

Name: _____

Eleven / Same Song, page 68

Lesson Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Eleven / Same Song

- _____ 1. Mrs. Price makes the narrator
- A. skip math.
 - B. clean her desk.
 - C. say she is sorry.
 - D. put on a sweater.
 - E. stay after the bell rings.
- _____ 2. When the narrator puts on the sweater, how does it feel?
- A. soft
 - B. itchy
 - C. small
 - D. familiar
 - E. comforting
- _____ 3. Which word best completes the following sentence?
The character in the story could not _____ the ghost because it was invisible.
- A. see
 - B. join
 - C. name
 - D. imagine
 - E. purchase
- _____ 4. Which of the following is a synonym for the word *raggedy* in the sentence, "Although the sweater had become raggedy, it was still my favorite"?
- A. valuable
 - B. ugly
 - C. beloved
 - D. tattered
 - E. forgotten

- _____ 5. Which of the following details from “Eleven” helps create a vivid image of the sweater?
- A. It smells like cottage cheese.
 - B. No one in class claims to own it.
 - C. The teacher places it on the narrator’s desk.
 - D. The teacher insists that it belongs to the narrator.
 - E. The narrator imagines throwing it over the schoolyard fence.
- _____ 6. In “Eleven,” why might the narrator keep thinking, “not mine, not mine, not mine”?
- A. She wishes that were the truth.
 - B. She is reminding herself of the truth.
 - C. She does not want people to learn the truth.
 - D. She said these words the first time she saw the sweater.
 - E. She has heard other students in the class say these words.
- _____ 7. In the poem “Same Song,” the son and daughter both
- A. make fun of each other.
 - B. worry about how they look.
 - C. make their mother unhappy.
 - D. try hard just to be themselves.
 - E. believe that inner beauty matters more than outer beauty.
- _____ 8. What do the themes of “Eleven” and “Same Song” have in common?
- A. They both deal with the experience of having a birthday party.
 - B. They are both about turning eleven.
 - C. They are both about showing emotion.
 - D. They both deal with the difficulties of growing up.
 - E. They are both about how young people often want to change their appearance.
- _____ 9. The story “Eleven” suggests that feeling scared and sad often makes a person feel
- A. angry at a teacher.
 - B. like a young child.
 - C. like an adult.
 - D. like hiding.
 - E. like lying.
- _____ 10. The story “Eleven” illustrates how hard it sometimes is
- A. to punish someone.
 - B. to have a birthday party.
 - C. to control your emotions.
 - D. to make friends in school.
 - E. to wear clothes you do not like.

Matching

for Eleven / Same Song

Choose the best description for each of the following.

- | | |
|--------------------|--------------------|
| A. Sandra Cisneros | D. Sylvia Saldívar |
| B. Mrs. Price | E. Rachel |
| C. Pat Mora | F. Phyllis Lopez |

- _____ 11. the narrator
- _____ 12. the true owner of the sweater
- _____ 13. author of “Eleven”
- _____ 14. the teacher
- _____ 15. author of “Same Song”
- _____ 16. says the sweater belongs to Rachel

Essay

for Eleven

17. Authors often repeat sounds, words, phrases, or sentences in texts to stress important ideas or, as in poetry, to create a musical effect. What words or phrases does Cisneros repeat in “Eleven”? Why do you think she chose to repeat these words or ideas? What effect does this repetition have on the story?

Name: _____

Date: _____



Unit 1: Fiction

Unit 1 Exam

Matching

Match each of the following literary terms with the correct definition below.

- | | |
|------------------------|------------------|
| A. antagonist | J. motivation |
| B. character | K. novel |
| C. characterization | L. plot |
| D. chronological order | M. point of view |
| E. conflict | N. protagonist |
| F. fiction | O. setting |
| G. flashback | P. short story |
| H. foreshadowing | Q. theme |
| I. mood | |

- _____ 1. the vantage point, or perspective, from which a story is told
- _____ 2. a struggle between two forces in a literary work
- _____ 3. a long work of fiction that often has involved plots, many characters, and numerous settings
- _____ 4. the feeling or emotion created by a literary work
- _____ 5. the character in conflict with the central character in a literary work
- _____ 6. the central message or perception about life that is revealed through a literary work
- _____ 7. the time, place, and environment in which the events of a literary work take place
- _____ 8. an imaginary person or animal who takes part in the action of a literary work
- _____ 9. the act of creating or describing a character
- _____ 10. the act of presenting hints to events that will occur later in a story
- _____ 11. an organizational plan in which events are presented in the order in which they occur
- _____ 12. the character playing the central role in a literary work
- _____ 13. an interruption to the sequence of events in a story in which an event that occurred earlier is described

- _____ 14. a brief work of fiction that usually presents a single plot, one or two main characters, and one important setting
- _____ 15. any work of prose that tells an invented or imaginary story
- _____ 16. a force that moves a character to think, feel, or behave in a certain way
- _____ 17. the series of events related to a central conflict, or struggle, in a literary work

Multiple Choice

Identify the choice that best completes the statement or answers the question.

for Lob's Girl

- _____ 18. When Lob first enters Sandy's life, Sandy is
 - A. helping her mother make Christmas pudding.
 - B. enjoying a swim near her family's home in Cornwall, England.
 - C. supposed to be keeping an eye on her little brother and sister.
 - D. talking to a gray-haired man who walks with a limp.
 - E. watching a train disappear out of sight around the headland.
- _____ 19. What word best describes Granny Pearce's feelings when she learns that Lob was killed by the truck?
 - A. sadness
 - B. bitterness
 - C. shock
 - D. anger
 - E. regret
- _____ 20. Which statement best sums up the ending of the story?
 - A. People should never give up hope.
 - B. Dogs make the best heroes.
 - C. Doctors can learn many things from animals.
 - D. The human body can bounce back from many terrible injuries.
 - E. Some events cannot be fully explained.

for The Circuit / Harvesting Hope: The Story of César Chávez

- _____ 21. What do the descriptions of Mr. Sullivan's home and the garage where Panchito's family stays tell the reader?
 - A. Everyone in California was struggling to make a living during this time period.
 - B. Panchito's father is embarrassed by his lack of money.
 - C. Panchito doesn't understand the difference between his family and the Sullivans.
 - D. Panchito's family is much poorer than the Sullivans.
 - E. Both B and D

- _____ 22. The title of the story refers to the seasonal route the family travels, but it could also stand for the
- A. cycle of experiences Panchito has as he moves from place to place.
 - B. variety of fruits and vegetables migrant workers pick.
 - C. system Mr. Lema has for teaching Panchito English.
 - D. daily activities of Mamá, Papá, and Roberto.
 - E. community of Mexican-American migrant workers in California.

for The All-American Slurp

- _____ 23. When eating soup in China, it is polite to
- A. leave a small amount in the bottom of the bowl.
 - B. take the celery out and eat it separately.
 - C. make slurping noises.
 - D. drop pot-stickers into the broth.
 - E. turn your back on the cook.
- _____ 24. Which of the following is important to the narrator?
- A. to be different from people born in America
 - B. to be true to herself
 - C. to appear charming and funny
 - D. to act like an American
 - E. to help her parents act like Americans

for All Summer in a Day / The Fun They Had

- _____ 25. Unlike “The Fun They Had,” the story “All Summer in a Day” takes place
- A. at night.
 - B. in the past.
 - C. in the springtime.
 - D. on a different planet.
 - E. over a long period of time.
- _____ 26. The image of the future presented in “The Fun They Had” is one of
- A. more science and less literature.
 - B. more homework and less free time.
 - C. more compassion and less creativity.
 - D. more education and less physical activity.
 - E. more technology and less human contact.
- _____ 27. In “All Summer in a Day,” after the sun disappears, the children
- A. forget Margot.
 - B. attack Margot.
 - C. blame Margot.
 - D. let Margot out.
 - E. become friends with Margot.

- _____ 28. In both “All Summer in a Day” and “The Fun They Had,” children are
- A. treated like adults.
 - B. happy with their lives.
 - C. expected to go to school.
 - D. very aware of the weather.
 - E. able to take care of themselves.

for Aaron’s Gift

- _____ 29. What does Carl plan to do with Pidge?
- A. sell him
 - B. break his wing
 - C. keep him on a leash
 - D. throw him into the fire
 - E. give him to his grandmother
- _____ 30. Who is the protagonist in this story?
- A. Carl
 - B. Pidge
 - C. Aaron
 - D. Noreen Callahan
 - E. Aaron’s grandmother
- _____ 31. This is a story about
- A. a good boy who makes a mistake.
 - B. a mean boy who learns his lesson.
 - C. a normal boy who does abnormal things.
 - D. a confused boy who cannot make decisions.
 - E. a selfish boy who gets himself into trouble.

Essay

Answer one of the following questions.

32. In a paragraph, explain, in order, the five elements of plot. Then describe these plot elements as they appear within one of the stories you read in class.
33. Write a paragraph in which you compare and contrast internal and external conflict. Also provide examples of each type of conflict from stories you have read in class.

Name: _____

Date: _____



from **The All-American Slurp**, page 56

Reading Fluency Passage 1

	Words Read	Miscues
I had another worry, and that was my appearance. My brother	11	_____
didn't have to worry, since Mother bought him blue jeans for school,	23	_____
and he dressed like all the other boys. But she insisted that girls had	37	_____
to wear skirts. By the time she saw that Meg and the other girls were	52	_____
wearing jeans, it was too late. My school clothes were bought	63	_____
already, and we didn't have money left to buy new outfits for me.	76	_____
We had too many other things to buy first, like furniture, pots,	88	_____
and pans.	90	_____
The first time I visited Meg's house, she took me upstairs to	102	_____
her room, and I wound up trying on her clothes. We were pretty	115	_____
much the same size, since Meg was shorter and thinner than average.	127	_____
Maybe that's how we became friends in the first place. Wearing	138	_____
Meg's jeans and T-shirt, I looked at myself in the mirror. I could	151	_____
almost pass for an American—from the back, anyway. At least the	163	_____
kids in school wouldn't stop and stare at me in the hallways, which	176	_____
was what they did when they saw me in my white blouse and navy	190	_____
blue skirt that went a couple of inches below the knees.	201	_____

Fluency Level	4 (97%–100%)
<i>(circle one)</i>	3 (95%–96%)
	2 (90%–94%)
	1 (< 90%)

Total Words Read	_____
Total Errors	_____
Correct Words per Minute	_____
Percentage Correct	_____

LESSON PLAN



Name: _____

Date: _____
M T W Th F

Eleven, pages 68–73

At a Glance

Directed Reading

- **Reading Level:** Easy
- **Difficulty Consideration:** Figurative language and point of view
- **Ease Factors:** Theme

Pacing

- **Regular Schedule:** 2 days
- **Block Schedule:** 1 day

Objectives

Studying this lesson will enable students to

- use reading skills such as reacting and connecting to the text to relate this selection to their own lives
- define imagery and recognize the effect of this literary technique in the selection
- describe the work of Sandra Cisneros and how her heritage influences her writing
- appreciate a story about growth and growing up

Before Reading

Focus and Motivate

Choose from the following activities to introduce the lesson:

- _____ Launch the Lesson, ATE page 68
- _____ Build Background: Birthday Celebrations, *Meeting the Standards*
- _____ Build Background: Reader's Context question, SE page 68
- _____ Introduce Mirrors & Windows question, ATE page 68

Preview the Selection

Introduce the key concepts by previewing the material on the Before Reading page.

Choose from the following activities to apply these skills:

- _____ Set Purpose, SE page 68
- _____ Use Reading Skills: Analyze Text Structure, Repeated Details Chart, SE page 68
- _____ Preview Vocabulary, *Meeting the Standards*

During Reading

Teach the Selection

Assign students to read the selection and the Literature Connection, "Same Song," on pages 69–73. Encourage students to apply the following reading strategies and literary analyses during reading:

- _____ Use Reading Skills: Analyze Text Structure, Repetition Chart, *Meeting the Standards*
- _____ Analyze Literature: Imagery, ATE page 69; Sensory Details Diagram, *Meeting the Standards*
- _____ Use Reading Strategies: Distinguish Fact from Opinion, ATE page 71

- _____ Analyze Literature: Mood, ATE page 72
- _____ Use Reading Strategies: Summarize, ATE page 72

Make Connections

Choose from the following activities or background information to make connections during reading:

- _____ Use Reading Strategies: Make Connections, ATE page 70
- _____ Cultural Connection, ATE page 70
- _____ Literature Connection: “Same Song,” SE page 72
- _____ Text-to-Text Connection, SE page 72

Differentiate Instruction

Consider the following alternative teaching options to differentiate instruction:

- _____ Enrichment, ATE page 70
- _____ Visual Learning, ATE page 70
- _____ English Language Learning, ATE page 72
- _____ Use Reading Strategies: Visualize, *Differentiated Instruction for Developing Readers*
- _____ Analyze Text Structure, *Differentiated Instruction for English Language Learners*
- _____ Audio Recording, EMC Audio Library

After Reading

Review the Selection

Use the following activities to review the lesson:

- _____ Find Meaning / Make Judgments Critical Thinking Questions, SE page 71
- _____ Analyze Literature: Imagery, Figurative Language Chart, SE page 73

Extend Understanding

Consider assigning one or more of the following writing assignments and extension activities:

- _____ Creative Writing: Descriptive Paragraph, SE page 73; Rubric, ATE page 73
- _____ Expository Writing: Literary Analysis, SE page 73; Rubric, ATE page 73
- _____ Collaborative Learning: Perform a Skit, SE page 73
- _____ Critical Literacy: Design a Poster, SE page 73; *Exceeding the Standards: Extension*

Assess

Administer one or both of the following assessment tools:

- _____ Selection Quiz, *Meeting the Standards*, ExamView® Assessment Suite
- _____ Lesson Test, *Assessment Guide*, ExamView® Assessment Suite

Technology Tools

Enhance the lesson with one or more interactive activities offered in the following technology supplements:

- | | |
|---|---|
|  EMC Launchpad |  ETS Online Criterion-Based Essay Grader |
|  Interactive Annotated Teacher’s Edition on CD |  Visual Teaching Package |
|  Interactive Student Text on CD |  EMC Audio Library |
|  Interactive Student Text Online |  EMC E-Library |
|  ExamView® Assessment Suite on CD |  mirrorsandwindows.com |



Name: _____



Fiction Study Guide

Completing this study guide will help you understand and remember the literary elements presented in Unit 1—plot, characters, setting—and recognize how these elements function in the stories in the unit.

