

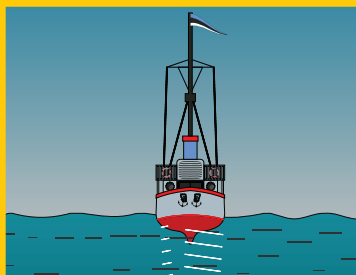
# Unit 2



## What are the benefits of facing challenges?

This unit is about challenges. You will read texts that describe people who faced difficult challenges and will tell how these experiences changed their lives. Reading, writing, and talking about these topics will help you practice the language you need to use in school.

### Reading 1 Biography/Science



- “Deep Mapping”
- “You Can Help the Oceans”

#### Reading Strategy

Recognize cause and effect

### Reading 2 Personal Narrative/Poem



- “Five New Words at a Time” by Yu-Lan (Mary) Ying
- “Quilt” by Janet S. Wong

#### Reading Strategy

Identify problems and solutions

### Reading 3 Short Story/Science



- “A Dark Day with Bright Spots”
- “Do This, Not That!”

#### Reading Strategy

Predict



### Listening and Speaking—Personal Narrative

At the end of this unit, you will choose a topic and present a **personal narrative**.

### Writing—Fictional Narrative

At the end of this unit, you will write a **fictional narrative**. To help you do this, you will write a story with a starter, rewrite a familiar story, and write a personal narrative.

### Quick Write

What does *challenge* mean to you? Write your own definition. Share it with a partner.

### View and Respond



Go to your [Digital Resources](#). Watch the video and answer the questions.





## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building: *Context, dictionary skills, word study*
- Reading strategy: *Recognize cause and effect*
- Text type: *Informational text (science)*

#### Grammar

- Simple and compound sentences
- Agreement in simple and compound sentences

#### Writing

- Write a story with a starter



## THE BIG QUESTION

**What are the benefits of facing challenges?** When you “face a challenge,” you try something even though you might fail. Some challenges are worth accepting; others can be dangerous. Have you ever accepted a difficult challenge? What was it? Did anyone try to stop you? Was the outcome beneficial? Share your experience with your peers and teacher. Ask for their feedback and support in order to develop background knowledge about this topic.

### Build Background

**“Deep Mapping”** is a biographical science article about a woman who mapped the ocean floor.

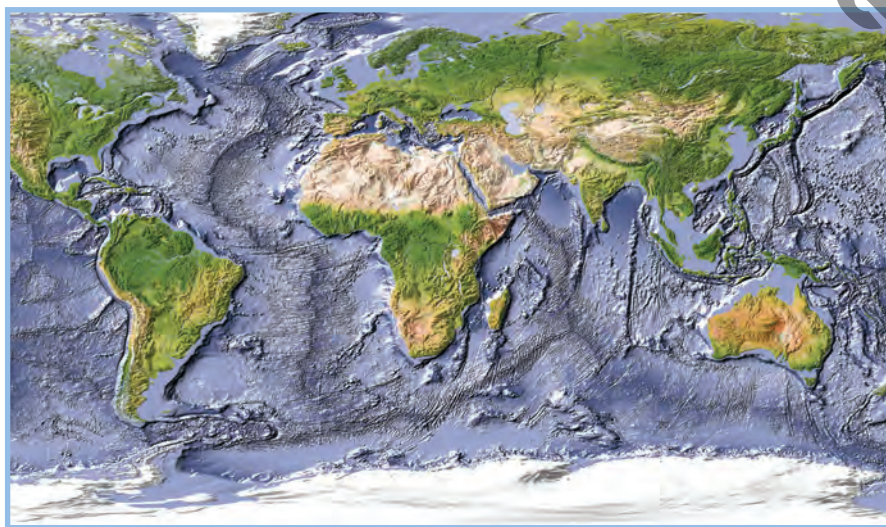
In the 1940s, many scientific fields were closed to women. But after World War II started and many men were involved in the war effort, opportunities opened up for women. A woman named Marie Tharp took advantage of this and studied to become a professional geologist.

Tharp started working as a geologist for an oil company, but soon decided to pursue her dream of mapping the entire ocean floor. Her dream took her on an extraordinary journey of discovery that eventually led to a complete map of the seafloor in 1977.

**“You Can Help the Oceans,”** is an informational text about how to conserve ocean resources.

### Reading Skill

To help you understand the challenges that Tharp and her colleagues faced, look at the seafloor map of the Atlantic Ocean. What is most noticeable or surprising?



▲ A map of the Atlantic Ocean seafloor

## Vocabulary

### Listening and Speaking: Key Words

Read aloud and listen to these sentences. Use the context to figure out the meaning of the **highlighted** words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

1. Her dream was to complete an **accurate** map of the seafloor, correct in every way and actually showing what it looked like.
2. An accurate map of the seafloor was only possible by taking **continuous** measurements, not one at a time.
3. Using **data** from deep-sea cameras, they worked together to locate airplanes that had crashed and sunk to the bottom of the ocean.
4. In order to map the ocean floor, it was necessary to take **depth** measurements of the water from the surface to the bottom.
5. Technology was developed to **determine** the exact measurements of any part of the ocean.
6. The **theory** of continental drift tried to explain the movement of Earth's continents and was very controversial.

### Key Words

accurate  
continuous  
data  
depth  
determine  
theory



### Practice



Write the sentences in your notebook. Choose a key word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. That nonstop and \_\_\_\_\_ music is so annoying!
2. Your figures don't add up. These results are not \_\_\_\_\_.
3. Is the \_\_\_\_\_ at the shallow end of the pool three feet?
4. Her idea has not been proven. It's still just a(n) \_\_\_\_\_.
5. Were you able to \_\_\_\_\_ how long it will take to get there?
6. I'm sorry to say that the \_\_\_\_\_ we collected doesn't explain what happened.

The sign indicates the depth of the swimming pool. ►





## Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about informational texts. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read “Deep Mapping” and “You Can Help the Oceans,” try to use these words to respond to the texts.

### Academic Words

**accompanied**  
**aid**  
**challenge**  
**code**



<b>accompanied</b> = went somewhere with someone	➡	Marie Tharp, <b>accompanied</b> by Bruce Heezen, proved that the ocean floor is not a featureless blank.
<b>aid</b> = help or support given to someone	➡	She wouldn't have been successful without the <b>aid</b> of others.
<b>challenge</b> = something difficult that you need skill or ability to do	➡	Marie Tharp faced many <b>challenges</b> because women were not treated equally in the scientific community.
<b>code</b> = a way to use words, letters, or numbers to record information	➡	We need to interpret the <b>code</b> to understand the information.



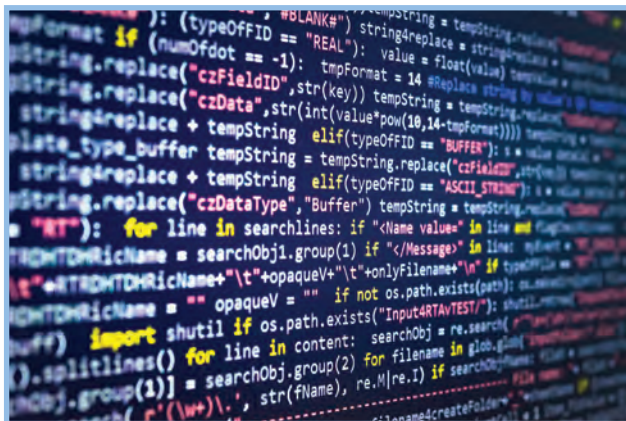
### Practice



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Work with a partner to answer these questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

1. Who **accompanied** you on your first day of school?
2. What kind of **aid** could you give a friend preparing for a test?
3. What is a **challenge** that you have faced in your life?
4. Why is it sometimes not possible to understand **code**?



⚡ Being able to write computer code is a valuable skill.

## Word Study: Words with *ch* and *tch*

*Ch* and *tch* are consonant clusters. They sound the same but are spelled differently. Look at the words *which* and *scratch*. The final sound in each word is the same, but the words are spelled differently. English words may begin with the letters *ch*, but never with the letters *tch*. Read the examples in the chart below and pronounce each word aloud.

Spelling	Initial Position	Final Position
<b>ch</b>	<b>change</b> <b>challenge</b> <b>check</b>	<b>reach</b> <b>research</b> <b>attach</b>
<b>tch</b>		<b>catch</b> <b>match</b>

### Practice



Fill in the missing letters of each word and check the spelling in a dictionary. Then read the sentences aloud with a partner.

1. It can be a real \_\_\_\_\_ allenge to rea \_\_\_\_\_ your goals.
2. The results of the resear \_\_\_\_\_ need to be \_\_\_\_\_ ecked again for accuracy.
3. There was one big ca \_\_\_\_\_. Tharp wasn't allowed to go on the expedition.
4. I'm going to \_\_\_\_\_ ange the picture and atta \_\_\_\_\_ it to the next page.

### Reading Strategy

### Recognize Cause and Effect

Recognizing a cause-and-effect pattern can help you better understand a text, especially informational texts. Why an event happens is a cause. What happens as a result of a cause is an effect. To recognize causes and effects, follow these steps:

- As you read, look for events in Marie Tharp's life. These may be causes. Look for things that happened as a result. These are the effects.
- Look for words and phrases the author uses to talk about causes and effects, for example, *because*, *so*, and *as a result*.

As you read "Deep Mapping," look for causes and effects. Make sure you understand the relationship between each cause and its effect.





**Informational Text**  
**Biography and**  
**Science**

**Set a purpose for reading** As you read, think about the enormous challenges involved in exploring and protecting the ocean. Explorer Marie Tharp faced additional challenges because of her gender. What keeps people working toward a goal?

# Deep Mapping

For thousands of years, maps only provided details about land features. Mapmakers worked hard to plot valleys, hills, mountains, and plateaus. They depicted the detailed outlines of lakes, rivers, and streams. But when they reached the oceans, mappers simply gave up. They drew huge, flat, blue spaces. This meant that maps ignored almost two-thirds of planet Earth. However, Marie Tharp, accompanied by Bruce Heezen, proved that the ocean floor is not a featureless blank. Their discoveries changed the way people think about our planet—and about the role of women in science.

**Reading Skill**

To help you understand the reading, study the title and headings. This will help you identify the most important ideas.

**Listening Skill**

As you listen to the audio, look at the pictures on pages 68–73. Use these visuals to help explain new words or ideas. Discuss these words or concepts with a partner to gain understanding.

◀ Tharp and Heezen discovered that the ocean floor is full of ridges and valleys.



## From Land to Sea

Born in 1920, Marie Tharp faced many challenges because women were not treated equally as scientists. Throughout her career, she had to overcome unfair rules and prejudices.

When Tharp was in college, many scientific fields were closed to women. Then World War II started. Because many men were involved in the war, some **geology** departments opened their doors to women for the first time. Tharp seized the opportunity. Soon, she became a professional geologist.

At first, she worked for an oil company. But she wasn't satisfied there. When she began looking for other work, she met Bruce Heezen. They became partners on an exciting new research project. Using **data** from deep-sea cameras, Tharp and Heezen's job was to locate airplanes that had crashed and sunk to the bottom of the ocean.

Tharp realized that the bottom of the ocean was an unexplored world waiting to be discovered. In 1947, she began to work with Heezen on a daunting project: mapping the entire ocean floor. Tharp knew that the task would be difficult, but she also knew it would be worthwhile. Looking back, she said, "It was a once-in-a-lifetime—a once-in-the-history-of-the-world—opportunity for anyone, but especially for a woman in the 1940s."

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**geology**, the study of Earth and rocks

▲ Tharp and Heezen's original job was to find aircraft that had crashed into the sea.

### Before You Go On

1. What were some of the challenges Marie Tharp faced?
2. According to the article, what event opened doors for women at the time?



### On Your Own

Do you think Tharp will be able to meet the challenges she set for herself? Explain.



