 - 1789 United States minister to France
- 1790 - 1793 United States Secretary of State
- 1797 - 1801 Vice President of the United States
- 1801 became 3rd President of the United States
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.

Look back over your Inventory Chart on page 168. 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.

You probably have more information than you need.
Practice

Look back at your **Inventory Chart** on page 168. Now think about **what you learned** as you **researched** your topic and **where you found it**. Write this down in the **Research Inventory Chart** below. This will help you as you write.

<table>
<thead>
<tr>
<th>What I Learned</th>
<th>Where I Found It</th>
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</table>

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 forgot to bring your pencil to class. You ask your friend for one. He, however, doesn’t have an extra. Neither does the new girl behind you. Finally, you ask the teacher.

No doubt, your words changed each time.

- What did you say to your good friend? (Give me a pencil. You got a pencil?)
- To the girl you barely knew? (Do you have an extra pencil?)
- To your teacher? (May I please borrow a pencil?)

Your words changed because your audience changed.

You do this when you speak. You also must 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. Have you ever had a conversation like the following?

Maurice: Hey, guys! Let’s get together tonight for pizza and a movie.

Tomas: Great! Where will we meet?

Maurice: At Pizza Barn. Around six. Then we can cruise on over to the Cinemega.

Tomas: All right! I’ll see you there.

Billy: Where’s the Pizza Barn?

Maurice: You know where the courthouse is downtown?

Billy: That big white job with the dome on top? On Main Street?

Maurice: That’s it. The Pizza Barn is just behind it on Center Street. It’s a big red building that looks like a barn. It’s really cool. The music’s loud, the pizza is awesome, and my girlfriend Grace works the counter.

Billy: Count me in. Grace got a sister?

Maurice’s audience included his friends Tomas and Billy. However, Tomas knew more about the subject than Billy. In explaining where they would meet, Maurice needed to give more information to Billy. Like Maurice, you need to make sure you include enough information. This, like your words, will change with your audience.

Everything you write has an intended audience.
Before you begin to write, think about who your readers will be. Ask yourself:

- Who are my readers? Are they my classmates? My best friend? Readers of “Letters to the Editor” in the newspaper?
- What do I know about these readers? Are they young or old? What do they already know about the topic? How do they feel about the topic?

Your audience and purpose will guide your choice of words. Read the three writing samples below and on the following page. Each was written for a different audience. Note how the word choice and information is different in each.

(a)

Dear Mrs. Lee,

Thank you in advance for chaperoning our trip. We couldn’t go without you.

The entire chorus is excited about performing at Walt Disney World. We have practiced very hard all year, and we look forward to the actual show. We hope to make the entire town proud of us.

Sincerely,

Diana Cohen

(b)

Dear Becky,

Wow! Three days at Disney World! Can you believe it? All 30 of us in a bus in Mickey-land! We’ll sing twice on Friday, Saturday, and Sunday. Then it’s Space Mountain here we come!! Don’t forget your swimsuit!

See ya Thursday at the bus,

Di
In example:

(a) Diana is writing a thank-you note. She uses formal English. This is appropriate because she is writing to one of the chaperones. She also points out how important the concerts will be.

(b) Diana has written her friend Becky. Her English is informal. Also, she stresses the fun they will have.

(c) Diana has written herself a reminder.

You do this all the time. How would you explain an upcoming Friday night party to your best friend? To your parents? No doubt, your words would be very different in each.
Practice

Read the list of words and phrases below. Next to each word, provide a slang expression that you would use with your friends.

Example: boy _________________________ dude

1. I understand you __________________________

2. money _________________________________

3. food _________________________________

4. I am tired ___________________________

5. spend time with __________________________

6. parents ______________________________

7. friend ________________________________

8. pretty/handsome __________________________
Practice

Choose one of the topics below. Then draft two letters. Address one to your friend. Address the other to your principal.

• an invitation to lunch
• an apology
• an explanation of your behavior
• a thank-you for a kind deed

Letter to your friend:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Letter to your principal:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Practice

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

<table>
<thead>
<tr>
<th>audience</th>
<th>details</th>
<th>main idea</th>
<th>paragraph</th>
<th>purpose</th>
<th>supporting details</th>
<th>topic</th>
<th>useful topic</th>
</tr>
</thead>
</table>

1. the most important idea or point in a paragraph or piece of writing  
2. the subject of written material; what the material is about  
3. the words used to support the main idea or topic sentence  
4. the specific reason a person has for writing  
5. a topic that has been limited and that points to something specific about the general topic  
6. the readers to whom a piece of writing is directed or the listeners to whom a talk is directed  
7. whom or what a sentence is about  
8. a group of related sentences that present and develop one main idea  
9. the added information about a topic
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 your mind open. 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. It will need revising more than once. Remember, any piece of writing is a work in progress. Your first draft is your first look at this work. 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:

- by describing—called **descriptive writing**.
- by telling a story—called **narrative writing**.
- by making an explanation—called **expository writing**.
- by stating 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. Any of these paragraphs must do the same thing. It must give readers a clear picture of the topic.

**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.

<table>
<thead>
<tr>
<th>The Parts of a Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The topic sentence ...</strong></td>
</tr>
<tr>
<td>• tells what the paragraph is about.</td>
</tr>
<tr>
<td>• suggests how the rest of the paragraph is organized.</td>
</tr>
<tr>
<td>• usually is very general.</td>
</tr>
<tr>
<td>• will not contain specific details.</td>
</tr>
<tr>
<td><strong>The body of the paragraph ...</strong></td>
</tr>
<tr>
<td>• is made up of detail sentences.</td>
</tr>
<tr>
<td>• The detail sentences give specific details about the topic.</td>
</tr>
<tr>
<td>• These details give important information and help readers understand the central idea of the paragraph.</td>
</tr>
<tr>
<td><strong>The concluding sentence ...</strong></td>
</tr>
<tr>
<td>• may summarize a very long paragraph.</td>
</tr>
<tr>
<td>• may reach a conclusion, if needed.</td>
</tr>
</tbody>
</table>
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.
Practice

Read the following.

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

For this practice, we will focus on a good topic sentence that contains two things.

• It must contain an interesting subject.
• It also must tell your feelings (attitudes or opinions) about this topic.

For example, look at the following topic sentence:

My most treasured possession is my guitar.

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.

Many people own guitars.

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

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

1. My grandmother’s locket is my favorite piece of jewelry. _________
2. The teacher’s desk is at the front of the room. _________
3. My father is my knight in shining armor. _________
4. I bought a set of books at the flea market. _________
5. I treasure the time I spend alone. _________
6. My best friend has the ugliest jacket I have ever seen. _________
Practice

You are given a list of very general topics. For each, write a good topic sentence. Remember, you must be specific about the topic. However, it must be broad enough for an entire paragraph. You must also indicate how you feel about it.

Example: food I absolutely hate overcooked vegetables.

1. music

2. school

3. your home town

4. a relative

5. a sport
The Body of the Paragraph

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

The detail sentences should be organized. How you organize them depends on your purpose. There are three main ways to organize a paragraph: chronological or time order, order of location, and 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 to 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.)

<table>
<thead>
<tr>
<th>Key Words to Chronological Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
</tr>
<tr>
<td>at the same time</td>
</tr>
<tr>
<td>before</td>
</tr>
<tr>
<td>finally</td>
</tr>
<tr>
<td>first</td>
</tr>
<tr>
<td>immediately</td>
</tr>
<tr>
<td>instantly</td>
</tr>
<tr>
<td>last</td>
</tr>
</tbody>
</table>

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.

When I was ten, I learned a lesson in honesty. First of all, my grades started to slip. Then my parents began telling me to raise them, but they didn’t tell me how. Finally, my mid-term report card came. I had three Cs, one D, and two Fs. Immediately, I was afraid to show my parents. The week before, mom had just threatened to ground me if I did not improve my grades. That’s when I had a brilliant idea. I would change my grades! So next, I gave the two Fs another leg. Now I had two As instead. Later that night I showed the report card to my mother. She was so happy to see the two As. She gave me a hug and also said that she’d raise my allowance. Two nights after that the phone rang. My mother answered it. When she looked at me, I could tell from her face it was my teacher. My mother was very angry. Finally, she got off the phone. I knew she knew the truth. She told me that lying was worse than failing. Then she took away my allowance for a month. I had disappointed my mother and myself. This is when I learned my lesson, and it taught me to make my grades, not change them.
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.

<table>
<thead>
<tr>
<th>Key Words That Show Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
</tr>
<tr>
<td>across</td>
</tr>
<tr>
<td>against</td>
</tr>
<tr>
<td>along</td>
</tr>
<tr>
<td>among</td>
</tr>
<tr>
<td>around</td>
</tr>
</tbody>
</table>
Practice

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

The most comfortable place I know is our cabin on Jackson Lake. There is only one room. But it is very cozy. Beneath your feet, the floor is thick slabs of oak. It is always waxed and polished. The walls are made of pine. Across each wall is a black crossbeam. The wall in the back of the room contains two large windows. Above each window is a wooden shelf. On each shelf is a row of German beer steins. Just in front of the windows is a double bed. On top of the bed is a cozy patchwork quilt. Across the room is a great stone fireplace. This takes up most of the opposite wall. An old musket hangs to the left of the fireplace. On the right is a Civil War sword. In front of the fireplace is a hand-braided rug. A few inches away is a square oak table. It sits in the center of the room. Surrounding the table are various wooden chairs. My family will enjoy this cabin for many years to come.
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.

Many people today are improving their lives with exercise. They are doing this for many reasons. Some people exercise because everyone else is doing it. It’s considered “cool” to do. They wear exercise gear that is in style. They join expensive gyms. They make sure everyone sees them work out. Other people are more serious. They exercise to lose weight. They want to be healthier. They also want to look better. It seems “thin is in.” Finally, some people exercise for their health. Exercise can strengthen your heart and lungs. It can improve the body’s immune system. More than likely, many people exercise for a combination of these reasons.

The Closing Sentence

Not all paragraphs contain a closing sentence. 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:

<table>
<thead>
<tr>
<th>Key Words That Help You Conclude</th>
</tr>
</thead>
<tbody>
<tr>
<td>finally</td>
</tr>
<tr>
<td>as a result</td>
</tr>
<tr>
<td>to sum up</td>
</tr>
<tr>
<td>in conclusion</td>
</tr>
<tr>
<td>lastily</td>
</tr>
<tr>
<td>therefore</td>
</tr>
<tr>
<td>all in all</td>
</tr>
<tr>
<td>in summary</td>
</tr>
</tbody>
</table>

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

**Paragraph Writing Plan**

1. **Introduction**
   - topic sentence

2. **Body**
   - supporting details
   - related to topic

3. **Conclusion**
   - summarizes topic

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

*Each section below is a paragraph. However, the sentences of each have been scrambled. Read each section carefully. Place the sentences in their correct order using numbers. Write the numbers on the lines provided.*

**Paragraph 1**

______ Shortly after the robbery, Smith was arrested.
______ The first bank robber was not successful in his chosen career.
______ Edward Smith entered the City Bank of New York on March 19, 1831.
______ On May 2, 1831, he was indicted by the grand jury.
______ Mr. Smith should have chosen another occupation.
______ He proceeded to rob the bank of 245,000 dollars.
______ Nine days later, he was sentenced to five years in Sing Sing prison.

**Paragraph 2**

______ A second reason we drink coffee is to recharge our mental batteries.
______ There are several reasons why we indulge in this tasty brew.
______ Finally, coffee is cheap, and it tastes good.
______ American adults drink an average of 3.4 cups of coffee every day.
______ To begin with, coffee drinking is a habit for most people.
______ Another reason we drink coffee is the excuse it gives to socialize.
Paragraph Types

Paragraphs are written for many purposes. Most paragraphs fall into one of four types. Each type requires a different kind of planning.

The first two types of paragraphs are **descriptive** and **narrative**. These are often used for personal writing. The second two types are **expository** and **persuasive**. These are most often used to report researched information.

Descriptive Paragraph

A descriptive paragraph *presents a clear picture of one subject*. You can describe a person, place, thing, or idea.

Look at the following example of a descriptive paragraph.

**My Special Ring**

**Topic Sentence:** — I treasure my pearl ring.

**Paragraph Body:**

It was a gift from my sister for my eleventh birthday. The gold band is tarnished. It circles my finger and twists together at the top. There, it holds a small pearl. The six prongs that hold the pearl are filled with dust. The pearl itself is dull and needs cleaning. Just below the pearl are small air holes. These let the pearl breathe. Now they are clogged with grime. The ring is not beautiful and it is not valuable.

**Closing Sentence:** — I cherish it, though, as a gift from my favorite sister.

The above paragraph is about a thing—a ring. Notice the details you are given. The writer has helped you to “see” her ring.

You must use specific details in a description. These details are **sensory details**. They appeal to one of our five senses. *Sensory details* allow a reader to see, touch, smell, hear, or taste what you are describing.
See the chart below for examples of sensory words.

<table>
<thead>
<tr>
<th>sight</th>
<th>sound</th>
<th>smell</th>
<th>touch</th>
<th>taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>baggy</td>
<td>clink</td>
<td>fresh</td>
<td>jagged</td>
<td>bitter</td>
</tr>
<tr>
<td>droopy</td>
<td>crunch</td>
<td>minty</td>
<td>moist</td>
<td>burnt</td>
</tr>
<tr>
<td>foggy</td>
<td>hiss</td>
<td>moldy</td>
<td>sharp</td>
<td>sour</td>
</tr>
<tr>
<td>oval</td>
<td>rumble</td>
<td>rotten</td>
<td>silky</td>
<td>spicy</td>
</tr>
<tr>
<td>speckled</td>
<td>shriek</td>
<td>sweet</td>
<td>slimy</td>
<td>sugary</td>
</tr>
</tbody>
</table>

Use specific, sensory details in your descriptive paragraphs. Look back at pages 171-175 for ways to generate details.
Practice

Using Relevant Details

The following is a good topic sentence.

My most valuable possession is an old, slightly warped guitar.

• Some of the sentences below support this topic sentence. These sentences have specific details that describe the guitar. The details are relevant details.

• Some of the sentences below do not support the topic sentence. They give details that do not describe the guitar. They do nothing to help the reader “see” the guitar. These are irrelevant details to the description of the guitar.

Put an X in front of any sentence that is an irrelevant detail. If a sentence is a relevant detail, leave it unmarked.

_____ 1. It is a Madeira folk guitar, old and scratched.
_____ 2. I own three guitars.
_____ 3. They bought it when they were in California.
_____ 4. At the top is a knot of copper-wound strings.
_____ 5. Each string is hooked through the eye of a silver tuning key.
_____ 6. Copper strings are harder on the fingers than nylon strings.
_____ 7. The strings are stretched down a long, thin neck.
_____ 8. You have to be patient when learning to play.
_____ 9. The body of the guitar is yellow and pear-shaped.
_____ 10. The yellow wood is chipped and gouged to gray.
Writing a Rough Draft

Below is a copy of a rough draft. The descriptive paragraph on page 196 came from this draft. Notice the changes the writer made on this first draft. The writer used some copyediting symbols to show where and how changes were made. For example, ^ for insert here, / for make capital letter lowercase, and \ for switch words. Compare this draft to the final descriptive paragraph on page 196. As you can see, the writer had made even more changes before the final paragraph was written.

My Special Ring

I love my pearl ring. It’s a gift for my eleventh birthday. It circles my finger. Twist together at the top. There’s a small pearl. Six prongs hold the pearl. The gold band is tarnished. The pearl needs cleaning, it’s dull. Air holes let the pearl breathe. Fix prongs in their fullness. I love my ring because it was from my favorite sister. It is not very pretty.

1. from my sister
2. are filled with dust

Suggestions for Writing Your Rough Draft

For the practice on the following page, you will write your first draft using the suggestions below.

Suggestions for writing a first draft:

1. Use ink instead of pencil. If you make mistakes, simply mark through the error. This takes less time than erasing. It also is easier to read.

2. Skip lines. This will let you make additions more easily.

3. Use one side of your paper. Your writing is more legible this way.

4. Use footnotes to add ideas.
Practice

Develop a descriptive paragraph following the five steps below and the suggestions on the previous page.

1. Choose your topic.

Make sure to pick a topic that interests you. Use the procedure in the practice on page 160 to help you choose a useful topic.

My subject: ________________________________________________

2. Write your topic sentence.

Make sure your topic sentence does two things:

1. It states the topic.

2. It indicates how you feel (attitudes or opinions) about it.

See page 187 for an example and a non-example.

Topic sentence: ____________________________________________

________________________________________________________________________

3. Gather ideas and details to support your topic sentence.

Begin by analyzing your topic (see pages 170-174). Write down as many details as you can.

Supporting details: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
4. **Evaluate and organize your details.**

- Review your list of details from number 3. Add specific details to any general statements. Try to use sensory details (see pages 196-197).

- Eliminate any irrelevant details. These are details that do *not* support your topic sentence.

- Decide the best order for your details and number them accordingly. Rewrite your list of details below. Descriptive paragraphs can be arranged many ways.

  1. You can describe something from the top of the item to the bottom.
  2. You can describe it from the left side and move to the right.
  3. You can describe it from the outside and move in.

Choose the pattern best suited to your topic.

Order of supporting details: __________________________
_______________________________
_______________________________
_______________________________

5. **Write your first draft.**

With details at hand, write your first draft on the following page.

- Begin with your topic sentence.

- Follow with important facts and details.

- Keep your plan in mind. However, keep an open mind. Don’t be afraid to include other ideas that you have as you write.
Write your first draft: _________________________________________
## Practice

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

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. details that appeal to the five senses: sight, touch, smell, hearing, and taste</td>
<td>A. body of the paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. the final sentence of a paragraph</td>
<td>B. closing sentence or clincher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. the sentences between the topic sentence and the ending sentence that develop the main idea of the paragraph</td>
<td>C. form</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. words or phrases that link ideas, sentences, and paragraphs together</td>
<td>D. sensory details</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. the way a piece of writing is organized or structured</td>
<td>E. topic sentence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. the sentence that tells the focus or main point of a paragraph</td>
<td>F. transitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. writing that tells a story or recounts an event</td>
<td>A. descriptive writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. writing that explains something or informs readers</td>
<td>B. expository writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. writing that paints a colorful picture by using vivid details to present a person, place, thing, or an idea</td>
<td>C. narrative writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. writing that focuses on convincing readers of an opinion or claim, or to take a particular action</td>
<td>D. persuasive writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Narrative Paragraph


Look at the following example of a narrative paragraph.

**My Everglades Adventure**

**Topic Sentence:** — Canoeing in the Everglades can be an adventure.

**Paragraph Body:**

It can also be dangerous. My two older sisters and I were on a three-day canoe trip. On our second night of camping, something woke me up. I sat up on my air mattress to listen. I heard the sound again. It was a low grunting noise right outside our tent. I peeked out. I saw two red eyes glaring back at me and I screamed. Both my sisters were in the tent, and they woke up. They didn’t believe me when I told them there was an alligator outside. They looked outside. My screams must have scared off the gator. My sisters laughed at me and went back to sleep. The next morning, they found tracks where the gator had stepped and dragged its tail.

**Closing Sentence:** — That night, we pitched our tent as far from the water as we could get.
Practice

*Everything that happens to you helps you grow.* An event can be *joyful*. Another event can be *painful*. Both, however, *teach you something*. You can learn about human nature. You can learn about the kindness or cruelty of others. You can learn about yourself. In this assignment, you will write about one such event.

**Step 1: Collect your thoughts.**

Think of important events in your life. Consider the following:

- best mistake
- happiest accident
- the death of a close friend or relative
- a major victory or defeat
- the beginning of a relationship
- beginning a new school
- the ending of a relationship.

*List your own experiences.* These could have occurred years ago. They could have happened this morning. Don’t list just big, dramatic events. Sometimes, small events affect us deeply.
Freewriting

Below is an example of freewriting. This was the first step in the example narrative paragraph on page 204. As you can see, the writer used the freewriting strategy on page 162 to find an idea to develop.

Remember: 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.

My tenth birthday was a happy day. Granny came little gray bun on head made us all laugh Rita giggled couldn't breathe Rita always giggle giggle even when the gator came. Jeez was I scared it was dark dark dark dark frogs yelling mosquitos biting Rita Della me just girls just giggling girls me the baby first overnight canoe trip first without Mom Dad just girls went to movies usually Mom didn't want us in the everglades all alone said we'd drown. Drown? Drown? I been swimming since I was three Daddy threw me in pool and I swam right across pool. Della on swimming team Rita too Granny said we are all fish. Gator might eat us but we won't drown ...

As a paragraph, this has problems. As a freewriting, it is successful. The writer has mentioned three topics. She mentions her tenth birthday. She mentions a canoeing trip with her sisters. She mentions learning to swim. Any of these topics would make a good paragraph.
Practice

Step 2: Freewriting.

Study your list of experiences. Choose one that is significant. Make sure you identify a particular incident. You should be able to remember the exact date this happened. For example, don’t write about how your dog changed your life. Instead, write about the day you received your dog.

Write down your topic. Begin freewriting. (See page 162). 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 will hurt. But you will have ideas about your topic. Freewrite for 10 minutes. Use additional paper as needed.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Practice

Step 3: Explore possible topics.

Look over your freewriting. How many topics did you discover? Write them down.

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

You might be ready to draft your narrative. However, a second freewriting would help.
Choose a topic from your first freewriting on the previous page. Complete a second 10-minute freewriting. Use additional paper as needed.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Read over your second freewriting. You probably have more than enough details for a paragraph.
Practice

Step 4: Evaluate details.

Remember your purpose. You are writing about an important event. You need to identify this event. You also need to indicate why it was important to you.

*With this in mind, look over your freewritings. What details relate to your purpose? Highlight or underline these details.*

What details are irrelevant? *Draw through these.*

What details seem to be missing? *Write these down.*
Practice

Step 5: Remember your audience.

You will be telling a story. Your audience has not heard of this experience. Make sure you have included enough details. Your readers need to know what happened. They also need to know why it is significant to you.

Your audience will also need to know:

• when the incident occurred. You can give the exact date. You can also give a time reference.
  
  Example: “I had just completed first grade.”

• where the incident occurred. Again, you can give specifics. You can also give a personal reference.
  
  Example: “My family was on vacation in North Carolina.”

• who was involved. Try to give names. Also, indicate the individuals’ relationships to you.
  
  Example: “My cousin Marta whom I had known all my life.”

Step 6: Write your first draft.

Begin with the topic sentence. In chronological order, report the details of the event. Use key words as you write. (See page 173). End by sharing the lesson you learned. Use the space below and the following page, if needed.
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.

Look at the following example of an expository paragraph.

Relax Your Mind and Body

Meditation is an effective way to relax. Here’s how to begin. First, sit in a comfortable position. Don’t slouch. Then, close your eyes. Begin breathing through your nose. Silently count each breath. Continue counting until you reach five. Then return to one. Begin counting again. Do this for 10 minutes. You may want to work up to 20 minutes. If you lose your count, gently begin counting again. This is a relaxation technique, not a contest.

