English I

Course No. 1001310

Bureau of Exceptional Education and Student Services
Florida Department of Education

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English I

Course No. 1001310

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Unit 1: Using Technology—Navigating the Internet

Unit Focus

Reading

- Refine vocabulary for interpersonal, academic, and workplace situation, including figurative, idiomatic, and technical meanings. (LA.A.1.4.3)

- Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. (LA.A.2.4.4)

- Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. (LA.A.2.4.6)

- Analyze the validity and reliability of primary source information and use the information appropriately. (LA.A.2.4.7)

- Synthesize information from multiple sources to draw conclusions. (LA.A.2.4.8)

Writing

- Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. (LA.B.1.4.1)

- Draft and revise writing that

  - is focused, purposeful, and reflects insight into the writing situation;

  - has an organizational pattern that provides for a logical progression of ideas;

- has effective use of transitional devices that contribute to a sense of completeness;

- has support that is substantial, specific, relevant, and concrete;

- demonstrates a commitment to and involvement with the subject;

- uses creative writing strategies as appropriate to the purpose of the paper;

- demonstrates a mature command of language with precision of expression;

- has varied sentence structure; and

- has few, if any, convention errors in mechanics, usage, punctuation, and spelling. (LA.B.1.4.2)

- Produce final documents that have been edited for

  - correct spelling;

  - correct punctuation, including commas, colons, and common use of semicolons;

  - correct capitalization;

  - correct sentence formation;

  - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and

  - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms. (LA.B.1.4.3)

- Write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. (LA.B.2.4.1)

- Organize information using appropriate systems. (LA.B.2.4.2)

- Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization. (LA.B.2.4.3)

- Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information. (LA.B.2.4.4)

Language

- Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. (LA.D.1.4.2)

- Understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities. (LA.D.2.4.1)

- Critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information. (LA.D.2.4.5)

- Understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners. (LA.D.2.4.6)

Unit 1: Using Technology—Navigating the Internet

Overview

At one time it was the telephone. Then it was the television. What a stir these new *gadgets* caused! Most people thought they were just a passing

Most people thought the telephone was just a passing fancy.

fancy. History shows how wrong they were. The telephone and television are now part of our everyday lives. We are surprised when we don't find them in people's homes.

So it was with the computer. In the 1960s, it too was a newfangled *gadget*. Few people imagined how important computers have become in the past 40 years. Our telephone system, our television networks, and even our traffic lights are run by computers. It's hard to imagine our lives without them at this point.

Computers and online technology have given us new learning methods and materials. You now have a chance to use word processing programs to design and check your written assignments. Technology has also changed the way you find information. In the past, your research for a school project would have been limited. You could use the materials available in your school's media center. If you were fortunate, you would have access to a city or university library. You could have gotten documents from distant libraries. However, the process would have taken weeks. Computers and online technology have changed all that. Today, you have more materials available than you can possibly use. They are available to you in the time it takes to get on the Internet, locate the document, and view it. Often, this can be done in minutes.

Computers and online technology have also helped us create a new mail system. In a matter of seconds you can send a message on the Internet to any other computer system that is online. You can be anywhere and read the mail, even on vacation or at the beach. Sending a letter from Florida to California over the Internet takes seconds. All you need to do is make a few key strokes and a few clicks of the mouse.
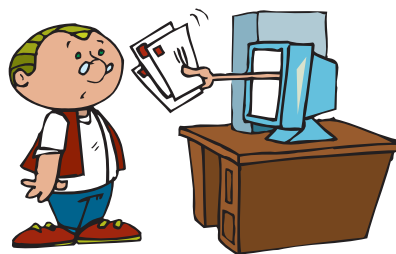
Computers and online technology have also helped us create a new mail system.

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

- It can help you prepare your written work.

- It can help you find information.

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

- using a computer to design your writing

- using a computer to correct your writing

- researching information on the Internet

- communicating through the Internet

- publishing your writing on the Internet

- documenting information from electronic sources.
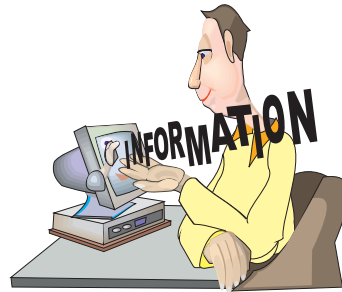
The computer can help you find information.

Considering Computer-Related Occupations

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

Computer-Related Occupations

Computer Teacher—teaches people in schools and businesses to use computers

Programmer—writes computer software programs to tell the computer what to do

Computer Engineer—designs and builds computers, printers, modems, chips, circuit boards, etc.

Systems Manager—supervises the computer system of an organization

Software Librarian—files and organizes software in a software library

Data Entry or **Keypunch Operator**—puts data into the computer

Systems Analyst—works with companies to plan the use of computers based on needs

Computer Operator—runs the computers and prints hard copies

Sales Representative—sells computers

Computer Technician—tests parts and components designed and built by engineers for defects or flaws and repairs hardware

Technical Writer—writes manuals that tell how to operate the computer

Can you think of other careers related specifically to computers?

Vocabulary

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

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

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, +, -

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
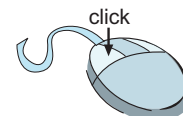
command .... an instruction given to the computer

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.

document .... written information

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

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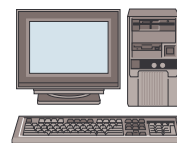
homepage .... the first page on a World Wide Web site which may link to supporting pages

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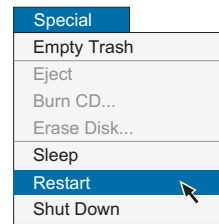
MLA style .... a set of written procedures from the Modern Language Association used to write papers and resources

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 or a page within a program; command used to view a document or other file

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

File
New
Open...
Close
Save
Save As...
Revert
Import...
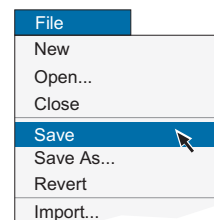
scroll .... to move up, down, or sideways on a page using scroll bars, arrows, or a mouse
Example: scroll bar used to move sideways, right or left

◀ ▶

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

File Edit View Insert Format Font Tools Table Window Help   7:45 AM

Normal ▼ Times B I U ▼ 12

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

A window is a box on a computer screen that shows text or graphics.
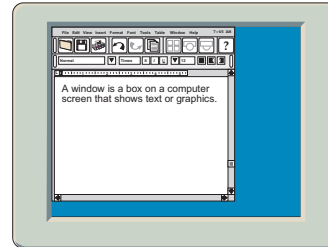
word processor .... a program used to write and edit on-screen before printing

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. Do you have trouble writing with pen and paper? If you do, you know how helpful computers can be. If you are a new computer **user**, there are some things you should know. Even if you regularly use a computer, these hints can be helpful.

- Creating a draft on a computer can be hard. It will take time to get familiar with the computer **keyboard**. Until you do, write your first drafts as usual.

- Using a computer gives you many advantages. You can enter information. You can also *delete* or remove the information. And you can move it around. Most **programs** check your spelling. Many check your grammar. However, none are foolproof. You should still proofread your copy carefully.

Using a computer gives you many advantages.

- Saving your work is important. Don't wait until you have finished the draft. Stop frequently to **save** your work.

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

Previewing the Word Processing Program

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

Example of a Word Processing Program Window

The **menu bar** shows the main design and editing operations.

The **toolbar** gives quick commands to use.

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Normal | ▼ | Times | B | I | U | ▼ | 12

L | 1 | 2 | 3 | 4 | 5

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

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

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

| File | Edit | View | Insert |

Undo
Redo
Cut
Copy
Paste
Paste Special
Clear

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

Practice

Use the list below to complete the following statements.

buttons	**keyboard**	**user**
character	**margins**	**window**
command	**save**	**word processing**

1. The _____ is the first page of a word processing program.

2. When writing your draft on the computer, you need to stop frequently to _____ your work.

3. When writing your draft on the computer, the program used to write and edit on-screen is a _____ program.

4. The _____ is the person using a computer.

5. You use the computer _____ to create a draft and to give commands to the computer.

6. The toolbar has _____ to click and to give a quick _____ or instructions to the computer.

7. The ruler in the word processing program can be used to set the _____ or tabs.

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

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

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

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

_____ 4. a pointing device used to move a cursor on the computer screen

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

_____ 6. a command that erases information

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

_____ 8. a piece of software that contains instructions to tell a computer what to do

A. clear

B. click

C. cursor

D. menu bar

E. mouse

F. program

G. scroll

H. toolbar

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 **15 spelling errors**.

- **Read** *through it carefully.*

- **Cross through** *any* **words** *you find that are* **misspelled**.

- **Above** *each incorrectly spelled word,* **write it correctly**. *Use a dictionary as needed.*

(1) I stepped onto the staje, into the spotlite. (2) The glair was blinding; my ayes struggled to focus. (3) As though a fogge where being lifted, the audience came into plain site. (4) Thousands of peeple stood applauding and sheering before me. (5) Suddenly, all eyes where on me. (6) My sliver dress sparkled. (7) As I stepped up to the microfone, I gave a little waive. (8) I saw a flash: a pixture taken to perserve the moment, the moment my dream became a reality.

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

Now do the following:

- **Type** the same paragraph **into the computer**, just as it appeared *before* you corrected the spellings.

- **Use** the **spell-checker** on your computer.

- **Compare** the result to your **proofreading**.

Designing Your Writing

Choosing a Font

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** or pictures. 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 with your word processing program.

- Use an easy-to-read font for the main text. *Serif* type has tails at the tops and bottoms of the letters. The more elaborate serif types have fancier tails and can be hard to read.

- Use a 10- or 12-point type size.

- Make title and headings easy to read.

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

  1. Use a font *without* serifs (*sans serif* types).

  2. Use larger type—use 16- or 18-point.

  3. Use **bold** face.

Remember: Avoid hard-to-read fonts.

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

Spacing Your Work

Again, ask your instructor how to do this with your word processing program.

- 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 *I-search* or self-directed research paper. (Cited references are in parentheses.)

Lauren Fletcher
Mr. Reynolds
English I
May 10, 2005

The title is 18-point sans serif type.

Diagnosis: Diabetes

The heading is 14-point sans serif.

What I Knew

Mom thought I was having a growth spurt. I was always hungry. I was thirsty all the time. I couldn't stop going to the bathroom, and I was having trouble seeing well. I wasn't sure what was happening. Finally, Mom and I decided I should see my doctor.

The doctor examined me and took some of my blood. Then, he told me what was wrong. I had diabetes. I could hardly believe my ears. Diabetes was a real disease. It wasn't a cold or a stomach bug. It was serious, and it could be fatal. It would also be with me the rest of my life.

The main text is 12-point serif type.

I knew my daily routine would have to change. My Aunt Edna is a diabetic. She has to eat her meals regularly. There are some foods she cannot eat. She also must give herself daily insulin shots. I knew I would have to do some of these things.

What I Wanted to Know

I found out I really knew very little about diabetes. I wanted to know exactly what caused the disease. More than that, however, I needed to know how it would affect my activities. Could I still play softball and soccer? Would I have to stop eating sweets completely? Would I have to give myself shots every day? I made a list of everything I wanted and needed to know. From that list, I formed my research question: *How will diabetes change my life?*

Italicize for emphasis.

How I Searched

I began with a Google search. I typed in "what is diabetes." The list was very long, so I began with the first article at address http://www.girlpower.gov/girlarea/11nov/diabetes.htm. This was an excellent site that answered most of my questions. I found it helpful because it was written especially for teenaged diabetics. I was also able to access other excellent links for teens from this site.

Web links should be checked.

What I Learned

I learned that diabetes keeps the body from using food correctly. Normally, the small intestine takes out sugar and puts it into the blood. The sugar is used as fuel. This gives cells energy to do their jobs. To get into the cells, sugar needs insulin. Insulin is produced in the pancreas. The pancreas is a gland just beneath the stomach. Without insulin, the cells cannot burn sugar ("National Diabetes Month").

In-text citations.

This is the problem for diabetics. Their pancreas does not produce enough insulin to burn sugar. Sometimes, the insulin simply doesn't work right. For some reason, the cells that make insulin have been destroyed. Doctors aren't completely sure how this happened. They believe it happened when the person was sick with a virus. Insulin-producing cells and virus cells look alike. These researchers believe the immune system attacked both types of cells at the same time ("National Diabetes Month").

I also learned there are two types of diabetes. I have Type I diabetes. This often runs in families. Usually, type I diabetes develops before age 30. These people don't produce insulin because cells have been destroyed. There is also Type II diabetes. This usually develops after the age of 40. These people produce some insulin, but their bodies can't use it correctly ("What is Diabetes?").

Managing my diabetes will take a lot of work. I will need to take daily insulin injections. The amount will

probably change as I grow older. However, the most important thing I must do is eat well. I should observe the following rules carefully.

- I must also pay especially close attention to the food pyramid.

A bulleted list is used.

- I should eat less fat.

- I should eat more healthy carbohydrates.

- I must be extra careful about when I eat sugary foods. I must also watch the amount I eat. I *can* have an occasional sweet. However, this will be a rare treat.

- I should eat less salt ("Eating Right").

A graphic adds visual appeal.
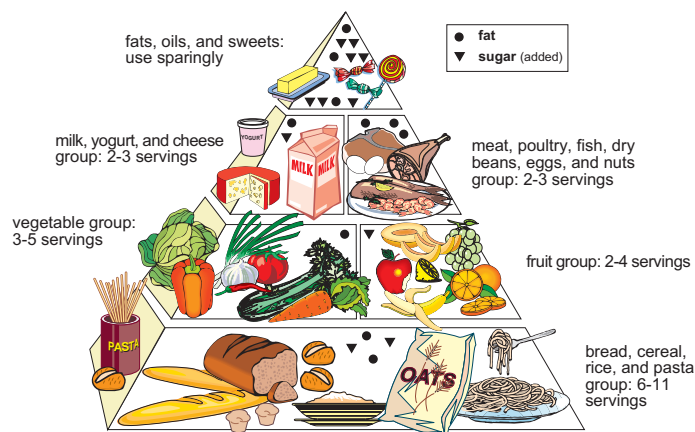
The Food Guide Pyramid from 1992-2005

If I do this, I should be able to continue playing sports. In fact, keeping active will be good for me.

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

Practice

Work with a partner or in a small group to complete this activity. Open one of your **textbooks to the first page of a chapter***. Look carefully at the* **design of the page***. Discuss how the page shows* **effective design***. Look especially at how* **each of the following is presented***.* **Take notes** *over your discussion.* **Share** *these notes with the rest of the class.*

1. Headings and subheadings: _____

   _____

   _____

   _____

2. Lists or series of important facts or ideas: _____

   _____

   _____

   _____

3. Arrangement of information on the page: _____

   _____

   _____

   _____

4. Especially important information: _____

   _____

   _____

   _____

Using the Internet

The **Internet** (also know as *The Net*) is a collection of computer networks. A good way to think of this is to think of your telephone system. From your phone, you can contact any other phone in the world. The *Internet* permits you to use computers in a similar way. The Internet allows computer users to view, retrieve, or share information with other users around the world.

From your phone, you can contact any other phone in the world.
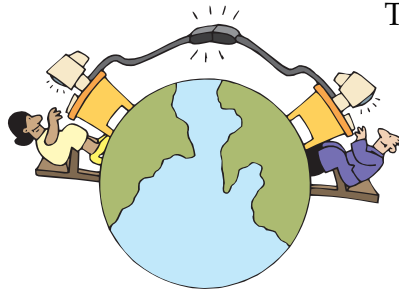
The Internet allows computer users to share information with other users around the world.

The Internet opens many doors to new educational opportunities. Users can communicate with peers and mentors around the world. They can interview authors or witnesses to actual events. Internet users can get up-to-date current events and contemporary literary works before they are printed. The Internet also provides the opportunity to publish and share personal work with people on the other side of the world.

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.

e-mail

World Wide Web (WWW), also called the Web

Internet Service Provider (ISP)

Personal Computer (PC)

Newsgroups

Local-Area Network (LAN) (School or Business)
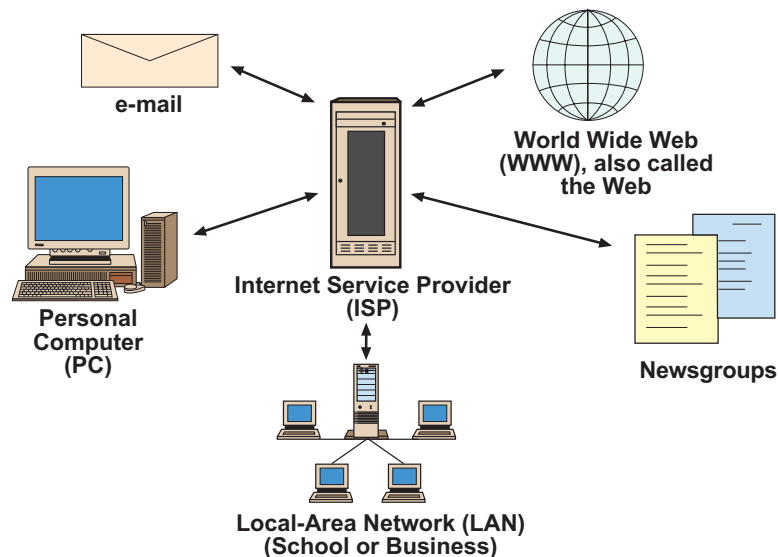
Use the following terms and descriptions as a reference for this section.

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

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

Newsgroup—a system on the Web that lets you leave messages and 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. Examples include *Earthlink* and *AOL*.
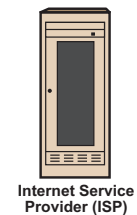
As you can see, the Internet has its own language. Review the list of terms and phrases below. You will use them as you explore the Internet.

Internet Service Provider (ISP)

Browser—a **software** program used to explore the **World Wide Web (WWW)**. Examples of **browsers** include *Firefox* and *Internet Explorer*.

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

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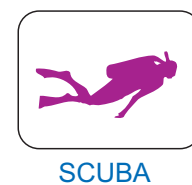
HyperText Markup Language (HTML)—codes used to create hypertext. These codes tell your browser how messages and *graphics* (pictures) should look on a *web page*.

HyperText Transport Protocol (HTTP)—the beginning of a web address. You see it written as: http://
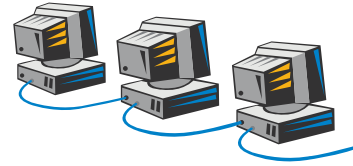
Network—two or more computers that are connected. This includes the **hardware** and software of the computers. The *hardware* is the physical part of a computer such as the **monitor**, mouse, or **hard drive**. S*oftware* consists of **computer programs** such as word processing or graphic programs. A *network* allows the computers to be connected and to share information and programs.

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

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. Often, this site will provide other useful links.

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

However, you will not always begin with an address. Without an address, you can begin your search in one of two ways.
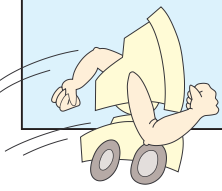
First: You may begin each Internet session with a **homepage**. This could be a good place to start your search. Look for your browser's tool bar—it may have a built-in search engine, such as *Google* or *Yahoo*.

Look at the sample fictitious *homepage* 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 homepage, you can move through thousands of links.

Sample Homepage

Then: Choose a **search engine**.

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

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

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

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

Next: Conduct a word search.

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

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

Your wording is very important to a good search.

- Type in one word. The search engine will look for all sites with that word in their descriptions.

- Type in more than one word. The search engine will look for all sites that contain any of those words.

- Type a phrase in quotation marks. The search engine will look for all sites containing that exact phrase.

- Use **Boolean words** (words such as *and*, *or*, and *not*) to narrow your search.

    1. To locate multiple words, use **AND**.
       Example: To find information on Florida panthers, type in "Florida AND panthers."

    2. To locate items with more than one name or spelling, use **OR**.
       Example: To find information on e-mail, type in "email OR e-mail."

    3. To eliminate unwanted references, use **NOT**.
       Example: To find information on panthers (the animal, not the sports teams), type "panthers NOT hockey."

    4. To narrow your search, use **combinations** of these words.
       Example: Type "Florida AND panthers NOT hockey."

Using Boolean Logic

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

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

AND requires all terms to appear in a record.

OR retrieves records with either term.

NOT excludes terms.

Evaluating Internet Materials

How Good Is the Information on Any Given Web Site?

Web pages can be written by anyone from students to Nobel Prize winners. You need to evaluate every *document* you wish to use in your research. See the chart on the following page.

How to Evaluate Internet Material

Criterion	Critical Questions to Ask	What to Beware of on Internet Sites
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	For 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)	You need text information and this site only offers graphics or audio (or vice-versa). The screen prompts you to download a new "plug-in" module for your 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?	If you are on .com sites frequently, be aware the sites have products or services 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 Using the Internet

The Internet is an excellent source for late-breaking news **online**. A good place to begin a search for such current facts is your search engine's homepage or an *online* newspaper. Most search engine's homepages and all online newspapers include a *current news section*. The exact title of the section will vary. However, they usually list news stories from different areas such as sports, world events, science, and health, and so forth.

You will begin this activity by opening your computer to its homepage or going to an online newspaper suggested by your teacher and locating this section. Once you have done this, complete the following steps.

- *First, quickly* **scan the list of news articles***.*

- *Second,* **select an article that interests you***. Click on this article to access the complete news story.*

- *Third,* **read the article carefully***.*

- *Then,* **answer the following***.*

1. Exact title of the article—you will find this when you have opened

   the complete news story: _____

   _____

2. Date the article was posted: _____

3. Sponsoring news agency / publication: _____

   _____

4. On rare occasions, an individual author will be listed. If one is listed,

   include this individual's name: _____

   _____

5. Who or what this article is about: _____

    _____

    _____

6. Why it is in the news: _____

    _____

    _____

    _____

    _____

*Now choose a **topic** from this article to research further. A **person**, **place**, **thing**, or **idea** will be fine. Conduct a **word search** to find **three additional articles** about this topic.*

1. Name of site visited: _____

    Address of site: _____

    Date of visit: _____

    List of facts found in article: _____

    _____

    _____

    _____

    _____

    _____

    _____

2. Name of site visited: _____

   Address of site: _____

   Date of visit: _____

   List of facts found in article: _____

   _____

   _____

   _____

   _____

   _____

   _____

3. Name of site visited: _____

   Address of site: _____

   Date of visit: _____

   List of facts found in article: _____

   _____

   _____

   _____

   _____

   _____

   _____

Practice

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

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

1. A **browser** is a piece of software or an application that can look around the Internet to find information.

2. _____

   _____

3. _____

   _____

4. _____

   _____

5. _____

   _____

6. _____

   _____

7. _____

   _____

8. _____

   _____

Practice

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

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

_____ 2. pictures or images created on the computer

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

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

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

_____ 6. connected to the Internet or a computer network

_____ 7. specific words or symbols used to narrow a topic search on the Internet

A. Boolean wording

B. graphics

C. hardware

D. homepage

E. Internet address

F. online

G. search engine

Communication through E-Mail

Many of you are avid e-mail users. If so, you know that e-mail is a wonderful way to communicate with current friends and family. It also allows you to make new friends all over the world. E-mail, like your search engine, can be a valuable educational resource. It can allow you to share ideas. You may find someone else researching your topic. Through e-mail, you can share information. You might also make contact with experts in your field of study. Often, the contacts you make online can direct you to other links.

E-mail is a wonderful way to communicate with current friends and family.

Practice

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

1. What is your e-mail address? _____

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

    _____

3. What is the e-mail address of the person 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

Mail

| Get Mail | Delete | To: Mail | Re: Mail | Re: All | Forward | Previous | Next | Print | Stop |

| Mail Folder | Unread | Total |

Inbox

Trash

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

| Sender | Subject | Date |

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.

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.

| File | Edit | View | Message | Go | Option | Window |

new mail

mail
news
address book

Message

| Send Now | Quote | Attach | Address | Stop |

Subject:

▼ Addressing   Attachments

Mail To:
  Cc:

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.

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.

One of the ways to share a piece of writing is on the Internet.

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

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

BEWARE **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 (book, magazine), if available, 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>.

title of complete work if available (book, magazine) in italics or underlined

documentation date or last revision date

version number (volume, issue, ID number)

name of institution or organization sponsoring the site

title of the document (poem, article) in quotation marks

date you accessed the site

complete name(s) of the author(s) or editor(s)

complete Internet address of site in angle brackets <URL>
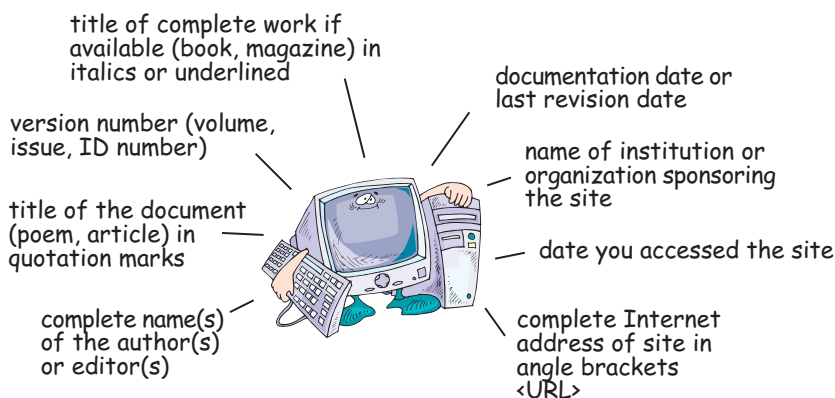
Rarely will you find *all* of the above information. However, you should obtain all that is given for the article. Your Web browser can be set to print this information on pages you print.

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

Examples of MLA References 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." E-mail to Brandi Ash. 5 Aug. 2006.

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. When writing a draft on the computer, stop frequently to *save* your work.

_____ 2. The *menu bar* shows the main design and editing operations.

_____ 3. The *cursor* shows how to transfer files.

_____ 4. The *mouse* is a pointing device you use to move a cursor on the computer screen.

_____ 5. Use an easy-to-read *font* for the main text.

_____ 6. A beautiful design can cover up poor writing.

_____ 7. Avoid beginning a paragraph at the bottom of a page.

_____ 8. The *Internet* is the worldwide information highway and is made up of thousands of interconnected computer networks.

_____ 9. An Internet Service Provider (ISP) is a company which provides Internet access or Internet accounts to individuals, businesses, and other groups.

_____ 10. There is only one *search engine* available on the Internet.

_____ 11. Use *Boolean words* (words such as *and*, *or*, and *not*) to narrow your search.

_____ 12. You must always give credit for information you researched but *not* for any *electronic references.*

_____ 13. *MLA style* is a written set of procedures used for writing papers and citing resources.

_____ 14. Use *bold face* type to make a title and heading easy to read.

_____ 15. By clicking on the *hotword*, you can *open* another page.

Unit 2: Reading—Improving a Skill for Life

Unit Focus

Reading

- Select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection. (LA.A.1.4.1)

- Select and use strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. (LA.A.1.4.2)

- Refine vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings. (LA.A.1.4.3)

- Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings. (LA.A.1.4.4)

- Determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material. (LA.A.2.4.1)

- Determine the author's purpose and point of view and their effects on text. (LA.A.2.4.2)

- Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. (LA.A.2.4.4)

- Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. (LA.A.2.4.6)

- Analyze the validity and reliability of primary source information and use the information appropriately. (LA.A.2.4.7)

- Synthesize information from multiple sources to draw conclusions. (LA.A.2.4.8)

Language

- Understand the subtleties of literary devices and techniques in the comprehension and creation of communication. (LA.D.2.4.2)

- Critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information. (LA.D.2.4.5)

Unit 2: Reading—Improving a Skill for Life

Overview

We are bombarded daily with things to read—billboards, directories, newspapers, stories, and the list goes on. It doesn't matter what you do for a living. Neither does it matter how you relax. Being a good reader is very important. Good readers do more than pronounce words well. They use various reading strategies in a number of ways. Theses strategies help readers

We are bombarded daily with things to read.

- understand the meaning of what they are reading.

- evaluate what they are reading.

- find specific information in a variety of written sources.

Many of the things you read are written for a specific purpose. The people who write them hope to convince you that one idea or product is better than another. Good readers are able to evaluate what they read. Therefore, these readers can make good choices in their daily lives.

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

- previewing your reading materials

- predicting words based on subject matter

- using context clues to determine word meaning

- using word structure clues to find word meaning

- using precise language

- understanding literal and figurative language

- understanding visual references

- summarizing a reading selection

- recognizing fact and opinion.

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

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 clues .... surrounding words or sentences that identify the meaning of an unfamiliar word

figurative language .... uses words in such a way that the reader sees something special or feels a particular way; uses words to describe and create images
Examples:
    simile—makes comparisons using *like* and *as*
    metaphor—describes one thing as being or *is* another
    personification—describes an animal, object, or idea as having *human characteristics*

literal language .... uses words for their exact meaning—the meaning found in the dictionary

main idea .... the most important idea or point in a paragraph or piece of writing

metaphor .... a comparison between two different or unlike things without using *like* or *as* in the comparison
Example: Each day *is* a blank sheet of paper.

onomatopoeia .... the use of words that sound like their meanings
Example: ooze, slurp, or thud

paragraph .... a group of related sentences that present and develop one main idea

personification .... an expression that gives a human characteristic or action to an animal, object, or idea
Example: The *sun smiled* down on the hikers.

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

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

simile .... a comparison between two different or unlike things using *like* or *as* in the comparison
Example: My mind is as sharp *as* a tack.

suffix .... a letter or group of letters added to the end of a word to change its meaning

summary .... a brief restatement of the main points of a piece of writing

table of contents .... a listing of the information contained in a book located at the front of a book; shows how the book is organized and gives page numbers of chapters and subtopics within those chapters

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

visual references .... information presented in graphic form to summarize and supplement written information, including sources such as diagrams, tables, graphs, pictures, maps, or signs

Previewing: Looking Ahead

Smart drivers consult road maps and travel information before they take a trip. Smart cooks read through their recipes before they cook. Smart students **preview** their materials before they begin to read. *Previewing* helps you discover the writer's purpose and prepares you to understand what you are going to read. Previewing helps you organize and interpret information right from the start, so you read more efficiently.
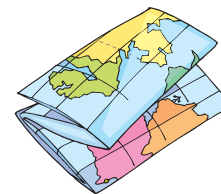
Smart drivers consult road maps before they take a trip.

Complete the following steps and answer the corresponding questions when previewing reading material.

Previewing Reading Materials

1. **Read the title.** What is the *general subject* of the material? On what *specific part* of the general subject will the material focus? Does the title tell you how the *author feels* about the subject?

2. **Skim through the selection.** Look for chapter titles, headings, and subheadings. How is the material divided? If it is a book, skim the **table of contents** for chapter titles. If it is a chapter or article, skim for headings and subheadings. What do these divisions tell us about the content of the article? Think of them as the bones or skeleton of the material. As you read, lay the information and ideas where they belong on the skeleton.

3. **Look at the illustrations.** If illustrations appear, what do they tell you about the subject?

4. **Read the opening paragraph.** How does the author feel about the subject? Is he or she presenting an *explanation* or making an *argument*?

5. **Read the closing paragraph.** What conclusions does the author draw about the subject?

Look over the example article below. The title and opening **paragraph** are provided. In addition, subtitles are given for the different divisions of the information. An illustration is provided, as is the closing *paragraph*. Look closely at these examples.

Stop the Violence in Our Schools!

One day Joseph just stopped going to school. He couldn't take it any longer. Each day had become a question mark: Would there be a fight today? Would someone pull a weapon? Would a gang surround a single unfortunate person? And yet, after staying home for a few days, it dawned on Joseph—he was lucky. He was still unhurt, and he was still alive. Then he took action. He began to discover ways to help end the violence. He formed a mediation group that could help students settle their differences in nonviolent ways. He helped organize meetings where students could voice their fears and offer solutions. Joseph realized what all of us must: in order for our schools to do their job, they must be free of violence.

I. Why Teens Bring Violence to School

II. What the School Can Do to Help Violent Students

III. What the Family Can Do to Help Violent Children

IV. Why and How We Must Protect the Law-Abiding Student

Right now the amount of violence in many schools seems unstoppable. Short of turning schools into prisons, how can we stop the violence? The answer to this question is the same answer to most hard social issues—one person at a time, beginning with you and me. Even if you are about to graduate from school and escape the violence, you will most likely one day be packing your own children off to school. Do you want them to learn or to fight?

The steps for previewing reading materials are again given below. Beneath each is an analysis for a part of the above article. Reach each one carefully.

Previewing Reading Materials

1. **Read the title.** What is the *general subject* of the material? On what *specific part* of the general subject will the material focus? Does the title tell you how the *author feels* about the subject?

   Take, for example, the title "Stop the Violence in Our Schools!" The general subject is *violence in our schools*. The author is focusing on a specific part of this subject: *stopping this violence*. The title also clearly tells us that the author feels strongly that we should *stop this violence!* The exclamation point and use of command are clues to this. Note how much information about the contents of this article you can get simply by reading the title carefully.

2. **Skim through the selection.** Look for chapter titles, headings, and subheadings. How is the material divided? If it is a book, skim the *table of contents* for chapter titles. If it is a chapter or article, skim for headings and subheadings. What do these divisions tell us about the content of the article? Think of them as the bones or skeleton of the material. As you read, lay the information and ideas where they belong on the skeleton.

   The article "Stop the Violence in Our Schools!" was divided by the following headings:

   I.   Why Teens Bring Violence to School

   II. What the School Can Do to Help Violent Students

   III. What the Family Can Do to Help Violent Children

   IV. Why and How We Must Protect the Law-Abiding Student

   Note that simply by reading these headings you get a sense of the content of the article. The author recognizes that there are reasons why students are violent in schools. The author also thinks that schools and families can help end the violence. In addition, the author believes that peaceful students must be protected from violent ones. These headings are a kind of map telling us where this discussion is going.

3. **Look at the illustrations.** If illustrations appear, what do they tell you about the subject?

The illustration included in the article "Stop the Violence in Our Schools!" shows a crowd of students watching two students fight. The illustration makes the point that violence detracts from education—the students in this picture are not in a classroom. When they return to the classroom, they may be distracted and upset by what they've seen. There is a good chance little learning will take place the rest of the day.

The illustration shows a crowd of students watching two students fight.

4. **Read the opening paragraph.** How does the author feel about the subject? Is he or she presenting an *explanation* or making an *argument*?

The opening paragraph conveys just how serious and important the author feels this issue is. It is clearly an argument—stop the violence—but the article will most likely include explanations. The article is likely to explain, for example, how mediation groups can be formed and how they work.

5. **Read the closing paragraph.** What conclusions does the author draw about the subject?

The author concludes that the problem will be solved only if we don't let its size overwhelm us. The conclusion is a plea for readers to take action to solve this problem.

Practice

Use the questions below to **preview** *the article, "***Viruses: The Tiny Saboteurs***," on the following pages.*

1. Read the title.

   What is the general subject of this article? _____

   _____

   On what specific part of the general subject will this article focus?

   _____

   _____

   Does the title tell how the author feels about the subject?

   _____

   _____

2. Skim through the selection.

   How is the material divided? _____

   _____

   What do these divisions tell us about the content of an article?

   _____

   _____

3. Look at the illustrations.

   What do they tell you about the subject? _____

   _____

4. Read the opening paragraph.

    How does the author feel about the subject?

    _____

    _____

    Is the author treating the **topic** objectively or subjectively? (Is he or she presenting an *explanation* or making an *argument*?)

    _____

    _____

5. Read the closing paragraph.

    What conclusions does the author draw about the subject?

    _____

    _____

Viruses: The Tiny Saboteurs

Characteristics of Viruses

Viruses are strange little things that don't fall into any category. In fact, scientists have long argued about whether or not viruses are even alive. They are not made of cells, the basic unit of life. However, they do reproduce. Viruses reproduce by hijacking the equipment of living cells, basically taking over the cell and using its chemicals to make copies of themselves. As they reproduce, they kill the cell they have taken over. Obviously, viruses are consumers.
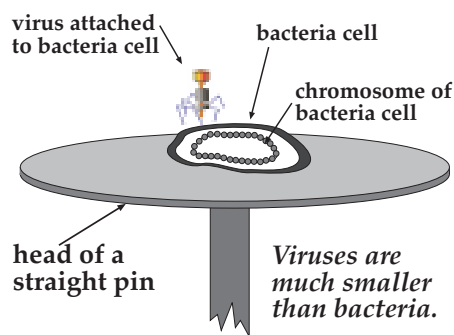
(This illustration is not to scale—the cell and virus are much smaller.)

If viruses aren't made of cells, what are they made of? Mostly, they're just a little bit of reproductive material inside a protective capsule. They are much smaller than bacteria and can only be seen with very specialized microscopes. A virus operates by somehow tricking a cell into allowing it inside. Then it sabotages the cell by substituting its own reproductive material for the cell's reproductive material. It tricks the cell's machinery into making virus copies instead of cell copies.

Viruses and Illnesses

Viruses are very much in the news these days because of the human immunodeficiency virus (HIV), which attacks immune system cells and causes Acquired Immune Deficiency Syndrome (AIDS). Viruses are responsible for other familiar sicknesses, such as the common cold. Although scientists have developed vaccines to protect us against some viruses, they have not been able to develop vaccines to keep us safe from all of them.

Practice

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

Preview Form

Title of Article or Chapter: _____

Author: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Understanding Words and Their Meanings: Using Clues to Find Meanings

A builder uses brick, wood, or steel to construct a wall, room, or building. In the same way, a writer uses words to *build* a phrase, sentence, paragraph, or essay. Skilled writers are aware of how to use these words effectively. They know how to make readers feel a certain way or to understand different levels of meaning. Such writers use words to make readers like or dislike a character. They help readers understand the true meaning of the text and feel comfortable or uncomfortable in a reading situation.

A writer uses words to build *a paragraph just like a builder uses bricks.*

Predicting Words: Which Words Belong to This Subject?

As a good reader, you should always begin by previewing a reading selection. This gives you a good idea about the subject of the selection. It also communicates the author's attitude toward that subject. In addition, you will have an idea about the kinds of words that you will find in the selection. For example, in a story about life on a farm, you might expect to find words like *haystack*, *fertilizer*, *tractor*, *irrigation*, and so on.

Written material includes clues that help you predict words and meaning. This ability to predict and expect certain words helps readers move more quickly through the selection.

haystack

fertilizer

life on a farm

tractor

irrigation
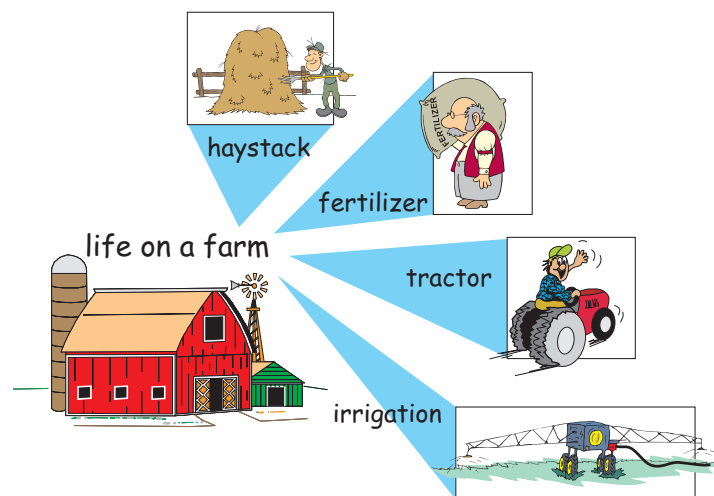
Practice

*List four **words** you might expect to find in each of the following.*

1. A story about the stock market crash of 1929.

   _____   _____

   _____   _____

2. A poem about a lost love.

   _____   _____

   _____   _____

3. An article on using the Internet.

   _____   _____

   _____   _____

4. An editorial about building more roads as a solution to traffic problems.

   _____   _____

   _____   _____

5. A brochure about a beach resort.

   _____   _____

   _____   _____

Practice

Two of the words *in the list below would* **not appear in an article about physical fitness**. *Circle the two words you would* **not** *expect to find in this selection.*

blood pressure	**dynamite**	**muscle tone**
cholesterol	**exercise**	**nutrition**
diabetes	**fat intake**	**obesity**
doctors	**investments**	**running**

Which of the following phrases would you expect to find in an **article about baseball***? Put an* **X** *in front of them.*

_____   1. a looping fly ball

_____   2. with two outs in the inning

_____   3. hanging out of the window

_____   4. barely making ends meet

_____   5. a piece of pie with coffee

_____   6. drove in two runs

_____   7. worst loss of the season

_____   8. sliding into third

Context Clues: Using the Words You Know to Understand the Words You Don't

Context means *setting* or *environment*. Sentences and paragraphs are the *setting*, or *context*, of words. We use context to help us understand words. You are probably quite an expert in the process of identifying meanings from **context clues**. You just may not realize it.

We use *context clues* to understand other things as well. When you meet new people, you identify them based on their family, clothes, accent, or home. Looking around their room, you might use their books or belongings to figure out their personality. A person who has star charts on her walls and a telescope at her window may dream about traveling to the moon, and beyond.
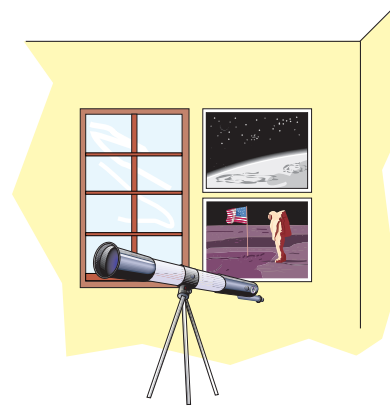
A person who has star charts on her walls and a telescope at her window may dream about traveling to the moon, and beyond.

Sometimes context clues are *direct* and easy to find because the sentence contains a word or phrase that *directly* explains or defines the word. These are called *direct context clues*.

Other times there are no direct context clues. There is no explanation or definition given in the sentence. However, you may be able to use context clues that are *indirect* and *guess* the meaning of the word you do not know.

To use *indirect context clues* and identify the meanings of unknown words, look around (before and after) the unknown word and at the other words in the sentence. Look at what the entire paragraph or essay is about. Use all of these context clues to determine the meaning of the unknown word.

There are several types of context clues that writers use to help readers understand unknown words. The chart on the following page lists and defines six types of context clues. It also provides an example of each clue.

Examples of Context Clues	
Types of Context Clue	**Example** (clues are **bold**; unknown word is <u>underlined</u>)
1. **Synonyms** mean the same thing as the unknown word.	<u>Fecund</u>, or **fertile**, lands are vanishing.
2. **Examples** show what the unknown word means.	**The population of roaches in my cupboard was poisoned** by the <u>extirpator</u> my husband hired.
3. **Direct Explanations** define the unknown word.	<u>Euphobia</u> **is the fear of good news**.
4. **Comparisons/Contrasts** show how the unknown word is the same as or different from something familiar.	Comparison: <u>Buskers</u>, **like all wandering musicians**, depend on the public for their income. Contrast: **Unlike a black fur coat**, a <u>miniver</u> coat shows the dirt.
5. **Antonyms** mean the opposite of the unknown word.	He was <u>distingué</u>, **not a peasant**.
6. **Physical Contexts** place unknown word in a familiar physical setting.	Amongst the <u>bodkins</u>, pins, and patterns **in the tailor's little shop** lay all his half-finished suits and dresses.

Practice

*Use the words from the **Examples of Context Clues** chart on the previous page. Match each **meaning** with the correct **word**. Write the correct letter on the line provided.*

	Meaning		Word
_____	1. a needle	A.	bodkin
_____	2. a nobleman	B.	busker
_____	3. a wandering musician	C.	distingué
_____	4. fertile	D.	euphobia
_____	5. fear of good news	E.	extirpator
_____	6. white fur	F.	fecund
_____	7. an exterminator	G.	miniver

Practice

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

1. The **coruscating** shields and helmets were a consequence of constant polishing by the knight's servants.

   coruscating: _____

   _____ .

2. Rude people are a nuisance; however, **felicitous** people make good companions.

   felicitous: _____

   _____ .

3. Fred was **wan** after the surgery because he had lost a lot of blood.

   wan: _____

   _____ .

4. Go ahead! **Venerate**, adore, and worship me. I like it.

   venerate: _____

   _____ .

5. A good poet understands **cadence,** or rhythm, very well.

   cadence: _____

   _____ .

6. I don't want Max to know I care, so I act **aloof** when I am with him.

    aloof: _____

    _____ .

7. Whether **erudite** or ignorant, the people believed that the educational system had to be improved.

    erudite: _____

    _____ .

8. How **fortuitous** that she had just completed a first aid course and could offer assistance to the young boy with a sprained wrist.

    fortuitous: _____

    _____ .

9. Most princesses in fairy tales are **winsome**; the witches are evil, ugly creatures.

    winsome: _____

    _____ .

10. Marie doesn't like long, drawn-out plays; she prefers **brevity** in theater more than anything else.

    brevity: _____

    _____ .

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

Create a section for **vocabulary** *in your notebook or portfolio that is labeled like the one below. As you read through your assignments each day,* **list words whose meanings you have been able to determine from context clues***. Write a* **definition** *of each term using your own words. Check your meaning with a* **dictionary***.*

Daily Vocabulary	**Date:** _____

Word: _____

Contextual Definition: _____

_____

Dictionary Definition: _____

_____

Word: _____

Contextual Definition: _____

_____

Dictionary Definition: _____

_____

Word: _____

Contextual Definition: _____

_____

Dictionary Definition: _____

_____

Word: _____

Contextual Definition: _____

_____

Dictionary Definition: _____

_____

Word Structure Clues: Unlocking the Meaning of a Word through Its Prefix, Suffix, and Root or Base Words

Our vocabulary is a mishmash of Spanish, Sanskrit, Latin, Greek, and many other languages. Some of these languages are *living*, or still spoken, and some are *dead*, or no longer spoken. Every day new words are created by speakers while others fade out of use. We build words much like a child plays with blocks. We add a block here and drop one there. Some of our word building is haphazard, and some is deliberate.

The building blocks of words are called **prefixes**, **suffixes**, and **root or base words**. A *prefix* is a word "block" added to the beginning of a word, such as the "un" in *un*done. Prefixes often change the meaning of the word from positive to negative, or negative to positive.

A *suffix* is a word "block" added to the end of a word. An example is the "ly" in bright*ly*. Suffixes often tell you the kind of word it is, such as an **adverb** or **adjective**. This will determine how it should be used in a sentence.

A *root word* is sometimes called a *base word*. These are the main parts of the word to which prefixes and suffixes are added. However, unlike a base word, a root word cannot stand alone. A root word must be attached to a prefix, suffix, or both. For example, *annual* is a base word to which could be added a prefix (*semi*annual) or a suffix (annual*ly*) or both (*semi*annual*ly).* The prefix *semi* means "half of." The base word *annual* means "a year" and the suffix *ly* tells us it is used as an *adverb*. By knowing the meanings of prefixes, base words, and suffixes, it is easy to unlock the meaning of unknown words.

Many root and base words were formed from prefixes and suffixes long ago. For instance, *portfolio* comes from the Latin *portare*—"to carry out"—and *folium*—"a leaf." How would knowing this help you understand the meaning of *portfolio*.

If you know the building blocks of our language, unfamiliar vocabulary is easier to understand. Increasing your vocabulary is a worthy goal because you'll be able to communicate more precisely. The tables of prefixes and suffixes on the next pages will help you to do this.

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

Unit 2: Reading—Improving a Skill for Life

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 dependent - 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

*Write the **base word** of the words below. Some words have **both** a prefix and a suffix.*

1. carries _____

2. responsive _____

3. intellectually _____

4. interchangeable _____

5. antinuclear _____

6. civilization _____

7. ultrasonic _____

8. atmospheric _____

9. unconditionally _____

10. realization _____

11. disinherit _____

12. telecommunications _____

13. vocalization _____

14. senseless _____

15. organization _____

16. repossess _____

17. childhood _____

18. accidentally _____

19. religiously _____

20. difficulty _____

Practice

*Write the meaning of each of the **prefixes** below.*

1. ante (as in anteroom):   _____

2. anti (as in antifreeze):   _____

3. bi (as in bicycle):   _____

4. dis (as in disagree):   _____

5. trans (as in transfer):   _____

6. ex (as in export):   _____

7. im (as in impossible):   _____

8. in (as in inconsistent):   _____

9. inter (as in intercom):   _____

10. mis (as in misspell):   _____

11. pre (as in prepay):   _____

12. post (as in posttest):   _____

13. sub (as in submarine):   _____

14. super (as in superman):   _____

15. un (as in unopened):   _____

16. uni (as in unicycle):   _____

17. penta (as in pentagon):   _____

18. re (as in return):   _____

19. mis (as in mistake):   _____

20. re (as in redo):   _____

Practice

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

Base Word	+	Suffix	Meaning		New Word
1. small	+	_____	most small	=	_____
2. thought	+	_____	without thought	=	_____
3. entice	+	_____	result	=	_____
4. care	+	_____	without care	=	_____
5. thank	+	_____	full of thanks	=	_____
6. willing	+	_____	condition of	=	_____
7. short	+	_____	most short	=	_____
8. hope	+	_____	without hope	=	_____
9. change	+	_____	able to be	=	_____
10. six	+	_____	multiplied by	=	_____
11. motor	+	_____	one who motors	=	_____
12. color	+	_____	cause to be	=	_____
13. nice	+	_____	in a nice way	=	_____
14. hard	+	_____	to make	=	_____
15. digit	+	_____	cause to be	=	_____

Practice

Given the **base word,** *add the appropriate* **suffixes**, *and fill in the blanks with the correct forms of the base word.*

1. **music** He found that he was _____ inclined after taking part in a _____ . He hoped to become a _____ when he graduated from high school.

2. **interest** John found himself more _____ than most of his friends. John could speak _____ about things and could make me _____ in them.