# The Power of the Ping

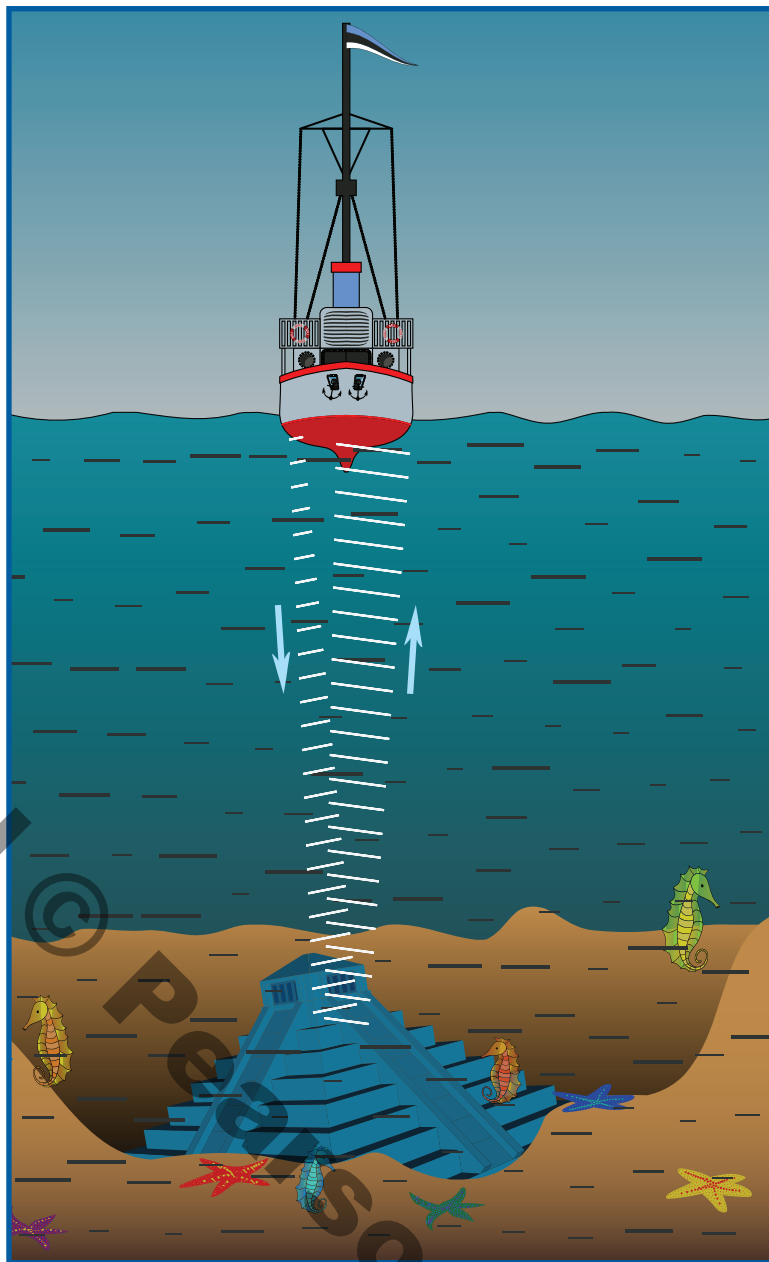
Tharp and Heezen needed to collect an enormous amount of new data. At the time, the only parts of the ocean floor that had been studied were areas near the coasts. They wanted to extend this knowledge to cover the whole ocean.

Their plan was ambitious. They would gather data from research boats crossing the oceans, taking **depth** measurements called soundings. They planned to use a new invention called a **continuous** echo sounder. Early depth measurements were taken using ropes with heavy weights attached. The echo sounder used electricity instead. The machine sent out an electronic sound signal called a ping. At the same time the ping went out, a four-inch strip of paper was spinning on the boat. A **stylus** marked the time the ping left the machine. The sound traveled down through the water and, when it reached the ocean floor, an echo of the sound returned to the surface. The stylus burned the paper with an electric spark to mark the time the echo returned. Pings were sent continuously as the boat moved, creating a paper code that needed to be interpreted to **determine** the ocean's depth at each point.

Tharp and Heezen planned to take soundings across every ocean. However, there was one big catch. They had to split up in order to begin because women were not allowed on research ships. So Heezen gathered information at sea. He then sent it to Tharp, who began the difficult job of making sense out of the **raw data**.

**stylus**, a needle

**raw data**, information collected directly from a source or study



▲ An echo sounder measures water depth by sending down an electronic sound and recording how long it takes for the echo to return.

## Reading Skill

Take turns reading the article aloud with a partner. As you listen, use the visuals to help clarify words or ideas. Discuss these words or ideas with your partner to gain understanding.

## A Deeply Surprising Discovery

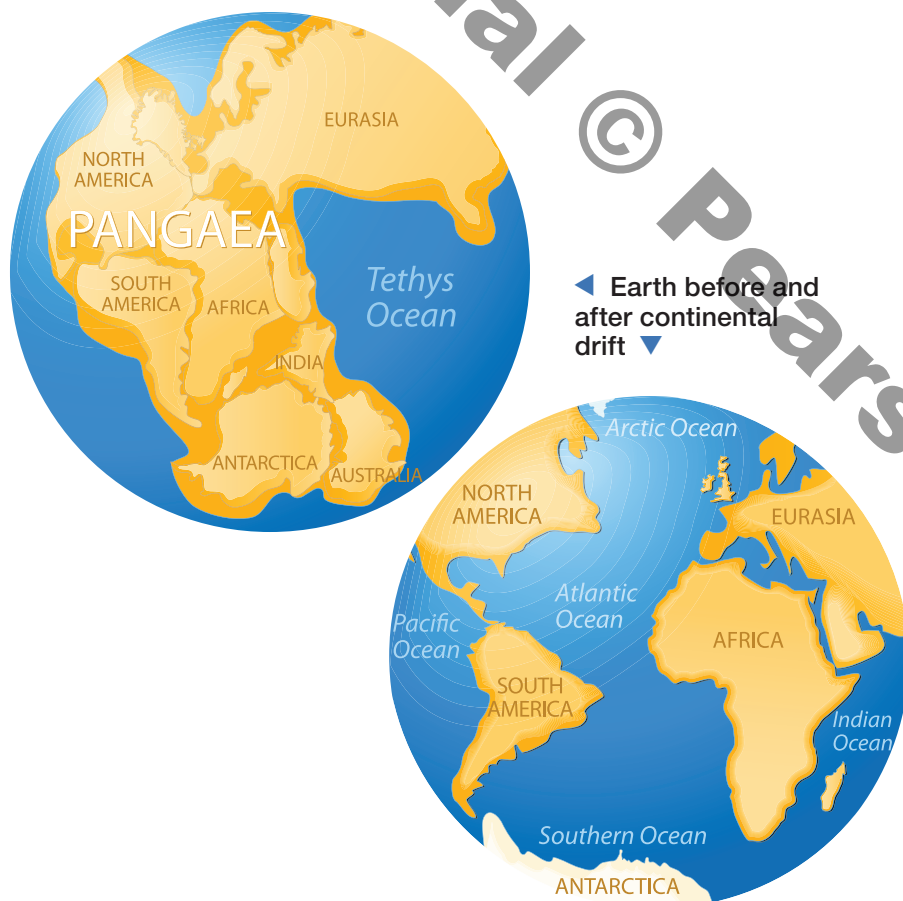
Tharp spent countless hours “plotting, drawing, checking, correcting, redrawing, and rechecking” the data. Nonetheless, the picture Tharp began to form of the ocean floor was far from clear, so the results were often frustrating. After years of work, Tharp still had a confusing **hodgepodge** of results that showed disconnected chunks of the North Atlantic floor. She could make educated guesses about what the ocean looked like in the missing sections, but this solution did not satisfy her. She wanted to produce a complete and **accurate** map of the underwater world.

By 1952, Tharp’s study of this confusing network of ocean soundings led her to a surprising discovery. The data showed a vast underwater opening in

the Atlantic Ocean. This **rift** was strong evidence for the **theory** of continental drift. This theory suggests that Earth’s continents move very slowly, appearing to wander across the planet’s surface.

Many scientists, including Bruce Heezen, didn’t believe this theory. Tharp was excited to share her findings with Heezen, but he dismissed her interpretation as “girl talk.” Tharp didn’t give in. Eventually, Heezen realized that she was correct. Their data clearly showed a gigantic ridge system that extended 40,000 miles through all the world’s oceans. Their work helped convince people to accept continental drift.

**hodgepodge**, a confused mixture or jumble  
**rift**, a deep break in Earth’s crust



◀ Earth before and after continental drift ▼

### Before You Go On

1. What technology did the researchers use to aid their mapping?
2. What do you think is an “educated guess”?



### On Your Own

What qualities about Tharp do you think contributed to her success? Explain.



## An Artist Improves the Ocean Map

At last, Tharp and Heezen had enough data. They could plot a complete map of Earth's oceans. But they wanted their map to be as attractive as it was accurate. As a result, they sought the aid of Heinrich Berann.

Berann's career as a map artist would never have happened if it weren't for another bold young woman. His young daughter was disappointed by the maps she saw published in the popular magazine *National Geographic*. She decided to write a bold letter. "I've been looking at your maps," she wrote, "and my father can paint better than you can." Her letter was persuasive enough that the magazine's editors went to Austria to see Berann's art. They were so impressed, they hired him to paint for the magazine.

Berann's art was a perfect match for Tharp and Heezen's science.

## A Map Changes the World

Marie Tharp's dedication proved that maps don't just describe the world. They have the power to change it. She and Heezen published a complete map of the seafloor in 1977, and people were amazed.

Looking back on her extraordinary life, Tharp wrote, "The whole world was spread out before me (or at least, the 70 percent of it covered by oceans). I had a blank canvas to fill with extraordinary possibilities, a fascinating jigsaw puzzle to piece together: mapping the world's vast hidden seafloor."

▼ The Tharp-Heezen map of the seafloor, painted by Berann, shows the spectacular forms hidden under the sea.







▲ Cleaning the ocean can save sea life.

## You Can Help the Oceans

Marie Tharp recognized the importance of oceans. She knew that they cover 71% of Earth's surface and contain 97% of Earth's water. Her mapping helped us understand this vast resource. Today, young people around the world are working together to make sure the oceans stay safe and clean.

In Hawaii, a group of young visitors decided not to spend their vacation lying on the beach all day and playing in the surf. Instead, they joined shore clean-up crews to clear away plastic, netting, and other waste. Thanks to their hard work, the beaches were cleaner and safer for both people and animals.

Plastic in the ocean is a big problem. Experts estimate there are about 46,000 pieces of plastic in every square mile of ocean. The result is deadly. Each year, about 10,000 marine animals get tangled in this debris and die. Some young people are working hard to solve the plastic problem.

After seeing the problem firsthand, a sixteen-year-old inventor came up with a daring solution. He dreams of using ocean currents to help clean up the ocean. He founded a research team that hopes to use huge floating filters to remove plastic from the water.

Other young people focus on education. They know that the best way to keep oceans clean is not to pollute them in the first place. In Hong Kong, one class created posters to encourage people to stop using plastic shopping bags.

What will you do to protect the ocean?

### Before You Go On

1. Why did the mapping scientists seek the aid of Heinrich Berann?
2. What is the young inventor's idea for cleaning up the oceans?

### On Your Own

Why do you think people are so curious about the ocean and try so hard to protect it? Explain.



## Review and Practice

### Comprehension



#### Recall

1. How did mapmakers show the oceans before Tharp and Heezen's work?
2. What did Marie Tharp and Bruce Heezen do on their first project together?

#### Comprehend

3. What were some of the **challenges** for a woman scientist in the 1940s?
4. Why did Tharp and Heezen want to explore the oceans beyond areas near the coasts?

#### Analyze

5. How do you think the author felt about the kinds of decisions Tharp and Berann's daughter made? Explain.
6. In the first years of the mapping project, why was it necessary to make educated guesses?

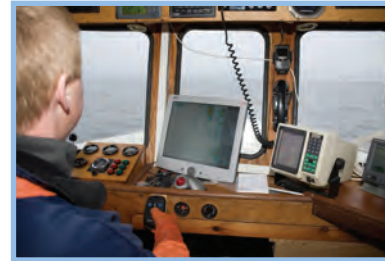
#### Connect

7. Which of Marie Tharp's challenges was the greatest? Explain.
8. Would you recommend this article to others to read? Why or why not?

### In Your Own Words

In your notebook, make a chart like the one below. Write the main idea of each section of the article. Then use this information to summarize it for a classmate. The first one is done for you.

Text Feature and Title	Main Idea
<b>Introduction:</b> Deep Mapping	Marie Tharp and Bruce Heezen proved that the same features we see on land are also under the ocean.
<b>Heading:</b> From Land to Sea	
<b>Heading:</b> The Power of the Ping	
<b>Heading:</b> A Deeply Surprising Discovery	
<b>Heading:</b> An Artist Improves the Ocean Map	
<b>Heading:</b> A Map Changes the World	
<b>Sidebar:</b> You Can Help the Oceans	



▲ Research ships use echo sounders to map the seafloor.