The details are provided in order. Key words help move you from one step to the next.
Practice

*Write an expository paragraph.*

Use the following steps that helped you write a descriptive and narrative paragraph:

- Collect your thoughts.
- Freewrite.
- Explore possible topics.
- Choose a topic.
- Write a topic sentence.
- Gather ideas and details to support your topic.
- Evaluate and organize your details.
- Remember your audience.
- Write a closing sentence or clincher.
Persuasive Paragraph

Writing assignments often ask you to explain why. You need to explain why with reasons. When you do this, you are writing persuasively. You are giving your opinion. Then you are giving the reasons you have this opinion. These reasons should convince the reader to consider your opinion. A persuasive paragraph convinces readers of an opinion.

Look at the following example of a persuasive paragraph.

I have stopped making my bed. The one exception is on Friday. Then I change the sheets. Otherwise, I do not. Perhaps you should consider taking this same stance. Why? Let me share my reasons with you. Bedmaking does make your room look tidy. However, most of us have a room of our own. No one ever sees it but us. Few of us really need a tidy room just for ourselves. It’s a lot of bother that no one ever appreciates. Some people like the feel of smooth sheets each night. I, however, do not. In fact, I think a tightly made bed is downright uncomfortable. I enjoy poking around in the pile of covers for a cozy place to sleep. Finally, and most importantly, making a bed is a terrible waste of time. Mornings are precious. I enjoy sleeping an extra five minutes or getting to school early to see my friends. It’s a better use of my time than tucking in corners.

Note that the writer does more than list each reason. She provides an explanation or example for each one. Note, too, the ending sentence. The writer reaches a conclusion: there are better ways of spending time than making her bed.
Practice

Write a persuasive paragraph. Use the steps from the previous practice on writing an expository paragraph.
**Practice**

Listed below are several writing **assignments**. You are given **purpose and audience**. Decide which **method of development** is best for each. Choose **descriptive, expository, narrative, or persuasive**. Write the correct term for each on the line provided.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Audience</th>
<th>Method of Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. to ask for a bigger allowance</td>
<td>parents</td>
<td>______________________</td>
</tr>
<tr>
<td>2. to explain how to build a model airplane</td>
<td>one of your friends</td>
<td>______________________</td>
</tr>
<tr>
<td>3. discuss the highlights of your first year of middle school</td>
<td>your teacher</td>
<td>______________________</td>
</tr>
<tr>
<td>4. share the details of your most frightening moment</td>
<td>one of your friends</td>
<td>______________________</td>
</tr>
<tr>
<td>5. share the details of the most delicious meal you have ever eaten</td>
<td>your teacher</td>
<td>______________________</td>
</tr>
</tbody>
</table>
Practice

Think about all you have learned about paragraphs. Read the following three paragraphs and answer the questions that follow. Look at the example below.

Example:

My soccer team planned a car wash for last Saturday. The team needed to raise money. We found a location and printed brochures. Each team member distributed the brochures. Everyone signed up to bring materials and supplies. No one thought to check the weather report. On Saturday morning, we woke up to heavy rain. The rain continued all day. As a result, our carwash was not a success.

1. What type of paragraph is this? _____________________________

2. Write down one group of key transition words. _______________

3. What is the main idea or main point? ________________________

Paragraph 1

You get along with people you like. You fight with people you don’t. Right? Many people would agree. However, fighting is not the best choice. You can learn to make peace. You can do this even with people you dislike. First, realize that disliking someone is no reason to fight. Wouldn’t it be nice if you did like everyone? Next, try to understand that people think differently. Usually, this is because they have different likes. They have different home lives. They have different values. Think about these differences. Try to respect them. Respect allows people to talk out their disagreements. Finally, if you still cannot achieve peace, see a counselor or teacher.

1. Write down the topic sentence. ______________________________

2. What kind of paragraph is this? _____________________________

Make sure to check all the details that can affect your plans.
3. Write down the one sentence that is irrelevant. ________________
   
   ____________________________________________________________________
   
   ____________________________________________________________________

4. Write down the key transition words that unify the paragraph. 
   
   ____________________________________________________________________

5. Write a clincher sentence for this paragraph. ________________
   
   ____________________________________________________________________
   
   ____________________________________________________________________
   
   ____________________________________________________________________

**Paragraph 2**

Juanita deserves to be our next student council president. We know she was an excellent student representative. To begin with, she began the Student Mediation Center. It is still running effectively. This agency has reduced student violence. It is down by 42 percent. Juanita has also worked for students having difficult times. She raised more than $1,500. She used this to buy books and clothing for needy students. Lastly, Juanita helped give the students a voice. Can you think of anyone more deserving than Juanita?

6. Write down the topic sentence. ______________________________
   
   ____________________________________________________________________
   
   ____________________________________________________________________

7. What kind of paragraph is this? _____________________________
8. The writer makes three major points. What are these? *(Hint: look for key transition words.)*

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

9. Write down the details that develop each point.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

10. Which point needs more details?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
Paragraph 3

I remember my first-grade classroom very well. The desks were old and small. They still had ink wells in them. The desk tops were smooth. However, some scratches from long ago were still there. My desk had a funny name scratched in it: Myrtle May Dozier. Who would name a little girl Myrtle May? The room always smelled like chalk. It also smelled like pine cleaner. The chalk boards were no longer black. They were gray and dull. We had trouble reading from them. The chalk faded into the ashy-colored board.

11. Write down the topic sentence. ______________________________

12. What kind of paragraph is this? ______________________________

13. To which of the five senses does the details appear? ____________

14. List the details that appeal to each sense. _____________________

15. Which sentence is irrelevant? _______________________________
Practice

Use the list below to complete the following statements.

<table>
<thead>
<tr>
<th>audience</th>
<th>paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>body of the paragraph</td>
<td>persuasive writing</td>
</tr>
<tr>
<td>chronological order</td>
<td>supporting details</td>
</tr>
<tr>
<td>closing sentence or clincher</td>
<td>topic</td>
</tr>
<tr>
<td>details</td>
<td>topic sentence</td>
</tr>
<tr>
<td>expository writing</td>
<td>webbing</td>
</tr>
</tbody>
</table>

1. The _______________________ is the subject of the written material, or what the material is about.

2. _______________________ is creating a graphic organizer that clusters words and phrases around a central topic to show how they connect to a topic.

3. _______________________ means that the details are listed in time order.

4. The readers to whom a piece of writing is directed or the listeners to whom a talk is directed is your _______________________.

5. A group of related sentences that present and develop one main idea is a _______________________.

6. The sentence that tells the focus or the main point of a paragraph is called the _______________________.

7. _______________________, explains something or informs readers.
8. ________________ focuses on convincing readers of an opinion or claim, or to take a particular action.

9. The ________________ is the sentences between the topic sentence and the ending sentence that develops the main idea of the paragraph.

10. The final sentence that comes after all the details have been included in a paragraph is called the ________________ .

11. The added information in the body of a paragraph about the topic is called the ________________ .

12. ________________ are the words used to support the main idea or topic sentence.
Unit 4: Writing—Taking a Second Look

Unit Focus

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)
Unit 4: Writing—Taking a Second Look

Overview

You have now worked on writing skills. You chose a topic for your projects. 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.

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.

This unit will help you do the following:

- **Step 1: Revising Your Writing.** You will look carefully at what you said. You will make sure your words say exactly what you want them to. You will have the chance to choose better words. You can also rearrange your sentences. You can add details. You can also omit details.

- **Step 2: Editing Your Writing.** You will check for spelling errors. You will make sure your grammar is correct. You will look for punctuation errors.

- **Step 3: Proofreading Your Writing.** This final step is very important. This step forces you to look carefully at your writing. Have you omitted words? Have you added words? Last minute “accidents” do happen. This step keeps your reader from seeing them.

All serious writers use these steps. Ernest Hemingway was a very famous American writer. He was very careful with his writing. He rewrote the ending of one novel 39 times.
Vocabulary

Use 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: On a Saturday in April, Max was born in Tallahassee, Florida.*

**closing sentence or clincher** ........ the final sentence of a paragraph

**declarative sentence** ....................... a sentence that makes a statement and ends with a period (.)

*Example: These are new books.*

**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

**edit** ................................................... the second step in the process of fine-tuning your writing; 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

homophones ................................. words that sound the same but have different meanings and different spellings
Example:
ant—an insect
aunt—a female relative

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!

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.

narrative writing ......................... writing that tells a story or recounts an event

noun ................................................. a word that names a person, place, thing, or idea
noun-pronoun agreement  ........ making pronouns match the nouns they refer to; pronouns must match their nouns in case, gender, and number
Example: Juanita jumped for joy after she won her first state tennis tournament.

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

preposition  ............................ a word that shows the relationship between a noun or a pronoun and another word in the sentence
Example: Your ring is on the dresser.
Your ring is in the dresser.
Your ring is under the dresser.
Your ring is behind the dresser.

prepositional phrase ...................... a group of words that begins with a preposition and usually ends with a noun or pronoun called the object of the preposition
Example:

```
object of the preposition to
```

prepositional phrase

The road led to the town.

pronoun  ................................. a word that is used instead of a noun to refer to a person, place, thing, or idea
proofread ......................................... the third step in the process of fine-tuning your writing; to check for typos, omitted words, and other errors

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 ..................................................... the first step in the process of fine-tuning your writing; 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.

sensory details ....................................... details that appeal to the five senses: sight, touch, smell, hearing, and taste

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)

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

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*
Fine-Tuning Your Writing

The writing process gives you many chances to improve your writing. In the last unit you went through the process of prewriting.

- You chose a topic.
- You explored it.
- You organized it.

Then you wrote a draft.

Now you will use a three-step process to take a second look at your writing. You will fine-tune your writing using these steps:

- **Step 1:** Revising the content and language of your writing.
- **Step 2:** Editing, by checking for errors in grammar, punctuation, and spelling.
- **Step 3:** Proofreading, the final check to catch any typos, omitted words, and other errors you may have missed.

**Step 1: Revision**

*Revision* means seeing something again. That’s just what you will be doing. You will be seeing your writing again. We will begin with your descriptive paragraph.

**Revising a Descriptive Paragraph**

*Descriptive writing* paints a colorful picture. A well-written *description* is a word picture. The writer uses specific *details* to add information about a *topic*. These details are *sensory details*. They appeal to the reader’s five senses. They allow the reader to see, touch, smell, hear, or taste the details. You practiced using sensory details in your descriptive paragraph.
Some time has passed since you wrote your paragraph. It’s time to look at it again. It’s time to revise it. Revising is the first step in fine-tuning your writing. You revise to improve the content and language of your writing.

Before revising yours, let’s complete the following practice.
Practice

Read “Granny’s Teacakes” on the following page. Then complete the activities as instructed below.

A topic sentence contains two things:

- It states the topic or subject. The topic is the subject of the written material. The subject is whom or what the sentence is about.
- It states the writer’s feelings about the subject.

1. Find the topic sentence of the paragraph and circle (○) it.
This description is personal. The writer should tell you his or her feelings.

2. Do you see places he or she tells you his or her feelings? Put a small heart (❤️) above each I, me, or we.

3. Find sensory details and write sd above each one.

The closing sentence or clincher should remind the reader of the subject. It should keep the reader thinking about the subject. However, it should not repeat the topic sentence.

4. Is there a closing sentence or clincher? Find it and draw a box (□) around it.
Granny’s Teacakes

One of my favorite memories is of my granny’s teacakes. When I was only three years old, I helped her bake them. She stood me in a chair next to her. I’m sure I was more trouble than help. I usually broke eggshells into the batter. I never could make the butter smooth. Granny would measure cinnamon, cloves, and nutmeg. I would mix them into the batter. I would also taste as I mixed. I can still feel the spices burning my tongue. Then, Granny would shape the cookies by hand. They were about the size of a flattened softball. They were so big, only four would fit on a cookie sheet. Their spicy smell filled the whole house. I never could wait until they were completely cool. Neither could Granny. We would sit at the table with a glass of ice-cold milk. Then, we would bite into one of the warm, soft cookies. They were buttery. They tasted like cinnamon, cloves, and nutmeg. To this day, I think that love tastes of these spices. Even though Granny isn’t with me anymore, her teacake recipe is. One day, I will bake teacakes with my children. If I’m lucky, I’ll bake them for my grandchildren as well.
Practice

*Use the following chart to evaluate and revise your descriptive paragraph completed in Unit 3 on page 202.*

<table>
<thead>
<tr>
<th>Ask Yourself</th>
<th>Do</th>
<th>Revise If Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does your topic sentence do this? a) state the subject? b) tell your feelings about it?</td>
<td>Circle the topic sentence.</td>
<td>Rewrite your topic sentence. Make sure it states the subject. Make sure it tells how you feel about it.</td>
</tr>
<tr>
<td>2. Do you share your feelings with your reader?</td>
<td>Put a small heart above each <em>I, me, my, our, us, we.</em></td>
<td>Revise your paragraph. <em>Include first-person thoughts</em> about details in paragraph.</td>
</tr>
<tr>
<td>3. Do you include sensory details?</td>
<td>Write <em>sd</em> above each sensory detail.</td>
<td>Add sensory details. Make sure to include more than one sense.</td>
</tr>
<tr>
<td>4. Do you have a closing sentence or clincher? This sentence should remind your reader of how you feel. Do not repeat your topic sentence.</td>
<td>Draw a box around the closing sentence or clincher.</td>
<td>Add a sentence that reminds your reader of how you feel.</td>
</tr>
</tbody>
</table>

*Use the chart to write a revised draft of your descriptive paragraph.*

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Practice

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

____  1. a group of related sentences that present and develop one main idea  
   A. closing sentence or clincher

____  2. whom or what a sentence is about  
   B. descriptive writing

____  3. the first step in the process of fine-tuning your writing; to improve the content and language of your writing  
   C. details

____  4. writing that paints a colorful picture by using vivid details to present a person, place, thing, or an idea  
   D. paragraph

____  5. the subject of written material; what the material is about  
   E. revise

____  6. details that appeal to the five senses: sight, touch, smell, hearing, and taste  
   F. sensory details

____  7. the added information about a topic  
   G. sentence

____  8. the sentence that tells the focus or main point of a paragraph  
   H. subject

____  9. a group of words that expresses a complete thought and contains a subject and a verb  
   I. topic

____  10. the final sentence of a paragraph  
   J. topic sentence
Revising a Narrative Paragraph

The purpose of narrative writing is to tell a story or recount an event. Details in a narrative should tell the following:

1. Who was involved?
2. What happened?
3. When did this happened?
4. Where did this happened?
5. Why did this happened?
6. How did this happened?

Usually, you also learned something from this event.

Before reviewing your narrative paragraph, complete the following practice.
Practice

Read “Tomato Patches Are for the Birds” on the following page. Then complete the activities as instructed below.

The topic sentence should identify the topic. It should tell the subject of the written material.

1. Find the topic sentence of the paragraph and circle it.

The writer should provide some hints about what will happen. This should come before the events are related.

2. Find the hints of the paragraph and highlight these hints.

The writer should answer the 5W-How questions. Find when, where, and who before you find what, why, and how.

3. Write when above each passage that tells when this happened.

4. Write where above each passage that tells where.

5. Write who above each passage that tells who was involved.

6. What should be related in chronological order. Find each major event of the narrative and number it. How many did you find?

7. Write why above each passage that tells why this event occurred.

8. Write how above each passage that tells how this event happened.

9. Find sentences that explain what the writer has learned as a result of this experience and put a squiggly line under the sentences.
Tomato Patches Are for the Birds

When I was nine, my father played a practical joke on me. I’m sure he thought it was very funny at the time. However, I’ve never forgotten it. I don’t think he has either. It was in the middle of July in central Florida. Mamma’s tomato patch was very successful that year. She needed help to harvest all the tomatoes. As always, I was asked, none too gently, to help. So, right at sunrise, there we were. Mamma, Daddy, my brother Skeeter, and I were tromping through wet tomato vines. A mother mockingbird had a nest somewhere nearby. We made her nervous. She began swooping toward us as soon as we got there. I had always been a little afraid of birds, so I picked tomatoes with one eye on the bird and one on the tomatoes. She kept getting closer. I kept watching. After about an hour, I felt something hit me between my shoulder blades. Just knowing it was that bird, I fell forward in the dirt. I was hysterical. I heard my father and brother laughing. I also heard my mother. She was NOT laughing. She was telling my father he should be ashamed of himself. Apparently, he had thrown a tomato at me, supposedly to “hit the bird.” He continued to laugh for a while, but I continued to scream. Then, he started to feel really bad. Finally, he took me inside. He washed me off with a cool cloth. I finally calmed down. Daddy felt pretty bad. He felt even worse a few weeks later. I found I couldn’t get near a bird without shaking uncontrollably. Even now, four years later, I’m still terrified of birds. Even those tiny, little love birds in cages send shivers up my spine. Daddy and I both learned to think before pulling practical jokes.
Practice

Use the following chart to review and revise the narrative paragraph you completed in Unit 3 on pages 211-212.

<table>
<thead>
<tr>
<th>Narrative Paragraph: Revision Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask Yourself</strong></td>
</tr>
<tr>
<td>1. Does your topic sentence state the subject?</td>
</tr>
<tr>
<td>2. Do you provide hints about what will happen? These should come before you relate what happened.</td>
</tr>
<tr>
<td>3. Do you tell when, where, and who? Does this come before telling what?</td>
</tr>
<tr>
<td>4. Do you tell what happened in chronological order?</td>
</tr>
<tr>
<td>5. Do you tell why and how this event happened?</td>
</tr>
<tr>
<td>6. Does the ending sentence discuss why this event was important to you?</td>
</tr>
</tbody>
</table>

Now, write a revised draft of your narrative paragraph. Use the information from the above chart.
Revising an Expository Paragraph

The purpose of expository writing is to give information. The type of information can vary. You can explain a subject. You can give directions. You can offer a definition. All expository paragraphs must do the following:

1. Begin with a topic sentence.
2. Give clear details.
3. Give these details in correct order.
4. Join these details with key words. These key words move the reader from one step or idea to the next. Key words are also called transitions or connecting words. Transitions link ideas, sentences, and paragraphs together.

Before reviewing your expository paragraph, complete the practice on the following page.
Practice

Read “Eustress: It’s Good for You” on the following page. Then complete the activities as instructed below.

Background information will help readers understand the information in the paragraph.

1. Find the important background information and underline it.
2. Find the topic sentence and circle it.
3. Find each piece of specific support for the thesis and number it. How many did you find?

Key words or transitions move the reader from one detail to the next. These words help connect and link ideas.

4. Find each key word and box each key word.

The closing sentence or clincher should remind the reader of the thesis and contents. It should keep the reader thinking about the subject. However, it should not repeat the thesis.

5. Find the closing sentence or clincher and highlight it.
Eustress: It’s Good for You

Most of us think stress is bad for us. Much of it is. However, some stress is good. This kind of stress is called eustress. Eustress is caused by happy things. When we win an award, we feel eustress. How can this be good for us? To begin with, eustress can motivate us. It can keep us working. It can prevent us from becoming bored. Eustress can also help us do our best. It can push us to become more creative. Finally, eustress can even provide us with energy. This energy can help us achieve our daily goals. I guess you could say that happy stress can keep us going.
**Practice**

*Use the following chart to review and revise the expository paragraph you completed in Unit 3 on pages 214-215.*

<table>
<thead>
<tr>
<th>Expository Paragraph: Revision Checklist</th>
<th>Ask Yourself</th>
<th>Do</th>
<th>Revise If Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does your opening contain important background?</td>
<td>Underline any background information. <strong>underline</strong></td>
<td>Add any important background information.</td>
<td></td>
</tr>
<tr>
<td>2. Does your topic sentence state the subject? Does it give your feelings about the subject?</td>
<td>Circle the topic sentence. <strong>circle</strong></td>
<td>Rewrite your topic sentence. Make sure it states the subject. Make sure it includes your feelings about the subject.</td>
<td></td>
</tr>
<tr>
<td>3. Do I offer specific details to support my thesis?</td>
<td>Number each specific detail. Are there at least three? <strong>1, 2, 3, ...</strong></td>
<td>Make sure there are at least three. Add details if needed.</td>
<td></td>
</tr>
<tr>
<td>4. Have I used key words (transitions) to guide my reader from one idea to the next?</td>
<td>Circle each key word. <strong>circle</strong></td>
<td>Add key words. Make sure to use the correct word. Make sure to use them in the correct place.</td>
<td></td>
</tr>
<tr>
<td>5. Have I included a closing sentence or clincher? Does the sentence remind the reader of the subject? Does it repeat the topic sentence?</td>
<td>Highlight the closing sentence or clincher. <strong>highlight</strong></td>
<td>Add a closing sentence or clincher that reminds the reader of the subject. <strong>Do not repeat the topic sentence.</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Now write a revised draft of your expository paragraph. Use the information from the above chart.*

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Unit 4: Writing—Taking a Second Look
Revising a Persuasive Paragraph

The purpose of persuasive writing is to give your opinion. An opinion is a personal judgement. It is based on what you feel to be true. You are explaining why you feel as you do. You are giving your reasons for feeling this way. You are also hoping to get someone to listen to your opinion. You are hoping they will agree with you. Persuasive paragraphs must do the following:

1. Begin with an opinion statement.
2. Give valid reasons to support this opinion.
3. Support each reason with evidence.
4. Arrange reasons in order of importance.
5. Use key words to show this order.
6. End with a closing sentence or clincher that calls for action.

Before reviewing your persuasive paragraph, complete the practice on the following page.
Practice

Read “Just Read!” below and on the next page. Then complete the activities as instructed below.

The opinion statement is the same as the thesis statement. It identifies the topic and the writer’s feelings about it.

1. Find the opinion statement and circle it.

2. Find each reason that supports the opinion or thesis statement and number it. How many reasons did you find? Are reasons listed from least to most important?

3. Find facts, examples, or details that support each reason and highlight each piece of evidence.

Key words move the reader from one detail to the next. They are also called transitions or connecting words. These words help link ideas.

4. Find each key word and box each key word.

The closing sentence or clincher should remind the reader of the thesis and contents. It should keep the reader thinking about the subject. However, it should not repeat the thesis.

5. Find the closing sentence or clincher and put a squiggly line under it.

Just Read!

You’ve heard those commercials. You know the ones. Those that say so many good things about reading. Guess what? They’re true.

Television is great. Computers are wonderful. Video games are fun.

However, none of these can replace reading. Why, you may ask? It’s really very simple. Reading can make your life better in many ways. To begin
with, reading is great entertainment. Do you enjoy snow skiing? You can find books about snow skiing. Would you like to travel on safari in Africa? Many books can take you there. You can find out what it’s like to climb Mount Everest. You can know the thrill of winning the Super Bowl. You can do all this just by reading. Reading also makes you a better student. Everybody knows how to get better at something. You practice. If you want to run faster, you run more often. You gradually push yourself to run faster. You try to run harder courses. If you want to read better, you read more. You gradually push yourself to read harder books. Maybe reading a geography book isn’t too much fun, but if you can do it well, you can do it quickly. You can also remember what you read. If you remember what you read, your grades go up. Finally, reading makes you a better person. When you read, time disappears. Distance disappears. Cultural differences disappear. For example, you decide to read a story set during the Crusades in Jerusalem. The main character is an eleven-year-old shepherd. His father has been killed in the fighting. He is frightened just as you would be. His family is grieving, just like yours would be. You find you have much in common with him. You have made a human connection across time and cultural differences. Technology is a wonderful thing. Sometimes, though, the power goes out. You can always light a candle and open a book.
Practice

Use the following chart to review and revise the persuasive paragraph you completed in Unit 3 on page 217.