After you read each Understanding feature in Unit 1 in your text, complete the corresponding Understanding section in the study guide. Try to answer the questions without referring to the text. The completed section provides an outline of important information that you can use later for review.

After you read all the short stories in Unit 1, complete the three Applying sections in the study guide. Refer to the stories as you answer the questions.

After you complete these sections, take the Practice Test. This test is similar to the state assessment reading test you will take this year. In both tests, you will read passages and answer multiple-choice questions about the passages.

Self-Checklist

Use this checklist to help you track your progress through Unit 1.

CHECKLIST

Literary Comprehension

You should understand and apply the following literary elements:

- Plot
- Characters
- Setting

Reading

You should know the following three parts of the Fiction Reading Model:

- Before Reading
- During Reading
- After Reading

Literary Appreciation

You should understand how to relate the selections to

- Other texts you've read
- Your own experiences
- The world today

Writing

- You should be able to write a response to a short story. The response should be clearly organized and state a clear opinion or reaction that is supported by evidence.

Speaking and Listening

- You should be able to deliver or listen to an expository presentation.

Test Practice

- You should be able to answer questions that test your writing, revising and editing, and reading skills.

Additional Reading

- You should choose a fictional work to read on your own. See For Your Reading List on page 119 of your textbook.

Understanding Plot

Complete these pages after you read about **plot** on pages 5 and 6–7.
Try to answer the questions without looking at your book.



What is **plot**?

Why is **plot** important to a **story** or **novel**?

Five Elements in a Typical Plot				
climax	exposition	falling action	resolution	rising action

Write the five **elements** of a typical **plot** in the correct order. Then write a description of each **element**.

1 _____ : _____

2 _____ : _____

3 _____ : _____

4 _____ : _____

5 _____ : _____

What is **conflict** in a **plot**?

Why is **conflict** important to a **story** or **novel**?

Explain the two types of **conflict**. Then describe the three types of **external conflict**.

Two Types of Conflict	
External Conflict	Internal Conflict
<p>Three Types of External Conflict</p> <p>1</p> <p>2</p> <p>3</p>	

Write the meanings of these three terms as they relate to **plot**.

Terms Related to Plot Organization

chronological order

flashback

foreshadowing

Applying Plot to the Selections



Think about what you have learned about **plot**. Then answer the following questions after you have read the selections in Unit 1.

Briefly summarize the **plot** of “The Fun They Had.”

Write **climax**, **exposition**, **falling action**, **resolution**, or **rising action** next to each event to show where it happens in the **plot** of “Aaron’s Gift.”

Aaron finds a pigeon with a broken wing. _____

Carl tells Aaron to bring Pidge to the clubhouse shack. _____

The boys try to catch Pidge, but Pidge flies away. _____

Aaron tells his parents and grandmother what happened. _____

His grandmother calls Pidge’s escape Aaron’s gift to her. _____

What is the **climax** of the **plot** of “The Goodness of Matt Kaizer”?

What is the **resolution** of the **plot** of “The All-American Slurp”?

Is the **conflict** in “The Circuit” **external** or **internal**? Describe the **conflict**.

How is the **conflict** in “Eleven” different from the **conflict** in “The Sand Castle”?

There are two types of **external conflict** in “All Summer in a Day.” Describe them.

1 _____

2 _____

Is the first paragraph on page 114 in “La Bamba” an example of **foreshadowing** or **flashback**? Explain.

Is the text at the top of page 21 in “Lob’s Girl” an example of **foreshadowing** or **flashback**? Explain.

The events in the **plot** of “The Scribe” are told in **chronological order**. The events in the story are organized into three chronological categories. Write those categories at the tops of the columns in the following chart. Then list each story event under its heading.

Understanding Characters



Complete these pages after you read about **characters** on pages 5 and 24. Try to answer the questions without looking at your book.

What is a **character**?

Why are **characters** important to a **story** or **novel**?

What is **characterization**?

Describe three ways in which writers create **characters**.

Three Techniques in Characterization	
1	
2	
3	

What is **motivation**?

Why is **motivation** important to understanding a **character**?

Write definitions of the terms in the boxes. Focus on the similarities and differences between the terms in each pair.



Types of Characters	
Protagonist	Antagonist
Major Character	Minor Character
Round Character	Flat Character
Dynamic Character	Static Character

Applying Characters to the Selections



Think about what you have learned about **characters**. Then complete this page after you have read the selections in Unit 1.

The first column tells you what type of character to look for in which story. In the second column, write the name or a description of the character you choose. Explain your choice in the third column.

Type of Character/Story	Who?	How Do You Know?
The protagonist in "La Bamba"		
An antagonist in "Aaron's Gift"		
A major character in "The Sand Castle"		
A minor character in "The Scribe"		
A round character in "The All-American Slurp"		
A flat character in "The Fun They Had"		
A dynamic character in "Lob's Girl"		
A static character in "The Goodness of Matt Kaizer"		

Understanding Setting



Complete this page after you read about **setting** on pages 5 and 41. Try to answer the questions without looking at your book.

What is **setting**?

Why is **setting** important to a **story** or **novel**?

Often a writer does not explicitly state what the **setting** of a story is. List ways in which the writer may reveal the **setting**.

Fiction Authors Create Setting Through . . .

What is **mood**?

How is **mood** related to **setting**?

Applying Setting to the Selections



Think about what you have learned about **setting**. Then answer the following questions after you have read the selections in Unit 1.

How are the **settings** of “Eleven” and “All Summer in a Day” alike? How are the **settings** different?

How are the **settings** of “The Fun They Had” and “The Sand Castle” alike? How are the **settings** different?

What dialogue at the beginning of “The Scribe” helps reveal the **setting**?

What descriptions at the beginning of “Aaron’s Gift” help reveal the **setting**?

What is the **mood** in “La Bamba”? How does the story’s **setting** help support the **mood**?

Practice Test



Throughout the school years, students take tests to measure how well they meet standards in reading, English/language arts, mathematics, science, and social studies. Students may also take national assessment tests such as NAEP. The national tests include reading tests in which students are asked to read a passage and answer questions to test their understanding of the passage. Some passages on the reading test may be fiction, like the stories you read in Unit 1.

The practice test on the following pages contains several passages, each followed by two or more multiple-choice questions. Your answer sheet for this practice test is below on this page.

While the national reading test will have questions assessing many different comprehension skills, the questions on this practice test focus on the literary elements you studied in this unit. The questions also address these literature standards:

- Students identify and analyze elements of plot, including conflict and resolution and exposition, rising action, climax, falling action, and resolution, in a variety of fiction.
- Students identify and analyze characters and setting.
- Students recognize and explain themes and symbols.

Practice Test Answer Sheet

Name: _____ Date: _____

Fill in the circle completely for the answer choice you think is best.

- | | | |
|--------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 7. (A) (B) (C) (D) | 13. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 8. (A) (B) (C) (D) | 14. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 9. (A) (B) (C) (D) | 15. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 10. (A) (B) (C) (D) | 16. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 11. (A) (B) (C) (D) | 17. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 12. (A) (B) (C) (D) | 18. (A) (B) (C) (D) |

This test has 18 questions. Read each passage/story and choose the best answer for each question. Fill in the circle in the spaces provided for questions 1 through 18 on your answer sheet.



Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.

Alone in a Cabin

Jess Endor

Lucas was hot, sweaty, and tired. It had been five days since Ma and Pa took the wagon the fifty miles to Paducah for supplies. He was proud that they thought he was old enough, at thirteen, to handle the farm alone for a week. Each day Lucas fed the livestock, worked in the house garden, chopped wood, and fetched water from the spring. After evening chores, he kept deer out of the crops while he ate cold biscuits and ham under the trees. It had been hard work, but he could manage.

What troubled Lucas more was being lonesome and afraid at night. Wild noises floated into the cabin. On the fifth night, he heard a bear growling and slashing at the smokehouse door. It was after the hams that were curing there. Lucas trembled as he thought about what to do. A ravenous bear was a fearsome enemy. Should he let it have the hams? No. The family needed them. He swallowed hard and slipped out the door...

The next night when they returned, Ma and Pa were astonished to hear how Lucas had used a ladle and a pan to scare off a bear.

1. An important conflict in this story is between Lucas and
 - (A) Ma
 - (B) Pa
 - (C) his pride
 - (D) his fear
2. The story's protagonist is
 - (A) Ma
 - (B) Pa
 - (C) Lucas
 - (D) the bear
3. Lucas's actions show that his character is
 - (A) proud but cowardly
 - (B) weak and exhausted
 - (C) too lonely and afraid to act
 - (D) hardworking and determined
4. What is the best description for the setting of this story?
 - (A) a suburb in the 1950s
 - (B) the frontier in the 1800s
 - (C) a city zoo in the 1920s
 - (D) a forest in the 1990s

Read the passage below, and answer the questions about what you have read. Mark your answers on your answer sheet.



Home Run Hitter
Cherise Adama

Rachel gripped the bat and focused. “Watch the ball. Watch the ball,” she muttered.

More than anything, Rachel wanted to play for the Tigers, Robinson’s best baseball team. Last spring, she had tried out for the team. What a disaster! She could run fast, and she could throw pretty well. Rachel just could not connect with the fast pitch.

“Watch the ball all the way to the bat,” Coach Patsy advised. But Rachel had not hit a single pitch. She had moped around the house for three weeks. She still felt ashamed every time she recalled that her name had not made the team roster.

Finally, her older sister Allie had said, “Good athletes aren’t born; they’re made. If you really want to make the team, you’ll have to work for it.” Rachel had frowned, thinking how easy it was for Allie to say that. Allie excelled at every sport she tried; Rachel did not. But she had to admit, she hadn’t worked hard before the tryout. Not really. Rachel swallowed her resentment and agreed to work with her sister.

Every day, Allie pitched and Rachel batted. For months, they practiced. Rachel tried to keep her eyes on the ball. It was hard work. Slowly, her hitting improved, but was it just because she had memorized her sister’s every pitch?

A year later, she stood at home plate and faced the Tigers’ ace. She watched the ball like a hawk. She pictured the bat meeting it. “Swing. Follow through,” Allie’s voice echoed in her head as the pitcher wound up and let a fast ball fly.

There was a loud crack as the bat met the ball. That night Rachel and Allie celebrated her triumph with a special Home Run dinner.

5. What motivates Rachel to work hard?
 - (A) her desire to make the Tigers team
 - (B) her shame at not making the team
 - (C) her resentment of her sister Allie
 - (D) her desire to please her sister Allie

6. What action represents the climax of this passage?
 - (A) not making the team
 - (B) working with Allie
 - (C) trying out a second time
 - (D) eating a victory dinner

7. Which event occurs first in this story?
- (A) Rachel mutters, “Watch the ball.”
 - (B) Rachel has a disastrous tryout.
 - (C) Rachel mopes around the house.
 - (D) Rachel practices with Allie.
8. Which plot device do the events in paragraphs 3, 4, and 5 illustrate?
- (A) falling action
 - (B) foreshadowing
 - (C) flashback
 - (D) resolution
9. Rachel’s characterization shows that she is a
- (A) major character
 - (B) minor character
 - (C) static character
 - (D) flat character
10. Rachel can best be described as
- (A) focused and motivated
 - (B) lazy and resentful
 - (C) spoiled and unfocused
 - (D) cheerful and willing
11. Which of the following is not true of the setting of this story?
- (A) The action occurs over the course of a year.
 - (B) The story is set in the town of Robinson.
 - (C) The action takes place only at the ballpark.
 - (D) The action takes place at the ballpark and the girls’ home.
12. The mood of the story can best be described as
- (A) terrifying
 - (B) amusing
 - (C) tense
 - (D) sullen

Read the passage below, and answer the questions about what you have your answers on your answer sheet.



Cool Shoes
Harry Wilson

Jamahl wanted a pair of Astro-Sneaks in the worst way. They were the latest craze. Every boy in his class had declared them awesome. Gleaming from the TV screen, Astro-Sneaks were sleek silver and black miracles to Jamahl. Picturing them on his feet, he posed in front of the mirror. If only he could be the first to have them, he thought, he'd be envied and respected. He'd be COOL.

Jamahl asked Mama about the shoes first, but without real hope. She said just what he expected: "You know we can't afford \$125 shoes! Go on and finish your homework." Mama was not impressed with his argument that the shoes would make him so happy and hard-working that he would become the star of his class.

"What you wear will not make you happy or hard-working, son," Mama said. Jamahl sighed. Mama didn't understand at all. She just worried about money, of which there was never enough. Mama worked two jobs. It made her downright cranky sometimes, in Jamahl's opinion. He believed, however, that Grandma would understand why he really needed those Astro-Sneaks. Jamahl was the apple of Grandma's eye. He had found, over the years, that he could generally get what he wanted from Grandma if he played his cards right. Now, as he pretended to read a chapter in his science textbook, he plotted his strategy carefully.

All day Saturday, Jamahl made himself really helpful at Grandma's house. He picked up her medicine from the corner store. He helped with the dishes after dinner. He cleaned up the mess on the porch. (Most of it was his stuff, anyway.) He was especially polite, and he even complimented Grandma's clothes. Jamahl knew how to give a compliment: small and flattering without too much exaggeration.

