

# **Language Arts 2**

**Course No. 1001040**

**Bureau of Instructional Support and Community Services  
Florida Department of Education**

**2004**

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# Language Arts 2

## Course No. 1001040

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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.



*All of our lives are easier because of computers.*

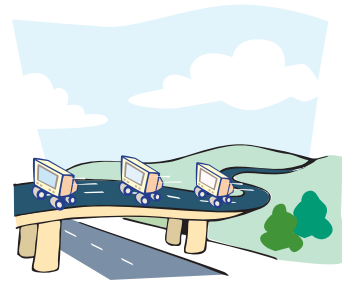


The computer can help with your class assignments, too. It can do this in two major ways:

- 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.



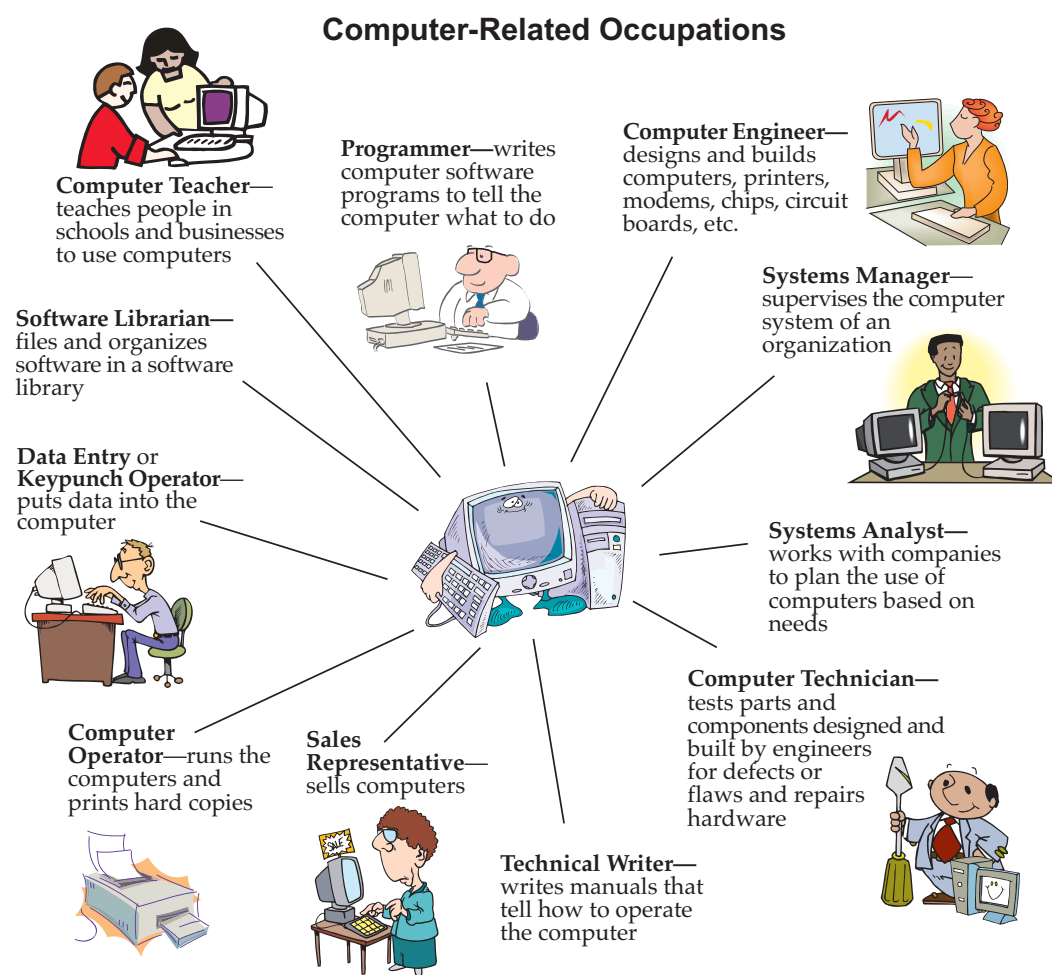
*The knowledge you gain in this unit will help you operate on the information highway.*

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.



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*

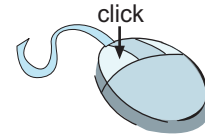
**button** ..... a little clickable box on the computer screen that is a shortcut for a command  
*Example: sound button* 

**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

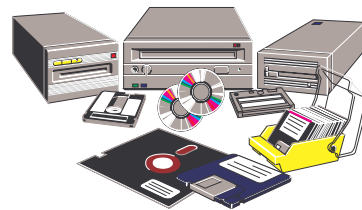
**computer program** ..... a piece of software that allows you to do certain tasks on the computer

**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

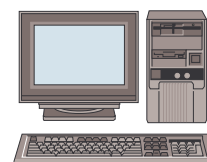
**drag** ..... to move items around the computer screen

*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  
*Example:* Your computer probably has several fonts: **Arial** font, **Courier** font, *Times Italic* font, **Geneva** font.
- graphics** ..... pictures or images created on the computer
- hard copy** ..... a paper copy of a computer document; also called a *printout*
- hard drive (hard disk drive)** ..... the device that reads from and writes to a hard disk
- hardware** ..... the physical part of a computer; the machinery and equipment
- highlight** ..... to select text or graphics to move, edit, or delete  
*Example:* to select **text or graphics** [
- home page** ..... the first page on a World Wide Web site which may link to supporting pages





**icon** ..... a small picture on the screen used to represent an idea or document  
*Example:* Files and programs have icons.

folder icon 

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

**Internet address** ..... the electronic address used to access a specific site  
*Example:* <http://www.google.com>

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



**link** ..... a connection between two parts of the same or separate document  
*Example:* A web page that is connected to another one containing similar information.

**margin** ..... the space between text and edge of the page

margin

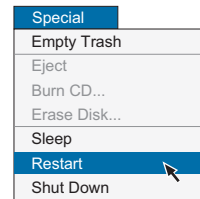
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about Emily Dickin  
handwriting is  
decided to writ  
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took some ti  
computer an  
clicked the  
icons befo  
Finally, I  
comp

**menu** ..... a list of choices or commands you can select



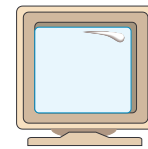
**menu bar** ..... a bar across the top of a computer screen or window that has the names of available pull-down menus

*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

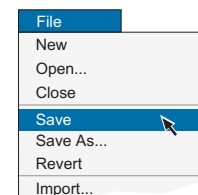


**online** ..... connected to the Internet or a computer network

**open** ..... to load a particular program

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

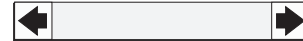
**save** ..... to store information on a disk or hard drive for future use





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

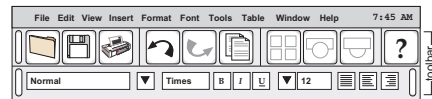
*Example:* scroll bar used to move sideways, right or left



**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

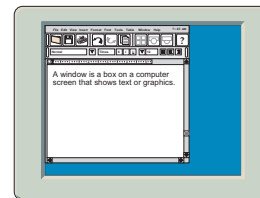
**toolbar** ..... a vertical or horizontal bar with icons or pictures to click on to perform different functions in an application; can be moved around or made to disappear



**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*



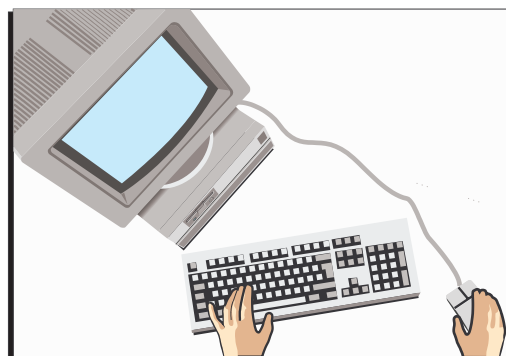


## Writing with a Computer

### 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.

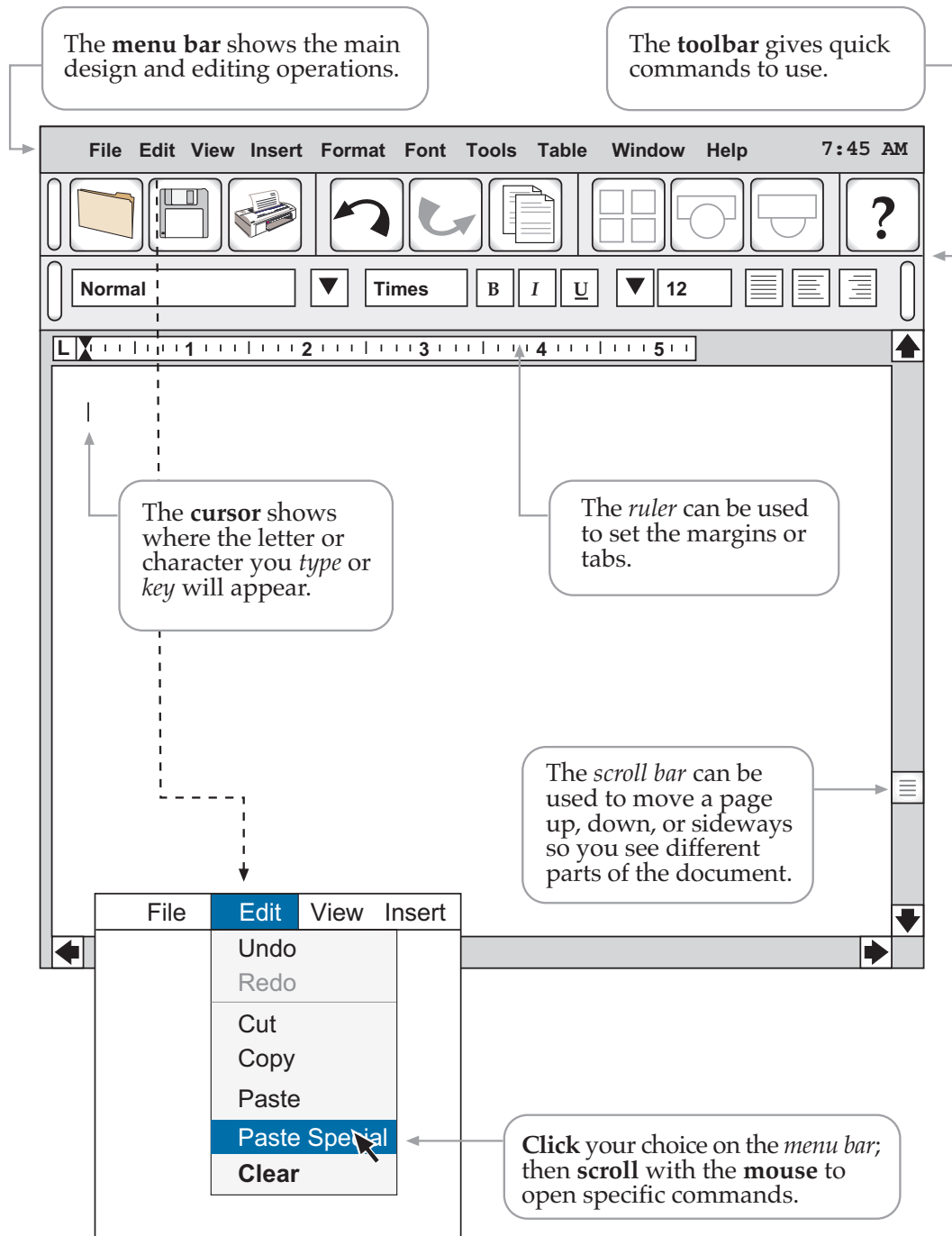


### Previewing the Word Processing Program

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





## Practice

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

**keyboard**  
**save**

**user**  
**window**

**word processor**

- \_\_\_\_\_ 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. \_\_\_\_\_  
\_\_\_\_\_



4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_



## 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.

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

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

*A piece of writing must be easy to read.*

*A piece of writing must be easy to read.*

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 main  
text is 12-  
point serif  
type.

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 heading is 14-point sans serif.

## 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.

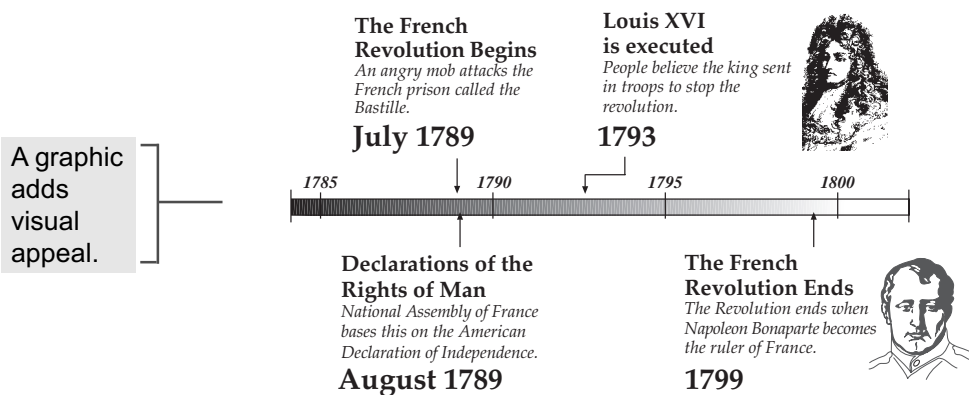
During the next three years, 1789 - 1791, the French people wrote a new constitution (Wilson 36). This constitution came from the revolutionaries. The nobles lost most of their rights. The king lost much of his power. On August 26, 1789, the National Assembly of France wrote the Declaration of the Rights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

- A bulleted list is used.
- 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 ...

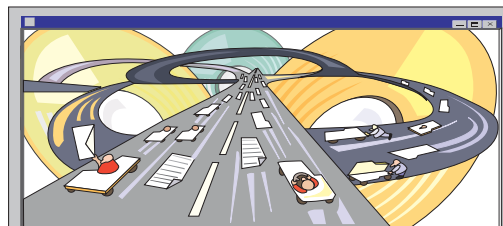


a large cloud of dust and gas. A slowly rotating cloud of dust and gas formed in a part of our galaxy, the Milky Way. As the cloud shrank, its center grew denser and hotter. This cloud eventually became a star. This star was our sun. Smaller fragments of material began to orbit the sun. Eventually, gravity 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:

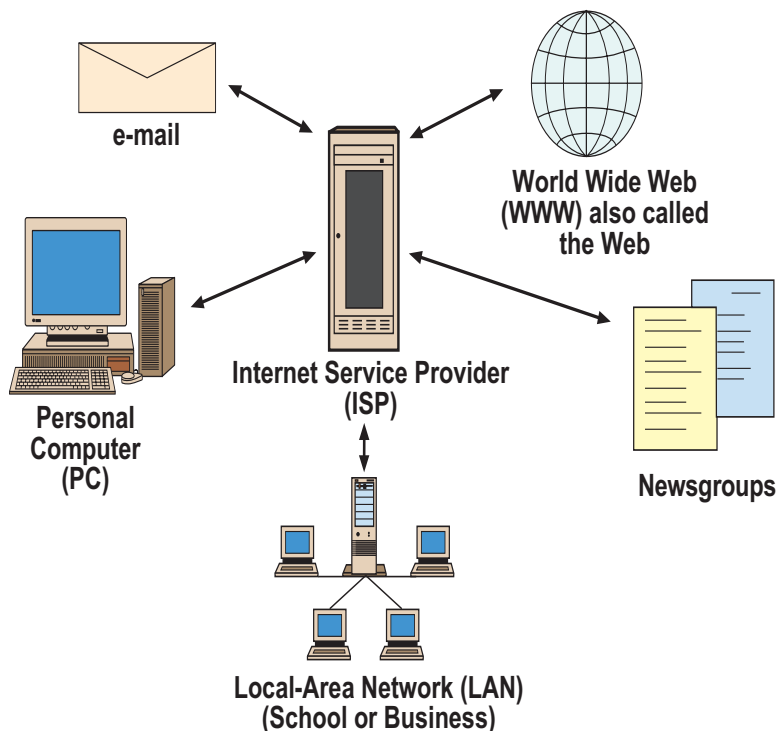


*The Internet is the worldwide information highway.*

- 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.





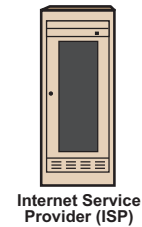
**Local-Area Network (LAN)**—a system that allows a business to share files. Many schools also use a LAN. This lets all the computers in one company share files. This also allows users to send **electronic mail (e-mail)** throughout an office.



**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.

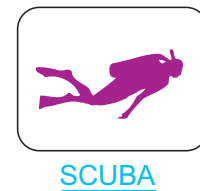


As you can see, the Internet has its own language. Review the list of terms and phrases below. You will use them as you explore the Internet.

**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.

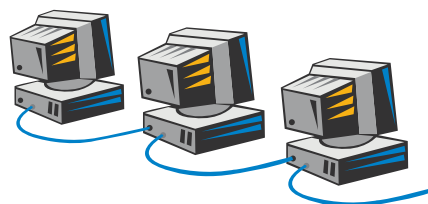
**Hypertext**—a system that **links** different pages on the Internet. You often see one word or phrase colored or underlined. By clicking on this word, you can open another page. This is called a "hot word." Pictures can also be used. These are called "hot symbols."



**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



*Your trouble will be finding more information than you need.*

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.

