

Language Arts 3

Course No. 1001070

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

2004

This product was developed by Leon County Schools, Exceptional Student Education Department, through the Curriculum Improvement Project, a special project, funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

Copyright
State of Florida
Department of State
2004

Authorization for reproduction is hereby granted to the State System of Public Education consistent with Section 1006.39(2), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.



Language Arts 3

Course No. 1001070

written and developed by
Janice McLain
Sue Fresen

graphics by
Rachel P. McAllister

page layout by
Jennifer D. Keele

Curriculum Improvement Project
IDEA, Part B, Special Project



Exceptional Student Education

<http://www.leon.k12.fl.us/public/pass/>

Curriculum Improvement Project

Sue Fresen, Project Manager

Leon County Exceptional Student Education (ESE)

Ward Spisso, Executive Director of Exceptional Education and Student Services

Diane Johnson, Director of the Florida Diagnostic and Learning Resources
System (FDLRS)/Miccosukee Associate Center

Superintendent of Leon County Schools

William J. Montford

School Board of Leon County

Joy Bowen, Chair

Sheila Costigan

Dee Crumpler

Maggie Lewis

Fred Varn

Table of Contents

Acknowledgments	xi
Unit 1: Technology—Understanding the World Wide Web and the Internet	1
Unit Focus	1
Overview	3
Vocabulary	5
Writing with a Computer	11
Previewing the Word Processing Program	11
Practice	13
Proceeding with Caution	18
Practice	19
Designing Your Writing	21
Practice	25
Using the Internet	27
Completing Research	29
Evaluating Internet Materials	33
Practice	34
Sharing and Discussing Your Ideas	39
Practice	40
Creating and Sending E-Mail	41
Practice	43
Publishing Your Writing	45
Citing Electronic References	46
Practice	48
Unit 2: Reading—Improving a Lifelong Skill	51
Unit Focus	51
Overview	53
Vocabulary	55
Previewing: Looking Ahead	59
Practice	63
Understanding Words: Using Clues to Find Meanings	69
Practice	71
Word Structure Clues: Using Prefixes, Suffixes, and Base Words	77
Prefixes: Added to Beginning of a Word	77
Practice	79
Suffixes: Added to End of a Word	83

Practice	85
Base Words: Main Part of the Word	87
Practice	88
The Main Idea	92
Practice	94
Finding the Main Idea	96
Practice	99
Finding the Implied Main Idea	101
Practice	104
A Writer's Language—Tools for Communication	106
Practice	108
Literal Language and Figurative Language	112
Practice	115
Evaluating What You Read: Recognizing Fact and Opinion	117
Practice	120
Understanding Visual Messages: Reading Graphs, Tables, and Diagrams ...	122
Understanding Graphs	122
Understanding Tables	124
Understanding Diagrams	127
Practice	129
Finding Information	134
Identifying Types of Resources	135
Practice	136
Using the Parts of a Book	137
Checking a Dictionary	139
Responding to What You Read	141
Summarizing Information	141
Practice	144
Unit 3: Writing—Using Strategies to Shape Writing	151
Unit Focus	151
Overview	155
Vocabulary	157
Prewriting: Sharpening Your Point and Gathering Materials	159
Practice	161
Gathering Information	162
Practice	164
Researching	170
Common Patterns of Nonfiction Writing	171
Evaluating Details	177
Practice	178

Writing for an Audience: Tailoring Your Words and Content to Fit Readers	179
Practice	184
Writing the First Draft	188
The Parts of a Paragraph	189
Practice	191
The Body of the Paragraph	194
Practice	195
Order of Location	196
Practice	197
Order of Importance	198
The Closing Sentence	198
Practice	200
Paragraph Types	201
Descriptive Paragraph	201
Practice	203
Writing A Rough Draft	204
Practice	205
Narrative Paragraph	209
Practice	210
Freewriting	212
Practice	213
Expository Paragraph	219
Practice	220
Persuasive Paragraph	223
Practice	224
Unit 4: Writing—Using Strategies to Fine-Tune Writing	231
Unit Focus	231
Overview	235
Vocabulary	237
Steps to Fine-Tuning Your Writing	243
Step 1: Revision	243
Practice	245
Revising a Narrative Paragraph	250
Practice	251
Revising an Expository Paragraph	256
Practice	257
Revising a Persuasive Paragraph	261
Practice	262
Step 2: Editing	267
Practice	269

Sentence Fragments: When You Don't Say Enough.....	273
Practice	274
Reviewing the Basics	275
Action Verbs	275
Practice	277
Linking Verb	279
Practice	280
Finding the Subject.....	281
Practice	282
Fragments	284
Practice	285
Run-On Sentences: When Words Run Stop Signs	288
Practice	289
Subject and Verb Agreement: Matching the Doer and the Action	293
Practice	297
Singular or Plural Subject.....	298
Practice	300
Pronouns	302
Practice	304
Antecedents	306
Practice	307
Singular Pronouns	308
Practice	309
Indefinite Pronouns	311
Practice	313
Capitalization: Upper Case Rules	319
Practice	320
Spelling: Write it Right!	323
Practice	324
Choosing the Right Word	325
Practice	326
Recording Mistakes in a Notebook.....	331
Step 3: Proofreading—The Final Check	332
Practice	334

Unit 5: Listening, Viewing, Speaking—Gaining and

Giving Information Face-to-Face	345
Unit Focus	345
Overview	349
Vocabulary	351
Reading Dramatically: Giving Words Life	353

Copyright: Protecting the Rights of the Owner	354
Practice	361
Preparing a Declamation: Getting Inside a Character’s Skin	366
Practice	377
Rehearsing and Preparing Props and Costumes	381
Practice	383
Communication Skills	384
Practice	386
Active Listeners	390
Practice	394
Viewing Critically: Questioning What You See	397
Practice	400
Is the Report Correct?	402
Practice	403
Is the Report Biased?	404
Practice	406
Unit 6: Literature—Expanding and Enriching Our Lives	411
Unit Focus	411
Overview	413
Vocabulary	415
Universal Themes: Ideas We All Live By	419
Practice	424
Short Story: Learning the Basics of Fiction	435
Reading Fiction Interactively: Working with the Text	437
Practice	439
Analyzing Setting	475
Practice	476
Analyzing Plot	479
Practice	480
Analyzing Conflict	484
Practice	485
Analyzing the Story’s Climax	489
Practice	490
Analyzing Theme	492
Practice	493
Nonfiction: Seeing Art in the Real World	497
Practice	498
Reading Nonfiction Interactively: Working with the Text	501
Practice	502
Poetry: Learning the Power of Words	503
Analyzing Form: Seeing Meaning in Shape	508

Analyzing Figurative Language: Figuring Out What’s What	509
Practice	510
Analyzing Imagery: Understanding the Poet’s “Paintbox”	513
Practice	514
Putting It All Together: Analyzing Poetry Using a TP-FASTT	517
Practice	518
Additional Strategies for Reading Poetry: Interacting with the Words	521
Practice	522
Drama: Seeing Literature in Action	530
Practice	534
Finding the Theme of a Drama	536
Practice	537
Appendices	543
Appendix A: Transitions and Connecting Words	545
Appendix B: Index	547
Appendix C: References	551

Acknowledgments

The staff of the Curriculum Improvement Project wishes to express appreciation to the content writer and reviewers for their assistance in the development of *Language Arts 3*. We also wish to express our gratitude to educators from Bay, Brevard, Broward, Leon, Orange, Palm Beach, Pinellas, St. Lucie, Volusia, and Wakulla county school districts for the initial *Parallel Alternative Strategies for Students (PASS)* English and Language Arts books.

Content Writer

Janice McLain, National Board of
Professional Teaching Standards
(NBPTS) Certified
English Language Arts Teacher
Department Chair
Leon High School
Tallahassee, FL

Review Team

Marilyn Bello-Ruiz, Project Director
Parents Educating Parents in the
Community (PEP)
Family Network on Disabilities of
Florida, Inc.
Clearwater, FL

Mark Goldman, Professor
Tallahassee Community College
Past President, Leon Association
for Children with Learning
Disabilities (ACLD)
Parent Representative, Leon County
Exceptional Student Education
(ESE) Advisory Committee
Tallahassee, FL

Lucile P. Graham, National Board of
Professional Teaching Standards
(NBPTS) Certified
English Language Arts Teacher
Wakulla Middle School
Crawfordville, FL

Elizabeth Keen, Language Arts
Teacher
Osceola Middle School
Representative, Pinellas Reading
Council
Seminole, FL

Review Team Continued

Ronald L. Matta, Language Arts
Teacher
Odyssey Middle School
Orlando, FL

Gay Leigh McCune, Language Arts
Teacher
Hoover Middle School
Indialantic, FL

H. Elayne Samuels, Language Arts
Teacher
Seminole Middle School
Plantation, FL

Ronnie Youngblood, Executive
Director
Division of Communications and
Community Involvement
Leon County Schools
Tallahassee, FL

Production Staff

Sue Fresen, Project Manager
Jennifer Keele, Text Layout Specialist
Rachel McAllister, Graphic Design Specialist
Curriculum Improvement Project
Tallahassee, FL

Unit 1: Technology—Understanding the World Wide Web and the Internet

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)
- Check the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws. (LA.A.2.3.8)

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)

Language

- Understand specific ways that mass media can potentially enhance or manipulate information. (LA.D.2.3.6)
- Understand that laws exist that govern what can and cannot be done with mass media. (LA.D.2.3.7)



Unit 1: Technology—Understanding the World Wide Web and the Internet

Overview

The world around us is always changing. Every day, we read about new discoveries in medicine. Scientists give us new ways to enjoy our free time. They also give us better ways to do our daily chores. As you grow older, you will see even more changes.

This has been true with your parents and teachers. They have seen many changes since they were your age. There have been changes in the way they have fun. There have been changes in how they do their work. They will probably tell you things are much easier now. Modern technology has made their lives easier. Technology is also making an almost daily difference in your life as well.

One tool that has made a big difference in everyone's life is the personal computer. Nearly everyone uses a personal computer in some way every day. You use a computer when you play your favorite video games. Computers help you find materials in your media center. Many of the movies you enjoy are computer-generated. 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, as well. 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:

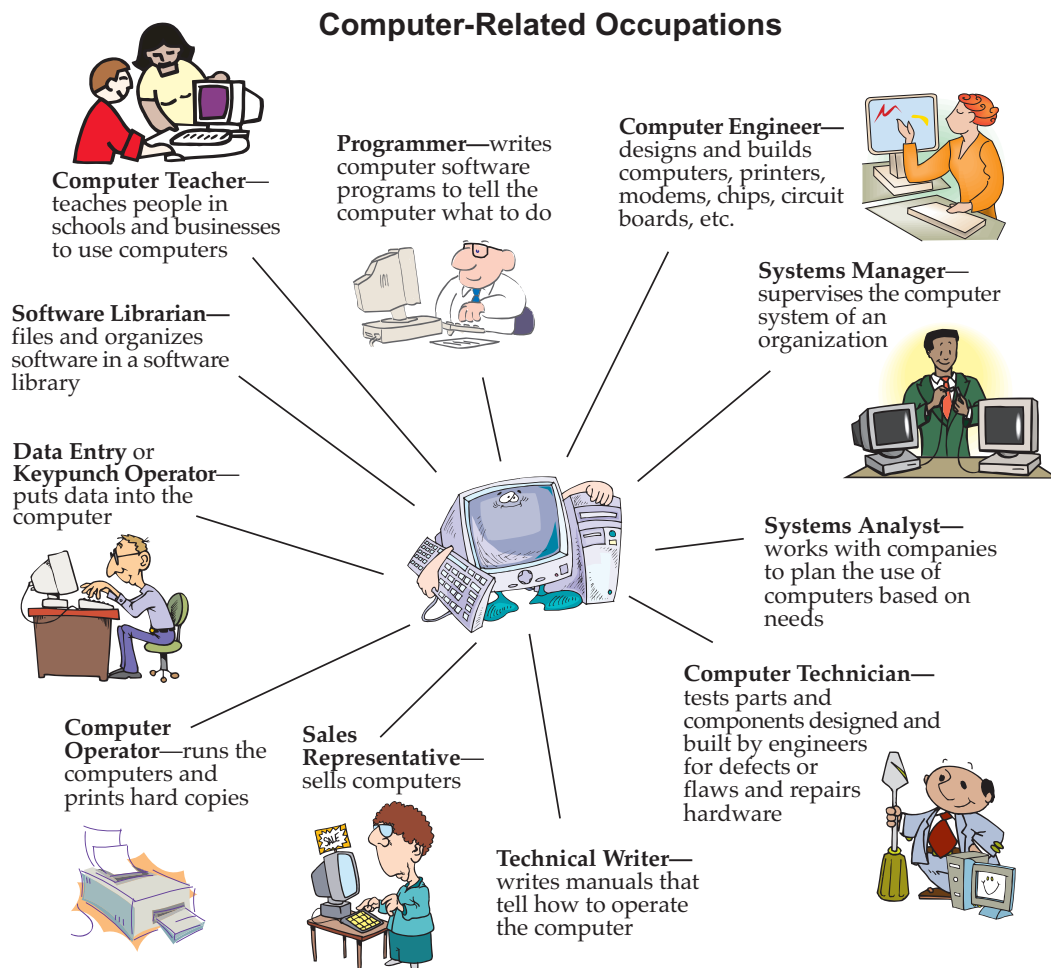
- using a computer to design and format your writing assignments



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

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.





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

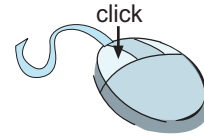
button a little clickable box on the computer screen that is a shortcut for a command
Example: sound button 

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

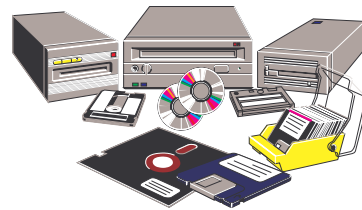
computer program a piece of software that allows you to do certain tasks on the computer

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

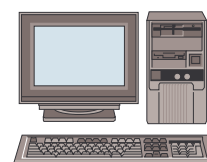
drag to move items around the computer screen

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*

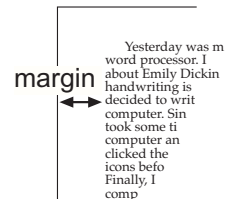
Internet address the electronic address used to access a specific site
Example: <http://www.google.com>

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

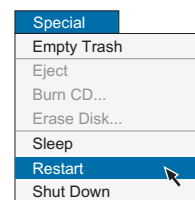


menu a list of choices or commands you can select



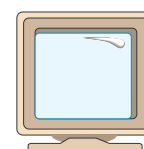
menu bar a bar across the top of a computer screen or window that has the names of available pull-down menus

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 used to move a cursor on the computer screen

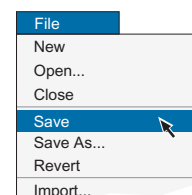


online connected to the Internet or a computer network

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

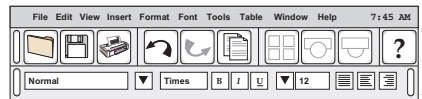
Example: scroll bar used to move sideways, right or left



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

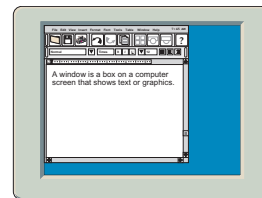
toolbar a vertical or horizontal bar with icons or pictures to click on to perform different functions in an application; can be moved around or made to disappear



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*

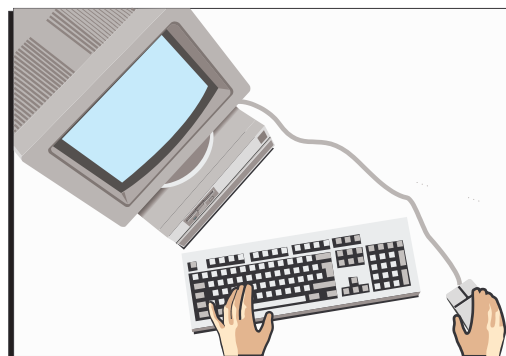


Writing with a Computer

Getting Started

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

- Composing a draft on a computer can be hard. It will take time to get familiar with the **keyboard**. Until you do, write your first drafts by hand as usual. You can then type your draft into the computer.
- Using a computer gives you many advantages. Of course, you can enter information. However, you can also *delete* or remove it. And you can move it around. Most **programs** check your spelling. Many check your grammar as well. However, none are perfect. 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.

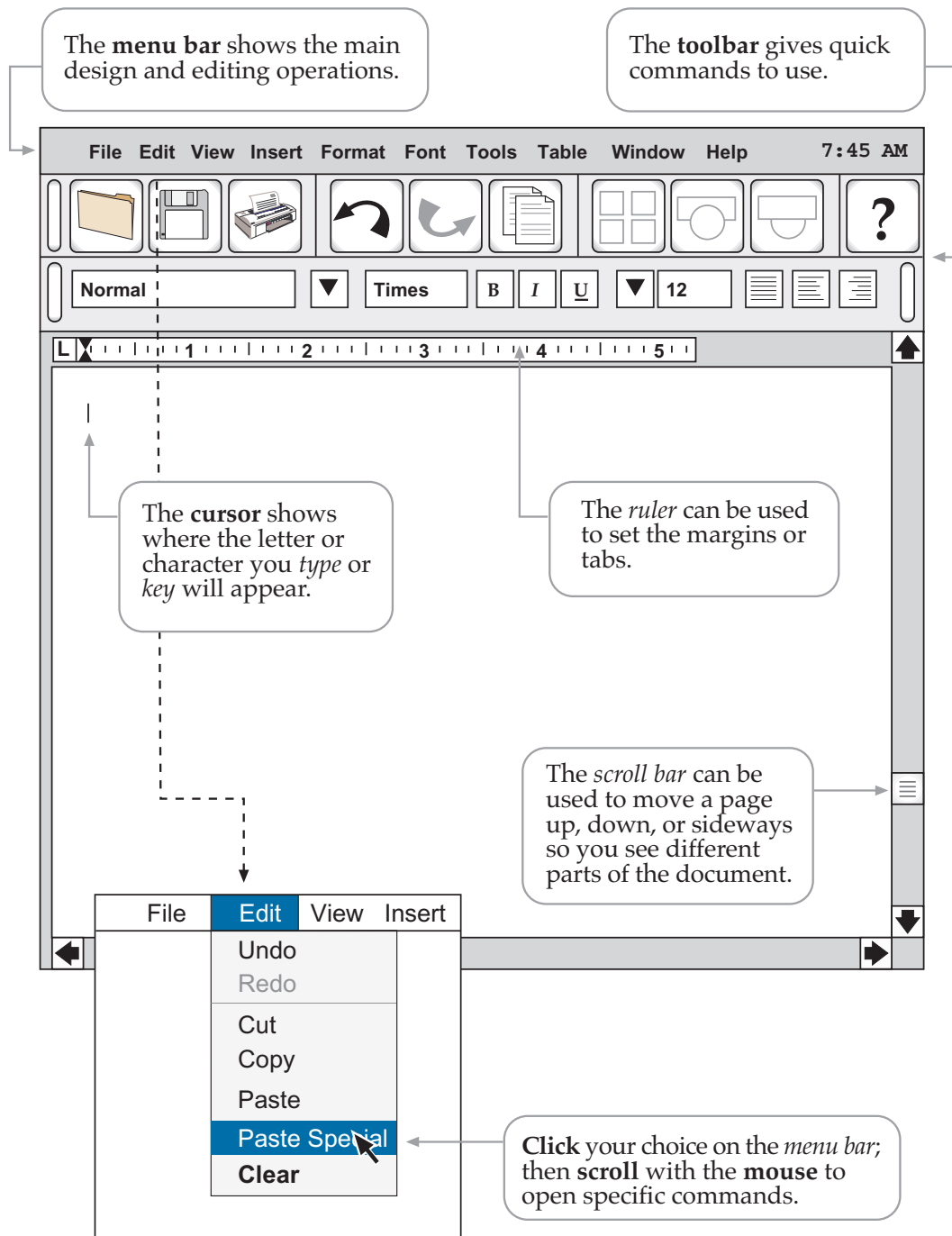


Previewing the Word Processing Program

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 used 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** 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.

A few weeks ago my mother returned to college. She hadn't been a student in over 20 years. Many things have changed since then. She found one big surprise last night. She had been working on her first big paper. Finally, she was ready to type it. However, we no longer own a typewriter. Instead, we have a computer.

Mom can type pretty well. However, she had never used a word processor before. So I came to her rescue.

First, we booted up the computer. I showed her the correct icon to select for the word processing computer program. She jiggled the mouse too much. Then she clicked it too many times. Finally, she managed to open and access the right computer program. Then we set the margins to one inch all around. I asked her if she liked the way the type looked. She said she didn't. So I used the mouse to open the font menu on the menu bar. We took some time to choose a font that she liked. I cleared the characters on the monitor. Then she typed her report. I made myself a sandwich.



Before long, Mom needed more help. She wanted to center the title and put it in bold type. I showed her how to choose the button to give the command for bold type and the command to center on the toolbar. She was able to drag the mouse and highlight the title. Then she clicked the cursor on the bold icon and center icon.

We saved her work in a new file. First, we saved it on the hard drive. Then we made a backup on a disk that I placed in the disk drive. We were then ready to print. While mom put the hard copy safely inside her notebook, I gave the command to exit the program and commanded the computer to shut down. Mom felt pretty good about being a new user. After that we went out for ice cream.

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) One of my favorite things to due is to daydream. (2) I daydream when I have spair time. (3) I daydream when I am board. (4) I dream about places I'd like to bee. (5) I dreem about going to the city to shop. (6) I dream about sunbathing on a dessert island. (7) Sometimes, I dream about being a movee star. (8) Other times, I dream about being faymous. (9) Then I dream about having great wealthe. (10) I have sew many dreams, I can't count them all.

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**.



11. Why do you think the computer missed some of these spelling errors? _____
- _____
- _____
- _____
12. What should you do after using a spell checker? Explain and give an example. _____
- _____
- _____
- _____



Designing Your Writing

Choosing a Font

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.

Ask your instructor how to choose type font and size.

- Use an easy-to-read font for the main text. *Serif* type has tails at the tops and bottoms of the letters. The more elaborate serif types have fancier tails and can be hard to read.
- Use a 10- or 12-point type size.
- Make title and headings easy to read.

1. Use a font *without* serifs (*sans serif* types).
2. Use larger type—use 16- or 18-point.
3. Use bold face.



Remember: Avoid hard-to-read fonts.

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.

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)

Maurice Jefferson
Mr. King
Science
November 15, 2005

The title is
18-point
sans serif
type.

The Earth, the Moon, and the Sun

The main
text is 12-
point serif
type.

Earth is part of the solar system. The moon and sun are also in our solar system. The moon, sun, and Earth have an important relationship. It affects many everyday things we take for granted. These things include the tides. They also include the seasons and the length of our days and nights. We need to learn about this relationship. This will help us understand why these things occur.



The heading is 14-point sans serif.

The Relationship between Earth, Moon, and Sun

Earth has one moon. The moon revolves around Earth about once a month. The moon also rotates on its axis one time every month. Because of this, we only see one side of the moon. The moon does not give off light of its own. It reflects the light of the sun (Johnson 17). This is the light we see from Earth.

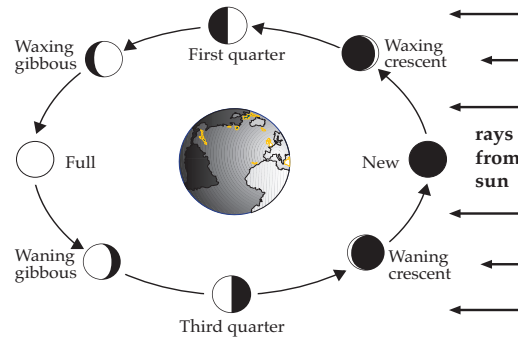
Moon Phases

The moon moves around Earth just like the planets move around the sun. It takes about 27 1/e days for the moon to make one trip around Earth (Smith 44). The moon also rotates on its axis one time as it revolves around Earth. At the same time, Earth is moving around the sun (Smith 45). Because of this, the moon takes longer to return to where it first began. It takes about two days longer. This total time is 29 1/w days. This period of time is called a lunar month (Smith 46).

As the moon orbits, it looks different to people on Earth. This is because sometimes the side that is lighted by the sun is facing Earth. Sometimes, part or all of that lighted side is facing away from Earth. The different portions that we can see are called moon phases (Johnson 22). The following chart shows the moon phases.



A graphic adds visual appeal.



Seasons

The seasons are the four divisions of the year. They are characterized by differences in temperature, weather, and the number of hours of daylight. Seasons are caused by the tilt of Earth on its axis. Earth's tilt causes the duration of daylight hours to vary (Johnson 30).

The seasons are as follows:

- Summer: Summer begins on June 21 or 22 in the Northern Hemisphere. The Northern Hemisphere is tilted toward the sun. This means it receives more direct rays. In the Southern Hemisphere, the opposite is true. During this time it is winter in the Southern Hemisphere.
- Winter: Winter begins on December 21 or 22 in the Northern Hemisphere. The Northern Hemisphere is tilted away from the sun. The opposite is true of the Southern Hemisphere. During this time, it is summer in the Southern Hemisphere.
- Spring: Spring begins on March 20 or 21.
- Fall: Fall begins on September 22 or 23 (Johnson 31).

A bulleted list is used.

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



Practice

Work with a partner to complete the following activity. Look carefully at the following document. Use a **word processor** to type the document and **correct the format**. Make sure to correct any of your own errors as you are working. Use pages 21-24, “**Designing Your Writing**” and the sample research paper “**The Earth, the Moon, and the Sun**” 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

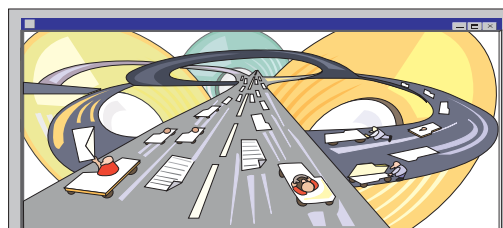
There are also many theories of how the solar system began. One is that the force of gravity once pulled the solar system together. About five million years ago, an important event happened. Gravity pulled together a large cloud of dust and gas. A slowly rotating cloud of dust and gas formed in a part 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:

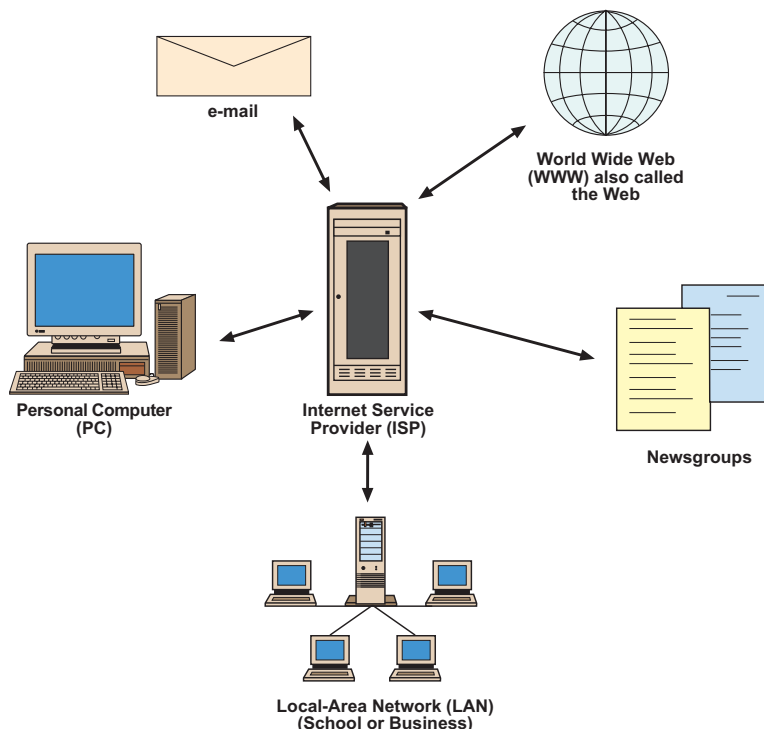


The Internet is the worldwide information highway.

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

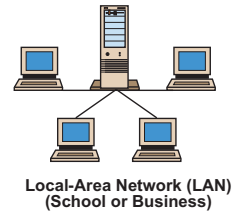
Let's take a few minutes to look at how the Internet works.

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.





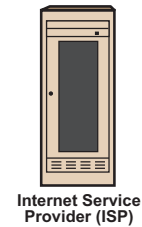
Local-Area Network (LAN)—a system that allows a business to share files. Many schools also use a LAN. This lets all the computers in one company share files. This also allows users to send **electronic mail (e-mail)** throughout an office.



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.

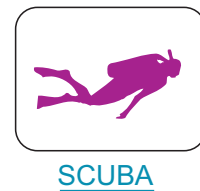


As you can see, the Internet has its own language. Review the list of terms and phrases below. You will use them as you explore the Internet.

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.

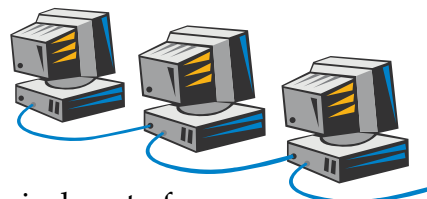
Hypertext—a system that **links** different pages on the Internet. You often see one word or phrase colored or underlined. By clicking on this word, you can open another page. This is called a "hot word." Pictures can also be used. These are called "hot symbols."



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`



Your trouble will be finding more information than you need.

Completing Research

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

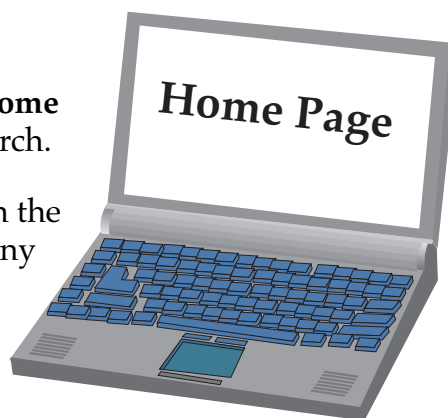
Some of you will be lucky. You will have the address of a particular site. Perhaps you found this in a magazine. Perhaps a friend shared it with you. To begin your search, simply key in the address. Many times, you will find many useful links in this way.

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

First: Check your provider.

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

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





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



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 the *greatest number* of Internet sites. See the list of common search engines on the following page.



Search Engines

To browse a broad topic

Yahoo

www.yahoo.com/

Lycos

www.lycos.com/

Google

www.google.com/

To search for a narrow topic

AltaVista

www.altavista.com/

Excite

www.excite.com/

Go (Infoseek)

www.go.com/

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

Metacrawler

www.metacrawler.com/

Ask Jeeves

www.askjeeves.com/

All the Web (Fast Search)

www.alltheweb.com/

Next: Conduct a word search.

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

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

Your wording is very important to a good search.

- Type in one word. The search engine will look for all sites with that word in their descriptions.
- Type in more than one word. The search engine will look for all sites that contain any of those words.
- Type a phrase in quotation marks. The search engine will look for all sites containing that exact phrase.
- Use **Boolean words** (words such as *and*, *or*, and *not*) to narrow your search.



1. To locate multiple words, use **AND**.
Example: To find information on Florida panthers, type in "Florida AND panthers."
2. To locate items with more than one name or spelling, use **OR**.
Example: To find information on e-mail, type in "email OR e-mail."
3. To eliminate unwanted references, use **NOT**.
Example: to find information on panthers (the animal, not the sports teams), type "panthers NOT hockey."
4. To narrow your search, use **combinations** of these words. *Example:* Type "Florida AND panthers NOT hockey."

Using Boolean Logic

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

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

AND requires all terms to appear in a record.

OR retrieves records with either term.

NOT excludes terms.



Evaluating Internet Materials

How Good Is the Information on Any Given Web Site?

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

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

* Source: Tallahassee Community College

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

Let's practice finding information.



Practice

Researching the Internet

One of the best sources for current events is a newspaper. Most newspapers are now available **online**. If you have a **favorite newspaper**, **search** the Net for its address. Otherwise, **type** in the following address: www.tallahasseedemocrat.com/

- *First, your instructor will assign you a **topic to research**: sports, celebrity news, crime news, science/health news, political news. **Write** your topic below.*

Topic: _____

- *Second, **write** down the complete **date** for the newspaper.*

Date: _____

- *Third, **scan** the entire newspaper. Then find an article about the topic that was assigned to you. Once you have **read** it, **supply** the following **information** for the article.*

Title of article: _____

Author: _____

Page where it appears: _____

Who or what this article is about: _____

Why it is in the news: _____



Now conduct a **word search** to find **three additional articles** about this topic.

1. Name of site visited: _____

Address of site: _____

Date of visit: _____

List of facts found in article: _____

2. Name of site visited: _____

Address of site: _____

Date of visit: _____

List of facts found in article: _____



3. Name of site visited: _____

Address of site: _____

Date of visit: _____

List of facts found in article: _____



Practice

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

- | | | |
|-------|--|-----------------------------|
| _____ | 1. a collection of computer networks that allows users to view, retrieve, or share information from around the world; also called <i>the Net</i> | A. browser |
| | | B. document |
| _____ | 2. part of the Internet that allows you to find linked text, graphics, video, and sound using a web browser; also called <i>the Web</i> | C. electronic mail (e-mail) |
| | | D. Internet |
| _____ | 3. an application that allows you to access information on the World Wide Web (WWW) | E. link |
| | | F. software |
| _____ | 4. private messages that are sent and received over a computer network | G. web page |
| | | H. World Wide Web (WWW) |
| _____ | 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

Use the list below to complete the following statements.

Boolean words
graphics
hardware

home page
Internet address

online
search engines

1. Numerous _____ are available to locate specific information. Some search for titles of web pages, others for keywords.
2. A network is two or more computers connected together. The _____ (physical part of a computer) and software (computer program) connect them and allow them to share information and programs.
3. Use _____ (such as *and*, *or*, and *not*) to narrow your search.
4. One of the best sources for current events is a newspaper. Most newspapers are now available _____ (connected to the Internet or a computer network).
5. The Universal Resource Locator (URL) is letters that make up an _____ used to access a specific site.
6. You begin each Internet session with the _____ , the first page on a WWW site which may link to supporting pages.
7. HyperText Markup Language (HTML) codes tell your browser how messages and _____ or pictures should look on a Web page.



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 40.

- **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.



Practice

*Complete an e-mail scavenger hunt. Look over the following list of questions. Send an **e-mail** to your **classmates**, asking each of them all of the questions. Write down each **student's name** and **e-mail address** before you start. Then record **answers** as you receive them.*

1. When and where were you born?
2. What is your favorite television program?
3. Why do you like the television program so much?
4. What kind of music do you like?
5. Who is your favorite musician or musical group?
6. Do you have any hobbies or do you play any sports? If yes, what are they?
7. What is your favorite subject in school and why do you like it so much?
8. Describe your favorite meal.

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.



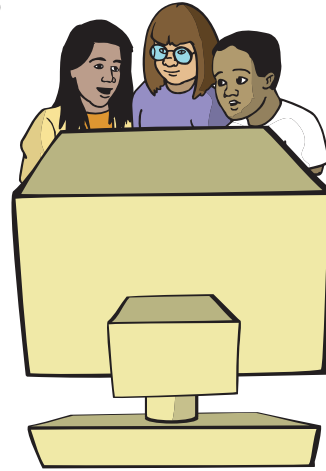
Beware: Many of these sites contain “contests” or “awards” that require you to buy a product. Always check out offers and “dos and don’ts” with your teacher. For example, your teacher may tell you *never* to use your last name or other identifying information on the Internet.



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 34-36.* **Choose one of the sites you visited.** **Prepare a correct citation** *for that source.*



Practice

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

- _____ 1. The *window* is the first page of a word processing program.
- _____ 2. The *toolbar* can be used to move a page up, down, or sideways so you can see different parts of the document.
- _____ 3. When writing a report, remember to avoid hard-to-read *fonts*.
- _____ 4. The *Internet* is the worldwide information highway.
- _____ 5. A *browser* is a reference book you find in the library that is similar to a dictionary.
- _____ 6. Different *search engines* provide different results based on their method of searching.
- _____ 7. A *keyword* or phrase is related to your subject and can narrow down the number of matching results in a search for a subject.
- _____ 8. Every *e-mail server* works exactly the same with the exact same rules.
- _____ 9. You must always give *credit* for information you researched, including Internet and electronic references or sources.
- _____ 10. The *Modern Language Association (MLA) Handbook* contains a written set of procedures used for writing papers and citing resources.

Unit 2: Reading—Improving a Lifelong Skill

Unit Focus

Reading

- Use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection. (LA.A.1.3.1)
- Use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. (LA.A.1.3.2)
- Demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. (LA.A.1.3.3)
- Determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization. (LA.A.2.3.1)
- Identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning. (LA.A.2.3.2)
- Recognize logical, ethical, and emotional appeals in texts. (LA.A.2.3.3)
- Synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. (LA.A.2.3.7)
- Check the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws. (LA.A.2.3.8)



Writing

- Organize information before writing according to the type and purpose of writing. (LA.B.1.3.1)
- Produce final documents that have been edited for
 - correct spelling;
 - correct punctuation, including commas, colons, and semicolons;
 - correct capitalization;
 - effective sentence structure;
 - correct common usage, including subject-verb agreement, common noun-pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and
 - correct formatting. (LA.B.1.3.3)

Language

- Understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language. (LA.D.1.3.1)
- Demonstrate an awareness of the difference between the use of English in formal and informal settings. (LA.D.1.3.3)
- Distinguish between emotional and logical argument. (LA.D.2.3.3)

Literature

- Understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. (LA.E.1.3.3)



Unit 2: Reading—Improving a Lifelong Skill

Overview

Can you imagine life without reading? School would be impossible. Playing your favorite game would be, too. You could not order a meal from a menu. You would not know which store to go into. You would get lost getting from one street to another. Things would be very difficult, wouldn't they?



You use your reading skills every day. You probably use them at least once every hour. They not only make life better for you; they actually help you to survive.

As you grow older, your dependence on reading skills will also grow. Therefore, being a good reader is very important. Reading well will make your life's work easier. It will also make your leisure time more fun.

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

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

- previewing your reading materials
- using context for clues to word meaning
- using word parts for clues to meaning
- finding the main idea of a reading selection
- understanding a writer's use of language
- recognizing fact and opinion



- understanding visual references
- finding information from different sources
- summarizing a reading selection.



Vocabulary

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

adjective a word that tells something about a noun or pronoun

adverb a word that tells something about a verb, adjective, or another adverb

audience the readers to whom a piece of writing is directed or the listeners to whom a talk is directed

base word the word to which a prefix or suffix is added

bias a strong feeling toward or against something

connotation meaning that comes from the emotions or ideas readers associate with particular words
*Example: The word *home* means the place where one lives, but its connotation may suggest family, love, and comfort.*

context clue surrounding words or sentences that identify the meaning of an unfamiliar word

denotation meaning that comes from the exact definition of a word



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



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



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

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

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

Previewing: Looking Ahead

Looking ahead is a good idea. Any major project requires planning. Builders plan in advance for the materials they will need. They look at plans. They make lists of materials. Often, they must find out what certain products actually are. They must determine costs. In other words, they **preview** all their information. If they did not do this, their project would be a disaster. Smart travelers preview their travel plans. And smart students preview their reading.



Previewing helps you to strengthen your reading skills. You can better find the writer's purpose. You can organize the material you are reading. This helps you understand the material better. You read for a purpose when you preview.

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

1. Preview the Beginning of the Selection

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

Example: The title is "Be a Teenage Rebel with a Cause: Don't Smoke!" The *general subject* is *teenagers smoking*. The *focus* is on *convincing teenagers not to smoke*. The *author wants teens never to begin smoking*.

- 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.

Be a Teenage Rebel with a Cause: Don't Smoke!

The U. S. Food and Drug Administration recently released a scary statistic: almost 3,000 children and teens begin smoking each day. At least one in three of these smokers will die too soon. He or she will die of a smoking-related disease. These young people know this risk. However, they still light up. Many of them think they can quit later. This is not the case. The



longer you smoke, the harder it is to quit. One study proves this. It showed that 75 percent of teen smokers were still smoking seven years later. Teens should not start smoking in the first place.

The opening paragraph tells us this is a serious issue. The author is arguing—teenagers should never start smoking. The article will probably give some reasons why.

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 “Be a Teen-Age Rebel with a Cause: Don't Smoke” is divided into subheadings. These subheadings include the following:

1. “Why Young People Smoke”
2. “Health and Financial Benefits of Not Smoking”
3. “Non-Smokers: Teens Who Think for Themselves”

You learn much about the article from these titles. The author feels there are reasons young people begin smoking. He or she also offers several concrete benefits for not smoking—health and financial. Then the author discusses how teens who do not smoke refuse to be talked into doing so by others.

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 “Be a Teen-Age Rebel with a Cause: Don’t Smoke!”

Teens can quit smoking. They should do this before they have wasted too many years and dollars. Nonsmoking teens should serve as an example to smokers. There are other ways to deal with problems. Smoking only makes things worse.

The author concludes that the problem can be solved. This solution will happen if teens do it themselves. They must realize that smoking does not solve problems. Smoking is a harmful habit they should never begin.

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 “Too Much of a Good Thing” on the following pages.

1. Read the title.

What is the general subject of this article? _____

On what specific part will the author focus? _____

How does the author feel about the subject? _____

2. Read the opening paragraph.

How does the author feel about the subject? _____

Is the author explaining or arguing? _____



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

How is the article divided? _____

What do these tell us about the content? _____

4. Read the closing paragraph.

What conclusions does the author draw about the subject? _____



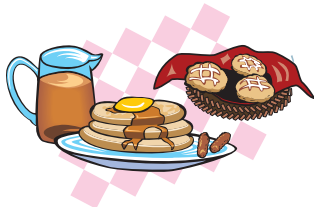
5. Has your previewing of the article changed your opinion about the topic?

Why or why not? _____



Too Much of a Good Thing

Here it is one more time: January 1. Here they are again: those extra 25 pounds I lost two years ago. I thought this time they were gone for good. I should have known better. All my life it has been the same. Food is my undoing.

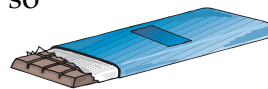


It is my undoing because I love it. I love everything about it. I love growing it. I love buying it. I love preparing it. I love serving it to people I love. And, of course, I love eating it. I love eating entirely too much. What is usually

considered a good thing has gotten out of hand. I know this love affair is not healthy. However, I think I'm beginning to understand it.

Healthy Eating: The Sign of an Orderly Life

My eating habits were very good about two years ago. So was my weight. My life was more or less in order. My family was healthy and happy. My job was going well. Even my dog was in good health. Then things turned upside down. My mother became terminally ill. My job became more demanding. One of my daughters had a baby. The other got married. Life, in short, went crazy. My well-balanced diet grew harder and harder to maintain. Throwing a frozen pizza in the oven was so much easier. Eating a hamburger from the drive-through between doctor's appointments was even better. In short, I simply ignored everything I learned from Weight Watchers. Besides, my emotions were a wreck. What better way to calm ragged nerves than a candy bar?



Food Is Love



Ah, emotions! This is probably my biggest problem with food. So many of my childhood memories are linked to food. Our family gatherings were around the table. Holidays centered on a big meal. My mother, grandmother, and aunts would cook all morning. We'd laugh and sing. The kitchen would smell

wonderful. Dinners would sometimes last all afternoon. We'd eat. We'd laugh. We'd eat some more. We'd talk. We'd laugh some more. Then we'd eat some more. I still feel warm inside thinking about those times.



My mother grew up during the Great Depression. She remembered scanty meals of browned gravy and flour hoecake¹. To provide a feast for her family was a dream come true. When my family visited her, we always had a treat. She would have a favorite dessert for each of us. My husband would get a coconut cake. My oldest daughter would get a blueberry pie. My youngest daughter would get a sour-cream pound cake. I would get a slipped custard pie. She made all of these herself. I think we could actually taste the love she put into every morsel. I think, too, I inherited this thought. Food is love: to give and to receive. Going on a diet is hard for me. It's something like losing a best friend.

Living with a Bad Habit

So I have this unhealthy habit. However, all is not completely lost. It is true I have regained 25 pounds. However, I had lost nearly 50. Weight Watchers is running their New Year's special. And low-fat foods are now in the frozen food section. I know, however, relapses will happen. I will visit my sweet Aunt Cassie. She will, no doubt, have my favorite seven-layer chocolate cake. How can I not eat it? Aunt Cassie would think I didn't love her any more. I couldn't let her think that, could I?



¹hoecake—A flat, round cake made from flour, baking powder, and water. It received its name because it was supposedly cooked over an open fire on the blade of a hoe.

Understanding Words: Using Clues to Find Meanings



An artist uses his paintbox to create his pictures.

An artist uses his paintbox to create his pictures. He uses just the right colors. He chooses the right combination of tints. He uses dark and light shades as needed. When he is through, you see what he wants you to see. A writer uses words in the same way.

Skilled writers 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 see. They are able to find meaning from the writers' words. The "paintbox" of a writer includes several tools to help with these skills.

Many words contain meaning clues. Other words are surrounded by them. These clues can help you understand unfamiliar words. Learning to use these clues will add to your reading skills.

Context Clues: Using What You Know

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

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

There are several types of context clues. The chart on the following page lists them, along with an example of each.