3. **friend** Sally introduced her _____ to us. Myra was especially _____ , and we were impressed with her _____ .

4. **farm** We are finding fewer and fewer _____ as more and more people move into our cities.

5. **wise** The _____ that he spoke made us think about how much _____ he was than we were.

6. **post**   A new _____ rate was

_____ by the _____

service.

7. **sum**   _____ the story; in your

_____ include only pertinent

information.

8. **invest**   The _____ _____ his

money and then made a lot of money from his

_____ .

9. **critic**   Ms. Burns reviewed the play quite _____ .

All the other _____ thought her

_____ was a bit severe.

10. **west**   The _____ movie was the story of a

_____ trek into the wilderness. The

movie made it seem that _____ winds

welcomed the pioneers.

Practice

*Each week, choose a special **prefix**, **suffix**, or **base word**. Use this list as you read your assignments. Make a **list of words** with your **chosen word part** (prefix, suffix, or base word). Write a **definition** for each word. Do this by using your knowledge of the meaning of the word parts and any **context clues** that are provided. Check your definition with a **dictionary**.*

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

Practice

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

adjective	prefix	suffix
adverb	preview	table of contents
context clues	root or base word	topic
paragraph		

_____ 1. the subject of written material; what the material is about

_____ 2. surrounding words or sentences that identify the meaning of an unfamiliar word

_____ 3. a word that tells something about a noun or pronoun

_____ 4. to look at in advance to get an idea of what is to come

_____ 5. a word that tells something about a verb, adjective, or another adverb

_____ 6. a group of related sentences that present and develop one main idea

_____ 7. a letter or group of letters added to the end of a word to change its meaning

_____ 8. a letter or group of letters added to the beginning of a word to change its meaning

_____ 9. the word to which a prefix or suffix is added

_____ 10. a listing of the information contained in a book located at the front of a book

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

One way that a writer creates a precise image in a reader's mind is by using specific rather than general words. Look at the following examples.

Latoya noticed the <u>dog</u> sitting on the curb.

Latoya noticed the <u>mongrel</u> sitting on the curb.

Each person who reads the first sentence will create his or her own image about what the dog looks like. Such images are often based on what we have directly experienced. For example, if you have always owned a small brown dog, then you will probably imagine that a small brown dog is sitting on the curb.

Mary owned a small brown dog.

In the second sentence, the writer has changed the general word *dog* to the specific word *mongrel*. The word *mongrel* means "an individual resulting from the interbreeding of diverse breeds." Seeing the word *mongrel* might make the reader think of a dog that is a mixed breed, mangy, and homeless. Using a more specific word forces the reader to see the same thing the writer sees. It also forces the reader to feel the same way the writer feels about the subject.
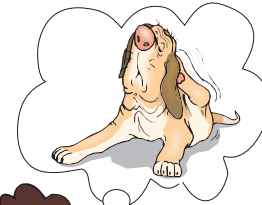
Mary thinks of a mongrel.

How would the meaning have changed if the writer had used the word *puppy*, *pooch*, or *hound*? Each of these synonyms for *dog* would create a different mental image for the reader. Writers should select their words carefully because many words have **connotations**: meanings that come from the emotions or ideas readers associate with particular words.
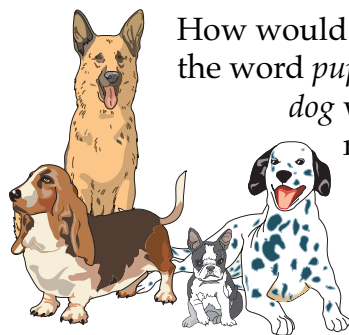
What connotation do you think of when you think of puppy, pooch, or hound?

Some words have positive or *favorable connotations* and some have negative or *unfavorable connotations*. For example, if you say that someone is *relaxing*, it sounds favorable; however, if you say the person is *loafing*, it sounds unfavorable.

Practice

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

_____ 1. Melissa <u>glared</u> at her test score.

_____ 2. Melissa <u>beamed</u> at her test score.

_____ 3. Martin <u>snickered</u> at Melissa's painting.

_____ 4. Martin <u>admired</u> Melissa's painting.

Read each of the following sentences. Each sentence has a **general** *word or phrase in* **bold**. *Write two specific* **synonyms** *for each general word or phrase.*

5. The **house** sat on the corner of the treelined street.

   Specific synonyms: _____

   _____

6. Arlo wished he hadn't **spoken**.

   Specific synonyms: _____

   _____

7. The **football player** caught the ball.

   Specific synonyms: _____

   _____

8. Terry **went** from one place to the next.

   Specific synonyms: _____

   _____

Practice

Write two **specific words** *for each of the following* **general words**—*one with a* **favorable connotation** *and one with an* **unfavorable connotation**.

General Words	Favorable	Unfavorable
1. cold	_____	_____
2. car	_____	_____
3. eat	_____	_____
4. walk	_____	_____
5. talk	_____	_____
6. clothing	_____	_____
7. man	_____	_____
8. food	_____	_____
9. shelter	_____	_____
10. shine	_____	_____
11. touch	_____	_____
12. brave	_____	_____
13. winner	_____	_____
14. good	_____	_____
15. fell	_____	_____

The Main Idea: Getting the Big Point

A good reader's goal is to respond critically to a particular selection. Before doing that, she or he must know the **main idea** of the material. The *main idea* is the most important idea of the reading selection. As you search for the main idea, consider the following four points.

1. the purpose of the author

2. key words which signal important ideas (*the best*, *most important*, *in conclusion*, etc.)

3. the opening and closing sentences of a paragraph, and the opening and closing paragraphs of an essay or story

4. the idea to which all the examples relate

Help yourself understand what you are reading by asking yourself the following "5W-How" questions:

- **Who** is the material primarily about?

- **What** is the material primarily about?

- **Where** do the events in the material take place?

- **When** do the events in the material take place?

- **Why** are the ideas, events, or situations in the material crucial?

- **How** do the ideas, events, or situations in the material connect to one another?

Sometimes the answers to the 5W-How questions (*Who? What? Where? When? Why? How?*) are not given directly, as in the following passage:

> *The sun shone brightly over the snowcapped peaks. Hikers had already started down the trail to the lake at the bottom of the valley. Allen didn't notice them. He sat quietly on a large boulder, his shoulders slumped and his head in his hands.*

The answers to the 5W-How questions are not directly stated in this passage. However, we do know that the story takes place in the morning because the sun is shining and the hikers have left early. We know that Allen is preoccupied because he doesn't notice the hikers. We know he is either sad or in deep thought because he is sitting with "his head in his hands" and "his shoulders slumped." We also know this story takes place in the mountains because it mentions "snowcapped peaks." Although we need to do a little detective work, we can find the answers to the 5W-How questions by using the details or clues in this passage.

By using the *indirect context clues* of the passage above we can answer the W questions.

- **Who** is the material about?   *Allen*

- **What** is the material about?   *a man sitting on a boulder thinking*

- **Where** does the passage take place?   *the mountains*

- **When** does the passage take place?   *midday*

- **Why** are the details crucial to the material?   *Even though Allen is surrounded by beautiful scenery and other people, he doesn't notice.*

- **How** are the details important to Allen?   *Allen misses the beauty and people that surround him.*

Remember: Use direct and indirect clues to help you understand what you are reading.

Practice

Before you read the following cartoon, **familiarize yourself with the 5W-How questions** *below. Then read the cartoon and answer the following.*

ESSAYVILLE HIGH
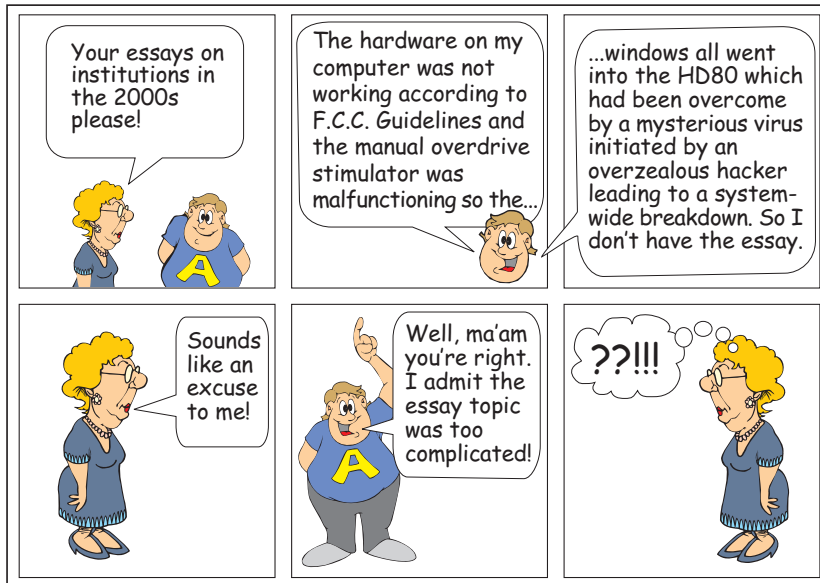
1. *Who* is the cartoon about? _____

2. *What* is the cartoon about? _____

3. *Where* does the cartoon take place? _____

4. *When* does the cartoon take place? _____

5. *Why* are the ideas crucial to the cartoon? _____

   _____

6. *How* do the ideas in the cartoon connect to one another? _____

   _____

7. *What* is the main idea of the cartoon? _____

   _____

Literal and Figurative Language: Language That Points and Language That Paints

Authors use different kinds of language to give meaning to what they have written. The kind of language they use depends on the purpose for their writing. Writers use **literal language** if the purpose is to give directions or explanations. Writer's use **figurative language** if the purpose is to help the readers "see" or "feel" what they are writing.

Literal language uses words for their exact, direct meaning. You will find a literal meaning if you look in the dictionary for a definition of a word. Literal language is used in material that is written to give information, directions, or explanations.

Figurative language uses words in such a way that the reader sees something special or feels a particular way. You will find figurative language in cartoons, poetry, tall tales, and other literature. Figurative language, or figures of speech, make ideas vivid for your readers.

Notice the different meanings for the words *red* and *push* in the following two sentences:

> He knew how to <u>push</u> in the <u>red</u> lever.
>
> He knew how to <u>push</u> her buttons and make her see <u>red</u>.
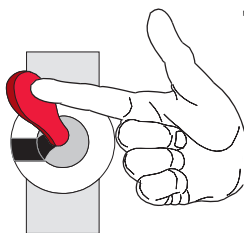
The first sentence uses literal language. The word *push* means "to press against," and the word *red* means a color. This sentence means exactly what it says.

He knew how to push in the red lever.

The second sentence uses figurative language. The phrase *push her buttons* does not mean "to physically push buttons on this girl." Rather, it means "to make her upset." The word *red* does not mean "the color red." The girl will not see the color red when her buttons are pushed; instead, she will become upset and angry.

*He knew how to **push** her buttons and make her see **red**.*

Figurative language includes special figures of speech. These include **similes**, **metaphors**, and **personification**. These figures of speech help readers to see, feel, and experience more exactly what the writer wants them to see, feel, and experience. Another figure of speech is called **onomatopoeia**. It is a term used for words that sound like their meanings, such as *buzz* or *cuckoo*.

Practice

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

_____ 1. uses words for their exact meaning—the meaning found in the dictionary

A. connotation

_____ 2. an expression that gives a human characteristic or action to an animal, object, or idea

B. figurative language

_____ 3. a comparison between two different or unlike things using *like* or *as* in the comparison

C. literal language

_____ 4. meaning that comes from the emotions or ideas readers associate with particular words

D. main idea

_____ 5. the most important idea or point in a paragraph or piece of writing

E. metaphor

_____ 6. the use of words that sound like their meanings

F. onomatopoeia

_____ 7. a comparison between two different or unlike things *without* using *like* or *as* in the comparison

G. personification

_____ 8. uses words in such a way that the reader sees something special or feels a particular way; uses words to describe and create images

H. simile

Similes and Metaphors: Making Comparisons

Similes and *metaphors* are comparisons. Notice the strong images created by the following simile and metaphor.

A *simile* uses the word *like* or *as* to make a comparison

Simile: "Kudzu looks *like* a tunnel of twisting green vines and leaves."

The above simile uses *like* to compare the high vines of kudzu to a green tunnel of leaves and vines.

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

Metaphor: After the death of his wife, Elbert's heart was pure stone.

The above metaphor implies a comparison—without using *as* or *like* between a man's feelings, his heart, and stone. A person's heart is not a stone.

Personification: Adding Life to the Lifeless

Personification gives human qualities to lifeless objects or ideas.

…Elbert's heart was pure stone.

Personification: The sun <u>smiled</u> on the children as they played.

The sun cannot smile; people smile. However, the reader understands that the writer is indicating that the sky was filled with pleasant sunshine—not too hot or too bright. Personification allows the reader to see ideas and objects in new ways.
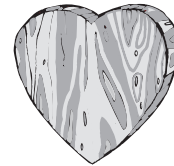
The sun smiled… .

Onomatopoeia: Using Words for Their Sounds

Onomatopoeia appeals to the reader's imagination by using words that sound like their meanings. Some examples of onomatopoeia are *ooze, slurp, thud, splash,* and *sizzle*.

> **Onomatopoeia:** The wind and rain <u>whooshed</u> through the open window.

The sound of the word *whooshed* is similar to the sound of the wind and rain coming through the window.

The wind and rain whooshed… .

Practice

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

- *Write **S** if it has a **simile**.*

- *Write **M** if it has a **metaphor**.*

- *Write **P** if it shows **personification**.*

- *Write **O** if it shows **onomatopoeia**.*

_____ 1. "The Commander's voice was like thin ice breaking."
—James Thurber

_____ 2. "The room spoke to us of former days."
—William Shakespeare

_____ 3. The snow crunched under our feet.

_____ 4. The sky is full of tears.

_____ 5. The beehive of humanity released a swarm of people to begin their daily chores.

_____ 6. Her smile was like the sun breaking through on a cloudy day.

_____ 7. After the accident, I was haunted by the screech of tires on dry pavement.

_____ 8. The blank TV screen stared at me with unseeing eyes.

_____ 9. "But death is a slave's freedom."
—Nikki Giovanni

_____ 10. To love is to make a three-point shot.

Practice

Prepare a section of your notebook or portfolio as a **vocabulary matrix**. *Set up your matrix like the chart shown below. As you encounter words with* **figurative and/or technical meanings** *in your various reading assignments, enter them in your* **Vocabulary Matrix**. *Then* **provide the definitions that are appropriate**.

- *a* **literal** *definition that you have obtained from context, word structure, or a dictionary*

- *a* **figurative meaning**

- *a* **specialized meaning**—*technical or specific to a subject or field*

Vocabulary Matrix			
Vocabulary Word	**Literal Meaning**	**Figurative Meaning**	**Specialized Meaning**
frosting	sweet topping on a cake	the last or best as in "The frosting on the cake was when I won the contest."	in a beauty parlor, frosting is a process for putting blonde streaks in your hair

Understanding Visual References: Reading the Guides

You are surrounded by **visual references**. You are given a list of the shops in the mall by a directory. You find out how to change the ink cartridge in your printer with a diagram. You know when to watch your favorite television program by looking at a schedule. On a daily basis, you gain information from maps and signs.
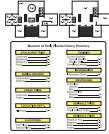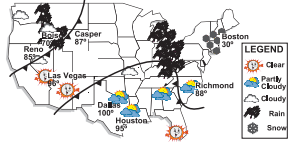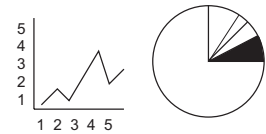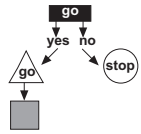
Channel	3:30	4:00	4:30	5:00	5:30	6:00	6:30
TBS	Flintstones	Jetsons	Scooby-Doo	Saved by the Bell	Andy Griffith	Green Acres	Green Acres
TNT	Movie: *To Kill a Mockingbird*					Bugs Bunny	Captai Planet
CNN	Talkback Live		Inside Politics	Early Prime	Showbiz Today	The World	Money Line
PBS	Wishbone	Bill Nye the Science Guy		Sesame Street		Movie: *King Henry*	
ESPN	Auto Racing				Sports Center	College Football	
NICK	Looney Tunes	Underdog	Yogi Bear	Green Slime	Looney Tunes	Yogi	

You know when to watch your favorite television program by looking at a schedule.

Reading materials are filled with these and other types of *visual references*, including tables and graphs. These references shorten messages, making them easier to read. Visual references are often used to summarize written information. They also add to the written text, making it easier to understand.

The table on the following page is an example of a visual reference. Study it carefully. It explains and illustrates visual references.

Visual References			
Reference	**Symbol**	**Concept**	**Location**
Directory		• a plan or layout of a building or buildings • a list of phone numbers in alphabetical and regional order	Department stores Archeological sites Supermarkets Malls Historical buildings Museums
Map		• a representation in outline of a geographical area	Brochures Guide books History books Atlases
Schedule		• a table which gives information on when and where something takes place	Bus and Train stations Airports TV guides Movie guides Schools
Sign		• a symbol used to represent something instead of, or with, words	Roads Hospitals Appliances Product labels Vehicles Mathematics books
Graph		• a symbolic diagram representing a comparison of quantities	Climate reports Medical books Business reports Classrooms
Table		• a chart giving information in column or list form	Magazines Business reports Maps
Diagram		• a picture showing a process, parts of a whole, how something works	Instruction books Manuals Science books

Practice

Imagine *that you are doing a* **research report about the original Native American inhabitants of Florida**. *Consult the* **phone directory below** *to locate possible sources of information on this subject. Then answer the following.*

MUSEUMS

AMERICAN MUSEUM OF HISTORY

355 N Florida St
Myetown **555-1334**

BROOKS MUSEUM OF FLORIDA CULTURE

11245 Park Ave
Myetown **555-1121**

THE FLORIDA MUSEUM OF HISTORY

Monday - Friday
9:00 a.m. to 4:30 p.m.
Saturday 10:00 a.m. to 5:00 p.m.
Sunday and holidays
12:00 noon to 4:00 p.m.

FREE ADMISSION

399 N Main St
Myetown **555-1468**

FRESEN ANTIQUE CAR MUSEUM
Myetown 555-1456

HAVO ARCHAEOLOGICAL AND HISTORIC MUSEUM
Myetown 555-1338

SPACE LEARNING CENTER

IMAX Space Theatre • Planetarium
Space Gift Shop

355 W Moon St
Myetown **555-1684**

1. List at least two possible sources of information from the directory. Provide the phone number and address for each.

   source one: _____

   phone number: _____

   address: _____

   _____

source two: _____

phone number: _____

address: _____

_____

2. At what time can you visit The Florida Museum of History on

Sunday? _____

3. What type of information would you expect to find at the Space

Learning Center? _____

_____

4. List two sources that you can probably eliminate for your research.

_____

_____

Practice

Study the **maps** *and the* **directory** *below. Circle the correct answer to the statements that follow using this map and the directory.*

FIRST FLOOR

A-3
A-2
E-1
E-2
E-3
B-1 B-2
B-3 B-4
M
W
A-1
C-1
C-2
D-1
D-2

SECOND FLOOR

J-2
E-4
E-5
E-6
F-1 F-2
F-3 F-4
M
W
J-1
G-1
H-1
H-2
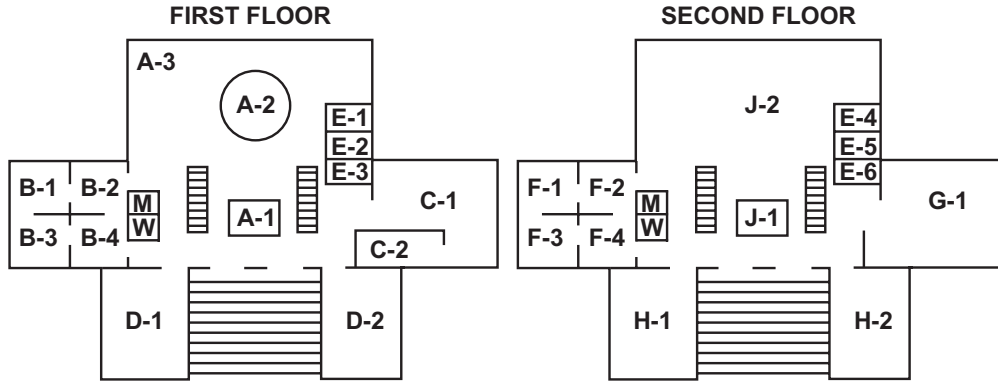
Museum of Early Florida History Directory

APALACHEE TRIBE

Costumes B-1
Beadwork............................B-2
Weaponry B-3
Food B-4

BURIAL MOUNDS

Ceremonies D-1
Artifacts D-2

CREEK TRIBE

Costumes C-1
Pottery C-2

EDUCATION DEPT.

All Areas............................G-1

ELEVATORS

First Floor E1-3
Second Floor E4-6

EXHIBITS

Current Exhibits
   Central Display A-2
   Display Hall....................A-3
Traveling Exhibits...............J-2

INFORMATION

Information Desk A-1
Information Desk J-1

RESTROOMS

First Floor
   Women...............................W
   Men ....M
Second Floor
   Women...............................W
   Men ....M

SEMINOLE TRIBE

Costumes H-1
Tribal Politics Today H-2

Spanish Settlers

Friend or Foe F-1
Missions.............................F-2
Sites..................................F-3
Trade F-4

1. The Museum has _____ .

   a. one floor
   b. two floors
   c. three floors
   d. four floors

2. The information desk can be found _____ .

   a. on the first and second floor
   b. next to B-1
   c. next to the education department
   d. beyond the Seminole exhibits

3. To find information on burial mound artifacts, look in section _____ .

   a. H-1
   b. H-2
   c. D-1
   d. D-2

4. Rest rooms are located _____ .

   a. on the first floor
   b. on the second floor
   c. on the first and second floors
   d. on the third floor

5. Information on Spanish Missions can be found next to _____ .

   a. Seminole Tribal Politics Today
   b. Creek pottery display
   c. Spanish Settlers—Sites
   d. Spanish Settlers—Friend or Foe

6. The exhibitions on the Creek Tribe are found _____ .

   a. next to the traveling exhibitions
   b. next to the tribal politics display
   c. next to the elevators
   d. all of the above

7. Food of the Apalachees is found _____ .

    a. next to the ceremonies of burial mounds
    b. on the second floor
    c. next to costumes of the Apalachees
    d. next to the traveling exhibitions

8. There are _____ elevators that can take you from the first to the second floor and down again.

    a. three
    b. six
    c. nine
    d. two

9. In room F-2 you would find _____ .

    a. information about Spanish missions
    b. artifacts from burial mounds
    c. traveling exhibits
    d. Education Department

10. _____ contain information you would use for a project titled "A Comparison of Native American Costumes."

    a. Rooms A-3 and B-1
    b. Rooms H-1, H-2, F-4, and G-1
    c. Rooms B-1, C-1, and H-1
    d. Rooms B-1, C-1, and H-2

Practice

Study the following **schedule** *below and then answer the following.*

Call Rate Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00 AM to *5:00 PM	**Day Rate Period Full Rate**						
5:00 PM to *11:00 PM	**Evening Rate Period 35% Discount**						**Evening 35%**
11:00 PM to *8:00 AM	**Night & Weekend Rate Period 60% Discount**						

* up to but not including

1. Which rate will you pay to make a call during school hours or between 8:30 AM and 3:30 PM?

   _____

2. To receive a 60 percent discount, should you make a call between 5:00 PM and 11:00 PM on Saturday evening or on Sunday evening?

   _____

3. What is the rate at 8:00 AM on Friday? _____

4. Your bill states that you received a 35 percent discount for a phone call you placed on Sunday. Between what hours did you place this call?

   _____

5. Which rate will you pay for a call at 7:00 PM on Wednesday?

   _____

Understanding Signs

Certain information can be a matter of life or death. For example, we need to know when a bottle contains harmful liquid. We also need to know when to stop at an intersection or to avoid diving into shallow water. *Not* knowing these details can be very dangerous.

For this reason, a set of universal signs and symbols have been devised. These symbols require no certain language or reading ability. They are easily recognized by their shape and design. Look, for example, at the following.

Universal Signs and Symbols
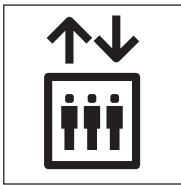
elevator	flammable material	gas pump	no diving
restrooms	stairs	telephone	water fountain
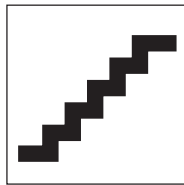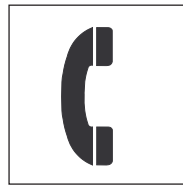
Many of you recognize these easy to understand signs. They are simple and well-designed. They present information more clearly than words alone.

Practice

*Match each **sign** with the correct **message**. Write the letter on the line provided.*

_____ 1.

_____ 2.

_____ 3.

_____ 4.

_____ 5.

_____ 6.

_____ 7.

_____ 8.

_____ 9.

_____ 10.
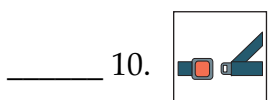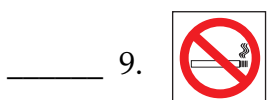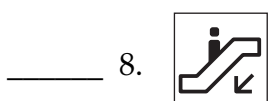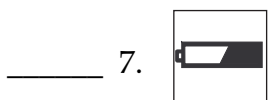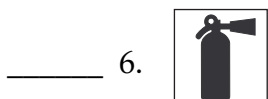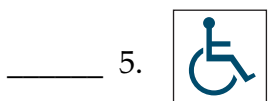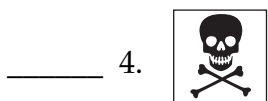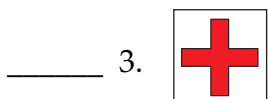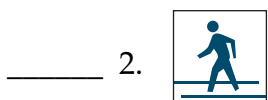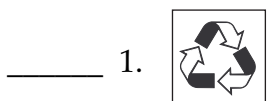
A. buckle your seatbelt

B. down escalator

C. fire extinguisher

D. first aid

E. handicapped

F. low battery

G. no smoking

H. poison

I. recycle

J. street crossing

Understanding Graphs

A graph is another way that information is given in picture form. The information on a graph 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.

Florida's Growth Since 1970
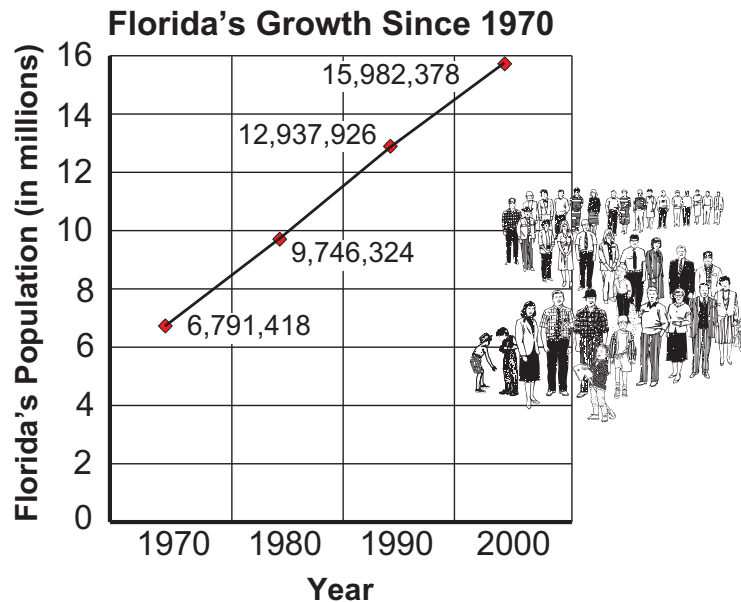
This is a graph of Florida's population growth. It covers the time between 1970s and the mid 2000s. The line graph begins with an L-shaped grid.

The *vertical line* (↕)of the grid shows the *subject of the data*. The above example shows numbers from 0 to 16 million. Each of these numbers represents an increase of two million people.

The *horizontal line* (↔)shows *time*. This graph is divided into 10-year segments.

During what year did Florida experience its largest growth? Its lowest?

The Pie Graph

A *pie graph* is in the shape of a *circle*. The circle represents the *whole pie*. This *whole pie* can be an entire country. It can be the total amount of products sold. The *whole pie* below stands for 100 percent of Florida's population in 1995.

Florida's Total Population in 1995
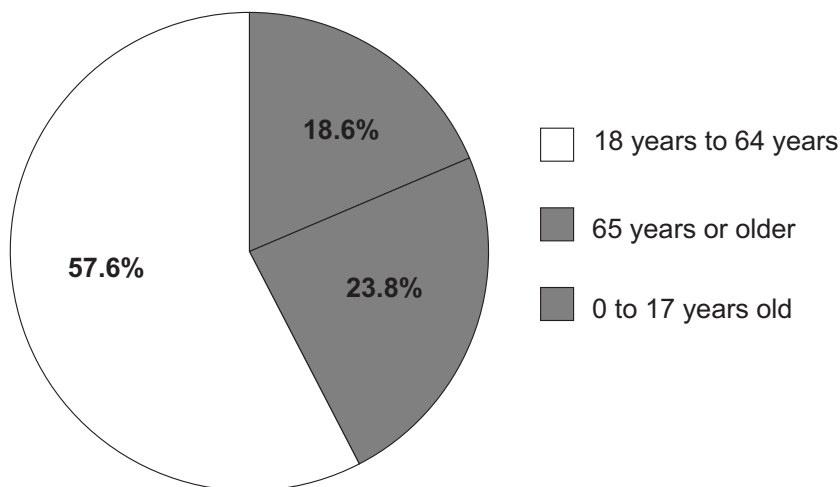
A pie graph shows proportions. In the pie graph above, you can see that in 1995, 57.6% of Florida's population was between the ages of 18 and 64. This percentage is represented by a *slice* of the whole pie. You can also see that 18.6%, the population was 65 or older. The youngest group, ages 0 to 17, made up 23.8% of the population.

Which group is the smallest?

The Bar Graph

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

**Percentage of Total Population 65 and over
for the Four Most Populous States, 2000**
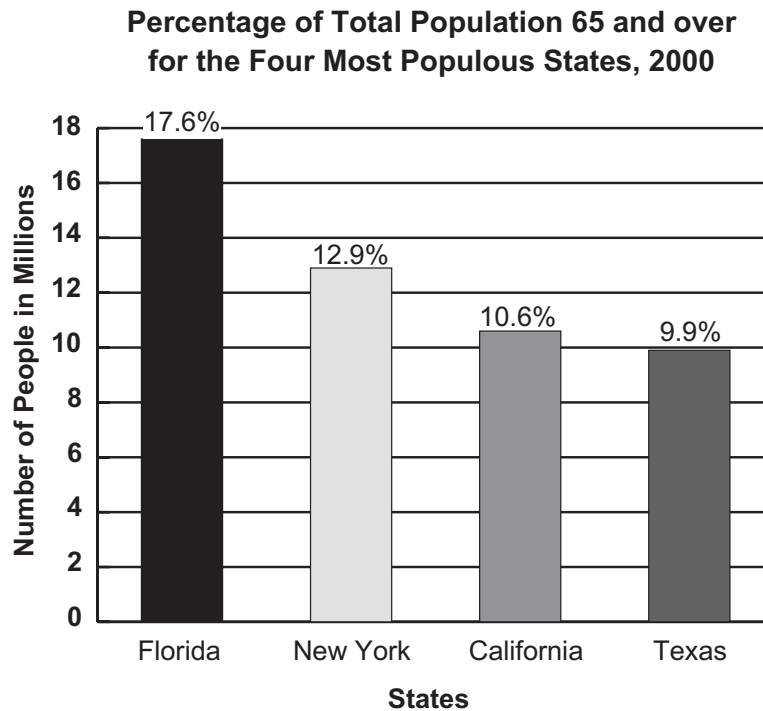
The above example also deals with population. This graph compares the population of people 65 and over for the four most populous states in 2000.

The bars show how the different state populations of people over 65 compare to each other.

Practice

Imagine that during the course of your research on **Florida's population***, you dig up two different sources of information. Study and compare the* **pie graph** *and* **bar graph** *below. Circle the correct answer to the questions that follow using the pie graph and bar graph.*

Population of Florida, 2000

Other 2.0%

Hispanic/ Latino 16.4%

Asian 1.7%

Native American 0.3%

African American 14.2%

White (not of Hispanic/Latino origin) **65.4%**

Population of Florida, 2000

Number of People in Millions

White (not of Hispanic/Latino origin) 65.4%

African American 14.2%

Native American 0.3%

Asian 1.7%

Hispanic/ Latino 16.4%

Other 2.0%

People in Florida
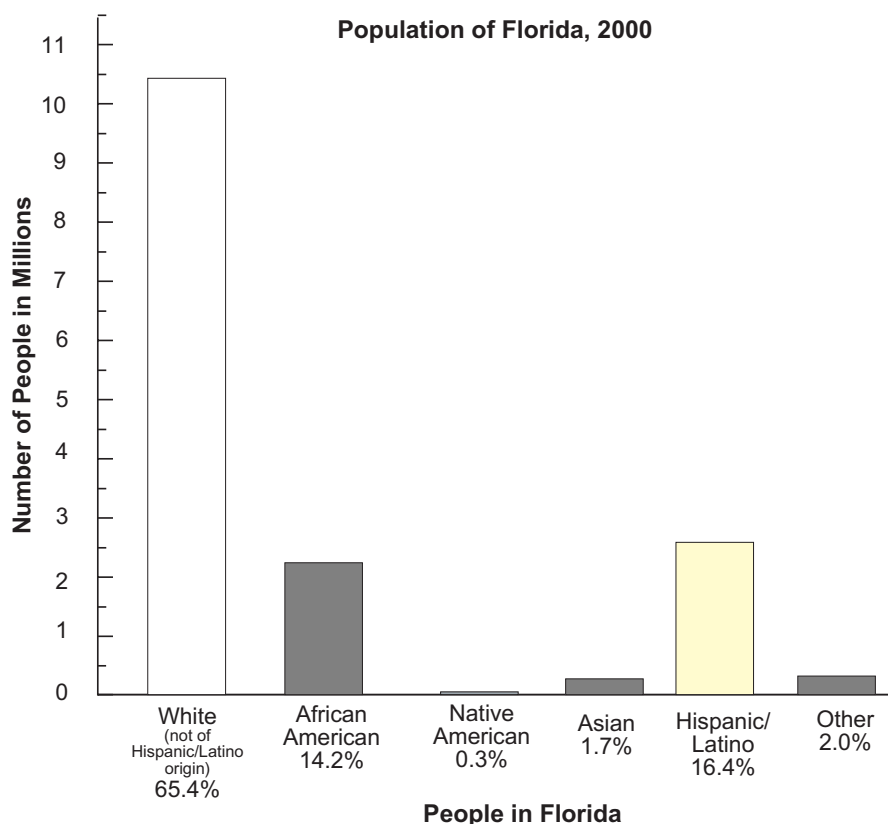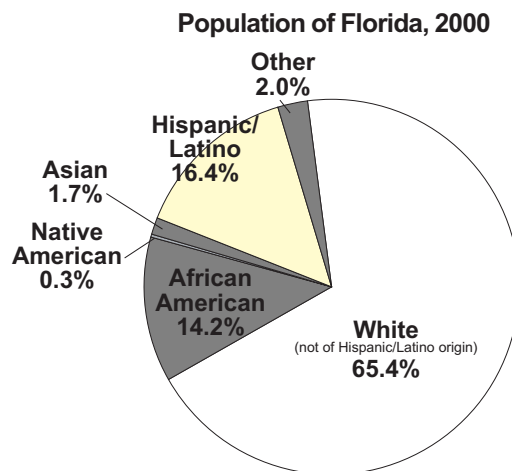
1. _____ of Florida's population is Asian.

   a. 1.8 percent
   b. 0.3 percent
   c. 1.7 percent
   d. 12 percent

2. You could calculate how many Asians live in Florida by using _____ .

   a. both of the graphs
   b. only the pie graph
   c. only the bar graph
   d. neither of the graphs

3. Florida's white population is _____ .

   a. 65.4 percent or approximately 10,000
   b. 6.54 percent or approximately 105,000
   c. 6.54 percent or approximately 10,500,000
   d. 65.4 percent or approximately 10,500,000

4. There are more whites in Florida than _____ .

   a. Hispanics
   b. Asian
   c. African Americans
   d. all of the above

5. According to the graphs, the original inhabitants of Florida, Native Americans, _____ .

   a. are the smallest ethnic group in Florida
   b. outnumber Asians
   c. are equal in number to the group labeled *Other*
   d. are three percent of Florida's population

6. The Hispanic population of Florida is _____ .

   a. larger than the African-American population
   b. larger than the white population
   c. smaller than the population labeled *Other*
   d. smaller than the Native-American population

Understanding Tables

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

- The *rows* in a table are presented *horizontally*.

- The *columns* in a table are presented *vertically*.

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

The Comparison Table

The table below is a *comparison table*. This table shows you information on different college football team uniform colors. (A • means that a college football team uniform has that color.)

College Football Team Uniform Colors					
College	**Football Team Uniforms Colors**				
	Red/Garnet	Blue	Orange	Yellow/Gold	Green
University of Florida		●	●		
Florida A&M University			●		●
Florida State	●			●	
University of South Florida				●	●

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.
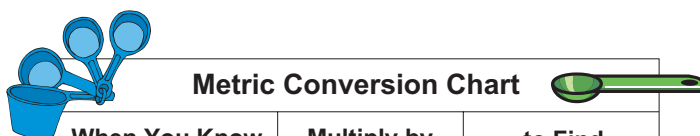
Mileage Table				
	Jacksonville	Miami	Orlando	Pensacola
Atlanta, GA	345	665	440	325
Montgomery, AL	375	695	470	165
New Orleans, LA	545	865	640	200
Savannah, GA	140	485	280	495

What would be the longest journey on the table? What would be the shortest?

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 how average class size in Florida has changed during the past five years.

Average Class Size, Florida Public Schools, 1995-1996 and 2000-2001				
Grade Level	**Subject Areas**	**2000-2001**	**1995-1996**	**5-Year Change**
K-5		23.3	24.1	-0.8
6-8	Math	25.5	24.7	+0.8
	Science	27.1	26.6	+0.5
	Social Studies	27.0	26.6	+0.4
	Language Arts	24.8	23.1	+1.7
9-12	Math	25.7	24.5	+1.2
	Science	26.9	26.0	+0.9
	Social Studies	27.8	26.5	+1.3
	Language Arts	25.4	21.6	+3.8

What class has seen the largest growth? Which one has seen the smallest?

Practice

In order to **calculate the distances between various Florida cities**, *consult the* **mileage table** *below. Circle the correct answer to the questions that follow using this table.*

Remember: Tables, graphs, and schedules require you to read down a column and across a row. The point at which the column and row intersect, or meet, is the box that contains the information you are searching for. In the mileage table below, choose one of the cities along the column and the other city along the row. Then find the box in which the respective column and row meet. The number in the box is the distance in miles between the two cities.

Mileage Table

	Daytona Beach	Ft. Lauderdale	Gainesville	Jacksonville	Key West	Orlando	Panama City
Daytona Beach	●	236	98	96	419	54	338
Ft. Lauderdale	236	●	314	332	185	209	559
Gainesville	98	314	●	70	497	114	250
Jacksonville	96	332	70	●	515	145	270
Key West	419	185	497	515	●	392	742
Orlando	54	209	114	145	392	●	385
Panama City	338	559	250	270	742	385	●

Distance in Miles between Cities

1. Daytona Beach to Jacksonville is _____ .

   a. 96 miles
   b. 70 miles
   c. 236 miles
   d. 338 miles

2. There are 70 miles between Jacksonville and _____ .

   a. Fort Lauderdale
   b. Daytona Beach
   c. Key West
   d. Gainesville

3. It is further between Orlando and Panama City than between

   _____ .

   a. Gainesville and Key West
   b. Fort Lauderdale and Panama City
   c. Daytona Beach and Panama City
   d. Daytona Beach and Key West
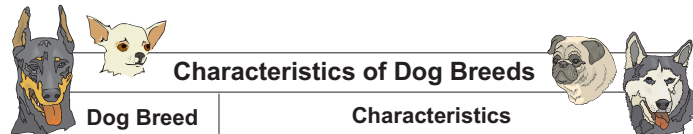
4. The cities that are closest to each other are _____ .

   a. Jacksonville and Gainesville
   b. Orlando and Daytona Beach
   c. Orlando and Key West
   d. Gainesville and Daytona Beach

5. Key West is closest to _____ .

   a. Orlando
   b. Daytona Beach
   c. Fort Lauderdale
   d. Panama City

Practice

Use the **comparison table** *below to answer the following.*

Characteristics of Dog Breeds

Dog Breed	Characteristics			
	Size	Coat Length	Grooming	Temperament
Afghan Hound	L	long	high	boisterous
Beagle	M	short	low	quiet
Chihuahua	S	short	low	boisterous
Doberman	L	short	low	boisterous
Great Dane	XL	short	low	placid
Husky	M	medium	medium	placid
Pug	S	short	low	placid
St. Bernard	XL	medium	medium	placid
Whippet	M	short	low	placid

1. If you wanted a large dog with short coat length, low grooming, and lots of energy, which dog would you choose?

    _____

2. Which dog breed is extra large and has a short coat length?

    _____

3. Pretend you live in a small apartment and you need a small dog with a placid temperament. Which dog would be good for you?

    _____

4. Which dog breed has a boisterous temperament and a long coat length?

    _____

Understanding Diagrams

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

The Picture Diagram

A *picture diagram* is just what it sounds like. It is a picture or drawing. The picture can show the subject in different ways. Sometimes, parts are left out. Other parts might 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.

Earth

crust
mantle
outer core
inner core

Moho

crust
mantle ▶ three major layers of Earth
core

Moho ▶ boundary between the Earth's
crust and mantle
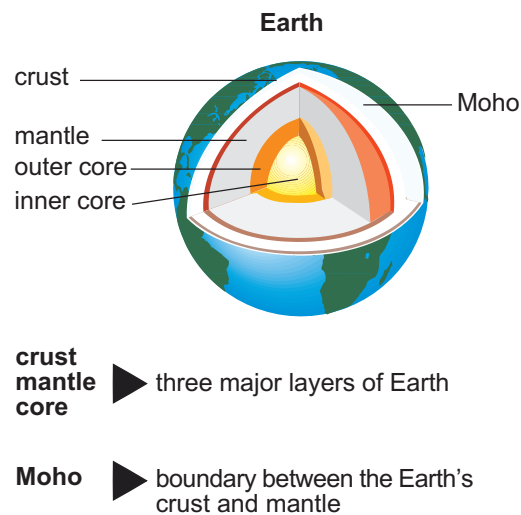
The Line Diagram

A *line diagram* shows the relationship between ideas or events. It uses lines, symbols, and words to do this. The line diagram below shows the family members of Abraham Lincoln.

Here, the different boxes are on the different levels. This indicates different generations. However, the boxes are of equal size. This means each division is equal in importance.

Family Tree of Abraham Lincoln

| Thomas Lincoln 1780-1851 | **married** | Nancy Hanks 1784-1818 |

| Abraham Lincoln 1809-1865 | **married** | Mary Todd 1811-* |

| Robert Todd Lincoln 1843-* | Edward Baker Lincoln 1846-1850 | William Wallace Lincoln 1850-1862 | Thomas Lincoln 1853-1871 |

* *death dates uncertain*
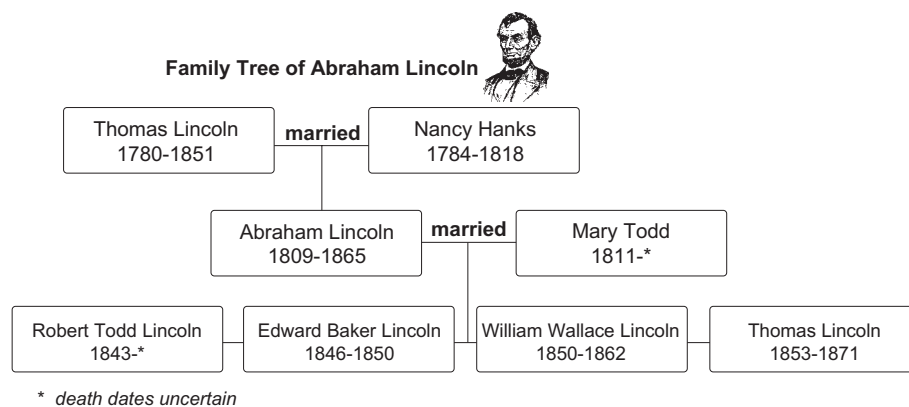
Sometimes, a line diagram will show a process. Usually, the diagram will show steps from top to bottom. You will know where to begin and where to end from looking at the diagram. Look at the diagram to the right. This diagram illustrates the steps to American citizenship.

Steps to American Citizenship

- file a declaration of intention in any federal court
- file a petition requesting American citizenship
- obtain two American citizens to decare the individual has lived in this country for five years
- have good moral character
- believe in the principles of the Constitution
- pass an examination of literacy and American history and government
- take an oath of allegiance (loyalty)
- sign a certificate of naturalization
- give up their loyalty to their former country (unless dual citizenship is recognized)
- promise to accept the responsibilities of citizenship
- Once he or she has met all of the requirements, the applicant is sworn in by a federal judge.

Practice

*Use the **picture diagram** below to answer the following.*

Hemi Engine
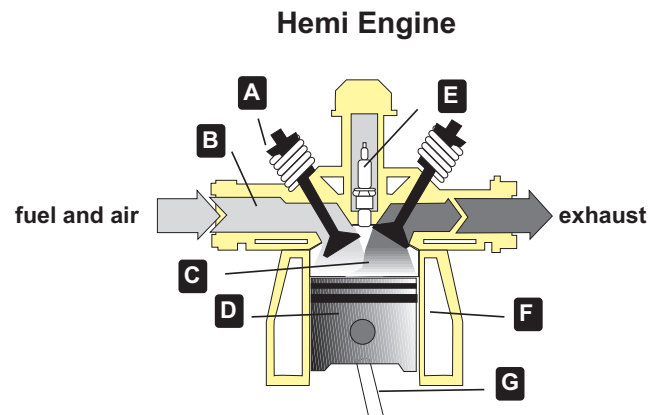
A **valve**—opens at the correct time to let fuel and air mixture in and to let exhaust out

B **port**—the passage through which the fuel and air mixture proceeds on its way to the cylinders

C **combustion chamber**—an enclosed space where combustion takes place

D **piston**—a round or cylindrical plug, which slides up and down in the cylinder

E **spark plug**—a device which causes electricity to ignite the fuel and air mixture so that combustion can occur

F **cylinder**—the round chamber that houses the pistons

G **connecting rod**—converts the up-and-down motion of the piston into a circular motion

1. What is the function of the connecting rod? _____

   _____

2. Where does the fuel enter the engine? _____

3. Where in the engine does combustion take place? _____

   _____

4. What does the valve let out of the engine? _____

5. What causes electricity to ignite the fuel? _____

Finding Information: Identifying the Right Source

Historians are calling this the Information Age. We are flooded with information from many sources. These include computers, television, cable networks, radio, videos, compact discs, faxes, and good old books. From the time we get up to the time we nod off, we'll have read thousands of words. We will have ignored many more.

We are flooded with information from the television.

Words and messages are a constant part of our daily lives. They call to us from road signs, computers, food packages, calendars, and schedules. They tell us what is good for us and what we should buy. They influence what we should believe and what we should know.

We are, at times, overcome with information. Which messages are important? Which ones do we ignore? How can we tell the difference?

We tell the difference by becoming discriminating readers and listeners. Such consumers understand what they read and hear. They know which messages are valuable and which are not.

Individuals who lack these reading and listening skills are not so fortunate. They will be unable to determine what information is useful and what is not. As a result, they will become less desirable job applicants. In addition, these consumers will be vulnerable to advertisers and easily influenced by the media.

The amount of information available to us grows every day. Since the time of your great grandparents, humankind has gone to the moon and invented the computer. For every new idea, product, or process, there is a massive amount of information created. One of the most important skills you can acquire is to learn how to find, understand, and use information.

We need to become discriminating readers.

The chart below includes a variety of resources and the kinds of information found in each. Many of these sources may be found in your home, online, and in your school or local library.

Identifying Types of Resources

Do you need information on
spelling?   definitions?
pronunciation?   parts of speech?
synonyms?   antonyms?

Yes → Look in a dictionary. ▶ Look in a thesaurus.

No ↓

Do you need information on
maps?   population?
exports?   imports?

Yes → Look in an encyclopedia. ▶ Look in an almanac.

No ↓

Do you need general information on
a particular topic?

Yes →

Need more detailed information?
Yes ↓
Look in an atlas.

More information?
Yes ↓

No ↓

Do you need information on
news?   weather?
editorials? obituaries?
business?   sports?

Yes → Look in a newspaper.
↓
Look in a magazine.

Even more information?
Yes ↓

No ↓

Do you need information on
locations?   addresses?
places/names?   phone numbers?

Yes → Look in a directory.

Practice

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

_____ 1. Which source should you consult for a general overview of Florida history?

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

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

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

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

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

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

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

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

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

Using the Parts of a Book

Now you have located the right source of information. Your next step is to learn to locate specific information within that particular source. Most books contain the following parts.

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

- the book's title

- the author's name

- the publisher's name

- the place of publication.

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

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

- information about why the book was written

- acknowledgments: thank-you messages to people who have been helpful.

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

- titles or names of chapters or book sections

- page numbers where these begin.

Florida Wildlife
Table of Contents

Chapter 1
Endangered Species by *J. Schuller* 5
    Mantee 6
    Panther 8
    Brown Pelican 10

Chapter 2
Wildlife on Florida Rivers by *T. Chisholm* 11
    Mullet 13
    Limpkins 17
    Osprey 20

Chapter 3
Pollution—A Silent Killer by *T. Foster* 21
    DDT 25
    Boats and Oil 30

Chapter 4
An Environmental Hero by *T. Sullivan* 31
    Audubon 35

Chapter 5
The Birder's Trip by *A. Fielding* 41
    Clothing 43
    Equipment 45

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

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

- maps, tables, or charts

- copies of letters or official documents

- other special material.

