

Writing Workshop

NARRATIVE

Personal Narrative

Like the characters in this unit, you have played a part in many memorable events. Now you have a chance to write about experiences that are important to you. In this workshop, you will learn how to write a personal narrative that engages readers through the use of vivid details.



Complete the workshop activities in your Reader/Writer Notebook.

WRITE WITH A PURPOSE

WRITING TASK

Write a **personal narrative** in which you attempt to entertain a specific audience by telling about a meaningful experience from your own life.

Idea Starters

- a childhood adventure
- going to a family reunion
- your first day in a new place
- winning or losing a big game

THE ESSENTIALS

Here are some common purposes, audiences, and formats for a personal narrative.

PURPOSES	AUDIENCES	FORMATS
• to entertain the people who read it • to share reflections on a meaningful event	• classmates and teacher • parents • club members • friends • Web users	• essay for class • speech • blog posting • journal entry • school newspaper column • documentary • podcast



COMMON CORE TRAITS

1. DEVELOPMENT OF IDEAS

- provides an **engaging introduction**
- uses techniques such as **dialogue, description, and reflection** to develop the events
- provides a **conclusion** that reflects on events

2. ORGANIZATION OF IDEAS

- uses appropriate **transitions** to convey **sequence**
- uses effective **pacing** to develop the narrative

3. LANGUAGE FACILITY AND CONVENTIONS

- establishes and maintains a **point of view**
- includes **precise language, relevant descriptive details, and sensory language**
- punctuates **verbs in a series** and corrects **run-on sentences**
- employs correct **grammar, usage, and spelling**

Writing Online

THINK central

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KEYWORD: HML8N-148

Planning/Prewriting

COMMON CORE

W 3a-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W 5 Develop and strengthen writing as needed by planning.

Getting Started

CHOOSE A TOPIC

Use the Idea Starters on page 148 to help you recall some memorable experiences that you enjoy telling people about. Focus on experiences that have remained important to you over time. Choose the one that you think would be most interesting for you to write about and for your audience to read about.

ASK YOURSELF:

- What specific, relevant details do I remember about the experience?
- What does the experience reveal about me or someone else?
- Why might reading about this experience be engaging or important to other people?
- Am I comfortable sharing my thoughts about the experience with readers?

THINK ABOUT AUDIENCE AND PURPOSE

Before you begin your draft, think about your **audience** and your **purpose** for writing. This will help you choose relevant descriptive details, determine what background information is necessary to orient readers, and decide what ideas to emphasize.

ASK YOURSELF:

- Who will read my narrative? What information will they need to understand my story?
- Why am I writing about this experience? Do I want to make my audience laugh—or cry? Do I want them to understand something about me or the world we live in?

GATHER DETAILS

As you decide what experience you will write about, gather relevant descriptive details you want to include—sights, sounds, smells, sensations. Think like a newspaper reporter and remember the questions reporters use to make sure they've covered the important facts in a story: *Who? What? When? Where? Why? How?* For example:

- *Who* was involved in the experience, and what did he or she say?
- *What* happened, and in what order did events occur?
- *When* did I have this experience?
- *Where* did the events happen?
- *Why* did the events happen? What set them in motion?
- *How* did I feel about the events at the time, and how do I feel now? *How* do I want my readers to feel about my experience?

WHAT DOES IT LOOK LIKE?

<i>Who?</i>	<i>myself; runner who beat me in first race; coach</i>
<i>What?</i>	<i>pushed myself to succeed in running; nearly won first race; made varsity team</i>
<i>When?</i>	<i>eighth grade</i>
<i>Where?</i>	<i>cross-country course; school cafeteria (awards ceremony)</i>
<i>Why?</i>	<i>I was motivated to become the only middle-school student on the varsity team.</i>
<i>How?</i>	<i>I felt proud of myself. I want readers to see that trying one's best is even more important than actually reaching a goal.</i>

Planning/Prewriting *continued*

Getting Started

WRITE A STATEMENT OF MEANING

In a personal narrative, you reflect on decisions you've made or actions you've taken as well as the consequences of those decisions and actions. You want your audience to understand why the experience you're describing was significant in your life. Consider what the experience means to you and write a brief, direct statement of its meaning. This statement will help you focus your narrative.