Examples of Context Clues

Type of Context Clue	Example (unknown word is <u>underlined</u> ; clues are bolded)
1. Synonyms mean the same thing as the unknown word.	We could not sleep due to the dog's <u>incessant</u> barking. He did not stop all night long.
2. Definitions explain the unknown word.	The <u>discordant</u> , or harsh , sounds coming from the piano let us know the instrument needed tuning.
3. Antonyms mean the opposite of the unknown word.	Although Mrs. Sanchez is usually very <u>lenient</u> when disciplining her students, she gave Walter the most severe punishment possible .
4. Comparisons/Contrasts show how the unknown word is the same as or different from something familiar.	Comparison: His <u>termination</u> , like many employees' firings , was unexpected. Contrast: Unlike the <u>compulsory</u> classes I must take this semester, next semester, I will be free to choose three elective classes .
5. Clues contained in a series show how a word is part of a familiar group.	We had a delicious salad consisting of grapes, oranges, carambolas, and strawberries .



Practice

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

meaning	word
_____ 1. forgiving	A. carambola
_____ 2. harsh	B. compulsory
_____ 3. constantly	C. discordant
_____ 4. required	D. incessant
_____ 5. fearfully	E. lenient
_____ 6. ending	F. no word to match
_____ 7. a type of fruit	G. termination
_____ 8. gruesome	



Practice

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

1. Caroline was shocked when Uncle Jeff **admonished** her so severely. Uncle Jeff had never even scolded her before.

admonished: _____

2. Desmond is the most **circumspect**, or careful, child I know.

circumspect: _____

3. Unlike the **comely** Latoya, Angela was rather plain and unattractive.

comely: _____

4. Tina is very **tenacious**. Rico is just the opposite. He tends to give up quickly if a task is not easily completed.

tenacious: _____

5. Her dress was lovely. It was layers of chiffon in shades of lilac, lavender, and **amethyst**.

amethyst: _____



6. Mom's **tirade**, like most of her long, angry speeches, began when I showed her my report card.

tirade: _____

7. We felt sorry for the **vagrant** standing along the road with the sign reading "Will work for food."

vagrant: _____

8. We respect Elena's work habits. They are organized, tidy, and **fastidious**.

fastidious: _____

9. Unlike Jill's dog, which has a **pedigree**, I have no idea from which breeds my lovable mutt Fido comes.

pedigree: _____

10. Elmo, like the other **combatants**, was armed and ready to face the approaching enemy.

combatants: _____



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

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. context clue |
| _____ 2. a brief restatement of the main points of a piece of writing | B. expository writing |
| _____ 3. writing that focuses on convincing readers of an opinion or claim, or to take a particular action | C. paragraph |
| _____ 4. surrounding words or sentences that identify the meaning of an unfamiliar word | D. persuasive writing |
| _____ 5. writing that explains something or informs readers | E. preview |
| _____ 6. to look at in advance to get an idea of what is to come | F. summary |



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

Over the years, our vocabulary has changed, and it continues to change every day. As time passes, we no longer need some words. On the other hand, we constantly need new words. New inventions give us new words every day. Some of these words are carefully created. Others are not.

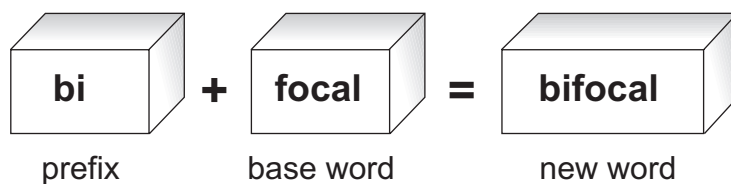


We build words just like children play with blocks. We add a block here. We take one away there. The blocks we use to build words are **prefixes**, **suffixes**, and **base words**.

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: Added to Beginning of a Word

A *prefix* is a letter or group of letters added at the beginning of a word. For example, *bi-* is a prefix. Prefixes often change the meaning of a word. For example, if you add *bi-* to the word *focal*, you 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
im-	not	immoral - not moral
in-	not	incorrect - not correct
ir-	not	irregular - not regular
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: prejudice

prefix: pre

original word: judge

original word meaning: to make a decision about someone or something

prefix meaning: before

meaning with prefix: to make a decision about someone or something
before hearing evidence or knowing facts

1. antivenom

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

2. bilingual

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____



3. coexist

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

4. disagree

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

5. misspell

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

6. enfold

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____



7. nontoxic

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

8. prehistoric

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

9. reelect

prefix: _____

original word: _____

original word meaning: _____

meaning with prefix: _____

10. subway

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. to treat badly	A. <u>con</u> verge
_____	2. something that serves as an example later in life	B. dispel
_____	3. to come together from different directions	C. emigrant
_____	4. less important or lower in rank	D. foreboding
_____	5. to drive away or scatter	E. immature
_____	6. to take on again as a duty, task, or responsibility	F. inadequate
_____	7. a person who leaves one country to settle in another	G. maltreat
_____	8. not fully grown or developed	H. precedent
_____	9. a feeling that something bad is about to happen	I. reassume
_____	10. not good enough for what is needed	J. subordinate



Suffixes: Added to End of a Word

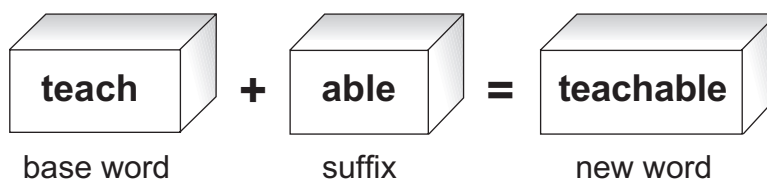
A *suffix* is a letter or group of letters added to the end of a word. Suffixes can often change the meaning of a word. They can also change a word's part of speech. Suffixes can change a base word or a root word to a **noun**, an **adjective**, a **verb**, or an **adverb**.



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

For example, *teach* is a *verb*. To teach is to help someone learn something. Add the suffix *-able* to teach and you have 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, like, of	natural - relating to nature secretarial - like a secretary
-ance, -ancy	act, quality, state	admittance - being allowed entrance consistency - state of being the same; being dependable
-ant, -ent	performing agent, one who	servant - a person who serves dependant - one who depends upon another
-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, to become or cause to be	silken - made of silk weaken - cause to be weak
-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
-ion, tion	act or condition of	multiplication - act of multiplying
-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 mysterious - having an air of mystery
-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

Read each statement. Use the list below and the **Commonly Used Suffixes** on the previous page. Add a **suffix** to each word below that **fits the meaning given**. Then complete the statement with the new word. Use a dictionary as needed.

ance

en

ful

ly

y

1. We must *comply* with the new class rules; no one may be out of _____.

comply + _____ means act of giving in to a wish, request, or demand

2. You have heard the expression that *haste* makes waste, so please do not be _____ when doing this art project.

haste + _____ means tending to be quick or hurried

3. The thief showed no *remorse*, and by not acting _____, she was given the maximum numbers of years in prison.

remorse + _____ means full of deep feelings of regret or guilt

4. It is not *sufficient* to just be in class, you must participate _____ to get a good grade.

sufficient + _____ means done in a satisfactory manner

5. The _____ furniture even had nails made of *wood* holding it together.

wood + _____ means made of wood



Practice

Suffixes can often change the part of speech. (Refer to the **Commonly Used Suffixes** on page 84.) Next to each numbered word below, you are told its part of speech. Use the list in the box below to write the correct **suffix** to **change the part of speech** according to the directions after the sentence. Then complete the following sentence with the new word. Use a dictionary as needed.

al	ance	ful	ure	ly
----	------	-----	-----	----

1. sharp - adjective

The aunt spoke _____ to her daughter when she arrived late. (—change to an *adverb*)

2. enter - verb

Do you know where the _____ to the mall is located? (—change to a *noun*)

3. power - noun

The last speaker gave a _____ speech with many suggestions on how to succeed at school. (—change to an *adjective*)

4. captive - adjective

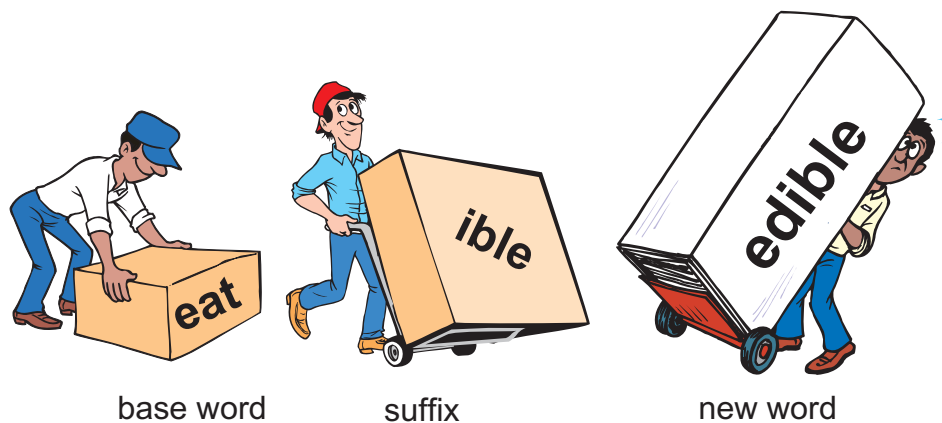
The animal control workers arrived to _____ the frightened bear cub. (—change to a *verb*)

5. refuse - verb

The child had to sit alone during lunch because of her _____ to follow cafeteria rules. (—change to a *noun*)

Base Words: Main Part of the Word

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



Note that you needed to change the spelling of eat.



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. antifreeze—base word: _____

definition with prefix: _____

2. bilateral—base word: _____

definition with prefix: _____

3. disinherit—base word: _____

definition with prefix: _____

4. foreground—base word: _____

definition with prefix: _____

5. misadventure—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. abduction—base word: _____

definition with suffix: _____

2. betrayal—base word: _____

definition with suffix: _____

3. clarity—base word: _____

definition with suffix: _____

4. humanize—base word: _____

definition with suffix: _____

5. stubbornness—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. the word to which a prefix or suffix is added | B. prefix |
| _____ | 3. a letter or group of letters added to the end of a word to change its meaning | C. suffix |
| <hr/> | | |
| _____ | 4. a word that tells something about a verb, adjective, or another adverb | A. adjective |
| _____ | 5. a word that names a person, place, thing, or idea | B. adverb |
| _____ | 6. a word that tells something about a noun or pronoun | C. noun |
| _____ | 7. a word that is used instead of a noun to refer to a person, place, thing, or idea | D. pronoun |
| _____ | 8. a word that expresses physical action, mental action, or state of being | E. verb |



The Main Idea

Getting the Big Point

Every piece of writing includes a **main idea**. This is the most important point of the material. Finding the *main idea* is critical to reading well. The following steps will help.

Find the Topic

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

Read the following paragraph.

The government of the United States of America is divided into three branches. Each branch is organized differently. The three branches vary in several ways. The terms of office are different. The qualifications of members are different.



The means for filling vacancies are different. Finally, the procedures for removing members from office are different. The first three articles of the Constitution outline these differences. These articles also spell out the powers and duties of each branch of the United States government.

Every sentence in this paragraph is about the three branches of the United States government. This is the paragraph's *topic*. The topic is not about how members are elected to fill each branch. This procedure is only mentioned once. The topic of a paragraph is mentioned many times. This is important. The topic is not just mentioned briefly and then forgotten.



Look at the paragraph below.

The legislative branch of the United States government, or Congress, has many duties. Its main duty is to make laws. The Constitution also gives the legislative branch the power to do other things. Several of these duties involve money. Congress is responsible for 1) collecting taxes, 2) borrowing money, 3) regulating trade, and 4) coining money. Congress also has the power to do certain things relating to war. These include the following: 1) declaring war, 2) drafting citizens, and 3) establishing a navy and making rules for the armed forces. The legislative branch also has the power to establish post offices and set laws for becoming a citizen. Finally, Congress has the power to issue patents and copyrights.

What is the topic of this paragraph? If you said “the legislative branch of the United States government,” you are partly right. However, this topic would be too broad. This paragraph does not tell us everything about the legislative branch. We are not told how many members make up this branch. We are not told the qualifications for serving in this branch.

The paragraph tells us more specific information about the legislative branch. It tells us about the *duties of the legislative branch*. 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, “laws for becoming a citizen” would be too narrow. The paragraph discusses more than just these laws.

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. My mother said she didn't exactly fall in love with my father at first sight. But it was pretty close. Dad had literally stopped traffic in a rainstorm. The reason? A turtle was stuck in the middle of Interstate 10. The creature was dazed and confused, and in real danger. Dad stopped his car on the side of the road. He started waving his hands like a madman. Then he ran into the middle of the highway. Horns honked. Brakes squealed. People yelled. But everyone stopped, including my mom. And the turtle was saved. Mom was so touched, she started crying. She overcame her usual shyness. She got out of her car and introduced herself. She asked Dad out to dinner. He accepted. The rest, as they say, is history.

topic: my mom and dad

_____ correct

_____ too broad

_____ too narrow

improved topic: _____



2. All my family loves Italian food. As for me, I can't see why. Everything is exactly the same. Everything has tomatoes on it. Everything has cheese on it. Sure, there's some variety. You can put cheese and tomatoes on pizza. You can put them on pasta. Or you can put them on some kind of flat meat. I enjoy pizza now and then. And I do like Mom's spaghetti. However, I'd like something different every now and then. Maybe some Chinese food?

topic: Italian food lacks variety

- _____ correct
_____ too broad
_____ too narrow

improved topic: _____

3. Did Alexander Graham Bell know what he started? Probably not. However, his invention has many modern uses. We use the telephone to save lives. The 911 emergency number gets medical help quickly. There are also crisis lines. These lines help people who are depressed. Sometimes, crisis lines prevent suicides. We use the telephone for less important things, too. The telephone helps us find entertainment. We can check movie listings with one call. We can buy concert tickets. We can also make dinner reservations. Some cities even have "Dial-a-Joke" numbers.

topic: the telephone can help save lives

- _____ 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 this sound familiar?

Felicia:	Hey, Andre! I was just talking to Tisha and guess what she said?	
Andre:	Why would I care what Tisha said?	
Felicia:	Well, it was about you! And, it was really good. Aren't you just a little bit curious?	
Andre:	About me? Really? What'd she say?	
Felicia:	Well—oops! There's the bell! I gotta run. If I'm late to PE again, I'll get a detention. I'll see you at lunch. It's real good, Andre!	
Andre:	Felicia ... wait!	

Andre found out the topic of Felicia and Tisha's conversation. However, this was not enough. He wanted to know what was said about the topic.

When you read a paragraph, you're like Andre. 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.

Frances Wright was a woman with a vision. She believed that men and women could work together as equals. This would improve their society. Guided by this belief, Wright founded Nashoba in 1825. This was to be a colony where African-American men and women who were slaves could earn their freedom. They could do this by working. However, it was plagued by bad luck. The weather was bad. The colonists became ill. The crops failed. By 1830, Wright's dream had failed.

The topic of this paragraph is Frances Wright's dream. This is the subject the author repeatedly mentions. What does the author have to say about this topic?

The first sentence tells us Frances Wright was a woman with a vision. The next 10 sentences give specific details about this vision. We learn the following:

- she believed men and women could work together as equals
- working together would improve their society
- guided by this belief, Wright founded Nashoba
- Nashoba was a colony where African-American men and women who were slaves could earn their freedom
- they could do this by working
- the colony was founded in 1825
- it was plagued by bad luck
- the weather was bad
- the colonists became ill
- the crops failed
- by 1830, Wright's dream had failed.

The author returns again and again to details about Wright's vision. 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 Francis Wright paragraph states the main idea. It is also very general. Compare it to the others. The other sentences give you specific facts. You learn what Frances Wright's vision was. You learn how she put the vision into action. You learn why it failed. 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 paragraph carefully. Use what you have learned to find the **topic sentence** of each. Write the topic sentence in the space provided.*

1. England is a very old country. England is so old, we really do not know when it was founded. Much of its history was never written down. Instead, it was handed down in the form of stories. The stories changed as they were told. This oral history is not very accurate. It was not until 55 B.C. that any English history was recorded. This was when the Roman General Julius Caesar invaded England. He recorded the events of the invasion. He also described the civilization he found. We have no clear picture of English history before this.

The topic sentence and main idea of this paragraph is _____

2. During the 1600s, people who were mentally ill suffered greatly from their so-called medical treatment. A common belief was that the devil caused mental illness. Much of the treatment was meant to drive it out. This treatment was horrible. Patients were often whipped. They were beaten. Boiling liquids were poured over them. Of course, these treatments usually failed. Then the patients were locked away in hospitals. These hospitals were practically jails. Patients were all but forgotten. They were left to the mercy of their attendants. These attendants were always underpaid. Often, they were as mentally ill as the patients.

The topic sentence and main idea of this paragraph is _____



3. Physical activity was built into our ancestors' lives. They worked in their gardens. They plowed fields. They took care of livestock. They washed their clothes and dishes by hand. They gathered firewood. They walked to get from one place to another. They even spent their leisure time in physical activity.

The topic sentence and main idea of this paragraph is _____

Finding the Implied Main Idea

Ben:	I think Juana is angry with me.	
Evelyn:	Did she say she was?	
Ben:	No. Not really.	
Evelyn:	Then why do you think she's angry with you?	
Ben:	Last night when I called her, she didn't talk very long. She said she had to finish her homework. Then, when I saw her this morning, she just waved at me. She didn't even come over to talk. That's not like Juana. I must have done something to upset her.	

In the above dialog, Ben doesn't know for sure if Juana is angry with him. He assumes she is. He does this based on what he has seen and heard. Ben is drawing an **inference**.

You are no stranger to drawing *inferences*. You have come to conclusions based on what you have seen. You also do it based on what you hear. For example, you notice the type of music a person listens to and how he or she wears his or her hair. Based on this, you come to a conclusion about his or her 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 Ben 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 Juana had a big test she needed to study for. Maybe she had an early



morning appointment and was in a hurry. Ben wasn't really sure about the facts. He *jumped to a conclusion* based on what he saw and heard. This conclusion, or inference, could very well be false.

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

Read the following paragraph.

My brother used to be the nicest boy I knew. He had a sunny disposition and was helpful to everyone he met. The very mention of trying any kind of drug sent him running the other way. Then he became good friends with Bobby and Kyle. Soon he became sullen. He never smiled and was always in a bad mood. Just last week, Mom found a marijuana cigarette in his shirt pocket.



The author returns again and again to his brother's change in behavior. Therefore, we can determine the topic of this paragraph. It is "my brother's change in behavior."

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: "Being friends with Bobby and Kyle caused my brother to change his behavior."

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

The author tells us that his brother used to be very nice. He gives examples of his behavior to prove this. Then the author says his brother became good friends with Bobby and Kyle. Afterwards, the brother's behavior changed for the worse.

Nowhere does the author state that being friends with Bobby and Kyle caused this change. However, the specific sentences lead you to believe this. Since becoming friends with Bobby and Kyle, the brother is unfriendly. He is no longer helpful. Also, he seems to be using drugs. Before, he would not have done this. 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 the main idea was the following: “My brother’s behavior changed because his girlfriend broke up with him.” 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*. 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 experiences.*

1. Some cat and dog owners buy their pets clothing. They also buy special food and toys for their pets. Many people talk to their pets. It is not unusual for some people to carry pictures of their pets.
 - a. Some people treat their pets like people.
 - b. Some people like animals better than other people.
 - c. It isn't normal for people to treat their pets like people.

first incorrect choice and why: _____

second incorrect choice and why: _____

2. The man's clothes were old and dirty; however, they had once been expensive and well-made. The walls of his run-down shack were covered with autographed pictures. Most of these were inscribed to him. He was obviously educated since he used perfect grammar. He talked at length of the many places he had traveled.
 - a. The man had a severe drinking problem.
 - b. The man was unhappy.
 - c. The man had not always been this poor.

first incorrect choice and why: _____

second incorrect choice and why: _____



3. As Sarah gave her speech, her voice trembled. She never looked at her audience. She gripped the podium as she spoke.
- a. Sara gave speeches often.
 - b. Sarah was not used to speaking in public.
 - c. The audience didn't like Sarah's speech.

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 know how to choose their words effectively. They are aware of the power of these words. Good writers know what words to use to make their **audience**, the readers, feel sad, angry, or joyful. They know which words will make readers see or hear an exact image. Words are the tools of a writer's profession. Good readers are aware of how these tools are used.

Read the following sentence.

Brooke watched Jamaal leave the room.



This sentence is simply stated. The sentence gives only two facts.

- Jamaal left the room.
- Brooke watched him go.

However, we know very little about his mood as he left. We have no idea how Brooke felt as she looked at him. We have no clues about the importance of this situation.

Now read the same sentence, rewritten with precise verbs.

Brooke glared at Jamaal as he stormed from the room.



Here, the word *glared* hints that Brooke is angry with Jamaal. The word *stormed* makes us believe that Jamaal is angry as well. The author wanted us to believe the two were angry with each other.

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

Brooke beamed at Jamaal as he skipped from the room.



Here, the words create a much more pleasant scene. Brooke and Jamaal are both in a good mood. The words *beamed* and *skipped* lead us to believe they shared a friendly visit.



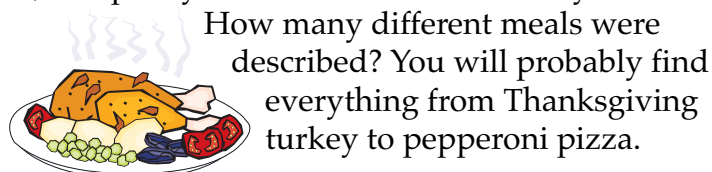
Many words in our English vocabulary have two meanings. All words have *denotive* meanings. The **denotation** of a word is its literal meaning, its exact definition. It is the meaning you would find in the dictionary.

Many words also have *connotative* meaning. **Connotations** are meanings the readers associate with particular words. Using words that are emotion-filled gives the author control of his or her work. Using precisely the right words creates images in the readers' thoughts. Such words serve the same purpose as different colors for a painter.

Let's illustrate this. Take a few minutes and write down exactly what you see, hear, taste, or feel when you read each of these phrases.

- my favorite meal
- a perfect vacation
- my greatest fear

Now, compare your answers with some of your classmates.



What about the perfect vacation? Perhaps you described a week visiting Disney World. Maybe your classmate dreamed of a white-water rafting adventure.

What is your greatest fear? Are you afraid of losing something valuable? Do any of your classmates fear a bad report card? Each person has specific fears or *phobias*. Good descriptions make each one real.

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 generally stated sentence below. Then **rewrite each sentence twice**. Give one sentence a **favorable connotation**. Give the other an **unfavorable connotation**. Use specific, **emotion-charged nouns and verbs** as you write.

1. The woman left the room.

favorable: _____

unfavorable: _____

2. He spoke to the girl next to him.

favorable: _____

unfavorable: _____

3. They ate dinner.

favorable: _____

unfavorable: _____



4. Thomas said goodbye to Ashley.

favorable: _____

unfavorable: _____

5. Camille looked out the window.

favorable: _____

unfavorable: _____

Read each of the general sentences below. Rewrite each sentence using specific, vivid details. An example is given for you.

Example:

general: Sasha likes bright clothing.

specifics: Sasha prefers shirts that are hot pink or purple.

6. The famous lady wore jewelry.

specific: _____

7. The athlete's uniform was dirty.

specific: _____



8. The movie was good.

specific: _____

9. The house was old.

specific: _____

10. His uncle was a bad man.

specific: _____



Practice

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

audience	main idea
connotation	topic
denotation	topic sentence
inference	

- _____ 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 sentence that tells the focus or main point of a paragraph
- _____ 4. meaning that comes from the emotions or ideas readers associate with particular words
- _____ 5. a conclusion based on facts and experience
- _____ 6. meaning that comes from the exact definition of a word
- _____ 7. the readers to whom a piece of writing is directed or the listeners to whom a talk is directed



Literal Language and Figurative Language

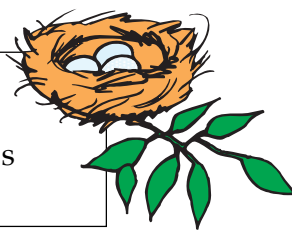
Literal language uses words for their exact meanings. *Literal language* is useful for many things we do every day. We use it to give directions. We use it to explain things.

However, writers do more than direct or explain. They often want to create images. They want their readers to “see” or “feel” exactly what is being described. This is when they use **figurative language**.

Look at these two examples.

Jenna’s dress was blue.

Jenna’s dress was the same color as a robin’s egg.



The first sentence uses literal language. It states a fact—that her dress was blue.

The second sentence says the same thing. However, it creates an exact picture in the reader’s mind. Blue can be many different shades and tints. The color of a robin’s egg is a specific shade of blue.

This second sentence uses *figurative language*. Figurative language includes several figures of speech. This particular example is a **simile**. A *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

Meghan: Hey, Mikhail, would you like a piece of chess pie?
My mom baked it last night.

Mikhail: I don't know. I've never had chess
pie. What does it taste like?

Meghan: Well, it's a little like pecan pie without
the pecans.

Mikhail: Really? I like pecan pie.

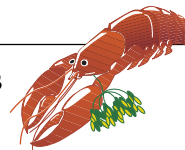
Meghan: Then you'll probably like chess pie. Have a big
piece.



Have you ever had a conversation like this? More than likely you have. You have probably been in a situation like Meghan's. You want someone to know exactly what you're describing. In this case, Meghan wants Mikhail to taste what she is describing. Using a comparison to something familiar helps her do this.

Similes and metaphors are comparisons. A *simile* uses *like* or *as* to make the comparison.

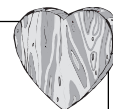
Simile: After sitting in the sun all day, I turned as
red as a steamed lobster.



The above simile compares someone's sunburned skin to the bright shell of a cooked lobster. The simile uses the word *as* to do this.

A metaphor implies a comparison without using such words.

Metaphor: Elizabeth begged Claire for forgiveness, but
Claire's heart had turned to stone.



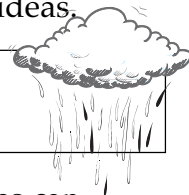
The above metaphor implies that Claire's heart became a stone, hard and unchanging, to show how unforgiving she is. It does not use *as* or *like*.



Personification: Adding Life

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

Personification: The raindrops disappeared into the thirsty soil.



Soil cannot be thirsty. Thirst is something only living creatures can possess. The writer wants us to know the soil is dry. Personification allows us to see exactly what the writer intends.

Onomatopoeia: Using Words for Their Sounds

Some words sound like their meaning. When you use one of these words, you are using onomatopoeia. Some examples of onomatopoeias are *slurp*, *thud*, *plop*, *thump*.

Onomatopoeia: My cat hissed at the dog.



Saying the word *hiss* creates the same sound the cat makes when he hisses. This is an example of onomatopoeia.



Practice

Complete the sentence below with the correct **figure of speech**.

Onomatopoeia: 1. The bacon _____ when I put it into the hot skillet.

Simile: 2. Her eyes were as green as _____ .

Personification: 3. The sun _____ on us as we began our trip.

Metaphor: 4. _____ is a tinkling of silver bells.

Personification: 5. We watched the flames _____ .

Onomatopoeia: 6. My brother's decrepit truck
_____ .

Simile: 7. That pizza is as big as _____ .

Personification: 8. The graceful willow tree _____ in the evening breeze.

Onomatopoeia: 9. I expected a loud _____ when I lit the firecracker, but all I heard was a weak
_____ .

Simile: 10. My best friend looks a little like
_____ .



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

Improved Noun Choices

Three Verbs Used

Improved Verb Choices

Three Modifiers Used (Adjectives or Adverbs)

Improved Modifier Choices

Places I could use figurative language:

Simile _____

Metaphor _____

Onomatopoeia _____

Personification _____



Evaluating What You Read: Recognizing Fact and Opinion

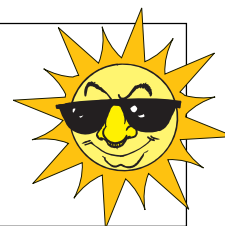
We have learned that writers write for a purpose. Often they hope to convince you of something. Perhaps they want you to agree with their opinion. Maybe they want to change your mind about an idea. Sometimes, they want to sell you a product. Many of these writers are very skilled with words. For this 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 it is **biased** in any way. A *bias* is a strong feeling toward or against something.

You must begin by asking yourself if the content is true or not. Usually, 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.

In the northern hemisphere, the summer solstice is on June 21.

Summer is everyone's favorite season.



The first statement is a specific fact. You can look it up in a science book or on a calendar. 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 ask every person on Earth if summer is his or her favorite season. More than likely, some people prefer other seasons of the year.

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 enjoyed the summer. He was aware that many people do enjoyable activities during the summer. Therefore, many people do prefer summer to other seasons.



This statement illustrates several problems with opinion statements.

- **The writer has jumped to a conclusion.**
- **The statement contains half-truths.** What the writer says is true for some people. The writer could take a survey of several people and prove this. It could not be true for every single person on Earth.
- **The writer has exaggerated.** As indicated before, this statement is partly true. However, the writer states it as complete truth.

Evaluating Reading Material

1. As you evaluate material, ask yourself the following:

- 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?

Does the author want to correct some wrong?



2. Are the statements true?

- How do they compare with your knowledge?
- What facts support the author's opinion?
- Do they justify the author's opinion?
- Is the author qualified to make these statements?

3. Do the statements make sense?

- Does the author recognize the other side of his or her opinion?
- Can you tell which side the author favors?
- Are the author's reasons clearly stated?
- Are the author's reasons understandable?



4. How does the author try to convince you?

- Does the author appeal to your biases?
- Does the author leave out important facts?
- Does the author attempt to flatter you?

5. How effective is the author's argument?

- Do you agree with the author?
- Are you angry or insulted?
- Has the author told you what you want to hear?





Practice

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

- _____ 1. Boys do better in math and science than girls.
- _____ 2. Biology is a branch of science dealing with living things.
- _____ 3. In order to vote, United States citizens must be 18.
- _____ 4. No one under the age of 18 is mature enough to choose national leaders.
- _____ 5. Thomas Jefferson was one of the authors of the Declaration of Independence.
- _____ 6. Thomas Jefferson was our most intelligent president.
- _____ 7. Sir Arthur Conan Doyle created the Sherlock Holmes mysteries.
- _____ 8. First Amendment rights include freedom of religion, speech, and press.
- _____ 9. The most important of these to everyone is freedom of speech.
- _____ 10. Everyone in the United States watches too much television.



Practice

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

bias	onomatopoeia
figurative language	personification
literal language	simile
metaphor	

- _____ 1. a comparison between two different or unlike things using *like* or *as* in the comparison
- _____ 2. a strong feeling toward or against something
- _____ 3. uses words in such a way that the reader sees something special or feels a particular way; uses words to describe and create images
- _____ 4. the use of words that sound like their meanings
- _____ 5. an expression that gives a human characteristic or action to an animal, object, or idea
- _____ 6. uses words for their exact meaning—the meaning found in the dictionary
- _____ 7. a comparison between two different or unlike things without using *like* or *as* in the comparison



Understanding Visual Messages: Reading Graphs, Tables, and Diagrams

All of your textbooks contain graphic organizers or visual displays. These displays show how facts relate to one another. Your reading materials 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*. 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* shows how things change over time. Below is an example.



Line Graph

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

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

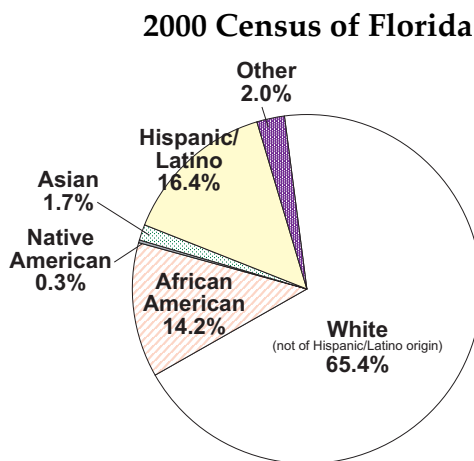
The horizontal line (↔) shows time. This graph is divided into five-year segments.

When was unemployment at its highest? At its lowest?



The Pie Graph

A *pie graph* is used to compare parts of a whole. The shape of a pie graph is 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

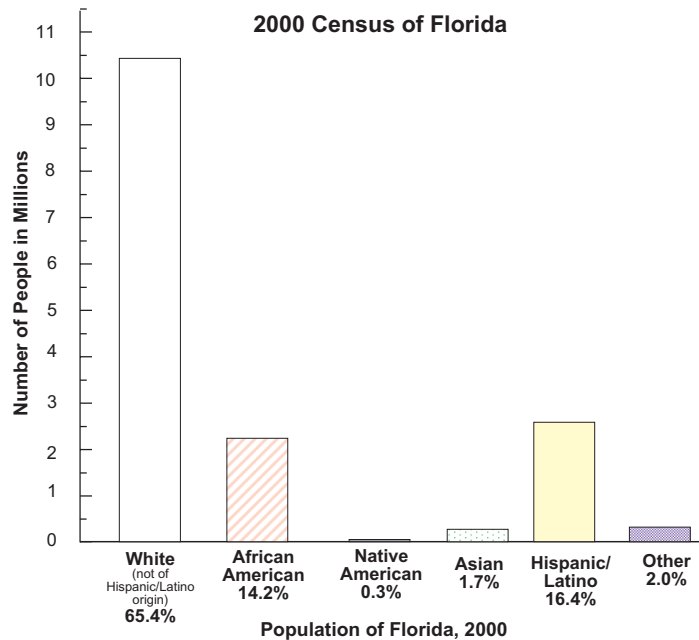
A pie graph shows proportions. In the pie graph above, you can see that 14.2% of Florida's population is African American. This percentage is represented by a *slice* of the whole pie. The whole pie represents 100% of Florida's population and then each slice is labeled.

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.



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.

Understanding Tables

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

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

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



The Comparison Table

The table below 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

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.

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



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 below shows the healthy ranges of body fat for human beings. 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

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

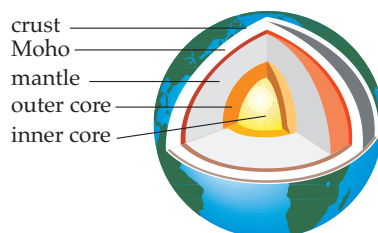


Understanding Diagrams

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

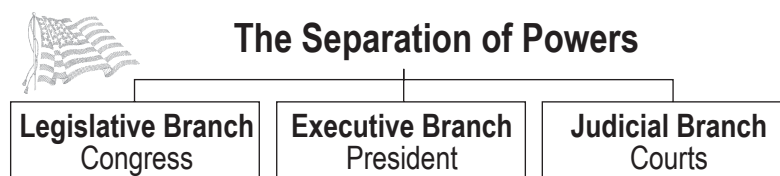
A *picture diagram* is just what it sounds like. A *picture diagram* is a picture or drawing. The picture can show the subject in different ways. Some parts could be left out. Other parts could be enlarged. This allows the writer to emphasize and discuss certain parts. Below is a diagram of the earth.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



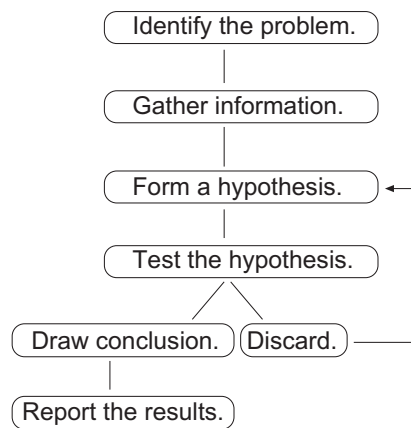
Here, the different boxes are on the same level. They are also equal in size. This means each division is equal in importance.



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.

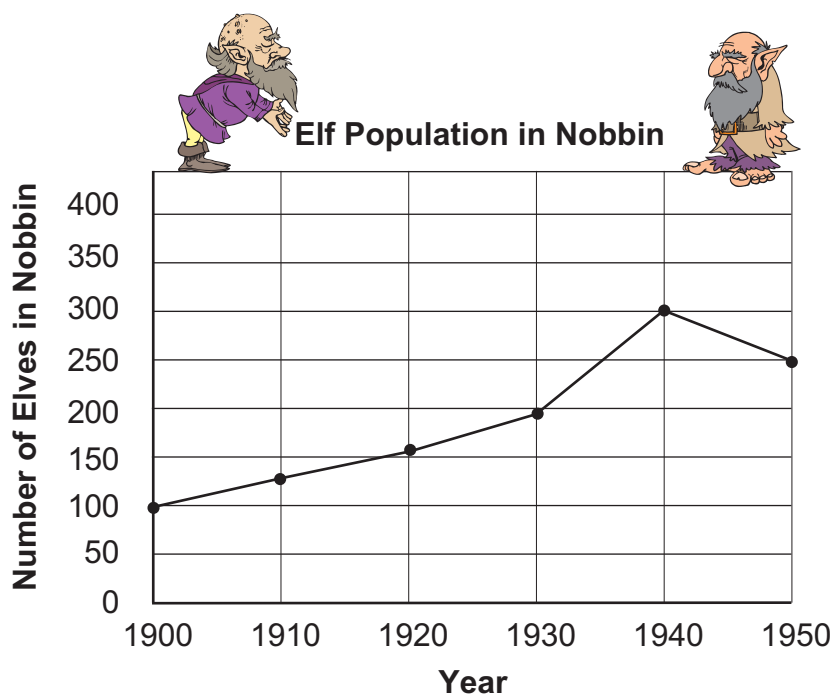
Look at the diagram of the steps in the scientific method. This diagram is also called a *flowchart*. Flowcharts show a sequence of events, actions, roles, or decisions.

Steps in the Scientific Method



Practice

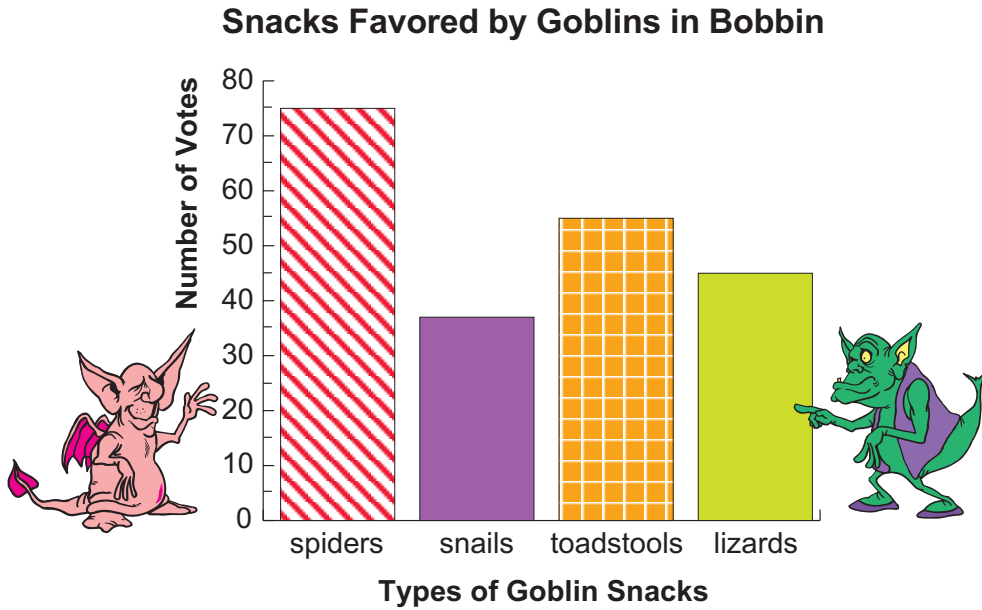
Use the **line graph** below to answer the following.



1. What is the subject of this graph? _____
2. How many years are covered in this graph? _____
3. Between which years was the greatest growth in the elf population? _____
4. What year was the low point for the elf population? _____
5. What was the elf population in that year? _____



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



6. What kind of graph is this? _____

7. What four things are being compared? _____

8. What can you learn from this graph? _____



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

9. What is the subject of this comparison table? _____

10. What can you learn from this table? _____

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

11. Which two cities are farthest apart? _____

What is the distance between them? _____

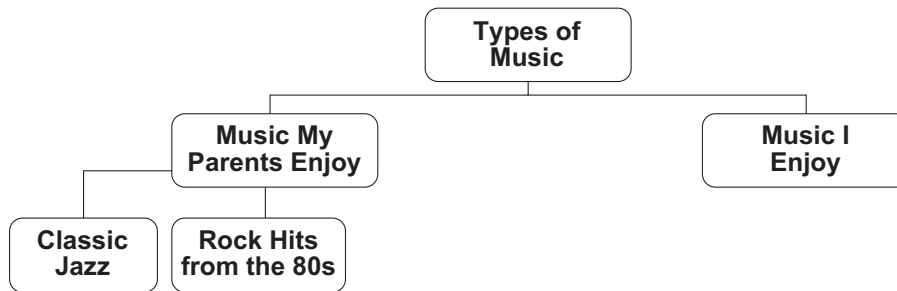
12. Which two cities are closest together? _____

What is the distance between them? _____



Practice

Make as many additions to the following **diagram** about types of music 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 **graphic organizer or visual display**.*

For example, you could consider the following:

- a bar graph showing students' ages or eye color
- a pie graph showing the months of students' birth
- a diagram of your classroom



Finding Information



The amount of information available to us increases every day.

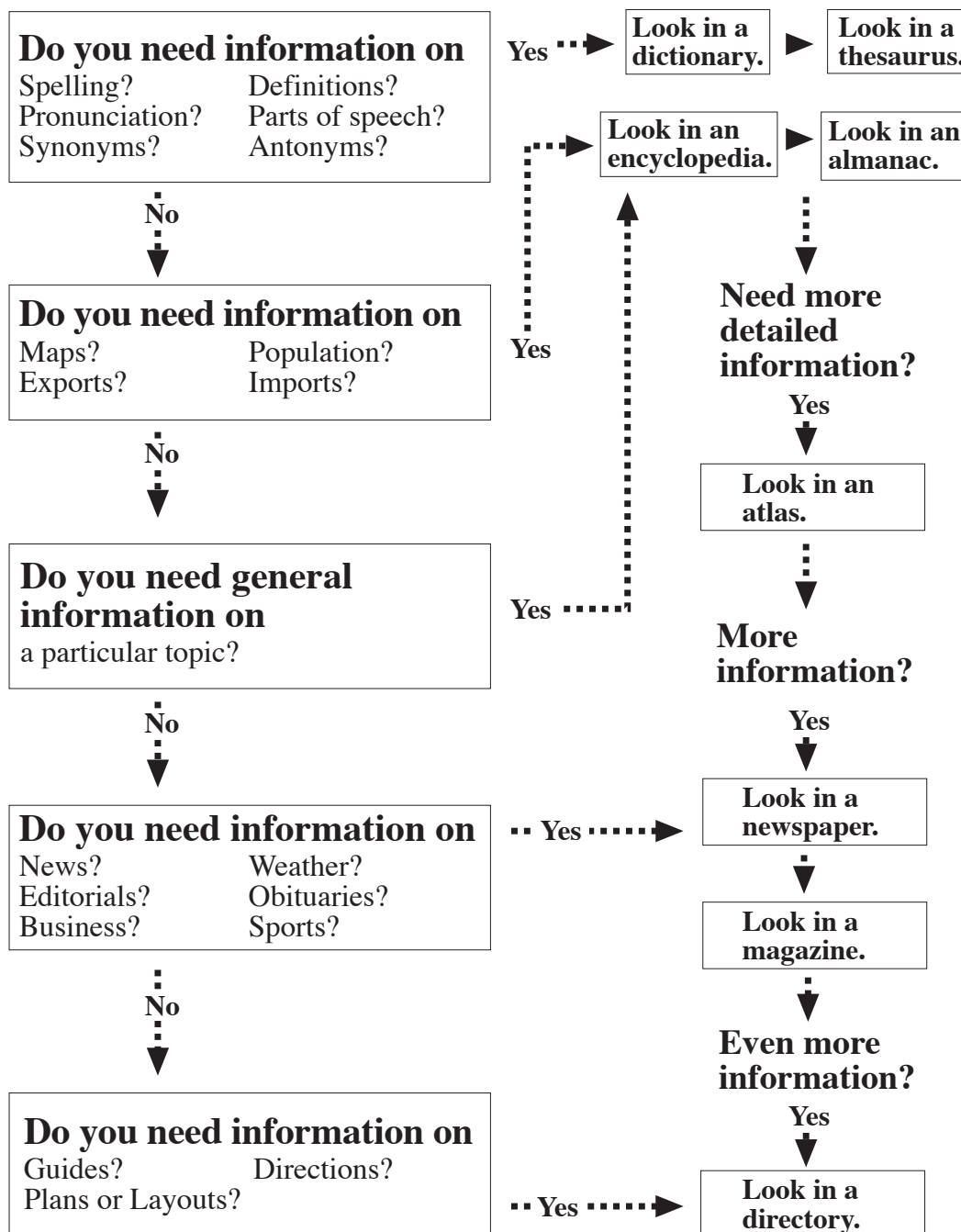
Words and messages are part of our daily lives. They tell us what is good for us. They tell us what we should buy. They tell us what we should know. Understanding this information allows us to select what we will find useful.

The amount of information available to us increases every day. 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 first 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 will tell you who founded the city of Jacksonville?
- _____ 2. In which source will you find specific information about the climate of Key West and a detailed map of the region?
- _____ 3. Where would you find out about the bills passed during the most recent legislative session?
- _____ 4. Where would you find a definition for the word *pugnacious*?
- _____ 5. Where would you find a list of synonyms for the word *sardonic*?
- _____ 6. Which source will give you a forecast for today's weather?
- _____ 7. Where would you find the current population of London, England?
- _____ 8. Where should you look to find out how to pronounce *sang froid*?
- _____ 9. Which source should you use to find the distance between Disney World and Tallahassee?
- _____ 10. Which source would you use to find a list of antonyms for the word *circumspect*?