## Discussion

Discuss with a partner or in a small group.

1. What character traits do you think were most important to do what Tharp and Heezen were able to do? Why?
2. What do you think Tharp's most important contribution to the field of science was? Explain.



**What are the benefits of facing challenges?** How did Tharp benefit from facing the challenges she did? How did others? Explain.

## Listening Skill

Listen carefully to your classmates. Identify the important ideas. Retell these ideas in your own words to confirm that you have understood them correctly.

## Read for Fluency

It is often easier to read a text if you understand the difficult words and phrases. Work with a partner. Choose a paragraph from the reading. Identify the words and phrases you do not know or have trouble pronouncing. Look up the difficult words in a dictionary.

Take turns pronouncing the words and phrases with your partner. If necessary, ask your teacher to model the correct pronunciation. Then take turns reading the paragraph aloud and giving each other feedback.

## Extension



Work with a partner to write a front-page news headline and article about Tharp's achievement. Use an attention-grabbing headline, such as "New York Woman Maps Ocean Floors." Be sure to answer the 5Ws: *Who? What? Where? When? Why?* When you are satisfied with your article, share it with the class. Arrange your articles for the front page of a newspaper on a bulletin board.

## Learning Strategy

To better acquire and understand new academic language, use and reuse these words in meaningful ways in your writing.

## Simple and Compound Sentences

A complete sentence has a subject and a predicate. The subject is what or whom the sentence is about. The predicate tells something about the subject and contains either an action verb or a linking verb.

A simple sentence contains a subject and a predicate. A simple sentence may also contain an object, a predicate adjective or predicate noun, prepositional phrases, adverbs, or adjectives.

action verb	prepositional phrase		linking verb	adjective	prepositional phrase
subject	object		noun	adverb	
They explored the outlines of lakes, rivers, and streams.			His daughter was very disappointed by the maps.		

A compound sentence joins two simple sentences or independent clauses with a conjunction. Use a comma when joining the clauses.

They published a map of the seafloor in 1977, **and** people were amazed. She began looking for other work, **but** then she met Bruce Heezen.

### Grammar Skill

Remember that action verbs, such as *go*, *sing*, and *think*, show action. Linking verbs, such as *be*, *become*, and *feel*, connect the subject with information about it.

### Grammar Check

✓ How many independent clauses does a **compound sentence** contain?

### Practice A



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Copy the pairs of simple sentences below into your notebook. Rewrite them as compound sentences, using the conjunction in parentheses.

- Tharp worked for an oil company. She wasn't satisfied there. (but)  
Tharp worked for an oil company, but she wasn't satisfied there.
- The sound traveled through the water. An echo returned to the surface. (and)
- Tharp was excited to share her findings with Heezen. He dismissed her interpretation as "girl talk." (but)
- They wanted an attractive map. They sought help from an artist. (so)

### Apply

Find two simple sentences and two compound sentences in the reading. Then compare what you found with a partner.

### Practice B



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Complete the sentences with *and* or *but*. Use a comma when necessary. Identify each sentence as *simple* (S) or *compound* (C).

- They didn't know the exact depth \_\_\_\_\_ they knew it was more than a kilometer. \_\_\_\_\_
- The noise was very loud \_\_\_\_\_ continuous. \_\_\_\_\_
- She had a theory \_\_\_\_\_ presented it to us. \_\_\_\_\_



## Agreement in Simple and Compound Sentences

In a sentence, the verb must agree in number with the subject. If the subject is singular, then the verb must be singular. If the subject is plural, then the verb must be plural. Be sure you are consistently using the correct form of the verb (present, past, etc.).

singular subject and verb

**SIMPLE SENTENCE:** Her letter **was** persuasive enough.

singular subject and verb, simple past

plural subject and verb, simple past

**COMPOUND SENTENCE:** **Tharp** **was** in college, but many scientific **fields** **were** closed.

Be careful that all nouns and pronouns agree. Each pronoun should correctly refer to its antecedent, or the noun that comes before it.

**Tharp** was excited to share **her findings** with **Heezen**, but **he** dismissed **them** as “girl talk.”

[*Her* refers to antecedent *Tharp*; *he* refers to antecedent *Heezen*; *them* refers to antecedent *findings*.]

### Grammar Skill

Sometimes a subject is separated from a verb by a phrase or clause: The **windows** on the house were **broken**. Identify the subject and make sure it agrees in number with the verb.

### Grammar Check

- ✓ What should verbs always agree with in **simple** and **compound sentences**?

### Practice A



Write the word in parentheses that best completes each sentence.

1. We opened \_\_\_\_\_ *our* \_\_\_\_\_ books. (our / my)
2. When \_\_\_\_\_ reached the oceans, the mappers simply gave up. (he / they)
3. Women \_\_\_\_\_ not treated equally. (was / were)
4. She faced \_\_\_\_\_ own challenges. (her / his)

### Practice B



Complete the sentences with the pronoun that matches its antecedent.

1. The researchers presented \_\_\_\_\_ *their* \_\_\_\_\_ findings.
2. My friend Cathy left \_\_\_\_\_ bag at my house.
3. I was surprised that the teacher couldn't remember \_\_\_\_\_ name.
4. The echo sounder presents the data on \_\_\_\_\_ screen.

### Apply

Write four sentences describing a member of your family. Then tell a partner about the person. Be sure your sentences follow the rules of agreement you have learned.

**Example:** My cousin Amelia is a ballet dancer. Her ...

## Write a Story with a Starter

At the end of this unit you will write a fictional narrative. To do this, you will need to learn some of the skills writers use to write narratives, or stories. An important aspect of a story is its setting. To describe a setting, you need to include details about the time (year, month, time of day) and place (country, state, neighborhood, home) of a story's action.

### Writing Prompt

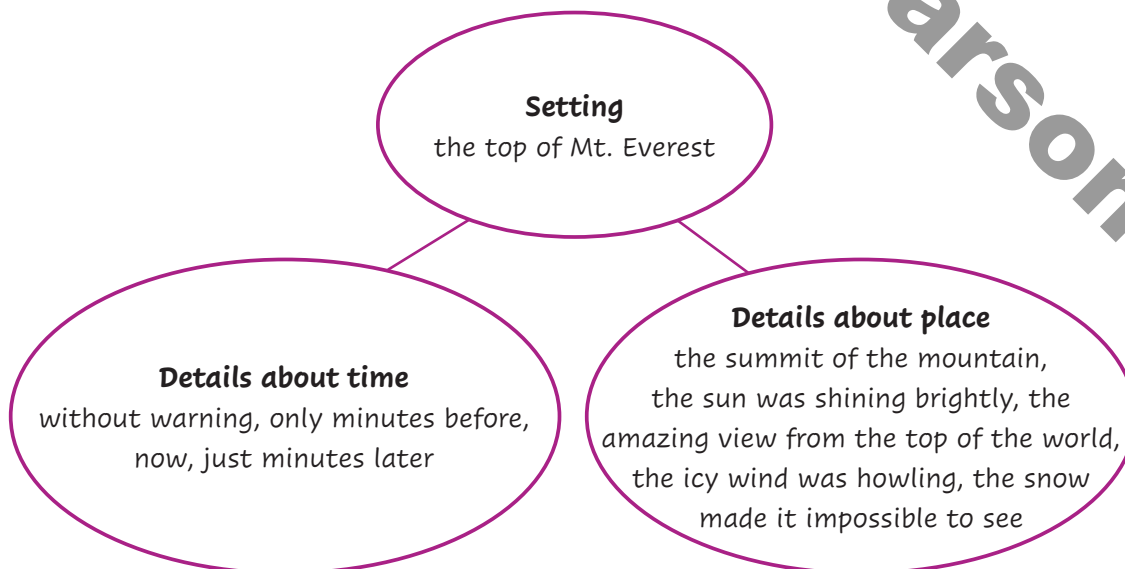
Write a fictional narrative. Begin your story with the following starter: *The view was unlike anything I had ever seen before.* Use simple and compound sentences that describe the scene and action in the story.

**1 Prewrite** Begin by thinking of a setting for your story.

- Close your eyes and visualize the setting: Where is it? What time of day or night is it? What can you see?
- Name the setting in the top bubble of your word web.
- Add details about the time and the place in the lower bubbles.



Here's a word web created by a student named Madeline. She used this story starter: *The storm had closed in on us without warning.* Then she used a word web to organize details about the setting.



**2 Draft** Use your word web to help you write a first draft.

- Use the story starter to lead into the description of the setting.
- Describe the place and the time.
- Use simple and compound sentences correctly.

**3 Revise** Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to check your work. Then revise your draft, using the editing and proofreading marks listed on page 401.

**4 Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 40. Edit your final draft in response to feedback from your partner and your teacher.

**5 Publish** Prepare a clean copy of your final draft. Share your story with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Here is Madeline's story. Notice how she establishes the setting of her story.

Madeline Shaw

#### View from the Top

The storm had closed in on us without warning. We had reached the summit of the mountain only minutes before, and the sun was shining brightly. All of the climbers were exhausted, but so happy to have completed the brutal climb up Mt. Everest. Surprisingly, there was silence as everyone marveled at the amazing view from the top of the world and what we had accomplished. Now, just minutes later, everything had changed. The icy wind was howling and the snow made it impossible to see more than a few steps ahead. We could feel a sense of panic growing among us as the reality of our situation became clear. Would we ever make it back down the mountain?

#### Writing Checklist

##### Ideas:

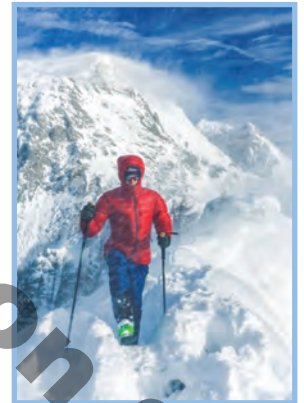
- ☐ I used the story starter.

##### Word Choice:

- ☐ I used words that clearly establish the setting.

##### Conventions:

- ☐ I used correct agreement of subjects and verbs in simple and compound sentences.





## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building: *Literary terms, word study*
- Reading strategy: *Identify problems and solutions*
- Text type: *Literature (personal narrative and poetry)*

#### Grammar

- Gerunds as subjects and subject complements
- Gerunds as objects

#### Writing

- Rewrite a familiar story



## THE BIG QUESTION

**What are the benefits of facing challenges?** Moving to a new city, state, or country can be overwhelming. You have to say good-bye to your friends, you might have to go to a new school, and you might live among people who speak a different language or have different beliefs or customs from your own.

Have you ever moved to a new place? Where did you move? What challenges did your family face there? How was the move beneficial for your family? Use your prior experiences to discuss these questions with a partner.

### Learning Strategy

Think about your prior experiences. Compare any new information you learn to those experiences. This will make new information more meaningful to you easier to understand.



▲ A family moves into their new home.

## Build Background

In this section, you will read a personal narrative called **“Five New Words at a Time”** and a poem, **“Quilt.”** In a personal narrative, the writer tells about something he or she experienced. In the narrative you are about to read, the writer tells about moving to a new country and having to learn a new language.

## Vocabulary

### Learn Literary Words

As you have learned, a plot is a sequence of related events within a story. The people involved in those events are called **characters**. You can learn about characters' traits, feelings, and actions by paying attention to their involvement in story events, what they say, and what other characters in the story say about them.

**Point of view** refers to the narrator, or person telling the story. When a person tells a story using the pronouns *I*, *me*, *my*, or *we*, the story is in the first-person point of view. Personal narratives use the first-person point of view.

#### First-person point of view:

Today is my first day at this school. I'm nervous. I don't know English that well, and I'm afraid this will keep me from making new friends.

In other stories, the narrator uses the pronouns *he*, *she*, or *they* to refer to the characters. These stories are told from the third-person point of view.

#### Third-person point of view:

Leila was nervous on her first day of school in the United States. She missed her friends and teachers in Ecuador.

### Practice



Write the sentences below in your notebook. Identify the point of view in each sentence. Then change those sentences in the first-person point of view to the third person, and those sentences in the third person to the first person. Take turns reading the sentences aloud with a partner.

1. I moved to Mexico City earlier this year.
2. He didn't know what to say so he was quiet.
3. We meet every day after school.
4. "How do you like your tutor?" my teacher asked.
5. I answered, "He is very helpful."



▲ A student works with a tutor.

