

The Power of Ideas



INTRODUCING THE ESSENTIALS

- Genres Workshop
- Reading Strategies Workshop
- Academic Vocabulary Workshop
- Writing Process Workshop

What Are Life's Big Questions?

The challenges we face in life can raise many questions, including the ones shown here. Such universal questions get us thinking about ideas—such as friendship, freedom, and fitting in—that affect our lives. Through our attempts to find answers, we come closer to understanding our choices, actions, and mistakes. Sometimes, reading a powerful piece of literature can help us make sense of how we got where we are and where we want to go now.

What is a **FRIEND?**

There's nothing better than spending time with a true friend—whether that friend is someone your own age, an older person with wisdom to share, or even a family pet. How do you know for certain that you have a friend you can count on in good and bad times? Many of the stories, poems, and plays you'll read in this book will help you think about what it takes to be a friend.

Who's really **IN CHARGE?**

Some people want to tell you how to live your life, giving opinions about everything from what you should wear to what you should be when you grow up. It's good to listen to advice, but how can you be sure you're charting your own course? In this book, you'll meet all kinds of characters and real people who have to decide who's *really* in charge.



When is **STRENGTH** more than muscle?

Strength isn't always physical. Emotional strength and courage can be just as powerful. This book is filled with characters who find an inner source of strength when standing up to bullies, confronting deadly creatures, or experiencing impossible problems.

When is **CHANGE** good?

Change is all around you. Leaves turn from green to red, birds migrate from north to south, day turns to night. You deal with change at the start of each school year when you're faced with new classes, new friends, and new problems. Why is change both exciting and scary? You'll consider this question as you read about people who confront changes big and small.



Reading Text Types

You've been reading for most of your life, from childhood fairy tales to the novels, plays, and Web sites you encounter today. What more can you learn about reading? In this book, you'll take reading to a new level. Get started by discovering how literary and nonfiction texts can help you explore ideas that matter.

The Genres

Think about the ideas that are important to you. For example, are you curious about what it means to be respected or trusted? Writers often explore these same ideas, choosing a **genre**, or category of literature and nonfiction, in which to express their thoughts. A genre is characterized by its unique style, form, or content.

Within each genre, writers use different forms to share their ideas with readers. Writers of stories may create novels or folk tales, for instance.

COMMON CORE

Included in this workshop:
RL 1, RL 2, RL 4, RL 5, RI 1, RI 2, RI 7

GENRES AT A GLANCE



STORIES

Stories are made-up narratives about characters and events.

- short stories
- novels
- novellas
- folk tales



POETRY

Poetry is a type of literature in which words are chosen and arranged in a precise way to create specific effects.

- odes
- limericks
- narrative poems



DRAMA

Dramas are stories that are meant to be performed.

- comedies
- historical dramas
- radio plays



NONFICTION

Nonfiction tells about real people, places, and events.

- autobiographies
- essays
- news articles
- biographies
- speeches
- technical articles

TYPES OF MEDIA



The word *media* refers to communication that reaches many people.

- TV shows
- advertising
- Web sites



READING STORIES

Short stories, novels, and novellas are different forms of narratives.

- A **short story** usually centers on one idea and can be read in one sitting.
- A **novel** is a longer work in which the characters and story line are thoroughly developed.
- A **novella** is longer than a short story but shorter than a novel.

Whatever you read, there's nothing like being swept away by a good story. These strategies can help make the most of your journey.

- **Make connections.** Ask: Have I experienced situations similar to those of these characters?
- **Picture the scene.** Note descriptions of characters and settings. Use these descriptions to help you visualize lifelike pictures in your mind.
- **Predict what will happen.** At each twist and turn, ask: What's going to happen next? Then read on to find out if you guessed correctly.
- **Track the events.** Every story follows a **plot**, or a series of events that traces a problem. Keep track of the events in your **Reader/Writer Notebook**.

Read the Model Annemarie is a young girl living in Denmark in 1943. German soldiers who occupy her city intend to imprison all Jewish people, including Annemarie's friend Ellen. In this excerpt, Annemarie is racing with Ellen. Use the strategies to explore the idea of fear.

from

Number the Stars

Novel by Lois Lowry

Annemarie outdistanced her friend quickly, even though one of her shoes came untied as she sped along the street called Østerbrogade, past the small shops and cafés of her neighborhood here in northeast Copenhagen. Laughing, she skirted an elderly lady in black who carried a shopping bag made of string. A young woman pushing a baby in a carriage moved aside to make way. The corner was just ahead.

Annemarie looked up, panting, just as she reached the corner. Her laughter stopped. Her heart seemed to skip a beat.

"*Halte!*" the soldier ordered in a stern voice.

The German word was as familiar as it was frightening. Annemarie had heard it often enough before, but it had never been directed at her until now.

LITERARY TERMS FOR STORIES

- plot
- conflict
- character
- setting
- theme
- point of view

Close Read

1. What do you think the soldier will say to Annemarie? Make a prediction, based on what you've read so far.
2. **Exploring a Big Question**
If you were in a scary situation like Annemarie's, would you be able to hide your fear? Would most people be able to? Explain.

READING POETRY

A red wheelbarrow, windshield wipers, war—a poet can create poems about anything. Yet poets express their ideas differently than fiction writers do. Poets arrange their thoughts in **lines**, rather than sentences. Lines are often grouped into **stanzas**, instead of paragraphs. Use these strategies to fully appreciate any poem you read.

- **Examine the form.** First, notice how the poem looks on the page. Are the lines long or short? Are they grouped into stanzas?
- **Notice the punctuation.** In a poem, a single sentence can continue over many lines. Use the punctuation to help you figure out when to pause while reading.
- **Read the poem aloud.** Listen for the poem’s musical rhymes or rhythms.
- **Form a mental picture.** Look for words and phrases that can help you imagine what’s being described.

