

Record your reactions and observations in your **Reader/Writer Notebook**.

Strategies That Work: Reading

1 Read Independently

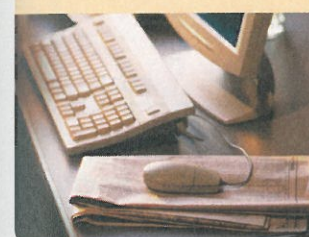
The best way to become a better reader is to read as much as you can, every chance you get.

What Should I Read?

Novels



Magazines Newspapers Web sites



Where Should I Look?

Get Novel
Wise **THINK**
central
Go to thinkcentral.com.
KEYWORD: HML8-15

Every time you check your favorite Web site or leaf through the daily newspaper, you are reading. Pick up whatever interests you, and keep reading.

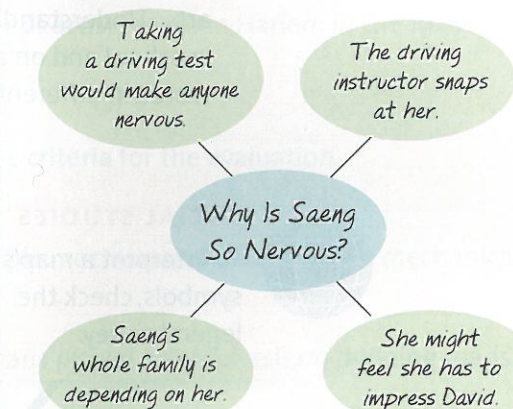
3 Build Your Vocabulary

Creating a personal word list in your **Reader/Writer Notebook** can help you better understand not only a specific selection but also other readings throughout your life. Use these tips to get started:

- **List difficult words.** Consider listing vocabulary words from the selections, as well as other challenging terms you encounter.
- **Go beyond the definitions.** To help you remember each word and its meaning, list synonyms and antonyms, or write a sentence using the word.
- **Try them out.** Using new words in your writing and discussions is one of the best ways to build your vocabulary.

2 Use Graphic Organizers

Recording your ideas in a graphic organizer can help you analyze and make sense of characters, relationships, and events. Depending on your purpose, you might use a cluster diagram, a Y-chart, or a time line.



Word	Meaning
<i>quizzically</i> adv. "The Winter Hibiscus," line 1	Definition: expressing doubt, curiosity, or confusion. Synonyms: curiously, questioningly Antonyms: knowingly, seriously Sentence: "So, you finished all your homework?" my mother asked <i>quizzically</i> when she saw me watching TV.

Close Read

3. **Visualize** Reread the **boxed** text, picturing where each car stops. Then give a short summary of what happened at the intersection. (Hint: Sketch the scene in your notebook.)

4. **Predict** Given what's happened so far, do you think Saeng will pass the test? Give a reason for your prediction.

5. **Connect** Do most people perform well under pressure, or are they more likely to make mistakes? Support your opinion.

6. **Make Inferences** What do you think Saeng might be thinking or feeling as the instructor is evaluating her performance on the test?

25 So far, so good. At the intersection at the end of the street, she slowed down. Two cars were coming down the cross street toward her at quite a high speed. Instinctively, she stopped and waited for them both to drive past. Instead, they both stopped, as if waiting for her to proceed.

30 Saeng hesitated. Should she go ahead and take the turn before them or wait until they went past?

Better to be cautious, she decided, and waited, switching gears over to neutral. For what seemed an interminable³ moment, nobody moved. Then the other cars went through the intersection, one after the other. Carefully, Saeng then took her turn (*turn signal, hand signal, look both ways*).

As she continued to drive down the street, out of the corner of her eye she saw the instructor mark down something on his clipboard.

35 *A mistake, she thought. He's writing down a mistake I just made. But what did I do wrong?* She stole a quick look at his face. It was stern but impassive. *Maybe I should ask him right now, what I did wrong.* Saeng wondered.

"Watch out!" he suddenly exclaimed. "That's a stop sign!"

40 Startled, Saeng jerked the car to a stop—but not soon enough. They were right in the middle of the crossroads.

The instructor shook his head. An almost imperceptible⁴ gesture, but Saeng noted it with a sinking feeling in her stomach.

"Back up," he snapped.

45 Her heart beating hard, Saeng managed to reverse the car and back up to the stop sign that she had just gone through.

"You might as well go back to where we started out," the instructor said. "Take a right here, and another right at the next intersection."