Now as he and Grandma rested in the living room, Jamahl casually opened a store flyer to the shoes and pointed out how beautiful, how wonderful, how perfect the Astro-Sneaks were. He pulled out all the stops and tried to make Grandma see how much, how urgently, how essentially he needed THESE shoes. No other shoes would do.

"Please, Grandma," begged Jamahl, putting on his most pleading expression. Grandma looked at him with the kind, sad expression and half-smile that he knew so well. She said nothing for such a long time that Jamahl began to wonder if she had heard him. Her thoughts seemed to have drifted somewhere else.

13. In this passage, the primary conflict is between
- (A) Jamahl and his classmates
 - (B) Jamahl's family and society
 - (C) Mama and Grandma
 - (D) Jamahl and his mother and grandmother



14. Jamahl's actions and thoughts show most clearly that he is
- (A) generous and kind to others
 - (B) helpful and hard-working
 - (C) selfish and manipulative
 - (D) mean-natured and spoiled
15. Which of the following techniques is not used to develop Jamahl's character?
- (A) what Jamahl says and thinks
 - (B) what Mama and Grandma say about Jamahl
 - (C) what Jamahl does
 - (D) author description
16. The passage does not present the whole story. Which plot element is not present?
- (A) rising action
 - (B) exposition
 - (C) climax
 - (D) resolution
17. What is Jamahl's main motivation?
- (A) becoming the star student in his class
 - (B) earning a lot of money on his own
 - (C) getting something to make him look cool
 - (D) helping out his mother and his grandmother
18. Which literary term best describes Jamahl's character in this passage?
- (A) protagonist
 - (B) antagonist
 - (C) minor character
 - (D) dynamic character



Name: _____



Eleven, page 68

Build Background: Birthday Celebrations

In the story that you are about to read, “Eleven,” a young girl’s confusion about growing older on her eleventh birthday is only made worse by an embarrassing incident at school. The young girl, Rachel, ends up having a birthday that she would like to forget.

Birthdays can bring about a wide range of emotions in individuals, depending on their ages and circumstances. Some of these emotions include happiness, confusion, embarrassment, fear, sadness, anticipation, and disappointment. With that in mind, respond to the following questions in your journal.

1. Do you know of anything unusual that occurred on the day you were born? If so, describe what happened.
2. What is your favorite thing to do on your birthday?
3. What does your family do on your birthday to make you feel special?
4. What do your friends do on your birthday to help you celebrate?
5. What has been your best birthday celebration so far? Why was that particular birthday so special?
6. What embarrassing or funny moment has occurred on one of your birthdays? Describe what happened.
7. What birthday, if any, has been a disappointment? Why?
8. What do you think is the hardest thing about being eleven years old?
9. What age would you like to be right now? Why?
10. What do you think is the perfect age for a person? Why?

BEFORE READING



Name: _____ Date: _____



Eleven, page 68

Preview Vocabulary

Word Usage

Write your answer to each of the following questions on the lines provided.

1. What does it mean if something is **raggedy**?

2. Think of a raggedy item. What does it look like?

3. What things are **invisible** to you?

4. Imagine you woke up one morning and you were invisible. What would you do?

Word Families and Roots

Write your answer to each of the following questions on the lines provided.

5. **Raggedy** is an adjective form of the noun *rag*. Can you name another adjective form of this word?

6. The word **invisible** has these three word parts and their meanings: the prefix *in* = not; the word root *vis* = see; and the suffix *ible* = able to. Therefore, the word *invisible* means “not able to be seen.” Write down at least three other words that come from the word root *vis*, meaning “to see.”

BEFORE READING



Name: _____



Eleven, page 68

Use Reading Skills: Analyze Text Structure

In “Eleven,” Sandra Cisneros uses **repetition**, or the repeating of sounds, words, or groups of words, to provide a structure for the story and to make an impact on the reader. Using repetition also helps the reader get to know the main character, Rachel, by revealing her thought patterns. The reader can sense Rachel’s embarrassment and frustration as she keeps repeating in her mind what she wants to say aloud to her teacher and classmates.

As you read, copy a part of the story that shows the author’s use of repetition, and underline the word or phrase that is being repeated. Then explain why you think the author chose to repeat that word or phrase. The first one has been done for you.

Repetition		
Repeated Detail	Possible Meaning	Page Number
<ul style="list-style-type: none"> “And when you wake up on your <u>eleventh</u> birthday, you expect to feel <u>eleven</u>, but you don’t. You open your eyes and everything’s just like yesterday, only it’s today. And you don’t feel <u>eleven</u> at all. You feel like you’re still ten. And you are—underneath the year that makes you <u>eleven</u>.” 	<ul style="list-style-type: none"> The repetition of the word <i>eleven</i> shows that the young girl doesn’t feel as if she is eleven because it doesn’t feel any different than age ten. It seems that she needs to keep reminding herself of her new age. 	<ul style="list-style-type: none"> page 69

DURING READING



Name: _____ Date: _____

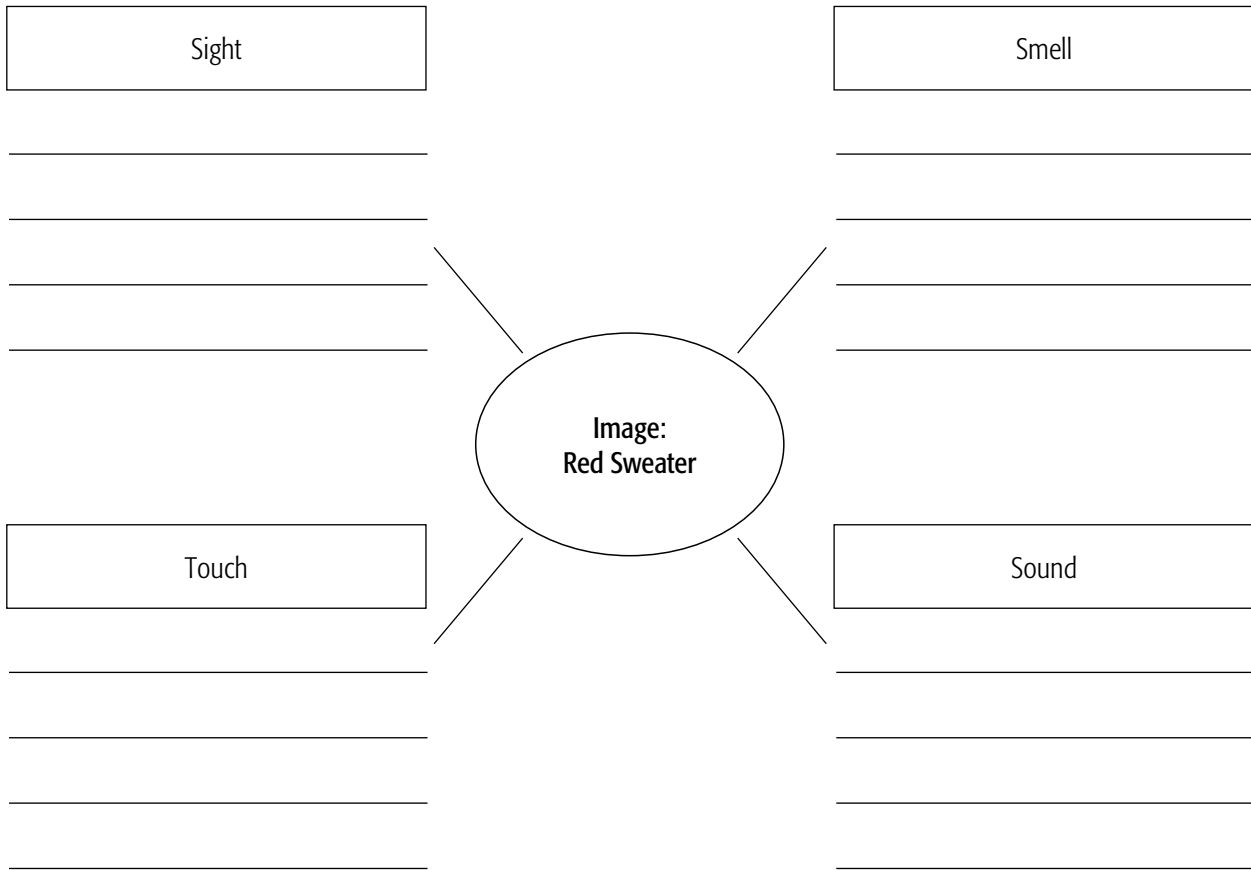


Eleven, page 68

Analyze Literature: Imagery

Language that creates a concrete representation of an object or an experience is known as **imagery**. An author uses imagery or colorful language in a story to create pictures for the reader to see in his or her mind. In “Eleven,” the author uses imagery in the form of descriptive language and similes to describe the red sweater. A **simile** uses the word *like* or *as* in comparing two things that do not seem to be the same.

As you read, imagine the scene where Mrs. Price places the red sweater on Rachel’s desk. How does Rachel feel about the sweater? What sensory details does the author use to create the image you see in your mind? Think about what the red sweater looks like, smells like, feels like, and even sounds like. Fill in these sensory details on the graphic organizer below.



Given the author’s imagery, can you picture the red sweater in your mind? Draw or paint the red sweater on a separate piece of paper; then share your illustration with the class or a small group.

DURING READING

Name: _____

Eleven, page 68

Selection Quiz

Multiple Choice

Write the letter of the correct answer on the line.

- _____ 1. Read the following passage: “What they don’t understand about birthdays and what they never tell you is that when you’re eleven, you’re also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one.” Why does the author describe birthdays in this way?
- A. to emphasize that birthdays are important
 - B. to explain how people sometimes feel younger than they are
 - C. to show readers why people celebrate birthdays
 - D. to tell readers how to figure out a person’s age
- _____ 2. Which of the following similes is *not* used in the story to describe the way you grow old?
- A. Growing old is like an onion.
 - B. Growing old is like the little wooden dolls that fit inside the other.
 - C. Growing old is like the rings inside a tree trunk.
 - D. Growing old is like the rings of a target.
- _____ 3. How does Rachel end up with the red sweater on her desk?
- A. Sylvia Saldavar says that it belongs to Rachel.
 - B. Rachel says that the red sweater is hers.
 - C. The red sweater, along with a crown, is always worn by the birthday boy or girl to celebrate the special day.
 - D. Mrs. Price reads the identification clothing tag on the collar, which has Rachel’s initials.
- _____ 4. What does Rachel do with the red sweater on her desk?
- A. She folds it up neatly and pushes it to the corner.
 - B. She moves the red sweater with her ruler to the corner of her desk because she doesn’t want to touch it.
 - C. She pushes the red sweater off the desk and onto the floor.
 - D. She puts the red sweater over the back of her desk chair.
- _____ 5. Why does Mrs. Price tell Rachel to put on the sweater?
- A. She thinks the sweater is pretty.
 - B. She wants to punish Rachel.
 - C. She believes that the sweater belongs to Rachel.
 - D. She doesn’t want Rachel to catch a cold.

- _____ 6. According to Rachel, what does the red sweater smell like?
- A. dirty socks
 - B. fish
 - C. cottage cheese
 - D. mothballs
- _____ 7. What is Rachel's reaction to wearing the red sweater?
- A. She takes off the red sweater and throws it on the floor.
 - B. She approaches the teacher's desk and tells Mrs. Price that the red sweater does not belong to her.
 - C. She pulls her arms out of the red sweater and turns it inside-out over her head to amuse her classmates with her newly created hat.
 - D. She cries at her desk.
- _____ 8. Why does Mrs. Price pretend as if everything is okay after Rachel gives Phyllis Lopez the sweater?
- A. She likes the sweater.
 - B. She does not want to admit her mistake.
 - C. She is too tired to say anything.
 - D. She needs to get to the cafeteria for lunch duty.
- _____ 9. At the end of the school day, how does Rachel feel?
- A. She feels that her birthday has already been ruined.
 - B. She is excited that she's going to celebrate her birthday with her family.
 - C. She feels guilty for wearing someone else's sweater.
 - D. She is angry but accepts Mrs. Price's apology for the mix-up.
- _____ 10. After the incident at school, what does Rachel wish that she could become?
- A. a kite flying far away from its owner
 - B. a runaway balloon traveling high in the sky
 - C. a tumbleweed blowing across a wide open space
 - D. a feather drifting through the air



Name: _____



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Literary Analysis: Point of View

Build Background

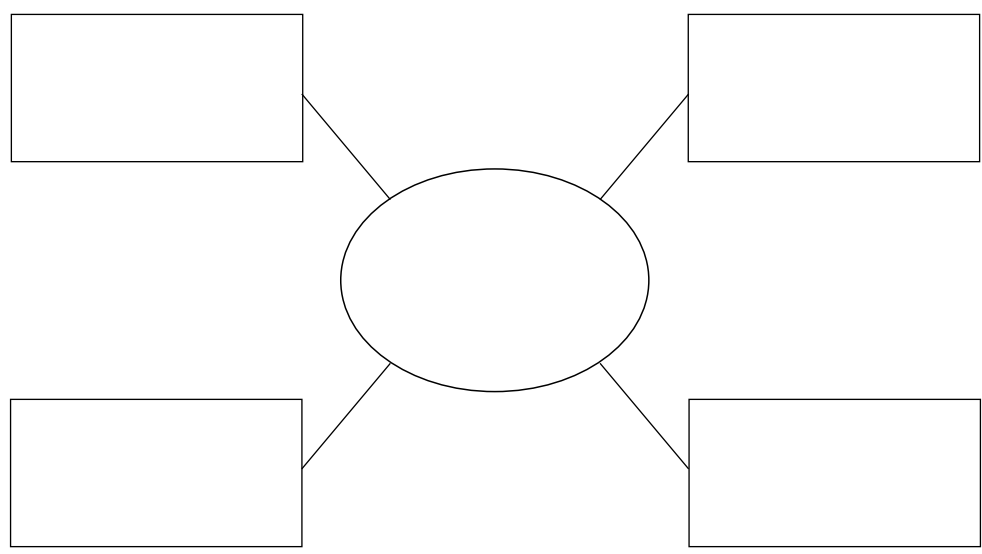
Recognizing a story’s **point of view**, or the perspective from which a story is told, is important to understanding the text. “Eleven” is written from the *first-person point of view*, in which the story is told by someone (Rachel) who participates in the action. Having Rachel narrate the story allows you, the reader, to experience the embarrassing incident at school as seen through her eyes. You get to know her thoughts, feel her emotions, and witness her reactions to others.

