

# **Grade 4 Unit 1**

## **Personal Narratives**



### **Lesson 1: Introduction to Personal Narratives**

# Essential Question

What is the main theme of a personal narrative?



# Lesson Objectives

2nd Edition/ Texas Edition



Students **write a paragraph** about a memory of school.

Students **define personal narrative.**

Students **infer information** from six-word memories.

Students **write six-word memories** based on their paragraphs.

During this unit, we will read **true stories** written by the **people who experienced** them. These authors use writing to **share** their most interesting, important, exciting, and fun **memories**.

You will also be writing true stories about things you have experienced. Today, you will begin by writing a paragraph about a **memory you have from school.**



# Activity Page 1.1

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.1

ACTIVITY PA

## A Memory Paragraph

*In this activity you will write a paragraph describing a school memory. It could be exciting, funny, scary, or surprising, but it must be true.*

1. Start by brainstorming some school memories on the following lines. Try to write at least five different ideas. Then circle the one you want to write about.

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---

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---

---

---

2. What makes a good paragraph?

Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or central idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or central idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or central idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or central idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

# Activity Page 1.1

The craziest  
thing that ever  
happened to me at  
school was when

\_\_\_\_\_.

First, \_\_\_\_\_.

Then, \_\_\_\_\_.

Finally, \_\_\_\_\_.

I felt \_\_\_\_\_ when  
this happened.

3. Write a paragraph that includes:

A. Topic Sentence: Start with a sentence introducing the memory.

B. Supporting Sentences: Describe what happened, how you felt, how people reacted, and any other interesting details you remember.

C. Concluding Sentence: End your paragraph by explaining why the memory is important.

*Do your best with spelling and punctuation—it is OK if you need to guess. This is a rough draft, and the most important thing is to write an interesting, true story.*

**What makes  
a good  
paragraph?**



Writers often organize good paragraphs using a common set of guidelines. First, writers include a topic sentence to introduce the topic or central idea of the paragraph. The topic sentence tells what the paragraph will be about. Next, writers include supporting sentences to explain the topic or central idea. Writers usually include at least three to five sentences to give the reader supporting details and facts about the topic or central idea. Including interesting facts and details helps make the paragraph informative and interesting to read. It is important that the sentences stick to the topic. Finally, writers end the paragraph with a concluding sentence, or their final thought about the topic or central idea. Using these guidelines can be helpful to writing a clear and informative paragraph.

The first day of fourth grade is a day we will remember for a long time. We arrived in the classroom to find all our names on our desks and personal welcome notes from Ms. Beadle. Some of us were already friends, but there were some new students, too. We played a few games so that everybody got to know one another. Ms. Beadle gave us a preview of some of the reading and writing we will be doing this year, and the school day ended with a welcome-back assembly. Some of us were nervous about starting fourth grade, but by the end of the day, we were all excited!

# Parts of a Paragraph

**Topic Sentence** – introduce the memory

**Supporting Sentence** – describe what happened, how you felt, how people reacted, and other details

**Concluding Sentence** – explain why the memory is important

**The first day of fourth grade is a day we will remember for a long time. We arrived in the classroom to find all our names on our desks and personal welcome notes from Ms. Beadle. Some of us were already friends, but there were some new students, too. We played a few games so that everybody got to know one another. Ms. Beadle gave us a preview of some of the reading and writing we will be doing this year, and the school day ended with a welcome-back assembly. Some of us were nervous about starting fourth grade, but by the end of the day, we were all excited!**

**Sharing  
what you  
wrote...**



What do all of these paragraphs have  
in common?



# Check for Understanding

Use colored pencils to underline your introductory, supporting, and concluding sentence.



**“personal  
narrative”**

private



secret



**personal**



individual



person

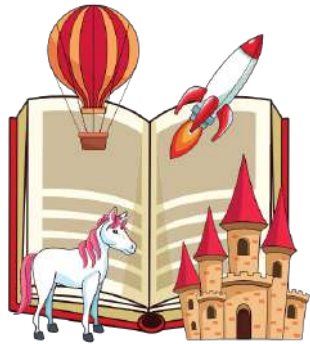


describing

story



# narrative



history

narrator



# personal narrative

true story told in 1st person by someone who was involved in the events being described

Characteristics:

- a true story
- told in the first person
- by someone involved in the events described

# Activity Page 1.2

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.2

ACTIVITY PAGE

## Defining *Personal Narratives*

Write the definition of *personal narrative* in the space below.

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List three things that make an essay a personal narrative:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

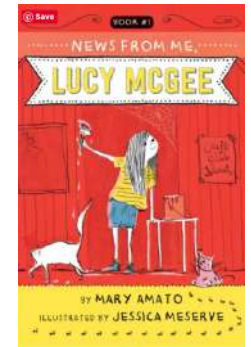
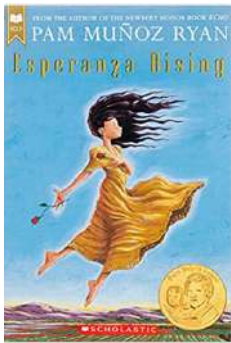


# Check for Understanding

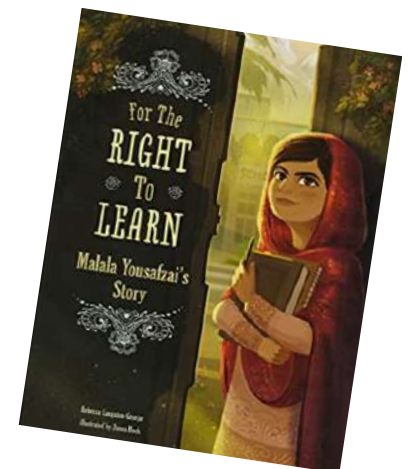
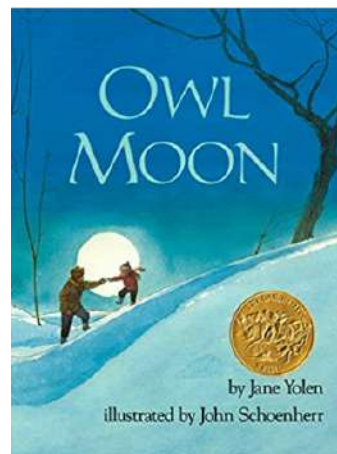


Personal Narrative or Not?





What are some examples of narratives that you have read?



# Activity Page 1.3

NAME: \_\_\_\_\_

1.3

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Reading Six-Word Memories

The “six-word memory” challenges writers to share a true story, just like your paragraph from Activity 1.1, but using very few words. With only six words, narrators must be very careful to pick words that do a lot of work.

*Read the first two memories and discuss them with your class and teacher.*

*Then read the remaining memories. List all the details you can figure out or infer from the six words the author has chosen. Be careful only to include inferences you can support with the text. Consider: where and when does the story take place? How does the narrator feel? Explain how you figured it out.*

1. Snow angels, loving family, hot chocolate.

---

---

2. Snow falling, teeth chattering, keep warm.

---

---

3. Swallowed tooth, morning, dollar on stomach.

---

---

4. High swings, chain slacks, bloodied knees.

---

---

# Activity Page 1.3 (continued)

5. Wheels spin, pedals slip, hello gravel.

---

---

6. Each year, more pie, happy holiday.

---

---

7. Moon, lake, camp friends sharing secrets.

---

---

8. Award ceremony, winter boots, shame, shame.

---

---

9. My dog, tunneling through snow mountains.

---

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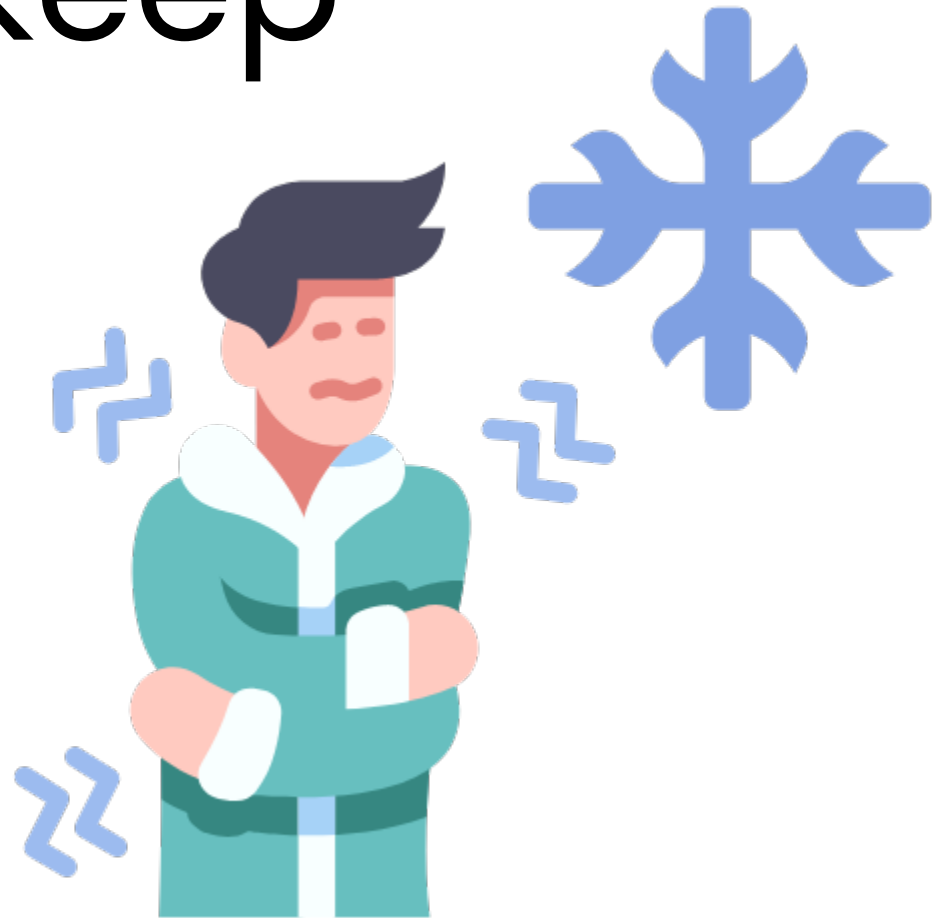
1. Snow angels, loving family, hot chocolate.