WHAT DOES IT LOOK LIKE?

This experience was significant to me because I learned that the most important thing is to do your best.

PLAN YOUR NARRATIVE

When planning your narrative, remember to organize an event sequence that unfolds naturally and logically. The clearest way to structure your narrative is in **chronological order**—the order in which events occurred. Also remember to think about effective **pacing**, or the smooth flow of events from one to the next. Avoid focusing on unnecessary and irrelevant details.

WHAT DOES IT LOOK LIKE?

1. *I decided this would be the year I'd achieve success as a runner.*
2. *I trained hard for the first race, so that I would make the varsity team.*
3. *In the race, I ran as fast as I could, and only one runner kept up.*
4. *The other runner at first fell behind but caught up with me at the end.*
5. *After a long season, I won a varsity letter and met my goal.*

PEER REVIEW

Briefly describe to a peer the experience you plan to write about, and explain to him or her what makes it meaningful to you. Then ask: What kinds of details could I include to help my audience understand the importance of the experience? What background information could I include to help orient my audience?



In your *Reader/Writer Notebook*, record possible experiences to write about and choose one. Use a chart like the one on page 149 to help you record details about the experience. Next, write a statement about what the experience means and plan the events you want to include in your narrative. Then review your plan, asking yourself which details you should emphasize and what you could add or remove to make your narrative more effective. Remember to keep in mind your purpose and audience.

Drafting

The following chart shows how to organize a draft of an effective personal narrative.



W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L 2a Use punctuation to indicate a pause or break.

Organizing a Personal Narrative

INTRODUCTION

- Begin with an engaging first sentence using your **natural voice**—the words and phrases you would use when telling the story to your friends.
- Use the **first-person point of view**; refer to yourself with the pronouns *I*, *me*, and *my*.
- Establish context by including details about when and where the experience took place.

BODY

- Develop a logical event sequence, using **transitional words, phrases, and clauses** such as *first*, *next*, and *then* to guide readers.
- Use **sensory language** to help readers experience the action.
- Include your **reflections**, or your thoughts and feelings, as the events unfold.
- Use effective **pacing** to keep events moving smoothly in your narrative.

CONCLUDING SECTION

- Provide a **conclusion** that reveals why the experience is meaningful to you.
- **Reflect** on your experience and how what you learned might apply to readers' lives.

GRAMMAR IN CONTEXT: PUNCTUATING VERBS IN A SERIES

Use action verbs throughout your personal narrative to make events come alive for your readers. Follow these rules for punctuating a series of verbs.

Rule

Separate more than two verbs in a series with commas.

Commas are not needed if all the verbs in a series are joined by *and*, *or*, or *nor*.

Example

I drank, ate, and slept running that year.

I lifted weights and jumped rope and ran sprints every day.
I didn't know whether to laugh or dance or shout when I won the race.



Write a draft of your personal narrative based on the structure outlined above. As you write, make sure you correctly punctuate verbs in a series.



W 3d Use relevant descriptive details and sensory language. W 5 Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Revising

When you revise, your goal is to make your personal narrative more engaging and meaningful. The questions, tips, and strategies in the chart below will help you revise, rework, and improve your draft.