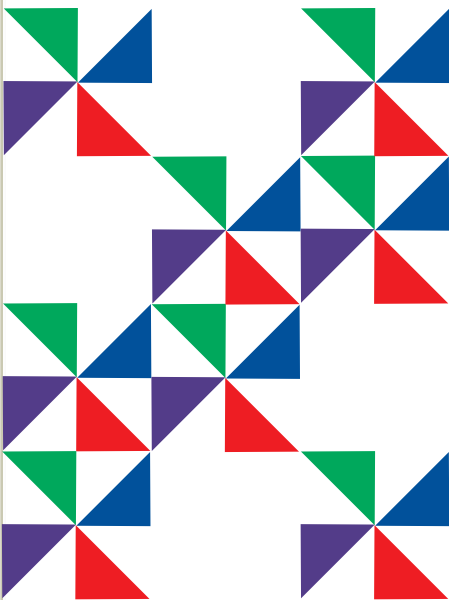
Read the Model As you read this poem, notice how the writer uses the description of an old quilt to explore the idea of family.

LITERARY
TERMS FOR
POETRY

- form
- line
- stanza
- rhythm
- rhyme

Quilt

Poem by
Janet S. Wong



Our family
is a quilt

of odd remnants¹
patched together

5 in a strange
pattern,

threads fraying,
fabric wearing thin—

10 but made to keep
its warmth

even in bitter
cold.

1. **remnants:** leftovers; remainders.

Close Read

1. Read the poem aloud, pausing only where there is punctuation. How many sentences are in this poem? How many lines and stanzas are there?
2. **Exploring a Big Question** This poem compares a family to a quilt. How does this comparison help you understand the positive qualities of family?



READING DRAMA

A drama is meant to be acted out for an audience. To read drama, you have to visualize in your mind the action that would take place in the theater. These strategies can help.

- **Read the play silently, then aloud with others.** Sometimes, hearing the dialogue can help you better understand what’s happening.
- **Read the stage directions.** Often printed in *italic type*, **stage directions** are the writer’s specific instructions about everything from the setting and props to the characters’ feelings and movements. Use these notes to help you picture the setting, action, and characters.
- **Get to know the characters.** Characters’ words and actions tell you what they are like. Pay attention to their **dialogue**, or what they say, as well as the stage directions.

Read the Model Sara is treated like a princess at school because of her family’s wealth. After her family fortune is lost, however, she must become a servant. In this excerpt, Becky, the school maid, comforts Sara. The two girls have always been friends, despite their different circumstances. What is the author suggesting about the idea of differences?

LITERARY TERMS FOR DRAMA

- plot
- character
- act
- scene
- dialogue
- stage directions

from

The Little Princess

Novel by **Frances Hodgson Burnett**
Dramatized by **Adele Thane**

Becky. I just wanted to ask you, miss—you’ve been such a rich young lady and been waited on hand and foot. What’ll you do now, miss, without any maid? Please, would you let me wait on you after I’m done with my pots and kettles?

5 **Sara** (*with a sob*). Oh, Becky! Do you remember when I told you that we were just the same? Not a rich girl and a poor girl, but just two girls.

Becky. Yes, miss. You said it was an accident that I was not you and you were not me.

10 **Sara.** Well, you see how true it is, Becky. There’s no difference now. I’m not a princess any more. (*BECKY presses SARA’S hand to her cheek.*)

Becky. Yes, miss, you are! Whatever happens to you, you’ll be a princess just the same—and nothing could make it any different.

Close Read

1. How does Becky feel about Sara? How does Sara feel about Becky? How can you tell?
2. **Exploring a Big Question** Becky and Sara are friends, even though they come from different backgrounds. What other differences can people overcome in the name of friendship?



READING NONFICTION

From articles on the Web to front-page news, informational texts are all around you. Informational text includes not only encyclopedia entries and news articles, but also autobiographies, personal narratives, memoirs, essays, and speeches. By reading all these different types of nonfiction, you can learn about real people, places, events, and issues that matter.

TERMS FOR NONFICTION

- purpose
- organization
- main idea
- text features

TYPES OF INFORMATIONAL TEXTS

AUTOBIOGRAPHY/ BIOGRAPHY

The true story of a person's life, told by that person (autobiography) or by someone else (biography)



NEWS ARTICLE

Factual writing that reports on recent events



PERSONAL NARRATIVE/ AUTOBIOGRAPHICAL ESSAY

A short piece of writing about a single subject



REFERENCE ARTICLE

Informative writing that provides facts and background on a specific subject



SPEECH

An oral presentation of a speaker's ideas or beliefs



CONSUMER DOCUMENT

Printed material that usually comes with a product or a service




Strategies For Reading

- **Consider the purpose.** Is the writer trying to persuade, inspire, or inform? Understanding the author's purpose can help you know what to look for in the text.
- **Note the main ideas.** As you read, look for the **main ideas**, or the most important points about a topic. Record these ideas in a notebook to help you remember them.
- **Preview the text.** Some types of nonfiction have **text features**, like subheadings or captions. Before you read, look at the features to get a sense of what the text is about.
- **Examine the graphic aids.** Photographs and illustrations also convey information. Tables, charts, and diagrams may also provide additional information about a topic.