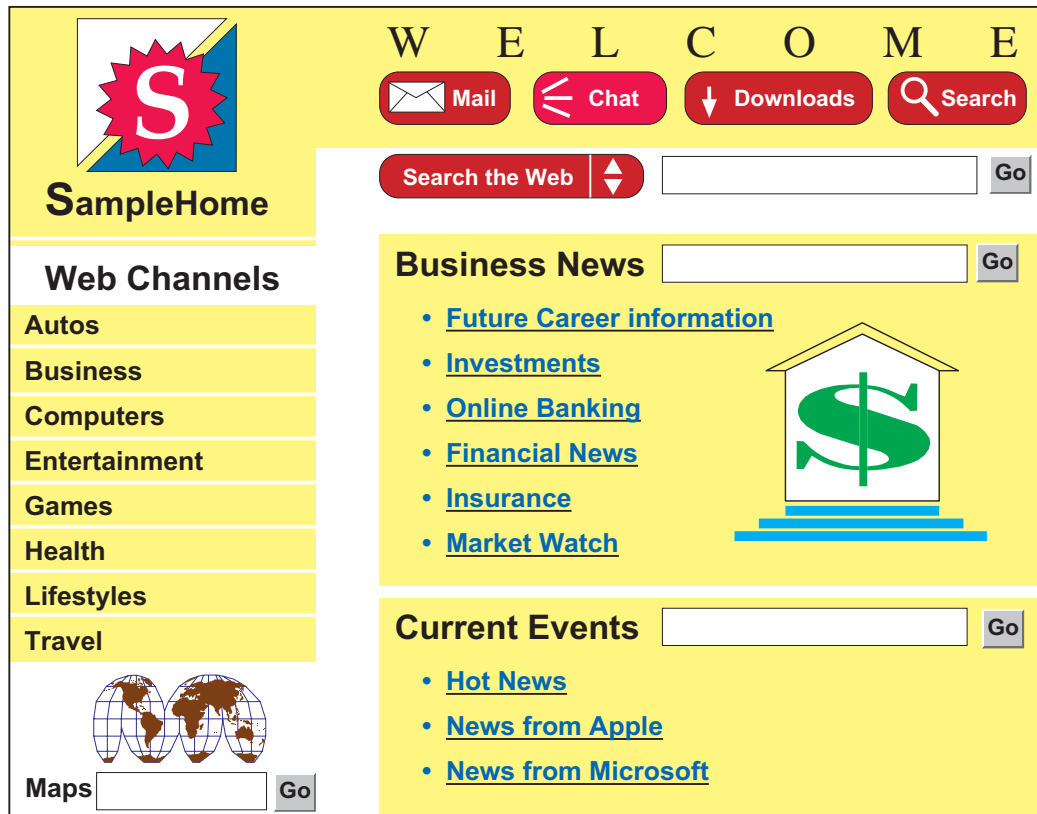
Look at the sample fictitious home page on the following page. You can access links to many topics. For example, you can find information about a future career.





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.



*Sample Home Page*

**Then:** Choose a **search engine**.

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

There is really no one complete Internet reference available. Numerous *search engines* are available to locate specific information. Different search engines provide different results based on their method of searching. Some search for titles of web pages, others for keywords. It is helpful to try one or more different search engines to compare results and find other



relevant locations. Some of the most common search engines are used to browse a *broad topic*, search a *narrow topic*, or search for the *greatest number* of Internet sites. See the list of common search engines below.

## Search Engines

### To browse a broad topic

**Yahoo**

[www.yahoo.com/](http://www.yahoo.com/)

**Lycos**

[www.lycos.com/](http://www.lycos.com/)

**Google**

[www.google.com/](http://www.google.com/)

### To search for a narrow topic

**AltaVista**

[www.altavista.com/](http://www.altavista.com/)

**Excite**

[www.excite.com/](http://www.excite.com/)

**Go (Infoseek)**

[www.go.com/](http://www.go.com/)

### To search the greatest number of Internet sites (meta-search engines)

**Metacrawler**

[www.metacrawler.com/](http://www.metacrawler.com/)

**Ask Jeeves**

[www.askjeeves.com/](http://www.askjeeves.com/)

**All the Web (Fast Search)**

[www.alltheweb.com/](http://www.alltheweb.com/)

**Next:** Conduct a word search.

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

Look at the graphic on the previous page. Note where “Search the Web” is written at the top right of the page. It is written in front of a blank text box. The blank text box shows where to begin typing a *keyword* or phrase to begin your search. Type in a keyword or phrase and click “Go.” A keyword or phrase is related to your subject. Look over the 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 19<sup>th</sup>-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.

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

\* Source: Tallahassee Community College

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

Let's practice finding information.



## Practice

### Researching the Internet

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

- First, if you have a **favorite newspaper**, **search** the Net for its **address**. If not, **type** in the following address:  
[www.tallahasseedemocrat.com/](http://www.tallahasseedemocrat.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: \_\_\_\_\_

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---

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3. Name of site visited: \_\_\_\_\_

Address of site: \_\_\_\_\_

Date of visit: \_\_\_\_\_

List of facts found in article: \_\_\_\_\_

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## Practice

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

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

- \_\_\_\_\_ 1. a collection of computer networks that allows users to view, retrieve, or share information from around the world; also called *the Net*
- \_\_\_\_\_ 2. part of the Internet that allows you to find linked text, graphics, video, and sound using a web browser; also called *the Web*
- \_\_\_\_\_ 3. an application that allows you to access information on the World Wide Web (WWW)
- \_\_\_\_\_ 4. private messages that are sent and received over a computer network
- \_\_\_\_\_ 5. the computer program that tells a computer's hardware what to do
- \_\_\_\_\_ 6. a connection between two parts of the same or separate document
- \_\_\_\_\_ 7. a site on the Internet with its own address
- \_\_\_\_\_ 8. written information



## 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.

*Through e-mail, you can share information.*





## 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.



*One of the ways to share your work is on the Internet.*

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



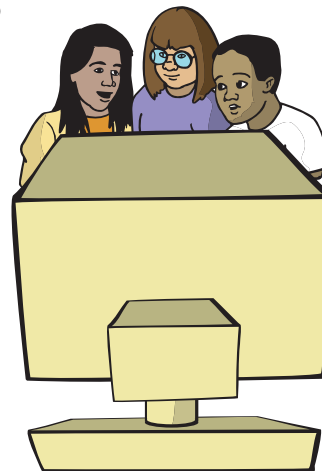
**Beware:** Many of these sites contain “contests” or “awards” that require you to buy a product. Always check out offers and “dos and don’ts” with your teacher. For example, your teacher may tell you *never* to use your last name or other identifying information on the Internet.



## 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>.



*You must always give credit for information you researched.*

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:

Bayan-Gagelonia, Ruby. "The Florida Manatee." *EcoFlorida: Your Guide to Exploring Natural Florida*. Fall 2000. 9 Sept. 2002 <<http://www.ecofloridamag.com/archived/manatees.htm>>.

### Book:

Aston, Diane E., and Dowd, Eileen M. *Fragile Legacy: Endangered, Threatened & Rare Animals of South Dakota*. South Dakota Department of Game Fish & Parks, Report No. 91-04. 8 Dec. 1997. 10 Sept. 2002 <<http://www.npwrc.usgs.gov/resource/distr/others/sdrare/sdrare.htm>>.

### Web site:

Endangered Species Information. U.S. Fish & Wildlife Service. 18 July 2002. 12 Aug. 2002 <<http://endangered.fws.gov/wildlife.html#Species>>

### 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.

Evans, Brock. "Joining the Endangered Species Coalition." Email to Brandi Ash. 5 Aug. 2002.



## 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.**

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## 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

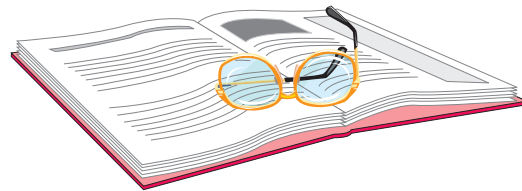
### Unit Focus

#### 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 will 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.





## 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



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



*When you travel, you need to plan—you look at maps and travel brochures.*

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.



*Smart students plan ahead by previewing their reading.*

### 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.



*Joseph's mother was upset about the bullying in his school.*

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  
Bullying  
in Our  
Schools!

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? \_\_\_\_\_

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What do these tell us about the content? \_\_\_\_\_

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4. Read the closing paragraph.

What conclusions does the author draw about the subject? \_\_\_\_\_

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

Why or why not? \_\_\_\_\_

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## 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

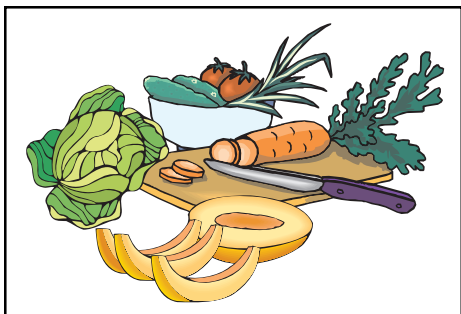
habits have endangered a number of

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

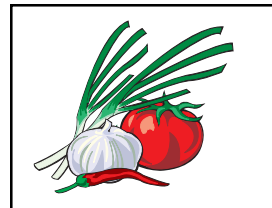
their protein from plant foods. Today, the opposite is true. We now

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.



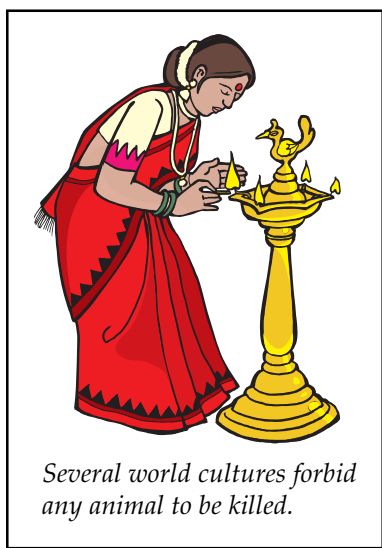
Animal products are also high in saturated fats. Americans eat eight times more fat than needed. Animal fat is a leading promoter of two deadly diseases: heart disease and cancer.

## 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.







## 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.



*Every craftsman has special tools. 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.



*You use context clues when you meet a new person.*

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

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



## 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**.

meaning	word
_____ 1. threatening	A. carambola
_____ 2. great number	B. expire
_____ 3. small number	C. myriad
_____ 4. to die	D. no word to match
_____ 5. located in the city	E. ominous
_____ 6. located in the country	F. pseudonym
_____ 7. a type of fruit	G. urban
_____ 8. a false name	



## 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.

<b>context clue</b> <b>expository writing</b> <b>paragraph</b>	<b>persuasive writing</b> <b>preview</b> <b>summary</b>
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- \_\_\_\_\_ 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



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



*We build words just like children play with blocks.*

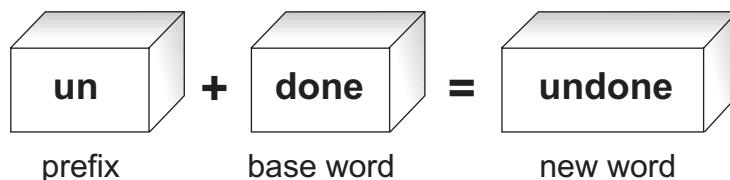
Like everything else, our vocabulary changes. As time passes, we no longer need some words. They pass out of use. We also need new words. New inventions give us new words every day. These words don't just happen. They are created. Some words are carefully created. Others are not.

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

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



## Practice

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

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

*Example:* 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.

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



## Suffixes: The Ending Block

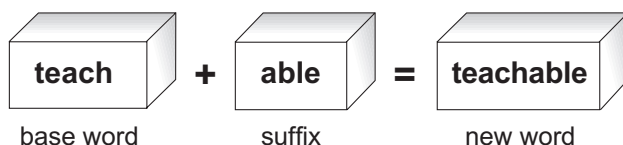
A *suffix* is a letter or group of letters added to the end of a word. Suffixes often change the meaning of a word. Suffixes can also change a word's part of speech. Suffixes can change a base word or a root word to a **noun**, an **adjective**, a **verb**, or an **adverb**.



### 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

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



## Practice

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

original word	+ suffix	meaning	= new word
1. agree	+ _____	able to agree with	= _____
2. industry	+ _____	relating to industry	= _____
3. wood	+ _____	made of wood	= _____
4. active	+ _____	make something active	= _____
5. diet	+ _____	one skilled in nutrition and proper diet	= _____
6. thought	+ _____	without thought	= _____
7. care	+ _____	full of care	= _____
8. vocal	+ _____	to make vocal; say aloud	= _____
9. home	+ _____	in the direction of home	= _____
10. nerves	+ _____	full of nerves; jumpy	= _____



## 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

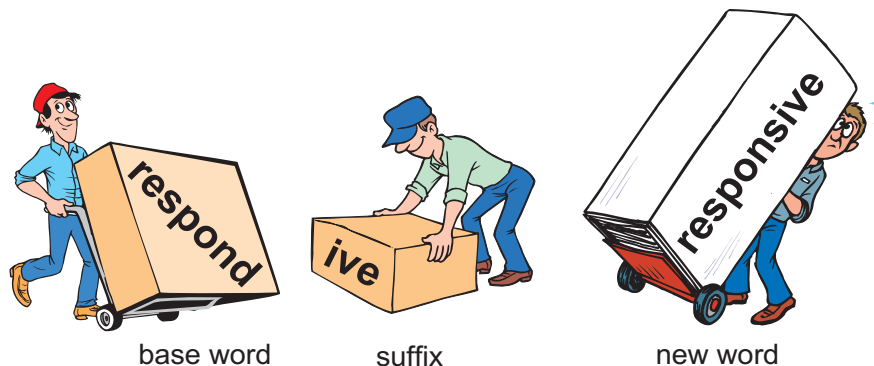
9. creative - adjective      \_\_\_\_\_ - noun

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.

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



## 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

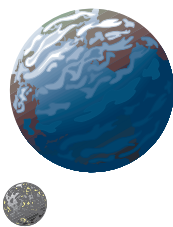
Every piece of writing includes a **main idea**. The *main idea* is what the author has to say about the **topic**. The *topic* is the subject of the information. For example, the topic of a paragraph could be swimming. The main idea could be that swimming is a good way to exercise.

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.*

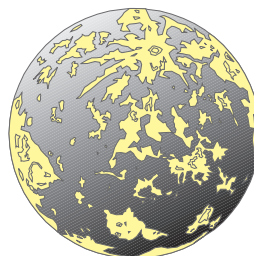
Earth has one moon. On most nights, we can see the moon from Earth. However, we are really seeing reflected sunlight. The moon does not give off light on its own. The moon looks different at different times. This is because it orbits the Earth. As it orbits, different sides seen on Earth are lighted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



We can see the moon's surface from Earth.

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

\_\_\_\_\_ correct

\_\_\_\_\_ too broad

\_\_\_\_\_ 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

\_\_\_\_\_ correct

\_\_\_\_\_ too broad

\_\_\_\_\_ 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 Lindbergh's funeral plans

\_\_\_\_\_ correct

\_\_\_\_\_ too broad

\_\_\_\_\_ too narrow

improved topic \_\_\_\_\_

## 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.*

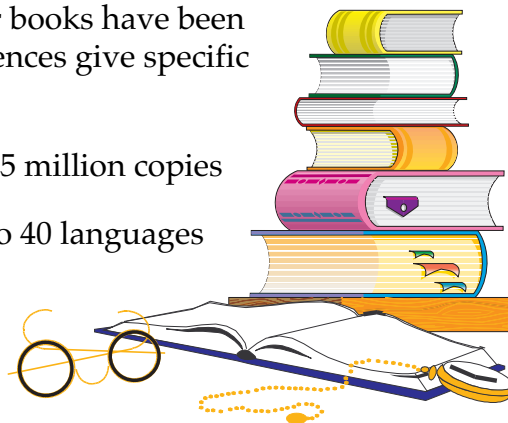
	<p>Since 1995, books about Harry Potter have been very popular. The first three books sold over 35 million copies. These books were translated into 40 languages. Over three million copies of the fourth book were sold before it was printed. On July 8, 2000, thousands of people waited in line to buy the book. Book stores stayed open late. Many stores held Harry Potter parties where the book was sold.</p>
--	---



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 19<sup>th</sup> 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

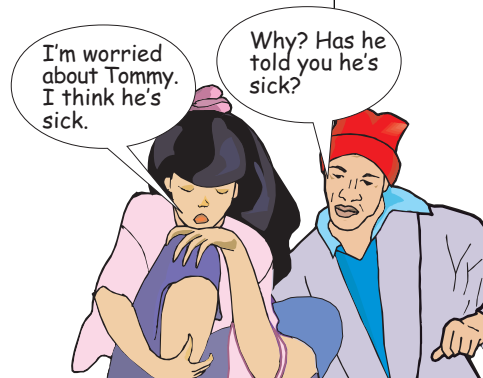
Sally: I'm worried about Tommy. I think he's sick.

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: \_\_\_\_\_

\_\_\_\_\_

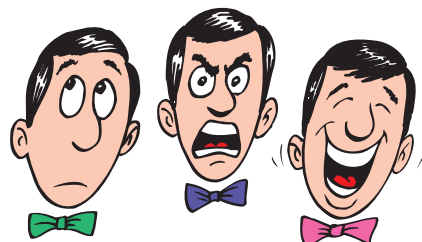
second incorrect choice and why: \_\_\_\_\_

\_\_\_\_\_

## 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.



*Writers use words to make readers feel sad, angry, or joyful.*

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.

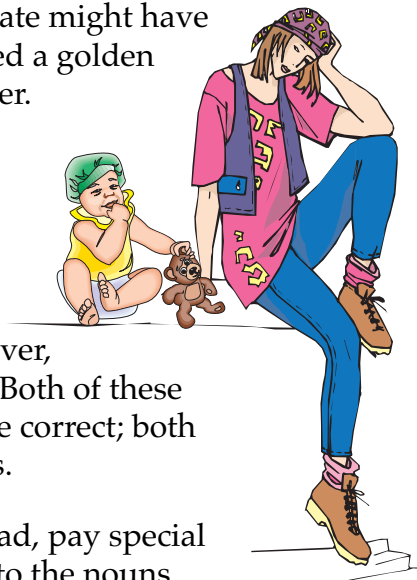
Let's illustrate this. Take a few minutes and write down exactly what you see when you read each of these words: dog, girl, home.



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.

audience  
connotation  
denotation

inference  
main idea

topic  
topic sentence

- \_\_\_\_\_ 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.

Her eyes were dark brown.

Her eyes were as brown as dark chocolate Hershey kisses.

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

Stephanie: Have you met the new boy? He’s really cute!

Gretchen: Really? What does he look like?

Stephanie: He’s blonde and not too tall. You know, he looks a little bit like Leonardo DiCaprio!

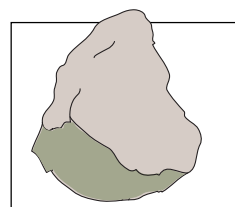




Have you ever had a conversation like this? More than likely you have. You have probably been in a situation like Stephanie's. You want someone to *see* exactly what you're describing. Using a comparison to something familiar helps you do this. Similes and metaphors are comparisons.

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 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.