PERSONAL NARRATIVE		
Ask Yourself	Tips	Revision Strategies
1. Does my introduction engage readers and help set the scene?	Highlight interesting statements. Circle details that show the setting.	Add an attention-getting question or statement. Add details about where and when the event took place.
2. Are events in chronological order?	Number the events.	Rearrange events, as necessary. Add transitions to link events.
3. Are the details describing people, places, and events relevant and precise?	Circle sensory details. In the margin, note which senses they appeal to.	Elaborate with additional descriptions and sensory details, if necessary. Delete irrelevant details.
4. Does my narrative provide enough background information to orient readers?	Bracket passages that might be unclear to someone who knows little about your topic.	Elaborate on ideas that might be confusing or unfamiliar to some people in your audience. Add background information as needed.
5. Does the pacing keep events moving smoothly?	Box sentences that slow the pace of the narrative.	Delete unnecessary details to improve the pace of your narrative.
6. Have I included my reflections about events in my narrative?	Put a check mark next to statements of your feelings and thoughts.	Add specific details about feelings and thoughts as needed.
7. Does my conclusion reveal why the experience is meaningful?	Underline your statement about why the experience is meaningful.	Add a statement that explains why the experience is important to you.



PEER REVIEW Review your draft with a peer. Answer each question on the chart above to see how you could both improve or rework your personal narratives, and whether you should consider a new approach. Be sure to take notes about what your partner suggests.

ANALYZE A STUDENT DRAFT

Read this student's draft and the comments on it as a model for revising your own personal narrative.

Today Is the Day

by Alex Bloom, Gray Middle School

- 1 "This is going to be the year for me," I thought. To achieve the standards I set for myself, I worked out every spare minute. As the season progressed, I focused even more on my running, securing a position on the school's track team. But I wanted more. Determined to be the only varsity cross-country runner from middle school, I pushed myself the extra mile. I made running part of my daily routine. I drank, ate, and slept running. I was determined to be prepared to win the first race of the year.
- 2 Bang! The race began. "I can do this," I thought. I quickly passed most of the racers from the other teams, putting myself in the front of the pack. My hair blew from side to side in the wind, and my uniform was no longer neat. I sped past the rest of the racers, leaving them behind. Only one runner stayed with me throughout the race. We flew around every turn with speed and precision, competing, challenging each other. He fell back as I powered up the hill, I moved ahead, gaining distance. I turned into the final corner.

Alex establishes his first-person point of view right away and maintains it throughout the narrative.

Precise details help capture the action and forward movement of the race. However, Alex could add descriptive details and sensory language to help readers really picture the race.

LEARN HOW Add Descriptive Details and Sensory Language Alex might add descriptive details and sensory language to make the race even more vivid to the reader. By helping readers picture the race, he will engage them in his narrative and make it more entertaining for them to read. Alex inserted some details, shown in blue.

ALEX'S REVISION TO PARAGRAPH 2

Bang! The race began. "I can do this," I thought. I quickly passed most of the racers from the other teams, putting myself in the front of the pack. My ^{long} hair blew from side to side in the wind, and my ^{bright red} uniform was ^{drenched in sweat} no longer neat. I sped past the rest of the racers, leaving them behind. Only one ^{a gangly freshman} runner stayed with me throughout the race.

ANALYZE A STUDENT DRAFT *continued*

3 I stepped carefully on the uneven surface, hoping not to twist my ankle. "I want to win this race," I thought. I used every bit of energy left in my exhausted body, but the other runner suddenly appeared right behind me. I guess you could call it a photo finish because we crossed the finish line neck and neck, but he won by inches. Then it hit me. It didn't matter if I won or not because I tried my hardest.

After writing the **climax** of the narrative, Alex reflects on what it means.

4 The season ended. An awards ceremony was held in the school cafeteria. The coach called everybody's name, and then he finally called mine. "This is the moment," I thought. "This is the moment of truth." I received a varsity letter, reaching the goal I had set. I was also named the Outstanding Middle School Runner of the Year. Proud of myself, I thought, "I did my best this year, and next year I'll do even better."

This paragraph needs some **transitions** to connect the ideas.

The final sentence of the narrative helps reveal the **significance** of Alex's experience.

LEARN HOW Add Transitions In the final paragraph of his draft, Alex jumps from the end of the season to an awards ceremony. Readers may be confused by these abrupt changes in time and place. Did the season end immediately after Alex's big race? After the race, did the team go directly to the school cafeteria for the awards ceremony?