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

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

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

Index

A
animals..............................6
    mantee 6, 12, 45, 88
    panther 8
amphibians 58, 66

B
birds 6
    brown pelican...........10
    limpkins 17
    osprey 20
birdwatching....................6
butterflies 53

C
camping...........................41
    clothing....................43
    equipment ...45, 87, 93
compost 99

D

E
endangered species ...6, 8,
    ....12, 13, 45, 88
environmental issues 22
exotic animals 45, 88

F
fish 11
    mullet 13

G
geography 97
geology 99

H
hunting 46

I

Practice

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

1. Which chapter is about wildlife on Florida rivers? _____

2. Who wrote the article titled "An Environmental Hero"? _____

   _____

3. On what page(s) would you find information on *limpkins*? _____

   _____

4. Under which heading does information on *boats* and *oil* appear?

   _____

5. What can be found on pages 31-34? _____

6. Which endangered species are included in Chapter 1?

   _____

Practice

Study the **index** *below and decide whether the statement is correct or* not *correct. Write* **True** *if the statement is correct. Write* **False** *if the statement is* not *correct. (Numbers refer to the pages within a section, and letters refer to the section.)*

Florida Times
INDEX
Business 2B
Capitol Report...1A
Classified 5B
Comics 3C
Editorials 15A
Local News 2A
Movies 4C
National News 4A
Sports 6C
Statewide News 3A
Television..8C
Weather 1A

_____ 1. Page 1A will show weather conditions.

_____ 2. Section C covers sports and business news.

_____ 3. The *Capitol Report* appears in the same section as other news.

_____ 4. Editorial opinions are located on page 15C.

_____ 5. Section A lists jobs that are available.

Practice

Examine the section of an **index** *below. Circle the correct answer to the statements that follow. (Illustrations are indicated by an* **i**.*)*

1. Information on agriculture can be found _____ .

   a.   on page 6, 15, 93
   b.   under *Uses*
   c.   on page 6
   d.   under *Farming*

2. Information on cypress *cannot* be found _____ .

   a.   on page 93
   b.   under *Cypress prairies*
   c.   under *Wetlands*
   d.   under *See also: Rivers*

3. Page 266 contains information on _____ .

    a.   U.S. Department of Energy
    b.   Florida Department of Energy
    c.   energy sources
    d.   national energy policies

4. On page 138i there is _____ .

    a.   an essay on the Everglades
    b.   a description of the Everglades
    c.   an illustration of the Everglades
    d.   a story set in the Everglades

5. Under *Rivers*, you could find information on _____ .

    a.   basins and the Apalachicola River
    b.   basins and the Cross-Florida Barge Canal
    c.   the Chattahoochee River
    d.   the Apalachicola River and estuaries

Checking a Dictionary

A dictionary is the best source for finding word meanings. One word of caution: words often have more than one meaning. Read them all. Dictionary entries are arranged in alphabetical order. The following will be helpful as you use a dictionary.
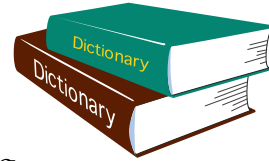
Guide Words. *Guide words* are at the top of each page. They list the first and last words found on a page.

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

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

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

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

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

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

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

Synonyms. *Synonyms* are words with similar meanings.

Antonyms. *Antonyms* are words with opposite meanings.

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

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

Dictionary Page

Entry word

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

Syllable divisions

grid•i•ron (grĭd'i'ərn) *n.* **1.** Football. **a.** The field of play **b.** The game itself. **2.** A metal structure high above the stage of a theater, from which ropes or cables are strung to scenery and lights. **3.a.** A flat framework of parallel metal bars for broiling food. **b.** An object resembling a griddle. [ME *gridirne*, alteration of *gridere*, alteration of *gridel*. See GRIDDLE.]

Definition with two closely related meanings

grid•lock (grĭd'lŏk') *n.* **1.** A traffic jam in which no vehicular movement is possible. **2.** A complete lack of movement or progress. —**grid'lock'** *v.* —**grid'locked'** *adj.*

Pronunciation

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

Spelling and capital letters

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

Accent mark

griev•ance (grē'vəns), *n.* **1.a.** A circumstance seen as just cause for protest. **b.** A complaint or protestation based on a grievance. **2.** Indignation or resentments stemming from feeling wronged. [ME *grevaunce* < OFr. *grevance* < *grever*, to harm. See GRIEVE.]

Parts of speech (principle parts of the verb)

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

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

Synonyms .... *Syns: grieve, lament, mourn.*

Antonyms .... *Ant: rejoice*

griddle

G

Pronunciation key

ă	fat	ōo	foot
ā	day	u	fun
âr	care	ûr	urge
ä	barn	th	thin
ĕ	bet	th	this
ĭ	bit	hw	which
ō	note	zh	usual
ô	more		

' primary
' secondary

331

Practice

Part I

Use your **science textbook** *to answer the following.*

1. In what city was your textbook published? _____

   (**Hint:** Often several cities are listed. Usually the city your book came from is in bold print. If not, choose the city nearest to you. If you need help with this, ask your teacher.)

2. In what year was your textbook published? _____

   (**Hint:** If several years are given, choose the most recent.)

3. How many chapters are in your textbook? _____

4. Write down the first two terms in the glossary and their definitions.

   _____

Part II

Use a **dictionary** *to answer the following.*

5. What does the word *osculate* mean? _____

   _____

6. From what language is the word *assassin* derived? _____

   _____

7. What are three synonyms for the word *confuse*? _____

   _____

8. How many years are there in a *millennium*? _____

9. How many different parts of speech can the word *scourge* be? ____

    _____

    What are they? _____

    _____

10. What does the word *scourge* mean? _____

    _____

    _____

Responding to What You Read: Interacting with Material

Part of the reading process is responding to what you are reading. There are many ways you can respond to something you have read. You can make a list of important ideas, write a **summary** or abstract, write a paragraph or essay in response, draw a picture that illustrates a concept, or rewrite an ending to a story or play. In this section you will respond to what you are reading by summarizing information and evaluating the material.

Summarizing Information: Telling the Main Points

A *summary* is to a piece of writing what a skeleton is to a body. It outlines in brief the structure and central ideas of the writing. From a skeleton you could summarize the form and purpose of the body. From a summary you should be able to understand the content and purpose of a piece of writing. Being able to summarize well is a skill that will benefit you in your high school classes, in college, and in the work place. A good summary can provide you with a useful easy-to-use source of information for essays, papers, test preparation, letters, and other documents you may need to write in your future jobs.
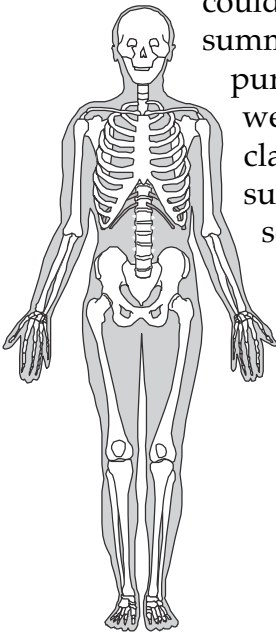
A summary is to a piece of writing what a skeleton is to a body.

When you write a summary you will use two important skills: understanding what you read and reorganizing important information. Once you understand what you have read, recognize the main ideas and supporting details, and reorganize your information, you are ready to put the writing into your own words. A good summary is *not a list of quotations from the original material.*

Before you begin to write your summary, read the passage twice. Read it the first time to get an overview of the passage. Read it a second time to discover the details that support the main idea. Pay careful attention to introductions, conclusions, **topic sentences**, subtitles, and specific details during the second reading.

During or after your second reading, take notes on essential information. (See Unit 3 for ideas on taking notes.) One way to recognize essential information is to see if the passage would make sense without it. If you removed the spine from a skeleton, the body would look very peculiar and probably collapse! If information is essential to a passage, the passage would not make sense without it. Information that may not be essential to a passage includes examples, anecdotes, stories, words in parentheses, and minor details. Your summary should be about one-quarter of the length of the original passage.

The last step in preparing a summary is to reread it and compare it to the original passage. Make sure you have not left out anything essential or have not added anything that was not there to start with.

Preparing a Summary

1. Record the title of the chapter or article and the author.

2. Record the name of the source containing your selection and the date it was published. This could be the name of a book, magazine, newspaper, movie, or other original source.

3. Preview the reading selection.

4. Read the selection to get an overview.

5. Reread the passage carefully for essential information. Write down any unfamiliar words, and use the dictionary or context clues to find out what they mean.

6. On a planning sheet, write down the following:

   a) what you think the main idea of the selection might be

   b) the most important facts you learned from reading the selection. Record facts using fragments or phrases: *Do not copy complete sentences or paragraphs*. Set off each fact with a number, letter, or bullet.

7. Note the method used to present information: listing of facts, comparison or contrast, chronological order, illustration, cause and effect, and order of importance.

8. Use this information to write a summary of your selection. Make sure to turn your notes into complete sentences as you write.

The following chart lists some key words and phrases you should look for when you are reading and use when you are summarizing.

Examples of Key Words Indicating Key Points	
A vital factor	A major reason
A central concern	Most importantly
In conclusion	Because of
Essentially	In response to

Practice

*Read the selection below. Use the **steps** outlined on the previous page and the **Summary Planning Sheet** on the following page to write a **draft summary** of the selection. Use your own paper to write a **final summary**.*

The Anglo-Saxon Period: Age of Legends and Heroes, 449-1100

by Suzy Williams
May 2005

Here in the United States, we know exactly when our country was born. However, this is not true in England. England is a very old country, not a relatively new one like the United States. For this reason, much of England's early history was not written down. The first written history came in 55 B.C., when Julius Caesar, the Roman general, invaded the largest of the British Isles. He recorded the events of the invasion and described the civilization he found: one with a long history of war.

General Julius Caesar

Prior to the Romans' arrival, small bands of warriors constantly fought for authority among themselves. None of them were strong enough to hold power for long or to unite these early inhabitants into one nation. These tribal civilizations were overrun by a people called the Celts. It is the Celtic civilization that Caesar encountered and later drove to the west and the north. The particular tribe that greeted the Romans were called the Britons, and it is from them that Great Britain takes its name.

The Romans occupied Britain for nearly 400 years. They withdrew in order to defend their own city of Rome, which was under attack from European invaders. The Celts again took over but never as a unified nation. The Celts were again overrun by Germanic invaders that included the Angles and Saxons. Although the date assigned to this invasion is 449 A.D., several decades passed before the Anglo-Saxons were firmly in control of Britain.

One of the Celtic chiefs defeated by the Angles and Saxons was Arthur, who became famous through legends of his kingdom called Camelot. The new invaders organized the country, which they called Angle-land, into seven kingdoms. These seven kingdoms were powerful enough to successfully defend themselves against the Viking invaders from Denmark.

In 1066 Britain was again invaded successfully. Warriors from France, called the Normans, defeated the Anglo-Saxons at the Battle of Hastings. This was the last time that an invading army defeated Britain. The successful Norman king became known as William the Conqueror, and he was crowned

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on Christmas Day of 1066. William united England, paving the way for the eventual establishment of Parliament, the democratic assembly which governs England to this day.

It is not surprising that England's early literature included accounts of battles and glorified brave warriors as heroes. Most of these heroic accounts are preserved in various types of poetry. The Celtic poetry was enjoyed as stories told by a special group of individuals known as bards. The bards recited their tales, mostly about the adventures of their tribes. These tales were not written down, so bards became the historians of their respective tribes. They would pass their tales and the history these tales contained down to their successors, and many of the legends survived in this way.

The Anglo-Saxons: Singing Their Stories

The Anglo-Saxons also preserved their legends in poetry. Most often used was the epic poem. These epics were recited by poet-singers called scops, whose chant-like recitations were accompanied by the music of a harp.

The most important piece of literature to come from the Anglo-Saxons was the epic poem *Beowulf*. Many historians consider this epic to be the first major work in English literature. Nothing is known about the poet who wrote *Beowulf*. Scholars believe that the poem was composed sometime in the 8th century and written down about 200 years later.

The poem tells the story of *Beowulf*, a great war chief, who fought and killed a terrible monster named Grendel and then died killing the monster's mother after she came to seek revenge for the death of her son. The prologue or

Beowulf fought and killed a terrible monster named Grendel.

introduction of the poem relates the history of the place where Grendel attacked. In it you will read about Scyld, King of the Danes.

Beowulf was written in Old English, a language very different from the English we speak today. The tale has been translated many times throughout the years, and it is somewhat challenging to read.

Summary Planning Sheet

Name of Source: _____ Date: _____

Title of Selection: _____ Author: _____

Main Idea: _____

Supporting Details or Most Important Facts: _____

_____

_____

Unfamiliar Words or Phrases: _____

_____

_____

Method Used to Present Information: _____

Draft Summary: _____

_____

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Practice

Select a **story**, **chapter**, *or* **article** *that you are expected to read for one of your classes. Read and* **summarize** *your selection using the* **Summary Planning Sheet** *below. Use your own paper to write a* **final summary**.

Summary Planning Sheet

Name of Source: _____ Date: _____

Title of Selection: _____ Author: _____

Main Idea: _____

Supporting Details or Most Important Facts: _____

_____

_____

Unfamiliar Words or Phrases: _____

_____

_____

Method Used to Present Information: _____

Draft Summary: _____

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Practice

Circle the letter of the correct answer.

1. Reading materials are filled with _____ , including tables and graphs.

   a. visual references
   b. connotations
   c. metaphors

2. Graphs are usually divided into three kinds: _____ .

   a. people graphs, alphabet graphs, and number graphs
   b. line graphs, pie graphs, and bar graphs
   c. picture graphs, computer graphs, and reading graphs

3. A _____ is in the shape of a circle.

   a. comparison table
   b. line graph
   c. pie graph

4. One of the most important skills you can acquire is to _____ .

   a. learn how to find, understand, and use information
   b. learn how to read a graph
   c. change the ink cartridge in your printer

5. The _____ shows how the book is organized.

   a. copyright page
   b. title page
   c. table of contents

6. A _____ is a brief restatement of the main points of a piece of writing.

   a. visual reference
   b. summary
   c. prefix

7. The sentence that tells the focus or main point of a paragraph is called the _____ .

    a.   topic sentence
    b.   introductory sentence
    c.   title sentence

Evaluating What You Read: Recognizing Fact and Opinion

Much of what you read has been written by people who hope to convince you that one particular opinion, idea, or commercial product is better than another. Many of these writers are quite skillful with words. For this reason, you must learn to *evaluate* reading materials in order to determine whether the content is *reliable* or *prejudiced*. Such evaluations will also help you to understand the writer's purpose and reasons for presenting information in the manner the writer presents it.

Is this content reliable or prejudiced?
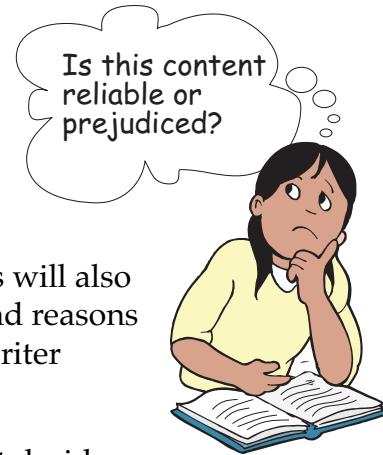
In order to evaluate a piece of writing you must decide whether what is being said is true or not. A good reader draws upon her knowledge in order to decide if something is true or not. Each time you read, you bring your store of knowledge to the facts and ideas expressed in the selection you are reading. You are constantly comparing what you know with what you read or hear. After making this comparison, you decide if a statement is true or false.

Consider the following statements:

> The first bicycle was invented by Karl D. von Sauerbronn in Germany in 1816.

> The new NP 9000 automobile fits everyone's lifestyle and everyone's pocket.

Even though you may not know for sure that the first statement is true, you could easily check by looking it up in an encyclopedia or almanac. Your previous knowledge probably told you that this statement is probably true because the facts are verifiable.

The second sentence is probably not true. It would be very hard to check this statement for accuracy. In order to do so you would have to match the car to every single person's lifestyle and income. Even without checking, your previous knowledge probably told you that not everyone can afford a car nor would one car ever be able to fit everyone's wants and needs.

Ask yourself the following questions when evaluating something you are reading:

1. What is the author's purpose in writing?

    - Is the author trying to convince you to change your mind about something?

    - Is the author angry about an injustice and hoping to have this injustice corrected?

    - Is the author attempting to sell or promote a product or idea?

2. Are the statements true?

    - How do these statements compare to what you already know?

    - What facts does the author use to support or justify the statements?

    - Do these facts justify the author's opinion?

    - Is the author qualified to make these statements? If so, how?

3. Do the statements make sense?

    - Does the author recognize the other side of the position?

    - Can you tell which side of the argument or position the author favors?

    - Are the reasons for favoring this position understandable and clearly stated?

4. What techniques does the author use to convince you of her point of view?

    - Does the author appeal to your vanity?

    - Does the author assume that the reader has certain biases and prejudices?

    - Does the author emphasize or leave out important facts in an effort to influence your thinking?

5. How effective are the techniques the author uses?

    - Do you feel inclined to agree with the author's argument?

    - Do you feel insulted or angry in any way because the author assumed you possessed certain biases or opinions?

    - Has the author touched on certain likes, dislikes, or fears that you have about a certain subject?

Practice

Read each of the following statements. Then, based on what you know, write **True** *if the statement is correct. Write* **False** *if the statement is* not *correct.* **Remember:** *In order to be true, a statement must* **always** *and under any circumstance be true.*

_____ 1.   Girls are always better math students than boys.

_____ 2.   Smoking is a cause of lung cancer and emphysema.

_____ 3.   Everyone who smokes will fall victim to either lung cancer or emphysema.

_____ 4.   Graduating from high school guarantees that you will be accepted into college.

_____ 5.   Young men must register for selective service upon turning 18 years of age.

_____ 6.   It is illegal to sell alcohol to minors.

_____ 7.   Tallahassee is the capital of Florida.

_____ 8.   The sun always shines in Florida.

_____ 9.   Big Bear Tires are bigger and better than any other tires on the road.

_____ 10. The earth revolves around the sun.

Practice

Use the **two editorials** *or* **letters to the editor from your local newspaper** *that present* **two opposing views on the same subject** *from your teacher. Read each editorial or letter and answer the following.*

1. What is the author's purpose in writing this piece?

   Item A: _____

   Item B: _____

2. Are all the statements true?

   Item A: _____

   Item B: _____

3. Do all of the statements make sense?

   Item A: _____

   Item B: _____

4. What techniques (prejudice? vanity? fear?) does the author use to convince the reader?

   Item A: _____

   Item B: _____

5. Are techniques effective? Why or why not?

   Item A: _____

   Item B: _____

6. On your on paper, use the answers to the questions above to write a paragraph that explains which article is more effective and why.

Unit 3: Writing—Making Words Speak

Unit Focus

Reading

- Select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection. (LA.A.1.4.1)

- Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings. (LA.A.1.4.4)

- Determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material. (LA.A.2.4.1)

- Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. (LA.A.2.4.4)

- Identify devices of persuasion and methods of appeal and their effectiveness. (LA.A.2.4.5)

- Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. (LA.A.2.4.6)

- Analyze the validity and reliability of primary source information and use the information appropriately. (LA.A.2.4.7)

- Synthesize information from multiple sources to draw conclusions. (LA.A.2.4.8)

Writing

- Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. (LA.B.1.4.1)

- Draft and revise writing that

    - is focused, purposeful, and reflects insight into the writing situation;

    - has an organizational pattern that provides for a logical progression of ideas;

    - has effective use of transitional devices that contribute to a sense of completeness;

    - has support that is substantial, specific, relevant, and concrete;

    - demonstrates a commitment to and involvement with the subject;

    - uses creative writing strategies as appropriate to the purpose of the paper;

    - demonstrates a mature command of language with precision of expression;

    - has varied sentence structure; and

    - has few, if any, convention errors in mechanics, usage, punctuation, and spelling. (LA.B.1.4.2)

- Write text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. (LA.B.2.4.1)

- Organize information using appropriate systems. (LA.B.2.4.2)

- Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization. (LA.B.2.4.3)

- Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information. (LA.B.2.4.4)

Unit 3: Writing—Making Words Speak

Overview

Writing has been a part of your life for a long time; for most of you, since you began school. Since then, you have learned more each year. This unit will help you improve the skills you have. It will also help you to build new writing skills.

The unit begins with a guide to prewriting, the steps you take to plan a writing project. Prewriting is important to a successful project. It helps you lay a solid foundation for your draft. You will be given strategies for prewriting, and you will practice choosing a topic. You will also be given ideas for collecting information and for organizing this information.

Writing has been a part of your life for a long time.

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 and will help you become familiar with the parts of the paragraph. You will learn about the different ways to organize a paragraph and the different types of paragraphs.

You will write first drafts of several paragraphs and use these drafts as you work through the next unit. Please save all your drafts, you will need them in Unit 4. 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 paragraphs .... 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

main idea .... the most important idea or point in a paragraph or piece of writing

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

paragraph .... a group of related sentences that present and develop one main idea

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

purpose .... the specific reason a person has for writing

subject .... whom or what a sentence is about

supporting details .... the words used to support the main idea or topic sentence
Examples: Supporting details can describe a person, persuade an audience, or explain a process

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

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

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

useful topic .... a topic that has been limited and that points to something specific about the general topic

Prewriting: Sharpening Your Point and Gathering Materials

The first step in the writing process is selecting the writing **topic**. Often, you will be given a general *topic*. For instance, your social studies teacher may assign you to write an essay on the city in which you live. Let's call your city Dynamotown. First, you will list what you knew about Dynamotown. You know that it was founded about 200 years ago by English settlers. You also know that it is surrounded by water. Other than that, you know little about your city. You are ready to begin your research.

As you begin to collect information on Dynamotown, you realize this topic is very broad. It would take many books to hold everything there is to say about this city. Of course, there is the 200-year history of your city— exactly when and how it was founded. There is the geography of Dynamotown, including its waterways and climate. There is the government—whether Dynamotown has an elected mayor or a city manager. The list goes on and on.

You may find you have too much information on Dynamotown.

You find you have too much information. You must then narrow this topic—the city of Dynamotown. You need to create a **useful topic**. A *useful topic* narrows your focus to a specific part of the general topic. A limited— useful—topic provides you with something specific to research, think about, and then write about.

Imagine that during your reading on Dynamotown, you made an amazing discovery.

- You found that much of Dynamotown was once under a wide river.

- At the beginning of the 20th century, dikes were built to narrow the river.

- These dikes doubled the size of Dynamotown. Imagine, where your house now stands there was once nothing but water!

You decide to research how and why these dikes were built. You have successfully narrowed your topic.

You began with a broad subject—the city of Dynamotown, your home city. You then narrowed this to a useful topic—how and why the dikes surrounding the city were built.

1. You used the information you gathered.

2. You used what you already knew.

3. You found a topic that interested you.

Practice

Read your school's student handbook. 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
The geography of Dynamotown		How and why dikes were built
The effects of a nuclear dump on Dynamotown		The effects of a nuclear dump on the groundwater of Dynamotown
Basketball		How Wilt Chamberlain changed the rules of basketball

Now think about your three useful topics. Which of these inspires your interest and emotions the most?

My useful topic is_____ .

Gathering Information

Carolina recently completed an essay. She was asked to describe a pleasant memory with her favorite relative. Carolina wrote about making a Christmas piñata with her sisters and brothers when she was five years old. Carolina knew all the **details** herself. She did not have to research her topic because she was relating a personal experience. You will often be asked to write about personal experiences. Like Carolina, you will already know exactly what to say.

Carolina wrote about making a Christmas piñata with her sisters and brothers when she was five years old.

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

The following three steps 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 think you know. 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.

Each week write in a personal journal.

- **Clustering or Webbing:** 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 or Web Model on the following page.
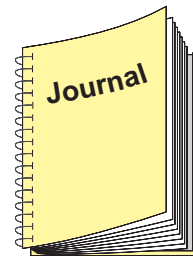
As you can see below, *clustering or webbing* is an excellent way to organize information. Clustering helps you to picture how words and phrases connect to a topic.
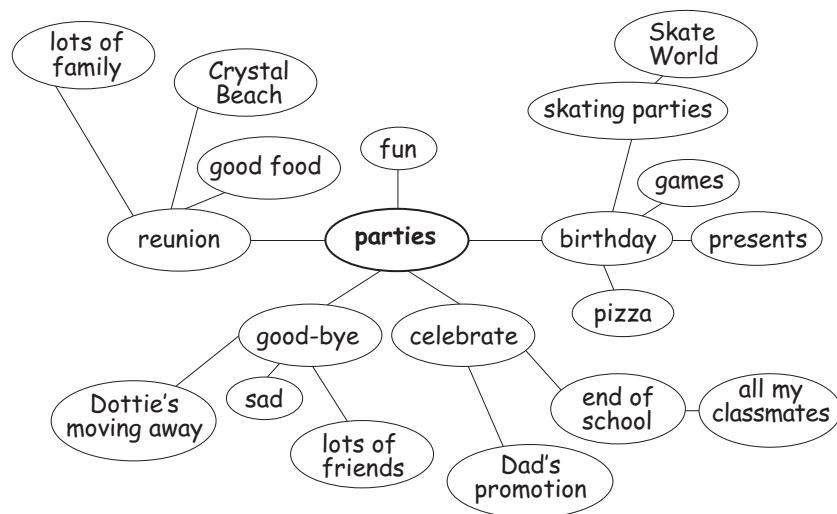
Cluster or Web Model

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.

Write down details you already know.

- **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

A very famous song is entitled "My Favorite Things" and is, truly, a listing of favorite things. The speaker/singer explains that when life is going badly for him or her, he or she just thinks of this list and feels better. Most of us, even if we do not like to admit it, have a similar list of favorite things that make us feel better. Think for a few moments about yours.

Below, **list 10 of your favorite things**. *Write down those that make you feel better.*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Choose one of **your favorite things**. *In a nicely structured essay on your own paper, explain to one of your friends* **how it came to be a favorite thing**. *Also, give an example of how you are able to "use" the thought of this item to make you feel better when things aren't going well for you.*

Practice

All of us have been fortunate enough to have **near-perfect moments** *in our lives. Perhaps it was a special birthday or a holiday celebration. Maybe it was as simple as an afternoon with a best friend. Usually, we remember these occasions all our lives, and we never think of them without smiling and feeling our mood lighten.*

Think for a few moments about such occasions in your life. 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.*

_____

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

Who? _____

_____

_____

What? _____

_____

_____

When? _____

_____

_____

Where? _____

_____

_____

Why? _____

_____

_____

How? _____

_____

_____

Practice

All of us have **favorite characters** *from television, movies, or literature. Think for a few moments about yours.*

Once you have decided who your favorite character is, **put her/his name on the blank space** *in the circle below. Then* **complete a cluster around this character***. Look on pages 160-161 before you begin if you cannot remember how to do a cluster or web. Continue to work until your teacher tells you to stop.*

```
 _____
       character's name
```

Now **freewrite** *about your favorite character for* **five minutes**. *Record all of your* **thoughts and feelings** *about this character. Use the space below.*

_____

_____

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Practice

Choose **one** *of the three* **useful topics** *that interested you on page 159. Use one of the methods on pages 160-162 to* **collect your thoughts***. How much did you know about your* **topic***? Probably quite a bit. You now need to* **record this knowledge***. Below is an example of an* **Inventory Chart***. It will help you organize your information. Note that the first column is labeled* **What I Know***.*

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

Inventory Chart	
What I Know	**What I Want to Know**

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.

Once you have good notes, you can organize the information.

- 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 45-47 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

Description

The following selection describes the creation of men taken from Greek mythology. This essay follows the description pattern. It opens with a general description of man's creation. Then, it continues to describe two of the different races of men created by the gods.

Greek Mythology—The Creation of Humankind

Greek mythology offers several accounts of how human beings were created. All of these accounts have certain things in common. In each, the gods were responsible for humankind's creation. Also, each version tells of how humans devolved from near gods to very imperfect creatures. One of the most famous accounts is told by the writer Hesiod. His version of the myth included five different races of mortals. A description of the first two illustrates how the race declined.

Hesiod tells us the first race was a race of golden mortals. They lived very much like the Olympian gods. These mortals lived together without war or sickness. They then died peacefully in their sleep without pain. These men and women honored and loved the gods. They, in turn, were loved and blessed by the gods. However, this race disappeared from the earth, but not completely.
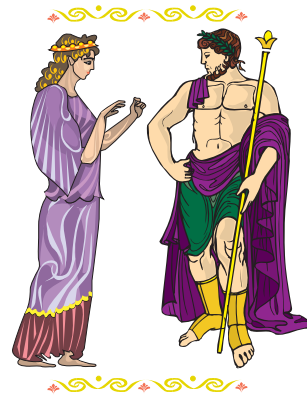
Each version tells of how humans devolved from near gods to very imperfect creatures.

They still exist as spirits and the protectors of mortal humans. These beings still receive great honor from gods and humans alike.

The gods then created a silver race of beings. Children were reared by their mothers for 100 years, and they played as babies. When they grew up, they lived only a short time. Their lives were stressful and painful, largely because they lacked common sense. These men and women were unkind to each other and arrogant. They did not worship the gods or make proper sacrifices to them. They angered Zeus, who hid them away until they disappeared from the Earth. The spirits of these mortals live under the Earth. Despite their shortcomings, they are honored by living mortals.

The silver race of beings angered Zeus.

One of the best ways to organize important information from a description is with a cluster or web. *Clustering or webbing* is creating a graphic organizer that pictures a plan for arranging information. Clustering words and phrases around a central topic to show how they connect to a topic. Look at the following example of the cluster (web) for "Greek Mythology—The Creation of Humankind."

Cluster or Web Model of Greek Mythology—The Creation of Humankind

- includes five different races
- Hesiod's account of the creation of humans
- shows decline of mortals
- blessed by gods
- godlike
- first two races
- unkind to each other and gods
- loved each other and gods
- first gold
- lived without war or sickness
- lived 100 years as children
- second silver
- destroyed by Zeus
- died peacefully in their sleep
- lives stressful and painful
- still exist on Earth
- lived a short time as adults
- lacked common sense
- spirits live beneath the Earth
- honored as spirits
- receive honor from mortals

First: center topic in cluster or web.
Then: write important details on the arms of cluster or web.

Practice

Read over the following **article** *about an* **early form of a canoe**. *Then* **take notes** *over the article. Use the* **cluster or web** *started below to* **organize your notes**.

An Unusual Canoe

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

(The Bull Boat)

First: center topic in cluster or web.
Then: write important details on the arms of cluster or web.

Main Idea and Supporting Details

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

A Shameful History

We often hear today about unfair treatment of workers by factory owners and supervisors. However, these instances usually cannot compare to the cruelty shown to 19th century workers. Often, during this time, the owners of factories and mills hired young orphans. They would then force these children to work 15 hours a day. There are stories of employers chaining children to their machines because the employers did not want them moving about too much. Many factory owners preferred to hire women but not because they believed in equal rights. Women were smaller than men and could move easily among the machinery. They were considered more timid and easily frightened if they were threatened with losing their jobs. Any worker who complained about the hours or working conditions was fired. Whenever possible, the employer would make sure the trouble-making worker was thrown into jail.

The top of the table states the main idea.

Nineteenth century factory owners treated their workers cruelly.		
Owners hired orphans and forced them to work long hours	Owners hired women because they could move between machinery and were considered to be easily frightened	Owners would fire workers who complained and throw them in jail if possible
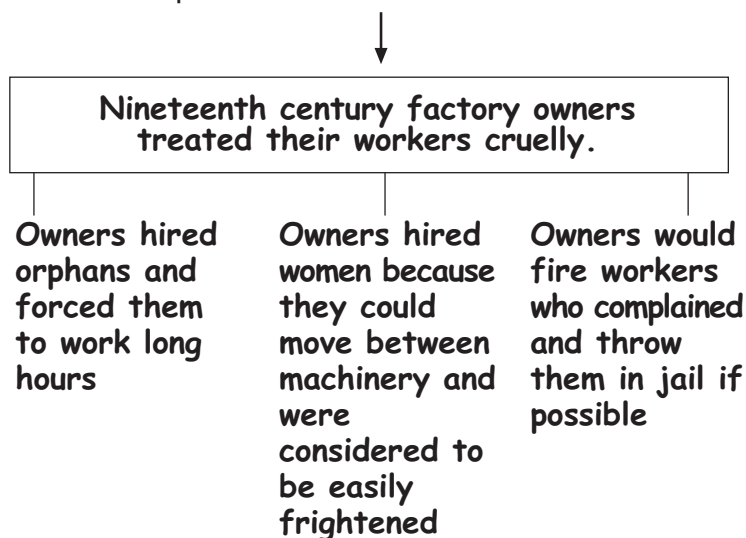
The table "legs" list supporting details.

Practice

Read the following **article** *offering* **tips for a successful job interview**. *Then* **take notes** *over the article. Use the* **table organizer** *started below to* **record your notes**.

You're Hired!

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

main idea

↓

The table "legs" list supporting details.

Practice

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

details	**supporting details**
main idea	**topic**
subject	**useful topic**

_____   1.   the subject of written material; what the material is about

_____   2.   the added information about a topic

_____   3.   a topic that has been limited and that points to something specific about the general topic

_____   4.   whom or what a sentence is about

_____   5.   the most important idea or point in a paragraph or piece of writing

_____   6.   the words used to support the main idea or topic sentence

Comparison and Contrast

The information below compares two decades in American History. The first paragraph points out similarities between the 1920s and the 1960s The remaining paragraphs deal with the differences.

Compare and Contrast

Our Rebellious Grannies

In the 1960s, several feminist writers pointed out that their decade bore a strong similarity to the Roaring Twenties. They pointed out how young women of both decades were rebellious. These individuals refused to accept the traditional image of women society held for many years. They redefined female morality and fashion. They also rejected their parents' beliefs in traditional women's roles. Instead, these young women wanted more equality with men.

However, certain differences do remain between the decades. Young women in the 1920s were breaking completely new ground. Their attempts at rebellion did not greatly change things for many years. They did, after much work, gain the right to vote in 1920. However, it took years for many of them to actually do this. Also, few women had jobs outside the home. Most found it almost impossible to own property in their own names. Only a handful of professional positions were filled by women. This was probably because so few women completed their education beyond high school, if that. The rebellious young women of the 1960s were, for the most part, college-educated. They worked to gain equal status within the professional job market that had been completely closed to their grandmothers. While their grandmothers had marched for the right to vote, these women worked to put themselves on the ballot.

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

**Our Rebellious Grannies
Young Women of the 1920s and the 1960s**
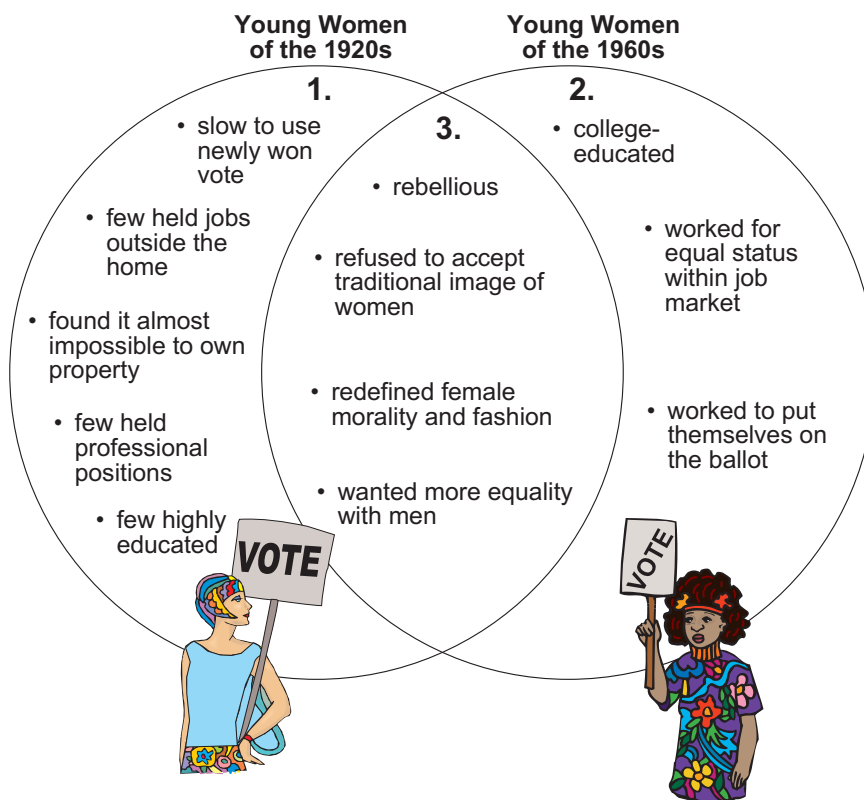
Young Women of the 1920s

1.
- slow to use newly won vote
- few held jobs outside the home
- found it almost impossible to own property
- few held professional positions
- few highly educated

3.
- rebellious
- refused to accept traditional image of women
- redefined female morality and fashion
- wanted more equality with men

Young Women of the 1960s

2.
- college-educated
- worked for equal status within job market
- worked to put themselves on the ballot

VOTE

VOTE

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

Area 3 lists details shared by subjects.

Practice

Read the **article** *below about* **cookies**. *Then* **take notes** *over the selection. Use the* **Venn diagram** *on the following page to* **organize your notes**.

Chocolate, Anyone?

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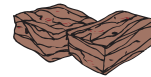
Chocolate, Anyone?
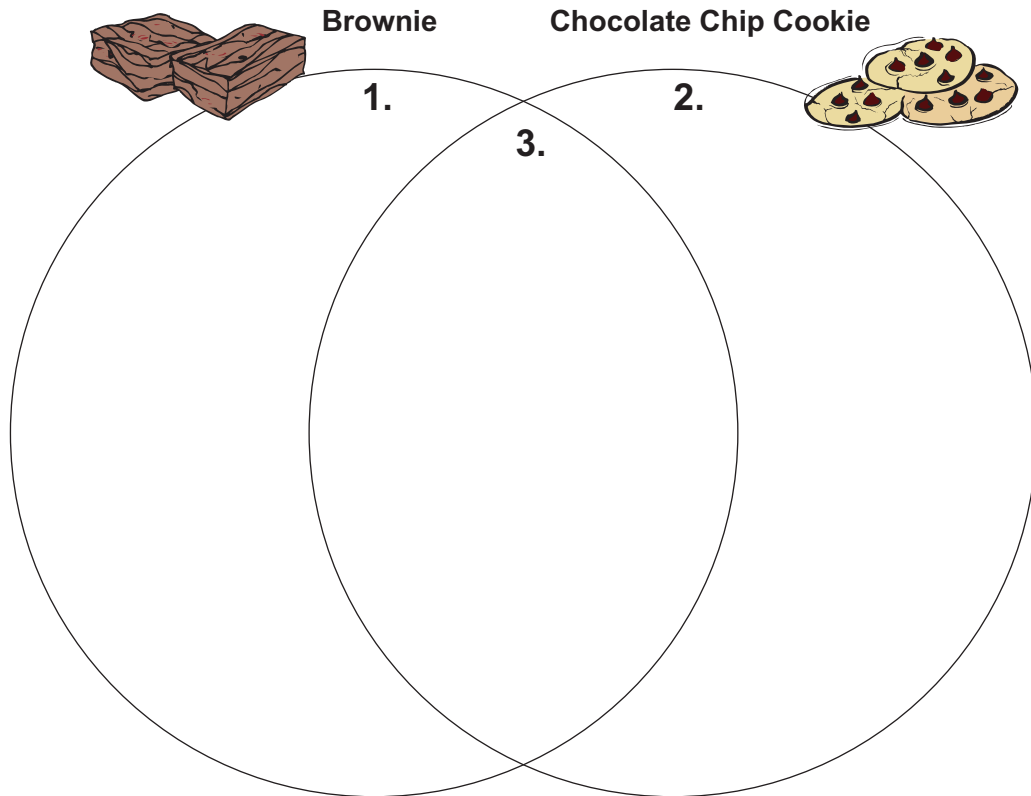
Brownie   **Chocolate Chip Cookie**

1.   2.

3.

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

Area 3 lists details shared by subjects.

Chronological Order

The following information provides details in *chronological order*. Chronological order means that the details are listed in *time order*. The selection discusses the history of the Nancy Drew mystery books. Some of you may be familiar with these books. More than likely your mothers will be. Your grandmothers will almost certainly be familiar with Nancy Drew.

Nancy Drew: A Heroine for All Seasons

In March of 2004 an American tradition was reborn. Publisher Simon & Schuster launched a new *Nancy Drew: Girl Detective* series of books. To thousands of mothers, grandmothers, and even great-grandmothers, this was good news. Reading Nancy Drew mysteries has been a part of growing up for American girls for over 72 years. As these years passed and the country changed, so did the character of Nancy.

The first Nancy Drew mystery was published in 1929. This novel, *The Secret of the Old Clock*, was written by Mildred A. Wirt. Ms. Wirt wrote 23 of the first 30 books in the series. However, she was not credited as the author. She wrote for Stratemeyer Syndicate, who published this and all following novels under the name of author Carolyn Keene. This Nancy was different from the "namby-pamby" girl characters seen in most girls' books of the time. She was strong-willed and independent, much like the "new woman" of the "Roaring Twenties."
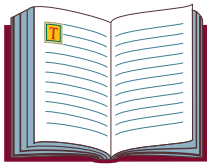
These mysteries, which appeared through the 1930s and 1940s, were illustrated by Russell H. Tandy. He portrayed Nancy as bright and adventurous. She was sophisticated and glamorous, reflecting the sophistication and glamour of the time period. He drew his last cover in 1949.

In 1950, a different Nancy appeared. Illustrator Bill Gillies created this version. This Nancy was less sophisticated and more innocent than the first.

This reflected post-World War II America's attempt to restore the country to simpler, more innocent times.

Within the next 20 years, entertainment interests shifted. Young people became more interested in television than in reading. To respond to this, in 1977, Nancy Drew appeared on television with the Hardy Boys in a weekly mystery hour. However, the mystery books were still published and were still best sellers.

Nancy herself underwent more change in the 1980s and 1990s. The *Nancy Drew Files* series was launched in 1986. In these, Nancy's image was modernized, and she was more interested in romance. In 1995, the *On Campus* series debuted, sending Nancy (finally!) off to college. Inevitably, Nancy entered the computer age in 1998 with the release of the first Nancy Drew computer game, *Secrets Can Kill*.

The year 2003 saw a historic end as the Nancy Drew Mystery Stories series ended. Volume number 175, *Werewolf in a Winter Wonderland*, was published in November of that year, the last to be published since the series began in 1929.

However, you can't keep a good girl down. In March of 2004, the new *Nancy Drew Girl Detective* series debuted. The series began with the reintroduction of the first episode, *The Secret of the Old Clock*. This will allow a new generation of readers to collect their Nancies from the beginning. These books offer richer description and a 21st century heroine. Once again, Nancy Drew has changed as her readers have changed.

A timeline will help you organize details given in chronological order. See the example on the following page.

Timeline of the Nancy Drew Mysteries

1929 — Mildred A. Wirt writes the first Nancy Drew book—*The Secret of the Old Clock*

1949 — Russell Tandy drew last illustration of the original Nancy Drew

1950 — Bill Gillies presents first illustration of new, less sophisticated Nancy

1977 — Nancy Drew/Hardy boys weekly mystery debuts

1986 — *Nancy Drew Files* series debuts: Nancy modernized and interested in romance

1995 — *On Campus* series debuts: Nancy goes to college

1998 — First Nancy Drew computer game—*Secrets Can Kill*

2003 — Publication of Nancy Drew series ends with volume number 175—*Werewolf in a Winter Wonderland*

2004 — New Nancy Drew series relaunched: begins with first book—*Secret of the Old Clock*

Practice

Read the **article** *below about the* **history of paper**. *In the space below,* **take notes** *about the article. Then on your own paper, create a* **timeline** *to arrange the* **important events in chronological order**.

The History of Paper

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

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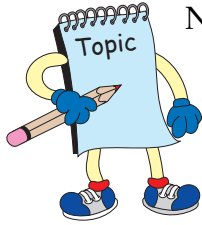
Now your research is finished. You have taken notes on your topic. You have also organized these notes. You probably have more information than you need. Now you need to choose details. You need to write your paper.

Look back over your initial **Inventory Chart** on page 168. Did you find the answers to your questions? Did you find the details you needed? If so, write these details on your new **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 another look at your new **Research Inventory Chart** on the following page. Do you have *enough* information to write your paper? If you do, you are ready to begin. If not, you will need to do *more* research.

Practice

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

Research Inventory Chart

What I Learned ⟶	Where I Found It

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

Writing is communication. Sometimes, however, language gets in the way. In order to communicate, you must choose words your **audience** can understand. Have you ever had a situation like the following?

Tara's uncle was visiting with her family over the holidays. Her Uncle Nathan teaches English Literature at a very respected college in the East. The two of them get along well, and they enjoy many of the same interests.

At dinner, Tara mentioned that her favorite band was currently touring the Southeast. They would be playing in 53 cities in the next 65 days.

Uncle Nathan, who enjoys the band's music, replied, "I am sure those peripatetic[1] buskers[2] will acquire much erudition[3] about many geographic locales[4] in their various sojourns[5]."

Needless to say, Tara had no idea what her Uncle Nathan was saying. Uncle Nathan had forgotten that he was speaking to his 14-year-old niece at a family dinner. He was not lecturing to his graduate students or talking with his fellow professors.

Uncle Nathan missed one of the most important points about communication. He failed to change his words to suit his *audience*.

Had Uncle Nathan done this, his might have said, "Those musicians sure do travel a lot! I'll bet they learn all kinds of things about the different places they visit."

Those musicians sure do travel a lot! I'll bet they learn all kinds of things about the different places they visit.

[1] *peripatetic*—traveling

[2] *buskers*—musicians

[3] *erudition*—knowledge; learning

[4] *locales*—places

[5] *sojourns*—travels; journeys

You adjust your words to your audience every day when you speak. You use a different set of words with your friends than with your teachers. You probably do this without thinking. You need to do the same thing when you write. You need to change your words as your reader changes.

Communication involves more than using the right words for your audience. You must also include the right amount of information for the reader as well. An incident between Tara and Uncle Nathan on the following day shows this. This time, Tara forgot her audience.

Tara's violin recital was to be held after school. Since the performing group was small, the event was to be held at her teacher's home. Uncle Nathan was excited about attending, and Tara was pleased that he wanted to attend. She gave him directions to her teacher's house and wrote down the street name and number. Tara even told Uncle Nathan the color of the house and where he should park.

However, Tara forgot to tell Uncle Nathan that the house was located on a one-way street. Because of this, Uncle Nathan had to drive out of his way and got lost. Fortunately, he arrived before Tara performed. He was, however, half an hour late.

Tara forgot to tell Uncle Nathan that the house was located on a one-way street.

Tara forgot that her Uncle was unfamiliar with the city. She did not give him enough information. Therefore, she failed to communicate correctly with him.

Every time you use words, your words are meant for a specific audience. This is true if you speak, and it is true if you write. In order to write well you must use words that the reader can understand. You must also give the reader the right amount of information.

Choosing the Right Words for an Audience

Use the right words—Choose words that your readers will understand. Also, choose words that are right for the occasion. Don't try to sound overly-educated with your friends. Don't use street slang with your teachers.

Provide enough information—Not every reader needs the same amount of explanation. Adjust the amount of details you provide to your readers. Also, provide the correct kind of details you give—definitions, background explanation, etc.

Remember: Everything you write has an intended reader or audience—one or more persons who will read what you've written.

Before you begin to write ask yourself the following questions:

- Who are my readers?

    Are they your classmates, teacher, parents, best friend, the readers of a particular magazine, or the readers of "letters to the editor" in your local paper?

- What do I know about these readers?

    Are they young or old? How much formal education have they had? What kinds of experience have they had? How do they feel about the topic? What do they already know about the topic? Are they already interested in the topic or will you have to generate their interest?

Practice

Read the following paragraphs. Circle the letter that identifies the best **audience** *for each.*

1. It depends what kind of food you like. If you enjoy Italian food, try Rosa's Restaurant. Everybody loves Rosa's food. To get there, go east on this road, Main Street, to Highway 29. At the intersection you'll see a giant plastic, turquoise elephant. His trunk points north on Highway 29. Go north on Highway 29 for three miles. You'll see Rosa's on the left.

   a. The audience is someone who lives in your hometown or city.

   b. The audience is a visitor to your hometown or city.

2. A *story* has a plot and one or more characters. The plot includes the events and actions, and the order in which they occur.

   a. The audience is a child in preschool.

   b. The audience is a junior high or high school student.

3. You and your team try to hit the ball over the net. Then the team on the other side will try to hit the ball back over the net.

   a. The audience is an adult who wants to improve her volleyball skills.

   b. The audience is a young child who doesn't know how to play volleyball.

4. Think about your heart as being like a pump. It pumps blood through your blood vessels, just like a water pump pushes water through pipes.

   a. The audience is a student studying to be a doctor.

   b. The audience is a child.

Practice

Below are pairs of **synonyms**. *Circle the synonym in each pair that would be most appropriate for a* **formal essay** *written for a teacher.*

1. confused   spaced out

2. wheels   car

3. split   exited

4. clear   cool

5. bread   money

Write a **slang** *word or phrase for each of the following.*

6. hello: _____

7. hat: _____

8. graffiti: _____

9. wonderful: _____

10. handsome or beautiful: _____

11. good: _____

12. man: _____

13. girl: _____

14. car: _____

15. parents: _____

Writing the First Draft

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

- created a useful topic

- learned to take good notes

- organized these notes

- learned to write for your audience.
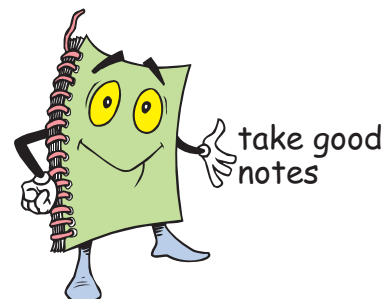
Now, you are ready to write a first draft.

