

Name: _____

After Twenty Years, page 9

Lesson Test

Multiple Choice

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

for After Twenty Years

- _____ 1. What is the waiting man's connection to Jimmy Wells?
- A. They are brothers. D. They once worked in the same restaurant.
B. They often travel together. E. Both are running from the police.
C. They were childhood friends.
- _____ 2. Which word best completes the following sentence?
- It was such an intricate design that only a _____ could copy it.
- A. fool D. relative
B. child E. professional
C. patient
- _____ 3. What does Bob mean when he says, "You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively"?
- A. He often got lost. D. Living in the West wasn't much fun.
B. He moved around a lot. E. Towns are bigger in the West than in the East.
C. It was difficult to find a job.
- _____ 4. The conversation the waiting man has with the police officer is what part of the plot of the story?
- A. climax D. rising action
B. resolution E. falling action
C. exposition
- _____ 5. Why does Bob's hand begin to shake as he reads the note from Patrolman Wells?
- A. He is frightened at the thought of going to jail. D. He suddenly realizes that Jimmy has become a coward.
B. He is trying desperately to think of a way to escape. E. He is upset that his old friend knows the truth about him.
C. He is angry with himself for not recognizing Jimmy.
- _____ 6. The last paragraph of this story is intended to
- A. leave the reader laughing. D. raise new questions in the reader's mind.
B. provide a moral to the story. E. change the reader's opinion of the police.
C. add one more surprise to the story.

Name: _____

Differentiated
Instruction for
Advanced Students
SAMPLE

After Twenty Years, page 9

Author/Genre Study: Hallmarks of O. Henry's Short Stories

Build Background

O. Henry, the pseudonym, or pen name, of William Sydney Porter, is known as “the master of the American short story.” A **short story** is a brief work of fiction that is carefully crafted to develop characters, a plot, a setting, a conflict, a theme, and an overall mood, all within a few pages. For an author to create a short story, he or she must consider the following guidelines when constructing these elements. The story should:

- have a limited number of characters
- weave a tightly constructed plot that covers a short period of time
- establish one main setting
- focus on one major conflict or incident
- offer one dominant theme or main idea
- create one overall mood
- be short enough to be read in one sitting

O. Henry's talent for creating masterful, imaginative stories within these guidelines has made him a popular short story writer. Aside from his storytelling ability, O. Henry's personal life provided plenty of material for his tales. He battled illness and alcohol, lawmen and lawless editors. He rubbed shoulders with common folk and common criminals during his run from the law. Despite his troubles, O. Henry managed to fill more than six hundred stories with humor, tenderness, and surprises. In an interview with the *New York Times* in 1909, O. Henry said: “I'll give you the whole secret of short story writing. Here it is. Rule I: Write stories that please yourself. There is no Rule II.”

Get Started

To examine the hallmarks, or distinguishing features, of O. Henry's writings, choose one of the following short stories to read: “The Gift of the Magi,” “The Ransom of Red Chief,” or “A Retrieved Reformation.” All of these stories can be found online.

Connect and Create

When you have finished reading the short story, take a look at each story element listed below. First, read “The Hallmarks of O. Henry” to get an idea of O. Henry's typical approach to that particular story element. Then, on a separate piece of paper, answer the questions that follow.

Characters

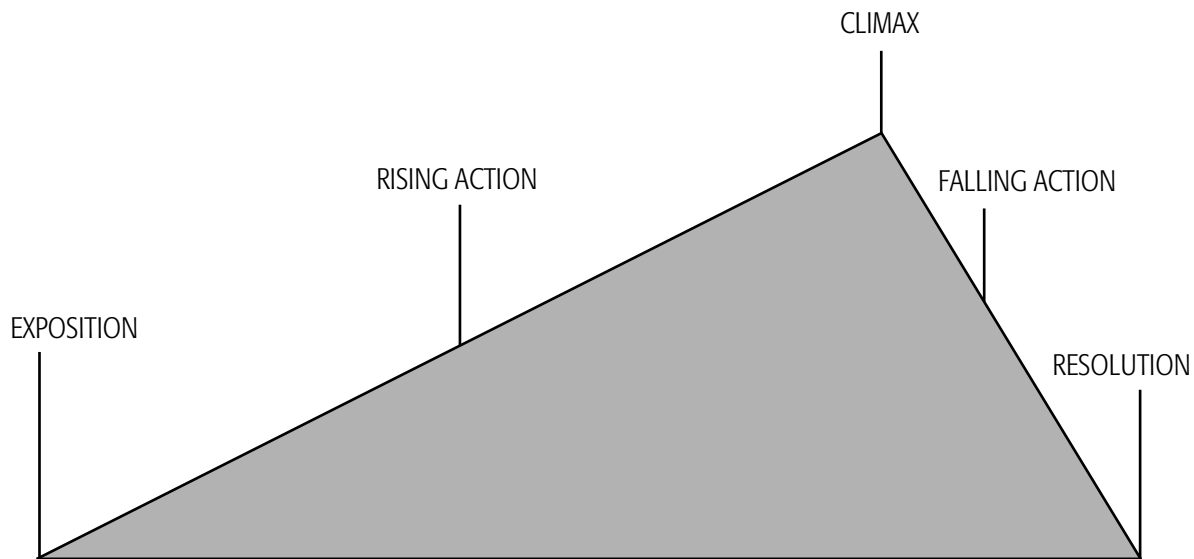
Hallmarks of O. Henry: O. Henry's characters are typically simple people who perform common, everyday jobs. Some of his characters also may be imposters or have connections to crime, a reflection of O. Henry's years in jail for embezzlement charges and his associations with other criminals.

1. Who are the main characters in the story? How would you describe them as individuals?
2. Do the characters in the story fit the typical O. Henry character as described above? Why or why not?
3. How would you describe the lifestyle and social status of the main characters?
4. Are the characters in the story well-developed—in other words, do you learn much about them as individuals? Do the characters strike you as being stereotypes, or individuals that fit within a certain mold or pattern? Explain your answers.

Plot

Hallmarks of O. Henry: O. Henry is known for his well-constructed plots that typically have an element of coincidence or chance and a surprise ending.

Copy the Plot Diagram below on your paper, and fill in the designated plot elements (exposition, rising action, climax, falling action, and resolution) specific to the story that you have read. Then answer the questions that follow.



1. What conflict or struggle is evident in the story? Is the conflict with another character, with nature, with society, or within the main character?
2. Does coincidence or chance play a role in the story's plot? If so, how? What do you think O. Henry is saying about chance (fate) versus choice in a person's life?
3. Does the story have a surprise ending? If so, why were you not expecting the story to end this way?
4. Is the surprise ending believable? Why or why not?

Setting
<p>Hallmarks of O. Henry: Most of O. Henry's short stories take place in New York City, the West or Southwest, or Central America, although he doesn't often make specific references to locations. His settings reflect the lifestyle, social and economic status, and mood of his characters.</p>
<ol style="list-style-type: none"> 1. What is the setting of the story? Are there any indications as to the specific location? 2. How does the setting provide information about the characters in the story?

Theme
<p>Hallmarks of O. Henry: Many of O. Henry's short stories revolve around the themes of love, compassion, hope, and sacrifice.</p>
<ol style="list-style-type: none"> 1. What is the theme or main idea of the story? Explain your answer. 2. How does O. Henry use humor to convey the theme of the story?

Check and Reflect

When you have finished the assignment, review your answers for completeness and check for any errors in spelling, punctuation, and grammar. Then answer the following questions:

1. Would you recommend the story that you chose to your classmates? Why or why not?

2. How does the story that you chose compare with "After Twenty Years"? What hallmarks of O. Henry are seen in both short stories?

BEFORE READING

After Twenty Years

, page 9

A Short Story by O. Henry

ABOUT THE STORY

"After Twenty Years" tells the story of two old friends who made an appointment twenty years ago to see each other again in New York City. They have lived very different lives since their days together. What happens and how they meet will surprise you.

MAKE CONNECTIONS

Do you have any friends that you have not seen for a long time? Do you think they have stayed the same or do you think they have changed? Explain your answer.

ANALYZE LITERATURE: PLOT

The **plot** is the series of events that happen in a story. Different pieces of the plot show the exposition, or introduction to the story; the climax, or highest point of interest in the story; and the resolution, or conclusion, of the story.



Differentiated Instruction for ELL
SAMPLE

A **cause** is the event that makes something else happen. An **effect** is what changes after the cause. For example, if the cause is a beautiful, sunny day, the effect could be many people in the park. If the cause is rain, the effect could be wet, empty streets. As you read, look for cause and effect details in the story. Fill out the chart below.

Cause	Effect
The weather is chilly, rainy, and windy.	The streets are nearly empty.

PREVIEW VOCABULARY

Differentiated
Instruction for ELL
SAMPLE

Key Words and Phrases Read each key word and rate it using this scale: ① I don't know this word or phrase at all. ② I've seen this word or phrase before. ③ I know this word or phrase and use it.	Words and Phrases in Context Read to see how the key word or phrase can be used in a sentence.	Definition Write down what you think the word or phrase means. Then use a dictionary to check your definition.	Practice Practice using the key words and phrases by completing the following sentences.
habitual hab • it • u • al (hə' bi ch [ə] wel) <i>adjective</i> ① ② ③	Each day, he takes his habitual morning run around the track.		In literature class, I habitually sit...
intricate in • tri • cate (in' tri kət) <i>adjective</i> ① ② ③	The needlework on that fabric is very complicated and intricate .		An example of something intricate is...
swagger swag • ger (swa' gər) <i>noun</i> ① ② ③	Students are so full of confidence after the test, they swagger down the hallway.		An arrogant person might swagger because...
staunchest staunch • est (stɔnch' est) <i>adjective</i> ① ② ③	He loves politics. He is actually the staunchest republican that I know.		I am a staunch believer in...
egotism e • go • tism (ē' gə' ti zəm) <i>noun</i> ① ② ③	Jane thinks she is so perfect; her egotism is out of control.		Egotism shows a lack of consideration for...

After Twenty Years

A Short Story by O. Henry

Differentiated
Instruction for ELL
SAMPLE

DURING READING

ha-bit-u-al (hə' bi ch [ə] wel) *adj.*,
behaving in a certain manner by habit

in-tri-cate (in' tri kət) *adj.*, elaborate

swag-ger (swa' gər) *n.*, walk with an
insolent air; strut

The policeman on the beat¹ moved up the avenue impressively. The impressiveness was **habitual** and not for show, for spectators were few. The time was barely ten o'clock at night, but chilly gusts of wind with a taste of rain in them had well
5 nigh depeopled² the streets.

Trying doors as he went, twirling his club with many **intricate** and artful movements, turning now and then to cast his watchful eye down the pacific thoroughfare, the officer, with his stalwart form and slight **swagger**, made a fine picture
10 of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter, but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block, the policeman
15 suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned with an unlighted cigar in his mouth. As the policeman walked up to him, the man spoke up quickly.

"It's all right, officer," he said reassuringly. "I'm just waiting
20 for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe' Brady's restaurant."

25 "Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes and a little white scar near his right eyebrow. His scarf pin was a large
30 diamond, oddly set.

"Twenty years ago tonight," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum³ and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy
35 was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we

1. **beat**. Area regularly patrolled by a policeman

2. **well nigh depeopled**. Almost emptied

3. **chum**. Friend

Think and Reflect

What do you think about the man standing in the doorway based on his description?

Culture Note

At this time in history, many Americans had moved west in search of a better life. Single people and families moved to buy land to farm, to search for gold, or to work building railroads. Of course, there were also people who moved west for less honest reasons, like gambling or robbing trains and banks.

staunch•est (stōnch' est) *adj.*, most loyal or committed

Build Vocabulary

These two friends *lost track* (line 48) of each other. Name something or someone you have lost track of.?

Think and Reflect

Do you think Jimmy will keep his promise and show up to the appointment with his friend?

agreed that night that we would meet here in twenty years from that date and time, no matter how far we might be or from what distance we might have to travel. I figured that in twenty years each of us ought to have a destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded,"⁴ said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it if my old partner turns up⁵."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

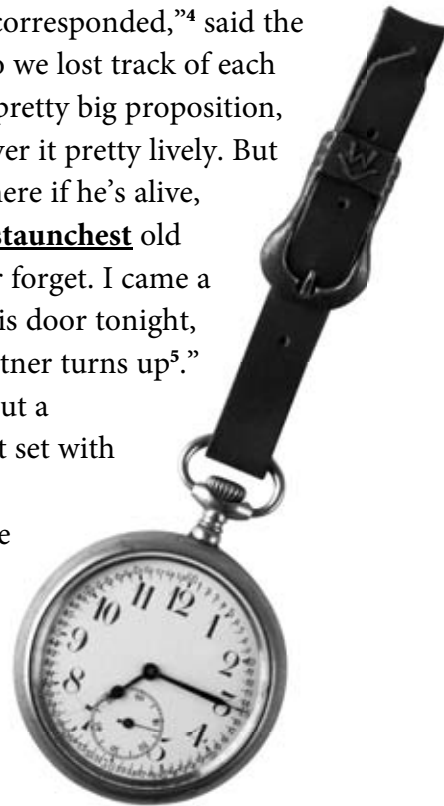
"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of plodder,⁶ though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove⁷ in New York. It takes the West to put a razor edge on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"⁸

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth, he'll be here by that time. So long, officer."