Alex can fix this problem by adding **transitional words, phrases, or clauses** that signal shifts from one time frame or setting to another. In a narrative, transitions that indicate time order are especially helpful. Examples include *before*, *after*, *then*, *later*, *the following week*, and *eventually*. Alex added transitions in his last paragraph to make the passage of time clear.

ALEX'S REVISION TO PARAGRAPH 4

After many more races, I was excited when I went to the ^g later that month. Soon the season ended. An awards ceremony was held in the school cafeteria. The coach called everybody's name, and then he finally called mine.



Use the revision strategies chart, feedback from your peers and teacher, and the two "Learn How" lessons to revise your narrative or try a new approach. Evaluate how well you have achieved the characteristics of a good personal narrative and fulfilled your purpose.

Editing and Publishing

In the editing stage, you review your writing to look for errors in grammar, usage, spelling, and punctuation. Such mistakes can distract your audience from focusing on what's important—your personal narrative.

COMMON
CORE

W 3c Use transition words, phrases, and clauses to convey sequence.
W 5 Strengthen writing by revising, editing, rewriting, or trying a new approach.
L1 Demonstrate command of standard English grammar and usage when writing.

GRAMMAR IN CONTEXT: CORRECTING RUN-ON SENTENCES

As you review your writing, pay attention to places where one thought runs into another. You may need to fix a **run-on sentence**, which is actually two or more sentences written as if they were one. There are several ways to correct a run-on sentence.

Run-on sentence: I like to run I joined the track team.

Make two sentences.

I like to run. I joined the track team.

Use a semicolon.

I like to run; I joined the track team.

Add a conjunction.

I like to run, so I joined the track team.

In the second paragraph of his draft, Alex's writing was not clear because he had a run-on sentence. Alex decided to break it into two sentences.

He fell back as I powered up the hill. I moved ahead, gaining distance.

[Alex had used a comma to run together two complete sentences. By changing the comma to a period, he fixed the run-on.]

PUBLISH YOUR WRITING

Share your personal narrative with an audience.

- Give a copy of your narrative to friends, family members, and classmates. If you wish, add photographs or illustrations to your narrative.
- Present your narrative orally to a group.
- Submit your narrative to an online literary magazine.
- Post your narrative on your personal Web page.



Correct any errors in your narrative. As you proofread, look carefully for run-on sentences and fix the punctuation. Also, correct any errors in punctuating a series of verbs. Then publish your final narrative for others to enjoy.

Scoring Rubric

Use the rubric below to evaluate your personal narrative from the Writing Workshop or your response to the on-demand writing task on the next page.

PERSONAL NARRATIVE	
SCORE	COMMON CORE TRAITS
6	Development Has an engaging introduction that orients readers; develops events with strong dialogue and description; provides a strong conclusion Organization Establishes a natural and logical sequence of events; uses effective pacing and transitions to convey sequence Language Maintains a clear point of view; uses relevant descriptive details and vivid sensory language; shows a command of conventions
5	Development Has an effective introduction; develops events with dialogue and description; provides a conclusion that sums up the narrative Organization Has a logical sequence of events; uses mostly effective pacing and some transitions to signal shifts in time Language Maintains a point of view; includes relevant descriptive details and some sensory language; has a few errors in conventions
4	Development Has an introduction, but doesn't provide context; could use more dialogue or description to develop events; provides an adequate conclusion Organization Has a logical sequence of events but needs more transitions Language Mostly maintains a point of view; needs more descriptive details and sensory language; includes a few distracting errors in conventions
3	Development Has an introduction, but needs more development; needs more dialogue and description; lacks a strong conclusion Organization Has a confusing sequence due to unnecessary events; has a slow pace at times; needs more transitions to convey sequence Language Has some lapses in point of view; lacks effective descriptive details and sensory language; has some major errors in conventions
2	Development Lacks an effective introduction and fails to develop events Organization Includes distracting events; has choppy pacing Language Lacks a clear point of view; mostly lacks details and sensory language; has many errors in conventions
1	Development Has no introduction; lacks descriptive details; ends abruptly Organization Has no transitions and an unclear sequence of events Language Has no clear point of view, no effective details or sensory language; has major errors in conventions



Preparing for Timed Writing

COMMON CORE

W.10 Write routinely over shorter time frames for a range of tasks, purposes, and audiences.