Most first drafts are messy. They are also in need of much revision. When you write a first draft, you begin to mold your organized notes into sentences and paragraphs. Your goal in doing this is to make sense to your readers.

It is almost impossible to do this perfectly in one draft. You will find your work develops as you write. You will think of changes to make your **paragraph** better. The first draft is the perfect way to try different words, reorganize sentences, and add or take out details. In other words, the first draft will help you say exactly what you want to in your writing.

Developing a Paragraph

Many students seem to be born writers. They just "know" how to organize and write without much help. Other students, and this seems to be a majority, must work hard to write well. However, writing well is a skill that can be mastered.

The key to doing so 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.
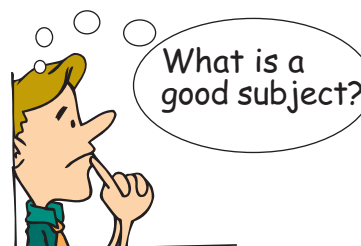
These three steps apply to long essays and to single paragraphs as well. We will begin by organizing and writing a *paragraph*. Later, you can use these skills for longer essays.

A paragraph is a group of sentences that develops a central idea. Although the length of a paragraph can vary greatly, a standard paragraph is usually made up of four or more related sentences. (Keep in mind as you read that creative writers often vary paragraph length. They do this when their characters speak. They also do this for emphasis or word flow.) Paragraphs are developed according to **purpose**. They can explain, which we call **expository** paragraphs; they can attempt to persuade; they can describe; and they can tell a story. We refer to this last type of paragraph as a **narrative**. 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 an *explanation*—called **expository writing**.
- It can be an *opinion*—called **persuasive writing**.
- It can be a *description*—called **descriptive writing**.
- It can be a *story*—called **narrative writing**.

As you prepare for your FCAT and Florida Writes assessment, you will probably be asked to become especially familiar with the *expository* and **persuasive** types of paragraphs and essays. The expository paragraph is especially important to review, as it can be developed in several ways. These are listed below.

1. **Definitions.** Use a definition to define a word, a process, or a concept.

   Example: A decade means 10 years.

2. **Examples.** Use an example to give readers a specific instance.

   Example: A ball tossed into the air shows the force of gravity.

3. **Facts.**   Use a fact to support an opinion or claim you are making.

   Example: The timer on the security camera shows that they got home before 8:00 p.m.

4. **Statistics (numbers or percentages).**   Use statistics to prove what you are claiming is correct.

   Example: Twenty percent of the class got an "A" on the test.

5. **Reasons or Causes.**   Use a reason to justify a statement.

   Example: Driving under the influence can cause accidents.

Sometimes writers have a hard time including enough details to support the main idea. If this happens to you, check the list above for ideas on the kinds of details you could add to your paragraph.

Remember: Readers need clear and accurate details to understand what you have written.

Practice

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

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

_____ 2. writing that paints a colorful picture by using vivid details to present a person, place, thing, or an idea

_____ 3. the readers to whom a piece of writing is directed or the listeners to whom a talk is directed

_____ 4. the specific reason a person has for writing

_____ 5. writing that explains something or informs readers

_____ 6. a group of related sentences that present and develop one main idea

_____ 7. writing that tells a story or recounts an event

A. audience

B. descriptive writing

C. expository writing

D. narrative writing

E. paragraph

F. persuasive writing

G. purpose

The Parts of a Paragraph

One of the sentences in a paragraph tells what the paragraph is mainly about. This sentence is called the **topic sentence**. The *topic sentence* also suggests how the rest of the paragraph is organized. This sentence is usually very general and will *not* contain specific details such as color or size. Often, a paragraph begins with the topic sentence. However, it can be located anywhere in the paragraph, even at the end.

The second part of the paragraph is the body. The **body paragraphs** make up the detail sentences, which give specific details about the topic. These details give important information and help readers understand the central idea of the paragraph. As you write these detail sentences, remember your *purpose* and your *audience*. These will point you to the right specifics to use in your paragraph.

Some paragraphs also include a concluding sentence. It may summarize a very long paragraph or reach a conclusion if needed. Like the topic sentence, the concluding sentence is very general. It will *not* offer specific facts or details.

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 paragraphs…
- make up the 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.
- is very general.
- will not offer specific facts or details.

The Topic Sentence

A good topic sentence serves as a guide for your readers. It previews the contents and the organization of the paragraph. The topic sentence serves a similar purpose for you, the writer. It helps you stay on topic as you provide specific details.

A good topic sentence should contain 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:

> Until 150 years ago, most children were denied the lengthy childhoods most of us today are privileged to enjoy.

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

Look at a similar topic sentence that could introduce the same paragraph.

> Until about 150 years ago, most parents thought of and treated their children as younger adults.

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

Practice

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

_____ 1.   Most often, adolescence begins around the age of 12.

_____ 2.   My bike trip to the top of Grandfather Mountain was the most exciting experience of my life.

_____ 3.   Cigarettes are killers.

_____ 4.   Violence in public schools is on the rise.

_____ 5.   A world without books would be a world without hope.

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: music Classical music can offer enjoyment to anyone

who listens with an open mind.

1. food _____

_____

2. the opposite sex _____

_____

3. animals _____

_____

4. television_____

_____

5. your future career _____

_____

The Body Paragraphs

The main part of the paragraph is the body, which contains information the reader needs to understand the topic. The *body paragraphs* make up the detail sentences. Unlike the topic sentence, these detail sentences are very specific.

However, it is very important that the topic sentence and detail sentences work together. Look at the following example paragraph. You will recognize the topic sentence stated earlier.

Topic Sentence:

> Until 150 years ago, most children were denied the lengthy childhoods most of us today are privileged to enjoy.

Detail Sentences:

1. Many children worked beside their parents as soon as they were old enough to work.

2. If the father was a cobbler, his children most likely helped to make and fix shoes.

3. Parents who worked in factories thought themselves lucky if they could get their children jobs working beside them.

Notice how the two types of sentences work together.

- The topic sentences states a general topic and indicates the writer's opinion about this topic.

- The detail sentences offer reasons why the writer feels as she or he does. They support the opinion. The reasons and examples given are specific, visual, and accurate.

These *supporting details* must be organized in some way. How you organize them depends on the purpose of the paragraph. There are three main ways to organize a paragraph.

Chronological or Time Order

First is *chronological* or *time order*. Time order organizes details according to when they happened.

Time Order

First   Next   Last
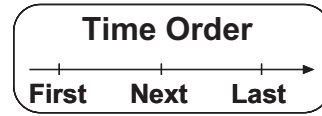
Writers should use certain key words or phrases, also called **transitions**, in these paragraphs. *Transitions* help link ideas, sentences, and paragraphs, and make your writing flow smoothly. These words and phrases also help the reader follow your thought process by seeing the connections between your ideas. Some of these transitions are listed below. (Also see Appendix A for a list of other transitions and connecting words.)

Examples of Key Words to Chronological Order	
after	instantly
at that time	last
at the same time	later
before	next
during	now
during that time	on that day
finally	second
first	then
immediately	until
in that month, week, year	when

You can 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**. *Underline the* **transitional words and/or phrases** *that you find.*

For centuries, legends existed about the dangers of the Bermuda Triangle. However, in the 20th century, historical records confirm these legends. An early recorded incident occurred a few years after World War II on July 3, 1947. On that date, a United States C-54 Superfortress bomber vanished while flying near the Bermuda Triangle. The plane was never heard from again. About six months later, on January 30, 1948, the Star Tiger, a British airliner, disappeared over the same region. Like the Superfortress, the Star Tiger and its passengers disappeared completely. A third incident occurred in 1968 when the Scorpion, a nuclear submarine, disappeared. After several months of lengthy searching, rescuers found the ship on the edge of the Triangle. However, not one of the 100 crew members who had been on board was found.

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.

Place Order

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

Examples of 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**. *Underline the* **transitions and/or transitional phrases** *that you find.*

For years I had wanted to return to the house we lived in when I was born. Last summer, my family and I did, and I wished we had not because it bore no resemblance to the cheerful home I remembered. No longer did the little house sit behind a neat lawn. Instead, the yard in front of the porch was overgrown with weeds. The flowers that used to grow beneath each window were gone, leaving only bare ground. Although it was July, Christmas lights still dangled across the front of the house, making the house look even more neglected. Gone was the huge orange grove behind the house where my brother and I used to play. Instead, a concrete block fence ran along the back of the property. Weeds and grass had grown up and over the walls, almost covering the graffiti barely visible. None of us had the heart to look inside, hoping to hold onto the memories we had of more cheerful times. We wanted to remember the little house as a home, not as the rundown shack at the end of the street.

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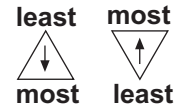
You can organize the order in two ways. You can begin with the most important idea. However, it is usually more effective to end with the most important idea. This makes the most important idea the last one the reader sees.

As with the other two methods of development, transitions or transitional phrases help develop your paragraph. Following are examples of such words and phrases.

Order of Importance

least   most

most   least

Examples of Key Words to Order of Importance	
a more important reason	in the first place; in the second place
also	more importantly
at times	moreover
besides	most importantly
for this reason	next
furthermore	to begin with
in addition	

Practice

The following paragraph is arranged by **order of importance**. *Underline the* **transitions and/or transitional phrases** *that you find.*

Despite being called "the golden years," old age can be a very painful time of life. To begin with, the body literally is feeling pain as it begins to wear out. Many elderly people find they are plagued with arthritis, joints that don't function, and easily broken limbs. Moreover, constant physical pain often leads to depression, a source of great emotional distress. This emotional pain is also enhanced by feeling useless. Often, after retiring from important and satisfying careers, the elderly come to believe they have little or nothing to offer society. For this reason, they feel unneeded and often in the way. However, probably the most important source of pain for aging citizens is loneliness. They are left by themselves as their friends die and their families pursue their own lives. Too often, the younger generation regard the elderly as too old and worthless to be of any use.

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:

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

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

Practice

Paragraph 1 *below and* **Paragraph 2** *on the following page have each had their* **sentences scrambled**. *Read each one carefully. Place the sentences in their* **correct order** *using numbers. Write the numbers on the lines provided.*

Hint: Use the transitions (key words and phrases) to help you arrange the sentences in correct order.

Paragraph 1

_____ 1. Then one night the electricity went off and I couldn't watch, so I found something else to do.

_____ 2. Now, whenever I realize I'm just turning into mold on my couch, I find something real to do.

_____ 3. For a long time, once I turned the TV on, I just sat and watched, even when there was nothing on I liked.

_____ 4. It was too quiet for a few minutes, but I waited it out and started to like the silence.

_____ 5. The next night I watched a show I liked and then I just pushed the remote control and shut the TV off.

_____ 6. I would sit in front of the TV for hours, not really aware of what was happening on the screen.

Paragraph 2

_____ 1. If your conclusion continues to prove true in your and other scientists' experiments over a long period of time, then you can construct a theory that answers your question in a general way.

_____ 2. Next you gather more information to determine a possible answer to your question.

_____ 3. The scientific method involves several steps.

_____ 4. The scientific method makes sure that the answers we find to our questions and mysteries will be accurate and, most likely, useful.

_____ 5. Then you carry out an experiment to test your hypothesis.

_____ 6. First you identify a problem—a question that you think you can answer through further investigation.

_____ 7. This possible answer is called a hypothesis.

_____ 8. Through observations of the results of your experiment, you draw a conclusion.

Practice

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

body paragraphs	topic sentence
closing sentence or clincher	transitions
supporting details	

_____   1.   the sentence that tells the focus or main point of a paragraph

_____   2.   the final sentence of a paragraph

_____   3.   words or phrases that link ideas, sentences, and paragraphs together

_____   4.   the sentences between the topic sentence and the ending sentence that develop the main idea of the paragraph

_____   5.   the words used to support the main idea or topic sentence

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 communicate information to your readers. These are the two types of writing you will be most often asked to do during your FCAT and Florida Writes preparation and assessments.

Expository Writing: Delivering Information

Another word for expository is *explanatory*. An expository paragraph gives information. Often, you will use *descriptive* details in expository prose. However, expository writing is less interested in the reasons why you did something and more concerned with *how it was done* or *will be done*. Usually, your goal in writing an expository paragraph or essay is to *teach* or *inform*, not to explain your feelings about a possession or event.

Look at the following example of an expository paragraph. What kind of information does it give?

> Calvinism, which greatly influenced America's first settlers, was a frightening religion. Calvinist doctrine stated that people were born evil. Furthermore, they were doomed to eternal damnation. The only exceptions were those individuals referred to as "the Elect." The Elect had been chosen by God to enter heaven. The rest of humanity would suffer in hell. No amount of good works would change their fate.

The details of the paragraph explain the doctrine of Calvinism. Every sentence is *relevant* and each provides information about the topic. None of the details are *irrelevant*.

For example, read the following sentence. "Religion is still important to people today." If that sentence was part of the expository paragraph above, it would have been considered an irrelevant sentence because it does not provide information about the topic. It is unrelated to the topic sentence.

Writing a focused paragraph with relevant details is very important to good expository writing.

Practice

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

> Although they have often been overlooked, many American women authors have contributed greatly to our country's literary heritage.

- *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** *or unrelated* **to the topic sentence**. *If a sentence is a* **relevant detail**, *or provides information about the topic sentence, leave it unmarked.*

_____ 1. Dorothy Parker, a frequent contributor to the *New Yorker* magazine, wrote a number of witty short stories and poems.

_____ 2. Kate Chopin is today considered an excellent local colorist of the Louisiana Bayou country.

_____ 3. Ms. Chopin had a very happy, but very short marriage.

_____ 4. Lillian Hellman wrote plays about everyday problems many writers, including men, were afraid to deal with.

_____ 5. Ms. Hellman and Ms. Parker were very good friends.

_____ 6. *Tess of the d'Urbervilles* is a famous novel about the unfair manner in which women are often treated.

_____ 7. Willa Cather wrote hauntingly realistic stories and novels about the immigrant experience in America.

Practice

You will be given a **topic** *for much of the* **expository writing** *that you do. Often, you will* **need to do a bit of research** *to* **complete your expository assignment**.

Below are **several possible topics for an expository paragraph**. *Next to each topic are listed* **suggested sources you can research**. *The list might give you ideas for your own topic.*

Ask your teacher to help you select one of these topics that might interest you or to help you find your own topic to write about. Then **complete the activities that follow**. *They will help you* **plan and draft an expository paragraph**.

Step One: Determine Your Purpose and Select Your Topic

Choose one of the following **topics** *for your* **expository paragraph**.

1. Explain how clouds are formed. (your science textbook, the Internet or an encyclopedia)

2. Explain how a tree gets its nourishment. (your science textbook, the Internet or an encyclopedia)

3. Explain the causes of the Civil War. (your social studies textbook, the Internet, or an encyclopedia)

4. Explain how to convert fractions to decimals. (your math textbook or your notes from your math class)

5. Share a favorite recipe that you often make for your family and friends. (your recipe files or the Internet)

6. Explain the rules for playing your favorite board game. (the instruction manual that came with the game)

Step Two: Determine Your Audience

Determine your audience. *This will help you decide* **the type of details you need to include**. *In an* **expository paragraph**, *you usually write for someone who knows very little about your topic. You will want to use standard English and avoid slang or jargon.*

To whom will you write? _____

_____

What arguments will be effective with this audience? _____

_____

_____

_____

_____

What arguments will be ineffective? _____

_____

_____

_____

_____

Step Three: Collect Your Information

Collect your information. *On pages 160 through 162 of this unit, you were given several methods of* **generating information**. *These included keeping a journal, clustering, listing, freewriting, and analyzing by answering the 5W-How questions. Any of these would be a good way to begin. However,* **listing** *might be the* **most time efficient**. *Look at the instructions on page 161 for* **listing**. *Then* **complete your list below**.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Now review the instructions for completing the **inventory chart** *below. These instructions are given on page 168. Use the* **appropriate research source** *to complete the "What I Want to Know" column.*

Inventory Chart	
What I Know	**What I Want to Know**

Step Four: Write a Topic Sentence

Write your **topic sentence***. On page 196 of this unit, you are given instruction on how to write a* **topic sentence***.*

_____

_____

_____

_____

Step Five: Write Supporting Sentences Using Details from Your Research

Write **supporting sentences using details from your inventory chart**.
Write at least one sentence for each detail: *don't try to list them all at once.*
As you write, try to **think of transitions that will link the ideas together**.

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Step Six: Write a Closing Sentence

Write a **closing sentence***. See page 206 for instructions on writing a closing sentence.*

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Practice

Write your **first draft** *of your* **expository paragraph**. *Use what you have written for* **Steps One-Six** *on pages 212-217 to write this first draft.*

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Persuasive Writing: Offering an Opinion

Persuasive writing tries to change the reader's mind in some way. *Persuasive writing* focuses on convincing readers of an opinion or claim, or to take a particular action. Very often, persuasive writers are explaining their own viewpoint, giving reasons why it should be followed. For this reason, they attempt to be as convincing as they can be.

Being convincing means being thorough and doing your research. You must provide very specific reasons why people should support your ideas.

Imagine you are given the following paragraph on why you should elect Juanita as president of your school's student council. As you read, ask yourself: "Are there good reasons why I should vote for Juanita?"

> Juanita is the best choice for president of our student council. Let me say it again: She is the best! I know her and you can take my word for it. She's done many good things for our school. Also, she cares about our school and her fellow students. Elect her or be sorry!

There may be good reasons to elect Juanita, but you still don't know what they are. What kinds of good things has Juanita done? How do you know that she cares about her school or fellow students? Why should you take the writer's word? More than likely, you don't know this person any better than you know Juanita. The fact that the writer likes Juanita says little to convince you that she will be a good president.

Now read another paragraph with the purpose of persuading you to vote for Juanita.

> Through her contributions to Peaceful High School, Juanita has earned our vote to elect her as president of the student council. To begin, consider her work as a student representative during this past year. She began and still runs the Student Mediation Center. This student agency brings feuding students together to work out their differences through peaceful negotiations. Her work and this agency has helped reduce violence among students by 42%. Juanita also raised more than $1,500 to buy books and clothing for students at this high school who are experiencing hard times. And finally, she helped persuade the school administration to give students a voice in making school policy. There is no better candidate to be our next student council president.
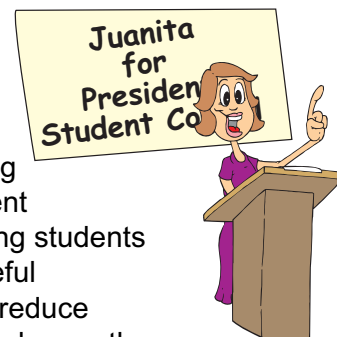
After reading this paragraph, you are most likely thinking, "Wow, Juanita is a great candidate. Look at all her accomplishments, right here in print for everyone to see!"

Let's analyze the paragraph on the previous page. The steps used to develop the expository paragraph are the same ones you will use to develop a persuasive one.

Step One: Determine Your Purpose and Select Your Topic

The writer's topic is Juanita's credentials to be student body president. His or her purpose is to convince readers to vote for Juanita because these credentials make her the best candidate.

Remember, in persuasive writing, you are stating an opinion, something someone could agree or disagree with. The writer's opinion (readers should vote for Juanita) fits this criterion.

Step Two: Determine Your Audience

The paragraph about Juanita was written for students just like you. The writer's words fit the reading ability of high school students. So did the sentence structure. The writer also chose evidence that high school students would think important: reducing violence and raising money for needy students.

Step Three: Collect Your Information

The writer obviously did this. The paragraph states exact details. Readers are told three specific accomplishments that Juanita has made. Not only that, exact figures are given to show her success. Violence has been reduced by 42%. Juanita has helped to raise more than $1,500. These figures are more convincing than simply using general statements like "greatly" or "a lot." You can tell this writer did some research.

Step Four: Write a Topic Sentence

Remember that a topic sentence for a persuasive paragraph must contain two things: a useful topic and the writer's opinion. The writer's topic sentence does both. It clearly states that the writer feels Juanita is the best candidate and wants readers to accept this.

After reading this topic sentence, readers know what to expect from the paragraph. They know it will be organized according to several of Juanita's contributions to the school. Readers could expect to read about a first contribution, another contribution, and so on.

Step Five: Write Supporting Sentences Using Details from Your Research

You must use specific evidence that supports the claim that you have made in your topic sentence. Remember that types of evidence can include the following:

- descriptions

- examples

- facts

- reasons

Here, the writer used examples. All of her accomplishments are examples of why Juanita has earned students' votes. In addition, each of these examples are supported with facts: violence has decreased by 42%; Juanita raised more than $1,500.

Take note of the writer's use of transitions. The transition words—to begin, also, and finally—clue the reader that they are moving through a list. This helps them organize the details about Juanita's credentials. Transitions also make the paragraph read more smoothly.

Step Six: Write a Closing Sentence

The closing sentence should remind your readers in some way of your opinion. Note how the writer found a brief way of doing this without repeating word-for-word what had already been stated. The writer also makes it clear how readers can actively support the opinion stated: vote for and elect Juanita.

Practice

Match each **audience** *with the piece of* **evidence** *you would use first to* **persuade** *that audience that* **taxes in town should be raised**. *Write the letter on the line provided.*

Audience

_____ 1. Young professionals who are not planning on having children

_____ 2. Parents of school-aged children

_____ 3. Parents of children not yet in school

_____ 4. Senior citizens

Evidence

A. Taxes will be used to improve schools.

B. Taxes will be used to build a senior center.

C. Taxes will be used to improve bus service to the city's work district.

D. Taxes will be used to build a day care center.

Practice

Use the list below to write the name of the best **source** *in which to find support for each* **opinion***.*

census records   research reports
encyclopedia   university professors
people with experience

_____ 1. This country's population will double in size by the year 2050.

_____ 2. Sloths are the laziest animals on the planet.

_____ 3. Plumbers often end up with bruised bodies from crawling into tight spaces to repair pipes.

_____ 4. College students today are more interested in political issues than ever before.

_____ 5. Although women have made advances in the workplace, they often still are not promoted to the highest positions as often as men are.

_____ 6. When passengers first enter a city bus driven by a woman, they often show surprise on their faces.

_____ 7. Although most people think baseball is only a hundred years old, a game very similar to baseball was played in the Middle East over a thousand years ago.

_____ 8. People who build quiet time into their daily routine tend to feel less overwhelmed by daily life.

Practice

Match each **opinion** *with the correct* **expert**. *Write the letter on the line provided.*

Opinion		Expert
_____	1. Unemployment will go down as more people receive education.	A. actress
_____	2. The only foolproof prevention for AIDS is abstinence.	B. dentist
_____	3. Many landowners treated their slaves as though they were less than human.	C. doctor of infectious disease
_____	4. Teens need help to cope with the divorce of their parents.	D. doctor of nutrition
_____	5. It is important to dress professionally for an interview.	E. economist
_____	6. The hardest part about acting is waiting for the right part.	F. employer
_____	7. It is important to eat breakfast every morning.	
_____	8. The reason Claude Monet is so highly regarded by the art world is because his paintings perfectly illustrate the effects of light.	G. family therapist
		H. former slave
_____	9. Probably the best way to reduce cavities is to add fluoride to public drinking water.	I. historian
_____	10. The Vietnam War was a waste of time and money.	J. professor of fine arts

Practice

Read each statement below. Write **expository** *if you would use* **expository** *writing to present the topic. Write* **persuasive** *if you would use persuasive writing to present the topic. Be prepared to defend your answers.*

_____ 1. Your best friend is the best candidate for student body president.

_____ 2. Television increases violence.

_____ 3. Humans need oxygen to live.

_____ 4. The city commission should not impose an 11:00 p.m. curfew on teenagers.

_____ 5. Everyone in America should vote in all local, state, and federal elections.

_____ 6. Your school's swim team had the most improved record of any athletic team in the state.

_____ 7. Mr. Smith is the best principal your school has ever had.

_____ 8. Everyone has a right to health care.

_____ 9. Wearing a seat belt can save your life.

_____ 10. Car racing is the most exciting spectator sport in the world.

Practice

*Just as with expository writing, you will often be given a **topic** for much of the **persuasive writing** that you do. And again, you will find that you **need to do some research to complete your assignment**. Often this will include taking a survey of your classmates or teachers.*

*Below are **possible topics for a persuasive paragraph**. Next to each topic are listed **suggested sources you can research**. The list might give you ideas for your own topic.*

*Ask your teacher to help you select one of these topics that might interest you or to help you find your own topic to write about. Then **complete the activities that follow**. They will help you **plan and draft a persuasive paragraph**.*

Note: These are hypothetical situations—"what-if." You will need to use your imagination.

1. Your teacher has agreed that your class should have a student representative. This individual will meet with her to express the class's viewpoint on rules, privileges, and so forth. Choose an individual from the class that you feel would do a good job. Write a paragraph persuading your classmates to elect this person (your teacher, to figure out which rules and procedures could be negotiated; the individual, to see how she or he would attempt to represent class members and what might qualify him or her to do so).

2. Your school board is concerned with the growing problem of childhood obesity. For this reason, it is considering making physical education (PE) mandatory in all four years of high school. Take a side in this argument. Write a letter to the school board persuading them to change their mind or enforce the four-year requirement (your classmates, to see how they feel about this and why; the Internet, to find statistics on how PE classes do or do not decrease obesity; physical fitness or health instructors).

Step One: Determine Your Purpose and Select Your Topic

Determine your purpose and select your topic. *If needed, ask your teacher to help you select a topic that might interest you to write about. Then* **complete the activities that follow.** *They will help you* **plan and draft a persuasive paragraph**.

Purpose: _____

_____

_____

_____

_____

Topic:_____

_____

_____

Step Two: Determine Your Audience

Determine your audience. *This will help you decide* **the type of details you need to include***. In a* **persuasive paragraph***, you often will be writing for someone who thinks differently than you. You must be careful to avoid offending these readers. It is a good idea to acknowledge any points the opposing side might present. That way you can give reasons why your side of the argument is still better.*

Briefly describe your audience:_____

_____

_____

What are some good points to acknowledge that the opposing side

might present? _____

_____

What are some good reasons that you can give for your side of the

argument that are still better than the points of the opposing side?

_____

_____

_____

_____

_____

_____

_____

_____

Step Three: Collect Your Information

Collect your information. *On pages 160 through 162 of this unit, you were given several methods of* **generating information**. *These included keeping a journal, clustering, listing, freewriting, and analyzing by answering the 5W-How questions. Any of these would be a good way to begin. However,* **listing** *might be the* **most time efficient**. *Look at the instructions on page 161 for* **listing**. *Then* **complete your list below**.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

*Now review the instructions for completing the **inventory chart** below. These instructions are given on page 168. Use the **appropriate research source** to complete the "What I Want to Know" column.*

Inventory Chart	
What I Know	**What I Want to Know**

It will be here that you record the specific facts and statistics that will make your argument convincing. A word of caution—are you having trouble finding evidence to support your opinion?

This may be a warning that your opinion is *not* a valid one or is *not* based on truth. As a writer, you may need to *reevaluate* your decision to support this particular opinion.

Step Four: Write a Topic Sentence

Write a **topic sentence***. On page 196 of this unit, you are given instructions on how to write a* **topic sentence***. Make sure it indicates your opinion and how you want your readers to respond to your opinion.*

_____

_____

_____

_____

_____

Step Five: Write Supporting Sentences Using Details from Your Research

Write **supporting sentences using details from your inventory chart**. **Write at least one sentence for each detail**: *don't try to list them all at once. As you write, try to* **think of transitions that will link the ideas together**.

_____

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Step Six: Write a Closing Sentence

Write a **closing sentence**. *See page 206 for instructions on writing a closing sentence. Avoid repeating word-for-word your topic sentence or the evidence you've stated in your paragraph. However, you do need to remind your readers why you've written to them.*

_____

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Practice

Write your **first draft** *of your* **persuasive paragraph**. *Use what you have written for* **Steps One-Six** *on pages 227-233 to write this first draft.*

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

Unit Focus

Reading

- Refine vocabulary for interpersonal, academic, and workplace situation, including figurative, idiomatic, and technical meanings. (LA.A.1.4.3)

- Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. (LA.A.2.4.4)

Writing

- Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining. (LA.B.1.4.1)

- Draft and revise writing that

  - is focused, purposeful, and reflects insight into the writing situation;

  - has an organizational pattern that provides for a logical progression of ideas;

  - has effective use of transitional devices that contribute to a sense of completeness;

  - has support that is substantial, specific, relevant, and concrete;

  - demonstrates a commitment to and involvement with the subject;

  - uses creative writing strategies as appropriate to the purpose of the paper;

- demonstrates a mature command of language with precision of expression;

- has varied sentence structure; and

- has few, if any, convention errors in mechanics, usage, punctuation, and spelling. (LA.B.1.4.2)

- Produce final documents that have been edited for

  - correct spelling;

  - correct punctuation, including commas, colons, and common use of semicolons;

  - correct capitalization;

  - correct sentence formation;

  - correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and

  - correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms. (LA.B.1.4.3)

- Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization. (LA.B.2.4.3)

Language

- Apply an understanding that language and literature are primary means by which culture is transmitted. (LA.D.1.4.1)

- Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. (LA.D.1.4.2)

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

Overview

The previous unit helped you with your initial writing skills. You worked to select topics for two paragraphs—an expository paragraph and a persuasive paragraph. You also worked to collect information you needed to develop these paragraphs. In addition, you learned ways to organize the information you collected. Finally, you drafted examples of these different paragraphs.

However, these paragraphs are not quite finished. They are your first attempts to write, or *speak*, to your audiences. These first attempts are called first drafts. First drafts are seldom, if ever, perfect. Think back to the last time you looked through a pair of binoculars or the lens of a camera. Most likely, the picture you saw was a little blurred. You found, however, that by *fine tuning* the image, you could make it crystal clear. Your imperfect first drafts need this same kind of adjustment. You need to make sure each paragraph says exactly what you want it to say. You also need to make sure it looks exactly how you want it to look. Only after you have completed this fine tuning process will your writing be ready to share with your readers.

The process of fine tuning your writing has three steps.

- **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.

These three steps are used by all different levels of writers. Even professional writers don't get it right in their very first draft. Writing is a process, and good writing has been adjusted until its message is clear and (nearly) error free.

As you work through Unit 4, please save all of your preliminary expository and persuasive drafts from Unit 3 and any peer evaluations and revised expository and persuasive paragraphs from this unit. You will need to turn those papers in as part of your portfolio for Part 1 of the Unit Assessment for Unit 4.

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 uppercase letters in writing
Example: **O**n a **S**aturday in **A**pril, **M**ax was born in **T**allahassee, **F**lorida.

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

common nouns .... nouns that name a general class of persons (*boys*, *children*), places (*playgrounds*, *schools*), things (*apples*, *bicycles*), or ideas (*love*, *truth*)

declarative sentence .... a sentence that makes a statement and ends with a period (.)
Example: These are new books.

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.

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:

object of the preposition *to*

The road led *to the town*.

prepositional phrase

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

proofread .... the third step in the process of fine-tuning your writing; to check for typos, omitted words, and other errors

proper nouns .... nouns that name specific persons (*John Steinbeck*), places (*Florida*), things (*Model T Ford*)

punctuation .... symbols or marks that help readers understand the meaning of a sentence
Example: Juanita asked**,** **"**John**,** can't you even make toast without needing directions?**"**

revise .... 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.

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 comes from ancient words that mean *seeing again*. To revise your **paragraphs**, you must see and read them as if you are one of your readers. You must, temporarily, forget that you are the writer. Your mission is to put yourself in your readers' place and see if they can understand clearly what you've written. In addition, since each of these *paragraph*s has a particular purpose, you must make sure you achieve this purpose. In an **expository** paragraph, you must make sure you are explaining or "teaching" specific information. In a **persuasive** paragraph, you must make sure your readers will be convinced by your writing.

Revising an Expository Paragraph

The purpose of *expository* writing is to give information. The type of information will vary. You can explain a **subject**, give directions, or offer a definition. As you write, you should remember that you are, in fact, acting as a teacher. 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.

Some time has passed since you wrote your paragraph. It's time to look at it again. It's time to revise it. Revising is the first step in fine-tuning your writing. You revise to improve the content and language of your writing.

Before revising yours, let's complete the following practice.

Practice

*Read "***The Escaping Goat***" 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**.

The Escaping Goat

The modern definition of the word *scapegoat* is closely related to its original meaning. This meaning has a long history, and it comes from an ancient Jewish tribal tradition. The original scapegoat was an actual goat. During a yearly religious ritual, members of the tribe would tie ribbons or other tokens to the goat. Each token represented a *sin* or misdeed. Then the goat was allowed to *escape* from the village or community. As the animal escaped, it symbolically carried the tribe's evil acts and thoughts with it. The community was *cleansed* because of this. Today, the word *scapegoat* has a similar meaning. A scapegoat is a person who carries the blame for another's wrongdoing. Some form of blame or guilt is transferred to this person, relieving the actual wrong-doer. Like the tribal village, the guilty person is freed from blame.

Practice

Use the following **chart** *to* **review and revise** *the* **expository paragraph** *you completed in Unit 3 on page 218. Ask your teacher for an enlarged copy of the check list below.*

Expository Paragraph: Revision Checklist		
Ask Yourself	**Do**	**Revise If Needed**
1. Does your opening contain important background?	Underline any background information. **<u>underline</u>**	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?	Box each key word. **box**	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.*

_____

_____

_____

_____

_____

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

Practice

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

_____ 1. the sentence that tells the focus or main point of a paragraph

_____ 2. the added information about a topic

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

_____ 4. words or phrases that link ideas, sentences, and paragraphs together

_____ 5. the final sentence of a paragraph

_____ 6. whom or what a sentence is about

_____ 7. the second step in the process of fine-tuning your writing; to check the grammar, punctuation, and spelling of your writing

_____ 8. the third step in the process of fine-tuning your writing; to check for typos, omitted words, and other errors

_____ 9. writing that explains something or informs readers

_____ 10. writing that focuses on convincing readers of an opinion or claim, or to take a particular action

_____ 11. a group of related sentences that present and develop one main idea

_____ 12. the subject of written material; what the material is about

_____ 13. a group of words that expresses a complete thought and contains a subject and a verb

A. closing sentence or clincher

B. details

C. edit

D. expository writing

E. paragraph

F. persuasive writing

G. proofread

H. revise

I. sentence

J. subject

K. topic

L. topic sentence

M. transitions

Revising a Persuasive Paragraph

The purpose of a *persuasive* paragraph is to give your opinion. In addition, you often hope to convince someone to agree with this opinion. You are also explaining why you feel as you do by giving the reasons you hold this opinion. Presenting effective persuasive writing is one of the most difficult tasks you will encounter as a writer. This is because you are often presenting strong feelings to readers whose opinion is exactly the opposite of yours. Convincing such a reader to even consider your ideas can be difficult. It is, then, most important that you support your opinion with specific details. It is also important that you do not offend your reader in any way.
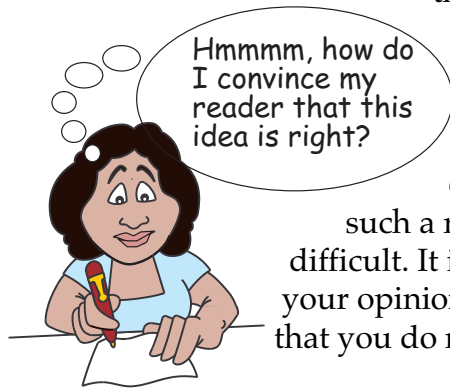
Although the purpose of a persuasive paragraph will vary, all persuasive writing should do the following.

1. address the 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 "***Let Us Earn the Right to Park****" on the next page. Then complete the* **activities** *as instructed below.*

1. *Write down the* **writer's intended audience**. _____
   Draw a **double line** *under the information that will* **appeal to this audience and convince** *them to consider the* **writer's ideas**.

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**.

Let Us Earn the Right to Park

The student handbook states that no student may park his or her car in the school parking lot. This rule makes sense in light of the size of the lot and the need for teachers to have a nearby parking space. *However, I would like to see a few spots set aside as rewards for students who have made the honor roll.* Because the number of honor roll students might exceed the number of special spots, parking spaces would be given to those students who contribute to the school or city community in other ways. All interested students would file an application stating their grade point average and describing their community contributions. A special parking council made up of teachers and students would choose from the pool of applicants. Parking spaces on campus are valuable, and that is a good reason to use a few of them to show those students who earn good grades and contribute their time that they are valued by all of us.

Practice

Use the following **chart** *to* **review and revise** *the* **persuasive paragraph** *you completed in Unit 3 page 234. Ask your teacher for an enlarged copy of the check list below.*

Persuasive Paragraph: Revision Checklist

Ask Yourself	Do	Revise If Needed
1. Who is my intended audience? Have I included details that my audience will find appealing?	Write down audience. Draw a double line under the sentence(s) that do this. =====	Add one or two sentences listing benefits that your audience will find interesting or appealing.
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.*

_____

_____

Step 2: Editing

When you *edit* your writing, you check it for any errors in grammar, **punctuation**, or spelling. Of course, before you can check your writing for errors, you must know what the rules of the English language are.

Grammar: The Way Words Work Together

Begin editing by checking the grammar of your writing. In this unit you will learn or review the correct way to use the following:

- sentence formation

- subject and **verb** agreement

- regular and irregular *verbs*

- singular and plural **nouns**

- *noun* and **pronoun** agreement

- possessives

Sentence Formation: Building Correct Sentences

All of your sentences should be complete sentences. A complete sentence has a subject and a verb. It also must be a complete thought. Complete sentences can come in a variety of lengths. Contrast the following two complete sentences:

Sentence: I am going.

Sentence: I am going to the store in search of milk and eggs but not butter and sugar.

Now look at the following examples:

Sentence:	I have finished my homework.
Not a Sentence:	My homework in history.
Sentence:	The door is open.
Not a Sentence:	The door to the kitchen.
Sentence:	The weather report predicted clouds and rain for this morning.
Not a Sentence:	Raining all morning.

The two most common mistakes that writers make when forming sentences are sentence **fragment**s and **run-on sentences**. Neither sentence *fragments* nor *run-on sentences* are correct, complete sentences.

Types of Complete Sentences: Declarative, Exclamatory, Imperative, and Interrogative

There are four kinds of complete sentences. Each of these sentences ends in a different **end mark**.

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

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

Write the **missing sentences** *in the cartoons below. Use correct* **punctuation marks**.

1. Write an **interrogative sentence** correctly for this cartoon.
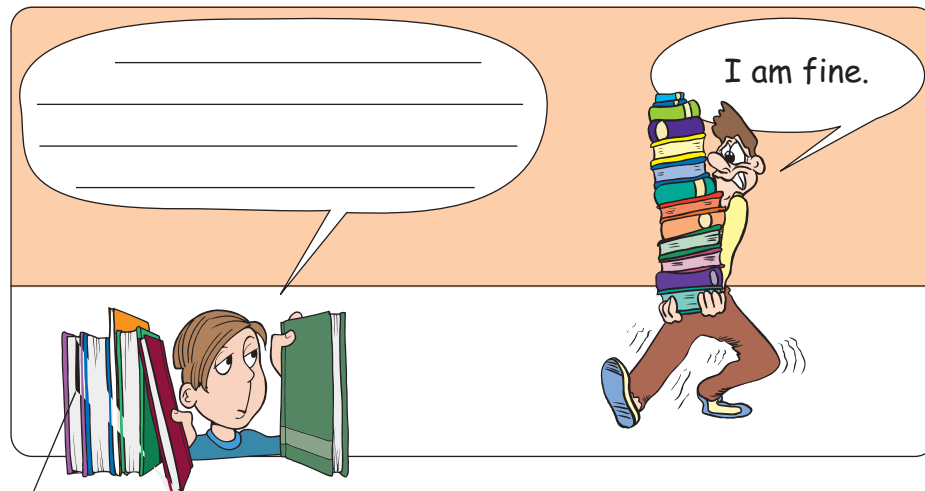
2. Write an **exclamatory sentence** correctly for this cartoon.
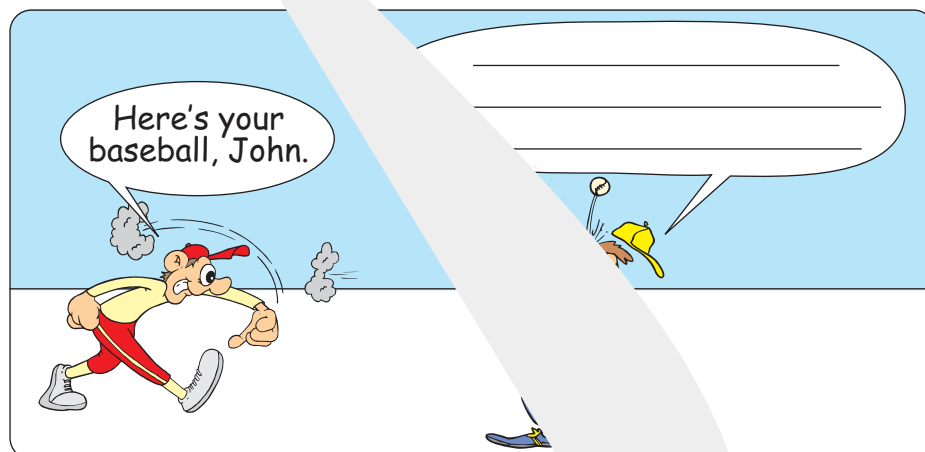
Practice

*Put the correct **punctuation mark (. ! ?)** at the end of each sentence below. Then use the list below to correctly identify the **type of sentence** on the line provided.*

declarative (.)	**imperative (! or .)**
exclamatory (!)	**interrogative (?)**

1. She's got a loaded gun ☐ _____

2. Are you a loyal person ☐ _____

3. Please memorize your lines ☐ _____

4. I'm shocked ☐ _____

5. All citizens have the right to vote ☐ _____

6. When will the minimum wage be raised ☐ _____

7. Get lost ☐ _____

8. That suit is made in England ☐ _____

9. Who was that ☐ _____

10. Send the money immediately ☐ _____

Practice

Use your own paper to complete the directions below.

1. Write five declarative sentences about your personality.

2. Write five exclamatory sentences that a person might say after seeing aliens land in his or her front yard.

3. Write five imperative sentences you would like to address to the president of the United States.

4. Write five interrogative sentences you would like to address to either a famous person or your best friend.

Practice

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

declarative sentence	**imperative sentence**	**punctuation**
end marks	**interrogative sentence**	**run-on sentence**
exclamatory sentence	**noun**	**verb**
fragment	**pronoun**	

_____ 1. a sentence that asks a question and ends with a question mark (?)

_____ 2. a sentence that makes a statement and ends with a period (.)

_____ 3. two or more sentences that are joined together with commas or without any punctuation marks to separate them

_____ 4. a word that names a person, place, thing, or idea

_____ 5. a group of words that does *not* express a complete thought

_____ 6. a sentence that expresses a strong feeling and ends with an exclamation point (!)

_____ 7. 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*

_____ 8. symbols or marks that help readers understand the meaning of a sentence

_____ 9. a sentence that gives a command or makes a request and ends with a period (.) or an exclamation point (!)

_____ 10. the punctuation marks that come after a sentence: period (.), question mark (?), exclamation point (!)

_____ 11. a word that is used instead of a noun to refer to a person, place, thing, or idea

Complete and Incomplete Sentences: Finished and Unfinished Thoughts

Correcting sentence fragments is part of revising and editing. In order to correct sentence fragments, you must be able to identify them and then rewrite them so they are complete thoughts. Ask yourself the following questions to help you identify and correct sentence fragments.

1. Does the sentence express a complete thought? If it does not, add the necessary words to make the thought complete.

2. Does the sentence have a subject? Do you know *who* or *what* is performing the action? If the sentence does not have a subject, insert one.

3. Does the sentence have a verb? Do you know what is the *action* or *state of being* of the subject? If the sentence does not have one, add one.

Look at these examples.

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

Sentence: Sean was sitting in the corner with Latoya.

Fragment: Feeling sick to her stomach. (No subject)

Sentence: Jennifer is feeling sick to her stomach.

Fragment: My best friend at the mall. (No verb)

Sentence: I am seeing my best friend at the mall later this afternoon.

Practice

Identify the sentences below as **complete** *or* **incomplete**. *Write* **C** *(complete) or* **I** *(incomplete) on the line that follows. If the sentence is* incomplete, *write* **S** *or* **V** *to show whether the sentence is missing a* **subject** *or* **verb**.

1. Was lucky to get tickets to last night's concert. _____

   _____

2. Keyondra to the Bahamas and then to California! _____

   _____

3. Are you going to the state championship game tonight? _____

   _____

4. The state championship in the gym. _____

   _____

5. When will be ready? _____

   _____

6. Teach me to fish, and I'll fish for a lifetime. _____

   _____

7. Look around and notice the beauty of the Florida Everglades. ___

   _____

8. Alligators here! _____

   _____

Practice

Rewrite the following **sentence fragments** *into* **complete sentences**.

1. Have gone to Mars. _____

   _____

2. My brother one of my closest friends. _____

   _____

3. Before you enter tenth grade. _____

   _____

4. As soon as they win the money. _____

   _____

5. Missed the bus. _____

   _____

6. Watched airplanes take off and land. _____

   _____

7. We under the porch hiding. _____

   _____

8. After you finish reading that book. _____

   _____

Helping Verbs

A common mistake that writers often make is mistaking verbal forms that end in *-ing* for a verb. Look at the following examples.

> Eliza *sitting* at my desk.
> My older brother *going* around the corner.

These phrases are *not* complete sentences because the *-ing* words are *not* verbs. In order to make such a construction a verb, you must add a *helping verb*. Helping verbs work with the main verb although they do *not* show action. Add a helping verb to each of the above phrases turns each into a correct sentence.

> Eliza *is sitting* at my desk.
> My older brother *was going* around the corner.

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

There may be one, two, or even three helping verbs in the verb phrase. For example, see the helping verbs italicized below.

> He *was* listening.
> He *has been* listening.
> He *should have been* listening.

The following verbs can be linking *or* action verbs depending upon their function in a sentence.

Linking and Action Verbs				
appear	feel	grow	look	
remain	smell	sound	taste	turn

To tell if they are linking or action verbs, substitute *am*, *is*, or *are* for the verb in the sentence. If the sentence sounds logical, it's a *linking verb*. If *not*, it's an *action verb*.

> I *smell* the pizza.   I *am* the pizza.   No—action verb
> The pizza *smells* good.   The pizza *is* good.   Yes—linking verb

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. Karin **is** expecting a visit from Jordan.

_____ 2. Davana **was** hoping for an A on her essay.

_____ 3. Moesha **might be** running for Student Body President.

_____ 4. I **am** going home as soon as I finish this paper.

_____ 5. We **are** planning a party for her birthday.

_____ 6. Evelyn **must be** missing her mother by now.

_____ 7. Miranda said she **would be** willing to serve as chairman of the committee.

_____ 8. Juan **should be** arriving at 5:30 p.m.

_____ 9. Erika **is** naming her puppy T-Bone.

_____ 10. My grandmother **is** still sleeping.

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

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

Now look carefully at the following sentence.

> Tarama threw Catherine a fast pitch.

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 the answer is yes, ask what is he or she doing?

The answer to that is the verb.

> Mom brought me my lunch money.
>
> Is someone doing something? *yes*
>
> What is she doing? *bringing money*
>
> The action verb is *brought.*

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 the answer is 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.

Tamara threw Catherine a fast pitch.

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

2. **Ask yourself:** What is he or she doing? *throwing Catherine a fast pitch*

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

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

	threw
(The subject goes here.)	(The verb goes here.)
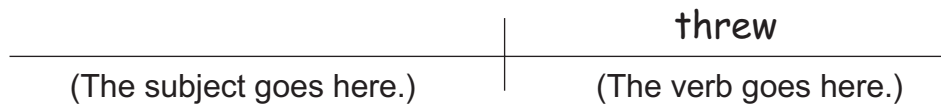
Let's take a minute to practice finding action verbs.

Practice

Use the **Four-Step Verb Finding Procedure** *from the previous page. Find and* **diagram the action verbs** *in each of the sentences below.*

1. Peter recopied his notes.

   _____|_____
                      (The verb goes here.)

2. Leslie wrote thank-you notes to her friends.

   _____|_____
                      (The verb goes here.)

3. Robert borrowed Millie's notes.

   _____|_____
                      (The verb goes here.)

4. Swati attended the soccer banquet.

   _____|_____
                      (The verb goes here.)

5. Mrs. Gray assigned 25 pages of reading for homework.

   _____|_____
                      (The verb goes here.)

6. Kevin sent Katie flowers for her birthday.

_____|_____

(The verb goes here.)

7. Jeffrey missed the bus this morning.

_____|_____

(The verb goes here.)

8. Jamaar changed the ink cartridge in his printer.

_____|_____

(The verb goes here.)

9. Lindsey asked Jenna for her cookie recipe.

_____|_____

(The verb goes here.)

10. The entire class signed Mr. Williams' get well card.

_____|_____

(The verb goes here.)

Linking Verbs

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 *Be*			
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: Elizabeth looks pretty today.
("Elizabeth *looks* pretty today." is a sentence. Here, *looks* is a linking verb.)

Elizabeth looks pretty today.

Can you substitute the verb seems or appears in the sentence? *Yes*

"Elizabeth appears pretty today" is a sentence.

The linking verb is *looks*.