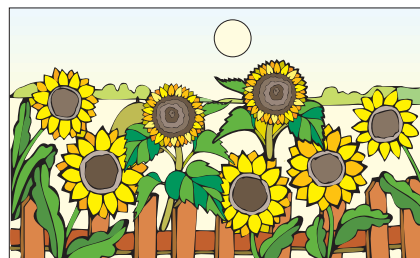
The above metaphor implies a comparison between the strength of the father and a rock. It does not use *like* or *as*, but it does describe one thing as being another.

### **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.



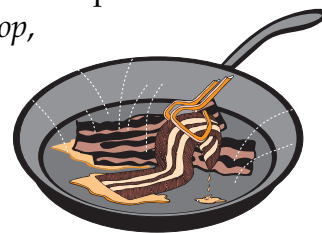
*The sunflowers danced in the breeze.*



## Onomatopoeia: Using Words for Their Sounds

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

Onomatopoeia: The bacon sizzled in the skillet.



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.

### Three Nouns Used

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### Improved Noun Choices

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### Three Verbs Used

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### Improved Verb Choices

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---

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### Three Modifiers Used (Adjectives or Adverbs)

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---

---

### Improved Modifier Choices

---

---

---

### Places I could use figurative language:

Simile \_\_\_\_\_

Metaphor \_\_\_\_\_

Onomatopoeia \_\_\_\_\_

Personification \_\_\_\_\_



## Evaluating What You Read: Recognizing Fact and Opinion

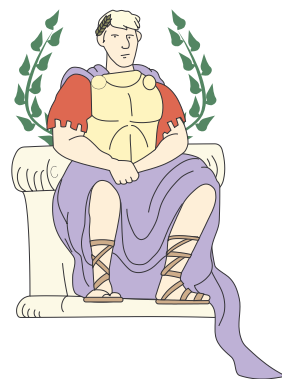
We have learned that writers write for a purpose. Often they hope to convince you of something. They want you to agree with their opinion. They want to change your mind about an idea. Sometimes, they want to sell you a product. Many of these writers are very skilled with words. For this reason, you must 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?



What is the author's purpose?

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?



Can you tell which side the author favors?

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.

bias  
figurative language  
literal language

metaphor  
onomatopoeia

personification  
simile

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.



*Line Graph*

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.

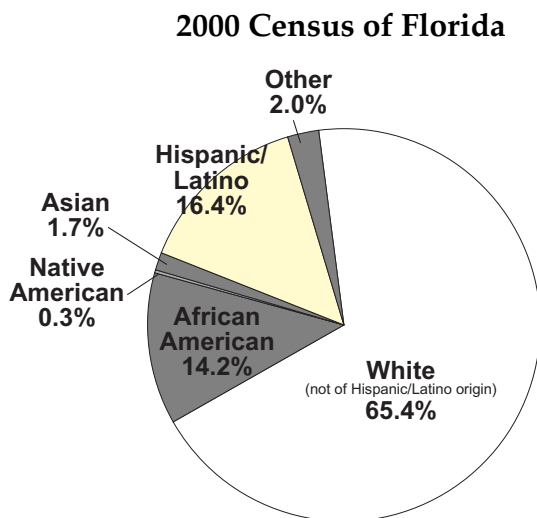
The horizontal line (↔) shows time. This graph is divided into five-year segments.

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.



*Pie Graph*

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.

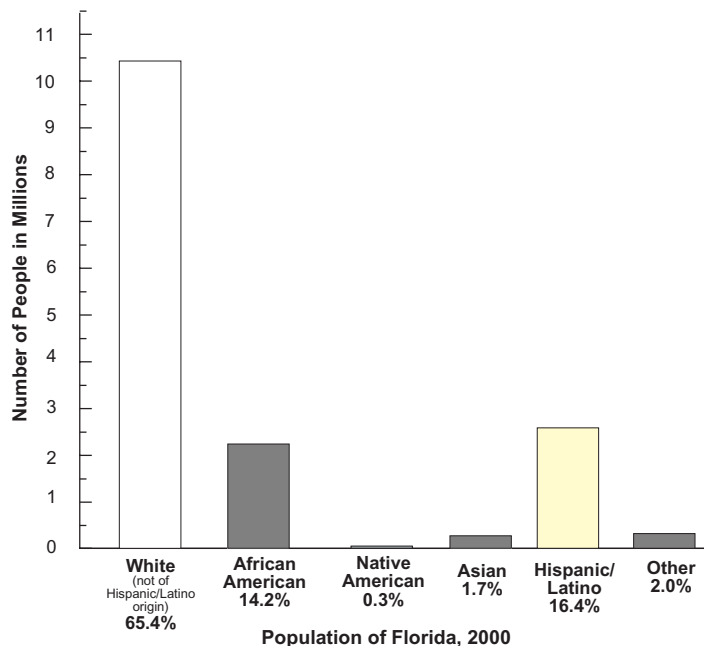
What group is the smallest?



## 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.)

Bloom Colors of Different Plants				
Plant	Bloom Colors			
	White	Yellow-Orange	Pink-Red	Blue-Purple
Crape Myrtle	•		•	•
Althea	•		•	•
Camellia	•		•	•
Rose	•	•	•	•

### The Distance Table

Mileage Table			
	Ocala	West Palm Beach	Pensacola
Tampa	94	210	479
Tallahassee	191	476	194
Jacksonville	104	304	366
Orlando	83	183	468
Miami	344	78	729

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.

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

## Custom-Made Tables

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.

Acceptable Ranges for Percent Body Fat*		
Age	Male	Female
13	10-25%	17-32%
14	10-25%	17-32%
15	10-25%	17-32%
16	10-25%	17-32%
17	10-25%	17-32%
17+	10-25%	17-32%

\* calculated from triceps and skinfold measurements

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

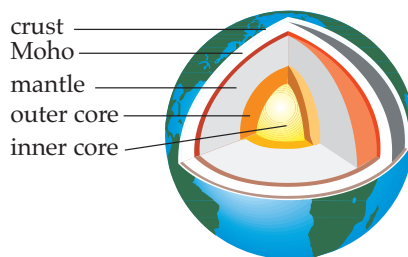


## Understanding Diagrams

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

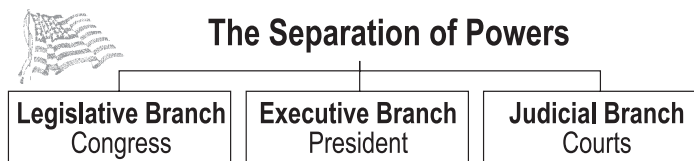
A picture diagram is just what it sounds like. A *picture diagram* is a picture or drawing. The picture can show the subject in different ways. Some parts could be left out. Other parts could be enlarged. This allows the writer to emphasize and discuss certain parts. Below is a diagram of the Earth. 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.



*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.



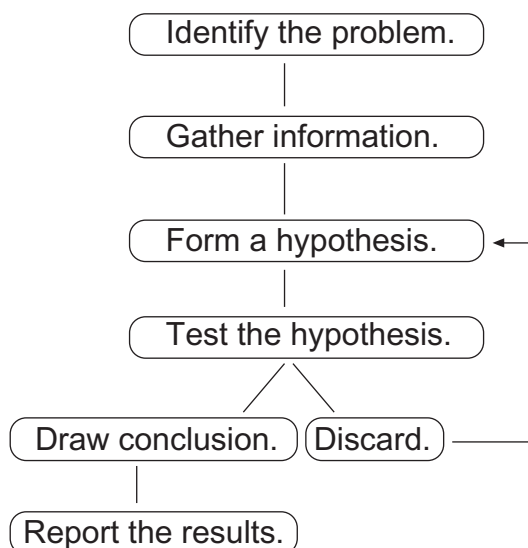
Here, the different boxes are on the same level. They are also equal in size. This means each division is equal in importance.



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.

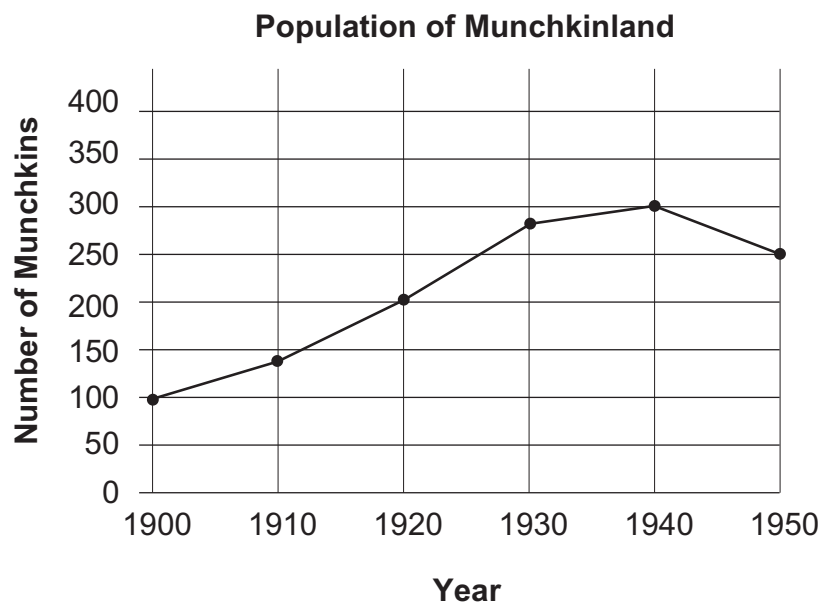
### Steps in the Scientific Method





## Practice

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



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?

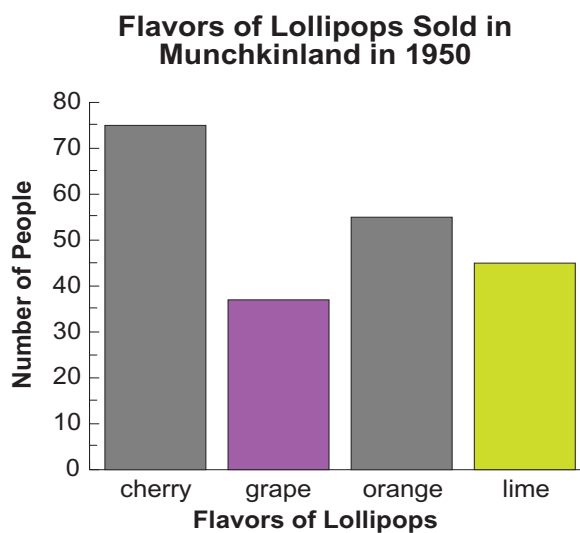
\_\_\_\_\_

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? \_\_\_\_\_

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---

6. What can you learn from this graph? \_\_\_\_\_

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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? \_\_\_\_\_

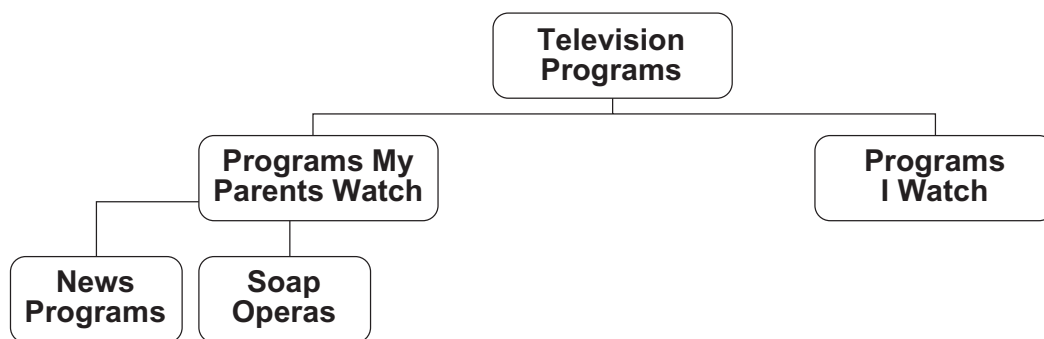
\_\_\_\_\_

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**.*

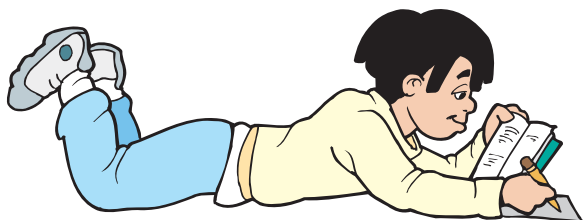
For example, you could consider the following:

- 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



*We must read information to understand it.*

know. It is important to understand this information. This allows us to select the information we will find useful.

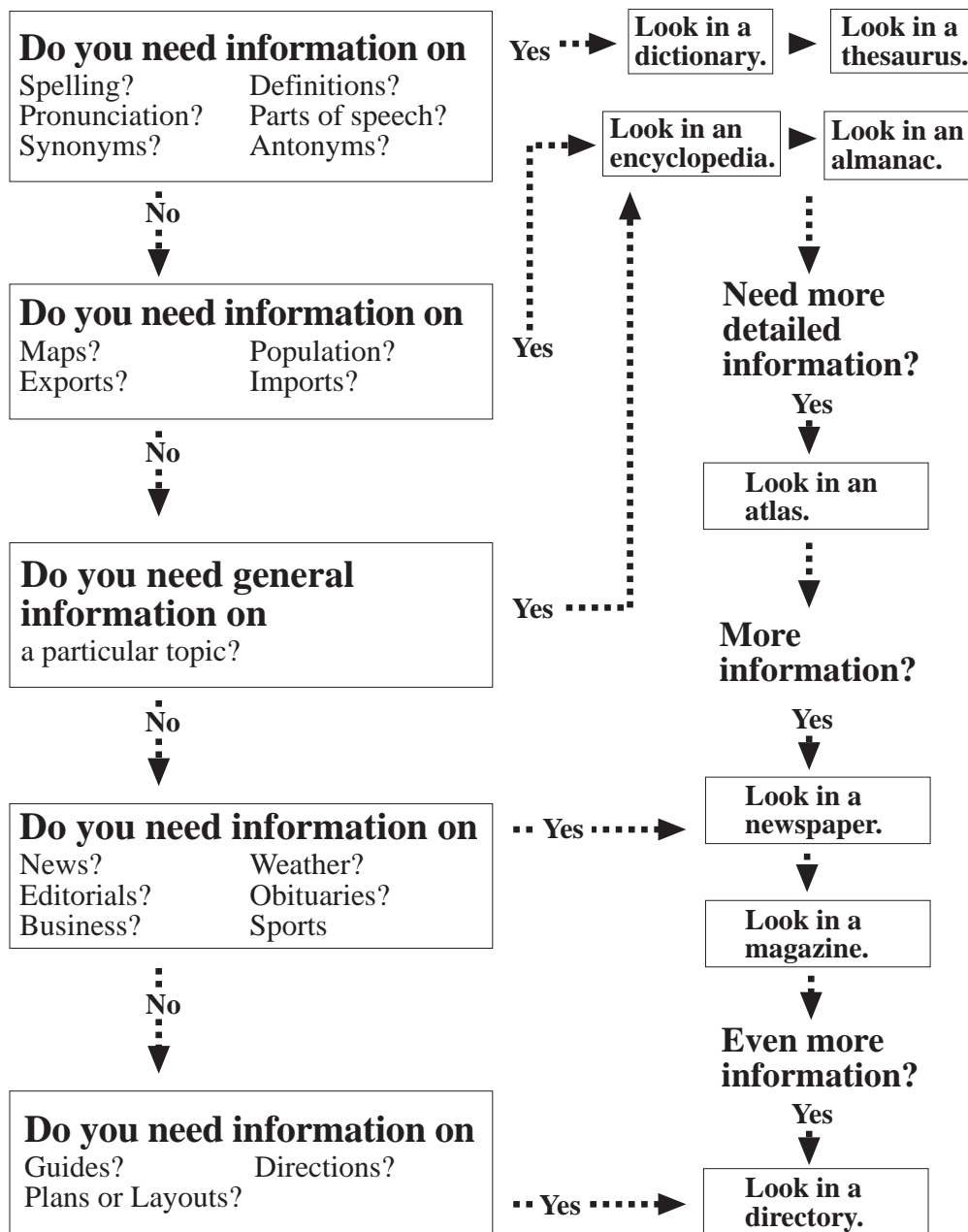
The amount of information available to us keeps increasing. Every new product

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





## Practice

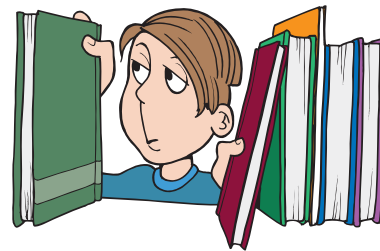
Use the **Identifying Types of Resources** chart on the previous page to answer the following.

- \_\_\_\_\_ 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.

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

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*? \_\_\_\_\_  
\_\_\_\_\_



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*

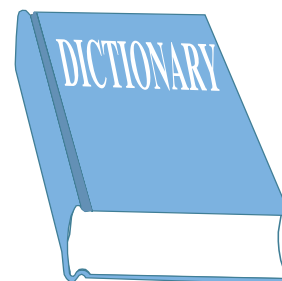


3. Page 157 contains information on \_\_\_\_\_ .
  - a. coral reef
  - b. crustaceans
  - c. ecosystems
  - d. earths crust
4. On page 119 there is \_\_\_\_\_ .
  - a. an essay on frogs
  - b. a description of an ebb tide
  - c. an illustration of coral reef
  - d. a story set in the Everglades
5. Under *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.



Dictionary .....  
Page

Guide words .....

griddle - grieve

Entry word .....

**griddle** (grīd'əl) *n.* A heavy, flat metal plate with a handle used for cooking. [ME *gridel*, *gridiron* < ONFr. *gredil* < Lat. *craticula*, dim. of *cratis*, hurdle, lattice.]—**grid'dle** *v.*

Syllable divisions .....

**grid'dle** (grīd'ə-rl) *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.]

Definition with two closely related meanings .....

**grid'lock** (grīd'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.*

Pronunciation .....

**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.]

Spelling and capital letters .....

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

Accent mark .....

**griev'ance** (grē'vəns), *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 *grevance* < OFr. *grevance* < *grever*, to harm. "See GRIEVE.]

Parts of speech (principle parts of the verb) .....

**grieve** (grēv), *v.* **grieved**, **griev'ing**, **grieves**.—*tr.* **1.** To cause grief or sorrow to. **2.** To feel or express grief.

Etymology .....

[ME *greven*, to harm < Lat. *gravare*, to burden < *gravis*, heavy.]