What if the story were told by another character in the story, such as Mrs. Price, Sylvia Saldivar, or Phyllis Lopez? How would their perspectives show the incident with the red sweater in a different way? In this activity, you will have the opportunity to put yourself in another character’s place and write the story as seen through the eyes of that other person.

Get Started

Choose the perspective of Mrs. Price, Sylvia Saldivar, or Phyllis Lopez for this writing assignment. Then consider what that individual is like as a person. What personality traits does that character reveal to others? For example, is she kind-hearted, bossy, sneaky, sympathetic, energetic, or humorous?

Fill in the graphic organizer below outlining the personality traits of your chosen character. You may base your traits on words or actions from the story, or you may create your own personality profile for the character. Write the character’s name in the circle and her personality traits in the rectangles. As you are writing your story, you will want to show (not tell!) the reader these personality traits through the character’s words, actions, and thoughts.



When you have finished filling in the graphic organizer, answer the following questions. These questions will help guide you in writing your story.

1. Why does this character view what happened with the sweater differently than Rachel?

2. What does this character say, do, or think?

3. *Why* does this character say, do, or think these things? In other words, what motivates the character to behave this way?

Connect and Create

Now that you are familiar with your character and her motivations, you need to briefly plan your story. Think about the following questions and then fill in the outline.

- I. Introduction:** Where would you like your story to open? Should the action start in the cloakroom with finding the red sweater? Should the story begin in Mrs. Price’s classroom with identifying the owner of the red sweater? Should the story open with your chosen character arriving home from school and thinking back to that day’s events? You decide! Keep in mind that your introduction needs to establish the main character and the opening setting.
- II. Body:** If your story does not open in Mrs. Price’s classroom, be sure to establish that setting here. What key events occur in her classroom? What is the reaction of your character? What are the reactions of others in the classroom? From this character’s point of view, explain what happens at school on Rachel’s birthday.
- III. Conclusion:** How do you want your story to end? Do you want your character to feel good about her reaction to the incident? Do you want her to feel bad about her actions in the classroom? What lasting impression do you want to leave on the reader of your story?

Use your outline to help you write the first draft of your story on a separate piece of paper. Add details to make your story more interesting. Sandra Cisneros used imagery and repetition when she wrote “Eleven.” See if you can write in her style using imagery and repetition.

Story Outline

I. Introduction

- A. Opening setting of story:
- B. Actions of main character in opening setting:

II. Body (fill in as needed)

- A. First event:
- B. Second event:
- C. Third event:
- D. Fourth event:
- E. Fifth event:

III. Conclusion

- A. Main character's feelings about incident:
- B. Lasting impression for the reader of your story:

Check and Reflect

Exchange papers with a classmate to get a reaction to your story. Be sure to highlight the things you like about each other's stories. Mark any errors in spelling, punctuation, and grammar that you see. Also mark confusing passages, contradictions, and structural or organizational problems. Finally, offer ideas for improving the story, if you have any.

When you get your paper back, correct any errors that were marked on it, and consider your classmate's concerns and suggestions. Then write a final draft of the story. When you have finished the assignment, answer the following questions:

1. What did you learn about telling a story from a different point of view?

2. What makes first-person point of view the most personal way to tell a story?

BEFORE READING

Eleven

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A Short Story by Sandra Cisneros

ABOUT THE STORY

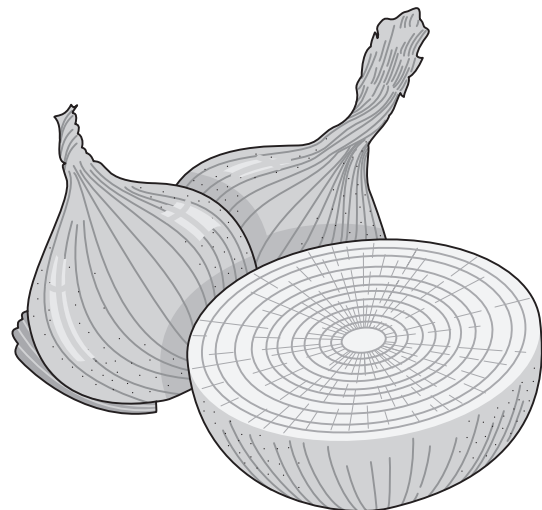
The narrator of this story is a young girl. It is her birthday and she is eleven years old, but she doesn't feel eleven yet. She feels much younger. Have you ever felt this way on your birthday?

MAKE CONNECTIONS

When do you feel most "grown up" and able to handle anything? When do you feel young and unsure of yourself?

ANALYZE LITERATURE: IMAGERY

Imagery is language that makes a picture in your mind. As you read, look for images in the story.
EXAMPLE: The way you grow old is kind of like an onion.



USE READING SKILLS

Analyze Text Structure: Repetition

As you read, look for ideas and words that are repeated. Put them in the chart below. Then tell why you think the author repeated these words.

Differentiated
Instruction for ELL
SAMPLE

Repeated Detail	Possible Meaning

PREVIEW VOCABULARY

Differentiated
Instruction for ELL
SAMPLE

<p>Key Words and Phrases</p> <p>Read each key word and rate it using this scale:</p> <p>① I don't know this word or phrase at all.</p> <p>② I've seen this word or phrase before.</p> <p>③ know this word or phrase and use it.</p>	<p>Words and Phrases in Context</p> <p>Read to see how the key word or phrase can be used in a sentence.</p>	<p>Definition</p> <p>Write down what you think the word or phrase means. Then use a dictionary to check your definition.</p>	
<p>rattle rat • tle (ra' t'l) <i>verb</i></p> <p>① ② ③</p>	<p>When Ron shook the jar, he could hear something rattling around inside it.</p>		<p>Something that might rattle when you shake it is ...</p>
<p>raggedy rag • ged • y (ra' gə dē) <i>adjective</i></p> <p>① ② ③</p>	<p>I had to buy a new coat because my old one had become worn out and raggedy.</p>		<p>If you had to wear a raggedy sweater to school, you might feel...</p>
<p>bunch up <i>verb</i></p> <p>① ② ③</p>	<p>The children bunched up together in the corner.</p>		<p>Something you can bunch up is...</p>
<p>invisible in • vi • si • ble (in' vi' zə bəl) <i>adjective</i></p> <p>① ② ③</p>	<p>Bacteria are invisible to the eye; you can't see them unless you have a microscope.</p>		<p>You might wish you were invisible when ...</p>

Eleven

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Differentiated
Instruction for ELL
SAMPLE

A Short Story by Sandra Cisneros

DURING READING

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your
5 eleventh birthday, you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are—underneath the year that makes you eleven.

Like some days you might say something stupid, and that's
10 the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five. And maybe one day when you're all grown up, maybe you will need to cry like if you're three, and that's OK. That's what I tell Mama when she's sad and needs to
15 cry. Maybe she's feeling three.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.

20 You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.

Only today I wish I didn't have only eleven years **rattling**
25 inside me like pennies in a tin Band-Aid box.¹ Today I wish I was one hundred and two instead of eleven because if I was one hundred and two, I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on
30 my face and nothing coming out of my mouth.

"Whose is this?" Mrs. Price says, and she holds the red sweater up in the air for all the class to see. "Whose? It's been sitting in the coatroom for a month."

Note the Facts

How does the narrator comfort her mother when her mother is sad and needs to cry?

Analyze Literature

Imagery What images are created in lines 17–20? How are these things all similar to growing old?

rat • tle (ra' t' l) verb, to make a series of short, loud sounds, especially when shaken

1. **tin Band-Aid box.** A metal box used to keep bandages in. The narrator keeps pennies in it.

rag • ged • y (ra' gə dē) adjective, torn and in bad condition

Reading Skills

Analyze Text Structure: Repetition

Skim through the story and circle all the times the phrase "Not mine" is repeated. Write this phrase in your chart. Why do you think this phrase is repeated so many times? Who is thinking "not mine"?

35 "Not mine," says everybody. "Not mine," says everybody. "Not mine," says everybody. "It has to belong to somebody," Mrs. Price says. "It has to belong to somebody," Mrs. Price says. "It has to belong to somebody," Mrs. Price says. but nobody can remember. It's an ugly sweater with buttons and a collar and sleeves all stretched out like they were use it for a jump rope. It's maybe a thousand years old, and even if it belonged to me, I wouldn't say so.

40 Maybe because I'm skinny, maybe because she doesn't like me, that stupid Sylvia Saldívar says, "I think it belongs to Rachel." An ugly sweater like that, all **raggedy** and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth, nothing comes out.

45 "That's not, I don't, you're not...Not mine," I finally say in a little voice that was maybe me when I was four.

"Of course it's yours," Mrs. Price says. "I remember you wearing it once." Because she's older and the teacher, she's right and I'm not.

50 Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two, and math problem number four. I don't know why, but all of a sudden I'm feeling sick inside, like the part of me that's three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven.

60 Mama is making a cake for me for tonight, and when Papa comes home, everybody will sing Happy birthday, happy birthday to you.

65 But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine.

70 In my head I'm thinking how long till lunchtime, how long till I can take the red sweater and throw it over the school-yard fence, or leave it hanging on a parking meter, or bunch it



up into a little ball and toss it in the alley. Except when math period ends, Mrs. Price says loud and in front of everybody, “Now, Rachel, that’s enough,” because she sees I’ve shoved the red sweater to the tippy-tip corner of my desk and it’s hanging
80 all over the edge like a waterfall, but I don’t care.

“Rachel,” Mrs. Price says. She says it like she’s getting mad. “You put that sweater on right now and no more nonsense.”

“But it’s not—”

“Now!” Mrs. Price says.

85 This is when I wish I wasn’t eleven, because all the years inside of me—ten, nine, eight, seven, six, five, four, three, two, and one—are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese,² and then the other arm through the other and stand
90 there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren’t even mine.

That’s when everything I’ve been holding in since this morning, since when Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I’m crying in front of
95 everybody. I wish I was **invisible**, but I’m not. I’m eleven and it’s my birthday today and I’m crying like I’m three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of my mouth because I can’t stop the little animal
100 noises from coming out of me, until there aren’t any more tears left in my eyes, and it’s just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.

But the worst part is right before the bell rings for lunch.
105 That stupid Phyllis Lopez, who is even dumber than Sylvia Saldívar, says she remembers the red sweater is hers! I take it off right away and give it to her, only Mrs. Price pretends like everything’s OK.

Today I’m eleven. There’s a cake Mama’s making for
110 tonight, and when Papa comes home from work, we’ll eat it. There’ll be candles and presents, and everybody will sing Happy birthday, happy birthday to you, Rachel, only it’s too late.

I’m eleven today. I’m eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and
115 two. I wish I was anything but eleven, because I want today to be far away already, far away like a runaway balloon, like a tiny *o* in the sky, so tiny-tiny you have to close your eyes to see it. ♣

in • vi • si • ble (in'vi'zəbəl)
adjective, unable to be seen

Culture Note

A birthday is a time of gift-giving in the United States. Different cultures celebrate birthdays in different ways. How are birthdays celebrated in your culture?

2. **cottage cheese.** A soft, white cheese with a sour smell



Why do you think Rachel got so upset when Mrs. Price wanted her to put on the ugly red sweater? Was she right to be upset? How would you react if your teacher did the same to you?

READING CHECK

1. What does Rachel think about birthdays?
 - A. Even though you are a year older, you may still feel young inside.
 - B. A birthday means you are closer to becoming an adult and have to make adult decisions.
 - C. Birthdays are the worst days in a person's life.
2. Which of the following does NOT describe the sweater?
 - A. old and stretched out
 - B. has a clown face on it
 - C. smelly and itchy
3. Why does Mrs. Price insist that the sweater belongs to Rachel, even though Rachel says it is not hers?
 - A. Mrs. Price thinks she is right because she is older than Rachel and she is the teacher.
 - B. Mrs. Price likes Sylvia better than Rachel.
 - C. Mrs. Price saw Rachel wearing the sweater many times before.
4. What does Rachel do when Mrs. Price asks her to wear the sweater?
 - A. She cries like a three-year-old.
 - B. She screams and shouts.
 - C. She runs out of the classroom.
5. Why do you think Rachel reacts this way?
 - A. The sweater smells bad, so she doesn't want to wear it.
 - B. Rachel feels upset because the teacher doesn't believe her.
 - C. Rachel is not a very obedient student.

VOCABULARY

1. Rachel says, "I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid box." What does rattling mean?
 - A. small
 - B. growing
 - C. making noise
2. The sweater was raggedy. What does raggedy mean?
 - A. old and worn out, like a rag
 - B. reddish colored
 - C. smelly
3. Rachel wanted to bunch the sweater up and throw it. What does bunch up mean?
 - A. tear something to pieces
 - B. roll it up into a ball
 - C. step on it
4. Rachel says she wishes that she were invisible. Why?
 - A. She wishes she was very brave and could yell at the teacher.
 - B. She wishes that nobody could see her crying.
 - C. She would like to be much older.

ANALYZE LITERATURE

Imagery

The author creates many images, or word pictures, in this story. Look back through the story and find four images that are important to the story. Draw a picture of each one.



READING SKILLS

Analyze Text Structure: Repetition

1. Which words were repeated many times in the story? Why do you think the author repeats these words?

2. What do you think is the main idea, or **theme**, of the story? How did the repetition help you to recognize the main idea?