<table>
<thead>
<tr>
<th>Persuasive Paragraph: Revision Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask Yourself</strong></td>
</tr>
<tr>
<td>1. Do I have a clearly-stated opinion/thesis statement?</td>
</tr>
<tr>
<td>2. Does the paper include at least three valid reasons to support my opinion? Are they arranged from least to most important?</td>
</tr>
<tr>
<td>3. Is each reason supported by at least one piece of specific evidence?</td>
</tr>
<tr>
<td>4. Are key words (transitions) used to signal each reason? Are words used correctly?</td>
</tr>
<tr>
<td>5. Does the paragraph end with a closing sentence or clincher? It should remind the readers of the opinion statement. It should not repeat it.</td>
</tr>
</tbody>
</table>

Now write a revised draft of your persuasive paragraph. Use the information from the above chart.
Practice

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

<table>
<thead>
<tr>
<th>expository writing</th>
<th>persuasive writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>narrative writing</td>
<td>transitions</td>
</tr>
</tbody>
</table>

1. writing that focuses on convincing readers of an opinion or claim, or to take a particular action

2. words or phrases that link ideas, sentences, and paragraphs together

3. writing that explains something or informs readers

4. writing that tells a story or recounts an event
Step 2: Editing

*Editing* is the second step in fine-tuning your writing. 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

Begin editing by checking your grammar. First, you need to review the rules for the following:

- types of sentences
- sentence formation
- subject-verb agreement.

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: The window was open.

Not a Sentence: The window in my room

Sentence: The children came inside.

Not a Sentence: The children outside the classroom

Sentence: Where is your mother?

Not a Sentence: Before your mother came
Types of Complete Sentences: Declarative, Exclamatory, Imperative, and Interrogative

There are four kinds of complete sentences.

- **declarative sentences**
- **exclamatory sentences**
- **imperative sentences**
- **interrogative sentences**

Each of these sentences ends in a different **end mark**.

The chart below describes the types of sentences and their *end marks*.

<table>
<thead>
<tr>
<th>Types of Sentences</th>
<th>Definition/Example</th>
<th>End Mark</th>
</tr>
</thead>
</table>
| **Declarative**    | A sentence that makes a statement.  
I enjoy the beach. | .        |
| **Exclamatory**    | A sentence that expresses a strong feeling.  
You look pretty! | !        |
| **Imperative**     | A sentence that gives a command or makes a request.  
Stop! Hand in your homework.  
or  
Stop. Hand in your homework. | ! or .    |
| **Interrogative**  | A sentence that asks a question.  
Are you finished? | ?        |

Note: An *imperative sentence* has an understood subject. “Stop!” really means “You stop.” There is only one word in this sentence. It is, however, a complete sentence.
Practice

Use the list below to identify each type of sentence. Write the type of sentence on the line provided.

- declarative
- exclamatory
- imperative
- interrogative

1. What is your name? ______________________________
2. My father just won the lottery! __________________
3. Pizza is my favorite dish. ______________________
4. Sit down quickly. ______________________________
5. Did you call Mom? _____________________________
6. I brought an extra toothbrush. __________________
7. Look at the next page. __________________________
8. I am shocked! ________________________________
9. What are you doing? ___________________________
10. Don’t worry about me. _________________________
Practice

Put the correct punctuation mark (., !, or ?) in the box at the end of each sentence.

(1) Have you seen a ruby-throated hummingbird (2) What a pretty bird it is (3) It’s nothing like a bluebird (4) What time of year can you find them (5) You don’t see them in winter (6) Find out when they arrive (7) How tiny they are (8) Do you have a feeder (9) They are attracted to the color red (10) Make sure to keep your feeder clean
Practice

Complete the following.

• Write five declarative sentences about your best friend.

1. _________________________________________________________
   ___________________________________________________________

2. _________________________________________________________
   ___________________________________________________________

3. _________________________________________________________
   ___________________________________________________________

4. _________________________________________________________
   ___________________________________________________________

5. _________________________________________________________
   ___________________________________________________________

• You have just won a trip. You and your best friend will go to Disney World. Write five exclamatory sentences about this news.

1. _________________________________________________________
   ___________________________________________________________

2. _________________________________________________________
   ___________________________________________________________

3. _________________________________________________________
   ___________________________________________________________
You have found a magic bottle. You rub it. A genie appears to grant your wishes. Write five imperative sentences to the genie.

1. ___________________________________________________________________

2. ___________________________________________________________________

3. ___________________________________________________________________

4. ___________________________________________________________________

5. ___________________________________________________________________
### Practice

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

1. **whom or what a sentence is about**  
   - **A.** declarative sentence
2. **a group of words that expresses a complete thought and contains a subject and a verb**  
   - **B.** edit
3. **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**  
   - **C.** end marks
4. **a sentence that gives a command or makes a request and ends with a period (.) or an exclamation point (!)**  
   - **D.** exclamatory sentence
5. **the second step in the process of fine-tuning your writing; to check the grammar, punctuation, and spelling of your writing**  
   - **E.** imperative sentence
6. **making the verb of a sentence match its subject in number**  
   - **F.** interrogative sentence
7. **the punctuation marks that come after a sentence: period (.), question mark (?), exclamation point (!)**  
   - **G.** punctuation
8. **a sentence that makes a statement and ends with a period (.)**  
   - **H.** sentence
9. **a sentence that asks a question and ends with a question mark (?)**  
   - **I.** subject
10. **symbols or marks that help readers understand the meaning of a sentence**  
    - **J.** subject-verb agreement
11. **a sentence that expresses a strong feeling and ends with an exclamation point (!)**  
    - **K.** verb
Sentence Fragments: When You Don’t Say Enough

One mistake writers often make is sentence fragments. 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. Look at these examples.

Fragment: Going to school. (No subject)
Sentence: I am going to school.

Fragment: Jennifer on the bicycle. (No verb)
Sentence: Jennifer is sitting on the bicycle.

Fragment: I am thinking of. (Not a complete thought.)
Sentence: I am thinking of my dog Sam.

Remember: All of the verbs in the examples above end in -ing. Words ending in -ing are not complete verbs. In order for them to be verbs, they must have a helping verb. Helping verbs work with the main verb. Helping verbs do not show action. Read the list of common helping verbs below.

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
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**

(The subject goes here.) | (The verb goes here.)

Now look carefully at the following sentence.

My dog likes graham crackers.

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**

*Action verbs* are words that show the action of the subject. The action may be physical or mental. Ask yourself:

- Is someone or something doing something?
- If yes, ask what is he or she doing?

The answer to that is the verb.
Four-Step Verb-Finding Procedure

Use the example on the previous page to answer the following.

1. **Ask yourself:** Is someone or something doing something? *Yes.*

2. **Ask yourself:** What is he or she doing? *Liking graham crackers.*

3. **Tell yourself:** *Likes* is the verb.

4. **Write** *likes* on the diagram for the verb.

```
(The subject goes here.) | likes
(The verb goes here.)
```

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. The judges gave Gina’s pie a blue ribbon.

2. The soldiers retreated to a safe position.

3. We packed a picnic lunch.

4. The rain lasted three days.

5. This morning I slept late.
6. The students talked too loudly.

______________________________ (The verb goes here.)

7. The bus arrived early.

______________________________ (The verb goes here.)

8. I sent the package to my cousin.

______________________________ (The verb goes here.)

9. The teacher answered many questions.

______________________________ (The verb goes here.)

10. Even good friends sometimes disagree.

______________________________ (The verb goes here.)
Linking Verbs

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.

<table>
<thead>
<tr>
<th>Common Forms of Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
</tr>
<tr>
<td>being</td>
</tr>
<tr>
<td>been</td>
</tr>
<tr>
<td>am</td>
</tr>
<tr>
<td>is</td>
</tr>
<tr>
<td>are</td>
</tr>
<tr>
<td>was</td>
</tr>
<tr>
<td>were</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Linking Verbs Besides the Forms of Be</th>
</tr>
</thead>
<tbody>
<tr>
<td>appear</td>
</tr>
<tr>
<td>become</td>
</tr>
<tr>
<td>feel</td>
</tr>
<tr>
<td>remain</td>
</tr>
<tr>
<td>stay</td>
</tr>
</tbody>
</table>
Practice

Find and **diagram the action or linking verbs** in each of the sentences below.

1. The sum of three and two is five.

   _____________________________

   (The verb goes here.)

2. Mom tasted the soup.

   _____________________________

   (The verb goes here.)

3. Keisha could have been an artist.

   _____________________________

   (The verb goes here.)

4. My brother is a devoted baseball fan.

   _____________________________

   (The verb goes here.)

5. Paul speaks Chinese fluently.

   _____________________________

   (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:

   My dog likes graham crackers.

We know the verb is *likes*. Someone or something *likes* something.

2. **Ask yourself:** Who or what likes?

3. **Tell yourself:** The *dog* likes, so *dog* is the subject.

4. **Write** *dog* on the diagram for the subject.

Now look at the diagram of subject and verb.

   dog | likes
   (The subject goes here.) (The verb goes here.)

This sentence has a subject (dog) and a verb (likes).

**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:

   (you) | Stop
   (The subject goes here.) (The verb goes here.)
Practice

*Complete a diagram for each of the following sentences. Remember to begin by finding the verb.*

1. The auditorium door was open.
   
   (The subject goes here.) (The verb goes here.)

2. Mrs. Kim is our Girl Scout Leader.
   
   (The subject goes here.) (The verb goes here.)

3. We crossed the street carefully.
   
   (The subject goes here.) (The verb goes here.)

4. Mr. O’Brien will be leaving at the end of the year.
   
   (The subject goes here.) (The verb goes here.)

5. That car looks expensive.
   
   (The subject goes here.) (The verb goes here.)
6. His oldest son became a doctor.

   ___________________________   ___________________________
   (The subject goes here.)   (The verb goes here.)

7. I have been waiting to see the doctor for over an hour.

   ___________________________   ___________________________
   (The subject goes here.)   (The verb goes here.)

8. Everyone at the party received a gift.

   ___________________________   ___________________________
   (The subject goes here.)   (The verb goes here.)

9. The lights went out during the storm.

   ___________________________   ___________________________
   (The subject goes here.)   (The verb goes here.)

10. Linda left her book at school.

    ___________________________   ___________________________
    (The subject goes here.)   (The verb goes here.)
Fragments

Fragments are incomplete sentences. Some are lacking a subject. Some are lacking a verb. Some are missing both. Others do not contain a complete thought. You can correct sentence fragments by supplying the missing sentence parts.

Let’s practice identifying and correcting sentences and fragments.

**Fragment**: Toya and Rasheen. (What did Toya and Rasheen do?)

**Sentence**: Toya and Rasheen went to the mall this morning.

**Fragment**: Learned how to use a computer. (Who learned?)

**Sentence**: Melissa learned how to use a computer.

**Fragment**: When I turn 16. (Information is missing— what will happen?)

**Sentence**: I will be able to drive when I turn 16.
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. Reading the comic strip.
____ 2. I am ready.
____ 3. Called his brother.
____ 4. Mario is talking with.
____ 5. I just heard my favorite song.
____ 6. The dog running a long time.
____ 7. He offered me his jacket.
____ 8. In order to keep this grade.
____ 9. Having won a contest.
____ 10. Please lend me your book.
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. On my dresser.
   Why? ____________________________________________________
   ________________________________________________________
   Rewrite: ________________________________________________
   ________________________________________________________

2. I guessing you are wrong.
   Why? ____________________________________________________
   ________________________________________________________
   Rewrite: ________________________________________________
   ________________________________________________________

3. Dinner is almost.
   Why? ____________________________________________________
   ________________________________________________________
   Rewrite: ________________________________________________
   ________________________________________________________
4. Arrived just in time.
   Why? ____________________________________________________
   _________________________________________________________
   Rewrite: _________________________________________________
   _________________________________________________________

5. Before you sit down.
   Why? _________________________________________________
   _________________________________________________________
   Rewrite: _________________________________________________
   _________________________________________________________
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. It 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.

> **Remember:** 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 point (!).

<table>
<thead>
<tr>
<th>Run-on:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenna read the short story, she loved it, she will read it again, then she will give it to Rachel to read.</td>
<td>Jenna read the short story. She loved it! She will read it again, and then she will give it to Rachel to read.</td>
</tr>
<tr>
<td>Where are Daisy and Rosie I called those dogs five minutes ago.</td>
<td>Where are Daisy and Rosie? I called those dogs five minutes ago.</td>
</tr>
</tbody>
</table>

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. My favorite sport is canoeing have you ever been.
   ___________________________________________________________
   ___________________________________________________________

2. Melissa likes canoeing Latonia has never been.
   ___________________________________________________________
   ___________________________________________________________

3. Last summer my family went camping we stayed in the Great Smoky Mountains.
   ___________________________________________________________
   ___________________________________________________________

4. One day we rented canoes we spent the whole day on the river.
   ___________________________________________________________
   ___________________________________________________________

5. Mom fell in twice she decided to go sunbathing instead.
   ___________________________________________________________
   ___________________________________________________________
6. Did you see my lifejacket I thought it was in the canoe.

_________________________________________________________

_________________________________________________________

7. It was under the seat I put it there yesterday.

_________________________________________________________

_________________________________________________________

8. Put on your lifejacket you cannot go on the river without it.

_________________________________________________________

_________________________________________________________

9. The water was cold I found out when I fell in.

_________________________________________________________

_________________________________________________________

10. Dad pulled me out he almost fell in himself.

_________________________________________________________

_________________________________________________________
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 does three things.

- It has a subject.
- It has a verb.
- It is a complete thought.

____ 1. Because you’re nice.
____ 2. Are you warm enough?
____ 3. Last year I visited my grandmother this year she is visiting me.
____ 4. When dinner is ready.
____ 5. I fell.
____ 6. My kitten is really soft he feels like a ball of fur.
____ 7. I hope to be a nurse one day I like to help people.
____ 8. Last weekend, doing homework.
____ 9. He going?
____ 10. I hope you have a good time.
Practice

Check the **sentence structure** of your **revised descriptive paragraph**. This is the paragraph you completed on pages 239-240. 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 your descriptive paragraph a second time.
5. Turn each fragment into a sentence.
   - Make sure each new sentence has a subject.
   - Make sure each new sentence has a verb.
   - Make sure each new sentence is a complete thought.
6. Break up each run-on sentence.
   - Determine where each sentence should end.
   - Begin each new sentence with a capital letter.
   - End each new sentence with the correct end mark.
7. Read your second revision aloud.
8. Highlight any sentences that are not correct.
9. Correct these sentences. Follow the instructions above.
Subject-Verb Agreement: Matching the Doer and the Action

We learn to speak by copying what we hear. We copy our parents. We copy our friends. We copy the people we grow up knowing. Sometimes these people use unusual words. Sometimes their spoken English is hard for others to understand.

In certain parts of the country people speak in dialect. Dialect is the language of that particular place. It consists of special words. A dialect can also include using words in a special way. Sometimes, a dialect may include non-standard grammar. One commonly broken grammar rule is subject-verb agreement. Most of us have heard someone say, “She don’t know.” This is non-standard grammar. “She doesn’t know” is correct.

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.

- *Girl* refers to one person. It does not end with an *s*. It is singular.
- *Girls* refers to more than one person. It ends with an *s*. It is plural.
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 sister were here.

The subject *sister* is singular. The verb *were* is plural. The subject and verb do not match. The subject is singular and the verb is plural.

**Correct agreement:** My sister was here.

The subject *sister* is singular. The verb *was* is singular. The subject and verb match. The verb matches the subject in number. Both are singular.

Joe and Bill is a compound subject. It refers to two people.

- It is plural.
- It is joined by *and*.
- It uses a plural verb.

However, if a compound subject is joined by *or* or *nor*, the verb may be singular or plural.

If both parts of the subject are singular, use a singular verb.

Neither the television nor the CD player *works* well.

If both parts of the subject are plural, use a plural verb.

Neither the televisions nor the CD players *work* well.

If one part is singular and one part is plural, make the verb match (agree) with the subject closer to that verb.

Neither the televisions nor the CD player *works* well.
Neither the television nor the CD players *work* well.
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 Be and Have

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form of be</th>
<th>Form of have</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular subjects:</strong></td>
<td>Present</td>
<td>Past</td>
</tr>
<tr>
<td>I</td>
<td>am</td>
<td>was</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>He, She, It (or singular noun)</td>
<td>is</td>
<td>was</td>
</tr>
<tr>
<td><strong>Plural subjects:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>They (or plural noun)</td>
<td>are</td>
<td>were</td>
</tr>
</tbody>
</table>

### Test to Check Subject-Verb Agreement

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 correct. Let’s look at the following.

*School is* out in two months.
*(It is* out in two months—agreement is correct.)*

*Polly are* waiting in the next room.
*(It are* waiting in the next room—agreement is incorrect.)*

*My parents are* leaving early.
*(They are* leaving early—agreement is correct.)*

*The puppies is* hungry.
*(They is* hungry—agreement is incorrect.)*

*Jennifer and Tanya are* my best friends.
*(They are* my best friends—agreement is correct.)*
Study the following charts.

### Rules for Subject-Verb Agreement

<table>
<thead>
<tr>
<th>Rule</th>
<th>Example Sentences</th>
</tr>
</thead>
</table>
| 1. **Singular subject:** | A dog tries to be a good companion.  
Add -s or -es to the verb.  
He teaches the dog to obey. |
| 2. **Plural subject:** | Dogs try to be good companions.  
Do not add -s or -es to the verb.  
They teach the dogs to obey. |
| 3. **I or you:** | I like dogs a lot.  
You like dogs a lot.  
Use the plural form of the verb. |

### 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.

- Singular subject—no s  
- Singular verb—with s

1. The girl understands.  
2. The girls understand.  

- Plural subject—with s  
- Plural verb—no s

Use the *it-they* test in the sentences on the two charts above. Does each sentence still sound correct?
Practice

*Determine if the subject-verb agreement is correct.* If the subject is *singular*, substitute *it* and read the sentence. If the subject is *plural*, substitute *they*. If the sentence sounds right, it is correct. If it does not sound correct, it is not.

- *Mark C if it is correct.*
- *Mark I if it is incorrect.*

____ 1. Apple pie taste best when warm.
____ 2. A puppy and a kitten were sleeping together.
____ 3. Katie makes her bed every morning.
____ 4. Sad songs makes me cry.
____ 5. Neither Tina nor Rosa feel well today.
____ 6. One of the members have not cast a vote.
____ 7. Both classes in our school are going.
____ 8. Where on these maps are Panama located?
____ 9. The committee are meeting at nine o’clock.
____ 10. Neither your pens nor your notebook are in my locker.
Pronouns

The subject of a sentence can be a **noun** or a **pronoun**. A _noun_ refers to a person, place, thing, or idea. A _pronoun_ is a word that is used instead of a noun. A pronoun refers to a person, place, thing, or idea, just like the noun.

Pronouns can be a problem in subject-verb agreement. Certain pronouns are singular. _He, she, and it_ are singular. Others are plural. _You and they_ are plural. Still others can be both. You must check for **noun-pronoun agreement**. You must make sure the pronouns match the nouns they refer to. The following charts can be helpful.

These pronouns are singular. They always require singular verbs.

(**Hint:** The word _one_ is part of many. The word _one_ can be read after some pronouns. The word _single_ can be read between several compound words. _One_ and _single_ tell you the word is singular.)

<table>
<thead>
<tr>
<th>Pronouns</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>each (each <em>one</em>)</td>
<td>someone</td>
</tr>
<tr>
<td>either (either <em>one</em>)</td>
<td>anyone</td>
</tr>
<tr>
<td>neither (neither <em>one</em>)</td>
<td>everyone</td>
</tr>
<tr>
<td>one</td>
<td>nobody (no <em>single</em> body)</td>
</tr>
<tr>
<td>no one</td>
<td>somebody (some <em>single</em> body)</td>
</tr>
<tr>
<td>everybody (every <em>single</em> body)</td>
<td>everything (every <em>single</em> thing)</td>
</tr>
<tr>
<td>I</td>
<td>anything (any <em>single</em> thing)</td>
</tr>
</tbody>
</table>

The following pronouns are plural. They always require a plural verb.

(**Hint:** You can count these items on your fingers. There will always be more than one. Therefore, the word is plural.)

<table>
<thead>
<tr>
<th>Plural Pronouns</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>several</td>
<td>many</td>
</tr>
</tbody>
</table>
The following pronouns can be either singular or plural. It depends on the sentence.

If the pronoun refers to a singular noun, it is singular.

If the pronoun refers to a plural noun, it is plural.

<table>
<thead>
<tr>
<th>Indefinite Singular or Plural Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
</tr>
</tbody>
</table>

Look at the following example.

Some of the cookies are broken.
   *Cookies* is a plural noun.
   *Some* of the cookies would be plural.
   *Some* would take a plural verb.

Some of my shoelace is wet.
   *Shoelace* is a singular noun.
   *Some* of the shoelace would be singular.
   *Some* would take a singular verb.
Practice

Circle the correct verb in each of the following sentences.

1. Many of us (like, likes) classical music.
2. Some of the toddlers (seem, seems) shy.
3. Somebody (was, were) singing.
4. Each (tries, try) to do better than the other.
5. Both (has, have) blonde hair.
6. Few of the shirts (was, were) left after the sale.
7. Everyone (works, work) late on Wednesday.
8. Nobody (was, were) able to remember the phone number.
9. All of the senators (has, have) returned.
10. Most of his jokes (seems, seem) corny.
Singular or Plural Subject

It can be difficult to tell if a subject is singular or plural. This makes it difficult to make the verb agree. Look at the following sentence:

One of the children has a cold.

Is the subject of the sentence the singular pronoun *one*? Or is the subject the plural noun *children*?

The subject is the singular pronoun *one*.

*Children* is part of a **prepositional phrase** of the *children*.

A **prepositional phrase** is a group of words that begins with a **preposition**. It usually ends with a noun or pronoun called the **object of the preposition**. A **preposition** is a word that shows the relationship between a noun or pronoun and another word in the sentence. You will *never* find the subject of the sentence in a prepositional phrase.

Avoid this confusion by eliminating the prepositional phrase. You can do this in the following way:

- Find the preposition. A list of prepositions is given on the following page.

- Put your finger on the preposition. Move your finger until you find a noun or pronoun.

- From the preposition to the noun or pronoun is a prepositional phrase.

- Your subject will *never* be in a prepositional phrase.
Look at the following sentences.

One of the cats has caught a mouse.

Let’s eliminate the prepositional phrase. We begin with the preposition of. We continue until we find a noun (or pronoun). The first noun we find is cats. We eliminate the prepositional phrase of the cats.

One (of the cats) has caught a mouse.

Now, finding the subject is easy. The subject is one. One is singular. It agrees with the singular verb has caught.

<table>
<thead>
<tr>
<th>Commonly Used Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>aboard</td>
</tr>
<tr>
<td>about</td>
</tr>
<tr>
<td>above</td>
</tr>
<tr>
<td>across</td>
</tr>
<tr>
<td>after</td>
</tr>
<tr>
<td>against</td>
</tr>
<tr>
<td>along</td>
</tr>
<tr>
<td>among</td>
</tr>
<tr>
<td>around</td>
</tr>
<tr>
<td>at</td>
</tr>
<tr>
<td>before</td>
</tr>
<tr>
<td>behind</td>
</tr>
<tr>
<td>below</td>
</tr>
<tr>
<td>beneath</td>
</tr>
<tr>
<td>beside</td>
</tr>
<tr>
<td>besides</td>
</tr>
<tr>
<td>between</td>
</tr>
</tbody>
</table>
Practice

Choose the correct verb. Before you do this:

- First—find and strike through the prepositional phrase.
- Second—find and underline the subject.
- Finally—find and circle the correct verb.