Using the Parts of a Book

You have searched the library. You have exactly the right book for your project. Now you need to use that book efficiently. Instead of jumping right in, look at the book's parts. Taking the time to do this will help direct your reading. The information below will help you effectively examine the parts of a book.



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

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

Copyright Page. The *copyright page* follows the title page. Usually it is printed on the back of the title page. This 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 come next. 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. This 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. Here 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. This is a type of dictionary. It lists and defines words used in the text.



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

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.



Checking a Dictionary

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

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

331

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* tells you all the ways a word can be used. For example, you 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. They 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* tells the history of the word. A word's history may trace the origin of the word and tell which languages it came from. This information is placed in brackets.

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

Responding to What You Read

Part of the reading process is understanding the material. Another part is showing that you understand it. You do this by responding to the material. There are several ways to do this. You could answer questions about the material. You could draw a picture showing how it makes you feel. You could also write a summary of the material. In this section, you will prepare a summary.



Summarizing Information

A summary is a short piece of writing that relates the main points of a longer selection. Writing summaries will help you find and understand these main points. Reviewing the summary later 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 facts.

The following steps will help you prepare your summary.

1. Gather and organize information.

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



- Determine essential information. What details can you remove and still understand the passage? What details must remain? Those that remain are essential. You can usually omit examples, stories, and words in parentheses.
- Write down details about essential information. Write these details in phrases or fragments. Do not write in complete sentences. Set off each fact with a number, letter, or bullet. Again, use your own words as much as possible.
- Note the method used to present information. Is it in chronological order? Does it compare and contrast? You will need to keep your notes in this same organization.

2. Write your first draft.

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

3. Revise your first draft.

- Read your draft carefully. It is a very good idea to read it aloud. Ask yourself the following questions:
 - a. Have I stated the main idea? Is it clear and easy to understand?
 - b. Have I included all essential information?
 - c. Have I omitted nonessential information?
 - d. Is it clear how the details support the main idea?
 - e. Did I use the correct order of details?
 - f. Did I use my own words?



- Compare your summary to the selection. A good summary should be about one-quarter the length of the selection. Is it too short? You have probably left out essential details. Is it too long? You have probably included nonessential details.
- Add details if you need to. Omit details if you need to.

4. Finalize your draft.

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



Practice

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

Why People Start Using Tobacco: Copying Other People's Behavior

Few people would ever smoke cigarettes if they weren't influenced to do so. Many smokers have watched their parents and older siblings smoke. Smoking becomes one way to model themselves after their family members. Teenagers are four times more likely to start smoking if they see their parents or siblings smoking. Parents who smoke should understand this. They are probably passing their habit on to their children.

Half of all teenagers who have at least two friends who smoke also begin to smoke. Very few teenagers whose friends do not smoke become smokers. We can pick our friends. Choosing healthy friends who don't smoke is good way not to be tempted to become a smoker.

Advertising is also a powerful influence on teenagers. Ads show macho and healthy cowboys. They smoke as they ride through beautiful nature scenes. Sexy men and women use cigarettes as they socialize. We want to be like these people. They are successful and good looking. Cigarettes appear to be part of their image. They are just as much a part of their success as their tailored suits and laptop computers. These images, however, are far from the truth. Smokers are not healthy. Nor are they sexy. They smell of stale smoke and have yellow teeth. They may be good looking for a few years. However, smoking will cure their good looks with wrinkles and bad skin.

Advertising companies work hard to hook young adults. Two million smokers throughout the world die each year from smoking-related diseases. Advertisers need to replace these customers.



Summary Planning Sheet

Title of Selection: _____

Main Idea: _____

Unfamiliar Words or Phrases: _____

Supporting Details or Most Important Facts: _____

*On your own paper, use your information above to **write a draft summary**.
Revise and finalize your draft. Use numbers 3-4 on pages 142-143 as a
checklist. Then **write a final copy**.*



Practice

Use the list below to complete the following statements.

base word	main idea	suffixes
expository writing	persuasive writing	summary
headings and subheadings	previewing	

1. _____ helps you to strengthen your reading skills and helps you find the writer's purpose.
2. The _____ tell you what is important in the paragraphs. They help you organize information.
3. The ending paragraph is also called the _____ .
4. _____ explains or informs readers.
5. We use _____ to convince readers to agree with our opinion on a particular issue.
6. A _____ , also known as a root word, is the main part of the word.
7. _____ are added to the ends of words. They can often change a word's part of speech.
8. Every piece of writing includes a _____ , the most important point of the material.



Use the list below to complete the following statements.

connotations
denotation
dictionary
graph

literal language
personification
title page
topic sentence

9. The _____ contains the main idea of a paragraph.
10. The _____ of a word is its literal meaning and is the meaning you would find in the dictionary.
11. _____ are meanings the readers associate with particular words.
12. _____ is useful for giving directions or for explaining things.
13. _____ gives human qualities to objects or ideas.
14. A _____ is information in picture form.
15. The _____ is usually the first page of a book which contains the book's title, the author's name, the publisher's name, and the place of publication.
16. A _____ is the best source for finding word meanings.



Practice

Use the **student book** to find answers to numbers 1-5 below.

1. In previewing the introduction or opening paragraph of a reading selection, what three questions should you ask and answer as you work?
 - a. _____

 - b. _____

 - c. _____

2. List the five kinds of context clues you can use to help understand unfamiliar words as you read.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
3. Provide the word structure term that each of the following sentences describes and defines. Then provide an example.
 - a. A word part added to the end of a word; it often changes the word's part of speech.

term: _____

example: _____



- b. The main part of a word, the root.

term: _____

example: _____

- c. A word part added to the beginning of a word. Often it changes the meaning of a word; it sometimes changes it to its complete opposite.

term: _____

example: _____

4. What three questions do you ask to find the topic of a paragraph?

a. _____

b. _____

c. _____

5. What are the three steps to finding the main idea of a paragraph?

a. _____

b. _____

c. _____



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

- _____ 6. A writer must directly state the main idea of a paragraph. Otherwise, it is poorly written.
- _____ 7. The denotation of a word is the meaning you would find in the dictionary.
- _____ 8. Connotative language always gives a positive image to the reader.
- _____ 9. Literal language is useful in stories where the writer wants the reader to “feel” the written word.
- _____ 10. Figurative language includes similes, metaphors, personification, and onomatopoeia.

Read the following statements that describe a **good summary of a reading passage**. Write **True** if the statement is correct. Write **False** if the statement is not correct.

A good summary

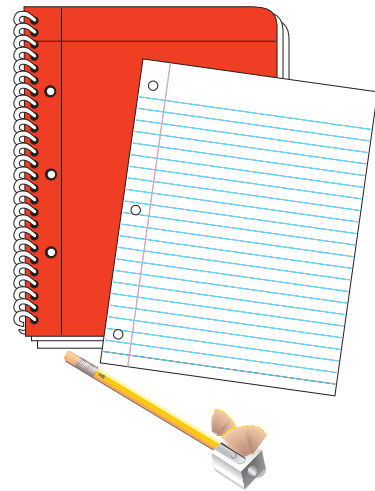
- _____ 11. states the main idea.
- _____ 12. states your opinion of the material.
- _____ 13. is about half the length of the selection.
- _____ 14. is in the same order as the original selection (for example, chronological or comparison and contrast).
- _____ 15. uses your own words.

Unit 3: Writing—Using Strategies to Shape Writing

Unit Focus

Reading

- Use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection. (LA.A.1.3.1)
- 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)



- Synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. (LA.A.2.3.7)

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)
- 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)

Language

- Understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language. (LA.D.1.3.1)
- Demonstrate an awareness of the difference between the use of English in formal and informal settings. (LA.D.1.3.3)
- Select language that shapes reactions, perceptions, and beliefs. (LA.D.2.3.1)
- Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications. (LA.D.2.3.2)

Literature

- Understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. (LA.E.1.3.3)



Unit 3: Writing—Using Strategies to Shape Writing

Overview

Most of you began writing when you began school. Since then, you have learned more each year. It has become a part of your everyday life. It would be hard to imagine your life without the ability to write. This unit will help you improve the writing skills you have. It will also help you to build new writing skills.



Most of you began writing when you began school.

The unit begins with a guide to prewriting. This is when you plan a writing project. Prewriting is an important first step. It 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 also 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 also learn about the different ways to organize a paragraph. In addition, you will learn about the different types of paragraphs.

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



Vocabulary

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

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



persuasive writing	writing that focuses on convincing readers of an opinion or claim, or to take a particular action
purpose	the specific reason a person has for writing
sensory details	details that appeal to the five senses: sight, touch, smell, hearing, and taste
subject	whom or what a sentence is about
supporting details	the words used to support the main idea or topic sentence <i>Examples:</i> 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* by your teacher. This topic is usually a *broad*, general subject area. For example, your language arts teacher gives you a *subject*. You are to write a **paragraph** about Edgar Allan Poe. 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 Poe's tragic early life. You could discuss his unsuccessful attempt at West Point. You could talk about a number of more specific topics. All of these relate to the life of Edgar Allan Poe.



Often, you will be given a topic by your teacher.

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 found out that Poe's wife Virginia died when she was very young. You remember reading one of his poems titled "Annabelle Lee." The poem was about a man whose wife had died at a young age. You look back at your research. You read that for most of his life, Poe was depressed and unhappy. You also find that many of his poems are about the deaths of beautiful women. You wonder if there were other women close to Poe who died. Also, you wonder if their deaths influenced his poetry and made him unhappy.

As you continue your research, you find the following:

- Poe's mother died when he was only two. This left him and his brother and sister orphans. Their father David had died several months before.
- In 1824, Mrs. Jane Stith Stannard died. Mrs. Stannard was an adult friend to Poe. She had treated him kindly, and he had a schoolboy crush on her. He later wrote a poem, "To Helen," to her memory. He cherished her memory for the rest of his life.



- In 1829, Poe's stepmother died. He had been very close to her, and he felt her loss greatly.
- In 1847, his wife Virginia died after years of sickness.
- In addition, you find the following poems and short stories centered around the death of a wife or loved one: "The Raven," "The Tomb of Ligeia," "Ulalume," and "Lenore."



You began with a broad subject—the life of Edgar Allan Poe. You then narrowed this to a useful topic—how Edgar Allan Poe's tragic losses influenced his work.

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

Colleen recently completed an essay. It was about a special moment from her childhood. She wrote about digging potatoes in the garden with her grandmother. Colleen knew all the



Colleen recently completed an essay.

details she needed to write the essay. She had firsthand personal experience. She did not have to research her topic. Colleen related a personal experience. You will often be asked to write about personal experiences. Like Colleen, you will already know exactly what to say.

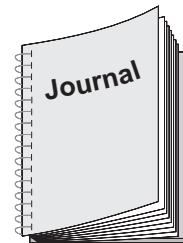
For other assignments, you will know very little. You will need to gather *details*. This involves collecting information. It also involves planning how you will use these details. You will gather information for research papers, reports, essays, and articles.

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

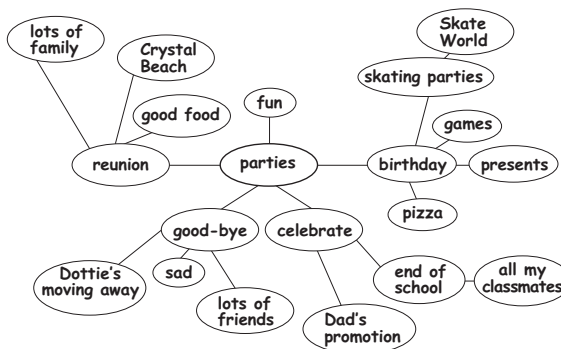
Collecting Your Thoughts

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

- **Keeping a Journal:** Each week write in a personal journal. Write about what you do each day. Write about how you feel. Reread these entries. Underline ideas you would like to write more about. Add any new ideas that come to mind as you read these entries.
- **Clustering:** Think of your topic. Choose a focus word. This should be a general word that relates 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? If so, can you group them under one word? As you look over your cluster, can you think of other words to add? If so, add them. 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 have one or more **vices**. Vices are bad habits—things we know we should not do, but do them anyway. To give two examples, most of us eat more junk food than we should. Some of us have trouble being completely honest.*

*However, we all have **virtues** as well. Virtues are particularly good qualities, and all of us combine our virtues to create our own set of standards we try our best to live by.*

Below, list 10 virtues that you feel you have. Write down those that you do your best to live by each day. Do not worry about always being perfect.

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

*Choose one of these **virtues**. In a nicely structured essay on your own paper, explain to one of your friends **why you feel this virtue is important**. Give your reasons for making it one of your “golden rules.”*



Practice

*All of us are presented with **critical** or **defining** moments at different times in our lives. These are moments when we **must make a decision**. Usually, it involves deciding between what our **heart** wants to do and what our **head** tells us we should do. Often our friends are involved. Our decision may center around going along with the crowd or being our own person. These decisions are **never** easy. However, these decisions are important in helping you mature. They are important because you must live with the results of that decision.*

*Think about moments when you were faced with such decisions. Then, thinking about these moments, **freewrite for 10 minutes**. If you cannot think of anything right away, just begin writing. Repeat the instructions. Allow your thoughts freedom and write down what you think. Do not worry about punctuation or spelling. Also, there is no need to set speed records. Simply **write steadily for 10 minutes**. Use additional paper as needed.*

[illegible]



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

Who? _____

What? _____

When? _____

Where? _____

Why? _____

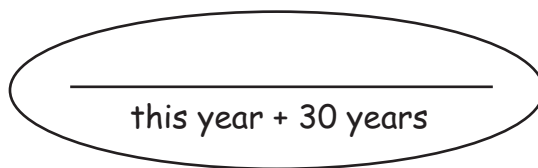
How? _____

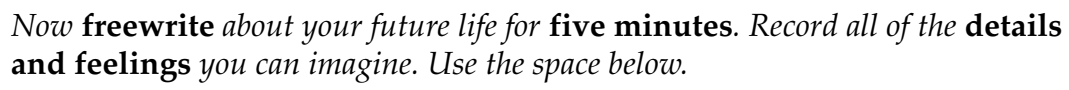


Practice

Where will you be in 30 years? What will you be doing? What will your life be like? Your home? Your house? Your family? What dreams are you having right now that you hope will come true?

Think of your future. *In the center, write down the year that is 30 years from now. Then cluster words and ideas around this year with details about your life as you envision it to be. Be as specific as you can. Be creative, colorful, and wild. Remember, this is your vision. The sky is the limit.*



168



Practice

Choose **one** of the three **useful topics** that interested you on page 161. Use one of the methods on pages 162-163 to **collect your thoughts**. How much did you know about your **topic**? Probably quite a bit. You now need to **record this knowledge**. Below is an example of an **Inventory Chart**. It will help you organize your information. Note that the first column is labeled **What I Know**.

*Look over the information you just collected. Decide **which details are important**. Write them down under the **What I Know** column. It is not necessary to write in complete sentences. **Number each detail as you list it.***

[illegible]

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.

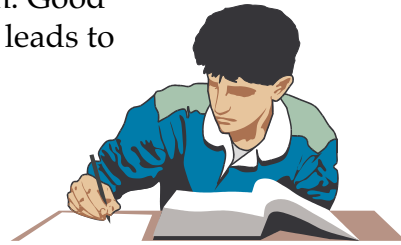


Researching

At one time, researching meant reading. It still includes reading. However, researching now means much more. It now also includes watching videos, digital versatile discs (DVDs), and television programs. It also includes listening to tapes or compact discs (CDs) about your topic. Surfing the Internet will also provide a wealth of information. (See Unit 1.)

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

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



Good notes lead to good organization.

- Reread material 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 46-47 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 ballad form of literature. A *ballad* is a narrative song. This essay follows the description pattern. It tells you what the ballad is like. It describes its origins and the usual contents of a ballad.

The Ballad: Continuing the Oral Tradition



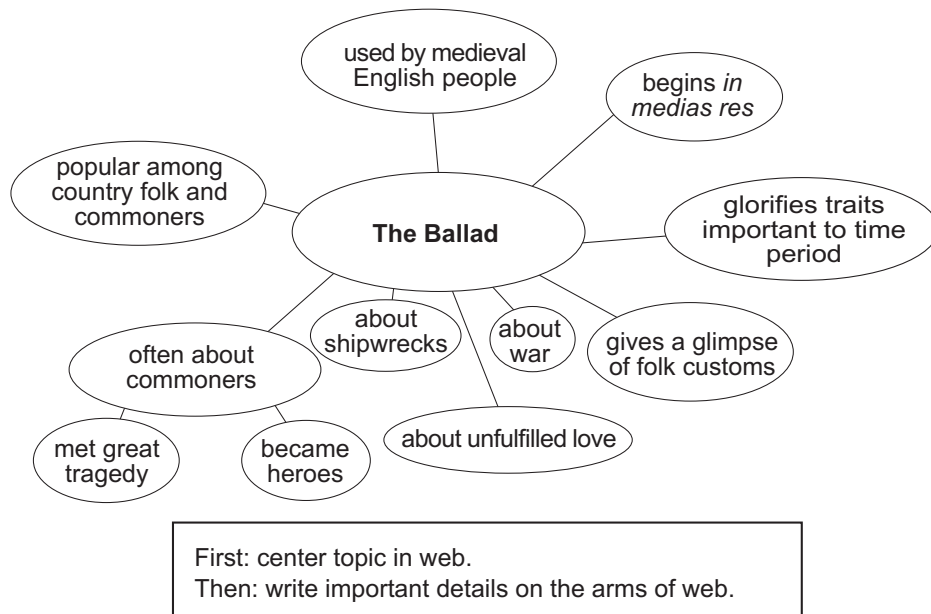
Medieval English people passed stories and legends from one generation to the next. They did this through stories and songs. One of the most popular forms for doing this was the ballad. Ballads were very popular among country folk and commoners. Often, ballads were about ordinary people. Sometimes, these people met with great tragedy. Other times, they achieved fame as heroes. Shipwrecks, war, and unfulfilled love were also popular subjects.

The ballad has several other characteristics. It always begins in the middle of a situation. In Latin that is referred to as *in medias res*. The ballad glorifies character traits and values important to the time period. For example, during medieval times, being a strong, brave warrior was important to survival. For this reason, the heroes of ballads were usually strong, brave warriors. Finally, the ballad allows us a glimpse of folk customs and traditions.





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 a topic. Look at the following example of the web for “The Ballad.”



The Main Idea and Supporting Details Pattern

The information in the article below follows the **main idea** and **supporting details** pattern. The first sentence introduces the topic and the main idea. The following sentences support the main idea.

The “Where” of Horror Movies

Classic horror movies are often set in faraway, mysterious places. The action in *King Kong* began somewhere in Africa. Although we were never given specifics, it was in a deep, dark jungle. *Dracula* always began in the desolate woods of Transylvania. Later, the scene shifted to the fog-drenched streets of London.



The Mummy

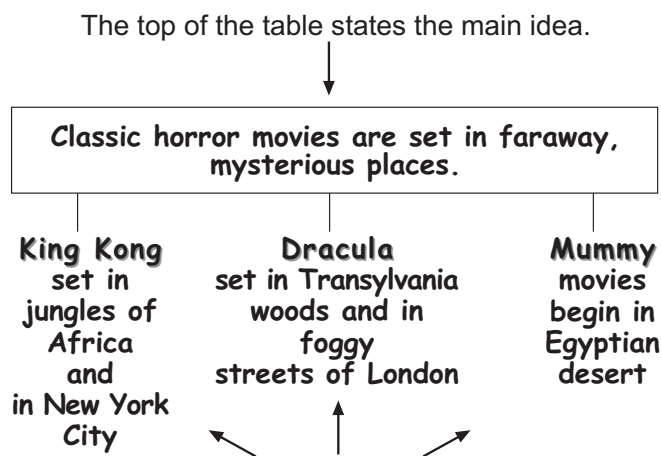


Dracula

Several films were made featuring the Mummy. All of these began in the heart of a mysterious pyramid, half-hidden by the desert sands of Egypt.



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.

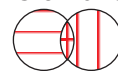


The table “legs” list supporting details.

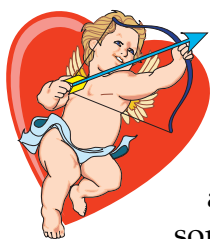
The Comparison and Contrast Pattern

The information below compares English and Italian sonnets. The first paragraph discusses the sonnet. It also lists similarities between the two. The second paragraph discusses the English sonnet. The third paragraph discusses the Italian sonnet.

Compare and Contrast



The Sonnet: The Language of Love



During the Middle Ages, poets wrote about very passionate feelings of love. Many of them used a special type of poem called the *sonnet*. A sonnet is a poem consisting of 14 lines. Each line consists of 10 syllables that follow an exact rhythm. The sonnet was a form borrowed from Italy. The English writers made some changes in the form. As a result, there are two kinds of sonnets. These are the English sonnet and the Italian sonnet. Both are difficult to write. This is because they both require an exact number of lines, 14. They also require an exact number of

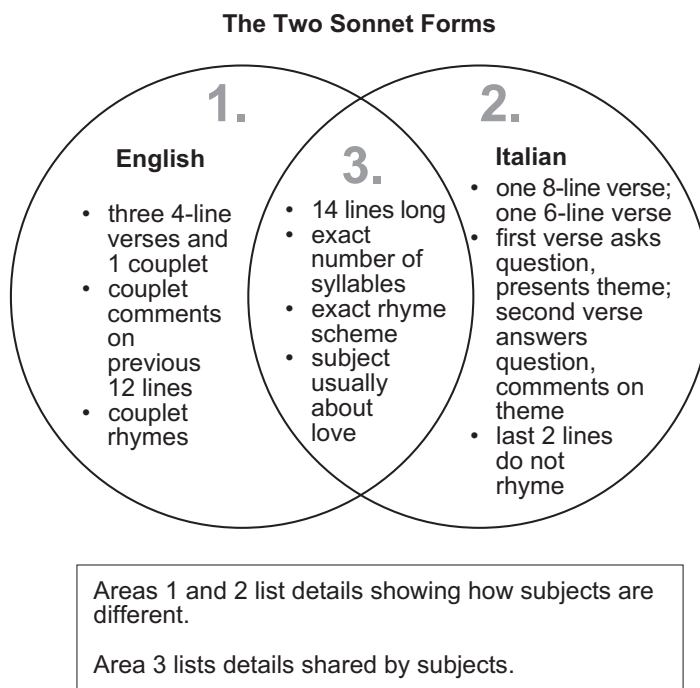


syllables and an exact rhyme scheme. The difference between the two is in the rhyming patterns and structure of the poem.

The English sonnet consists of three verses containing four lines each. These are followed by a *couplet*, or pair of verses, usually of the same length. The couplet will comment on the ideas presented in the first 12 lines. Also, the final two lines, the couplet, will rhyme.

The Italian sonnet begins with a verse of eight lines. This first verse states a theme or asks a question. The poem concludes with a verse of six lines. This verse comments on the theme or answers the question. The final two lines of an Italian sonnet do not rhyme.

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



The Chronological Order Pattern

The following information provides details in *chronological order*. Chronological order means that the details are listed in *time order*. The selection discusses the English civil war. The details are given in chronological order.

English Royalty

As the Renaissance ended, England was in turmoil. Elizabeth's successor, James I, and his son Charles I, lived richly. They believed in the divine right of kings. This was a belief that the English king or queen was God's agent on Earth. Charles I was so unpopular that civil war began in 1642.



James I

This war was waged between two major factions. The supporters of the king were known as Royalists. The supporters of Parliament were led by Oliver Cromwell.

Cromwell was a Puritan. He was also an excellent military leader. His army defeated the Royalists in 1645. Charles I was beheaded in 1649. Cromwell became head of the English Commonwealth. When he died in 1658, his son Richard took his place. However, Richard was not the strong leader his father had been. Parliament then invited Charles II, the son of the executed king, back to the throne. He became king in 1660. Charles had learned from his father's mistakes. His rule was without incident.



Charles I



Richard

In 1685, Charles II was succeeded by his brother, James II. King James II abused his power. Parliament decided they would have to remove James II from the throne.

They decided to seek help from the daughter of King James. Her name was Mary, and she was married to William of Orange and living in Holland. Parliament asked them to come from Holland and take over James II's throne. Surprisingly, this didn't cause a war. Perhaps James



Charles II



remembered what had happened to his grandfather, King Charles I. He left the throne quietly in 1688. Parliament persuaded William

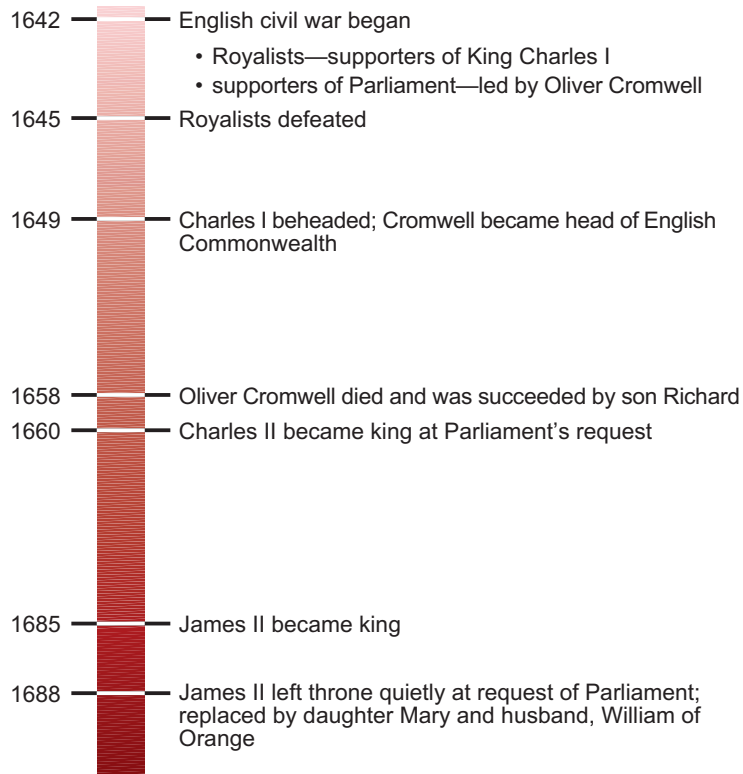


William and Mary

and Mary to give up many of their royal powers. This change came to be called the Bloodless Revolution or the Glorious Revolution. The reason it was glorious was because it was peaceful. Also, the Glorious Revolution changed the government of England dramatically. The time of absolute monarchs was over.

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

English Royalty





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. You need to write your paper.

Look back over your Inventory Chart on page 169. Did you find the answers to your questions? Did you find the details you needed? If so, write these details on your Research Inventory Chart on the following page. Put them in the “What I Learned” column. Make sure to write down where you found each fact.

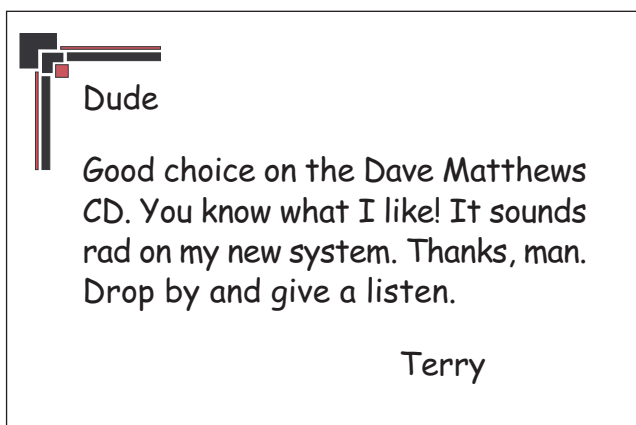
Take one final look at your Research Inventory Chart. Do you have enough information to write your paper? If you do, you are ready to begin. If not, you will need to do more research.



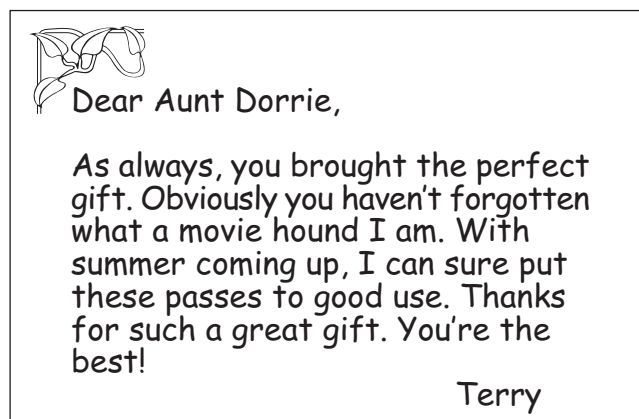
Writing for an Audience: Tailoring Your Words and Content to Fit Readers

Imagine this. It is the day after your birthday party. The party was a large one. You invited your best friends. Your mother invited your relatives, those you know well and those whom you do not. Your father invited several people from his office, none of whom you really know. All of these people brought you very nice gifts. Today, your mother insists, you must write thank-you notes to all of them.

The note to your best friend might look something like this:



To your favorite aunt, you might write:





The note to your father's new business partner and his wife, whom you had never met before, might be similar to this one.

Dear Mr. and Mrs. Marshall:

Thank you so much for the gift certificate to Barnes and Noble. I enjoy reading a great deal, so I will enjoy your gift very much. I enjoyed meeting the two of you very much. I hope to see you again soon. Again, thank you for your generous gift.

Sincerely,
Terry

Your words changed because your **audience** changed. Writing is communication. In order to communicate, you must choose words your reader can understand. What would the Marshalls have thought about a note like the one you sent your friend? What would your friend have thought about a note like the one you sent the Marshalls?

In order to communicate, you must also include the right amount of information. Is the following situation familiar?

Mrs. Chin: Okay, class. That's your writing assignment. Make sure you're following MLA manuscript format on your final draft. Drafts are due on Thursday before the bell rings. I'll see you tomorrow.

Audrey: (to Keith) What does she mean by MLA manuscript format?

Keith: You remember. We went over that last semester in Mr. Raybourn's class. It's how you double-space your writing, put your name a certain way on every page, ...

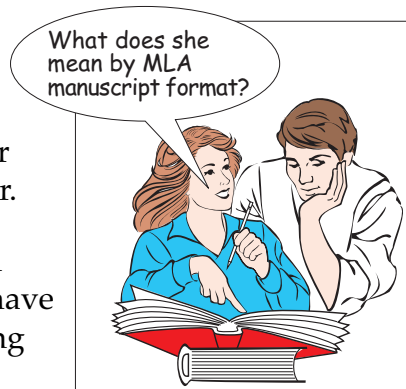
Audrey: I wasn't in Mr. Raybourn's class last semester. I wasn't even at this school.

Keith: Oh, yeah, that's right. Well, let's see Mrs. Chin. I'll bet she can get you a handout or something. It's really not all that hard.

Audrey: Thanks, Keith.

Keith: (to Mrs. Chin) Mrs. Chin, Audrey is new to Brookedale this year. Her class didn't cover MLA manuscript form last year.

Mrs. Chin: Oh, my goodness, Audrey. You should have told me earlier. I have a handout back here in my filing cabinet ... Yes! Here it is. This should tell you what you need to know. If not, just ask. And, if there's anything else you don't understand, let me know, okay?



Audrey: Yes, Mrs. Chin. And thank you.

Mrs. Chin's audience was her entire class, including Audrey and Keith. However, Keith knew more about the subject than Audrey. In explaining how to prepare her essay, Mrs. Chin needed to give more information to Audrey. Like Mrs. Chin, you need to make sure you include enough information in your writing. 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. Each was written for a different audience. Note how the word choice and information is different in each.

(a)

Dear Mrs. Stein:

My family and I are hosting a barbecue for our new neighbors, and we hope you can join us. The Randalls are new to our city. Their daughter, Amanda, will be attending Central High School in the fall. Since you are our principal, we all thought this would be a nice opportunity to meet each other.

The barbecue will be next Saturday night at 6:30. Our address is 6647 Elmwood Avenue. Elmwood is the first street off Stuart, the one-way street in front of the school.

Please give us a call if you can attend. Our number is 555-1543. We look forward to seeing you then.

Sincerely,

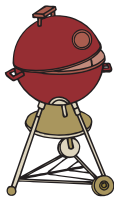
Rosanne Chambers

(b)

Dear Thomas,

Can you come to a barbecue next Saturday night? My new neighbor, Amanda, and her family will be here. I'd really like her to meet you. She's planning on auditioning for symphonic band. She plays the oboe—do you believe it? Since you'll be section leader, I'd like you to meet her. She doesn't know anybody yet. She's a little scared about starting a new school. It'll help if she knows some people before she starts.

Let me know if you can come. We plan to eat around 6:30. Mom said to tell you she's making strawberry cheesecake.



Hoping to see you,

Rosanne

(c)

Mandy,

Tell your folks the party's on. Lots of people coming—even the principal. Five or six kids from band, too. I think you'll like them. Just don't laugh at Thomas if he wears a tie. He's usually a little out of step. He's really a sweetie though.

Give me a call later and we'll decide what to wear.

Love ya!

Rosie



In these examples, Rosanne is inviting people to a party. Note (a) is to her principal. Her language is formal. She probably likes her principal well enough. However, they are not close friends. Rosanne gives details about the reasons for the party. She also gives fairly detailed directions to her home. This is because the principal probably has never been there before.

Note (b) is to Thomas, a classmate of Rosanne. Obviously, the two are friends. He appears to know where her home is. He has eaten her mother's cheesecake before. However, he does not appear to be Rosanne's best friend. Her language is informal. She gives the reasons for the party, but not directions to her home.

Note (c) is to Amanda, for whom the party is being held. Obviously, she and Rosanne have become good friends. The language is very informal. Obviously, the two have discussed the party at some length. Rosanne does not mention any of the details—time or place—in her note. Rosanne has changed her language for her audience. She has also changed the amount of information she has given to each of her readers.

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.



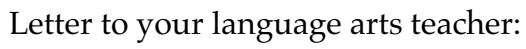
Practice

Choose **one** of the **topics** below. Then draft **three letters** to **three different people**. Address one to **your friend**. Address a second one to a **student you have just met**. Address the third to your **language arts teacher**.

- an invitation to lunch at your favorite restaurant
- an apology for a rude outburst in class
- a thank-you for showing kindness when you needed it badly

Letter to your friend:

[illegible]

186



Practice

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

- | | |
|---|-----------------------|
| _____ 1. the most important idea or point in a paragraph or piece of writing | A. audience |
| _____ 2. the subject of written material; what the material is about | B. details |
| _____ 3. the words used to support the main idea or topic sentence | C. main idea |
| _____ 4. the specific reason a person has for writing | D. paragraph |
| _____ 5. a topic that has been limited and that points to something specific about the general topic | E. purpose |
| _____ 6. the readers to whom a piece of writing is directed or the listeners to whom a talk is directed | F. subject |
| _____ 7. whom or what a sentence is about | G. supporting details |
| _____ 8. a group of related sentences that present and develop one main idea | H. topic |
| _____ 9. the added information about a topic | I. useful 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 and 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 have many more chances to make it better. You can try out different words. You can reorganize sentences. You can add details or take them out.

Developing a Paragraph

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

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

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



A paragraph focuses on one specific topic. This topic can be developed in a number of ways. It can be a description. It can be a narrative or story. It can be an explanation. Or it could be an opinion. The **form** is the way a piece of writing is 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.

Ways a Paragraph Can Be Developed

- It can be a *description*—called **descriptive writing**.
- It can be a *story*—called **narrative writing**.
- It can be an *explanation*—called **expository writing**.
- It can be an *opinion*—called **persuasive writing**.

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. These 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:

Europeans take soccer much more seriously than Americans do.



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 Europeans enjoy playing soccer.



It contains a good subject. However, it is simply a fact; 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** if it is a good topic sentence. Write **no** if it is not.

- _____ 1. Evelyn's dress for the banquet is white.
- _____ 2. Evelyn's dress for the banquet was out of date and out of style.



- _____ 3. This is the best spaghetti I have ever eaten!
- _____ 4. I babysit my younger sister every Friday night.
- _____ 5. The first year of high school is always a student's worst year.
- _____ 6. My best friend dyed her hair green.



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 **Chocolate makes life worth living.**

1. a movie _____

2. your school _____

3. your last vacation _____

4. the person you sit next to in the next class period _____

5. a sport _____

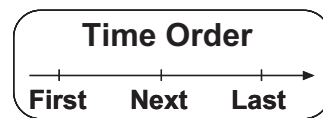


The Body of the Paragraph

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

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 *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.*

One of my most embarrassing moments happened last Sunday. As always, my family and I went to church. At first, things seemed just fine. I got up in time. I even got dressed before Mom was ready. When we arrived at church, our favorite pew was vacant. Then my best friend Monica came to sit with me. That's when trouble really started. While we were singing the opening hymn, my voice cracked. Monica looked at me; I looked at her. Then we both started laughing. Luckily, we were able to hide behind the hymnals. Finally, just as the hymn was over, we could stop laughing. I really tried to listen to the sermon. But after about fifteen minutes, I heard Monica whispering "*pssst*" to get my attention. She rolled her eyes toward the next pew. There he was: Jimmy Brett, the heartthrob of Central Church. That's when the note writing started. Monica began with a list of Jimmy's best features. I answered with my opinions about his eyes, his smile, his hair. And it went from there. We were so busy with our notes, we didn't notice that the minister had stopped talking. The next thing we knew, he had called us by name. He invited us to the front of the church to share our written conversation with everyone else. Monica and I both turned bright red. We shook our heads quickly. We couldn't look at anyone for the rest of the sermon. When we got home, Mom and Dad didn't have to say a word. I went straight to my room. I stayed there until it was time for supper.



Order of Location

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



Again, special key words 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.*

I walked out my back door to see what damage the storm had done. Beneath the porch steps was a puddle about three feet wide. At the right corner of the porch, the gardenia bush was completely uprooted. Its leaves and branches were scattered across the entire back yard. The tool shed, which had once stood at the center back of our lot, was flattened. All that remained was a stack of red and white metal. To the left of that disaster was what used to be our vegetable garden. The tomato plants were beaten flat. At the opposite end of the patch, back near the porch, Mom's squash vines had disappeared under pools of mud. To sum it up, nothing was left of the yard my parents had so carefully tended.



Order of Importance

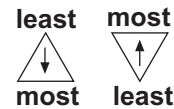
The third way to organize details in a paragraph is *order of importance*. This is helpful in discussing reasons or examples. Persuasive paragraphs often are written this way.

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

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

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

Order of Importance



Pensacola Junior College

Florida State University

The first year of college is always difficult. To begin with, many freshmen must learn to live with a roommate. This roommate is usually someone they do not even know. It is always hard to adjust to living so closely with a stranger. It can be next to impossible. Sometimes students must live with roommates they don't even like. Another difficulty is adjusting to the college work load. Often this is much more demanding than students expected. Finally many students find it especially difficult to cope with loneliness. For the first time, most are away from their family and friends. For some, this loneliness is the hardest obstacle to overcome.

Florida A&M University

University of Florida

The Closing Sentence

Not all paragraphs contain a **closing sentence**, but many of them do. The *closing sentence* is sometimes called the **clincher**. This sentence comes after all the details have been included. The closing sentence should do two things. First, it should remind readers of the subject. Second, it should keep them thinking about it.



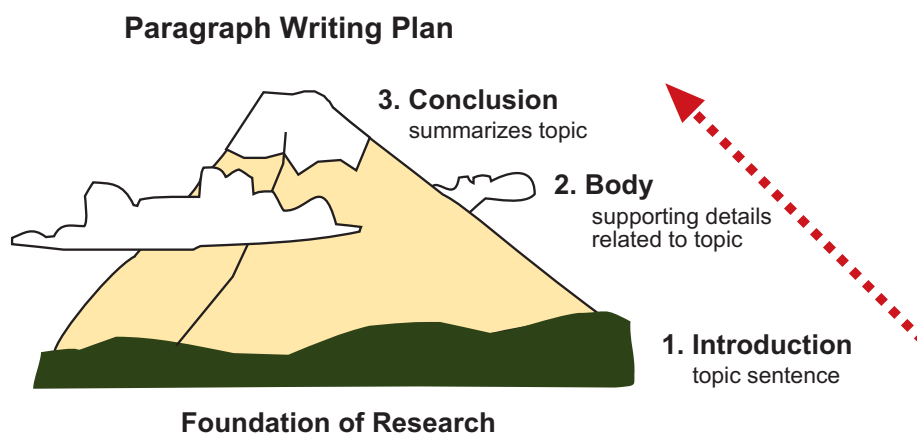
Some specific ways of doing this include the following:

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

There are key 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 on the previous pages.



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



Practice

The sentences below are a paragraph. However, the sentences have been scrambled. Read each one carefully. Place the sentences in their correct order using numbers. Write the numbers on the lines provided.

- _____ 1. Trouble started the minute the adults left.
- _____ 2. At that point I gave up and called my mom.
- _____ 3. My first babysitting job was a disaster.
- _____ 4. With Mom's help, I gave everyone a bath.
- _____ 5. I had agreed to watch their three little boys.
- _____ 6. When I got home, I burst into tears.
- _____ 7. Terrified, I held him while his brothers destroyed the family room.
- _____ 8. My neighbor and her husband were going out to dinner.
- _____ 9. They praised me for a job well done.
- _____ 10. To begin with, everyone wanted to watch a different video.
- _____ 11. After Mom left, I cleaned up the house before my neighbors returned.
- _____ 12. Then the baby crawled on top of his dresser.
- _____ 13. Finally, Mom and I put the children to bed.
- _____ 14. Luckily, I caught him as he was diving off.



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.

Our House on Douglas Street






- | | |
|--------------------------|---|
| Topic Sentence: | The most depressing place I've ever been is our old house on Douglas Street. |
| Paragraph Body: | The once-white walls have faded. Now they are a dull gray. The roof has caved in. Most of the windows have been broken. The porch, where I used to sit and swing, sags. Peeking in the window, I see the wallpaper is torn and stained. |
| Closing Sentence: | There is no sign of the cozy home my family used to enjoy. |

The above paragraph is about a place. Notice the details you are given. The writer has helped you to “see” his former home.

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 171-176 for ways to generate details.



Practice

The following is a good **topic sentence**.

I recently was given a quilt handmade by my grandmother.

- Some of the sentences below **support this topic sentence**. These sentences have specific details that describe the quilt. The details are **relevant details**.
- Some of the sentences below **do not support the topic sentence**. They give details that do not describe the quilt. They **do nothing** to help the reader “see” the quilt. These are **irrelevant details to the description of the quilt**.

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 big enough to cover my queen-sized bed.
- _____ 2. Quilts this old were usually not this large.
- _____ 3. This is because beds were smaller back then.
- _____ 4. Although it is now faded, you can tell the quilt was once very colorful.
- _____ 5. Granny pieced it from scraps of bright reds, blues, yellows, and greens.
- _____ 6. I recognize a fabric she used to make me a dress one time.
- _____ 7. You can still see the star pattern very well.
- _____ 8. I’m not sure which star pattern Granny used.
- _____ 9. You can also see the tiny stitches my granny made by hand.
- _____ 10. They are perfectly straight and even.
- _____ 11. Some people believe Granny used a sewing machine.



Writing A Rough Draft

Below is a copy of a rough draft. The descriptive paragraph on page 201 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 201. As you can see, the writer made even more changes before the final paragraph was written.

Rough draft

Our House on Douglas Street

most depressing **once-white**
The ~~worst~~ place I've ever been is our old house on Douglas Street. The walls
Now
have faded. They are a dull gray. The roof has caved in. Most of the windows
have been broken
~~are broken. Probably from kids playing baseball. Or maybe just being mean.~~ The
where porch **sags**, I used to sit ~~there~~ and swing **sags**. Peeking in the window, **I see**
stained the wallpaper
is torn and ~~stained~~ **cozy**. There is no sign of the home my family used to enjoy.

Suggestions for Writing Your Rough Draft

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

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.

1. Choose your topic.

Make sure to pick a topic that interests you. Use the procedure in the practice on page 161. This will help you choose a useful topic.

My subject: _____

2. Write your topic sentence.

Make sure your topic sentence does two things:

- It states the topic.
- It indicates how you feel (attitudes or opinions) about it.

See page 191 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 171-176 for instructions. 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 201-202).
- Eliminate any irrelevant details. These are details that do *not* support your topic sentence.
- Decide the best order for your details and number them accordingly. Rewrite your list of details below. Descriptive paragraphs can be arranged many ways.
 1. You can describe something from the top of the item to the bottom.
 2. You can describe it from the left side and move to the right.
 3. You can describe it from the outside and move in.

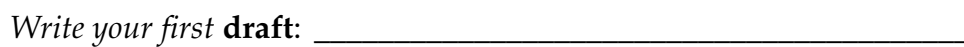
Choose the pattern best suited to your topic.

Order of supporting details: _____

5. Write your first draft.

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

- Begin with your topic sentence.
- Follow with important facts and details.
- Keep your plan in mind. However, keep an open mind. Don't be afraid to include other ideas that you have as you write.



Write your first **draft**: _____

Unit 3: Writing—Using Strategies to Shape Writing



Practice

Use the list below to complete the following statements.

descriptive writing
expository writing

narrative writing
persuasive writing

A paragraph focuses on one topic and can be developed in four ways:

1. by *describing*—called _____ .
2. by telling a *story*—called _____ .
3. by making an *explanation*—called _____ .
4. by stating an *opinion*—called _____ .

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

- | | |
|---|---------------------------------|
| _____ 5. details that appeal to the five senses: sight, touch, smell, hearing, and taste | A. body of the paragraph |
| _____ 6. the final sentence of a paragraph | B. closing sentence or clincher |
| _____ 7. the sentences between the topic sentence and the ending sentence that develop the main idea of the paragraph | C. form |
| _____ 8. the way a piece of writing is organized or structured | D. sensory details |
| _____ 9. the sentence that tells the focus or main point of a paragraph | E. topic sentence |
| _____ 10. words or phrases that link ideas, sentences, and paragraphs together | F. transitions |



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 5 W-How questions: who? what? when? where? why? and how?