WRITING SKILLS

Imagine that you are Rachel's friend and she told you about her bad day in school. What advice would you give her? On your own paper, write a paragraph of advice for Rachel.

BUILD VOCABULARY

Compound Words

Compound words are words that are made up of more than one word, for example, *birthday*, made from *birth* and *day*. Fill in the missing half of each word from "Eleven." Then, make at least one compound word of your own using one of the word parts. You may use a dictionary for help. An example is shown below.

Example:

birth day; birthmark, birthright, Sunday

1. _____ thing

2. lunch _____

3. school _____

4. _____ fall

5. _____ away

GRAMMAR & SPELLING

Using Hyphens

Use a hyphen to join the parts of a two-digit number over 20. Hyphens are not needed for numbers over 100:

27 twenty-seven

83 eighty-three

102 one hundred and two

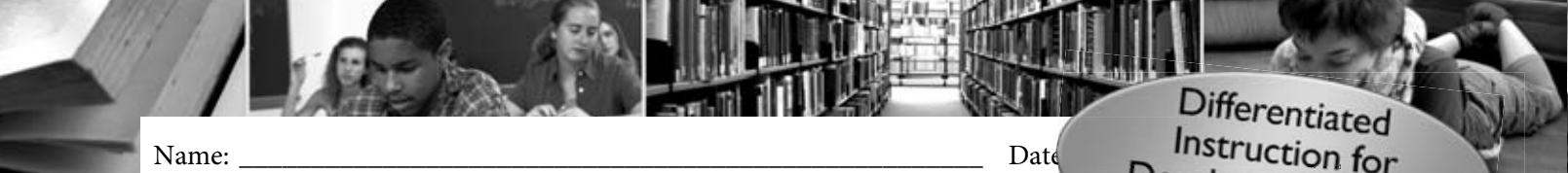
Hyphens are also used for compound adjectives, but only when the adjective comes before the subject. If the adjective comes after the subject, hyphens are not needed:

She is an eleven-year-old girl. The girl is eleven years old.

He's a good-looking movie star. The movie star is good looking.

Read the following sentences and put a hyphen where necessary.

- The long forgotten sweater was maybe a thousand years old.
- The loud mouthed Sylvia Saldívar said the sweater was Rachel's.
- Rachel felt like a three year old kid when her teacher told her to wear the sweater.
- Our kind hearted English teacher has been teaching for twenty five years.
- The five month old baby could not talk yet.
- There were three hundred and forty four people in the auditorium.



Name: _____ Date: _____



Eleven, page 68

Guided Reading Questions

As you read the story, write down the answers to the following comprehension questions.

Page 69

1. How does the narrator comfort her mother when the mother is sad and needs to cry? _____

Page 70

2. Why does the narrator wish to be one hundred and two?

3. What does Mrs. Price do with the sweater? _____

4. What does Rachel try to remember? _____

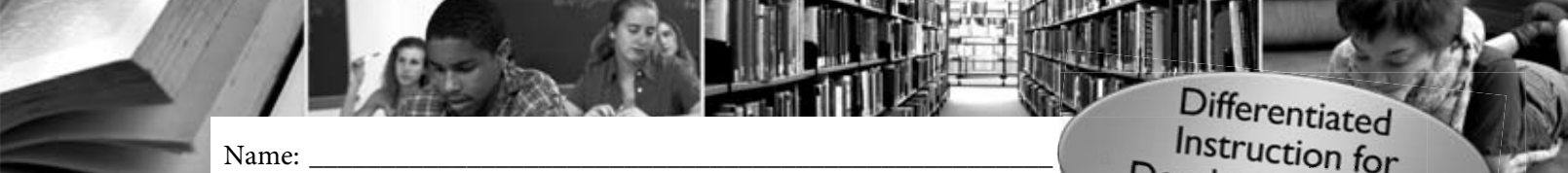
5. What does Mrs. Price say in front of the whole class?

Page 71

6. Why does Rachel start crying? _____

7. What does Phyllis Lopez remember? _____

8. What does Mrs. Price pretend? _____



Name: _____

Eleven, page 68

Use Reading Strategies: Visualize

When you **visualize**, you form a picture or an image in your mind of the action and descriptions in a text. Visualizing helps you to mentally see the characters or events taking place in a story. Each reader’s images will be different based on his or her prior knowledge and experience.

Before Reading: Imagine Upcoming Events

Preview the story “Eleven,” including the activities before and after the story. Read the title, the Build Background information on page 68, and Meet the Author on page 68. Then look at the picture on page 69. Imagine it is the birthday of the girl in the picture. Think about who the girl is, where she might be sitting, and why she might be sad. Share your stories and images with the class.

During Reading: Make a Mind Movie

1. As your teacher reads the first page of “Eleven” aloud, picture what the narrator describes. Picture how things look and how the narrator feels.
2. Begin reading on your own on page 70, but continue the mind movie you have been making. Stop three times to draw the facial expressions of Rachel, other students in the class, and Mrs. Price. Use word balloons with words from the story that explain how the characters feel.

Visualization Sketches

Sketch 1

The quote from the text that I am sketching is on page _____.

Sketch 2

The quote from the text that I am sketching is on page _____.

Sketch 3

The quote from the text that I am sketching is on page _____.

After Reading: Share Your Mind Movie

Share the pictures of what you “saw” or imagined with your classmates. Then answer the following questions.

1. What kind of facial expressions do the characters have in your images?

2. How do you feel about Mrs. Price? Do you like her? Does Rachel like her?

3. In the story, find details that help you draw conclusions about Mrs. Price. Do your classmates feel the same way about Mrs. Price? Why, or why not?

Fix-Up Idea: Connect to What You Know

The narrator of “Eleven” describes what a bad day at school is like. If you are having trouble understanding the story, use sticky notes or bookmarks to mark places in the text that remind you of bad days you have heard about or experienced.

Find three or more places in the story that remind you of something like what is happening. Write the page number from the text below. Then describe the situation and what it reminds you of.

1. Page _____

2. Page _____

3. Page _____

Name: _____



LESSON 1

Word Study Notebook

Understand the Concept

Did you know that English has the largest vocabulary of any language in the world? There are more than one million words in English, and new ones are being added every day. With so many words to choose from, you can easily make your writing and speech unique and interesting. Rather than describe the sea as blue, you could call it *azure*, *cerulean*, *cobalt*, *Prussian blue*, *indigo*, *aqua*, or *turquoise*. When describing the lobby of a fancy hotel, you might say it is *elegant*, *luxurious*, *sumptuous*, *classy*, *swank*, *ritzy*, *tony*, or *posh*.

New and interesting words can be found everywhere—in magazines and books, on billboards and restaurant menus, on the radio or on TV. Start collecting words in a word study notebook. All you need is a plain notebook with ruled paper. In your notebook, you can jot down new words along with their pronunciation, origins, and definition. You can also write a sentence using the word and even draw a picture to help you remember the meaning or spelling.

Here is a sample word study notebook page:

Word: *optimist*

Pronunciation: \äp'-tə-mist\

Origins: French *optimisme*, from Latin *optimum*, meaning "the best"

Definition: one who is optimistic, that is, who tends to take a favorable view of events and conditions and to expect a favorable outcome

Sentence: Dennis is a true optimist; he is always looking on the bright side of things.

OPTIMIST

Build Vocabulary

implo^ring (im 'plör in) v., begging, pleading

While Jason was *implo^ring* his mother to let him go to the Mall of America, he could see his friends drive off without him in the direction of the mall.

Synonyms for *implore* include *beg*, *beseech*, *plead*, *entreat*, *demand*, and *press*. The word *implore* is derived from the Latin word *implorare*, which means "to weep." Note that when adding the suffix *-ing* to *implore*, the silent *e* is dropped.

Tip In your notebook, you may also make lists of words that appeal to you because of their sound or imagery. Later, you might use these words in creative writing or poetry. Here is a sample list of cool-sounding words: *pagoda*, *umber*, *oxblood*, *effulgence*, *draconian*, *sea star*, *nimbus*, *lustrous*, *nightshade*, *gimcrack*. Start your own! You can start by just flipping through a dictionary to see what catches your eye.

Try It Yourself

Fill in this sample page of a word study notebook. Use the space at the bottom to draw a picture for the word.

Word: <i>irate</i>
Pronunciation:
Origins:
Definition:
Sentence using the word:
Drawing:

Tip Consider including the following in your word study notebook.

- New vocabulary
- Spelling words and spelling tips
- Prefixes, suffixes, and roots
- Easily confused words (*here* and *hear*, *their* and *they're*, *lead* and *lead*)
- Fun word facts

Word study is all about investigating words. It's about finding out where they come from and what they mean. It's about finding patterns in the way they are spelled and pronounced. As you continue to study words, you may use your word study notebook to record notes on your investigation. You may list words that you have trouble spelling, words that are easily confused, or words that share a particular spelling pattern or word root. You may also include memory tricks, fun word facts, and so on.

Words missed on spelling test:
<i>preferred</i>
<i>canoeing</i>
<i>divine</i>
<i>schedule</i>
Words with the root <i>path</i> , meaning "feeling":
<i>sympathy</i>
<i>psychopath</i>
<i>pathetic</i>

You may reserve a section of your notebook especially for investigating word origins.

Word Origins:
<i>Kitty-corner: Has nothing to do with cats! The word was originally catercorner, an intersection with four street corners. (Cater was an old word meaning "four.") Because it sounded like there was a "cat" in the word, people started saying "kitty-corner" for short.</i>
<i>Out in the boondocks: Out in the middle of nowhere. From bundok, meaning "mountain" in Tagalog, a language spoken in the Philippines.</i>

What Did You Learn?

1. What is word study? Do you think it will be fun to study words? Why, or why not?

2. For the next few days, log all of the unfamiliar words that you encounter on the lines below. Then start your word study notebook with these words. Continue to use your word study notebook to record new words and to make other lists and notes about word study.



Tip Word study is all about investigating words. It's about finding out where they come from, what they mean. It's about finding patterns in the way they are spelled and pronounced.

Just for Fun

You can use your word study notebook to record strange and unusual words as well. In your word study notebook, create entries for the following words.

- agog
- jocund
- waft
- gelatinous
- talisman

LESSON 1**The Sentence and Its Functions****The Sentence**

From the time you entered school, you probably have been speaking and writing in sentences. In the English language, the sentence is the basic unit of meaning.

A **sentence** is a group of words that expresses a complete thought. Every sentence has two basic parts: a subject and a predicate. The **subject** tells whom or what the sentence is about. The **predicate** tells information about the subject—what the subject is, what the subject does, or what happens to the subject.

EXAMPLE

sentence Two large birds | circled the lake.
(**subject**) (**predicate**)

A group of words that does not have both a subject and a predicate is called a **sentence fragment**. A sentence fragment does not express a complete thought.

EXAMPLES

sentence fragment	Four new students. (The fragment does not have a predicate. The group of words does not answer the question <i>What did the four new students do?</i>)
sentence fragment	Arrived early. (The fragment does not have a subject. The group of words does not answer the question <i>Who arrived early?</i>)
sentence fragment	At school. (The fragment does not have a subject or predicate. The group of words does not tell what the sentence is about or tell what the subject does.)
complete sentence	Four new students arrived early at school.

EXERCISE 1**Identifying Sentences and Sentence Fragments**

Identify each of the following groups of words as either a complete sentence or a sentence fragment. Write *S* for sentence or *F* for fragment.

- _____ 1. Wore handmade beaded moccasins.
- _____ 2. Eleven was the age when a boy became a warrior.
- _____ 3. None of the other tribes of the Sioux nation.
- _____ 4. Dedicated to survival.
- _____ 5. It took almost eighteen days.

- _____ 6. Who were always trying to capture Kaw boys and girls undergoing their endurance test.
- _____ 7. Wasn't going to swallow a grasshopper, no matter what.
- _____ 8. A better place to sleep than under a pile of leaves.
- _____ 9. Mary realized she was no longer frightened.
- _____ 10. Went into the woods and watched the animals and picked flowers.

EXERCISE 2

Understanding Sentences and Their Basic Parts

Some of the following groups of words are missing a subject or predicate or both. Tell what part is missing, then revise the sentence to include the missing part. If the group of words contains both a subject and a predicate, write *sentence*.

EXAMPLE

Break the sound barrier. (subject missing; *Jets* break the sound barrier.)

1. Stood in the center of the dining room.

2. Faster than most other animals.

3. Performed in the center ring of the circus.

4. Into the water dived the sweaty children.

5. Twelve sparkling jewels.

6. The cowhands and the herd of cattle.

7. We could see the game perfectly from our seats.

8. Everyone except Phil and Kevin.

9. Cake with the chocolate frosting.

10. The giant wave.

EXERCISE 3

Using Complete Sentences in Your Writing

Write a letter to the management of a local store complimenting someone about the way he or she served or assisted you. Explain what the situation was, what the person did that was especially helpful, and why it was important to you. Make sure that each sentence in your letter has a subject and a predicate. Use your own sheet of paper for this exercise.

Functions of Sentences

There are four different kinds of sentences: *declarative*, *interrogative*, *imperative*, and *exclamatory*. Each kind of sentence has a different purpose. You can vary the tone and mood of your writing by using the four different sentence types. Read the example sentences aloud and notice how your voice changes to express each sentence's different meaning.

- A **declarative sentence** makes a statement. It ends with a period.

EXAMPLE

Edgar injured his knee during the game.

- An **interrogative sentence** asks a question. It ends with a question mark.

EXAMPLE

Did Edgar injure his knee during the game?

- An **imperative sentence** gives an order or makes a request. It ends with a period or an exclamation mark. An imperative sentence has an understood subject, *you*.

EXAMPLE

(You) Get the nurse quickly!
(You) Help Edgar off the field.