1. Many ideas in this magazine (is, are) interesting.

2. A knowledge of rules (helps, help) your grammar.

3. Errors in agreement (is, are) very noticeable.

4. Correct spelling, along with correct subject-verb agreement, (is, are) important.

5. People in the art world (admire, admires) the photography of Man Ray.

6. Books in the library (is, are) arranged by subject.

7. The days of summer (seems, seem) to pass quickly.

8. Winter, of all the seasons, (passes, pass) the slowest.

9. Turkey, with all the trimmings, (waits, wait) on our Thanksgiving table.

10. Passengers aboard the luxury cruiser always (dines, dine) well.
Practice

Check your own subject-verb agreement. Carefully read the second revision of your descriptive paragraph you completed on pages 239-240 and then checked again on page 283. 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. On your own paper, complete a third revision of your descriptive paragraph.
Capitalization: Upper Case Rules

Our alphabet contains upper case 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.

<table>
<thead>
<tr>
<th>RULES OF CAPITALIZATION</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always capitalize...</td>
<td></td>
</tr>
<tr>
<td>the first word of every sentence.</td>
<td>The coffee grounds were in my cup.</td>
</tr>
<tr>
<td>a person’s name and any initials.</td>
<td>John F. Kennedy</td>
</tr>
<tr>
<td>titles of people.</td>
<td>Dr. Jones, Mrs. Fisher</td>
</tr>
<tr>
<td>I when used as a pronoun.</td>
<td>It’s the duck that I saw.</td>
</tr>
<tr>
<td>days of the week and months of the year.</td>
<td>Tuesday, March</td>
</tr>
<tr>
<td>religions, names applied to the Bible and its parts, other sacred books, and nouns and pronouns referring to a deity.</td>
<td>Christianity, Old Testament, God, the Almighty</td>
</tr>
<tr>
<td>countries, nationalities, races, and languages.</td>
<td>Spain, Spaniards, Spanish, Spanish rice, English</td>
</tr>
<tr>
<td>names of specific cities, states, avenues, streets, routes, and other geographical and place names.</td>
<td>North America, Atlanta, Chicago, Route 66</td>
</tr>
<tr>
<td>names of special organizations—government, businesses, schools, professional, and social.</td>
<td>Amtrak, the Jaycees, Sears, Sandalwood High School</td>
</tr>
<tr>
<td>names of special buildings and other man-made structures, ships, and planes.</td>
<td>Southpoint Mall, the Titanic, the Gulf Life Building</td>
</tr>
<tr>
<td>brand or trade names.</td>
<td>Goodyear tires, Kleenex, General Electric</td>
</tr>
<tr>
<td>holidays, special or famous events, historical periods or eras, and famous documents.</td>
<td>Labor Day, the Boston Tea Party, the Gold Rush, the Declaration of Independence</td>
</tr>
<tr>
<td>the first word and all important words in the title of a book, magazine, movie, television show, and song.</td>
<td><em>The Hobbit, Sports Illustrated, The Lion King, General Hospital, “America, the Beautiful”</em></td>
</tr>
<tr>
<td>words used as names.</td>
<td>Mother, Father, Aunt, and Uncle*</td>
</tr>
</tbody>
</table>

* Words such as those above and others (dad, cousin, granny, etc.) are not usually capitalized after a possessive pronoun (my, our, her).

My dad grew up in Florida.
Our cousins are visiting us this summer.
Practice

Copy the following. Use **capital letters** where needed.

1. last Thursday, march 28 ____________________________________
   __________________________________________________________

2. a school in Jacksonville, florida ____________________________
   __________________________________________________________

3. my third grade teacher _____________________________________
   __________________________________________________________

4. english trifle for dessert _________________________________
   __________________________________________________________

5. the memorial day sale at the mall __________________________
   __________________________________________________________

6. she was late coming home. _________________________________
   __________________________________________________________

7. my favorite book is *to kill a mockingbird*.____________________
   __________________________________________________________

8. the opening chapter of deuteronomy _________________________
   __________________________________________________________
9. the constitution of the united states of america __________________
________________________________________________________

10. gateway computers ________________________________
________________________________________________________
**Practice**

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

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a group of words that does <em>not</em> express a complete thought</td>
<td>A. action verb</td>
</tr>
<tr>
<td>2.</td>
<td>a word that names only one person, place, thing, or idea</td>
<td>B. fragment</td>
</tr>
<tr>
<td>3.</td>
<td>two or more sentences that are joined together with commas or without any punctuation marks to separate them</td>
<td>C. linking verb</td>
</tr>
<tr>
<td>4.</td>
<td>a verb that shows physical or mental action</td>
<td>D. plural noun</td>
</tr>
<tr>
<td>5.</td>
<td>a verb that expresses a state of being</td>
<td>E. run-on sentence</td>
</tr>
<tr>
<td>6.</td>
<td>a word that names more than one person, place, thing, or idea</td>
<td>F. singular noun</td>
</tr>
<tr>
<td>7.</td>
<td>a word that shows the relationship between a noun or a pronoun and another word in the sentence</td>
<td>A. capitalization</td>
</tr>
<tr>
<td>8.</td>
<td>the use of upper case letters in writing</td>
<td>B. noun</td>
</tr>
<tr>
<td>9.</td>
<td>making pronouns match the nouns they refer to</td>
<td>C. noun-pronoun agreement</td>
</tr>
<tr>
<td>10.</td>
<td>a word that names a person, place, thing, or idea</td>
<td>D. preposition</td>
</tr>
<tr>
<td>11.</td>
<td>a word that is used instead of a noun to refer to a person, place, thing, or idea</td>
<td>E. prepositional phrase</td>
</tr>
<tr>
<td>12.</td>
<td>a group of words that begins with a preposition and usually ends with a noun or pronoun</td>
<td>F. pronoun</td>
</tr>
</tbody>
</table>
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.
Practice

*Each of the italicized words is misspelled. Use a dictionary to look up each italicized word. Then rewrite the sentence. Make sure the word is correctly spelled.*

1. The room was so *quite* you could hear a pin drop.

   ___________________________________________________________
   ___________________________________________________________

2. We plan *too* finish our homework before dinner.

   ___________________________________________________________
   ___________________________________________________________

3. Valentine’s day is on *February* 14.

   ___________________________________________________________

4. *Wednesday* is the middle of the week.

   ___________________________________________________________

5. *Autum* is my favorite time of year.

   ___________________________________________________________

6. My *family* and I went on vacation.

   ___________________________________________________________

7. The firemen were *honored* for their heroism.

   ___________________________________________________________

9. Green beans are my favorite vegetable.

10. My aunt is the mayor’s secretary.
Choosing the Right Word

The English language is filled with **homophones**. Homophones are words that sound the same. However, they have different meanings and different spellings. Using the wrong word can make your writing hard to understand. It is, then, very important to use the correct word.

For example, look at the following examples of homophones.

- **allowed** - permitted to happen
- **aloud** - spoken in a normal tone of voice
- **ant** - an insect
- **aunt** - a female relative
- **blew** - past tense of the verb **blow**
- **blue** - a color; it can also mean feeling sad

Below is a list of common homophones.

<table>
<thead>
<tr>
<th>homophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ad........add</td>
</tr>
<tr>
<td>arc..........ark</td>
</tr>
<tr>
<td>ax...........acts</td>
</tr>
<tr>
<td>ball.........bawl</td>
</tr>
<tr>
<td>bare..........bear</td>
</tr>
<tr>
<td>bazaar.......bizarre</td>
</tr>
<tr>
<td>berry.........bury</td>
</tr>
<tr>
<td>boulder........bolder</td>
</tr>
<tr>
<td>brake.........break</td>
</tr>
<tr>
<td>build.........billed</td>
</tr>
<tr>
<td>cell..........sell</td>
</tr>
<tr>
<td>cent..........sent</td>
</tr>
<tr>
<td>cereal........serial</td>
</tr>
<tr>
<td>cruise.........crews</td>
</tr>
<tr>
<td>days..........daze</td>
</tr>
<tr>
<td>dear..........deer</td>
</tr>
<tr>
<td>desert.........dessert</td>
</tr>
<tr>
<td>doe...........dough</td>
</tr>
<tr>
<td>effect.........affect</td>
</tr>
<tr>
<td>eight..........eighth</td>
</tr>
<tr>
<td>facts..........fax</td>
</tr>
<tr>
<td>fill...........Phil</td>
</tr>
<tr>
<td>flew...........flu</td>
</tr>
<tr>
<td>four...........for</td>
</tr>
<tr>
<td>gate...........gait</td>
</tr>
<tr>
<td>great..........grate</td>
</tr>
<tr>
<td>grizzly........grisly</td>
</tr>
<tr>
<td>groan.........grown</td>
</tr>
<tr>
<td>hair...........hare</td>
</tr>
<tr>
<td>haul..........hall</td>
</tr>
<tr>
<td>hear.........here</td>
</tr>
<tr>
<td>heard.........herd</td>
</tr>
<tr>
<td>hi...............high</td>
</tr>
<tr>
<td>him.............hymn</td>
</tr>
<tr>
<td>illusion........allusion</td>
</tr>
<tr>
<td>inn..............in</td>
</tr>
<tr>
<td>isle.........aisle</td>
</tr>
<tr>
<td>jell..........gel</td>
</tr>
<tr>
<td>Jim.............gym</td>
</tr>
<tr>
<td>jean...........gene</td>
</tr>
<tr>
<td>kernel........colonel</td>
</tr>
<tr>
<td>knead........need</td>
</tr>
<tr>
<td>know...........no</td>
</tr>
<tr>
<td>lapse...........laps</td>
</tr>
<tr>
<td>lead............led</td>
</tr>
<tr>
<td>lie.............lye</td>
</tr>
<tr>
<td>lynx...........links</td>
</tr>
<tr>
<td>made...........maid</td>
</tr>
<tr>
<td>mail...........male</td>
</tr>
<tr>
<td>maul...........mall</td>
</tr>
<tr>
<td>naval.........navel</td>
</tr>
<tr>
<td>night...........night</td>
</tr>
<tr>
<td>not...........knot</td>
</tr>
<tr>
<td>oar...........ore</td>
</tr>
<tr>
<td>our...........hour</td>
</tr>
<tr>
<td>pain...........pane</td>
</tr>
<tr>
<td>pause.........paws</td>
</tr>
<tr>
<td>peace.........piece</td>
</tr>
<tr>
<td>prey........pray</td>
</tr>
<tr>
<td>quarts.......quartz</td>
</tr>
<tr>
<td>rain...........reign</td>
</tr>
<tr>
<td>rap...........wrap</td>
</tr>
<tr>
<td>read..........red</td>
</tr>
<tr>
<td>road..........rode</td>
</tr>
<tr>
<td>ruff...........rough</td>
</tr>
<tr>
<td>scene.........seen</td>
</tr>
<tr>
<td>sea...........see</td>
</tr>
<tr>
<td>serf..........surf</td>
</tr>
<tr>
<td>shown..........shone</td>
</tr>
<tr>
<td>sore..........soar</td>
</tr>
<tr>
<td>sword.........soared</td>
</tr>
<tr>
<td>tail...........tale</td>
</tr>
<tr>
<td>their..........there</td>
</tr>
<tr>
<td>threw..........through</td>
</tr>
<tr>
<td>to...............too, two</td>
</tr>
<tr>
<td>tow..........toe</td>
</tr>
<tr>
<td>undo..........undue</td>
</tr>
<tr>
<td>urn.............earm</td>
</tr>
<tr>
<td>vain...........vein</td>
</tr>
<tr>
<td>vary...........very</td>
</tr>
<tr>
<td>vile...........vial</td>
</tr>
<tr>
<td>waist..........waste</td>
</tr>
<tr>
<td>wait..........weight</td>
</tr>
<tr>
<td>waive..........wave</td>
</tr>
<tr>
<td>weak..........week</td>
</tr>
<tr>
<td>you..........ewe</td>
</tr>
<tr>
<td>you’ll..........yule</td>
</tr>
</tbody>
</table>
Practice

Choose the correct word and circle it. Use a dictionary or the list on the previous page.

1. I am afraid I will (brake, break) Mom’s good china if I set the table.

2. This summer my family is going on a (crews, cruise) to Mexico.

3. I did not (hear, here) the doorbell ring.

4. Please have a (peace, piece) of my birthday cake.

5. I have eaten (to, too, two) much candy.

6. My parents expressed (their, there) opinion.

7. Elisa’s pearl ring was very (dear, deer) to her.

8. An entire (weak, week) passed before she returned my call.

9. Eldred (threw, through) the Frisbee in my direction.

10. My birthday candles (shone, shown) brightly.
Practice

Ask your teacher to read your revised paragraphs as follows:

- third revision of descriptive paragraph from page 295
- second revision of narrative paragraph from pages 245-246
- second revision of expository paragraph from pages 250-251
- second revision of persuasive paragraph from 255-256.

Also ask your teacher to highlight any incorrectly used words. Then use a dictionary to correct your writing. Revise each paragraph as needed.

Descriptive Paragraph

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Narrative Paragraph

Expository Paragraph
Persuasive Paragraph

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
**Recording Mistakes in a Notebook**

Are you making the same mistakes 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.

<table>
<thead>
<tr>
<th>Mistakes</th>
<th>Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>alot</em></td>
<td><em>a lot</em> (alot spelled as one word is not a word)</td>
</tr>
<tr>
<td><em>there vs. they’re</em></td>
<td><em>they’re</em> is short for <em>they are</em></td>
</tr>
<tr>
<td><em>whose vs. who’s</em></td>
<td><em>who’s</em> is short for <em>who is</em></td>
</tr>
<tr>
<td><em>your vs. you’re</em></td>
<td><em>you’re</em> is short for <em>you are</em></td>
</tr>
</tbody>
</table>
Step 3: Proofreading—The Final Check

You have completed Step 1. You have revised the content of your paragraph. You have also completed Step 2. You have edited your paragraph. You have checked for errors in grammar, punctuation, and spelling. Now you are ready to complete Step 3. You are ready to proofread your paragraph.

Step 1: Revise

Step 2: Edit

Step 3: Proofread

Proofreading is the third step in fine-tuning your writing. 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Read your work aloud.</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Keep a list of common spelling mistakes.</strong> Check this list before you proofread. When one of these words appears, check the list.</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Read backwards to check your spelling.</strong> 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.</td>
<td></td>
</tr>
</tbody>
</table>
The copyediting symbols below are helpful. You can use the symbols to show where and how your writing needs editing. Your teacher may also use the copyediting symbols as well. Read the list carefully to learn where and how to use them correctly.

### Copyediting Symbols

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Meaning</th>
<th>Example</th>
<th>Corrected Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>☞</td>
<td>Capitalize a letter.</td>
<td>Harper lee wrote To kill a Mockingbird.</td>
<td>Harper Lee wrote To Kill a Mockingbird.</td>
</tr>
<tr>
<td>✷</td>
<td>Make a capital letter lowercase.</td>
<td>Scout is six years old when the novel begins.</td>
<td>Scout is six years old when the novel begins.</td>
</tr>
<tr>
<td>✟</td>
<td>Insert a period.</td>
<td>Scout has a brother. His name is Jem.</td>
<td>Scout has a brother. His name is Jem.</td>
</tr>
<tr>
<td>☝</td>
<td>Correct the spelling error.</td>
<td>Scout's father was an attorney.</td>
<td>Scout's father was an attorney.</td>
</tr>
<tr>
<td>✏</td>
<td>Delete.</td>
<td>Scout knew how to read when she went to school.</td>
<td>Scout knew how to read when she went to school.</td>
</tr>
<tr>
<td>□</td>
<td>Insert here.</td>
<td>Scout’s teacher was not pleased that Scout could already read.</td>
<td>Scout’s teacher was not pleased that Scout could already read.</td>
</tr>
<tr>
<td>✱</td>
<td>Switch words or letters.</td>
<td>Scout was a tomboy.</td>
<td>Scout was a tomboy.</td>
</tr>
</tbody>
</table>
Practice

The paragraph below has been proofread. The errors have been marked. Revise the paragraph. Use the chart on the previous page to help you do this.

Everyone tells me I talk too much. Last week, I realized I was talking on the phone. I had called my best friend. She had been on vacation. We hadn’t talked for two weeks. I had so much to tell. I was in the middle of a story about my dog up digging mom’s flower bed. The doorbell rang. Still talking, I answered the door. There was my best friend. She had ridden her bike a half mile from her house to mine. I hadn’t even noticed she wasn’t on the line anymore. I had been talking all the time. I felt my face turn red. Then we both had a good laugh. It was then I realized everyone was right. I really do talk too much.
Practice

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

_____ 1. the punctuation marks that come after a sentence: period (.), question mark (?), exclamation point (!)  
A. action verb

_____ 2. the third step in the process of fine-tuning your writing; to check for typos, omitted words, and other errors  
B. end marks

_____ 3. a group of words that expresses a complete thought and contains a subject and a verb  
C. fragment

_____ 4. a verb that shows physical or mental action  
D. homophones

_____ 5. words that sound the same but have different meanings and different spellings  
E. proofread

_____ 6. a group of words that does not express a complete thought  
F. sentence
Practice

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

1. writing that tells a story or recounts an event
   A. declarative sentence

2. writing that explains something or informs readers
   B. exclamatory sentence

3. writing that focuses on convincing readers of an opinion or claim, or to take a particular action
   C. imperative sentence

4. a sentence that asks a question and ends with a question mark (?)
   D. interrogative sentence

5. a sentence that gives a command or makes a request and ends with a period (.) or an exclamation point (!)

6. a sentence that express a strong feeling and ends with an exclamation point (!)

7. a sentence that makes a statement and ends with a period (.)
Practice

Proofread the latest revision of your descriptive paragraph from page 305. Use the proofreading techniques on page 309. Use the copyediting symbols on page 310 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 descriptive paragraph. Use the work you did on page 305 and 314. Turn in the final copy as part of your Unit Assessment.
Go for the Gold

Proofread and write final copies of your narrative, expository, and persuasive paragraphs on pages 306-307. Turn one or more paragraphs in for extra credit as part of your Unit Assessment. Use additional paper as needed.
Unit 5: Listening, Viewing, Speaking—Communicating Face-to-Face

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)

• 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

• Write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media. (LA.B.2.3.1)
• Use electronic technology including databases and software to gather information and communicate new knowledge. (LA.B.2.3.4)

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)

• Determine main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message. (LA.C.2.3.1)

• 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)

• Understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising. (LA.D.2.3.4)

• Incorporate audiovisual aids in presentations. (LA.D.2.3.5)
Overview

Communication is important to us all. We communicate in many ways. We send messages. We receive messages. We do this in a number of ways. Of course, we speak. We listen. We send messages without words, too. Why do you smile when you see your friend? You are happy to see her. You smile to tell her this. Why do you raise your hand in class? You know the answer to a question. You want the teacher to know this. You have sent messages. However, you have not spoken. You have used body language. Body language is also called nonverbal communication. It is called this because you have not used words. You have, however, sent a message. You have communicated.

When we use words, we are using verbal communication. You use words when you read a story aloud. You also use them when you listen to a song. You use them when you write a note. These are all forms of verbal communication. Your audience could be one person. It could also be a crowd of 40 or more. Either way, you want them to understand you. You also want to understand other people. You want to know what a person 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?

An important form of communication is storytelling. Storytelling is an art. The storyteller must tell a story in an interesting way. Ancient cultures explained their world in stories. Parents teach their children through stories. We are entertained by stories. Storytelling happens throughout our entire lives.
We find some of these stories interesting. We are not so interested in others. Some stories are about people or things we like. Some are not. Some stories teach us important lessons. Even an interesting story must be told well. If it is not, listeners will not like it. A good storyteller knows this. He or she knows how to keep the audience interested.

Our culture uses stories for other reasons. We use them to sell products. We use them to sell ideas. Commercials are like short stories. They are meant to persuade you in some way. Knowing this can help you. This can help you make better choices.

This unit will help you become a better storyteller.

• You will search for and select a good story.
• You will practice using visual aids effectively.
• You will also practice effective techniques for telling a story.
• You will learn how to be a good listener and watcher.
• You will also learn how to analyze what you hear and see.
Vocabulary

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

bibliography ................................................. a list or collection of all articles, books, and other sources checked for information or ideas while researching topics or subjects

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

copyright ........................................ the right given by law to an author, playwright, or publisher to be the only person or company to reproduce, publish, or sell a literary or artistic work

electronic reference ......................... the source and location of reference information obtained from the Internet or by electronic means

fable ........................................ a story that teaches a lesson about human nature and ends with a moral Example: A story usually about animals who talk and act like people, as in the fable “The Fox and the Grapes.”
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.

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

moral ................................. a lesson about right and wrong that is
taught in a story, incident, or fable
*Example: The moral of a story could be
“Don’t put off until tomorrow what you
can do today.”

nonverbal communication .......... the act of sending or receiving messages
without the use of words
*Example: One form of nonverbal
communication is body language.

persuasion techniques .......... different ways to convince someone to
buy something, do something, or
believe something

prompt ................................. visual aid to help the speaker remember
his or her speech
*Examples: storyboards, notecards, and
overhead transparencies

pronunciation .......................... the act of saying words correctly, as they
are listed in a dictionary’s guide as to
how a word sounds

storyboard ............................... a visual map of a story’s major events
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 to help listeners and viewers understand a story
Examples: pictures, posters, drawings,
charts, diagrams, puppets, costumes,
hats, scenery, and props

volume ........................................ the loudness or softness of a spoken word
Selecting a Good Story: Making Your Effort Worthwhile

When you listen to a story, what do you expect? You expect the storyteller to know the story. You expect him to entertain you. You would not enjoy the story if he could not remember it. You would lose interest if he were boring. You must remember this when you tell a story. You must choose a story you like. You must like it well enough to learn it completely.

You also want your audience to like your story. Audiences like to be surprised. They usually like unfamiliar stories. You should plan to do some research to find such a story.

Fables and folktales are good storytelling stories. They usually contain an organized plot. They feature characters we can recognize. Fables and folktales usually explain something about life. Characters can behave well or badly. They can show love and bravery. They can also show jealousy and envy. Most of these tales teach us something about ourselves. They teach us about right and wrong. This lesson is usually referred to as the story’s moral.

Characters in fables are usually animals. The animals talk and act like people. Folktales are often old stories or legends about a local hero. The folktale or tall tale becomes part of oral tradition. The tale is handed down from generation to generation. Think of tall tales your family or friends tell about you. Are they told to teach lessons about right and wrong? Is there a moral to these tales?

Good Storytelling

Good storytellers do more than just talk. They use gestures. They use special voices. They use puppets, costumes, props, and other visual aids. All of these techniques help the audience see the story.

Music and sound effects can also make a story better. Think of how sound is used in movies and television. Both help to create the mood of the story. What effect does a creaking door give? A lullaby softly playing? Thunder and lightning?

Most fables and folktales can be enhanced by these effects.
One very famous group of fables comes from Ancient Greece. The fables are credited to a man named Aesop. You have probably heard many of these. You can find copies of Aesop’s fables in your media center and on the Internet.