### Literary Words

characters  
point of view



## Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about literature. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read “Five New Words at a Time” and “Quilt,” try to use these words to respond to the texts.

### Academic Words

**approach**  
**communicate**  
**resources**  
**response**



<b>approach</b> = a way of doing something or dealing with a problem	→	Our teacher's <b>approach</b> was a lot of fun. She encouraged us to play word games every day.
<b>communicate</b> = express your thoughts or feelings so other people understand them	→	When I came to the United States, it was difficult to <b>communicate</b> with my classmates because I did not speak English.
<b>resources</b> = a supply of materials used to complete a task	→	I used <b>resources</b> , like a dictionary and a thesaurus, to complete my homework.
<b>response</b> = something that is said, written, or done as a reaction or reply to something else	→	My <b>response</b> to the teacher's question was correct.



### Practice



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Work with a partner to answer these questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

1. What **approach** do you use when trying to make new friends?
2. How do you **communicate** with someone who does not speak your language?
3. What kinds of **resources** do you use in school?
4. What is your **response** to the idea of an extended school year?



▲ These students use a friendly approach to make new friends at school.



### Word Study: Prefixes *im-*, *over-*, *un-*, *after-*

Prefixes are groups of letters added to the beginning of base words to change their meanings. Learning how to quickly identify and pronounce prefixes will help you as you sound out words. Memorizing the meanings of prefixes will help you understand new and unfamiliar words.

Prefix	Meaning	Base Word	New Word
im-	not	perfect	imperfect
over-	too much	do	overdo
un-	not	equal	unequal
after-	after	word	afterword

### Learning Strategy

To acquire grade-level vocabulary, actively memorize new prefixes and their meanings. To help remember words with prefixes, be sure to review them often.

### Practice



Work with a partner. Look through “Five New Words at a Time” and find words with the prefixes shown above. Write each in your notebook, as well as a definition for each word. Then use a dictionary to check your work.

### Reading Strategy

### Identify Problems and Solutions

Identifying problems and solutions helps you understand a text better. To identify a problem that a character must solve and its solution, follow these steps:

- What problem or problems does the person or character have?
- Think about your own experience and what you would do to solve the problem.
- Remember that there may be more than one solution to a problem.

As you read “Five New Words at Time,” ask yourself what problems the characters experience. How do they try to solve their problems? Are they able to find solutions, or not?

**Set a purpose for reading** As you read, pay attention to the families described in the texts. What is the response of each family to challenging situations?

# Five New Words at a Time

Yu-Lan (Mary) Ying

My family came to America in 1985. No one spoke a word of English. In school, I was in an English as a Second Language class with other foreign-born children. My class was so overcrowded that it was impossible for the teacher to teach English properly. I **dreaded** going to school each morning because of the fear of not understanding what people were saying and the fear of being laughed at.

At that time, my mother, Tai-Chih, worked part time in a Chinese restaurant from late afternoon till late in the night. It was her unfamiliarity with the English language that forced her to work in a Chinese-speaking environment. Although her job **exhausted** her, my mother still woke up

**dreaded**, worried about  
**exhausted**, tired

## Reading Skill

Identify the words you don't understand as you read and ask your teachers or peers for help with those words.





early in the morning to cook breakfast for my brother and me. Like a hen guarding her chicks, she never **neglected** us because of her **fatigue**.

So it was not surprising that very soon my mother noticed something was troubling me. When I said nothing was wrong, my mother answered, "You are my daughter. When something is bothering you, I feel it too." The pain and care in her moon-shaped eyes made me burst into the tears I had held back for so long. I explained to her the fear I had of going to school. "Learning English is not impossible," my mother said. She cheerfully suggested that the two of us work together to learn the language at home with books. The **confidence** and determination my mother had were **admirable** because English was as new to her as it was to me.

That afternoon I saw my mother in a different light as she waited for me by the school fence. Although she was the shortest of all the mothers there, her face with her welcoming smile and big, black eyes was the most promising. The afternoon sun shone brightly on her long, black hair creating an **aura** that distinguished her from others.

My mother and I immediately began reading together and memorizing five new words a day. My mother with her encouraging attitude made the routine fun and interesting. The fact that she was sacrificing her resting time before going to work so that I could learn English made me see the strength she possessed. It made me admire my mother even more.

---

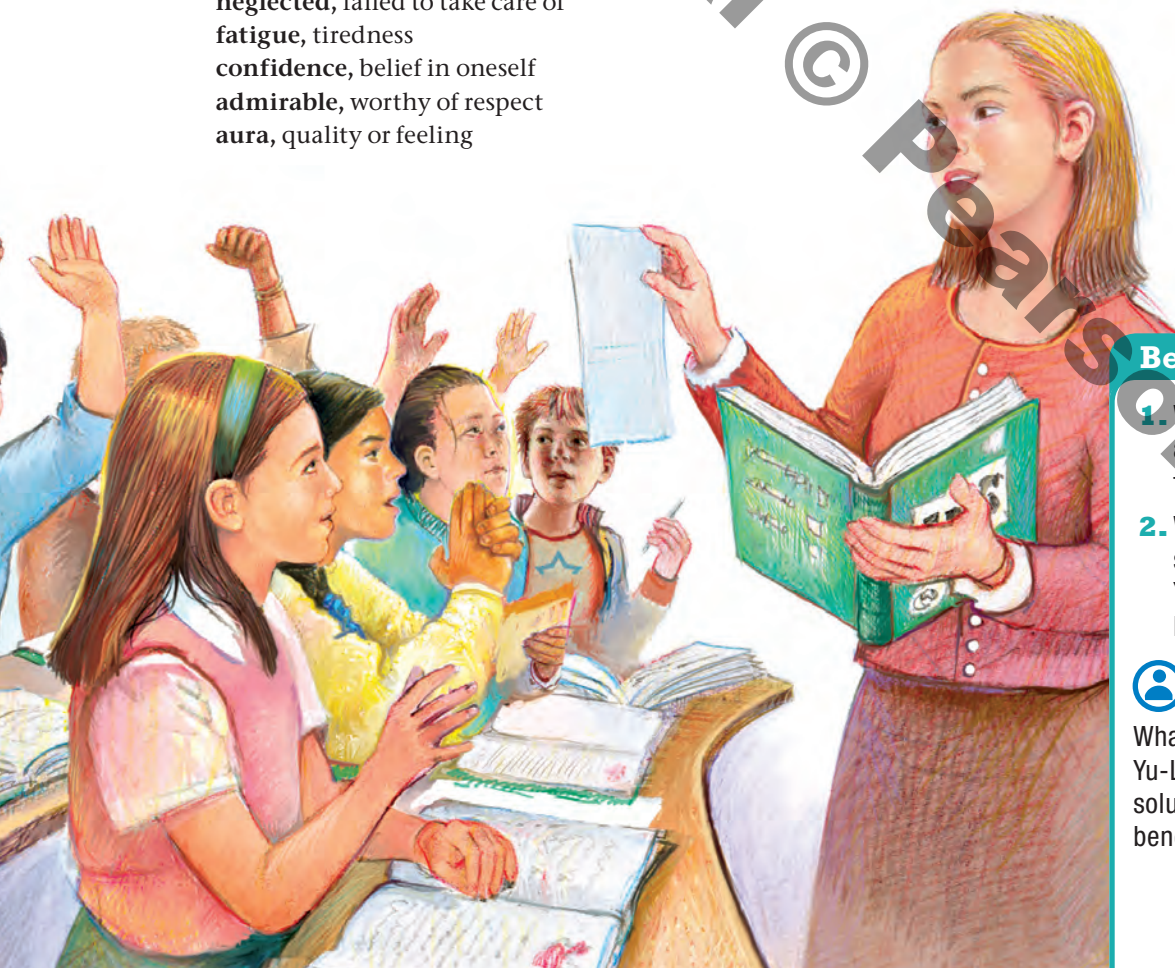
**neglected**, failed to take care of  
**fatigue**, tiredness  
**confidence**, belief in oneself  
**admirable**, worthy of respect  
**aura**, quality or feeling

### ✓ LITERARY CHECK

Who are the **characters** in this story?

### Listening Skill

Follow along in your book as you listen to the audio. Notice the words in bold type. To understand them, read the definitions at the bottom of the page. Knowing the meanings of these words will enhance and confirm your comprehension of the story.



### Before You Go On

1. Why was Yu-Lan afraid to go to school?
2. What did her mother suggest to help Yu-Lan learn English?



### On Your Own

What do you think of Yu-Lan's mother's solution? What are the benefits? Explain.





Very soon, I began to comprehend what everyone was saying and people could understand me. The person solely responsible for my accomplishment and happiness was my mother. The reading also helped my mother learn English so that she was able to pass the postal entrance exam.

It has been seven years since that reading experience with my mother. She is now forty-three and in her second year at college. My brother and I have a strong sense of who we are because of the strong values my mother established for herself and her children. My admiration and **gratitude** for her are endless. That is why my mother is truly the guiding light of my life.

---

**gratitude**, thankfulness, appreciation

✓ **LITERARY CHECK**

From which character's **point of view** is this story told? How do you know?

**About the Author**

Yu-Lan (Mary) Ying received her medical degree from the University of Pittsburgh Medical School. She practices in otology and neurotology in Newark, New Jersey.



# Quilt

Janet S. Wong

Our family  
is a quilt

of odd **remnants**  
patched together

in a strange  
pattern,

threads **fraying**,  
fabric wearing thin—

but made to keep  
its warmth

even in bitter  
cold.

---

**remnants**, parts of something that remain after the rest of it is gone  
**fraying**, becoming loose

## About the Poet

Janet S. Wong was educated at UCLA and Yale Law School. After several years practicing law, she began writing poetry and books for young readers. She lives in New Jersey with her husband and son.

## Before You Go On

1. How did Yu-Lan's mother benefit from reading with Yu-Lan?
2. What object does the speaker of the poem compare her family to? Why?



## On Your Own

Do you identify more with the story or the poem? Explain.



## Review and Practice

### Reader's Theater



Act out the following scene between Yu-Lan and her mother.

**Yu-Lan:** This is impossible! I'll never learn English.

**Mother:** What's the matter? You look so upset!

**Yu-Lan:** Nothing, I'm fine. How was work?

**Mother:** I can tell you're upset. What's wrong?

**Yu-Lan:** Oh, Mother, I'm so frustrated! I can't learn English. It's too difficult for me.

**Mother:** Don't they teach you English in school?

**Yu-Lan:** The class is so large. The teacher has no time to answer my questions.

**Mother:** I'm sorry to hear that, but learning English is not impossible. I need to learn English, too. Why don't we study together? Every day we will learn five new words.

**Yu-Lan:** Oh, Mother, do you really think we could?

### Speaking Skill

Speak naturally and with feeling.

### Comprehension



#### Recall

1. Why was it impossible for Yu-Lan's teacher to teach English properly?
2. Why was Yu-Lan's mother forced to work in a Chinese-speaking environment?

#### Comprehend

3. Why was it important for Yu-Lan and her mother to learn English?
4. What do the actions of Yu-Lan's mother tell you about her character?

#### Analyze

5. What did Yu-Lan's mother teach her daughter about facing challenges?
6. In the poem "Quilt," the speaker says the following about her family: *but made to keep/its warmth/even in bitter/cold*. What does this mean?



▲ A Chinese restaurant



## Connect

7. Have you ever had to learn another language? If so, what was your **approach**? What **resources** did you use?
8. How effective was Yu-Lan's mother's plan for learning five new words a day? How do you know? Would you recommend it?

## Discussion

Discuss with a partner or in a small group.

1. Are the family relationships described in the personal narrative and in the poem similar in any way? If so, how?
2. Yu-Lan's mother encourages her daughter to learn English. Do you think it is easier to face challenges with the help and encouragement of other people? Explain.



**What are the benefits of facing challenges?** Have you ever helped someone meet a challenge? What did you do? How did the experience make you feel?

## Listening Skill

Respect each speaker.  
Listen politely even if  
you disagree with the  
speaker's ideas.

## Response to Literature



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Can you think of a recent challenge you've had to face? Compare your experience to Yu-Lan's. Complete the right column of the chart below with information about your experience. Share your chart with your peers and teacher. Ask for their feedback about how your experience compares with Yu-Lan's.