Andrew always looks both ways when crossing the street. ("Andrew always *seems* both ways when crossing the street." is not a sentence. It does not make sense. Here, *looks* is used as an action verb.)

Practice

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

Notice: Some sentences only have linking verbs. Those sentence diagrams have a slanted line drawn after their linking verb(s). The slanted line points toward the subject of the sentence.

Example:

My favorite sport is fishing.

is

(The verb goes here.)

1.   My oldest brother is sitting next to me in this picture.

(The verb goes here.)

2.   The soup was cooking for too long.

(The verb goes here.)

3.   Emily tried all morning to get here.

(The verb goes here.)
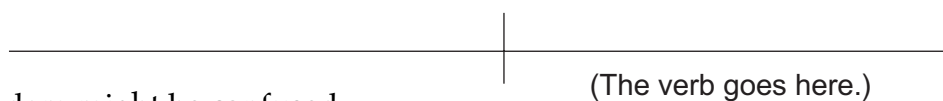
4.   Adam might be confused.

(The verb goes here.)

5.   Ryan looked out the window all morning.

(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:

   Tamara threw Catherine a fast pitch.

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

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

3. **Tell yourself:** *Tamara* threw, so *Tamara* is the subject.

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

Now look at the diagram of subject and verb.

Tamara	threw
(The subject goes here.)	(The verb goes here.)

This sentence has a subject (Tamara) and a verb (threw).

Remember: An *imperative sentence* is tricky. An imperative sentence gives a command or makes a request. The subject of an imperative sentence is understood. So, how would you diagram it if an understood *you* is *always* the subject of a command?

A diagram of the one-word sentence "Stop!" would look like this:

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

Practice

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

1. Kelly was feeling chilly in the air-conditioned room.

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

2. Reed, however, thought the room was comfortable.

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

3. Those boys brought my package from the main office.

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

4. Stand up at the sound of the alarm!

_____ | _____
(The subject goes here.)   (The verb goes here.)
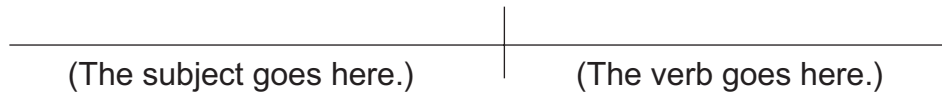
5. I dreamed about summer vacation last night.

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

6.   As usual, Jonathan was late to class.

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

7.   Take your shoes off at the door.

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

8.   Leah gave an excellent presentation.

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

9.   Hannah wrote two paragraphs before class was over.

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

10. Paola drew a caricature of David sleeping in class.

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

Fragments

As mentioned on pages 258 and 264, fragments are incomplete sentences. Let's quickly review. Some are lacking a subject. Some are lacking a verb. None contain a complete thought. You can correct sentence fragments by supplying the missing sentence parts.

Let's practice identifying and correcting sentence fragments.

Fragment: A baby out of the maple tree.

Sentence: A baby bird fell out of the maple tree.

Fragment: Wished me happy birthday.

Sentence: Mrs. Ferguson wished me happy birthday.

Fragment: Kitty sitting next to Aimee.

Sentence: Kitty is sitting next to Aimee.

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. Across the street from the park.

_____ 2. I was earlier than usual this morning.

_____ 3. Open the door, please.

_____ 4. Standing outside my door.

_____ 5. Billy is singing the opening number in the school talent show.

_____ 6. Hoped for a scholarship.

_____ 7. Carolina bakes wonderful cookies.

_____ 8. After seven in the morning.

_____ 9. Many of the parents bringing their children to school.

_____ 10. Lakethia practiced her dance routine all afternoon.

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. Ellen stopping up her ears to drown out the noise.

    Why? _____

    _____

    Rewrite: _____

    _____

2. We out the door and into the yard.

    Why? _____

    _____

    Rewrite: _____

    _____

3. Slept through my alarm clock.

    Why? _____

    _____

    Rewrite: _____

    _____

4. As soon as you can finish your homework.

   Why? _____

   _____

   Rewrite: _____

   _____

5. Since she finished her project.

   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 (!).

Compare the following run-on sentences with their corrected versions.

Run-on:	I think endangered species should be protected, I work to save the Florida Manatee from careless boaters.
Sentence:	I think endangered species should be protected. I work to save the Florida Manatee from careless boaters.
Run-on:	Young people are misrepresented by the media we should not always be portrayed as apathetic and selfish.
Sentence:	Young people are misrepresented by the media. We should not always be portrayed as apathetic and selfish.

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. The word *plagiarize* is of Latin origin it comes from the word meaning "kidnapper." _____

   _____

   _____

2. *Plagiarists* steal pieces of writing from others, the plagiarists then claim the work is their own. _____

   _____

   _____

3. Writers can legitimately use the work of other authors they just need to give the original author credit. _____

   _____

   _____

4. Too often writers do *not* give full credit to the original authors, if caught, these people get into trouble for plagiarism. _____

   _____

   _____

5. Today's meaning of *plagiarism* is similar to the original meaning plagiarists "kidnap" other people's work. _____

_____

_____

6. The word *sinister* suggests an evil force this meaning is also related to its origin. _____

_____

_____

7. *Sinister* comes from Latin as well, translated, it means "on the left."

_____

_____

_____

8. Roman fortune tellers believed the left side was unlucky, their word for left side, *sinister*, then, means evil. _____

_____

_____

9. Today's meaning of *sinister* is influenced by this association with bad luck we use it today to describe something wicked. _____

_____

_____

10. Finding out the history of words can be fun, the history of a word is

   called its *etymology*. _____

   _____

   _____

Correcting Run-on Sentences: When Words Run Stop Signs

There are four ways to correct run-on sentences. Here is an example of a run-on sentence and how it can be transformed into a complete sentence using each of the four ways.

Run-on sentence: Athletes must be smart they need their minds to be as fit as their bodies.

1. **You can make two (or more) sentences from the original run-on sentence.**
   Athletes must be smart. They need to exercise their minds as well as their bodies.

2. **You can use a semicolon** to link *independent clauses* that are not joined by coordinating conjunctions. (See number 3 for examples.) Independent clauses express a complete thought and can stand alone as a sentence. Athletes must be smart**;** they need to exercise their minds as well as their bodies.

3. **You can make a compound sentence using connecting words referred to as coordinating conjunctions.** These are referred to as the *fanboys* words because the first letters of the group spells out "fanboys." Choose the one that will make sense in the sentence you are correcting—*for*, *and*, *nor*, *but*, *or*, *yet*, *so*. Athletes must be smart, **so** they need to exercise their minds as well as their bodies.

4. **You can make a complex sentence using independent and dependent clauses.** Dependent clauses cannot stand alone as a sentence. *Since athletes must be smart* (dependent clause), they need to exercise their minds as well as their bodies.

   Run-on sentence:

   Athletes must be smart they need their minds to be as fit as their bodies.
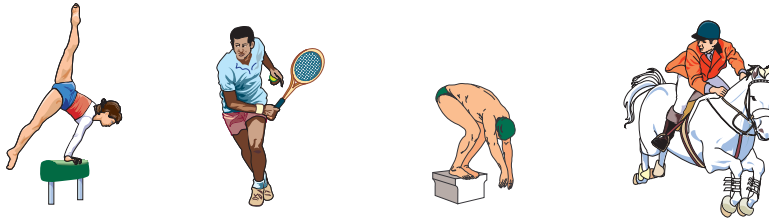
   Sentence:

   Since athletes must be smart, they need to exercise their minds as well as their bodies.

Practice

Rewrite the following **run-on sentences** *using each of the* **four methods** *below and shown in the examples on the previous page.*

1. **Make two (or more) sentences from the original run-on sentence.**

2. **Use a semicolon.**

3. **Make a compound sentence using connecting words referred to as coordinating conjunctions (fanboys)—for, and, or, but, or, yet, so).**

4. **Make a complex sentence using independent and dependent clauses.**

1. A century ago, many parents had lots of children now many children have lots of parents.

Method 1: _____

_____

Method 2: _____

_____

Method 3: _____

_____

Method 4: _____

_____

2. Our principal never missed a day of school I'm pretty sure even the flu was afraid of that man.

Method 1: _____

_____

Method 2: _____

_____

Method 3: _____

_____

Method 4: _____

_____

3. A restaurant owner fired two chefs he didn't like their recipes for spaghetti.

Method 1: _____

_____

Method 2: _____

_____

Method 3: _____

_____

Method 4: _____

_____

4. I gave your lunch to Andy he told me you had sent him to bring it.

Method 1: _____

_____

Method 2: _____

_____

Method 3: _____

_____

Method 4: _____

_____

Practice

Read each sentence below. Write a **C** *in front of each* **complete sentence***, an* **F** *in front of the* **sentence fragments***, and an* **R** *in front of each* **run-on sentence***.*

Remember: A complete sentence has a subject and a verb.

_____ 1. I would love to go to Nigeria.

_____ 2. You leaving?

_____ 3. On Saturday, mowing the lawn.

_____ 4. I will be a marine biologist it's the most interesting career the ocean needs help.

_____ 5. My girlfriend is really intelligent she inspires me to do well in school.

_____ 6. He laughed.

_____ 7. As soon as they arrive.

_____ 8. Last year we read *The Autobiography of Malcolm X* this year we saw the movie.

_____ 9. Are you serious?

_____ 10. Because you're so creative.

Practice

Choose one of the following **topics**. *Use a separate sheet of paper and* **write about your chosen topic** *for 10 minutes.*

1. pet peeves

2. strange people

3. things you wouldn't want to live without

4. the year 2050

*When you have finished writing, read each sentence slowly and carefully. Answer the following questions about each sentence. If you can answer "***no***" to any of the questions below, the sentence is either a* **run-on sentence** *or a* **sentence fragment**.

1. Does this sentence express a complete thought?

2. Does this sentence contain a verb?

3. Is it clear who or what is performing the action of the verb?

4. Does this sentence contain more than one complete thought?

Correct any **run-on sentences** *or* **sentence fragments** *by writing them as* **complete sentences** *on the lines below.*

1. _____

2. _____

3. _____

4. _____

Remember: Include the appropriate punctuation mark at the end of the sentence.

Practice

Check the **sentence structure** *of each of your* **revised paragraphs**, *your* **expository paragraph** *on pages 249-250 and your* **persuasive paragraph** *on pages 255-256. 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 paragraphs 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 revisions aloud.

8. Highlight any sentences that are not correct.

9. Correct these sentences. Follow the instructions above.

Subject-Verb Agreement: Matching the Doer and the Action

Most of us learn to speak English by copying what we hear our parents say. Because you learn to speak from listening to your parents or other people, you might find yourself using words or phrases that others don't completely understand.

Most of us learn to speak English by copying what we hear our parents say.

In many parts of the country, people speak in their local *dialect*, which is the language of a particular area. If you lived in Rhode Island and ordered a cabinet and a grinder, you would get the same thing that someone in Missouri would get if he or she ordered a milkshake and a hoagie. Some people in Mississippi do not pronounce the "l" in the word *Gulf*, so it sounds like it rhymes with "cuff."

A local dialect might include mismatching the subject and verb of a sentence. You might have heard someone say, "*They was tired*," instead of "*They were tired*," or "*She don't know*," instead of "*She doesn't know.*" In order to make sure that your audience understands what you are saying, it is important to use language that will not be misunderstood by your readers.

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

One way to make sure that what you are writing is not misunderstood is to follow the rule of subject and verb agreement. It may be obvious to you that nouns or subjects can be singular and plural.

The word *dog* is singular.

The word *dogs* is plural.

Verbs are also singular or plural. *Was* is singular and *were* is plural. The verb must match the subject. If one is singular, both must be. This is known as **subject-verb agreement**. Often, it is easy to determine if subjects and verbs agree. If you think about it, *Helen were here* sounds strange. This is because *Helen* is singular, but *were* is plural. In order to correct this error, you should change *were* to *was*: *Helen was here.*

In some sentences, you may find it difficult to tell if a subject is singular or plural. This, in turn, makes it difficult to make the verb agree. For example, look at the following sentence.

> An answer to your letters is finally here.

Is the subject the singular noun *answer* or the plural noun *letters*? The subject is *answer*. It is an answer—*not* the letters—that is finally here. Do not let the phrase or clause between the subject (an answer) and its verb (is) confuse you. In this example, the phrase *to your letters* simply modifies or describes *an answer*. What is the subject in the following example?

> Books in the library are arranged by subject.

The subject is the plural noun *books*. It is the books, *not* the library, that are arranged by subject. In this example, the phrase *in the library* simply modifies or describes books.

It is fairly easy to determine that *pronouns* such as *I, he,* and *she* are singular, but what about the pronouns *anyone* or *few*? Study and remember the following rules about pronouns and "The 'S' Rule" on the following page.

1. A phrase that follows a subject does not change the number of the subject.

2. The following are singular pronouns and require singular verbs:

   each, either, neither, one, another
   someone, somebody, something
   no one, nobody, nothing
   anyone, anybody, anything
   everyone, everybody, everything

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

3. The following are plural pronouns and require plural verbs: *several, many, both,* and *few.*

4. The following are singular *or* plural pronouns depending on the sentence: *some, all, most, any,* and *none.*

   If the words refer to a singular noun, then they are also singular. For example—**Some pie** *was* still frozen.

   If the words refer to a plural noun, then they are also plural. For example—**Some birds** *were* captured.

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*
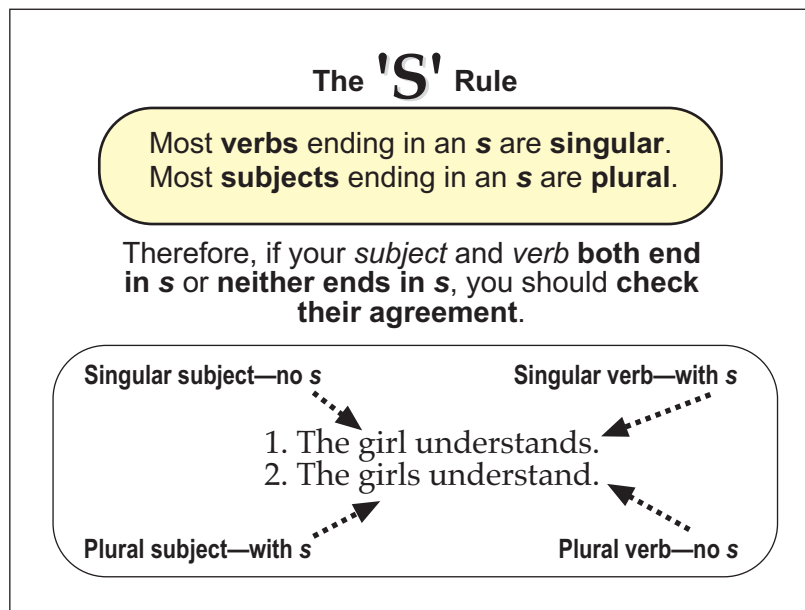
The Verbs *Be* and *Have*

The verbs *be* and *have* do not follow usual rules. You must change the forms of the verbs *be* and *have* in special ways to match in number with their subjects. Look at the chart below. The chart shows the present and past tense forms of *be* and *have*.

Subject-Verb Agreement with the Verbs *Be* and *Have*				
Subject	Form of *be*		Form of *have*	
Singular subjects:	Present	Past	Present	Past
I You He, She, It (or singular noun)	am are is	was were was	have have has	had had had
Plural subjects: We You They (or plural noun)	 are are are	 were were were	 have have have	 had had had

Test to Check Subject-Verb Agreement

There is a test to help check *subject-verb agreement*. It is called the *it-they* singular-plural test. If the subject is *singular*, substitute *it* for the subject. If the subject is *plural*, substitute *they* for the subject. If the sentence sounds correct, the agreement is usually correct. Let's look at the following.

> *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.)

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

Practice

*Determine if the **subject-verb agreement** is correct. Use the **it-they singular-plural test** to check for **subject-verb agreement** explained on the previous page to help determine if your choice is correct.*

Part A

*In the sentences below, circle the **verb** that agrees with the **subject**. (Remember the 's' rule!)*

1. Iguanas (creeps, creep) along the ground.

2. The king (believes, believe) in beheading.

3. Black holes (swallows, swallow) everything in their path.

4. Today, justice (is, are) sought by many people.

5. Kylie (sings, sing) out of tune.

6. Most of us (refrains, refrain) from being violent.

7. Each day he (tells, tell) us a new excuse.

8. Landfill sites (expands, expand) extremely quickly.

9. (Has, Have) the police officer and the suspect been interviewed by the press?

10. We (was, were) completely happy in the 1990s.

Part B

*In the sentences below, circle the **subject** that agrees with the **verb**.*

1. The (trash cans, trash can) needs to be repaired.

2. (They, He) was exercising every day.

3. Hopefully, my (shoe, shoes) were borrowed rather than stolen.

4. (They, she) don't enjoy fighting dragons.

5. (An umbrella, Umbrellas) is a necessity in Seattle.

6. The (twin, twins) like you.

7. The French (word, words) means "to smile."

8. (They, He) sharpen the pencils daily.

9. (An apple, Apples) taste delicious with chocolate.

10. He believes his (wig, wigs) flatters him.

Determining Subject-Verb Agreement in Prepositional Phrases

Often, the group of words that separates a subject and its verb is a **prepositional phrase**. As indicated earlier, this can make it difficult to make the subject and verb agree. Look, for example, 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 *except*)	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, do the following.*

- *First—find and **strike through the prepositional phrase***.

- *Second—find and **underline the subject***.

- *Finally—find and **circle the correct verb***.

1. The number of women in the military (has, have) increased over the last decade.

2. A large basket of toys (was, were) found on your doorstep.

3. One of my brother's friends (is, are) a fireman.

4. The people with no home (is, are) in an emergency shelter.

5. The solution to most of the world's problems (is, are) education.

6. A man with a box of peaches (is, are) on the porch.

7. The last few chapters of that book (is, are) frightening.

8. The children in the downstairs apartment (cries, cry) often.

9. The lights in our house (goes, go) out every time it rains.

10. Several pages from my diary (is, are) missing.

Practice

*Write the correct form of the **verb** on the line provided. Keep to the present tense. Before you do this, do the following.*

- *Find and **strike through the prepositional phrase**.*

- *Find and **underline the subject**.*

_____ 1. Advertisements on television (glorify) youth.

_____ 2. Commercials about everything (make) us afraid of getting old.

_____ 3. Actors in their teens (sell) soft drinks.

_____ 4. Children under the age of six (promote) breakfast cereal.

_____ 5. Children in these advertisements (act) like adults.

_____ 6. Elderly adults in other commercials (behave) like children.

_____ 7. Several commercials about soap (promise) youthful skin.

_____ 8. One commercial for hair coloring products (promise) we can wash away gray.

_____ 9. People in America (spend) millions of dollars trying to stay young.

_____ 10. Even the very young before too long (grow) older but not always wiser.

Practice

Carefully read the **second revisions** *of your* **expository and persuasive paragraphs** *you completed on pages 249-250 and 255-256 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 the following pages, complete a third revision of your paragraphs.

Expository Paragraph

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Persuasive Paragraph

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Regular and Irregular Verbs: Hard-Working Words

Verbs are amazing words. Not only do they tell what the action is in a sentence, they also tell when the action happened. The action of a sentence can happen in the past, in the present, or in the future. These time frames are called the *tense* of a verb.

Verbs have four principle tenses.

Four Principle Verb Tenses

Present	Present Participle	Past	Past Participle
laugh	laughing	laughed	have laughed
shout	shouting	shouted	have shouted
love	loving	loved	have loved

All the verbs above are regular. The past tense of a regular verb is made by adding *-ed* to the basic form. The past participle of a verb is made by adding *-ed* to the verb itself and then pairing it up with "have," "has," or "had."

Some verbs are irregular verbs and do not follow this rule. The best way to learn how to spell irregular verbs is to memorize them. Study the following chart of irregular verbs.

Principal Parts of Irregular Verbs

Present	Past	Past Participle	Present	Past	Past Participle
be, am, are	was, were	been	lend	lent	lent
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
buy	bought	bought	put	put	put
catch	caught	caught	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	run	ran	run
do	did	done	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	shake	shook	shaken
feel	felt	felt	shoot	shot	shot
fight	fought	fought	shut	shut	shut
find	found	found	sing	sang	sung
fly	flew	flown	sit	sat	sat
forget	forgot	forgotten	sleep	slept	slept
get	got	gotten	speak	spoke	spoken
give	gave	given	spend	spent	spent
go	went	gone	stand	stood	stood
grow	grew	grown	steal	stole	stolen
have	had	had	sweep	swept	swept
hear	heard	heard	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
leave	left	left	wear	wore	worn

Practice

Write the correct form of each **irregular verb** *on the lines provided.*

1. Now I **bring**   Yesterday I ___brought___   I have ___brought___

2. Now I buy   Yesterday I _____   I have _____

3. Now I catch   Yesterday I _____   I have _____

4. Now it costs   Yesterday it _____   It has _____

5. Now I cut   Yesterday I _____   I have _____

6. Now I find   Yesterday I _____   I have _____

7. Now I hear   Yesterday I _____   I have _____

8. Now I hold   Yesterday I _____   I have _____

9. Now I hurt   Yesterday I _____   I have _____

10. Now I leave   Yesterday I _____   I have _____

11. Now I lend   Yesterday I _____   I have _____

12. Now I lose   Yesterday I _____   I have _____

13. Now I sweep   Yesterday I _____   I have _____

14. Now I tell   Yesterday I _____   I have _____

15. Now I teach   Yesterday I _____   I have _____

16. Now I understand   Yesterday I _____   I have _____

Practice

Fill in the blanks with the correct **verb** *form.*

	Present	Past	Past Participle
1.	become	_____	_____
2.	_____	came	_____
3.	_____	_____	begun
4.	do	_____	_____
5.	_____	flew	_____
6.	_____	_____	grown
7.	know	_____	_____
8.	_____	rode	_____
9.	_____	_____	seen
10.	shake	_____	_____
11.	_____	_____	read
12.	_____	stole	_____
13.	throw	_____	_____
14.	_____	wore	_____
15.	_____	_____	written
16.	take	_____	_____
17.	_____	_____	sung
18.	teach	_____	_____
19.	_____	shook	_____
20.	speak	_____	_____

Practice

Circle the **errors** *in* **verb tense** *in the sentences below.* **Hint:** *There are nine errors. Rewrite the paragraph correctly.*

I first became aware that something was odd about him when he step from his spaceship. He told me he had rode his spaceship to Earth from another galaxy. At first I did not believe him. I begun to get suspicious when he drunk soda and eat pizza like a pro. After he had eat, he asked for a muffin for dessert. I thunk for sure he was just an earthling on a highly secret Air Force mission. But then he boarded his spaceship and fly away at warp speed. It was not until I seen him disappear in a flash that I realized I had just spent an evening with an alien.

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Nouns: Their Plural and Singular Forms

Nouns are words that name people, places, things, or ideas. Writers must use nouns to describe the details of lives as well as the hopes, fears, and ideals of generations. **Common nouns** name any one of a group of persons, places, or things. **Proper nouns** name a particular person, place, or thing.

Read this sentence that includes common nouns.

> **While driving to the** city, **the** woman **was listening to an audio** book.

Read the same sentence in which the common nouns have been replaced with proper nouns.

> **While driving to** Toronto, Gloria Schitzel **was listening to**
> *101 Ways to Give Your Plants a Happy Life*.

Compound nouns are made up of two or more words joined together. The words may be hyphenated, joined together, or written separately. *Runner-up*, *mother-in-law*, *high jump*, *cable television*, and *broomstick* are all compound nouns.

Collective nouns are singular nouns that name a group, things, or people. *Cluster*, *family*, *harem*, *gang*, and *class* are all collective nouns.

All of these nouns—common, proper, compound, and collective—can be singular or plural. Plurals are formed in various ways. Typically, we add *s* or *es* to the ends of nouns to make them plural. However, some plurals are formed by changing the spelling of the noun, while still others may remain exactly the same as the singular form. Study the chart on the following page on the rules for forming plurals.

Rules of Pluralization

To make a noun plural...		
add *s* to most nouns.	*car*	*car***s**
add *es* to nouns ending in *s*, *sh*, *ch*, *x* and *z*.	*branch*	*branch***es**
change the *y* to *i* and add *es* to nouns ending in a consonant followed by a *y*.	*pony*	*pon***ies**
add *s* to nouns ending in a vowel followed by a *y*.	*boy*	*boy***s**
change the *f* to *v* and add *es* to some nouns ending in *f* or *fe*.	*knife*	*kniv***es**
add *s* to most nouns ending in *f*.	*chief*	*chief***s**
add *s* to nouns ending in a vowel followed by *o*.	*rodeo*	*rodeo***s**
add *es* to some nouns ending in a consonant followed by *o*.	*tomato*	*tomato***es**
change the basic spelling of certain words.	*ox*	*ox***en**
spell certain words the same way in singular and plural form.	*deer*	***deer***
add *s* (or *'s* if plural would be misunderstood without an apostrophe) to numbers, letters, and signs.	*8* or *1980* *p* or *A* *#*	*8**'s** or *1980***s** *p**'s** or *A**'s** *#**'s**
add *s* or *es* following appropriate rules, if the number is spelled out.	*three*	*three***s**
add *s* or *es* to compound nouns to make compound nouns plural.	*leftover* *eyelash*	*leftover***s** *eyelash***es**
add *s* to the noun and leave the modifier in hyphenated compound nouns unchanged.	*son-in-law*	*son***s***-in-law*
add *s* to nouns ending in *i*	*alibi*	*alibi***s**

Practice

*Write the **plural** form of the following nouns.*

1. tree _____
2. fish _____
3. ruby _____
4. toy _____
5. life _____
6. reef _____
7. radio _____
8. tornado _____
9. child _____
10. sheep _____
11. 1960 _____
12. two _____
13. sack _____
14. dish _____
15. wife _____
16. background _____
17. 6 _____
18. person _____
19. mouse _____
20. family _____
21. lady _____
22. D _____
23. torpedo _____
24. mother-in-law _____
25. Susan _____
26. class _____
27. hope _____
28. belief _____
29. smile _____
30. ditch _____

Practice

*Explorers brought back a language workbook from a distant planet called Xacton. Unfortunately, several pages had been destroyed. Fortunately, the Xactonians use the **same pluralization rules** we use. Apply our rules from the **Rules of Pluralization** chart on page 312 to the following Xactonian singular nouns. Write the **plural** forms on the lines below.*

Singular   **Plural**

1. one **blurd**   many   _____

2. one **shnix**   many   _____

3. one **croy**   many   _____

4. one **vixife**   many   _____

5. one **seo**   many   _____

6. one **jehno**   many   _____

7. one **ux**   many   _____

8. one **gluchny**   many   _____

9. one **thran-in-law**   many   _____

10. one **noilo**   many   _____

Practice

*Write the **singular** form of each of the following nouns.*

1. boxes   _____
2. cats   _____
3. ponies   _____
4. brushes   _____
5. dairies   _____
6. dresses   _____
7. assemblies _____
8. lives   _____
9. geese   _____
10. calves   _____
11. bases   _____
12. files   _____
13. beads   _____
14. bikes   _____

15. papers   _____
16. elves   _____
17. beaches   _____
18. bodies   _____
19. inches   _____
20. chains   _____
21. shirts   _____
22. bottles   _____
23. flowers   _____
24. waxes   _____
25. states   _____
26. picks   _____
27. books   _____
28. concerts   _____

29. buddies   _____

30. planes   _____

31. ears   _____

32. cities   _____

33. trails   _____

34. faces   _____

35. agencies   _____

36. witnesses   _____

37. leaves   _____

38. lies   _____

39. witches   _____

40. messes   _____

41. switches   _____

42. activities   _____

43. skates   _____

44. years   _____

45. teams   _____

46. changes   _____

47. seconds   _____

48. wings   _____

49. cries   _____

50. strikes   _____

Practice

*Fill in the blanks with the correct **singular** form of the noun in parentheses.*

1. The _____ (men) was lost.

2. He asked a young _____ (children) for directions.

3. She was not familiar with the _____ (cities).

4. In desperation he flagged down a _____ (buses).

5. The driver gave him a _____ (maps).

6. It showed him that the street was named after a famous
   _____ (people).

7. He found the street and entered the _____ (galleries).

8. He was looking for a painting of a mysterious _____
   (women).

9. It was located next to a sculpture of a _____ (deer).

10. He looked at the painting and realized that the mystery portrait was
    of his _____ (sisters-in-law).

Practice

*Fill in the blanks with the correct **plural** form of the word given in parentheses.*

1. Quickly he phoned several _____ (art historian) and told them about her identity.

2. They wrote down her name and both of her _____ (address).

3. She admitted that she had posed for the artist in the _____ (1950).

4. The artist had admired the tattoo of entwined _____ (fish) on her left shoulder.

5. She didn't like the painting and it was against her _____ (wish) to be identified with it.

6. It was too late: _____ (radio) all over the country were announcing the discovery.

7. One night she entered the gallery with several sharp _____ (knife).

8. She cut the painting into two _____ (half).

9. _____ (Century) later, the painting became known as "The Divided Woman."

Practice

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

_____ 1. a word that shows the relationship between a noun or a pronoun and another word in the sentence

_____ 2. nouns that name a general class of persons, places, things, or ideas

_____ 3. making the verb of a sentence match its subject in number

_____ 4. a group of words that begins with a preposition and usually ends with a noun or pronoun called the object of the preposition

_____ 5. a verb that shows physical or mental action

_____ 6. a verb that expresses a state of being

_____ 7. nouns that name specific persons, places, things

A. action verb

B. common nouns

C. linking verb

D. proper noun

E. preposition

F. prepositional phrase

G. subject-verb agreement

Pronouns

Pronouns are words that take the place of nouns. Consider the following example.

> The student wished *she* had studied harder for the exam.

In this sentence, *she* is a pronoun. It replaces or "stands in" for the noun *student*.

The most common pronouns 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:

> *He* is able to do nine things at once.

Here, the pronoun *He* is in the subject of the verb *is*. *He* is in the subject form or case.

Look at this sentence:

> Don't ask *him* to do 10 things at once.

Here, the pronoun *him* is in the object of the verb *Don't ask*. *Him* is in the object form or case.
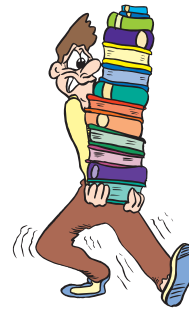
Look at this sentence:

> *His* ability to do nine things at once is remarkable.

His shows whose ability is remarkable. It shows possession or ownership. Therefore, *His* 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:

> Jeanne wished *Jeanne* had studied harder for the exam.

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

With pronouns:

> Jeanne wished *she* had studied harder for the exam.

This sentence sounds better. The pronoun *she* makes it easier to read and understand.

Practice

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

1. Alicia is the finest field goal kicker in the state. <u>Alicia</u>

   (_____) has won the high school kicking contest three

   years in a row.

2. The boys in our school marvel at how far and straight Alicia can

   kick a football. <u>The boys</u> (_____) think <u>Alicia</u> (_____)

   has a stronger leg than any male kicker <u>the boys</u> (_____)

   have ever seen.

3. John often tries to help everyone. <u>John</u> (_____) often finds

   himself stretched thin and too short on time.

4. The test is much easier than I expected. <u>The test</u> (_____) may

   only seem so easy because I studied so hard.

5. Joe and Shannon are the best of friends. <u>Joe and Shannon</u>

   (_____) often say the same thing at the same time.

6. This high school has the best program for students who want to be

   electricians. <u>This high school</u> (_____) has a building on

   which future electricians can practice the trade.

7. Tim is one helpful fellow. <u>Tim</u> (_____) often does me a favor

   before I even ask for one.

8. The cat has scratched a hole in the wall. Imagine, <u>this cat</u>

 (_____) has scratched through a brick wall!

9. The boy will always know you care for <u>the boy</u> (_____).

10. Alice and Fernando know <u>Alice and Fernando</u> (_____) have

 a lot of studying to do before the exam.

Practice

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

1. Joe knows he can do the job well. (1)

2. The girl will always carry your smile with her. (2)

3. Gina knows she is a good thinker. (1)

4. The cat knows its place when the dog is nearby. (1)

5. She took the exam in order to complete it at her home. (3)

6. My brother needs a challenge he can overcome. (2)

7. When Gina and Mary heard their mother calling them, they answered quickly. (3)

8. When Keisha saw her name on the package, she knew it was hers. (4)

9. When Elliott was asked if he was ready to hear the new CD, he replied, "I've been waiting to hear it all day." (4)

10. Is the book yours, or does it belong to your friend? (3)

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*: *Martin* wished he had stayed later.
> (*Martin* is the antecedent of *he*. The antecedent is singular. The pronoun is singular. They agree in number.)

> *Example*: The *students* wished *they* had arrived earlier.
> (The *students* is the antecedent of *they*. The antecedent is plural. The pronoun is also plural. They agree in number.)

When two or more antecedents are joined by *and*, the pronoun should be plural.

> *Example*: *Carolina* and *Sunjae* can't come to the party because *they* have an exam the next morning.
> (*Carolina* and *Sunjae* is the antecedent of *they*. Both the antecedent and the pronoun are 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*: Either Alice *or Mary* will read a poem she has written. (*Mary* is the closest antecedent, which is singular. The pronoun *she* is singular. They agree in number.)

> *Example*: Neither John nor his *brothers* can find a sweater *they* like. (*Brothers* is the closest antecedent, which is plural. The pronoun *they* 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 (<u>my</u>, our) test.

1. If Elizabeth or Mollie attends a local college, (she, they) can live at home.

2. When students attend a local college, (he or she, they) can save quite a bit of money.

3. When a woman enlists in the armed forces, (she, they) should expect no special treatment.

4. People who live in glass houses should change (his or her, their) clothes in the bathroom.

5. The racers checked (his or her, their) engines before arriving at the starting line.

6. Laurin or Ansley will present (her, their) speech after dinner.

7. Thomas and Will were late for (his, their) first period class.

8. The boy on the stairs dropped (his, their) books.

9. If Gloria arrives before dinner, I will set a place for (her, them).

10. Neither Jessica nor her brothers knew where (her, their) baby sister was hiding.

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 following words *each, either, neither, one, another, someone, somebody, something, no one, nobody, nothing, anyone, anybody, anything, everyone, everybody*, and *everything* are referred to by a singular pronoun—*he, him, his, she, her, hers, it*, or *its*. Plural pronouns do **not** have gender.

Practice

Do the following to complete this practice.

- *Underline the **pronoun's antecedent**.*

- *Fill in the blank with the **correct pronoun** using the **Personal Pronouns** chart on page 321.*

- *Make sure the pronouns **agree in gender and number**.*

1. When I hear my favorite song, I always sing along with
   _____ .

2. The mailman delivered the packages Anna had ordered for
   _____ mother.

3. Anna or Lizzie will come early so _____ can help with the
   party decorations.

4. The toddlers quickly finished _____ snack.

5. Did Mandy and Cassie bring _____ raincoats?

6. The boxes on the floor need _____ labels checked.

7. Whenever I write thank-you notes, I always mail _____
   quickly.

8. Her pigtails have ribbons on _____ .

9. One of my brothers won a scholarship because of _____
   good grades.

10. When I saw Nellie this morning, _____ was in a good mood.

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* helped Rodney with math.
                                    We studied together last night.
     (These pronouns refer to the person who is speaking.)

- *Write* **2** *if it is a* **second-person** *pronoun.*
     second person: *You* did very well on the last quiz.
     (*You* refers to the person spoken to.)

- *Write* **3** *if it is a* **third-person** *pronoun.*
     third person: *He* improved his grades by seeing a tutor.
                                    They met twice a week.
     (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.

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

1. Keep me informed of your location. (2)

2. She wanted me to return Billy's book to him. (3)

3. Lucy told me, "I seemed to have caught your cold." (3)

4. When our costumes arrived, I could see that mine was identical to yours. (4)

5. My parents say the puppy is theirs; my baby brother says it belongs to him. (5)

Indefinite Pronouns

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

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 *one*)	either (either *one*)	neither (neither *one*)	one	another
someone	somebody (some *single* body)	something		
no one	nobody (no *single* body)	nothing		
anyone	anybody	anything (any *single* thing)		
everyone	everybody (every *single* body)	everything (every *single* 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.

None of the chocolate bars have melted.
Chocolate bars is a plural noun.
None of the chocolate bars would be plural.
The word *none* 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

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

1. Each of the boys (is, are) hoping for a chance to play.

2. Several of the parents (is, are) arriving after the banquet.

3. Some of the teachers (is, are) chaperoning the dance.

4. Someone (is, are) knocking on the door.

5. Most of the singers (has, have) already performed.

6. Everyone (is, are) here who signed the petition.

7. Only a few (has, have) brought permission slips.

8. Someone (need, needs) to take up tickets at the door.

9. Everything (was, were) included in our expenses.

10. None of the guests (has, have) decided to stay an extra day.

Possessives: Showing Ownership

Possessives are used to show that one person or thing owns something. For example, the clause, *That is the girl's dog,* shows that the dog is owned by the girl. Possessives are also used to show the relationship between one thing and another. For example, the question, *Who is performing on today's program?*, asks a question about the program that is being presented today. Possessives are shown by an apostrophe and an *s*, or in some cases, by just adding an apostrophe:
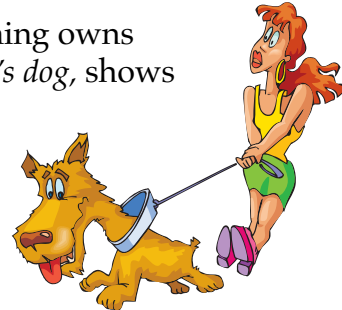
That is the girl's dog.

    the boy's bicycle (one boy)

    the boys' bicycles (more than one boy)

    the children's toy box (children)

    the ladies' race car (more than one lady)

the ladies' race car

In most cases, it is easy to tell whether a word should be made possessive, as in the examples above. However, some cases are more difficult.

> Would you add an apostrophe to the word *days* in the phrase *a days work*? If you are uncertain, simply rewrite the phrase using the word *of*: *the work of a day*. If the *of* fits, then use an apostrophe: *a day's work*.

Study the rules for forming possessives in the chart below.

Rules for Forming Possessive
▶ To form the possessive of a singular noun, simply add an *apostrophe* and an *s*.
the notebook that belongs to Brita ➡ Brita's notebook   the cat that belongs to the boy ➡ the boy's cat   the eyes that belong to the monster ➡ the monster's eyes
▶ To form the possessive of a plural noun ending in *s*, simply add an *apostrophe*.
the manes that belong to the horses ➡ the horses' manes   the discoveries that belong to the students ➡ the students' discoveries
▶ To form the possessive of a plural noun that does *not* end in *s*, simply add an *apostrophe* and an s.
the clubhouse that belongs to the children ➡ the children's clubhouse   the antiques that belong to the men ➡ the men's antiques

Pronouns present a special case. The possessive case of a pronoun is not formed by adding an apostrophe or an *s*.

Pronoun – – – – – ➡	Possessive
I	my, mine
you	your, yours
he	his
she	her, hers
it	its (*not* it's, which means it is)
we	our, ours
they	their, theirs
who	whose

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

Practice

Change each **phrase** *that is in parentheses into a* **possessive**. *Write the possessive above the phrase in parentheses. The first one has been done for you.*

girl's sandwich
1. The (sandwich that belongs to the girl) was eaten by her very hungry dog.

2. The (pages of the book) were beginning to yellow and disintegrate.

3. The (model airplanes that belong to the boys) were exact replicas of World War II bombers.

4. Many experts thought the (toys that belonged to the girl) were from the 19th century.

5. The (sandbox that belongs to the children) has almost no sand left in it.

6. The (tails that belong to the cats) stuck straight up in the air as the cats paraded down the street.

7. The (tools that belong to the women) had been passed down through four generations.

8. The (absences that belonged to the student) were finally explained when the (story that belonged to the student) appeared in the local newspaper.

9. Talk about the (adventures that belonged to the student) filled the (hallways that belonged to the school) for three weeks.

10. The (laughter that belonged to the townspeople) could be heard until sunrise.

11. (The car that belongs to me) has never been repaired—or driven!

12. (The house that belongs to them) leans to the left on some days, and to the right on other days.

13. (The house that belongs to us), however, does not lean to either side—it just keeps disappearing into this sinkhole!

14. (The house that belongs to him) is particularly mysterious because it keeps rising higher and higher off the ground.

15. (The doghouse that belongs to it) is also a marvel—it slowly rotates while the dog is inside it.

Capitalization: Uppercase Rules

Capitalization means using "uppercase or capital letters." Capital letters are used for two main reasons. First, they are used to signal the beginning of a sentence. Second, they are used to signal words we consider particularly important. Study the chart below for the rules of *capitalization*.

<table>
<tr><td colspan="2"><h2>Always capitalize…</h2></td></tr>
<tr><td>the first word of every sentence.</td><td>The coffee grounds were in my cup.</td></tr>
<tr><td>a person's name and any initials.</td><td>John F. Kennedy</td></tr>
<tr><td>titles of people.</td><td>Dr. Jones, Mrs. Fisher</td></tr>
<tr><td>*I* and *O* when they are used as words.</td><td>It's the duck that I saw.
"Exult O shores! and ring O bells!"</td></tr>
<tr><td>days of the week and months of the year.</td><td>Tuesday, March</td></tr>
<tr><td>religions, creeds, denominations, names applied to the Bible and its parts, other sacred books, and nouns and pronouns referring to a deity.</td><td>Christianity, Old Testament, God, the Almighty</td></tr>
<tr><td>countries, ethnic groups, nationalities, races, and languages.</td><td>Spain, Asian, Russian, Caucasian, English</td></tr>
<tr><td>names of specific cities, states, avenues, streets, routes, and other geographical sections of the country or world, and place names.</td><td>Atlanta, Fifth Avenue, Wall Street, Route 66, Middle East, Museum of Art and Science</td></tr>
<tr><td>names of special organizations— government, businesses, schools, professional, and social.</td><td>the Jaycees, Department of Education, Sears, Sandalwood High School</td></tr>
<tr><td>names of special buildings and other man-made structures, ships, and planes.</td><td>the Gulf Life Building, Southpoint Mall, the *Titanic*,</td></tr>
<tr><td>brand or trade names.</td><td>Goodyear tires, Kleenex, General Electric</td></tr>
<tr><td>holidays, special or famous events, historical periods or eras, and famous documents.</td><td>Labor Day, the Boston Tea Party, the Gold Rush, the Declaration of Independence</td></tr>
<tr><td>the first word and all-important words in the title of a book, magazine, movie, television show, and song.</td><td>*The Hobbit, Sports Illustrated, General Hospital,*
"America, the Beautiful"</td></tr>
<tr><td>words that come from names that are capitalized.</td><td>San Francisco, San Franciscan</td></tr>
<tr><td>the first word of quoted sentences.</td><td>Tom said, "We won the game!"</td></tr>
</table>

RULES OF CAPITALIZATION

Do *not* capitalize…

the name of a school subject, *unless* it is the name of a specific course or language.	My favorite science course is Biology 101. Sue made low grades in algebra, history, and French.
the names of seasons or directions.	The flowers are lovely in the spring. Turn west after you pass the bank.
the name of trees, fruits, vegetables, birds, or flowers.	roses, robins, oak, mahogany, corn
the names of games or sports, *unless* the name is a trademark.	Tables were arranged for checkers, Scrabble, Monopoly, bridge, and dominoes. Our football team went to see the Dolphins in the playoff.
the name of a disease, *unless* it is named for a person, and then *do not* capitalize the word *disease*.	measles, pneumonia, Hodgkin's disease
the names of musical instruments *unless* the brand is named for a person, and then *do not* capitalize the musical instrument's name.	violin, drums, Baldwin piano
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

Rewrite all the words that should be **capitalized**, *using appropriate capital letters.*

1. gainesville   _____

2. sister   _____

3. tammy   _____

4. canada   _____

5. ny giants   _____

6. silver   _____

7. malcolm   _____

8. j. c. penney   _____

9. dairy queen   _____

10. school   _____

11. holiday   _____

12. easter   _____

13. january   _____

14. lion   _____

15. dr. chin   _____

16. avenue   _____

17. spanish   _____

18. muslim   _____

19. tampa   _____

20. elm street   _____

Practice

Read the paragraph below. Circle each letter that should be **capitalized**.
Hint: *There are 39 letters to be capitalized.*

maya angelou is a famous african-american poet. she grew up in arkansas, which is in the southern part of the united states. her poetry and writing contain images from her black southern heritage. ms. angelou says in her book *i know why the caged bird sings* that william shakespeare was her first white love. today, both shakespeare and angelou are taught in english classes. in 1975, maya angelou received the *ladies' home journal* "woman of the year" award. she has also received honorary degrees from many universities, including wake forest university. she also wrote a poem that was read at the inauguration of president clinton.

Punctuation: Road Signs to Guide Readers

A good way to think of punctuation marks is to imagine them as road signs along a sentence. As the reader travels down the sentence, he or she needs signs to make sense of your writing. Where should the reader stop, pause, or read your sentence as a question rather than as a command?

We use punctuation to help make our writing clearer and easier to understand. Read the examples below.

If John bakes Fred will clean up the kitchen.

Now look at this sentence.

If John bakes, Fred will clean up the kitchen.

Can you see the difference that one comma makes? Did *John bake Fred*? Or did *John bake and Fred clean up*? Without the comma in the second example, the reader might think that Fred was going to be tonight's dessert. Commas and other punctuation marks help the reader understand what is written.

Study the chart below and on the following page for the rules of punctuation.

Rules of Punctuation		
Punctuation Mark	**Rules**	**Examples**
Apostrophe ` ' `	1. Apostrophes are used to show possession or ownership.	Joel's sneakers women's clothes
	2. Apostrophes are used to form contractions (they go where the missing letter or letters would have been).	it's can't you've
	3. Apostrophes are used to form plurals of numbers, letters, and symbols if plural would be misunderstood without an apostrophe.	8's and 1980s p's and A's #s
Quotation Marks `" "`	1. Quotation marks are used to show the beginning and end of a direct quotation or a person's exact words.	"You can learn punctuation," said the teacher.
	2. Quotation marks are used to enclose the titles of magazine articles, chapters, short stories, essays, poems, short pieces of music, and single episodes of a TV series.	"The Masque of the Red Death" "The Enemy" "Stairway to Heaven"

Rules of Punctuation

Punctuation Mark	Rules	Examples
Comma **,**	1. Commas are used to separate items in a series.	Lindsay forgot her pencil, paper, and textbook.
	2. Commas are used to separate two or more adjectives before a noun.	A polite, kind, and cheerful student is a pleasure to teach.
	3. Commas are used before the conjunctions *for, and, nor, but, or, yet,* or *so* when they join independent clauses. (A mnemonic device to remember the words is *fanboys,* standing for the first letter of each of the conjunctions listed above.)	School was awesome, *for* I had biology.
	4. Commas are used to set off the name of a person spoken to directly or an introductory word.	James, can you lend me a quarter?
	5. Commas are used to set aside a descriptive phrase which is not essential to the sentence.	Yes, I can help. Spike, my naughty puppy, ate my sandals.
	6. Commas are used to separate items in dates and addresses.	I was born in Tallahassee, Florida, on April 30, 1990.
	7. Commas are used after the greeting and close of a friendly letter.	Dear Mom, Love, Max
Semicolon **;**	1. Semicolons are used between independent clauses **not** joined by *for, and, nor, but, or, yet,* or *so.* (*fanboys*)	Stretch your mind every day; you'll never regret it.
Colon **:**	1. Colons are used before a list of items (unless there is a verb right before the list).	I enjoy many arts: music, painting, photography, and sculpture. My favorite actors are Johnny Depp, Will Smith, and Vince Vaughn. (no colon needed)
	2. Colons are used to introduce a restatement or explanation linking two sentences	We are left with a question: Who will pay?
Underlining	1. Underlining is used for the titles of books, magazines, works of art, ships, plays, movies, and TV series only when handwritten.	To Kill a Mocking Bird Newsweek Mona Lisa Titanic
Italics	2. *Italics* are most often used in printed material or when using a computer for composition.	*Romeo and Juliet* *Star Wars* *The Oprah Winfrey Show*

Practice

Punctuate the sentences below by inserting **quotation marks** *and* **underlining** *where they belong.*

1. The novel <u>Flowers for Algernon</u> fascinated me.

2. <u>Newsweek</u> had a terrific article on steroids this week. It was called "Steroids and Teenagers."

3. Read our next chapter, "Modern Poetry."

4. I shall call this sculpture <u>The Thinker</u>.

5. Which did you prefer, the book <u>The Autobiography of Malcolm X</u> or the movie <u>Malcolm X</u>?

6. My girlfriend asked me, "Where are you going tonight?"

7. "Help!" screamed the vampire's victim.

8. The television show <u>Ghost Writer</u> tries to teach us that reading is fun and important.

9. His son shouted, "Happy Father's Day!" from the car window.

10. "I name this ship Elizabeth," said Queen Elizabeth, as she broke the bottle of champagne against the bow.

Practice

Place **commas** *in the correct places in each sentence below.*

1. I love the taste of chocolate kiwi and smoked mullet.

2. The man of her dreams is gentle compassionate funny and talented.

3. The secretary's day was shorter than usual yet he was still tired.

4. Count Dracula you should give up this bad habit of sleeping during the day.

5. No I can't give up flying at night.

6. Michael Jordan one of our nation's finest athletes is also a loving father.

7. Bring me the gum the bugs the false teeth and the water pistol you were playing with.

8. That brilliant creative sincere girl will be president one day.

9. You could sing jazz or you could rap at the talent show.

10. Mr. Vice President will you listen to the opinions of young people?

Practice

Put a **C** *beside each sentence that has* **correctly** *placed* **apostrophes**. *Place an* **I** *beside each sentence that has* **incorrectly** *placed* **apostrophes**.