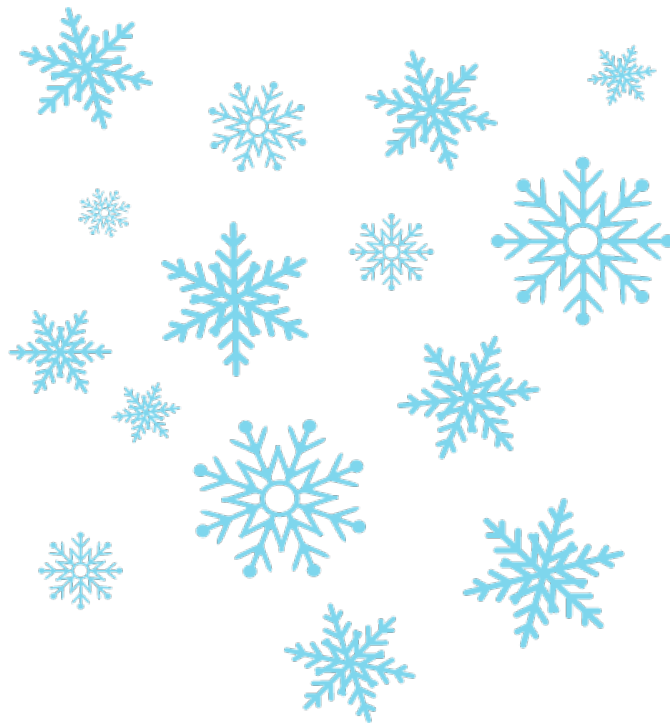
**Activity Page 1.3**



2. Snow falling, teeth  
chattering, keep  
warm.



Do these narrators  
have the same view of  
winter?



A horizontal row of numerous blue icicles hanging from a white surface. The icicles vary in length and thickness, creating a textured, crystalline appearance. The background is a solid teal color.

**Telling:** It was winter.

**Showing:** The icicles  
hung like crystals from  
the tree branch.

3. Swallowed tooth,  
morning, dollar on  
stomach.



4. High wings, chain  
slacks, bloodied knees.

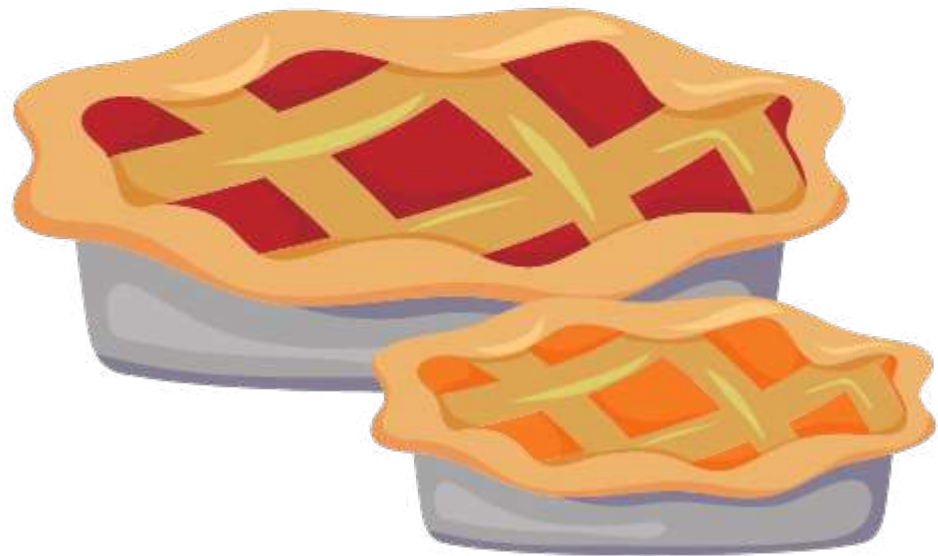


5. Wheels spin, pedals slip,  
hello gravel.



What happens in  
both those stories?  
How do you know?

6. Each year, more pie,  
happy holiday.





7. Moon, lake, camp  
friends sharing  
secrets.



8. Award ceremony,  
winter boots, shame,  
shame.



9. My dog, tunneling through snow mountains.



# Activity Page 1.4

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1.4

ACTIVITY PAGE

## Writing Six-Word Memories

*Flip back to Activity Page 1.1 and circle the most important words in the paragraph. When choosing your words, think about what is most important in the memory. Also think about what words are most specific, or create the most immediate and interesting picture in your head. There may be a few more than six, but no more than ten. Write them below:*

---

---

---

---

---

*Now choose the six words from that list that can make a six-word memory that makes sense.*

Six-word memory:

---

---

1. What facts, events, and details did you include from your longer paragraph?

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# Activity Page 1.4

2. Why did you choose to include these facts, events, and details?

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3. What did you leave out? Why did you choose to leave it out?

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---

---

4. What do you think a reader will be able to infer from your six-word memory?

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# Exit Ticket

What was the most challenging part of writing your six-word memory?



# Thank you for purchasing this product.

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# **Grade 4 Unit 1**

## **Personal Narratives**



### **Lesson 2: Character Traits**



# Essential Question

What is the main theme of a personal narrative?



# Lesson Objectives

2nd Edition/ Texas Edition



Students describe the **central idea** in “A Good Lie.”

Students **cite evidence from the text in describing character traits.**

Students **identify their peers’ opinions and the evidence** that supports them..

Students write an **opinion paragraph** describing **what makes a good friend.**

# Vocabulary

## Lesson 2

# illegal

## against the law



Most lies are sneaky and selfish, and some lies are even **illegal**.

What part of  
speech is  
this word?

**adjective**

# confiscated

taken away



Maybe you know this because your parents have grounded you or yelled at you or **confiscated** your favorite video game when you've lied in the past.

**What part of  
speech is  
this word?**

**verb**

# beneficiary

a person who receives a benefit or advantage from an action



I was once the **beneficiary** of a very special lie, and it changed my life.

What part of  
speech is  
this word?

noun

# paralyzed

unable to move



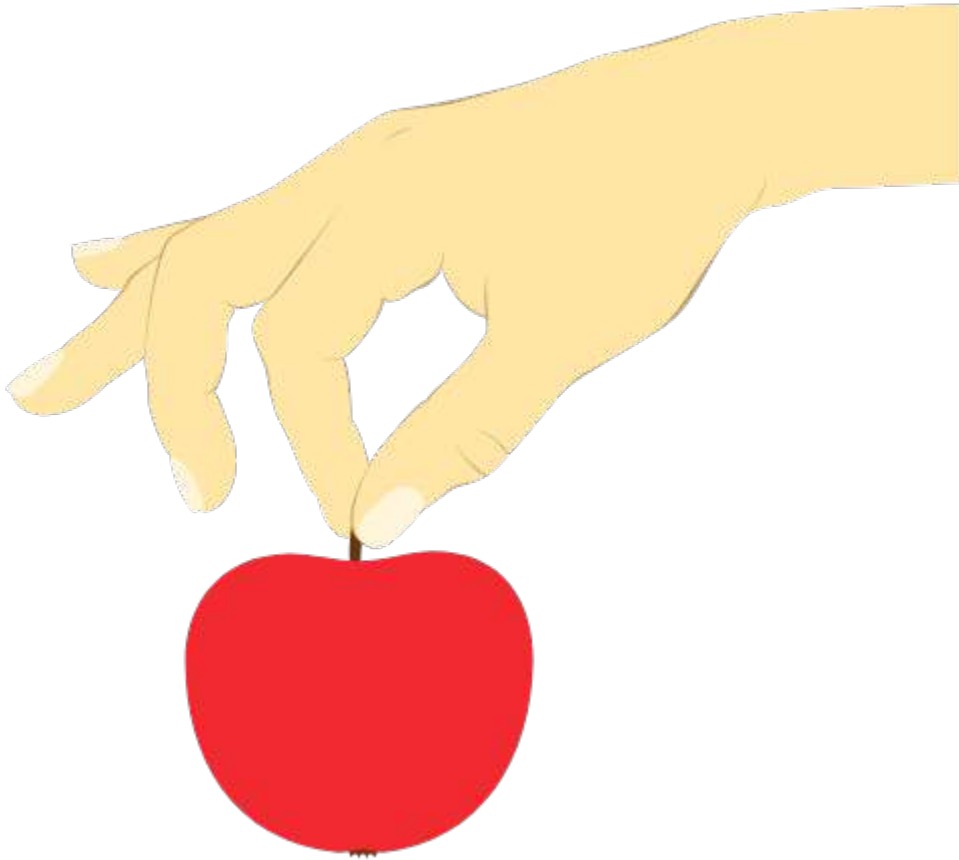
Then, in the middle of the night I woke up, **paralyzed** with shame and fear.

What part of  
speech is  
this word?

verb

# sin

## violation of a moral principle



Now, I ask you—was  
Lily's lie a bad thing? A  
**sin**?

**What part of  
speech is  
this word?**

**noun**



# Character trait

An adjective that  
describes a character

# Reading



## A Good Lie

by Laurel Snyder

*Laurel Snyder is a poet and writer. She has written five novels for children, six picture books, and two collections of poetry.*

Lying is generally a bad idea. Most lies are sneaky and selfish, and some lies are even **illegal**. Maybe you know this because you've been lied to, and it hurt your feelings. Maybe you know this because your parents have grounded you or yelled at you or **confiscated** your favorite video game when you've lied in the past. If that is the case, I really hope you learned your lesson! Yes, lying is a terrible idea *most* of the time. However, some lies are gifts. Some lies are made out of kindness. I was once the **beneficiary** of a very special lie, and it changed my life.

I was eight, and I had a new best friend. We'll call her Lily. Lily was having a slumber party at her house, and because I was her brand-new very best friend, she and I were supposed to share the plaid pullout sofa, while all the other girls slept on the floor around us in their sleeping bags. I felt extremely special.

It was a great party! Because it was almost Halloween, we told ghost stories in the dark, with flashlights. We ate candy and popcorn as we watched a spooky movie. At last, we fell asleep. Then, in the

## Purpose for Reading

Read to describe the **central idea** in "A Good Lie."

# A Good Lie

---

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It was a great party! Because it was almost Halloween, we told ghost stories in the dark, with flashlights. We ate candy and popcorn as we watched a spooky movie. At last, we fell asleep. Then, in the





middle of the night I woke up, paralyzed with shame and fear. Horror of horrors—I had wet the bed!

What would you have done in my shoes? At first I simply lay there in the darkness, with my cold pee drying sticky on my legs. I listened to all the other girls snoring and breathing, and worried about what would happen when Lily woke up. Would she stop being my best friend? Would she tease me? Would she have her mom call my mom and send me home right away? Surely all the other girls would laugh. Probably I would never be invited to another slumber party for the rest of my life.

It was awful, lying there, frozen in the bed. But finally my nightgown was soaked all the way through, and I couldn't stand the waiting anymore. I tapped Lily on the shoulder. "Lily?" I whispered in the darkness. "I peed. I peed myself. I'm sorry." I thought I might cry.

Lily just stared at me. "Oh," she said. She was quiet for a minute. She looked like she was thinking things over. I waited, terrified. But that was when Lily told her wonderful lie, the amazing lie that would change my life and make me love Lily until the day I die. "You know what?" she said. "Me too! I peed myself too." Then she smiled.