Experience	Yu-Lan	Me
Challenge	learned to <b>communicate</b> in English	
Feelings about challenge	scared, frustrated	
Approach to challenge	read with her mother and learned five new words a day	
Outcome	both mother and daughter learned English	

## Grammar

## Gerunds as Subjects and Subject Complements

A gerund is the *-ing* form of the verb that functions as a noun. A gerund or gerund phrase is often the subject of a sentence. A gerund is singular. It is followed by a third-person-singular verb. A possessive noun or a possessive pronoun is often used before a gerund. Form the negative of a gerund with *not*.

**“Learning English** is not impossible,” my mother said.  
**Our reading** also helped my mother learn English.  
**Not finishing** the assignment would be bad.

A gerund can also be a subject complement. A subject complement is a noun following a linking verb that defines or describes the subject.

My favorite pastime is **reading**. [*reading* defines subject *my favorite pastime*]

## Practice A



Complete the subject of the sentences with the gerund form of the word or phrase in parentheses.

1. (draw) Drawing is my favorite part of art class.
2. (piano play) \_\_\_\_\_ is Kyle's favorite pastime.
3. (eat) \_\_\_\_\_ small meals is the best thing for your health.
4. (not know) \_\_\_\_\_ the language is a challenge for new students.
5. (watch) \_\_\_\_\_ TV is a good way to learn English.

## Practice B



Write sentences in your notebook. Use the sentences from Practice A to create sentences with the gerund as the subject complement.

1. My favorite part of art class is drawing.

## Grammar Skill

The *-ing* ending occurs in many English words. Be careful not to mistake the gerund with the present progressive form or the present participle:  
**Studying** English is fun.

(gerund)

**We are studying**

English. (present progressive)

Our English class is

**interesting**. (present participle)

## Grammar Check

- ✓ What are two functions of a **gerund** in a sentence?

## Apply

Work with a partner. Think of some activities that end in *-ing* that you like to do. Take turns telling your partner about these activities, using gerunds as subjects.

**Example:** Playing video games is my favorite thing to do.

## Gerunds as Objects

Gerunds and gerund phrases are often used as the object of a verb. Gerunds are used after certain verbs. These include verbs that express preferences (*like, hate, avoid*); the verbs *begin, finish, and delay*; verbs that give advice (*consider, discuss, suggest*); and verbs that describe thoughts (*recall, miss, remember*).

I dreaded **going to school** each morning.  
My mother and I began **reading together**.

### Grammar Skill

A gerund with its objects, complements, and modifiers is called a gerund phrase. For example, *going to school each day* is a gerund phrase.

Gerunds often follow prepositions and verb-preposition combinations.

I explained to her the fear I had **of going** to school.  
She was sacrificing her time to rest **before going** to work.

My mother **believed in taking care of** her children.  
She never **complained about having** to work hard.

### Grammar Check

✓ What is often used before a **gerund**?

### Practice A



Complete the sentences with the gerund form of the verbs from the box.

fly   work   hike   watch   swim

1. Cindy enjoys swimming in the ocean.
2. Neal began \_\_\_\_\_ the movie an hour ago.
3. He wants to start \_\_\_\_\_ as a waiter when he grows up.
4. She doesn't like \_\_\_\_\_ on planes.
5. They finally completed \_\_\_\_\_ the mountain trail.

### Practice B



Complete each sentence with a preposition from the box and the gerund form of the verb in parentheses.

of   in   before   about

1. He always complains about doing homework. (do)
2. It was the fear \_\_\_\_\_ what people were saying. (misunderstand)
3. The teacher believed \_\_\_\_\_ every student. (help)
4. A good breakfast is important \_\_\_\_\_ your day. (start)

### Apply

Work with a partner. Write five sentence starters using verbs on this page. Take turns completing them with gerunds and your own ideas and opinions.

**Example:** I don't like taking tests.



## Rewrite a Familiar Story

Stories may be written from different characters' points of view. For example, the personal narrative you just read is told from Yu-Lan's point of view. Yu-Lan describes the characters and events in the story and how she felt about them. But the same events could be narrated from another character's point of view, such as Yu-Lan's mother. How would her version of the story be different from her daughter's version?

### Writing Prompt

Think about a story you know well. Rewrite it from a different character's point of view. Use the pronouns *I*, *me*, *my*, or *we* if you write in the first-person. Use *he*, *she*, or *they* if you write in the third-person. Try to use gerunds as the subject of a sentence, the object of a verb, and/or the object of a preposition.

**1 Prewrite** Begin by choosing a story to rewrite.



- What point of view was used in the story you chose?
- Whose point of view will you choose to retell the story?
- How will this change the interpretation of the events?
- How will you need to change the pronouns?
- List your ideas in a T-chart.

Here's a T-chart created by a student named Austin for retelling the story about Yu-Lan from her mother's point of view:

Yu-Lan's point of view	Mother's point of view
mother unfamiliar with English— forced to work in a Chinese restaurant  mother never neglected us  dreaded going to school each morning	like working in a Chinese restaurant because I am able to understand others  working long hours made it difficult to spend time with my children  noticed Yu-Lan seemed unhappy

② **Draft** Use your T-chart to help you write a first draft.

- Remember to change the pronouns.
- Keep in mind the feelings and opinions of the new person telling the story.
- As you write, think about how to convey the character's point of view with your choice of words and expressions.

③ **Revise** Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to check your work. Then revise your draft, using the editing and proofreading marks listed on page 401.

④ **Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 48. Edit your final draft in response to feedback from your partner and your teacher.

⑤ **Publish** Prepare a clean copy of your final draft. Share your story with your class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

### Writing Checklist

#### Voice:

- ☐ I used a voice that captured the character's point of view.

#### Word Choice:

- ☐ I used pronouns that correctly conveyed the character's point of view.

#### Sentence Fluency:

- ☐ I used gerunds as subjects and objects.

Here is Austin's paragraph. Notice the changes in the story because of the new point of view.

Austin Saiz

#### Five New Words at a Time

Although we didn't speak English, my children and I moved to America in 1985. I quickly found a job at a Chinese restaurant. I like working there because I am able to understand what people are saying. But working long hours makes it difficult for me to spend time with my children. I am usually exhausted when I help them get ready for school in the morning. Even so, I noticed my daughter seemed unhappy. One day, I asked her what was wrong. She looked at me and burst into tears. She told me that learning English at school was impossible. I reassured her that learning a new language could be fun. In fact, I promised her that we would read books and learn the language together—five new words at a time.

gratitude

confidence

determination

admirable

aura

2023

## Prepare to Read

### What You Will Learn

#### Reading

- Vocabulary building:  
*Literary terms, word study*
- Reading strategy:  
*Predict*
- Text type:  
*Literature/science (short story/article)*

#### Grammar

- Passive: Simple past; regular and irregular past participles
- Passive forms of the verb: Review

#### Writing

- Write a personal narrative



## THE BIG QUESTION

**What are the benefits of facing challenges?** Imagine that you are on a camping trip. You become separated from your friends and now you are alone in the woods. What would you do? Would you panic? Would you stay calm and try to figure things out? Are you the type who can think quickly on your feet? Everyone faces challenges, but it's tough to know how each challenge will affect you until you're in the situation. Think about what you learn about yourself and others as you face real-life challenges.

### Build Background

In this section, you will read the short story **“A Dark Day with Bright Spots,”** about a thirteen-year-old girl named Avni. Avni goes on a shopping trip with her Auntie Tara. While they are in the store, Auntie Tara has a medical emergency. What can Avni do to get her aunt the help she needs?

Then you will read the informational article **“Do This, Not That!”** In it, the writer describes what to do, and not to do, in some tough situations.



▲ Security cameras can capture emergencies that may happen in public places.



## Vocabulary

### Learn Literary Words

In literature, a **conflict** may involve a struggle between characters or may involve outside forces. In the story you are going to read, there are two conflicts: one is between characters. In the other conflict, a character is faced with a sudden and difficult situation and has to think quickly. The main conflict in the story begins as she faces something outside of her control and it evolves into a situation where she has to make a critical decision quickly. The way a character responds to conflicts reveals something about that character.

Noticing the **point of view** from which a story is told can help you understand it better. The story you are going to read is told in the first person, from the main character's point of view. In the story, the main character is the one who has to make a critical decision. Reading about this from her point of view will help you better understand how the situation affects her and her feelings about it.

### Literary Words

**conflict**  
**point of view**



### Learning Strategy

Noticing words you know can help you understand literary terms and concepts. For example, thinking about struggles with thoughts and feelings can help you better understand what a *conflict* is.

### Practice



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Work and discuss with a partner. Read the paragraph below. Then answer the following questions: What conflict is the character experiencing? How would the story be different if it were told from Theo's point of view? Would you have more insight into the conflict he faces? Why or why not?

The sun was shining as Theo left the farm. Soon after, a large, dark cloud passed over the sun's bright rays. A chilly wind whipped across the sky. Theo pulled the collar of his jacket up around his neck and continued to trudge toward town. He was used to cold weather, but he wasn't prepared for the driving snow that showered from the sky minutes later. The road quickly became covered in white, the path to town no longer visible. Theo lost his sense of direction. Worse yet, the damp cold began to seep through his clothing.



## Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about certain texts. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read “A Dark Day with Bright Spots” and the article “Do This, Not That!,” try to use these words to respond to the texts.

### Academic Words

**available**  
**display**  
**injured**  
**survive**



<b>available</b> = able to be used or seen	→	Clothes of all colors were <b>available</b> in the store.
<b>display</b> = a setup in a store or other location to show things easily	→	The <b>display</b> in the store showed what was on sale this week.
<b>injured</b> = hurt	→	Wear a helmet when you bike, so you are less likely to be <b>injured</b> if you fall.
<b>survive</b> = continue to live after an accident, illness, or natural disaster	→	The boy and his family hoped to <b>survive</b> the storm unharmed.



### Practice



Work with a partner to answer these questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

1. When you go shopping in your community, what kinds of stores are **available** to you?
2. How would you describe a **display** you have seen recently in a store?
3. Have you or anyone you know ever been **injured**?
4. What advice about ways to **survive** would you give someone who is lost in the wilderness?



Getting quick care is important if someone is injured. ▶

## Word Study: Closed Compound Nouns

Compound nouns are formed by combining two or more nouns together. Some compound nouns are written as one word. They are called closed compound nouns. The word *basketball* is a closed compound noun. It is made up of two nouns: *basket* + *ball*. Look at the chart below for more examples.

Noun	+ Noun	= Compound Noun
land	mark	landmark
snake	bite	snakebite
head	ache	headache

### Practice



Work with a partner. Use the words in the box to form a closed compound noun to complete each sentence. Then take turns reading the sentences aloud.

door	rain	prints	week
end	foot	way	bow

1. He bumped his head as he walked through the \_\_\_\_\_.
2. After the storm ended, we saw a beautiful \_\_\_\_\_ in the sky.
3. We are going on a trip to the mountains this \_\_\_\_\_.
4. I thought I was alone on the beach until I saw the \_\_\_\_\_ in the sand.

### Reading Strategy

#### Predict

Predicting helps you better understand a text and focus on a story. Before you read, predict (or guess) what the story will be about. You can also make new predictions as you're reading. To predict, follow these steps:

- View the title and look for any headings in the story to predict what it is about.
- Stop reading from time to time and ask yourself, "What will happen next?"
- Look for clues in the story and in the illustrations. Think about what you already know. Make a prediction.

As you read "A Dark Day with Bright Spots," stop and check to see if your prediction was correct. Make a new prediction if necessary.



**Set a purpose for reading** As you read, think about a time someone you know faced a challenge. Did you do anything to help? How did others help? What did you learn from the experience?

# A Dark Day with Bright Spots

## The Worst Day Ever Begins

Shopping for clothes is probably one of my least favorite things to do. The only thing worse than looking at clothes is trying them on. Everybody has an opinion about how you look, when I'd much rather nobody paid any attention to me.

The shopping trip was Mom's idea; I had argued that my favorite pants were just fine, but she disagreed. "Absolutely not, Avni," she said.

Uh-oh. She said my name in that tone of voice which means, "Don't argue with me." I've learned to take that tone very, very seriously.

So, grumpily, I had resigned myself to a shopping trip. But half an hour before we were going to leave, she got called into work. The look on my face must have given away my joy at this very welcome **postponement** of our shopping trip because she pointed at me and said, "That doesn't mean you're getting out of this." A moment later she was on the phone to one of her sisters. She disconnected and gave me a **triumphant** look. "Auntie Tara says she'd love to take you shopping."