MODEL 1: READING A BIOGRAPHY

This excerpt is from a biography about Steven Spielberg, a famous movie director. How does it help you understand the idea of inspiration?

from **Steven Spielberg: Crazy for Movies**  Biography by **Susan Goldman Rubin**

When Steven Spielberg was ten, his father woke him up and took him out to the desert near where they lived in Phoenix, Arizona. They spread out a blanket and lay on their backs looking up at the sky. Steven's father, Arnold Spielberg, liked astronomy and hoped to see a comet that was supposed to appear. Instead, they saw a meteor shower. "The stars were just tremendous," recalled Arnold. "They were so intense it was frightening." He gave Steven a scientific explanation of what was happening.

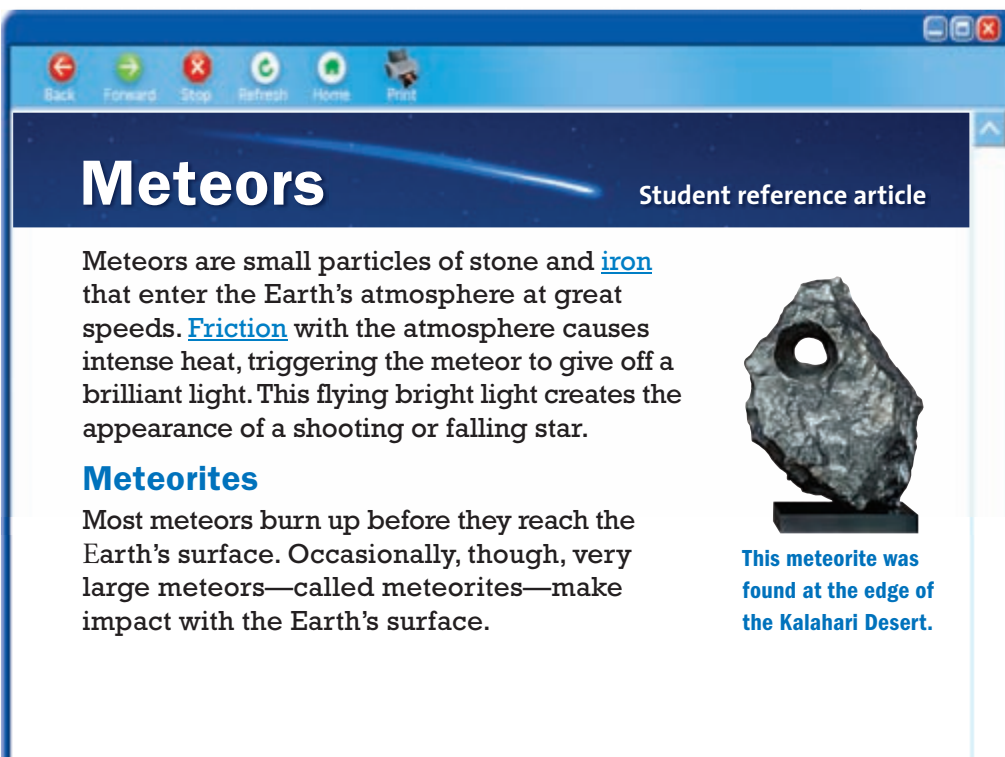
5 "But I didn't want to hear that," said Steven. "I wanted to think of them as falling stars." That memory of falling stars stayed with him and inspired his first full-length movie, *Firelight*.

Close Read

1. What do you learn about Steven Spielberg from this excerpt?
2. **Exploring a Big Question** The memory of a meteor shower led Spielberg to create science fiction films. What other experiences might inspire people to pursue certain careers?

MODEL 2: READING A REFERENCE ARTICLE

Turning a moment of inspiration into a life-long career takes more than just wishing on a falling star. Hard work and a curious mind are essential. As you read this Web article, think about the idea of curiosity.




Meteors Student reference article

Meteors are small particles of stone and [iron](#) that enter the Earth's atmosphere at great speeds. [Friction](#) with the atmosphere causes intense heat, triggering the meteor to give off a brilliant light. This flying bright light creates the appearance of a shooting or falling star.

Meteorites

Most meteors burn up before they reach the Earth's surface. Occasionally, though, very large meteors—called meteorites—make impact with the Earth's surface.



This meteorite was found at the edge of the Kalahari Desert.

Close Read

1. What do you learn about this article simply by previewing the title, the subheading, and the photograph?
2. **Exploring a Big Question** People have always been fascinated by mysteries of science and nature. What scientific mysteries have sparked your curiosity?



READING MEDIA

Has an ad ever persuaded you to buy something you didn't need? Do you ever find yourself glued to the television or unable to tear yourself away from the Web? Media messages influence your life in all kinds of ways. That's why it's important to become **media literate**—that is, learn how to “read,” analyze, and evaluate what you see and hear. You can begin by identifying the structural features of each medium and using those features to help you find the information you want.

TERMS FOR MEDIA

- medium
- message
- target audience

TYPE OF MEDIA	STRATEGIES FOR VIEWING	
<p>FILMS AND TV SHOWS Motion pictures, shown in movie theaters or broadcast on television, that tell stories</p>	<ul style="list-style-type: none"> • Know what's happening. Ask a friend or an adult if you're confused about the plot. • Spot the techniques. Ask yourself: How does the director use sound and visuals to make the story more interesting? 	
<p>NEWS MEDIA Reports of recent events in newspapers and magazines and on TV, the radio, and the Web</p>	<ul style="list-style-type: none"> • Get the facts. Make sure the report answers the questions <i>who, what, when, where, why, and how?</i> • Evaluate the information. Ask yourself: Can I trust what I'm seeing and hearing? 	
<p>ADVERTISING The promotion of products, services, and ideas using print and broadcast media</p>	<ul style="list-style-type: none"> • Recognize the pitch. Consider what the sponsor wants the audience to buy, believe, or do. • Don't be duped by dazzle. Visuals and sounds can be persuasive. Don't let flashy techniques influence your decisions. 	
<p>WEB SITES Collections of related pages on the World Wide Web; include hyperlinks and menus</p>	<ul style="list-style-type: none"> • Know the source. Anyone can publish on the Web. Ask: Is this a good source of information? • Don't get lost! Always remember your purpose for visiting a site so you don't veer too far off course. 	