- An **exclamatory sentence** expresses strong feeling. It ends with an exclamation point.

EXAMPLE

Ow, that really hurts!

EXERCISE 4

Identifying Different Kinds of Sentences in Literature

Identify each of the ten sentences in the passage as *declarative*, *interrogative*, *imperative*, or *exclamatory*. Write your answers on the corresponding lines below.

¹One day, when she ran out of flour, I offered to borrow a bike from our neighbor's son and buy a ten-pound bag of flour at the big supermarket. ²I mounted the boy's bike and waved to Mother. ³"I'll be back in five minutes!"

⁴Before I started pedaling, I heard her voice behind me. ⁵"You can't go out in public like that! ⁶People can see all the way up to your thighs!"

⁷"I'm sorry," I said innocently. ⁸"I thought you were in a hurry to get the flour. . . ."

⁹"Couldn't you borrow a girl's bicycle?" complained Mother. ¹⁰"That way your skirt won't be pushed up."

from "The All-American Slurp," page 56
Lensey Namioka

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

EXERCISE 5

Understanding the Functions of Sentences

Identify the following sentences as *declarative*, *imperative*, *interrogative*, or *exclamatory*. Then revise each sentence according to the directions in parentheses.

EXAMPLE

Please give me more lasagna. (Change into an interrogative sentence.)
(imperative; interrogative: *May I have more lasagna?*)

- 1. Are you ready to take a break? (Change into an imperative sentence.)

- 2. I can't wait until summer vacation. (Change into an exclamatory sentence.)

- 3. How many bagels are in a baker's dozen? (Change into a declarative sentence.)

- 4. Stop it! (Change into an interrogative sentence.)



5. Please tie your shoe before you trip over the laces. (Change into a declarative sentence.)

6. We could see the storm moving closer. (Change into an interrogative sentence.)

7. Foxhall's school colors are purple and green. (Change into an interrogative sentence.)

8. Cheryl sent me a postcard from Montana. (Change into an imperative sentence.)

9. Did you enjoy your trip to the zoo? (Change into a declarative sentence.)

10. Crocodiles only look slow! (Change into an interrogative sentence.)

EXERCISE 6

Using Different Kinds of Sentences in Your Writing

A monologue is a speech or story told by one person. Write a serious or comic monologue about the challenges of teaching someone how to do something. The task might be training a dog to do a trick, instructing your younger brother or sister how to eat a food like spaghetti, or teaching a friend how to improve a skill like throwing a baseball. Use all four kinds of sentences in your monologue. Then take turns with your classmates reading your monologues aloud. Consider how the four kinds of sentences make your words and ideas more expressive.

Name: _____



Speaking & Listening Workshop, page 126

Delivering and Listening to an Expository Presentation

Plan Your Presentation

Think of a topic that interests you for your expository presentation. Perhaps you have been inspired by one of the selections in Unit 1. Use the instructions from the Speaking & Listening Workshop on page 126 of your textbook to prepare and present an expository presentation on the topic you choose. This lesson provides additional information to help you with selected parts of the presentation.

Once you have chosen the topic and done some research for your expository presentation, organize the information you will share.

To help organize your presentation, fill in the following graphic organizer. Once you have filled in the graphic organizer, use it to prepare your speech. Use five note cards (one introduction, three main ideas, one conclusion) to help you practice and memorize your speech.

My presentation topic is _____	
For my introduction, I will use a(n) <input type="checkbox"/> quotation <input type="checkbox"/> question <input type="checkbox"/> anecdote <input type="checkbox"/> intriguing fact	
Main Idea # 1	
Main Idea # 2	
Main Idea # 3	
For my conclusion, I will briefly summarize each of my three main ideas and then create an interesting closing sentence related to my introductory technique.	

Listen Actively

A successful presentation is not only the speaker's responsibility. Success can only take place when the speaker and the listeners share the meaning of the presentation. You don't necessarily have to agree with the speaker, but remember that listening is half of the communication process.

It takes a lot of concentration to be an effective, active listener. You must not only hear the words, but also make an effort to understand the total message. This includes tone, nonverbal language, inflection, and many other elements.

Study these tips to become a more effective, active listener.

<ol style="list-style-type: none">1. Close any books or notebooks and clear your desk of any objects that might distract you. Keep out a pen or pencil and paper to jot down some quick notes to help you follow the format of the presentation.2. Repeat the speaker's sentences in your mind if you are having trouble concentrating.	<ol style="list-style-type: none">3. Use nonverbal language to encourage the speaker. For example, smile or nod your head to show that you are paying attention.4. Maintain eye contact with the speaker.5. Maintain good posture. This is respectful to the speaker and helps keep you focused on the presentation.6. Ask questions during the appropriate time.
--	--

After your own presentation, reflect on the listeners in your audience. Answer the following questions.

1. Could you tell that the listeners were following along with the organization of your presentation? How?

2. Did any audience member encourage you with nonverbal language like a nod or smile while you were speaking? Explain.

3. What actions of the audience were helpful to you as a presenter?

4. What actions of the audience made it hard for you to stay focused on your presentation?

Evaluate Your Expository Presentation

Evaluate yourself using the rubric found in the Speaking & Listening Workshop on page 127 of your textbook.

Name: _____

Exceeding the
Standards:
Writing
SAMPLE

Write Complete Sentences

Understand Sentences

The foundation for all good writing is the sentence. A **sentence** is a group of words that:

- has a subject and a verb, **and**
- expresses a complete thought

Subject and Verb

The **subject** names whom or what the sentence is about. Often the subject is the person or thing performing the action of the verb.

Mr. Sullivan agreed.

We unpacked.

Mama walked.

Sometimes the action of the verb is done *to* the subject.

Their *possessions* were packed.

The *car* was examined.

The **verb** tells something about the subject:

Mr. Sullivan *agreed*.

We *unpacked*.

Mama *walked*.

Complete Thought

In addition to having a subject and a predicate, each of the short examples you just read expresses a **complete thought**. That is, the reader knows what the subject did or what was done to the subject. So each group of words is a sentence.

Complete Subject and Complete Predicate

Sometimes the subject is more than a single word. Other words give added information about that subject. That kind of multiple-word subject is called a **complete subject**.

The tall, husky Mr. Sullivan agreed.

complete subject—gives
added information about the
subject—Mr. Sullivan

The family of migrant workers struggled.

complete
added
subject



In the same way, other words may tell more about the verb. The verb and the words associated with it make up what is called the **complete predicate**.

We unpacked our clothes.

complete predicate—gives added information about the verb—*unpacked*

The author wrote a sad story.

complete predicate—gives added information about the verb—*wrote*

Kinds of Verbs

The verbs in the examples you just read are **action verbs**. They tell what the subjects did, or what was done to the subject.

Sometimes the verb in a sentence is not an action verb, but a **linking verb**. Rather than telling what a subject is doing or what is being done to the subject, linking verbs connect the subject to a word that describes it in some way. Common linking verbs include *am, are, is, was, were, has been, have been, and will be*. For example:

The season was over.

Linking verb *was* connects the predicate—*over*—to the subject—*season*, telling something about the *season*

Mr. Sullivan is the owner.

Linking verb *is* connects the predicate—*owner*—to the subject—*Mr. Sullivan*, telling something about *Mr. Sullivan*

In some sentences, words like *feel* are also linking verbs.

The boy feels dizzy.

Linking verb *feels* connects the predicate—*dizzy*—to the subject—*boy*, telling something about *boy*

Each of these sentences expresses a complete thought. The reader is not left asking: “What about the season?” “What about I?” “What about Mr. Sullivan?” “What about the boy?”



Expanding the Subject and Predicate

The samples you have seen so far are short sentences. Writers, of course, mix in longer sentences with shorter sentences. They write longer sentences by adding information to the subject or predicate. For example:

The temperature had risen.

Around nine o'clock the temperature had risen. (Expands by telling when.)

Around nine o'clock the temperature had risen *to almost one hundred degrees*.
(Further expands by telling how high.)

Read the sentence below. Identify the subject and the predicate. Tell how additional words expand both the subject and the predicate.

Mr. Lema, the sixth grade teacher, greeted me that morning.

Subject: _____

Words that expand subject: _____

Verb: _____

Words that expand verb: _____

Kinds of Sentences

Sentences may have four different purposes:

To make a statement: He then introduced me to the class.
(declarative)

To ask a question: May I help you?
(interrogative)

To give a command: Don't drink too much.
(imperative)

To express strong feeling: We have work!
(exclamatory)

Each of the four types of sentences begins with a capital letter and ends with a punctuation mark. The declarative and imperative sentences end with a period. The question ends with a question mark. The exclamatory sentence ends with an exclamation point.

Learn from a Model

Read the passage below, adapted from the short story “The Circuit,” by Francisco Jimenez.



Adapted from “The Circuit,” by Francisco Jimenez

I was completely soaked in sweat. My mouth felt as if I had been chewing on a handkerchief. I walked over to the end of the row, picked up the jug of water, and began drinking. “Don’t drink too much; you’ll get sick,” Roberto shouted. No sooner had he said that than I felt sick to my stomach. I dropped to my knees and let the jug roll off my hands. I remained motionless with my eyes glued on the hot sandy ground. All I could hear was the drone of insects. Slowly I began to recover. I poured water over my face and neck and watched the dirty water run down my arms to the ground.

Sentence 1 includes a linking verb. Completely makes clear how soaked the subject is.

The subject performs three actions in sentence 3.

In sentence 4, the spoken words are part of the complete predicate

Felt is a linking verb in sentence 5.

Most sentences are declarative.

Action verbs make the scene clear.

Exercise: The Sentence

1. Copy the linking verb from the first sentence.

2. What does that linking verb connect?

3. What is the subject of the second sentence?

4. The subject in the third sentence is *I*. Copy two action verbs that tell actions *I* performed.

5. Explain why “Slowly I began to recover” is a sentence.

Your Assignment



Write Five Complete Sentences On a Single Topic

In the five, include two declarative, one interrogative, one imperative, and one exclamatory sentence. At least one sentence should have a linking verb and one an action verb.

To complete this assignment, follow the three stages of the writing process: Prewrite, Draft, and Revise.

① Prewrite

Before you write, gather your thoughts and plan your sentences.

Select a Subject to Write About

List four subjects you might write about. Consider people, places, things, experiences, ideas, and hobbies you are familiar with.

Think about various aspects of each of these subjects. Which subject do you think you could write about most easily? Which would be the most fun to write about? Write that topic here. For example: "I will write about friends."

State Your Purpose and Identify Your Audience

For everything you write, consider why you are writing the document and who will be reading it. Your **purpose** and **audience** will determine what you write and how you write it.

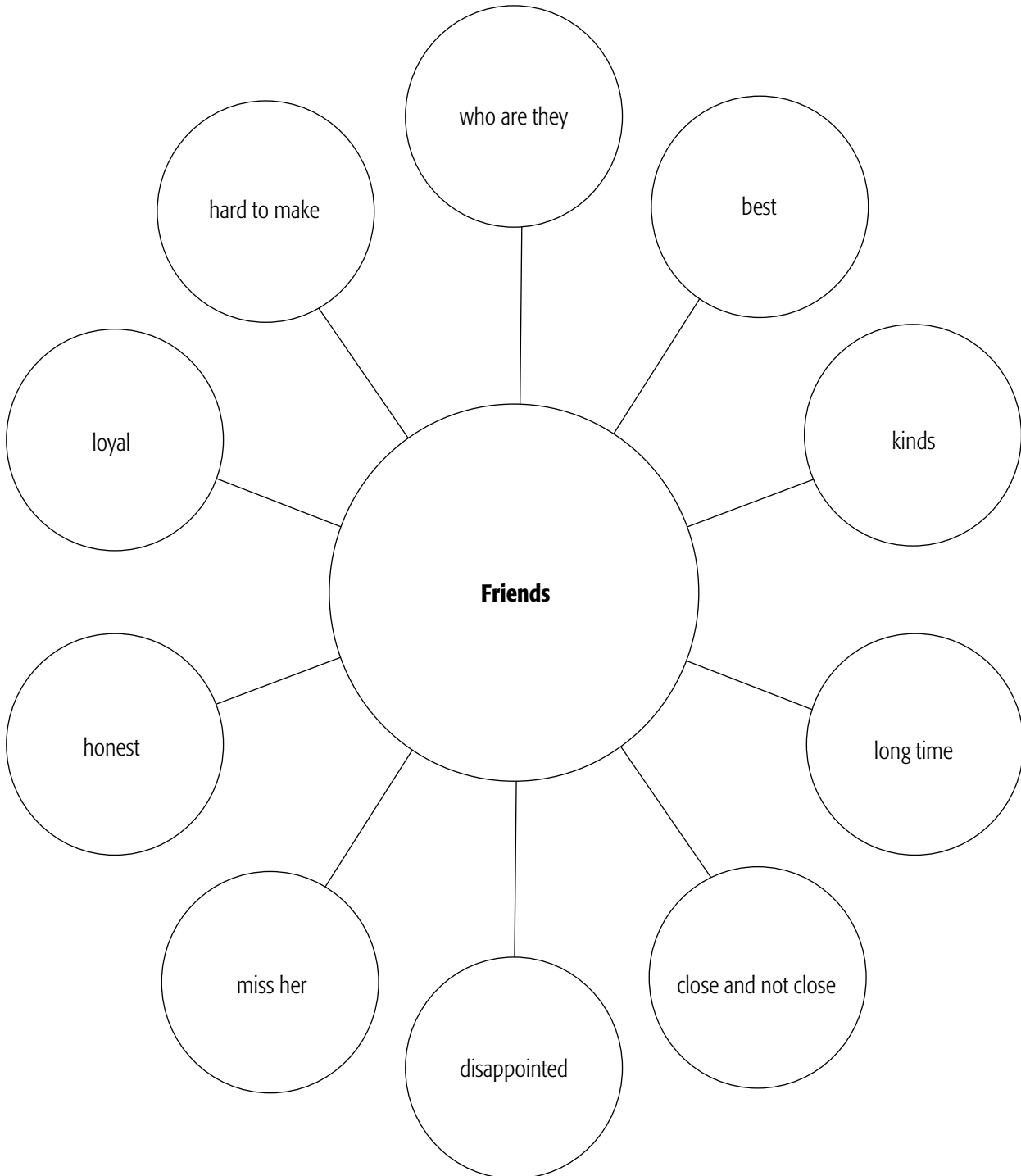
For example, if you are writing simply for your teacher to satisfy this assignment, you may include certain information and not other information. But you might have a subject in mind that you would like to share with a friend, a parent, or your diary. In that case, what you write and how you express yourself may be different.