"What?" I asked. I was so confused. I was certain she had *not* peed in the bed. Her side was dry. I knew it was dry because I'd sort of been trying to creep over onto it, to get out of my own wet spot. "What do you mean?"

Lily nodded her head. "Yes," she insisted. "I did! I peed in the bed too. I'll go get my mom. She'll take care of the mess."



Then Lily got out of bed and walked up the stairs. I followed her, and watched as she woke up her parents and told them we had both peed in the sofa bed. They seemed surprised, but they didn't get mad. Lily's mom found us both clean pajamas, and then came down to the basement with us, to change the sheets.

Some of the other girls woke up, but incredibly, nobody laughed at us. Not even Sandy, the meanest girl in our class. "I peed the bed," said Lily with a laugh. She made a silly face, and everyone laughed along with her. Lily didn't act like peeing in the bed was a big deal, so nobody else acted like it was a big deal. Everyone went back to sleep, and nobody even mentioned it in the morning. We all just ate yummy pancakes and went home with our goodie bags.

Now, I ask you—was Lily's lie a bad thing? A sin? I certainly don't think so. I think it was a gift. It changed me and made me a better person. From that day forward, I tried really hard to be a better friend. I tried to be kinder and more generous. I tried not to laugh at people so much. I tried to grow. Lily had shown a kind of strength I'd never seen before in another kid, and I wanted to be like her. Though I must confess, there was one thing I couldn't fix about myself—sometimes I still peed in my bed. But that was all right because I had Lily, who knew the worst and was willing to be my best friend anyway.

(And still is, to this day!)





# **Check for Understanding**

**Retell “A Good Lie”  
in your own words.**



# Activity Page 2.1

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

2.1

ACTIVITY PAGE

## “A Good Lie” Questions

*Discuss questions 1–3 with your teacher and class. Write down the class’s answers below. Afterwards, finish reading “A Good Lie” and answer questions 4 and 5.*

1. What is the narrator’s main point in the first paragraph of “A Good Lie”? You may use your own words to describe the main point, or you may locate the topic sentence in the paragraph that describes the central idea.

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2. What words, phrases, or examples from the text helped you answer question 1? These phrases and examples are the evidence that supports the central idea.

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3. Based on the first paragraph, what do you think the rest of the essay’s main point will be?

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# Activity Page 2.1 (continued)

4. Now that you have read the whole essay, what do you think is the main point of “A Good Lie”?

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5. What words, phrases, or examples from the text helped you answer question 4? Remember, these phrases and examples are the evidence that supports the central idea.

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---

What are some words that describe  
**Lily**?

**kind**

**brave**

**clever**

**dishonest**

**leader**

***strong***

What part of speech are these words?

What evidence  
from the text can  
we find that  
supports each  
character trait?

How would you  
describe **Sandy**?  
What evidence  
from the text  
supports this?

What is the  
difference between  
the evidence for  
Sandy being mean  
and Lily being kind?

Can you find telling  
evidence that Lily is strong?

Can you find showing  
evidence that Lily is kind  
and strong?

Who is a more  
important  
character...Lily or  
Sandy? Who are  
you more  
interested in?





# Check for Understanding

Think about a character from your favorite movie. What are some character traits for that character? How do you know?



# Activity Page 2.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## Character Traits in “A Good Lie”

*In the left-hand column of the chart below, list four character traits that describe Lily. They may be traits listed by the class, or new traits that you have identified, but they must be supported by evidence in the text.*

*In the right hand column record that evidence.*

Character Trait	Evidence from Text

# Activity Page 2.2

Character trait	Evidence from text
<b>kind</b>	<b>Lily doesn't want her friend to feel bad, so she pretends to wet the bed too, to make her feel less embarrassed.</b>
<b>leader</b>	<b>When she laughs, the other girls laugh; no one questions her story.</b>
<b>dishonest</b>	<b>She tells everyone she wet the bed when we know from the narrator that she didn't.</b>
<b>smart</b>	<b>She figures out that if she acts like it isn't a big deal, no one will act like it's a big deal.</b>

# Activity Page 2.3

Now you will share true stories about a time when someone was a good friend to you. Take a few minutes to think of a story.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Rules for Group Discussion

- One student speaks at a time.
- Allow everyone a chance to share their opinions.
- Be respectful of others' opinions.
- Stay on task.

Take turns sharing a story about a time when someone else was a good friend to you, including what happened and how you felt. While one group member talks, the other group members should listen closely and record character traits the friend showed and a description of how the speaker felt.

The first two lines have been filled out as an example, as if the narrator of "A Good Lie" had told her story to your group.

Repeat until each group member has had a chance to share a story.

Trait	Evidence	Makes Friends Feel
brave	Tells other girls she wet the bed.	safe
funny	Laughs and makes a silly face.	happy

Trait	Evidence	Makes Friends Feel



# **Check for Understanding**

How did your  
group do in  
following the Rules  
for Group  
Discussion?

# Writing

Add two more traits you think are important to the good friend chart on **Activity Page 2.3**. Include examples from your life.

Put a **star** next to the one you think is most important.

# Activity Page 2.4

Remember to include a **topic sentence**, **supporting sentences**, and a **concluding sentence**.

NAME: \_\_\_\_\_

2.4

ACTIVITY PAGE

DATE: \_\_\_\_\_

## “A Good Friend” Paragraph

### What makes a great friend?

You have selected the most important character trait in a good friend. Now write a paragraph explaining why you chose it. Provide a real-life example of friends showing this trait. Explain how having a friend with this trait makes you feel and why you think it is the most important trait.

Remember the sections of a good paragraph from Activity Page 1.1. Your paragraph should include:

1. A topic sentence that introduces the most important character trait in a good friend.
2. Supporting sentences that describe examples of friends showing this trait.
3. A concluding sentence summing up why you think it is the most important character trait for a good friend.



DATE: \_\_\_\_\_

2.4  
CONTINUED

ACTIVITY PAGE

### "A Good Friend" Paragraph

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there is a vertical margin line, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled sheet of paper.

# Exit Ticket

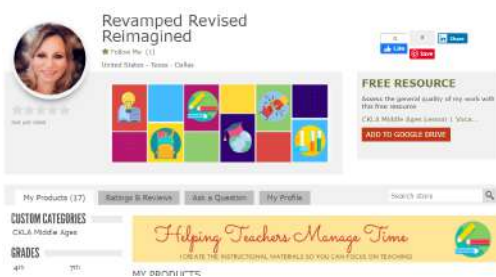
What  
character trait  
did  
you  
choose  
to write  
about?

How

# Thank you for purchasing this product.

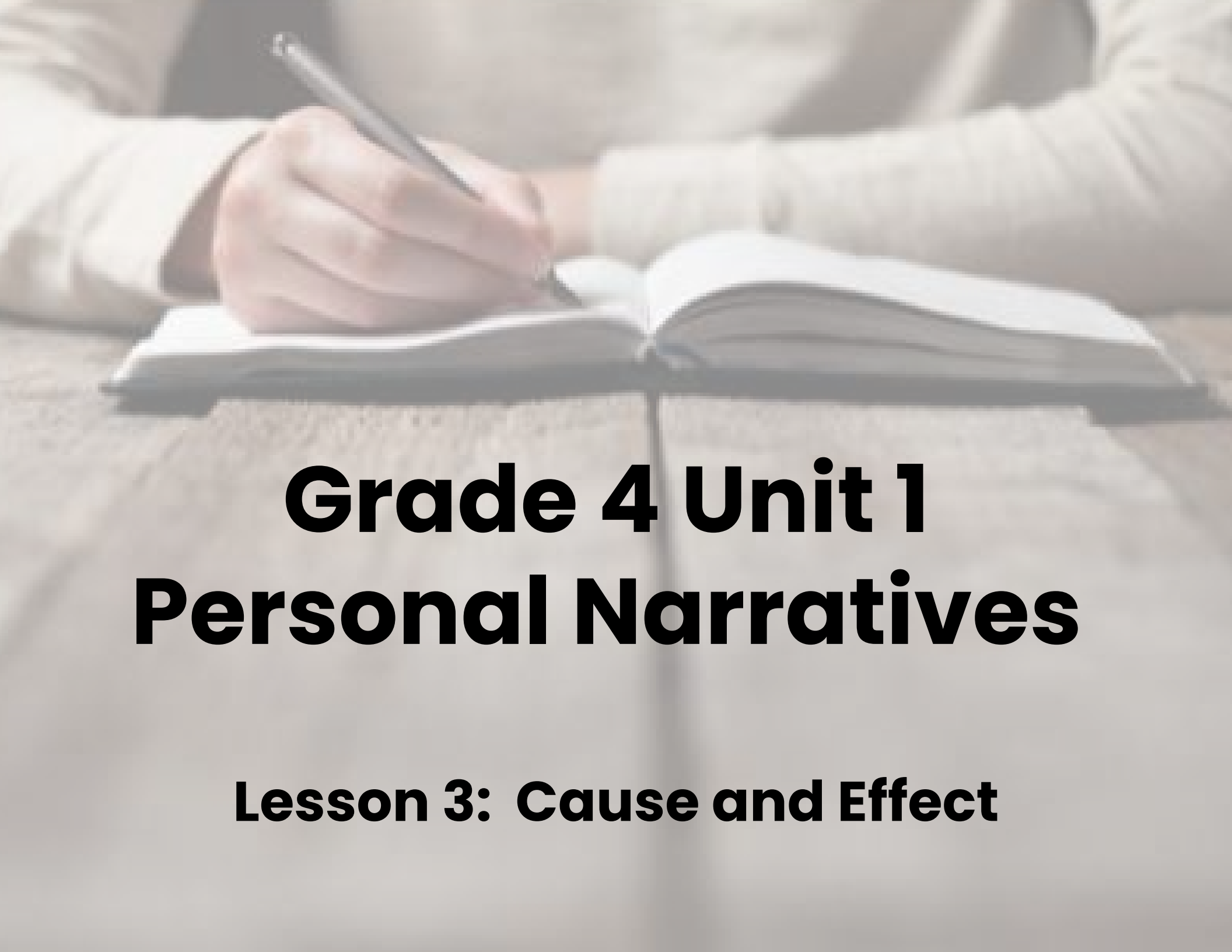
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A background image showing a person's hands writing in an open notebook with a pen. The image is slightly blurred and has a light, warm tone.

# **Grade 4 Unit 1**

# **Personal Narratives**

## **Lesson 3: Cause and Effect**

# Essential Question

What is the main theme of a personal narrative?



# Lesson Objectives

2nd Edition/ Texas Edition



Students explain how the author's use of a **cause-and-effect structure** demonstrates how and **why a person in the text changed**.

Using **cause-and-effect structure**, students write a **paragraph about someone who changed them**.

Students **make predictions** based on listening to classmates' cause-and-effect narratives.