Look at the following example of a narrative paragraph.

Discovering Solitude

Topic Sentence: — Last Saturday morning I discovered a new best friend: me.

Paragraph Body: — I have always hated being alone. I'm a real people person. I also like to sleep late whenever I can. But for some reason, I woke up at five o'clock last Saturday morning. I tried and I tried to go back to sleep. Finally, I gave up. I got out of bed and went to the kitchen. I made myself a cup of cocoa. Then I went out to our back porch. Even though it was summer, the morning was cool. I sat down on the back steps. The sun was coming up. The sky turned from blue to orange to pink. I had never noticed just how clear the colors of sunrise could be. They changed right before my eyes. The changing colors reminded me of a kaleidoscope I'd had as a child. A slight breeze lifted my hair off my neck. I could smell the honeysuckle flowers from the garden fence in the slight wind. The birds began to sing as the sky grew lighter. As I watched the world come to life, I felt at peace. I thought of all the good things in my life. I thought of all my good friends and my wonderful family. For the first time in my life, I was happy being alone. I wasn't bored. Instead, I felt refreshed, as if I'd just had another nap.

Closing Sentence: — I gained a new appreciation for myself.



Practice

As you read the **narrative paragraph** on the previous page, answer each of the **5 W-How questions**. Answering these questions will give you basic information.

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____



Practice

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

Step 1: Collect your thoughts.

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

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

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



Freewriting

Below is an example of freewriting. This was the first step in the example narrative paragraph on page 209. As you can see, the writer used the freewriting strategy on pages 162-163 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.

It's Friday - friday friday goody goody that
means tomorrow is Saturday boy do I love
Saturdays I can sleep I can sleep I can go to the
mall I can go to the movies I can do what I want
I can do what I did last week just do nothing.
Just get up early couldn't sleep can you believe
that? Couldn't sleep just sat on porch watched
sunrise Daddy thought I was sick. Took us to
breakfast - really neat. Wanted to take me
fishing like when I was a little girl. That was fun
remember catching the rubber boot. Kara fell in
the lake. Went water skiing on that lake with Jim
and Lily. Thought I'd drank half of lake fun when
I finally stood up boy did my arms hurt next day.

As a paragraph, this has problems. As a freewriting, it is successful. The writer has mentioned three topics.

- She mentions a seemingly unimportant Saturday when she couldn't sleep late.
- She mentions a fishing trip with her father and sister.
- She mentions learning to water ski.

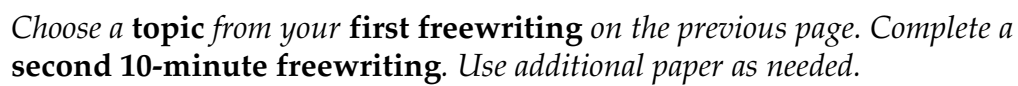
Any of these topics would make a good paragraph.



Step 2: Freewriting.

Write down your **topic**. Begin **freewriting** (see page 163). Don't stop to think or correct. Just write, write, write. If you get stuck, repeat the last word you wrote. Or, write "I'm stuck, I'm stuck" until something else pops up. **Write whatever comes to mind**. Your paper will be messy. Your hand may hurt. But you will have ideas about your **topic**. **Freewrite for 10 minutes**. Use additional paper as needed.

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.



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



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: "It was the summer I turned twelve."

- where the incident occurred. Again, you can give specifics. You can also give a personal reference.

Example: "My sister and I were spending the weekend at Disney World with our grandparents."

- who was involved. Try to give names. Also, indicate the individuals' relationships to you.

Example: "My best friend Jose had lived next door to me for three years."

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 194). End by sharing the lesson you learned. Use the space below and the following page, if needed.*



A series of horizontal lines for writing, spanning the width of the page. The lines are evenly spaced and extend from the left margin to the right edge of the page.



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. What kind of information does it give?

Matter Matters

Look around you. Everything you see is matter. Matter is anything that takes up space. Matter takes many forms and states. Scientists call these forms and states the phases of matter. Matter has four phases. Gases, liquids, and solids are the phases of matter found on Earth. The fourth phase of matter is plasma. It is a form of matter found in stars. On Earth, we see plasmas only in parts of flames and in lightning bolts.



The details of the paragraph explain matter. Every sentence provides information about the topic. None of the details are irrelevant.



Practice

The following is a **topic sentence** for an **expository paragraph**:

During the 1920s, a new ideal woman emerged.

- Some of the sentences below **support this topic sentence**.
- Some of the sentences **do not support the topic sentence**.

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

- _____ 1. This new woman was born due to women winning their right to vote.
- _____ 2. The new woman was represented by the flapper.
- _____ 3. The flapper wore new fashions and showed new attitudes.
- _____ 4. Automobiles became popular as well.
- _____ 5. Skirts became shorter and brightly colored.
- _____ 6. For the first time, many women smoked openly in public.
- _____ 7. Jazz was the most popular form of entertainment during the 20s.
- _____ 8. Many women felt torn between the old and new standards.



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.



A series of horizontal lines for writing, spanning the width of the page. The lines are evenly spaced and extend from the left margin to the right edge of the page.



Persuasive Paragraph

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

Look at the following example of a persuasive paragraph written in the form of a letter.

Dear Mom and Dad:

I know you are thinking about moving to Jacksonville next year. I hope you will reconsider doing this. Dad, you say your job will be better. I can understand your wanting to go. But please, think about this from my point of view. Moving will mean I have to change schools. Changing schools will be the hardest thing I've ever had to do. To begin with, I have just figured out where everything is at school. I can get to class on time and still visit with my friends. If I move, I will be lost. I will probably be tardy and feel really stupid. I'll probably get into all kinds of trouble. Also, I will have to readjust to new teachers. I know all my teachers now. I know what they expect. Most of them are my friends. If I move, I will have to start all over again. Finally, I will have to leave my friends. I will be moving away from people I have known all my life. At my new school, I won't know anyone. You know how shy I am. Making friends isn't easy for me. I know how lonely I will be. You are my parents and I know you want the best for me. I want the best for you too. Before you make this decision, though, think about my side. Moving won't be easy for any of us. Do we really have to?

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 appeals to her parents' love for her. She realizes her argument may not be successful. However, she is hoping they will consider her feelings in this matter.



Practice

Step One: Choose a Topic.

Choose one of the following topics for your letter.

1. Write in support of something that needs changing.
2. Write to discourage a change that you feel is not needed.
3. Write for someone or something that you feel deserves support.
4. Write on behalf of a personal issue—such as a move to a new city, a parental rule, etc.
5. Write to encourage a friend to do or see something you feel everyone should do or see.

Freewrite for 10 minutes about the topic you have chosen. If you do not feel you have generated enough information, choose another topic and try again.

Underline ideas that you feel you can use. Use additional paper as needed.



Step Two: Choose an Audience.

To whom will you write? _____

What arguments will be effective with this audience? _____

What arguments will be ineffective? _____

Step Three: Write an Opinion Statement.

For example, see page 223.

specific subject	+	opinion	=	opinion statement
moving to a new school	+	writer does not want to do this	=	"I do not want to move to a new school."

Opinion statement: _____



Step Four: Provide at least two pieces of evidence to support this opinion.

Evidence to support opinion: _____

Step Five: List any concessions you wish to make.

For example:

The writer on page 223 admits her father's new job might be better than the one he has. She also realizes her family wants to do the best for her.

Concessions: _____



Step Six: Draft your letter.

Look at the example letter on page 223 as a model. Try to use **signal words** as you **move from one point to the next**. Consider saving your **most important evidence** for last.

Letter: _____



Practice

*Below are listed several writing **assignments**. You are given **purpose** and **audience**. Decide which **method of development** is best for each. Choose **descriptive, expository, narrative, or persuasive**.*

Purpose	Audience	Method of Development
1. to ask forgiveness for breaking curfew and give your reasons for doing so	parents	_____
2. to explain how to make home-made pasta	your e-mail penpal	_____
3. review the movie you saw last weekend	your school paper	_____
4. encourage support for your choice of candidate for student council representative	your friends	_____
5. recount your whitewater rafting trip in North Carolina	your teacher	_____



Practice

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

- _____ 1. Before you write, you need a *topic*.
- _____ 2. A *useful topic* is specific and will allow you to focus your research.
- _____ 3. Keeping a journal does *not* help you collect your thoughts.
- _____ 4. Clustering is an excellent way to organize information; clustering helps to picture how words and phrases connect to a topic.
- _____ 5. You *cannot* do research over the Internet.
- _____ 6. Your audience and purpose will guide your choice of words.
- _____ 7. The *topic sentence* tells what the paragraph is about.
- _____ 8. A good topic sentence should contain two things: the names of the character and the setting of the story.
- _____ 9. All paragraphs contain a closing sentence.
- _____ 10. A narrative paragraph tells a story.
- _____ 11. An expository paragraph gives information.
- _____ 12. A persuasive paragraph always questions.

Unit 4: Writing—Using Strategies to Fine-Tune Writing

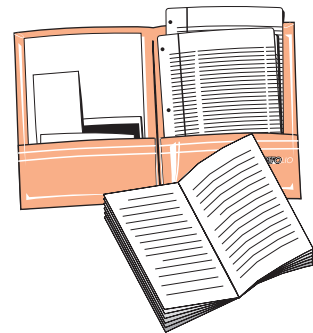
Unit Focus

Reading

- Use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. (LA.A.1.3.2)
- Demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. (LA.A.1.3.3)

Writing

- Organize information before writing according to the type and purpose of writing. (LA.B.1.3.1)
- Draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - conveys a sense of completeness and wholeness with adherence to the main idea;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has support that is substantial, specific, relevant, concrete, and/or illustrative;
 - demonstrates a commitment to and an involvement with the subject;
 - has clarity in presentation of ideas;
 - uses creative writing strategies appropriate to the purpose of the paper;



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

Language

- Understand that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language. (LA.D.1.3.1)
- Demonstrate an awareness of the difference between the use of English in formal and informal settings. (LA.D.1.3.3)
- Select language that shapes reactions, perceptions, and beliefs. (LA.D.2.3.1)

- Use literary devices and techniques in the comprehension and creation of written, oral, and visual communications.
(LA.D.2.3.2)

Literature

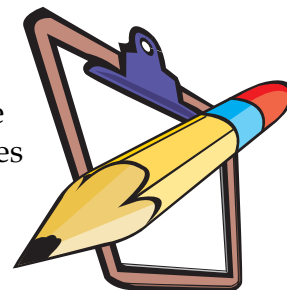
- Understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.
(LA.E.1.3.3)



Unit 4: Writing—Using Strategies to Fine-Tune Writing

Overview

The previous unit helped you with your initial writing skills. You worked to choose a topic and collect information. You also learned ways to organize your information. You learned about the different types of paragraphs you can use. Finally, you drafted examples of these different paragraphs.



However, these paragraphs are first drafts. First drafts are seldom, if ever, perfect. You must now move to the next stage in your writing, the fine-tuning process.

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. 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 unnecessary words? Last-minute “accidents” do happen. This step keeps your reader from seeing them.

All serious writers use these steps. Michael Crichton, author of *Jurassic Park*, said, “Books aren’t written, they are rewritten—including your own.” Crichton said, “It is one of the hardest things to accept, especially after the seventh rewrite hasn’t quite done it.”



Vocabulary

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

- action verb** a verb that shows physical or mental action
Examples:
The gardener *mows* the grass. (physical action)
The gardener *enjoys* looking at the flowers. (mental action)
- antecedent** the word a pronoun replaces or refers to
- 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

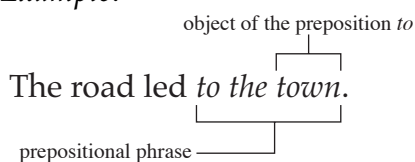
imperative sentence a sentence that gives a command or makes a request and ends with a period (.) or an exclamation point (!)
Example: Call home. Don't panic!

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
- 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:





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



- subject-verb agreement** making the verb of a sentence match its subject in number
Examples:
The *dog plays* outside. (singular subject and verb)
The *dogs play* outside. (plural subject and verb)
- topic** the subject of written material; what the material is about
- topic sentence** the sentence that tells the focus or main point of a paragraph
- transitions** words or phrases that link ideas, sentences, and paragraphs together
- verb** a word that expresses physical action, mental action, or a state of being; tells what the subject of the sentence is, has, does, or feels; also called a *simple predicate*



Steps to 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 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 “**Aunt Tillie’s House**” 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.



Aunt Tillie's House




My Aunt Tillie has the most disgusting house in the world. The first hint of this is the smell. Aunt Tillie has four old hound dogs. She loves them like children. So, of course, all of them live inside. They sleep wherever they want. So guess what her sofa and chairs smell like. If you said dogs that need baths, you're right. I hate to sit down anywhere because I'll smell that way too. I hate even more having to eat with her. I always have to wipe dog hair off my plate. That hair floats through the air like snowflakes. It lands on and in everything. The dogs aren't Aunt Tillie's only problem. She really hates to do any kind of housework. I've never seen the bottom of the kitchen sink because it's always full of dirty dishes. Balls of dust as big as small kittens roll around the floor. A permanent ring of black mold grows around her bathtub. Mom says Aunt Tillie doesn't do housework because she's old and has arthritis. I'm sorry Aunt Tillie isn't well. I just hope the Health Department doesn't decide to inspect her house. They would probably condemn it.





Practice

Use the following **chart** to **evaluate and revise your descriptive paragraph** completed in Unit 3 on page 207.

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? Does your topic sentence come before any descriptive details?	Circle the topic sentence. 	Rewrite your topic sentence. Make sure it states the subject. Make sure it tells how you feel about it. Make sure it is placed <i>before</i> your supporting/descriptive details.
2. Do you share your feelings with your reader?	Put a small heart above each <i>I, me, my, our, us, we,</i> and highlight each <i>you</i> .  highlight	Revise your paragraph. <i>Include first-person thoughts</i> about details in paragraph. Look carefully at any <i>you</i> . Often, these should be changed to <i>first person pronouns</i> (<i>I, me, our, us</i>). Change any that need changing. This helps you avoid pronoun-reference errors.
3. Do you include sensory details?	Write <i>sd</i> above each sensory detail. sd	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. Do not repeat your topic sentence.	Draw a box around the closing sentence or clincher. 	Add a sentence that reminds your reader of how you feel. Revise your final sentence if it is too similar to your topic sentence.

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



A series of horizontal lines for writing, spanning the width of the page. The lines are evenly spaced and extend from the left margin to the right edge of the page.



Practice

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

closing sentence or clincher	sensory details
descriptive writing	sentence
details	subject
paragraph	topic
revise	topic sentence

- _____ 1. a group of related sentences that present and develop one main idea
- _____ 2. whom or what a sentence is about
- _____ 3. the first step in the process of fine-tuning your writing; to improve the content and language of your writing
- _____ 4. writing that paints a colorful picture by using vivid details to present a person, place, thing, or an idea
- _____ 5. the subject of written material; what the material is about
- _____ 6. details that appeal to the five senses: sight, touch, smell, hearing, and taste
- _____ 7. the added information about a topic
- _____ 8. the sentence that tells the focus or main point of a paragraph
- _____ 9. a group of words that expresses a complete thought and contains a subject and a verb
- _____ 10. the final sentence of a paragraph



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 happen?
4. Where did this happen?
5. Why this happen?
6. How did this happen?

Usually you also learned something from this event.

Before reviewing your narrative paragraph, complete the following practice.

Who
What
When
Where
Why
How



Practice

Read “**Tales from Tombstones**” on the following page. It needs to be revised. 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**.



Tales from Tombstones

Last summer I learned my family history in an unusual place: an old country cemetery. We were visiting my great-grandmother in south Alabama. I always like doing that. Grammy is the sweetest little lady I know. She always has my favorite blueberry pie baked for me. She knows wonderful old stories. And she has always made me feel like the most important person in the world. Granny does, however, do some strange things. On this visit, she wanted to have a graveyard working. This meant all of our family would get together. We would go up to the little churchyard where most of our relatives are buried. Then we would pull weeds from around the tombstones. We would clean the stones to make sure they were readable. And we would make sure any damaged stones were repaired. I wasn't too happy about going. Graveyards were always spooky. This particular one was really spooky. Grammy said her daddy had seen a "vision" there one night. But, since Grammy wanted to go, we went. About 14 aunts, uncles and cousins met at the cemetery. I stayed with Grammy. As we worked, Grammy started telling me about the people buried beneath each stone. I learned that one of my great-great-uncles had been the first school teacher in the county. His daughter was the first one in the family to go to college. I also learned I had been given her name, Lucinda, as my middle name. As we moved from grave to grave, Grammy talked about each person. She told me something about every one of them. Many of those people had done really wonderful





things. Some, like one of her distant cousins named Leonard who had been sent to prison for making moonshine, did some pretty bad things. Most, though, were just normal, nice people I wish I could have known. By the time the morning was over, I wasn't afraid of the cemetery anymore. I felt like I had been to a family reunion.





Practice

Use the information from the following **chart** to write a **revised draft** of the narrative paragraph “Tales from Tombstones.”

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. highlight	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. when, where, who	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. 1, 2, 3, ...	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 why, how	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. squiggly line 	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.

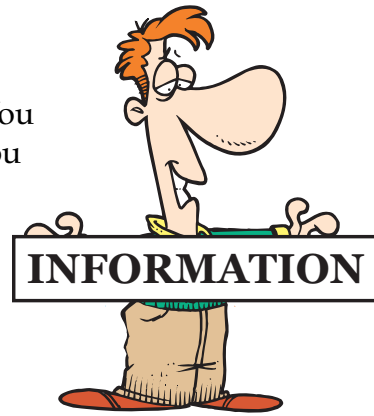




Revising an Expository Paragraph

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 “**Fat: A Necessary Nutrient—in Moderation**” 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 topic sentence** 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**.

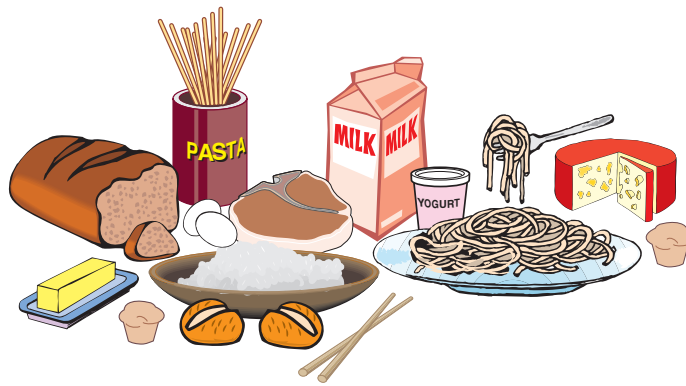
The closing sentence or clincher should remind the reader of the thesis and contents. It should keep the reader thinking about the subject. However, it should not repeat the topic sentence.

5. Find the **closing sentence or clincher** and **highlight it**.



Fat: A Necessary Nutrient—in Moderation

Recently, fat has gotten a bad name. It is true that carrying too much fat on one's body is not healthy. Neither is eating too much fat. But, like every nutrient, fat is important to our diet and therefore necessary for good health. To begin with, fat is a major source of fuel. Almost every part of the body can use fat as energy. Fat is an essential nutrient for the health of every cell in the body. In addition, fat insulates the body. It works much like a warm jacket. Without fat on our bodies, we would have a hard time keeping warm during cold weather. Fat also pads the body against injury in a fall. Without fat, we would suffer far more bruises than we do. We would also suffer from more broken bones. Fat likewise cushions our organs, such as the liver and pancreas. As you can see, we wouldn't perform very well if we didn't eat some fat.



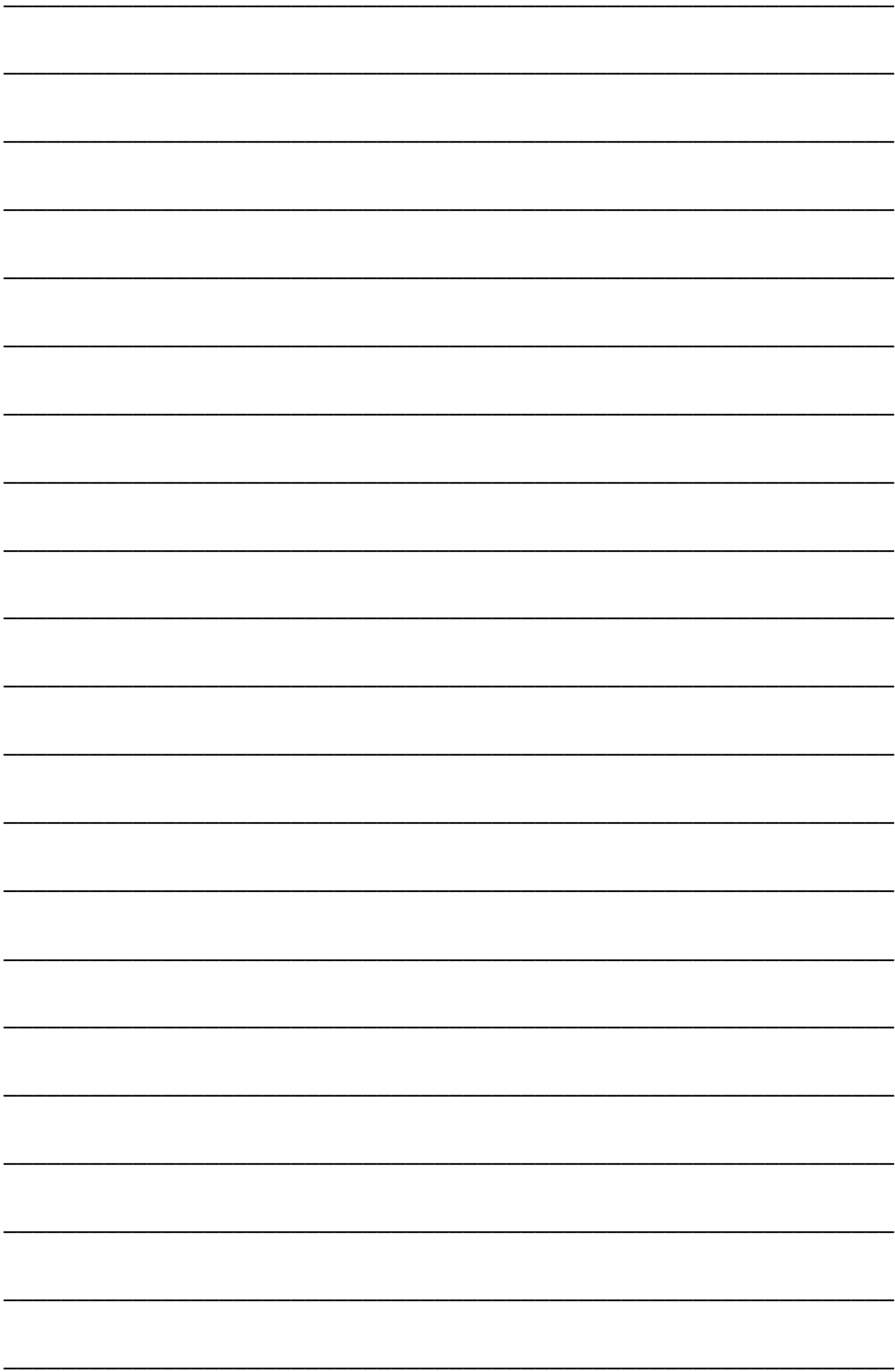


Practice

Use the following **chart** to **review and revise** the **expository paragraph** you completed in Unit 3 on page 221-222.

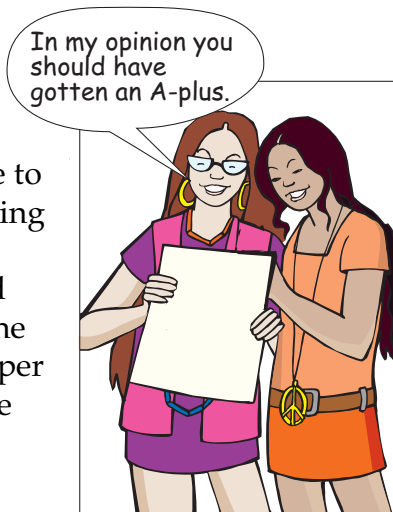
Expository Paragraph: Revision Checklist		
Ask Yourself	Do	Revise If Needed
1. Does your opening contain important background?	Underline any background information. underline	Add any important background information.
2. Does your topic sentence state the subject? Does it give your feelings about the subject?	Circle the topic sentence. circle	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? 1, 2, 3, ...	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. circle	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. highlight	Add a closing sentence or clincher that reminds the reader of the subject. Do not repeat the topic sentence.

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



Revising a Persuasive Paragraph

The purpose of a **persuasive writing** is to give your opinion. An *opinion* is a personal judgment. It is based on what you feel to be true. Often, you hope to convince someone to agree with your opinion. You are also explaining why you feel as you do. You are giving your reasons for feeling this way. Very often, as did your draft in Unit 3, persuasive papers take the form of letters. You see them often as newspaper editorials. Often, this is an assignment you are given for the Florida Writing Assessment. All persuasive essays, letters included, should follow the same pattern. They should do the following:



1. address their audience
2. state the writer's opinion
3. give valid reasons to support this opinion
4. support each reason with evidence
5. arrange reasons in order of importance
6. use key words to show this order
7. list any concessions the writer wishes to make
8. end with a closing statement or clincher that calls for action.

Before reviewing your persuasive letter complete the following practice.



Practice

Read “Think Before You Drink” on the next page. Then complete the activities as instructed below.

1. Draw a **double line** under each sentence that **identifies the audience**.
2. Find the **opinion statement** and **circle it**.
3. 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?
4. Find **facts, examples, or details** that support each reason and **highlight each piece of evidence**.

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

5. Find each **key word** or **phrase** and **box** each one.

Persuasive writers realize their readers often have strong opinions. Often these opinions are good ones. It is a good idea to acknowledge this, or make concessions to your reader.

6. Find each **concession** the writer makes. Put a **star (*)** above the beginning of each **sentence making a concession**.

The closing sentence or clincher should remind the reader of the writer’s opinion and support for the opinion. It should keep the reader thinking about the subject. However, it should not repeat the topic sentence.

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



Think Before You Drink

Saying “no” to alcohol is not easy for teenagers. We are exposed to alcohol all of our lives. It is legal. It is sometimes used to celebrate special occasions. It is even used as part of some religious celebrations. It seems drinking alcohol means you have become an adult. However, drinking alcohol brings potentially serious consequences. Before deciding to drink, you should think about these consequences. To begin with, alcohol deadens the nervous system. The brain loses some or all of its ability to control behavior. When drinking, people often do things they later regret. Some people are willing to engage in risky sex. This can lead to a sexually transmitted disease such as the deadly AIDS virus. Alcohol also numbs muscle coordination. Most of us know what the body movements of people who are drunk are like. They stagger and flail about. Since alcohol impairs their judgment, these people are unaware that they have lost their coordination. They believe they can drive a car safely. Each year, thousands of people die from car accidents caused by drunk drivers. Occasional and moderate drinking for people of legal age can be a responsible practice. However, even one alcoholic drink can affect you. These effects can often be deadly. Is “fitting in” for one evening worth it?





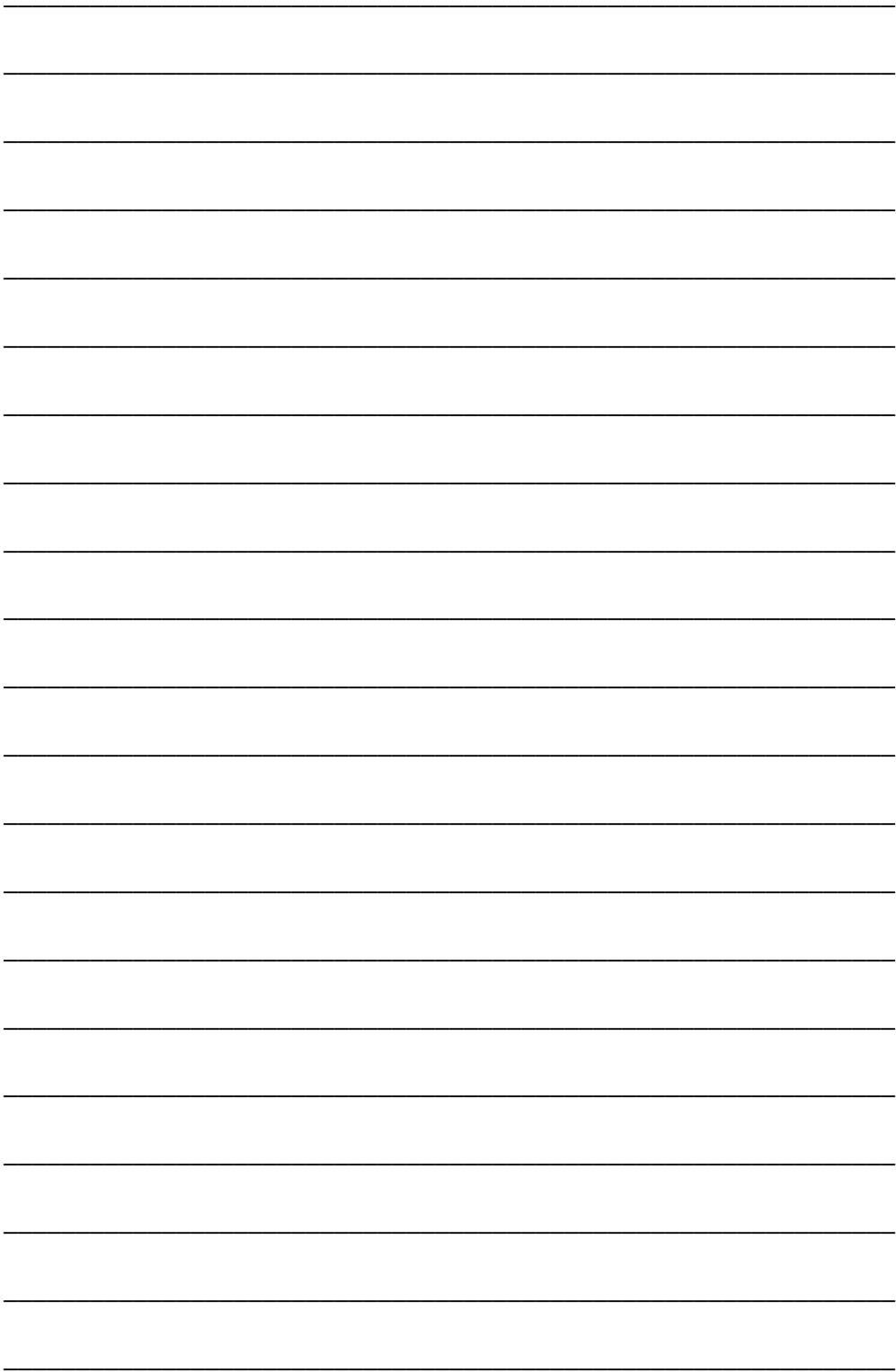
Practice

Use the following **chart** to **review and revise** the **persuasive paragraph** you completed in Unit 3 on page 224.

Persuasive Paragraph: Revision Checklist

Ask Yourself	Do	Revise If Needed
1. Have I clearly identified my reading audience?	Draw a double line under the sentence(s) that identify audience. =====	Add one or two sentences that identify audience.
2. Do I have a clearly-stated opinion/topic sentence?	Circle the opinion statement. ○ circle ○	Add to or revise opinion statement. Make sure it clearly states the topic. Make sure it clearly states your position.
3. Does the letter include at least two valid reasons to support my opinion? Are they arranged from least to most important?	Number the reasons. 1, 2, 3, ...	Add valid reasons to support your opinion. Reorder from least to most important.
4. 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. highlight	Add evidence. Add specific details if needed.
5. Are key words (transitions) used to signal each reason? Are words used correctly? Are words placed correctly?	Box each key word. □ box □	Add key words to signal each reason. Make sure each word is correctly used. Make sure each word is correctly placed.
6. Does the paragraph make concessions to the reader's opinion?	Put a star above the beginning of each sentence making a concession. ★	Revise your letter to acknowledge valid points in the reader's opinion.
7. Does the paragraph end with a clincher sentence? It should remind the readers of the opinion statement. It should not repeat it.	Put a squiggly line under the clincher sentence. squiggly line ~~~~~	Add to or revise clincher sentence. The sentence should remind the readers of the opinion statement. It should not repeat it.

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





Practice

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

expository writing
narrative writing

persuasive writing
transitions

- _____ 1. writing that tells a story or recounts an event
- _____ 2. writing that explains something or informs readers
- _____ 3. words or phrases that link ideas, sentences, and paragraphs together
- _____ 4. writing that focuses on convincing readers of an opinion or claim, or to take a particular action



Step 2: Editing

When you edit, you check for errors. You check for errors in grammar. You check for errors in **punctuation**. You check for errors in spelling. You will need to review the rules of the English language.

Grammar: The Way Words Work Together

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

- types of sentences
- sentence formation
- **subject-verb agreement**
- correct use of pronouns.



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:	I have finished my homework.
Not a Sentence:	My homework in math.
Sentence:	The weather report predicted rain for this afternoon.
Not a Sentence:	Raining all afternoon.
Sentence:	Who agreed to bring refreshments?
Not a Sentence:	What refreshments?



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
Declarative	A sentence that makes a statement. <i>Morning is my favorite time of day.</i>	•
Exclamatory	A sentence that expresses a strong feeling. <i>You have to taste Milton's chocolate chip cookies!</i>	!
Imperative	A sentence that gives a command or makes a request. <i>Sit down now! Be careful crossing the street!</i> or <i>Sit down now. Be careful crossing the street.</i>	! or •
Interrogative	A sentence that asks a question. <i>When will you speak to your cousin again?</i>	?

Note: An *imperative sentence* has an understood subject. “Sit down now!” really means “You sit down now.” There is no subject written in this sentence. It is, however, complete, with *you* as the *understood* subject.



Practice

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

declarative
exclamatory

imperative
interrogative

1. Amanda, what a lovely dress you're wearing!

2. Did you buy it when you were in Atlanta last week?

3. I like to shop when I travel, too. _____
4. Where did you find that huge backpack? _____
5. I don't believe it came from Discount Dan's!

6. Please write down what you want from the sandwich shop.

7. My favorite sandwich is chicken salad. _____
8. Wait for Julia! _____
9. She has my lunch money. _____
10. Don't forget to bring potato chips. _____



Practice

Respond to each of the sentences as instructed below. Then identify the type of sentence you have written: **declarative**, **interrogative**, **exclamatory**, **imperative**. Correctly **punctuate** each sentence.

1. Describe what you are wearing today. _____

Type of sentence: _____

2. Ask what your friend had for breakfast. _____

Type of sentence: _____

3. Caution your teacher about a spill on the floor. _____

Type of sentence: _____

4. Demand that your brother or sister return your favorite CD. _____

Type of sentence: _____

5. Compliment a friend's appearance today. _____

Type of sentence: _____



Practice

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

(1) Would you like a stress-free life ☐ (2) “Absolutely ☐” most of you would probably say. (3) However, we do need some stress ☐ (4) Do you know why ☐ (5) Oddly enough, stress is a kind of exercise ☐ (6) Imagine that ☐ (7) It exercises our systems ☐ (8) We need occasionally to exercise our stress “muscles ☐” (9) We need to practice handling stressful situations ☐ (10) If we don’t practice, we’re in trouble ☐ (11) Big problems do happen in our lives ☐ (12) Well-developed stress muscles help us handle these problems ☐ (13) But what about too much stress ☐ (14) Most of us know that is NOT a good thing ☐ (15) If stressed too long, our bodies will break down ☐ (16) We become exhausted ☐ (17) Our immune systems begin to fail ☐ Our bodies lose their ability to fight disease ☐ (18) We can also grow depressed ☐ (19) Too much stress keeps us from dealing with daily life ☐ (20) Fortunately, you can learn to avoid and reduce stress ☐ (21) This involves the following three steps ☐ (22) First, listen to your body ☐ (23) Learn its warning signs that you are under stress ☐ (24) Second, find out what causes stress in your life ☐ (25) Sometimes, these causes are not easy to find ☐ (26) Look for them carefully ☐ (27) Third, learn strategies that help you avoid and reduce stress ☐

(Adapted from Life Management PASS - 1995)



Practice

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

- | | | |
|----------|---|---------------------------|
| _____ 1. | 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 | A. declarative sentence |
| _____ 2. | a sentence that gives a command or makes a request and ends with a period (.) or an exclamation point (!) | B. edit |
| _____ 3. | the second step in the process of fine-tuning your writing; to check the grammar, punctuation, and spelling of your writing | C. end marks |
| _____ 4. | the punctuation marks that come after a sentence: period (.), question mark (?), exclamation point (!) | D. exclamatory sentence |
| _____ 5. | a sentence that makes a statement and ends with a period (.) | E. imperative sentence |
| _____ 6. | a sentence that asks a question and ends with a question mark (?) | F. interrogative sentence |
| _____ 7. | symbols or marks that help readers understand the meaning of a sentence | G. punctuation |
| _____ 8. | a sentence that expresses a strong feeling and ends with an exclamation point (!) | H. 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: Feeling sick to her stomach. (No subject)

Sentence: Maura is feeling sick to her stomach.


Fragment: My brother at school. (No verb)

Sentence: I am seeing my brother at school later this morning.

Fragment: Sitting in the corner with Charles.
(Not a complete thought.)

Sentence: Sean was sitting in the corner with Charles.



 **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



Practice

All sentences below contain **helping verbs** and **main verbs**. The **helping verbs** are in **bold**. Mark through each helping verb.

- Write **Yes** if the sentence is **complete** without the helping verb.
- Write **No** if the sentence is **incomplete** without the helping verb.

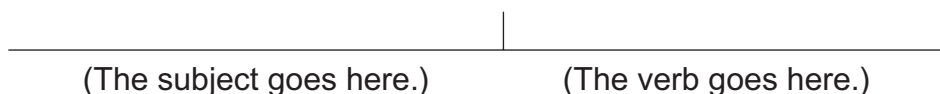
- _____ 1. Jamaal **was** seen near the parking lot.
- _____ 2. Mom **is** making my favorite dessert for dinner.
- _____ 3. Josie **would have** known about the party.
- _____ 4. Julia **is** coming to pick me up at 5:30.
- _____ 5. Matt **has** seen that movie twice before.
- _____ 6. Elizabeth **will be** working at summer camp as a counselor.
- _____ 7. Michael **was** helping clean out lockers after school.
- _____ 8. Dorothy and Jen **were** traveling by train.
- _____ 9. Kenny **is** worried about the test he will take tomorrow.
- _____ 10. Brett **is** known as an excellent guitarist.



Reviewing the Basics

Determine if your sentence has a subject and a verb. Do this by completing a simple diagram. A diagram shows the skeleton of the sentence. You will need to begin by drawing the diagram format.

Sentence Diagram Format



Now look carefully at the following sentence.

Chris gave his brother a book.


To complete a diagram of this sentence, begin by examining the verb. There are two kinds of verbs: **action verbs** and **linking verbs**.

Action Verbs

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

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

The answer to that is the verb.



She is shooting the basketball.

Is someone doing something? *yes*

What is she doing? *shooting*

The action verb is *shooting*.

Let's begin with the verb. There are two kinds of verbs. First, there are action verbs. These are words that show action. Ask yourself: Is someone or something doing something? If yes, ask what is he or she doing? The answer to that is the verb.

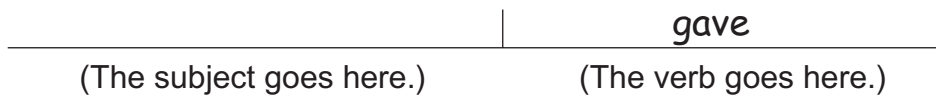


Four-Step Verb-Finding Procedure

Use the example below from the previous page to answer the following.

Chris gave his brother a book.

1. **Ask yourself:** Is someone or something doing something? *Yes.*
2. **Ask yourself:** What is he or she doing? *Giving his brother a book.*
3. **Tell yourself:** *Gave* is the verb.
4. **Write** *gave* 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. Adam studied his notes carefully.

_____ | _____
(The verb goes here.)

2. Corinne prepared a poster for her project.

_____ | _____
(The verb goes here.)

3. Will called Jennifer about the assignment.

_____ | _____
(The verb goes here.)

4. Keithan missed three days of school.

_____ | _____
(The verb goes here.)

5. Our class read a novel about the history of Florida.

_____ | _____
(The verb goes here.)



6. Mrs. Faircloth writes her notes on the overhead projector.

(The verb goes here.)

7. Alexandra slept late on Saturday morning.

(The verb goes here.)

8. Morgan wrote her assignment in green ink.

(The verb goes here.)

9. The teacher asked us to write in black ink.

(The verb goes here.)

10. The entire class wished Kevin a happy birthday.

(The verb goes here.)



Linking Verb

A second type of verb is a linking verb. These verbs do not show action; they show existence. These verbs are called *linking* for a special reason. They *link* the subject to the rest of the sentence. Sometimes, the words after a linking verb describe the subject. Sometimes, they will rename or identify 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

Hint: If you can substitute the verb *seems* or *appears* in a sentence, it is a linking verb.

Example: That soup tastes good.
("That soup *seems* good" is a sentence. Here, *tastes* is a linking verb.)



That soup tastes good.
Can you substitute the verb *seems* or *appears* in the sentence? Yes
"That soup *seems* good" is a sentence.
The linking verb is *tastes*.

I tasted my spaghetti sauce.
("I *seemed* my spaghetti sauce" is not a sentence. It does not make sense. Here, *tasted* is used as an action verb.)



Practice

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

1. Robert's assigned seat is the first desk in the row.

_____ | _____
(The verb goes here.)

2. Brooks felt sleepy this morning.

_____ | _____
(The verb goes here.)

3. Tobi's parents are from Nigeria.

_____ | _____
(The verb goes here.)

4. Austin looks very nice this morning.

_____ | _____
(The verb goes here.)

5. Jon is my best friend.

_____ | _____
(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?

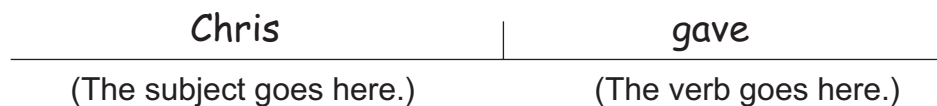
Look at the example sentence:

Chris gave his brother a book.


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

2. **Ask yourself:** Who or what gave?
3. **Tell yourself:** *Chris* gave, so *Chris* is the subject.
4. **Write** *Chris* on the diagram for the subject.

Now look at the diagram of subject and verb.



This sentence has a subject (Chris) and a verb (gave).

 **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. Susan thinks school begins too early.

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

2. Her friend agrees with her.

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

3. They like sleeping late.

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

4. Move!

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

5. I am walking as fast as I can.

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



6. Kyle finished his homework early.

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

7. Robert asked for a pass to the media center.

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

8. Eat your ice cream quickly.

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

9. I will bring my flute to band practice.

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

10. Take your sister with you to the movies.

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



Fragments

As mentioned on page 273, fragments are incomplete sentences. Let's quickly review. Some are lacking a subject. Some are lacking a verb. Some do not contain a complete thought. You can correct sentence fragments by supplying the missing sentence parts.

Let's practice identifying and correcting sentence fragments.

Fragment: Over my head.

Sentence: Caitlin threw the Frisbee over my head.

Fragment: Remembered her appointment.

Sentence: Mom remembered her appointment.

Fragment: Thomas on the baseball team.

Sentence: Thomas is on the baseball team.





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. Into my bedroom door.
- _____ 2. Catherine is Vanessa's best friend.
- _____ 3. Put your graded work in your notebook.
- _____ 4. Linda reading a book.
- _____ 5. Listening to the radio.
- _____ 6. Such as football, when they are on television.
- _____ 7. I enjoy going to soccer games and cheering for my team.
- _____ 8. In Hawaii, during the World War II and just before Pearl Harbor.
- _____ 9. Some of the students helping Ms. Ruiz last semester.
- _____ 10. Shameka and Latasha worked together on their group project and got an A.



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. Cody sleeping in class.

Why? _____

Rewrite: _____

2. Jena at seven o'clock.

Why? _____

Rewrite: _____

3. Whenever you are finished with the dishes.

Why? _____

Rewrite: _____



4. You to the store after dinner.

Why? _____

Rewrite: _____

5. Making too much noise in the cafeteria.

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 (!).

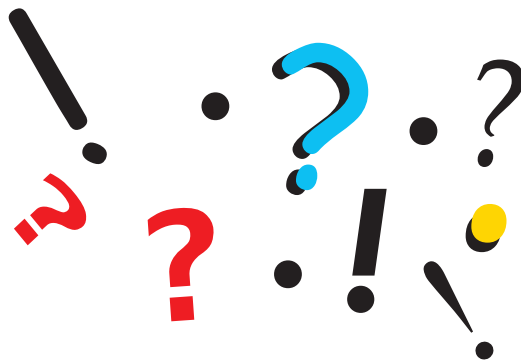
Run-on: Every time we plan a picnic it rains, maybe we should plan on having lunch at the mall instead.

Sentence: Every time we plan a picnic it rains. Maybe we should plan on having lunch at the mall instead.

Run-on: Have you seen my keys, they're not on the table where I left them, heaven help me if I've lost another set!

Sentence: Have you seen my keys? They're not on the table where I left them. Heaven help me if I've lost another set!