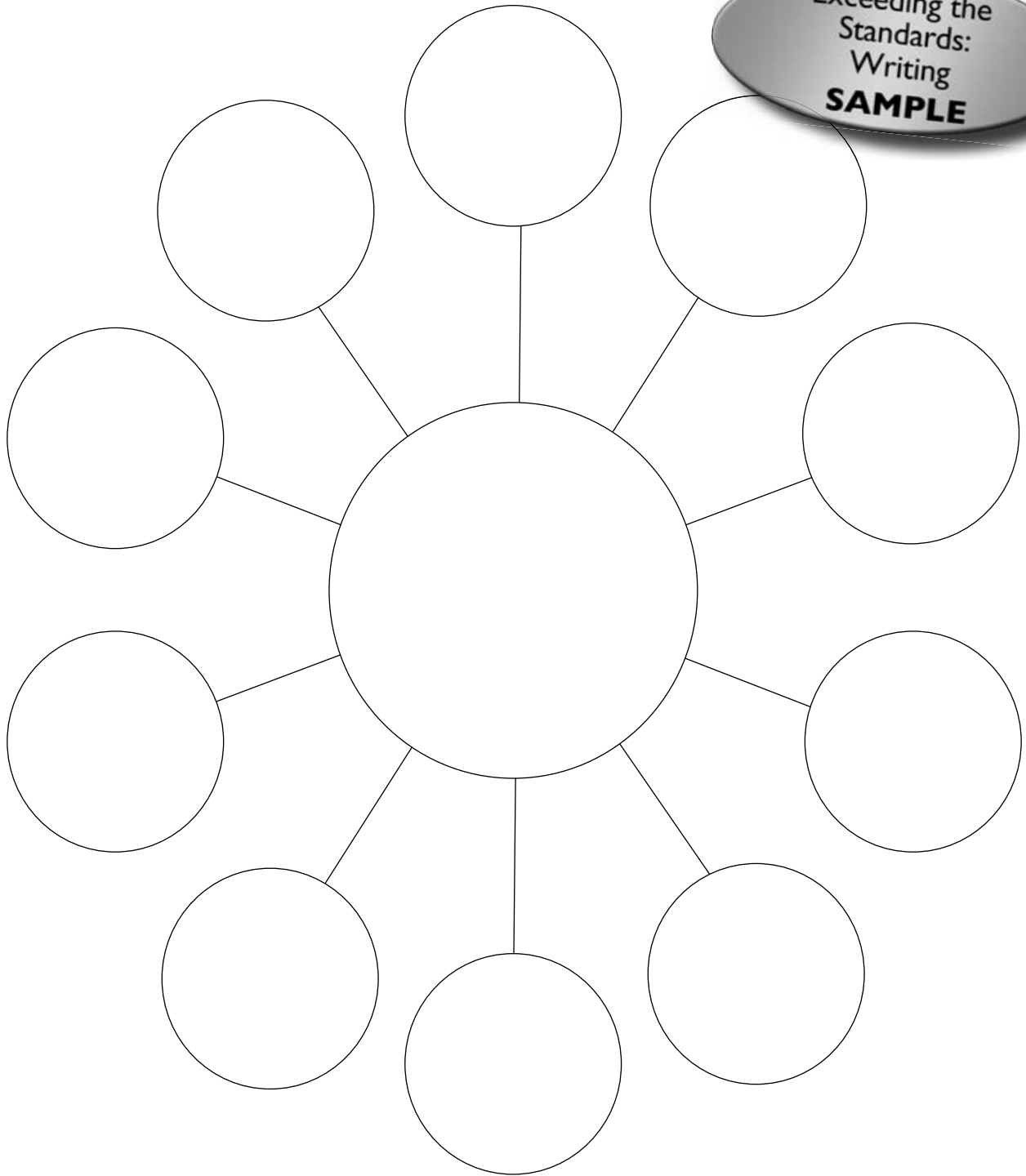
State your purpose and audience here. For example: "My audience is my friend. My purpose is to make him/her laugh."

Gather Your Information

Before you write, gather information about your subject. To do this, simply think about your subject and jot down thoughts as they come to mind. You need not put these thoughts into complete sentences now. That will come later.

Use a brainstorming web to help you focus on your topic while widening your thinking. A filled-out web for the subject “friends” is shown below. Use the blank web that follows it to record your own thoughts.





Organize Your Information

Now that you have gathered your information, consider how best to organize it into five separate but complete sentences. Which information will you put into question and exclamation form? Which can you express as a command? Which would go best as declarative statements? Which can you use in a sentence containing a linking verb? Which would suit an action verb? Note how this is done for the topic “friends” in the chart on the next page. Fill out the blank chart for your own information.

Question	who they are
Command	loyal
Exclamation	miss her
Statement	kinds
Statement	hard to make
Of those five sentences, there is:	
A linking verb in the sentence dealing with:	kinds
An action verb in the sentence dealing with:	miss her

Question	
Command	
Exclamation	
Statement	
Statement	
Of those five sentences, there is:	
A linking verb in the sentence dealing with:	
An action verb in the sentence dealing with:	



② Draft

You have chosen a subject and jotted some notes on that topic. You have identified your purpose and audience, and matched your notes to types of sentences. Now you are ready to draft your sentences.

In **drafting**, put your information into sentence form. Remember that each sentence must:

- Have a subject and a verb, **and**
- Express a complete thought

Remember, too, to write sentences of all four types—declarative (2), imperative (1), interrogative (1), and exclamatory (1). In addition, one sentence should contain a linking verb and one an action verb.

Use your own paper to draft your sentences.

③ Revise

You have written five sentences on a single topic. Of the five, two are declarative, one is imperative, one is interrogative, and one is exclamatory. One contains a linking verb and one contains an action verb. Now you are ready to make your sentences better. Be sure to allow yourself time after drafting to revise.

Evaluate Your Writing

Begin the Revise stage by evaluating what you have written. Read over your drafted sentences to see where one or more might be a bit weak. Use the questions in column 1 of the Revision Checklist to identify areas that need improvement.

Then use what you have discovered in your evaluation to help you revise your drafted sentences. Where they may be lacking, use the suggestions in column 2 to make them stronger.

In revising your drafted sentences, you may decide to change or delete some of the information you had included in the Prewrite step. For example, you may realize that one piece of information flows better as a question than as a command. You may change the sentence in which you use the linking verb. You may even get a new idea and want to include that instead of another idea you had drafted.

Read through your drafted sentences, and mark your changes on them as you go. Think carefully about how you can ensure that each of your sentences expresses a complete thought.

Following the Revision Checklist is an example using the subject “friends.” Note the original sentences and the revised ones.



REVISION CHECKLIST

Exceeding the
Standards:
Writing
SAMPLE

<i>Evaluate</i>	<i>Strengthen</i>
Have you drafted five sentences, all on a single topic?	Write one or more as needed to make five.
Have you written two declarative sentences and one imperative, one interrogative, and one exclamatory sentence?	If not, which type is missing? Write that type now.
Does each sentence have a subject and verb?	If not, insert what is missing.
Does the verb in each sentence tell something about the subject?	Be sure the subject and verb go together.
Does each sentence express a complete thought?	If not, modify the subject or predicate so the sentence makes a complete thought.
Does each sentence begin with a capital letter and end with the proper punctuation?	If not, make the appropriate changes.
Does at least one sentence contain a linking verb?	Write such a sentence using a linking verb (<i>am, are, is</i>) to connect the subject to the predicate.
Does at least one sentence contain an action verb?	If not, rewrite one sentence to include an action verb.

Original Sentences

1. Who are your friends?
2. Friends should have loyalty.
3. A person can have different kinds of friends.
4. some friends are closer than others.
5. I miss my friend JK.

Revised Sentences

- | | |
|--|--|
| 1. Who are your real friends? | 1. Add word to clarify predicate. |
| 2. Friends should have loyalty. Above all, be loyal! | 2. Rewrite <i>as</i> a command for greater effect. |
| 3. A person can have different kinds of friends. | 3. OK <i>as is</i> . |
| 4. S some friends are closer than others. | 4. Capitalize first letter. |
| 5. I sure do miss my friend JK-! | 5. Write <i>as</i> an exclamatory sentence with exclamation point. |

Grammar & Style: Sentence Fragments

A **sentence fragment** is a group of words that does *not* express a complete thought. It may look like a sentence because it begins with a capital letter and ends with a period. But if it does not express a complete thought, it is a fragment—and using it as a sentence is a major grammatical error. For example:

Example

Friends that I like most.

The reader will be puzzled, asking “What about friends that I like most?”

Sometimes the incomplete thought is written as a follow-up to a complete thought. The writer gets an additional idea and writes it down as a sentence. For example:

Example

A good friend is loyal. And honest.

“And honest” does not have a subject and a verb. It also does not express a complete thought. It is a fragment.

There are two ways to correct a sentence fragment.

1. Expand the fragment into a complete thought. You can usually do this by adding a subject, a verb, or both. For example:

Example

A good friend is loyal. A good friend is also honest.

2. Add the fragment to the complete thought. Be careful to punctuate the new sentence correctly:
For example:

Example

A good friend is loyal and honest.

Exercise: Rewrite each of the following statements, correcting the sentence fragment error. If there is no error, write “correct.”

1. Some people are not really friends. Just acquaintances

2. When I moved to a new school with new friends.

3. There is nothing in the world like a good friend.



Proofread Your Draft

Now go back to your revised draft and look at each sentence. If any are sentence fragments, correct them.

After you have finished marking up your sentences, proofread them to check your spelling, punctuation, and grammar for errors. You may have spotted these kinds of errors already in evaluating your drafted sentences, but look for them in a separate round of proofreading.

Create Your Final Draft

Retype or rewrite your five sentences, incorporating all the changes you marked in revising. Then check the accuracy of your changes by doing another final proofread.

Also reread your sentences to see if they meet the requirement for quality sentences as listed in the Writing Rubric below. Check off each item that applies to your sentences.

Did you check off each item? If not, consider making additional changes.



WRITING RUBRIC

- You have written five sentences on a single subject.
- Each sentence has a subject and a predicate.
- Each sentence expresses a complete thought.
- Each sentence begins with a capital letter.
- Each sentence has the proper end mark (period, question mark, or exclamation point).
- Included are declarative, imperative, interrogative, and exclamatory sentences.
- At least one sentence contains a linking verb.
- At least one sentence contains an action verb.

Writing Follow-Up

Publish and Present

- Share your sentences with classmates. Discuss those that make you laugh, think, or question.

Reflect

- Think of some popular advertising slogans. Which are full sentences?
- How will this lesson change your email and text messaging habits?

Name: _____



Revising and Editing

PRACTICE TEST A

DIRECTIONS: For each of the following questions, choose the best revision of the underlined portion of the sentence. In each case, choose the alternative that best expresses the idea, that is worded most consistently with the style and tone of the rest of the passage, or that makes the text correct according to the conventions of standard written English. If you feel that the underlined portion should not be changed, choose option A, which repeats the phrasing of the original. Record your answers in the following answer sheet.

Practice Test Answer Sheet

Fill in the circle completely for the answer choice you think is best.

- | | | |
|------------|------------|-------------|
| 1. A B C D | 5. A B C D | 9. A B C D |
| 2. A B C D | 6. A B C D | 10. A B C D |
| 3. A B C D | 7. A B C D | 11. A B C D |
| 4. A B C D | 8. A B C D | 12. A B C D |

1. Madison was embarrassed when erin asked her to go on a bike ride.
A. was embarrassed when erin asked her
B. was embarrassed when erin asked him
C. were embarrassed when erin asked her
D. was embarrassed when Erin asked her
2. Erin one of my best friends, is a good swimmer.
A. Erin one of my best friends,
B. Erin, one of my best friends,
C. Erin: one of my best friends
D. Erin one of my best friends
3. Madison fell off her bike and tore her favorite overalls.
A. fell off her bike and tore her favorite overalls.
B. fell off her bike, tore her favorite overalls.
C. falls off her bike and tore her favorite overalls.
D. fell off her bike. Tore her favorite overalls.
4. They're friends had been waiting all day.
A. They're friends had been waiting all day.
B. They're friends were waiting all day.
C. There friends had been waiting all day.
D. Their friends had been waiting all day.

5. It took her too weeks to learn.
- A. took her too weeks
 - B. took her to weeks
 - C. took her two weeks
 - D. took her toe weeks
6. Erin rode her bike, Madison walked.
- A. Erin rode her bike, Madison walked.
 - B. Erin rode her bike, and Madison walked.
 - C. Erin rode her bike; and Madison walked.
 - D. Erin rode her bike: Madison walked.
7. I wasn't a big fan of my bike, but I bought a new one.
- A. bike, but I
 - B. bike, so I
 - C. bike, and I
 - D. bike, I
8. My new bike, does not have training wheels.
- A. My new bike, does not have training wheels.
 - B. My new bike; does not have training wheels.
 - C. My new bike. It does not have training wheels.
 - D. My new bike does not have training wheels.
9. I learned a new trick riding without using my hands.
- A. I learned a new trick riding without using my hands.
 - B. I learned a new trick, riding without using my hands.
 - C. I learned a new trick: riding without using my hands.
 - D. I learned a new trick; riding without using my hands.
10. Learning to ride a bike can take a long time, even with a good attitude.
- A. long time, even with a good attitude.
 - B. long time: even with a good attitude.
 - C. long time even with a good attitude.
 - D. long time. even with a good attitude.
11. Erin and Madison road their bikes to the school.
- A. road their bikes to the school.
 - B. road there bikes to the school.
 - C. rode they're bikes to the school.
 - D. rode their bikes to the school.
12. At school Madison was teased for having training wheels.
- A. At school Madison was teased for having training wheels.
 - B. At school, Madison was tease for having training wheels.
 - C. At school, Madison was teased for having training wheels.
 - D. At school, Madison were teased for having training wheels.