Literature and Nonfiction Strategies



Write your reactions and observations in your Reader/Writer Notebook.

1 Ask Yourself the Right Questions

Sometimes, reading texts can be a challenge. The following features will help you find answers to the questions you may have while you read.

Where to Look	What You'll Find
Text Analysis Workshops (at the beginning of every unit)	Interactive practice models and Close Read questions
Side notes, discussion questions, and instructional notes	Questions that focus on the analysis of literary and nonfiction elements
Analysis Frames Go to thinkcentral.com . KEYWORD: HML6-11	Guided questions for analyzing different genres



2 Make Connections

A text is more meaningful when you connect to it personally. Use these strategies to “get into” a text.

- **Connect to Your Life** Is fear paralyzing? What makes a family? Think about how your own experiences can help you understand big ideas in literature and nonfiction.
- **Connect to Other Subjects** The effects of fear, meteor showers, careers—the subjects you read about can help you learn more about the world. If a subject interests you, investigate it on the Web.

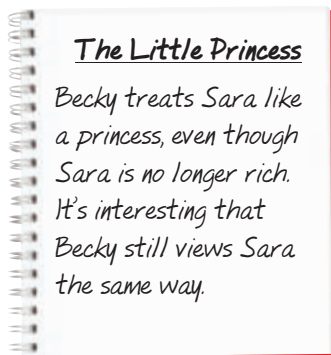


3 Record Your Reactions

Jot down your questions, thoughts, and impressions about what you are reading. Record discussions about the stories you have read. Try a variety of formats.

JOURNAL

Write your reactions as you read.



GRAPHIC ORGANIZER

After reading, create a graphic organizer to deepen your understanding of events and characters.

Becky's Traits	Evidence
polite	calls Sara "miss"
comforting	presses Sara's hand to her cheek
loyal	tells Sara she is still a princess no matter what

Becoming an Active Reader

To really appreciate stories, poems, plays, and articles, you have to be able to understand what you're reading. The following strategies can help you unlock the meaning of all kinds of texts, including novels, newspapers, blogs, and even movie scripts. Which strategies do you recognize? Which are new to you?

SKILLS AND STRATEGIES FOR ACTIVE READING

Preview

Look at the title, the pictures, and the first paragraph. What do they tell you about what you're about to read?

Set a Purpose

Know *why* you are reading—for information, for enjoyment, or to understand a process?

Connect

Think about whether the characters or situations remind you of people or experiences in your own life.

Use Prior Knowledge

Jot down what you already know about a topic. Use these notes to help you make sense of what you read.

Predict

Guess what will happen next. Look for details in the selection that serve as clues.

Visualize

Picture the scene in your mind, using the writer's descriptions of settings, characters, and events.

Monitor

Check your understanding as you read.

- **Question** what is happening and why.
- **Clarify** what is unclear by rereading or asking for help.

Make Inferences

Make logical guesses about characters and events by considering details in the text and your own experiences.

<i>Details in "The Circuit"</i>	<i>What I Know</i>	<i>My Inference</i>
<i>"It's the strawberry sharecropper, did not smile" when the season was ending.</i>	<i>People in charge get worried or unhappy when business slows down.</i>	<i>It's probably unhappy that the strawberry-picking season is over because that's how he makes a living.</i>

MODEL: SHORT STORY

Panchito is a young Mexican American boy whose family frequently moves in search of farm work. The time has come for Panchito's family to move—again. How will he react? As you read an excerpt from this story, use the Close Read questions to practice the strategies you just learned.



Included in this workshop:
RL.1

from

The Circuit

Short story by **Francisco Jiménez**

It was that time of year again. Ito, the strawberry sharecropper, did not smile. It was natural. The peak of the strawberry season was over and the last few days the workers, most of them *braceros*,¹ were not picking as many boxes as they had during the months of June and July.

5 As the last days of August disappeared, so did the number of *braceros*. Sunday, only one—the best picker—came to work. I liked him. Sometimes we talked during our half-hour lunch break. That is how I found out he was from Jalisco, the same state in Mexico my family was from. That Sunday was the last time I saw him.

10 When the sun had tired and sunk behind the mountains, Ito signaled us that it was time to go home. “*Ya esora*,”² he yelled in his broken Spanish. Those were the words I waited for twelve hours a day, every day, seven days a week, week after week. And the thought of not hearing them again saddened me.

15 As we drove home, Papa did not say a word. With both hands on the wheel, he stared at the dirt road. My older brother, Roberto, was also silent. He leaned his head back and closed his eyes. Once in a while he cleared from his throat the dust that blew in from outside.

20 Yes, it was that time of year. When I opened the front door to the shack, I stopped. Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work. I sat down on a box. The thought of having to move to Fresno and knowing what was in store for me there brought tears to my eyes.

1. **braceros** (brä-sě'rôs) *Spanish*: Hispanic farm workers.

2. **Ya esora**: a made-up spelling for the sharecropper's pronunciation of the Spanish expression *Ya es hora* (yä' ës ô'rä), which means “It is time.”

Close Read

1. **Monitor** Reread the boxed text. Why is Panchito sad to hear the words *Ya esora* this time?
2. **Connect** If you suddenly found out that you were moving, would you react as Panchito does? Think about whether you would get used to moving or dread it every time.

25 **T**hat night I could not sleep. I lay in bed thinking about how much I hated this move.