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. Sherry called me from the doctor's office she will be a few minutes

late. _____

2. Is Robert with her, he said he was picking her up. _____

3. Sit down and begin this test will take you all period to finish. ____

4. We need to decide which movie we want to rent I'd like to see some

kind of mystery. _____

5. I haven't heard from Francesca all summer have you? _____



6. I think she and her family are out of town, her parents had planned a cruise. _____

7. Don't let one bad grade discourage you keep working as hard as you can. _____

8. Let's walk to the store instead of waiting for Mom to take us we could use the exercise. _____

9. I need to buy bread, milk, and butter, don't let me forget. _____

10. The butter may melt before we get back it is such a hot day. _____



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. Inside the refrigerator.
- _____ 2. Put this pie inside the refrigerator.
- _____ 3. We should put this pie inside the refrigerator.
- _____ 4. Should we refrigerate this pie?
- _____ 5. Probably so.
- _____ 6. The pie is made with whipped cream it will melt if it gets too warm.
- _____ 7. Should we put it in the freezer, will the refrigerator be cool enough?
- _____ 8. Not the freezer.
- _____ 9. The refrigerator is cool enough.
- _____ 10. I can't wait to eat it, chocolate cream is my favorite.



Practice

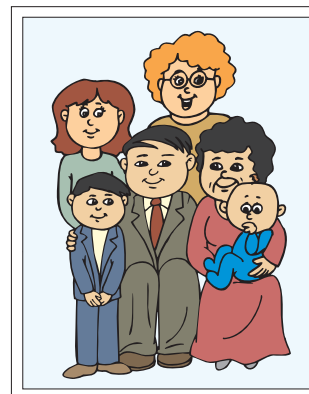
Check the **sentence structure** of your **revised descriptive paragraph**. This is the paragraph you completed on pages 247-248. Use the following **checklist**.

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 and 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 standard.



We learn to speak by copying what we hear.

Our speech tends to be informal. This is especially true when we speak with our friends. Our writing, however, should be more formal. Our writing represents us when we are not there. In many cases, this is how others first get to know us. We want to make a good impression. For this reason, our writing should be as correct as we can make it. We need to make sure our writing is grammatically correct. We need to make sure our subjects and verbs agree.

It is usually fairly obvious if a subject is plural or singular.

- *House* refers to one thing. It does not end with an s. It is singular.
- *Houses* refers to more than one thing. It ends with an s. It is plural.



house - singular



houses - 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.

Correct agreement: My dogs need a bath.

The subject *dogs* is *plural*. The verb *need* is *plural*. The subject and verb match. The verb matches the subject in number. Both are *plural*.

Incorrect agreement: My dogs needs a bath.

The subject *dogs* is *plural*. The verb *needs* is *singular*. The subject and verb do *not* match. The subject is *plural* and the verb is *singular*.



Tallahassee and Tampa is a compound subject. It refers to two cities.

- 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 computer nor the DVD player *works* well.

If both parts of the subject are plural, use a plural verb.
Neither the computers nor the DVD 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 computers nor the DVD player *works* well.
Neither the computer nor the DVD 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.

July 4th **are** our best known summer holiday.
(*It* **are** our best known summer holiday—agreement is incorrect.)

Chkedra **have** brought lunch for us all.
(*It* **have** brought lunch for us all—agreement is incorrect.)



Ashley **has** a new puppy.
(*It* **has** a new puppy—agreement is correct.)

My sisters **have** reservations for seven thirty.
(*They* **have** reservations for seven thirty—agreement is correct.)

Pizza and tacos **are** on the lunch menu.
(*They* **are** on the lunch menu—agreement is correct.)





Study the following charts.

Rules for Subject-Verb Agreement	
1. Singular subject: Add -s or -es to the verb.	Melanie <i>wants</i> to be a singer. She <i>sings</i> beautifully.
2. Plural subject: Do not add -s or -es to the verb.	Melanie's parents <i>want</i> her to be successful. They are hopeful she will <i>do</i> well.
3. I or you: Use the plural form of the verb.	I <i>like</i> Melanie's voice. You <i>have</i> a lovely voice as well.

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. My mittens are red and white.
- _____ 2. They was a gift from my grandmother.
- _____ 3. She knits me a special gift each year.
- _____ 4. She and my grandfather have visited us each year for as long as I can remember.
- _____ 5. Grandy plan to knit me a sweater this year.
- _____ 6. She make me three hats to wear this winter.
- _____ 7. I enjoy wearing clothes Grandy makes for me.
- _____ 8. Grandy did not makes mittens for my cousin.
- _____ 9. My cousin live in Miami so it is not cold enough to wear mittens.
- _____ 10. Grandy made my cousin a pair of shorts.





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:

The children of my aunt are my cousins.

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

The subject is the plural noun *children*.

Aunt is part of the **prepositional phrase** *of my aunt*.

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

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

- Find the preposition. A list of prepositions is given on the following page.
- Put your finger on the preposition. Move your finger until you find a noun or pronoun.
- From the preposition to the noun or pronoun is a prepositional phrase.
- Your subject will *never* be in a prepositional phrase.



Look at the following sentences.

The color of the girls' shoes matches their dresses.



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 *shoes*. We eliminate the prepositional phrase *of the girls' shoes*.

The color (~~of the girls' shoes~~) matches their dresses.

Finding the subject is easy now. The subject is *color*. *Color* is singular. It agrees with the singular verb *matches*.

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. The flowers from her garden (is, are) chrysanthemums.
2. The story about the three little pigs (is, are) my little brother's favorite.
3. The shelf above my bed (hold, holds) my books.
4. The ladies across the table from me (was, were) whispering loudly.
5. The folders beside you (contain, contains) the information you asked for.
6. The students from Miami (is, are) wearing University of Miami sweatshirts.
7. The directions to Mary's house (is, are) easy to understand.
8. The note under my plate (was, were) from David.
9. The days since my birthday (has, have) passed quickly.
10. The open fields beyond the school yard (is, are) off limits to the students.



Practice

*Check your own **subject-verb agreement**. Carefully read the **second revision** of your **descriptive paragraph** you completed on pages 247-248 and then checked again on page 292. 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.



Pronouns

Pronouns are words that take the place of *nouns*. The most common are personal pronouns. Personal pronouns are the only words in English that have different forms called *cases*. This means there are different forms of each pronoun. How the pronoun is used in a sentence determines which form you use.

Look at the following sentence.

I see my brother across the street.

Here, the pronoun *I* is the subject of the verb *see*. *I* is the subject form or case.

Look at this sentence.

Mother saw *me* across the street.

Here, the pronoun *me* is the object of the verb *saw*. *Me* is the object form or case.

Look at this sentence.

The boy took *my* backpack on his camping trip.

My shows to whom the backpack belongs. It shows ownership or possession. *My* is in the possessive case.

The chart below shows the different cases of personal pronouns.

Personal Pronouns						
	Subject Case Pronouns		Object Case Pronouns		Possessive Case Pronouns	
	Singular	Plural	Singular	Plural	Singular	Plural
First Person	I	we	me	us	my, mine	our, ours
Second Person	you	you	you	you	your, yours	your, yours
Third Person	he, she, it	they	him, her, it	them	his, hers, its	their, theirs



Using pronouns makes our writing sound better. Look at the following two sentences.

Without pronouns:

Nikki said that *Nikki* would bring cookies for *Nikki's* class.

This sentence sounds awkward. The name is repeated too often.



With pronouns:

Nikki said that *she* would bring cookies for *her* class.

This sentence sounds better. The pronouns *she* and *her* make it easier to read. They also make it easier to understand.



Practice

Substitute *the correct pronoun for each underlined word. Use the chart on page 302 to help you.*

1. When Alana saw Alana's () new puppy,
Alana () cried with joy.
2. Barbie asked Barbie's () mother to make
Barbie () some breakfast.
3. Emily asked Emily's () brother to drive
Emily () to the mall.
4. When Keisa saw Keisa's () name on the
package, Keisa () knew it was Keisa's
().
5. When Meghan was asked who brought napkins,
Meghan () replied, "Meghan () did."
6. When Luis bought Luis () new computer,
Luis () was very happy.
7. Latasha asked Latasha's () father to help
Latasha () with Latasha's () homework.
8. Tonya and Sheenika found Tonya and Sheenika's ()
lunch under Tonya and Sheenika's () books in Tonya
and Sheenika's () locker.



Practice

Underline the personal pronouns in the following sentences. The number of personal pronouns in each sentence is indicated in parentheses.

1. Miranda Jones was the first person in her family to attend college. (1)
2. Neither her parents nor any of their relatives had even graduated from high school. (2)
3. Miranda knew how proud her parents, their parents, and all of her aunts and uncles were. (3)
4. For this reason, she took her studies very seriously. (2)
5. Her first semester was especially difficult for Miranda. (1)
6. However, she was rewarded for all the hard work she put in. (2)
7. When her grade sheet arrived, it contained all As. (2)
8. When Miranda's parents looked at their daughter's grades, they knew how hard she had worked for each of them. (4)
9. Miranda continued to work hard throughout her entire college career. (1)
10. Her favorite saying was, "You value something if you work hard for it." (4)



Antecedents

An **antecedent** is the word that a pronoun replaces or refers to.

Example: Miranda graduated with her degree in marketing in only three years. (her replaces Miranda. Miranda is the pronoun's antecedent.)



If the *antecedent* is singular, the pronoun must be singular.
If the antecedent is plural, the pronoun must be plural.

Example: Miranda was very proud of her diploma. (Miranda is the antecedent of her. The antecedent is singular. The pronoun is singular. They agree in number.)

Example: Miranda's parents were very proud of their daughter. (Parents is the antecedent of their. The antecedent is plural. The pronoun is also plural. They agree in number.)

If two or more antecedents are joined by *or* or *nor*, the pronoun must agree with the *closest* antecedent.

Example: Miranda or Cassandra will bring her camera. (Cassandra is the closest antecedent. The antecedent is singular. The pronoun is singular. They agree in number.)

Example: Neither Miranda nor her friends will bring their cameras. (Friends are the closest antecedent. Friends are plural. The pronoun is plural. They agree in number.)



Practice

Underline the correct pronoun(s) in parentheses. Then draw an arrow from the pronoun to its antecedent. An example has been done for you.

Example: My sister helped me study for (my, our) test.

1. The skaters checked (his or her, their) skates before the race.
2. Kaylin or Abbie will present (her, their) project first.
3. Lance and Keith had passes for (his, their) tardies.
4. The girl on the bleachers dropped (her, their) popcorn.
5. If Ashley completes this project in time, I will bake cookies for (her, them).
6. The teachers usually greet (his or her, their) students at the door.
7. My parents helped me celebrate (my, our) birthday.
8. Ask Marie and Chad what (he or she, they) want for a snack.
9. I helped the team members with (his or her, their) homework.
10. Neither Tom nor Bobby knew where (his, their) raincoat was.



Singular Pronouns

Singular pronouns also have *gender*. Singular pronouns are either masculine, feminine, or neuter. *Singular pronouns* must agree with the gender of their antecedents.

Example: Tomas is my best friend, and I have known *him* for five years.

(The antecedent *Tomas* is masculine. The pronoun *him* is used.)

Example: Anna said that *she* was tired.

(The antecedent *Anna* is feminine. The pronoun *she* is used.)

Example: That rock has a strange look to *it*.

(The antecedent *rock* is neuter. The pronoun *it* is used.)

Sometimes, you will need to look in a phrase following the pronoun to determine its gender.

Example: One of the girls lost her keys.

Other times, the gender will be uncertain. You will need to use *his* or *her* in these cases.

Example: Everyone needs *his or her* own toothbrush.



Note: The words *each*, *either*, *neither*, *one*, *everyone*, *everybody*, *no one*, *nobody*, *anyone*, *anybody*, *someone*, and *somebody* are referred to by a singular pronoun—*he*, *him*, *his*, *she*, *her*, *hers*, *it*, or *its*. Plural pronouns do **not** have gender.



Practice

Use the **chart of personal pronouns** on page 302 to complete this practice.

- Underline the **pronoun's antecedent**.
- Choose the **correct pronoun** from the list.
- Make sure the pronouns **agree in gender and number**.

1. Fred expects too much from _____ friends.
2. The deliveryman brought Jim and Pat the pizza _____ had ordered.
3. Will or Adam will stay so _____ can help clean for the party.
4. The students eagerly ate _____ lunches.
5. One of the pots has a hole in _____ .
6. The boys forgot _____ permission slips.
7. Neither one of the students brought _____ textbook.
8. My socks have holes in _____ .
9. One of my aunts received a blue ribbon for _____ carrot cake.
10. When I see someone I know, I always wave to _____ .



Practice

Underline the personal pronouns in the following sentences. Above each pronoun, do the following:

- Write **1** if it is a **first-person pronoun**.
first person: *I* like to read mystery novels.
 We went shopping at the mall.
(These pronouns refer to the person who is speaking.)
- Write **2** if it is a **second-person pronoun**.
second person: *You* seem to like romance novels.
(*You* refers to the person spoken to.)
- Write **3** if it is a **third person pronoun**.
third person: *He* likes to read western novels.
 They went to the movies.
(The above pronouns refer to persons spoken about.)

The number of pronouns in each sentence is given in parentheses. An example has been done for you.

Example: Latosha asked ¹me if ¹I wanted to go to the movies. (2)

1. Let us know when you are ready to leave. (2)
2. She did not tell me what time they were leaving. (3)
3. Mary Ann told me, "I ate too much." (2)
4. Since our umbrellas are the same color, I thought yours was mine. (4)
5. My brothers say the baseball is theirs; our neighbor's children say it belongs to them. (5)



Indefinite Pronouns

You use other types of pronouns when you speak and write. One of the most commonly used types is *indefinite pronouns*.

Indefinite pronouns can be a problem in subject-verb agreement. Certain indefinite pronouns are singular. Others 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 indefinite pronouns are singular. They always require singular verbs.

Hints: The word *one* is part of many. The word *one* can be read after some pronouns.

If the word *single* can be read between a compound pronoun and it makes sense, then the compound pronoun is singular. *One* and *single* tell you the word is singular.

Indefinite 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)
anybody	anything (any <i>single</i> thing)



The following indefinite 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.)

Indefinite Plural Pronouns			
several	many	both	few

The following indefinite 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

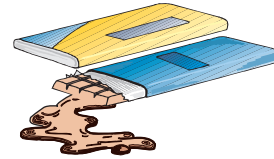
Look at the following example.

Most of the chocolate bars have melted.

Chocolate bars is a plural noun.

Most of the chocolate bars would be plural.

The word *most* in this example takes a plural verb.



None of the money is missing.

Money is a singular noun.

None of the money would be singular.

The word *none* in this example takes a singular verb.



Practice

Use the list below to complete the following statements.

action verbs
antecedent
fragments
linking verbs
noun

noun-pronoun agreement
preposition
prepositional phrase
pronouns
run-on sentences

1. _____ are incomplete sentences.
2. _____ are words that show the action of the subject. The action may be physical or mental.
3. _____ show existence. They are often forms of the verb *-to be*.
4. _____ are joined together with commas or without any punctuation, and you cannot tell where one thought ends and the other begins.
5. A(n) _____ is a group of words that begins with a preposition.
6. A(n) _____ is a word that shows the relationship between a noun or pronoun and another word in the sentence.
7. _____ are words that take the place of *nouns*.



8. A(n) _____ is the word that a pronoun replaces or refers to.
9. A prepositional phrase usually ends with a(n) _____ or pronoun.
10. You must check for _____ to make sure the pronouns match the nouns they refer to.



Practice

*Circle the **correct verb** in each of the following sentences.*

1. Each of us (is, are) bringing a gift for John.
2. Several of the boys (is, are) coming early to help with decorations.
3. Some of our mothers (is, are) supplying refreshments.
4. Somebody (is, are) supposed to bring drinks.
5. Most of the cake (has, have) already been eaten.
6. Everyone (was, were) here to have dessert.
7. Only a few (has, have) offered to help clean up.
8. Someone (need, needs) to find the vacuum cleaner.
9. Everything (was, were) just lovely.
10. None of the guests (was, were) disappointed.



Practice

Read each sentence and do the following:

- If the **verb agrees with its subject**, write **C** on the line.
- If the **verb does not agree**, **cross out the verb**. Then **write the correct verb above it**.

The first one has been done for you.

have

- _____ 1. I ~~has~~ a fluffy white cat named Snowball.
- _____ 2. He meow for his breakfast at 6:00 every morning.
- _____ 3. Snowball likes to play with other cats.
- _____ 4. He do not, however, like to share his food with them.
- _____ 5. Another thing Snowball don't like is taking a bath.
- _____ 6. He does need one now and then.
- _____ 7. All of us helps give Snowball his bath.
- _____ 8. When we are finished, Snowball always hide for several hours.
- _____ 9. He does, however, eventually forgive us.
- _____ 10. Snowball remember that breakfast time comes early.



- _____ 11. The pearl and the alexandrite is the official birthstones for the month of June.
- _____ 12. Since I was born in June, both of these are my birthstones.
- _____ 13. Both pearls and alexandrites are found in my jewelry box.
- _____ 14. A pearl ring or earrings were my request for my twelfth birthday.
- _____ 15. The ring, with two pearls and four diamonds, were a gift from my parents.
- _____ 16. My favorite aunt and uncle have promised me the earrings for my next birthday.
- _____ 17. A bracelet, with small alexandrites and diamonds, were presented to me by my grandmother.
- _____ 18. Matching earrings, from my great grandmother, was another nice surprise.
- _____ 19. The ring, the earrings, and the bracelet are my most treasured possessions.
- _____ 20. These gifts shows how much my family notices what I like.



Practice

Read each sentence and do the following:

- **Underline the subject** *once in each sentence.*
- **Underline the verb** *twice.*
- *If they do not agree, cross out the incorrect verb. Then write the correct verb above it.*

1. Something exciting happen at my house every summer.
2. Everyone help to plan our vacation.
3. Everybody makes a suggestion for the trip.
4. Some of the best suggestions comes from my older sister.
5. One of her best ideas were a camping trip to the Blue Ridge Mountains.
6. All of our family members had a wonderful time on that trip.
7. But everybody dreads my little brother's ideas.
8. Most of his ideas involves video games and giant roller coasters.
9. One of my ideas was a real winner.
10. None of my sisters and brothers were ready to refuse a trip to Disney World.



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. i was born in baton rouge, louisiana, on june 30. _____

2. my brother attended college in tuscaloosa, alabama. _____

3. his dream had always been to attend the university of alabama.

4. we treated mom to a swedish massage for mother's day. _____

5. our guest speaker last wednesday was a gentleman of the islamic
faith. _____

6. aunt gilda brought an italian cream cake. _____



7. my english class read *the call of the wild*. _____

8. the story of creation is told in the book of genesis. _____

9. thomas jefferson was the main author of the declaration of
independence. _____

10. mom, dad, and my brother jeff went to see harry potter and the
chamber of secrets. _____



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. two or more sentences that are joined together with commas or without any punctuation marks to separate them | B. capitalization |
| _____ 3. a verb that shows physical or mental action | C. fragment |
| _____ 4. a verb that expresses a state of being | D. linking verb |
| _____ 5. a word that shows the relationship between a noun or a pronoun and another word in the sentence | E. noun |
| _____ 6. the use of upper case letters in writing | F. noun-pronoun agreement |
| _____ 7. making pronouns match the nouns they refer to | G. preposition |
| _____ 8. a word that names a person, place, thing, or idea | H. prepositional phrase |
| _____ 9. a word that is used instead of a noun to refer to a person, place, thing, or idea | I. pronoun |
| _____ 10. a group of words that begins with a preposition and usually ends with a noun or pronoun | J. run-on sentence |



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.



Look up the meaning.



Practice

Each of the **italicized** words is **misspelled**. Use a **dictionary** to look up each italicized word. Then **write the correct word** on the blank space next to each phrase.

1. a *breif* walk before breakfast _____
2. our *superheros* _____
3. *loosing* the game _____
4. here we go *agan* _____
5. one *women* alone _____
6. our family *docter* _____
7. dinner with us *tonite* _____
8. three cups of *shuger* in the recipe _____
9. make three *copys* of the document _____
10. the house my father *bilt* _____





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.

week - a period of seven days

weak - lacking strength or energy

plain - simple; not fancy

plane - a flat or level surface

peace - harmony; lack of war

piece - a part of something

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. My sister decided to (die, dye) her hair green.
2. The (seam, seem) in my dress ripped.
3. Grocery prices (vary, very) from state to state.
4. (Through, Threw) the window, I saw the snow falling.
5. Dad's canoe is made of (would, wood).
6. Put the packages over (their, there).
7. I wanted to (sea, see) her new dress.
8. Those old pipes are made of (lead, led).
9. After the President's death, the entire country was in (morning, mourning).
10. My cat has a fluffy (tail, tale).



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]

[illegible]



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
	bare vs. bear	<i>bare</i> means naked or very simple
	four vs. for	<i>four</i> is the number 4
○	pain vs. pane	<i>pane</i> is a piece of glass in a window
	kernel vs. colonel	<i>kernel</i> is a small bit of grain, like corn or wheat
○	not vs. knot	<i>knot</i> is a tight loop in a rope or thread



Step 3: Proofreading—The Final Check

You have completed *step 1*. You have *revised* the content of your paragraph. You have also completed *step 2*. You have *edited* your paragraph. You have checked for errors in grammar, punctuation, and spelling. Now you are ready to complete *step 3*. You are ready to *proofread* your paragraph.

Step 1: Revise

Step 2: Edit

Step 3: Proofread



Proofreading is the third step in fine-tuning your writing. Proofreading is a very important and final check. It is your last chance to catch any errors you missed. As you proofread you have the chance to check for typos, omitted words, and any other errors. It is the last chance to make your writing as perfect as you can.

Good writers always proofread. They have developed a number of excellent proofreading techniques. These will help you as well.

Proofreading Techniques

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

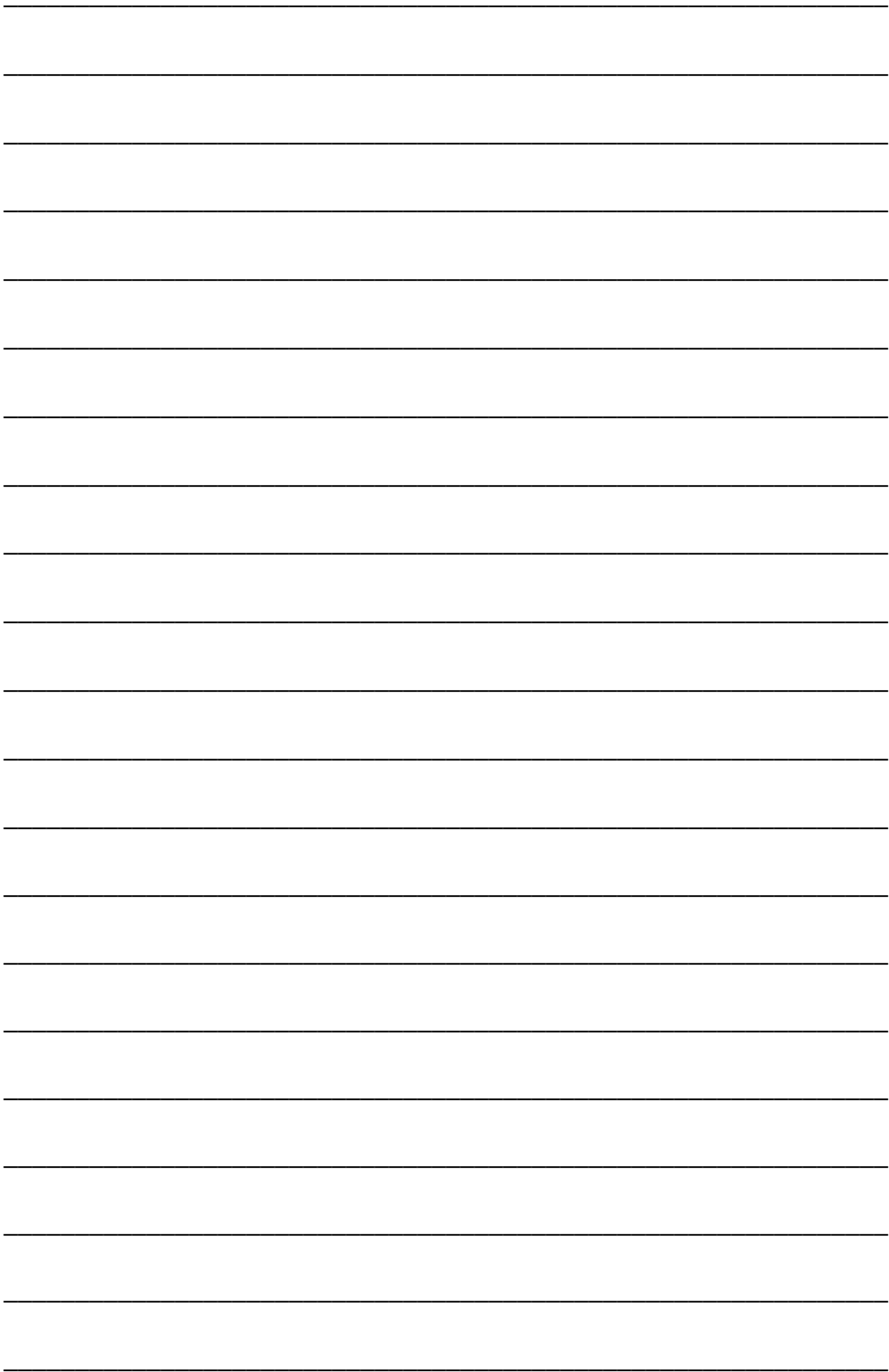
Symbols	Meaning	Example	Corrected Example
≡	Capitalize a letter.	Harper <u>lee</u> wrote <u>To kill a Mockingbird</u> .	Harper Lee wrote <i>To Kill a Mockingbird</i> .
/	Make a capital letter lowercase.	Scout is <u>Six Years Old</u> when the novel begins.	Scout is six years old when the novel begins.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



Practice

The paragraph below has been **proofread**. The **errors have been marked**.
Revise the paragraph. Use the chart on the previous page to help you do this.

sp.
Ate months ago, I started writing the great american novle. I've always
liked to write it's always seamed easy to me. I Started by making an outline.
I waned to write about growing up in an orange groove in florida. My
Mother had done this. I had groan up hearing her stories, mom sure does
like to talk. So, I had a lot of material. I wrote down mom's stories as she
told them. Than I wrote a description of my characer. I named Mildred.
She was twelf years old. She lived in a small town in centrl florida. Then
I strated writing it wasnt as easy as I thought. I would wrilt a little. Then
i woulde read what I wrote. I always thought of somethin I left out. So i
had to rewrite that section. this proces went on and on. Now, ate 10 months
later, I has two chapters that ive rewritten at lest seven tmes. at this rate,
I'll be older than my mother before i'm finshed.





Practice

Proofread *the fourth revision of your descriptive paragraph from page 327. Use the **proofing techniques** on page 332. Use the **copyediting symbols** on page 333 to indicate your errors.*



Practice

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

action verb	homophones
end marks	proofread
fragment	sentence

- _____ 1. the punctuation marks that come after a sentence: period (.), question mark (?), exclamation point (!)
- _____ 2. the third step in the process of fine-tuning your writing; to check for typos, omitted words, and other errors
- _____ 3. a group of words that expresses a complete thought and contains a subject and a verb
- _____ 4. a verb that shows physical or mental action
- _____ 5. words that sound the same but have different meanings and different spellings
- _____ 6. a group of words that does *not* express a complete thought



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 revisions of your descriptive, narrative, expository, and persuasive paragraphs from pages 327-330. Use the proofreading techniques on page 332. Use the copyediting symbols on page 333 to indicate your errors.*

*Then use the **Tip Sheet for Finalizing Your Writing** with all four of your paragraphs—descriptive, narrative, expository, and persuasive paragraph on pages 327-330.*

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.

[illegible]

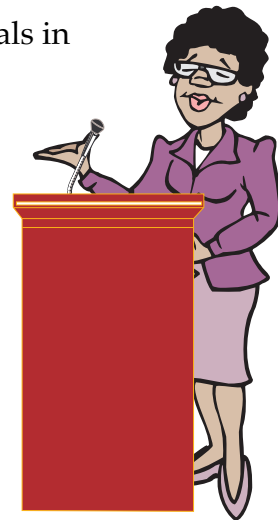
[illegible]

Unit 5: Listening, Viewing, Speaking—Gaining and Giving Information Face-to-Face

Unit Focus

Reading

- Use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection. (LA.A.1.3.1)
- Use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. (LA.A.1.3.2)
- Demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. (LA.A.1.3.3)
- Determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization. (LA.A.2.3.1)
- Identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning. (LA.A.2.3.2)
- Recognize logical, ethical, and emotional appeals in texts. (LA.A.2.3.3)
- Locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. (LA.A.2.3.5)
- Use a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs to gather information for research topics. (LA.A.2.3.6)



- Check the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws. (LA.A.2.3.8)

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)

Listening, Viewing, Speaking

- Listen and use information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest. (LA.C.1.3.1)
- Select and listen to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences. (LA.C.1.3.2)
- Acknowledge the feelings and messages sent in a conversation. (LA.C.1.3.3)
- Use responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification. (LA.C.1.3.4)
- Use movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience. (LA.C.2.3.2)
- Understand how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation. (LA.C.3.3.1)
- Ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences. (LA.C.3.3.2)
- Speak for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations. (LA.C.3.3.3)

Language

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

- Distinguish between emotional and logical argument. (LA.D.2.3.3)
- Understand specific ways that mass media can potentially enhance or manipulate information. (LA.D.2.3.6)
- Understand that laws exist that govern what can and cannot be done with mass media. (LA.D.2.3.7)

Literature

- Know how a literary selection can expand or enrich personal viewpoints or experiences. (LA.E.2.3.8)

Unit 5: Listening, Viewing, Speaking—Gaining and Giving Information Face-to-Face

Overview

Communication is an important skill for everyone. In order to live with the people around us, we must communicate. Every day, we send messages to others. We also receive messages. In this way, we communicate with our friends and family. We communicate in a number of ways. We speak to each other. We listen to each other. We also send messages to each other without words. Why do you frown when your teacher assigns homework? You are not happy about doing homework. You frown to let your teacher know this. Why do you wave at your friend across the street? Perhaps you want him to see you. Perhaps



We communicate with our friends and family.

you have simply said “hello.” 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.



Body language is also called nonverbal communication.

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 speaking. We have been entertained by speech all our lives. We have listened to our parents and teachers read to us. Some of us have read aloud to others. Most of us know that much pleasure comes from reading.



Most of us have enjoyed speech in another way. Nearly all of us have a favorite movie. Most of us enjoy certain television programs. In both movies and television programs, we see and hear actors speaking. As they speak, they are taking the role of other people. They are trying to convince you they are these other people. These actors speak the other people's thoughts aloud. Good actors put emotions into these thoughts. They also use effective body language. Some of you have probably performed in a play. If you have, you have used these same techniques. You have communicated another person's thoughts through acting or role playing.



Good actors put emotions into thoughts.

One method of role playing is a *declamation*. A declamation is a short speech given as another individual. In presenting a declamation, a speaker memorizes his or her lines. The speaker also attempts to use his or her voice to show emotions. Also, the speaker uses body language to recreate a character. A declamation, like longer examples of roleplaying, is entertaining. It can also help the speaker and listener learn new things. However, this can only happen if the speech is delivered well.

This unit will help you become a better speaker.

- You will practice and deliver a dramatic reading.
- You will prepare and present a declamation.
- You will learn to read and speak at the right pace.
- You will learn to use effective body language as you speak.
- You will also learn to be a good listener and watcher. This will help you analyze what you hear and see.



Vocabulary

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

- bias** a strong feeling toward or against something
- 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
- declamation** a speech delivered as another person or character, using emotion and body language to convey the character's personality and feelings
- diction** pronunciation and rhythm in speaking; the choice and use of words
- dramatic reading** a rehearsed reading aloud—using emotion and body language as one reads, helping the listener understand more fully the meaning of the passage and entertaining the listener



electronic reference	the source and location of reference information obtained from the Internet or by electronic means
enunciation	the clear and distinct voicing of words
MLA style	a set of written procedures from the Modern Language Association used to write papers and resources
nonverbal communication	the act of sending or receiving messages without the use of words <i>Example:</i> One form of nonverbal communication is <i>body language</i> .
pronunciation	the act of saying words correctly, as they are listed in a dictionary's guide to how a word sounds
tempo	the speed at which words are spoken
verbal communication	the act of sending and receiving messages using words
visual aids	any material that can be seen that helps listeners and viewers understand or remember <i>Examples:</i> pictures, posters, drawings, charts, diagrams, puppets, costumes, hats, scenery, and props
volume	the loudness or softness of a spoken word

Reading Dramatically: Giving Words Life

Is this a familiar scene? Your class is reading a story together. The teacher begins by reading a paragraph. Then she asks, “Would someone read the next section?” What do you do? Do you raise your hand, eager to read aloud? Or, do you look down at the page, hoping she won’t call on you?



Do you raise your hand, eager to read aloud? Or, do you look down at the page, hoping the teacher won’t call on you?

Some of us enjoy reading aloud. We like to hear the words roll off our tongues. We enjoy giving characters’ words emotion. We like to build excitement with our voices. We enjoy reading to entertain others.

However, some of us do *not* enjoy reading aloud. We hate to stumble over unfamiliar words. We struggle to understand the meaning as we read. We read too fast or we read too slowly. We are afraid our classmates might laugh at us.

Reading unfamiliar material is a bit scary. Even your teacher will admit this. More than likely, he or she seldom reads completely new material aloud.

You’ve probably noticed the effects of his or her efforts. Usually, your teacher knows how to pronounce every word in the selection. In addition, he or she will know when to emphasize certain words. Your teacher will make a character’s words sound like spoken language. Also, your teacher will pace the reading. It will be fast enough to keep your attention. However, it will be slow enough for you to hear and understand each word.

Learning to read aloud well is a good step toward learning to speak well in public. Repeating your teacher’s methods for preparing to read will help you. So will a number of other techniques.

You will be choosing a piece of writing to share with your classmates later in the unit. This may be a poem, an excerpt from a short story, a letter, or an essay. You can use the Internet or find the writing in a book or the newspaper. When you use someone else’s writing, you must give credit to the author and publisher.



Copyright: Protecting the Rights of the Owner

Many of the stories that you find will be protected by laws of **copyright**. The story cannot be copied without the writer or publisher's permission.

The Copyright Symbol ©

The copyright symbol consists of a letter *c* in a circle, followed by the name of the owner of the copyright and the year the work was first published.

Look at the example below. The copyright symbol (©), followed by John Smith, comma (,), 2002, indicates that John Smith is the author of a work that was first published in 2002.

© John Smith, 2002

As a storyteller, you must give credit to the author and publisher. A **bibliography** is a list or a collection of all articles, books, and other sources checked for information or ideas while researching topics or subjects. See below how to prepare a *bibliographic citation* for your story.

Bibliographic Citations

Each source in a bibliographic citation is identified by the following:

- author(s) or editor(s)
- title of the article, the book, or the magazine
- publisher's city and state
- publisher's name
- publication date

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 46-47, to correctly cite electronic references.

The citation examples on the previous page 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.

Reading Aloud

Let's follow one student as he prepares to read aloud for his brothers' kindergarten class. Jonathan has been assigned the following nursery rhyme to prepare for a **dramatic reading**, a rehearsed reading aloud, that uses emotion and body language to convey the character's personality and feelings.

Three Little Kittens


Three little kittens lost their mittens,
And they began to cry,
"Oh, mother dear,
We sadly fear
our mittens we have lost."

"What! Lost your mittens!
You naughty kittens!
Then you shall have no pie."
"Mee-ow, mee-ow, mee-ow, mee-ow."
"You shall have no pie."

The three little kittens
they found their mittens,
And they began to cry,
"Oh, mother dear,
See here, see here!
Our mittens we have found."

"What! Found your mittens!
You darling kittens!
Then you shall have some pie."
"Purr-r, purr-r, purr-r."
"You shall have some pie!"


The three little kittens
Put on their mittens,
And soon ate up the pie.
"Oh, mother dear,
We greatly fear,
Our mittens we have soiled."



"What! Soiled your mittens!
You naughty kittens!"
Then they began to sigh,
"Mee-ow, mee-ow, mee-ow, mee-ow."
Then they began to sigh,

The three little kittens,
They washed their mittens,
And hung them up to dry.
"Oh, mother dear,
Look here, look here
Our mittens we have washed."

"What! Washed your mittens!
You're such good kittens,
I smell a rat close by."
"Hush! Hush! Hush! Hush!"
Hush! Hush! Hush!
I smell a rat close by."





Jonathan's first thought is "Hey, I know this! No problem." However, he remembered the last time he read aloud in class. He had stumbled over words he didn't know. He read too fast.

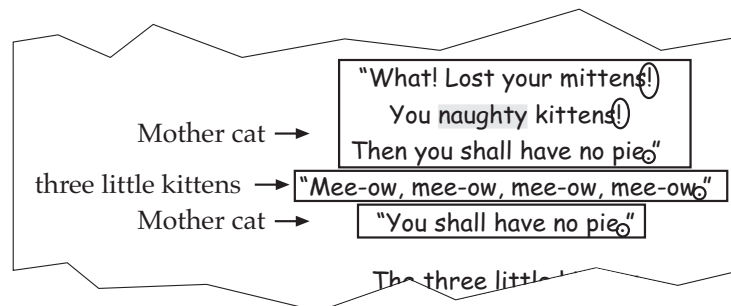
He had ignored punctuation marks. Some of his classmates had yawned while he read. He could tell others were reading ahead, faster than he. Jonathan could tell few of them were listening to him read. He didn't want this to happen this time.



Jonathan asked his teacher for some help in preparing to read. She gave him the following set of instructions.

Preparing to Read

1. Read the selection aloud.
2. Highlight any words you stumble over or do not know.
3. Scan the selection for end punctuation marks—periods, question marks, exclamation points. Circle each one.
4. Scan the selection for dialogue. This will be set off by quotation marks. Draw a box around each sentence that is part of a dialogue.
5. Find who is speaking the dialogue. Draw two lines under each speaker. Write in identity of speaker if needed.
6. Double-check your work.





Now, look over your annotated selection. Complete the following steps.

7. Find out how each highlighted word is pronounced. Ask your teacher or look in the dictionary. Note the meaning of each word. This will help you put the right emphasis on the words. This will allow you to improve your **enunciation**, the clear and distinct voicing of each word.
8. Note each circled punctuation mark. How should each sentence be read? As a question? A simple statement? With emotional emphasis? Loudly? Softly? Should you read some passages more quickly than others? More slowly? This will help you determine the **tempo** or the speed at which the words of your reading are spoken.
9. Determine the speaker of each quote. Should you soften or harden your voice for any of them? Would you read the quote slower or quicker than the rest of the passage of the other quotes? Should any of the quotations be read louder or softer than the others? Again, this will help you determine the *tempo* of your reading.
10. Read the passage again. Pay attention to the notes you have made. Put proper emphasis on dialogue. Stop where punctuation tells you to. Read questions as questions. Read exclamatory passages with emotion. Maintain a good tempo and pace.
11. Practice reading until you are comfortable with the passage.
12. Read the passage again for a classmate or your teacher. Ask for their suggestions on how to improve your reading.





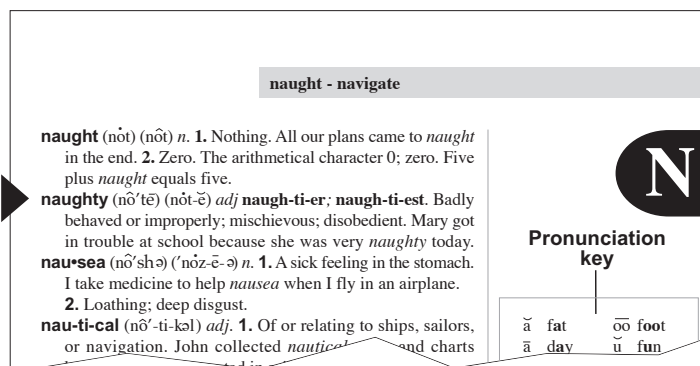
Jonathan began to prepare for his reading. First, he annotated his selection as directed in steps 1-6 on page 356. The annotated selection looked like the following.

Three Little Kittens

	<p><u>Three little kittens</u> lost their mittens, And they began to cry, "Oh, mother dear, We sadly fear our mittens we have lost."</p>	<p>"What! Soiled your mittens! You naughty kittens!" Then they began to sigh, "Mee-ow, mee-ow, mee-ow, mee-ow."</p>	<p>mother cat</p> <p>three little kittens</p>
<p>mother cat</p> <p>three little kittens</p> <p>mother cat</p>	<p>"What! Lost your mittens! You naughty kittens! Then you shall have no pie." "Mee-ow, mee-ow, mee-ow, mee-ow." "You shall have no pie."</p>	<p>The <u>three little kittens</u> they found their mittens, And they began to cry, "Oh, mother dear, See here, see here! Our mittens we have found."</p>	<p>The <u>three little kittens</u>, They washed their mittens, And hung them up to dry. "Oh, mother dear, Look here, look here, Our mittens we have washed."</p>
<p>mother cat</p> <p>three little kittens</p> <p>mother cat</p>	<p>"What! Found your mittens! You darling kittens! Then you shall have some pie." "Purr-r, purr-r, purr-r." "You shall have some pie!"</p>	<p>"What! Washed your mittens! You're such good kittens, I smell a rat close by." "Hush! Hush! Hush! Hush!" Hush! Hush! Hush! I smell a rat close by."</p>	<p>mother cat</p> <p>three little kittens</p>
	<p>The <u>three little kittens</u> Put on their mittens, And soon ate up the pie. "Oh, mother dear, We greatly fear, Our mittens we have soiled."</p>		

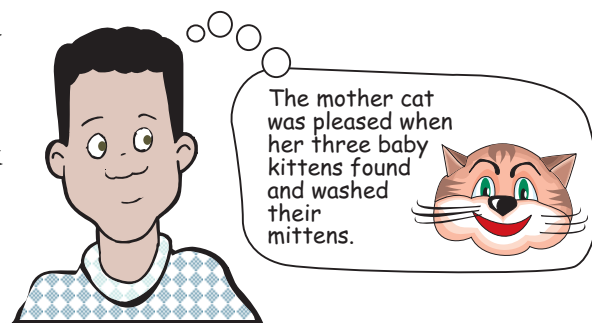
Then Jonathan looked over his annotated selection. He followed items 7-12 below.

7. Jonathan was unfamiliar with the word “naughty.” He looked it up in the dictionary and found out that it meant “badly behaved.” He saw it was the opposite of nice. He looked at the **pronunciation** guide. Then he checked with his teacher to make sure he was pronouncing “naughty” correctly.



He wasn't sure exactly how to read the kittens' *mee-ows* and *purrs*. He and a classmate determined how each one should be said. Then Jonathan checked with his teacher.

8. Jonathan practiced reading the poem as punctuated. He emphasized the sentences ending in exclamation marks. He noticed there were no sentences ending in question marks. He paused at the end of each sentence. He read the exclamations more quickly than the other sentences.
9. Jonathan decided the mother was angry with the kittens when they lost their mittens. She was pleased when they found and washed the mittens. He attempted to show this with his voice. Jonathan tried to make himself sound like small children who were upset or happy when he read the kittens' dialogue. He decided they would speak a bit louder than the mother. He thought they would speak more quickly as well. He practiced reading the dialogue with these changes.





10. Jonathan read the passage without stopping. He practiced reading correctly with the punctuation. He attempted to give each speaker the correct emotion. He paced himself according to the speaker.
11. He practiced reading the poem until he liked the way he sounded.
12. He read the passage to his friend Carrie. Carrie suggested he slow down just a bit. He read the poem to his teacher. He slowed his tempo a bit. His teacher complimented him on his *dramatic reading*.



Practice

Use the list below to complete the following statements.

bibliography
copyright
dramatic reading

electronic references
enunciation
MLA style

pronunciation
tempo

1. Many of the published stories that you find will be protected by _____ laws.
2. A _____ is a list or a collection of all articles, books, and other sources checked for information or ideas while researching topics or subjects.
3. _____ are obtained from the Internet or other electronic means.
4. _____ provides written procedures used to write papers and *cite* or refer to references.
5. A _____ is a rehearsed reading aloud—using emotion and body language.
6. Punctuation marks can help you determine the _____ or the speed at which the words of your reading should be spoken.



7. Dictionaries have _____ guides to help you determine how a word sounds.
8. _____ is the clear and distinct voicing of words.

Practice

Read the following story. Then use the checklist on the following page to **prepare and perform a dramatic reading**.

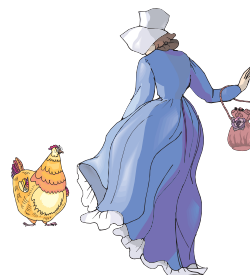
The Teeny, Tiny Lady

Once upon a time there was a teeny, tiny lady who lived in a teeny, tiny house in a tiny village. One day this teeny, tiny lady put on her teeny tiny bonnet, and tied the teeny, tiny string under her teeny chin, for she thought she would go for a teeny, tiny walk.

So she walked, and walked, and she came to a teeny, tiny gate which led into a teeny, tiny field. The teeny, tiny lady opened the gate and walked into the field. There, at the foot of a teeny, tiny tree, sat a teeny, tiny hen.

"This teeny, tiny hen will lay me a teeny, tiny egg for my teeny, tiny breakfast," said the teeny, tiny lady; so she took the teeny, tiny hen, put her in her teeny, tiny *reticule**, and she went home again.

But when she came to her teeny, tiny house, she felt a teeny, tiny bit tired, so she put the teeny, tiny hen in her teeny, tiny cupboard, and she went upstairs to take a teeny, tiny nap. She had not been asleep so very long when she heard a teeny, tiny voice which woke her. It said, "Give me my hen."