It's over, Saeng thought. He doesn't even want to see me go up the hill or parallel park or anything. I've failed.

50 Swallowing hard, she managed to drive the rest of the way back. In the distance she could see the big M archway outside the McDonald's restaurant, and as she approached, she noticed David standing on the opposite curb, hands on his hips, watching their approach.

With gratitude she noticed that he had somehow managed to stake out two parking spaces in a row so that she could have plenty of space to swerve into place.

55 She breathed a deep sigh of relief when the car was safely parked. Only after she had turned off the ignition did she dare look the instructor in the face.

"How—how did I do, sir?" she asked him, hating the quaver in her own voice. "You'll get your results in the mail next week," he said in that bored

60 monotone again, as if he had parroted the same sentence countless times. Then he must have seen the anxious, pleading look on Saeng's face, for he seemed to soften somewhat. "You stopped when you didn't need to—you had right of way⁵ at that first intersection," he said. "Then at the second intersection, when you should have stopped at the stop sign, you went right through it."

65 He shrugged. "Too bad," he mumbled. . . .

3. **interminable:** seeming to be without end.

4. **imperceptible:** extremely subtle; hard to notice.

5. **right of way:** customary or legal right of one car to pass in front of another.

Academic Vocabulary Workshop

What Is Academic Vocabulary?

Even in a single day you can find yourself in different situations—chatting about the latest movie, responding to an e-mail, or giving a younger student homework help. No matter the situation, it helps to know that you have thousands of words from which to choose. However, the kinds of words you use change, depending on your purpose. With family and friends, you use informal and conversational vocabulary. In school, though, you rely on **academic vocabulary**, the language you use to talk and write about the subject matter you are studying.

COMMON CORE

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

Design, criteria, interpret—you may encounter academic vocabulary words such as these in all subject areas, including science, math, social studies, and language arts. Understanding and using these words correctly will help you to be successful in school and on assessments. This web shows examples of academic vocabulary words in different subject areas.



Use the following chart to become familiar with some of the academic vocabulary terms in this book. As you read, look for the activities labeled "Academic Vocabulary in Writing" and "Academic Vocabulary in Speaking." These activities provide opportunities to use academic language in your writing and discussions.

Word	Definition	Example
achieve	to accomplish or to succeed	What did Alexander the Great achieve in invading Persia?
bias	a preference that prevents fair decision-making	Look for evidence of bias in the speech.
community	all people living in the same location under the same government	A community of artists arose in Harlem in the 1920s.
criteria	standards or rules by which something can be judged	Be sure to use criteria for the evaluation.
design	to think up the plans for	Design a simple machine and determine its mechanical efficiency.
emphasis	special attention or effort directed toward something	Ancient Romans placed an emphasis on building roads.
interpret	to explain the meaning of	Interpret the graphical elements in the poems by E. E. Cummings.
investigate	to examine in detail	Let's investigate the feeding habits of manatees.
logic	correct reasoning	The logic of the argument is sound.
motive	emotion, desire, or need that compels one to take a certain action	What motive does the princess have in indicating a certain door?
perspective	a certain point of view	An author's perspective is often related to his or her environment.
research	close, careful study	You can research probability by tossing a coin.
source	the point of origin	Use a map to find the source of the Nile River.
style	the unique way in which something is said, done, expressed, or performed	Stephen King's style is quite different from Edgar Allan Poe's.
technology	science as it is applied to practical use	With the help of technology , ideas and information spread rapidly.



Record new vocabulary words in your Reader/Writer Notebook.

Academic Vocabulary in Action

The terms below are two examples of the academic vocabulary you will use throughout your studies. Knowing the meanings of these terms is essential for completing the activities and lessons in this book as well as mastering test items.

source (noun)

Defining the Word

A *source* is a thing's point of origin. You may learn about the source for details in a science report and about primary sources. When reading literature, you will often look for the source of a folk tale to discover what gives the tale its distinctive flavor.

Using the Word

Now that you know the definition of *source*, practice using the word.

- Use a chart like the one shown to identify a source you have learned about in different subject areas.
- Write a different definition for *source*, if the subject area requires a different meaning than the one you know.
- Check a dictionary or glossary to make sure your definition is correct.

Subject Area	Word	Definition
social studies	source	person or document that supplies information

technology (noun)

Defining the Word

The word *technology* means "science as it is applied to practical use." An architect uses technology to devise blueprints; a computer programmer might use technology—in the form of a computer—to solve a problem; and a person who is lost might use a tool of technology to figure out his or her location.