_____ 1. I can't sing in tune.

_____ 2. She wouldv'e danced tomorrow.

_____ 3. You should'not swallow your food without chewing.

_____ 4. The men's department was very elegant.

_____ 5. Children's toys can be dangerous.

_____ 6. I need more friends'.

_____ 7. Everyone's playing outside.

_____ 8. The girl's are organizing a rally.

_____ 9. Mind your p's and q's.

_____ 10. Your *i*s' look like *e*s,' and your *e*'s look like *l*s.'

Practice

Place a **semicolon (;)** *or a* **colon (:)** *wherever needed in each sentence below.*

1. Take with you only important equipment leave behind luxury items.

2. Students from 30 schools went to the meeting they demanded smaller classes.

3. The play dealt with many issues sexism, love, stereotyping, and loneliness.

4. I want many things from life peace, harmony, and some excitement, too!

5. Falling in love is easy staying in love is more challenging.

6. The truth is often hard to find it often hides behind the obvious.

7. Please call all of the team's members Angie, Cora, Cindy, and Veronica.

8. At the end of the meeting, one question remained unanswered when will school start next year?

9. Call me from the beach house and leave a message I will call you back shortly.

10. Remember these words of advice Look before you leap! and Don't count your chickens before they hatch.

Practice

Rewrite the following poem using **punctuation marks or underlining** *to make it* **more exciting and dramatic**. *You may add any of the following marks*: **colons, semicolons, exclamation points, question marks, underlines, quotation marks, apostrophes, commas,** *and* **periods**.

A Friend

The sleek black panther that stalked me
Kept to the smoky shadows
His hot breath curled around my dreams
At night I felt his fur brush against my bare legs
Confront him
I could not
After I met you he crept away
Just like my loneliness

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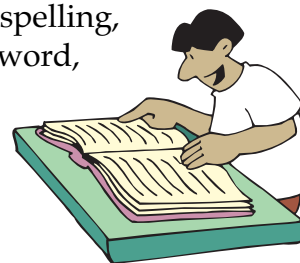
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Spelling: Write It Right!

Many people, despite being highly educated and very intelligent, have trouble spelling correctly. This is not surprising. The English language is very difficult to master. There are so many rules and exceptions to these rules. Certain words contain silent letters. Many words sound alike but have different spellings and meanings. Other words simply are not spelled the way they sound. However, becoming a good speller is very important to good communication. Writing filled with spelling mishaps is difficult to read, and it appears sloppy. This makes the writer look unprofessional and unwilling to put the finishing touches on a final product.

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. This is true of spelling. It takes practice. Good spellers are not born. They work to become good.

- **Check your spelling.** Use a dictionary or a hand-held spell checker. Computer programs also have a spell-check function. Ask your teacher for a list of often-misspelled words. 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.

Look up the meaning.

- **Practice spelling each word.** Do this before you close the dictionary. Close your eyes. Try to see the word. Write the word on a piece of paper. Check the spelling. Keep doing this until you can spell the word.

- **Keep a list.** Write down the words you keep misspelling. Keep this list with you when you write. Use it again as you *proofread*.

- **Write often.** Again, you get better with practice.

Practice

Read the note, which **contains 14 misspelled words**. *These 14 words have been* **italicized** *for you. Use a* **dictionary to look up their correct spelling**. *Then* **rewrite the paragraph** *below with the correct spellings.*

Dear Fred,

    You know *their* have been *quiet alot* of problems with our *enviroment* recently. *Your* invited to a party on *Wensday* the 5th of *Febuary* to raise money to help the biologists clean up Lake Bradford. Nobody knows *whose* causing the pollution there, but *you're* knowledge is *necesary* to help us stop it. *To* many people are avoiding this issue. *There* getting away with *to* much.

                       Yours *truely*,

                         Holly

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 instance, look at the following examples of homophones.

week - a period of seven days

weak - lacking strength or energy

allowed - permitted to happen

aloud - spoken in a normal tone of voice

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, they're
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, fore	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 family decided to take a (cruise, crews) during our spring break.

2. Caroline made chocolate éclairs for (desert, dessert).

3. The (hauls, halls) in our school are very crowded between classes.

4. My teacher must have had a (laps, lapse) in memory; she forgot we had a test today.

5. After my slumber party, my mother needed several days of (peace, piece) and quiet.

6. This past winter, everyone in my family had a case of the (flew, flu).

7. I need to copy down the (cereal, serial) number of my new computer.

8. Turn off the water while brushing your teeth in order to avoid letting water go to (waist, waste).

9. My arm was (sore, soar) where I was hit with a baseball yesterday.

10. Mom carries a small (vile, vial) of cough syrup in her purse.

Practice

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

- *third revision of* **expository paragraph** *from page 304*

- *third revision of* **persuasive paragraph** *from page 305*

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

Expository Paragraph

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Persuasive Paragraph

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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	definition	example
bare vs. bear	*bare* means naked or very simple	His head was *bare* after he lost his hat.
four vs. for	*four* is the number 4	You can buy the shirt in *four* different colors.
pane vs. pain	*pane* is a piece of glass in a window	The baseball hit the window and broke the *pane* of glass.
kernel vs. colonel	*kernel* is a small bit of grain, like corn or wheat	The little girl loved corn and only left one *kernel* on the cob.
knot vs. not	*knot* is a tight loop in a rope or thread	He tied his shoe lace in a *knot*.

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.

Use these professional copyediting symbols as you proofread your writing. Use them for every piece of writing you do or when you are editing someone else's work.

Copyediting Symbols

Symbols	Meaning	Example	Corrected Example
≡	Capitalize a letter.	Harper lee wrote *To kill a Mockingbird*.	Harper **Lee** wrote *To **Kill** a Mockingbird*.
/	Make a capital letter lowercase.	Scout is Six Years Old when the novel begins.	Scout is **s**ix **y**ears **o**ld 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.	sp. Scout's fathur was an attorney.	Scout's **father** was an attorney.
℘	Delete.	Scout knew knew how to read when she went to school.	Scout knew how to read when she went to school.
∧	Insert here.	pleased 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.	Scuot was a tomboy.	Sc**ou**t was a tomboy.

Practice

*Edit the paragraph below by using the **copyediting symbols** from the chart on the previous page. Use another sheet of paper to **rewrite the paragraph correctly**.*

A Night I Will Never Forget

last week my sister and I were watching my baby bother while my

parents were out. we were watching television when suddenly we

hear a knock on the door at first we thought Mom and Dad must have

forgotten their keys however when we looked out the window we saw

a strange car my sister told me to open the door I did so thinking she

was right behind me the person turned out to be uncle Charlie who

wanted to show us his new car When I turned around to take my

sister's hand I found she was gone we looked around and found her

hiding behind the couch.

Practice

Edit *the paragraph below. Then* **rewrite the paragraph** *using your editing and other necessary revisions on the lines that follow.*

Students Fail for Many Reasons   *by Student A*

Many people fale for many different reasons here are some. Like always doing things at the last minute. then there is failing to make up an assignment missed during an absense. I caught a huge fish yeaterday. But some are so hard headed they fail to see any potential benefit in learning today for tomorrow.But some people, just dont want to do anything just hand to him on a sliver platter.

_____

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Practice

Proofread *the fourth revisions of your* **expository and persuasive paragraphs** *from pages 353-354. Use the proofing techniques on page 356 and the copyediting symbols on page 357 to indicate your errors.*

Then use the **Tip Sheet for Finalizing Your Writing** *below with both of your paragraphs.*

Tip Sheet for Finalizing Your Writing

- **Let your writing get *cold*.** Never attempt to revise and edit immediately. You need some time away from your content. Otherwise, you often remember what you *meant* to write. You do not see what is really there.

- **Read your work aloud.** Your eyes often miss mistakes. Your ears usually do not. This is especially helpful in finding omitted and extra words. Also, read slowly. Allow yourself to hear your words.

- **Point to your words as you read them aloud.** This helps you even more to read what is really there.

- **Read for one type of error at a time.** Read for errors in spelling, sentence structure, or grammar one at a time. Don't try to find them all at the same time.

- **Ask questions.** If you are not sure whether you have made a mistake, ask. Ask your peer editor. Ask your teacher. If you are right, that's good. You will feel more sure of yourself next time.

- **Use all of the tools available to help you.** Use computer spelling and grammar checkers, dictionaries, your teacher, peer editors, etc.

Practice

At this point, your paragraphs should be in good shape. You have revised them. You have edited them. You have proofread them. Now you need to write final, clean copies of them.

Write final copies *of your* **expository and persuasive paragraphs** *from pages 353-354. Turn in the final copies as part of your* **Unit Assessment**.

Expository Paragraph

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Persuasive Paragraph

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

Unit Focus

Reading

- Refine vocabulary for interpersonal, academic, and workplace situation, including figurative, idiomatic, and technical meanings. (LA.A.1.4.3)

- Identify devices of persuasion and methods of appeal and their effectiveness. (LA.A.2.4.5)

- Analyze the validity and reliability of primary source information and use the information appropriately. (LA.A.2.4.7)

Listening, Viewing, Speaking

- Select and use appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and take action in career-related situations. (LA.C.1.4.1)

- Describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations. (LA.C.1.4.2)

- Use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others. (LA.C.1.4.3)

- Identify bias, prejudice, or propaganda in oral messages. (LA.C.1.4.4)
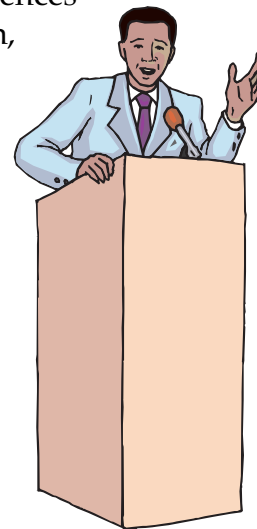
- Determine main concept and supporting details in order to analyze and evaluate nonprint media messages. (LA.C.2.4.1)

- Understand factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented. (LA.C.2.4.2)

- Use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic. (LA.C.3.4.1)

- Select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations). (LA.C.3.4.2)

- Use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain. (LA.C.3.4.3)

- Apply oral communication skills to interviews, group presentation, formal presentations, and impromptu situations. (LA.C.3.4.4)

- Develop and sustain a line of argument and provide appropriate support. (LA.C.3.4.5)

Language

- Apply an understanding that language and literature are primary means by which culture is transmitted. (LA.D.1.4.1)

- Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. (LA.D.1.4.2)

- Understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities. (LA.D.2.4.1)

- Understand the subtleties of literary devices and techniques in the comprehension and creation of communication. (LA.D.2.4.2)

- Critically analyze specific elements of mass media with regard to the extent to which they enhance or manipulate information. (LA.D.2.4.5)

- Understand that laws control the delivery and use of media to protect the rights of authors and the rights of media owners. (LA.D.2.4.6)

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

Overview

We connect with others through *communication*—the act of sending or receiving messages. You send and receive hundreds of messages every day. Sometimes we send messages by using our bodies. We smile to welcome someone, or we stand at a bus stop to "tell" the driver of the next bus we would like a ride.

We look our teachers directly in the eye when they are speaking and nod our heads. This shows that we are interested in what the teachers are saying. When we send or receive messages through gestures or facial expressions, we are using *body language*. We use body language in other ways as well. Often we lean toward or away from a speaker. Other times, we show tension or lack of interest by the way we sit or stand. Body language is also called *nonverbal communication*, a way of sending or receiving messages without the use of words.

We send or receive messages through gestures or facial expressions.

When we use words, we are using *verbal communication*. When you read a story, listen to music or a radio commercial, or write a note, you are using verbal communication. Whether your audience is one person or 40 people, you communicate well when your audience understands your message in the way you want them to. Similarly, you want to understand the messages people send to you. You also want to understand how communication can be used as a tool of persuasion. This includes knowing the ways that a sender can attempt to influence your thinking on subjects from buying a product to choosing your next president.

One of the most important acts of communication in any culture is storytelling. Storytelling is the art of sharing a story with a particular audience through both verbal and nonverbal communication. These stories have had many purposes throughout the centuries. Ancient Greece

and Rome had such stories as part of their religious practices. Today, we refer to these accounts as myths. Greek and Roman myths helped these ancient people explain the world around them. They also share facts about their history and cultural habits. These stories were kept alive by storytelling throughout many years.

This unit will help you become a better storyteller. You will select a good story and practice using visual aids to more effectively share the story. You will then use effect techniques to tell a story to your listeners. You will also learn to be a good listener and watcher, which will help you analyze what you hear and see.

Vocabulary

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

bibliography .... a list or collection of all articles, books, and other sources checked for information or ideas while researching topics or subjects

body language .... the act of sending or receiving messages without words; a form of nonverbal communication
Examples: gestures, facial expressions, body movements, or posture

communication .... the act of sending or receiving messages

copyright .... the right given by law to an author, playwright, or publisher to be the only person or company to reproduce, publish, or sell a literary or artistic work

electronic reference .... the source and location of reference information obtained from the Internet or by electronic means

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
Example: One form of nonverbal communication is *body language*.

persuasion techniques .... different ways to convince someone to buy something, do something, or believe something

prompt .... visual aid to help the speaker remember his or her speech
Examples: storyboards, notecards, and overhead transparencies

pronunciation .... the act of saying words correctly, as they are listed in a dictionary's guide to how a word sounds

storyboard .... a visual map of a story's major events

tempo .... the speed at which words are spoken

verbal communication .... the act of sending and receiving messages using words

visual aids .... any material that can be seen that helps listeners and viewers understand or remember
Examples: pictures, posters, drawings, charts, diagrams, puppets, costumes, hats, scenery, and props

volume .... the loudness or softness of a spoken word

Selecting a Good Story: Making Your Effort Worthwhile

When you listen to a story, what do you expect? First of all, you expect the storyteller to know the story well. You would not enjoy the story if the performer could not remember it. You also expect to be entertained and not bored. When you become the storyteller, your listeners will expect the same things. You must choose a story you like well enough to learn it completely.

You also want your audience to like your story. Your listeners will enjoy being surprised by a story they have not heard hundreds of times. You should plan to do some research to find such a story.

You expect to be entertained and not bored.

The Greek and Roman myths mentioned in the Unit Overview are good choices for a storyteller. They usually contain an organized plot and characters we can recognize. Also, as mentioned earlier, myths usually explain something about life. Characters can behave well or badly, showing love and bravery or jealousy and envy. Most of these tales teach us something about ourselves or the world around us as well.

Good storytellers use gestures and special voices to keep their listeners entertained. When called for, they use puppets, costumes, props, and other **visual aids**. All of these techniques help the audience see the story.

Music and sound effects can also make a story better, just as they do in movies and television. Both help to create the mood of the story. For example, what do you think of when you hear birds singing? An eerie-sounding organ playing? The sound of thunder?

Most myths can be enhanced and brought to life by these same special effects. Finding myths should be an easy task. Your media center will have several collections of myths, and you can easily find them on the Internet.

You can also use the Internet to find myths from other cultures. Ask your teacher for help in finding sites for these tales.

Copyright: Protecting the Rights of the Owner

Many of the versions of the myths 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.

For example, the copyright symbol, followed by John Smith, comma, 2002, indicates that John Smith is the author of the 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 on the following page 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

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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 other electronic means. Refer to Unit 1, pages 45-47 to correctly cite electronic references.

The citations example above and in Unit 1 use the format of the *Modern Language Association* (MLA). **MLA style** contains written procedures used to write papers and *cite* or refer to references. *MLA style* is only one guide to citing references. Your teacher may suggest another style.

Read several myths before choosing. Make sure you like the one you choose. Try to find one your audience will like, too. The following worksheet will help you analyze your myth. Sometimes, even a good story does not make for good storytelling.

Story Analysis Preview

Before planning your storytelling, let's preview what questions we would answer about a myth or story. Read the questions below.

Story Analysis Preview

1. Where does the story take place?

2. What background does your audience need to know?

3. Who are the characters?

4. What happens in the story?

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

6. What is the lesson of the story?

7. What visual aids could you use?

8. What music or sound effects could you use?

Next we will read a myth. Afterwards we will use these questions to analyze the myth.

Practice

Let's practice **analyzing a story**.

Below is an example of a **myth**. *Read it carefully. Then complete the* **Story Analysis Worksheet** *that follows.*

Baucis and Philemon

The king of the Greek gods was Zeus, and he lived in a beautiful palace on top of Mount Olympus. Like all the gods, Zeus had special duties. He was not only the king of the gods, but also the god of hospitality. He was very quick to punish anyone who was unkind to strangers. On many occasions, Zeus would visit the Earth and mingle with its inhabitants, disguised as a human. His purpose was to make sure that men and women observed the rules of hospitality.

The king of the Greek gods was Zeus, and Hermes was the messenger god.

On one of these visits, Zeus and Hermes, the messenger god, traveled together in the form of humble beggars. They sought shelter for the night from many people, only to be turned away, often with cruel remarks.

Night had fallen, and the two Olympians were on the point of giving up their search. However, they came to the house of a poor old couple named Baucis and Philemon. It was a cottage made of mud, reeds, and straw. Baucis and Philemon had lived here since their wedding day. They had been very happy in this humble home.

When Baucis and Philemon heard the knock at their door, they quickly opened it and made the strangers welcome. They happily offered the travelers a place to stay overnight. They replenished their fire and prepared the best food in their home, which was very simple.

The house of Baucis and Philemon was made of mud, reeds, and straw.

When the strangers reached for the food, a miracle happened. The simple meal became abundant and gave off the beautiful fragrance of ambrosia, the food of the gods. At that point, Zeus and Hermes revealed

their true identities. The old couple fell on their knees, begging forgiveness for the poor quality of their home and the food they had offered to the gods.

Zeus gently lifted them from their knees and led them to the top of a neighboring hill. When Baucis and Philemon looked behind them, they saw their valley had been covered by a large lake. All of their cruel, stingy neighbors were lost beneath the water. As Baucis and Philemon wept over this loss, another miracle occurred. A great temple arose, made of gold, ivory, and precious jewels. Zeus entrusted the care of this temple to Baucis and Philemon, and it became their home. Food was always in abundance, and balmy breezes always blew on the beautiful mountain-side.

Baucis and Philemon lived happily for many more years. Their deaths came on the same day, gently, and in their sleep. Zeus transformed them into trees, Baucis into a linden, and Philemon into an oak. Even today, people of that region worship these trees as symbols of the duties of hospitality.

Story Analysis Worksheet

Answer the following to analyze the **myth***, "***Baucis and Philemon***"* *above.*

1. Where does the story take place? _____

   _____

2. What background does your audience need to know? _____

   _____

   _____

   _____

   _____

   _____

3. Who are the characters? _____

_____

_____

_____

4. What happens in the story? _____

_____

_____

_____

_____

_____

5. How will the audience feel about the story? (Will they laugh? Will

they feel sad?) _____

_____

6. What is the lesson of the story? _____

_____

_____

_____

_____

7. What visual aids could you use?_____

   _____

8. What music or sound effects could you use? _____

   _____

   _____

Practice

Choose **two myths** *or* **stories** *to* **analyze**. *Get* **teacher approval** *for each one.* **Before** *planning your storytelling,* **answer the following** *to analyze the two myths or stories.*

Story 1 Analysis Worksheet

1. Where does the story take place? _____

   _____

2. What background does your audience need to know? _____

   _____

   _____

   _____

   _____

3. Who are the characters? _____

   _____

   _____

4. What happens in the story? _____

   _____

   _____

   _____

   _____

   _____

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

_____

_____

_____

_____

6. What is the lesson of the story? _____

_____

_____

_____

_____

7. What visual aids could you use? _____

_____

_____

_____

8. What music or sound effects could you use? _____

_____

_____

Story 2 Analysis Worksheet

1. Where does the story take place? _____

    _____

2. What background does your audience need to know? _____

    _____

    _____

    _____

    _____

3. Who are the characters? _____

    _____

    _____

4. What happens in the story? _____

    _____

    _____

    _____

    _____

    _____

    _____

5. How will the audience feel about the story? (Will they laugh? Will

they feel sad?) _____

_____

_____

_____

_____

6. What is the lesson of the story? _____

_____

_____

_____

_____

7. What visual aids could you use? _____

_____

_____

_____

8. What music or sound effects could you use? _____

_____

_____

Practice

Choose **two myths** *or* **stories** *that you want to tell. Get your* **teacher's approval** *for both stories. Then complete the following* **story 1 and 2 rating checklists**. **Rate each story** *on a* **scale** *from* **1 to 4**. **Add your ratings** *to find each story's* **total score**. **Choose the story** *with the* **highest score**.

Story 1 Rating

Title: _____ **Author:** _____

Publisher: _____ **Date Published:** _____

Source (library, Internet, etc.): _____

	1 worst	2	3	4 best
I enjoyed the story and understood what happened.				
The story teaches a lesson.				
The story has an organized plot. (It is easy to understand what happens.)				
The story will cause an emotional response in my audience.				
I can make the story better with visual aids.				
I can make the story better with music or sound effects.				
My audience will enjoy this story. (It is not too familiar. It will not offend anyone. It is not too simple. It is not too hard to understand.)				

Story 1 Total Score: _____

Story 2 Rating

Title: _____   Author: _____

Publisher: _____   Date Published: _____

Source (library, Internet, etc.): _____

	1 worst	2	3	4 best
I enjoyed the story and understood what happened.				
The story teaches a lesson.				
The story has an organized plot. (It is easy to understand what happens.)				
The story will cause an emotional response in my audience.				
I can make the story better with visual aids.				
I can make the story better with music or sound effects.				
My audience will enjoy this story. (It is not too familiar. It will not offend anyone. It is not too simple. It is not too hard to understand.)				

Story 2 Total Score: _____

Practice

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

bibliography	**electronic reference** **visual aids**
copyright	**MLA style**

_____ 1. 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

_____ 2. any material that can be seen that helps listeners and viewers understand or remember

_____ 3. a list or collection of all articles, books, and other sources checked for information or ideas while researching topics or subjects

_____ 4. a set of written procedures from the Modern Language Association used to write papers and resources

_____ 5. the source and location of reference information obtained from the Internet or by electronic means

Preparing: Making the Story Your Own

Most of us have little trouble talking, and we do it as often as we can. We truly enjoy having conversations with our friends and family. However, speaking in front of your classmates is different, even if you know most of them and they are your friends. All eyes will be on you, and none of your listeners will be talking. This can be a bit scary, and, more than likely, you will be nervous.

Unfortunately, being nervous makes you forget things, even things you really know very well. Being nervous can also make your hands shake and cause you to stumble over your words or speak too softly. In short, it can make you look somewhat silly.

One way to prevent looking silly is to prepare. Anyone who frequently speaks before a group successfully is always well prepared.

To begin, you *must* memorize your story. One good way to do this is to prepare a **storyboard**, which is something like a cartoon strip. It is a *visual* map of the stories major events. You do not need to be an artist to do this. Simple stick figures will do.

Below is a sample *storyboard* of the myth of Baucis and Philemon.

Storyboard
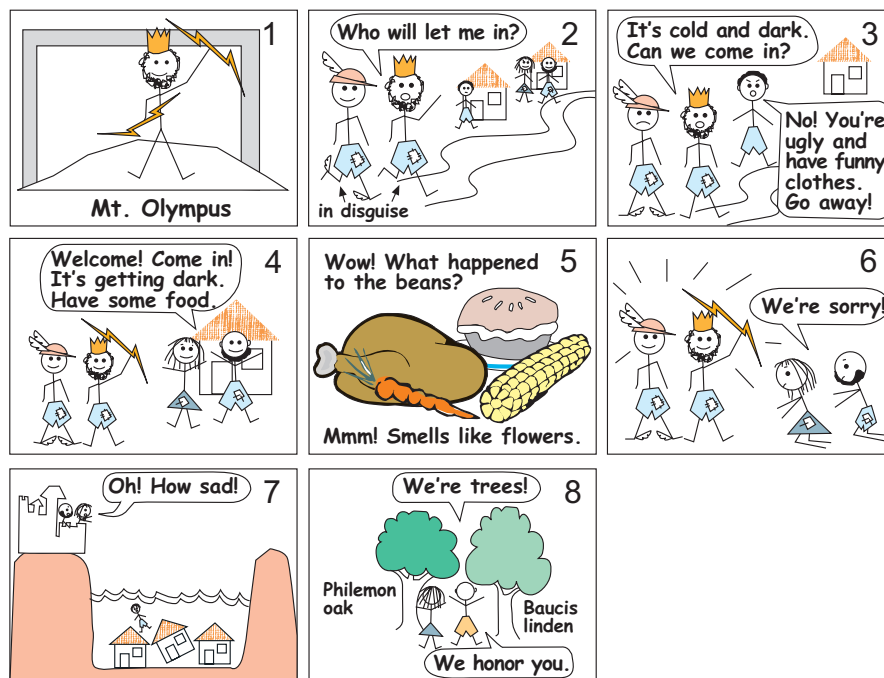
Practice

Complete a Storyboard *for your* **myth**. *Make sure your storyboard* **follows the story** *and is complete.* **Draw a picture** *for* **each event** *that happens* **in the plot**. **Arrange the pictures** *or frames of your storyboard* **in order** *and* **number them**.

Storyboard

Storytelling

By now, you should be familiar with your story. You are ready to plan your storytelling.

Decide what prompts you will use.   Remember, you may be nervous. You will need some help to remember your story. You need to stay organized. You need to remember all the details. Some **prompts** to consider are as follows:

- **Your storyboard.**   Make it bigger and more colorful. Write important words on it. Plan to use a pointer as you speak. Consider transferring it to a flipchart and easel. Ask one of your classmates to help you turn the pages while you tell your story.

- **Notecards.**   Transfer key words from your storyboard to notecards. Print the words in large, black letters. Number each notecard. Arrange them in order before you speak.

Write important words on your storyboard.

- **A transparency and an overhead projector.**   Ask your teacher to help you do this. You can prepare an outline of the important events of the plot. Plan to project this while you talk. Check off each event as you discuss it.

Choose visual aids to add life to your story.   *Visual aids* are any materials that can be seen to help listeners and viewers understand a story. They are used to make presentations better. They make information more interesting. Sometimes, they help listeners understand information better. Usually, they help keep the audience listening.

Visual aids can include the following:

- pictures, posters, and drawings

- charts and diagrams

- puppets

- costumes and hats

- scenery and props.
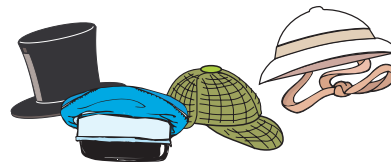
Most stories benefit from visual aids. However, not all visual aids make a story better. Make sure that your visual aids do the following:

- **Relate to the story.**   If they don't, they will distract the audience.

- **Are easy to understand.**   You should not have to explain them. Explanations 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

Enhance your story. Complete the following plan.

1. What *prompt(s)* such as storyboards, notecards, and overhead transparencies will you use?

   _____

   _____

   _____

   _____

2. What *visual aids* such as pictures, posters, drawings, charts, diagrams, puppets, costumes, hats, scenery, and props will you use? Explain how each one will enhance the story.

   _____

   _____

   _____

   _____

   _____

3. What *other techniques* such as different voices, different paces, hand gestures, body movements, and audience participation will you use? Explain how each will enhance the story.

   _____

   _____

   _____

   _____

   _____

Prepare and Practice

Prepare and practice, practice, practice! At least two days before you tell your story:

- **Make sure all prompts are ready.**   If you are using your storyboard, it should be redrawn. Make sure you can see each frame. If you are using note cards, make sure they are neatly written. Make sure you can read them. Give them to your teacher. Can he or she read them? Can you read them the day after you wrote them? If you are using a transparency, is the outline readable? Do you have enough details on your prompts? Will they be helpful to you?

- **Make sure prompts are organized.**   Do you have the storyboard in order? Are your notecards in order? Is the overhead projector ready?

- **Make sure visual aids are ready.**   Bring these to school. Show them to your teacher. Ask if they are relevant to your story. Store them in a safe place.

- **Make sure visual aids are organized.**   Again, make sure you know where these are the day before your speech. Do not rely on anyone to bring them for you.

- **Start practicing.**   Tell your story aloud several times. Do it alone at first. If possible, record yourself. Then, ask your family and friends to listen. Practice until you don't need your prompts.

Effective Presentation Skills: Using Your Voice and Body

Planning your story is important. Practicing is important as well. However, these are only part of good storytelling. You must learn the skills good speakers use. Good speakers use their voices as tools. Their voices help bring their stories to life. The tools they use include good **pronunciation**. They also include correct **volume** and **tempo**.

- *Pronunciation* is how you say each word. Good speakers say each word correctly. They say each word distinctly. They do not mumble. They do not run words together. They find out how to pronounce any unfamiliar words. They may ask someone, or they may look in a dictionary to see how to pronounce a word. They practice saying these new words.

- *Volume* is how loudly or softly you speak. Make sure your volume is not too loud or too soft. Sometimes you will need to change your volume. It depends on what is happening in your story. If your character whispers, you will need to whisper. However, make sure your listeners can hear you clearly.

Make sure your volume is not too loud.

- *Tempo* is the speed at which you speak. It is how quickly or slowly you speak. You tend to speak more quickly when you are nervous. Make sure to control your tempo. Your listeners need to follow your story.

Remember, you can also change your voice to enhance your story. You can sound like a hissing snake or a big, bad wolf. You still need to keep the above skills in mind: pronunciation, volume, and tempo.

Use the *Pronunciation, Volume, and Tempo* chart on the following page when you practice. Give a copy to each of your listeners. Read their comments when you are through. It is important to remember that you are still practicing. You can still change your technique. You can also make changes to your presentation based on your listeners' comments.

Practice

Present the story *you have been working on in this unit. Give a copy of the chart below to each of your listeners. Use the chart to* **improve your speech** *before presenting it to the class.*

Pronunciation, Volume, and Tempo

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

Communication Skills

When we use words, we are using **verbal communication**. Speakers can do more than just use their words and their voices. There are other forms of **communication**, or ways to send or receive messages other than just using words. Speakers can use their bodies, too. They can use gestures and facial expressions. This form of **nonverbal communication**, called **body language**, can make a story better. It can also distract the listeners. Sometimes, they will watch these movements instead of listening. We need to improve our nonverbal communication. This will improve our storytelling.

Tips for Using Body Language

While you tell your story, do the following:

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

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

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

Use your hands effectively. Use gestures to emphasize important points. Hold your note cards. Use a pointer for your storyboard. Otherwise, let your hands rest at your sides. You can rest them on the speaker's stand. Don't tap your fingers. Don't make nervous movements with your hands.

Practice

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

Watching Commercials: When Stories Have a Purpose

Our lives are filled with stories. You told a story in the last lesson. It was part of your class work. You probably told a story yesterday to your friends. Maybe it was to your family. Maybe you told more than one. Maybe it was at lunch. Maybe it was at dinner. Maybe it was about something funny that happened at home.

People tell you stories as well. Your parents talk about when they were your age. Sometimes these stories are funny. Sometimes, they are meant to teach you something.

Commercials are meant to make us want to buy their products.

We hear and see another kind of story every day. These are commercials and advertisements. We see them in magazines and newspapers. We also see them on television. We hear them on the radio. These stories have a special purpose. They are meant to *persuade* or convince us to buy something.

The people who create commercials use **persuasion techniques**. *Persuasion techniques* are different ways to convince someone to buy, do, or believe something. When used in commercials and advertisements, these techniques make us want to buy their products. Some of the most successful techniques are discussed in the following sections.

Slice of Life: The Choice of People Like You

These commercials look like home videos. They often show a group of people. Perhaps it is a "family." Perhaps it is a "group of friends." Often, they might look like your family or friends. The group is having a wonderful time. They are eating a particular cereal. Maybe they are wearing a certain type of tennis shoe. Perhaps they are driving a certain car. Whatever the product is, it seems to be making their lives more fun. The commercials seem very convincing. However, all of the people are actors. They have practiced the scenes many times. Many of them do not know each other. Probably, none of them have ever eaten that brand of cereal before. They are eating it because it is their job. They are getting paid to do so.

The Famous Face: The Choice of Stars

Magazines and television advertisements are filled with famous people. They are wearing a particular brand of make-up or eating a particular cereal. The idea is to make people believe they can be like these celebrities. People simply need to use the same product. In truth, we have no way of knowing if famous people use these products. We do know that they are being paid lots of money to say they do.

Just the Facts: Abusing Statistics

This type of commercial uses real facts and figures. However, it tells you nothing about the survey it used. Usually, a very small sample will be taken. Then, advertisers make a statement about a larger group. For example, four out of five mothers preferred Peanut Pleasures peanut butter. The advertisers did not tell you the following things. Only 25 families were surveyed. The survey was taken in Pleasant Acres, Alabama, the home of Peanut Pleasures

The survey was taken in Pleasant Acres, Alabama, the home of Peanut Pleasures peanut butter, where many people work for this company.

peanut butter, where many people work for this company. Mothers in Miami, Florida might have very different tastes. This is not, therefore, a trustworthy claim.

Problem-Solution: Making Your Life Perfect

This commercial shows someone with a problem, which is solved by using a particular product. For example, a young woman has dry, frizzy hair, and is ignored by every young man she meets. A friend recommends a certain shampoo and conditioner. The young woman uses these products and finds her hair is no longer dry and frizzy. Since she has beautiful hair, the young woman is suddenly surrounded by dozens of admirers. In reality, the chances of this happening are very small.

Practice

*Find **three advertisements** in your favorite magazines. Then work with a partner. Choose one of the advertisements. Follow the steps below to **analyze the persuasion techniques** being used. **Present** your ideas to the class and **ask for feedback**.*

Step 1: Answer the following questions:

1. What is the advertisement attempting to sell? _____

    _____

2. Do you find the advertisement interesting? Explain why. (If not,

    move on to number 3.) _____

    _____

    _____

3. If you do not find the advertisement interesting, explain why.

    _____

    _____

    _____

4. Do you think you would buy this product if you could? _____

Step 2: Read the questions below. Discuss them with your partner. Write down your answers.

1. To which audiences do you think this advertisement is aimed?

    _____

2. What in the ad makes you think this? _____

    _____

3. What persuasion techniques do you see in this advertisement?

    _____

    _____

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

    _____

    Why or why not? _____

    _____

    _____

    _____

    _____

Step 3: Present your ideas to your class. Ask if they can identify any other persuasion techniques. Add these to number 3 above. Ask your audience to help you analyze them in number 4 above.

Now you have recognized the persuasion techniques used in the ad.

Would you still buy the product? _____

Why or why not? _____

_____

_____

_____

_____

Practice

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

_____ 1. the speed at which words are spoken

A. prompt

_____ 2. the act of saying words correctly, as they are listed in a dictionary's guide to how a word sounds

B. pronunciation

C. storyboard

_____ 3. the loudness or softness of a spoken word

_____ 4. visual aid to help the speaker remember his or her speech

D. tempo

_____ 5. a visual map of a story's major events

E. volume

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

| communication | persuasion techniques |
| nonverbal communication | verbal communication |

_____ 6. different ways to convince someone to buy something, do something, or believe something

_____ 7. the act of sending or receiving messages without the use of words

_____ 8. the act of sending and receiving messages using words

_____ 9. the act of sending or receiving messages

Discussion Skills: Listening and Speaking in a Group

Many of you find that your teachers will, from time to time, assign group work that includes discussion of ideas. Other times, your teacher will lead a discussion of the entire class in order to hear ideas from the entire group. Either way, giving and receiving input from an entire group can be an excellent way of learning new facts and details.

However, group discussions can get out of hand. Some students abuse these occasions and turn them into an opportunity to socialize. Others want to express their own ideas without listening to the ideas of others. Either way, these students are missing the point of group discussion.

A group discussion is more than just a conversation. It's true that even in the best-planned group discussions, people do talk and listen to each other. However, these participants have a purpose for their interactions. They must make a decision or solve a problem. Everyone must be allowed to participate and to voice an opinion. Obviously, this cannot be done at the same time or the discussion becomes a free-for-all. A group discussion must be planned according to certain guidelines. Some helpful guidelines are as follows:

Listening and Speaking in a Group

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

Empty your mind when others speak. Often, our minds are filled with what we want to say. As a result, we don't hear what the speaker says. To fully listen to another, we must "unclutter" our minds. Write down what you want to say ahead of time. That way, you can listen to others. You aren't in danger of forgetting your own ideas.

Be strong enough to be moved by others. Don't hold on to your ideas too tightly. If someone makes a good point, it's okay to change your mind. A strong person has self-confidence. He or she is not afraid to admit that someone else is right.

Make a contribution. Don't just sit and let others do all the work. Do your part. Come to class prepared. You should add to and improve the discussion.

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

Practice

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

_____ 1. 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.

_____ 2. *Electronic references* are obtained from the Internet or electronic means.

_____ 3. *MLA style* contains written procedures used to direct commercials on television.

_____ 4. A *storyboard* is something like a cartoon strip. It is a *visual* map of a story's major events.

_____ 5. You have to be a great artist to create a storyboard.

_____ 6. *Visual aids* are any materials that can be seen to help listeners and viewers understand a story.

_____ 7. It is best *not* to practice giving your presentation—just read it to the class without any gestures or props.

_____ 8. *Pronunciation* is how you say each word.

_____ 9. *Tempo* is how loudly or softly you speak.

_____ 10. *Persuasion techniques* are different ways to convince someone to buy, do, or believe something.

Unit 6: Literature—Discovering the World, Discovering Ourselves

Unit Focus

Reading

- Select and use prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing to anticipate content, purpose, and organization of a reading selection. (LA.A.1.4.1)

- Determine the author's purpose and point of view and their effects on the text. (LA.A.2.4.2)

- Describe and evaluate personal preferences regarding fiction and nonfiction. (LA.A.2.4.3)

Listening, Viewing, Speaking

- Describe, evaluate, and expand personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations. (LA.C.1.4.2)

Language

- Apply an understanding that language and literature are primary means by which culture is transmitted. (LA.D.1.4.1)

- Understand the subtleties of literary devices and techniques in the comprehension and creation of communication. (LA.D.2.4.2)

Literature

- Identify the characteristics that distinguish literary forms. (LA.E.1.4.1)

- Identify universal themes prevalent in the literature of all cultures. (LA.E.1.4.3)

- Understand the characteristic of major types of drama. (LA.E.1.4.4)

- Understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods. (LA.E.1.4.5)

- Analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions. (LA.E.2.4.1)

- Understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme. (LA.E.2.4.2)

- Analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration. (LA.E.2.4.3)

- Recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts. (LA.E.2.4.6)

Unit 6: Literature—Discovering the World, Discovering Ourselves

Overview

Literature—writing that has lasting value—is characterized by its use of elastic and powerful language. Writers can stretch their words into dramas that keep us glued to our seats. They can also squeeze these words into poetic snapshots that cause us to see, touch, and hear beautiful moments in life. Writers and the literature they create have the power to capture the emotions that come with being human. They bring us triumph, passion, or loneliness. When we read literature we know that we are not alone. We realize that across history others have shared our experiences and emotions.

Becoming a good reader of literature is a no-lose investment of your time.

Literature also allows us to learn the power of a single word. Writers use language in the same way painters uses a palette of colors. Both artists create exact pictures and feelings that leave no doubt as to their intended meaning. Understanding why a poet chose a particular set of words helps you read better. Mastering the art of seeing the information contained in a dramatic character's dialogue does this as well. The skills you perfect in becoming a good reader serve you well in all areas of life. You can read legal documents more effectively and understand the textbooks required for other classes. Becoming a good reader of literature is a no-lose investment of your time.

In this unit, you will learn some skills for approaching good literature, and you will practice these skills across several genres. These skills will help you critically analyze the literature you read and understand an author's deeper meaning. This deeper understanding will open new doors of enjoyment and comprehension of everything you read.

Vocabulary

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

antagonist .... a character in conflict with the protagonist or main character

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

comedy .... a type of drama or literary work which has a happy ending and often points out human weaknesses and flaws in a humorous way

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 clues .... surrounding words or sentences that identify the meaning of an unfamiliar word

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

literature .... writing in which expression and form are important features, such as poetry, fiction, biography, essays, etc.; writing that has lasting value

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.

narrator .... the speaker in a literary work

nonfiction .... writing based on real people, events, and facts rather than on imaginary ones

novel .... a long work of fiction in which characters and conflicts can be explored in great depth

overt .... that which is openly stated and observable, not hidden or secret

personification .... an expression that gives a human characteristic or action to an animal, object, or idea
Example: The *sun smiled* down on the hikers.

plot.. the skeleton or outline of a literary work; the sequence of the main events in a work

poetry .... a type of literature written in verse and expressing strong feelings

protagonist .... the main character

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
Examples: *nap* and *rap*

rhythm .... a pattern of beats based on stressed and unstressed syllables; used particularly in poetry

setting .... the time (when) and place (where) in which the story takes place

short story .... a short work of fiction usually focusing on a few characters and a single conflict

simile .... a comparison between two different or unlike things using *like* or *as* in the comparison
Example: My mind is as sharp *as* a tack.

stanza .... a group of lines in a poem considered a unit

suspense .... a technique used to create uncertainty so that the reader will stay interested in the story

tempo .... the speed at which words are spoken

theme .... the central idea or message of the literary work; often a lesson about life

tragedy .... a type of drama or literary work that shows the downfall or the destruction of a noble or outstanding person

Fiction and Nonfiction: The Imagined and the Real

Fiction is writing based on imagination, whereas **nonfiction** is based on real people or events. A work of *fiction* may take many different **forms**. It can be a **short story**, a **novel**, or a tall tale. Regardless of its *form*, a work of fiction tells a story. A story describes an event or a series of events unfolding. Sometimes these events can be dramatic, such as a woman scaling a high mountain to rescue her lost husband. Sometimes the events can be quite ordinary, barely noticeable to an observer, such as a young man shopping at a supermarket. Regardless of whether it is about a high adventure or a common experience, a story that has sprung from the writer's imagination is a work of fiction.

an invisible man—a fictional character

King Henry VIII—a nonfictional character

Like a work of fiction, a work of *nonfiction* may take many different forms. It can be a **biography**, **autobiography**, **essay**, cookbook, newspaper article, or a true-life adventure story. All of these examples are types of nonfiction because they are based on factual information, real people, and real events. Culture and history are both reflected in works of fiction and nonfiction. This influence can often be seen in the attitude of the author, the **setting**, the events, and the **characters**.

Sometimes it is easy to tell the difference between fiction and nonfiction. It is obvious that a story about a super hero or grotesque monster is fiction. We know that it is unrealistic to think that such a tale could be a retelling of factual, real-life events. It is also obvious that a story written by a famous person about her own life is probably nonfiction. We know that the famous person probably wrote about events that actually happened to her. Basing a story on factual, real-life events makes it nonfiction.
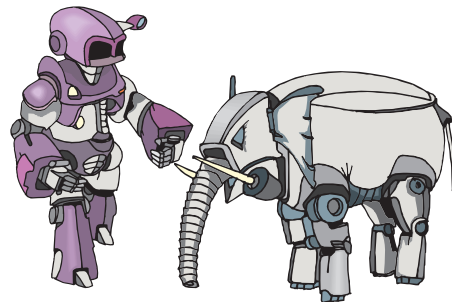
Sometimes it is easy to tell the difference between fiction and nonfiction.

Other times it is more difficult to distinguish between fiction and nonfiction. Because all writing is to some degree inspired by real experiences and requires imagination, how do we know which is real and which is made up? In addition, there are many books featuring real events, such as the Civil War, the sinking of the *Titanic,* and the string of bank robberies by Bonnie and Clyde. Are these books fiction or nonfiction? To answer these questions, it is helpful to consider the author's *purpose* in writing the work. Usually, the main purpose of nonfiction is to inform, educate, or persuade using factual information. The main purpose of fiction, however, is to entertain. Good, thorough nonfiction writers also use reliable sources upon which to base their information.

	Fiction	Nonfiction
Types	short stories, novels, tall tales, some poetry, comic books, some dramas	true-life adventure stories, essays, biographies, autobiographies, cookbooks, magazines, and newspaper articles
Based on	imagination	real people or factual, real-life events
Main Purpose	to entertain	to inform, educate, or persuade using factual information

Practice

Write an **F** *beside writing that is* **fiction**. *Write an* **N** *beside writing that is* **nonfiction**. *Be prepared to explain your answer.*

_____ 1.   a newspaper article

_____ 2.   a short story

_____ 3.   an autobiography

_____ 4.   a resume

_____ 5.   a political speech

_____ 6.   a biography

_____ 7.   a magazine article

_____ 8.   a science report

_____ 9.   an encyclopedia

_____ 10.   a recipe

_____ 11.   a set of directions

_____ 12.   a story about a purple giraffe on the moon

_____ 13.   a research paper

_____ 14.   a fairy tale

_____ 15.   a travel guide book

Practice

Answer the following questions.

1. In the library, poetry is classified as nonfiction. Based on the poetry you have read, would you classify it the same way? Why or why not?

    _____

    _____

2. Imagine you are an expert on the sinking of the *Titanic*, the ocean liner that hit an iceberg and sank. You are reading a book on the *Titanic* and enjoying the accuracy with which the author describes this ocean liner. However, many of the characters in the book were not actually on the real *Titanic*. Would you consider this book a work of fiction or nonfiction?

    _____

    Why? _____

    _____

    _____

3. A young journalist writes an article about prejudice for his school paper. His article is based on interviews as well as research. Is his article fiction or nonfiction?

    _____

    Why? _____

    _____

    _____

Practice

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

autobiography	**fiction**	**novel**
biography	**form**	**setting**
character	**nonfiction**	**short story**
essay		

_____ 1. a person or creature in a literary work

_____ 2. writing based on imagination; may involve real people or events as well as invented ones

_____ 3. a short work of fiction usually focusing on a few characters and a single conflict

_____ 4. a long work of fiction in which characters and conflicts can be explored in great depth

_____ 5. the time (when) and place (where) in which the story takes place

_____ 6. a short piece of writing on a single subject that expresses a specific point of view

_____ 7. writing based on real people, events, and facts rather than on imaginary ones

_____ 8. a work of nonfiction in which the author tells his or her own life story

_____ 9. the way a piece of writing is organized or structured

_____ 10. a work of nonfiction in which the author tells the life story of another person

History and Culture in Literature: Events and Values Depicted in Stories and Reflected through Writers

When you read your history book, you learn about what happened in the past. When you read a work of **literature**, you find out how historical events have shaped the people who experienced them. You also find out how a particular culture influenced the people who lived in it. Defining a particular culture is difficult, perhaps even impossible. We can, however, agree on certain characteristics of a culture. We are part of the American culture. This is a culture that admires independence, from the men who declared national independence from England to the men and women who have struck
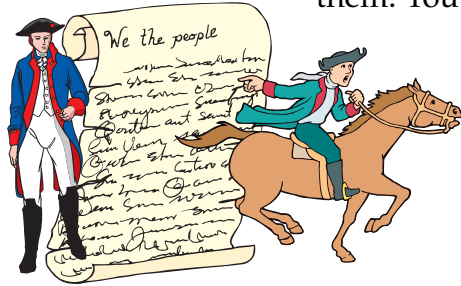
When you read your history book, you learn about what happened in the past.

out on their own and formed successful businesses. We also value the culture of the 1990s. This decade valued information—this period was called the Information Age.

An example of the way history and culture work in writing can be seen in a *novel* about the Depression Era in the United States. The Depression occurred during the 1920s and 1930s. Although the writer herself lived long after this time of extreme poverty and unemployment, she developed an interest in the period. She wanted to show how cultural values affected people during this time. She shows many *characters* in her novel who are extremely bitter because, in spite of their hard work, they are unable to feed and shelter their children. In short, their hard work is not rewarded, and they do not enjoy the American dream.

The writer also shows how events in history contributed to the Depression: how the end of World War I left people with hopes for a comfortable future; and how the hunger for a wealthy lifestyle caused many people to fall into enormous debt. In the novel's last chapter, she shows how, even though the people in the next generation regained some wealth, they lived forever in fear of another depression. This work of fiction shows us a particular history and culture and how they affected people.

The historical period and culture in which a writer lives also influences how and what he or she writes. Certain historical events provide experiences that many writers of a particular culture or time period react to in their work. Careful readers, therefore, can often recognize the *literature* of a particular time, place, or people.

Many southern writers have been affected by slavery, the Civil War, and Reconstruction after the war. In addition, the South was, for a long time, industrially underdeveloped. This resulted, in small towns and an agricultural lifestyle. As a result, southerners felt close to the land and in tune with the cycles of nature. Southern writers have also been heavily influenced by the myths and stories of the antebellum South—or the South before the Civil War. Most of us are familiar with the stereotypical characters identified with this time period. These characters include the southern belle and the southern gentleman. Even today, more than a hundred years after the Civil War and Reconstruction, many Southern writers are still influenced by these events and the "old" South. These writers often address some or all of the following southern **themes** in their works:

- a strong interest in the past

- love of the land

- the difficulty men and women have in breaking with traditional roles

- racial injustice

- stereotypical characters

- a gap between the rich and poor

- strong family ties

- the will to survive disasters.

Practice

*Choose one **fiction** and one **nonfiction** work set in two different regions or cultures. Complete the following chart with information from your selected readings.*

	Fiction	Nonfiction
Title of Work		
What is the setting, or geographical location, of the work?		
Which historical events are described in the work?		
What stereotypical characteristics are presented in the work?		
What cultural or ethnic influences can be identified in the work?		
What economic backgrounds are depicted in the work?		

Practice

Write one or more paragraphs comparing the **cultural and historical influences** *present in the two works. Develop your own comparison or use one of the following questions.*

1. How do the cultural and historical influences affect the behavior of the characters?

   _____

   _____

   _____

   Do all of the characters in each work respond in the same way?