4. **corresponded.** Communicated by letter

5. **turns up.** Comes or appears

6. **plodder.** One who works slowly and monotonously; a drudge

7. **gets in a groove.** Gets in a routine

8. **call time on him sharp.** Leave if he doesn't arrive exactly on time

DURING READING

Analyze Literature

Look at lines 82–87. What words or phrases in this section create suspense for the reader?

Read Aloud

Read aloud the dialogue between the two men in lines 92–115, starting with “Is that you Bob?” and ending with “talk about old times.” How does Bob feel about seeing his old friend again?

“Good night sir,” said the policeman, passing on along his beat, trying doors as he went.

80 There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir⁹ in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a
85 thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across
90 from the opposite side of the street. He went directly to the waiting man.

“Is that you, Bob?” he asked, doubtfully.

“Is that you, Jimmy Wells?” cried the man in the door.

“Bless my heart!” exclaimed the new
95 arrival, grasping both the other’s hands with his own. “It’s Bob, sure as fate. I was certain I’d find you here if you were still in existence. Well, well, well!—twenty years is a long time. The old restaurant’s gone, Bob;
100 I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?”

“Bully; it has given me everything I asked it for. You’ve changed lots,
105 Jimmy. I never thought you were so tall by two or three inches.”

“Oh, I grew a bit after I was twenty.”

“Doing well in New York,
110 Jimmy?”

“Moderately. I have a position in one of the city departments. Come on, Bob; we’ll go around to a place I know of and have a good long talk
115 about old times.”

The two men started up the street, arm in arm. The man from the West, his **egotism** enlarged by success, was beginning to outline the history of his



9. **astir**. Walking around

e•go•tism (ē' gə' ti zəm) *n.*, large sense of self-importance; conceit

DURING READING

Use Reading Skills

Cause and Effect

Find the cause and effect described in lines 136–138. Record them here.

trem-bled (trem' bəld) *verb*, shook from fear

Note the Facts

Who is the man that was talking to Bob?

How do you think Bob feels now that he has been caught?

career. The other, submerged in his over-
120 interest.

At the corner stood a drugstore, brilliant
lights. When they came into this glare, each of them
simultaneously¹⁰ to gaze upon the other's face.

The man from the West stopped suddenly and released his
125 arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a
long time, but not long enough to change a man's nose from a
Roman to a pug."¹¹

"It sometimes changes a good man into a bad one," said the
130 tall man. "You've been under arrest for ten minutes, 'Silky' Bob.
Chicago thinks you may have dropped over our way and wires¹²
us she wants to have a chat with you. Going quietly, are you?
That's sensible. Now, before we go to the station, here's a note I
was asked to hand to you. You may read it here at the window.
135 It's from Patrolman Wells."

The man from the West unfolded the little piece of paper
handed him. His hand was steady when he began to read, but
it **trembled** a little by the time he had finished. The note was
rather short.

140 *Bob: I was at the appointed place on time. When you struck
the match to light your cigar, I saw it was the face of the man
wanted in Chicago. Somehow I couldn't do it myself, so I went
around and got a plainclothes man to do the job.*

Jimmy ♣

10. **simultaneously.** At the same time

11. **Roman to a pug.** Two distinctly shaped noses

12. **wires.** Communicates by telegram



Do you think that Jimmy Wells did the right thing by having his old friend arrested? Would you have done the same thing? Why or why not?

Differentiated
Instruction for ELL
SAMPLE

READING CHECK

1. Why is the policeman walking down the street?
 - A. He is searching for a criminal.
 - B. It is his regular job to patrol the street.
 - C. He is on his way home.
2. Which of the following best describes the man waiting in the doorway?
 - A. friendly and cooperative
 - B. shy and nervous
 - C. angry and rude
3. Why is the man waiting in the doorway?
 - A. He is waiting for the restaurant to open.
 - B. He wants to talk to a police officer.
 - C. He is waiting to see a friend.
4. Where does Jimmy live?
 - A. Jimmy lives in New York.
 - B. Jimmy lives in the West.
 - C. The story doesn't say.
5. How does Bob realize that the man he is talking to at the end of the story is not Jimmy Wells?
 - A. He is shorter than he remembers.
 - B. His nose is different.
 - C. He has a different voice.

VOCABULARY CHECK

1. Bob calls his Jimmy his best chum. What does *chum* mean?
 - A. supervisor
 - B. friend or pal
 - C. older person
2. Bob says Jimmy was the "*staunchest old chap in the world*". What does this description mean?
 - A. Jimmy was really old.
 - B. Jimmy was a very loyal friend.
 - C. Jimmy did not like to spend a lot of money.
3. Bob is waiting for his friend to turn up. What does *turn up* mean?
 - A. arrive or appear
 - B. turn around
 - C. walk faster
4. Bob says, "A man gets in a groove in New York." What does *gets in a groove* mean?
 - A. gets rich
 - B. gets in trouble
 - C. gets in a routine
5. The story says that the man from the West had "egotism enlarged by success." What does this phrase mean?
 - A. All of his worry about money gave him health problems.
 - B. He thought he was very important and was not modest about his success.
 - C. He was very nervous about getting caught.

ANALYZE LITERATURE: Plot

Write a paragraph summarizing the plot of the story. Remember to include the exposition, the climax, and the resolution.

USE READING SKILLS

Analyze Cause and Effect



1. What might have been the cause of the scar on Bob's face?

2. Look at your cause and effect diagram. Which cause and effect detail is the most important to the story? Why is it important?

3. Bob did something in his past that gets him arrested. What do you think the cause for the arrest might have been?

BUILDING LANGUAGE SKILLS

Superlative Adjectives

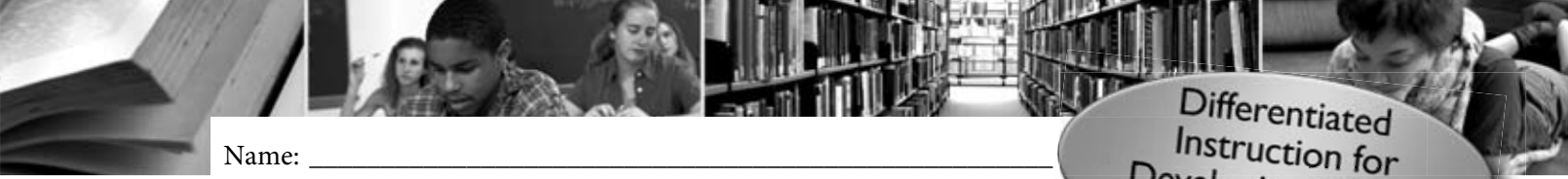
An adjective is a word that describes a noun. A superlative adjective is made by adding *-est*. It describes a noun to the extreme or to the highest level. Fill in the columns below for some of the adjectives found in the story. The first one is done for you.

Adjective	Superlative Adjective	Use It in a Sentence
staunch	staunchest	Robert is the congressman's staunchest supporter.
long		
near		
straight		
sharp		
high		

SPEAKING AND LISTENING

Listening skills. Your teacher will read or play the first paragraph of the story. Fill in the missing words as you listen, without turning back to the story.

The (1) _____ on the beat (2) _____ up the avenue impressively. The impressiveness was (3) _____ and not (4) _____ show, for spectators (5) _____ few. The time was (6) _____ ten o'clock at night, but (7) _____ gusts of wind with a(n) (8) _____ of rain in (9) _____ had well nigh depeopled (10) _____ streets.



Name: _____

The War of the Wall, page 63

Guided Reading Questions

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

Page 65

1. What had the narrator's cousin chiseled on the wall? Why?

Page 66

2. Whose supper is one of the Morris twins holding?

3. Describe the painter's interactions with the people of the neighborhood.

Page 67

4. What does the narrator ask his or her father to do about the painter? What is the father's reaction?

5. What does the painter request that shows she is not part of the community?

Page 68

6. What does the narrator's mother say about the painter?

7. Does Mama feel as strongly about the wall as the narrator does?

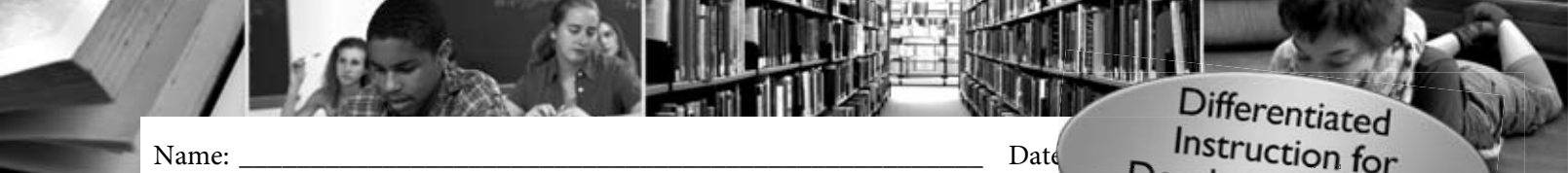
Page 69

8. What do Lou and the narrator plan to do?

9. What has the painter done to the wall?

Page 70

10. In what way has the artist personalized the wall for the community?



Name: _____ Date: _____

The War of the Wall, page 63

Use Reading Strategies: Make Connections

Notice where there are connections between the story and your life or the world beyond the story. Be aware of feelings or thoughts you have while reading the story. Think about what you already know about the topic, what you want to know, and what you have learned from your reading.

Before Reading: What Do You Know?

Discuss what you know about the people listed below, and write down what you know.

Martin Luther King Jr. _____

Malcolm X _____

Harriet Tubman _____

Mrs. Fannie Lou Hamer _____

Louis Armstrong _____

Billie Holiday _____

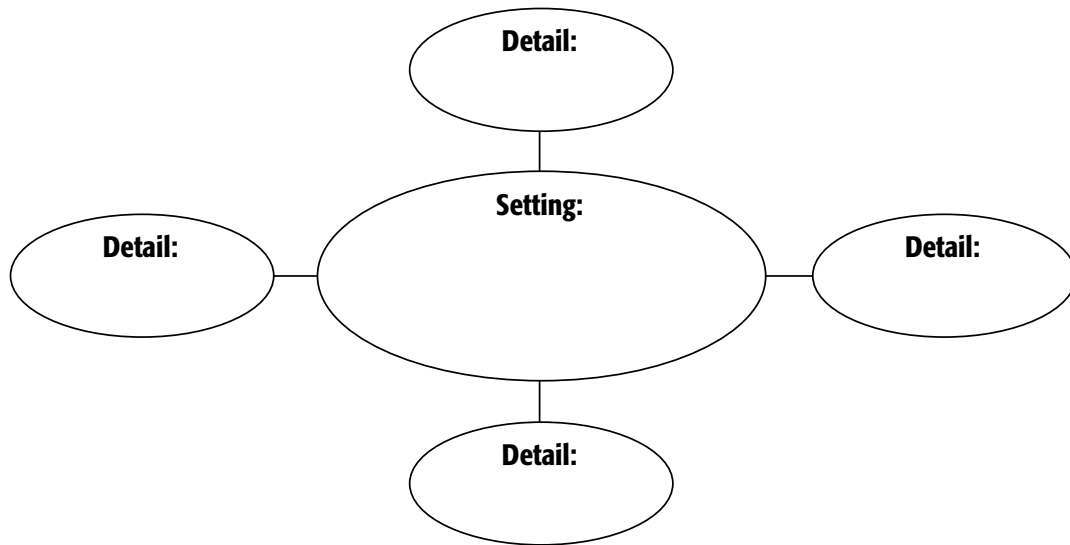
Duke Ellington _____

What do these people have in common? _____

Look for more information about these people so you are familiar with their contributions to America.

During Reading: Gather Information

Follow along in the text as you read the first page of the text aloud. In the graphic organizer below, identify the setting and write down any details you learn about the setting. Where does the story take place? How do you know? Where is the artist from? What do you know about the narrator's home?



Continue reading the story on your own. Think about what you know about the setting as you read. Answer the following questions.

1. How does knowing about the setting help you to connect with the characters and their actions?

2. Based on your prior knowledge about the people listed in the Before Reading activity, what does the wall represent?

After Reading: Identify Theme

What is the main idea or theme of the story?

Using your own paper, write an essay describing how your knowledge of the people depicted on the wall helped you to identify the theme of the story. You might also note how past experiences—both literary and personal—helped you to understand the characters and the setting. When finished, share your essay with two or three other students. Discuss how applying the reading strategy helped you to understand the story.



Fix-Up Idea: Take a Break

If you have difficulty making connections with the story, take a break to reflect on your reading. Ask yourself the following questions.

1. What do I know about the setting and the characters?

2. What does this remind me of?

3. What other stories do I know of that are similar to this story?

4. What experiences have I had that are similar to the characters' experiences or that took place in a similar setting?

Continue reading the story, taking breaks as needed to reflect on your experiences.

Name: _____

Exceeding the
Standards:
Vocabulary & Spelling
SAMPLE

LESSON 1

Word Study Notebook

Understand the Concept

No matter what type of material you are reading, you probably run into unfamiliar words from time to time. Keeping track of these words and their meanings and uses can help you become a better reader and can enrich your vocabulary. As you learn more and more words, you will also become a better speaker and a better writer, able to express yourself more easily and vividly.

A good way to collect new words is to keep a word study notebook. In it, you can record each new word with its definition and pronunciation, along with an example sentence or drawing to help you remember it.

Here is a sample page from a word study notebook.

word: *obstinate*

pronunciation: \äb' stə nət\

definition: sticking to a purpose, opinion, or course in spite of reason or arguments

contextual sentence: The obstinate child refused to eat his vegetables, no matter what his parents did to persuade him.