Using the Word

Once you understand the meaning of a word root, you will be able to understand the meanings of other words built on the same root. The word root *techno*, from the Greek word *tekne*, means "art, skill, or craft."

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

Word	Definition	Sentence
technique	a practical method or procedure	We learned a variety of techniques for persuading our audience in our essays.

Strategies That Work: Vocabulary

1 Use Context Clues

The most important part of building your vocabulary is recognizing unfamiliar words as you read. When you encounter an unfamiliar word, look at the **context**, the words, phrases, or sentences that surround that word. Often, the context can give you important clues to the word's meaning, as in the following example:

At first, the author's perspective seems peculiar. However, once you find out details about her life, the way she looks at the subject becomes clear.

Even if you do not know what *perspective* means, you can figure out from the surrounding context that it means "the way she looks at the subject."

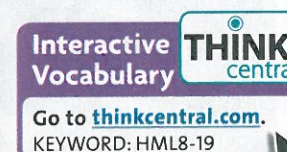
2 Clarify Word Definitions

If you cannot rely on a word's context to help you understand its meaning, consult a dictionary. A dictionary entry will also provide a word's pronunciation, parts of speech, origin, and additional meanings. When you are reading a textbook or manual, you may find definitions for unfamiliar words in a glossary at the back of the book.

fossil (fōs'əl) *n.*: the remains of a living thing, preserved in soil or rock.

3 Keep a Word List

List new academic terms in your **Reader/Writer Notebook**. Add to your list each time you take on a new reading assignment. In addition to listing the word and its definition, you might draw a symbol or picture to show you what the word represents or provide examples to remind you of what the word means. Challenge yourself to use words from the list in your writing and discussions. The more frequently you use the words, the easier they will be to remember.



Go to thinkcentral.com.
KEYWORD: HML8-19

For a complete list of terms in this book, see the **Academic Vocabulary Glossary** on pages R118–R119.

Word	Examples
<i>source</i> the point of origin	LANGUAGE ARTS • quote from a biography • expert quoted in a research report SOCIAL STUDIES • account directly from the subject • secondary account
<i>technical</i> science as it is applied to practical use	

Writing Process Workshop

COMMON CORE

Included in this workshop:
W 4, W 5

Expressing Ideas in Writing

Writing is a way to let others know who you are and how your mind works. Through the right words, you can express laugh-out-loud humor, inspiring thoughts, or strong opinions and then share those ideas with the world. You might be writing to your favorite musician, a teacher, an e-mail buddy, or the entire blogosphere. In each case, your words can carry an important message.

Consider Your Options

Any work of writing starts with careful planning. Long before your polished ideas hit the page or screen, take the time to ask some basic questions about the **purpose**, **audience**, and **format** of your writing. Are you crafting a research paper for class or posting a short movie review to an online database? Questions like these can help you get off to a good start—and stay on track later on.

PURPOSE

Why am I writing?

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

AUDIENCE

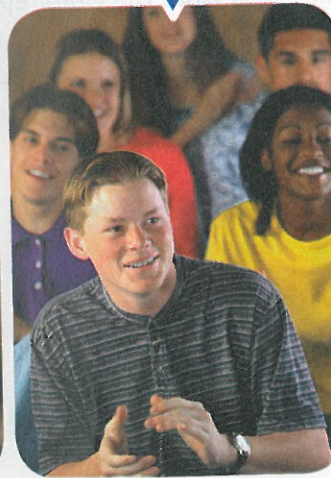
Who are my readers?

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

FORMAT

Which format will best suit my purpose and audience?

- essay
- speech
- letter
- research paper
- poem
- short story
- review
- journal entry
- script
- Web site
- power presentation



Continue with the Process

The more you write, the more you'll understand your own process of writing. It takes practice, but eventually you will find what works best for you. As you tackle the **Writing Workshops** in this book, begin by following this basic process.

THE WRITING PROCESS

PLANNING/PREWRITING

Explore your ideas and decide what you want to write about. To get your ideas flowing, try **freewriting**, **listing**, or using one of the other prewriting strategies described on page 23.

WHAT DOES IT LOOK LIKE?

Ideas from *Slam!*

- passion for an activity
- what activities am I good at?
- what if I had to give up doing something I love? (possible short story idea?)

DRAFTING

Transform your prewriting efforts into a rough draft. For a formal essay, it might be helpful to **draft from an outline**. For an informal essay, **draft to discover**—in other words, let your ideas take shape as you write. If you're writing a short story, create a **story map**.