Synonyms .....

*Syns:* grieve, lament, mourn.

Antonyms .....

*Ant:* rejoice



griddle



### Pronunciation key

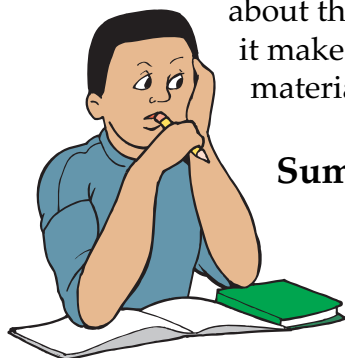
ā	fat	ōō	foot
ā	day	ū	fun
âr	care	ûr	urge
ä	barn	th	thin
ē	bet	th	this
ī	bit	hw	which
ō	note	zh	usual
ô	more		

' primary  
' secondary



## 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.



*Part of the reading process is understanding the material.*

### 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.



*Write down details about essential information.*

## **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.



*Some people's eating habits are a danger to their health.*

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.



## Summary Planning Sheet

Title of Selection: \_\_\_\_\_

Main Idea: \_\_\_\_\_

Unfamiliar Words or Phrases: \_\_\_\_\_

\_\_\_\_\_

Supporting Details or Most Important Facts: \_\_\_\_\_

\_\_\_\_\_  
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*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.



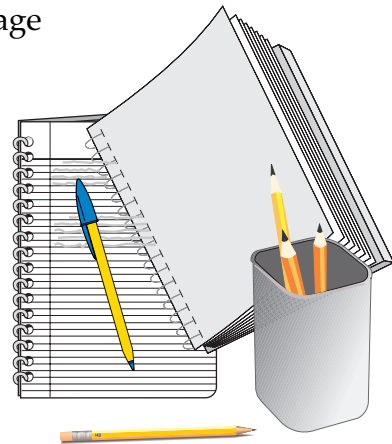
- \_\_\_\_\_ 12. In *personifications*, words are used that sound like their meaning.
- \_\_\_\_\_ 13. A *graph* is information in picture form.
- \_\_\_\_\_ 14. A *pie graph* has pictures of lengths of bars to represent the percentage of information.
- \_\_\_\_\_ 15. *Tables* present words and numbers 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)



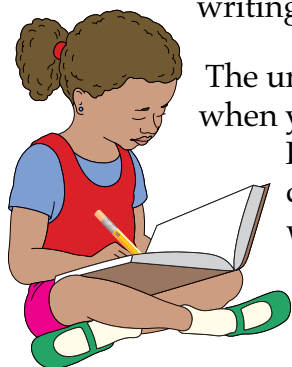
- Write text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media. (LA.B.2.3.1)
- Select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, 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.



*Most of you began writing when you started school.*

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.*

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

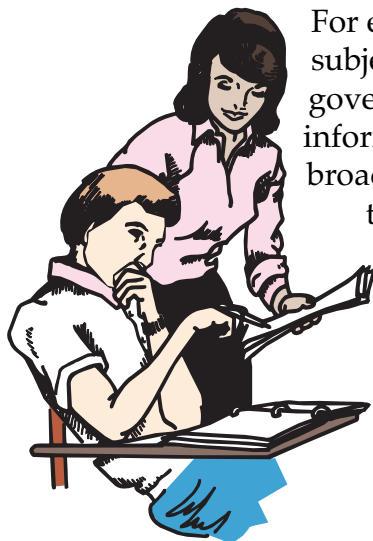
**topic sentence** ..... the sentence that tells the focus or main point of a paragraph

**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.



*You will often be given a topic by your teacher.*

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.

General Topics	➔	Useful Topics
This year's education budget	➔	How cutbacks will affect students
Gardening	➔	Which flowers grow well in summer heat
Shark attacks	➔	How often sharks attack human beings in our area
Baseball	➔	Highlights of Cal Ripkin's baseball career
	➔	
	➔	
	➔	

## 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.



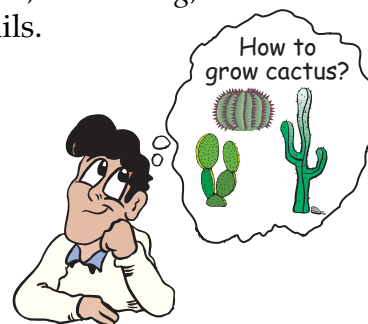
*Simon recently wrote an essay about losing his dog to old age.*

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.

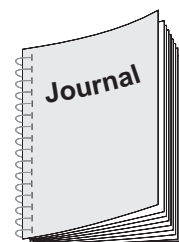
The following three steps—*collecting your thoughts*, *researching*, and *evaluating details*—will help you gather details.

### 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.

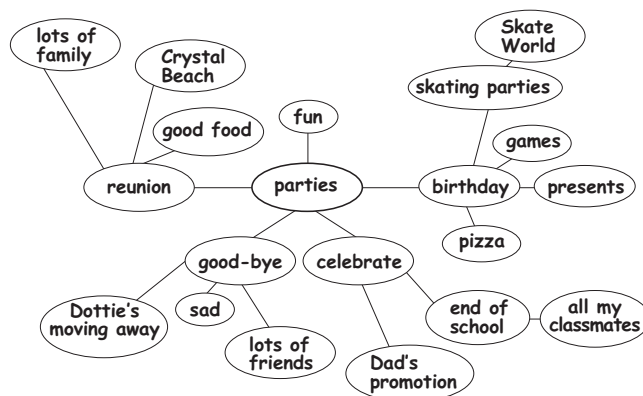


- **Keeping a Journal:** Each week write in a personal journal. Write about what you do each day. Write about how you feel. Reread these entries. Underline ideas you would like to write more about.
- **Clustering:** Think of your topic. Choose a focus word. This should be a general word. It should relate 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 Model

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.*



*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.*

## Unit 3: Writing—Making Words Speak





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

Who? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

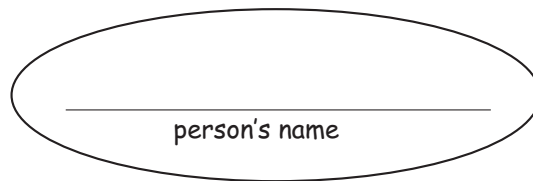
How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 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.*



[illegible]



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.**

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.)



*Good notes lead to a well-written paper.*

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.

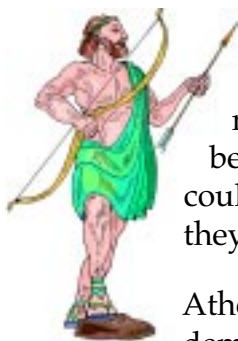
## Common Patterns of Nonfiction Writing

### 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.

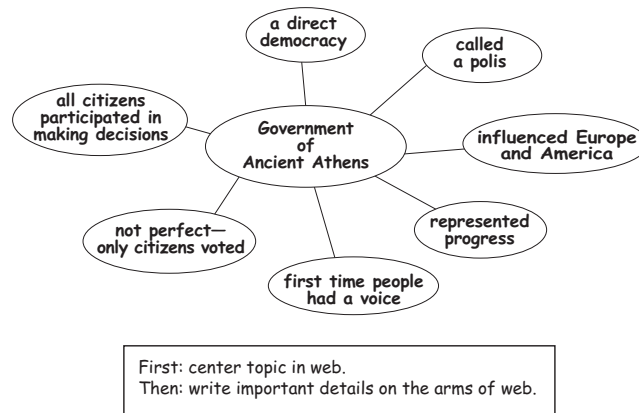
Athens's government was not perfect. Creating a democracy was, however, progress. Before, citizens had no voice in government. The Athenians were eventually conquered. However, their culture spread to other countries. Their ideas about democracy became part of Western civilization. These ideas spread 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.”



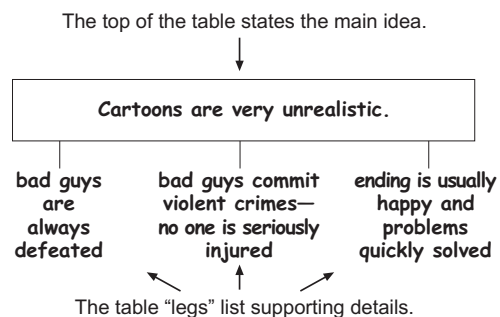
## The Main Idea and Supporting Details Pattern

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.

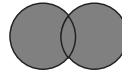
Another graphic organizer is a *table organizer*. A table organizer can help you take notes. Write the main idea on top of the “table.” Then add details that support the main idea as table “legs.” Look at the example below.





## The Comparison/Contrast Pattern

### Compare and Contrast

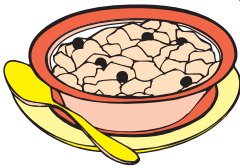


The information below compares nutritional starches and sugars. The paragraph follows the comparison/contrast pattern. The first part of the article discusses starches. The second part discusses sugars.

### Carbohydrates: The Main Source of Energy in a Healthy Diet

Carbohydrate foods should make up most of our diets.

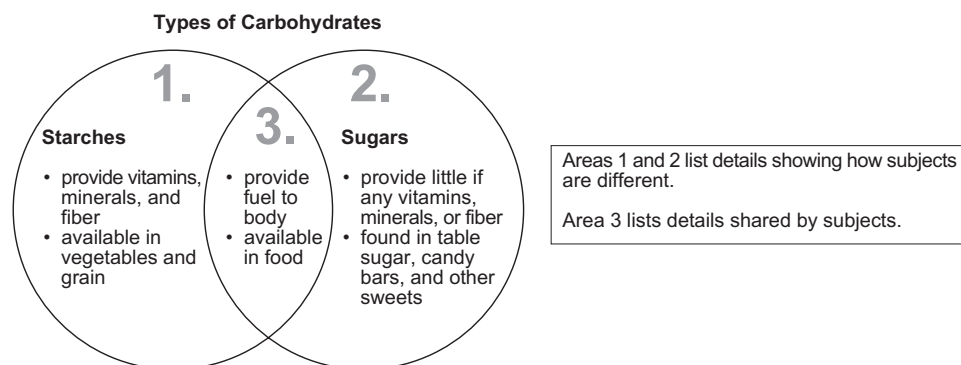
Carbohydrates are the body's main source of energy. The body digests them quickly. It then converts them into fuel called glucose. Glucose is one of the fuels our body uses.



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.

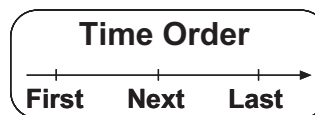
A Venn diagram is useful in organizing information that shows how two things are alike and different. Look at the Venn diagram below.







## 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.

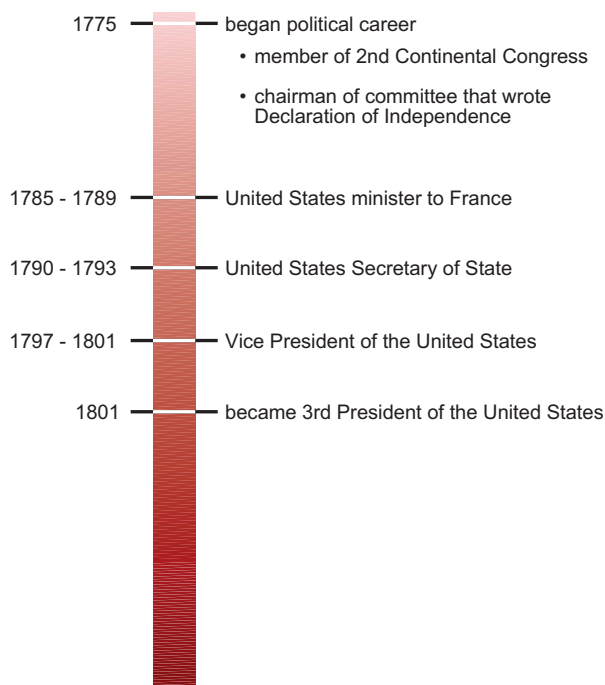
### An American Public Servant

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





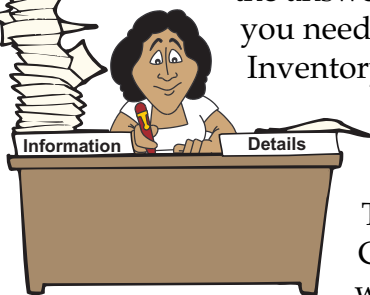
## Evaluating Details

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.



*You probably have more information than you need.*

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.



## 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.

## Research Inventory Chart

[illegible]

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?)



To your good friend: **Give me a pencil. You got a pencil?**

---

To the girl you barely know: **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.

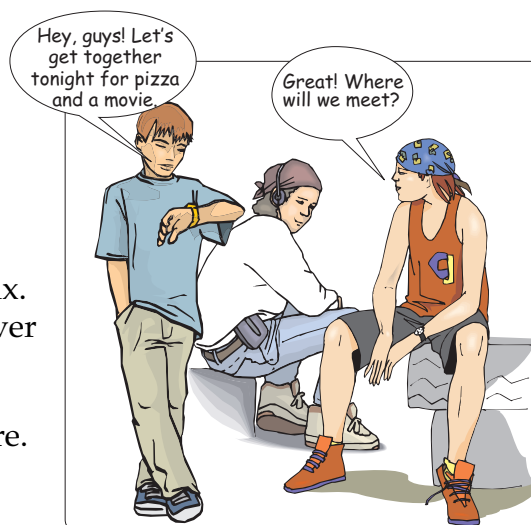
Billy: Where's the Pizza Barn?

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



(c)

Thursday, 7:30 AM! sheet music, allergy pills, diet sodas (lots!)

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 \_\_\_\_\_





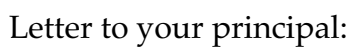
## Practice

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:

[illegible]

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## Practice

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

audience  
details  
main idea

paragraph  
purpose  
subject

supporting details  
topic  
useful topic

- \_\_\_\_\_ 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.



*Many students are gifted writers.*

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.

### The Parts of a Paragraph

#### The topic sentence ...

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

#### The body of the paragraph ...

- is made up of detail sentences.
  - The detail sentences give specific details about the topic.
  - These details give important information and help readers understand the central idea of the paragraph.

#### The concluding sentence ...

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



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

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



## 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 \_\_\_\_\_

\_\_\_\_\_





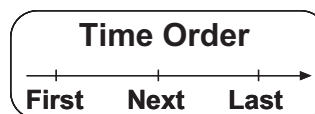
## The Body of the Paragraph

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.)

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



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



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



## Practice

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

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

### Place Order



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.

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



## Practice

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

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.

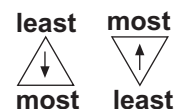


## Order of Importance

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.

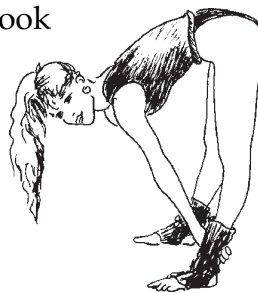
### Order of Importance



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 **clinch**er. This sentence comes after all the details have been included. It is the final sentence of the paragraph.

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



Some specific ways of doing this include the following:

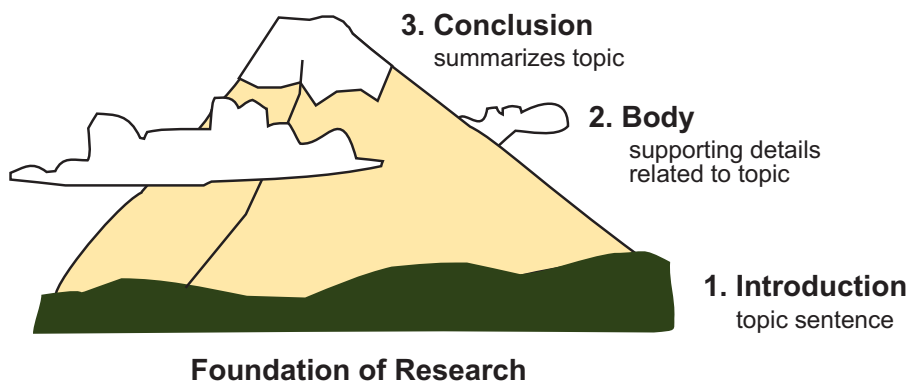
- reaching a conclusion
- suggesting any future courses of action
- summarizing the details
- restating the topic sentence.

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

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

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

### Paragraph Writing Plan



**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.

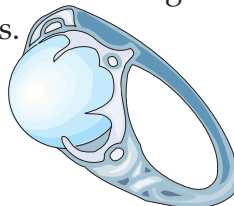
Look at the following example of a descriptive paragraph.