Word of the Week

ravenous ('ra və nəs) *adj.*, very hungry

Adam hadn't eaten much all day, so as soon as he caught sight of the dinner buffet he realized he had a ravenous appetite.

Some synonyms for *ravenous* include *starving*, *famished*, and *. Try substituting them in the above sentence to see if they fit. This is a helpful tactic when learning new vocabulary words.*

Tip

A **word study notebook** is a great way to actively increase the number of words you use in your own daily language. Knowing more words will help you speak and write your thoughts more clearly, precisely, and vividly.

Tip

A **phonetic description** is a way to spell a word as it sounds instead of as it is supposed to be spelled. In the sample at left, the phonetic description of the word *obstinate* is given as \äb' stə nət\. Reading the phonetic spelling will help you to remember how to pronounce the word.

Try It Yourself

Draw your picture for *mesmerize* here.

Just For Fun

You can use your word study notebook to record interesting, strange, or unusual words as well. On your own paper or in your word study notebook, complete word study entries for the following words.

- swindle
- habitual
- cylinder
- qualm
- incalculable

Tip You can find new words in many unexpected places: the grocery store, recipes, shopping malls, airports, buses, restaurants, billboards, road signs, instruction manuals, television, radio, song lyrics, phone books, greeting cards.

Fill in this sample page of a word study.

word:	mesmerize
pronunciation:	
definition:	
contextual sentence:	

Exceeding the
Standards:
Vocabulary & Spelling
SAMPLE

Browse through a magazine or newspaper until you find a word that is unfamiliar to you. Use the space below to create your own word study notebook entry for the unfamiliar word. To find the correct definition and pronunciation, consult a dictionary or ask your teacher. If you find more than one definition for the word, choose the one that best fits how the word was used in the sentence. If you wish, list the other definitions as well.

word:	
pronunciation:	
definition:	
contextual sentence:	

What Did You Learn?

For the next few days, log all the unfamiliar words that you encounter on the lines below. Start your word study notebook with these words. Continue to use your word study notebook to record new words. Every week, review the entries in your notebook. Try to incorporate these words into your speech and writing.

Name: _____

Exceeding the
Standards:
Grammar & Style
SAMPLE

LESSON 1

The Sentence and Its Functions

The Sentence

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

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

EXAMPLE

sentence

The old professor | read the dusty manuscript.
(subject) (predicate)

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

EXAMPLES

sentence fragment

The baker. (The fragment does not have a predicate. The group of words does not answer the question *What did the baker do?*)

sentence fragment

Frosted the chocolate cake.
(The fragment does not have a subject. The group of words does not answer the question *Who frosted the chocolate cake?*)

sentence fragment

In his kitchen.
(The fragment does not have a subject or predicate. The group of words does not tell what the sentence is about or tell what the subject does.)

complete sentence

The baker frosted the chocolate cake in his kitchen.

EXERCISE 1

Identifying Sentences and Sentence Fragments

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

- _____ 1. James was a guitarist for a garage band.
- _____ 2. Yelling at the children in the street.
- _____ 3. Far above the snowcapped mountains.
- _____ 4. The shark swam silently into the lagoon.

- _____ 5. On the table in the corner of the living room.
- _____ 6. His dog barked for three hours.
- _____ 7. Over the fence she threw the plastic ball.
- _____ 8. A politician and a lawyer.
- _____ 9. Flowers add color and cheer on a winter day.
- _____ 10. The aging queen and her son.

EXERCISE 2

Understanding Sentences and Their Basic Parts

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

EXAMPLE

The mysterious man.

(predicate missing; The mysterious man *disappeared in a cloud of fog.*)

1. The girl waited in the long line. _____

2. Under the sofa. _____

3. An exciting movie. _____

4. Fills the pitcher with water. _____

5. A woman found the stone. _____



6. On a hastily constructed raft. _____

7. Read the morning newspaper _____

8. Dark mounds of dirt in the yard. _____

9. He could be in the shed. _____

10. The painted vase. _____

EXERCISE 3

Using Complete Sentences in Your Writing

Write a paragraph describing to a friend an unusual occupation that you find interesting. Why do you find this occupation appealing? What do people in this occupation usually do or make? Make sure that each sentence in your paragraph contains a subject and predicate.

Functions of Sentences



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

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

EXAMPLE

Your cat would like to eat her supper now.

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

EXAMPLE

When will your cat eat her supper?

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

EXAMPLE

(You) Please feed your cat.

(You) Look in the cupboard for the cat food.

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

EXAMPLE

Your cat is really hungry!

EXERCISE 4

Identifying Different Kinds of Sentences in Literature

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

¹The door opened wider and a man appeared beside the old woman. ²At first I thought it was our host of the previous night. ³But this man was much younger, although the resemblance was strong. ⁴He carried himself straighter and his hair was black, while the innkeeper had been grizzled and slightly bent with age.

⁵"Please excuse my mother," said the man. ⁶"Her hearing is not good. ⁷Can we help you in some way?"

⁸Tokubei finally found his voice. ⁹"Isn't this the inn where we stayed last night?"

¹⁰The man stared. ¹¹"Inn? ¹²We are not innkeepers here!"

from "The Inn of Lost Time," page 30
Lensey Namioka

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

EXERCISE 5

Understanding the Functions of Sentences

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

EXAMPLE

Did you see the horse in the pasture? (Change into an imperative sentence.)
(interrogative; imperative, *Look at the horse in the pasture.*)

1. Will you bring the lantern to me? (Change into an imperative sentence.)

2. Tell me what you ate for breakfast. (Change into an interrogative sentence.)

3. Is the basement flooded? (Change into an exclamatory sentence.)

4. I would like a drink of water. (Change into an interrogative sentence.)

5. Today is the last day of school! (Change into a declarative sentence.)



6. What is missing from your purse? (Change into a declarative sentence.)

7. Walk with me over to the park. (Change into an interrogative sentence.)

8. Are you aware that your car is on fire? (Change into an exclamatory sentence.)

9. Will you please rescue the turtle on the side of the road? (Change into an imperative sentence.)

10. I believe that you will not like this dessert. (Change into an exclamatory sentence.)

EXERCISE 6

Using Different Kinds of Sentences in Your Writing

Write a brief speech about a current event that is important to you and that you think will appeal to your fellow classmates. Your speech may be serious, humorous, or persuasive in tone. To gather ideas, look through recent newspapers and magazines. Use all four kinds of sentences in your speech. Then take turns with your classmates reading your speeches aloud. Consider how the four kinds of sentences make your speeches more expressive.

Name: _____

Exceeding the
Standards:
Speaking & Listening
SAMPLE

Speaking & Listening Workshop, page 132

Giving and Actively Listening to Oral Summaries

Select a Story

Choose a short story from Unit 1 in your textbook—or another short story, with your teacher’s approval. Use the instructions from the Speaking & Listening Workshop on page 132 of your textbook to prepare and present an oral summary of the story. This lesson provides additional information to help you with selected parts of the presentation.

Summarize the Plot

Since you will have a specific amount of time to present your oral summary, planning is key. The goal is to keep your audience interested every minute of the presentation. You should plan to include enough detail about the main events to capture the interest of your audience, but not get off track with any unimportant details. A well constructed presentation should mention all the events that are important to the storyline. Rambling about too many minor details from the story will take the focus off of the plot and will surely lose the attention of your listeners.

Below is a list of a few plot details for the short story “The Serial Garden,” from page 111 of your textbook. Notice how only the important details of the story will be included in the final plot summary.

Plot Detail	Include in Summary?	Explanation
1. Mark’s father tries to find a mouse		This is only a minor detail at the beginning of the story.
2. Mark assembles model garden from a cereal box	√	This is a very important detail from the story. This is how the plot begins.
3. Brekkfast Briks don’t taste very good		This adds humor to the story, but it is an unimportant detail of the plot.
4. Mark transports himself into enchanted garden	√	This is a main event in the plot. The magic in the story begins here.

Reread the story you have chosen for your oral presentation. Make a complete list of plot details in the chart below as you read. When you have finished, put a check mark in column 2 if you should include the details in an oral plot summary. In column 3, explain why you would or would not include each detail in your presentation.

Plot Detail	Include in Summary?	Explanation
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Use Sensory Details

While unimportant details should be left out of the plot summary, sensory details can help to paint a picture in the minds of your listeners. There is a reason that you chose a certain story for your oral summary. What in the story appealed to you? Did the author describe certain sounds, smells, tastes, textures or sights that made the story come alive?

Below are five examples of sensory details. Match the sensory detail on the left with the sense that it most appeals to on the right.

- | | |
|--|----------|
| _____ 1. The towering mountain peaks slowly began to appear as the sun rose over the wide valley. | A. sight |
| _____ 2. The aroma of grandma's pancakes came up the stairs and filled the air of the guest room. | B. sound |
| _____ 3. The wooden farm fence was so old and damp it felt spongy as she leaned against it. | C. taste |
| _____ 4. Just the thought of trying those vomit-flavored jelly beans makes that acid taste rise in my throat! | D. smell |
| _____ 5. Dozens of squirrels scratched and gnawed at the roof of my attic apartment every morning that spring. | E. feel |

Make a list of eight objects, people or animals that appear in the story you have chosen for your presentation. Write at least three sensory details for each item. Use each sense at least once in your list. Keep in mind that you want to capture the attention of your audience with these details. The example shows a sensory detail from “The Serial Garden.”



Example: “velvety violets” - Touching the petals of the violets in the garden would be like feeling a soft velvety fabric. They feel so soft; they seem more like cloth than a plant. There seems to be more texture to those petals that was not like the smooth petals of other plants.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

- 7. _____

- 8. _____

Choose five of your favorite sensory details from the list above to use in your presentation. Develop how you will most effectively present each sensory detail. Then memorize a sentence or two about each detail so you can maintain eye contact with your audience during that part of your oral summary.

- 1. _____

2. _____

3. _____

4. _____

5. _____

Evaluate Your Oral Summary

Evaluate your speaking and listening skills using this rubric found in the Speaking & Listening Workshop on page 133 of your textbook.



SPEAKING AND LISTENING RUBRIC

Speaking Rubric

Your oral summary will be evaluated on the following elements:

Content

- ☐ clear presentation of main details of the plot
- ☐ sensory details that convey setting and characters

Delivery and Presentation

- ☐ appropriate volume
- ☐ appropriate pacing
- ☐ effective nonverbal expression

Listening Rubric

As a peer reviewer or audience member, you should do the following:

- ☐ listen quietly and attentively
- ☐ maintain eye contact with speaker
- ☐ ask appropriate questions
- ☐ (as peer reviewer) provide constructive feedback

Name: _____

Exceeding the
Standards:
Writing
SAMPLE

Narrative Writing: Tell About a Person in Action

Narrative writing shows action. One type of narrative focuses on the actions of an individual. A writer may show a person in action to illustrate how a certain task is done, such as operating a machine or shooting a jump shot. Another reason for showing a person in action may be to tell how an injury or accident occurred. Story writers, of course, show characters in action as part of their stories.

Read the excerpt from “After Twenty Years,” by O. Henry. The story takes place at a time in the United States when police officers regularly “walked a beat.” That is, they patrolled a certain area on foot, watchful for citizens in need of help and others with crime on their minds. Note how O. Henry captures the routine actions of the policeman and how he conveys his attitude toward the policemen.

Learn from a Model

Read the narrative below, taken from the short story “After Twenty Years,” by O. Henry, page 9 in your textbook.

from “After Twenty Years,” by O. Henry

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely ten o’clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye down the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace.

Introduces person immediately
Gives narrator’s attitude toward person

Uses action words to show person in action
Adds details to help readers visualize person

1. Who is the subject of the narrative? Where do you find that out?

2. What word gives the narrator’s attitude toward the policeman?

3. What is the setting for this narrative?

4. List the action words portraying the policeman in action.

5. What words flesh out the action of “twirling his club” ?

6. Besides the action words, what details enable the reader to form a mental image of the policeman?

Your Assignment

Write a Narrative Paragraph Showing a Person in Action

To complete this assignment, follow the three stages of the writing process:

① Prewrite

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

Select a Person in Action to Write About

In choosing a person to show in action, consider people in a routine. For example, you can show a person going through an exercise routine that he or she does every day, or a person preparing a meal. You might narrate the actions a teacher goes through at the beginning of a class. You might portray a person putting on make-up, a police officer directing traffic, or a child walking a dog.

List four people in action that you might write about.

Think about various actions each of these people goes through. Which can you capture in narrative the best? Toward which do you have the clearest or strongest attitude? Which would be most fun to write about?

After considering each, choose one person and identify him or her here.

State Your Purpose and Identify Your Audience



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

For instance, if you are writing to guide people on how to do something, you would be more formal than if you are writing a playful portrait of someone you know.