WHAT DOES IT LOOK LIKE?

Setting: High school; Midwestern town.

Characters: Judy Brack (student); Mr. Brack (Judy's dad); Mr. Valdez (basketball coach)

Conflict: Judy joins boys' basketball team without parents' approval. They want her to quit the team. Should she?

REVISING

Review your draft. Look for ways to clarify the development, organization, and style. Make sure your writing is clear and **coherent**, or easy to follow.

- Review the **rubric** (page 22).
- Ask a classmate to review your work.
- Consider trying a new approach if something simply is not working.
- **Proofread** for errors in spelling and grammar.

ASK A PEER READER

Judy scored a basket as the buzzer sounded. Her teammates cheered but she didn't feel like celebrating.

Suggestion: Add details to convey the excitement of the game. Try: "Swoosh. From the three-point line, Judy heard the familiar sound of the ball gliding through the net."

EDITING AND PUBLISHING

Review your draft. Look for ways to clarify the ideas, style, and structure of your writing.

- Use the **Proofreader's Checklist** to help you catch common mistakes.
- Let the world know your idea. Where you publish will depend on your purpose, audience, and format.

PROOFREADER'S CHECKLIST

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



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Scoring Rubric

Score	COMMON CORE TRAITS
6	Development Includes a meaningful, memorable introduction; develops ideas with varied, relevant evidence; ends powerfully Organization Is effectively and logically organized; uses varied transitions to create cohesion (flow) and link ideas Language Uses precise language in original ways; effectively maintains an appropriate style; shows a strong command of grammar, mechanics, and spelling
5	Development Has an effective introduction; develops ideas with relevant evidence; has a strong concluding section Organization Is logically organized; uses transitions to create cohesion and link ideas Language Uses precise language; maintains an appropriate style; has a few errors in grammar, mechanics, and spelling
4	Development Has an introduction, but it could be more interesting; lacks support for one or two ideas; has an adequate concluding section Organization Is logically organized, with one or two exceptions; could use a few more transitions Language Generally uses precise language; has one or two lapses in style; includes a few distracting errors in grammar, mechanics, and spelling
3	Development Has a superficial introduction that lacks interest; includes some unsupported ideas or irrelevant evidence; has a weak ending Organization Has some flaws in organization; needs more transitions Language Uses words correctly, though language is unoriginal; has frequent lapses in style; has some critical errors in grammar, mechanics, and spelling
2	Development Has a weak, uninteresting introduction; does not support most ideas; ends abruptly Organization Has a weak organization; lacks transitions throughout Language Uses vague language and misuses some words; has an inappropriate style in many places; contains many distracting errors in grammar, mechanics, and spelling
1	Development Lacks an introduction, support for ideas, and a concluding section Organization Has no organization or transitions; is confusing and disconnected Language Uses many words incorrectly; has an inappropriate style; has major problems with grammar, mechanics, and spelling

Strategies That Work: Writing

1 Use Prewriting Strategies

Anyone who has ever faced a blank page or screen knows how difficult the first steps can be. Try these strategies.

- **Freewrite.** Write for ten minutes, letting whatever comes to you flow without interruption.
- **Get visual.** Use a graphic organizer, such as a cluster diagram or a chart, to flesh out your ideas.
- **Brainstorm with others.** Bounce ideas off other writers for their feedback.
- **Ask big questions.** “Who was the most courageous person in history?” “Which fictional character is the most popular?” Ask fun or serious questions in search of a topic.

2 Get Feedback from Peers

Often, it is easier to see trouble spots when the writing is not your own. When you exchange feedback with classmates, keep these guidelines in mind.

When You're the Writer

- Ask for specific feedback. Should readers comment on your ideas, look for errors, or both?
- Invite your readers to offer honest feedback. Respect their opinions, even if you don't agree.
- Clarify their suggestions. Review them on your own, and use the suggestions most helpful to your piece.

When You're the Reader

- Be respectful and positive.
- Support your opinions with relevant observations, and give suggestions for improvement.
- Ask questions to learn more about the writer's goals and ideas.
- Don't rewrite the work yourself.

3 Pay Attention to Details

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

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

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

When Phillip wakes up, he is all alone on the island ~~accept~~^{except} for a member of the ship's crew and a cat. Soon, Phillip becomes blind. Overcoming that is a huge ~~obstacle~~^{obstacles} for him.

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