#### 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.

Sensory Words				
sight 	sound 	smell 	touch 	taste 
baggy	clink	fresh	jagged	bitter
droopy	crunch	minty	moist	burnt
foggy	hiss	moldy	sharp	sour
oval	rumble	rotten	silky	spicy
speckled	shriek	sweet	slimy	sugary

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. <sup>①</sup> The gold band  
finger It s ~~It~~ is tarnished. It circles my  
finger. <sup>^</sup> Twist together at the top. There's a small pearl. <sup>^</sup> Six prongs <sup>^</sup> hold the pearl. <sup>②</sup>  
The pearl needs cleaning, it's dull. Air holes let the pearl breathe. <sup>^</sup> They're full  
~~Their full~~ of dirt.  
(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: \_\_\_\_\_

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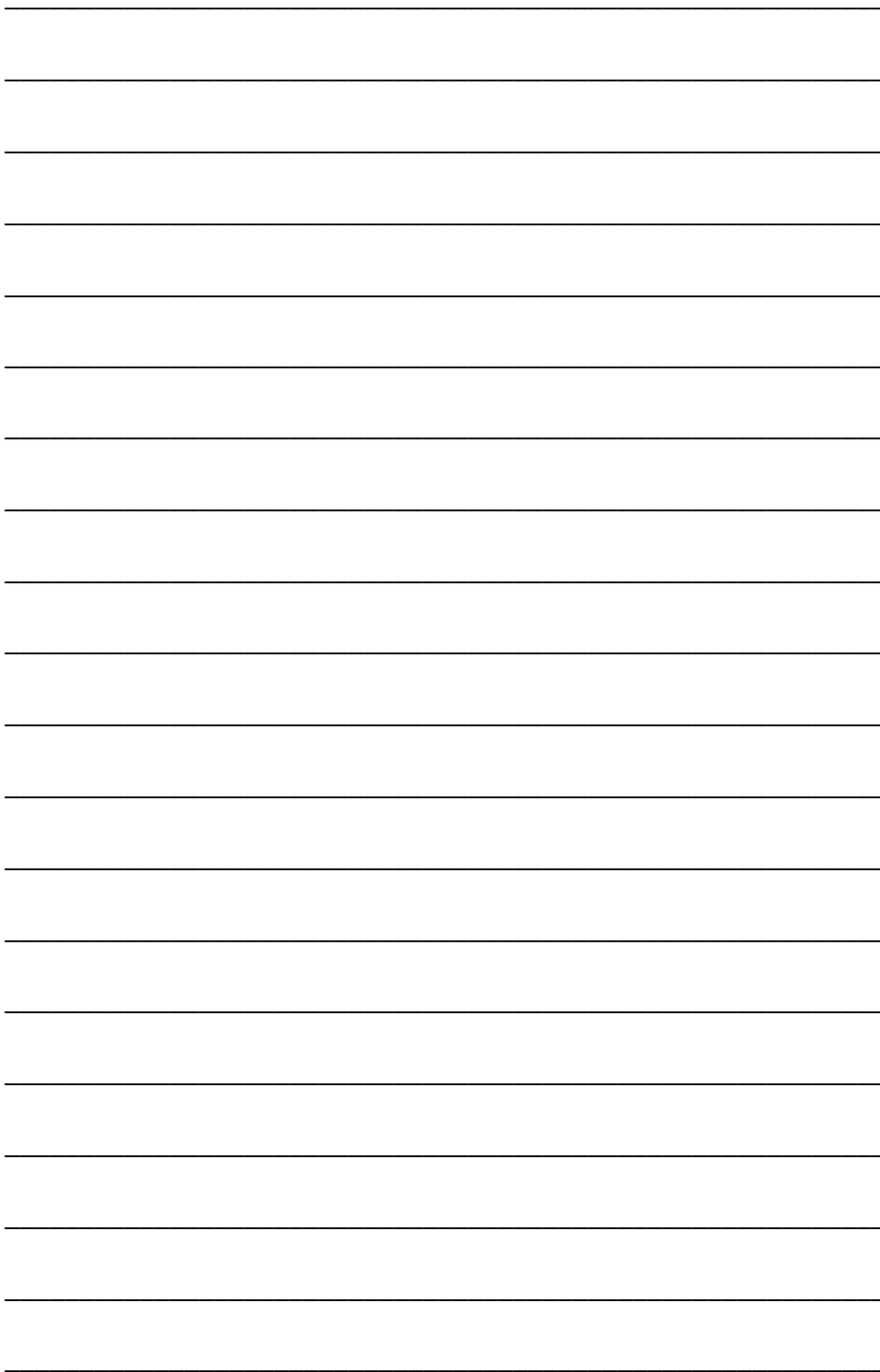
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#### 5. Write your first draft.

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.





## Practice

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

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



## Narrative Paragraph

A narrative paragraph *tells a story*. Usually, you write a narrative to share an important event. The details in the paragraph should answer the 5W-How questions: who? what? when? where? why? and how?

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.*

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## 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.



### Step 2: Freewriting.

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.

[illegible]



## Practice

### Step 3: Explore possible topics.

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

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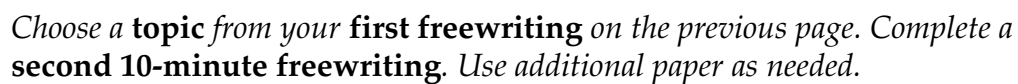
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You might be ready to draft your narrative. However, a second freewriting would help.



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



### 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.*

210



## 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.*

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Handwriting practice lines consisting of 20 horizontal lines.





## 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.

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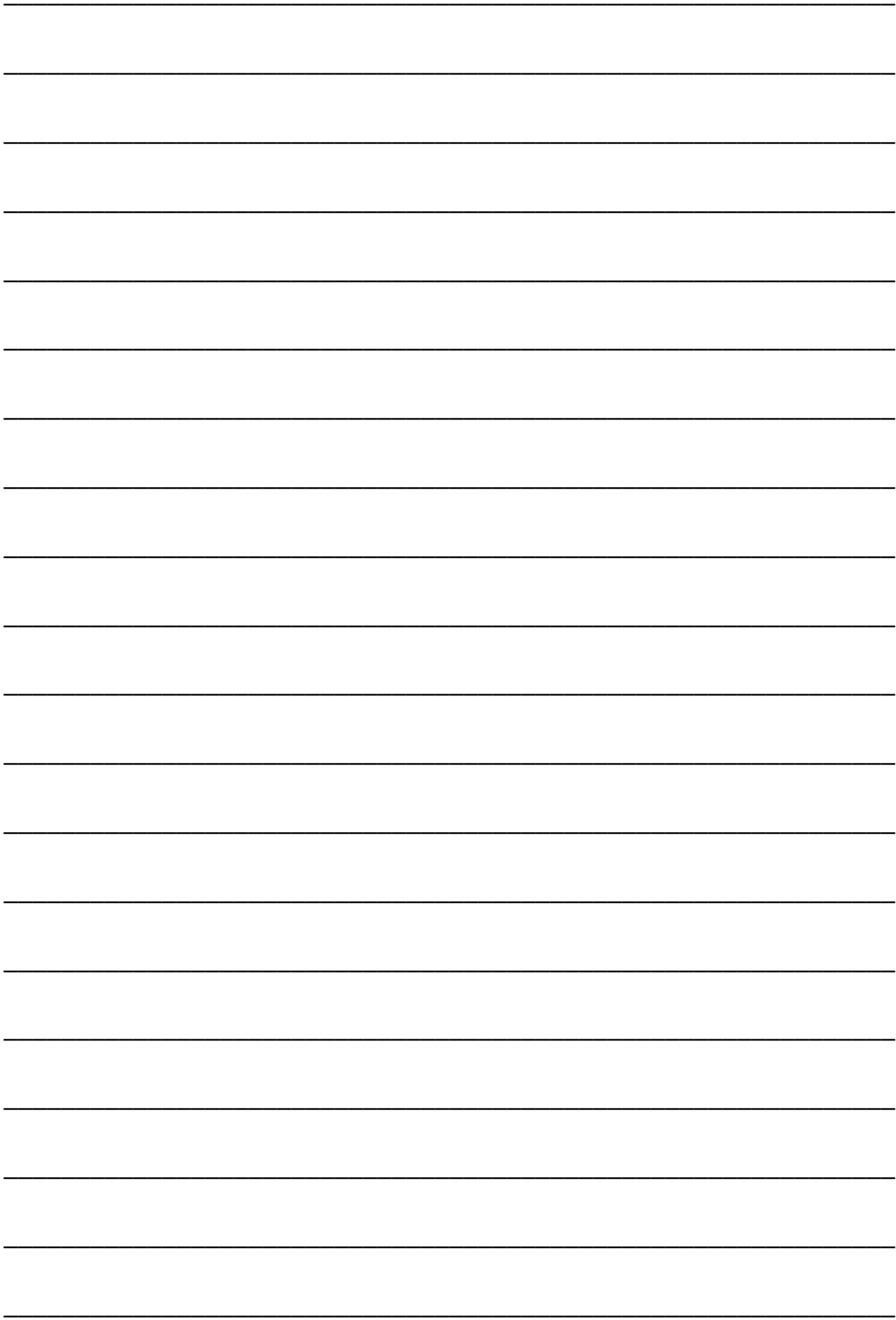
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## Persuasive Paragraph

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 *convince*s 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.

[illegible]



## 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.

Purpose	Audience	Method of Development
1. to ask for a bigger allowance	parents	_____
2. to explain how to build a model airplane	one of your friends	_____
3. discuss the highlights of your first year of middle school	your teacher	_____
4. share the details of your most frightening moment	one of your friends	_____
5. share the details of the most delicious meal you have ever eaten	your teacher	_____



## 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? narrative
2. Write down one group of key transition words. As a result
3. What is the main idea or main point? Make sure to check all the details that can affect your plans.

### 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? \_\_\_\_\_



3. Write down the one sentence that is irrelevant. \_\_\_\_\_

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

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5. Write a clincher sentence for this paragraph. \_\_\_\_\_

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## 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. \_\_\_\_\_

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7. What kind of paragraph is this? \_\_\_\_\_





8. The writer makes three major points. What are these? (*Hint*: look for key transition words.) \_\_\_\_\_

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9. Write down the details that develop each point. \_\_\_\_\_

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10. Which point needs more details? \_\_\_\_\_

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### 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.

<b>audience</b>	<b>paragraph</b>
<b>body of the paragraph</b>	<b>persuasive writing</b>
<b>chronological order</b>	<b>supporting details</b>
<b>closing sentence or clincher</b>	<b>topic</b>
<b>details</b>	<b>topic sentence</b>
<b>expository writing</b>	<b>webbing</b>

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.



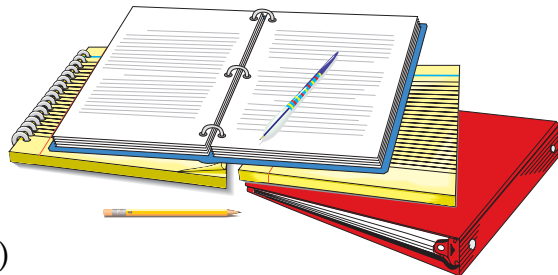
8. \_\_\_\_\_ focuses on convincing readers of an opinion or claim, or to take a particular action.
9. The \_\_\_\_\_ is the sentences between the topic sentence and the ending sentence that develops the main idea of the paragraph.
10. The final sentence that comes after all the details have been included 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*  
┌  
The road led *to the town.*  
└  
prepositional phrase —

**pronoun** ..... a word that is used instead of a noun to refer to a person, place, thing, or idea



<b>proofread</b> .....	the third step in the process of fine-tuning your writing; to check for typos, omitted words, and other errors
<b>punctuation</b> .....	symbols or marks that help readers understand the meaning of a sentence <i>Example:</i> Juanita asked, "John, can't you even make toast without needing directions?"
<b>revise</b> .....	the first step in the process of fine-tuning your writing; to improve the content and language of your writing
<b>run-on sentence</b> .....	two or more sentences that are joined together with commas or without any punctuation marks to separate them <i>Example:</i> John ran to the store Juanita stayed to watch the football game.
<b>sensory details</b> .....	details that appeal to the five senses: sight, touch, smell, hearing, and taste
<b>sentence</b> .....	a group of words that expresses a complete thought and contains a subject and a verb
<b>singular noun</b> .....	a word that names only one person, place, thing, or idea
<b>subject</b> .....	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.

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

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

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## 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?

**Who** *When* *Why*  
*What* *Where*  
*How*

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.

Narrative Paragraph: Revision Checklist		
Ask Yourself	Do	Revise If Needed
1. Does your topic sentence state the subject?	Circle the topic sentence. 	Rewrite your topic sentence. Make sure it states the subject
2. Do you provide hints about what will happen? These should come before you relate what happened.	Highlight passages containing hints.  <b>highlight</b>	Revise your paragraph. Include hints about what will happen. Reorder if they do not come before you tell what happened.
3. Do you tell when, where, and who? Does this come before telling what?	Write <i>when</i> , <i>where</i> , and <i>who</i> above passages with these details.  <b>when, where, who</b>	Revise your paragraph to include these details. Reorder if they do not come before you tell what happened.
4. Do you tell what happened in chronological order?	Number major events of the event in sequence.  <b>1, 2, 3, ...</b>	Reorder if numbers are out of order.
5. Do you tell why and how this event happened?	Write <i>why</i> and <i>how</i> above the passages that tell why and how this event occurred  <b>why, how</b>	Revise your paragraph to include these details.
6. Does the ending sentence discuss why this event was important to you?	Put a squiggly line under the sentence that shows this.  <b>squiggly line</b> 	Add a sentence that shows why this event was important to you.

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

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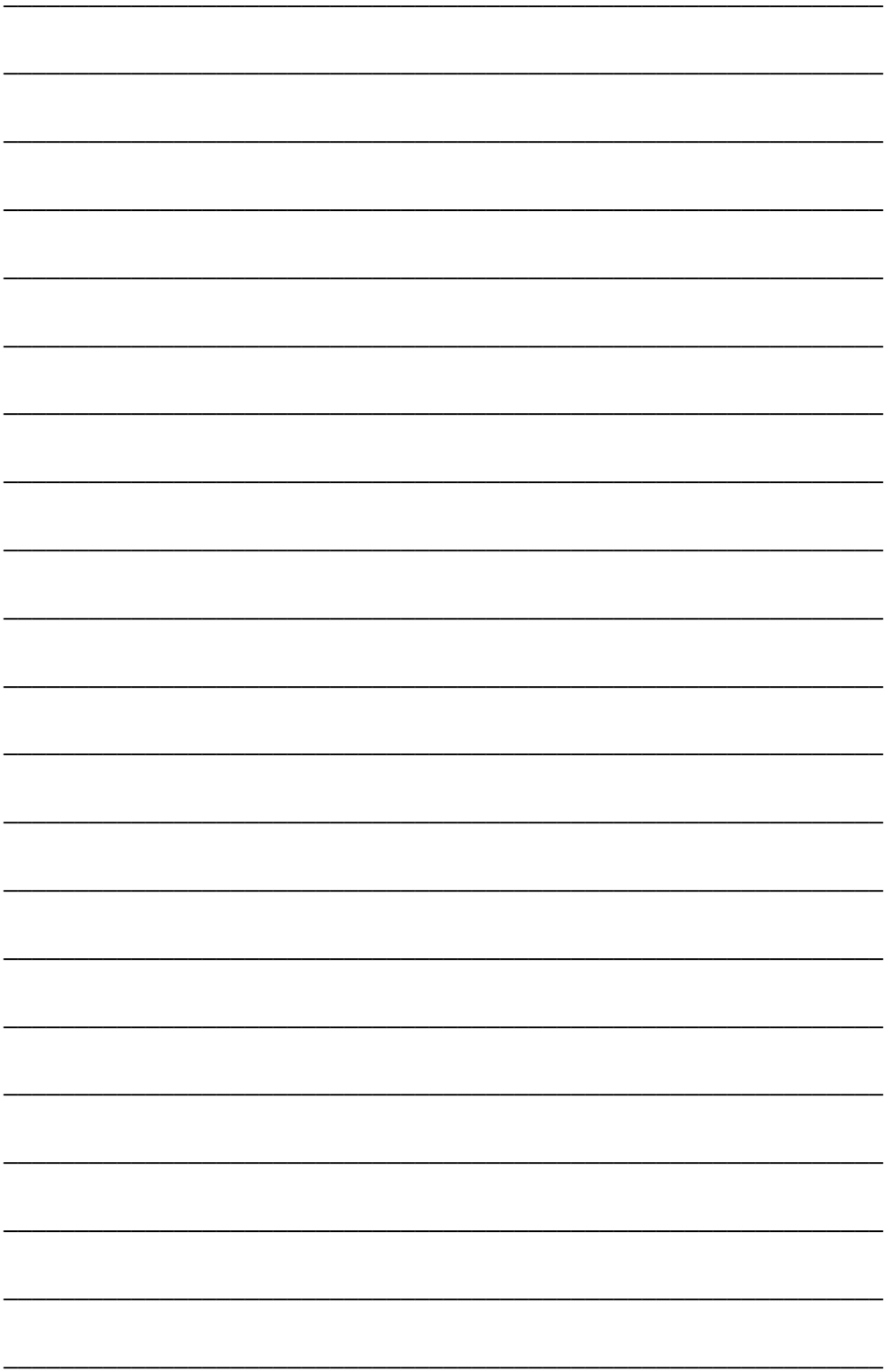
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## Revising an Expository Paragraph

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.

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

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

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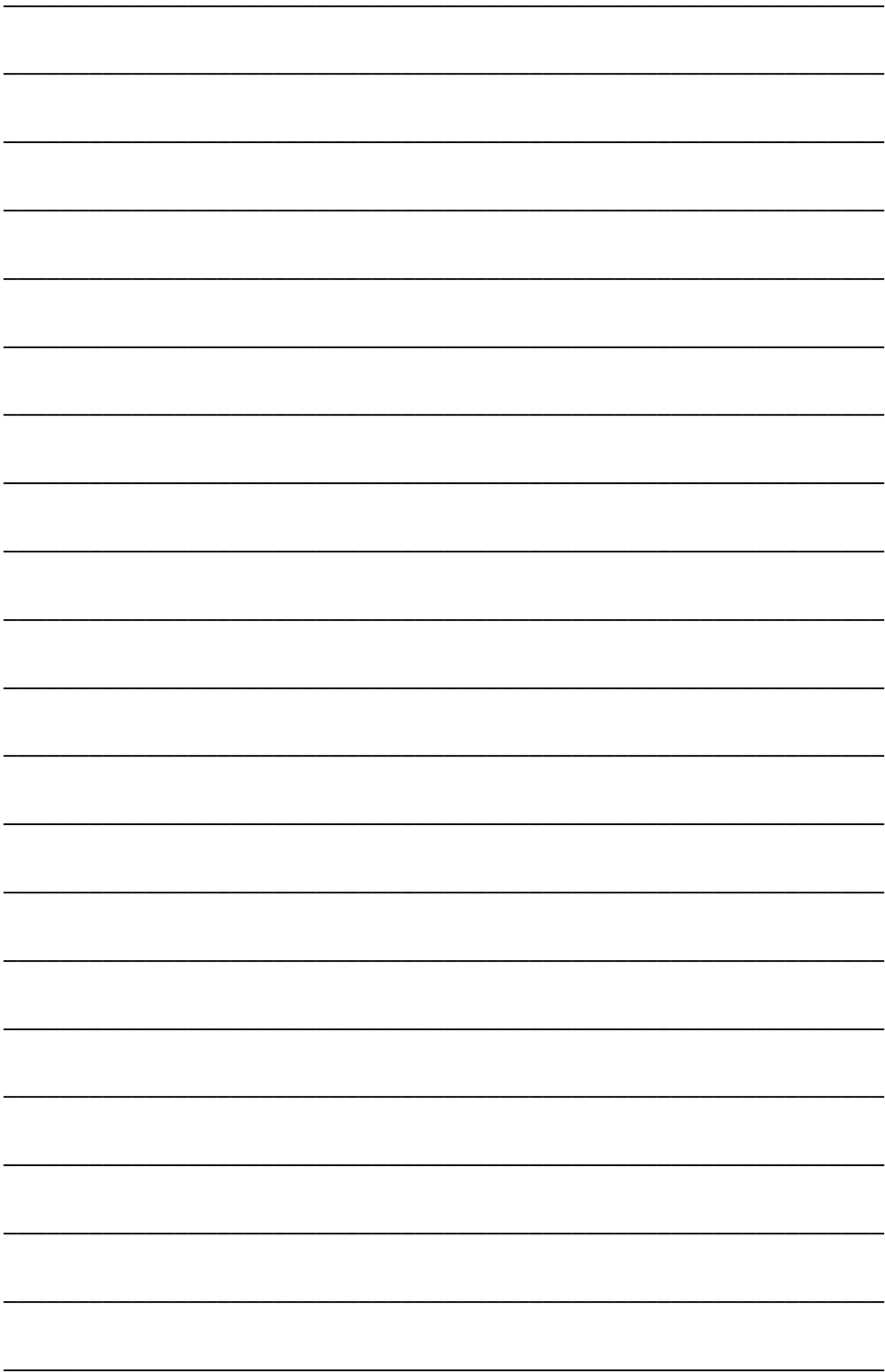
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## Revising a Persuasive Paragraph

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.