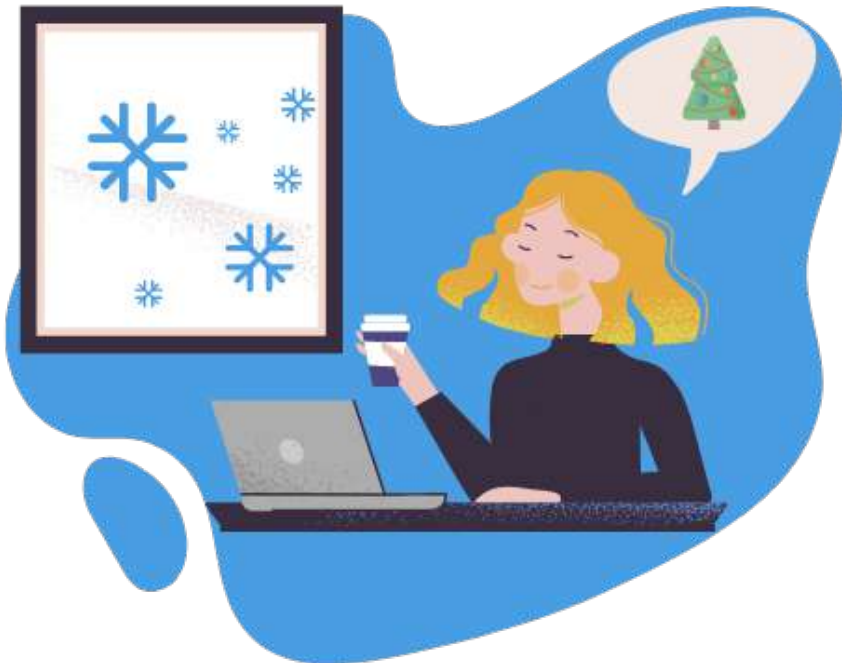
# Vocabulary

## Lesson 3

# anticipation

expectation; a feeling of looking forward to something

By all accounts, my parents approached the time of my birth with great **anticipation**.



What part of  
speech is  
this word?

noun



# unique

one of a kind



She wanted a name that would be **unique** and musical.

What part of  
speech is  
this word?

adjective

# implications

suggestion



But realizing that it translated as “moving slowly,” she decided that she didn’t like the **implications** of that name.

What part of  
speech is  
this word?

**noun**

# sermon

a serious speech on a moral issue, often in a place of worship



Dr. Plump told my father to go ahead and deliver his **sermon** at the eleven o'clock church service.

What part of  
speech is  
this word?

noun

# pulpit

a platform in church from  
which the minister speaks



When my father came out of the **pulpit** at noon on November 14, his mother was waiting for him in the church office.

What part of  
speech is  
this word?

noun

# feminist

a person in favor of equal  
right for women



From that day on he was a “**feminist**”—there was nothing that his little girl couldn’t do, including learning to love football.

What part of  
speech is  
this word?

noun

# Reading



## Extraordinary, Ordinary People: A Memoir of Family

### Chapter One

by Condoleezza Rice

*Condoleezza Rice is a professor and scholar of political science at Stanford University. She has also served in government. She was the first female National Security Advisor from 2001–2005, and the first female African-American Secretary of State from 2005–2009. This excerpt is from the very beginning of her memoir Extraordinary, Ordinary People: A Memoir of Family.*

By all accounts, my parents approached the time of my birth with great **anticipation**. My father was certain that I'd be a boy and had worked out a deal with my mother: if the baby was a girl, she would name her, but a boy would be named John.

Mother started thinking about names for her daughter. She wanted a name that would be **unique** and musical. Looking to Italian musical terms for inspiration, she at first settled on

## Purpose for Reading

Read to understand how the **cause and effect** structure of a text demonstrates **how and why a character changed**.

**Has anyone heard  
of Condoleezza  
Rice?**



## **Excerpt from *Extraordinary, Ordinary People: A Memoir of Family***

Condoleezza Rice is a professor and scholar of political science at Stanford University. She has also served in government. She was the first female National Security Advisor from 2001–2005, and the first female African-American Secretary of State from 2005–2009. This excerpt is from the very beginning of her memoir ***Extraordinary, Ordinary People: A Memoir of Family***.



# Extraordinary, Ordinary People: A Memoir of Family

## Chapter One

---

by Condoleezza Rice

*Condoleezza Rice is a professor and scholar of political science at Stanford University. She has also served in government. She was the first female National Security Advisor from 2001–2005, and the first female African-American Secretary of State from 2005–2009. This excerpt is from the very beginning of her memoir Extraordinary, Ordinary People: A Memoir of Family.*

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By all accounts, my parents approached the time of my birth with great **anticipation**. My father was certain that I'd be a boy and had worked out a deal with my mother: if the baby was a girl, she would name her, but a boy would be named John.

Mother started thinking about names for her daughter. She wanted a name that would be **unique** and musical. Looking to Italian musical terms for inspiration, she at first settled on



Andantino. But realizing that it translated as “moving slowly,” she decided that she didn’t like the **implications** of that name. Allegro was worse because it translated as “fast,” and no mother in 1954 wanted her daughter to be thought of as “fast.” Finally she found the musical terms *con dolce* and *con dolcezza*, meaning “with sweetness.” Deciding that an English speaker would never recognize the hard c, saying “dolci” instead of “dolche,” my mother doctored the term. She settled on Condoleezza.

Meanwhile, my father prepared for John’s birth. He bought a football and several other pieces of sports equipment. John was going to be an all-American running back or perhaps a linebacker.

My mother thought she felt labor pains on Friday night, November 12, and was rushed to the doctor. Dr. Plump, the black pediatrician who delivered most of the black babies in town, explained that it was probably just anxiety. He decided nonetheless to put Mother in the hospital, where she could rest comfortably.

The public hospitals were completely segregated in Birmingham, with the Negro wards—no private rooms were available—in the basement. There wasn't much effort to separate maternity cases from patients with any other kind of illness, and by all accounts the accommodations were pretty grim. As a result, mothers who could get in preferred to birth their babies at Holy Family, the Catholic



hospital that segregated white and Negro patients but at least had something of a maternity floor and private rooms. Mother checked into Holy Family that night.

Nothing happened on Saturday or early Sunday morning. Dr. Plump told my father to go ahead and deliver his **sermon** at the eleven o'clock church service. "This baby isn't going to be born for quite a while," he said.

He was wrong. When my father came out of the **pulpit** at noon on November 14, his mother was waiting for him in the church office.

"Johnny, it's a girl!"

Daddy was floored. "A girl?" he asked. "How could it be a girl?"

He rushed to the hospital to see the new baby. Daddy told me that the first time he saw me in the nursery, the other babies were just lying still, but I was trying to raise myself up. Now, I think it's doubtful that an hours-old baby was strong enough to do this. But my father insisted this story was true. In any case, he said that his heart melted at the sight of his baby girl. From that day on he was a "**feminist**"—there was nothing that his little girl couldn't do, including learning to love football.

# Discussion Questions

- What is the definition of character trait?
- What are some of the character traits you would use to describe the mother and father in Condoleezza Rice's personal narrative?

# structure

The basic way a  
story or essay is  
organized

There are different ways  
to structure a story....

- Chronological
- Cause and effect



**Cause and effect** explains the relationship between two events when the first event results in the second event happening. The first event is the **cause** and the second event is the **effect**.



Why might an  
author use **cause  
and effect**  
structure in their  
writing?

Think back to “A Good Lie”. What are some causes and effects from that story? Do any of these cause the characters to change?

In a cause and event structure, the cause is usually the main event. What is the **main event** in Condoleezza Rice's essay?

# Activity Page 3.1

With your partner, reread chapter one of *Extraordinary, Ordinary People: A Memoir of Family* and write down all the examples of cause and effect you see in the passage.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

ACTIVITY PAGE

## Reading for Cause and Effect

*With your partner, reread Chapter 1 of *Extraordinary, Ordinary People: A Memoir of Family* and write down all the examples of cause and effect you see in the passage.*

Cause	Effect
<b>Mother wants a unique and musical name.</b>	<b>She creates a name from Italian musical terms.</b>
<b>Father has a daughter.</b>	<b>Father becomes a feminist.</b>

Does the author use  
chronological (time)  
structure in the passage?

What structure does the  
author use?

# Sharing what you wrote....

What are some causes and effects you found in the reading?





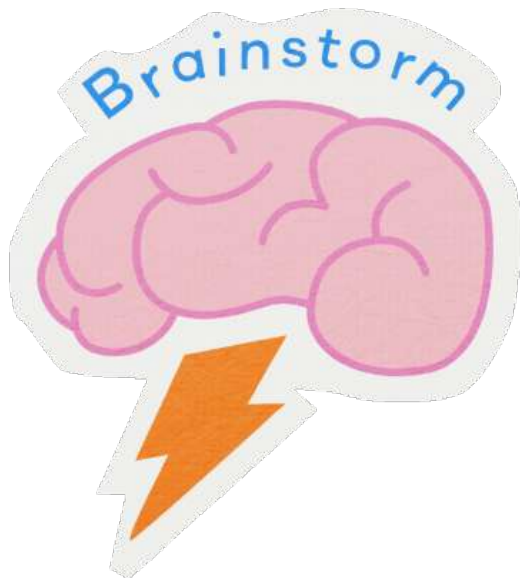
# Check for Understanding

What are some causes and effects from movies you watch?



# Activity Page 3.2

You will now apply what they learned about “cause and effect” structure to writing about a memory of your own.



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.2

ACTIVITY PAGE

## Brainstorming

*Condoleezza Rice's birth made her father a feminist who believed that his daughter could do anything. Using cause and effect structure, you will write a paragraph describing how someone changed you or how you changed someone else.*

*Begin by brainstorming experiences you might write about. List them in the chart below.*

Person	Change



# Activity Page 3.3

Choose one of the experiences from Activity Page 3.2 and draft a paragraph describing the person who changed you and how they did it (or who you changed and how you did it).

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.3

ACTIVITY PAGE

## Writing about Cause and Effect

*Choose one of the experiences from Activity Page 3.2 and draft a paragraph describing the person who changed you and how they did it (or who you changed and how you did it).*

Begin by jotting down some notes to help organize your writing:

---

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---

Cause (what the first person did):

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---

---

Effect (how the second person changed):

---

---

---

What happened:

---

---

---

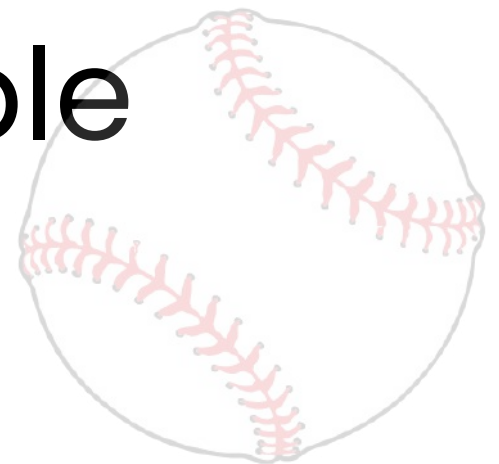
This image shows a full page of blank handwriting practice paper. It features multiple sets of horizontal lines designed to guide letter formation. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are repeated vertically down the entire page, providing ample space for practicing letter height and placement. The paper is otherwise completely blank, with no text or markings other than the ruling lines.