I groaned. I like Auntie Tara, I really do. I mean, everybody does. But out of my seven aunts, she's the one I know the least. And she has a weird way of looking at me that makes me feel very unprotected, like she can see the thoughts inside my head. Plus, we've never spent any time alone together. Looking through clothes I won't like with someone I barely know is a recipe for disaster, as far as I'm concerned.

The door buzzed and the next thing I knew, Auntie Tara was swooping around like a joyful parrot, her colorful dress flapping behind her like wings. "This will be so much fun," she said, diving toward me. I think she wanted to pinch my cheeks, but I managed to duck out of the way before she got to me. "Just the two of us!" she squawked, pretending to ignore my **sullen** glare.

---

**postponement**, putting off until a later time

**triumphant**, victorious; successful

**sullen**, angry or unhappy





I looked back at Mom, hoping maybe she'd rescue me after all, but she was busy getting ready for work and wasn't even looking at me. "Have fun, you two," she said, "and remember to try everything on before you buy it. Sometimes I think designers only care about what clothes look like on display and on the hangers."

"Don't worry, sister," said Auntie Tara, taking my hand in hers. "Avni and I will take care of each other."

### The Brightest Store in the World

Auntie Tara's grip was as strong as a boa constrictor, and I couldn't wrest my hand free. The whole way to the store, I wanted to scream that I'm way too old for holding hands, but I didn't want to hurt her feelings. She finally let go when we got inside the store, where she clapped her hands together and cried, "Look at all the beautiful fabrics!"

To me, the store looked like a rainbow had exploded. Auntie Tara was thrilled; she raced down the aisles, grabbing things for me to try on. When she started going through a stack of bright red pants, I knew I had to say something.

"I usually prefer clothes that are a little less . . . colorful," I managed.

She stroked my cheek softly. "I know you do, sweetie, but we need to get you some clothes that will help you stand out." She put the pants in our basket.

### Before You Go On

1. Why was Avni already in a bad mood before she even got to the store?
2. What does Avni's mother say to do before buying anything?

### On Your Own

Do you agree more with Avni's or her aunt's view of the shopping trip? Explain.



"I don't want to stand out," I said, putting the red pants back on the shelf. "I want to blend in so no one notices me. That's my goal."

Auntie Tara laughed and put the pants back in our basket. "And my goal is to help you change that ridiculous goal. You deserve all the attention in the world."

Which is exactly what I'll get if I wear any of the clothes she's picking out for me to try on. I sneaked a solid gray shirt into the basket, burying it under a blue and white striped scarf. But Auntie Tara spotted the sleeve of the shirt, pulled it out, and shook her head sadly.

"That must have gotten in there by mistake," she said, placing it back on a rack. "It's so drab and invisible."

"But I want to be invisible!" I shouted. "I get it—all these colors make you feel happy and confident. But they make me feel like a clown."

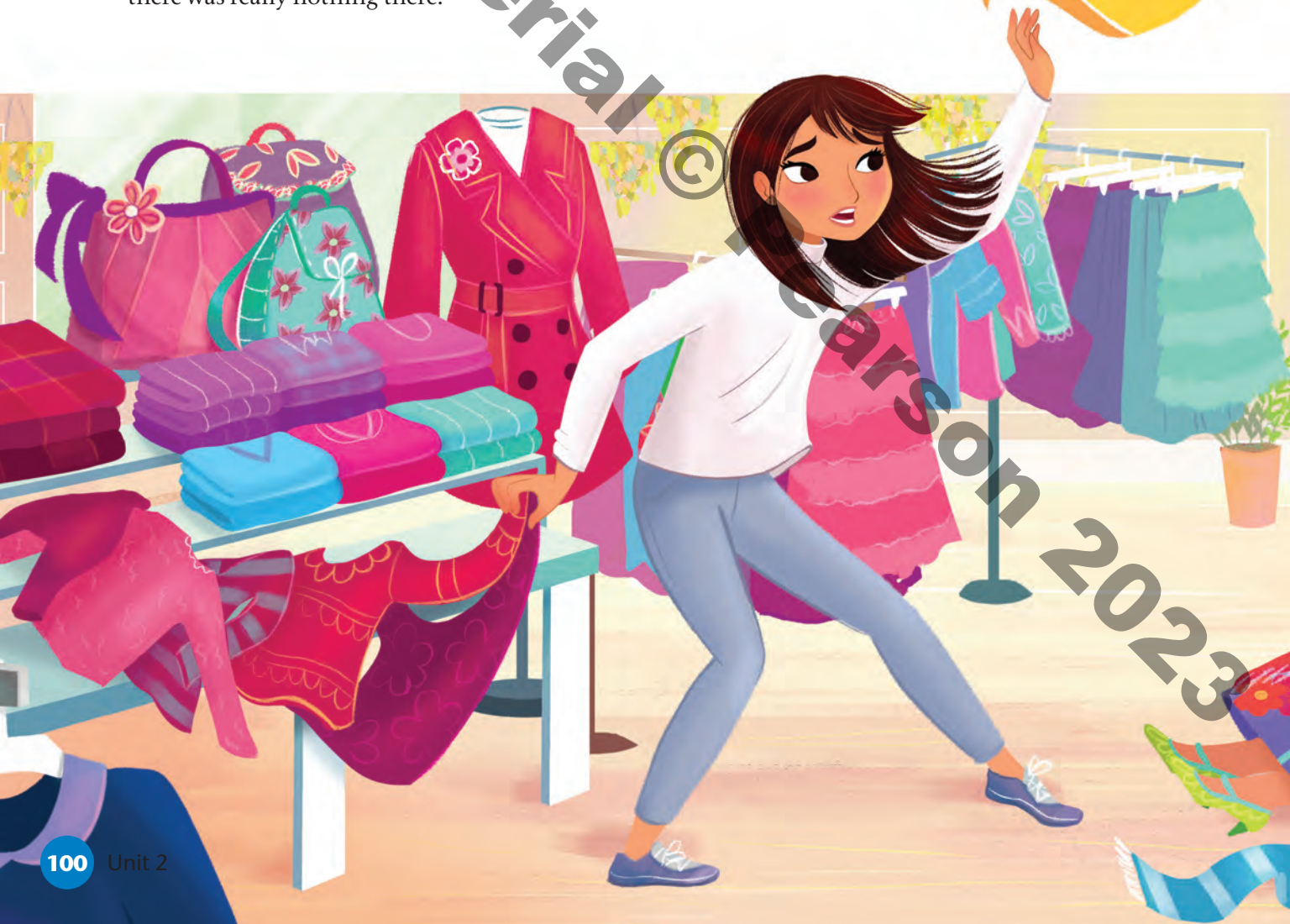
Auntie Tara didn't say anything. She just stared at me. Then all of a sudden she broke the uncomfortable silence by bursting out, "What glorious spots! They're like electric lights buzzing in the air."

That was weird even for Auntie Tara, because there was nothing with spots on it anywhere near us.

"What astonishing shapes!" she continued. I looked around again, but there was really nothing there.

✓ **LITERARY CHECK**

What is Avni's **conflict** at this point in the story?





Suddenly she grabbed a rack of clothes with one hand and her forehead with the other and crashed to the floor, bringing the rack with her. "Auntie!" I exclaimed. I knelt down and cleared the clothes from her face.

"Are you OK, Auntie?" I asked, though she obviously wasn't.

Her face looked pale and her eyes were closed. I couldn't tell if she was breathing. I put my hand in hers and squeezed lightly. She squeezed back and her eyes fluttered open. "Auntie?" I asked. She didn't answer.

"HELP!" I shouted. "Can someone help us!" For once, I wanted everyone to hear me. I wanted to be noticed.

Auntie closed her eyes again. I stood up but didn't let go of her hand. All my disagreements with her over the past hour were forgotten. I shouted again, but no one heard me; my voice wasn't loud enough.

Trying to think of how I could get attention, I looked around for a guard. Nobody. But I spotted the blinking light of a security camera high up in the corner. I let go of Auntie's hand and grabbed a huge handful of clothes and tossed them into the air. They rained down on us and formed a brilliant puddle of fabric. Twice, three times, I threw the bright clothes—shouting, "Help!"

It worked! Two clerks and a store guard came storming down the aisles. They looked really annoyed until they looked really alarmed.

"Don't worry, Auntie, you'll be OK," I said as I took her hand again and got ready to explain.

#### ✓ LITERARY CHECK

What is Avni's **conflict** at this point in the story?



#### Before You Go On

1. What was Avni's goal for the shopping trip?
2. Why does Avni suddenly want to be noticed?

#### On Your Own

What do you think is going to happen next? Why?



### Safe at Home

A few days later, the whole family was talking after dinner. Auntie Tara was retelling the story, so of course everything was a little exaggerated.

“... and then I fell dead to the floor. My head was hit by this unbelievable pain, like it was struck by lightning. When I opened my eyes, the store lighting burned like hot coals. I heard Avni doing something **bizarre**, so I opened my eyes a tiny bit and saw clothes exploding in the air like fireworks. Avni saved me.”

“I was just trying to get someone’s attention,” I said.

“Well, I think you saved me, whether you like it or not,” said Auntie Tara, with a laugh.

“And I’m going to save everyone else by finishing the story,” I said with a wink. “The security guard called the paramedics, who rushed us to the hospital. A few hours later, when Auntie was feeling a bit better, a very nice

#### ✓ LITERARY CHECK

How does the author’s use of first-person **point of view** help you understand Avni’s changing feelings?

---

**bizarre**, very strange or unusual





nurse explained everything. Auntie had a kind of super-strong headache called a migraine. Those weird spots she saw in the store were a warning sign called an “aura.” There are lots of different kinds of auras. Some people see zigzag lines, others get dizzy or hear a ringing in their ears. It turns out, a lot of people get migraines from bright lights—”

Auntie cut me off. “But since I’ve never had one before, I have to go back to the doctor next Tuesday for some tests.”

“Do you want me to go with you?” I asked. “Just to keep you company?”

Auntie Tara smiled and took my hand. “That sounds wonderful. And afterwards we can get back to your shopping.”

“That sounds perfect,” I said. Surprising myself, I realized I really meant it. “There’s a pair of red pants I want to try on.”

Auntie tilted her head curiously, as if she wasn’t sure whether to believe me. Since I wasn’t sure either, we both broke up laughing. I guess we’ll see what happens Tuesday.

### Before You Go On

1. How does Auntie Tara say that she survived the emergency?
2. How did the incident in the store make Avni feel toward her aunt?

### On Your Own

How do you think the experience will change Avni and Auntie Tara’s relationship? Why?



**Set a purpose for reading** As you read the text, pay attention to the instructions given. Why do you think the writer provides information about what you should not do in these situations?

## Do This, Not That!

Big and small emergencies happen all the time. Do you know the best way to handle them? You might be tempted to follow your instincts, or advice you've heard. But both strategies could get you into trouble. Here's what to do, and what not to do, in several different tough situations.

### GETTING LOST OUTDOORS

**Don't Do This:** Panic.

**Do This:** Remember the word STOP. Each letter stands for a strategy that can help you find your way:

- **Sit** down and stay calm.
- **Think.** Ask yourself questions to calm down and consider your next moves. What direction were you traveling? Did you pass any landmarks?
- **Observe.** Look at where you are. Try to figure out which way is north. Look for footprints, paths, or other markers.
- **Plan.** Decide which way you will move. If possible, stay in open areas and travel downhill. Leave a trail behind you with sticks or rocks. That way you can always return and start over.



### STALLED ELEVATOR

**Don't Do This:** Try to exit the elevator car or force open the doors.

**Do This:** Use the emergency phone or a cell phone to call for help. Press the CALL button in the elevator. Also try pressing the DOOR OPEN button, or a lower floor number. If necessary, bang on the doors and shout for help.



### TOOTHACHE

**Don't Do This:** Wiggle the tooth. Place aspirin on the sore tooth—the aspirin can burn your gums.

**Do This:** Rinse with warm salt water. Place an icepack on your cheek near the tooth. Call a dentist if the pain lasts.



### BUG BITE

**Don't Do This:** Scratch—opening the bite makes **infection** more likely.

**Do This:** Wash with mild soap and water. If there's a stinger in the skin, try to remove it with tweezers, a plastic card, or tape. Get treatment if your reaction is severe.



### SNAKEBITE

**Don't Do This:** Apply a **tourniquet** and suck out the venom. The injury caused by a tourniquet can be worse than the injury from the snakebite.

**Do This:** Call an ambulance and Poison Control. Remove jewelry or tight clothing before swelling begins. Try to keep the bitten area from moving and keep it below heart level.