Then the teeny, tiny lady was a teeny, tiny bit afraid, but she pulled the teeny, tiny quilt up to her chin, and she went to sleep again. But soon she heard the teeny, tiny voice again, and it said a little louder, "Give me my hen!"

Then the teeny, tiny lady was a teeny, tiny bit more afraid, but she hid her teeny, tiny head in her teeny, tiny quilt, and she went to sleep again. But very soon the voice called again, very loudly, "GIVE ME MY HEN!"

Then the teeny, tiny lady sat in the bed, and she called out in her loudest teeny, tiny voice, "TAKE IT!"

And when it came morning, the teeny, tiny lady went downstairs, and looked in her teeny, tiny cupboard, and what do you think? The teeny, tiny hen was gone!

**reticule*—a drawstring handbag or purse



Checklist to Prepare Dramatic Reading

- ___ 1. Read the selection aloud.
- ___ 2. Highlight any words you stumble over or do not know.
- ___ 3. Scan the selection for end punctuation marks—periods, question marks, exclamation points. Circle each one.
- ___ 4. Scan the selection for dialogue. This will be set off by quotation marks. Draw a box around each sentence that is part of a dialogue.
- ___ 5. Find who is speaking the dialogue. Draw two lines under each speaker. Write in identity of speaker if needed.
- ___ 6. Double-check your work.
- ___ 7. Find out how each highlighted word is pronounced. Ask your teacher or look in the dictionary. Note the meaning of each word. Knowing how to correctly pronounce a word will help you put the right emphasis on the words. Knowing this will allow you to improve your enunciation of each word.
- ___ 8. Note each circled punctuation mark. How should each sentence be read? As a question? A simple statement? With emotional emphasis? Loudly? Softly? Should you read some passages more quickly than others? More slowly? Knowing this will help you determine the tempo of your reading.
- ___ 9. Determine the speaker of each quote. Should you soften or harden your voice for any of them? Would you read the quote slower or quicker than the rest of the passage? Should any of the quotations be read louder or softer than the others? Again, knowing this will help you determine the tempo of your reading.
- ___ 10. Read the passage again. Pay attention to the notes you have made. Put proper emphasis on dialogue. Stop where punctuation tells you to. Read questions as questions. Read exclaimed passages with emotion. Maintain a good tempo and pace.
- ___ 11. Practice reading until you are comfortable with the passage.
- ___ 12. Read the passage again for a classmate or your teacher. Ask for their suggestions on how to improve your reading.



Practice

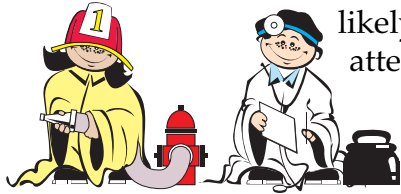
Choose a piece of writing *you would like to share with your classmates. This can be a **poem**, an **excerpt from a short story**, a **letter**, or an **essay**. You will give a better reading if you choose something that you like.*

*Use the instructions given in the **Checklist to Prepare Dramatic Reading** on the previous page to **prepare your dramatic reading**. When you are ready, present the reading to your classmates.*



Preparing a Declamation: Getting Inside a Character's Skin

Young children get very involved with the world around them. One of the ways they do this is through roleplaying. Can you remember pretending to be a character from your favorite story? Did you ever imitate people from your favorite television shows? More than likely, you did this on a daily basis. You probably attempted to dress like your favorite character.



Can you remember pretending to be a character from your favorite story?

You may have remembered things he or she said and repeated them. In your imagination, you became this character.

Most of us still find certain characters appealing. Perhaps it is the hero of a favorite movie. Maybe it is the speaker of a novel. All of us find people—real and imagined—who interest us. Many of us feel we know these people. Not many of us actively roleplay these characters the way we did as children. However, we often imagine ourselves doing this very thing.

A **declamation** allows you to build on this interest. A *declamation* is a speech that you deliver as a particular character. The speech is original. You write it yourself. You decide what your chosen character will say. You put the words in his or her mouth.

You need to know the character well. You need to think about the situation he or she is in. You also need to figure out what this character might say.

Preparing a Declamation

- **Step one:** Planning
- **Step two:** Writing
- **Step three:** Rehearsing and Preparing Props and Costumes
- **Step four:** Presenting



Below is an example of how one student completed these steps.

Danielle is in the same class as Jonathan. The entire class has been reading to a kindergarten class each week. School will be ending soon. The final day with the kindergarten class will be a program. Each student in Danielle and Jonathan's class will perform. The teacher has asked that they prepare a declamation. Each must choose a character from a story or nursery rhyme. Then he or she must become that person.

Danielle had presented a practiced reading of "Little Bo Peep." She decided to play the role of Bo Peep. She looked at the poem she had read.

Little Bo Peep

Little Bo Peep has lost her sheep
And can't tell where to find them.
Leave them alone,
And they'll come home,
Wagging their tails behind them.

Little Bo Peep fell fast asleep,
And dreamt she heard them bleating;
But when she awoke, she found it a joke,
For still they all were fleeing.

Then up she took her little crook,
Determined for to find them;
She found them indeed, but it made her heart bleed,
For they'd left all their tails behind them!

It happened one day, as Bo Peep did stray
Unto a meadow hard by –
There she espied their tails, side by side,
All hung on a tree to dry.

She heaved a sigh and wiped her eye,
And over the hillocks she raced;
And tried what she could, as a shepherdess should,
That each tail should be properly placed.





Then Danielle used the following worksheet to help her plan her *declamation*.

Declamation Planning Worksheet

1. Identify the character by name and work.
2. Describe the situation presented in the work.
3. How do you see this character? How old is he or she? What does he or she look like?

What kind of person is he or she?

Why do you think this?

4. How does this character feel about the situation?
5. At what point in time does your declamation take place? Immediately after the situation? The next day? Several months or years later?
6. To whom is the character speaking? Is it to a particular person? Is he or she simply thinking aloud?
7. What tone will you give the character? Is he or she proud of himself or herself? Ashamed? Confused?

Explain why.

8. What will your character sound like when he or she speaks? Is this person a child? An older person? Is he or she well educated?

What kind of **diction**, or pronunciation and rhythm in speaking, will this character use?

Danielle completed the worksheet on the following page.



Step 1: Planning

Little Bo Peep Worksheet

1. Identify the character by name and work.

Little Bo Peep from the nursery rhyme. She is a shepherdess.

2. Describe the situation presented in the work.

Bo Peep's job was watching sheep. She fell asleep. They ran away. When she found them, their tails were gone. She looked for their tails. She found them and tried to put them back on the sheep.

3. How do you see this character? How old? What does he or she look like? What kind of person is he or she? Why do you think this?

Bo Peep is probably a teenager. She has been given a job. She is old enough to be left on her own. I don't think a little girl's parents would let her do this.

I think Bo Peep is pretty. I've seen pictures of her with curls and a frilly dress. Back then, girls always wore dresses.

Bo Peep isn't a bad person. She felt really bad when her sheep left. She felt awful when their tails were gone. She looked and looked for their tails until she found them. She is maybe a little lazy. She did go to sleep. She is probably a little bit irresponsible, too.

4. How does this character feel about the situation?

Bo Peep feels really dumb for going to sleep. She's probably worried about her job.

She is worried that something will happen to the sheep. She likes them and is happy to see they are okay.

She is upset because their tails are gone. She's probably worried that they were hurt.



She is happy and relieved to find the sheep and their tails.

I think she learned her lesson. I don't think she will sleep on the job again.

5. At what point in time does your declamation take place? Immediately after the situation? The next day? Several months or years later?

Some days after the sheep ran off and their tails disappeared.

6. To whom is the character speaking? Is it to a particular person? Is he or she simply thinking aloud?

She is thinking aloud.

7. What tone will you give the character? Is he or she proud of himself or herself? Ashamed? Confused? Explain why.

Bo Peep is really down on herself. She is ashamed of falling asleep. She thinks she has let her boss down.

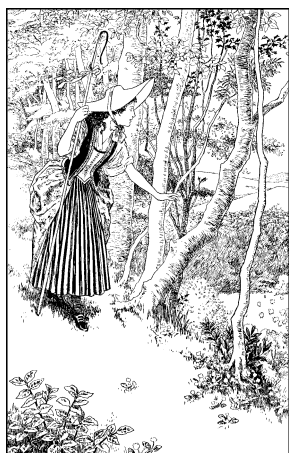
She is relieved that she found the sheep and their tails.

8. What will your character sound like when he or she speaks? Is this person a child? An older person? Is he or she well educated? What level of diction will this character use?

Bo Peep is probably about my age. She could sound like I do. She wouldn't use the slang words I do. This happened long ago. She has been to school. She will use good grammar. She won't use really big words.

Step 2: Writing

Danielle was ready for step 2. She was ready to write her speech. Her teacher reminded her to make several drafts. She looked over her completed worksheet. Then Danielle thought about Bo Peep a bit more.



Little Bo Peep

She decided that Bo Peep probably had a special pet among the lambs. She would have been especially worried about her pet. Danielle decided to include this. Danielle also thought Bo Peep probably needed the job to help her family. Perhaps her mother was ill. Danielle included this as well.

Then Danielle drafted a copy of her speech. She read through it and made corrections. Then she revised it. Danielle showed this copy to her teacher. The teacher made corrections. Then Danielle revised her speech a third time. She and her teacher agreed this copy was a fine speech. Below is Danielle's final draft.

Danielle's Final Draft

Well, I really did it today! I can't believe I fell asleep! I guess I was so tired from last night. Mother hardly slept at all. I had to give her medicine. She needed water several times. It's really hard taking care of her by myself. Even so, I should have known better. Sitting there in the sun always makes me sleepy. Usually, I just take a little catnap. Yesterday, I must have really fallen asleep. I won't do that again! I can't lose this job. Mother and I need the money so badly. It's an easy job too. I don't have to wash dishes. I don't have to scrub floors. I just watch the sheep, and they're really sweet. Especially Lambkin. He's just the cutest thing! When I found him gone yesterday, I was so upset. I cried all the way to the far meadow. I was so glad to see him and the other sheep! But then I saw their tails were missing! That was awful! I had all kinds of thoughts. Did someone cut them off? What kind of sick person would do that? Did the wolf bite them off? What would I tell my boss? A sheep without a tail is pretty sad. Thank goodness it was still early. I had time to look some



more. I knew the sheep especially liked the clover in Mr. Johnson's field. I took a chance on looking there. Sure enough, there they were, a whole tree full of fluffy white tails. Apparently the sheep wanted clean tails. Since there's a little creek, they had done their laundry. They did a good job too. Their tails were white and fluffy and so pretty! The sheep seemed proud when I refastened their tails. And that was a job!

But I did it. All of the sheep are safe and sound in their pen. All of their tails are back. I got out of a really sticky mess. I also learned my lesson. From now on, I'll walk around instead of sitting so much. I can't fall asleep again. Next time, I might not be so lucky.

Step 3: Rehearsing and Preparing Props and Costumes

Since Danielle had written the speech, she knew all the words. She did read the speech aloud for her teacher. She did this to make sure she was pronouncing the words correctly. Her teacher also suggested places where Danielle should include more emotion. Her teacher also cautioned Danielle not to speak too quickly.



As Danielle memorized and practiced she grew worried.

As Danielle memorized and practiced she grew worried. She noticed that she sometimes changed a word here and there. Other times, she would forget a sentence. One time, she added an entirely new sentence that just seemed to fit. She asked her teacher what she should do.

Her teacher said this was fine. She reminded Danielle that she was creating a character. As long as Danielle "stayed in character," changing the speech would not matter. Danielle was not sure what staying in character meant. Her teacher explained that this meant she would not say or do anything her character would not say or do.

Therefore, during her speech, Danielle's every word and action would focus on what Bo Peep was thinking and feeling. This made Danielle feel more confident.



Danielle's parents helped with her costume. Together they were able to make Danielle a frilly hat, a ruffled dress, and a shepherd's crook. Danielle decided to carry her stuffed lamb, Baa Baa, under her arm.

The day before Danielle's class presented their declamations, they held a dress rehearsal. Danielle was surprised that she was nervous about speaking in front of her classmates. However, most of them admitted they felt the same way. After a few nervous mistakes, Danielle was able to complete her declamation.

Afterwards, the teacher spoke to the class. She made some suggestions for the next day's presentations. She reminded the students

- that preparation is very important to a good presentation. Since all of the students were well prepared, they should do well.
- to stand up straight and look at their audience as they speak. No one can hear you if you talk to your feet.
- to appear at ease. Use hand gestures if appropriate. Walk around if the speech calls for it. Smile, if appropriate—frown, scowl—whatever.
- to use their voices. Let the emotion of the speech show. If the character should lower his voice, lower your voice. Don't speak too fast or too slowly.
- to try to enjoy themselves. Pleasure is contagious. If you are having fun as you speak, your listeners will have fun too.

Step 4: Presenting

The teacher then told the class they were all ready for step 4, presenting their declamations.

Danielle was not so nervous the next day. She tried very hard to remember all of her teacher's suggestions. Danielle found she really did enjoy herself. The kindergarten class listened to all the presentations. Then they applauded and gave Danielle's class a standing ovation. Danielle was proud of the entire class for working so hard.



Danielle found she really did enjoy herself.



Practice

Step 1: Planning

Choose a **real or imaginary character** that you **admire**. Use the **Declamation Planning Worksheet** below to **plan your declamation**. If you are researching an actual person, ask your teacher the best place to locate the information you need.

Declamation Planning Worksheet

1. Identify the character by name and work.

2. Describe the situation presented in the work.

3. How do you see this character? How old is he or she? What does he or she look like? What kind of person is he or she?

Why do you think this?



4. How does this character feel about the situation?

5. At what point in time does your declamation take place?
Immediately after the situation? The next day? Several months or
years later?

6. To whom is the character speaking? Is it to a particular person? Is he
or she simply thinking aloud?

7. What tone will you give the character? Is he or she proud of himself
or herself? Ashamed? Confused?

Explain why.



8. What will your character sound like when he or she speaks? Is this person a child? An older person? Is he or she well educated?

What level of diction will this character use?

Look back over the worksheet *after you have completed it. Can you add information to any of your answers? Do you want to change any of them?*

*Is there information **not** asked for that you want to add? Make these changes. **Look over your revised worksheet once again.** Make sure you have all of the information you want to include written down. **Let your teacher check over your completed worksheet before moving to step 2.***



Step 2: Writing

First Draft

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





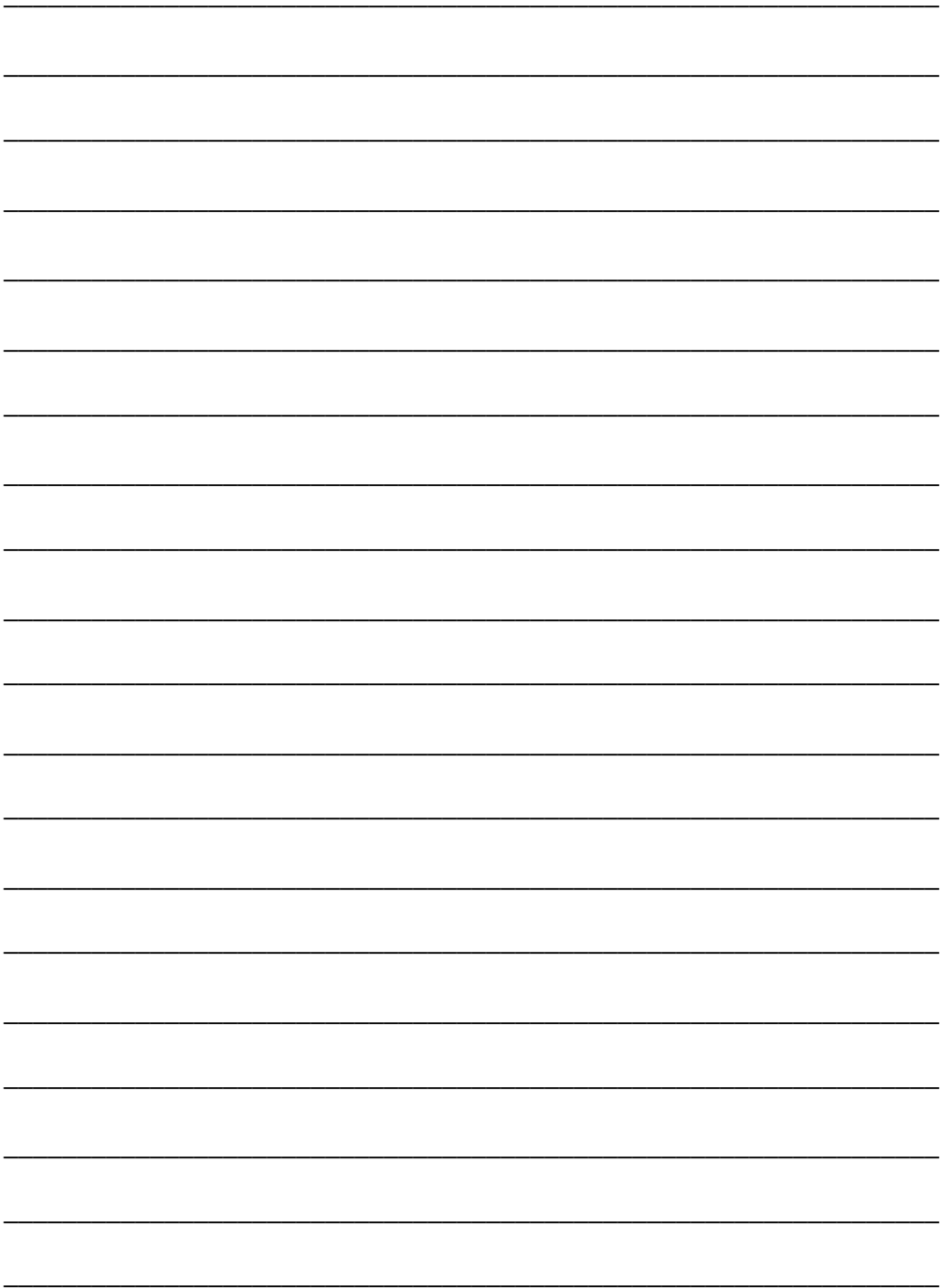
Practice

Look over your first draft. *Read it aloud. Does it sound like you think your character would sound? Did you get ideas about adding details as you read?*
Complete a second draft with your corrections.

Share this draft with your teacher. *If he or she suggests that you revise it yet again, do so. If possible, type your speech on a word processor. Enlarge the print, so you can read it more easily as you practice giving your speech.*

Second Draft

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.



Unit 5: Listening, Viewing, Speaking—Gaining and Giving Information Face-to-Face



Rehearsing and Preparing Props and Costumes

Writing and planning your declamation is important. Practicing is important as well. However, these are only part of speaking well. You must learn the skills good speakers use. Good speakers use their voices as tools. Their voices help bring their speeches 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 and distinctly. They do not mumble or run words together. They find out how to pronounce any unfamiliar words. They practice saying these new words.
- *Volume* is how loudly you speak. Make sure your volume is not too loud or too soft. Sometimes, you will need to change the 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.
- *Tempo* is how quickly you speak. You tend to speak more quickly when you are nervous. Make sure to control your tempo. Your listeners need to follow your story.

Remember, you can also change your voice to enhance your story. You can convey joy, fright, or anger. You still need to keep the above skills in mind: pronunciation, volume, and tempo.

Here, too, you need to consider what props or costuming you will use. These visual effects usually add interest to your declamation. However, sometimes they can be a hindrance. Don't overwhelm your audience with too many objects in your hands. Make sure your costume doesn't distract your listeners from what you are saying. As before, it would be a good idea to consult with your teacher.

Choose visual aids to add life to your story.

Visual aids are any materials that can be seen that help listeners and viewers understand and remember. They are used to make presentations better. They make information more interesting. Sometimes, they help listeners understand information better. Usually, they help keep the audience listening.

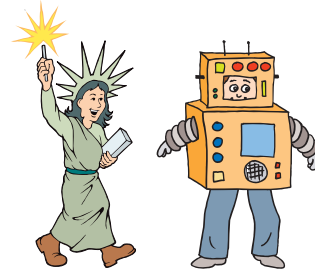


Choose visual aids to add life to your story.



Visual aids can include the following:

- pictures, posters, and drawings
- charts and diagrams
- puppets
- costumes and hats
- scenery and props.



Visual aids can be costumes.

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?





Practice

Step 3: Rehearsing and Preparing Props and Costumes

Rehearse your declamation *with a partner. Have your partner fill out the chart below as you practice your declamation. Use the chart to **improve your declamation** 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

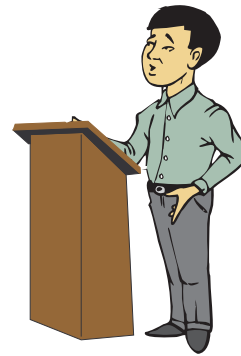
When we use words, we are using **verbal communication**. Speakers can do more than just use their words and their voices. There are other forms of **communication**, or ways to send or receive messages other than just using words. Speakers not only use their voices. They use their bodies, too. They 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 skills as speakers.

Tips for Using Body Language

While you tell your story:

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

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



Show emotions. Use your face and body to show emotion to listeners. Let your face show suspense as the story describes it. Let your face show joy, anger, or whatever emotion your character feels. A cold, stony face makes you look bored. Your audience will be bored, too.

Use your hands effectively. Use gestures as naturally as possible. Try to imagine when and how your character would use them. It is rare that a person speaking to you will stand stiffly with hands at his side.

Use the skills above as you continue to practice your declamation.

Active Listening: Listening with Your Eyes Open

You've worked hard to plan and present your speech. Half of the room did not listen. Some of these students were fidgeting. Some were yawning and watching the clock. Others were making hand signals across the room to one another. These students bothered you. They angered you a bit. After all, you had worked hard on your speech. It seems the least they could do was listen.

Some of the students, however, made you very happy. These students looked at you while you spoke. They nodded when you made a good point. They laughed when you said something funny. They followed you with their eyes when you moved. You knew they were listening to you.



Some students looked at you while you spoke.

Think about your own behavior when someone else was speaking. Were you that first kind of student? Or were you a really good listener? Were you an active listener?

Active listeners are involved with what they hear. They think about the speaker's words before, during, and after the presentation.

Before You Listen

We write for different reasons. We speak for different reasons. And we listen for different reasons. For example, if you are listening to your best friend tell a joke, you are listening for enjoyment. Other reasons for listening might be

- to learn something new
- to understand another person's point of view
- to learn a set of directions
- to solve a problem
- to provide someone with an audience.

Active listeners know why they are listening. They listen with a purpose.



Practice

Step 4: Presenting

Present your declamation speech to your class. *Use the **props** and **costumes** you planned. Make sure to include the techniques listed in the **Tips for Using Body Language** chart on page 384.*



Practice

Match each **situation** with one or more of the **reasons for listening**. Write the letter(s) on the line provided.

- | | |
|---|---|
| _____ 1. Our grandmother tells you about her senior prom. You've heard this story at least 10 times before. | A. to learn something new |
| _____ 2. Your camp leader is explaining how to set up your new tent. | B. to understand another person's point of view |
| _____ 3. Your dad is explaining why he is unwilling to raise your allowance 10 more dollars each week. | C. to learn a set of directions |
| _____ 4. You attend a lecture by your favorite basketball player. | D. to solve a problem |
| _____ 5. Your school swim team is trying to raise enough money to attend the national meet. | E. to provide someone with an audience |
| | F. for enjoyment |



Practice

*Read about each of the following situations. Write **Yes** if the listener responded to the situations correctly. Write **No** if the listener did not.*

- _____ 1. Makeisha and Caroline passed notes the entire class period. Mrs. Jenkins asked them to stay after class. She explained to them how disruptive their behavior had been. While she spoke, both girls listened carefully. They nodded in agreement that they had been rude. They also agreed with Mrs. Jenkins that their behavior kept others from listening to the instruction.
- _____ 2. Keija, Drew, and Scott were assigned to the fund-raising committee for Student Government. Scott suggested having a car wash every other month. Drew said that was a dumb idea because car washes never made any money. Keija said he agreed. Besides, he added, Scott was a new student. He didn't know much about fund raising.
- _____ 3. Maddie's little brother hit his first home run. He told Maddie about it over ice cream that night. He told her about it again over breakfast and dinner the next day. Each time he did, Maddie kept eye contact with him. She applauded when he told her he made contact on the third pitch. She asked him just how far he thought the ball had traveled. Finally, each time he told it, she gave him a big hug when he finished telling the story. All three times, Maddie told him how proud of him she was.



Practice

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

body language	pronunciation
communication	verbal communication
declamation	visual aids
nonverbal communication	volume

- _____ 1. the act of sending and receiving messages using words
- _____ 2. a speech delivered as another person or character, using emotion and body language to convey the character's personality and feelings
- _____ 3. the act of sending or receiving messages without the use of words
- _____ 4. the act of sending or receiving messages without words; a form of nonverbal communication
- _____ 5. the act of sending or receiving messages
- _____ 6. any material that can be seen that helps listeners and viewers understand or remember a story
- _____ 7. the loudness or softness of a spoken word
- _____ 8. the act of saying words correctly, as they are listed in a dictionary's guide as to how a word sounds



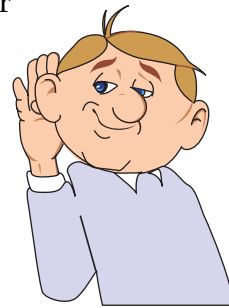
Active Listeners

Active listeners also listen with an *open mind*. This means

- they leave their prejudices behind when they listen.
- they are able to listen to what a speaker says.
- they can evaluate the content of the speech fairly.
- they don't judge the speech based on something separate from its content, such as the speaker's clothing, race, or nationality.






Listening with an open mind also means you allow your mind to change. You are not afraid to change your opinion. If an idea makes sense to you, you can accept it. Changing an opinion or belief often takes courage. However, this is how people grow intellectually.

Listening with a purpose takes a bit of effort on your part. You need to engage your thoughts and your body as you do this. The following chart can help you as you listen for each of the reasons listed above.



Be an active listener.



If you are listening	Then you should do the following:
To learn something new 	As you listen: 1. Think about what you already know. 2. Listen for more information about what you already know. 3. Listen for new ideas.
To understand another person's point of view 	As you listen: 1. Listen to all points carefully. 2. Agree openly when you can. 3. Ask questions in a positive, respectful tone.
To learn a set of directions 	As you listen: 1. Listen for clue words— <i>first, begin by, after that</i> , etc. 2. Take notes carefully. 3. Ask questions if you do not understand points or steps.
To solve a problem 	As you listen: 1. Identify goals of all involved. 2. Listen carefully to everyone's ideas. 3. Build on ideas.
To provide someone with an audience 	As you listen: 1. Keep eye contact with the speaker. 2. Physically react to the story—smile, show sympathy—whatever the story seems to call for. 3. Ask appropriate questions or make appropriate comments occasionally.

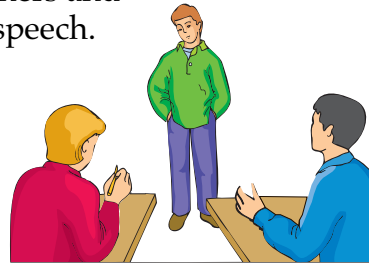


While You Listen

Active listeners are skilled. They know they must use certain skills. They also know using these skills pays off. Active listeners are generally very good students.

The following strategies will help you become an active listener.

- Focus on the speaker. Ignore distractions. Keep your eyes from wandering about the room.
- *Never* talk during a speech—even if you missed a point that you think was important. Wait until the speech is over to ask someone a question. Otherwise, you will distract others and yourself from hearing even more of the speech.
- Take notes. Write down main ideas or questions that you would like to ask.
- Identify the speaker's speaking skills. Notice how he or she uses words, voice, and gestures to help you understand meaning.



Focus on the speaker.

Listening for main ideas is a critical skill. Usually speakers give you clues. Some of these include the following:

- Main ideas are often stated first or last.
- Main ideas are often repeated several times.
- Main ideas are often clearly pointed out. The speaker will begin with a phrase such as, "The point I'm trying to make is"
- Main ideas are often illustrated with hand gestures or emphasized with a loud voice.
- Main ideas are often pointed out on charts or overhead transparencies.



After You Listen

Active listeners always organize their thoughts after listening. They make sure the ideas will be available to them long after the speech. The following strategies will help you do the same.

- Read your notes. Underline any points you did not understand.
- Ask questions. Make sure all unclear points are explained. Ask the speaker for more explanation.
- Rewrite your notes and summarize the ideas in your own words.
- Evaluate the speech by answering the following questions:
 1. What was the purpose of the speech?
 2. Did the speaker achieve this purpose?
 3. Did I understand the information?
 4. Do I still have any questions after hearing the speech?
 5. Do I agree with the speaker? Why or why not?



Practice

Complete the **After Listening Worksheet** below with a partner or in a small group.

After Listening Worksheet

1. Read your notes from the previous page. Underline any points you did not understand.
2. Ask your partner or teacher questions about any points you do not understand.
3. Rewrite your notes and summarize the ideas in your own words.

[illegible]



4. Evaluate the speech by answering the following questions:

What was the purpose of the speech? _____

Did the speaker achieve this purpose? _____

Did I understand the information? _____

Do I still have any questions after hearing the speech? _____

Do I agree with the speaker? _____

Why or why not? _____

Viewing Critically: Questioning What You See

Most of us watch television every day. In fact, we would be very sad if we could not. Television entertains us. Television teaches us as well. In fact, we learn a great deal from television.

Often this is a good thing. We learn about a variety of products we can buy. We learn about what the weather will be like. We are able to keep up with our favorite celebrities. But how do we know that everything we see is reliable?

We must remember, television programs are produced for many purposes. The comedies and dramas we watch are meant to entertain. They are not intended to be true to real life. However, some shows are supposed to be honest and accurate. News programs should be true-to-life. So should documentary programs. Some of these programs are more reliable than others. You should learn to question what you see. You should become a critical viewer.



We are able to hear the news and watch dramatic acting on television.

Critically Viewing News Reports

Life-changing events happen in the world every day. We watch the news to find out about these events. Critical viewers use their skills to judge if a news report is reliable. They know to watch carefully to determine the following:

1. if the report is complete
2. if the report is correct
3. if the report is **biased**.



Is the Report Complete?

A good news story answers the 5W questions: *Who, What, When, Where, Why*. Sometimes, it will also answer the *How* question.

Look at the beginning of a broadcast from a school news program.

When Tomorrow morning at 8:30, all eighth graders will **Who** report to their **What**
What and Where assigned homerooms to **Why** begin this year's FCAT testing. Principal
How Harris reminds these students to **How** be on time. Testing must begin
promptly. If you are tardy, you will be assigned to a study hall
until the test is over. You will be required to make up the test at a
later time.

This is a short excerpt. However, it answers all five W questions and tells how.

- Who?—all eighth-grade students
- What?—must report to their assigned homerooms
- When?—at 8:30 the following morning
- Where?—at school in the correct homeroom (this overlaps the What information)
- Why?—to begin FCAT testing
- How?—quickly; on time

This story continued. It mentioned that students should get a good night's sleep. The speaker also reminded students that the school had earned an A rating the previous year. She encouraged this year's eighth graders to do



their best to earn an A again. This kind of background information is called *context*. It helps students understand the importance of this news story (why they need to do well on their FCAT test).

It is important that you watch and listen to the entire news story. Don't judge the story by the first two or three remarks. Sometimes, important details are given at the end of the story.



Practice

Read each of the segments taken from **made-up news stories**. Write answers to the **5W-H questions** based on the information given. If information is missing, write **missing** for that question.

1. On the outskirts of Munchkinland a loud explosion sounded on Wednesday morning. A very large house fell from the sky. Not only that, it landed on one very bad lady, the Wicked Witch of the West. The old girl was flattened like a pancake. She is survived by her sister, the Wicked Witch of the East.

Who? _____

What? _____

When? _____

Where? _____

Why? _____

How? _____

2. The current Sweetheart of Mother Gooseland received a severe shock yesterday. Little Miss Muffett, crowned Sweetheart last month, was on a picnic.

She had chosen a lovely spot on the edge of the forest. There, on a grassy tuffet, she sat. She had just started her lunch of curds and whey. Then, from nowhere, a big, black spider appeared. Miss Muffet was horrified. She spilled her lunch. She ran away in terror. The spider is still at large.

Who? _____

What? _____



When? _____

Where? _____

Why? _____

How? _____



Is the Report Correct?

Most of us assume news stories are absolutely correct. However, this might not be the case. Listen carefully to what reporters say. Often, their wording indicates they are unsure of their details. Look at the following two news announcements. One was written just after an event happened. The second one was written the next day after more information was available.



The Old King Cole News

Humpty Dumpty

Friday, June 12 Shocking news today from the court of Old King Cole. One of the King's favorite jesters, Humpty Dumpty, is **reportedly** dead. **Early indications** are that Dumpty, his entire family, and two friends were shot down by a gang of three blind mice.

JESTER WANTED

Needs to have happy personality and make the King laugh!

Send resumes to Old King Cole.



Humpty Dumpty

Saturday, June 13 The death of jester Humpty Dumpty has been confirmed. However, a spokesman from the court of Old King Cole reports it as an accident. Rumors of a Dumpty family slaughter were false. Apparently Dumpty was sunbathing on the wall outside the palace. He lost his balance. Tragically, he fell to his death. Dumpty will be sorely missed.



Note the wording of the early report. The reporter carefully worded his announcement. The bold words are called *disclaimers* or *qualifiers*. These words let listeners know the report has not been proven.

When early reports are made, they are often incomplete. Later reports will contain more complete and more factual details.



Practice

Clip a national or local news article from a newspaper. *Work with a partner or small group. Each student should read his or her article aloud. Each member of the group should listen carefully. Write down any disclaimers you hear. Then explain what this probably means.*

Example: The word *reportedly* usually means a reporter is relying on hearsay (something heard from another person, not personal knowledge) evidence.

1. Name of article: _____

Disclaimer used: _____

What the disclaimer might mean: _____

2. Name of article: _____

Disclaimer used: _____

What the disclaimer might mean: _____

3. Name of article: _____

Disclaimer used: _____

What the disclaimer might mean: _____



Is the Report Biased?

Most news reporters try very hard to be unbiased. Most of us assume they are fair and unbiased. However, they are human. Each reporter, like each human being, tells a story in a different way.

Each story you see is affected by a reporter's decisions. These decisions affect what you see and hear. If you are not aware of this, a reporter's bias can affect what you think.

- Reporters and their teams decide which facts to tell. For example, teen smoking statistics are currently making news. Reporters frequently report how many teens smoke. Rarely, do they quote the numbers of teens who do not smoke. Neither do they give much coverage to nonsmoking groups formed by teenagers. A noncritical viewer might assume that nearly all teenagers smoke. In fact, this is not true.
- News teams also decide which pictures to show. A story about the quality of daycare recently aired. The video clips featured an overcrowded, poorly run preschool. There were no clips of the excellent daycare centers available in the same community. Again, a noncritical viewer would come to a faulty conclusion about daycare.
- Finally, news teams choose the people they interview. Most reporters make an attempt to tell both sides of an issue. However, the speakers chosen for each side can be persuasive. For example, the city will be voting on a zoning ordinance for a homeless shelter soon. The reporter speaks to the head of the affluent neighborhood association who opposes it. He also speaks to one of the transient residents who will benefit from the shelter. Who will be the most persuasive speaker?



A *bias*, or strong feeling toward or against something, is often obvious. More often it is not. View the news programs you watch carefully. Look critically at the details and facts you are given. View the video clips and



pictures you are shown. Consider the people chosen for interviews. Has anything been left out? Is one side favored over another? How has the news team's choices affected how you feel about an issue?

All of us want to think for ourselves. Being a critical viewer helps us do this.



Practice

Watch an episode of the **evening news**. If possible, **videotape it so you can watch it again**. As you watch it, **choose one news segment or story**. Take **notes** over this segment, using the active listening strategies outlined in this unit on pages 390-397. Then use your notes to complete the following **Active Viewing Guide—The Nightly News**.

Active Viewing Guide The Nightly News

Network: _____

Title of segment: _____

Reporter: _____

Is the report complete? _____

Answer the following questions.

- Who? _____

- What? _____

- When? _____

- Where? _____

- Why? _____

- How? _____



Is the report correct? _____

Answer the following questions.

- How recent are the facts that are being given? _____

- Are any disclaimers included in the report? _____

List them. What does each of them probably mean? _____

Is the report biased? _____

Answer the following questions.

- Are any details left out? _____

Explain: _____

- Do the video images or pictures show the situation accurately? _____

Explain: _____

- Are both sides of an issue accurately represented by speakers? _____

Explain: _____



How has the presentation of this report affected your opinion of the issue?



Practice

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

- _____ 1. Learning to read aloud well is a good step toward learning to speak well in public.
- _____ 2. 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.
- _____ 3. *Electronic references* are always obtained from the dictionary.
- _____ 4. The *MLA style* is only one guide to citing references.
- _____ 5. A *dramatic reading* is a reading that you read only to yourself with no emotion or body language.
- _____ 6. *Tempo* refers to when you read some passages more quickly or slowly than others.
- _____ 7. A *declamation* is a speech that you deliver as a particular character such as Little Bo Peep.
- _____ 8. Preparation is very important to a good presentation.
- _____ 9. To appear at ease when giving a presentation, keep your hands directly by your sides without ever moving and never smile, because a frown is much better.
- _____ 10. *Pronunciation* is saying each word correctly.



- _____ 11. *Visual aids* are any materials that can be seen that helps listeners and viewers understand or remember, such as pictures, puppets, costume, and scenery.
- _____ 12. When we use words, we are using *verbal communication*.
- _____ 13. Gestures and facial expressions are called active listening and are used to make a story better.
- _____ 14. Active listeners know why they are listening. They listen with a purpose.
- _____ 15. All news that is reported is unbiased.
- _____ 16. A *bias* can often be obvious, but more often it is not.
- _____ 17. Diction can be the pronunciation and rhythm in speaking and also the choice and use of words.

Unit 6: Literature—Expanding and Enriching Our Lives

Unit Focus

Reading

- Use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection. (LA.A.1.3.1)
- 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

- Demonstrate an awareness that language and literature are primary means by which culture is transmitted. (LA.D.1.3.2)
- Understand that languages change over time. (LA.D.1.3.4)



Literature

- Identify the defining characteristics of classic literature, such as timelessness, deal with universal themes and experiences, and communicate across cultures. (LA.E.1.3.1)
- 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)
- 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)
- Know ways in which literature reflects the diverse voices of people from various backgrounds. (LA.E.2.3.4)
- Recognize different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, and historical approaches such as how a piece of literature reflects the time period in which it was written. (LA.E.2.3.5)
- Know how a literary selection can expand or enrich personal viewpoints or experiences. (LA.E.2.3.8)



Unit 6: Literature—Expanding and Enriching Our Lives

Overview

Most of our lives are filled with opposites. Every day we see great beauty. However, we also feel great pain. We feel great joy. In the same hour, we may feel like crying. Dealing with these extremes is difficult. Different people find



Some people express their joy through dance.

different ways to do this. Some share the beauty they see by drawing or painting. Some deal with their pain through music. Some people express their joy through dance. Still others cope with sadness by writing poetry. In these ways, art is created. Some of these forms give us permanent art. Permanent art leaves a record of how we respond to everyday events.

Literature is a form of permanent art. Literature tells us many things. It tells us how the artists felt about what was happening in the world around them. History can give us facts. However, literature gives us the human response to these facts. As you read these responses, you find many things. You find that time disappears. You find that distance disappears. You find you are communicating with a human being just like yourself. You learn how much you are alike.

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 work 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.



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 surrounding words or sentences that identify the meaning of an unfamiliar word

dialogue conversation between characters



- drama** a literary genre in the form of dialogue between characters; meant to be performed and seen rather than read
- 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
irony	a contradiction—a difference between how something appears and what is true
metaphor	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.
nonfiction	writing based on real people, events, and facts rather than on imaginary ones
overt	that which is openly stated and observable, not hidden or secret
personification	an expression that gives a human characteristic or action to an animal, object, or idea <i>Example:</i> The <i>sun smiled</i> down on the hikers.
plot	the skeleton or outline of a literary work; the sequence of the main events in a work
poetry	a type of literature written in verse and expressing strong feelings



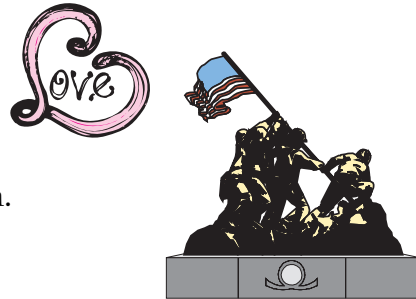
repetition	the use of words or phrases more than once for effect or emphasis
resolution	an end to the story, in which remaining questions are answered and results of the climax are learned
rhyme	sounds at the end of words which are repeated in the writing; used particularly in poetry <i>Examples: nap and rap</i>
rhythm	a pattern of beats based on stressed and unstressed syllables; used particularly in poetry
setting	the time (when) and place (where) in which the story takes place
short story	a short work of fiction usually focusing on a few characters and a single conflict
simile	a comparison between two different or unlike things using <i>like</i> or <i>as</i> in the comparison <i>Example: My mind is as sharp as a tack.</i>
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**. 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 the following:

- Good has the power to overcome evil.
- Love lasts through time and trouble.
- People will risk their lives for freedom.
- Innocence cannot last forever.



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.

One way to find a story's theme is to find repetition. Look for a word or phrase that is echoed in the story.

- Find one or two words or phrases repeated at important places. Look at the beginning, at the end, and at points of high tension.
- Decide how the words or phrases are reflected in the characters in the story.
- Decide how the words or phrases are reflected in the events of the story.
- Decide if the words or phrases are reflected in the outcome of the story.

Now read the following story. Keep the above suggestions in mind.



The Buffalo and the Field Mouse

Native American Myth



The Field Mouse decided to offer battle like a man.

Once upon a time, the Field Mouse was out gathering wild beans for the winter. His neighbor, the Buffalo, came down to graze in the meadow. The Mouse, who was a bit selfish, did not want to share the meadow with the Buffalo. The Buffalo would mow down too much of the long grass with his prickly tongue. All of the Field Mouse's best hiding places would be gone. The Field Mouse decided to offer battle like a man.

"Hey, Friend Buffalo, I challenge you to a fight!" he exclaimed in a small, squeaky voice.

The Buffalo paid no attention. He thought it was a joke. The Mouse angrily repeated the challenge. Still his enemy went on quietly grazing. Then the little Mouse laughed with contempt, offering his defiance. The Buffalo at last looked at him and replied proudly:

"You had better keep quiet, little one. Otherwise, I shall come over there and step on you. Then there will be nothing left!"

"You can't do it!" replied the Mouse.

Angrily, the Buffalo charged the Mouse. He trampled the grass. He tore up the earth with his front hooves. Then he stopped. He looked for the Mouse. However, he could not see him anywhere.

"I told you I would step on you and there would be nothing left!"



Angrily, the Buffalo charged the Mouse.

Just then he felt a scratching inside his right ear. He shook his head as hard as he could. He twitched his ears back and forth. The gnawing went deeper and deeper until he was half wild with the pain. He



*Then the Mouse
jumped out of his ear.*

pawed with his hooves. He tore up the sod with his horns. Bellowing madly, he ran in circles. At last, he stopped. He stood trembling. Then the Mouse jumped out of his ear and said,

"Will you know now that I am master?"

"No!" bellowed the Buffalo. And again he started toward the Mouse. The little fellow was nowhere to be seen. In a minute, the Buffalo felt him in the other ear. Once more the Buffalo became wild with pain. He ran here and there over the prairie. At times he leaped high into the air. At last he fell to the ground and lay still. The Mouse came out of his ear, and stood proudly upon his dead body.



*Then he stood upon the body of
the dead Buffalo.*

"Oho!" cried the Mouse. "I have killed the greatest of all beasts. This will show to all that I am master!"

Then he stood upon the body of the dead Buffalo. He called loudly for a knife. He needed to dress his game.

In another part of the meadow, Red Fox was hunting. He was very hungry. He was hunting mice for his breakfast. He saw one and jumped upon him with all four feet. However, the little mouse got away. The Fox was terribly disappointed.

All at once he heard a distant call: "Bring a knife! Bring a knife!"

When the second call came, Red Fox started in the direction of the sound. By and by he came upon the huge body of the Buffalo lying on the ground. The little Mouse still stood upon the body.



*Red Fox started in the
direction of the sound.*

"I want you to dress this Buffalo for me," commanded the Mouse. "I will give you some of the meat as payment."

"Thank you, my friend. I shall gladly do this for you," the Fox replied politely.



The Fox dressed the Buffalo. The Mouse sat upon a mound nearby. He looked on and gave his orders. "You must cut the meat into small pieces," he said to the Fox.

When the Fox had finished his work, the Mouse paid him. He gave the Fox a small piece of liver. The Fox swallowed it quickly. Then he smacked his lips.

"Please, may I have another piece?" the Fox asked humbly.

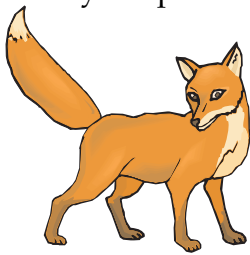
"Why, I gave you a very large piece! How greedy you are!" cried the Mouse. "You may have some of the blood clots," he sneered.

So the poor Fox took the blood clots. He even licked off the grass. He was really very hungry.

"Please, may I take home a piece of the meat?" he begged. "I have six little folks at home. There is nothing for them to eat."

"You can take the four feet of the Buffalo. That ought to be enough for all of you!"