# Check for Understanding

Charlene practiced pitching a softball to her grandfather for 30 minutes each day.

What are some possible effects?



# Activity Page 3.4

You will now  
identify the cause  
and predict the  
effect in your  
partner's writing.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**3.4** ACTIVITY PAGE

## Predicting Effect

*When you write using cause and effect structure your reader may be able to predict the effect as the cause is explained.*

*Try this with your paragraphs. Read the part of your paragraph that describes "cause" to your partner, but do not read the part that describes "effect."*

*After you both have read, try to predict your partner's ending by answering the following questions about your partner's paragraph and listing your evidence.*

1. I believe \_\_\_\_\_ will change by:

---

---

---

---

2. The evidence in the paragraph for this is:

---

---

---

---

*After answering the questions, share your last sentence with your partner. Did your partner predict the effect you wrote about? Did your partner predict another effect that is also true?*



# **Check for Understanding**

Share your  
partner's **cause**  
**and effect.**

# Exit Ticket

Michael stayed up all night to study for his science test the next day. Describe at least two possible effects of Michael's actions.

# Thank you for purchasing this product.

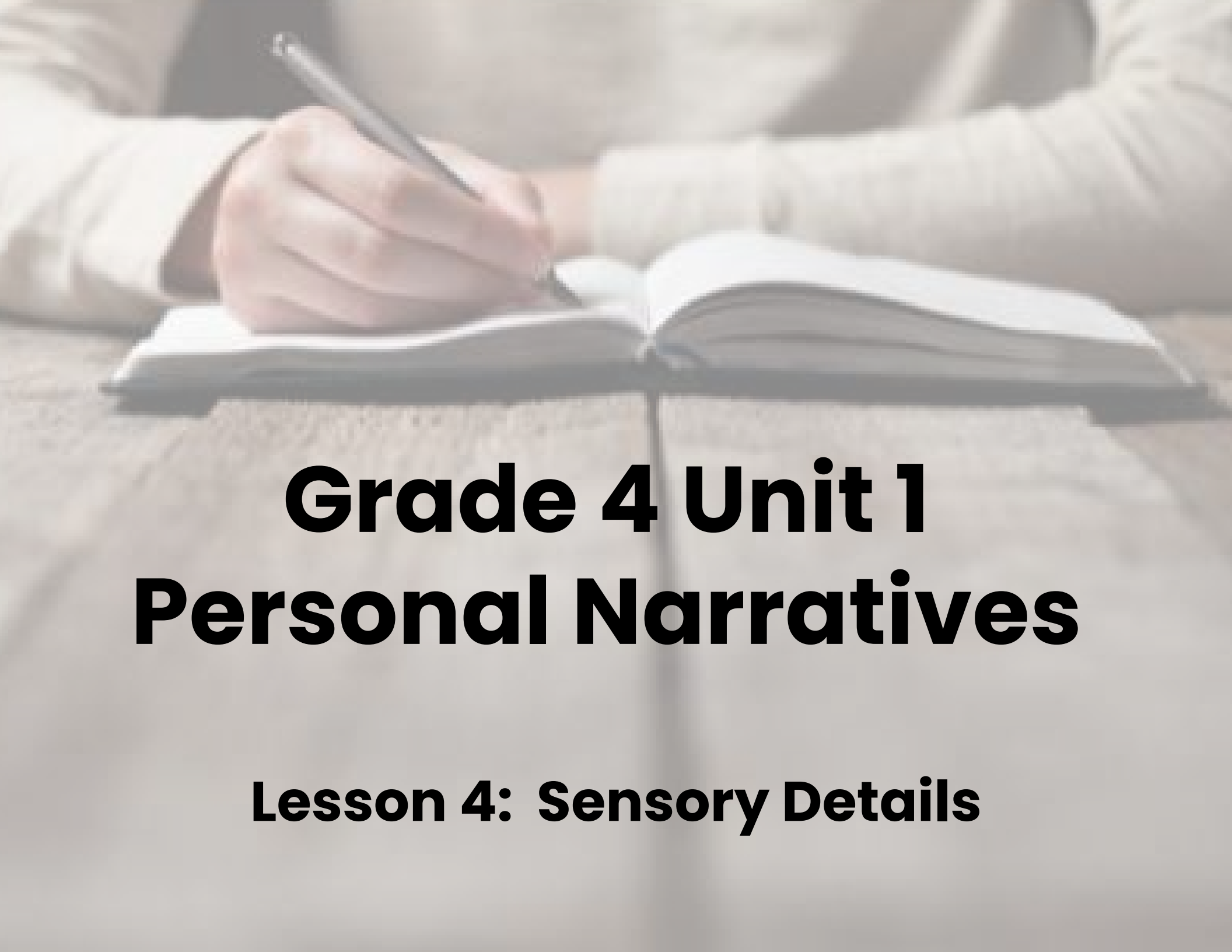
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revampedrevisedreimagined@gmail.com

A background image showing a person's hands writing in an open notebook with a pen. The image is slightly blurred and has a soft, warm tone.

# **Grade 4 Unit 1**

# **Personal Narratives**

## **Lesson 4: Sensory Details**



# Essential Question

What is the main theme of a personal narrative?



# Lesson Objectives

2nd Edition/ Texas Edition



Students **summarize** a text.

Students **study the imagery** in a text by **identifying its sensory details**.

Students plan a **paragraph using sensory details**.

# Vocabulary

## Lesson 4

# guava

a tropical fruit



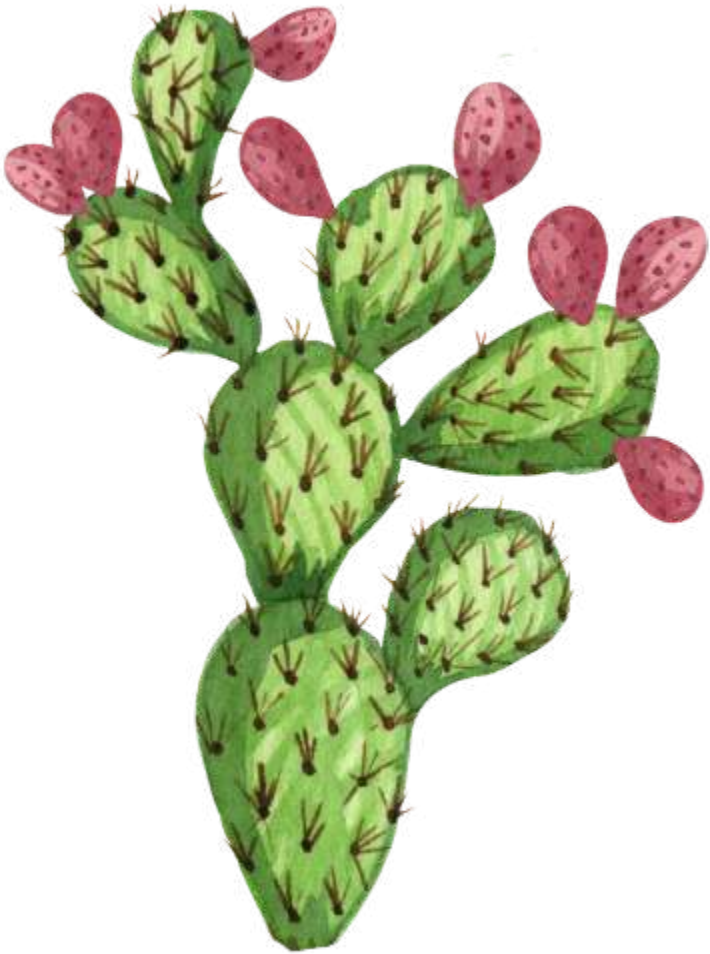
There are **guavas** at the Shop & Save.

What part of  
speech is  
this word?

noun

# prickly

## pointy



I pick one the size of a tennis ball and finger the **prickly** stem end.

What part of  
speech is  
this word?

adjective

# embedded

## set firmly in



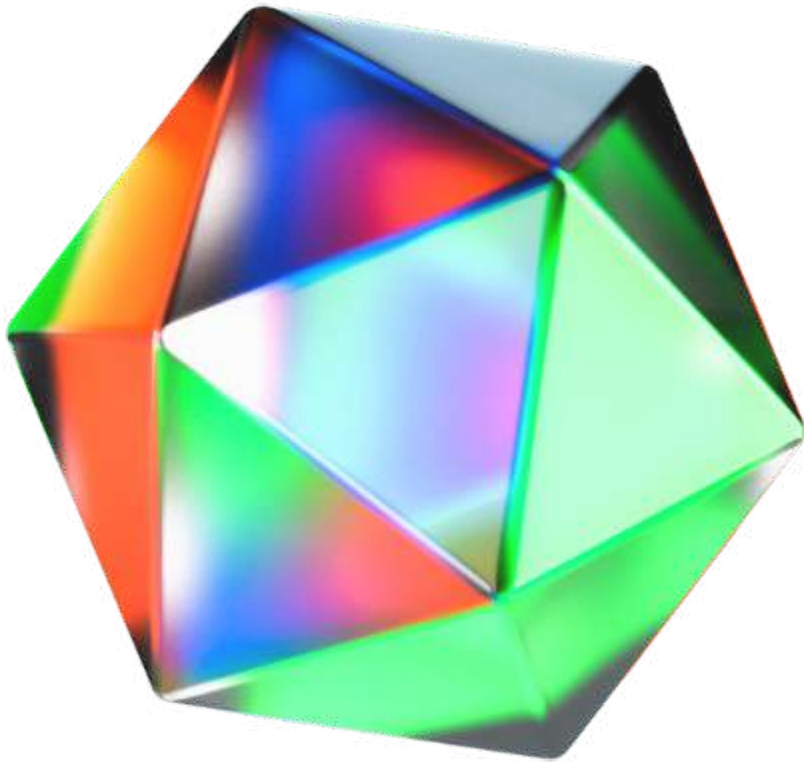
I smell it and imagine a pale pink center, the seeds tightly **embedded** in the flesh.