Write your purpose and audience statement here. For example:

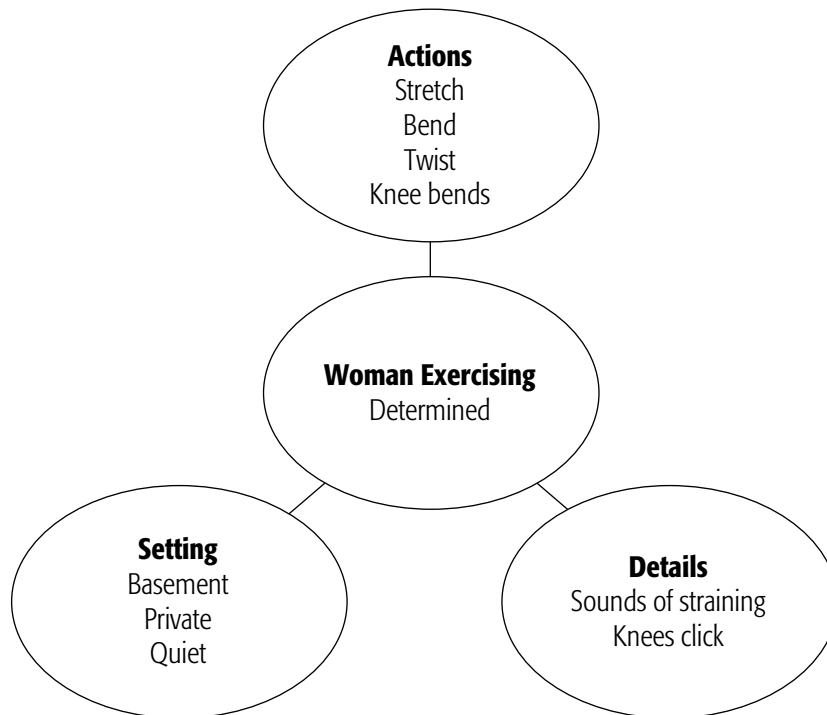
I am writing about my mom going through her daily exercise. I will give the portrait to her. My purpose is to tell her how much I admire her determination and how hard she works at it.

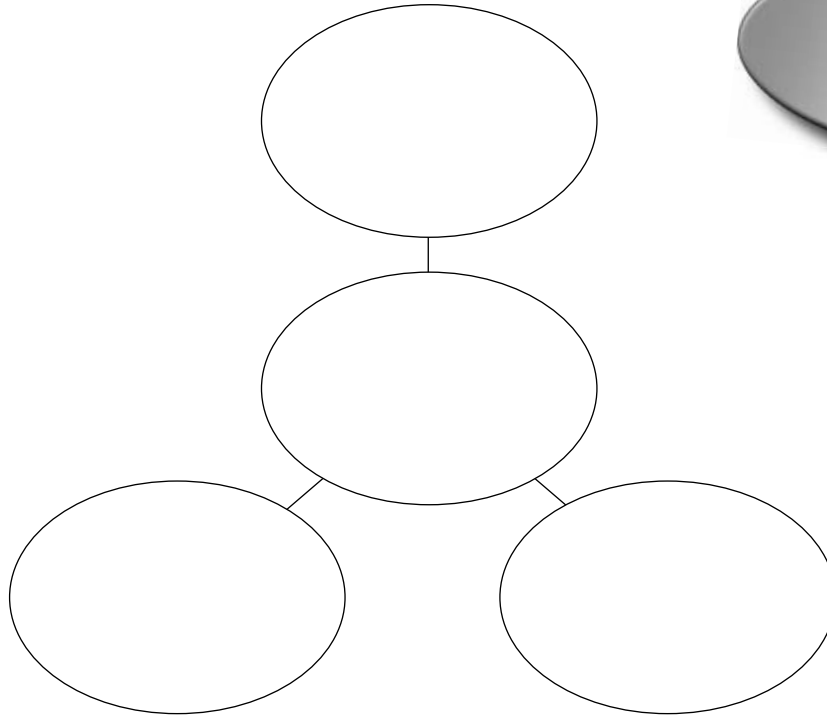
Gather Your Information

Before you write, gather information about your person in action.

Use the brainstorming cluster below to help you take your notes. Include the person's actions, your attitude toward or impression of the person, and details that flesh out the actions and help readers visualize the person. Include some details of the setting as well.

Consider this example:





Organize Your Information

Now that you have gathered your information, consider how best to organize it for a unified narrative paragraph or two. Number the items you have compiled in the order in which you will present them. Identifying the person should come first, so that item should be number 1.

② Draft

You have chosen a person in action and identified your purpose and audience. You have gathered and organized your information. Now you are ready to draft your narrative.

In drafting, put your information into sentence and paragraph form. Focus on a topic sentence that introduces the person you are portraying. In the same sentence, you may also convey your attitude toward the person—for example:

The doctor told my Mom how important it was to lose some weight. I admire her determination to do it.

Use action words to show the person in action. Use details to flesh out the actions and describe the setting.

Be sure your paragraph is unified. That is, each sentence in the paragraph should relate to the others and to the topic sentence idea.

Grammar & Style: Parallel Structure

When two or more thoughts in a sentence are closely related (*parallel*), writers often stress that closeness by phrasing those thoughts in the same way. This kind of phrasing is called **parallel structure** or **parallel construction**.

Note this example from the model:

adj. noun adj. noun

the officer, with his *stalwart form* and *slight swagger*

The two italicized phrases both describe the officer physically, so they are closely related. The author emphasizes the closeness by phrasing them in the same type of construction—an adjective and a noun.

Here's another example:

Trying doors as he went, *twirling* his club with many intricate and artful movements, *turning* now and then.

Here the related ideas are actions the policeman performs. They are phrased in *-ing* constructions.

Exercise: Each of the following groups of sentences contains two or more elements that are parallel in thought but not in structure. Rewrite each to put those related thoughts in parallel structure.

1. This is a government of the people. The government is formed by the people. The people should benefit from this government.

2. The talk was inspiring. It lifted up our spirits.

3. I took a typing course that taught me to type with accuracy and to read fast.

4. On weekends we play games, shop at the mall, and at different friends' homes.

Now go back to your revised draft and look at each sentence. See if you can put parallel thoughts into parallel structure.

③ Revise

You have written a narrative showing a person in action. Now you are ready to make it better. Be sure to allow yourself time after drafting to revise.



Evaluate Your Writing

Begin the Revise stage by evaluating what you have written. Read over your draft to see where it might be a bit weak, either in the clarity of the writing, the information you used, or the organization. Use the questions in column 1 of the Revision Checklist to identify areas that need improvement.

Then based on the evaluation, revise your draft. Where it may be lacking, use the suggestions in column 2 to make it stronger.

In revising your draft, you may decide to change or delete some of the information you had included. For example, you may realize one piece of information does not support the topic sentence. So delete that. You may have had an action or detail pop up that you had not thought about before, so you insert that. You may reword your topic sentence to clarify the person or your attitude, or in other ways enliven it.

Read through a printout of your draft, and mark your changes on the paper as you go. Think carefully about how you can ensure that your paragraph is clear and unified.

Following the Revision Chart, you will find a narrative showing what a person in action looks like as a first draft (Original Student Model) and then when revised (Revised Student Model).



REVISION CHECKLIST

Evaluate	Strengthen
<input type="checkbox"/> Is your draft a narrative showing a person in action?	The assignment is to write a narrative showing a person in action.
<input type="checkbox"/> Does the draft identify the person up front?	Identify the subject of the narrative in the first sentence. This is your topic sentence.
<input type="checkbox"/> Does the draft convey your attitude toward the person?	Use a word or phrase to give your attitude toward or impression of the person.
<input type="checkbox"/> Does the draft give a number of the person's actions?	Use action words to show the person in action.
<input type="checkbox"/> Are some of the actions fleshed out with details?	Use descriptive details to give a fuller account of some actions.
<input type="checkbox"/> Does the draft help readers visualize the person?	Use descriptive details to help readers form a mental picture of the person.
<input type="checkbox"/> Does the draft use correct grammar, spelling, punctuation, and word usage?	Follow correct mechanics.
<input type="checkbox"/> Does the draft include at least one example of parallel structure?	Use parallel structure for thoughts that are closely related to one another.

Original Student Model

The doctor told my Mom that with her condition it was important for her to lose some weight, and she is determined to do it. She's up early, and down in the basement for her daily exercise. She stretches high and bends low. She also does twists this way and that. She works up a sweat in minutes. She cringes with every knee bend. Then she rides the stationary bike for ten minutes. For fifteen minutes she runs on the treadmill.

Revised Student Model

The doctor told my Mom that with her condition, it was important for her to lose some weight, and **she is determined I admire her determination** to do it. She's up **early-at the crack of dawn**, and **trudges** down to **the quiet, damp** basement for her daily exercise. **She stretches high and bends low. She also does twists this way and that. Stretching high, bending low, and twisting this way and that**, she works up a sweat in minutes. She cringes with every knee bend. **Then she rides the stationary bike for ten minutes. For fifteen minutes and runs on the treadmill for fifteen. Then she rides the stationary bike for ten minutes and runs on the treadmill for fifteen.**

Inserts narrator's attitude toward person

Adds action

Adds detail to setting

Uses parallel structure

Uses parallel structure

Proofread Your Draft

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

Create Your Final Draft

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

Also reread your work to see if it meets the requirements for a quality narrative showing a person in action as listed in the following Writing Rubric. Check off each item that applies to your narrative.

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



WRITING RUBRIC

Exceeding the
Standards:
Writing
SAMPLE

A successful narrative showing a person in action:

- ☐ Identifies the person up front
- ☐ Reveals your attitude toward the person
- ☐ Uses action words to show a number of the person's actions
- ☐ Uses detail to flesh out some of the actions
- ☐ Uses detail to help the reader visualize the person
- ☐ Uses detail to help convey setting
- ☐ Uses correct spelling, punctuation, grammar, and word usage
- ☐ Uses parallel structure for parallel thoughts

Writing Follow-Up

Publish and Present

- Collect the narratives written by classmates and combine them with yours in a small volume called *People in Action*.
- Make video or audio recordings of the narratives and post them on a class Web site.

Reflect

- When can following a routine be good for you? When can it be harmful?
- What are your favorite routines?
- What is one routine you would like to establish? How would you get started on establishing it? What might be its benefits?

Name: _____

Exceeding the
Standards:
Test Practice
SAMPLE

Reading

PRACTICE TEST A

DIRECTIONS: Carefully read the following passage. Then complete the following Practice Test Answer Sheet by filling in the circle for each correct answer.

Practice Test Answer Sheet

Name: _____ Date: _____

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

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)

4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)

7. (A) (B) (C) (D)
8. (A) (B) (C) (D)
9. (A) (B) (C) (D)

Anne Frank

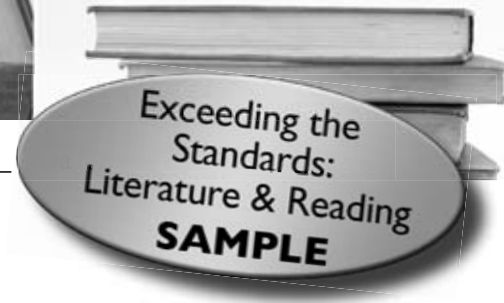
Anne Frank was a Jewish German teenager who lived and wrote during a dark period in the history of Europe. The Nazi party, led by Adolf Hitler, rose to power in Germany in 1933. Hitler promised jobs and prosperity for a troubled Germany, but he was a ruthless and cruel dictator. He blamed Germany's problems on the Jews, and his mission was to destroy the Jewish population.

Anne Frank was born in Germany in 1929. Her family moved to Holland in 1933 when it became clear to her parents that, as German Jews, their lives would be in danger. In 1940, German soldiers invaded Holland, bringing with them the anti-Jewish laws that already existed in Germany. Jews were forced to wear yellow stars to identify themselves as Jews, and they were no longer allowed to hold certain jobs, so many of them could no longer make a living. In addition to being forced to live by these rules, Jewish men, women, and children were brought to prison-like work camps called concentration camps.

Frank's older sister, Margot, was ordered to be sent to a concentration camp. To avoid separating, the Frank family moved with another family to some hidden rooms in an office building. These rooms became known as "the secret annex." After two years in hiding, the group was discovered by Hitler's secret police. Anne Frank, her mother, and her sister died of disease in the Nazi camps.

Today, Frank is known all over the world for her diary, which tells of the two years she spent in hiding. Her diary and other writings were found in the secret annex by friends who had been helping to hide the family. They were later given to Anne's father, the only member of the family to survive. He published them so that his family would be remembered. Since then, Anne Frank's writings have been published in many languages, inspiring courage around the world.

1. What was the main reason the Franks moved to Holland?
 - A. to escape danger
 - B. to follow the laws
 - C. to be closer to family
 - D. to go to better schools
2. Who discovered the group's secret annex?
 - A. Hitler
 - B. Anne's teacher
 - C. the secret police
 - D. an office worker
3. Which of the following is the best definition of the word *ruthless*?
 - A. sad
 - B. harsh
 - C. disciplined
 - D. confused
4. How did Anne and her family most likely feel while they were living in hiding?
 - A. calm and peaceful
 - B. energized and happy
 - C. scared and anxious
 - D. confused and cautious
5. *Tone* is the emotional attitude toward the reader or toward the subject implied by a literary work. How might one describe the tone of the passage?
 - A. sincere
 - B. ironic
 - C. playful
 - D. detached
6. What symbol were Jews forced to wear to identify themselves as Jews?
 - A. a black cross
 - B. a red hammer
 - C. a blue diamond
 - D. a yellow star
7. Which of the following was the author's main purpose for writing this passage?
 - A. to encourage readers to study more about Anne Frank in the classroom
 - B. to entertain readers with the facts of Anne Frank's life and legacy
 - C. to describe for readers the horrors that took place in concentration camps
 - D. to inform readers of the struggles that Anne Frank and her family faced
8. What is the genre of this passage?
 - A. fiction
 - B. nonfiction
 - C. drama
 - D. poetry
9. Which of the following is the closest antonym, or opposite, of the word *prosperity*?
 - A. unemployment
 - B. sadness
 - C. poverty
 - D. wealth



Name: _____

Summarize Fiction

Build Background

When you summarize a selection, you are restating it using other words to make it simpler, or shorter. Summarizing what you have read will help you identify, understand, and remember the main and supporting points in the text. A good summary of a work of fiction will tell you what happens in just a few sentences.