You can also use the Internet to find folktales and fables from other cultures. Ask your teacher for help in finding sites for these tales.

**Copyright: Protecting the Rights of the Owner**

Many of the stories that you find will be protected by laws of copyright. The story cannot be copied without the writer or publisher’s permission.

---

**The Copyright Symbol ©**

The copyright symbol consists of a letter c in a circle, followed by the name of the owner of the copyright and the year the work was first published.

Look at the example below. The copyright symbol (©), followed by John Smith, comma (,), 2002, indicates that John Smith is the author of a work that was first published in 2002.

© John Smith, 2002
As a storyteller, you must give credit to the author and publisher. A bibliography is a list or a collection of all articles, books, and other sources checked for information or ideas while researching topics or subjects. See below how to prepare a bibliographic citation for your story.

Bibliographic Citations
Each source in a bibliographic citation is identified by the following:

- author(s) or editor(s)
- title of the article, the book, or the magazine
- publisher’s city and state
- publisher’s name
- publication date


If the source of your story is from an electronic reference, the information to collect and format is different. Electronic references are obtained from the Internet or electronic means. Refer to Unit 1, pages 47-48 to correctly cite electronic references.

The example citations above and in Unit 1 use the format of the Modern Language Association (MLA). MLA style contains written procedures used to write papers and cite or refer to references. MLA style is only one guide to citing references. Your teacher may suggest another style.

Before you select a story to tell, you will read several fables or folktales. Make sure you like the story you choose. Try to find one your audience will like, too. Please keep in mind that sometimes even a good story may not always be a good one for storytelling. The following practices will prepare you to analyze stories.
Practice

Let’s practice analyzing a story.

Below is an example of a fable. Read it carefully. Then complete the Story Analysis Worksheet on the following pages.

The Maid and the Milk Can

by Aesop

Once upon a time, a milk-maid was going to the market. She was carrying a can of milk on her head. She was going to sell the milk. As she walked, she began to think. She thought about how much money she would make.

“I will make lots of money,” she thought. “I can buy a large number of eggs. Most of these eggs will hatch. I can take some of these chickens to the market. I can sell them. I can then buy more eggs. These eggs will hatch. The other chickens will lay eggs. They will hatch, too. Soon, I will have a large chicken farm. I will be rich!”

“The young men will want to marry me. I will choose the best one. He will be strong. He will be handsome. He will be rich. Oh, how my friends will envy me!”

“I will have a grand wedding! I will go to the city to buy my dress. It will be in the latest fashion. It will be silk. I will have a new bonnet to match it. Everyone will say I am beautiful. They will think I am the most elegant bride of all!”

The maid imagined she was wearing her fine clothes. She tossed her head. The milk can fell from her head. The milk spilled all over the road. The maid had nothing to sell at the market.

The lesson this story tells us: Don’t count your chickens before they are hatched.
Story Analysis Worksheet

Answer the following to analyze “The Maid and the Milk Can” on the previous page.

1. Where does the story take place? ____________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What background does your audience need to know? _________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Who are the characters? _________________________________
   __________________________________________________________
   __________________________________________________________

4. What happens in the story? _________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
5. How will the audience feel about the story? (Will they laugh? Will they feel sad?)

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

6. What is the moral or lesson of the story?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

7. What visual aids could you use?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

8. What music or sound effects could you use?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Practice

*Choose two stories to analyze. Get teacher approval for each one. Before planning your storytelling, answer the following to analyze the two stories.*

**Story 1 Analysis Worksheet**

1. Where does the story take place? ____________________________
   ___________________________________________________________________

2. What background does your audience need to know? ________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. Who are the characters? _________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

4. What happens in the story? _________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
5. How will the audience feel about the story? (Will they laugh? Will they feel sad?) ________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

6. What is the moral or lesson of the story? _________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

7. What visual aids could you use? _________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

8. What music or sound effects could you use? _______________
   ___________________________________________________
   ___________________________________________________
Story 2 Analysis Worksheet

1. Where does the story take place? ____________________________
   __________________________________________________________

2. What background does your audience need to know? _________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Who are the characters? _________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What happens in the story? _________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
5. How will the audience feel about the story? (Will they laugh? Will they feel sad?) ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. What is the moral or lesson of the story? ______________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. What visual aids could you use?_____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. What music or sound effects could you use?_____________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Practice

Choose **two stories** that you want to tell. Get your **teacher’s approval** for both stories. Then complete the following **story 1 and 2 rating checklists**. Rate each story on a **scale from 1 to 4**. Add your ratings to find each story’s **total score**. Choose the story with the **highest score**.

**Story 1 Rating**

<table>
<thead>
<tr>
<th><strong>Title</strong>: ____________________________</th>
<th><strong>Author</strong>: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publisher</strong>: _______________________</td>
<td><strong>Date Published</strong>: _____________________</td>
</tr>
<tr>
<td><strong>Source (library, Internet, etc.)</strong>:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I enjoyed the story and understood what happened.</th>
<th>1 worst</th>
<th>2</th>
<th>3</th>
<th>4 best</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story teaches a lesson or moral.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story has an organized plot. (It is easy to understand what happens.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story will cause an emotional response in my audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make the story better with visual aids.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can make the story better with music or sound effects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My audience will enjoy this story. (It is not too familiar. It will not offend anyone. It is not too simple. It is not too hard to understand.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Story 1 Total Score**: ____________________________
## Story 2 Rating

<table>
<thead>
<tr>
<th><strong>Title:</strong></th>
<th></th>
<th><strong>Author:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Publisher:</strong></td>
<td></td>
<td><strong>Date Published:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Source (library, Internet, etc.):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I enjoyed the story and understood what happened.</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The story teaches a lesson or moral.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>The story will cause an emotional response in my audience.</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I can make the story better with visual aids.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>My audience will enjoy this story. (It is not too familiar. It will not offend anyone. It is not too simple. It is not too hard to understand.)</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Story 2 Total Score:** ____________
Practice

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

<table>
<thead>
<tr>
<th>bibliography</th>
<th>copyright</th>
<th>electronic reference</th>
<th>fable</th>
</tr>
</thead>
<tbody>
<tr>
<td>folktale</td>
<td>MLA style</td>
<td>moral</td>
<td>visual aids</td>
</tr>
</tbody>
</table>

1. a story handed down from generation to generation by word of mouth
2. a set of written procedures from the Modern Language Association used to write papers and resources
3. a short story that teaches a lesson about human nature and ends with a moral
4. a lesson about right and wrong that is taught in a story, incident, or fable
5. any material that can be seen to help listeners and viewers understand a story
6. a list or collection of all articles, books, and other sources checked for information or ideas while researching topics or subjects
7. the source and location of reference information obtained from the Internet or by electronic means
8. the right given by law to an author, playwright, or publisher to be the only person or company to reproduce, publish, or sell a literary or artistic work
Preparing: Making the Story Your Own

All of us enjoy talking to our friends. We do it as often as we can. Speaking in front of your classmates is different. Facing an audience can be scary. All eyes will be on you. None of your listeners will be talking. You may be nervous.

Being nervous makes you forget things. It can make your hands shake. It can make you mumble. It can make you feel 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 often before a group is well prepared.

Begin your preparation by memorizing your story. One good way to do this is to prepare a storyboard. A storyboard is something like a cartoon strip. It is a picture of the events of the plot. It is a visual map of the story’s major events. You do not need to be an artist to do this. Simple stick figures will do.

Below is a sample storyboard of the fable of “The Maid and the Milk Can.”
Practice

Complete a storyboard for your fable. Make sure your storyboard follows the story and is complete. Draw a picture for each event that happens in the plot. Arrange the pictures or frames of your storyboard in order and number them.
By now, you should be familiar with your story. You are ready to plan your storytelling.

**Decide what prompts you will use.** Remember, you may be nervous. You will need some help to remember your story. You need to stay organized. You need to remember all the details. Some prompts to consider are as follows:

- **Your storyboard.** Make it bigger and more colorful. Write important words on it. Plan to use a pointer as you speak. Consider transferring it to a flipchart and easel. Ask one of your classmates to help you turn the pages while you tell your story.

- **Notecards.** Transfer key words from your storyboard to notecards. Print the words in large, black letters. Number each notecard. Arrange them in order before you speak.

- **A transparency and an overhead projector.** Ask your teacher to help you do this. You can prepare an outline of the important events of the plot. Plan to project this while you talk. Check off each event as you discuss 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 a story. 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

*Make sure your visual aids relate to the story.*
Most stories benefit from visual aids. However, not all visual aids make a story better. Make sure that your visual aids do the following:

- **Relate to the story.** 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 story better.** Good storytellers 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?
- Ask the audience to join in?

*Decide if you should use body movements.*
Practice

Enhance your story. Complete the following plan.

1. What prompt(s) such as storyboards, notecards, and overhead transparencies will you use?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

2. What visual aids such as pictures, posters, drawings, charts, diagrams, puppets, costumes, hats, scenery, and props will you use? Explain how each one will enhance the story.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

3. What other techniques such as different voices, different paces, hand gestures, body movements, and audience participation will you use? Explain how each will enhance the story.

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Prepare and Practice

Prepare and practice, practice, practice! At least two days before you tell your story:

- **Make sure all prompts are ready.** If you are using your storyboard, it should be redrawn. Make sure you can see each frame. If you are using note cards, make sure they are neatly written. Make sure you can read them. Give them to your teacher. Can he or she read them? Can you read them the day after you wrote them? If you are using a transparency, is the outline readable? Do you have enough details on your prompts? Will they be helpful to you?

- **Make sure prompts are organized.** Do you have the storyboard in order? Are your notecards in order? Is the overhead projector ready?

- **Make sure visual aids are ready.** Bring these to school. Show them to your teacher. Ask if they are relevant to your story. Store them in a safe place.

- **Make sure visual aids are organized.** Again, make sure you know where these are the day before your speech. Do not rely on anyone to bring them for you.

- **Start practicing.** Tell your story aloud several times. Do it alone at first. If possible, record yourself. Then, ask your family and friends to listen. Practice until you don’t need your prompts.

• Practice until you don’t need your prompts.
Effective Presentation Skills: Using Your Voice and Body

Planning your story is important. Practicing is important as well. However, these are only part of good storytelling. You must learn the skills good speakers use. Good speakers use their voices as tools. Their voices help bring their stories 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.

Remember, you can also change your voice to enhance your story. You can sound like a hissing snake or a big, bad wolf. You still need to keep the above skills 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 also make changes to your presentation based on your listeners’ comments.
**Practice**

**Present the story** you have been working on in this unit. Give a copy of the chart below to each of your listeners. Use the chart to **improve your speech** before presenting it to the class.

<table>
<thead>
<tr>
<th>Pronunciation, Volume, and Tempo</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Pronunciation</strong></td>
</tr>
<tr>
<td>Words Mispronounced</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Volume</strong></td>
</tr>
<tr>
<td>Too Loud</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Tempo</strong></td>
</tr>
<tr>
<td>Too Fast</td>
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<td></td>
</tr>
</tbody>
</table>
Communication Skills

When we use words, we are using **verbal communication**. Speakers can do more than just use their words and their voices. There are other forms of **communication**, or ways to send or receive messages other than just using words. Speakers can use their bodies, too. They can use gestures and facial expressions. This form of **nonverbal communication**, called **body language**, can make a story better. It can also distract the listeners. Sometimes, they will watch these movements instead of listening. We need to improve our nonverbal communication. This will improve our storytelling.

<table>
<thead>
<tr>
<th>Tips for Using Body Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>While you tell your story:</strong></td>
</tr>
<tr>
<td><strong>Stand straight but relaxed.</strong> Put one foot slightly in front of the other. This helps you breathe deeply. It makes your voice sound its best.</td>
</tr>
<tr>
<td><strong>Move your gaze around the room.</strong> 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.</td>
</tr>
<tr>
<td><strong>Show emotions.</strong> Use your face and body to show emotion to listeners. Let your face show suspense as the story describes it. Let your body show tension as well. A cold, stony face makes you look bored. Your audience will be bored, too.</td>
</tr>
<tr>
<td><strong>Use your hands effectively.</strong> Use gestures to emphasize important points. Hold your note cards. Use a pointer for your storyboard. Otherwise, let your hands rest at your sides. You can rest them on the speaker’s stand. Don’t tap your fingers. Don’t make nervous movements with your hands.</td>
</tr>
</tbody>
</table>

Use the above skills as you practice your story.
Practice

Present your story. 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.
Watching Commercials: When Stories Have a Purpose

Our lives are filled with stories. You told a story in the last lesson. It was part of your class work. You probably told a story yesterday to your friends. Maybe it was to your family. Maybe you told more than one. Maybe it was at lunch. Maybe it was at dinner. Maybe it was about something funny that happened at home.

People tell you stories as well. Your parents talk about when they were your age. Sometimes these stories are funny. Sometimes, they are meant to teach you something.

We hear and see another kind of story every day. These are commercials and advertisements. We see them in magazines and newspapers. We also see them on television. We hear them on the radio. These stories have a special purpose. They are meant to persuade or convince us to buy something.

The people who create commercials use persuasion techniques. Persuasion techniques are different ways to convince someone to buy, do, or believe something. When used in commercials and advertisements, these techniques make us want to buy their products. Some of the most successful techniques include the following.

Slice of Life: The Choice of People Like You

These commercials look like home videos. They often show a group of people. Perhaps it is a “family.” Perhaps it is a “group of friends.” Often, they might look like your family or friends. The group is having a wonderful time. They are eating a particular cereal. Maybe they are wearing a certain type of tennis shoe. Perhaps they are driving a certain car. Whatever the product is, it seems to be making their lives more fun. The commercials seem very convincing. However, all of the people are actors. They have practiced the scenes many times. Many of them do not know each other. Probably, none of them have ever eaten that brand of cereal before. They are eating it because it is their job. They are getting paid to do so.
The Famous Face: The Choice of Stars

You see it all the time. A beautiful actress sells shampoo. A famous basketball player sells underwear. The idea is to make people believe they can be like the actress. They simply need to use the shampoo. They can be like the basketball player. They just need to wear the underwear. But do these famous people use these products? We don’t know. We do know one thing—they are being paid lots of money to say they do.

Just the Facts: Abusing Statistics

This type of commercial uses facts and figures. However, it tells you nothing about the survey it used. Usually, a very small sample will be taken. Then advertisers make a statement about a larger group. For example, nine out of 10 teenagers preferred Happy Cow ice cream. The commercial did not tell you the following things:

- Only 20 teenagers were surveyed.
- The survey was taken in Happy Valley, Wisconsin.
- Happy Valley is the home of Happy Cow ice cream.

Teenagers in Tallahassee, Florida might have very different tastes. This is not a trustworthy claim.

Problem/Solution: Making Your Life Perfect

This commercial shows someone with a problem. Then the product solves the problem. For example, a little boy is in a new class. No one will be his friend. His mom has a certain brand of pizzas delivered to him. She orders enough for the whole class. The class has a pizza party. Everyone loves the little boy. He is instantly popular. He has dozens of friends. The pizza solved his problem. In real life, this would never happen.
Discussion Skills: Listening and Speaking in a Group

A group discussion is not just a conversation. People do talk together. They do listen to each other. However, they have a goal. They must make a decision. Or they must solve a problem. Everyone must be allowed to participate. Everyone must be allowed to voice an opinion. This cannot be done all at the same time. Otherwise, the discussion becomes a free-for-all. A group discussion must be planned. Guidelines must be followed. Some of the guidelines are as follows:

<table>
<thead>
<tr>
<th>Listening and Speaking in a Group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen completely to others.</strong> Do not interrupt others. Wait until you are sure they are through before you speak.</td>
</tr>
<tr>
<td><strong>Empty your mind when others speak.</strong> Often, our minds are filled with what we want to say. As a result, we don’t hear what the speaker says. To fully listen to another, we must <em>unclutter</em> our minds. Write down what you want to say ahead of time. That way, you can listen to others. You aren’t in danger of forgetting your own ideas.</td>
</tr>
<tr>
<td><strong>Be strong enough to be moved by others.</strong> Don’t hold on to your ideas too tightly. If someone makes a good point, it’s okay to change your mind. A strong person has self-confidence. He or she is not afraid to admit that someone else is right.</td>
</tr>
<tr>
<td><strong>Make a contribution.</strong> Don’t just sit and let others do all the work. Do your part. Come to class prepared. You should add to and improve the discussion.</td>
</tr>
<tr>
<td><strong>Stay calm.</strong> Speaking louder than others will not change their minds. Let your good ideas do that for you.</td>
</tr>
</tbody>
</table>

You will need to listen to your classmates’ presentations. As you do, you will need to practice these listening and speaking skills.
Practice

*Find three advertisements* in your favorite magazines. Then work with a partner. Choose one of the advertisements. *Follow the steps below to analyze the persuasion techniques* being used. *Present your ideas to the class and ask for feedback.*

**Step 1:** Answer the following questions:

1. What is the advertisement attempting to sell? _________________
   ____________________________________________________________

2. Do you find the advertisement interesting? Explain why. (If not, move on to number 3.) _________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. If you do not find the advertisement interesting, explain why.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

4. Do you think you would buy this product if you could? ______

**Step 2:** Read the questions below. Discuss them with your partner. Write down your answers.

1. To which audiences do you think this advertisement is aimed?
   ___________________________________________________________

2. What in the ad makes you think this? ________________________
   ___________________________________________________________
3. What persuasion techniques do you see in this advertisement?

________________________________________________________________________
________________________________________________________________________

4. Do you think these techniques are effective for the audience?

________________________________________________________________________

Why or why not? __________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Step 3: Present your ideas to your class. Ask if they can identify any other persuasion techniques. Add these to number 3 above. Ask your audience to help you analyze them in number 4 above.

Now you have recognized the persuasion techniques used in the ad.

Would you still buy the product? ________________________________

Why or why not? ________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Practice

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

____  1. the act of saying words correctly, as they are listed in a dictionary’s guide as to how a word sounds  
A. prompt
B. pronunciation

____  2. a visual map of a story’s major events  
C. storyboard

____  3. the speed at which words are spoken  
D. tempo

____  4. the loudness or softness of a spoken word  
E. volume

____  5. visual aid to help the speaker remember his or her speech

____  6. the act of sending or receiving messages without the use of words  
A. communication
B. nonverbal communication
C. persuasion techniques

____  7. different ways to convince someone to buy something, do something, or believe something

____  8. the act of sending and receiving messages using words

____  9. the act of sending or receiving messages  
D. verbal communication
Practice

Write True if the statement is correct. Write False if the statement is not correct.

1. Communication is important to us all.

2. When we use words, we are using body language.

3. Fables and folktales usually try to explain something about life.

4. A storyboard is something like a cartoon strip. It is a picture of the events of the plot.

5. You have to be a great artist to create a storyboard.

6. Visual aids can add life to your story.

7. It is best not to practice giving your presentation, just read it to the class without any gestures or props.

8. Avoid eye contact with the audience when giving a presentation—it is best to look down at your notes.

9. The people who create commercials use persuasion techniques.

10. When listening in a group, you should listen completely to others and do not interrupt.
Unit 6: Literature—Discovering the World, Discovering Ourselves

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)

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)
• Understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. (LA.E.2.3.1)

• 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)

• Know that literary text may elicit a wide variety of valid responses. (LA.E.2.3.3)

• Know ways in which literature reflects the diverse voices of people from various backgrounds. (LA.E.2.3.4)
Unit 6: Literature—Discovering the World, Discovering Ourselves

Overview

Most of us are artists of some kind. We find many ways to express ourselves. As we express ourselves, we are reacting to the world around us. Playing the guitar helps some people get through sadness. Drawing helps others with anger. Drawing is a type of permanent art. Permanent art leaves a record of how we respond to everyday events.

Literature is a form of permanent art. Literature tells us many things. It tells us how the artists felt about what was happening in the world around them. History can give us facts. However, literature gives us the human response to these facts. As you read these responses, you find many things. You find time disappears. You find distance disappears. You find you are communicating with a human being just like yourself. You have learned how much you are alike.

You have also learned new things. You have learned about a place you have never lived. You have learned about a time you did not know about. You have learned because the artist has interested you. He or she has captured your emotions, your imagination, and your mind.

Literature takes different forms. It also takes different shapes. Basically, it falls into two major divisions. It is either fiction or nonfiction. Sometimes, it is a combination of both. Within fiction and nonfiction are categories called genres. Genres include short stories, novels, poems, essays, and plays. These forms and genres are quite diverse. However, they do share common elements.

One element the genres share is universality. A good piece of literature speaks to people all over the world. It holds up through time. It never grows old. This unit begins with a discussion of universal themes.
In this unit, you will learn about other elements of good literature. You will practice finding these elements. Then you will discuss how the writer uses them to engage you. These skills will help you critically analyze the literature you read. Critically analyzing literature helps you understand an author’s deeper meaning. Deeper understanding opens new doors of enjoyment of everything you read.

A good piece of literature speaks to people all over the world.
**Vocabulary**

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>autobiography</td>
<td>a work of nonfiction in which the author tells his or her own life story</td>
</tr>
<tr>
<td>biography</td>
<td>a work of nonfiction in which the author tells the life story of another person</td>
</tr>
<tr>
<td>character</td>
<td>a person or creature in a literary work</td>
</tr>
<tr>
<td>climax</td>
<td>the most suspenseful point in a (literary) work; the point at which one of the two opposing forces must give way to the other</td>
</tr>
<tr>
<td>conflict</td>
<td>a struggle between opposing forces (often characters); can be internal or external</td>
</tr>
</tbody>
</table>
| 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 | the use of surrounding words or sentences to identify the meaning of an unfamiliar word |
| essay       | a short piece of writing on a single subject that expresses a specific point of view |
exposition ........................................ an introduction to the people, places, and situation important to the plot

fiction ............................................. writing based on imagination; may involve real people or events as well as invented ones

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 or as
   metaphor—describes one thing as being or is another
   personification—describes an animal, object, or idea as having human characteristics

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

implied ............................................. that which is indicated, suggested, or understood; something not directly stated
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.

nonfiction ......................... writing based on real people, events, and facts rather than on imaginary ones

overt .................................. that which is openly stated and observable, not hidden or secret

personification ..................... an expression that gives a human characteristic or action to an animal, object, or idea
Example: The sun smiled down on the hikers.

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

repetition ............................ the use of words or phrases more than once for effect or emphasis

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

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.

stanza ......................................... a group of lines in a poem considered a unit

theme ........................................... the central idea or message of the literary work; often a lesson about life
Universal Themes: Ideas We All Live By

Serious writers hope to give their readers a message. Perhaps they want to tell them something about life. Maybe the message is about how people behave. This message is called a theme. The story you told in Unit 5 contained a theme. Many pieces of literature contain universal themes. A universal theme is accepted by people in all countries. It has been true throughout history. Some universal themes might include falling in love or choosing right over wrong. People have always done these things. They will continue to do these things.

We have encountered such themes all of our lives. Many of the stories we grew up with contained such messages. Let’s practice finding them.

Read the following two very familiar stories: “The Little Red Hen” and “The Three Little Pigs.” Then, complete the practice activity that follows.

**The Little Red Hen**

One day the Little Red Hen was scratching in the barnyard, when she found a grain of wheat. “Who will help me plant the wheat?” she asked.

“Not I,” said the duck.

“Not I,” said the cat.

“Not I,” said the dog.