What part of  
speech is  
this word?

adjective

# tinge

a small amount of color



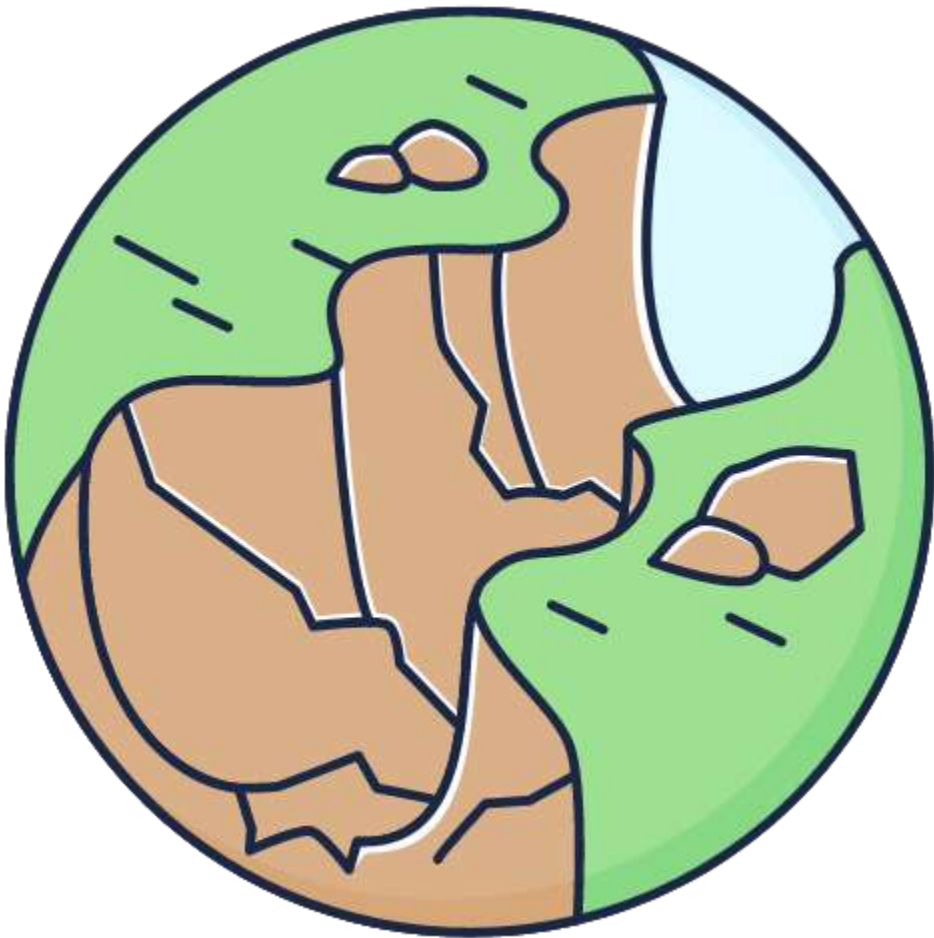
A ripe guava is yellow, although some varieties have a pink **tinge**.

What part of  
speech is  
this word?

noun

# crevices

narrow spaces



If you don't know how to eat a guava, the seeds end up in the **crevices** between your teeth.

What part of  
speech is  
this word?

noun



# edible

possible to eat



When you bite into a ripe guava, your teeth must grip the bumpy surface and sink into the thick **edible** skin without hitting the center.

What part of  
speech is  
this word?

noun

# laden

heavily loaded or weighed down

The guava bushes grow close to the ground, their branches **laden** with green then yellow fruit that seem to ripen overnight.

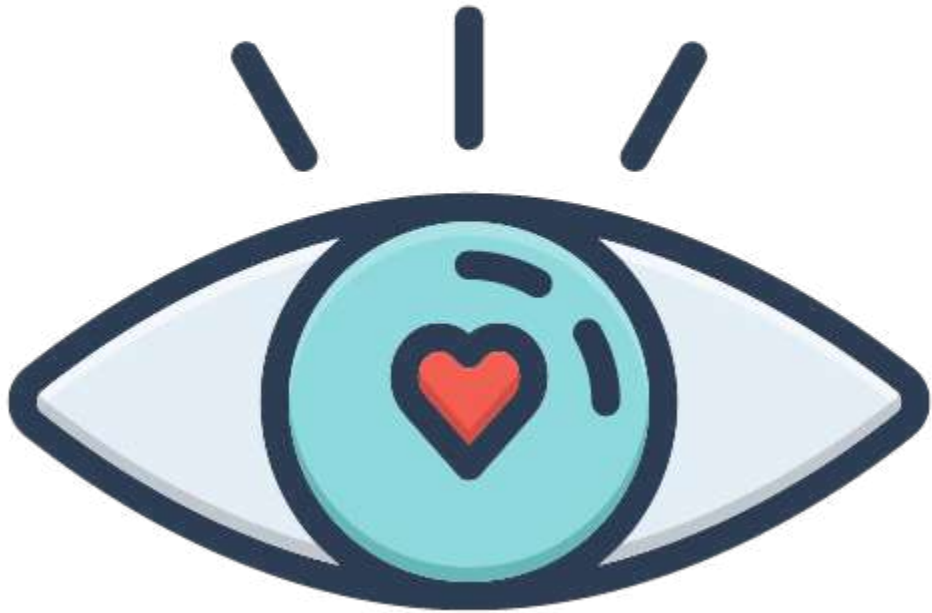


What part of  
speech is  
this word?

**adjective**

# enticing

appealing, attractive

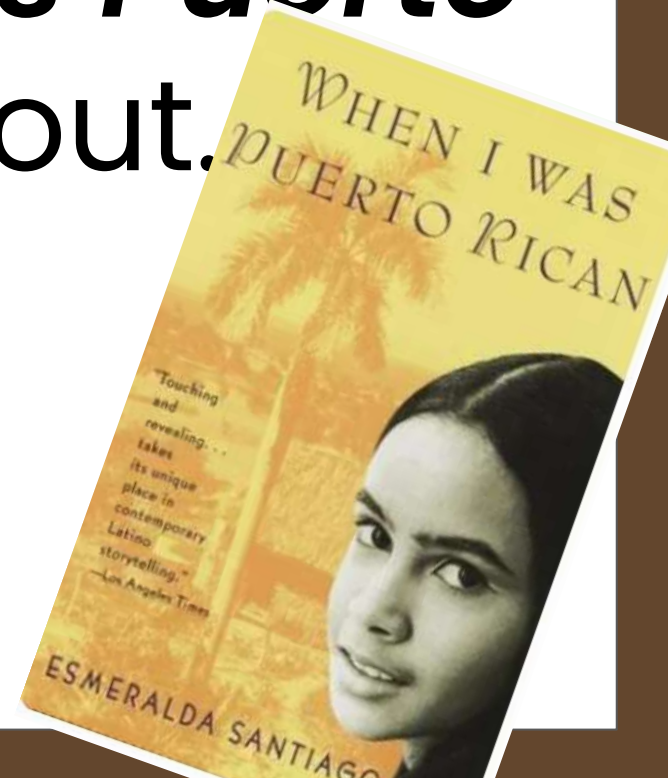


These guavas are large and juicy, almost seedless, their roundness **enticing** you to have one more, just one more, because next year the rains may not come.

What part of  
speech is  
this word?

adjective

I am going to read aloud a few paragraphs from Esmerelda Santiago's "How to Eat a Guava" chapter from her book ***When I Was Puerto Rican*** for you to act out.



There are guavas at the Shop & Save. I pick one the size of a tennis ball and finger the prickly stem end. It feels familiarly bumpy and firm. The guava is not quite ripe; the skin is still a dark green. I smell it and imagine a pale pink center, the seeds tightly embedded in the flesh.

# Discussion Questions

- Who is the narrator?
- Why is she there?
- What verbs/actions did you hear or see?

# Activity Page 3.4

Complete  
Number 1 based  
on what we  
discussed.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4.1

ACTIVITY PAGE

## Identify and Draw the Action

1. Record the actions from "How to Eat a Guava."

---

---

---

---

---

---

2. Follow the instructions below to draw the narrative as a comic strip.

A. Write four sentences describing the action in the narrative. Look at the first paragraph and the last two paragraphs of the narrative in your Reader as a reminder of the action.

---

---

---

---

Today, I stand before a stack of dark green guavas, each perfectly round and hard, each \$1.59. The one in my hand is tempting. It smells faintly of late summer afternoons and hopscotch under the mango tree. But this is autumn in New York, and I'm no longer a child. The guava joins its sisters under the harsh fluorescent lights of the exotic fruit display. I push my cart away, toward the apples and pears of my adulthood, their nearly seedless ripeness predictable and bittersweet.



# Discussion Questions

- What actions did you hear in that section?
- Where does the story take place?
- The narrator says the guava “smells faintly of late summer afternoons and hopscotch under the mango tree. But this is autumn in NewYork . . .” Based on that text, do you think guavas and mangoes are common in New York? Why?

# Discussion Questions

Why does the author have memories about guavas if they aren't common in New York?

What words from the text support the idea that the author lived somewhere else as a child?



# Check for Understanding

Fill in the events on a timeline.



## Challenge

An **epigraph** is a quote that begins a piece of writing and often hints at the **central ideas** of the text. What might this text be about, based on the epigraph for this text?

# Activity Page 4.1 (continued)

B. Draw an illustration for each sentence. Remember that in your cartoon you can also draw or write what characters are thinking.



Caption: \_\_\_\_\_



Caption: \_\_\_\_\_

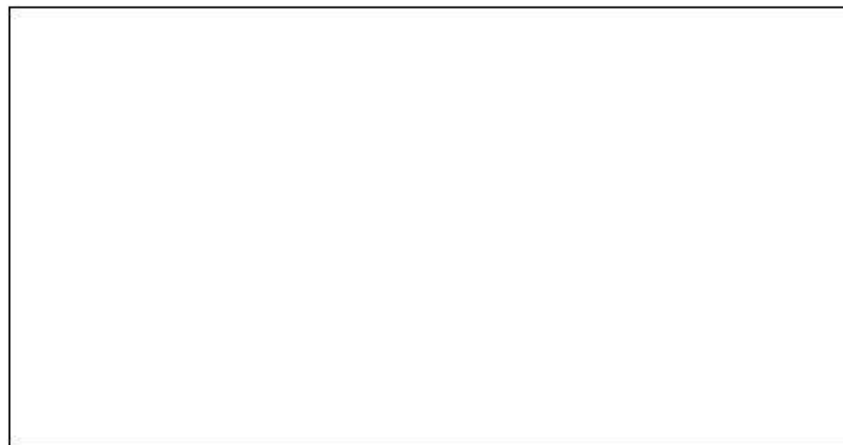
# Activity Page 4.1 (continued)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**4.1**  
CONTINUED

ACTIVITY PAGE



Caption: \_\_\_\_\_



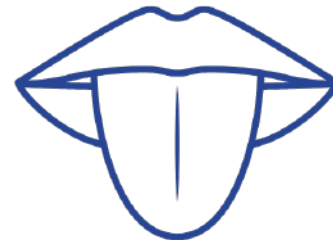
Caption: \_\_\_\_\_

# Sensory details

Today you are going to practice identifying a kind of imagery called **sensory details**. Then you will identify these details in a text and use them as support in our own writing.