A little before five o'clock in the morning, Papa woke everyone up. A few minutes later, the yelling and screaming of my little brothers and sisters, for whom the move was a great adventure, broke the silence of dawn. Shortly, the barking of the dogs accompanied them.

30 While we packed the breakfast dishes, Papa went outside to start the "Carcanchita." That was the name Papa gave his old '38 black Plymouth. He bought it in a used-car lot in Santa Rosa in the winter of 1949. Papa was very proud of his car. "*Mi Carcanchita*," my little jalopy,³ he called it. He had a right to be proud of it. He spent a lot of time looking at other cars before buying this one. When he finally chose the "Carcanchita," he checked it thoroughly before driving it out of the car lot. He examined every inch of the car. He listened to the motor, tilting his head from side to side like a parrot, trying to detect any noises that spelled car trouble. After being satisfied with the looks and sounds of the car, Papa then insisted on knowing who the original owner was. He never did find out from the car salesman. But he bought the car anyway. Papa figured the original owner must have been an important man, because behind the rear seat of the car he found a blue necktie.

40 Papa parked the car out in front and left the motor running. "*Listo*,"⁴ he yelled. Without saying a word, Roberto and I began to carry the boxes out to the car. Roberto carried the two big boxes and I carried the smaller ones. Papa then threw the mattress on top of the car roof and tied it with ropes to the front and rear bumpers.

50 Everything was packed except Mama's pot. It was an old large galvanized pot she had picked up at an army surplus store in Santa Maria the year I was born. The pot was full of dents and nicks, and the more dents and nicks it had, the more Mama liked it. "*Mi olla*,"⁵ she used to say proudly.

55 I held the front door open as Mama carefully carried out her pot by both handles, making sure not to spill the cooked beans. When she got to the car, Papa reached out to help her with it. Roberto opened the rear car door, and Papa gently placed it on the floor behind the front seat. All of us then climbed in. Papa sighed, wiped the sweat off his forehead with his sleeve, and said wearily, "*Es todo*."⁶

60 As we drove away, I felt a lump in my throat. I turned around and looked at our little shack for the last time. . . .

3. **jalopy**: a shabby, old car.

4. **listo** (lē'stò) *Spanish*: ready.

5. **mi olla** (mē ô' yä) *Spanish*: my pot.

6. **Es todo** (ēs tó'dò) *Spanish*: That's everything.

Close Read

3. Make Inferences

Reread lines 25–30. Why would younger kids view moving more as an adventure than someone Panchito's age would?

4. Visualize

What details in lines 31–44 help you picture the family car and the father's initial inspection of it?

5. Predict

Do you think Panchito will eventually adjust to life in Fresno? Try to guess what will happen once he arrives.



Take notes on what you're reading in your Reader/Writer Notebook.

Strategies That Work: Reading

1 Read Independently

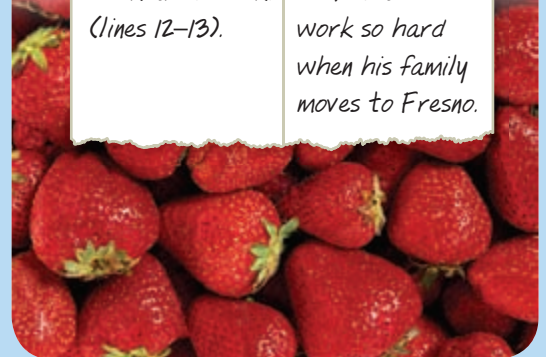
The best way to improve your reading skills is to read as much as you can, whenever you can. Follow your interests to find new and exciting things to read.

What Should I Read?	Where Should I Look?
<p>Novels</p> 	<p>Get Novel Wise THINKcentral</p> <p>Go to thinkcentral.com. KEYWORD: HML6-15</p>
<p>Magazines Newspapers Web sites</p> 	<p>Every time you pick up a newspaper or magazine, you are reading. Ask your friends for suggestions on what to read and where to look for information that interests you.</p>

2 Take Notes

Writing down your impressions as you read can deepen your understanding of a selection. In your notebook, create a two-column chart. In one column, write details or quotations from the selection. In the other, record your thoughts.

"The Circuit"	My Thoughts
<p>Panchito worked "twelve hours a day, every day, seven days a week, week after week." (lines 12-13).</p>	<p>That seems like an impossible amount of work. I hope Panchito won't have to work so hard when his family moves to Fresno.</p>



3 Build Your Vocabulary

When you encounter words that are unfamiliar to you, look them up. Create a list of these words and their meanings, and add new words as you come across them.

- **Choose your words.** Consider writing down the vocabulary words for each selection, as well as any other words you find challenging.
- **Know more than the definition.** Knowing synonyms (same meaning), antonyms (opposite meaning), and context (use in a sentence) adds to your total understanding of a word's meaning. Use a thesaurus or dictionary to find out more about each new word you encounter.

Word	Meaning
<p>surplus (n.) "The Circuit," line 51</p>	<p>Definition: extra materials or supplies Synonym: excess Antonym: shortage Sentence: The owners donated the restaurant's <u>surplus</u> of canned goods to a local hospital.</p>