Persuasive Paragraph: Revision Checklist		
Ask Yourself	Do	Revise If Needed
1. Do I have a clearly-stated opinion/thesis statement?	Circle the opinion statement.  <b>circle</b>	Add to or revise opinion statement. Make sure it clearly states the topic. Make sure it clearly states your position.
2. Does the paper include at least three valid reasons to support my opinion? Are they arranged from least to most important?	Number the reasons.  <b>1, 2, 3, ...</b>	Add valid reasons to support your opinion. Reorder from least to most important.
3. Is each reason supported by at least one piece of specific evidence?	Highlight each piece of evidence. Draw an arrow to the reason it supports.  <b>highlight</b>	Add evidence. Add specific details if needed.
4. Are key words (transitions) used to signal each reason? Are words used correctly? Are words placed correctly?	Box each key word.  <b>box</b>	Add key words to signal each reason. Make sure each word is correctly used. Make sure each word is correctly placed.
5. Does the paragraph end with a closing sentence or clincher? It should remind the readers of the opinion statement. <b>It should not repeat it.</b>	Put a squiggly line under the closing sentence or clincher.  <b>squiggly line</b> ~~~~~	Add to or revise closing sentence or clincher. The sentence should remind the readers of the opinion statement. <b>It should not repeat it.</b>

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

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## Practice

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

**expository writing**  
**narrative writing**

**persuasive writing**  
**transitions**

- \_\_\_\_\_ 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.



*When you edit, you check for errors.*

### 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



*The window was open.*



## 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*.

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

*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. \_\_\_\_\_

\_\_\_\_\_



4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

- *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

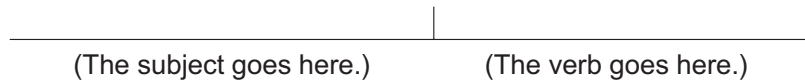
Determine if your sentence has a subject and a verb. You need to be able to find the subject and verb of the sentence to diagram a sentence.



**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



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**.



*My dog likes graham crackers.*

### 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.



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.

\_\_\_\_\_ | \_\_\_\_\_  
(The verb goes here.)

2. The soldiers retreated to a safe position.

\_\_\_\_\_ | \_\_\_\_\_  
(The verb goes here.)

3. We packed a picnic lunch.

\_\_\_\_\_ | \_\_\_\_\_  
(The verb goes here.)

4. The rain lasted three days.

\_\_\_\_\_ | \_\_\_\_\_  
(The verb goes here.)

5. This morning I slept late.

\_\_\_\_\_ | \_\_\_\_\_  
(The verb goes here.)





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.

Common Forms of <i>Be</i>			
be being been am is are was were	has been have been had been	shall be will be should be would be can be could be may be might be	shall have been will have been should have been would have been could have been may have been might have been must have been

Using the linking verbs *am*, *is*, and *are* in the present tense:

- Use *am* when the subject is *I*.
- Use *is* when the subject is *she*, *he*, *it*, or a **singular noun**.
- Use *are* when the subject is *you*, *we*, *they*, or a **plural noun**.

Using the linking verbs *was* and *were* in the past tense:

- Use *was* when the subject is *I*, *she*, *he*, *it*, or a *singular noun*.
- Use *were* when the subject is *you*, *we*, *they*, or a *plural noun*.

Several other verbs besides the forms of *be* can *act* as linking verbs:

Linking Verbs Besides the Forms of <i>Be</i>			
appear become feel	grow look remain	seem smell sound	stay taste



## 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:

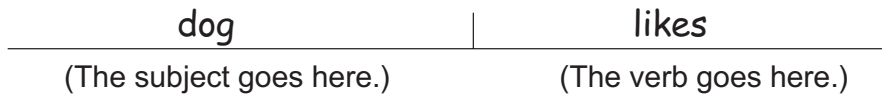
My dog likes graham crackers.

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.



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:





## 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 (!).

**Run-on:** Jenna read the short story, she loved it, she will read it again, then she will give it to Rachel to read.

**Sentence:** Jenna read the short story. She loved it! She will read it again, and then she will give it to Rachel to read.

**Run-on:** Where are Daisy and Rosie I called those dogs five minutes ago.

**Sentence:** Where are Daisy and Rosie? I called those dogs five minutes ago.



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.



*We copy our friends.*

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 <i>Be</i> and <i>Have</i>				
Subject	Form of <i>be</i>		Form of <i>have</i>	
Singular subjects:	Present	Past	Present	Past
I	am	was	have	had
You	are	were	have	had
He, She, It (or singular noun)	is	was	has	had
Plural subjects:				
We	are	were	have	had
You	are	were	have	had
They (or plural noun)	are	were	have	had

## 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	
<b>1. Singular subject:</b> Add -s or -es to the verb.	A dog tries to be a good companion. He teaches the dog to obey.
<b>2. Plural subject:</b> Do not add -s or -es to the verb.	Dogs <i>try</i> to be good companions. They <i>teach</i> the dogs to obey.
<b>3. I or you:</b> Use the plural form of the verb.	I <i>like</i> dogs a lot. You <i>like</i> dogs a lot.

## 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.)

Pronouns	
each (each <i>one</i> )	someone
either (either <i>one</i> )	anyone
neither (neither <i>one</i> )	everyone
one	nobody (no <i>single</i> body)
no one	somebody (some <i>single</i> body)
everybody (every <i>single</i> body)	everything (every <i>single</i> thing)
I	anything (any <i>single</i> thing)

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.)

Plural Pronouns			
several	many	both	few



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.

Indefinite Singular or Plural Pronouns				
some	all	most	any	none

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.



*One* of the children  
has a cold.

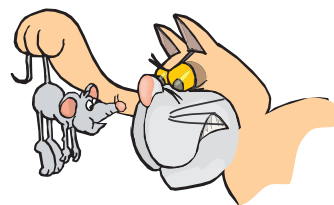




Look at the following sentences.

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.*

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*.

Commonly Used Prepositions		
aboard	beyond	out
about	but (meaning <i>except</i> )	over
above	by	past
across	concerning	since
after	down	through
against	during	throughout
along	except	till
among	for	to
around	from	toward
at	in	under
before	inside	underneath
behind	into	until
below	like	up
beneath	near	upon
beside	of	with
besides	off	within
between	on	without



## 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.

RULES OF CAPITALIZATION	Always capitalize...	
	the first word of every sentence.	The coffee grounds were in my cup.
	a person's name and any initials.	John F. Kennedy
	titles of people.	Dr. Jones, Mrs. Fisher
	I when used as a pronoun.	It's the duck that I saw.
	days of the week and months of the year.	Tuesday, March
	religions, names applied to the Bible and its parts, other sacred books, and nouns and pronouns referring to a deity.	Christianity, Old Testament, God, the Almighty
	countries, nationalities, races, and languages.	Spain, Spaniards, Spanish, Spanish rice, English
	names of specific cities, states, avenues, streets, routes, and other geographical and place names.	North America, Atlanta, Chicago, Route 66
	names of special organizations—government, businesses, schools, professional, and social.	Amtrak, the Jaycees, Sears, Sandalwood High School
	names of special buildings and other man-made structures, ships, and planes.	Southpoint Mall, the <i>Titanic</i> , the Gulf Life Building
	brand or trade names.	Goodyear tires, Kleenex, General Electric
	holidays, special or famous events, historical periods or eras, and famous documents.	Labor Day, the Boston Tea Party, the Gold Rush, the Declaration of Independence
	the first word and all important words in the title of a book, magazine, movie, television show, and song.	<i>The Hobbit</i> , <i>Sports Illustrated</i> , <i>The Lion King</i> , <i>General Hospital</i> , "America, the Beautiful"
	words used as names.	Mother, Father, Aunt, and Uncle*

\* 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.

- |   |                    |
|---|--------------------|
| _____ 1. a group of words that does <i>not</i> express a complete thought   | A. action verb     |
| _____ 2. a word that names only one person, place, thing, or idea   | B. fragment        |
| _____ 3. two or more sentences that are joined together with commas or without any punctuation marks to separate them | C. linking verb    |
| _____ 4. a verb that shows physical or mental action  | D. plural noun     |
| _____ 5. a verb that expresses a state of being   | E. run-on sentence |
| _____ 6. a word that names more than one person, place, thing, or idea  | F. singular noun   |
- 
- |  |                           |
|--|---------------------------|
| _____ 7. a word that shows the relationship between a noun or a pronoun and another word in the sentence | A. capitalization         |
| _____ 8. the use of upper case letters in writing  | B. noun                   |
| _____ 9. making pronouns match the nouns they refer to   | C. noun-pronoun agreement |
| _____ 10. a word that names a person, place, thing, or idea  | D. preposition            |
| _____ 11. a word that is used instead of a noun to refer to a person, place, thing, or idea              | E. prepositional phrase   |
| _____ 12. a group of words that begins with a preposition and usually ends with a noun or pronoun        | F. pronoun                |

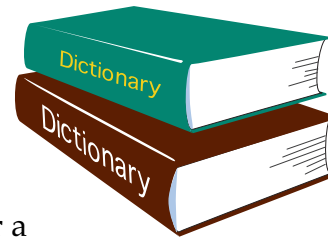


## Spelling: Write it Right!

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 *Febuary* 14.

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4. *Wenesday* is the middle of the week.

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---

5. *Autum* is my favorite time of year.

---

---

6. My *famly* and I went on vacation.

---

---

7. The firemen were *honered* for their heroism.

---

---



8. My *libery* book is overdue.

---

9. Green beans are my favorite *vegetable*.

---

10. My aunt is the mayor's *secetary*.

---



## 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.

homophones		
ad.....add	haul.....hall	prey.....pray
arc.....ark	hear.....here	quarts.....quartz
ax.....acts	heard.....herd	rain.....reign
ball.....bawl	hi.....high	rap.....wrap
bare.....bear	him.....hymn	read.....red
bazaar.....bizarre	illusion.....allusion	road.....rode
berry.....bury	inn.....in	ruff.....rough
boulder.....bolder	isle.....aisle	scene.....seen
brake.....break	jell.....gel	sea.....see
build.....billed	Jim.....gym	serf.....surf
cell.....sell	jean.....gene	shown.....shone
cent.....sent	kernel.....colonel	sore.....soar
cereal.....serial	knead.....need	sword.....soared
cruise.....crews	know.....no	tail.....tale
days.....daze	lapse.....laps	their.....there
dear.....deer	lead.....led	threw.....through
desert.....dessert	lie.....lye	to.....too, two
doe.....dough	lynx.....links	tow.....toe
effect.....affect	made.....maid	undo.....undue
eight.....ate	mail.....male	urn.....earn
facts.....fax	maul.....mall	vain.....vein
fill.....Phil	naval.....navel	vary.....very
flew.....flu	night.....knight	vile.....vial
four.....for	not.....knot	waist.....waste
gate.....gait	oar.....ore	wait.....weight
great.....grate	our.....hour	waive.....wave
grizzly.....grisly	pain.....pane	weak.....week
groan.....grown	pause.....paws	you.....ewe
hair.....hare	peace.....piece	you'll.....yule



## 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.

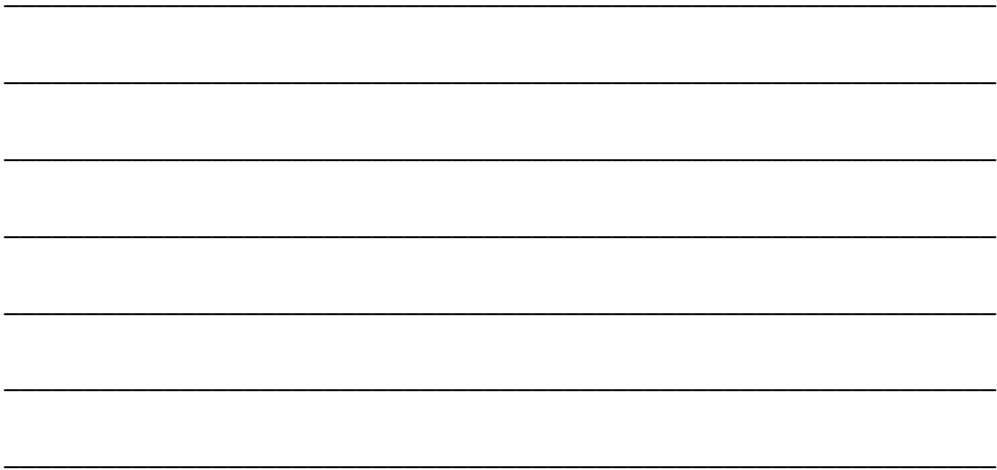


**Ask your teacher to read your revised paragraphs as follows:**

- Also ask your teacher to **highlight** any **incorrectly used words**. Then use a **dictionary** to correct your writing. **Revise** each paragraph as needed.

[illegible]





## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



## 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.

○	Mistakes	Corrections
	alot	<i>a lot</i> ( <i>alot</i> spelled as one word is not a word)
	there vs. they're	<i>they're</i> is short for <i>they are</i>
○	whose vs. who's	<i>who's</i> is short for <i>who is</i>
	your vs. you're	<i>you're</i> is short for <i>you are</i>
○		



## 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.

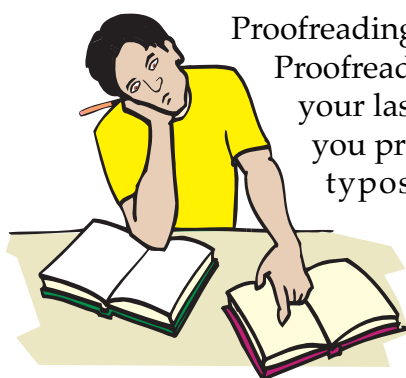
Step 1: Revise

Step 2: Edit

Step 3: Proofread



*You have revised the content of your paragraph.*



*You are ready to proofread your paragraph.*

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

1. **Read your work aloud.** Read it slowly. Reading it quickly and silently does *not* help. When you do this, you *see* what you think you wrote. Reading *aloud* and reading *slowly* prevents this. It forces you to read and hear what you really wrote.
2. **Keep a list of common spelling mistakes.** Check this list before you proofread. When one of these words appears, check the list.
3. **Read backwards to check your spelling.** Start at the end of your paragraph. Read to the beginning. Point to each word as you read. Read it aloud. This will force you to look at each word.



The copyediting symbols below are helpful. You can use the symbols to show where and how your writing needs editing. Your teacher may also use the copyediting symbols as well. Read the list carefully to learn where and how to use them correctly.

### Copyediting Symbols

Symbols	Meaning	Example	Corrected Example
≡	Capitalize a letter.	Harper <u>lee</u> wrote <u>To kill</u> a Mockingbird.	Harper <b>Lee</b> wrote <i>To <b>Kill</b></i> <i>a Mockingbird.</i>
/	Make a capital letter lowercase.	Scout is <u>Six Years</u> <u>Old</u> when the novel begins.	Scout is <b>six years old</b> when the novel begins.
⊙	Insert a period.	Scout has a brother. <u>His</u> name is Jem.	Scout has a brother. His name is Jem.
○ sp.	Correct the spelling error.	Scout's <u>fater</u> <sup>sp.</sup> was an attorney.	Scout's <b>father</b> was an attorney.
↶	Delete.	Scout knew <u>knew</u> how to read when she went to school.	Scout knew how to read when she went to school.
^	Insert here.	Scout's teacher was not that Scout could already read. <sup>pleased</sup>	Scout's teacher was not <b>pleased</b> that Scout could already read.
↔	Switch words or letters.	<u>Scot</u> was a tomboy.	<b>Scout</b> was a tomboy.



## 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 <sup>sp.</sup> to much. Last week, I realized  
I ~~do~~ I was talking on the phone. I had called my best friend. She had  
<sup>sp.</sup> ben on vacation. we hadn't talked for two <sup>sp.</sup> weeks. I had so much to  
her tell. I was in the middle of a story about my ~~Dog~~ up digging  
mom's flower bed. The doorbell rang. Still talking, I <sup>sp.</sup> answerwed the  
door. There was my ~~Best Friend~~. She had <sup>sp.</sup> riden 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 all ten time. I felt ~~My~~ face turn <sup>sp.</sup> read.  
Then ew both had a good laugh. It was then I realized everyone <sup>was</sup>  
right. I <sup>sp.</sup> realy do talk <sup>too</sup> talk much.