Because works of fiction vary, you can imagine how summaries would differ for a mystery tale, a novel, or a haiku poem. O. Henry short stories, for example, are well known for their plot twists, and readers of his story “After Twenty Years,” found on pages 1–15 of your textbook, would expect a surprise. When writing a summary for a story that contains a plot twist, you should consider whether to include the climax and resolution or just include the exposition.

The purpose of your summary can help you decide what to include. Are you writing it for yourself or for others? If you are writing for others, are you trying to grab their interest so they will read the story, or are you trying to prove to someone that you have read the whole story and understand the plot twist? In the first case, you would have good reason not to reveal the plot twist, but in the second case you would certainly include the twist and resolution.

Which approach is the best for summarizing a story like O. Henry’s “After Twenty Years”? Perhaps the best way to decide is to write the summary both ways. You could then compare the two kinds of results. That is what you will do in this lesson.

Get Started

Before you start writing your summaries, you need to review the story and find out what it is about. Use **the five Ws and an H** to record the most important information. The following explains how you can use those questions to summarize fiction. Read over the list and answer the six questions for “After Twenty Years.”

The Five Ws and an H

Who? Write down the names of the main characters.

What? What major events or actions take place? What emotions or reactions does a character experience?

When? Write down a specific date if it is mentioned, or the general time (such as century, decade, or holiday).

Where? What is the location of the action? Be as specific as you can.

Why? The answer to this question is not always clear. You might have to review your answers to the preceding questions.

How? You might also need to look at the answers to the preceding questions to answer this last question. Try adding a preposition—like *by* or *through*—to connect two of those earlier answers.

Write Two Summaries of O. Henry's Short Story "After Twenty Years"

Once you have produced answers for all six questions, make two copies of your answers. Label one Copy A, for the "tell All" version that includes the plot twist. Label the other Copy B, for the "hold Back" version, which you will use to shape a summary that does not reveal the plot twist.

In each copy, highlight or underline the sentences that you find most important for that summary version. On both copies, number the sentences, starting with 1 as the most important. Keep in mind that your final paragraphs should be between six and ten sentences long.

Organize and shape your summary paragraphs according to each version's goal. Sentence 1 can be the paragraph's main idea or topic sentence. The additional sentences would support or embellish the main idea. Assemble a draft paragraph of the sentences you decided to keep for each version. Continue to revise, being sure to shape and polish the paragraph by adding transition words like *and*, *but*, and *however* to connect your ideas smoothly. Read your paragraphs out loud, listening for and marking any spots that need revising.

Compare Results

Exchange summaries with some of your classmates to see how different writers come up with summaries that are not identical but are still appropriate. Note how the different versions make you feel. Do you prefer summaries that tell all, or those that hold back on the plot twist? Why?

If there is time to include the whole class in this activity, suggest to your teacher that you poll all your classmates about which type of summary is preferred. First, you would need to do a random drawing of the summaries to select a sampling: place all version A summaries in a bag and draw out two of them and then do the same with version B summaries. Read the four summaries out loud for the whole class or make copies and distribute them. After the whole class has heard or read the summaries, take a vote to see which version is preferred.



Name: _____ Date: _____

Exceeding the
Standards:
Extension Activities
SAMPLE

After Twenty Years, page 9

Collaborative Learning: Investigate Police Work

This lesson provides support for the following assignment from page 15 of your textbook:

With a partner, research how detective work has evolved over the past century. Pay particular attention to how communication, scientific advances, and computers have affected the way detectives work. Prepare a chart or poster that lists the five most important changes you find.

Build Background

Police detectives and private investigators became important in the mid- and late 1800s. One of the earliest investigative organizations was the Pinkerton National Detective Agency, whose motto remains “We never sleep.” Its agents were known for spying on potential labor activists and keeping unions from going on strike. At first the U.S. government hired Pinkerton to provide security for President Abraham Lincoln and track outlaws like Jesse James. Eventually the agency began training its own police detectives.

Identifying the tools that detectives used in the early 1900s and the tools detectives use today can provide a dramatic look at how much has changed since O. Henry wrote “After Twenty Years.”

Get Started

For this assignment, you will use the Internet to keep track of your research and the sources you use. You will need to use at least two different Internet search engines and two or more key search phrases. Once you have completed your research, you will be able to identify five important changes in detective work and create a chart or poster to communicate this information to your classmates.

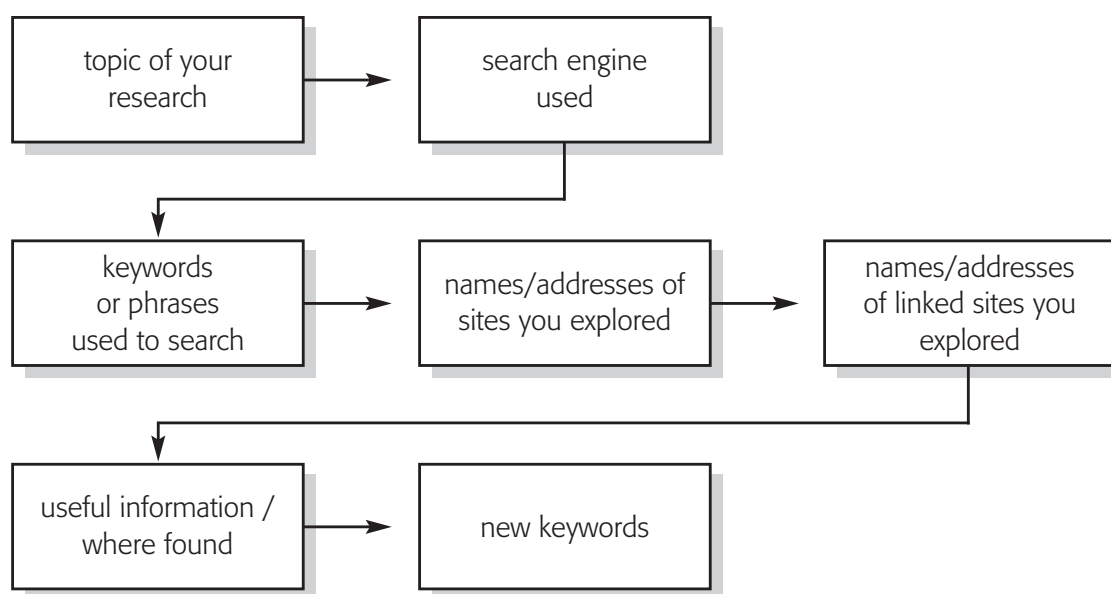
Track Your Research

The word *detective* is used in many phrases, including “travel detective,” “history detective,” “word detective,” and “detective spyware for computers.” As a result, your Internet research may require you to try several different key search phrases, sort through the information you find, and make sure it leads to the information you want.

Try using different search engines, such as All the Web, Google, and WebCrawler. Experiment with different key search phrases, but be careful. The search word *detective* may give you hits about fictional detectives when you want facts. The search phrase “detective technology,” may result in helpful information, but you may also get websites related to software programs that “detect” computer viruses. Try narrower searches like “police detectives” or “detective facts 1900s,” and sort carefully to find the information you want.

Document the path of your Internet search process by using the Research Tracker Chart below. You will need to hand in this document to your teacher along with your finished poster.

Research Tracker



Exceeding the Standards: Extension Activities SAMPLE

▶ For help using the Internet to gather information, see the Language Arts Handbook 5.2, Internet Research. There you will find ways to evaluate the reliability of the information you find, as well as a list of Internet search engines that are free of charge.

Organize the Information in a Chart

Once you have conducted and tracked your research, you will need to organize your findings in a chart. This chart should display the information in about the same way it will appear in your final poster or chart. Using the graphic organizer below, put your findings in the appropriate categories. Expand the boxes and add or change categories as needed. You may need to go back and do more Internet research to complete your chart. One example of a communication tool is included in the chart below.

Comparison and Contrast Chart: Tools for Detectives from 1900 until Today

Exceeding the Standards:
Extension Activities
SAMPLE

	What Detectives Used in 1900	What Detectives Use Today
Communication tools	Telegraph	Cell phone, computer phone, GPS phone
Scientific advances		
Computer-based tools		
Evidence-collecting tools		
Other		

Create the Poster

When you have completed your Comparison and Contrast Chart, mark the five changes between 1900 and today that you think are the most significant. Then design a poster that presents these changes, in the order of most significant to least. Organize your findings in a way that is logical and easy to read. Be sure to attach or include your completed Research Tracker and Comparison and Contrast Chart with your poster when you hand it in to your teacher.



EVALUATE YOUR WORK

Collaborative Learning: Investigate Police Work

Evaluate your poster or chart based on these elements:

- ☐ poster is based on information found using Research Tracker
- ☐ completed research documents with at least two search engines and key search phrases
- ☐ poster uses Comparison and Contrast Chart to show five important changes
- ☐ poster compares and contrasts detective tools from 1900 with those of today
- ☐ poster is visually interesting, neatly organized, and easy to read



Name: _____



Internet Research

Targeting the Right Internet Source

The **Internet** is a vast collection of computer networks that can provide you with information from libraries, government agencies, high schools and universities, non-profit and educational organizations, museums, user groups, and individuals around the world. Many Internet sites are part of the **World Wide Web**, an organized group of Internet pages that are easily searchable. Web sites include the code “www” following the initial prefix “http://”.

Types of Internet Sites

Type	Example	Internet Address
Government	Environmental Protection Agency Ohio Department of Health	http://www.epa.gov/ http://www.odh.state.oh.us/
Nonprofit Organizations	Metropolitan Museum of Art Fidelco Guidedog Foundation	http://metmuseum.org/ http://www.fidelco.org/
Schools and Colleges	Boston University Boise School District	http://www.buedu/ http://www.sd01.k12.id.us/
Libraries	New York Public Library Columbus Metropolitan Library	http://www.nypl.org/ http://www.cml.lib.oh.us/
Individuals	Jean Craighead George Jennifer Armstrong	http://jeancraigheadgeorge.com/ http://www.jennifer-armstrong.com/
Companies	Mars Candy Co. Ford Motor Company	http://www.mars.com/ http://www.ford.com/

At which Internet site listed in the chart above might you find the following information? There may be more than one correct answer.

1. information about a specific person’s life _____
2. information about common viruses in a region _____
3. description of a current art exhibit _____
4. information about an organization _____
5. regulations on pollution _____
6. list of collections within a library _____

Conducting an Internet Search



Here are some tips for conducting Internet searches.

- Use a reliable search engine.
- Browse the search engine's links or do a keyword search.
- Use links between websites or additional keyword searches to narrow and expand your search as needed.
- Browse the results of your search.

Search the Internet for the answer to each of the following questions. Think carefully about which word or words you will use as keywords in your search. If the first one you try doesn't work, try something more general or more specific. Under each question or prompt, write the answer and your strategy for finding the answer. Also print out the Internet page that contains the answer.

1. How many names were originally inscribed on the Vietnam Veterans Memorial?

2. Where did Carl Sandburg live during the last 22 years of his life?

3. Edgar Allan Poe's "The Tell-Tale Heart" is one of the short stories in *18 Best Stories of Edgar Allan Poe*, a book edited by Vincent Price. Complete this title of another story from the collection: "The _____ Hoax."

4. Describe the Calliope hummingbird and state where it nests.

5. Find the name of a Greek goddess who was the swift-footed messenger of Zeus.

Evaluating Information and Media Sources



As you do research, be sure to evaluate the sources you find. The most useful sources will be:

- **unbiased.** Check to see if anything in the author's background or connections would lead him or her to slant the information a certain way. Another sign of bias, or lack of objectivity, is using loaded words.
- **authoritative.** The most trustworthy sources are written by experts in the field who have a good reputation, especially among their peers. Likewise, certain periodicals and publishers have better reputations for accuracy than others.
- **timely.** If you are doing research in an area that is rapidly changing, make sure your source is up to date.
- **at an appropriate reading level.** The information should be written at a level you can understand, although your sources will likely vary in difficulty.

Explain whether each of the following would be reliable and accessible pieces of information according to the criteria listed above.

1. guidance on treating a sick dog from the brother of a veterinarian

2. information from the *New York Times* about pollution in Israel

3. television commercial showing results of a consumer survey done by a soft drink company

4. report on global warming released by a large oil refinery

5. documentary about a company produced by a person who was fired from the company

6. book on space exploration published in 1985

7. reference work on the diagnosis of disease written by and for doctors

8. radio show about downtown development hosted by the city's mayor

- _____ 7. What is likely the main reason Bob comes back to New York?
- A. He is trying to avoid the police.
 - B. He is sick of living in the West.
 - C. He wants to learn about Jimmy's life.
 - D. He hopes to make money in New York.
 - E. He wants to show off to his old friend.
- _____ 8. There is an old saying that "All that glitters is not gold." What does this expression mean in the context of this story?
- A. Bob no longer knows the real Jimmy Wells.
 - B. To be successful, the police officer must trick Bob.
 - C. Despite his promise, Jimmy Wells cannot be trusted.
 - D. There are times when a person must break his or her promise.
 - E. Bob's respectable appearance does not match his character.

Read the following passage. Then answer the question(s) below.