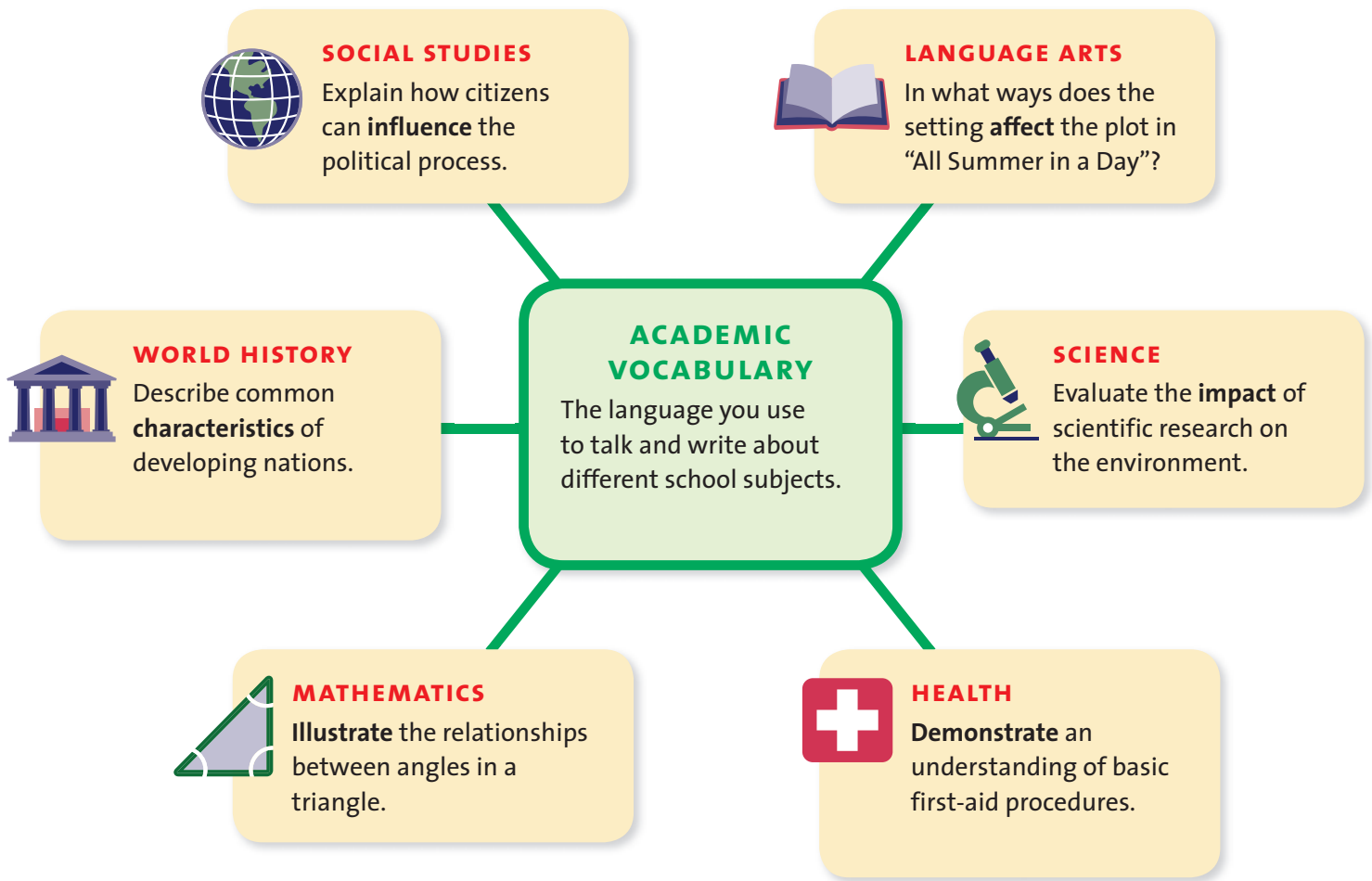
COMMON CORE

Included in this workshop:
L.4a–d, L.6

What Is Academic Vocabulary?

Your vocabulary is made up of words you use in everyday speaking and writing. Increasing the number of words you know helps you better communicate with friends, teachers, and classmates. **Academic vocabulary** refers to the language you use to talk and write about school subjects, such as language arts, math, science, and social studies. Building your academic vocabulary will help you improve your reading and comprehension skills in *all* subjects, not only in your English class.

You will often encounter academic-vocabulary terms in lessons in this book, on homework assignments, and on test questions. Knowing the meaning of academic vocabulary words will help you become more successful in school and on assessments. The web diagram below shows examples of academic vocabulary words from different subject areas.



Use the following chart to preview some of the academic vocabulary words you will use in this textbook. As you read, look for the activities on After Reading pages labeled “Academic Vocabulary in Writing” and “Academic Vocabulary in Speaking.” These activities provide opportunities to use academic vocabulary in your writing and discussions.

<i>Word</i>	<i>Definition</i>	<i>Example</i>
achieve	to bring about an intended result; accomplish	How did Eli Whitney achieve his claim to fame?
affect	to produce a response or reaction	How did Hurricane Katrina affect the residents of New Orleans?
associations	connections between thoughts, ideas, or images	What associations can you make between your life and the life of the narrator in “The School Play”?
characteristics	features or qualities that help identify, describe, or recognize something	Describe the characteristics of a story told in the first-person point of view.
conclude	to form an opinion about something based on evidence, experience, or reasoning	What can you conclude about the author’s purpose for writing this article?
convey	to communicate something and make it known	Make sure you convey your personal opinions in your essay.
formulate	to develop a plan, system, or method	Formulate a plan for gathering resources before you begin your research.
impact	to have a direct effect on	What impact will this decision have on the environment?
implicit	not stated directly	The main idea of the article is implicit rather than directly stated.
interpret	to explain the meaning of something	How did you interpret the results of the experiment?
obvious	easy to see or understand	What is one obvious sign of Lyme disease?
relevant	having a logical connection with something else	Which Web sites will you consult for information relevant to your research topic?
reliable	able to be trusted or accurate	How can you tell which sources are reliable ?

Academic Vocabulary in Action

The terms below are academic vocabulary terms found in your state standards. Knowing the meanings of these terms is essential for completing the activities and lessons in this book as well as mastering test items.

formulate (verb)

Defining the Word

One meaning of the word *formulate* is “develop a plan, system, or method.” A governor might formulate a new state policy, your coach might formulate a strategy, and a lawyer might formulate an argument for court.