“Then I will do it myself,” said the Little Red Hen. So she planted the grain of wheat all by herself while the duck, cat, and dog played and slept.

After some time, the wheat grew tall and ripe and it was time to harvest. “Who will help me cut and thresh the wheat?” asked the Little Red Hen.

“Not I,” said the duck.

“Not I,” said the cat.

“Not I,” said the dog.
“Then I will do it myself,” said the Little Red Hen. So she cut and threshed the wheat while the duck, cat, and dog played and slept.

When the wheat was cut and threshed, she asked, “Who will help me take the wheat to the mill to have it ground into flour?”

“Not I,” said the duck.

“Not I,” said the cat.

“Not I,” said the dog.

“Then I will do it myself,” said the Little Red Hen. So she walked the long journey to the mill to have it ground into flour and home again while the duck, cat, and dog played and slept.

When she returned with the flour, she asked, “Who will help me make this flour into bread?”

“Not I,” said the duck.

“Not I,” said the cat.

“Not I,” said the dog.

“Then I will do it myself,” said the Little Red Hen.

So she baked a beautiful, golden loaf of bread while the duck, cat, and dog played and slept. Then she said, “Who will help me eat the bread?”

“Who will help me eat the bread?”

“I will!” said the duck.

“I will!” said the cat.

“I will!” said the dog.

“Oh, no, you won’t!” said the Little Red Hen. “I will do it myself.” So she called her chicks, and she shared the bread with them.
The Three Little Pigs

There was an old mother pig with three little pigs. She grew old and could not keep them anymore. She sent them out to seek their fortune.

The first pig liked to play the flute and hated to work hard. He met a man with a bundle of straw, which he meant to throw away.

He said, “Please, man, give me that straw to build a house.”

The man did. The pig quickly built a shaky, wobbly house. Then he was free to play his flute. That night, along came a wolf. He knocked at the door and said, “Little pig, little pig, let me come in.”

The pig answered, “Not by the hair of my chinny chin chin. You’re the wolf, and you can’t come in.”

Then the wolf answered, “Then I’ll huff, and I’ll puff, and I’ll blow your house in.” So he huffed and he puffed. The flimsy house quickly blew in, and the wolf ate up the little pig.

The second little pig hated work as much as the first. He liked to play his violin. He met a man who was carrying a bundle of twigs, which he meant to throw away. He said, “Please, man, give me those twigs to build a house.”

The man did. The little pig quickly built an even shakier, wobblier house than the first. Then he went off to play his violin. That night, the same wolf came by. He said, “Little pig, little pig, let me come in.”

The pig answered, “Not by the hair of my chinny chin chin. You’re the wolf, and you can’t come in.”
Then the wolf answered, “Then I’ll huff, and I’ll puff, and I’ll blow your house in.”

So he huffed and he puffed. The even-flimsier house blew in even more quickly, and the wolf ate up the little pig.

The third little pig was a hard-working little pig. He met a man with a load of bricks. He said, “Please, sir, may I work for that load of bricks?”

The man agreed. The little pig spent the day helping the man deliver bricks to other people. For the next two days, the little pig worked day and night to build a strong, sturdy house. That night, the wolf came by and said, “Little pig, little pig, let me come in.”

The pig answered, “Not by the hair of my chinny chin chin. You’re the wolf, and you can’t come in.”

Then the wolf answered, “Then I’ll huff, and I’ll puff, and I’ll blow your house in.”

Well, he huffed, and he puffed, and he puffed, and he huffed. But he could not blow the house down.

This made the wolf very angry. He declared that he would eat up the little pig and that he would climb down the chimney after him. When the little pig saw what the wolf was about to do, he put on a pot full of water. He made up a blazing fire. Just as the wolf was coming down, he took the cover off the pot. In fell the wolf. The little pig put on the cover again in an instant, boiled the wolf up, and ate him for supper.
Practice

*Complete the following about the two short stories you have just read: “The Little Red Hen” and “The Three Little Pigs.”*

1. Who is the main character in each story? _____________________

   ____________________________________________________________

   ____________________________________________________________

2. In what ways are they similar? ______________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. Who are the other characters in each story? ___________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

4. In what ways are the characters in number 3 above similar? _____

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
5. How does each main character deserve his or her success? ______

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

6. How is each of the other characters responsible for what happens to him or her? ____________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. What universal theme do these two stories share? ______

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

8. List any other story, television program, or movie that shares this same theme. Explain. __________________________

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Fiction and Nonfiction: What a Difference

Two major divisions in literature are fiction and nonfiction. Nonfiction is based on real people and real events. Fiction is made up. Fiction comes from a writer’s imagination. She or he might use real events. Real people might inspire the author. However, the story is made up.

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.

Within fiction and nonfiction are different genres or categories. You have read, seen, or heard most of these genres. Genres include short stories, novels, poems, essays, and plays.

The Short Story: Learning the Basics of Fiction

Fiction includes short stories or novels. Here, we will focus on the short story.

The term short story can be tricky. Sometimes, they can be fairly long. However, they have certain characteristics. Short stories center on one event. Also, you can often read a short story in one sitting.

Elements of Fiction

Character: Characters are usually the people in the story. Sometimes, characters can be animals or imaginary creatures. Usually, a short story centers on one character. This individual is the main character. Other characters are called minor characters. Short stories usually contain several
minor characters. Minor characters interact with the main characters. What they say and do is important. This helps to move the plot along.

Setting: A story’s setting involves two things. It involves when the story takes place. A story can be set in the past, present, or future. It can be set on a particular day. It can be set at a particular time. The author can decide how specific the time should be. Setting also involves where the story takes place. The place can be real or imaginary. Sometimes, we must determine the setting through clues. Other times, we are specifically told when and where a story is set. Still some stories have no specific setting.

Plot: The chain of events in a story is the plot. A good way to imagine a story’s plot is like a staircase. One step leads you to another. One event also leads you to another until the story ends.

Plot is usually built around conflict. Conflict is a struggle. This struggle is between two forces. It can be between people, groups, or ideas. The conflict does not have to be visible. One of the most famous conflicts in fiction is between good and evil. Conflict can be life-threatening. It can also be minor. It can involve something as simple as someone deciding which path to take through the forest.

Every story is told differently. No two plots are developed in the same way. However, most works of fiction contain the following:

- **Exposition:** This gets us ready for the story. The exposition introduces us to the people, places, and situation. We meet the characters. We learn about their lives. We are told about the setting. We see the conflict begin.

- **Complications:** The story continues. Unexpected events happen. The conflict grows more intense. The characters must struggle even more. As they do, suspense builds. We worry whether or not the conflict can be overcome.
• **Climax**: This is the point of no return. An action or decision occurs that changes the lives of the characters. This action or decision points to the story’s end. The action usually ends the conflict. Sometimes the ending is happy. Sometimes it is tragic.

• **Resolution**: This ends the story. Remaining questions are answered here. Often, we find out the characters’ fates. It is here we learn the results of the climax. We know the consequences of the actions.

The following diagram shows how the elements of a short story work together to make up the plot.

![Diagram of the Sequence of a Plot and How It Affects the Reader]

**Theme**: This is the *message* of the story. Themes are usually about life or how people behave. Seldom are themes stated directly. Instead, you must look for clues. You must use these clues to determine the theme. It is not unusual for different readers to find different themes in the same story.
Reading Fiction 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.

Literally, to *interact* with something means you “get inside” it. Reading a short story in this way means the same. You are becoming involved with it.

The following strategies can help you do this:

- **Visualize:** Try to see the setting and the characters. Put your five senses into your pictures. Smell whatever the character smells. Feel the coldness or heat of the day. See the colors of the story.

- **Make Connections:** Have you felt the way any of the characters felt? Have you done the same things? Do you know people like these? Does this place remind you of somewhere?

- **Ask Questions:** Why? What? How? This is the basis of good reading.

- **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 writer told the story?

- **Use the Clues:** Be a detective—read for context clues. The story may have overt and implied clues. Overt clues will be openly stated. The clues will not be hidden or secret. Implied clues will be suggested. The clues will not be directly stated. Keep your eyes open and your mind ready to interpret the clues.
Practice

*Use the list below to complete the following statements.*

<table>
<thead>
<tr>
<th>characters</th>
<th>fiction</th>
<th>genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>nonfiction</td>
<td>plot</td>
<td>theme</td>
</tr>
</tbody>
</table>

1. Serious writers hope to give their readers a message which is called a ________________.

2. Writing based on real people and real events is called ________________.

3. ________________ is made up; it comes from a writer’s imagination.

4. Within fiction and nonfiction are different ________________, or categories which include short stories, novels, poems, essays, and plays.

5. ________________ center on one event, and you can read them in one sitting.

6. Short stories share the following elements with novels: character, setting, ________________, and theme.

7. ________________ are usually the people in the story.
8. A story’s ________________ involves when and where the story takes place.

9. ________________ is a struggle between two forces.

10. The ________________ gets us ready for the story.

11. The ________________ is an action or decision that changes the lives of the characters.

12. Stories can have overt clues and implied clues, both are known as ________________.

13. Context clues that are ________________ are openly stated and not hidden.

14. Context clues that are ________________ are suggested and not directly stated.
Practice

Interactively read the following short story “Off Season.” Complete the questions and activities as instructed as you read.

Off Season
by Janice McLain

Jo Ellen sat up in bed and listened. There had been a noise from the bedroom, and she thought maybe it was time. Pink streaks were showing over behind the water tank, and the outside black was turning to gray. She leaned toward the wall that separated her from her parents, but couldn’t hear anything else. It was still too early. Daddy had said five thirty. He wanted to be on the lake by six. Shellcrackers started biting early and quit as soon as the sun got high.

1. Tell where Jo Ellen and Daddy are planning to go. Circle the passages that let you know this. _____________________________
   ____________________________________________________________________________

   She was afraid he’d leave her if she was still asleep. Mama didn’t want her to go, didn’t like it when Daddy took her out in the boat. Jo Ellen was afraid he’d just go by himself if she wasn’t awake.

2. How does Jo Ellen feel about the upcoming trip? __________
   ____________________________________________________________________________

   How do you know this? __________________________________________________________________

   ____________________________________________________________________________

   1Shellcrackers—A type of fish. They are found in fresh water. They are usually found in Central or South Florida. They are a good food fish.
The sheets were clumped around Jo Ellen, wrinkled and damp, and her nightgown was sticky against her back. She kicked the covers away and pulled at the gown to loosen it. A layer of sweat covered her like a second skin, and she felt heavy and slow. Her temples throbbed from the heat.

It would be cooler out on the lake. Even after the sun came out, it still felt better there. Daddy laughed when she said that. Said that was just an excuse to get him to take her with him.

In the distance, the train whistle sounded. In a few minutes, it would rumble by, not fifty yards from the window. Usually, she slept right through its passing. She wondered how many cars there would be this morning and scooted across the narrow rollaway to the open window and leaned into it, waiting for the light on the engine to come around the bend.

The air was cooler in the window, and Jo Ellen leaned her whole face against the dusty metal of the screen. She could see shapes coming out of the mopey darkness. The galvanized walls of the loading docks where the train stopped in season looked like silver in the growing light.

The rest of the plant was still dark and silent. In the winter, when the oranges got ripe, the big machines would run night and day, and the buildings would be bright with lights and white smoke coming from all the stacks. But it was summer now, and the yard was quiet. Just a few people worked now and only in the daytime.

3. Tell where and what time of year this story is set. Circle the passages that let you know this. ____________________________________________________________

__________________________________________________________

__________________________________________________________

rollaway — A small bed. It is on wheels. It can be folded and “rolled away” in a closet.
The summertime was nice. Jo Ellen could sleep all night without the midnight whistle that changed shifts waking her up. Daddy was home more, too. He came in before dark and had both Saturday and Sunday off. This was not like in the winter, when Jo Ellen wouldn’t see him for days at a time. He’d go to work before she got up and come home after midnight every day of the week. He’d been working like that the night Mama went to the hospital. The night the baby was supposed to be born.

4. What does the underlined passage suggest?___________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________
The train was passing by the window and Jo Ellen counted eight boxcars and a caboose. Not as long as sometimes. Sometimes, it took nearly thirty minutes for just one train to pass. She wondered where the train was going and what it must be like to ride inside one of those big cars. Mama had told her once that sometimes men would jump on trains and ride inside the cars, even though they weren’t supposed to.

Jo Ellen moved to the side of her bed and stood up. She heard the jingle of coins in the next room. Daddy didn’t empty his pockets at night, and she could hear him getting dressed.

She ran across the cold linoleum3 floor and put her head around the door frame. He saw her and put his finger to his lips, wanting her to be quiet and not wake Mama. The night had been a hard one. Mama woke up crying again, having those nightmares. Daddy had gotten up and given her the medicine and that made her sleep. She’d sleep for a long time this morning. She always did after taking the medicine.

Daddy handed Jo Ellen some clothes. She slept in the living room, and her clothes were kept with Mama’s and Daddy’s in the bedroom closet. She took them back to the living room.

5. Describe the family’s home. ____________________________________________

_____________________________________________________________________

What does this tell you about them? ________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

3linoleum—Linoleum is a floor covering that is fairly inexpensive and very durable.
When she had dressed, she straightened her bed. She had trouble reaching over to the other side since it was in the corner against the wall but managed to get most of the wrinkles out of the sheets. Mama used to re-make Jo Ellen’s bed, showing her how to smooth and straighten it just right, but she hadn’t done that in a long time, and Jo Ellen wanted to leave it nice for Mama to see when she got up.

6. Describe what this paragraph tells us about Jo Ellen. Circle specific passages that do this.

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Unit 6: Literature—Discovering the World, Discovering Ourselves
In the kitchen, Daddy made coffee and took a pack of cinnamon rolls from the cabinet. Jo Ellen poured herself a glass of milk and tore off a roll for each of them.

“I can fry you an egg, Daddy. Mama let me fry her one yesterday.”

“That’s okay, Baby. I don’t have much taste for one this morning. Besides, we need to hurry.”

They ate quickly. Daddy had another roll and poured a second cup of coffee. Jo Ellen wiped the crumbs off the table when they were through and found her shoes at the back door.

Daddy rinsed out his cup. “You better get a hat, Baby. That sun’ll give you a headache.”

“Yessir.”

“And use the bathroom before we leave.”

“I will.”

7. Describe the relationship between Jo Ellen and Daddy. Circle the passages that tell you this. 

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________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________
Jo Ellen found her old straw hat and went in the bathroom while Daddy tied fishing poles on the side of the car. He was waiting behind the wheel when she finished, and she climbed in the front seat beside him.

“Can we use worms today?”

“We’ll take worms and crickets. You never can tell which they’ll bite.”

Jo Ellen nodded. “I hope they bite worms.”

She didn’t like it when they used crickets. They sang in the little wire cage and wiggled something awful when Jo Ellen went to hook them. She didn’t like sticking them and watching their legs dance around or hearing the little crunch the hook made going through the crickets’ chest. Worms weren’t so bad. They didn’t have eyes and legs and were soft-feeling, like something out of plastic.

8. This paragraph is rich in sensory detail. Write the details that appeal to sight, to sound, and to touch.

______________________________

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________________________________________________________________________
The old car sputtered as Daddy backed out of the driveway. Nobody else in the project was stirring yet. Not many people worked in the summertime. They stayed home and drew their pennies when the plant shut down for the off-season. Daddy worked summers because he was a mechanic and had to fix all the machines that broke during the busy season and make them ready for winter.

Mrs. Kelly’s lights were on next door. She always got up early even in summer. Jo Ellen could hear her thumping around through the wall that separated them and would sometimes knock back a little good-morning signal.

9. What does the underlined sentence tell you about the family’s home? ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

*drew their pennies—collected unemployment*
Mrs. Kelly never went outside, though, till the dew dried. Said it made her arthritis worse to get out in the wet. She had it bad. Her hands were stiff and big-jointed at the knuckles, and Jo Ellen knew they hurt. Daddy said she had an easy job at the plant. That all Mrs. Kelly had to do was sit down and sort out fruit rolling past on big moving belts. Grading, he called it. Mrs. Kelly didn’t work in the summertime at all and was home most of the time.

She was a lot like Mama used to be, except older. She sang a lot and baked teacakes for Jo Ellen, and every now and then, when the weather was warm and her hands more nimble, she’d sew pretty clothes for Jo Ellen. Mama had done that. Jo Ellen could remember the last dress Mama had made for her. It was white with little red hearts on it and lace around the collar. A Valentine’s Day present. Jo Ellen still wore it to Sunday School whenever Mrs. Kelly would take her.

10. What do you think of Mrs. Kelly? ____________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Why do you think she is so kind to Jo Ellen? _________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Describe someone you know like Mrs. Kelly._______________

_________________________________________________________

_________________________________________________________

_________________________________________________________
The old car bumped over the holes in the back alley past the little yards full of trucks and bicycles and rusty lawn furniture. Jo Ellen saw a light on in Kerry Blalock’s house. She was two years older than Jo Ellen and had an old swing set sitting in her back yard. Jo Ellen played with Kerry when Mama was feeling good and let her go out of the house.

“Daddy, can I have a swing set one day?”

“Probably so. When Mama gets better and doesn’t go to the doctor so much.” Daddy stopped and down shifted, then turned onto the street that went to the lake. “You can probably have one then.”

11. What does this suggest about the family’s finances? 

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________________________________________________________________________
“I want a red one.”

Daddy laughed. He always laughed a lot. “You can have a red one.”

“Daddy?”

“What, Baby?”

“When will Mama get better?”

Daddy pushed his hat back on his head. “Soon I hope. It’s been hard on her, Baby. We just got to give her time to be herself again. It’s been hard on us all.”

12. What kind of husband is Daddy? ____________________________

________________________________________________________________________

________________________________________________________________________

We’ve had several hints. What are they? ________________

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________________________________________________________________________
Jo Ellen nodded and picked at the straw hat laying on her lap.

“Daddy?”

“Hmmm?”

“Will Mama ever have another baby?

“Why, Jo Ellen—what’re you asking that for?”

“Kerry says she can’t have any more. Is that right?”

Daddy snorted a little. “Kerry thinks she knows too much about things little girls don’t need to talk about.” He stopped for the railroad crossing. “Maybe you shouldn’t spend so much time down there at Kerry’s house. She’s too old for you to play with, anyhow.”

13. Daddy doesn’t agree or disagree with Kerry. What does this suggest? _________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________
Jo Ellen didn’t say anymore about Kerry or Mama. She rolled down her window and leaned out to smell the few blossoms still left on the orange trees. June blooms Daddy called them. There weren’t many this year. Daddy said the heat had killed them early.

The trees grew down to the lake’s edge where Jo Ellen and her Daddy would fish. They stopped in front of a screened-in building with red Coca-Cola signs stuck around the door. Jo Ellen got out and went down to the water while Daddy went inside to rent the boat and buy bait. She carried their poles and Daddy’s tackle box.

She found a boat that didn’t have water in the bottom and got in.

14. Why does Jo Ellen do this? ________________________________

_________________________________________________________________
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_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
The green paint was chipping, and she sat down carefully, hoping she wouldn’t get a splinter off the ragged wood seat.

In a few minutes, Daddy came out with the little wire cage full of singing, jumping crickets, and two cardboard *canisters* of worms. He put them down in the boat Jo Ellen had picked out and pushed them off. He waded in, getting his shoes and pants wet, then jumped in the front as the boat slid into deeper water.

He sat in the middle next to the oarlocks and started directing the boat around the shallow edge near the beach. Jo Ellen moved to the front of the boat, leaning over the bow and dragging her hand over the side.

A light fog was just starting to lift from over the lake, and Jo Ellen felt like they were the only people there. It was quiet except for the sound of the oars lifting in and out of the water. She took a deep breath, her face over the side of the boat and near the water. Nothing else smelled like lake water, muddy and fishy at the same time. It smelled like summertime to Jo Ellen.

15. Do you know the smell Jo Ellen is describing? _______________

_________________________________________________________

What smells like summertime to you? Describe it like Jo Ellen does the lake water. __________________________________________

_________________________________________________________

_________________________________________________________

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_________________________________________________________

5 *canister*—A container with a lid. Usually, it is round and often looks like a can.
“You’d better sit back in the boat a little, Baby.”

Jo Ellen moved back and sat down as the boat slid into a heavy patch of lily pads. Daddy reached over and dropped the cement-filled can from off the front of the boat and did the same with the one in the back. He unrolled the line from one of the cane poles, pushed the red cork up from the hook and gave the pole to Jo Ellen. She caught the swaying line and held it with one hand, while she opened a can of worms with the other hand. She dug through the grainy black dirt and found two long wigglers. They curled around her fingers as she threaded them on her hook. When they were wound up into a twisting, red ball, she threw the line in the water. Daddy had used a cricket and threw his line in just after Jo Ellen.

“Watch those lily pads, Baby, they’re easy to tangle up in.”

Jo Ellen nodded and tucked the end of her pole up under her arm. She sat for a few minutes watching long-nosed garfish swim around the lily pads, nosing at smaller minnows. The first time Jo Ellen had seen a garfish, she’d gotten excited and thought for sure she was about to catch the biggest fish in the lake. It had to have been a foot long. Maybe more. Daddy had laughed at her, telling her that garfish hardly ever bit and even if they did, you couldn’t eat them. They were bony and had sharp teeth.

Jo Ellen felt something bump her line, and the cork bobbed quickly under the water. She felt the rippling line pull away from her as the fish swam away. It was a big one and the pole curved toward the water as she pulled him in.

Daddy nodded his head and smiled. “That’s a nice one—I guess it’s worms today … I’ll put one on as soon as I lose this cricket.”

Jo Ellen pulled the fish toward her. The red spot on the gill told her it was what they were after, a shellcracker. She gripped his broad body as firmly as she could with her hand and twisted the hook out slowly, just like Daddy had showed her.
16. Do you think Jo Ellen goes fishing often? _____________________

_________________________________________________________

Why or why not? _________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________
Daddy lost his cricket, probably to a chub, and baited his hook with
worms like Jo Ellen did. He caught two fish before another one
swallowed the bait on Jo Ellen’s line. Neither of his was as big as
her first one.

By the time the sun broke over the orange trees, they had nearly
filled the bottom of the livewell\(^6\). Daddy lost count, but Jo Ellen told
him they’d caught fourteen. He whistled and said he couldn’t
remember catching so many so fast. Jo Ellen was afraid they’d run
out of bait.

“I doubt it. Now the sun’s hitting around
those pads, they’ll slack off. We’ll be
lucky to get many more.”

He was right. Jo Ellen sat watching her
cork, but it stayed on top of the water,
obbing a little with the ripples that came
from the garfish. She kept willing it to
sink again, but nothing happened.

The sun was beginning to bear down. The fog had burned off and
Jo Ellen could see there were four other boats sitting about the lake
like they were. She could see the smoke stacks from the plant and
the project house tops. She wasn’t sure which one was their house
but guessed it to be right in the middle.

Jo Ellen wondered if Mama was awake. Usually, when she took the
medicine, she would sleep nearly until dinner time\(^7\). Mrs. Kelly
would look after Jo Ellen on those days, letting her bake cookies
and read True Confession magazines.

\(^6\)livewell—A box on a row boat that holds water. It is beneath one of the seats. It
has a lid on top. You can put fish in here as you catch them. This keeps them
alive.