1. ANALYZE THE TASK

5 MIN

Read the task carefully. Then read it again, underlining or circling the words that tell the type of writing, the topic, the purpose, and the audience.

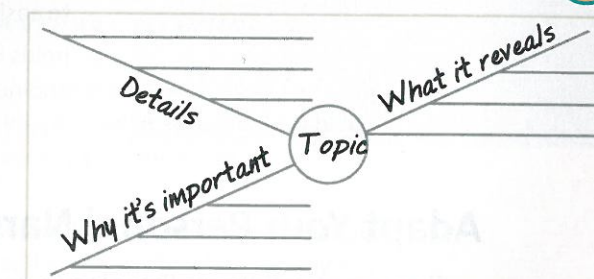
WRITING TASK

Write a personal narrative that will entertain your classmates by relating a significant personal experience. Use descriptive details and sensory language to describe the experience, and tell readers why the experience is still meaningful to you.

2. PLAN YOUR RESPONSE

10 MIN

First, think of some personal experiences that you feel comfortable writing about. Choose the most meaningful of those experiences as the topic of your narrative. Then use a graphic organizer to help you take notes.



3. RESPOND TO THE TASK

20 MIN

Using your notes, begin drafting your narrative. Follow these guidelines:

- In the introduction, grab the reader's attention with an interesting opener, and set the scene with sensory details.
- In the body, relate the events of your experience in a clear order, usually chronological.
- In the conclusion, reflect on why the experience is meaningful to you.
- Remember to use a consistent first-person point of view.

4. IMPROVE YOUR RESPONSE

5-10 MIN

Revising Go back to the key aspects of the task. Have you used descriptive details and sensory language? Have you used transitions to guide the reader? Do you use effective pacing to keep events moving smoothly?

Proofreading Check your narrative to correct errors in grammar, spelling, punctuation, and capitalization. Make sure that your paper and any edits are legible.

Checking Your Final Copy Before you turn in your narrative, look at it once more to catch any errors you may have missed.

Speaking & Listening Workshop

Presenting an Oral Narrative

You tell stories all the time—when you tell friends about what you did over the weekend or share something funny that happened at home. In this workshop, you will turn a true story, or a personal narrative, into an oral presentation.

 Complete the workshop activities in your Reader/Writer Notebook.

SPEAK WITH A PURPOSE

TASK

Adapt your written narrative into an **oral narrative**. After you have practiced delivering your narrative, present it to your class.

COMMON CORE TRAITS

A STRONG ORAL NARRATIVE . . .

- focuses on a single meaningful experience
- contains well-chosen details that allow listeners to visualize the people, settings, and events
- has a clear sequence of events that allows listeners to easily follow the story
- holds listeners' attention through effective verbal and nonverbal techniques

Adapt Your Personal Narrative

Since your audience is listening to your narrative, not reading it, they have only one chance to understand it. Use these tips to help you develop an engaging, coherent, or easy-to-follow, oral presentation your listeners will enjoy.

- **Background Information** Include extra information your listeners might need to understand your narrative.
- **Realistic Dialogue** Try to re-create the actual words of the people involved.
- **Specific Action** Describe events directly and clearly. Stick to the most salient, or important, events.
- **Word Choice** Use precise language to describe people, settings, and things. Use correct formal English, as appropriate, to help you deliver your message clearly. Choose words that will be familiar to your audience.
- **Sensory Details** Select words that appeal to one or more of the five senses.
- **Organization** Organize your story in chronological order. Use transitional words, phrases, and clauses to help listeners follow your story.
- **Conclusion** Sum up your personal narrative by sharing with listeners why your experience was memorable, fun, scary, or eye-opening.
- **Make Notes** Make your notes brief and easy to read. This way you'll be able to glance at them and hold your focus without losing eye contact with your audience as you speak.