   _____

2. How do the cultural values shown in these two works differ?

   _____

   _____

   _____

   _____

3. In spite of the different cultures and histories in each work, what values are similar in both works?

   _____

   _____

   _____

   _____

Practice

*Read one piece of **nonfiction** and one of **fiction** that are both on the same topic. Compare the two selections by answering the questions below and on the following page. If you need more space, use your own paper.*

Title of Work of Nonfiction: _____

Author: _____

1. What does the author show, explain, or argue in this work? _____

   _____

   _____

   _____

2. What three things did you like about this piece? _____

   _____

   _____

   _____

3. What, if anything, made reading and understanding this piece difficult?

   _____

   _____

4. How are history and culture reflected in this work?

   _____

   _____

   _____

Title of Work of Fiction: _____

Author: _____

1. What does the author show, explain, or argue in this work? _____

   _____

   _____

2. What three things did you like about this piece? _____

   _____

   _____

   _____

3. What, if anything, made reading and understanding this piece difficult?

   _____

   _____

4. How are history and culture reflected in this work?

   _____

   _____

   _____

5. Write a short analysis that explains whether you liked the fiction or nonfiction work better.

   _____

   _____

   _____

Common Literary Elements: The Parts That Make Literature Go

Literature includes certain common ingredients that work together to make a story, poem, **drama**, *autobiography*, or *biography* interesting to read. These common ingredients are called *literary elements*. Not all of these elements appear in every **genre**. Knowing the terms used to talk about literary elements will help you as you study the forms of *genre* in the rest of this unit.

Elements of Fiction

Plot: The *plot* is the skeleton or outline of a literary work; it is the sequence of main events that takes place in the story. In addition, the plot also shows us why things in the story occur. The British author E. M. Forster said that if someone told you the king died and then the queen died, they would be only telling you of two events that happened and be describing only half the plot. However, if they told you that the king died and then the queen died of *grief,* they would be describing the whole plot. In other words, the plot includes the cause (the king's death) and its effect (the queens's death).

The plot of many works of literature follows a structure or order.

The Beginning: Most beginnings give us information. We discover who the main characters are, where and when the story takes place, and any other information we need to make sense of what follows. The beginning also accomplishes something essential to a good story. The beginning suggests that something will happen to upset the situation presented. So, for example, the beginning of *Little Red Riding Hood* suggests that the young girl will not just stroll happily to Grandma's house. No, something will change to upset this lighthearted and innocent picture.

The beginning of Little Red Riding Hood suggests that the young girl will not just stroll happily to Grandma's house.

The Middle: The middle is often the longest and most intense part of a literary work. In the middle, **conflict** upsets the picture presented at the beginning. Take the story of Belinda. She left home on a beautiful sunny day to catch the public bus for school. She sat next to her friend Missy, who asked Belinda if she would like to cut school for a day of goofing off at the mall. Thus began the *conflict*: Should Belinda cut school or should she risk Missy's disapproval by going on to class? When the bus reached school, the conflict had reached its high point. Belinda had to choose whether to attend class or skip it. The high point in a story is called the **climax**.

The End: The end of a story is also called its **resolution**. The conflict is resolved, or decided. The ending often also shows the effects of the *resolution*. After deciding to cut class, Belinda faces all the effects of her decision. She has flunked a quiz and lost her purse at the mall. Perhaps worst of all, she felt bad because she was not strong enough to accept Missy's disapproval and go to class.

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 situations. 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.

The Sequence of a Plot and How It Affects the Reader

climax—most suspenseful point; struggle reaches a crisis

interest increases

rising action

falling action

emotional

reader becomes involved

tension released

exposition—introduction to people, places, and situation

conflict—internal or external struggle between opposing forces

resolution—conflict is solved

Character: A *character* is a person or creature in a literary work. We generally speak of *round* characters and *flat* characters. We see many sides of a round character. The round character has the ability to grow, in good ways or bad. The character who spends his life making a fortune but comes to see that he has no spiritual wealth is an example of a round character. Round characters seem more lifelike to readers because they are complex, as people are in real life. In contrast, we see only one
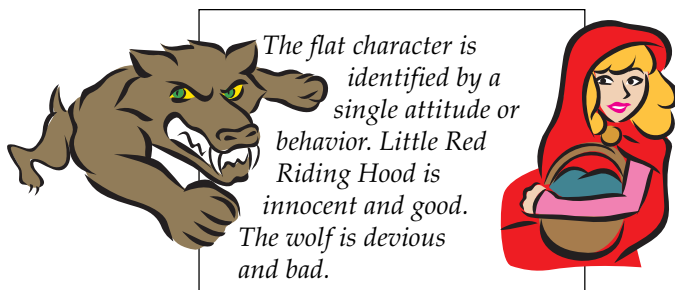
The flat character is identified by a single attitude or behavior. Little Red Riding Hood is innocent and good. The wolf is devious and bad.

side of a flat character. No matter what happens, he or she responds in the same way. The flat character is identified by a single attitude or behavior. Little Red Riding Hood is innocent and good. The wolf is devious and bad.

Protagonist: The *protagonist* is the main character. The protagonist is the most important character. In many stories, the protagonist is the character readers identify with. A common practice by writers is to use the name of the protagonist as the title of the story or play. Most fairy tales follow this practice, for example, *Little Red Riding Hood*, *Snow White*, *Jack and the Beanstalk*. Shakespeare named many of his plays after the protagonist: *Hamlet*, *Romeo and Juliet*, and *Othello*.

> *The protagonist is the main character.*
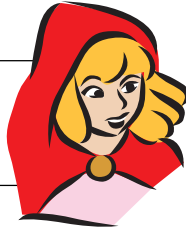
Antagonist: The *antagonist* is the second most important character or characters in a story. The antagonist is in conflict with the protagonist. The antagonist tries to keep the "good guy" from achieving his or her goal. The antagonist in the fairy tale *Little Red Riding Hood*, for example, is the wolf. The wolf tries to keep Little Red Riding Hood from reaching her goal—delivering goodies to Grandma. In Shakespeare's *Hamlet*, the antagonists are King Claudius and Laertes. As antagonists, King Claudius and Laertes work against Hamlet's goal: to avenge his father's death.

> *The antagonist is the second most important character or characters in a story and tries to keep the "good guy" from achieving his or her goal.*

Setting: The *setting* is the time and place in which the work takes place. However, the setting tells us more than just the physical location in which the work is set. If a work is set in New York City, for instance, a whole set of values and expectations will be raised. The characters in this story will move through a city heavily influenced by modern urban life. If a man were to talk to an unfamiliar woman at a bus stop in a large urban city, other people would barely notice. However, if this same incident happened in a small rural town, it could become a major source of gossip and ridicule. The setting of a play not only depends on the environment of the story but also on the stage setting, the lighting, sound effects, and language.

Conflict: The *conflict* is a struggle between opposing forces. The conflict can be internal, within the mind of the character. A woman, for example, does battle with her self-doubt. She either has to persuade herself that she can run a corporation and manage a whole staff of men or she has to turn down a huge promotion. The conflict can also be external, between two characters. A boy, for example, tries to persuade a girl that her boyfriend has cheated on her. She will either dump her boyfriend or realize that the other boy is being devious. Another kind of external conflict occurs between a character and some other force, such as society or nature. A boy lost in a blizzard and freezing will either lie down and freeze to death or use his calmness and cleverness to survive nature.

Climax: The *climax* is the most suspenseful point in a literary work. It is the most important part of the story, such as in *Little Red Riding Hood*, when the wolf leaps out of the bed. At the climax, the two opposing forces have reached the high point of their conflict. Something must give. The protagonist will either triumph, fail, or find some condition in between. Will self-doubt overcome the woman, or will she silence it once and for all? Will the boy lost in a snowstorm lie down and freeze to death, or will he keep calm and endure a blizzard? Will John persuade Lindsay that her boyfriend, Max, has cheated on her, or will she realize that John is being devious? Will the wolf eat Little Red Riding Hood? The climax often reveals the conclusion or how the central conflict will be resolved.

> *The climax is the most important part of the story, such as in* Little Red Riding Hood, *when the wolf leaps out of the bed.*

Theme: The *theme* is the central idea or message of the literary work. The interplay of the characters, the plot, the setting, the language, and all other elements of literature can be used by a writer to persuade readers of a message. In

presenting a theme, the author expresses an important idea about life or human nature. Certain themes are universal: They can be true at any time and in any place. Examples of universal themes are *love conquers all*; *hatred is destructive*; and *good triumphs over evil*. Writers do not always use these themes. Rather than present a story or play in which *good does triumph over evil*, they may present one in which the reverse occurs: *evil triumphs over good*. They may also play with universal themes and change *love conquers all* to *love conquers only the lover*.

Suspense or Complications: *Suspense* is a technique used to create uncertainty so the reader will stay interested in the story. Most writers create suspense by leading readers to ask questions. They present an initial picture to us—for example, a happy couple who answers the door to find a stranger. Then they urge us to ask questions: "What will this stranger bring into the happy couple's life?" When the stranger presents himself as a good and trustful person, the writer urges us to ask: "Is he really to be trusted, or is he deceiving the innocent couple?"

Narrator: The *narrator* is the speaker in a literary work. Two types of narrators are commonly used in literature.

A first-person narrator is the teller of the story and is also a character or observer in the story. (Example: I will never forget the day I met Susan.)

A third-person narrator tells the story but does not appear as a character in the story. (Example: As Tommy walked through the mall, he looked in all the store windows.)

Practice

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

_____ 1. The sequence of events that takes place at the beginning, middle, and end of a work.

A. climax

B. narrator

_____ 2. The character that the reader wants to win.

C. plot

_____ 3. The person telling the story.

_____ 4. The high point in the story that often tells us the end.

D. protagonist

_____ 5. The central idea or message of the literary work.

E. theme

_____ 6. The time and place of a piece of literature.

A. antagonist

_____ 7. A struggle between opposing forces.

B. character

_____ 8. A person or creature in literature.

C. conflict

_____ 9. A technique used to create uncertainty and keep the reader interested.

D. setting

_____ 10. The character that the reader wants to lose.

E. suspense

Practice

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

_____ 1. When you read your history book, you learn about what happened in the past. When you read a work of *literature*, you find out how historical events have shaped the people who experienced them.

_____ 2. The historical period and culture in which a writer lives also influences how and what she writes. Certain historical events provide experiences that many writers of a particular culture or time period react to in their work.

_____ 3. Literature includes certain common ingredients that work together to make a story, poem, drama, autobiography, or biography interesting to read. These common ingredients are called *context clues*, which consist of *overt* and *implied* clues.

_____ 4. Knowing the terms used to talk about literary elements will help you as you study the forms of *genre* (short stories, novels, poems, essays, and plays).

_____ 5. The middle of a story is often the longest and most intense part of a literary work. In the middle, the *theme* upsets the picture presented at the beginning, creating the high point in a story called the *falling action*.

_____ 6. The *exposition* introduces us to the people, places, and situation. We meet the characters, learn about their lives, about the setting, and we see the conflict begin.

_____ 7. The *resolution* ends the story. Remaining questions are answered here.

Universal Themes: Ideas We All Live By

As you have already learned, the theme of a piece of literature is the idea the writer hopes to communicate to you. A *universal theme* is one that has generally been accepted by people in any country and at any time in history. Universal themes are those that speak of the human experience: feeling the various kinds of love; coming of age; choosing between right and wrong. You will discover as you read the literature of other cultures that certain feelings and certain situations have always occurred and will probably continue to occur as long as humanity survives.

Take a few minutes to think about the cycle of human life. Also, try to think of certain events and experiences that seem to recur. For example, countries seem to go to war time and time again, even though history has shown that war is destructive and cruel. Men and women fall in love and, as a result of this love, begin their own families. Parents love their children. Young people want to be free of their parents. Almost everyone must, at some time or other, test his or her courage. These are some of the universal themes that you will find in literature.
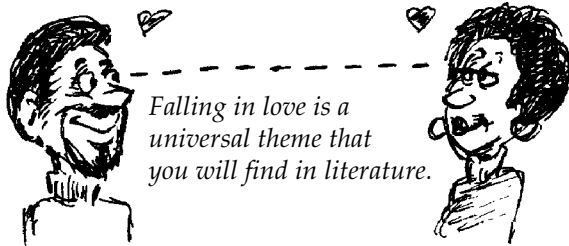
Falling in love is a universal theme that you will find in literature.

Perhaps one of the most universal of themes is the pain of lost love. Read the two prose poems on the following pages that share this theme. Note how each writer uses this theme in a different way.

Loss Is the Name of My Loss

I had seen it happen to many of my friends. Their boyfriend or girlfriend went off, moved away, across the country or to another continent. I'd seen it happen before and thought, "They'll get over it. It's not the end of the world!"

And then it happened to me.

She was the part that made me whole. Now that she was no longer here, the world looked bleak. I sat in front of the TV for months afterward, feeling like my arm ended at the elbow, like I would be standing on my knees, if I ever got up. Then I forced myself to rise. I began to think that such a love would be tarnished if I let its loss end all worth. So I got up, went outside, day by day. And what I found was her. In the flowers, in the songs of birds, in the cry of a baby.

I made it through months, believing she was everywhere and the world was glorious. Until one day I heard a scream, an ugly scream far off, a scream of pain and loss. And then I knew that what I'd lost could never be replaced, not by flowers or birds or babies.

I knew then that loss is loss. It will not kill me or even tie me to my couch. It will be a pain that will hurt, at times.

And yet, if a wizard appeared and offered to take it away, I would yank his white beard and tell him: Loss is loss, for true loss cannot be lost.

—Unknown

To Wonder Why

I knew it would end before it began. We were young and no matter how often or how intensely we declared our love to be forever, it would not last. No matter that I knew these things, for when it happened, I cried. I cried and I wondered why.

We sat together, my lost love and I, and we talked and even laughed about how high we'd soared on love. We remembered strolling through parks and seeing colors we never knew could exist. We remembered hearing new meanings in songs older than the trees. I asked him why our love had gone.

Suddenly we stopped talking and laughing and remembering. We just sat there in silence, no longer in love. I looked at him and he at me, and we both realized, as the silence spoke to us both, why our love was gone.

One day the colors had changed back. The songs no longer could be stretched to hold new meanings. The days returned to days, the nights to nights. And our love returned to the place it had come from, a dream place that I can no longer live in.

I sit and wonder why, now. Why I can't go and stay there, in that place? I begin to go to that place and something stops me. It is the earth I stand on, telling me my love must live here, where life is real, and I wonder if I should wonder why.

—Unknown

Reread each of the prose poems until you are familiar with what each is saying about the love each writer has experienced and has apparently lost.

Practice

See the example **Venn diagram** *below. Notice that each circle stands for one of the poems. The* **differences** *are shown in the* **white and black areas**. *The* **overlapping gray area** *shows the* **similarities** *of the poems.*

Venn Diagram

Poem 1   **Poem 2**

Differences   **Similarities**   **Differences**
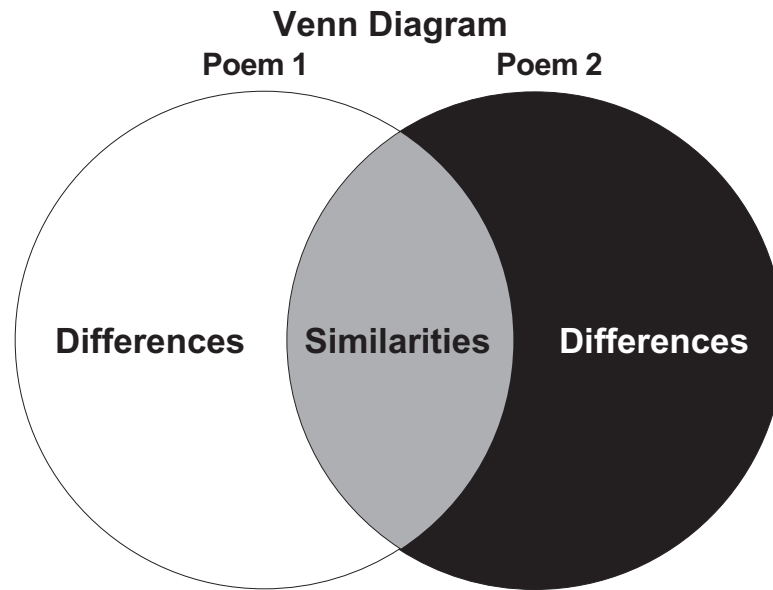
example

Now complete the blank **Venn diagram** *below like the example, showing the* **differences and similarities** *between the two prose poems on pages 431 and 432.*

After completing the Venn diagram, **write an essay** *on the following page that does the following*:

- *explains the* **universal truth** *the prose poems discuss*

- *how the two speakers'* **feelings are alike and different**

- *whether you* **share the feelings presented** *in the prose poems.*

Venn Diagram

Poem 1   **Poem 2**
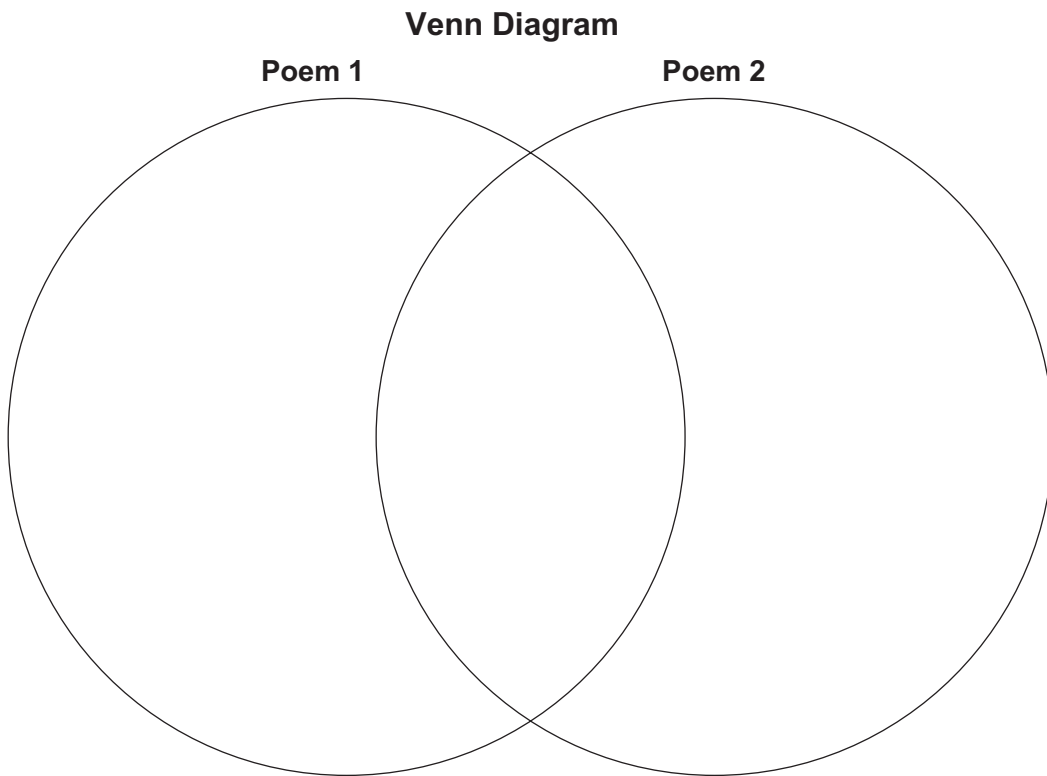
Essay

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Practice

Locate and read other works that explore similar **themes**, *even though the works may have been written in* **different times** *and in* **different cultures**. *Complete the blank* **Venn diagram** *below comparing each pair of works read. Then use your Venn diagram to help write an essay comparing the two works on the following page.*

The following are some suggested pairs.

"Through the Tunnel" by Doris Lessing and "Brothers Are the Same" by Beryl Markham

"The Writer" by Richard Wilbur and "Theme for English B" by Langston Hughes

"Everyday Use" by Alice Walker and "My Mother Pieced Quilts" by Terese Paloma Acosta

"Lalla" by Rosamund Pilcher and "Love Must Not be Forgotten" by Zhang Jie

Venn Diagram

Work 1   Work 2
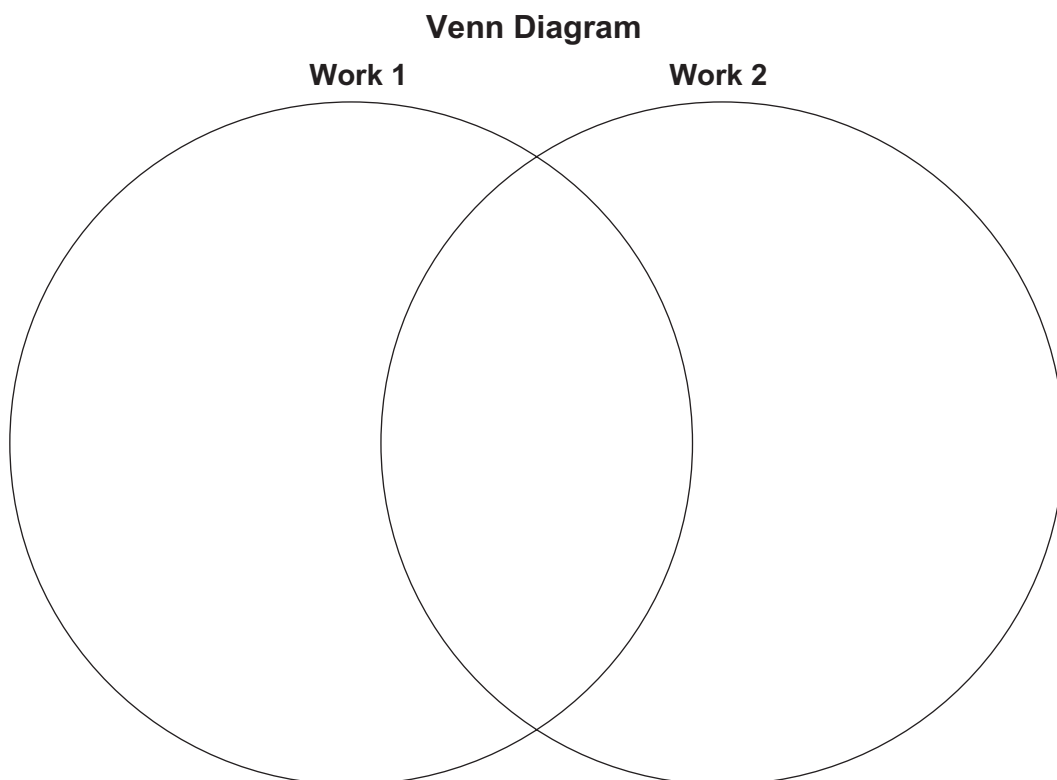
Essay

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Strategies for 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.

You probably hear the term interactive *every day—for example, interactive video games.*

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.

Strategies for Reading Fiction Interactively

- **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 like 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

Practice **interactively reading** *the following short story. Complete the questions and activities as instructed as you read.*

For Franklin
by Janice McLain

The dumplings needed more black pepper. Essie didn't want them too spicy, this wasn't a barn dance she was taking them to. She shook in a smidgin[1] more from the red and white can and tasted. That was better, more up to her usual standard. Franklin had always said her dumplings were the county's best, that he could pick them out at any church supper, no matter how many potfulls turned up. The least Essie could do now was to make sure they were up to her usual standard.

Essie bit her lip at the thought of Franklin. It had been so quick. They'd been to prayer meeting together the night before—it had been Reverend Baker's birthday and they'd made homemade ice cream with fresh peaches. Franklin had spotted his tie with some of it and Essie had soaked it in cold water when they got home. Then, Thursday morning…nobody knew just when. His nephew, Charlie Ray, found Franklin at dinner time, half inside the back door, already cold. When they brought word, Essie already had the pork chops out thawing.
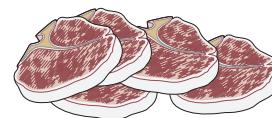
Essie already had the pork chops out thawing.

1. For what event is Essie preparing? _____

   _____

   _____

2. What do you think the relationship between Essie and Franklin might be?

   _____

   _____

[1]*smidgin*—a tiny amount

3. How many references to food have already been made in the story?

    _____

    What does this tell you about Essie? _____

    _____

    _____

    _____

She looked at the clock; it was almost 10:30 a.m. Charlie Ray was due at any minute and she still had to fix her face. It was sweet of the boy to come for her, to make sure she was there when they brought Franklin home one last time. Essie turned off the stove and covered the dumplings, stirring one last time to make sure they didn't stick.

Back in her bedroom, Essie dusted light pink Angel Face[2] across her nose and rubbed a bit of rouge over her cheeks. She reached for the bottle of Arpege[3] sitting on the stiff, white dresser doily. The open bottle sent the sweet fragrance drifting through her and she blinked hard. Franklin always gave her a bottle of Arpege every Christmas. This would be the last one and after today, she wouldn't use it any more. She'd just keep it because it had been one of the last gifts from Franklin.

Franklin always gave her a bottle of Arpege every Christmas.
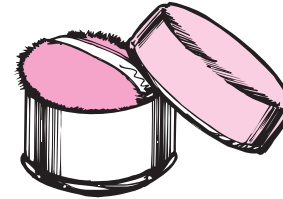
Essie dusted light pink Angel Face across her nose.

He'd given her lots of gifts. Franklin was a generous man. She was wearing the pearl ring he'd bought in Marianna when he'd sold his peanut crop at auction. It had black and white pearls swirled together with white gold and four little chip diamonds.

[2] *Angel Face*—a brand of face power
[3] *Arpege*—a brand of perfume

Essie had hoped for another kind of diamond, had felt sure it would be last Christmas instead of another bottle of Arpege. But that Franklin. Said he couldn't offer a wife a home till it was his, free and clear, to offer. He'd hoped to pay the mortgage off next season, if his peanut crop was as good as this year's. Essie wouldn't have minded doing without a few things, but Franklin's pride was unmovable; one of the things people admired him most for—that and his prize sweet potatoes. They were Puerto Ricans, redder than most south-Alabama sweet potatoes. He always brought the first mess[4] over to Essie. She'd bake them tender and fry up some of the smoked sausage that Earl Cassidy sold out of his smokehouse. Franklin always said it was kind of like a birthday party, that first potato baking.

People admired Franklin for his prize sweet potatoes.

4. At this point, what is your impression of Franklin? Refer to details

   from the story to support your answer._____

   _____

   _____

   _____

   _____

   _____

   The front screen rattled and Essie could see Charlie Ray in the mirror. She called out to him as she squirted spray net[5] over the top of her head. "Be right there, Charlie Ray."

   Essie grabbed her purse from the closet and went to unlatch the screen. Charlie Ray was wearing a light blue suit a full size too big, and his hair was fresh-cut.

[4]*mess*—a term used in the South that refers to enough of some food item to prepare one meal's worth
[5]*spray net*—hair spray

"Don't you look nice, Charlie Ray! I can't remember ever seeing you in a suit and tie before."

Charlie Ray turned red up to where his hair started. He looked so much like Franklin then, that Essie's heart twisted all around. Franklin blushed at the least little thing. "Never had a suit before yesterday. Ma drove over to Fort Walton and got the whole family new clothes for the funeral." He held out his right arm—the sleeve hit the knuckles of his fingers. "She missed a little on the sizes."

Essie was wrapping a towel around her dumpling pot. "Well, you'll grow to fit it…can you take this for me?"

"Yessum…they sure do smell good. I just knew we'd get to eat your dumplings today…nobody makes them like you. . .with all those big chunks of chicken."

Essie locked the door behind them and sighed. "That's what Franklin always said, Charlie Ray. Said mine was the only dumplings that had more than chicken flavor in them. I sure wish he was here to eat some of these. I bought four extra chicken breasts for this making."
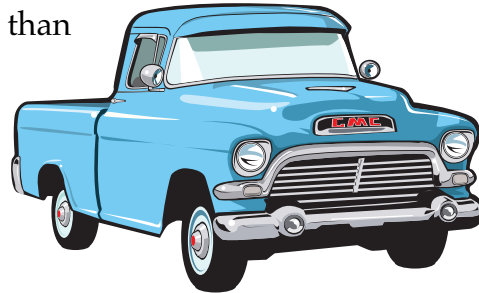
All those pick-ups were built a good ways from the ground, and Essie wasn't.

Charlie Ray opened the truck door so Essie could pull herself up on the seat. She always had trouble getting in. All those pick-ups were built a good ways from the ground, and Essie wasn't. She settled in and took the pot from Charlie Ray, resting it on the blue plaid upholstery. He slipped in under the wheel and cranked the engine. "I reckon there's a big crowd, Charlie Ray."

"Yessum, a right smart number. Mostly folks[6]…some of 'em I've never even heard of before. Ma seems to know everybody…" Charlie Ray pulled out on the blacktop and shifted up to second as the motor whined high. "You should see all that food."

[6]*folks*—short for "kin folks" or relatives

Essie straightened her collar. "Lots of it, I guess." Charlie Ray nodded. "Ma fixed pork chops and dressing and Aunt Lou fried chicken." Essie nodded in recognition. That was one thing Charlie Ray's mama could beat her at, pork chops and dressing. Even though Franklin never said anything, and ate hers like he enjoyed them, Essie knew Frances' were better. She used some kind of seasoning Essie never could figure out. Charlie Ray downshifted to round a curve. "…most of the out of towners ain't real close kin, just brought vegetables—mostly peas and butterbeans—and one or two salads. Ma got real put out[7] at her third cousin, Maudine Gautney. From up around Enterprise, remember? She hadn't been to see Uncle Franklin in over 12 years and then showed up with a fancy-looking smoked turkey. I reckon she's got a guilty conscience about not visiting more often. Either that or she's just throwing up her husband's big-time job. In charge of fertilizer sales for that chemical company…Ma thinks that's it."

Essie sniffed. She'd gone to high school with Maudine 25 years ago, and she'd put on airs even then. Smoked turkey! Essie pushed the dumpling pot back as Charlie Ray took the curve past her mailbox too fast.

5. What does this discussion of food tell you about it's importance at

funerals? _____

_____

_____

Why would it be inappropriate for Maudine to bring a smoked

turkey or the distant kin or mere acquaintances to bring "just

vegetables"? _____

_____

_____

[7]*put out*—bothered; mildly angry

The mailbox marked the end of Essie's 10 acres. It wasn't very much, but it was all Papa had to leave when he died. That was when she'd gotten to know Franklin. He'd come to help her out then, her just 23 and all alone. Franklin was his own man, even then. Had already started buying his farm and selling as many peanuts and soybeans as men a lot older. He started farming her 10 acres on shares, giving most of the profits to her. He planted a garden near the house and helped her raise a hog and cow every year for butchering. He'd been there to help ever since, the only person ever really cared about her except her Papa. It really didn't seem that long ago it all started.
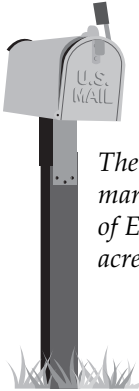
The mailbox marked the end of Essie's 10 acres.

6. What does Essie mean when she says that "Franklin was his own

   man"? _____

   _____

   _____

7. How old do you think Essie and Franklin are? _____

   _____

   How long do you think their relationship has continued? _____

   _____

As Charlie Ray headed the truck up Carson's Creek hill, Essie could see Wilma Montgomery's white farm house. Wilma's place looked real nice, especially since she worked it alone. She'd been left herself, 10 years ago, when her husband blew himself up working on an old tractor. Wilma was only 25 then, and everybody figured she'd move to town or remarry. She didn't though. She'd done half the work when her husband was alive and had managed to keep things running real smooth on her own.

Wilma was a big, strong girl—just a pretty size. She had the nicest red hair Essie had ever seen and a cute pug nose. She was a church-going woman, too, even if she was a Methodist. Essie didn't know Wilma very well and as far as she could tell, neither did anybody else. She wasn't unfriendly or anything, just standoffish. She was mighty busy, too, running that farm. As Charlie Ray turned down the road to Franklin's, Essie noticed how green Wilma's sweet corn looked. Maybe she could buy some of it for her freezer.

Essie noticed how green Wilma's sweet corn looked. Maybe she could buy some of it for her freezer.

Essie's eyes stung when she saw the yard full of cars. Everyone had loved Franklin so much! She wished he could see how folks had turned out to show their feelings for him.

Charlie Ray drove up next to the front door. "I'll let you off here, Miss Essie. Pa likes me to park the truck over under the shed."

"Thank you, Charlie Ray. You're a mighty sweet boy. You hurry on in, now, and get some of these dumplings before they're all gone."

"I sure will."

Frances met Essie at the door. They put their arms around each other and stood quiet for a minute, the dumpling pot warm between them. Finally, Frances sniffed and straightened up.

"I can't believe he's gone Essie…my baby brother…the very youngest…I used to change his diapers.…" She sniffed again. "What'll we do without our boy?"

Essie shook her head, slinging loose the tears that had welled up under her lashes. "I don't know, Frances. I just don't know."

They walked on inside. The front room was packed, but when everyone saw who she was, a little path cleared for Essie. Every single person had something to say, patting her shoulder or even hugging if they knew her well enough. Mostly, they talked about Franklin and her dumplings.
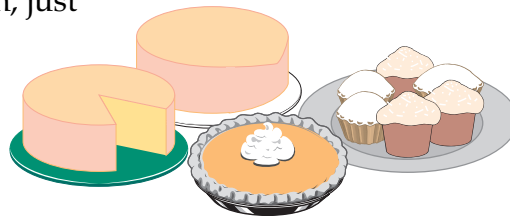
8. How do members of the community view Essie? Support your

    answer with details from the text. _____

    _____

    _____

    _____

9. What is the relationship between Essie and Frances? _____

    _____

She made her way to the kitchen, found the food table, and put the dumplings next to Maudine's turkey. From the looks of the spread, the out-of-town relatives were there in good number. There were three dishes of creamed corn; Essie recognized Cousin Fay's brown pottery crock. She'd brought the same thing to Easter dinner just this year. The one in the blue flowered bowl just had to be Fay's sister Leona's; it looked dry. Franklin always drank two extra glasses of tea whenever he had to eat Leona's cooking. There was one pan of fried okra and four dishes of green black-eyed peas. Two of them had butter beans cooked in, just the way Essie liked them best.

She found two butternut pound cakes. One of them looked like it came straight out of *The Progressive Farmer,*[8] but the other one sagged a little to one side. A sweet potato pie, three banana puddings, a

She found two butternut pound cakes…sweet potato pie…and a plate of pink-frosted cupcakes…

seven-layer chocolate cake, and a plate of pink-frosted cupcakes with coconut on top set next to the pound cakes. That just about took care of Franklin's old school friends. Only one thing was missing and that was Charlotte Kersey's peach cobbler. Charlotte was always late, though, and Essie knew she'd be there before the day was out.

[8]*The Progressive Farmer*—a magazine popular in rural areas of the South

A good sampling of casual acquaintances was there, too: pickled beets, brown-and-serve rolls—the cloverleaf kind, home-churned butter, and three loaves of bread set all about. The spiced crab apples looked nice. They were still whole and dyed a bright red. Somebody said Mrs. Todd, the county agent's wife, brought them by.

Essie was proud. She hadn't seen such food since Reverend Baker's father passed away two years ago. That didn't really count, though, his son being the minister and all. Folks just sort of felt obligated to do right by a preacher's kin. Franklin was different. People turned out because they cared for Franklin.

…brown and serve rolls—the cloverleaf kind, home-churned butter, and three loaves of bread set all about.

They had every right to. He was always the first to offer help when bad times came. Just last winter, Calvin Mooneyham's brother-in-law took a shotgun to Calvin. It was Franklin that kept his wife and three babies from starving while he was laid up in the hospital. He took meat from his own freezer every week along with greens from Essie's garden. That Mooneyham bunch never was worth much, but Calvin had married a sweet little girl. She was from up around Dothan and didn't know about the Mooneyhams. Franklin said he couldn't stand the thought of those little children starving.

Gracie Mooneyham, Calvin's wife, was standing next to the sink washing and slicing tomatoes. Essie shook her head in wonder. Gracie needed those tomatoes at home: she had probably used some of her grocery money to buy them. Just for Franklin.

10. Why was Essie proud? _____

_____

_____

_____

11. What do Essie's thoughts tell you about Franklin's character? ___

_____

_____

12. Why is Gracie Mooneyham's gesture so touching to Essie? _____

_____

_____

_____

Again, what does this tell you about Franklin as an individual?

_____

_____

_____

As she wiped the dampness from her forehead, Essie saw Casper Jarrett's long blue hearse back up to the front door. They were bringing Franklin. A hush fell as Casper and his oldest boy Lester unfolded the portable bier[9] and draped it with red velvet. A place had been cleared out in the front room just for that. Frances came to stand next to Essie, putting an arm around her shoulders as they brought in the shiny bronze casket. Casper opened it and placed a gauze[10] drape over Franklin.

Essie walked close and looked down as Casper and Lester brought in Franklin's flowers. He was wearing his chocolate brown suit and the yellow shirt Essie had given him last birthday. The tie was new—Frances must have bought it in Fort Walton. Casper had done a good job, had touched up the gray in Franklin's temples. He looked like he might open his eyes and speak just any minute. Essie knew if he did, he'd ask for her dumplings.

[9]*bier*—a stand on which a coffin or casket is placed
[10]*gauze*—a thin, sheer fabric used in the same way as mosquito netting

She wanted to run her fingers over Franklin's face, to give him one final kiss, but she didn't. He'd never been one for showing feelings in public. She couldn't embarrass his memory now. She'd just have to be content remembering those warm summer nights in her front porch swing. They'd sit together sometimes till midnight, listening to the barn owls hoot as they hunted field mice. Franklin would hold her hand or she'd rest her head against his shoulder.

Franklin never was a talker, but he'd sit with a smile on his face while Essie told him what had been served at the Ladies' Circle Luncheon. There was a Ladies' Circle Luncheon every Thursday noon, and somebody always brought something new. Usually a dish they'd found in *The Ladies Home Journal* at the Lovely Lady. Franklin would nod or grunt as Essie told him how pretty Frances's cream cheese frosting was or how bitter Charlotte's Key lime pie had turned out.
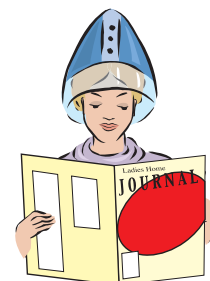
Essie heard such tales under the dryer at the Lovely Lady.

When he left, Franklin would stand up, stretch his arms a bit, and lean down to kiss Essie good night. He'd put both hands on her shoulders, right where she wanted them. He never took liberties with Essie, never even tried, and that was such a comfort. Essie heard such tales under the dryer at the Lovely Lady. Franklin had understood how she felt. He'd always been the perfect gentleman.

13. What is the "Lovely Lady"? _____

_____

_____

14. What sort of "tales" did Essie probably hear? _____

_____

_____

_____

Essie put her fingers to her lips, then gently placed her hand on Franklin's forehead. He felt cold and hard, not like Franklin at all. She moved her hand before anyone could see.

The morning was almost over and Frances started directing people toward the kitchen. Essie straightened the gauze drapery and joined them. Everyone insisted that she be one of the first in line.

As she was standing there, the back door opened and Wilma Montgomery came in carrying something big wrapped up in tin foil. She was wearing black, and Essie thought again how pretty her red hair was. It hadn't started to turn at all.[11]

Frances went over to greet Wilma and took the foil-covered dish from her. Essie tried to guess what it was. Maybe another cake. Wilma brought a banana sponge cake to Franklin once before when he'd built a new gate for her hog pen. It had been real good. Essie remembered she'd asked Wilma why the fresh bananas on the top hadn't turned brown. Wilma said she'd put lemon juice on them.

The table was fairly buzzing with almost everyone taking at least one spoonful from Essie's dumpling pot and making sure she found everything….

"Here, Miss Essie, try some of this fried okra—looks like it's mealed.[12] I like it better mealed, don't you? Crisper than floured.…"

"You want biscuit or light bread,[13] Miss Essie? There's plenty of both…" Why on earth would *anybody* want light bread when there was good homemade biscuit? Light bread! Franklin called it "wasp nest" cause there wasn't anything to it.

"Those dumplings sure are tasty, Miss Essie…I could eat till I touch them with my finger down the back of my throat."

[11]*turn at all*—there was no gray in Wilma's hair
[12]*mealed*—coated with cornmeal before frying
[13]*light bread*—white bread purchased at the super market. It is lighter than homemade biscuits or cornbread

The foil-wrapped dish was still in the center of the table, wrapped up tight. Essie noticed it was steaming up, like something hot was underneath. It wasn't a banana sponge cake.

Charlie Ray came up to the table for his second plateful. "Miss Essie, those're the best dumplings I've ever eat…I just can't get full."

"Thank you, Charlie Ray." Essie looked over to where Wilma was standing, still talking with Frances. She had her hand on Frances' shoulder. "What you think Wilma brought, Charlie Ray?"

He looked over to the middle of the table. "A big cake? Maybe a pineapple pudding. Wilma makes good pineapple pudding."

15. Why is Essie so interested in what Wilma brought? _____

_____

_____

_____

Frances called Charlie Ray over to chip up one of the ice blocks he'd brought in earlier from town. He started hacking away with a red-handled ice pick, spraying ice across the floor and through the air.

Essie started over to Frances, wiggling around full plates and the edge of the table. Charlotte Kersey came in, though, and grabbed her close, sniffing real loud. She had her peach cobbler wrapped up in her round Pyrex casserole, just like always.

Charlotte shook her head. "I can't believe it, Essie…me and Franklin went to school together.…"

Essie dabbed at her eyes. "I know it, Charlotte.…"

"We'll all miss him, Essie, but I don't have any doubts he's in a better place. That Franklin was a Christian man if ever I knew one…could say the sweetest prayer—right in front of the whole congregation."

Essie nodded. "That's true…I'm at peace about where Franklin is. It's just…" Essie's chin quivered a little and Charlotte put a hand on her shoulder. "…it's just so hard on those of us left, Charlotte…we're all just selfish, I guess."

Charlotte nodded and looked like she was about to say more about Franklin's final home, but Essie told her the cobbler should be on the table so folks could enjoy it. Charlotte agreed and moved across the room.

By the time Essie made her way to Frances, Wilma had moved to where Earl Cassidy was standing. She looked at Essie across the crowd without smiling and then turned her back. Essie wondered why she'd done that. Wilma had always been so friendly.

Frances held her arm out for Essie. "You holding up all right?"

"I think so, Frances. I don't guess it's real yet…." Essie looked back over to the table. "It looks like some of the food's running low.…"

Frances squinted toward the crowd. "Sure is…more people than I ever thought would come. I guess we ought to open up Wilma's dish and Charlotte's cobbler."

Frances wiped her hands on a yellow-striped towel hanging over the stove handle and reached for Charlotte's Pyrex casserole. The hot pie had made big globules of water inside the tin-foil and dripped down on the crust as Frances pulled off the covering. Just like always, it made Essie pucker a little, just looking at it.

"Don't that look good, Essie?"

Essie nodded and started moving toward Wilma's dish, making sure Frances followed her.

Essie caught her breath as Frances pulled off the foil. There was the biggest baked ham she'd ever seen. It had to weight at least 15 pounds and was done up real fancy, too. The rind
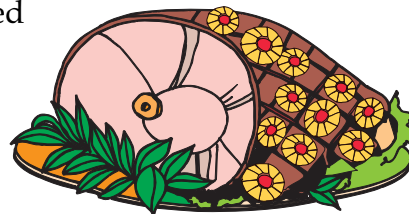
There was the biggest baked ham she'd ever seen.

was cut in little diamonds with a pineapple chunk and red cherry stuck in the middle of each diamond with a toothpick. Essie had never seen a ham like that before, not for real. The smell drifted all around the room.

16. What does Wilma's ham tell you? _____

_____

_____

Essie felt her face turning red as she stared at the ham, not able to look anywhere else. Frances stood silent, staring down at the table, too. A whisper was running all around the room… .

"That ham…?"

"Who?…"

Essie could hear Charlotte Kersey's high pitched voice, "Why, the nerve…." It sounded as if someone had put their hand over Charlotte's mouth or that she choked on something.

Finally, Essie sneaked a look toward the crowd. Gracie Mooneyham was standing nearest to her, across the table. Her eyes were on Essie, full of sympathy.

Essie lifted her chin and looked around at Frances, and finished filling her plate. "Isn't it nice of Reverend Baker to drive all the way from town and it not even Sunday? He's just the best thing. We made a real smart decision in calling him, don't you think, Frances?"

Frances answered yes in a loud, hurried voice, adding that he was a busy man, but always found time when his people needed him. Essie remembered when her own Papa died, the minister they'd had then just wasn't the same. He'd done his best, but there just wasn't any real feeling there like with Reverend Baker. She talked too fast, saying the first things that came into her mind. After a while, the room grew noisy as people started talking to each other again and moving about. Essie stopped talking and so did Frances. Both of them kept their eyes lowered.

Essie slipped through the crowd and put her plate, still full, on the sink. She bumped into Tom Kersey who moved away like he'd been shot when he saw who she was. He turned his face away, unable to say anything. Before he did, though, Essie saw how sorry he felt for her.

Essie couldn't stand it. She knew just any minute, she would start crying or be sick all over everything. It was all she could do to stand up. She had to get out of that crowd, get some air and be alone until she could pull herself together.

17. What do people's reactions tell you? _____

_____

_____

_____

18. How do you think Essie is feeling now? _____

_____

_____

_____

19. In what ways does Essie try to save face or recover her pride?

_____

_____

_____

The living room was the nearest place for escape. It was dim and cool since the drapes were closed for Franklin. She slipped inside the door and leaned against the frame, closing her eyes and smelling the clean, almost non-odor, of the carnations and chrysanthemums. Her temples were throbbing and she raised a hand to her burning forehead.

A slight rustling sound caused Essie to open her eyes. Wilma Montgomery stood next to Franklin, right where Essie had been just a little earlier. Right in the same spot!

As Essie watched, she saw Wilma lift her fingers to her lips and touch them to Franklin's forehead, just like Essie had done not 45 minutes ago. Wilma looked at him tenderly, biting her lip. Essie felt sick again and realized she'd been holding her breath. It was hard not to sob out loud as she exhaled. Her cheeks flushed warm as she wondered what she'd say if Wilma saw her. She turned to leave quietly. As she did, Wilma moved to straighten the drapery over Franklin. Essie's throat tightened as the faint scent of Arpege drifted to her across the room.

20. What does this final scene confirm? _____

_____

_____

_____

21. What "hints" did you have that might have helped you foresee this

    ending? _____

_____

_____

22. Do you think Wilma knew about Franklin's involvement with Essie?

_____

    Why or why not? _____

_____

_____

If she did, why was she still willing to continue her own

involvement with Franklin? _____

_____

_____

_____

23. What do you now think of Franklin? Give reasons for your answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Practice

Think about the short story "**For Franklin.**" **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.

Relating Similar Events

Events from the Story	Events from Your Own Life
1. Franklin's friends and family show their love and respect for him by bringing food to his family after his death.	1. My family does the same thing. It's tradition that everyone makes sure the family has enough food to last through the funeral whenever a person dies.
2. Essie and her friends love to cook.	2. My female relatives are all wonderful cooks. I look forward to our family gatherings because I know I will have lots of good food to eat.

Practice

*Review "**Elements of Fiction**" pages 422-427. Then analyze the characters in the short story "**For Franklin**."*

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…
Essie	• was in love with Franklin	• she hoped he would give her an engagement ring for Christmas
Franklin		
Wilma Montgomery		
Charlie Ray		

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. **Charlie Ray**: "Never had a suit before yesterday. Ma drove over to Fort Walton and got the whole family new clothes for the funeral." (page 442)	
2. **Essie**: "Thank you, Charlie Ray. You're a mighty sweet boy. You hurry on in, now, and get some of these dumplings before they're all gone." (page 445)	
3. **Frances**: "I can't believe he's gone Essie…my baby brother…the very youngest…I used to change his diapers…What'll we do without our boy?" (page 445)	
4. **Charlotte**: "We'll all miss him, Essie, but I don't have any doubts he's in a better place. That Franklin was a Christian man if ever I knew one…could say the sweetest prayer —right in front of the whole congregation." (page 451)	

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 Essie:** "They'd been to prayer meeting together the night before—it had been Reverend Baker's birthday and they'd made homemade ice cream with fresh peaches. Franklin had spotted his tie with some of it and Essie had soaked it in cold water when they got home." (page 439)	
2. **About Franklin:** "Essie had hoped for another kind of diamond, had felt sure it would be last Christmas instead of another bottle of Arpege. But that was Franklin. Said he couldn't offer a wife a home till it was his, free and clear, to offer. He'd hoped to pay the mortgage off next season, if his peanut crop was as good as this year's. Essie wouldn't have minded doing without a few things, but Franklin's pride was unmovable." (page 441)	
3. **About Wilma:** "Wilma's place looked real nice, especially since she worked it alone. She'd been left herself, ten years ago, when her husband blew himself up working on an old tractor. Wilma was only 25 then, and everybody figured she'd move to town or remarry. She didn't though. She'd done half the work when her husband was alive and had managed to keep things running real smooth on her own." (page 444)	
4. **About Wilma:** "She looked at Essie across the crowd without smiling and then turned her back. Essie wondered why she'd done that. Wilma had always been so friendly." (page 452)	
5. **About Wilma, Essie, and Franklin:** "As Essie watched, she saw Wilma lift her fingers to her lips and touch them to Franklin's forehead, just like Essie had done not 45 minutes ago. Wilma looked at him tenderly, biting her lip. Essie felt sick again and realized she'd been holding her breath. It was hard not to sob out loud as she exhaled. Her cheeks flushed warm as she wondered what she'd say if Wilma saw her. She turned to leave quietly. As she did, Wilma moved to straighten the drapery over Franklin. Essie's throat tightened as the faint scent of Arpege drifted to her across the room." (page 455)	

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. Essie: _____

   _____

   _____

   _____

   Explanation: _____

   _____

   _____

2. Franklin: _____

   _____

   _____

   _____

   Explanation: _____

   _____

   _____

   _____

3. Wilma: _____

_____

_____

_____

_____

Explanation: _____

_____

_____

_____

Analyzing Setting

The *setting* of a story involves time and place. Sometimes, we are told *when* and *where* the story happens, but at other times we are only given *clues*. For example, when do most fairy tales take place? Once upon a time. We know this is sometime in the past. Where do many of them take place? In a land far, far away. If you are familiar with the *Star Wars* movies, you are given a similar setting. The events took place long ago in a galaxy far, far away. These clues allow our imaginations a great deal of freedom.