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## 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 <i>not</i> 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. expository writing |
| _____ 2. | writing that explains something or informs readers  | B. narrative writing  |
| _____ 3. | writing that focuses on convincing readers of an opinion or claim, or to take a particular action | C. persuasive writing |
- 
- |          |   |                           |
|----------|---|---------------------------|
| _____ 4. | a sentence that asks a question and ends with a question mark (?)   | A. declarative sentence   |
| _____ 5. | a sentence that gives a command or makes a request and ends with a period (.) or an exclamation point (!) | B. exclamatory sentence   |
| _____ 6. | a sentence that express a strong feeling and ends with an exclamation point (!)                           | C. imperative sentence    |
| _____ 7. | a sentence that makes a statement and ends with a period (.)  | D. interrogative sentence |



## 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**.



[illegible]



## Unit 5: Listening, Viewing, Speaking— Communicating Face-to-Face

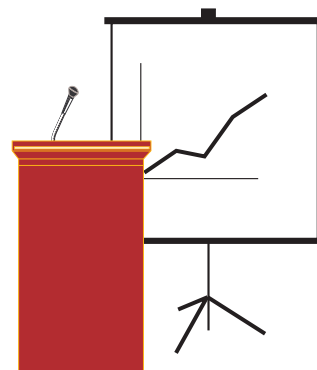
### Unit Focus

#### 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)

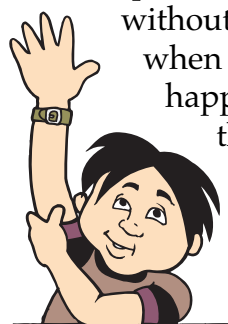
- Distinguish between emotional and logical argument.  
(LA.D.2.3.3)
- Understand how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.  
(LA.D.2.3.4)
- Incorporate audiovisual aids in presentations.  
(LA.D.2.3.5)



## Unit 5: Listening, Viewing, Speaking—Communicating Face-to-Face

### 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



*You send a message to the teacher by raising your hand to let her know you know the answer.*

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.



*You communicate by smiling at your friend to let her know you are glad to see her.*

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.

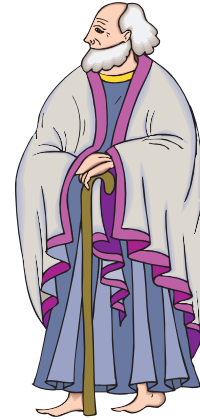


One very famous group of fables comes from Ancient Greece. The fables are credited to a man named Aesop. You have probably heard many of these. You can find copies of Aesop's fables in your media center and on the Internet.

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.



*One very famous group of fables comes from Ancient Greece and is credited to a man named Aesop.*

### 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

author

title

publisher's city

Lobel, Arnold. *Fables*. New York:

HarperCollins Children's Books, 1999.

publisher's name

publication date

editor

title

Higton, Bernard, ed. *Aesop's Fables*.

San Francisco, CA: Chronicle Books, 1990.

publisher's city and state

publisher's name

publication date

author

title

Yolen, Jane. *Not One Damsel in Distress:*

*World Folktales for Strong Girls.* subtitle

Orlando, FL: Harcourt, 2000.

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.



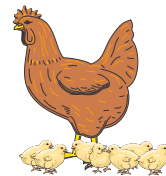
"I will make lots of money," she thought. "I can buy a large number of eggs. Most of these eggs will hatch. I can take some of these chickens to the market. I can sell them. I can then buy more eggs. These eggs will hatch. The other chickens will lay eggs. They will hatch, too. Soon, I will have a large 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? \_\_\_\_\_

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2. What background does your audience need to know? \_\_\_\_\_

---

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3. Who are the characters? \_\_\_\_\_

---

4. What happens in the story? \_\_\_\_\_

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5. How will the audience feel about the story? (Will they laugh? Will they feel sad?) \_\_\_\_\_

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6. What is the moral or lesson of the story? \_\_\_\_\_

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7. What visual aids could you use? \_\_\_\_\_

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8. What music or sound effects could you use? \_\_\_\_\_

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## 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? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



5. How will the audience feel about the story? (Will they laugh? Will they feel sad?) \_\_\_\_\_

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6. What is the moral or lesson of the story? \_\_\_\_\_

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7. What visual aids could you use? \_\_\_\_\_

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8. What music or sound effects could you use? \_\_\_\_\_

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## Story 2 Analysis Worksheet

1. Where does the story take place? \_\_\_\_\_

\_\_\_\_\_

2. What background does your audience need to know? \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

3. Who are the characters? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What happens in the story? \_\_\_\_\_

\_\_\_\_\_

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5. How will the audience feel about the story? (Will they laugh? Will they feel sad?) \_\_\_\_\_

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6. What is the moral or lesson of the story? \_\_\_\_\_

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7. What visual aids could you use? \_\_\_\_\_

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8. What music or sound effects could you use? \_\_\_\_\_

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## 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

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Publisher: \_\_\_\_\_ Date Published: \_\_\_\_\_

Source (library, Internet, etc.): \_\_\_\_\_

	1 worst	2	3	4 best
I enjoyed the story and understood what happened.				
The story teaches a lesson or moral.				
The story has an organized plot. (It is easy to understand what happens.)				
The story will cause an emotional response in my audience.				
I can make the story better with visual aids.				
I can make the story better with music or sound effects.				
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.)				

Story 1 Total Score: \_\_\_\_\_





## Story 2 Rating

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Publisher: \_\_\_\_\_ Date Published: \_\_\_\_\_

Source (library, Internet, etc.): \_\_\_\_\_

				
	1	2	3	4
	worst			best
I enjoyed the story and understood what happened.				
The story teaches a lesson or moral.				
The story has an organized plot. (It is easy to understand what happens.)				
The story will cause an emotional response in my audience.				
I can make the story better with visual aids.				
I can make the story better with music or sound effects.				
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.)				

Story 2 Total Score: \_\_\_\_\_



## Practice

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

**bibliography**  
**copyright**  
**electronic reference**  
**fable**

**folktale**  
**MLA style**  
**moral**  
**visual aids**

- \_\_\_\_\_ 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.**




## Storytelling

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?  
  

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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.  
  

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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.  
  

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## 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.



*Make sure your volume is not too loud or too soft.*

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.*

### Pronunciation, Volume, and Tempo

Pronunciation	Words Mispronounced	Clean and Correct	Mumbled and Run Together	Comments
Volume	Too Loud	Loud and Clear	Too Quiet	Comments
Tempo	Too Fast	Even Pace	Too Slow	Comments



## 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.

### Tips for Using Body Language

#### While you tell your story:

**Stand straight but relaxed.** Put one foot slightly in front of the other. This helps you breathe deeply. It makes your voice sound its best.

**Move your gaze around the room.** Keep eye contact with your audience. Look at as many people as possible. Looking at one person too long will make listeners uneasy. It can make you nervous, too. Moving your gaze makes everyone feel included. They feel you are talking *to* them, not *at* them.

**Show emotions.** Use your face and body to show emotion to listeners. Let your face show suspense as the story describes it. Let your body show tension as well. A cold, stony face makes you look bored. Your audience will be bored, too.



**Use your hands effectively.** 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.



Use the above skills as you practice your story.





## Practice

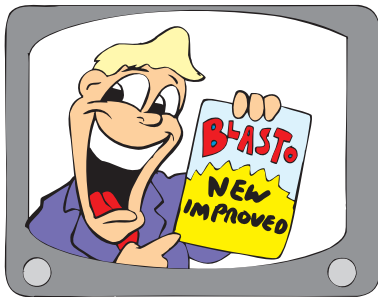
**Present your story.** *Use the **visual aids** and **other enhancements** you planned. Make sure to include the techniques listed in the **Tips for Using Body Language** chart on the previous page.*



## 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.



*Commercials are meant to persuade us to buy 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:

### Listening and Speaking in a Group



**Listen completely to others.** Do not interrupt others. Wait until you are sure they are through before you speak.

**Empty your mind when others speak.** 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 *unclutter* 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.

**Be strong enough to be moved by others.** 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.

**Make a contribution.** 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.

**Stay calm.** Speaking louder than others will not change their minds. Let your good ideas do that for you.

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?

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4. Do you think these techniques are effective for the audience?

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Why or why not? \_\_\_\_\_

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**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? \_\_\_\_\_

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## 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        |
| _____ 2. a visual map of a story's major events  | B. pronunciation |
| _____ 3. the speed at which words are spoken   | C. storyboard    |
| _____ 4. the loudness or softness of a spoken word   | D. tempo         |
| _____ 5. visual aid to help the speaker remember his or her speech   | E. volume        |
- 
- |  |                            |
|--|----------------------------|
| _____ 6. the act of sending or receiving messages <i>without</i> the use of words                | A. communication           |
| _____ 7. different ways to convince someone to buy something, do something, or believe something | B. nonverbal communication |
| _____ 8. the act of sending and receiving messages using words                                   | C. persuasion techniques   |
| _____ 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)



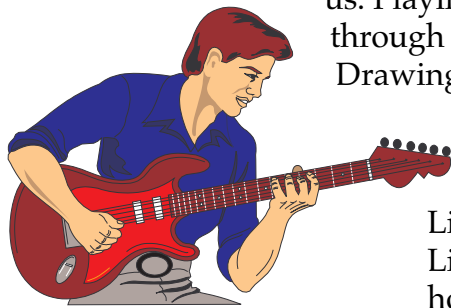
- Understand how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. (LA.E.2.3.1)
- Respond to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life. (LA.E.2.3.2)
- 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.



*Playing the guitar is one of the many ways of expressing ourselves.*

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.

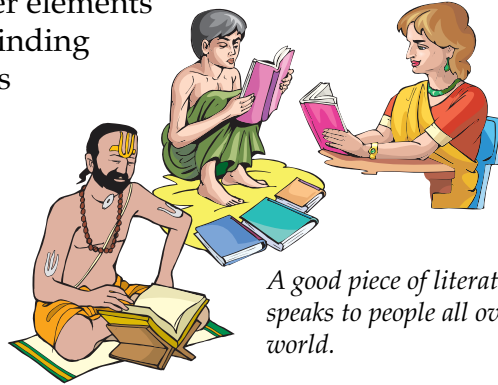
You have also learned new things. You have learned about a place you have never lived. You have learned about a time you did not know about. You have learned because the artist has interested you. He or she has captured your emotions, your imagination, and your mind.

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.*

**autobiography** ..... a work of nonfiction in which the author tells his or her own life story

**biography** ..... a work of nonfiction in which the author tells the life story of another person

**character** ..... a person or creature in a literary work

**climax** ..... the most suspenseful point in a (literary) work; the point at which one of the two opposing forces must give way to the other

**conflict** ..... a struggle between opposing forces (often characters); can be internal or external

**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



<b>metaphor</b> .....	a comparison between two different or unlike things without using <i>like</i> or <i>as</i> in the comparison <i>Example:</i> Each day <i>is</i> a blank sheet of paper.
<b>nonfiction</b> .....	writing based on real people, events, and facts rather than on imaginary ones
<b>overt</b> .....	that which is openly stated and observable, not hidden or secret
<b>personification</b> .....	an expression that gives a human characteristic or action to an animal, object, or idea <i>Example:</i> The <i>sun smiled</i> down on the hikers.
<b>plot</b> .....	the skeleton or outline of a literary work; the sequence of the main events in a work
<b>poetry</b> .....	a type of literature written in verse and expressing strong feelings
<b>repetition</b> .....	the use of words or phrases more than once for effect or emphasis
<b>rhyme</b> .....	sounds at the end of words which are repeated in the writing; used particularly in poetry <i>Examples:</i> <i>nap</i> and <i>rap</i>
<b>rhythm</b> .....	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.

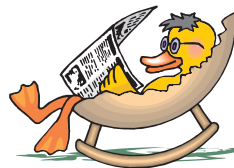
### The Little Red Hen

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.

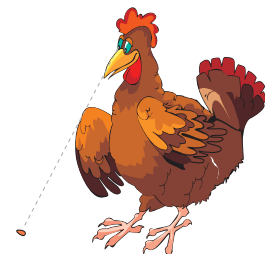
"Not I," said the duck.

"Not I," said the cat.

"Not I," said the dog.



"Not I," said the duck.



"Who will help me plant the wheat?"

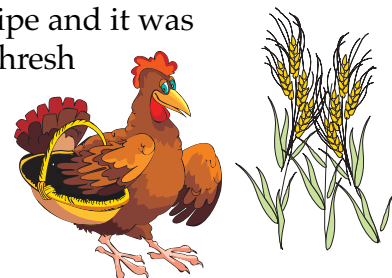
"Then I will do it myself," said the Little Red Hen. So she planted the grain of wheat all by herself while the duck, cat, and dog played and slept.

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.



"Who will help me cut and thresh the wheat?"



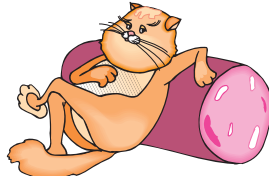
"Then I will do it myself," said the Little Red Hen. So she cut and threshed the wheat while the duck, cat, and dog played and slept.

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.



*"Not I," said the cat.*

"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.



*"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.

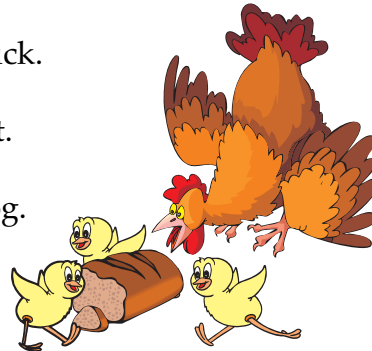


*"I will!"*

"I will!" said the cat.

"I will!" said the dog.

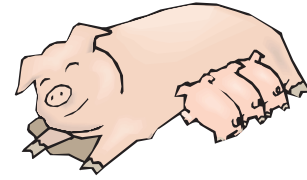
"Oh, no, you won't!" said the Little Red Hen. "I will do it myself." So she called her chicks, and she shared the bread with them.



*Little Red Hen shared the bread with her chicks.*

## 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.



*There was an old mother pig with three little pigs.*

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.



*The first pig built his house of straw.*

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.



*"Then I'll huff, and I'll puff, and I'll blow your house in."*

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 second little pig built his house of sticks.*

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."

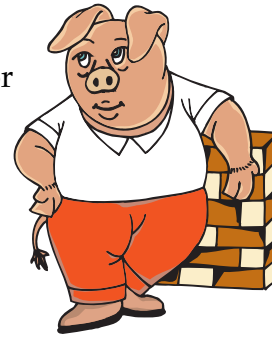


So he huffed and he puffed. The even-flimsier house blew in even more quickly, and the wolf ate up the little pig.

*So he huffed and puffed and blew the house in and ate up the second little pig too.*

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 third little pig built his house of brick.*

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.



*The wolf fell into a boiling pot of water.*

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? \_\_\_\_\_

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2. In what ways are they similar? \_\_\_\_\_

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3. Who are the other characters in each story? \_\_\_\_\_

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4. In what ways are the characters in number 3 above similar? \_\_\_\_\_

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5. How does each main character deserve his or her success? \_\_\_\_\_

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6. How is each of the other characters responsible for what happens to him or her? \_\_\_\_\_

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7. What universal theme do these two stories share? \_\_\_\_\_

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8. List any other story, television program, or movie that shares this same theme. Explain. \_\_\_\_\_

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## 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*.

**f**iction ..... **f**alse ..... made up

**n**onfiction .... **n**ot false .... real

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.

Short stories share the following elements with novels:

- & **character**
- & **setting**
- & **plot**
- & **theme**

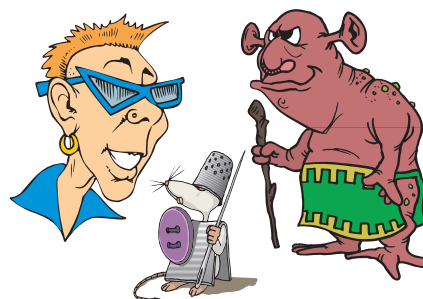


However, they have certain characteristics. Short stories center on one event. Also, you can often read a short story in one sitting.

Short stories share the following elements with novels: **character**, **setting**, **plot**, and **theme**.

### 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

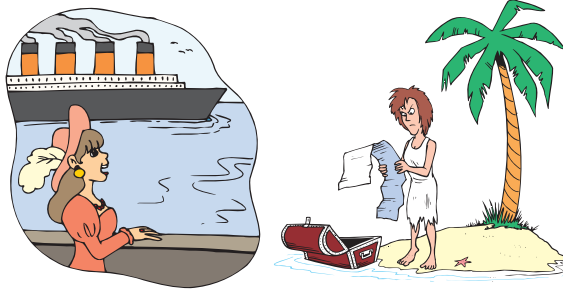


*Characters are usually the people in the story, but they can also be animals or imaginary creatures.*



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.



*The setting involves when and where the story takes place.*

**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.



*Plot is usually built around conflict.*

Every story is told differently. No two plots are developed in the same way. However, most works of fiction contain the following:

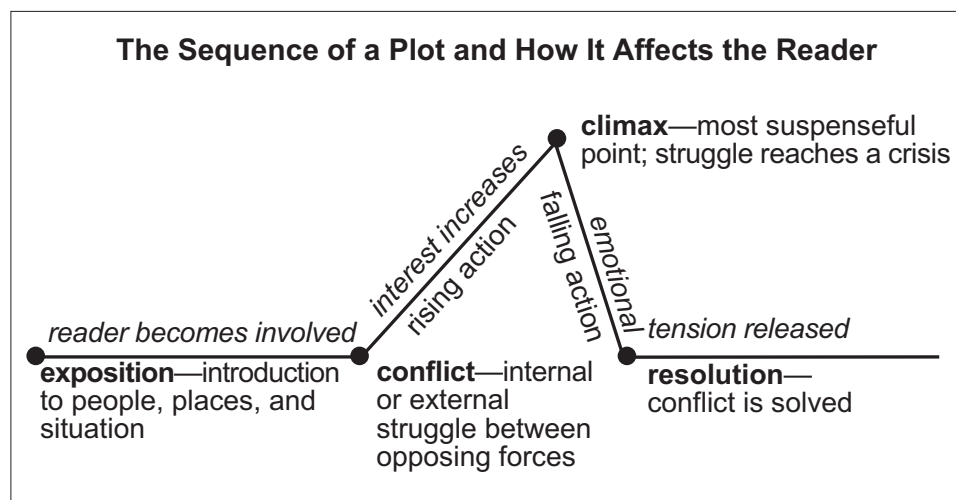
- **Exposition:** This gets us ready for the story. The *exposition* introduces us to the people, places, and situation. We meet the characters. We learn about their lives. We are told about the setting. We see the conflict begin.
- **Complications:** The story continues. Unexpected events happen. The 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.



**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.

characters  
fiction  
genres

nonfiction  
plot

short stories  
theme

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.



climax	exposition	overt
conflict	implied	setting
context clues		

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.