"Thank you, thank you!" said the Fox. "But Mouse! I have a wife also, and we have had bad luck in hunting. We are almost starved. Can't you spare me a little more?"



"Why," declared the Mouse, "I have already overpaid you for the little work you have done. However, you can take the head too!"



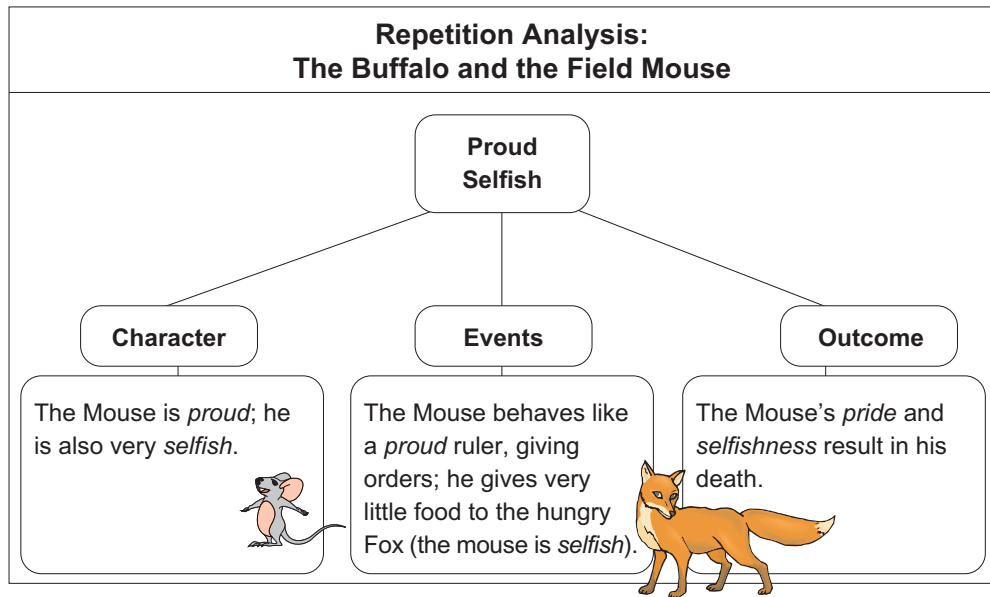
At this, the Fox jumped upon the Mouse.

At this, the Fox jumped upon the Mouse. The Mouse gave one faint squeak. Then he disappeared.



Finding the Theme

What words and ideas did you see repeated throughout this story? The following completed Repetition Analysis chart shows possible answers.



The above chart helps to make the theme obvious. The entire story repeats the ideas of too much *pride* and *selfishness*. Because of this, the mouse loses everything, including his life. Therefore, the theme could be stated as follows:

If you are proud and selfish, you will lose everything in the end.

The above theme is *universal* and speaks to all of us. The story deals with this theme by showing the struggles of two animals. It is set on the prairie where life is hard. One animal attempts to be kind. However, the selfishness of another drives the kind one to desperate actions.

This particular theme could be handled in other ways.

- A selfish individual could lose everything because of a dishonest individual.
- A couple who treats two angels disguised as beggars badly could lose everything.

The themes of these stories are the same. They are universal. However, they are presented in very different ways.



Practice

Read the following two stories. Use the **Repetition Analysis charts** on pages 432 and 433 to help **determine the theme** the stories share. Then complete the **Comparing Universal Themes worksheet** on page 434.

Story One

Chonguita the Monkey Wife *A Folktale from the Philippines*

There was a king who had three sons. The eldest was named Pedro. The next oldest was Diego.



Don Juan

The youngest, the kindest of the three, was Juan. One day the king ordered his sons to set out from the kingdom and seek their fortunes. The three brothers took different directions. Before they separated, they agreed to meet in a certain place in the forest.

After walking for many days, Don Juan met an old man on the road. This old man gave Don Juan bread. He told him to go to a palace which was a mile away. "But as you enter the gate," said the old man, "you must divide the bread which I have given you among the monkeys which are guarding the gate to the palace; otherwise, you will not be able to enter."

Don Juan took the bread. Although he was hungry, he did not eat it. When he reached the palace, he did as the old man had advised him. After entering the gate, he saw a big monkey. Although he was frightened, he kindly divided the bread. The animal then spoke to him, and said, "Don Juan, I know that your purpose in coming here was to find your fortune. At this very moment my daughter Chonguita will marry you."



"Don Juan, I know that your purpose in coming here was to find your fortune."

The archbishop of the monkeys was called. Don Juan and Chonguita were married without delay.

A few days afterwards Don Juan asked permission from his wife to go to the place where he and his brothers had agreed to meet. When Chonguita's mother heard that Don Juan was going away, she said to him, "If you are going away, take Chonguita with you."



So Don Juan took his monkey bride with him.

Although Don Juan was ashamed to go with Chonguita, he did not want to hurt her feelings. So he took his monkey bride with him. When Don Juan met his two brothers and their beautiful wives at the appointed place, he could not say a word.

Don Diego, noticing the gloomy appearance of his brother, said, "What is the matter with you? Where is your wife, Don Juan?"

Don Juan sadly replied, "Here she is."

"Where?" asked Don Pedro.

"Behind me," replied Don Juan.

When Don Pedro and Don Diego saw the monkey, they were very much surprised. "Oh!" exclaimed Don Pedro. "What happened to you? Did you lose your head?"

Don Juan could say nothing to this question. At last, however, he broke out, "Let us go home! Our father must be waiting for us."

So saying, Don Juan turned around and began the journey. Don Pedro and Don Diego, together with their wives, followed Don Juan. Chonguita walked by her husband's side.

When the brothers' return was announced to the king, the monarch ran to meet them on the stairs. Upon learning that Don Juan had married a monkey, the king fainted. After he had recovered his senses, he said to himself, "This misfortune is God's will. I must therefore bear it with patience." The king then assigned a house to each couple to live in.

But the more the king thought of it, the more disgraced he felt. So one day he called his three sons together. He said to them, "Tell your wives that each one of them is to make me an embroidered coat. The one who fails to do this within three days will be put to death."



Now, the king issued this order hoping that Chonguita could not make the coat, but his hope was disappointed. On the third day his daughters-in-law each presented him the coats that they had made. And the one embroidered by Chonguita was the prettiest of all.

The king was still anxious to get rid of the monkey wife. He next ordered his daughters-in-law to embroider a cap for him in two days. They would be put to death if they failed. The caps were all done on time.

At last, thinking of no other way to be rid of Chonguita, the king summoned his three daughters-in-law. He said, "The husband of the one who draws the prettiest picture on my chamber walls within three days shall succeed me on the throne."

At the end of the three days the pictures were finished. The king went to inspect them. He found Chonguita's was by far the prettiest. So Don Juan was crowned king.

A great feast was held in the palace in honor of the new king. In the midst of the festivities the old king became very angry with Chonguita for insisting that he dance with her, and he hurled her against the wall. At this brutal action the hall suddenly became dark. After a while it became bright again, and Chonguita had been transformed into a beautiful woman.



Chonguita had been transformed into a beautiful woman.

Story Two

The Frog Maiden *A Folktale from Burma*

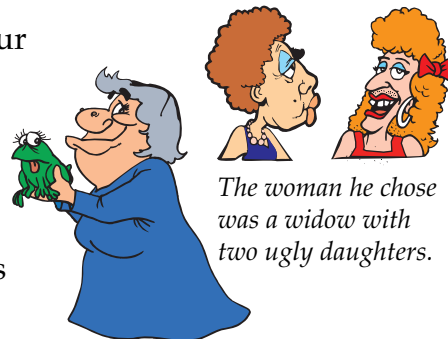
An old couple was childless for many years. When the wife found that she was with child, they were overjoyed, but to their great disappointment, the wife gave birth not to a human child but to a little she-frog. However, the little frog grew in kindness. Therefore, her parents and the neighbors came to love her. They affectionately called her "Little Miss Frog."



The wife gave birth to a little she-frog they called Little Miss Frog.

Some years later the woman died. The man decided to marry again. The woman he chose was a widow with two ugly daughters. They were very jealous of Little Miss Frog's popularity with the neighbors. All three took a delight in ill-treating Little Miss Frog.

One day the youngest of the king's four sons announced that he would perform the hair-washing ceremony on a certain date. He invited all young ladies to join in the ceremony. At the end of the ceremony he would choose one of them to be his princess.



The woman he chose was a widow with two ugly daughters.

On the morning of the appointed day the two ugly sisters dressed in fine clothing. They had great hopes of being chosen by the prince. They started for the palace.



Little Miss Frog ran after them, and pleaded to please let her go with them.

Little Miss Frog ran after them and pleaded, "Sisters, please let me come with you."

The sisters laughed and said mockingly, "What, the little frog wants to come? The invitation is to young ladies and not to young frogs."



Little Miss Frog walked along with them towards the palace, pleading for permission to come. But at the palace gates, she was left behind. However, she spoke so sweetly to the guards that they allowed her to go in. Little Miss Frog found hundreds of young ladies gathered round the pool full of lilies in the palace grounds. She took her place among them and waited for the prince.

The prince appeared and washed his hair in the pool. The ladies also let down their hair and joined in the ceremony. At the end of the ceremony, the prince declared that the ladies were all beautiful. He did not know whom to choose. Therefore, he would throw a posy of



The posy, however, fell on Little Miss Frog's head.

jasmines into the air. The lady on whose head the posy fell would be his princess. The prince then threw the posy into the air, and all the ladies present looked up expectantly.

The posy, however, fell on Little Miss Frog's head. The prince was disappointed, but he felt that he should keep his word. So Little Miss Frog was married to the prince, and she became Little Princess Frog.

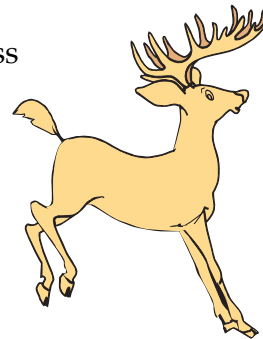
Some time later, the old king called his four sons to him. He said, "My sons, I am now too old to rule the country. I want to retire to the forest and become a hermit. So I must appoint one of you as my successor. I will give you a task to perform. He who performs it successfully shall be king in my place. The task is to bring me a golden deer at sunrise on the seventh day from now."

The youngest prince went home to Little Princess Frog. He told her about the task.

"What, only a golden deer!" exclaimed Little Princess Frog. "Eat as usual, my prince. On the appointed day I will give you the golden deer."

So the youngest prince stayed at home, while the three elder princes went into the forest in search of the deer.

On the seventh day before sunrise, Little Princess Frog woke up her husband. She said, "Go to the palace, prince. Here is your golden deer."



Bring a golden deer at sunrise on the seventh day.



The young prince looked. Then he rubbed his eyes and looked again. There was no mistake about it; Little Princess Frog was holding a deer of pure gold by a lead. So he went to the palace. To the great annoyance of the elder princes, who brought ordinary deer, the king declared him to be his heir.

The elder princes, however, pleaded for a second chance. The king reluctantly agreed.



The youngest prince went home and told Princess Frog about the new task.

"Then perform this second task," said the king. "On the seventh day from now at sunrise, you must bring me the rice that never becomes stale and meat that is ever fresh."

The youngest prince went home and told Little Princess Frog about the new task.

"Don't you worry, sweet prince," said Little Princess Frog. "Eat as usual. Sleep as usual. On the appointed day, I will give you the rice and meat."

So the youngest prince stayed at home, while the three elder princes went in search of the rice and meat.

On the seventh day at sunrise, Little Princess Frog woke up her husband. She said, "My lord, go to the palace now. Here is your rice and meat."

The youngest prince took the rice and meat and went to the palace. To the great annoyance of the elder princes, who brought only well-cooked rice and meat, he was again declared to be the heir.

But the two elder princes again pleaded for one more chance, and the king said, "This is positively the last task. On the seventh day from now at sunrise, bring me the most beautiful woman on this earth."

"Ho, ho!" said the three elder princes to themselves in great joy. "Our wives are very beautiful, and we will bring them. One of us is sure to be declared heir, and our good-for-nothing brother will be nowhere this time."

The youngest prince overheard their remark. He felt sad, for his wife was a frog and ugly.



When he reached home, he said to his wife, "Dear princess, I must go and look for the most beautiful woman on this earth. My brothers will bring their wives, for they are really beautiful. I must find someone who is more beautiful."

"Don't you fret, my prince," replied Little Princess Frog. "Eat as usual. Sleep as usual. You can take me to the palace on the appointed day. Surely I shall be declared to be the most beautiful woman."

The youngest prince looked at the princess in surprise, but he did not want to hurt her feelings. He said gently, "All right, princess. I will take you with me on the appointed day."

On the seventh day at dawn, Little Princess Frog woke up the prince. She said, "My lord, I must make myself beautiful. So please wait outside and call me when it is nearly time to go."

The prince left the room as requested. After some moments, the prince shouted from outside, "Princess, we must go now."

"All right, my lord," replied the princess. "Please open the door for me."

The prince thought to himself, "Perhaps, just as she was able to obtain the golden deer and the wonderful rice and meat, she is able to make herself beautiful," and he expectantly opened the door. But he was disappointed to see Little Princess Frog still a frog and as ugly as ever.



The king looked at the prince in surprise and said, "Where is your beautiful maiden?"

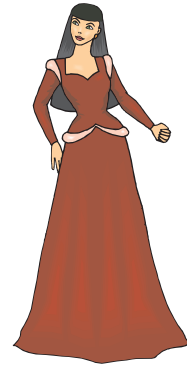
However, so as not to hurt her feelings, the prince said nothing and took her along to the palace. When the prince with his frog princess arrived, the three elder princes with their wives were already there.

The king looked at the prince in surprise and said, "Where is your beautiful maiden?"



"I will answer for the prince, my king," said the frog princess. "I am his beautiful maiden."

She then took off her frog skin. She stood a beautiful maiden dressed in silk and satin. The king declared her to be the most beautiful maiden in the world. He selected the prince as his successor on the throne. The prince asked his princess never to put on the ugly frog skin again. The frog princess, to grant his request, threw the skin on the fire.



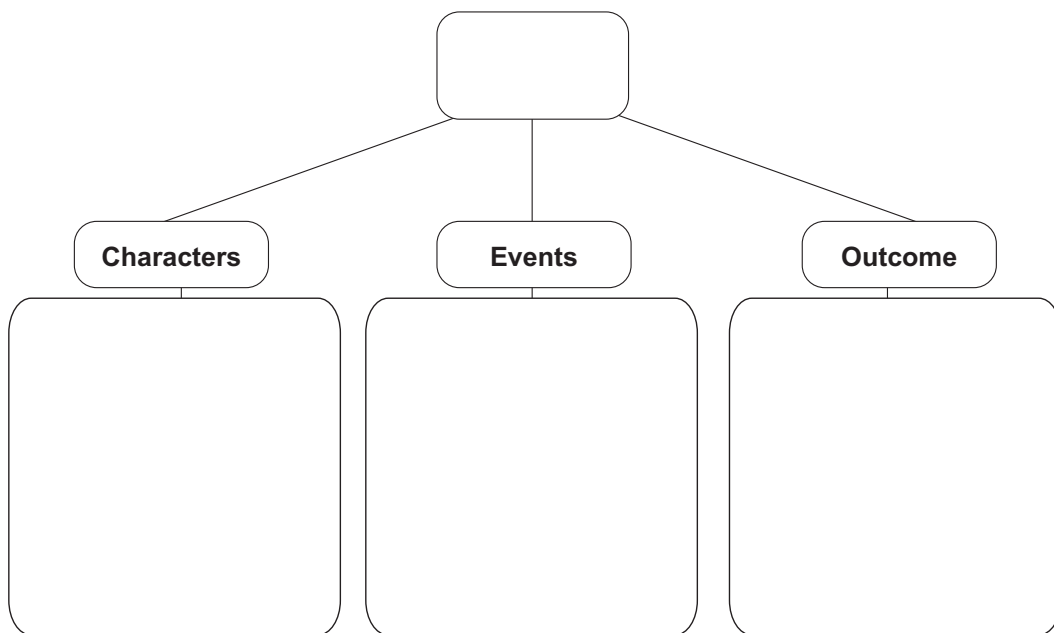
She stood a beautiful maiden dressed in silk and satin.



Practice

Review the **Repetition Analysis** chart for “The Buffalo and the Field Mouse” on page 423. Then complete the **Repetition Analysis** charts below for **Story One** and on the following page for **Story Two** to find the theme of each story.

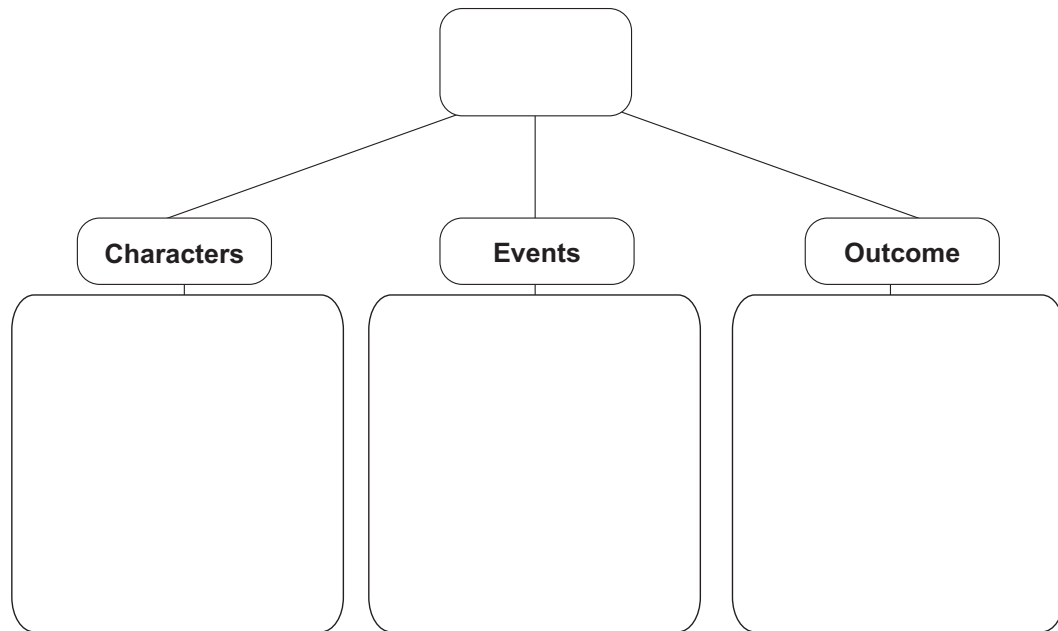
Repetition Analysis Chonguita the Monkey Wife



Theme: _____



Repetition Analysis The Frog Maiden



Theme: _____



Practice

Complete the following **worksheet** to **compare the universal themes of Story One and Story Two**.

Comparing Universal Themes

1. What one theme do the two stories have in common? _____

2. How does Story One present this theme? _____

3. How does Story Two present this theme? _____



Short Story: Learning the Basics of Fiction

Fiction comes from a writer's imagination. She or he might use real events, and real people might inspire the author. However, the story is made up. *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

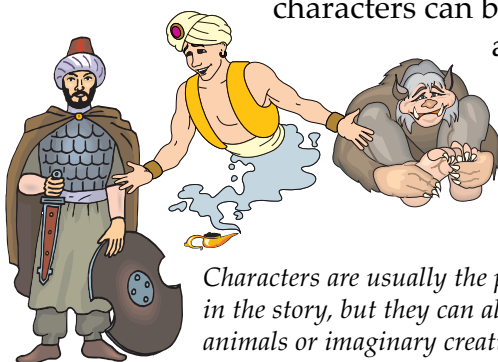


However, they have certain characteristics. Short stories center on one event. Also, you can read a short story in one sitting.

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.



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

This individual is the *main character*. Other characters are called *minor characters*. Short stories usually contain several minor characters.

Minor characters interact with the main characters. What they say and do is important. This helps to move the plot along.

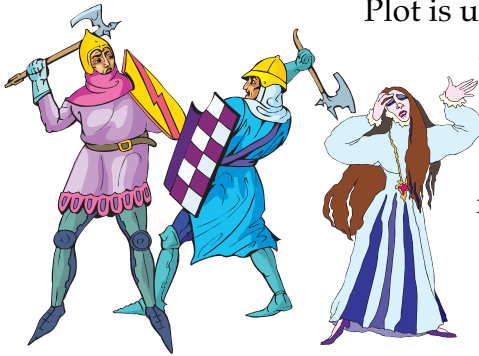
Setting: A story's *setting* involves two things. It involves *when* the story takes place. A story can be set in the past, present, or future. It can be set on a particular day. It can be set at a particular time. The author can decide how specific the time should be. Setting also involves *where* the story takes place. The place can be real or imaginary. Sometimes, we must determine the setting through clues. Other times, we are specifically told when and where a story is set. Still some stories have no specific setting.



Setting also involves where the story takes place. The place can be real or imaginary.



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.



Conflict is a struggle.

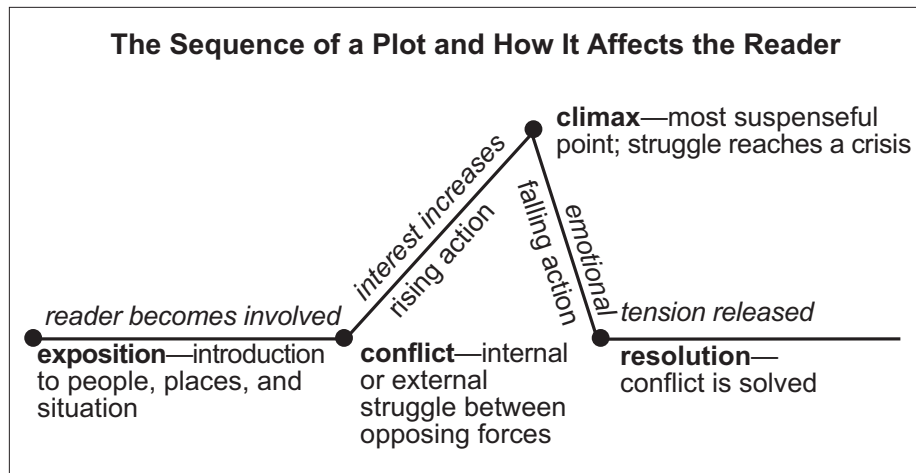
Plot is usually built around **conflict**. *Conflict* is a *struggle*. This struggle is between two forces. It can be between people, groups, or ideas. The conflict does not have to be visible. One of the most famous conflicts in fiction is between good and evil. Conflict can be life-threatening. It can also be minor. It can involve something as simple as someone deciding which path to take through the forest.

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

- **Exposition:** This gets us ready for the story. The *exposition* introduces us to the people, places, and situation. We meet the characters. We learn about their lives. We are told about the setting. We see the conflict begin.
- **Complications:** The story continues. Unexpected events happen. The conflict grows more intense. The characters must struggle even more. As they do, suspense builds. We worry whether or not the conflict can be overcome.
- **Climax:** This is the point of no return. An action or decision occurs that changes the lives of the characters. This action or decision points to the story's end. The action usually ends the conflict. Sometimes the ending is happy. Sometimes it is tragic.
- **Resolution:** This ends the story. Remaining questions are answered here. Often, we find out the characters' fates. It is here we learn the results of the climax. We know the consequences of the actions.



The following diagram shows how the elements of a short story work together to make up the plot.



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 write the correct term for each definition on the line provided.

character fiction	plot setting	short story theme
----------------------	-----------------	----------------------

- _____ 1. a person or creature in a literary work
- _____ 2. the central idea or message of the literary work; often a lesson about life
- _____ 3. writing based on imagination; may involve real people or events as well as invented ones
- _____ 4. the skeleton or outline of a literary work; the sequence of the main events in a work
- _____ 5. a short work of fiction usually focusing on a few characters and a single conflict
- _____ 6. the time (when) and place (where) in which the story takes place



Practice

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

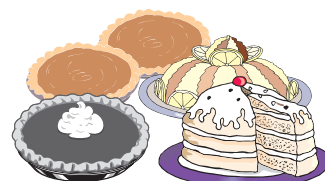
- | | |
|--|-----------------|
| _____ 1. surrounding words or sentences that identify the meaning of an unfamiliar word | A. climax |
| _____ 2. the most suspenseful point in a (literary) work; the point at which one of the two opposing forces must give way to the other | B. conflict |
| _____ 3. that which is openly stated and observable, not hidden or secret | C. context clue |
| _____ 4. a struggle between opposing forces (often characters); can be internal or external | D. exposition |
| _____ 5. that which is indicated, suggested or understood; something not directly stated | E. implied |
| _____ 6. an introduction to the people, places, and situation important to the plot | F. overt |
| _____ 7. an end to the story, in which remaining questions are answered and results of the climax are learned | G. resolution |

Practice

Interactively read the following short story “The Moon Dancer.” Complete the questions and activities as instructed as you read.

The Moon Dancer by Janice McLain

The late September sun dropped behind the gray-shingled roof before its insides were ready for the evening. Tommy and Kenneth finished dragging down a dozen square *bales*¹ from the hayloft as Kitty swept the floor. She made sure no stray pieces of straw or bits of corn cob were left. There’d be dancing later on. Earlier in the afternoon, she’d helped her mother inside the house, baking four big hams and boiling six of Pa’s fattest hens for *chicken pilau*². Sweet potato pies and coconut cakes were tucked away in the *dish safe*³: baked, stacked, and sprinkled the day before.



sweet potato pies and
coconut cakes

1. What does all this information tell you is about to happen? _____

2. Where do you think the family lives? _____

Why? _____

¹*bales*—Square bundles of hay that are bound for easy storage throughout the winter months. Then they are used to feed livestock.

²*chicken pilau*—A dish of food made of seasoned rice and chicken.

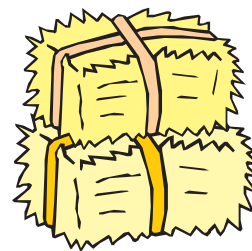
³*dish safe*—Today, this would be called a pie safe. Usually, it was a cabinet with screened doors. Many southern housewives used them to store dishes in rather than food since the weather was too warm and would spoil pies or cakes rather quickly.



3. What do you think their father does for a living? _____

Why? _____

When all the hay bales were down and put in the right place, Tommy hung a string of big-bulbed Christmas lights around the gray *clapboard*⁴ walls. He looked at Kitty as he worked to make sure they were straight. A second string circled the barn yard. Kitty plugged them in. They all worked and everything was ready.



hay bales

When the colored lights came on, a low cooing sound came from the hayloft. Kitty looked up to see her sister, Ramona, resting on all fours and looking out over the barn floor.



Tommy hung a string of big-bulbed Christmas lights.

“Get away from the edge, Ramona. It’s a long way down here and you’ll get hurt if you fall.”

The sound came again and Ramona backed away. She always did as Kitty said. Mommer called Ramona Kitty’s “bundle,” even though nobody ever said that was the way it should be. It had been that way for as long as Kitty could remember.

Like always when Kitty wasn’t in school, Ramona had been her shadow today—lifting and toting when she could; sitting quietly when Kitty told her to. She’d slept in the hayloft most of the afternoon while Kitty did the heavy work. The same chores that were done every year at the end of the *picking season*⁵.

⁴*clapboard*—A type of construction where one long, narrow board, thicker along one horizontal edge than the other, would overlap the other. One edge of each board would be hanging free. Usually, this was used as outside siding for houses or buildings.

⁵*picking season*—The time of year when certain crops were ready to be harvested. Usually, prime growing season was in the spring to summer. Harvest, or picking season, was late summer through early fall.

4. What impression do you have of Ramona? _____
- _____
- _____



What gives you this impression? _____

5. What seems to be the relationship between Kitty and Ramona?

It was time for the square dance and peanut boiling that Pa gave every year for his *hired hands*⁶. The first weekend after the peanut crop was *auctioned*⁷ off and the cotton shipped north was always set aside. “Randall’s Saturday” it was called, after Kitty’s pa.



It was time for the square dance and peanut boiling that Pa gave every year for his hired hands.

Kitty looked forward to Randall’s Saturday as much as the people who worked for Pa. She loved to dance and to see her folks having a good time. Nearly everybody in the eastern part of Covington County came, and Kitty was proud of her Pa for making it all happen.

⁶*hired hands*—The laborers or workmen on the farm.

⁷*auctioned*—The public sale of something to the highest bidder. Whoever offers the most money is allowed to buy the item.

6. What seems to be the Randall family’s place in the county? _____

Give your reasons for saying this. _____



This year would be even more special. Pa's harvest was double last year's. He'd leased and planted the old Larson farm and bought a brand new peanut picker at the start of the summer. There were more farm hands to celebrate with and more money put aside. Enough money—to build the new bathroom Mommer wanted so bad. Kitty had a new dress for the evening, store-bought in downtown Ft. Walton at the big new department store. This was the first dress she'd ever bought all by herself without Mommer helping pick it out. She'd go inside in a few minutes and bathe and put it on so she could meet all her Daddy's friends and hands and wait for Miriam Whitfield.

7. What do the details about Kitty's dress tell you about the family's history? _____

About Kitty's age? _____



*Pa called Paul Whitfield
a strutting banty rooster.*

Miriam, Kitty's best friend, was new in school and in Kerryville this year. She and her mother had come to live with her grandfather, Paul Whitfield, when her parents separated. Paul was an important man in Kerryville. He owned most of the little town, the shirt factory where nearly every farmer's wife worked, and the grocery and department stores where they spent their money. Kitty's Pa never liked Paul. He called him a strutting *banty rooster*⁸ who bled the whole town for every penny they had. He'd never had to work for Paul Whitfield, even though his farm hadn't always been as big or as rich as it was now and neither had Mommer. Pa wouldn't have it.

⁸*banty rooster*—A slang name for a Bantam rooster, a small rooster that is noted for a belligerent disposition. Despite their size, they are bold.

8. What does this paragraph tell us about Kitty's father? _____

He was a little proud, though, that Miriam was Kitty's friend. That Paul Whitfield's granddaughter was coming to his home.

9. Why do these things make Kitty's father proud? _____



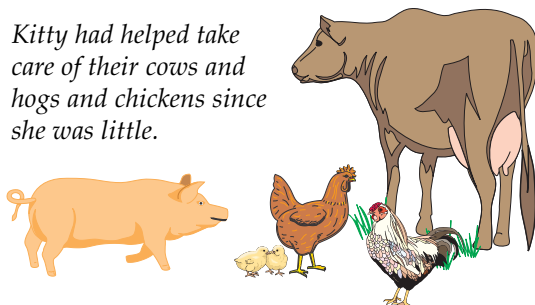
It would be the first time. Most of Kitty and Miriam’s visits had been at the Whitfield’s big white house on the edge of town where Kitty was invited to “tea” at least once every week. She’d drink hot, sweetened tea out of fluted porcelain cups and eat buttery shortbread. Miriam would play the piano for her or tell her stories about the time she lived in Paris, France, when her father was serving his time in the Air Force. Then they would do their homework together in Paul Whitfield’s big, wood-paneled study. This was Kitty’s favorite part of the visits because she was better in school than Miriam and could help her friend write geometric proofs and diagram compound sentences.

10. Why are Kitty and Miriam friends? _____

What do they like about each other? _____



Kitty had helped take care of their cows and hogs and chickens since she was little.



Miriam knew about the Randall farm. Kitty told her how Pa and her brothers worked the crops and how Mommer canned and pickled nearly everything they ate. Miriam knew about their cows and hogs and chickens and that Kitty had helped take care of

them since she was little. She knew that Kenneth and Tommy were twins and were four years older than Kitty. And she knew about Ramona—a little.

Kitty bit her lip thinking about Miriam meeting Ramona.

11. What does this show about Kitty's feelings? _____

Why does she feel this way? _____



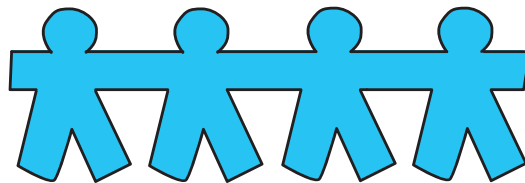
She looked up in the hayloft. Ramona sat staring down at her, smiling a little and waiting.

"Time to come down, Ramona. We've got to bathe and dress. Here . . ." Kitty walked over to the ladder and held out her hand. "Come on down, now . . . take my hand."

Ramona started backing down the ladder slowly, one foot before the other. She was two years older than Kitty and taller by almost a head. Kitty wondered what she'd do if Ramona fell. Not tonight, Kitty thought. Ramona just couldn't fall tonight.

12. What do these worries show about Kitty? _____

Upstairs, Kitty helped wash her sister's pale, straight hair and dry it with a clean towel while Mommer pressed the wrinkles out of their new dresses. Ramona sat on their bed cutting out paper dolls while Kitty took her bath. Tommy and Kenneth stood in the hall yelling at her to hurry and kicking the door ever so often.



Ramona sat on their bed cutting out paper dolls.

13. What do Kitty's actions show about her relationship with her sister? _____



Ramona’s hair dried fast. Kitty brushed it back from her face, pushing two tortoiseshell combs into the sides. She had a new dress, too, and turned herself around and around in front of the mirror when Kitty finished zipping it.

“Don’t get dizzy, Ramona. You’ll get sick all over your new dress.”

Kitty was sharper than she meant to be, but Ramona couldn’t take too much agitating. Her stomach upset easily, just like a little puppy’s. Kitty wanted her to wear that dress, to look her best when she met Miriam.

14. This paragraph shows Kitty’s conflicting feelings toward Ramona.

What does the fact that she was “sharper than she meant to be” tell us about how she usually speaks to her sister? _____

What are Kitty’s real reasons for wanting Ramona to look her best?



Ramona stopped spinning and smiled at Kitty, putting her hand on her sister's green *voile*⁹ sleeve. Kitty smiled back, stroking Ramona's hair and wishing she hadn't talked so mean to her.

⁹*voile*—A fine soft sheer fabric used especially for women's summer clothing or curtains. Voile is usually used for special "dressy" dresses.

15. Do you think Kitty was really mean? _____

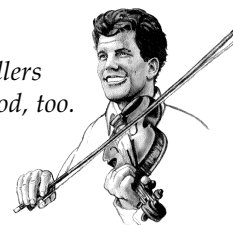
What does this show about the type of person she is? _____



“Why don’t you go downstairs and see if Mommer has something for you to eat. You might get hungry before things are ready in the barn.”

The dancing had started in fine fashion. Jess Cawthon and his brother Cyril were the best *callers*¹⁰ in the county and both of them were there. The fiddlers were good too. Old Jim and Ray and Ray’s boy Pat were three of Pa’s best hands. They fiddled as good as they worked. Kitty was asked to dance every *set*¹¹, but said no so she could watch for Miriam.

*The fiddlers
were good, too.*



¹⁰*callers*—A person who announces or “calls” the changes of steps during a dance.

¹¹*set*—One complete square dance. Usually it lasts as long as one song.

16. Why would Kitty watch for Miriam instead of dancing? _____



A set of headlights turned off the highway and made their way down the dirt road to the Randall farm, and Kitty knew that was Miriam. Paul Whitfield had bought his granddaughter a blue Thunderbird just last week for her sixteenth birthday, and Kitty recognized the whine it made coming up in the driveway. She waved as Miriam got out.

17. This is the first time the age of the three girls is given—Miriam and

Kitty are 16 and Ramona is 18. Are you surprised? _____

Why or why not? _____

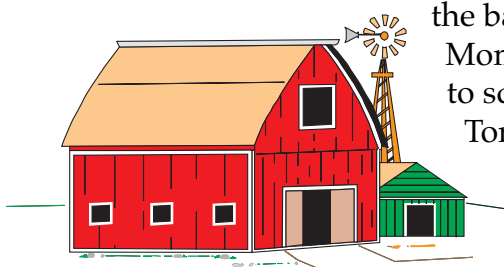
Miriam wasn't nearly so pretty as Kitty. Her face was too thin and she had circles under her eyes all the time. But she moved and talked in a way that made everybody in the room take notice of her in a way that Kitty couldn't.

18. What would account for Miriam's being more sophisticated than

Kitty? _____

She smiled and hugged Kitty. “You look so pretty. Is that a new dress?”

Kitty nodded, and told Miriam she looked nice too. They went inside the barn, and Kitty introduced her friend to Mommer and Pa. Miriam didn’t know how to square dance, but soon learned from Tommy and Kenneth who took turns



Kitty and Miriam went inside the barn.

being her partner. Before long, she was twirling around the room better than anybody else on the floor. Kitty wished the night would just go on and on. It was passing too fast.

19. Why is Kitty so happy? _____

20. Do you think Miriam is having a good time? _____

Why or why not? _____



She and Miriam were sitting on a hay bale with a plate of Mommer's chicken pilau on their laps when the music slowed down. Kitty saw her father lead Ramona out on the dance floor and start dancing her around the room, slow and easy so she wouldn't trip. Ramona smiled—just like always—and followed him perfectly. Kitty thought maybe Ramona had crawled back in the hayloft and was sleeping.

21. Why is her father's dancing with Ramona important in showing how he and the family feel about her? _____



Miriam looked at Ramona for a few minutes. “Kitty, who’s that?”

“My sister Ramona.”

Miriam’s eyes widened. “Oh . . . the one you said wasn’t . . .”

“That’s right. I told you about her.” Kitty watched Miriam watching Ramona. “She likes to dance. Pa always has them play one or two songs she can dance to.”

Miriam smiled a little. “That’s nice.”

Kitty played with the rice still left on her plate as Pa and Ramona danced past her, not wanting to watch any more, wishing she had taken Miriam outside for a walk.

22. How is Kitty feeling now? _____

Why is she feeling this way? _____



When the music stopped, Ramona came over and sat down, slipping her hand through Kitty's arm, first staring then smiling at Miriam.

Most people smiled back at Ramona, they just couldn't help themselves, but Miriam didn't. She did say hello and Ramona made her cooing sound and reached over to touch Miriam's hand.

Miriam was still. She didn't pull away, but Kitty knew she wanted to and moved Ramona aside.

23. Why does Miriam react as she does toward Ramona? _____

“Ramona, go over and see Mommer. She’s talking with Lessie Spencer, and I hear she has a new bunch of puppies. I’ll bet she’ll tell you what they look like.” Ramona looked at Kitty, her eyes wide. “Okay, Ramona? Go on over to see Mommer.” Ramona didn’t



“Ramona, go over and see Mommer. She’s talking with Lessie Spencer, and I hear she has a new bunch of puppies.”

smile, but got up and walked over to where Mommer was sitting next to a short, thin woman with two fat braids wrapped around her head.

24. How do you think Ramona feels right now? _____

Why? _____



She put her arms around Ramona's shoulders and pulled her close, bending down to talk to her. After a few minutes, they both were smiling.

Miriam watched, too. "Doesn't she talk, Kitty?"

Kitty shook her head. "She never has. Not really. Her fever went high when she was just starting to walk and make a few words. The doctor said she had rheumatic fever and she got so hot, Mommer said bubble gum would melt in her mouth. She never was right after that."

"Has she always been at home?"

Kitty turned to look at Miriam. "Of course she's been here . . . where else would she go?"

25. What emotions do you think Kitty is feeling here? _____

Explain why she might be feeling these. _____



Miriam shrugged. “They have places, you know, to educate people like Ramona. I just thought . . .”

Tommy came up then and asked Miriam to dance. Soon, she was laughing and skipping around the room.

Kitty was glad she danced, glad she was gone. The party wasn’t fun anymore, and she wanted the night to be over with, to get in her bed and rest.

26. Why has Kitty’s feelings about the party and Miriam changed?

Tommy kept Miriam on the floor for a long time, and Kitty leaned back against the wall, closing her eyes. Four songs came and went and for a few minutes, Kitty thought she might sleep.

Someone sat beside her and she smelled the perfume she’d dabbed behind Ramona’s ears earlier that evening. Kitty reached for Ramona’s hand and opened her eyes. Ramona’s shoulders sagged and she was crying silently, the tears rolling off her cheeks and falling to her skirt. Kitty sat up and Ramona looked at her feet.



Mud and dirt were smeared all over her sister's pale legs, shoes, and on the skirt of her new dress. Kitty groaned a little. She should have expected this. Everyone was busy having a good time. Ramona had wandered off and fallen. Kitty felt guilty, knowing the fall could have been worse.

27. What could have happened to Ramona? _____

28. Why is she crying? _____

She pulled Ramona to her feet, seeing and smelling a smear of cow dung across the back of her sister's skirt. Ramona must have gone to see the cows and fallen. Again, Kitty felt a stab of guilt at what could have happened to her sister. Kitty tried to walk behind Ramona so everybody wouldn't notice. They were going out the door when Miriam looked up. She saw Ramona's skirt and legs, and Kitty could see her friend's nose wrinkle a little as she turned back to her dancing.

29. What does this tell us about Miriam? _____



Kitty hated her then and her eyes began to sting.

30. Why does Kitty feel this way? _____

Why is she about to cry? _____

Mommer would have taken care of Ramona, but Kitty wanted to herself. Ramona was happier that way, and it was important to Kitty that Ramona was happy and that she stop crying.

31. Why are these things important to Kitty? _____



*She ran the tub full
of warm water.*

She ran the tub full of warm water again and helped Ramona undress, putting the stained dress in cold water to soak in the wash room. She helped Ramona clean herself up and put her to bed. Before she went to sleep, Ramona touched Kitty's face and smiled. Kitty kissed Ramona's cheek, smiled back, and wished her sister sweet dreams.

32. What do these actions tell you? _____

From the bedroom window, Kitty could see people beginning to drift toward their cars and one by one, they drove away. She didn't see Miriam drive off, and didn't listen for the whine of her new Thunderbird.

33. What does this last sentence tell us? _____



Kitty stared out the window long after the barn lights had been turned off. She should have helped pick up and put the food away, but Mommer and Pa wouldn't mind. They'd seen her leaving with Ramona.

She undressed and crawled in bed next to her sleeping sister, turning to face the wall. She wanted to cry but couldn't, feeling like she had in first grade when Rodney Wiggins had laughed at her new dress because it was made out of *printed flour sacks*¹².

¹²*printed flour sacks*—At one time, 10 to 20 pound bags of flour could be purchased in sacks made of printed cotton cloth. Housewives would try to match the prints in order to have enough to make clothing, especially for themselves and their daughters.

34. What do you think Rodney had said? _____

How had it made Kitty feel? _____

Why did Kitty think of that? _____

What does this comparison tell you about her feelings now? _____



Turning over, Kitty reached for Ramona's hand. It was soft and clinging. Kitty could feel its tender bones and thought how easy it would be to crush them with her own hand. Instead, she held Ramona's hand softly, laying it between them on the sheets, and finally slept.

35. What about Ramona is also tender and can be easily crushed? ____

How has Kitty handled that part of her sister this evening? ____



The coldness of the bed woke Kitty and she sat up, feeling the empty space where Ramona should be. She slipped out of bed to check the bathroom and kitchen. As she stepped in the hall, a shaft of moonlight fell across her. The front door was open at the bottom of the stairs. Kitty ran down them and out on the porch, looking for Ramona. The porch was empty and so was the front yard.



Ramona was in the open area of the barnyard, her hands stretched toward the full moon.

She started back in to call for Pa when the sound stopped her. Ramona's cooing came from near the barn, and Kitty ran toward it. She stopped, surprised at the sight of Ramona in the open area of the barnyard, her hands stretched toward the full moon. The noise she made sounded almost like humming, like she was trying to sing, and she moved back and forth with the rhythm.

36. Kitty is surprised. However, this event has been foreshadowed.

What information prepared us to see Ramona dancing in the moonlight? _____



Kitty made out the tune. It was the one Ramona and Pa had danced to earlier. Her sister twirled and dipped, stepping gracefully in the sandy lane, her long hair whitened by the paleness of the moonlight.

She smiled, but it wasn't like the smiles she gave Kitty and the rest of the daylight world, vacant and unfeeling, but warm and live. Like the ones from Mommer to Pa on Sunday mornings when she made French toast and they sat alone on the porch drinking coffee.

Kitty stood in the shadows, not wanting to end the magical dance or break the spell that had Ramona so tight in its grasp. She stayed, watching her sister's movements: graceful and light. They came from another Ramona, one Kitty didn't know. One who heard music her younger sister could not. Every so often, Kitty stretched out her hand, waiting to catch hold of Ramona when the dancing stopped and the moon passed in shadow behind the clouds.

37. Why doesn't Kitty interrupt her sister and take her back to bed?

38. Put the last sentence into your own words. _____



Practice

Think about the short story “**The Moon Dancer.**” Are any of the events similar to events in your life? Use the chart below to record these similarities.

- In the **left column**, describe events from the story.
- In the **right column**, write down an event from your own life.

The events don’t have to be exactly the same. They just need to be connected. Look at the examples and then complete the chart.

Events from the Story	Events from Your Own Life
1. Kitty is excited about a family party that happens every year.	1. I always look forward to our family special events. We have a big family reunion that includes special friends every Easter.
2. Kitty has a special friend who has been places Kitty has never been.	2. My new best friend just moved here from England. I love visiting her house and seeing all the different things she and her family do.



Practice

Review “**Elements of Fiction**” on pages 435-438. Then analyze the characters in the short story “**The Moon Dancer**.”

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 Characters

Characters	I think this character . . .	I think this because . . .
Kitty	<ul style="list-style-type: none">• feels responsible for Ramona	<ul style="list-style-type: none">• she helps her get ready for the party
Ramona		
Miriam		
Mommer		
Pa		
Kenneth and Tommy		



- 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.