"You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

- _____ 9. Judging from this passage, the speaker and Jimmy believed
- A. their futures might be very different.
 - B. they couldn't stay in the same city together.
 - C. it was important to help and support each other.
 - D. they would probably never see each other again.
 - E. they would not change much in the next twenty years.

Matching

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

for After Twenty Years

- | | |
|-------------------|------------------------------------|
| A. staunch | _____ 10. slow and steady worker |
| B. egotism | _____ 11. loyal |
| C. habitual | _____ 12. at the same time |
| D. plodder | _____ 13. out of habit |
| E. simultaneously | _____ 14. sense of self-importance |

Essay

for After Twenty Years

15. How does the author create a feeling of suspense in this story? Use details from the text to support your answer.

Name: _____

Unit 1: Fiction

Unit 1 Exam

Matching

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

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

- | | |
|---|---|
| _____ 1. the time, place, and environment in which the events of a literary work take place | _____ 7. the act of creating or describing a character |
| _____ 2. an imaginary person or animal who takes part in the action of a literary work | _____ 8. any work of prose that tells an invented or imaginary story |
| _____ 3. a brief work of fiction that usually presents a single plot, one or two main characters, and one important setting | _____ 9. the vantage point, or perspective, from which a story is told |
| _____ 4. the series of events related to a central conflict, or struggle, in a literary work | _____ 10. the character playing the central role in a literary work |
| _____ 5. the central message or perception about life that is revealed through a literary work | _____ 11. the character in conflict with the central character in a literary work |
| _____ 6. a struggle between two forces in a literary work | _____ 12. the feeling or emotion created by a literary work |
| | _____ 13. a force that moves a character to think, feel, or behave in a certain way |

Multiple Choice

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

for A Day's Wait / Mars Climate Orbiter Team Finds Likely Cause of Loss

- | | |
|---|---------------------|
| _____ 14. The boy believes he is about to | |
| A. die. | D. be punished. |
| B. recover. | E. lose his father. |
| C. go hunting. | |

- _____ 15. The doctor does not believe
- A. fever is a sign of illness.
 - B. Schatz needs any medicine.
 - C. the father should go hunting.
 - D. Schatz's situation is an emergency.
 - E. the father should be reading to Schatz.
- _____ 16. Which of the following sentences offers a clue that the boy is experiencing an internal conflict?
- A. "When I put my hand on his forehead I knew he had a fever."
 - B. "He was evidently holding tight on to himself about something."
 - C. "He came into the room to shut the windows while we were still in bed and I saw he looked ill."
 - D. "I sat at the foot of the bed and read to myself while I waited for it to be time to give another capsule."
 - E. "Back in the room I wrote the boy's temperature down and made a note of the time to give the various capsules."
- _____ 17. Which of the following best describes the story's theme?
- A. Different people react differently when faced with death.
 - B. Doctors should keep a more careful watch on their sick patients.
 - C. Children should never be afraid to ask adults to explain things to them.
 - D. Children sometimes suffer greatly because they misunderstand a situation.
 - E. A parent should never leave a sick child to engage in an activity such as hunting.

for After Twenty Years

- _____ 18. What is the waiting man's connection to Jimmy Wells?
- A. They are brothers.
 - B. They often travel together.
 - C. They were childhood friends.
 - D. They once worked in the same restaurant.
 - E. Both are running from the police.
- _____ 19. The conversation the waiting man has with the police officer is what part of the plot of the story?
- A. climax
 - B. resolution
 - C. exposition
 - D. rising action
 - E. falling action
- _____ 20. Which of the following does *not* provide any insight into the kind of person Jimmy Wells has become?
- A. He walks with a confident swagger.
 - B. He keeps his twenty-year promise to Bob.
 - C. He does not want to be the one to arrest Bob.
 - D. He makes arrangements for Bob to be arrested.
 - E. He is the same height he was twenty years ago.
- _____ 21. There is an old saying that "All that glitters is not gold." What does this expression mean in the context of this story?
- A. Bob no longer knows the real Jimmy Wells.
 - B. To be successful, the police officer must trick Bob.
 - C. Despite his promise, Jimmy Wells cannot be trusted.
 - D. There are times when a person must break his or her promise.
 - E. Bob's respectable appearance does not match his character.

- _____ 22. According to Bob, how might Jimmy best be described?
- | | |
|--|---|
| A. as a jealous and selfish person | D. as extremely smart but often unlucky |
| B. as a good but often jealous friend | |
| C. as a loyal but not-too-smart friend | E. as an unlucky person who will never change |

for Rikki-Tikki-Tavi / The Green Mamba

- _____ 23. Which of these sentences from “Rikki-Tikki-Tavi” is an example of personification?
- | | |
|--|--|
| A. “Rikki-tikki knew better than to waste time in staring.” | D. “Rikki-tikki climbed down to the floor, where he sat rubbing his nose.” |
| B. “Rikki-tikki spent all that day roaming over the house.” | E. “Rikki-tikki was bounding all round Nagaina, his little eyes like hot coals.” |
| C. “Rikki-tikki’s little white teeth were clenched on her tail.” | |
- _____ 24. Unlike the mongoose in “Rikki-Tikki-Tavi,” the snake-man in “The Green Mamba”
- | | |
|------------------------------------|---|
| A. shows no courage. | D. feels no anger toward the snake. |
| B. hates to battle the snake. | E. does not believe the snake is dangerous. |
| C. could not be killed by a snake. | |
- _____ 25. Which of the following best states the main idea of “The Green Mamba”?
- | | |
|--|--|
| A. Snakes are an ongoing threat to people in Tanganyika. | D. With practice, anyone can learn how to handle a green mamba. |
| B. Dogs are not good pets for people living in Tanganyika. | E. Snakes become more aggressive when they sense fear in their prey. |
| C. Snakes would not bother people if people left them alone. | |
- _____ 26. In “The Green Mamba,” the Fullers’ reaction to the news that a green mamba is in their house suggests that
- | | |
|--|--|
| A. snakes are rare in Tanganyika. | D. they have different attitudes toward snakes. |
| B. they are people who do not like to be rushed. | E. they view danger as an exciting opportunity to see something new. |
| C. they know how dangerous green mambas are. | |

Essay

Answer one of the following questions.

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

Name: _____ Date: _____



from **The Foghorn**, page 73

Fluency Assessment Passage 1

	Words Read	Miscues
It was a cold night, as I have said. The high tower was cold.	14	_____
The light was coming and going, and the Fog Horn, calling and	26	_____
calling through the raveling mist. You couldn't see far and you	37	_____
couldn't see plain, but there was the deep sea moving on its way	50	_____
about the night earth, flat and quiet, the color of gray mud. Here	63	_____
were the two of us alone in the high tower. There, far out at first,	78	_____
was a ripple, followed by a wave, a rising, a bubble, a bit of froth.	93	_____
And then, from the surface of the cold sea came a head, a large	108	_____
head, dark-colored, with immense eyes, and then a neck. And	120	_____
then—not a body—but more neck and more! The head rose a full	134	_____
forty feet above the water on a slender and beautiful dark neck.	147	_____
Only then did the body, like a slender little island of black coral and	160	_____
shells and crayfish, drip up from the subterranean. There was a	174	_____
flicker of tail. In all, from head to tip of tail, I estimated the monster	189	_____
at ninety or a hundred feet.	200	_____
I don't know what I said. It seems I said something.	204	_____
"Steady, boy," whispered McDunn.	208	_____
"It's impossible!" I said.	212	_____

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

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

Name: _____

After Twenty Years, pages 9–15

At a Glance

Guided Reading: Reading Model

- **Reading Level:** Moderate
- **Difficulty Consideration:** Vocabulary and irony
- **Ease Factors:** Plot twist

Pacing

- **Regular Schedule:** 3 days
- **Block Schedule:** 2 days

Objectives

Studying this lesson will enable students to

- use reading skills such as analyzing cause and effect
- define plot and analyze how characters deal with conflict
- describe the literary accomplishments of O. Henry
- appreciate a story that has an unexpected twist

Before Reading

Focus and Motivate

Choose from the following activities to introduce the lesson:

- _____ Launch the Lesson, ATE page 9
- _____ Build Background, *Meeting the Standards*
- _____ Build Background Reader's Context question, SE page 9
- _____ Introduce Mirrors & Windows question, ATE page 10

Preview the Model

Walkthrough the Before Reading section of the Fiction Reading Model on page 8.

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

Choose from the following activities to apply these skills:

- _____ Set Purpose, SE page 9
- _____ Use Reading Skills: Analyze Cause and Effect, Cause and Effect Chart, SE page 9
- _____ Critical Viewing, ATE page 10

During Reading

Teach the Model

Review the During Reading section of the Fiction Reading Model on page 8. Assign students to read the selection on pages 9–15. Model the following reading strategies and literary analysis during reading:

- _____ Build Vocabulary: Using Context Clues with Outdated Words, *Meeting the Standards*
- _____ Analyze Literature: Plot, SE page 11
- _____ Use Reading Strategies: Visualize, ATE page 11
- _____ Use Reading Strategies: Make Inferences, SE page 11
- _____ Use Reading Skills: Analyze Cause and Effect, SE page 12
- _____ Use Reading Strategies: Make Predictions, SE page 12
- _____ Analyze Literature: Plot and Suspense, ATE page 13
- _____ Reading Skills: Draw Conclusions, ATE page 13



- _____ Use Reading Strategies: Make Predictions, SE page 14
- _____ Analyze Literature: Plot, SE page 14

Make Connections

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

- _____ History Connection: Early Police Weapons, ATE page 11
- _____ Mirrors & Windows question, SE page 14

Differentiate Instruction

Consider the following alternative teaching options to differentiate instruction:

- _____ Reading Proficiency, ATE page 11
- _____ Kinesthetic Learning, ATE page 11
- _____ English Language Learning, ATE page 12
- _____ Reading Proficiency, ATE page 12
- _____ Enrichment, ATE page 14
- _____ Author and Genre Study, *Differentiated Instruction for Advanced Students*
- _____ Analyze Cause and Effect, *Differentiated Instruction for English Language Learners*
- _____ Audio Recording, EMC Audio Library

After Reading

Review the Selection

Review the After Reading section of the Fiction Reading Model on page 8. Use the following activities to review the lesson:

- _____ Find Meaning / Make Judgment Questions, SE page 15
- _____ Analyze Literature: Plot, Plot Diagram Chart, SE page 15
- _____ Analyze Literature: Plot Diagrams, *Meeting the Standards*
- _____ Extend the Text: Make Predictions, *Meeting the Standards*

Extend Understanding

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

- _____ Creative Writing: Letter, SE, page 15; Rubric, ATE page 15
- _____ Expository Writing: Essay, SE page 15; Rubric, ATE page 15
- _____ Collaborative Learning: Investigate Police Work, SE page 15
- _____ Critical Literacy: Conduct an Interview, SE page 15

Assess

Administer one or both of the following assessment tools:

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

Technology Tools

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

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

Name: _____

Meeting the
Standards
SAMPLE

Fiction Study Guide

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

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

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

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

Self-Checklist

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



CHECKLIST

Literary Comprehension

You should understand and apply the following literary elements:

- ☐ Plot
- ☐ Characters
- ☐ Setting

Reading

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

- ☐ Before Reading
- ☐ After Reading
- ☐ During Reading

Literary Appreciation

You should understand how to relate the selections to

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

Writing

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

Speaking and Listening

- ☐ You should be able to deliver or listen to oral summaries of short stories.

Test Practice

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

Additional Reading

- ☐ You should choose a fictional work to read on your own. See For Your Reading List on page 125 of your textbook.

Understanding Plot

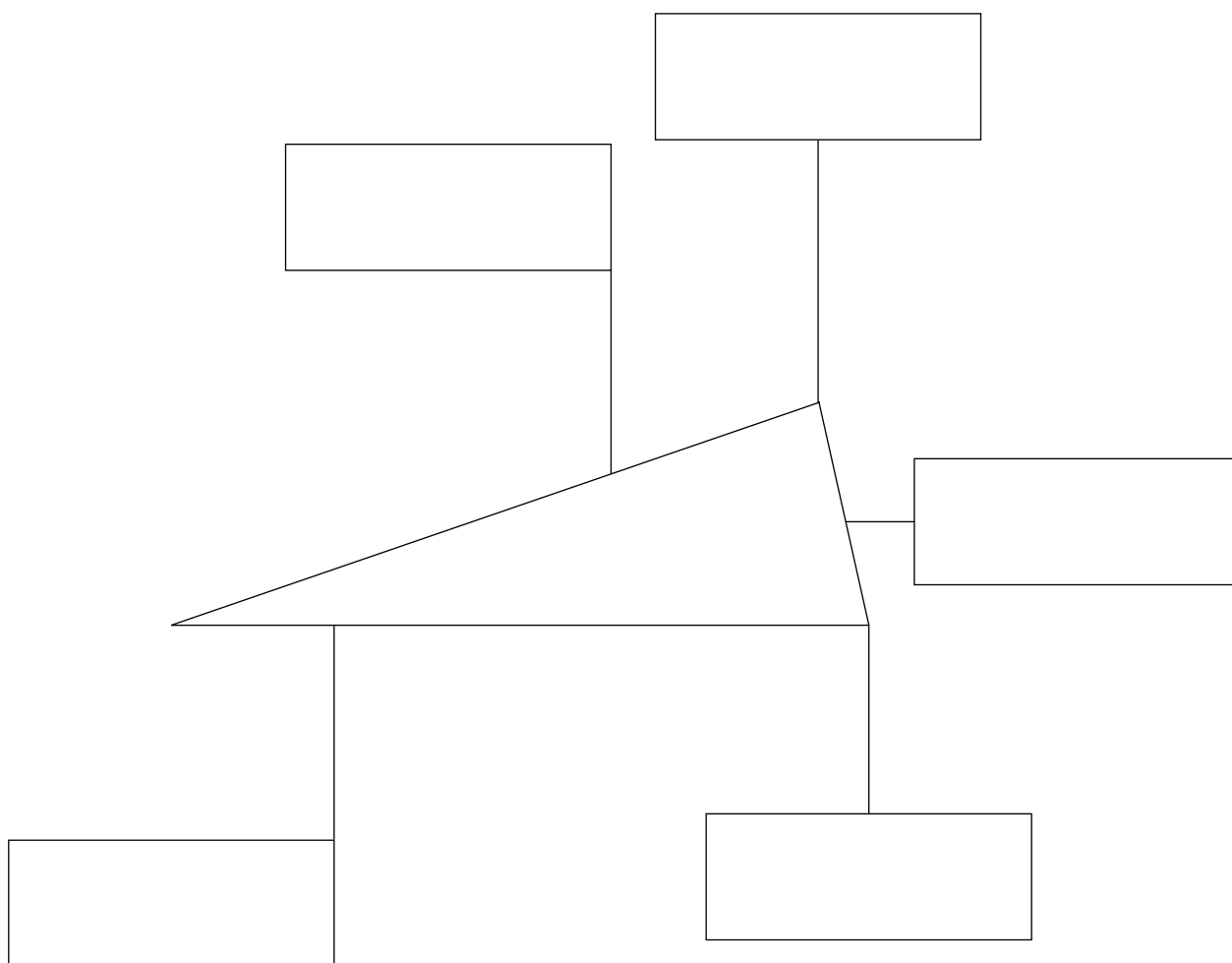
Complete these pages after you read about **plot** on pages 6–7. Try to answer the questions without looking at your book.