### PAPER CUT

**Don't Do This:** Touch anything that can get into the cut and cause infection, such as soil, sand, food scraps, or garbage.

**Do This:** Wash the area with soap and water. Dry it by patting it with a clean cloth or paper towel. Apply a safe, medicated cream to the dried area and place a bandage over it.

### Before You Go On

1. What does the article say not to do if you get lost outdoors?
2. What is probably the biggest danger with a bug bite?



### On Your Own

Which advice from the article will you remember most? Why?

**tourniquet**, something used to stop blood flow to an area

## Review and Practice

### Reader's Theater

Act out the following scene.

**Auntie Tara:** . . . and then I fell dead to the floor. My head was hit by this unbelievable pain, like it was struck by lightning. When I opened my eyes, the store lighting burned like hot coals.

**Avni:** The security guard called the paramedics, who rushed us to the hospital. It turns out Auntie had a migraine from bright lights.

**Auntie Tara:** But since I've never had one before, I have to go back to the doctor next Tuesday for some tests.

**Avni:** Do you want me to go with you? Just to keep you company?

**Auntie Tara:** *[smiling]* That sounds wonderful. And afterwards we can get back to your shopping.

**Avni:** That sounds perfect. There's a pair of red pants I want to try on.

### Speaking Skill

Read with expression and in a conversational tone.

### Comprehension



Demonstrate your understanding of the story by responding to the questions.

#### Recall

1. What did Auntie Tara see before her episode?
2. How did Avni get the attention of the store employees?

#### Comprehend

3. Assuming Auntie Tara hadn't had her episode with the migraine, what do you think would have been the outcome of Avni's shopping trip with her? Explain.
4. From what you read, how might the shopping trip have gone if Avni's mother had taken her? Explain.

#### Analyze

5. Why do you think Avni seemed to change her mind about shopping at the end of the story?
6. How do you think their next shopping trip will go, assuming Auntie Tara is just fine? Explain.



▲ Auntie Tara's dress made Avni think of a parrot.



## Connect

7. Would you recommend this story to someone to read? Explain.
8. Who would you want to take on a shopping trip with you: Avni or Auntie Tara? Why?

## Discussion

Discuss with a partner or in a small group.

1. Would you want Avni with you in an emergency? What qualities of Avni's helped her react to the emergency the way she did? Explain.
2. Which story character did you enjoy the most? Why?
3. Which situation described in "Do This, Not That!" do you think you might encounter? Do you agree with the advice? Explain.



**What are the benefits of facing challenges?** How do you think Avni benefited by saving the day for her aunt? Explain.

## Listening Skill

Think about the points others are making. Try to relate their ideas to what you already know.

## Response to Literature



Work with a partner. Imagine you are the security guard and one of the clerks at the store and that you have to write an incident report about what happened for the store manager. Discuss what details you think should be in the report to the manager. Be sure to tell the store manager what you discovered and how, and credit Avni for helping her aunt. Include words to describe Avni's quick reactions. Once you're finished with your incident report, read it aloud to each other and make any needed changes. You can use words you learned, such as *injured* and *survive*. Then, share your incident report with the class.

## Learning Strategy

Monitor your written language production. Ask a classmate for feedback. If necessary, use different words, place them in a different order, or reorganize your sentences to make your message clear.



◀ An incident report is an official record of an event and how officials responded.

## Grammar

## Passive: Simple Past; Regular and Irregular Past Participles

Form the passive with a form of the verb *be* + the past participle. Regular past participles are formed by adding *-d* or *-ed* to the base form of the verb. Irregular past participles, like the one below, must be memorized.

My hand **was held** tightly by Auntie Tara the whole way here.

Here are a few more examples of irregular past participles.

Base Form of Verb	Simple Past	Past Participle
build	built	built
have	had	had
take	took	taken

### Practice A



Complete the sentences with the correct passive form of the verb in parentheses.

- The class was separated into two groups. (separate)
- Finally, after looking for hours, the lost animals were \_\_\_\_\_. (find)
- The World Cup game was \_\_\_\_\_ by millions of people. (view)
- The new house was \_\_\_\_\_ in only three weeks. (build)

### Practice B

Work with a partner. Rewrite the sentences below in your notebook, changing them into the passive. Use the past form of the verb.

- Avni threw the clothes up into the air.  
The clothes were thrown up into the air by Avni.
- The bright lights triggered her migraine headache.
- They called the paramedics.
- Avni and Auntie Tara told the family about the incident.

### Grammar Skill

In the passive, use a *by*-phrase to indicate the performer of the action:

The disease was spread **by** mosquitoes.

When the performer of the action is unimportant or unknown, omit the *by*-phrase.

### Grammar Check

- ✓ How is the **passive** formed?

### Apply

Work with a partner. Write sentences that describe something you did today. Use the simple past as well as the passive in the past. Share your sentences with another group of students.

## Passive Forms of the Verb: Review

You can use the passive with all verb forms. The passive is always formed with a version of *be* + the past participle. Look at the different forms of the passive below.

Simple Present	<i>is/am/are</i> + past participle	The paramedics <b>are called</b> .
Simple Past	<i>was/were</i> + past participle	The paramedics <b>were called</b> .
Present Progressive	<i>is/am/are being</i> + past participle	The paramedics <b>are being called</b> .
Present Perfect	<i>has/have been</i> + past participle	The paramedics <b>have been called</b> .
Past Perfect	<i>had been</i> + past participle	The paramedics <b>had been called</b> .
Simple Future	<i>will be</i> + past participle	The paramedics <b>will be called</b> .
<i>Be going to</i>	<i>is/am/are going to be</i> + past participle	The paramedics <b>are going to be called</b> .

### Grammar Skill

It is usually better to use the active rather than the passive. Use the passive infrequently and primarily in writing.

### Practice A



55

Work with a partner. Rewrite the sentences below in your notebook, changing them into the passive. Use the correct form of the verb (present, past, etc.). Use the *by*-phrase if necessary.

- Tom is explaining the process.  
The process is being explained by Tom.
- The teacher collected all of the tests.
- He has already presented the report.
- The company will give the winner a prize.
- She told the story with pictures.

### Practice B

Work with a partner. Rewrite the sentences in your notebook. Use the form in parentheses for the passive verb.

- The doctor was called. (simple future)  
The doctor will be called.
- The test was given on Thursday. (*Be going to*)
- The tickets were being sold by students. (simple past)
- The new mall will be located downtown. (simple present)
- None of us were included in the group. (past perfect)

### Grammar Check

- ✓ What is used with a form of *be* to make the **passive**?

### Apply

Work with a partner. Write seven sentences with active verbs of your choosing and subjects and objects. Use the verb forms shown in the first column of the chart (simple present, simple past, etc.). Then rewrite the sentences in the passive.



## Writing

## Write a Personal Narrative

In this lesson, you will write a personal narrative from your own point of view. In your personal narrative, tell the reader about an event in your life that was memorable and meaningful to you. Most often, the event you choose to write about will involve other people, or characters. It is important to describe and develop these characters for the reader. One way to do so is through the use of dialogue, or what the characters say to each other.

## Writing Prompt

Write a personal narrative. You might write a paragraph about a memorable experience you had with a friend or a classmate. Be sure to use verbs in the passive correctly.

**1 Prewrite** Begin by choosing a memorable event.



- Decide on the time and place of your narrative.
- Who are the other characters in your narrative?
- What happened?
- What did people say about it?
- List your ideas in a graphic organizer like the one below.

Here's a three-column chart created by a student named Ari.

Who was there	What happened	What was said
me, my father, and a bobcat	We saw an injured bobcat.	"Come here quick!" "It's a bobcat." "I think it might have fallen off that ledge there. I think it was knocked out. I can see it breathing." "Hold on. I think it's waking up. Let's take a step back."

- 2 **Draft** Use your graphic organizer to help you write a first draft.
  - Remember to establish the setting.
  - Use dialogue to make the characters seem realistic.
  - As you write, think about your audience.
- 3 **Revise** Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 401.
- 4 **Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 48. Edit your final draft in response to feedback from your partner and your teacher.
- 5 **Publish** Prepare a clean copy of your final draft. Share your personal narrative with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Here is Ari's narrative. Notice how he included passive verbs in his writing.

Ari Janoff	
The Bobcat	
One of my favorite things is going hiking with my dad. A lot of great trails have been developed near my house. Last weekend we went on a really long hike. I was washing my face in a stream when I heard my father cry out, "Come here quick!" When I got to my dad, he was sitting on the ground next to what looked like a big cat. But it was no ordinary cat. "It's a bobcat," my dad said. It wasn't moving, and I thought it might be dead. "I think it might have fallen off that ledge there. I think it was knocked out at first. Now, I can see it breathing," my dad explained. I was happy that the wild cat had only been injured and not killed. "Hold on," my dad said. "I think it's waking up. Let's take a step back." And just like that, the cat got on its feet, looked at us, and ran off. You never know what you'll see on a hike!	

### Writing Checklist

#### Ideas:

- ☐ I described a memorable event.

#### Voice:

- ☐ I tried to sound like myself.

#### Conventions:

- ☐ I used passive verbs correctly.



## Link the Readings

### Critical Thinking

Look back at the readings in this unit. Think about what they have in common. They all tell about challenges. Yet they do not all have the same purpose. The purpose of one reading might be to inform, while the purpose of another might be to entertain or persuade. In addition, the content of each reading relates to challenges differently. Complete the chart below.

Title of Reading	Purpose	Big Question Link
"Deep Mapping"		It describes the challenges a female scientist experienced as she tried to map the ocean floor.
"Five New Words at a Time"		
"A Dark Day with Bright Spots"	to entertain	
"Do This, Not That!"	to inform	

### Discussion

Discuss with a partner or in a small group.

- Compare and contrast the challenges faced by the people and story characters in this unit. How were they similar? How were they different?



**What are the benefits of facing challenges?** How did the people and story characters in the unit benefit by facing the challenges they did? How did others benefit? Explain.



## Media Literacy & Projects

Work with a partner or in a small group. Choose one of these projects.

- 1 Research new ways that people can help keep our oceans healthy and clean. What other challenges are there besides pollution? Make a list of problems and solutions related to oceans and share them with your classmates.
- 2 You read about Yu-Lan Ying and her challenge in adapting to a new culture. Do research to learn about other people who found themselves in a new culture and went on to make a positive difference. Choose one person and prepare an oral presentation. Use visuals. Tell the class why you chose that particular person.
- 3 Survival skills courses teach people how to survive in the wilderness with little or no equipment. Research a group that offers these courses and create a brochure about it. Share your brochure with the class.
- 4 Imagine you are Avni from “A Dark Day with Bright Spots.” Write another section for “Do This, Not That!” about your experience with Auntie Tara. Share your work with the class.



## Further Reading

Choose from these reading suggestions. Practice reading silently with increased ease for longer and longer periods.

**Adrift**, Steve Callahan

The amazing true survival story of a man lost on the Atlantic Ocean for 76 days before being rescued.

**The Distance Between Us, Young Readers Edition**, Reyna Grande

The memoir of a young Mexican girl whose family is separated by borders, but comes together in new lands and in new ways.

**The World I Live In**, Helen Keller

This is Helen Keller’s most personal work—one that highlights her extraordinary achievements. In it, she describes what it is like to experience the world as a deaf and blind woman.

**I Am Malala**, Malala Yousafzai

The biography of the world’s youngest Nobel Prize laureate, who has championed education in her native Pakistan.

## Listening & Speaking Workshop

# Personal Narrative

As you have learned, a personal narrative is a story about events in your life. You will present a personal narrative about a challenge you have faced.

### ① Think About It

Look back at the readings in this unit. Talk in small groups about challenges. Describe some challenges you have faced in the past. Work together to develop a list of challenges you could tell about in a personal narrative, for example:

- A difficult class or homework assignment
- Trying to defeat a fierce sports opponent
- Relationships you've had with friends
- Issues within your neighborhood

### ② Gather and Organize Information

Choose a challenging experience from your group's list. Think about the setting and plot of your personal narrative. List the characters involved in your story.

**Reflect** Think about what made the challenge difficult. How did you meet the challenge? Why was the experience memorable? How was facing this challenge beneficial? Write down the most important points you would like to communicate to your classmates. Include specific details.

**Order Your Notes** List the events you want to share in chronological order.

**Use Visuals** Make a poster that illustrates the events in your story. Point to the poster as you tell your story. Be ready to answer questions.