Deliver Your Personal Narrative

ENGAGE YOUR AUDIENCE

Acting out information, rather than depending solely on your words, is an effective—and often more interesting—way to communicate ideas. **Verbal techniques**, the manner in which you use your voice, and **nonverbal techniques**, the manner in which you use your body, can help you get your message across. For example, instead of telling your audience that a character is angry, you can show them by using facial expressions (such as scowling or glaring), raising the pitch of your voice to a shrill level, or changing the tone of your voice to sound irritated.

Before you deliver your personal narrative, practice your delivery techniques. Look at the chart below for tips.

Ways to Communicate Ideas

VERBAL TECHNIQUES

Volume No matter how loudly or softly you speak, be sure your audience can understand you.

Rate Speak fast enough not to bore your listeners and slowly enough that they can follow your presentation.

Pitch Qualities of pitch, or modulation—such as high, low, shrill, musical, or rumbling—can help clarify your meaning.

Tone Your attitude toward what you are saying, such as amused, angry, or serious, should be clear from the tone of your voice.

NONVERBAL TECHNIQUES

Facial Expressions Smiling or frowning, looking puzzled or surprised can help you convey your meaning.

Gestures Pointing, reaching, or banging can add emphasis to what you say, but be careful not to gesture needlessly.

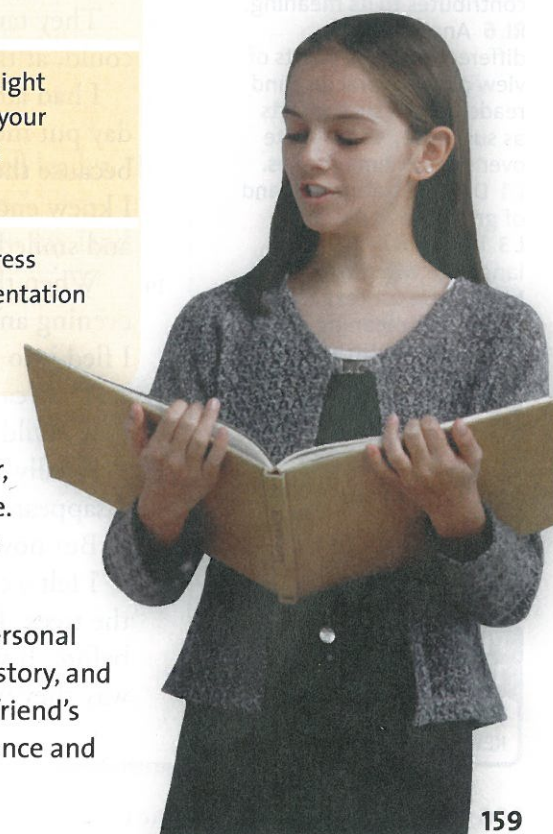
Posture Whether you stand straight or slouch can influence the way your audience reacts to what you say.

Appearance You may want to dress more formally for a serious presentation or wear casual clothes for a humorous one.



As a Speaker Practice your presentation in front of a mirror, using the verbal and nonverbal techniques described above. Then deliver your speech to a friend. Consider your friend's feedback as you practice and improve your presentation.

As a Listener Evaluate your friend's delivery of his or her personal narrative. Listen carefully to make sure you can follow the story, and identify any places that seem unclear. Note whether your friend's volume, pace, and gestures are effective for his or her audience and purpose.



COMMON CORE

SL 4 Present claims and findings in a focused, coherent manner; use appropriate eye contact, adequate volume, and clear pronunciation.
SL 6 Adapt speech, demonstrating command of formal English when appropriate.

Speaking & Listening Online
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Go to thinkcentral.com.
KEYWORD: HML8-158

Assessment Practice

ASSESS

Taking this practice test will help you assess your knowledge of the following skills and determine your readiness for the Unit Test.

REVIEW

After you take the practice test, your teacher can help you identify any standards you need to review.