What is **plot** in a story? _____

Label the five elements of a typical plot on the plot diagram.

climax	exposition	falling action	resolution	rising action
--------	------------	----------------	------------	---------------



Tell what **conflict** is in a **plot**. _____



Describe the two basic types of **conflict**. Name the three principal **outside forces** in external conflicts.

Two Types of Conflict	
External Conflict	Internal Conflict
Three Outside Forces	
1	
2	
3	

Define the following terms in relationship to **plot**.

Plot Organization and Time
Chronological Order
Flashback
Foreshadowing

Applying Plot to the Selections



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

Identify the elements of plot for events in “After Twenty Years.” Write the appropriate elements from the box on the line next to each event.

climax	exposition	falling action	resolution	rising action
--------	------------	----------------	------------	---------------

Bob waits to meet his friend Jimmy Wells after twenty years.

A police officer walking his beat stops and talks to Bob, who tells the officer all about his successes and his friend. After the officer leaves, Bob is greeted by a man he thinks is Jimmy.

Bob realizes that the man is not Jimmy, and the man tells Bob he is under arrest.

Bob is being taken to the police station but is handed a note to read first.

The note says that the police officer that first talked to Bob was Jimmy, who recognized Bob as a wanted man but could not arrest Bob himself.

Identify the **exposition** of the **plot** of “The War of the Wall.” _____

What is the **climax** of the **plot** of “The Foghorn”? _____

What is the **resolution** of the **plot** of “The Inn of Lost Time”? _____

Describe the **plot conflict** in “The 11:59.” Is the conflict **external** or **internal**? With what does Lester have a conflict?



How is the **conflict** in “The Portrait” different from the **conflict** in “A Day’s Wait”?

The events in the **plot** of “Rikki-Tikki-Tavi” are told mostly in **chronological order**. Choose important events and write them in the order they happened in the chart.

↓
↓
↓
↓
↓
↓

Tell whether the first full paragraph on page 107 in “Uncle Tony’s Goat” is an example of **foreshadowing** or **flashback**. Explain your answer.

What does the last paragraph in column 1 on page 113 in “The Serial Garden” **foreshadow**?

Understanding Characters

Complete these pages after you read about **characters** on page 17. Try to answer the questions without looking at your book.



What is a **character** in a story? _____

What is **characterization**? _____

What are three ways in which writers develop **characters**?

1. _____

2. _____

3. _____

What is **motivation** for a story **character**? _____

How does **motivation** help you understand a **character**? _____

Describe each type of character.



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

Applying Characters to the Selections



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

What is Lester's motivation in "The 11:59"? _____

How is Jimmy Wells characterized on pages 11–12 of "After Twenty Years"? What technique is used to characterize Jimmy on these pages?

Look at the character type named for each story. Name a character from the story for that character type. Tell why you chose that character.

The protagonist in "The Portrait"	
An antagonist in "Uncle Tony's Goat"	
A major character in "The War of the Wall"	
A minor character in "The Inn of Lost Time"	
A flat character in "A Day's Wait"	
A round character in "The Serial Garden"	
A static character in "The Foghorn"	
A dynamic character in "Rikki-Tikki-Tavi"	

Understanding Setting



Read about setting on page 29. Then complete this page. Try to answer the questions without looking at your book.

What is **setting** in a story? _____

List ways in which a writer may reveal the **setting** in a story.

Writers May Develop Setting Through...

- _____
- _____
- _____
- _____
- _____
- _____
- _____

What is **mood** in a story? _____

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

Applying Setting to the Selections



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

Match the story to its setting. Write the name of the story on the line beside the setting.

"After Twenty Years"	"A Day's Wait"	"The 11:59"	"Rikki-Tikki-Tavi"	"Uncle Tony's Goat"
----------------------	----------------	-------------	--------------------	---------------------

A train station and small apartment in St. Louis _____

A house and garden in India _____

A small farming community in the Southwest _____

A city street on a dark, rainy evening _____

A country home on a cold winter day _____

What clues about the **setting** does the title of Ray Bradbury's short story "The Foghorn" give?

Details of **setting** tell where and when a story takes place. Identify details in the **exposition** of "The 11:59" that help reveal the **setting**.

What is the **mood** of "The Inn of Lost Time"? How does the story's **setting** help support the **mood**?

Practice Test

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

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

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

- Students identify and analyze elements of plot, including conflict and resolution and exposition, rising action, climax, falling action, and resolution, in a variety of fiction.
- Students identify and analyze characters and setting.
- Students describe and analyze literary elements, figurative language, and chronology.

Practice Test Answer Sheet

Name: _____ Date: _____

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

1. (A) (B) (C) (D)

2. (A) (B) (C) (D)

3. (A) (B) (C) (D)

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

6. (A) (B) (C) (D)

7. (A) (B) (C) (D)

8. (A) (B) (C) (D)

9. (A) (B) (C) (D)

10. (A) (B) (C) (D)

11. (A) (B) (C) (D)

12. (A) (B) (C) (D)

13. (A) (B) (C) (D)

14. (A) (B) (C) (D)

15. (A) (B) (C) (D)

16. (A) (B) (C) (D)

17. (A) (B) (C) (D)

This test has 17 questions. Read each passage/story and choose the best answer for each question. Fill in the circle in the spaces provided for questions 1 through 17 on your answer sheet.



Terrell and Evan
Roberto Sanchez

Terrell had to admit it. Sometimes Evan's pranks were funny. Terrell laughed when Evan hummed the Superman theme each time their friend Randy entered the school cafeteria. He chuckled as he watched kids try to pick up coins Evan had glued to a floor mat. But today Evan had gone too far.

Terrell took out his apartment key as he got off the school bus. He opened the main door to the building and was about to go in. That's when Evan in a mask leaped out and howled like a wolf. Terrell threw up his arms as he jumped back. His key chain flew out of his hand, bounced on the sidewalk, and fell through a grate.

Terrell tried to reach the key, but he couldn't. Evan used a stick to try to catch the metal chain holding the key, but that didn't work. Frustrated and angry, Terrell turned to Evan and yelled, "Evan, now look at what you have done. My key is out of reach down there. How am I going to get into the apartment? My mom is not going to be happy. Your pranks just aren't funny anymore."

Terrell and Evan were looking through the grate wondering what to do when Alene came along. She took one look and said that she could get the key. Terrell and Evan rolled their eyes. They didn't think Alene would have a better chance at getting the key than they did.

But Alene surprised them. She went to her family's apartment and came back with some string and a magnet. She tied the string to the magnet and slid the magnet through the grate. She fished for the key chain and caught it. Slowly she pulled the chain and the key hanging on it up, and soon the key was back in Terrell's hand. Alene laughed when she heard how Terrell dropped the key. Terrell had to laugh too. Yes, now even this prank seemed funny.

1. The antagonist in the story is
 - (A) Terrell
 - (B) Evan
 - (C) Mom
 - (D) Alene
2. What is the climax of the story?
 - (A) Evan's leaping out at Terrell
 - (B) the key's falling through the grate after Terrell dropped it
 - (C) Terrell's yelling at Evan after they failed to get the key
 - (D) Alene's retrieval of the key with a string and magnet
3. What is the best description for the setting of this story?
 - (A) a shopping mall on Sunday afternoon
 - (B) an apartment building in the late afternoon
 - (C) the school cafeteria at lunchtime
 - (D) a house on Saturday

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



Peach Weekend

Louise Lerraine

“Get up! It’s peach weekend.” Mom called cheerily. Cara moaned and reluctantly got out of bed. “Oh no, not peach weekend,” she mumbled to herself. Every year, the family spent one day picking peaches at Santana’s Orchard and returning home with bushels of peaches. Then the real work began. They sorted, cleaned, sliced, and prepared the peaches for freezing or making preserves. Cara did not like peach weekend. It was just too much work!

At breakfast, Cara begged to stay home. To her surprise, Mom said she could. Cara immediately began planning her Saturday. That’s when Mom gave her the list. “If you’re staying home, you can do these chores.” Suddenly, picking peaches didn’t seem so bad.

Cara put on her earphones and ignored Alex, her brother, during the ride to the orchard. As soon as they arrived Mrs. Santana came out to greet them. A boy who was about Cara’s age was with her. Cara recognized him immediately. He was a popular athlete at her school. She knew who he was, but she was sure he didn’t know she existed. Once he accidentally bumped into her in the hall. He mumbled, “Sorry!” but just kept walking as Cara picked up the book she dropped. Seeing him here did not please Cara.

Mrs. Santana turned to Cara, pointed to Nico, and said, “Cara, you two know each other, don’t you? Nico is helping out in the orchard during harvest time. I’ve asked him to help your family today.” Cara wondered why Mrs. Santana felt the need to introduce them.

Nico looked her way and said, “Hey, I do know you. Aren’t you in my literature class?”

Cara smiled wanly in return. This was going to be awful. She was spending the afternoon picking peaches with one of the most popular boys in school. What could she possibly say to him? Cara grabbed a basket and said, “Let’s get started.” The sooner we get this over with, the better, Cara thought to herself. This might be just the worst day ever!

Nico gave baskets to Alex and Cara’s Mom. Then he ran ahead to walk with Cara, who wished she could hide. But then something happened. Cara relaxed and began to talk. Soon the two of them were talking about school, sports, and even peaches. Nico loved the orchard. He also thought it was great that Cara’s family made their own peach preserves. Cara felt a lot better about the weekend.

The afternoon flew by. Before long, Nico was loading bushels of peaches into her family’s car. He turned to Cara and said, “See you Monday.” Cara waved and smiled. As it happened, peach weekend was a pretty wonderful thing.

4. What does the story exposition explain?

- (A) where Cara met Nico
- (B) what the family’s peach weekend was
- (C) how Cara’s attitude changed
- (D) when Cara would see Nico next

5. What motivates Cara to go to the peach orchard?
 - (A) the love of peaches and the outdoors
 - (B) the chance to spend the day with her family
 - (C) the desire to avoid chores
 - (D) her hope of seeing Nico
6. Which of these characters is a major character in the story?
 - (A) Mrs. Santana
 - (B) Mom
 - (C) Alex
 - (D) Nico
7. What is the main technique used in the story to characterize Cara?
 - (A) showing what Mom says about her
 - (B) describing Cara's physical features
 - (C) showing what Cara says, does, and thinks
 - (D) showing what Nico thinks of her
8. Cara's characterization shows that she is a
 - (A) dynamic character
 - (B) minor character
 - (C) static character
 - (D) flat character
9. Which plot device does the third paragraph illustrate?
 - (A) flashback
 - (B) foreshadowing
 - (C) falling action
 - (D) resolution
10. In the story, Cara's main conflict is with
 - (A) nature
 - (B) society
 - (C) another character
 - (D) herself
11. Which of the following is true of the story setting?
 - (A) The action takes place only at a peach orchard.
 - (B) The action takes place during a winter weekend.
 - (C) The action takes place during single day.
 - (D) The action takes place first at the orchard and then at school.

Read the passage below, and answer the questions that follow.

Baseball on Casey Street

Mari Lennon

Meeting the
Standards
SAMPLE

Eddy loved baseball. He and Pops watched games on TV together. Once a year, Pops treated Eddy to a game at the major league ballpark. They kept records of players' stats and collected baseball cards. That's when Pops would talk about his friend Billy. "Just the best player who ever swung a bat and a most generous man too," Pops would say.

More than watching and talking about baseball, Eddy loved playing ball. His neighborhood didn't have a baseball field or an organized baseball league for kids. That didn't stop the kids in the neighborhood from playing. With Pops's help, they cleaned up the empty lot on Casey Street. Pops said that kids needed a place to play ball. Together, they filled garbage bags with litter. Then they made a diamond. Home plate was just that, an old plastic plate from Dinah's Diner. The bases were cardboard squares. The field didn't look like much, but some great games were played there. Sometimes Pops came out and coached the players. He showed them how to throw the ball and swing the bat.