Name: _____

Summarize Fiction

Build Background

A good summary of a work of fiction will tell you what happens in just a few sentences. The summary will contain just enough information to reveal the basic plot, leaving out most of the details. This is a key difference between a summary and the original story. When you read the actual story, those details can help you visualize the setting and enjoy the rhythm of the words and sentences. The details can also help your understanding of the characters, the time, the place, and the mood. The summary does not give you the same rich experience you get from reading the story.

The length of a good summary depends partly on the length of the original work. A paragraph of five to seven sentences is a good length for summarizing a poem or a short story. If you are summarizing a novel, you might need a few more sentences.

Get Started

What might you include in a summary of fiction? Journalists use six questions to gather the most important information about news stories. Those questions are called **the five Ws and an H**. The following list explains how you can use those questions to summarize fiction.

The Five Ws and an H	
Who?	Where?
Write down the names of the main characters. List the characters you can remember without looking back to the story for review.	Again, be as specific as you can. Sometimes you will be able to write down the continent or country, or the city and state. Sometimes you only are told about the house or apartment or store where the action occurs. Sometimes the author places the action geographically, such as on a beach or in the wilderness. You might even come across fiction that takes place only inside a character's thoughts.
What?	Why?
Write down what happens. What major events or actions take place? What emotions or reactions does a character experience?	The answer to this question is not always clear. You might have to review your answers to the previous questions. Perhaps that is why this question comes near the end of the list. For example, perhaps the main character has to break into a closed motel <i>because</i> he is stranded in a snowstorm. Consider who is doing what, and when and where. Then brainstorm some possible <i>why's</i> .

When?	How?
Write down a specific date if it is mentioned, or the general time (such as a century or decade or month). In some cases you can name a season, holiday, or special occasion. Write down whether the story covers a long period of time or just a few hours. If you cannot figure out the time, give a relative description, such “during a snowstorm” or “after an accident.”	You might also need to look at the answers to the previous questions to answer this last question. Try adding a preposition—like <i>by</i> or <i>through</i> —to connect two of those earlier answers. For instance: “ <i>Through</i> his experience with the turtle that runs away, the young boy realizes that he, too, could do something that seems impossible.”

After you answer these six questions, review your answers. Identify the answers that provide important information. You will want to include that information in your summary. Also identify answers that talk about fine details. You will want to leave those details out of your summary. Write a draft paragraph that includes the information you have identified as important. Then read your draft and revise it as necessary. You might discover that you have included some details that should be cut. Or you might need to combine sentences or move things around.

Exercise 1: Review a Summary of “The Circuit”

One summary of the “The Circuit” follows. This short story by Francisco Jiménez is from pages 42–49 of your textbook.

Panchito, a young Mexican-American boy, is a member of a family of migrant farm workers in California. Panchito returns from work one day to find that the family is moving. He hates the idea of moving, because the family is going to Fresno, where they will pick grapes for twelve hours a day in extremely hot weather. Panchito harvests grapes until November, when he can finally go to school. He looks forward to attending school and not having to work. On his first day of school, he asks his teacher, Mr. Lema, for help with English words. Mr. Lema helps Panchito with English every day. One Friday, Mr. Lema offers to teach Panchito to play the trumpet. Panchito is very excited and can hardly wait to tell his parents. But when he gets home, he realizes the family is moving again.

Compare this summary with the answers to the five *Ws* and an *H* questions below. Highlight or underline the answers that are part of the summary. Cross out the answers that are not mentioned in the summary.

Answers to the Five <i>Ws</i> and an <i>H</i>	
Who?	Where?
Panchito; Roberto; Panchito’s father, Papá; Panchito’s mother, Mamá; and Mr. Lema, the teacher. Panchito and his family are migrant farm workers.	Where? Panchito and his family travel from job area to job area in California (including Fresno) as migrant workers from Jalisco, a state in Mexico.

What?	
<p>Panchito, Papá, and Roberto work various farm jobs, picking fruits and vegetables while the season lasts. Mamá speaks English and communicates with the bosses, cooks for the family, and takes care of the littlest children at home. Panchito goes to school when his family decides he can stop his farm labor, and Roberto goes to school a few weeks or months later. Panchito does not enjoy working the long hard days and looks forward to starting school. Panchito is just getting used to his new school and having a good friend in his teacher, Mr. Lema, when the family has to move again.</p>	<p>Because Panchito and his family work hard with their bodies and have to move around a lot, this story is about why Panchito feels tired and achy. The story also explains why it is frustrating and disappointing for Panchito not to be able to go to school regularly and in the same place. Because Panchito's family are citizens of Mexico, they are working illegally in California. This means the children have to hide to avoid discovery when they should already be in school.</p>
When?	How?
<p>The story takes place in modern times, in the twentieth or twenty-first century. The story happens over several weeks of the summer picking season and into the fall when Panchito begins school.</p>	<p>Having to work with his family causes Panchito to become frustrated because he does not have time to learn English, make close friends, or develop his own interests. One of those interests is improving his English vocabulary so that he can read books. Another is playing music.</p>

Look at the answers you have crossed out. Do you think any of them should have been included in the summary? There are several ways to summarize a work of fiction, and different summaries from different writers can all be acceptable.

Exercise 2: Write a Summary of “Eleven”

Using the exercise on “The Circuit” as a model, write a summary of Sandra Cisneros’s short story “Eleven,” which appears on pages 68–71 of your textbook. Start by answering the five *Ws* and an *H* on a separate sheet of paper. Once you have answered all six questions, highlight or underline the sentences you find most important. Then cross out the items you decide are too detailed for a basic summary.

Number the sentences you have highlighted or underlined, starting with 1 as the most important. Remember that your final paragraph should be between five and seven sentences long. If you identify more than seven important sentences, decide which ones you will not include. Cross out those sentences.

Decide if you want the summary to proceed in chronological order, following the story’s plot line. The summary of “The Circuit” does that. Or you could organize your paragraph around the most important sentence, using it as the main idea. If you choose this option, the additional sentences will support the main idea.

Assemble a draft paragraph of the sentences you decided to keep. Review that paragraph and decide if you need to cut details, move sentences, reword sentences, or make other changes. Consider adding transition words like *and*, *but*, and *however*, to connect your ideas smoothly.

Read your paragraph out loud, mark any spots that need revising, and make those changes. You might want to read the paragraph out loud one more time and make final changes before turning it in to your teacher.



Name: _____

Date: _____



Eleven, page 68

Media Literacy: Design a Poster

Make a “Found” poster alerting the owner of the missing sweater that the sweater has been found. Use vivid descriptions of the sweater, incorporating sensory details and figures of speech. Draw a picture of the sweater, and include contact information about how to retrieve it. Display the posters in class.

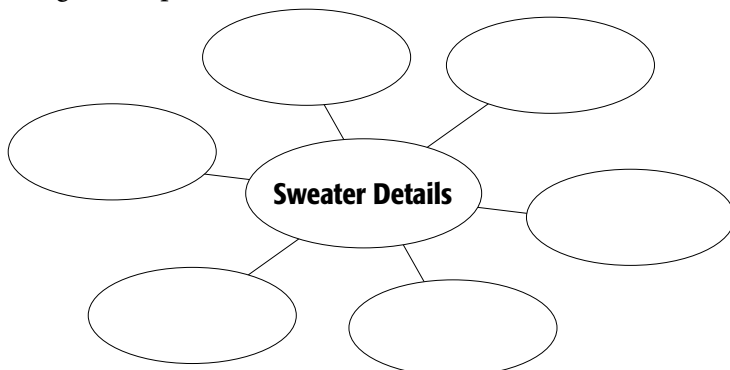
Build Background

A poster typically does not have room for vast amounts of information. Think of a legal-sized (11 x 17-inch) piece of paper—the size of two 8-1/2 x 11-inch pieces of paper taped together. That is all the space most posters have to present a message.

Even with limited space, effective posters communicate essential information in a way that their audiences will notice and remember. To make sure posters do this, designers rely on *sensory details*—words that describe how things look, sound, smell, taste, or feel. They look for ways to play with *figures of speech*, writing or speech meant to be understood imaginatively instead of literally. They gather this information and use text and images in ways that will make their posters memorable.

Get Started

For this assignment, you will complete a Cluster Chart and use it to create a poster that will display vivid and accurate information about the red sweater that Mrs. Price found in the story “Eleven.” Using your own paper or the graphic organizer below, reread the story, using an oval to write down each sensory detail or figure of speech about the sweater.



▶ Find a Figure of Speech

Figures of speech include:

- hyperbole—an overstatement, or exaggeration, used for dramatic effect
- metaphor—a comparison in which one thing is spoken or written about as if it were another
- personification—an animal, a thing, a force of nature, or an idea is described as if it were human
- simile—a comparison of two seemingly unlike things using the word “like” or “as”
- understatement—an ironic statement that de-emphasizes something important

Choose Details for the Poster

Complete the Cluster Chart with as many details of the sweater as you can find. No detail at this point is too small or trivial. You may have to reread the story a few times, especially pages 70–71, to document all the descriptive information.

Once you have completed the Cluster Chart, take a pen and draw a circle around the details that seem most important to include on your poster. Then underline at least one figure of speech. If you don't have one, go back and reread the story until you find one. Consider your audience: you are trying to reconnect a lost sweater with its owner. Your goal is to offer information that will help the owner of the lost sweater recognize and claim it.

Draw a Picture

Draw a picture of the sweater, using the Cluster Chart details you circled as most important. Some details might be better off as words—for example, “Sweater was found by Mrs. Price in coatroom.” Others will work best as part of your drawing. You may wish to point to various parts of your drawing and to label the features of the sweater.

Create the Poster

Design a poster that tells about the found sweater in an interesting, memorable way. Work with the elements of your poster until you have a result that you like. As you work, use your Cluster Chart to check that the information you are including is accurate and based on the story. Finally, be sure to include contact information—the way the owner of the sweater can find you to get the sweater back.



EVALUATE YOUR WORK

Media Literacy: Design a Poster

Evaluate your poster based on these elements:

- cluster chart is completed with sensory details from the story
- poster incorporates at least one figure of speech from the story
- poster includes essential, accurate information about the sweater
- poster is visually interesting, with attention to font, style, size, color, and visuals
- poster includes contact information

Use Design Elements

Design elements include visual art, but they also include the following:

- font (typeface or kind of lettering)
- typeface style (bold, italics, shadow, all caps, etc.)
- color of text and images
- size of text and images
- placement (location on the page) of text and images
- background color or design

➤ **Tone** is the emotional attitude toward the reader or viewer implied by a literary work—or in this case, a poster. Examples of the different tones that a work may have include urgent, serious, humorous, playful, or sincere. What is the tone of your poster? What gives it this tone? How do design elements reinforce this tone?



Name: _____

Date: _____



Discovering Your Skills

In “The Scribe,” by Kristin Hunger (page 86 in your textbook), the character James has some skills – reading and writing – that many people in his community do not have. James realizes that his skills have value and that he can use them to start a business. While skills alone do not guarantee career success (James also had to be brave), a person’s skills play a major role in shaping his or her career. Most people who have rewarding, successful careers, do so because they have an aptitude, or talent, for the work they do. In other words, they manage to find a type of work that matches their strongest skills.

What are your strongest skills? Have you ever noticed that you are really good at certain activities, but not so good at others? Do you solve math problems faster than others do in your class? Are you one of the top performers in agility drills in gym class? Do you get the highest video game scores because you have excellent hand-eye coordination?

As you begin to think about what sorts of careers you might enjoy as an adult, you will benefit from identifying your strongest, and weakest, aptitudes and skills. A good place to start is with the U.S. Department of Labor’s list of eleven general aptitudes, which are reproduced in the chart below. To become familiar with these aptitudes, first pick the character you think you know best from the stories in Unit 1 of your textbook. Write that character’s name in the line provided at the top of column 2 in the chart. Then read the brief descriptions of the aptitudes in column 1, and tell what you think the character’s skill level would be for each aptitude. Next, make the same assessments for your own potential, and evaluate yourself in column 3.

Aptitude	_____’s Potential (<i>high, medium, low</i>) for This Aptitude	My Potential (<i>high, medium, low</i>) for This Aptitude
1. Ability to learn; intelligence		
2. Good with words and language		
3. Good with numbers		
4. Able to think visually and to “see” spaces clearly		
5. Good at noticing graphic details and making visual comparisons		
6. Good at noticing details with words and numbers		
7. Ability to move quickly and precisely		

8. Able to move fingers and manipulate small objects rapidly and accurately		
9. Ability to move the hands easily and to work with the hands effectively		
10. Eye-hand coordination; able to move feet and hands together based on visual stimuli		
11. Able to notice fine differences and similarities between different colors		

What do you think are your two top aptitudes from the chart above? List them below.

After you have identified your two strongest aptitudes, try to discover occupations that use these skills. To conduct your research, use resources from your school or community library or from the Internet. List at least two occupations and tell why you might enjoy, or not enjoy, each occupation.

Most people learn new skills and abilities throughout their lives. On the lines below, list three skills that you think you would like to have. Then explain how you might use those skills in a future career.