Using the Word

Once you understand the meaning of a word root, you will be able to understand the meanings of other words built from the same root. The word *formulate* comes from the Latin root *form*, meaning “shape.”

- In a chart like this one, make a list of other words you know formed from the root *form*.
- Look up each word in a dictionary and write down its meaning.
- Write a sentence using each word.

Word	Definition	Sentence
<i>transform</i>	to change in form, appearance, or structure	A caterpillar <u>transforms</u> into a butterfly in the pupal stage.

structure (noun)

Defining the Word

The word *structure* can be used as either a verb or a noun. As a noun, a *structure* is something that is built or the way that something is built. A poem might follow a certain structure, for example, or pattern of organization. In biology, a structure might refer to the way atoms or other particles are organized.

Using the Word

Now that you know the definitions of the word *structure*, practice using them in various contexts.

- Use a chart like the one shown to identify different *structures* you’ve learned about in different subject areas. You might scan this book as well as textbooks in other subject areas for ideas.
- Write a brief definition of each meaning of *structure*.

Subject Area	Structure	Definition
social studies	pyramid (as found in ancient Egypt)	a massive monument found in ancient Egypt having a rectangular base and four triangular sides joining at an apex at the top

Strategies That Work: Vocabulary



Record new vocabulary words in your **Reader/Writer Notebook**.

1 Use Context Clues

The most important step in building your vocabulary is learning to identify unfamiliar words as you read. When you encounter an unfamiliar word, look at the **context**, the words, phrases, or sentences that surround that word. Often, the context can give you important clues to an unfamiliar word's meaning. See the following example from "The Dog of Pompeii" (page 333):

The water—hot water—splashing in his face revived him. He got to his feet, Bimbo steadying him, helping him on again.

If you do not know the meaning of *revived* in the first sentence, look at the context. The next sentence, "He got to his feet," helps you figure out that *revived* means "brought back to life."

2 Clarify Word Definitions

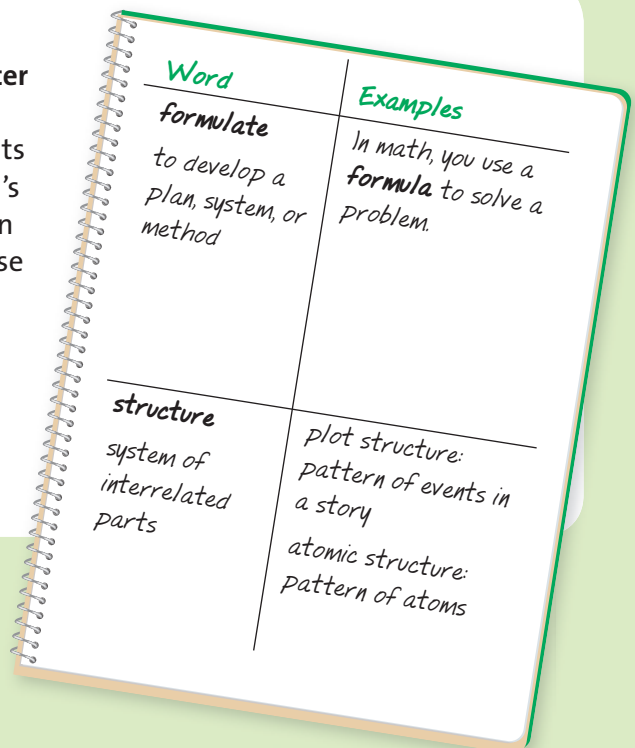
If a word's context does not help you understand its meaning, it's time to use a dictionary. Most dictionary entries provide a word's meaning, as well as its pronunciation, part of speech, origin, and alternative meanings. When using a textbook like this one, you will find definitions for unfamiliar words in a glossary at the back of the book.

dazzling (dăz'ling) *adj.*
beautiful; amazing.

3 Keep a Word List

List new academic vocabulary words in your **Reader/Writer Notebook**. Add to your list each time you take on a new reading assignment. In addition to listing the word and its definition, also note examples to remind you of the word's meaning. Challenge yourself to use words from the list in your writing and discussions. The more frequently you use the words, the easier they will be to remember.

Interactive Vocabulary **THINK central**
Go to thinkcentral.com.
KEYWORD: HML6-19



For a complete list of terms in this book, see the **Glossary of Academic Vocabulary in English & Spanish** on pages R115–R116.

Expressing Ideas in Writing

Writing is a way of discovering what you think and feel, and also a way to share ideas with others. You may write with a practical need—e-mailing a friend with a homework question, for example. Or, you may have a grander purpose, such as persuading a politician to see your viewpoint. Either way, writing can help you find your voice and share it with the world.

COMMON CORE

Included in this workshop:
W 4, W 5

Consider Your Options

Are you writing a speech for your school assembly, a thank-you letter to a relative, or a message-board posting about last night's episode? Before you write your ideas on paper, make sure you know your **purpose**, **audience**, and **format**.

PURPOSE

Why am I writing?

- to entertain
- to inform or explain
- to argue or persuade
- to describe
- to express thoughts and feelings

AUDIENCE

Who are my readers?

- classmates
- teachers
- friends
- myself
- community members
- Web users
- customer service at a company

FORMAT

Which format will best suit my purpose and audience?

- essay
- journal entry
- report
- personal letter
- poem
- narrative
- short story
- letter to the editor
- script
- Web site
- speech
- review



Continue the Process

Every writer eventually discovers the process that best suits his or her working style. The **Writing Workshops** in this book are designed to help you find the path to your best writing. The process described here can serve as your starting point.