COMMON CORE

RL 3 Analyze how dialogue or incidents in a story propel the action. **RL 4** Analyze the impact of word choices on tone. **RL 5** Analyze how the structure of text contributes to its meaning. **RL 6** Analyze how differences in the points of view of the characters and reader create such effects as suspense. **W 10** Write over shorter time frames. **L 1** Demonstrate command of grammar and usage. **L 3** Use knowledge of language when writing. **L 4a–c** Use context as a clue to the meaning of a word; use Latin affixes and roots as clues to the meaning of a word; consult reference materials.

Practice
TestTHINK
centralTake it at thinkcentral.com.
KEYWORD: HML8N-160

DIRECTIONS Read the selections and answer the questions that follow.

The Invaders

by Jack Ritchie

- 1 None of them left the ship on the first day of its arrival, but I knew that they would be watching carefully for signs of human life.
- 2 The skies were dark with scudding clouds, and the cold wind moved high in the trees. Thin snow drifted slowly to the ground.
- 3 From the cover of the forest, I now watched as a small, heavily armed group of them left the large craft. When they reached the edge of the woods, they hesitated for a few moments and then moved cautiously forward.
- 4 I had seen them before and I knew that in appearance, at least, they were not monsters. They looked very much like us. There were some differences, of course, but all in all, we were really quite similar to them.
- 5 I met them first when I was almost a boy and I had been without caution. I approached them and they seemed friendly, but then suddenly they seized me and carried me off in their strange ship.
- 6 It was a long journey to their land and when our ship made a landing, I was shown about and exhibited as though I were some kind of animal.
- 7 I saw their cities, and I was shown plants and animals completely strange to me. I learned to wear their clothing and even to eat their food.
- 8 They taught me to communicate in their strange and difficult tongue until I could, at times, even think in their language.
- 9 I had almost given up the hope of ever seeing my home again, but they one day put me back on one of their ships and told me that they were returning me because they wished to establish friendly relations with my people. But by now, I knew enough of them to know that this was not true. However, I nodded and smiled and watched for my opportunity to escape.
- 10 When the ship landed, I went out with the first search party. It was near evening and as the darkness gathered, I edged away from them and finally I fled into the blackness and safety of the forest.
- 11 They came after me, of course, but I was hidden deep in the woods where they could not find me.
- 12 Finally they gave up and I watched their ship become smaller and finally disappear, and I hoped fervently that they would never return.
- 13 But now they were back again.
- 14 I felt a coldness inside of me as I watched them moving slowly through the trees. They seemed somehow different from the others who had been here before. It was not so much in their appearance as in the air about them—the way they walked, the way they looked about with speculating eyes.

- 15 Slowly and instinctively, I realized that this time they were not here on just another raid for a captive or two.
- 16 This time they had come to stay.
- 17 What could we do now? Could we lure them deeper into the forest and kill them? Could we take their weapons and learn how to use them?
- 18 No, I thought despairingly. There were so many more of the invaders on the ship. And more weapons. They would come out and hunt us down like animals. They would hunt us down and kill us all.
- 19 I sighed. We must find out what it was that they wanted this time and whatever it might be, we must learn to adjust and to hope for the best.
- 20 But I still retreated silently before them, afraid to approach. I watched them search the ground ahead of them and knew they were looking for footprints, for some signs of life. But there was not yet enough snow on the ground to track us down.
- 21 Their strangely colored eyes glanced about warily. They were cautious, yes.
- 22 They could be a cruel race, I knew. I had seen with my own eyes how they treated their animals and even their own kind.
- 23 I sighed again. Yes, we could be cruel, too. In this respect we could not claim to be superior to the invaders.
- 24 They paused now in a clearing, their eyes gleaming beneath their helmets.
- 25 It was time for me to approach them.
- 26 I took a deep breath and stepped into the open.
- 27 Their weapons quickly pointed at me.
- 28 "Welcome," I said.
- 29 They stared at me, and then one of them turned to their bearded leader. "It appears that this savage can speak some English, Captain Standish."
- 30 "Welcome," I said again. But I wondered what they would do to my land and my people now.