### 3 Practice and Present

Use your list of events as the written outline for your presentation. Keep your outline nearby, but practice talking to an audience (family or friends) without reading from it word-for-word. To make your narrative richer and more interesting, use a variety of grammatical structures, sentence lengths, sentence types, and connecting words. If possible, use a tape recorder to record your storytelling. Then play back the recording and listen to yourself. Keep practicing until you are relaxed and confident, and know your presentation well.

**Deliver Your Personal Narrative** Remember that presentations of this type are informal. Try to create that atmosphere during your presentation. Look at your audience as you speak. Emphasize key events with your voice and actions. For example, slow down when you come to the most important events in your narrative, and point to pictures of them on your poster. Give your classmates a chance to ask questions at the end.

### 4 Evaluate the Presentation

You will improve your skills as a speaker and a listener by evaluating each presentation you give and hear. Complete (✓) this checklist to help you judge your presentation and the presentations of your classmates.

- ☐ Did the speaker's topic get your interest?
- ☐ Was the setting clearly described?
- ☐ Did the speaker explain why the event was memorable?
- ☐ Did the speaker use formal or informal language? Was it appropriate?
- ☐ Did the speaker answer your questions?
- ☐ Could the presentation be improved?

#### Speaking Skill

As you speak, employ non-verbal cues, such as facial expressions and gestures, to show how you felt during this challenging experience.

#### Listening Skill

As you listen, identify the speaker's topic. Listen for the general meaning, main ideas, and important details. After each presentation, exchange this information with a partner to confirm that you have understood it correctly.

What else would you like to know about this challenging experience? Write down questions and ask them at the end of the presentation. When responding, provide your audience with as much information as possible.



#### Strengthen Your Social Language

Sharing stories with others helps to expand your English vocabulary. Go to your Digital Resources and do the activity for this unit. This activity will help you to retell simple stories and basic information, represented or supported by pictures.



## Writing Workshop

# Fictional Narrative

## Write a Fictional Narrative

In this workshop, you will write a fictional narrative created with your imagination. A good fictional narrative has a clear setting and interesting characters. Dialogue helps bring the characters to life. The events in a fictional narrative are called the *plot*. Most events are presented in sequence and focus on a conflict that is resolved by the story's end. Another important element of a fictional narrative is the point of view from which the story is told. Sometimes, a narrator outside of the story tells what happens. Sometimes, a character in the story tells what happens.

### Writing Prompt

Write a fictional narrative about someone who faces a problem and successfully meets the challenge. Try to make your characters' actions believable and their dialogue realistic. Use sensory details to establish setting. Decide on the point of view you will use. Make sure pronouns agree in gender and number.

**1 Prewrite** Review your previous work in this unit. Brainstorm a list of possible challenges to write about. Invent a situation that interests you. You might write about someone who wins a contest, overcomes an illness, or stands up against injustice. Then think about your main character. What are his or her traits? From whose point of view will you tell your story? In your notebook, answer these questions:

- Where does the story take place?
- Who is the main character and what kind of person is he or she?
- What kind of problem does he or she face?
- How does the main character meet the challenge?



List your ideas in a graphic organizer like the one below. Here is a graphic organizer created by a student named Austin.

Characters	Setting	Problem	Solution
Julia Melissa	School auditorium Julia's house	Julia wins the part Has trouble learning the role	Melissa helps Julia practice Great performance!

**2 Draft** Use your graphic organizer and the model on page 120 to help you write a first draft.

- Remember to establish a setting for your story.
- Tell the story events in chronological order.
- Use transitions to keep the ideas flowing smoothly.
- Keep the point of view consistent and use correct pronoun agreement.
- Use dialogue to bring the characters to life.
- Make sure pronouns agree with their antecedents.

**3 Revise** Read over your draft. Think about how well you have addressed questions of purpose, audience, and genre. Your purpose is to entertain. Is your story entertaining? Is it appropriate in content and tone for the intended audience? Does your story include all the elements of a narrative? Keep these questions in mind as you revise your draft. Complete (✓) the Writing Checklist below to help you identify additional issues that may need revision. Mark your changes on your draft using the editing and proofreading marks listed on page 401.

#### Six Traits of Writing Checklist

- ☐ **Ideas:** Did I establish the setting? Did I present the events in chronological order?
- ☐ **Organization:** Are my ideas organized logically so that my writing has coherence?
- ☐ **Voice:** Does my writing have energy and personality? Did I use dialogue to bring the characters to life?
- ☐ **Word Choice:** Did I choose precise words in order to create vivid images?
- ☐ **Sentence Fluency:** Did I use transitions in an effective way? Did I vary my use of simple, compound, and complex sentences?
- ☐ **Conventions:** Is my point of view consistent? Do my pronouns agree in gender and number?

Here are the revisions Austin plans to make to his first draft.

### A Challenge and Success!

The New York streets were bustling with people as <sup>Julia</sup> ~~I~~ made <sup>her</sup> ~~my~~ way to the audition. Lucky charm in hand, <sup>she</sup> ~~I~~ entered the auditorium of the performing arts academy where <sup>she</sup> ~~I~~ attended school. The room was filled with other students rehearsing lines, dancing, and singing.

*Edited to change point of view and adjust pronoun agreement.*

Julia tried her best. <sup>but</sup> She didn't think the director looked too impressed with her performance. <sup>In fact,</sup> She was shocked and thrilled a week later, when she learned that she <sup>been awarded</sup> had the leading role!

*Revised to create a compound sentence, add a transition word, and use passive verb.*

<sup>The part was long and difficult.</sup>

<sup>One</sup> day, after rehearsing alone in her room, Julia began to doubt she would ever learn her lines. "I don't even know a page, she exclaimed. She repeated her lines over and over.

*Edited to include a descriptive detail.*

"I think I've got it!" she shouted Then, a minute later, she cried, "Darn, I forgot them again." She threw her script <sup>on</sup> ~~in~~ the floor and wondered, "Should I just drop out? NO! It would upset Mom and Dad so much."

*Revised to correct an error in use of preposition.*

<sup>The phone rang.</sup>

<sup>Hello?</sup> Julia said tiredly.

"JULIA, JULIA, OH, MY GOSH! How are you?" said her friend melissa.

*Revised to include a new detail.*

"Stressed!" Julia answered.

"Why?" Melissa demanded.

Julia confessed all her fears.



“Don’t worry,” Melissa said. “Why don’t I come over everyday to help you.”

Julia thought about it. Then she admitted, “That would be great!”

“DEAL!” Melissa said.

Had rehearsing with Melissa really helped? On opening night, Julia was so nervous she almost couldn’t breathe. After two hours, the last line of the show was said. Julia had done it! As she stood up to a standing ovation, she made eye contact with Melissa in the crowd and smiled a big thank-you.

Melissa silently mouthed the words, “You’re welcome.” Julia felt a rush of happiness and gratitude as she took her bow.

*Revised to improve narrative flow and to correct spelling and use of preposition.*

- 4 Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Then trade stories with a partner and complete (✓) the Peer Review Checklist below to give each other constructive feedback. Edit your final draft in response to feedback from your partner and your teacher.



### Peer Review Checklist

- ☐ Did the story sustain my interest?
- ☐ Is the story line engaging?
- ☐ Is the action well paced?
- ☐ Is the setting specific and believable?
- ☐ Are the characters interesting? Are they well developed?
- ☐ Could changes be made to improve the story?

Here are the changes Austin decided to make to his final draft.

Austin Saiz

### A Challenge and Success!

The New York streets were bustling with people as Julia made her way to the audition. Lucky charm in hand, she entered the auditorium of the performing arts academy where she attended school. The room was filled with other students rehearsing lines, dancing, and singing.

Julia tried her best, but she didn't think the director looked too impressed with her performance. In fact, she was shocked and thrilled a week later, when she learned that she had been awarded the leading role!

The part was long and difficult. One day, after rehearsing alone in her room, Julia began to doubt she would ever learn her lines. "I don't even know a page," she exclaimed. She repeated her lines over and over.

"I think I've got it!" she shouted. Then, a minute later, she cried, "Darn, I forgot them again." She threw her script on the floor and wondered, "Should I just drop out? NO! It would upset Mom and Dad so much."

The phone rang. "Hello?" Julia said tiredly.

"JULIA, JULIA, OH, MY GOSH! How are you?" said her friend melissa.

"Stressed!" Julia answered.

"Why?" Melissa demanded.

Julia confessed all her fears.

"Don't worry," Melissa said. "Why don't I come over everyday to help you."

Julia thought about it. Then she admitted "That would be great!"

"DEAL!" Melissa said.

On opening night, Julia was so nervous she almost couldn't breathe. Had rehearsing with Melissa really helped? After two hours, the last line of the show was said. Julia had done it! As she stood up to a standing ovation, she made eye contact with Melissa in the crowd and smiled a big thank-you.

Melissa silently mouthed the words, "You're welcome." Julia felt a rush of happiness and gratitude as she took her bow.

*Revised to correct errors in punctuation.*

*Revised to correct errors in punctuation, spelling, and capitalization.*

- 5 Publish** Prepare a clean copy of your final draft. Share your story with the class.



## Test Preparation

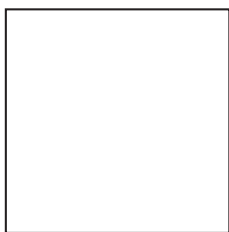
### Practice

Read the following test questions. Study the tips in the boxes. Work with a partner to decide on the correct answers. Then circle the correct letter.

- 1 Where is the sign found?



- A In a car  
B In a store  
C By the road  
D By the door
- 2 A square is a quadrilateral. It is a rhombus because it has four congruent \_\_\_\_\_. It is a rectangle because it has four  $90^\circ$  angles. All squares are rectangles and rhombi, but all rhombi and rectangles are not squares.



- A geometry  
B similar  
C sides  
D shapes

### Taking Tests

You will often take tests that help show what you know. Study the tips below to help you improve your test-taking skills.

#### Tip

Pay attention to the time. You do not want to take a long time on one question if you must finish the test quickly.

#### Tip

Sometimes test questions give more information than is needed to answer the question. Reread the question to decide what information is needed and what is not.





## The Challenge of Illness

*Most people face illness at some point in their lives. Sometimes medicine alone cannot heal them. People need help from family and friends as well as their own personal strength to get well. American artists often celebrate the spirit that moves people to recover from disease or injury.*

### Alice Eugenia Ligon, *Embroidered Garment* (about 1949)

Alice Eugenia Ligon had to go to the hospital for a medical problem in 1949. Later, she turned the symbol of her illness—her hospital gown—into a holiday present and work of art for her children. She gives the viewer this information by sewing the story in green thread in the bottom left corner of the gown, under the second rainbow. Using every blank area, she also embroidered dozens of religious, patriotic, and personal phrases and images on the gown that held great meaning to her. This piece of folk art celebrates Ligon's ability to face the challenge of her illness and turn it into something positive. If she had to sit and heal, then she could also sit and create!



Alice Eugenia Ligon, *Embroidered Garment*, about 1949, muslin, cotton, 43¾ x 38½ in., Smithsonian American Art Museum ▶



▲ J. Bond Francisco, *The Sick Child*, 1893, oil, 32 x 48 in., Smithsonian American Art Museum

### J. Bond Francisco, *The Sick Child* (1893)

In J. Bond Francisco's *The Sick Child*, a mother sits nervously in her chair. She knits and stares through her glasses at a boy resting in bed. The boy holds a toy clown, which stands out in the center of the painting. It's uncertain if the boy will have enough strength to continue to hold on to the clown. It looks as if it might fall to the floor. Francisco leaves it unclear whether the boy will survive his illness. The mother faces the challenge the best way that she knows how: sitting by her son's side and keeping busy to pass the long hours.

Francisco painted *The Sick Child* at a time when medicine was still very limited. Unfortunately, many parents in the 1800s experienced the horror of watching a child die. This made it easy for them to understand the subject matter of Francisco's painting. Thousands of doctors' offices across the United States hung a copy of *The Sick Child* in their waiting rooms, which made Francisco's painting very well known.

Both artworks celebrate the human need to face challenges and to reach out to family during troubled times.

### Discuss What You Learned

1. What creates an air of uncertainty in Francisco's painting?
2. How does each of these artworks celebrate the spirit that helps people to recover from illness? In what ways are they similar and different?



### BIG QUESTION

What other kinds of challenges do people face besides illness, and how could they be shown in an artwork?



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