\(^7\)dinner time—Dinner is the largest meal of the day. Most people today eat their
dinner in the evening. Jo Ellen’s grandparents were probably farmers. Farming
families ate their largest meal at noon. Then they would eat leftovers in the
evening. They called this supper.
The night before had been bad. Jo Ellen heard Mama wake up crying, then asking Daddy to get the baby’s things out of the bottom dresser drawer, that she wanted to look at them again. Daddy tried to tell her they weren’t there, that Mrs. Kelly had put them up, but Mama said they had to be. That the baby would need them. When he finally convinced her they weren’t there, Mama started crying harder, and Daddy gave her the medicine.

Jo Ellen had helped Mama fill up the drawer last winter. Mama and Mrs. Kelly had made little shirts and gowns and showed Jo Ellen how to embroider along the edges with yellow and green thread. They’d bought good-smelling powder and lotion and packed them in the drawer along with the clothes. Every day, Jo Ellen would open the drawer where the little things were kept and unfold them, one by one, and look at them, running her fingers over the tiny buttons and imagining how little the baby would be.

The night Mama had gone to the hospital, Mrs. Kelly had come to stay with Jo Ellen. Neither one of them could sleep, and Jo Ellen showed Mrs. Kelly the things they had ready and let her smell the lotion and powder in the pink and white cans and bottles. She’d been looking in the drawer again when Daddy came back to tell them the baby wouldn’t be coming home with Mama. It had been a little girl. Daddy said she looked just like Jo Ellen.

17. Describe how Jo Ellen had felt about the new baby. Circle the passages that tell you this. __________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How must she have felt after Daddy’s news? ______________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
When Mama came home and saw Jo Ellen, she put her arms around her and cried. Every time she had the bad dreams, she’d call for Jo Ellen and do the same thing. Sometimes, when Jo Ellen was out playing, she’d hear Mama calling her, almost crying if she couldn’t see where Jo Ellen was. Sometimes, she’d hold her again, calling Jo Ellen her only baby. Other times, she’d be mad. She would grip Jo Ellen by both shoulders and tell her how Jo Ellen had scared her by disappearing.

18. Why does Mama do these things? ________________

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_________________________________________________________

_________________________________________________________
Jo Ellen always told Mama where she was going, but Mama sometimes forgot.

Daddy pulled his pole from the water and wound it up.

“Let’s move on around the lake a bit. I think we’ve about fished this hole out … maybe we can pick up a few more before the sun gets much higher.” He laid the pole in the boat and reached inside his pocket. “You hungry, Baby?”

“A little bit.”

He tossed her a package of cheese crackers, and Jo Ellen smiled. Her stomach had started rumbling, and she liked cheese crackers real good.

“Daddy?”

He was winding the line around her pole. “What is it, Baby?”

“Don’t we have enough fish to cook for dinner?”

“Dinner and supper, too.”

Jo Ellen handed him a cracker before he pulled up the anchors. “Maybe we ought to get on back … Mama might forget I went with you, and she don’t really like me to come out in the boat … .”

Daddy put both hands on the oars and looked over toward the tops of the project houses. “One more place I’d really like to try before we go in—only a hundred yards or so around. Why don’t we try it real quick before going in?”

19. Daddy wants to stay longer. Does this mean he doesn’t love his wife? Give details to support your answer. __________________________

________________________________________________________

________________________________________________________

________________________________________________________
A light breeze sprang up, and Jo Ellen felt the boat moving gently with the soft lapping of the waves the wind whipped up. She closed her eyes and felt sleepy. She could smell the orange blossoms from the trees near the lake.

The sun felt good on her back, and the sweet-smelling breeze blew under her hair where the sweat had started to sting. She dangled her hand over the side of the boat. The water was so warm, it felt soapy on her skin.

20. What do these details tell you? Is Jo Ellen enjoying herself or not? Explain. __________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

She opened her eyes and looked back toward the project roof tops where her mother was still sleeping in the darkened bedroom, heavy with the heat and medicine from the night before. Jo Ellen frowned into the sun and shook her head. “We’d better get on back, Daddy. She might need me now.”

21. What does this tell us about Jo Ellen? ______________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

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Think about the short story “Off Season.” Are any of the events similar to events in your life? Use the chart below to record these similarities.

- In the left column, describe events from the story.
- In the right column, write down an event from your own life.

The events don’t have to be exactly the same. They just need to be connected. Look at the examples below.

**Complete the chart.**

<table>
<thead>
<tr>
<th>Events from the Story</th>
<th>Events from Your Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jo Ellen likes to go fishing with her father.</td>
<td>1. I enjoy taking hikes with my parents on weekends.</td>
</tr>
<tr>
<td>2. Jo Ellen has milk and cinnamon rolls for breakfast.</td>
<td>2. My favorite breakfast is pancakes and sausage.</td>
</tr>
</tbody>
</table>
Practice

Review “Elements of Fiction” on pages 371-373. Then analyze the characters in the short story “Off Season.”

Analyzing Character

A. Use the chart below to describe the characters.

- In the first column, write down words that describe each.
- In the second column, write down the reasons why.

See the example below and then complete the chart.

<table>
<thead>
<tr>
<th>Characters</th>
<th>I think this character . . .</th>
<th>I think this because . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo Ellen</td>
<td>likes to go fishing with her daddy</td>
<td>she wakes up early and worries that he will leave her</td>
</tr>
<tr>
<td>Daddy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Kelly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. The *words characters say* are important. Words help show what characters are like. Read each quotation below. Then explain what it *reveals* about the speaker.

*Complete the chart.*

<table>
<thead>
<tr>
<th>The Words Characters Say</th>
<th>What it reveals about the speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jo Ellen: “I can fry you an egg, Daddy. Mama let me fry her one yesterday.” (page 382)</td>
<td></td>
</tr>
<tr>
<td>2. Daddy: “It’s been hard on her, Baby. We just got to give her time to be herself again.” (page 387)</td>
<td></td>
</tr>
<tr>
<td>3. Daddy: “You’d better sit back in the boat a little, Baby.” (page 391)</td>
<td></td>
</tr>
<tr>
<td>4. Jo Ellen: “Maybe we ought to get on back … Mama might forget I went with you, and she don’t really like me to come out in the boat ….” (page 396)</td>
<td></td>
</tr>
<tr>
<td>5. Daddy: “One more place I’d really like to try before we go in—only a hundred yards or so around. Why don’t we try it real quick before going in?” (page 396)</td>
<td></td>
</tr>
</tbody>
</table>
C. **Actions** are also important. Actions, just like words, help show what characters are like. Read each passage below. Each describes a character’s actions. Then explain what it reveals about the character.

**Complete the chart.**

<table>
<thead>
<tr>
<th>Actions</th>
<th>What it reveals about the character</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. About Jo Ellen:</strong> “When she had dressed, she straightened her bed. She had trouble reaching over to the other side since it was in the corner against the wall but managed to get most of the wrinkles out of the sheets. Mama used to remake Jo Ellen’s bed, showing her how to smooth and straighten it just right, but she hadn’t done that in a long time, and Jo Ellen wanted to leave it nice for Mama to see when she got up.”</td>
<td></td>
</tr>
<tr>
<td><strong>2. About Mrs. Kelly:</strong> “She was a lot like Mama used to be, except older. She sang a lot and baked teacakes for Jo Ellen, and every now and then, when the weather was warm and her hands more nimble, she’d sew pretty clothes for Jo Ellen.”</td>
<td></td>
</tr>
<tr>
<td><strong>3. About Daddy:</strong> “The night before had been bad. Jo Ellen heard Mama wake up crying, then asking Daddy to get the baby’s things out of the bottom dresser drawer, that she wanted to look at them again. Daddy tried to tell her they weren’t there, that Mrs. Kelly had put them up, but she said they had to be. That the baby would need them. When he finally convinced her they weren’t there, Mama started crying harder, and Daddy gave her the medicine.”</td>
<td></td>
</tr>
<tr>
<td><strong>4. About Mama:</strong> “When Mama came home and saw Jo Ellen, she put her arms around her and cried. Every time she had the bad dreams, she’d call for Jo Ellen and do the same thing. Sometimes, when Jo Ellen was out playing, she’d hear Mama calling her, almost crying if she couldn’t see where Jo Ellen was. Sometimes, she’d hold her again, calling Jo Ellen her only baby. Other times, she’d be mad. She would grip Jo Ellen by both shoulders and tell her how she had scared her by disappearing. Jo Ellen always told Mama where she was going, but Mama sometimes forgot.”</td>
<td></td>
</tr>
</tbody>
</table>
D. Write two *descriptive sentences* about each *character*. Use the details from the chart on the previous page. Share your sentences with the class. Explain why you described each character as you did.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

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__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Analyzing Setting

The setting of a story involves time and place. Sometimes, we are told when and where the story happens. Sometimes, we are only given clues. For example, when do most fairy tales take place? “Once upon a time.” We know this is sometime in the past. Where do many of them take place? “In a land far, far away.” If you are familiar with the Star Wars movies, there you are given a similar setting. The events took place long ago in a galaxy far, far away. These clues allow our imaginations a great deal of freedom.

Many stories are more realistic. They tell us more specifically when and where they happen. If they are not specific, they give specific hints.

For example, let’s examine the King Arthur legends. We know where they took place. They took place in England. We are not exactly sure when. Many scholars think the King Arthur legends are based on a 5th century Celtic chief. Many of the traditions come from the 11th and 12th centuries. We know this because we know history. The people in the tales do what people did at that time. We analyze the hints given in the story.

The setting of a story is often very important. Sometimes, when a story takes place affects what happens. Sometimes where a story takes place does the same. For example, a story is set in 2002. The main character has an attack of appendicitis. This is no big deal. Medical science should be able to take care of this. However, what if the man is stranded on a desert island? Chances are, he will die. Setting plays an important role in what happens.
Practice

Analyze the setting in the short story “Off Season.”

Analyzing Setting

A. Think about the setting of “Off Season.” The writer has given some clues. Other clues are not specific, but they do give specific hints.

Use the chart below to analyze the setting. Look at the example that has been done for you.

Complete the chart.

<table>
<thead>
<tr>
<th>Analyze the Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>I think the story takes place . . .</td>
</tr>
</tbody>
</table>
| **Year / Decade**—Maybe in the 1950s or 60s, not in recent times | 1. Family doesn’t have a telephone (Daddy can’t call to tell about the baby; he has to come home); most people have phones now, even people who don’t have much money.  
2. no mention of television  
3. Jo Ellen and Mama sew baby clothes.  
4. Jo Ellen and Daddy rent fishing boat—this was done a great deal back then. |
| **Time of Year** | |
| **Place**—city, state, etc. | |
| **Place**—home conditions | |

Check your work with your teacher before completing the following practice.
B. The setting of “Off Season” plays an important role in what happens. Check your answers in the first column of the chart from the previous practice. Use the same answers for the elements of setting in the first column of the chart below.

Use this chart to analyze the elements of setting. Look at the example that has been done for you.

Complete the chart.

<table>
<thead>
<tr>
<th>The Setting</th>
<th>Effect on Story</th>
</tr>
</thead>
</table>
| **Year / Decade**—Maybe in the 1950s or 60s, not in recent times | 1. Medicine was not as advanced as now. Maybe the baby would not have died if the story were set in more modern times.  
2. Maybe Mama would have better treatment. Maybe she would feel better. |
| **Time of Year**   |                                                                                 |
| **Place**—city, state, etc. |                                                                               |
| **Place**—home conditions |                                                                               |
C. A story’s setting involves two elements: *When* the story takes place and *where* the story takes place.

*Answer the following to analyze the important elements of setting.*

1. What are the most important elements of setting in this story?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   Explain your answer. ______________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What elements have no effect on the story? _________________

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   Explain your answer. ______________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Analyzing Plot

A short story writer tells us many things. We need to know them all. We need to know certain things about the characters. We need to know things about their lives. We need to know why events in the story happen. This information is called *exposition*. Writers then can tell the story. They can tell us the events in the *plot*. Sometimes it is hard to keep up with the events in the plot.

It is helpful to decide the kind of information you are given.

Is it exposition?

- If it tells you about the characters, it is exposition.
- If it tells you about the setting, it is exposition.

**Hint:** words like *always*, *sometimes*, and *never* usually signal exposition.

Is it an event in the plot?

- If it moves the story along, it is an event in the plot.
Practicing

Let’s practice figuring out which detail is which—exposition or plot—in the short story “Off Season.” Read over each of the details below from the short story.

- **If the detail is exposition**, write E next to it.
- **If it is part of the plot**, write P.
- Then **explain your answer** beneath each detail. The first one has been completed for you.

_______ 1. “… it was summer now, and the yard was quiet.”

The detail tells when the story takes place. It explains setting.

It is a detail of exposition.

_______ 2. “When she had dressed, she straightened her bed.”

_______ 3. “Mrs. Kelly’s lights were on next door. She always got up early even in summer. Jo Ellen could hear her thumping around through the wall that separated them and would sometimes knock back a little good-morning signal.”

_______
4. “They stopped in front of a screened in building with red Coca-Cola signs stuck around the door.”

5. “Nothing else smelled like lake water, muddy and fishy at the same time. It smelled like summertime to Jo Ellen.”

6. “Jo Ellen felt something bump her line, and the cork bobbed quickly under the water. She felt the rippling line pull away from her as the fish swam away. It was a big one, and the pole curved toward the water as she pulled him in.”

7. “Usually, when she took the medicine, she would sleep nearly until dinner time.”
8. “Daddy pulled his pole from the water and wound it up.”

9. “The sun felt good on her back, and the sweet-smelling breeze blew under her hair where the sweat had started to sting.”

10. “Jo Ellen frowned into the sun and shook her head. ‘We’d better get on back, Daddy. She might need me now.’”

Check your work with your teacher before completing the following practice.
Practice

Check your answers from the previous practice. Use them to help you analyze the plot in the short story “Off Season.”

Now look carefully at the details of the plot. They show one-time action. They can also show decisions. They do not contain words like “sometimes,” “always,” or “usually.”

The events of the plot can be mapped. The first event leads to the second. The second event leads to the third. And the sequence goes on.

Look back over “Off Season.” Then map the plot on the chart below. Put the events in your own words. The first one has been done for you.

Jo Ellen wakes up early to go fishing with daddy.
Analyzing Conflict

Life without conflict would be great. However, a short story without conflict would be dull. Conflict keeps readers interested. It is a necessary part of fiction.

In “The Three Little Pigs,” the conflict is easy to find. It is between the pigs and the wolf. In “The Little Red Hen,” it is between the Little Red Hen and the lazy animals. These conflicts are external. They are easy to find. They are also easy to resolve.

The conflict in “Off Season” is not so easy. It is not easy to find. It is not easy to resolve. There are no obvious bad guys to dislike. No one has done anything evil. We like or feel sorry for everyone.

But, everyone in the story is unhappy. Why? They are unhappy because the baby has died. This is one source of conflict. It is an internal conflict. Each person must deal with his or her feelings about the baby’s death.

However, this is not the major conflict. Let’s try to figure out what that is. The following practice can be helpful in doing this. The first question has been done for you.
Practice

Analyze the conflict in the short story “Off Season.” The first one has been done for you.

1. What one problem affects everyone in the story? ____________

   Mama’s difficulty dealing with the baby’s death.

2. In what way does it affect each character?

   Mama: ___________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

   Daddy: ___________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

   Jo Ellen: _________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
3. How does each character try to solve the problem?

Mama: ____________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Daddy: ____________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Jo Ellen: __________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

Mrs. Kelly: ________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________
4. Is the problem solved? ______________________________________

5. If so, in what way? _______________________________________

6. If not, why? _____________________________________________

7. If not, is there any hope that it will be? Explain your answer. ___
Analyzing the Story’s Climax

We usually expect a story’s climax to be obvious. For example, what is the climax of “The Three Little Pigs”? Of course, it is when the wolf falls into the pot of boiling water. At this point, he cannot turn back. His fate is sealed. He will eat no more pigs. The little pig will be safe. Up until this moment, the ending could have been different. We tend to think of the climax as the “aha!” of the story. We expect it to be a moment of great drama. Maybe someone dies. Perhaps the hero declares his love for the heroine. Sometimes, we even see the universe saved from forces of evil.

Most stories are not this dramatic. The climax of most serious short stories is more realistic. It involves a moment of decision. A common occurrence is a moment of maturity. A young person takes a step toward adulthood. Often, this involves losing a bit of childhood innocence.

Looking at the main character can help. When you first meet this person, what is she or he like? How is she or he different at the story’s end? This difference can be great or small.

Something within the story caused this difference. Usually, the moment this happened is the climax. This moment can be an action. It can be a memory. It can be a realization. Once this moment happens, the character has changed. The situation in the story has changed.
Practice

Find and analyze the climax in the short story “Off Season.”

1. Describe the main character as the story begins.

   • Is he or she looking forward to something? Explain. ______
     _______________________________________________________

   • Is there something he or she likes a great deal? Explain. ___
     _______________________________________________________

   • Does he or she have a best friend? Does he or she dislike
     someone a great deal? Explain. __________________________
     _______________________________________________________

2. Describe the main character as the story ends.

   • How does he or she now feel about the event? Explain. ___
     _______________________________________________________

   • Does he or she still enjoy the same things? Explain. ______
     _______________________________________________________

   • Does he or she still like or dislike the same people? Explain.
     _______________________________________________________
3. What caused these changes? ________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

4. At what moment did the character realize these changes? ______
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

5. What do you think is the climax of this story? _________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

6. Explain why you think this is the climax of this story. __________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

Check your answers before completing the following practice.
Analyzing Theme

In Unit 5, you selected a fable to present. This fable contained a moral. A fable’s moral is very similar to a story’s theme. It is the message of the story. The writer wants to tell you something about life. Maybe this message is about human nature. Maybe it is about love or good and evil. It is not unusual for readers to find more than one theme in a story.

A good story lends itself to many themes. However, they are usually related. The following can help you find a story’s theme.

- Review the procedure for finding story’s climax.
  1. What happened to the main character?
  2. Did she or he change during the story?
  3. Did she or he learn anything about life? About herself or himself? About other people?
- Look for the following—often, these suggest theme:
  1. answers to questions
  2. sudden realizations
  3. advice from trusted minor characters.
- Review story’s title. Sometimes words have more than one meaning. Can any of these meanings suggest theme?
Practice

Find and analyze the theme in the short story “Off Season.” You have already answered numbers 1 and 2 below on page 417. Check your answers from the previous practice. Read them to help you complete numbers 3-8.

1. Describe the main character as the story begins.
   - Is he or she looking forward to something?
   - Is there something he or she likes a great deal?
   - Does he or she have a best friend? Does he or she dislike someone a great deal?

2. Describe the main character as the story ends.
   - How does he or she now feel about the event?
   - Does he or she still enjoy the same things?
   - Does he or she still like or dislike the same people?

3. Summarize what you think she or he learned. ________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
4. Within the story did you find

• answers to main character’s questions? ________________
  Did they come from trusted minor characters? What were the
  questions? What were the answers? Explain. ________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

• sudden realizations or memories from the main
  character? ________________________________________________
  What were they? Explain.____________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

• advice from trusted minor characters? ________________
  What was it? Explain. ______________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
5. Look up the words of the short story’s title in a dictionary.

Do any of them have more than one meaning? Write them down if they do.

_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

Connotations are meanings that come from the emotions or ideas readers associate with particular words.

Do any of the words suggest other connotations? Write them down if they do.

_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________

6. Does the title suggest anything about the theme? Explain.

_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
_________________________________________________________
7. Look over your answers to numbers 1-6. Write down at least one possible theme for the short story. The theme of a story must

- be written as a sentence
- mention the topic
- mention the writer’s feelings about the topic.

*Example:* “Growing up” is a topic, not a theme. “Growing up is often painful” could be a theme.

Possible theme for the short story: ______________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
Nonfiction: Seeing Art in the Real World

Many people think nonfiction is factual information. They think of their history books. They think of their science books. They are correct. This is a type of nonfiction. It is called informative nonfiction. Unit 2 dealt with informative nonfiction. In Unit 2, you learned strategies for reading informative nonfiction. This type of nonfiction has a specific purpose. Its purpose is to provide you with information. You find this nonfiction in textbooks. You also find it in encyclopedias, magazines, and newspapers.

There is another category of nonfiction. This is called literary nonfiction. Its purpose is very different. It is meant to be read in the same way as fiction. It is, however, different from fiction. Instead of reading about fictional characters, we read about real people. Events take place in real places. The plots are not imagined. They are actual events.

Literary nonfiction includes three major types. They are autobiographies, biographies, and 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. These include journals, diaries, or memoirs.

**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.

**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 five examples of nonfiction.*

*Use the following chart. Write down the title and author of each. Try to find at least one example of each type: autobiography; biography; essay.*

<table>
<thead>
<tr>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>
Practice

Write True if the statement is correct. Write False if the statement is not correct.

__________ 1. Words like always, sometimes, and never usually signal exposition.

__________ 2. Conflict in a story keeps readers interested.

__________ 3. A story’s climax is always obvious.

__________ 4. The climax of most serious short stories involves a moment of decision.

__________ 5. The climax of most serious short stories is very dramatic and unrealistic.

__________ 6. A fable’s moral is very similar to a story’s theme. It is the message of the story.

__________ 7. Fiction is factual information, such as a textbook.

__________ 8. An autobiography is the true story of a person’s life told by the person himself or herself.

__________ 9. A biography is also the true story of a person’s life; however, it is told by someone else.

__________ 10. An essay is a short piece of fiction about two or three subjects.

__________ 11. Connotations are based on a reader’s emotions or ideas associated with a particular word.
Reading Nonfiction Interactively: Working with the Text

Try to read nonfiction interactively. The following suggestions will help.

- **Preview:** The title usually tells you many things. It often tells you the type of work. It will tell you if it is an essay or an autobiography. Often, it will tell you the subject. 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 really see where the events took place. You can see what the characters looked like.

- **Figure Out Organization:** Are you reading a biography? An autobiography? Then it is probably in **chronological** or 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.


- **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 the selections of nonfiction you listed in the practice on page 425. Evaluate the nonfiction selection using the procedure on the previous page. Write your assessment below.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Poetry: Learning the Power of Words

Poetry packs a real punch. Poetry is a type of literature written in verse. It expresses strong feelings. Poets use just a few words. These words must do a great deal. They must convey ideas and feelings. They must show color and sound. Sometimes, they must show a certain shape. It is very important that the poet chooses words well.

It is important that we read them well, too. Learning to do this takes some work. However, you find many rewards. You begin to see the colors of words. You hear their music. You appreciate and love the beauty of words.

There are many kinds of poems. Some are very simple. Examples of these are nursery rhymes. You grew up with these. Some poems are very long and complex. However, many poems share common elements.

Form: Form is the way a piece of writing is organized or structured. It is the way a poem looks. All poetry is written in lines. Sometimes these lines are sentences. Sometimes they are not. Sometimes the lines are divided into groups. These groups of lines in a poem, considered units, are called stanzas. Sometimes, the form helps you understand the meaning.

Sound: Poems are meant to be read aloud. Poets keep this in mind. They choose words carefully. These words create sounds the poets want readers to hear. Three ways poets create these sounds are with rhyme, rhythm, and repetition.

Rhyme: Words that end with the same sound are said to rhyme. Poems use rhyme differently. Look at these lines from two popular nursery rhymes—"Little Boy Blue" and "To Market, to Market."

Little Boy Blue, come blow your horn.
The sheep’s in the meadow, the cow’s in the corn.