Words Characters Say Are Important

Quotation	What it reveals about the speaker
1. Kitty: “Get away from the edge, Ramona. It’s a long way down here and you’ll get hurt if you fall.” (page 443)	
2. Miriam: “They have places, you know, to educate people like Ramona.” (page 461)	
3. Kitty: “Of course she’s been here ... where else would she go?” (page 460)	



- 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 Are Important

Action	What it reveals about the character.
1. About Pa: "It was time for the square dance and peanut boiling that Pa gave every year for his hired hands." (page 445)	
2. About Ramona: "Ramona sat on their bed cutting out paper dolls while Kitty took her bath." (page 450)	
3. About Ramona: "She smiled, but it wasn't like the smiles she gave Kitty and the rest of the daylight world, vacant and unfeeling, but warm and alive." (page 468)	
4. About Miriam: "Most people smiled back at Ramona, they just couldn't help themselves, but Miriam didn't." (page 458)	
5. About Kitty: "Kitty looked forward to Randall's Saturday as much as the people who worked for Pa. She loved to dance and to see her folks having a good time. Nearly everybody in the eastern part of Covington County came, and Kitty was proud of her Pa for making it all happen." (page 445)	
6. About Kitty: "Upstairs, Kitty helped wash her sister's pale, straight hair and dry it with a clean towel while Mommer pressed the wrinkles out of their new dresses." (page 450)	



D. Write two *descriptive sentences* about each *character*. Use the details from the chart on the previous page. Share your sentences with the class. Explain why you described each character as you did.

1. Pa: _____

Explanation: _____

2. Ramona: _____

Explanation: _____



3. Miriam: _____

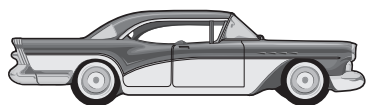
Explanation: _____

4. Kitty: _____

Explanation: _____

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, in the story “The Moon Dancer,” we are not given specifics. However, we have hints. Kitty and her family live near Fort Walton Beach. This is where Kitty bought her dress. Fort Walton is in northwest Florida. People who live in southern Alabama often drive to Fort Walton to shop. So, the story is located somewhere around there. The time is not given. However, Pa has recently bought a modern peanut picker. Miriam’s grandfather has purchased a new Thunderbird for her. However, Kitty’s family still lives on a large farm in a rural environment. Little mention is



Miriam’s grandfather has purchased a new Thunderbird for her.

made of television, movies, or other more modern diversions. We know that Miriam’s father has done service in the Air Force. These hints suggest the story might have happened in the 1950s or 1960s.

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, imagine a story that is set in 2002 in Orlando, Florida. The main character is feeling very lonely. This is no big deal. He merely picks up the phone and calls his best friend. Perhaps they decide to get together to see a movie or play video games. Their loneliness problem is solved. However, what if the boy lived in a small island in the Pacific? Chances are, he will remain lonely. The setting plays an important role in what happens.

Other elements of the setting are often important to the story.



Practice

Analyze the **setting of the short story “The Moon Dancer.”** The writer has given some clues. Other clues are not specific, but they do give specific hints.

See the example below and then complete the chart.

Analyzing Setting

I think the story takes place ...	Why I think this...
1. Year/Decade maybe in the 1950s or 1960s; not in recent times	1. No mention is made of television, movies, or other modern means of entertainment. Now, these things are a common part of our lives. 2. Miriam is driving a new Thunderbird—this was a very popular car in the mid-50s to mid-60s. 3. Pa buys farm machinery—he would not have done that much earlier than the 1950s. 4. Kitty’s “store-bought” dress was unusual. These days, most clothing is store-bought. 5. Large family farms are unusual in more modern times.
2. Time of Year	
3. Place—city, state, etc.	
4. Place—home conditions	



Practice

Analyze the **elements of the setting** in the short story “The Moon Dancer.” The **setting** of “The Moon Dancer” *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.

See the example below and then complete the chart.

The Setting

Element of Setting	Effect on Story
1. Year/Decade	
2. Time of Year	
3. Place—home conditions	
4. Place—city, state, etc. a small rural farming community in south Alabama or north Florida	1. Very few changes in environment—Miriam’s well-traveled background would have been fascinating to Kitty. 2. Families and friends close-knit—Kitty is horrified at the thought of sending Ramona away.



Practice

*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** in the short story “The Moon Dancer.”*

1. What are the most important elements of setting in this story?

Explain your answer. _____

2. What elements have no effect on the story? _____

Explain your answer. _____

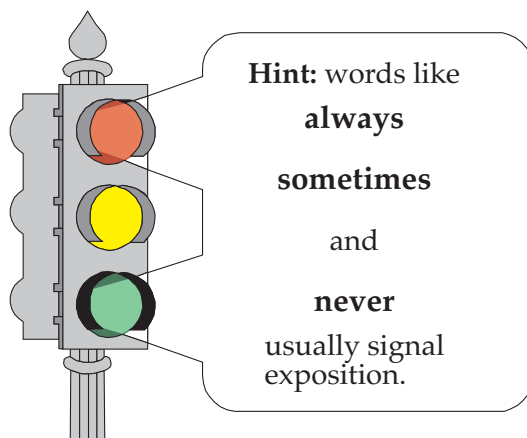
Analyzing Plot

A short story writer tells us many things. We need to know them all. We need to know certain things about the characters. We need to know things about their lives. We need to know why events in the story happen. This information is called *exposition*. Writers then can tell the story. They can tell us the events in the *plot*. Sometimes it is hard to keep up with the events in the plot.

It is helpful to decide the kind of information you are given.

Is it exposition?

- If it tells you about the characters, it is exposition.
- If it tells you about the setting, it is exposition.



Is it an event in the plot?

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



Practice

Let's practice figuring out **which detail is which**—**exposition or plot**—in the short story “**The Moon Dancer**.” Read over each of the details below from the short story.

- If the **detail is exposition**, write **E** next to it.
- If it is **part of the plot**, write **P**.
- Then **explain your answer** beneath each detail. The first one has been completed for you.

E

1. “The late September sun dropped behind the gray-shingled roof before its insides were ready for the evening.”

The detail tells when the story takes place. It explains

setting. It is a detail of exposition.

2. “When the colored lights came on, a low cooing sound came from the hayloft.”

3. “Like always when Kitty wasn’t in school, Ramona had been her shadow today.”



_____ 4. "Ramona's hair dried fast. Kitty brushed it back from her face, pushing two tortoiseshell combs into the sides."

_____ 5. "A set of headlights turned off the highway and made their way down the dirt road to the Randall farm, and Kitty knew that was Miriam."

_____ 6. "Miriam wasn't nearly so pretty as Kitty. Her face was too thin and she had circles under her eyes all the time."

_____ 7. "Kitty saw her father lead Ramona out on the dance floor and start dancing her around the room, slow and easy so she wouldn't trip."



_____ 8. “Her fever went high when she was just starting to walk and make a few words.”

_____ 9. “Kitty tried to walk behind Ramona so everybody wouldn’t notice.”

_____ 10. “Her sister twirled and dipped, stepping gracefully in the sandy land, her long hair whitened by the paleness of the moonlight.”

Check your work with your teacher before completing the following practice.



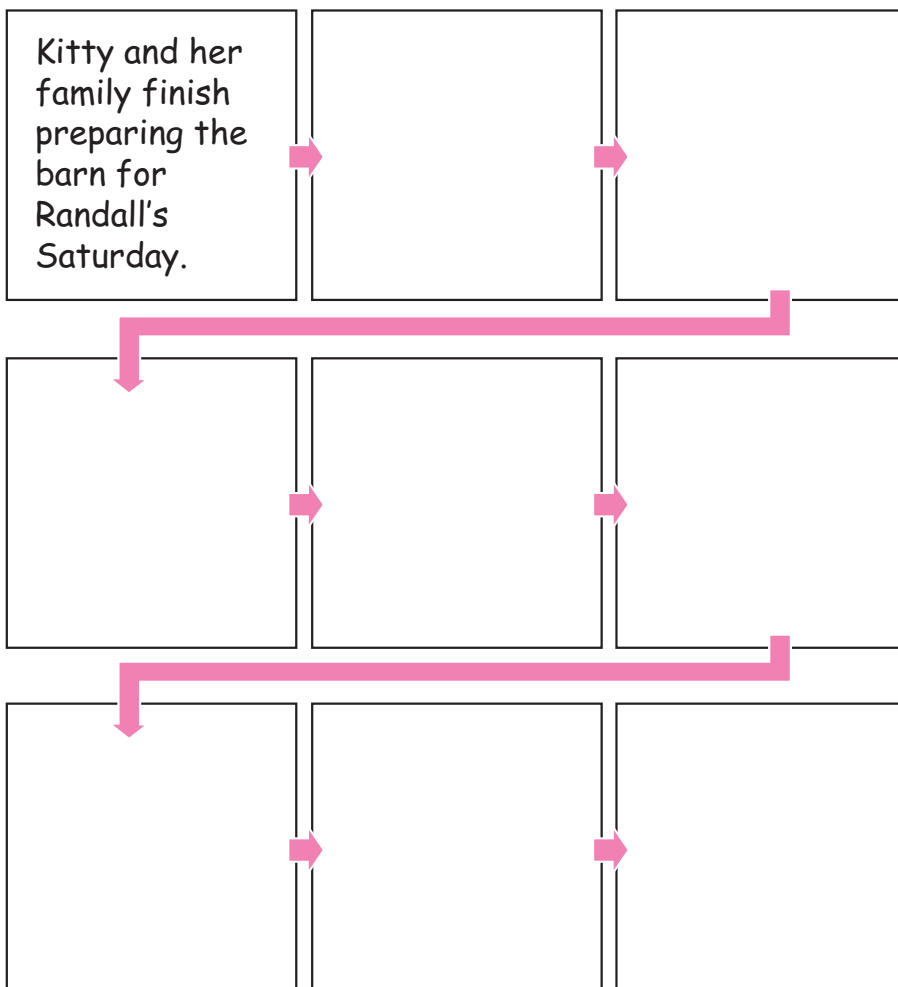
Practice

Check your answers from the previous practice. Use them to help you **analyze the plot** in the short story “**The Moon Dancer.**”

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 “**The Moon Dancer.**” Then **map the plot** on the chart below. Put the events in your **own words**. The first one has been done for you.





Analyzing Conflict

Life without conflict would be great. However, a short story without conflict would be dull. Conflict keeps readers interested. It is a necessary part of fiction.

In the story about the Field Mouse and the Buffalo, the conflict is easy to



In the story about the Field Mouse and the Buffalo, the conflict is easy to find.

find. It is between the Mouse and the Buffalo and then between the Mouse and the Fox. These conflicts are external. They are easy to find. They are also easy to resolve.

The conflict in “The Moon Dancer” is not so easy. It is not easy to find. It is not easy to resolve. We are a bit inclined to dislike Miriam. However, is Miriam really the source of the conflict? We must remember that she is unfamiliar with someone like Ramona.



Also, we don’t really see Miriam and Kitty at odds, do we? The conflict really is not between these two girls. The conflict, actually, is an internal one.

The conflict in “The Moon Dancer” is not so easy.

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 “**The Moon Dancer.**” The first one has been done for you.

1. What one fact affects everyone in the story? _____

Ramona’s mental handicap.

2. In what way does it affect each character?

Kitty: _____

Pa: _____

Mommer: _____



Kenneth and Tommy: _____

Miriam: _____

Ramona: _____



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

Kitty: _____

Pa and Mommer: _____

Kenneth and Tommy: _____

Miriam: _____



Ramona: _____

4. Is the problem solved? _____

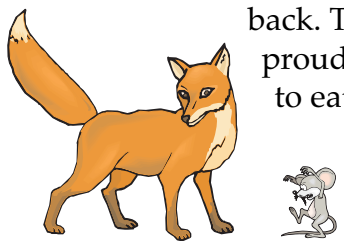
5. If so, in what way? _____

6. If not, why? _____

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

Analyzing the Story's Climax

We usually expect a story's *climax* to be obvious. For example, what is the climax of the tale of the Mouse and the Buffalo? Of course, it is when the Fox devours the Mouse. At this point, he cannot turn back. The Mouse's fate is sealed. He will act selfishly and proudly no more. The Fox and his family will have food to eat. 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.



The climax is when the Fox devours the Mouse.

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 “The Moon Dancer.”

1. Describe the main character as the story begins.

- Is he or she looking forward to something? Explain. _____

- Is there something he or she likes a great deal? Explain. _____

- Does he or she have a best friend? Does he or she dislike someone a great deal? Explain. _____

2. Describe the main character as the story ends.

- How does he or she now feel about the event? Explain. _____

- Does he or she still enjoy the same things? Explain. _____

- Does he or she still like or dislike the same people? Explain. _____



3. What caused these changes? _____

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

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

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

Check your answers before completing the following practice.



Analyzing Theme

In the first part of this unit, you learned about universal themes. As you learned, the story's *theme* 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 the 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 “**The Moon Dancer.**” You have already answered numbers 1 and 2 below on page 490. Check your answers from the previous practice. Read them to help you complete numbers 3-8.

1. Describe the main character as the story begins.
 - Is he or she looking forward to something?
 - Is there something he or she likes a great deal?
 - Does he or she have a best friend? Does he or she dislike someone a great deal?
2. Describe the main character as the story ends.
 - How does he or she now feel about the event?
 - Does he or she still enjoy the same things?
 - Does he or she still like or dislike the same people?
3. Summarize what you think she or he learned. _____



4. Within the story did you find

- answers to main character's questions? _____

Did they come from trusted minor characters? What were the questions? What were the answers? Explain. _____

- sudden realizations or memories from the main character? _____

What were they? Explain. _____

- advice from trusted minor characters? _____

What was it? Explain. _____



5. Look up the words of the short story's title in a dictionary.

Do any of them have more than one meaning? Write them down if they do. _____

Connotations are meanings that come from the emotions or ideas readers associate with particular words.

Do any of the words suggest other *connotations*? Write them down if they do. _____

6. Does the title suggest anything about the theme? Explain. _____



7. Look over your answers to numbers 1-6. Write down at least one possible theme for the short story. The theme of a story must
- be written as a sentence
 - mention the topic
 - mention the writer's feelings about the topic.

Example: "Growing up" is a topic, not a theme. "Growing up is often painful" could be a theme.

Possible theme for the short story: _____



Nonfiction: Seeing Art in the Real World

Many people think **nonfiction** is *factual information*. They think of their history books. They think of their science books. They are correct. This is a type of nonfiction. It is called *informative nonfiction*. Unit 2 dealt with informative nonfiction. In Unit 2, you learned strategies for reading informative nonfiction. This type of nonfiction has a specific purpose. Its purpose is to provide you with information. You find this nonfiction in *textbooks*. You also find it in *encyclopedias*, *magazines*, and *newspapers*.

There is another category of nonfiction. This is called *literary nonfiction*. Its purpose is very different. It is meant to be read in the same way as fiction. It is, however, different from fiction. Instead of reading about fictional characters, we read about real people. Events take place in real places. The plots are not imagined. They are *actual events*.

Literary nonfiction includes three major types. They are **autobiographies**, **biographies**, and **essays**.

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

Use the list below to complete the following statements.

autobiography	essay	informational nonfiction
biography	event	literary nonfiction
conflict	exposition	place
connotations		

1. The *setting* of a story involves time and _____ .
2. We need to know why events in the story happen, which is called _____ .
3. If it moves the story along, it is an _____ in the plot.
4. A short story without _____ would be dull.
5. _____ has a specific purpose and that is to provide you with information.
6. _____ includes autobiography, biography, and essays.
7. _____ is the *true story* of a *person's life* told by the *person* himself or herself.
8. _____ is also the *true story* of a *person's life*, but it is *told by someone else*.



9. An _____ is a short piece of nonfiction.
10. _____ are meanings that come from emotions or ideas readers associate with certain words.



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 118-119 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 is concentrated literature. Often, poems contain only a few words. However, 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, then, very important that the poet choose 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 Miss Muffet" and "The Old Woman Under a Hill."

Little Miss Muffet.
Sat on a tuffet,
Eating of curds and whey.

Rhyming words
follow each other.

There was an old Woman
Who lived under a hill.
And if she's not gone,
She lives there still.

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 “Little Miss Muffet” as well. Read the poem aloud. You can hear that 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. What element does the following poem repeat? Why do you think the poet did this?

There Was a Crooked Man

There was a crooked Man,
And he went a crooked mile.
He found a crooked sixpence,
Against a crooked stile;
He bought a crooked cat
Which caught a crooked mouse,
And they all lived together
In a crooked little house.



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:

My baby girl,
In her yellow bonnet,
Looked like a sunflower
Smiling at the world for the first time.



In the example of a simile above, the baby in the *yellow bonnet* is being compared to a *sunflower*.

- **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 the writer comparing to “lacy snow”?

Memories of spring
Roll behind my eyes,
A kaleidoscope of
Greens, yellows, and
Cherry branches dripping with
Lacy snow.

In the example of a metaphor above, the white flowers on the *dripping cherry branches* are being compared to *lacy snow*.



- **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 Fox dressed the Buffalo carcass for the Mouse. Foxes *cannot* do this. Human beings cut up animals into steaks and stew meat. This is an example of personification. Objects can be personified as well. The following nursery rhyme contains examples of personification. What are they?

Old Mother Hubbard

Old Mother Hubbard
Went to the cupboard,
To get her poor dog a bone;
But when she got there,
The cupboard was bare,
And so the poor dog had none.

She went to the grocer's
To buy him some fruit,
But when she came back,
He was playing the flute.

She went to the barber's
To buy him a wig,
But when she came back,
He was dancing a jig.



She went to the cobbler's
To buy him some shoes,
But when she came back,
He was reading the news.

She went to the tailor's
To buy him a coat,
But when she came back,
He was riding a goat.

The dame made a curtsy,
The dog made a bow;
The dame said, "Your servant,"
The dog said, "Bow-wow."

In the example above, the human actions given to the dog were as follows:

- playing a flute
- dancing a jig
- reading the news
- riding a goat
- bowing



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. Here, a mother is watching her daughters play together. What images does the poem create? Which ones do you see? Are there any that you can feel?

My daughters
As they play
At being mothers
Imitate the gestures
I make: caressing the
Plastic dolls
That remain positioned
Stiffly in their arms:
Content to be kissed
Or dragged
Across the floor,
Or left behind to smile silently
Behind the sofa,
Under a bed.



In the examples of imagery above, you may picture in your mind:

- young girls pretending to be mothers—imitating their mother's gestures
- young girls caressing and kissing their dolls
- stiff dolls that are content however the young girls treat them
- young girls dragging their dolls across the floor
- how the young girls' attention goes to something else and they leave their dolls behind the sofa or under a bed.

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 “Curly-Locks” is a solid unit.

Curly-Locks



Curly-Locks, Curly-locks
Wilt thou be mine?
Thou shalt not wash dishes,
Nor yet feed the swine;
But sit on a cushion,
And sew a fine seam,
And feed upon strawberries,
Sugar and cream.



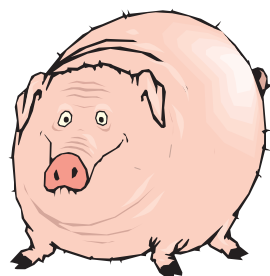
This is a short poem. Its contents are quite simple. The speaker is proposing marriage to Curly-locks. He is promising her a life of ease. She will not need to work hard. Instead, she can pass her days doing needlework. She can also dine on strawberries and cream. The one stanza tells us this.



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.

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 505-506. 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. The little dog laughed
To see such sport,
And the dish ran away with the spoon.
- _____ 2. My child watched quietly
Through eyes completely hers:
Larger and greener than mine.
- _____ 3. Summer is the smell of freshly mowed grass.
- _____ 4. Before the sandy yard drank down
Our bath of sweet August sun
- _____ 5. I felt like a jigsaw puzzle, the center piece missing.



Practice

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

figurative language	personification	rhythm
form	poetry	simile
imagery	repetition	stanza
metaphor	rhyme	

- _____ 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 summer. Read them carefully.



Summer
 Fun Joyful
 Swimming Sleeping Traveling
 As though the world were mine
 Freedom



Summer
 Hot Humid
 Raining Sweating Storming
 As miserable as it gets
 Torture



The poets who wrote these poems feel very differently about summer. The first poet looks forward to summer. She or he sees it as a time of freedom. It is, for this person, a time to do all the things she or he enjoys. What would be a good theme for this poem? (A theme could be—summer is a carefree time.)

The second writer does not like summer. She or he thinks only of the uncomfortable weather during summer. It is an unpleasant time of year. 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 poem? (A theme could be—summer is agony.)



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*)

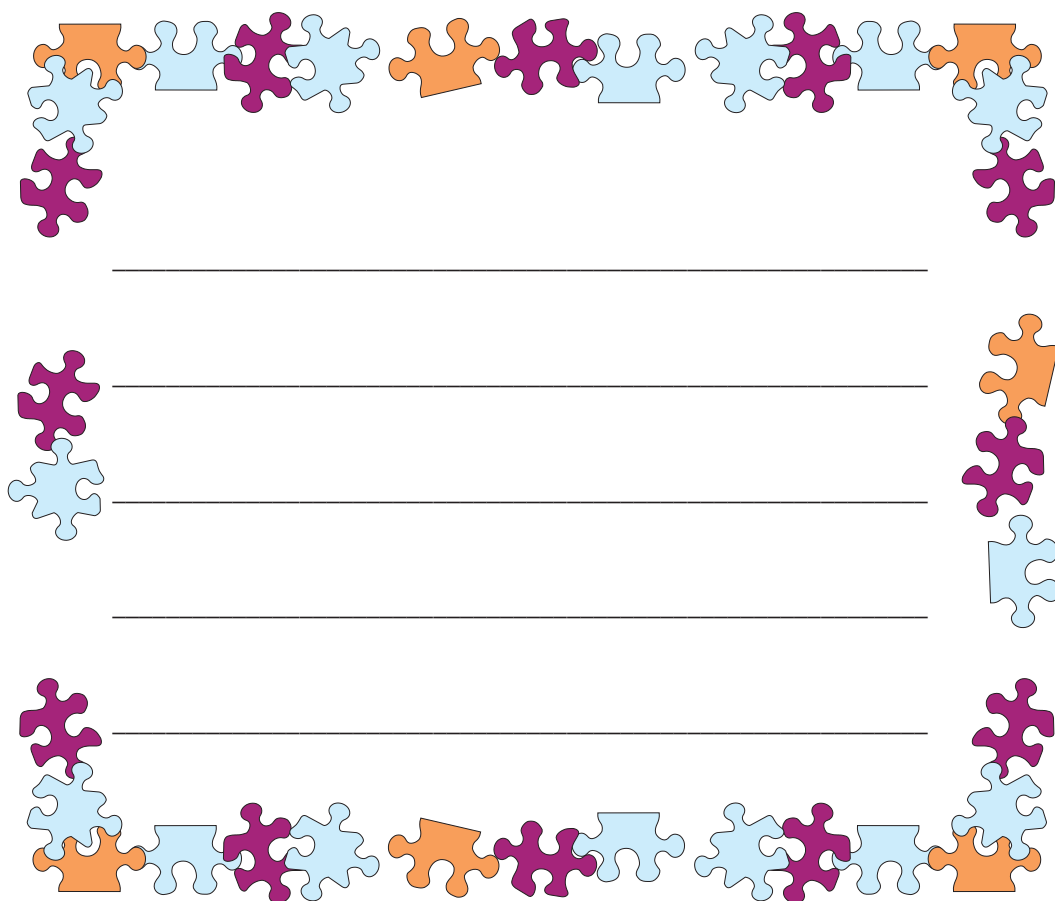
Line 4: one simile describing the noun

Line 5: one synonym for the noun

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

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


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



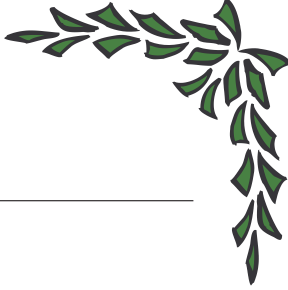


Practice

Choose a subject that you feel **two different ways about**. Write **two cinquains**. Make the images in one **positive**. Make the images in the other **negative**. Look at the poems about summer as examples. Write your final poems below.







Positive





Negative







Putting It All Together: Analyzing Poetry Using a TP-FASTT

Now it's time to put all of the strategies together. It's time to look at a poem and analyze all of its parts. A helpful strategy is using a TP-FASTT (Title, Paraphrase-Figurative Language, Attitude, Shifts, Title again, Theme) Chart. The TP-FASTT chart is explained below.

TP-FASTT Chart Explanation

- **T—Title:** The title of a poem is always important. Often, the title can mean more than one thing. Before reading, write down as many meanings of the title as you can think of. Use the dictionary to look up different meanings. Write down any questions you have about what the title might mean.
- **P—Paraphrase/Put in Your Own Words:** You need to read the poem before doing this. Then, in one or two sentences, simply state what happens. Don't tell what it is about because then you are just telling the subject or topic. Instead, you need to give a bare-bones account of the action of the poem.
- **F—Figurative Language:** Write down any similes, metaphors, or personification you see. Look at the words used. Look at the images. Are these positive? Are they negative?
- **A—Attitude:** How does the writer feel about what is happening? The type of images will help. The word choices will help. Attitude is the same as tone. You need to decide if the author feels positively or negatively. This will help you decide on the theme.
- **S—Shifts:** Does the subject matter change? Does the word choice change? Do the images change? Sometimes these go from positive to negative. Sometimes they go from negative to positive. This helps you figure out theme.
- **T—Title Again:** Now what do you think the title means? It is not unusual for the title to have more than one possible meaning. Again, this will help you with the theme.
- **T—Theme:** Look at all the information you have generated above. What message do you think the writer is hoping to give you in his or her poem?



Practice

Read the following poem. Then use the **TP-FASTT Chart** on the following page to **analyze** the poem.

Mr. Will

Mr. Will's hands were quivering reeds,
Dry, thin, beyond his control,
As he ran them over my fevered cheek,
Swollen round with an abscessed tooth.
Raising his face to something unseen,
He prayed silently,
Then cried out loud,
Asking guidance in stopping
The pain
That gnawed through my
Four-year-old face and mind.
The room behind him black as night,
I could see only the sun going down—
Red as fire—
Through a slit in the curtains.
He cried and moaned, calling to something
I could not see,
But was afraid I would.
I closed my eyes, his hands
Tight on either side of my head,
And prayed, too.
I asked for deliverance,
From the throbbing pain,
The ringing in my ears,
The searing burn of Mama's Oil of Clove.
And from Mr. Will's shaking, spindly
Hands.



TP-FASTT Chart

T	Title Different meanings for title. Questions you have about what title means.	
P	Paraphrase What happens? Use one or two sentences. Don't say this poem "is about." Relate the action.	
F	Figurative Language Write down similes, metaphors, and use of personification. Decide if they are positive or negative. Point out the words that make them so.	
A	Attitude Does the writer feel positively? Negatively? Point out images and words that show this.	
S	Shifts Point out where something changes. Is it time? Feelings? Point out what it changes from and what it changes to.	
T	Title Again Now what do you think the title means?	
T	Theme What message do you think the writer hopes to give the reader?	



Practice

Choose a poem from your textbook. Then use the **TP-FASTT Chart** below to analyze the poem.

T	Title Different meanings for title. Questions you have about what title means.	
P	Paraphrase What happens? Use one or two sentences. Don't say this poem "is about." Relate the action.	
F	Figurative Language Write down similes, metaphors, and use of personification. Decide if they are positive or negative. Point out the words that make them so.	
A	Attitude Does the writer feel positively? Negatively? Point out images and words that show this.	
S	Shifts Point out where something changes. Is it time? Feelings? Point out what it changes from and what it changes to.	
T	Title Again Now what do you think the title means?	
T	Theme What message do you think the writer hopes to give the reader?	



Additional 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

Use the **procedure** on page 521 as you read the following poem “Mutation.”
Complete the questions and activities as instructed.

Mutation

Living in the desert
The cactus
Has learned
Through years of drought
To survive
On the tiniest drops
Of life-giving dew
And nurturing rain.

And thus do I,
With distant smiles,
Occasional touch,
Your morning hello.

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. Is there a beat or is it free verse? _____
If there is a beat, does it sound like anything in particular? _____



6. Do the words rhyme? _____

In what pattern do they rhyme? _____

Visualize

7. List the most vivid images in the poem. Indicate to which sense each appeals. _____

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

Look at Each Word

9. What overall impression does the poet want to give? _____

10. List words that support this with their connotation. _____



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

Search for Theme

12. What message do you think the poet is sending us? _____

Build as You Read

13. Read the poem aloud three times. Record your thoughts after each reading. Write down any questions you have.

First reading thoughts: _____

Questions: _____

Second reading thoughts: _____



Questions: _____

Third reading thoughts: _____

Questions: _____

Enjoy the Poem

14. Find something that you liked about the poem. Write what this was and tell why. Be specific.



Practice

Choose a **poem** from your classroom textbook or from a list assigned by your teacher. Complete the questions and activities as instructed.

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. Is there a beat or is it free verse? _____
If there is a beat, does it sound like anything in particular? _____

6. Do the words rhyme? _____
In what pattern do they rhyme? _____

Visualize

7. List the most vivid images in the poem. Indicate to which sense each appeals. _____



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

Look at Each Word

9. What overall impression does the poet want to give? _____

10. List words that support this with their connotation. _____

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

Search for Theme

12. What message do you think the poet is sending us? _____



Build as You Read

13. Read the poem aloud three times. Record your thoughts after each reading. Write down any questions you have.

First reading thoughts: _____

Questions: _____

Second reading thoughts: _____

Questions: _____

Third reading thoughts: _____

Questions: _____

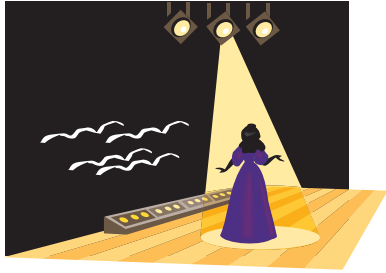


Enjoy the Poem

14. Find something that you liked about the poem. Write what this was and tell why. Be specific.



Drama: Seeing Literature in Action



*Drama is meant to be performed.
It is meant to be seen.*

The different **genres** or *categories* we have studied so far are meant to be read. Genres include short stories, novels, poems, essays, and plays. Many of these genres are enjoyable read aloud. This is especially true of poetry. **Drama**, however, falls into its own category. *Drama* is meant to be performed. It is meant to be seen.

Most of us are familiar with different forms of drama. All we have to do is turn on the television. Our favorite television movies, dramas, and sitcoms are dramas. When we go to movies, we see dramas as well.

However, this is not the way we usually study drama in the classroom. We read it, just as we read fiction, nonfiction, and poetry. Reading drama is very different from actually seeing it.

When we see actors perform, we have an advantage. We see their facial expressions and body language. We see their surroundings. Often, we hear music that helps us understand the characters' feelings. You might be surprised to know all of these things are carefully planned in advance. The characters' words are usually written in a script. Their actions on stage are usually given in the *script*. These are called *stage directions*. The writer who has written the script is called a *playwright*. Sometimes, the playwright will include instructions for how the *scenery*, *props*, and *lighting* should be handled in the stage directions.

When we read a drama or play, we are actually reading the script. We read the characters' dialogue. We also read whatever stage directions the playwright has included in the script. It is important that we look carefully at these. Both the **dialogue**, or conversation between characters, and stage directions help us understand what is happening in the drama.



*The actions on stage are
usually given in the script.*

Elements of Drama

Drama is, as stated on the previous page, a form of literature. It therefore shares many of the same elements. You will find that drama contains an *exposition* or introduction to the people, places, and situations important to the plot. It must have a *plot* or chain of events. (See pages 436-437.) The plot contains *rising action*; it reaches a *climax*; it moves toward a *resolution*. The actors in a drama take the roles of the *characters*. The characters speak *dialogue* to each other. These elements should be very familiar to you.



The actors in a drama take the roles of the characters.

However, in drama, some of these elements are handled differently. There are also some new terms to note.

- **Dialogue:** Dialogue becomes most important in drama. Most plays are made up entirely of dialogue. Exposition must come through what the characters say to each other. We must learn the events of the plot through dialogue. We must also learn about the personalities of the characters through dialogue. It is essential, therefore, to read the dialogue very carefully.
- **Conflict:** As in fiction, conflict is essential in drama. It is, however, sometimes more difficult to find. In fiction, the writer can tell you what the conflict is. In drama, readers or viewers must figure it out from the dialogue. A good way to find conflict is with the question: *Who wants what?* Once that is answered, follow with: *Who or what is keeping him or her from having that?* When you answer this, you have the source of the conflict.
- **Complications:** Complications are additional problems. For example, the hero must stop the villain from blowing up the town. Complication 1: He must also untie the heroine from the railroad tracks. Complication 2: The train is coming.
- **Dramatic Irony:** **Irony** is a contrast between what you expect and what actually happens. Several kinds of irony exist. One type used in drama often is called *dramatic irony*. Dramatic irony occurs when the viewers or readers know something the character or characters do not. For example, a young girl is preparing a romantic dinner for her boyfriend. She expresses



her thoughts to the audience. She says she just knows this will be the best evening of her life. However, the audience knows it will not. They know, from a previous scene, the boyfriend plans to break up with her that night.

- **Recognition:** Successful plays offer a *shock of recognition*. The viewer or reader is reminded of himself or herself by a character's actions. These actions can be foolish. When this happens, we usually laugh at ourselves. Sometimes, a situation is tragic. It reminds us of a tragedy in our own lives. It is then that we cry. Recognition makes drama universal. These moments of realization let us know we are not alone in the world.

Actively Reading a Drama

Use the following active reading skills as you read drama.

Read the play silently.

- Before reading the play aloud, read it to yourself.
- Look up any unfamiliar words. Make sure you know how to pronounce them.
- Become familiar with the plot.
- Understand the characters. Be able to tell who they are and how they differ from each other.

Read the stage directions carefully.

- In what type of surroundings will the play take place?
- What type of words does the playwright use to describe these surroundings? Are these words positive or negative? What do these words tell you about the people who live there?
- Does the playwright tell you anything about the characters? What? How does this make you feel about them? Positively or negatively?



Get to know the characters.

- Visualize the characters as you read.
- Keep notes as you read. Begin with a description of how you see each character.
- Look carefully at each character's words—every one of them. Remember, none of them is chosen carelessly. Try to imagine the feelings behind each word.
- Try to imagine the characters in other situations. If a scene went beyond the play, how would each character behave?

Keep track of the plot.

- What is the main conflict?
 1. Who wants what?
 2. Who or what is keeping him or her from having this?
- What complications come about?
- Do a character's actions set the play in motion?
- Does one event set the play in motion?
- At what point does the plot reach its climax? (That point of no return is described on pages 436-437.)
- How is the conflict resolved?
- Does the resolution change anything or anyone?

Read the play aloud with your classmates.

- Choose a character.
- Read only your character's lines.
- Do not read the stage directions aloud.



Practice

Read a **drama selected by your teacher**. Use the **Actively Reading a Drama strategies** on pages 532-533 to preread and read the drama aloud with your class. Complete the questions and activities as instructed.

Identifying the Drama's Climax

1. Describe the main character as the play 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? _____

Explain. _____

Does he or she dislike someone a great deal? _____

Explain. _____

2. Describe the main character as the play 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. What caused these changes? _____

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

5. What do you think is the climax of this drama? _____

6. Explain why you think this is the climax of this drama. _____

Check your answers before completing the following practice.



Finding the Theme of a Drama

Like other genres of literature, drama always presents a theme. The following will help you identify the theme of a drama.

Like a good story, a good drama lends itself to many themes. However, these themes are usually related. The suggestions made in the previous practice will help you find these themes. The following can also be helpful.



Drama always presents a theme.

- Review the procedure for finding drama's climax.
 1. What happened to the main character?
 2. Did he or she change during the drama?
 3. Did he or she learn anything about life? About himself or herself? 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 a theme?



Practice

Find and analyze the theme of your assigned drama from the previous practice. You have already answered numbers 1 and 2 below on pages 534-535. Check your answers from the previous practice. Read them to help you complete numbers 3-8.

1. Describe the main character as the story begins.
 - Is he or she looking forward to something?
 - Is there something he or she likes a great deal?
 - Does he or she have a best friend? Does he or she dislike someone a great deal?
2. Describe the main character as the story ends.
 - How does he or she now feel about the event?
 - Does he or she still enjoy the same things?
 - Does he or she still like or dislike the same people?
3. Summarize what you think she or he learned. _____



4. Did you find the following within the drama?

Were there answers to main character's questions? _____

Explain. _____

Did the answers come from trusted minor characters? _____

Explain. _____

What were the questions? _____

What were the answers? _____

Were there sudden realizations or memories from the main

character? What were they? _____

Was there advice from trusted minor characters? What was it? _____



5. Look up the words of the title in a dictionary.

Do any of them have more than one meaning? _____

Write them down if they do. _____

Do any of the words suggest other connotations? _____

Write them down if they do. _____

6. Does the title suggest anything about the theme? _____

Explain. _____



7. Look over the information from numbers 1-6. Write down at least one possible theme for the drama. Then do the following:
- Write the theme as a sentence.
 - Mention the topic.
 - Mention the writer's feelings about the topic.

Example: "Death" is a topic, not a theme. "Death is a tragic, but natural part of life" could be a theme.



Practice

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

- _____ 1. A cinquain is a five-line stanza.
- _____ 2. Different *genres* or categories include short stories, novels, poems, essays, and plays.
- _____ 3. Dialogue is *not* important in drama.
- _____ 4. Irony is a contrast between what you expect and what actually happens.
- _____ 5. The actors' actions on stage are usually given in the script.
- _____ 6. Both the dialogue and stage directions help us understand what is happening in the drama.
- _____ 7. Like other genres of literature, drama *never* presents a theme.

Appendices

Transitions and Connecting Words

Words that show *location* or *place*:

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



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	even so	notwithstanding
although	even though	on the contrary
as opposed	however	on the other hand
but	in contrast	otherwise
conversely	in spite of this	still
counter to	in the meantime	unlike
differing from	nevertheless	yet



Words used to *clarify*:

again	more specifically	to be precise
for instance	once again	to be specific
in other words	that is	to put it another way
more precisely	to be exact	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

Index

A

access 5, 15
 action verb 237, 275
 adjective 55, 83
 adverb 55, 83
 antecedent 237, 306
 audience 55, 106, 157, 180
 autobiography 415, 497

B

backup 5, 16
 base word 55, 77
 bias 55, 117, 351, 397
 bibliography 351, 354
 biography 415, 497
 body language 351, 384
 body of the paragraph 157, 190
 bold (bold face) 5, 16
 Boolean words 5, 31
 boot 5, 15
 browser 5, 28
 button 5, 16

C

capitalization 237, 319
 character 5, 15, 415, 435
 clear 5, 12
 click 6, 12
 climax 415, 436
 closing sentence or clincher 157, 198,
 237, 245
 command 6, 16
 communication 351, 384
 computer program 6, 15
 conflict 415, 436
 connotation 55, 107, 415, 495
 context clue 55, 69, 415, 438
 copyright 351, 354
 cursor 6, 12

D

declamation 351, 366
 declarative sentence 237, 268
 denotation 55, 107

descriptive writing 157, 189, 237, 243
 details 157, 162, 237, 243
 dialogue 415, 530
 diction 351, 368
 disk 6, 16
 disk drive 6, 16
 document 6, 24
 drag 6, 16
 drama 416, 530
 dramatic reading 351, 355

E

edit 237, 243
 electronic mail (e-mails) 6, 28
 electronic reference 7, 46, 352, 354
 end mark 238, 268
 enunciation 352, 357
 essay 416, 497
 exclamatory sentence 238, 268
 exit 7, 16
 exposition 416, 436
 expository writing 56, 61, 157, 189,
 238, 256

F

fiction 416, 435
 figurative language 56, 112, 416, 504
 file 7, 16
 font 7, 15
 form 157, 189, 416, 503
 fragment 238, 273

G

genres 416, 530
 graphics 7, 28

H

hard copy 7, 16
 hard drive 7, 16
 hardware 7, 29
 highlight 7, 16
 home page 7, 29
 homophones 238, 325

I

icon 8, 15
imagery 417, 507
imperative sentence 238, 268
implied 417, 438
inference 56, 101
Internet 8, 27
Internet address 8, 29
interrogative sentence 238, 268
irony 417, 531

K

keyboard 8, 11

L

link 8, 28
linking verb 238, 275
literal language 56, 112

M

main idea 56, 92, 157, 172
margin 8, 15
menu 8, 15
menu bar 9, 12
metaphor 56, 112, 417, 504
MLA style 9, 46, 352, 355
monitor 9, 15
mouse 9, 12

N

narrative writing 157, 189, 239, 250
nonfiction 417, 497
nonverbal communication 352, 384
noun 56, 83, 239, 298
noun-pronoun agreement 239, 311

O

online 9, 34
onomatopoeia 56, 112
open 9, 15
overt 417, 438

P

paragraph 57, 59, 157, 159, 239, 245
personification 57, 112, 417, 504
persuasive writing 57, 61, 158, 189,
..... 239, 261

plot 417, 435
poetry 417, 503
prefix 57, 77
preposition 239, 298
prepositional phrase 239, 298
preview 57, 59
program 9, 11
pronoun 57, 83, 240, 298
pronunciation 352, 359
proofread 240, 243
punctuation 240, 267
purpose 158, 182

R

repetition 418, 503
resolution 418, 436
revise 240, 243
rhyme 418, 503
rhythm 418, 503
run-on sentence 240, 288

S

save 9, 11
scroll 10, 12
search engine 10, 30
sensory details 158, 201, 240, 243
sentence 240, 245
setting 418, 435
short story 418, 435
simile 57, 112, 418, 504
software 10, 28
stanza 418, 503
subject 158, 159, 240, 245
subject-verb agreement 241, 267
suffix 57, 77
summary 57, 61
supporting details 158, 172

T

tempo 352, 357
theme 418, 419
toolbar 10, 12
topic 58, 92, 158, 159, 241, 243
topic sentence 58, 98, 158, 189, 241, 245
transitions 158, 194, 241, 256

U

useful topic 158, 159
user 10, 11

V

verb 58, 83, 241, 267
verbal communication 352, 384
visual aids 352, 381
volume 352, 381

W

web page 10, 28
window 10, 11
word processor 10, 11
World Wide Web (WWW) 10 28

References

- Anderson-Inman, Lynne, Ph.D. *Computer-Supported Studying: Using Technology to Improve Access to the General Education Curriculum*. Eugene, OR: Center for Advanced Technology in Education College of Education, 2001.
- Applebee, Arthur N., et al. *Elements of Language*. New York: Holt, Rinehart and Winston, 2001.
- Applebee, Arthur N., et al. *Language of Literature*, Grade 7. Evanston, IL: McDougal Littell, 1997.
- Carey, Chris. *The Aesthetics of TV—Illusion and Reality*. 22 Mar. 01. <<http://www.cyfc.umn.edu/Documents/C/C/CC1026.html#aesthetics>>.
- Collette, Jason. *Paradigm Online Writing Assistant*. 22 Mar. 01. <<http://www.powa.org/>>.
- Epperson, Tammy. *The Cemetery Path*. 20 Mar. 01. <http://ericir.syr.edu/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Reading/RDG0001.html>.
- Epperson, Tammy. *The Writing Lessons Page*. 20 Mar. 01. <<http://www.cgocable.net/-ray-ser/writing.htm>>.
- Ezzell, Kay. *CyberGuides: Grades 6-8*. 22 Mar. 01. <<http://www.sdcoe.k12.ca.us/score/cy68.html>>.
- Flemming, Laraine E. *Reading for Results*. Boston: Houghton Mifflin, 2002.
- Florida Department of Education. *Florida Course Descriptions*. Tallahassee, FL: State of Florida, 1997.
- Florida Department of Education. *Florida Curriculum Framework: Language Arts*. Tallahassee, FL: State of Florida, 1996.
- Florida Department of Education. *Florida Writes! Report on the 1996 Assessment*. Tallahassee, FL: State of Florida, 1996.
- Florida Department of Education. *Florida Writing Assessment Program*. Tallahassee, FL: State of Florida, 1997.

Gibaldi, Joseph and Phyllis Franklin. *MLA Handbook for Writers of Research Papers*, 6th edition. New York: The Modern Language Association of America, 2003.

Leon County Schools. *The Teacher's Digest: Differentiated Instruction Generates Engaging and Strategic Teaching*. Tallahassee, FL: Division of Teaching and Learning, 1999.

Leon County Schools. *Whatever It Takes: Effective Practices and Programs for Teaching and Reteaching Reading, Writing, and Mathematics*, 2nd edition. Tallahassee, FL: Division of Teaching and Learning, 1999.

Nordquist, Richard. *Passages: A Writer's Guide*, 3rd edition. New York: St. Martin's Press, 1985.

Rath, Victoria. *Glossary of Poetic Terms: A Unique Guide for the Study of Poetry*. 22 Mar. 01. <<http://shoga.wwa.com/~rgs/glossary.html>>.

Rath, Victoria. *Inferring Character Traits*. 22 Mar. 01. <[http://ericir.syr.edu/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Reading/RDG0002.html](http://ericir.syr.edu/cgi-bin/printless.cgi/Virtual/Lessons/Language_Arts/Reading/RDG0002.html)>.

Sebranek, Patrick, et al. *Write Source 2000, Grade 7*. Boston: Great Source Education Group, 1999.

Sutter, Judy. *American Memory: Historical Collections for the National Digital Library*. 22 Mar. 01. <<http://memory.loc.gov/ammem>>.

Production Software

Adobe PageMaker 6.5. Mountain View, CA: Adobe Systems.

Adobe Photoshop 3.0. Mountain View, CA: Adobe Systems.

Macromedia Freehand 8.0. San Francisco: Macromedia.

Microsoft Office 98. Redmond, WA: Microsoft.