# Sensory details

Sensory details describe what the narrator saw, heard, felt, tasted, or smelled.





# Reading



## When I Was Puerto Rican

### Prologue: How To Eat A Guava

by Esmeralda Santiago

*Esmeralda Santiago is a writer and actress. She was born in Puerto Rico in 1948, and moved with her family to the United States when she was thirteen. This excerpt is the beginning of her first book, When I Was Puerto Rican, the first of her three memoirs. It tells the true story of her childhood in Puerto Rico and the move to New York.*

*Barco que no anda, no llega a puerto.*

*A ship that doesn't sail, never reaches port.*

There are guavas at the Shop & Save. I pick one the size of a tennis ball and finger the prickly stem end. It feels familiarly bumpy and firm. The guava is not quite ripe; the skin is still a dark green. I smell it and imagine a pale pink center, the seeds tightly embedded in the flesh.

A ripe guava is yellow, although some varieties have a pink tinge.



## Purpose for Reading

Read to study the imagery in a text by **identifying sensory details.**

# When I Was Puerto Rican

## Prologue: How To Eat A Guava

by Esmeralda Santiago

*Esmeralda Santiago is a writer and actress. She was born in Puerto Rico in 1948, and moved with her family to the United States when she was thirteen. This excerpt is the beginning of her first book, When I Was Puerto Rican, the first of her three memoirs. It tells the true story of her childhood in Puerto Rico and the move to New York.*

*Barco que no anda, no llega a puerto.*

*A ship that doesn't sail, never reaches port.*

There are guavas at the Shop & Save. I pick one the size of a tennis ball and finger the prickly stem end. It feels familiarly bumpy and firm. The guava is not quite ripe; the skin is still a dark green. I smell it and imagine a pale pink center, the seeds tightly embedded in the flesh.

A ripe guava is yellow, although some varieties have a pink tinge.



Read the first 4 paragraphs of “How to Eat a Guava” and complete **Activity Page 4.2**. You won’t be able to complete the “smell” row until next lesson.

The skin is thick, firm, and sweet. Its heart is bright pink and almost solid with seeds. The most delicious part of the guava surrounds the tiny seeds. If you don't know how to eat a guava, the seeds end up in the crevices between your teeth.

When you bite into a ripe guava, your teeth must grip the bumpy surface and sink into the thick **edible** skin without hitting the center. It takes experience to do this, as it's quite tricky to determine how far beyond the skin the seeds begin.

Some years, when the rains have been plentiful and the nights cool, you can bite into a guava and not find many seeds. The guava bushes grow close to the ground, their branches **laden** with green then yellow fruit that seem to ripen overnight.

These guavas are large and juicy, almost seedless, their roundness **enticing** you to have one more, just one more, because next year the rains may not come.

As children, we didn't always wait for the fruit to ripen. We raided the bushes as soon as the guavas were large enough to bend the branch.



# Activity Page 4.2

NAME: \_\_\_\_\_

4.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Sensory Details

Find the sensory details in the first four paragraphs of "How to Eat a Guava" and write them in the "Sensory Details" column. Some examples have been provided.

Sense	Sensory Details
Sight	size of a tennis ball
Touch	prickly
Taste	sweet
Smell	

	sense	sensory details
	sight	
	touch	
	taste	
	smell	
	sound	



# Check for Understanding

Describe some **sensory details** you could use to **describe our classroom.**

# Writing

You will write a  
**personal narrative**  
about a memorable  
eating experience  
**involving food.**

# Writing

## **Brainstorming:**

- The first time I ate my favorite food
- The first time I ate my least favorite food
- A time that eating something made me sick
- The first food I cooked myself
- The best or worst food I ate at a restaurant
- A very messy eating experience



# Activity Page 4.3

NAME: \_\_\_\_\_

4.3

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Writing with Sensory Details

*In the next lesson you will write personal narratives about a memorable eating experience involving a particular food. Today you will brainstorm possible topics and the foods that go along with them. Then you will warm up by using sensory details to describe the food.*

1. Start by brainstorming ideas on topics for the essay you will write in the next lesson. Your ideas may include some of the topics from class or they may be new ideas. Make sure each topic involves a specific food.

A. Topic:

---

---

---

---

---

Food: \_\_\_\_\_

B. Topic:

---

---

---

---

---

Food: \_\_\_\_\_

# Activity Page 4.3 (continued)

C. Topic:

---

---

---

---

---

Food:

---

D. Topic:

---

---

---

---

---

Food:

---

## Sensory details involving food



# Sharing what you wrote....



Read your paragraph to your group and see if they can guess what food you wrote about.

Which sensory details helped guess the food?

# Exit Ticket

Remember that sensory details describe what the narrator saw, heard, felt, tasted, or smelled. Look around you and describe at least three sensory details that you notice.

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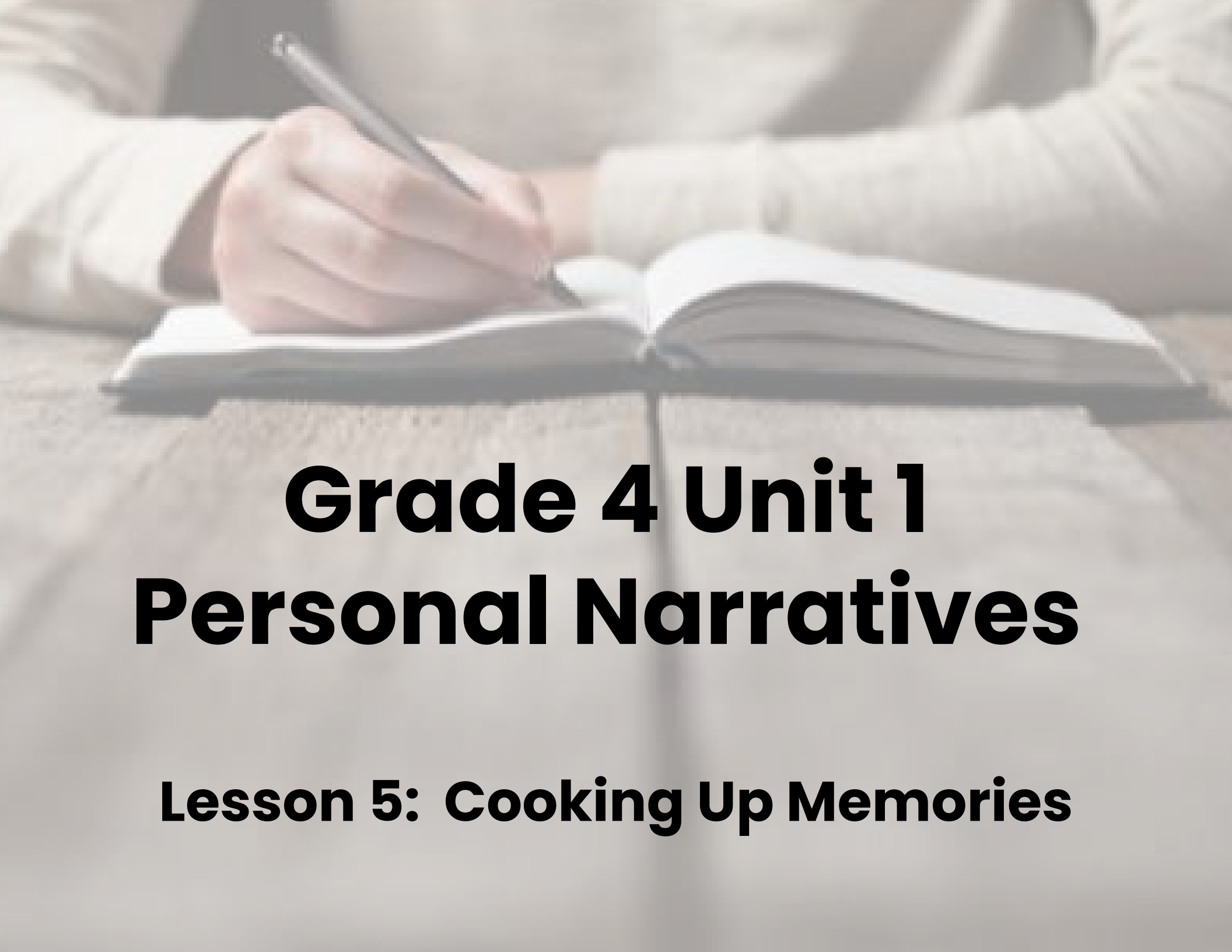
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revampedrevisedreimagined@gmail.com



# **Grade 4 Unit 1**

# **Personal Narratives**

## **Lesson 5: Cooking Up Memories**

# Essential Question

What is the main theme of a personal narrative?





# Lesson Objectives

2nd Edition/ Texas Edition



Students **describe the events** of  
“How to Eat a Guava.”

Students **present a memory** to a partner.

Students **outline a sequence of events**.

# Vocabulary

## Lesson 5

# grimace

facial expression that  
indicates pain or distaste

You **grimace**, your eyes water, and your cheeks disappear as your lips purse into a tight O.



What part of  
speech is  
this word?

noun

# Castor oil

a kind of vegetable oil



At night, your mother makes you drink **castor oil**, which she says tastes better than a green guava.

What part of  
speech is  
this word?

noun

# tempting

appealing, attractive



The one in my hand is **tempting**.

What part of  
speech is  
this word?

**adjective**

# fragrant

having a strong smell, usually pleasant



It was large and juicy, almost red in the center, and so **fragrant** that I didn't want to eat it because I would lose the smell.

What part of  
speech is  
this word?

adjective

In lesson 4, you read the beginning and ending of “How to Eat a Guava.” You will now read the whole essay.



# Reading



## When I Was Puerto Rican

### Prologue: How To Eat A Guava

by Esmeralda Santiago

*Esmeralda Santiago is a writer and actress. She was born in Puerto Rico in 1948, and moved with her family to the United States when she was thirteen. This excerpt is the beginning of her first book, When I Was Puerto Rican, the first of her three memoirs. It tells the true story of her childhood in Puerto Rico and the move to New York.*

*Barco que no anda, no llega a puerto.*

*A ship that doesn't sail, never reaches port.*

There are guavas at the Shop & Save. I pick one the size of a tennis ball and finger the prickly stem end. It feels familiarly bumpy and firm. The guava is not quite ripe; the skin is still a dark green. I smell it and imagine a pale pink center, the seeds tightly embedded in the flesh.

A ripe guava is yellow, although some varieties have a pink tinge.