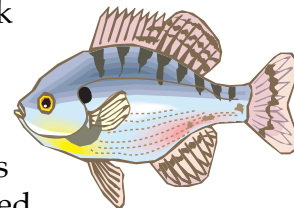


## Practice

**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*<sup>1</sup> started biting early and quit as soon as the sun got high.



shellcracker

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? \_\_\_\_\_  
\_\_\_\_\_

<sup>1</sup>*Shellcrackers*—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 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*<sup>2</sup> 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 mooney 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. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<sup>2</sup>*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? \_\_\_\_\_

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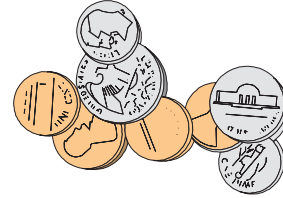
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The train was passing by the window and Jo Ellen counted eight boxcars and a caboose. Not as long as sometimes. Sometimes, it took nearly thirty minutes for just one train to pass. She wondered where the train was going and what it must be like to 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 heard the jingle of coins in the next room.*

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 *linoleum*<sup>3</sup> 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? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<sup>3</sup>*linoleum*—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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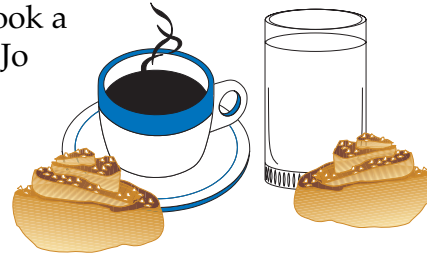
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In the kitchen, Daddy made coffee and took a pack of cinnamon rolls from the cabinet. Jo Ellen poured herself a glass of milk and tore off a roll for each of them.



"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."

*Daddy made coffee, and Jo Ellen poured herself a glass of milk and tore off a roll for each of them.*

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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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.”



*“I hope they bite worms.”*

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*<sup>4</sup> 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? \_\_\_\_\_

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<sup>4</sup>*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? \_\_\_\_\_

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Why do you think she is so kind to Jo Ellen? \_\_\_\_\_

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Describe someone you know like Mrs. Kelly. \_\_\_\_\_

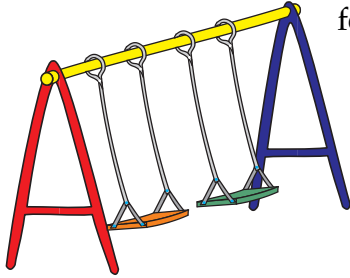
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The old car bumped over the holes in the back alley past the little yards full of trucks and bicycles and rusty lawn furniture. Jo Ellen saw a light on in Kerry Blalock's house. She was two years older than Jo Ellen and had an old swing set sitting 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?"*

"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? \_\_\_\_\_

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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

*Jo Ellen found a boat that didn't have water in the bottom.*

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*<sup>5</sup> 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. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

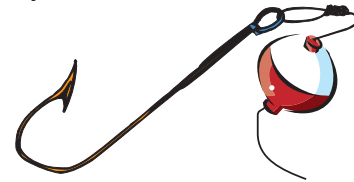
\_\_\_\_\_

\_\_\_\_\_

<sup>5</sup>*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,



*Daddy pushed the red cork up from the hook and gave the pole to Jo Ellen.*

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.



*I guess it's worms today.*

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*<sup>6</sup>. 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."



*The cork stayed on top of the water, bobbing a little with the ripples that came from the garfish.*

He was right. Jo Ellen sat watching her cork, but it stayed on top of the water, bobbing 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*<sup>7</sup>. Mrs. Kelly would look after Jo Ellen on those days, letting her bake cookies and read *True Confession* magazines.

<sup>6</sup>*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.

<sup>7</sup>*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. \_\_\_\_\_

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How must she have felt after Daddy's news? \_\_\_\_\_

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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?"



*I think we've about fished this hole out.*

"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. \_\_\_\_\_

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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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## 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.

Analyzing Character		
Characters	I think this character . . .	I think this because . . .
Jo Ellen	likes to go fishing with her daddy	she wakes up early and worries that he will leave her
Daddy		
Mama		
Mrs. Kelly		



- 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.*

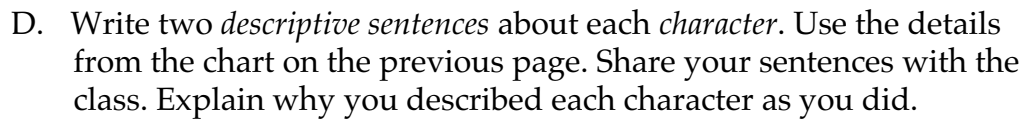
The Words Characters Say	
Quotation	What it reveals about the speaker
1. <b>Jo Ellen:</b> “I can fry you an egg, Daddy. Mama let me fry her one yesterday.” (page 382)	
2. <b>Daddy:</b> “It’s been hard on her, Baby. We just got to give her time to be herself again.” (page 387)	
3. <b>Daddy:</b> “You’d better sit back in the boat a little, Baby.” (page 391)	
4. <b>Jo Ellen:</b> “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)	
5. <b>Daddy:</b> “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)	



- 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.

Actions	
Action	What it reveals about the character
1. <b>About Jo Ellen:</b> "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."	
2. <b>About Mrs. Kelly:</b> "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."	
3. <b>About Daddy:</b> "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."	
4. <b>About Mama:</b> "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."	

[illegible]



## 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 5<sup>th</sup> century Celtic chief. Many of the traditions come from the 11<sup>th</sup> and 12<sup>th</sup> 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.

Analyze the Setting	
I think the story takes place . . .	Why I think this . . .
<b>Year / Decade</b> —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.
<b>Time of Year</b>	
<b>Place</b> —city, state, etc.	
<b>Place</b> —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.*

The Setting	
Element of Setting	Effect on Story
<b>Year / Decade</b> —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.
<b>Time of Year</b>	
<b>Place</b> —city, state, etc.	
<b>Place</b> —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?

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Explain your answer. \_\_\_\_\_

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2. What elements have no effect on the story? \_\_\_\_\_

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Explain your answer. \_\_\_\_\_

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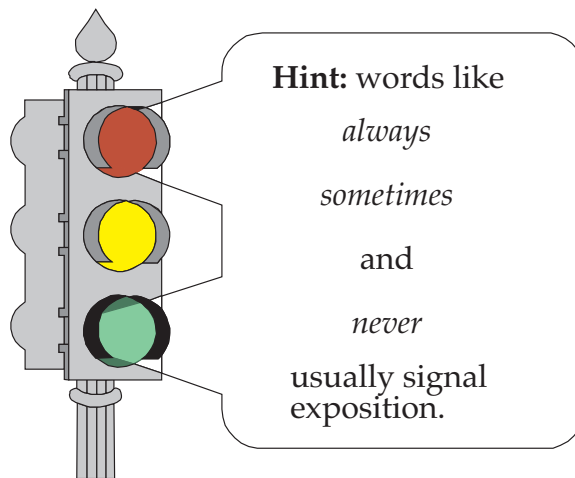
## Analyzing Plot

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.



Is it an event in the plot?

- If it moves the story along, it is an event in the plot.





\_\_\_\_\_ 4. "They stopped in front of a screened in building with red Coca-Cola signs stuck around the door."

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\_\_\_\_\_ 5. "Nothing else smelled like lake water, muddy and fishy at the same time. It smelled like summertime to Jo Ellen."

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\_\_\_\_\_ 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."

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\_\_\_\_\_ 7. "Usually, when she took the medicine, she would sleep nearly until dinner time."

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\_\_\_\_\_ 8. "Daddy pulled his pole from the water and wound it up."

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\_\_\_\_\_ 9. "The sun felt good on her back, and the sweet-smelling breeze blew under her hair where the sweat had started to sting."

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\_\_\_\_\_ 10. "Jo Ellen frowned into the sun and shook her head. 'We'd better get on back, Daddy. She might need me now.'"

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*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.



*The conflict is between the pigs and the wolf in "The Three Little Pigs."*

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 between Little Red Hen and the lazy animals is easy to find.*

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: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Mrs. Kelly: \_\_\_\_\_

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3. How does each character try to solve the problem?

Mama: \_\_\_\_\_

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Daddy: \_\_\_\_\_

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Jo Ellen: \_\_\_\_\_

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Mrs. Kelly: \_\_\_\_\_

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4. Is the problem solved? \_\_\_\_\_

5. If so, in what way? \_\_\_\_\_

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6. If not, why? \_\_\_\_\_

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7. If not, is there any hope that it will be? Explain your answer. \_\_\_\_\_

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## 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 climax is when the wolf falls into the pot of boiling water.*

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? \_\_\_\_\_

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4. At what moment did the character realize these changes? \_\_\_\_\_

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5. What do you think is the climax of this story? \_\_\_\_\_

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6. Explain why you think this is the climax of this story. \_\_\_\_\_

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*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. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





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. \_\_\_\_\_

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- sudden realizations or memories from the main character? \_\_\_\_\_

What were they? Explain. \_\_\_\_\_

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- advice from trusted minor characters? \_\_\_\_\_

What was it? Explain. \_\_\_\_\_

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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. \_\_\_\_\_

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**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. \_\_\_\_\_

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6. Does the title suggest anything about the theme? Explain. \_\_\_\_\_

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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: \_\_\_\_\_

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## 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**.

Literary nonfiction includes three major types:

**autobiography**

**biography**

**essays**

**Autobiography:** This is the *true story* of a *person's life*. It is *told by the person* himself or herself. Sometimes autobiographies take other forms. 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**.

Nonfiction		
Title	Author	Type
1.		
2.		
3.		
4.		
5.		



## 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.
- **Ask Questions:** Why? What? How? What is fact? What is opinion? See pages 117-118 in Unit 2.
- **Predict:** Stop occasionally. Try to figure out how the story will end.
- **Build as You Read:** You learn as you read. Let your mind change as you learn new facts.
- **Evaluate as You Read:** How do you feel about the characters as you learn about them? How do you feel about the story? How well has the story been told?







## 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.

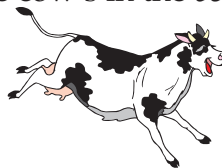
There are many kinds of poems. Some are very simple. Examples of these are nursery rhymes. You grew up with these. Some poems are very long and complex. However, many poems share common elements.

**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*.



Rhyming words  
follow each other.

To market, to market  
To buy a fat *pig*,  
Home again, home again,  
Jiggety-*jig*.



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.



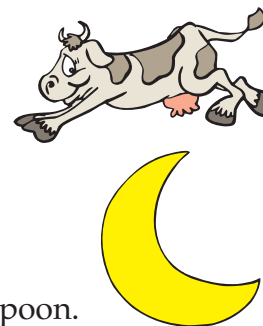
\* *batting*—the stuffing in a quilt. Originally, farm wives used cotton.

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 dog laughing
- a cow jumping over the moon
- 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.

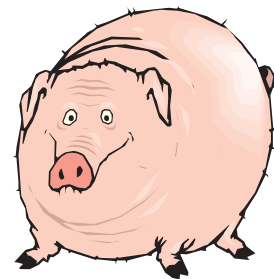
This is a short poem. Its contents are quite simple. The speaker wants Little Boy Blue to keep the animals where they should be. However, he is sleeping. He is neglecting his job. The one stanza tells us this. Look at the lines of the poem. Each of them is a sentence.

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.

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## 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.

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## 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.

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## 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, 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?



## Practice

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.

<b>figurative language</b>	<b>personification</b>	<b>rhythm</b>
<b>form</b>	<b>poetry</b>	<b>simile</b>
<b>imagery</b>	<b>repetition</b>	<b>stanza</b>
<b>metaphor</b>	<b>rhyme</b>	

- \_\_\_\_\_ 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:

Line 1: one noun for the subject of your poem

Line 2: two adjectives describing the noun

Line 3: three -ing words describing the nouns (*these -ing words are called gerunds*)

Line 4: one simile describing the noun

Line 5: one synonym for the noun

Practice writing a **cinquain**. Think of a subject that inspires you. Use the above formula.

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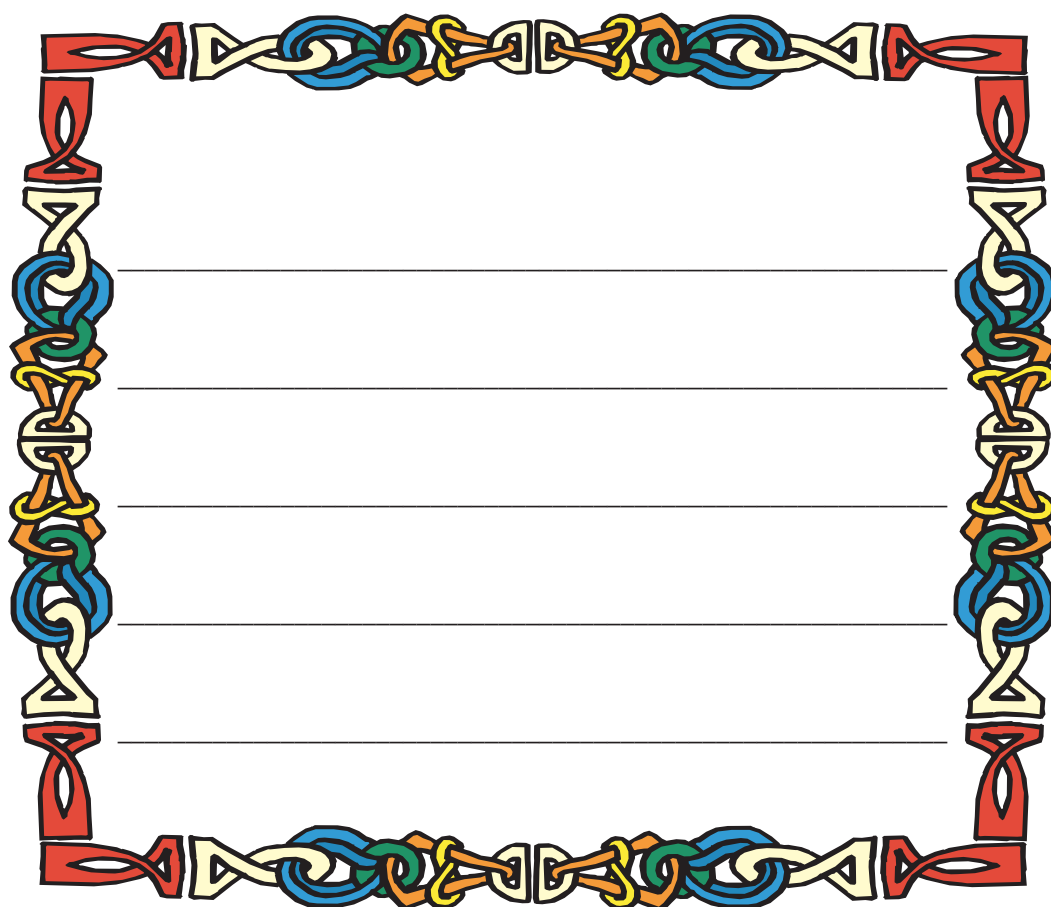
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**Caution:** The formula for a cinquain is easy. The content is harder. All of the descriptions must be similar. They must keep the same *connotation*. Perhaps you want to show that dogs are nice. Don't include description that shows them fierce.

Write your **final poem** on the following page.









## Practice

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.

Sight Imagery	
Passage	What I See/Think/Feel
1. “A fine hazy mist Sifting over Painter Creek Bottom”	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.
2. _____ _____ _____ _____ _____	2. _____ _____ _____ _____ _____
3. _____ _____ _____ _____ _____	3. _____ _____ _____ _____ _____

Smell Imagery	
Passage	What I See/Think/Feel
1. _____ _____ _____ _____ _____	1. _____ _____ _____ _____ _____



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. \_\_\_\_\_

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5. What images do these lines convey? \_\_\_\_\_

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Explain how they convey the images. \_\_\_\_\_

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6. What do you think the poet means by the last line? \_\_\_\_\_

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7. What do you think the blue autumn skies would taste like? \_\_\_\_\_

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8. Are the images positive or negative? \_\_\_\_\_

Explain why. Point out how different words or phrases would  
change the connotation. \_\_\_\_\_

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9. What would be a good theme statement for this poem? Use the  
poems' title and the information from this practice to help you.

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## 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.



## Practice

**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.

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6. Is there a beat or is it free verse? \_\_\_\_\_

If there is a beat, does it sound like anything in particular? \_\_\_\_\_

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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. \_\_\_\_\_

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9. Put a star next to the one you like best. Explain why you like it best.

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### Look at Each Word

10. What overall impression does the poet want to give? \_\_\_\_\_

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11. List words that support this with their connotation. \_\_\_\_\_

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12. Do any words support this with their sound? If yes, list the words.

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### Search for Theme

13. What message do you think the poet is sending us? \_\_\_\_\_

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### 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: \_\_\_\_\_

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Questions. \_\_\_\_\_

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Second reading thoughts: \_\_\_\_\_

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Questions. \_\_\_\_\_

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Third reading thoughts: \_\_\_\_\_

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Questions. \_\_\_\_\_

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- [illegible]



## Practice

Use the list below to complete the following statements.

autobiography biography	essay genres	poetry short story
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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  
onto  
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

more specifically  
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 show *emphasis* (stress a certain point or idea):

again  
for this reason  
in fact  
indeed  
of course  
to emphasize  
to repeat  
truly  
with this in mind



### Words that indicate *logical relationship*:

accordingly  
as a result  
consequently  
for this reason  
if  
since  
so  
therefore  
thus



## More Transitions and Connecting Words

### Words used to add *information* or to give *examples*:

additionally  
again  
along with  
also  
and  
another  
as well  
besides  
equally important  
finally  
for example  
for instance  
further  
furthermore  
in addition  
in fact  
in particular

in this manner  
likewise  
moreover  
namely  
next  
one can also say  
similarly  
specifically  
thus  
to illustrate  
together with  
too



### Words that *introduce a quoted opinion* (x being the author quoted):

x asserts that ...      x strongly argues ...  
x says that ...      x suggests that ...  
x states that ...

### Words to *conclude* or *summarize*:

accordingly      in sum  
all in all      in summary  
as a result      in the end  
consequently      last  
due to      on the whole  
finally      that is  
in a word      therefore  
in brief      thus  
in conclusion      to conclude  
in final analysis      to summarize  
in other words      to sum up  
in short

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