THE WRITING PROCESS

PLANNING/PREWRITING

Consider your **audience** and **purpose** as you decide on a topic. Explore your ideas in a graphic organizer or by freewriting. Then decide what you want to write about.

WHAT DOES IT LOOK LIKE?

It must be scary living in a town where soldiers patrol the streets. But some kids in the world deal with that in their daily lives. Maybe I will write about what it takes to be brave in scary situations.

DRAFTING

Turn your ideas into a first draft. If you're writing a formal essay, you may want to **draft from an outline**. If you're doing more informal writing, consider **drafting to discover**, letting your ideas take shape as you go.

WHAT DOES IT LOOK LIKE?

1. Being brave in the face of fear takes determination and a calm attitude.
A. Annemarie doesn't let the soldiers' presence stop her from racing her friend.
B. She remains calm when the soldier addresses her.

REVISING

Review what you've written. Now is the time to look for ways to improve development, organization, and style. Make sure your writing is clear and **coherent**, or easy to follow.

- Check your work against a **rubric** (page 22).
- Ask a **peer** to give you feedback.
- Consider trying a new approach if something simply is not working.

ASK A PEER READER

- Is the main idea of the essay clearly stated?
- Does the essay start with an engaging sentence?
- Are there enough details to support the main idea?

EDITING AND PUBLISHING

- Edit your draft to correct any distracting errors.
- Use the **Proofreader's Checklist** to help you catch common mistakes.
- Where you publish depends on your **purpose**, **audience**, and **format**.

PROOFREADER'S CHECKLIST

- ✓ Revise sentence fragments and run-on sentences.
- ✓ Fix mistakes in subject-verb agreement and pronoun agreement.
- ✓ Capitalize and use punctuation marks correctly.
- ✓ Revise fragments.

Scoring Rubric

Score	COMMON CORE TRAITS
6	<ul style="list-style-type: none"> • Development Includes a meaningful, memorable introduction; develops ideas with varied, relevant evidence; ends powerfully • Organization Is effectively and logically organized; uses varied transitions to create cohesion (flow) and link ideas • Language Uses precise language in original ways; effectively maintains an appropriate style; shows a strong command of grammar, mechanics, and spelling
5	<ul style="list-style-type: none"> • Development Has an effective introduction; develops ideas with relevant evidence; has a strong concluding section • Organization Is logically organized; uses transitions to create cohesion and link ideas • Language Uses precise language; maintains an appropriate style; has a few errors in grammar, mechanics, and spelling
4	<ul style="list-style-type: none"> • Development Has an introduction, but it could be more interesting; lacks support for one or two ideas; has an adequate concluding section • Organization Is logically organized, with one or two exceptions; could use a few more transitions • Language Generally uses precise language; has one or two lapses in style; includes a few distracting errors in grammar, mechanics, and spelling
3	<ul style="list-style-type: none"> • Development Has a superficial introduction that lacks interest; includes some unsupported ideas or irrelevant evidence; has a weak ending • Organization Has some flaws in organization; needs more transitions • Language Uses words correctly, though language is unoriginal; has frequent lapses in style; has some critical errors in grammar, mechanics, and spelling
2	<ul style="list-style-type: none"> • Development Has a weak, uninteresting introduction; does not support most ideas; ends abruptly • Organization Has a weak organization; lacks transitions throughout • Language Uses vague language and misuses some words; has an inappropriate style in many places; contains many distracting errors in grammar, mechanics, and spelling
1	<ul style="list-style-type: none"> • Development Lacks an introduction, support for ideas, and a concluding section • Organization Has no organization or transitions; is confusing and disconnected • Language Uses many words incorrectly; has an inappropriate style; has major problems with grammar, mechanics, and spelling

Strategies That Work: Writing



Jot down your writing plans, ideas, and notes in your Reader/Writer Notebook.

1 Use Prewriting Strategies

Try different strategies to get your ideas flowing. Find one that works best for you and for the assignment.

- **Freewrite.** For ten minutes, jot down whatever crosses your mind.
- **Get graphic.** Generate ideas in a web or a chart.
- **Look and listen.** Carry a notebook around with you each day. Record interesting sights and conversations.
- **Ask: What if?** What if kids were in charge of the town for a day? You can find an intriguing topic by answering a “what if” question.

2 Get Friendly Feedback

Consider exchanging work with other writers. Feedback can help at any stage of the process, but remember these guidelines as you work.

When You're the Writer

- Ask for specific feedback. Do you want readers to comment on ideas, or simply check grammar and spelling?
- Be open, patient, and polite when listening to others' suggestions.
- Consider all feedback, and be willing to think about your writing in new ways.

When You're the Reader

- Tell the writer what you like, as well as what you think needs improvement.
- Support your opinions with specific examples.
- Ask questions to learn more about the writer's goals and ideas.
- Don't rewrite the work yourself.

3 Pay Attention to Details

Even minor mistakes, such as errors in grammar, punctuation, and spelling, can distract readers and keep them from taking your ideas seriously.

Use these spelling tips to make sure your writing is polished and correct.

- Review spelling rules on pages R72–R74.
- Avoid misusing commonly confused words, such as *affect* and *effect*. (See page R75 for more examples.)
- Use the spell-check feature in your word-processing program or a dictionary.
- Read your draft backwards to catch mistakes your eye might miss while scanning over sentences you are very familiar with.

Do you know how to become the most unpopular kid in school? Write an essay ^{recommending} ~~recommending~~ that people give up watching television one night a week. You'll be surprised at the ^{effect} ~~affect~~ this suggestion will have.

Writing
Online

THINK
central

Go to thinkcentral.com.
KEYWORD: HML6N-23