"One Saturday morning, Eddy and his friends headed for the lot. To their surprise, workers were there. They were putting up a tall, wooden construction fence. Eddy asked what was going on and exclaimed, "You can't fence this lot in. We cleaned it up. It's our ball field."

One of the workers replied, "Sorry, kid. This lot has been bought. Go play somewhere else."

Eddy couldn't believe it. He ran home to tell Pops. Pops just shook his head and said, "Sooner or later, someone was going to buy that lot. We can't stop the owner from building on it."

Weeks went by. When people passed the lot, they could hear machines and knew work was being done. However, no one had a clue about what was being built. Then one day, all the neighbors received invitations. They were invited to a grand opening festival at the Casey Street lot. Pops said that he was curious. He wanted to see what was going on. Mom agreed.

Eddy, his mom, and Pops went to Casey Street with most of the neighbors. The fence was down now, but a huge tarp was draped around the entire lot. Then a bus pulled up and an elderly man stepped out. Pops gasped, "Why, that is Billy!"

The man came up to Pops, shook his hand, and hugged him. "Jacko, it has been a long time." Pops grinned as he introduced Billy to Eddy. Then he asked Billy what he was doing in the neighborhood. Billy told him to pull the cord on the tarp, and he would have his answer.

Pops pulled hard on the cord and the tarp fell. The crowd was silent for a moment, and then a loud cheer went up. The lot had been transformed. It was now a real baseball field with a diamond, the outfield, bleachers, a scoreboard, and a dugout.

Billy walked onto the field and spoke into a microphone. "This park is for the children of the neighborhood, and it is dedicated to my friend Jacko Wilson and his grandson, Eddy. Now if some of you would help unload the bus. We can pass out the shirts and gear. Then let's play ball."



12. What part of the plot introduces Eddy and Pops as characters in the passage?
- (A) rising action
 - (B) resolution
 - (C) climax
 - (D) exposition
13. The main conflict in this passage is between
- (A) Eddy and Pops
 - (B) the neighborhood and the lot owner
 - (C) Pops and Billy
 - (D) the neighborhood kids and the baseball players
14. Which of these events occurs before the others in the story?
- (A) A ballpark is constructed on a lot.
 - (B) A fence is put up around the empty lot.
 - (C) The kids and Pops clean up an empty lot.
 - (D) Billy dedicates a ball field to Pops and Eddy.
15. In this story, what kind of character is Mom?
- (A) minor character
 - (B) dynamic character
 - (C) round character
 - (D) antagonist
16. What is Pops's motivation for helping to clean up the empty lot?
- (A) to have something to do
 - (B) to spend time with his grandson
 - (C) so the kids would have a place to play ball
 - (D) so the lot would look nice
17. What is the main setting in this passage?
- (A) a lot in a city
 - (B) a major league ballpark
 - (C) a city street
 - (D) a small community

Name: _____

After Twenty Years, page 9

How to Read Fiction

Reading is an active process that can be broken down into three stages:

- **Before reading** you build background, determine your own purpose, and develop expectations for what you are about to read. These activities are related to what you already know and what you have experienced.
- **During reading** you use reading strategies and critical thinking skills to understand and make connections with what you are reading.
- **After reading** you reflect on what you have read and extend your understanding beyond the text.

The specific activities performed in each stage of the reading process can vary, depending on the genre you are reading. The **Fiction Reading Model** on page 8 of your textbook provides an overview of the reading process for fiction. When you read fiction, you need to be aware of the plot, the characters, the setting, and the theme. The following checklist offers a framework for reading fiction.

Framework for Reading Fiction
Before Reading <ul style="list-style-type: none"><input type="checkbox"/> From what perspective is this story told?<input type="checkbox"/> Who are the characters? What do I know about them?<input type="checkbox"/> Where is the story set?
During Reading <ul style="list-style-type: none"><input type="checkbox"/> What is the mood of the story?<input type="checkbox"/> What do the characters and the setting look like?<input type="checkbox"/> What do I predict will happen to the characters at the end?<input type="checkbox"/> What is the central conflict?
After Reading <ul style="list-style-type: none"><input type="checkbox"/> What happens in the story?<input type="checkbox"/> What message or point is the author trying to make?<input type="checkbox"/> What am I supposed to understand after reading this?

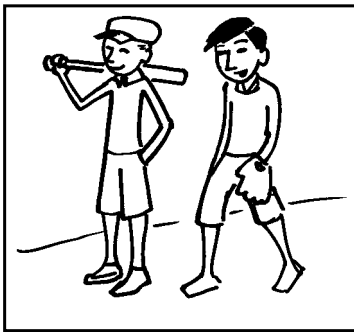
Apply the Model: Use Text Organization

A variety of strategies and skills can help you understand and appreciate a fiction selection. For “After Twenty Years,” try applying the reading strategy **Use Text Organization** in all three stages of the reading process.

Before reading the story, look at the pictures on pages 10 and 13 of the textbook. What do these images tell you about the setting and the characters?

The main events in the story take place on one dark night in New York City in the early 1900s. The events that happened twenty years before and leading up to that night unfold through the dialogue between the characters. As you read, sketch pictures of the events in a Sequence Map like the one below, in chronological order (the order that they took place). Write a brief description below each picture. One example has been provided.

Sequence Map



Bob and Jimmy grow up together in New York.

After reading, evaluate what effect the text organization had on your experience reading the story. How does the way the text is organized add to the suspense of the story?



Name: _____

Meeting the
Standards
SAMPLE

After Twenty Years, page 9

Build Background

Survey Response

In preparation for reading “After Twenty Years,” rate the characteristics of friendship on a scale from 1 to 5, with 5 being the most important.

- _____ 1. shared interests
- _____ 2. shared personality traits
- _____ 3. appearance
- _____ 4. shared experiences
- _____ 5. admiration
- _____ 6. popularity
- _____ 7. similar socioeconomic background
- _____ 8. similar values
- _____ 9. same religion
- _____ 10. same intelligence
- _____ 11. same outlook on life (optimistic or pessimistic)

Journal Response

In your journal, relate a story about friendship that you have read or seen on TV or in a movie. How did the friends meet? What bound them together? Then analyze the friendship. On what characteristics of friendship was it based? Was it a solid friendship or one with tension or conflict? Why did the friendship work or not work?

Discussion

In a small group, come up with a list of the traits that define an ideal friend. Decide if the traits are the same for friendships between boys and friendships between girls. (You may want to come up with two lists.) Then discuss the characteristics you would need to have in a friendship to maintain a friendship after a 20-year separation. Select a spokesperson for your group, who will share your list and determinations with the class.



Name: _____ Date: _____

Meeting the
Standards
SAMPLE

After Twenty Years, page 9

Build Vocabulary: Using Context Clues with Outdated Words

Just as carbon dating (determining the age of something by measuring how much carbon 14 is in it) can determine a time period for artifacts from an archaeological dig, so too can word choice date a literary selection. The story you are reading takes place a century ago.

A. Although the underlined words that follow are not contemporary, chances are you can figure out their meaning by using context clues. In other words, use the words around the underlined expression to figure out the meaning of the of the expression. Then rewrite the sentence using contemporary vocabulary to replace the dated, underlined vocabulary. Feel free to write whatever changes are needed to make the sentence contemporary.

1. The time was barely ten o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh depopled the streets. (page 11)

2. "Twenty years ago tonight," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum and the finest chap in the world." (page 11)

3. "How has the West treated you, old man?" (page 13)

4. "Bully; it has given me everything I asked it for." (page 13)

Paragraph Summary

- B. On a separate sheet of paper, write a paragraph summary of the story, in the style of a century ago. Use at least three of the words that are underlined in Part A of this activity.



Name: _____



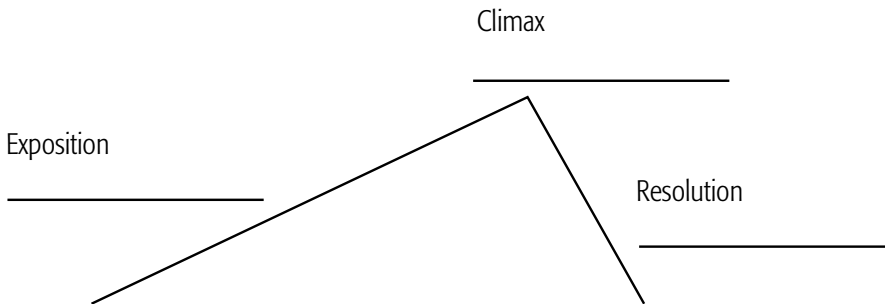
After Twenty Years, page 9

Analyze Literature: Plot Diagrams

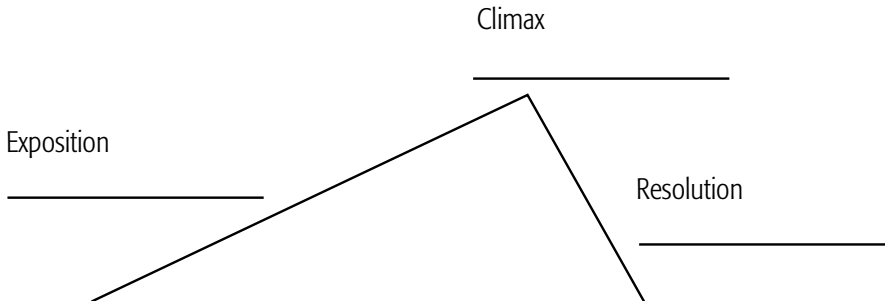
A **plot** is a series of events related to a central conflict. A plot usually involves an **exposition**, the introduction of the conflict; the events that lead to the **climax**, the point of highest tension in the story; and the **resolution**, or point at which the central conflict is resolved.

Fill in each plot diagram below with a description of the exposition, climax, and resolution for three stories—from fiction, TV shows, or movies—that you know well.

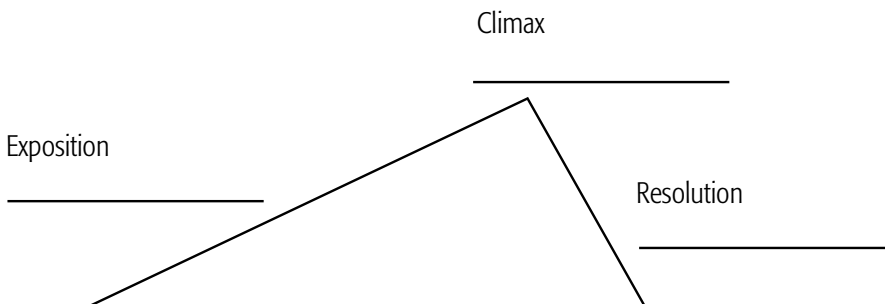
1. Title: _____



2. Title: _____



3. Title: _____





Name: _____ Date: _____



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Extend the Text: Make Predictions

A **prediction** is making an informed decision about what will happen next in a literary selection.

Write a paragraph predicting what happens after the short story ends. Does Jimmy make an effort to see Bob again, or not? Fill in the chart below with Jimmy's attitudes about the items in the first column of the chart. Cite a passage or event in the second column and evaluate what it means in the third column. Use information from the chart to support your viewpoint in the paragraph.

Jimmy's Attitude Toward	Evidence from the Selection	What It Means
friendship		
his profession		
law/justice		

Name: _____

After Twenty Years, page 9

Selection Quiz

Short Answer

Fill in the summary of the story by placing logical words or expressions in the blanks.

A well-to-do man stands in a darkened New York doorway. Nearby, (1) _____ checks to make sure the doors to the businesses are locked. The policeman eventually reaches the man in the doorway, who informs him that he made an appointment (2) _____ years ago to meet his friend at this spot. The policeman leaves and the man in the doorway continues waiting. Soon he is joined by another man, who (3) _____ to be his long-lost friend. But he is really another policeman who has come to (4) _____ the man, known as (5)“ _____ .” He is wanted by the police department in (6) _____. A note from Patrolman Wells to his old friend explains that when he arrived at the appointed time, he realized that he had seen Bob’s picture on a (7) _____ poster.

Matching

Complete each sentence by matching the first part of the sentence to the ending to show what the underlined word means.

- A. juggled bowling pins and kept a ring moving on his foot
- B. happened every Friday night at 7:00
- C. revealed the outline of each flower in an English garden
- D. looked for new pictures of himself on the Internet every day

- 8. The club’s habitual meetings at the coffee shop _____.
- 9. Because of his egotism, the actor _____.
- 10. The intricate pattern on the porcelain vase _____.
- 11. Simultaneously, the clown _____.

Short Answer



12. Some authors use traditional stock story formulas with variations, such as the pauper becoming the king. O. Henry was just such a writer. Can you identify the stock story in “After Twenty Years”? Hint: it has to do with one type of person being outsmarted by another type of person. Fill in the blank with the name of a profession.

The _____ outsmarts the _____.

Where have you seen this stock story formula before? _____

Why do you think this stock story formula is so popular?

True or False

13. “After Twenty Years” is a typical O. Henry story. If you were to read more stories by O. Henry, what elements would you expect to find? Write *T* in the blank if you would expect the element to appear in an O. Henry Story, or *F* if you would not expect it to appear.

_____ setting in New York

_____ settings in places west of New York, like the Midwest

_____ a plot twist in the storyline

_____ working-class characters