GO ON 

Reading Comprehension

Use "The Invaders" to answer questions 1–14.

1. What event happens first in the story?
 - A. The invaders look at the ground for footprints.
 - B. The invaders leave the ship and enter the woods.
 - C. The narrator thinks about attacking the invaders.
 - D. The narrator steps into view and greets the invaders.
2. In the exposition of the story, you learn that —
 - A. the narrator speaks English
 - B. the invaders are cruel people
 - C. Captain Standish is a leader
 - D. the weather is cold and snowy
3. In paragraph 1 the author develops suspense by using the phrase —
 - A. *first day of its arrival*
 - B. *I knew that they would be watching*
 - C. *None of them left the ship*
 - D. *signs of human life*
4. The conflict the narrator struggles with is —
 - A. choosing whether to return with the invaders to their country
 - B. deciding which response to the invaders will be best for his people
 - C. sharing food with the invaders or hiding it from them
 - D. betraying his people by helping the invaders find what they want
5. The conflict not resolved at the end of the story is —
 - A. what will happen between the invaders and the narrator's people
 - B. how the narrator will decide to communicate with the invaders
 - C. whether the invaders can make their way off the ship and into the forest
 - D. if the narrator will choose to stay hidden from the invaders
6. The rising action begins when the narrator says —
 - A. *They looked very much like us* (paragraph 4)
 - B. *I learned to wear their clothing and even to eat their food* (paragraph 7)
 - C. *But now they were back again* (paragraph 13)
 - D. *Yes, we could be cruel, too* (paragraph 23)
7. In paragraph 18 the narrator is losing hope because —
 - A. he fears his people are outnumbered and will be killed
 - B. his hiding places in the snowy forest are too visible
 - C. he thinks that the invaders are looking for another captive
 - D. his footprints might lead the invaders to his people
8. The flashback begins when the narrator says —
 - A. *I met them first when I was almost a boy and I had been without caution* (paragraph 5)
 - B. *But by now, I knew enough of them to know that this was not true* (paragraph 9)
 - C. *There were so many more of the invaders on the ship* (paragraph 18)
 - D. *But I still retreated silently before them, afraid to approach them* (paragraph 20)

9. The flashback reveals that the narrator —
 - A. carefully watched the invaders when they left their ship
 - B. was captured as a child by invaders and taken to their land
 - C. grew to believe that invaders had friendly intentions
 - D. had many habits in common with the invaders
10. The climax of the story occurs when the narrator —
 - A. steps out and speaks to the invaders
 - B. hides from the invaders in the woods
 - C. returns home after being held captive
 - D. hears the invaders talk to their leader
11. The narrator hides from the new invaders because —
 - A. he distrusts the invaders and is trying to decide what to do
 - B. other people are coming to help him
 - C. he wants to surprise the invaders from a well-protected location
 - D. a search party is looking for him
12. Which phrase from the story helps you figure out when an event occurs?
 - A. *There were some differences . . .*
 - B. *It was a long journey . . .*
 - C. *I could at times . . .*
 - D. *They paused now . . .*
13. The narrator rejects the idea of attacking the invaders because —
 - A. the strangers have enough people and weapons to harm the local people
 - B. the strangers are peaceful and hope to do good deeds
 - C. neither the strangers nor the local people want to have a fight
 - D. the narrator can speak the strangers' language
14. During the falling action, you discover that the invaders —
 - A. arrive on a large ship
 - B. have strangely colored eyes
 - C. are led by an English captain
 - D. mistreat their animals and each other

SHORT CONTRUCTED RESPONSE

Write two or three sentences to answer each question.

15. Identify one technique the author uses to create suspense. Give an example from the text to support your choice.
16. In the flashback, what steps does the narrator take to escape the invaders?

Write a paragraph to answer this question.

17. Reread paragraphs 15–19. What does the narrator realize about the invaders? Explain how this realization helps him to resolve his conflict.

GO ON 