To market, to market
To buy a fat pig,
Home again, home again,
Jiggety-jig.

Rhyming words follow each other.

Rhyming words are on every other line.

Not every poem will rhyme. Many modern poems are unrhymed.
• **Rhythm:** *Rhythm* is the same thing as *beat*. You can hear this best in songs. You can hear it well in “To Market, to Market” as well. Read the poem aloud. You can hear some syllables are *stressed*. Some are *unstressed*. Try keeping time with your hands. You will find yourself beating a steady rhythm.

Not every poem will have rhythm. Some poems sound like people speaking. These are called *free verse*.

• **Repetition:** *Repetition* is the use of words or phrases *more than once*. Poets often *repeat* words or sounds. Sometimes, they repeat whole lines. They do this to stress an idea or feeling. “To Market, to Market” repeats the opening line. It opens each *stanza*. Why do you think the poet did this?

**Figurative Language:** Words can help you *see* things in different ways. *Figurative language* uses words in such a way that you see something special or feel a particular way. Words and phrases that do this are called *figures of speech*. Poets use figures of speech a great deal. Three figures of speech are *simile*, *metaphor*, and *personification*.

• **Simile:** A *simile* is a *comparison* between two different or unlike things. Usually, a simile helps explain an unfamiliar idea or thing. It does this by comparing it to a more familiar object. A simile contains the word *as* or *like*.

*Example:*

I washed my face and toes,
Feeling the sweat slip off me
Like sticky, dead skin.

In the example of a simile above, the *sweat* slipping off is being compared to *sticky, dead skin*. 
• **Metaphor:** A metaphor is also a comparison between two different or unlike things. It serves the same purpose as a simile. However, it is a direct comparison. It does not contain the word *as* or *like*. Read the following example. What is being compared to the sky?

The *batting* smelled musty  
As I sat beneath  
The stretched-out quilting frames  
Watching silver needles  
Make tiny white stitches  
Across my red calico sky.

*batting*—the stuffing in a quilt. Originally, farm wives used cotton.

In the example of a metaphor above, the red calico background of the quilt is being compared to the sky.

• **Personification:** Writers often give nonhuman things human qualities. They give animals, objects, or ideas human characteristics or actions. This is called personification. For example, the three little pigs built their houses. Pigs *cannot* do this. Human beings build houses. This is an example of personification. Objects can be personified as well. In the example before, what are the needles doing? They are making stitches. Only human beings can do this. This is personification. The following nursery rhyme “Hey, Diddle, Diddle” contains other examples of personification. What are they?

**Hey, Diddle, Diddle**  
Hey, diddle, diddle,  
The cat and the fiddle,  
The cow jumped over the moon.  
The little dog laughed  
To see such sport,  
And the dish ran away with the spoon.

In the examples of personification above, human actions given to animals and objects are as follows:

- a cat playing a fiddle  
- a cow jumping over the moon  
- a dog laughing  
- a dish and spoon running
Imagery: An image is a picture in your mind. Poets use words to create these pictures. These words appeal to your five senses. They remind you of familiar smells, tastes, sights, sounds, or textures. They use imagery to make the poem live inside of you.

Look at the example below. Here, a mother is combing her daughter’s hair. What images do you see? Which ones do you feel?

My daughter’s hair  
Was tangled and snarled  
From last night’s sleep.  
And I brushed  
The snags gently,  
Holding each strand,  
Pulling and tugging  
The ends.  
Trying not to hurt.  
She winced,  
Raising her shoulders  
In self-defense.  
I bit my lip,  
Concentrating.

In the examples of imagery above, you may picture in your mind:

- a girl’s hair all tangled
- a mother gently brushing her hair
- the girl moving her shoulders to avoid her hair being pulled
- the mother biting her lip while she gently tries to finish brushing out the tangles.

Theme: Poems, like short stories, contain themes. A poem’s theme is its message. All of its elements help you understand a poem’s message.
Analyzing Form: Seeing Meaning in Shape

Poems look different. Many are very long. Others are very short. Some are written as a solid unit. Others are broken into stanzas. Usually, poets do this for a reason.

Look at the examples below. The first poem “Little Boy Blue” is a solid unit.

**Little Boy Blue**

Little Boy Blue, come blow your horn.
The sheep’s in the meadow, the cow’s in the corn.
Where’s the little boy that looks after the sheep?
He’s under the haystack, fast asleep.

This is a short poem. Its contents are quite simple. The speaker wants Little Boy Blue to keep the animals where they should be. However, he is sleeping. He is neglecting his job. The one stanza tells us this. Look at the lines of the poem. Each of them is a sentence.

The second poem “To Market, to Market” is different. The lines of the poem are different. How? It is also different in another way. It is broken into three stanzas.

**To Market, to Market**

To market, to market,
To buy a fat pig,
Home again, home again,
Jiggety-jig.

To market, to market,
To buy a fat hog,
Home again, home again,
Jiggety-jog.

To market, to market,
To buy a plum bun,
Home again, home again,
Market is done.

Each stanza gives a reason for going to market. No extra words are needed to tell us this. The form helps us understand the poem’s meaning.
Practice

Look at each of the following nursery rhymes. The form of each stanza helps explain its meaning. Complete the following.

This Is the Way the Ladies Ride

This is the way the ladies ride,
   Tri, tre, tre, tree,
   Tri, tre, tre, tree!
This is the way the ladies ride,
   Tri, tre, tre, tre, tri-tre-tre-tree!

This is the way the gentlemen ride,
   Gallop-a-trot,
   Gallop-a-trot!
This is the way the gentlemen ride,
   Gallop-a-gallop-a-trot!

This is the way the farmers ride,
   Hobbledy-hoy,
   Hobbledy-hoy!
This is the way the farmers ride,
   Hobbledy-hobbledy-hoy!

1. Describe how each stanza gives specific meaning to the nursery rhyme above.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

434   Unit 6: Literature—Discovering the World, Discovering Ourselves
The Queen of Hearts

The Queen of Hearts,
She made some tarts
All on a summer’s day.

The Knave of Hearts,
He stole those tarts
And took them clean away.

The King of Hearts,
Called for the tarts
And beat the Knave full sore.

The Knave of Hearts,
Brought back the tarts
And vowed he’d steal no more.

2. Describe how each stanza gives specific meaning to the nursery rhyme above.
Simple Simon

Simple Simon met a pieman,
Going to the fair;
Says Simple Simon to the pieman,
“Let me taste your ware.”

Says the pieman unto Simon,
“Show me first your penny.”
Says Simple Simon to the pieman,
“Indeed, I have not any.”

Simple Simon went a-fishing
For to catch a whale,
All the water he could find
Was in his mother’s pail.

Simon went to catch a bird,
And thought he could not fail;
Because he had a pinch of salt
To put upon his tail.

3. Describe how each stanza gives specific meaning to the nursery rhyme above.
Analyzing Sound: Listening More Closely

Look again at the practice on page 434. Read the first poem, “This Is the Way the Ladies Ride,” aloud. What do you hear? You hear the sound of horses’ hooves. However, the sound is different in each stanza.

Read each stanza separately. Look specifically at the following:

- How fast or slow do you read the words?
- How do the words sound? Certain letters sound *light*. Think of letters you say with the *front* of your tongue. These are letters like “L,” “T,” “S,” and “P.” What are some others? These make light sounds.

Other words make *heavy* sounds. Think of letters you say in the *back* of your throat. These are letters like “G,” “H,” “K,” and “D.” Can you think of others?

Read aloud the first stanza below of “This Is the Way the Ladies Ride”:

This is the way the ladies ride,
Tri, tre, tre, tree,
Tri, tre, tre, tree!
This is the way the ladies ride,
Tri, tre, tre, tri-tre-tre-tree!

If you listen carefully, the sound of the poetry tells you:

- Ladies ride slowly.
- The ladies are not too big. The horse is not too big. The sound is delicate. The letters that make the sound are light. They are said with the front of your tongue.
Read aloud the second stanza below:

This is the way the gentlemen ride,
   Gallop-a-trot,
   Gallop-a-trot!

This is the way the gentlemen ride,
   Gallop-a-gallop-a-trot!

The sound of the poem tells you:

- The gentlemen ride faster than the ladies. The rhythm of the words is faster than above.
- The horses are a little heavier than the ladies’ horses. The letters that make the sounds are heavier.

Now, read aloud the third stanza below:

This is the way the farmers ride,
   Hobbledy-hoy,
   Hobbledy-hoy!

This is the way the farmers ride,
   Hobbledy-hobbledy-hoy!

The sound of the poem tells you:

- The horses probably sway from side to side. The rhythm of the words is slow. The words sound like they are swaying.
- The horses are probably big and heavy.
- The horses are probably carrying heavy loads. The letters that make the sounds are heavy. They are said in the back of your throat.
Analyzing Figurative Language: Figuring Out What’s What

Figurative language is a powerful tool. It allows the poet to give readers new eyes. Figures of speech allow us to see unfamiliar things. We do this by comparing them to familiar things.

We do this all the time. Do the following sentences sound familiar?

“That new boy is really cute. He looks a little bit like my older brother.”

“Nellie’s wonderful. She’s everybody’s big sister.”

“I tell you, the sky dumped buckets of rain on us today.”

All of these are figures of speech. Did you use one yesterday? Did you know you were using one? Did you know which one you were using?
Look back over the definitions of **simile**, **metaphor** and **personification** on pages 430-431. Then complete the following.

**Identify each figure of speech below.**

- **Write S if it is a simile.**
- **Write M if it is a metaphor.**
- **Write P if it is personification.**

1. Mary had a little lamb,  
   Its fleece was white as snow.

2. Tick, tock, tick, tock,  
   Merrily sings the clock;

3. My mother was our family’s history book.

4. The heat of late summer evening wrapped its way  
   Around our shoulders, into our hair  
   And through the flowered print of our cotton pinafores.

5. Joy is a changing thing:  
   Yesterday it was the peace of an empty house  
   as morning began.  
   Today it is the laughter of my  
   baby as we start our day together.
Practice

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

<table>
<thead>
<tr>
<th>figurative language</th>
<th>personification</th>
<th>rhythm</th>
</tr>
</thead>
<tbody>
<tr>
<td>form</td>
<td>poetry</td>
<td>simile</td>
</tr>
<tr>
<td>imagery</td>
<td>repetition</td>
<td>stanza</td>
</tr>
<tr>
<td>metaphor</td>
<td>rhyme</td>
<td></td>
</tr>
</tbody>
</table>

1. sounds at the end of words which are repeated in the writing; used particularly in poetry
2. a group of lines in a poem considered a unit
3. uses words in such a way that the reader sees something special or feels a particular way
4. the way a piece of writing is organized or structured
5. a comparison between two different or unlike things using the word like or as
6. the use of words or phrases more than once for effect or emphasis
7. words that appeal to one or more of the five senses and create mental sights, sounds, smells, tastes, or touches
8. a pattern of beats based on stressed and unstressed syllables; used particularly in poetry
9. a type of literature written in verse and expressing strong feelings
10. a comparison between two different or unlike things without using like or as

11. giving human qualities to an object, animal, or idea
Analyzing Imagery: Understanding the Poet’s “Paintbox”

In Unit 2, we discussed connotation. Connotations are feelings associated with words. Poets understand this. They know that certain words make us feel certain ways. We have pleasant thoughts about some words. We have unpleasant thoughts about others. These thoughts create pictures inside us. They provide us with images.

Poets depend on this. They know certain words will produce certain images. These images will produce certain feelings in the reader. These feelings help convey the poet’s message or theme.

Look at the two short poems below. Both are about hunters. Read them carefully.

Hunters
Strong Skilled
Waiting Outlasting Thriving
As guarded as their prey
Survivors

Hunters
Dangerous Deadly
Stalking Plotting Calculating
As cold as the steel of their guns
Assassins

The poets feel very differently about hunters. The first poet admires hunters. He or she sees them as skilled. The poet sees hunters in as much danger as the prey. How do we know this? The poet’s word choices show this. The images make us see this. What would a good theme for this first poem be? (A theme could be—hunters kill to survive.)

The second poet does not admire hunters. The poet sees them as cold. The hunters are compared to murderers. Compare the adjectives that are used. Instead of thriving, these hunters are stalking. Stalking gives us a frightening image. This poet’s words let us see a very different image. What would a good theme for this second poem be? (A theme could be—hunters are murders.)
Practice

Both poems on the previous page are similar. They are about the same subject. They are also written in the same form. They are written in the cinquain form. A cinquain is a five-line stanza.

The cinquain is also written according to a formula. The formula is as follows:

1. Line 1: one noun for the subject of your poem
2. Line 2: two adjectives describing the noun
3. Line 3: three –ing words describing the nouns (these –ing words are called gerunds)
4. Line 4: one simile describing the noun
5. Line 5: one synonym for the noun

Practice writing a cinquain. Think of a subject that inspires you. Use the above formula.

____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

Caution: The formula for a cinquain is easy. The content is harder. All of the descriptions must be similar. They must keep the same connotation. Perhaps you want to show that dogs are nice. Don’t include description that shows them fierce.

Write your final poem on the following page.
Practice

Choose a subject that you feel two different ways about. Write two cinquains. Make the images in one positive. Make the images in the other negative. Look at the poems about the hunters as examples. Write your final poems below.

Positive

Negative
Practice

Read the following poem. Then answer the following to analyze the poet’s use of imagery.

Summer’s End

This morning I saw
Across the road,
A fine hazy mist
Sifting over Painter Creek Bottom
Making the trees look
As though wrapped
In layers of waxed paper.
A prophecy it is—
Foretelling those mornings yet to come
When smoke from breakfast fires
Mingle with smoldering fields
Burned clear the day before;
Putting a curtain
Of gossamer white
Between the ripening earth
And skies so blue
I can taste their color.

1. What images do you get from the title? _______________________
   ___________________________________________________________________

2. Are your images of summer’s end mostly pleasant or unpleasant?
   ___________________________________________________________________
The poem “Summer’s End” on the previous page is filled with imagery. The images appeal primarily to **sight** and **smell**.

3. Use the chart below to **analyze the images of sight and smell**. The first one has been done for you.

<table>
<thead>
<tr>
<th>Sight Imagery</th>
<th>What I See/Think/Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passage</td>
<td></td>
</tr>
<tr>
<td>1. “A fine hazy mist Sifting over Painter Creek Bottom”</td>
<td>1. I can feel this as well as see it. It is cool and damp. It is fine, not heavy. It “sifts.” That means it falls gently. I see a pretty picture of early morning in the country. I think it is peaceful and quiet.</td>
</tr>
<tr>
<td></td>
<td>2. ____________________</td>
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<td>________________________</td>
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<td>________________________</td>
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<tr>
<td>2. ____________________</td>
<td>2. ________________________</td>
</tr>
<tr>
<td>3. ____________________</td>
<td>3. ________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Smell Imagery</th>
<th>What I See/Think/Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passage</td>
<td></td>
</tr>
<tr>
<td>1. ____________________</td>
<td>1. ____________________</td>
</tr>
<tr>
<td>2. ____________________</td>
<td>2. ____________________</td>
</tr>
<tr>
<td>3. ____________________</td>
<td>3. ____________________</td>
</tr>
<tr>
<td>4. ____________________</td>
<td>4. ____________________</td>
</tr>
<tr>
<td>5. ____________________</td>
<td>5. ____________________</td>
</tr>
</tbody>
</table>
4. The poet uses figures of speech. Which of these are used: simile, metaphor, and/or personification? Write the figure of speech and the lines from the poem that match it. __________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

5. What images do these lines convey? _________________________

_________________________________________________________

_________________________________________________________

Explain how they convey the images. ________________________

_________________________________________________________

_________________________________________________________

6. What do you think the poet means by the last line? ____________

_________________________________________________________

_________________________________________________________

_________________________________________________________

7. What do you think the blue autumn skies would taste like? _____

_________________________________________________________

_________________________________________________________

_________________________________________________________
8. Are the images positive or negative? _________________________
   Explain why. Point out how different words or phrases would change the connotation. _________________________
   _________________________
   _________________________
   _________________________

9. What would be a good theme statement for this poem? Use the poems’ title and the information from this practice to help you.
   _________________________
   _________________________
   _________________________
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:** Look at the poem before you read. How long is it? What do the lines look like? Is it in stanzas? Are the lines sentences? Do sentences go beyond the end of a line?

- **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? Is it free verse? Do the words rhyme? 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?

- **Search for Theme:** Try to understand the poet’s message. Look at all of the elements of the poem. They will give you clues.

- **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.
Interactively read the following poem “Wednesday Morning.” Complete the questions and activities as instructed.

Wednesday Morning

We quarreled this morning,  
Liza and I,  
Over all the usual things.  
I made eggs,  
She wanted waffles.  
I gave her a skirt,  
She wanted jeans.  
And she pouted when I said  
It was too cold for sandals.  
Her socks didn’t fit,  
And in the car  
Her legs looked thin and blue.  
The radio eased our thoughts  
And soon we sang  
Together. Holding hands  
Across the cold leather seat.  
At the school yard gate  
She said goodbye.  
And all day long,  
I saw Liza’s skinny blue legs  
As the icy breeze  
Rippled her skirt around them.

Preview

1. How long is the poem? ____________________________________________

2. Is it in stanzas? ________________________________________________
3. Are the lines complete sentences? ____________________________

4. Do the sentences go beyond the end of a line? _________________

**Read Aloud**

5. Are letters and words heavy (said in the back of your throat) or light (said with the front of your tongue)? Explain and give an example.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

6. Is there a beat or is it free verse? __________________________
   If there is a beat, does it sound like anything in particular? _____
   _______________________________________________________

7. Do the words rhyme? ________________________________
   In what pattern do they rhyme? __________________________

**Visualize**

8. List the most vivid images in the poem. Indicate to which sense each appeals. ________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

9. Put a star next to the one you like best. Explain why you like it best.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
Look at Each Word

10. What overall impression does the poet want to give? ___________

_________________________________________________________

_________________________________________________________

_________________________________________________________


11. List words that support this with their connotation. ___________

_________________________________________________________

_________________________________________________________

_________________________________________________________


12. Do any words support this with their sound? If yes, list the words.

_________________________________________________________

_________________________________________________________


Search for Theme

13. What message do you think the poet is sending us? ___________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________
Build as You Read

14. 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. ______________________________________________

________________________________________________________

________________________________________________________

Third reading thoughts: ________________________________

________________________________________________________

________________________________________________________

Questions. ______________________________________________

________________________________________________________

________________________________________________________
Enjoy the Poem

15. Find something that you liked about the poem. Write what this was and tell why. Be specific.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Practice

Use the list below to complete the following statements.

<table>
<thead>
<tr>
<th>autobiography</th>
<th>essay</th>
<th>poetry</th>
</tr>
</thead>
<tbody>
<tr>
<td>biography</td>
<td>genres</td>
<td>short story</td>
</tr>
</tbody>
</table>

1. A(n) ________________ is the true story of a person’s life. It is told by the person himself or herself. Sometimes it may take other forms. These include journals, diaries or memoirs.

2. Literature falls into two major divisions: It is either fiction or nonfiction. Sometimes, it is a combination of both. Within fiction and nonfiction are different categories called ____________________, such as short stories, novels, poems, essays, and plays.

3. ____________________ is a type of literature written in verse and expresses strong feelings. Some is very simple like nursery rhymes. Some is very long and complex. Sometimes the lines are sentences. Sometimes they are not. Sometimes the lines are divided into groups. These groups are called stanzas.

4. A(n) ________________ is a short piece of nonfiction. It is about one subject and can have a variety of purposes.

5. A(n) ________________ centers on one event and usually focuses on a few characters and a single conflict. It shares the following elements with novels: character, setting, plot, and theme. It can often be read in one sitting.

6. A(n) ________________ is also the true story of a person’s life. However, it is told by someone else.
Appendices
## Transitions and Connecting Words

**Words that show location or place:**
- above
- across
- adjacent
- against
- along
- alongside
- amid
- among
- around
- at
- away from
- behind
- below
- beneath
- beside
- between
- beyond
- by
- close
- down
- farther on
- in back of
- in front of
- inside
- into
- near
- nearby
- off
- on top of
- opposite
- outside
- over
- throughout
- to the left
- to the right
- under

**Words that show similarities (likenesses) or comparisons:**
- also
- as well
- compared to
- equally important
- in comparison
- in the same manner
- in the same way
- like
- likewise
- similarly

**Words that show differences or contrasts:**
- a different view is
- although
- as opposed
- but
- conversely
- counter to
- differing from
- even so
- even though
- however
- in contrast
- in spite of this
- in the meantime
- nevertheless
- notwithstanding
- on the contrary
- on the other hand
- otherwise
- still
- unlike
- yet

**Words used to clarify:**
- again
- for instance
- in other words
- more precisely
- once again
- that is
- to be exact
- to be precise
- to be specific
- to put it another way
- to repeat

**Words that show time:**
- about
- after
- afterward
- as soon as
- at last
- at length
- at once
- at the same time
- before
- currently
- during
- earlier
- finally
- first
- immediately
- in the end
- in the interim
- in the meantime
- later
- meanwhile
- next week
- now
- presently
- prior to
- recently
- second
- shortly
- simultaneously
- soon
- subsequently
- temporarily
- then
- thereafter
- third
- till
- today
- tomorrow
- until
- when
- while
- yesterday

**Words that indicate logical relationship:**
- accordingly
- as a result
- consequently
- for this reason
- if
- so
- therefore
- thus
- again
- for this reason
- in fact
- indeed
- of course
- to emphasize
- to repeat
- truly
- with this in mind

---

Appendix A 461
### More Transitions and Connecting Words

<table>
<thead>
<tr>
<th>Words used to add information or to give examples:</th>
<th>Words that introduce a quoted opinion (x being the author quoted):</th>
</tr>
</thead>
<tbody>
<tr>
<td>additionally</td>
<td>x asserts that …</td>
</tr>
<tr>
<td>again</td>
<td>x says that …</td>
</tr>
<tr>
<td>along with</td>
<td>x states that …</td>
</tr>
<tr>
<td>also</td>
<td>x strongly argues …</td>
</tr>
<tr>
<td>and</td>
<td>x suggests that …</td>
</tr>
<tr>
<td>another</td>
<td></td>
</tr>
<tr>
<td>as well</td>
<td></td>
</tr>
<tr>
<td>besides</td>
<td></td>
</tr>
<tr>
<td>equally important</td>
<td></td>
</tr>
<tr>
<td>finally</td>
<td></td>
</tr>
<tr>
<td>for example</td>
<td></td>
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<tr>
<td>further</td>
<td></td>
</tr>
<tr>
<td>furthermore</td>
<td></td>
</tr>
<tr>
<td>in addition</td>
<td></td>
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<tr>
<td>in fact</td>
<td></td>
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<tr>
<td>in particular</td>
<td></td>
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<tr>
<td>in this manner</td>
<td></td>
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<tr>
<td>likewise</td>
<td></td>
</tr>
<tr>
<td>moreover</td>
<td></td>
</tr>
<tr>
<td>namely</td>
<td></td>
</tr>
<tr>
<td>next</td>
<td></td>
</tr>
<tr>
<td>one can also say</td>
<td></td>
</tr>
<tr>
<td>similarly</td>
<td></td>
</tr>
<tr>
<td>thus</td>
<td></td>
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<tr>
<td>to illustrate</td>
<td></td>
</tr>
<tr>
<td>together with</td>
<td></td>
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