Once upon a time.

Many stories are more realistic. They tell us more specifically when and where they happen. If they are not specific, they give specific hints.

For example, let's examine the King Arthur legends. We know where they took place: in England. However, we are not exactly sure when. Many scholars think the Arthur legends came from a 5th century Celtic chief. Many of the traditions come from the 11th and 12th century. We know this because we know history. The people in the tales do what people did at that time. We analyze the hints given in the story.

The *setting* of a story is often *very important*. Sometimes, *when* a story takes place affects *what* happens. Sometimes *where* a story takes place does the same. For example, a story is set in 2002. The main character has an attack of appendicitis. This is no big deal. Medical science should be able to take care of this. However, what if the man is stranded on a desert island? Chances are, he will die. Setting plays an important role in what happens.

Other elements of the setting are often important to the story.

Practice

Analyze the **setting of the short story "For Franklin."** *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 and not much before that time	• People have automobiles and use tractors to farm (they still used animals and hand-held ploughs before the 1950s in really rural settings). • Small farms like Franklin's and Wilma's are very uncommon after the late 1960s; most were taken up by larger corporations.
2. **Time of Year**	
3. **Place—city, state, etc.**	
4. **Place—home conditions**	

Practice

Analyze the **elements of the setting in the short story "For Franklin."** *The* **setting of "For Franklin"** *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** maybe in the 1950s or 1960s; not in recent times and not much before that time	• Progress was a bit slow in the rural South; people held on to their traditions such as having the deceased brought home for a final viewing and Essie's platonic relationship with Franklin. This allowed the situation to happen in which Essie has her heart broken when she discovers the secret relationship between Franklin and Wilma.
2. **Time of Year**	
3. **Place—city, state, etc.**	
4. **Place—home conditions**	

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* "**For Franklin.**"

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, all of which we need to know. We need to know certain things about the characters and their lives. We also need to know why events in the story happen. This information is called *exposition*. Once readers have been given important exposition—the introduction to the people, places, and situation important to the plot, writers then relate the events in the *plot*.

Sometimes it is hard to keep up with the events in the plot.

Therefore, it is helpful to decide the kind of information you are given.

Is it exposition?

- If it tells you about the characters, it is exposition.

- If it tells you about the setting, it is exposition.

Hint: words like **always** **sometimes** and **never** usually signal exposition.
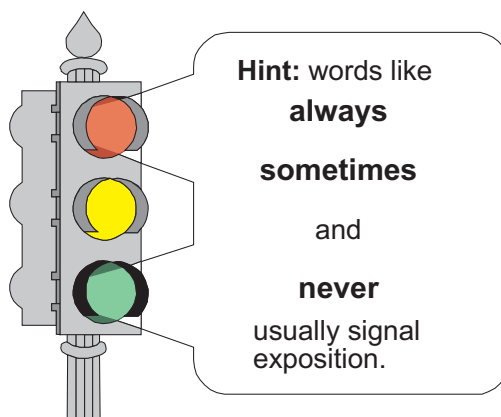
Is it an event in the plot?

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

Practice

*Let's practice figuring out **which detail is which**—**exposition or plot**—in the short story "**For Franklin**." 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. "Franklin had always said her dumplings were the county's best, that he could pick them out at any church supper, no matter how many potfuls turned up."

The detail lets us know that Essie is a very good cook and proud of it.
_____

It also gives one possible reason that Franklin kept company with her.
_____

_____ 2. "When she had dressed, she straightened her bed."

_____

_____

_____ 3. "Back in her bedroom, Essie dusted light pink Angel Face across her nose and rubbed a bit of rouge over her cheeks."

_____

_____

_____ 4. "Charlie ray opened the truck door so Essie could pull herself up on the seat."

_____

_____

_____ 5. "She always had trouble getting in. All those pick-ups were built a good ways from the ground, and Essie wasn't."

_____

_____

_____ 6. "He'd started farming her 10 acres on shares, giving most of the profits to her."

_____

_____

_____ 7. "She made her way to the kitchen, found the food table, and put the dumplings next to Maudine's turkey."

_____

_____

_____ 8. "Charlotte was always late, though, and Essie knew she'd be there before the day was out."

_____

_____

_____ 9. "A hush fell as Casper and his oldest boy Lester unfolded the portable bier and draped it with red velvet."

_____

_____

_____ 10. "As Essie watched, she saw Wilma lift her fingers to her lips and touch them to Franklin's forehead."

_____

_____

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 "***For Franklin***."*

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 "***For Franklin***." Then* **map the plot** *on the* **Plot Map** *below. Put the events in your* **own words**. *The first one has been done for you.*

Plot Map

Essie is preparing dumplings to take to Franklin's funeral gathering.		
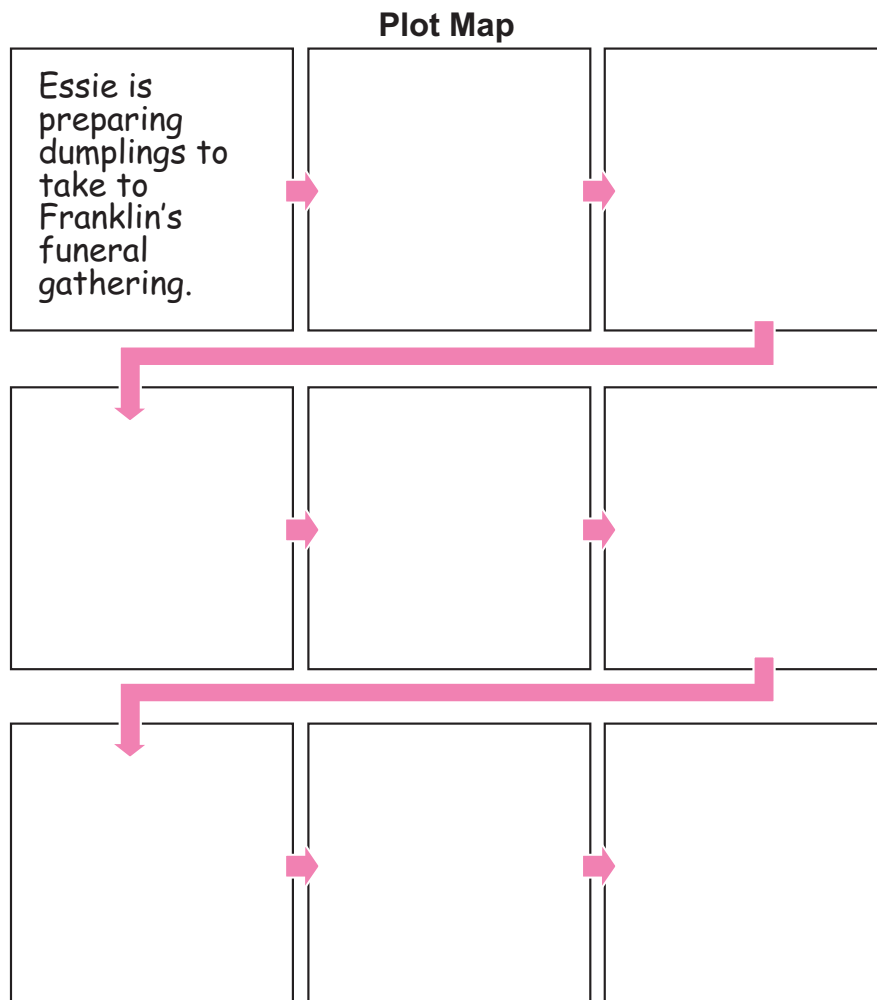
Analyzing Conflict

While a life without conflict would be great, a short story without conflict would be dull. Conflict keeps readers interested and is a necessary part of fiction.
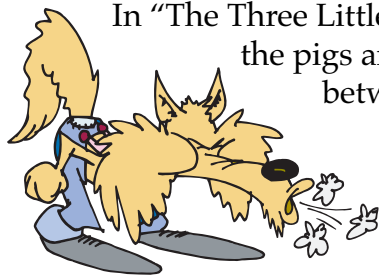
In "The Three Little Pigs," the conflict is easy to find. It is between the pigs and the wolf. In "The Little Red Hen," it is between the Little Red Hen and the lazy animals. These conflicts are external, easy to find and easy to resolve.

In "The Three Little Pigs," the conflict is easy to find.

The conflict in "For Franklin" is not so easy to find and even more difficult to resolve. We must look at actions and hints more closely than in the above-mentioned fairy-tale. Also, this isn't about really nice people and really evil people. Every character in the story has likable and admirable qualities.
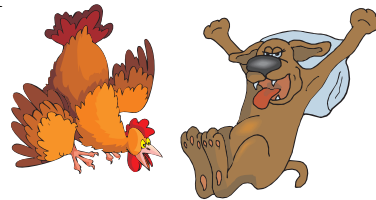
The conflict is between the Little Red Hen and the lazy animals.

But the story ends with Essie and Wilma having their hearts broken. Why? They are unhappy because each has lost the man she loves. Essie is also shocked and grieved to find that Franklin was seeing Wilma as well as her. Both women must come to terms not only with the loss of Franklin, but with the knowledge that he was a bit dishonest with both of them. This conflict is, then, internal. Essie and Wilma must deal with these revelations in their own ways.

However, this is not really the major conflict the author wants us to realize. Let's try to figure out what that is. The following worksheet can be helpful in doing this. The first question has been done for you.

Practice

Analyze the conflict *in the short story "***For Franklin***." The first one has been done for you.*

1. What one fact affects everyone in the story? ___Franklin's death.___

2. In what way does it affect each character?

   Essie: _____

   _____

   _____

   _____

   _____

   Wilma: _____

   _____

   _____

   _____

   _____

   Frances: _____

   _____

   _____

   _____

   _____

Gracie Mooneyham: _____

_____

_____

_____

_____

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

Essie: _____

_____

_____

_____

_____

Wilma: _____

_____

_____

_____

_____

Frances: _____

_____

_____

_____

_____

Gracie Mooneyham: _____

_____

_____

_____

_____

4. Is the problem solved? _____

_____

_____

5. If so, in what way? _____

_____

_____

_____

_____

6. If not, why? _____

_____

_____

_____

_____

_____

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

_____

_____

_____

_____

_____

_____

_____

_____

Analyzing the Story's Climax

We usually expect a story's *climax* to be obvious. For example, what is the climax of "The Three Little Pigs"? Of course, it is when the wolf falls into the pot of boiling water. At this point, he cannot turn back and he will eat no more pigs. The surviving little pig will be safe. Up until this moment, the ending could have been different. We tend to think of the climax as the "aha!" of the story. We expect it to be a moment of great *drama*. Maybe someone dies. Perhaps the hero declares his love for the heroine. Sometimes, we even see the universe saved from forces of evil.

The climax of "The Three Little Pigs" is when the wolf falls into the pot of boiling water.

Most stories are not this dramatic. The climax of most serious short stories is more realistic and involves a moment of decision or revelation.

Looking at the main character can help as you work to determine conflict. When you first meet this person, what is he or she like? How is he or she 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, a memory, or a realization. Once this moment happens, the character has changed forever. The situation in the story has also changed.

Practice

Find and analyze the climax *in the short story "***For Franklin***."*

1. Describe the main character as the story begins.

    *   Is he or she looking forward to or preparing to deal with

        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. _____

    _____

    _____

    _____

    _____

Analyzing Theme

In Unit 5, you selected a myth to present to your classmates. This myth contained some kind of lesson about life. This lesson is very similar to a story's *theme* in that either lesson or theme is the message of the story. The writer wants to tell you something about life or human nature. Perhaps the message 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 he or she change during the story?

  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 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* "**For Franklin**." *You have already answered numbers 1 and 2 below on page 478. 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 or preparing for 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 the 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. Does the title suggest anything about the theme? Explain. _____

_____

_____

_____

_____

_____

_____

_____

_____

6. Look over your answers to numbers 1-5. 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: _____

    _____

    _____

    _____

    _____

Novel: Fully Developed Characters Amidst a Host of Conflicts

Like short stories, *novels* are works of fiction. However, a novel is much longer than a short story. Because of its extended length, the novel develops and explores in more depth and detail all of the elements found in a short story. Most novels have a central plot, with subplots extending out from it. These subplots often have a beginning, middle, and an end, just like the central plot. Most novels have several conflicts going on during the course of the story rather than one predominant one, as in most short stories. Because novels are longer than short stories, the novel writer has more space to fully develop several characters and create settings rich with details. Novels often illustrate a theme in several ways or illustrate multiple themes.
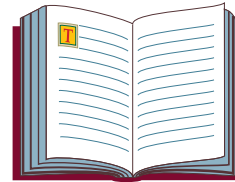
Novels *are works of fiction.*

The chart below shows the differences between a novel and a short story.

The Differences between a Short Story and a Novel

	Short Story	Novel
Conflict	one major conflict	more than one conflict
Plot	centers around one plot	centers around one major plot, but several subplots interweave throughout the novel
Characterization	develops one major character in a limited way	fully develops more than one character
Theme	usually contains one theme	often contains more than one theme
Setting	uses a few limited settings	uses many settings that are fully developed

Practice

Read the following descriptions and decide whether they would most likely be found in a **short story**, **novel**, *or* **both**. *Write the correct answer on each line.*

_____ 1. The events described in the story are developed fully and cover a span of 100 years.

_____ 2. The conflict in the story occurs when a young girl becomes jealous because her older sister is given a car.

_____ 3. The story told is a work of fiction.

_____ 4. The events described in the story take place in one day.

_____ 5. The story told involves the problems a father has with his teenaged daughter, a similar problem the father's best friend is having with his son, and the difficulty his wife is having with her new job.

_____ 6. The story follows a young man as he grows from childhood to adulthood and shows how he grows from a selfish child into a kind and generous old man.

_____ 7. The intricate plot tells the story of a young man's arrival in America and goes into great detail about the problems he encounters and how they are resolved.

_____ 8. The story illustrates how honesty is the best policy.

_____ 9. The story takes place in 1896 in the wild, wild West.

_____ 10. The only thing the reader knows about the character of this story is that he loves to race cars.

Practice

Create a **Novel Notebook** *by dividing a notebook into four sections called* **Double-Entry Journal Section**, **Characterization Section**, **Vocabulary Section**, *and* **Reader Response Section**. *Use the examples on the following page to guide you as you complete each section of your* **Novel Notebook***.*

Double-Entry Journal Section

A **Double-Entry Journal Section** provides you with an orderly list of *events in a novel* and *your reactions to* each of these events. Use the example below as a model for your *Double-Entry Journal Section*.

Double-Entry Journal Section	
THE CALL OF THE WILD : CHAPTER 1	
What I Read	What I Thought
The gold rush caused trouble for dogs like Buck, big and strong with warm, long hair.	What kind of trouble? Do they steal the dogs?
Buck "rules" Judge Miller's ranch in the Santa Clara Valley.	Buck has it made!
Buck's father was a St. Bernard, his mother a Scotch shepard.	This makes Buck big and strong. I guess this means he'll get in trouble. Will he be stolen? I hope not!
Manuel, the gardener's helper, steals and sells Buck in order to pay his gambling debts.	Judge Miller would be really mad if he found out Manuel stole Buck.

Characterization Section: Drawing Characters

A **Character Web** shows how a character is developed by listing what the character *does*, *says*, and how he *looks* and *feels*. Below is an example of a **Characterization Web** about John Thornton, a character in *The Call of the Wild* by Jack London. Create a **Character Web** about a character in your novel and include it in the **Characterization Section** of your **Novel Notebook**.

Character Web

1. large

2. has rough, kindly hands

3. walks with slight limp

Looks

1. saves Buck from being beaten to death

Does

John Thornton

Says

1. threatens to kill Hal for beating Buck

Feels

1. anger at Hal's cruelty

2. great love for Buck
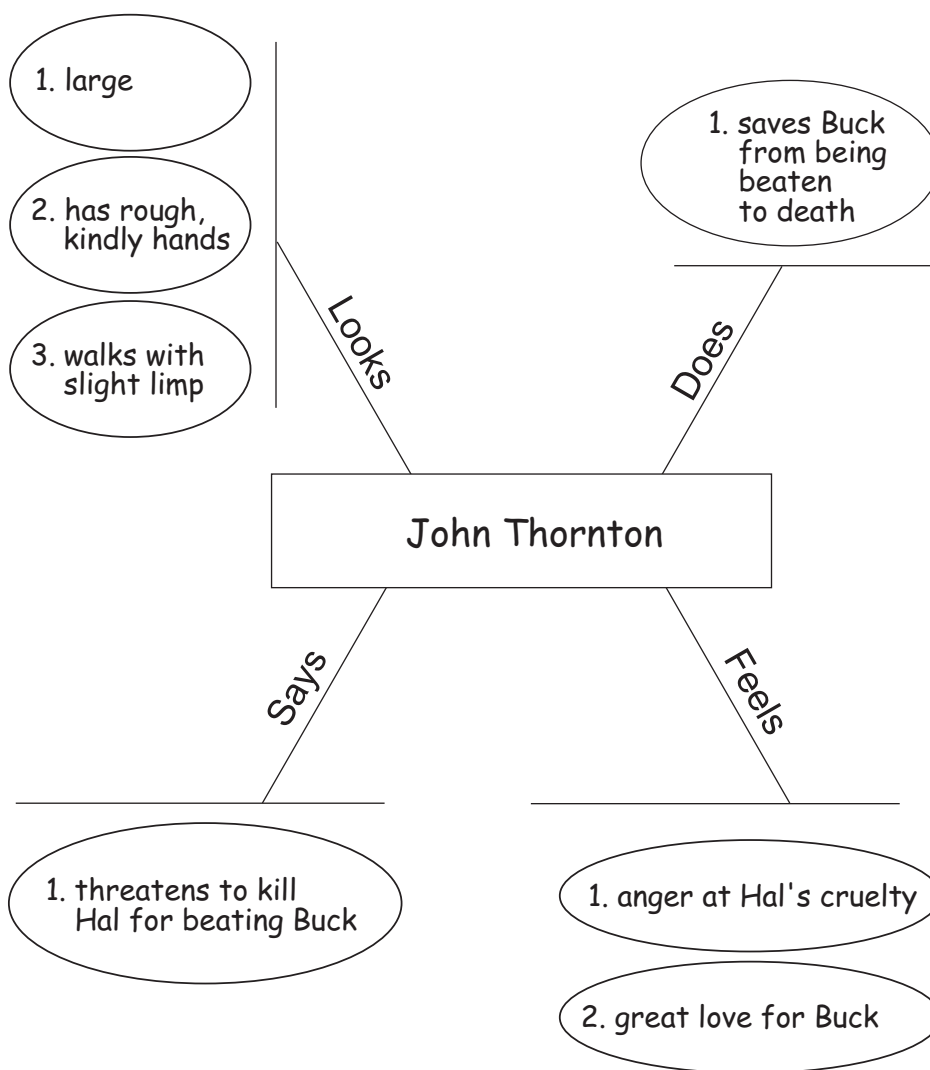
Vocabulary Section

The **Vocabulary Section** of the **Novel Notebook** is a place to record *unfamiliar words* and *their definitions*. Use the example below as a model for the *Vocabulary Section* of your *Novel Notebook*.

Vocabulary Section

Vocabulary	Definition
lee	shelter
salebrous	roughness
recondite	hidden from sight
impecunious	having little or no money
pernicious	deadly

Reader Response Section

The **Reader Response Section** of the **Novel Notebook** is a place to record *your thoughts about and reactions to* what you are reading. Use the example below as a model for the **Reader Response Section** of your **Novel Notebook**.

Readers Response Section

Title: *The Pearl*   Author: John Steinbeck

Chapter 1

This family has unusual names. They must be poor because their son doesn't have a baby bed and sleeps in the same room as his parents.

I think Kino really loves Juana. He thinks her eyes look like stars.

Practice

After reading one of the teacher-recommended **novels**, *answer the following questions. Use your own paper if you need more space for your answers.*

1. How do the protagonist and antagonist compare and contrast?

   _____

   _____

   _____

   _____

2. What is the conflict or conflicts in the novel? _____

   _____

3. When does the climax occur in the novel? _____

   _____

4. How does the setting (place, time, culture) influence the story and the characters' choices?

   _____

   _____

   _____

5. What is the theme(s) of the novel? _____

   _____

6. How does the theme relate to your life? _____

   _____

   _____

7. What three questions would you like to ask the author of this novel?

_____

_____

_____

8. Select one of the characters from the novel you have read, and use the chart below to gain a greater understanding of the character.

Character Questions and Answers

Name of Character:	
Questions	**Answers and Explanations**
1. What color would best represent the character? Why?	
2. What animal would best symbolize the character? Why?	
3. What season would best symbolize the character? Why?	
4. What geographical location would best symbolize the character? Why?	
5. Where would you take this character on a date?	
6. Which three adjectives would best describe this character's strengths?	
7. Which three adjectives would best describe this character's flaws or weaknesses?	

Practice

*Select one of the following **topics** to write about. Use the information in your Novel Notebook to help you.*

1. Choose a character you find interesting. Write an essay that explains why this character behaved as he or she does.

2. Explain a conflict you found in the novel. Be sure to explain the characters and/or forces involved in this conflict. How is this conflict resolved? Also, describe a time when you found yourself in a similar situation. How did you resolve the conflict? What forces in your life (the time and place in which you live) influenced how you resolved the conflict?

3. Explain how the beginning of the story suggests the conflict that occurs in the middle of the story. In addition, describe what questions the writer urges the reader to ask.

Poetry: Learning the Power of Words

Poetry is literature that uses carefully selected language to create feelings, thoughts, or understandings in the reader. The poet uses words to make the reader see, taste, hear, or feel the subject of the poem. Poems can be long or short, rhythmic or not. Some poems **rhyme** and others don't. Some poems look like paragraphs while others are in the shape of whatever the poem is about. Poems can tell stories, present a series of sounds, or describe a beautiful picture. Poems can also help us see old or common things in a new way.

Reading *poetry* aloud is really the only way to fully appreciate poetry. You should hear each—actually *taste* each word—in a poem. Because a poem generally has fewer words than a short story or novel, each word in a poem is very important. Poets select their words carefully because each one adds to the overall meaning of a poem. The words in a poem work together to create a sensory experience through their sound, look, or symbolic meaning. The following terms are used to describe language techniques that poets and other writers use.

> **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, but sometimes these lines are sentences. Other times they are not. Sometimes the lines are divided into groups, which 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. Certain letters, usually those you make with the front of your tongue, sound light. These are letters like "L," "T," "S," and "P." These letters, along with others, create light sounds and usually speed up your *pace* or **tempo** as you read.

Other words, those you say in the back of your throat, make heavy sounds. These include the letters "G," "H," "K," and "D." Often, poets use these heavy letters to slow down the pace or *tempo* of your reading. Often, poets use the sounds of the words to make sound contribute to meaning. Look, for example, at the nursery rhyme, "This Is the Way the Ladies Ride."

Read aloud the first *stanza* below of "This Is the Way the Ladies Ride."

> This is the way the ladies ride,
> > Tri, tre, tre, tree,
> > Tri, tre, tre, tree!
> This is the way the ladies ride,
> > Tri, tre, tre, tre, tri-tre-tre-tree!
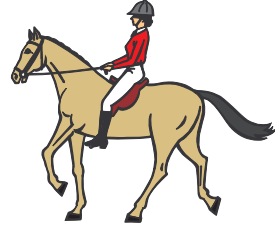
If you listen carefully, the sound of the poetry tells you the following.

- Ladies ride slowly.

- The ladies are not too big. The horse is not too big. The sound is delicate. The letters that make the sound are light. They are said with the front of your tongue.

Read aloud the second stanza below.

> This is the way the gentlemen ride,
> > Gallop-a-trot,
> > Gallop-a-trot!
> This is the way the gentlemen ride,
> > Gallop-a-gallop-a-trot!

The sound of the poem tells you the following.

- The gentlemen ride faster than the ladies. The **rhythm** of the words is faster than above.

- The horses are a little heavier than the ladies' horses. The letters that make the sounds are heavier.

Now, read aloud the third stanza below.

This is the way the farmers ride,
    Hobbledy-hoy,
    Hobbledy-hoy!
This is the way the farmers ride,
    Hobbledy-hobbledy-hoy!

The sound of the poem tells you the following.

- The horses probably sway from side to side. The *rhythm* of the words is slow. The words sound like they are swaying.

- The horses are probably big and heavy.

- The horses are probably carrying heavy loads. The letters that make the sounds are heavy. They are said in the back of your throat.

Three other ways poets create sounds are with **rhyme**, **rhythm**, and **repetition**, each are described below.

1. **Rhyme:** Words that *end with the same sound* are said to *rhyme*. Poems use rhyme differently. Look, for example, at these lines from two popular nursery rhymes.

Little Boy Blue, come blow your **horn**.
The sheep's in the meadow, the cow's in the **corn**.

Rhyming words follow each other

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

Rhyming words are on every other line

Not every poem will rhyme. Many modern poems are unrhymed.

2. **Rhythm:** *Rhythm* is the same thing as *beat*. You can hear this best in songs. You can hear it well in "To Market, To Market" as well. If you read the poem aloud, you can hear some syllables are *stressed*. You also hear that 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*.

3. **Repetition:** *Repetition* is the use of words or phrases *more than once*. Poets often *repeat* words, or sounds and even whole lines. They do this to stress an idea or feeling. "To Market, To Market" repeats the opening line by using it to open each stanza. Why do you think the poet did this?

Imagery: An *image* is a picture in your mind, created by poets' use of words. These words *appeal to your five senses*, reminding you of familiar smells, tastes, sights, or textures. They make the poem live inside of you.

Look at the example. Here, a mother is combing her daughter's hair. What images do you see? Which ones do you feel?

> My daughter's hair
> Was tangled and snarled
> From last night's sleep.
> And I brushed
> The snags gently,
> Holding each strand,
> Pulling and tugging
> The ends.
> Trying not to hurt.
> She winced,
> Raising her shoulders
> In self-defense.
> I bit my lip,
> Concentrating.
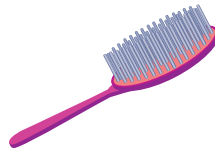
Figurative Language: Words and phrases that help you *see* things in different ways are called *figures of speech*. Poets use figures of speech a great deal to help you see something special or feel a particular way. Three of these figures of speech are *simile*, *metaphor*, and *personification* and are discussed below.

Simile: A *simile* compares two different or unlike things using the word *like* or *as* in the comparison. *Example*: "My love is *like* a red, red rose."

Metaphor: A *metaphor* also compares two different or unlike things *without* using the word *like* or *as* in the comparison. *Example*: "The school was a beehive of activity." "When I was trapped in my house, my telephone was my umbilical cord to the world." As you can see, metaphors exaggerate to make a point. Schools are not beehives but they can seem almost as busy— especially just before the bell rings! Similarly, a telephone does not provide one with nourishment, as an umbilical cord does for a baby. However, a telephone will provide access to a kind of nourishment, such as friendship and conversation.

Personification: *Personification* is an expression that gives a human characteristic or action to an object, animal, or idea. *Example*: "the sky is crying"; "the daffodils danced in the wind."

Theme: Poems, like short stories, contain *themes*. A poem's theme is its *message*. All of it elements help you understand a poem's message.

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 strategies will help.

Strategies for Reading Poetry Interactively

- **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. Instead, 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 both passages you don't understand and 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 by looking at all of the elements of the poem. They will give you clues.

- **Build as You Read:** Poems should be read more than once because you will learn something new each time you read. Allow yourself do this—never refuse to change your mind.

- **Enjoy the Poem:** Poetry is about feelings, and you will often find poems discuss the same feelings you have had. Let yourself enjoy them.

Practice

Use **Strategies for Reading Poetry: Interacting with the Words** *from the previous page as you read the following poem. Complete the worksheet below as you read.*

Knoxville, Tennessee

I always like the summer
best
you can eat fresh corn
from daddy's garden
and okra
and greens
and cabbage
and lots of barbecue
and buttermilk
and homemade ice-cream
at the church picnic
and listen to
gospel music
outside
at the church
homecoming
and go to the mountains
with your grandmother
and go barefooted
and be warm
all the time
not only when you go to bed
and sleep

© 1968 Nikki Giovanni by permission of author

Preview

1. How long is the poem? _____

2. Is it in stanzas? _____

3. Are the lines complete sentences?_____

4. Do the sentences go beyond the end of a line? _____

Read Aloud

5. Are letters and words heavy or light? _____

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

7. If there is a beat, does it sound like anything in particular? _____

   _____

8. Do the words rhyme? _____

   In what pattern do they rhyme? _____

Visualize

9. List the most vivid images in the poem. Indicate to which sense each

   appeals. _____

   _____

   _____

10. Put a star next to the one you like best.

    Explain why you like it best. _____

    _____

    _____

Look at Each Word

11. What overall impression does the poet want to give? _____

_____

_____

12. List words that support this with their **connotation**, the meaning that comes from the emotions or ideas readers associate with particular words. _____

_____

_____

_____

13. List words that support this with their sound. _____

_____

_____

_____

Search for Theme

14. What message do you think the poet is sending us? _____

_____

_____

_____

Build as You Read

15. 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

16. Find something that you liked about the poem.

Discuss what this was. Be specific in your discussion. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Practice

Use the **Strategies for Reading Poetry: Interacting with the Words** *from page 498 as you work with a partner to* **analyze a poem** *that you choose or that has been assigned to you by your teacher. Use the same procedure you used for the previous practice. Complete the worksheet below as you read.*

Preview

1. How long is the poem? _____

2. Is it in stanzas? _____

3. Are the lines complete sentences?_____

4. Do the sentences go beyond the end of a line? _____

Read Aloud

5. Are letters and words heavy or light? _____

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

7. If there is a beat, does it sound like anything in particular? _____

   _____

8. Do the words rhyme? _____

   In what pattern do they rhyme? _____

Visualize

9. List the most vivid images in the poem. Indicate to which sense each

   appeals. _____

   _____

   _____

10. Put a star next to the one you like best.

Explain why you like it best. _____

_____

_____

Look at Each Word

11. What overall impression does the poet want to give? _____

_____

_____

12. List words that support this with their *connotation*. _____

_____

_____

Connotations are meanings that come from the emotions or ideas readers associate with particular words.

13. List words that support this with their sound. _____

_____

_____

_____

Search for Theme

14. What message do you think the poet is sending us? _____

_____

_____

_____

Build as You Read

15. 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

16. Find something that you liked about the poem.

    Discuss what this was. Be specific in your discussion. _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

    _____

Practice

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

_____ 1. a type of literature written in verse and expressing strong feelings

_____ 2. uses words in such a way that the reader sees something special or feels a particular way

_____ 3. a group of lines in a poem considered a unit

_____ 4. sounds at the end of words which are repeated in the writing

_____ 5. a comparison between two different or unlike things **without** using *like* or *as* in the comparison

_____ 6. the use of words or phrases more than once for effect or emphasis

_____ 7. a pattern of beats based on stressed and unstressed syllables

_____ 8. words that appeal to one or more of the five senses and create mental sights, sounds, smells, tastes, or touches

_____ 9. an expression that gives a human characteristic or action to an animal, object, or idea

_____ 10. meaning that comes from the emotions or ideas readers associate with particular words

_____ 11. a comparison between two different or unlike things using *like* or *as* in the comparison

A. connotation

B. figurative language

C. imagery

D. metaphor

E. personification

F. poetry

G. repetition

H. rhyme

I. rhythm

J. simile

K. stanza

Drama: A Story Told by Actors in Action

Any piece of writing that is meant to be performed by one or more actors in front of an audience is classified as *drama*. There are several different types of drama. Most high school students find themselves concentrating on three major types of drama. One type of drama is a *play* that can be called serious or realistic drama. This is referred to simply as *drama*. A second type of drama is **tragedy**, and a third type is **comedy**.

Most drama is divided into *acts*. An act is like a chapter in a novel because it divides up the play into units of action. Acts are sometimes divided into *scenes*—a single time and place. All plays include instructions called *stage directions* that give guidelines to the director, actors, readers, and stage
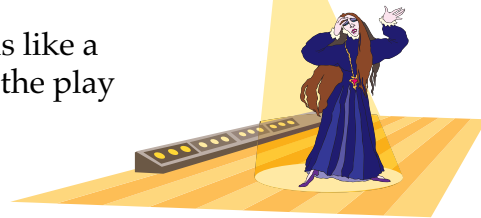
One type of drama is a tragedy.

crews about how the play should be presented. Stage directions are usually printed in *italics* and are often enclosed in parentheses ( ) or brackets [ ]. Stage directions describe the following:

- the scenery or setting of a play

- the props—objects, furniture, and other property—that are used during the performance

- lighting used during the play to give special effects

- music and other sound effects to add to the overall realism and mood of the play

- costumes worn by the actors that are appropriate for the play's setting and actions

- specific actions or movements for the actors

Realistic Drama: Lifelike Characters and Lifelike Problems

Realistic dramas are not really tragedies because they often have happy endings. They are not comedies because they focus on serious life problems. Dramas are about realistic people who are faced with real-life problems. The action of the play revolves around how these characters respond to these problems.

Practice

After reading one of the teacher-recommended **dramas**, *answer the following questions.*

1. How many acts and scenes does the play have? _____

   _____

2. In a single sentence, summarize the events that occur in each act.

   _____

   _____

   _____

   _____

   _____

3. What is the conflict (or conflicts) in the play? _____

   _____

   _____

   _____

4. In which act and scene does the climax occur? _____

   _____

5. How are the antagonist and protagonist alike? _____

   _____

   _____

   _____

6. How are the antagonist and protagonist different? _____

_____

_____

_____

7. What is the theme (or themes) of the play? _____

_____

_____

8. How is this theme relevant to our society? _____

_____

_____

9. If you were asked to act in this play, which character would you choose to portray?

_____

Why? _____

10. How would you briefly describe the character you chose?

_____

_____

_____

11. If you were asked to direct this play, what message would you like the audience to receive by the end of the performance?

_____

_____

_____

Practice

A **Spider Map** *is one way to graphically illustrate the* **main points in a piece of literature***.*

- *The body of the spider is the* **title***,*

- *the legs are the* **four common elements** *found in literature, and*

- *the lines coming off the legs are the* **details** *related to each element.*

Study the **completed spider map** *below. This map is an* **analysis of the play** *entitled* **Trifles** *by Susan Glaspell. Notice that the characters in the play are listed on the lines that are perpendicular to the "character" line, the main events are listed on lines that are perpendicular to the "plot" line, and so forth. Complete the blank spider map on the next page with details from the drama you read.*

Spider Map

Mrs. Peters

Mrs. Hale

Sheriff Peters

Attorney Henderson

Lewis Hale

Characters

Mrs. Wright has been arrested for strangling her husband.

Sheriff and attorney look for evidence of motive.

Ladies find Mrs. W's canary with a broken neck.

Ladies hide canary from Sheriff and attorney.

Plot

Trifles

"Truth" is not always found in important matters.

Doing the "correct" thing is not always the moral thing.

Right and wrong are sometimes hard to distinguish.

Theme

Wright farmhouse

kitchen

winter

Setting

Spider Map

Characters

Plot

Trifles

Theme

Setting

Tragedy: When the Worst Happens to the Best

A *tragedy* is a type of drama that shows the downfall of a heroic character. A tragedy usually features a catastrophe that leads to the ruin of the protagonist. A tragedy follows a definite pattern of events.

- A good person, often a person of noble birth, goes from happiness to ruin. This person is called the *tragic hero*.

- The tragic hero possesses a weakness that causes his downfall. The weakness is called a *tragic flaw*.

- When the character realizes he is ruined, he also realizes that he is responsible for his own destruction.

- The tragic hero's destruction is complete, and he can never recover his original state of happiness.

- Members of the audience are overcome with pity for the tragic hero and with fear that they too might have a tragic flaw leading to their downfall. The audience's emotional response to the tragedy is called *catharsis*.

- The tragic hero suffers, but he does so with dignity. In the face of his tragedy, the tragic hero shows some of the human qualities we admire.
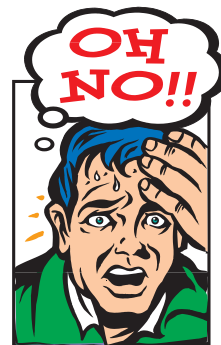
Practice

Read one of the teacher-recommended **tragedies***, and answer the following questions.*

1. A tragic hero must be a good person, and often is of noble birth. In what way(s) is the protagonist of this tragedy a good and/or noble person?

   _____

   _____

2. The tragic hero must begin the play as a happy or lucky person. In what way(s) is the protagonist of this tragedy happy or lucky?

   _____

   _____

3. What is the protagonist's *tragic flaw*? _____

   _____

4. In what way does this tragic flaw lead the protagonist to cause his own destruction?

   _____

   _____

   _____

5. At the end of a tragedy, the protagonist's destruction must be complete. How is the protagonist of this tragedy completely destroyed?

   _____

   _____

6. Use the **Tragic Hero Questions and Answers** chart below to gain a greater understanding of the *tragic hero* of this play.

Tragic Hero Questions and Answers

Name of Character:	
Questions	**Answers and Explanations**
1. What color would best represent the character? Why?	
2. What animal would best symbolize the character? Why?	
3. What season would best symbolize the character? Why?	
4. What geographical location would best symbolize the character? Why?	
5. Where would you take this character on a date?	
6. Which three adjectives would best describe this character's strengths?	
7. Which three adjectives would best describe this character's flaws or weaknesses?	

Practice

Use your own paper to complete a **Character Map** *like the one below. Notice how the example below shows you how the* **tragic hero** *of this play* **went from a state of happiness to a state of ruin**.

Begin your map with a description of the character at the beginning of the play, and end with a description of the character as the play ends. **Chart the sequence of events** *in between that leads to the tragic ending.*

Character Map

| Romeo, hoping to see his current love, attends the Capulets' party. | → | Romeo falls in love with Juliet. | → | Romeo and Juliet exchange vows of love. |

| Romeo, and Juliet are married. | → | Romeo tries to stop a quarrel between Tybalt and Mercutio; Tybalt kills Mercutio. | → | Romeo kills Tybalt. |

| Romeo is banished to Mantua. | → | Friar Laurence devises a plot to reunite Romeo and Juliet. | → | Plot is spoiled; Romeo kills himself because he thinks Juliet is dead.* |

* This is not the end of the play, this is a character map of Romeo.

Comedy: Celebrating Life, Celebrating Laughter

A *comedy* is drama that is light, funny, and usually has a happy ending. Some comedies are romantic comedies, which depict lovers who must overcome all kinds of difficulties in order to be together. Romantic comedies often end in a huge wedding celebration that not only celebrates a new beginning but also life itself. Shakespeare originated the romantic comedy, but we see many of them today on television and in movie theaters.

Farce is drama that is funny because of ridiculous situations, unrealistic characters, and physical behaviors. Characters are often stereotypes with a single character trait exaggerated to an extreme. These characters often do bizarre things that most normal people probably wouldn't do in real life unless they were doing it as a joke. A *farce* often uses *low comedy*—humor that involves *physical action*. Low comedy is used in cartoons and movies. A character tripping over a chair, slipping on a banana peel, or throwing a pie at someone are examples of low comedy.
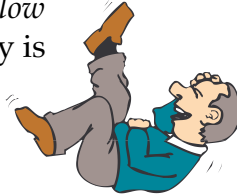
Although we go to comedies to smile and laugh, this type of drama often gives us much more. Comedies frequently show us the humor behind our daily lives. For example, a young man who is meeting his girlfriend's parents for the first time won't think it is funny if he discovers he has poppy seeds stuck in his teeth or realizes that he has on one black sock and one brown sock. If you are watching a comedy that includes a scene like this you might think it is funny because you can identify with the character but are removed from the actual situation. Being able to identify with comedic situations while not being directly involved helps us look at our human qualities and see the underlying humor.

Practice

After reading one of the teacher-recommended **comedies**, *answer the following questions.*

1. How many acts and scenes does the play have? _____

2. In a single sentence, summarize the events that occur in each act.

    _____

    _____

    _____

    _____

    _____

3. What is the conflict (or conflicts) in the play? _____

    _____

    _____

4. In what act and scene does the climax occur? _____

    _____

5. How are the antagonist and protagonist alike? _____

    _____

    _____

6. How are the antagonist and protagonist different? _____

    _____

    _____

7. How does this play fit the definition of a *comedy*? _____

   _____

   _____

8. Choose two situations or events that you thought were funny and explain why.

   _____

   _____

   _____

   _____

9. If you were asked to act in this play, which character would you choose to portray?

   _____

   Why? _____

   _____

10. How would you describe the character you chose?

    _____

    _____

    _____

11. If you were to direct this play, what message would you like the audience to receive by the end of the performance?

    _____

    _____

Nonfiction: Seeing Art in the Real World

Many people think nonfiction is *factual information* such as they find in their history and science textbooks. They are correct. These sources contain one type of nonfiction called *informative nonfiction*. Unit 2 dealt with strategies for reading informative nonfiction, which has a specific purpose. This purpose is providing you with information, such as your *textbooks* contain. You will also find informative nonfiction in *encyclopedias*, *magazines*, and *newspapers*.

A second type of nonfiction is referred to as *literary nonfiction*. This *genre*, or category of literary work, is meant to be read in the same way as fiction. Despite this, literary nonfiction is very different from fiction. Instead of reading about made-up characters, we read about real people doing things in real places. The plots of these works are *actual events* rather than imaginary ones.

Literary nonfiction includes three major types: autobiographies, biographies, and essays.

> Literary nonfiction includes three major types:
> - **autobiography**
> - **biography**
> - **essays**

Autobiography and Biography: Stories about a Life

Autobiographies and biographies are nonfiction and tell the true stories of a person's life. An *autobiography* is the story of a person's life written by himself. Autobiographies are told from the first-person point of view—the writer uses the pronoun *I* to refer to himself in the story. In an autobiography, the author tells about the major events in his life, and how he felt and what he thought about those events. Journals, diaries, and letters are all examples of short autobiographical narratives. Other autobiographies are very long because they cover the major events over an entire lifetime.

A *biography* is the story of a person's life told by another person. Biographies are told from the third-person point of view—the writer uses the pronoun *he* or *she* to refer to the subject of the story. It is important for the author of a biography to use factual information in her writing. These facts usually come from interviews and in-depth research about the life of the subject. Many biographies have been written about famous people after they have died. Biographers must be very careful to use research that is reliable so the facts they present are accurate. Some famous people hire biographers to write their life's stories while they are still alive so they know for sure that what is written is true.

Autobiography   **Biography**

- **told by the subject of the book**

- **uses *I* to refer to himself in the story**

- **nonfiction**

- **true stories about a person's life**

- **told by a person other than the subject of the book**

- **uses *he* or *she* to refer to the subject of the story**
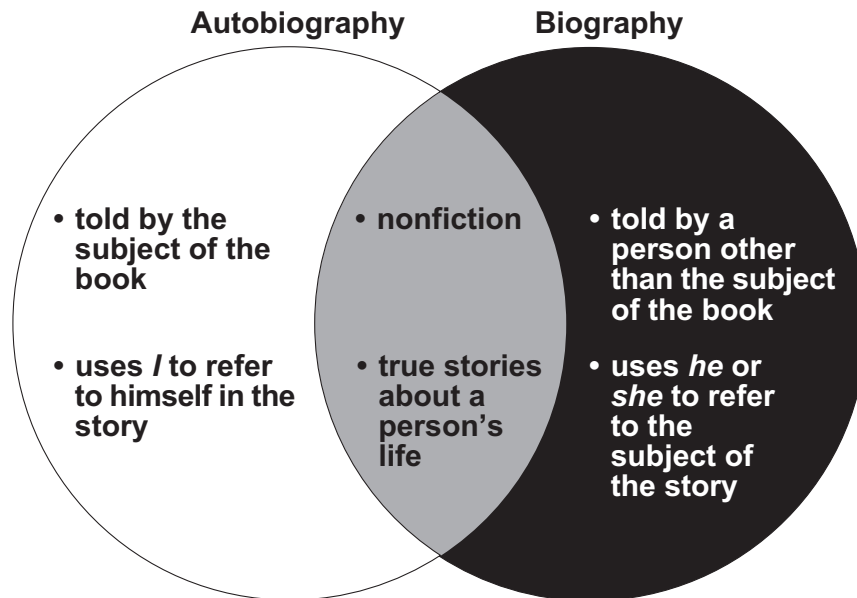
Essays: Short Pieces of Nonfiction

Essays are short pieces of nonfiction. An essay is about one subject and can have a variety of subjects. 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**.

Example of Nonfiction		
Title	**Author**	**Type**
1.		
2.		
3.		
4.		
5.		

Strategies for Reading Nonfiction Interactively: Working with the Text

Try to read nonfiction interactively. The following strategies will help.

Strategies for Reading Nonfiction Interactively

- **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 page 148 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?

- **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

Choose **one of the selections** *of* **nonfiction** *you listed in the practice on page 523.* **Evaluate** *the nonfiction selection using the procedure on the previous page. Write your assessment below.*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Strategies for Critical Analysis: Examining the Parts to Judge the Whole

Once you can identify the characteristics of various kinds of literature and are familiar with examples of each, you are ready to evaluate what you have read. When you *evaluate* something, you actually make decisions about how good the thing you are judging is. A judge at a state fair gives a blue ribbon to a cow after he has evaluated all the cows and decided which one is the best. He makes his decision by judging the quality of each cow. You have probably judged the quality of many things in your lifetime—a haircut, the latest CD of your favorite group, or the fairness of a grade.

You have probably judged the quality of a new haircut.

One way to evaluate something is to do a *critical analysis*. When you critically analyze something, you take it apart and decide which parts meet your standards and which parts do not meet your standards. Even though you may not realize it, you are using a set of characteristics to guide your evaluation.

Use the strategies to help you complete a critical analysis.

Strategies for Critical Analysis

- **Identify what you are critically analyzing.**   Is the item a short story, a novel, a tragedy or comedy, an automobile, etc.?

- **Develop a list of the characteristics of quality, or criteria, you will use to analyze and evaluate the item.**   To analyze a tragedy, you would probably use criteria that included whether the tragic hero was noble and whether his downfall was complete.

- **List the characteristics of quality, or criteria, in order of importance.**   Your most important criterion for a tragedy might be whether you believe the hero's tragic flaw caused his destruction. In contrast, the most important criterion for a comedy might be whether it is funny.

- **Apply the criteria to the things you are judging.** If the item being evaluated fulfills a criterion, or characteristic, place a mark in the *favorable* column. If not, choose *unfavorable* or neutral.

- **If you are comparing two or more items, decide which of the items has the most characteristics.** Add the number of marks in each column.

- **Write a conclusion that supports your decision.**

The following **Evaluation Matrix** is an example of a *critical analysis* of "The Most Dangerous Game" by Richard Connell.

Evaluation Matrix

Type of Work: _____ Short Story _____

Title: "The Most Dangerous Game"

Author: _____ Richard Connell _____

Criteria

Criteria	Favorable	Unfavorable	Neutral
Story's plot was believable.			✗
Story's characters are real people, their feelings are understandable to me.	✗		
Story is filled with action.	✗		
Story has a worthwhile theme.	✗		
Story is easy to read.		✗	

The story "The Most Dangerous Game" met my top criteria. Although I found the story somewhat difficult to read, this single unfavorable characteristic did not lessen my desire to find out how the story would end. I found the theme commonplace, but other readers who have had different life experiences than I might find the theme worthwhile.

Practice

Use the blank **Evaluation Matrix** *below to help you complete a* **critical analysis** *on* **one of the following subjects**: *your favorite musical group, your favorite car,* or *your favorite movie.*

Evaluation Matrix

Subject: _____

Criteria

	Favorable	Unfavorable	Neutral

Conclusion: _____

_____

_____

Practice

A blank **Evaluation Matrix** *is given below. You can use it for* **any work of literature you have read**. *Ask your teacher for help in* **determining your criteria** *and* **how you would rank them**.

Evaluation Matrix

Title: _____

Author: _____

Criteria	Favorable	Unfavorable	Neutral

Conclusion: _____

_____

_____

Practice

Use the list below to write the correct term for each definition on the line provided.
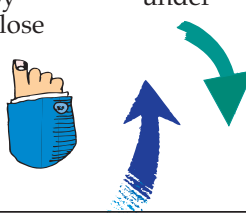
autobiography	essay	poetry
biography	genre	tragedy
comedy		

_____ 1. a work of nonfiction in which the author tells the life story of another person

_____ 2. a type of drama or literary work that shows the downfall or the destruction of a noble or outstanding person

_____ 3. a type of drama or literary work which has a happy ending and often points out human weaknesses and flaws in a humorous way

_____ 4. a type of literature written in verse and expressing strong feelings

_____ 5. a work of nonfiction in which the author tells his or her own life story

_____ 6. a short piece of writing on a single subject that expresses a specific point of view

_____ 7. different categories into which literary works are grouped

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	prior to
as soon as	recently
at last	second
at length	shortly
at once	simultaneously
at the same time	soon
before	subsequently
currently	temporarily
during	then
earlier	thereafter
finally	third
first	till
immediately	today
in the end	tomorrow
in the interim	until
in the meantime	when
later	while
meanwhile	yesterday
next week	
now	
presently	

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 says that …
x states that …

x strongly argues …
x suggests that …

Words to *conclude* or *summarize*:

accordingly
all in all
as a matter of fact
as a result
consequently
due to
finally
in a word
in brief
in conclusion
in final analysis
in other words

in short
in sum
in summary
in the end
last
on the whole
that is
therefore
thus
to conclude
to summarize
to sum up

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