## Purpose for Reading

Read to describe the events of the text and to understand how the author uses **sensory details to understand a topic.**



There are guavas at the Shop & Save. I pick one the size of a tennis ball and finger the prickly stem end. It feels familiarly bumpy and firm. The guava is not quite ripe; the skin is still a dark green. I smell it and imagine a pale pink center, the seeds tightly embedded in the flesh.

**What happens in the 1st paragraph?**

A ripe guava is yellow, although some varieties have a pink tinge. The skin is thick, firm, and sweet. Its heart is bright pink and almost solid with seeds. The most delicious part of the guava surrounds the tiny seeds. If you don't know how to eat a guava, the seeds end up in the crevices between your teeth.

**What happens in the 2nd paragraph?  
Is the guava the narrator describes in this  
paragraph in her hand? How do you know?**

When you bite into a ripe guava, your teeth must grip the bumpy surface and sink into the thick edible skin without hitting the center. It takes experience to do this, as it's quite tricky to determine how far beyond the skin the seeds begin.

**What happens in the 3rd paragraph?  
Do you think the narrator has eaten a lot of guavas?**

Some years, when the rains have been plentiful and the nights cool, you can bite into a guava and not find many seeds. The guava bushes grow close to the ground, their branches laden with green then yellow fruit that seem to ripen overnight. These guavas are large and juicy, almost seedless, their roundness enticing you to have one more, just one more, because next year the rains may not come.

**What happens in the 4th paragraph?  
Is rain good for guavas? How do you know??**

As children, we didn't always wait for the fruit to ripen. We raided the bushes as soon as the guavas were large enough to bend the branch.

A green guava is sour and hard. You bite into it at its widest point, because it's easier to grasp with your teeth. You hear the skin, meat, and seeds crunching inside your head, while the inside of your mouth explodes in little spurts of sour.

You grimace, your eyes water, and your cheeks disappear as your lips purse into a tight O. But you have another and then another, enjoying the crunchy sounds, the acid taste, the gritty texture of the unripe center. At night, your mother makes you drink castor oil, which she says tastes better than a green guava. That's when you know for sure that you're a child and she has stopped being one.

- What happened in the section I just read?
- What is the author's perspective, or way of thinking, about eating green guavas?
- What words does the author use in describing the green guavas? Is it surprising that she likes eating it?
- Does the author think castor oil tastes good? Does the mother agree with her?

I had my last guava the day we left Puerto Rico. It was large and juicy, almost red in the center, and so fragrant that I didn't want to eat it because I would lose the smell. All the way to the airport. I scratched at it with my teeth, making little dents in the skin, chewing small pieces with my front teeth, so that I could feel the texture against my tongue, the tiny pink pellets of sweet.

**Where does this paragraph take place?**

**Does it take place in the past, present, or future?**

# Activity Page 5.1

Read the last two paragraphs and complete Activity Page 5.1

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.1

ACTIVITY PAGE

## Reading Comprehension

Answer the following questions about "How To Eat a Guava." Refer back to the text and include evidence for your answer.

1. List two settings where "How To Eat a Guava" takes place.

---

---

2. What does the guava in the first paragraph remind the author of?

---

---

3. The author writes, "It smells faintly of late summer afternoons and hopscotch under the mango tree." What does "it" refer to?

---

---

4. Restate the quote in question 3 in your own words.

---

---

5. Summarize "How To Eat a Guava" in one sentence.

---

---



## **Activity Page 4.2**

Complete the  
“smell” line on

**Activity Page 4.2**



# Check for Understanding

Where did the author encounter guavas as a child and where did she encounter them as an adult?



# Writing

In lesson 4, you used sensory details to describe a food and **brainstormed memorable food experiences to write about.**

Today you will write about that experience.

# Activity Page 5.2

Complete sections A  
and B independently.

You will then complete  
sections C and D with a  
partner.

NAME: \_\_\_\_\_

5.2

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Food Narrative Events

- A. Choose one of the topics from your brainstorming on Activity Page 4.3. Then list the events that make up the food experience. These events can include what you or others thought, said, and did.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

# Activity Page 5.2 (continued)

- B. Why was this experience memorable? For example, was the food especially good? Especially bad? Especially messy?

---

---

---

---

---

# Activity Page 5.2

## (continued)

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**5.2**  
CONTINUED

ACTIVITY PAGE

- C. In this section you will work with a partner. Each partner should take a turn being speaker and listener.

As a speaker, describe your experience to your partner. Use the list of events in part A as a guide, but feel free to add more details.

As a listener, use the left-hand column to write down the details of your partner's experience that you find most interesting, memorable, or funny. In the right-hand column, write down parts of the experience you would like to know more about.

Details I liked	I would like to know more about

# Activity Page 5.2 (continued)

- D. After you both have had a chance to be speaker and listener, share your notes with each other. Record your partner's feedback here:

Details my listening partner liked	My listening partner wants to know more about



# Check for Understanding

Why did you chose the details that you did in **section C** of Activity Page 5.2?



# Writing

In the next lesson, you will write a longer piece of writing about the food you described to your partner. The chart on Activity Page 5.3 will help you prepare for writing that.

# Activity Page 5.3

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

5.3

ACTIVITY PAGE

## Planning

Revise and organize your list of events from Activity Page 5.2. Use the sensory details on Activity Page 4.3 to help you with the details column.

Event	Details (what did you see, hear, smell, touch, and taste?)
1.	
2.	
3.	
4.	
5.	

# Activity Page 5.3

Event	Details (what did you see, hear, smell, touch, and taste?)
6.	
7.	
8.	
9.	
10.	

# Exit Ticket

- What details did you like from your partner's food memory?  
Explain why you liked them.

# Thank you for purchasing this product.

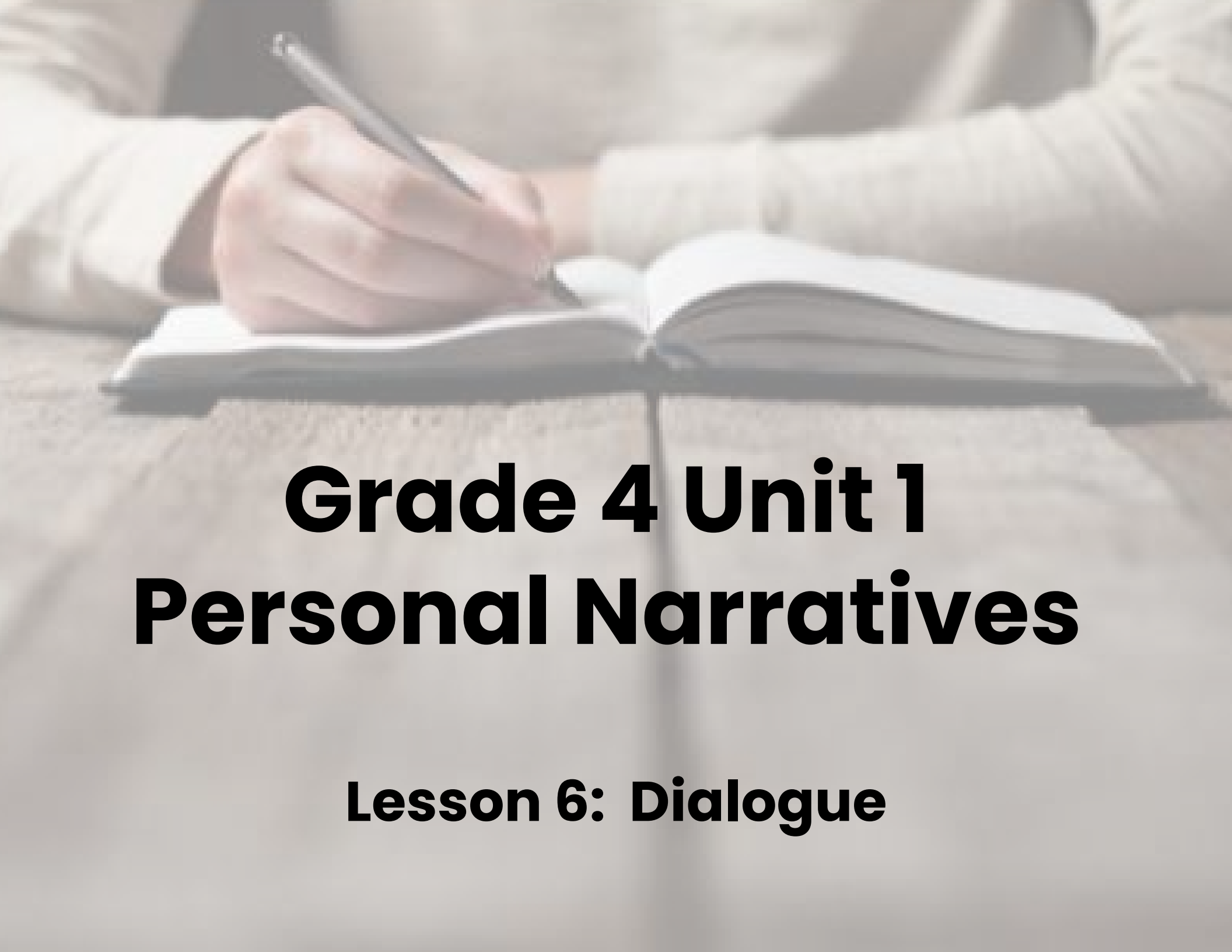
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revampedrevisedreimagined@gmail.com

A background image showing a person's hands writing in an open notebook with a pen. The image is slightly blurred and has a soft, warm tone.

# **Grade 4 Unit 1**

# **Personal Narratives**

## **Lesson 6: Dialogue**

# Lesson Objectives

2nd Edition/ Texas Edition



Students **determine the meaning** of domain-specific and academic vocabulary.

Students describe **character traits** and support their descriptions with **quotes from the text**.

Students **punctuate dialogue**.

Students **write a narrative that includes dialogue**.

# Essential Question

What is the main theme of a personal narrative?





# Reading



## When I Was Puerto Rican

### Prologue: How To Eat A Guava

by Esmeralda Santiago

*Esmeralda Santiago is a writer and actress. She was born in Puerto Rico in 1948, and moved with her family to the United States when she was thirteen. This excerpt is the beginning of her first book, When I Was Puerto Rican, the first of her three memoirs. It tells the true story of her childhood in Puerto Rico and the move to New York.*

*Barco que no anda, no llega a puerto.*

*A ship that doesn't sail, never reaches port.*

There are guavas at the Shop & Save. I pick one the size of a tennis ball and finger the prickly stem end. It feels familiarly bumpy and firm. The guava is not quite ripe; the skin is still a dark green. I smell it and imagine a pale pink center, the seeds tightly embedded in the flesh.

A ripe guava is yellow, although some varieties have a pink tinge.



## Purpose for Reading

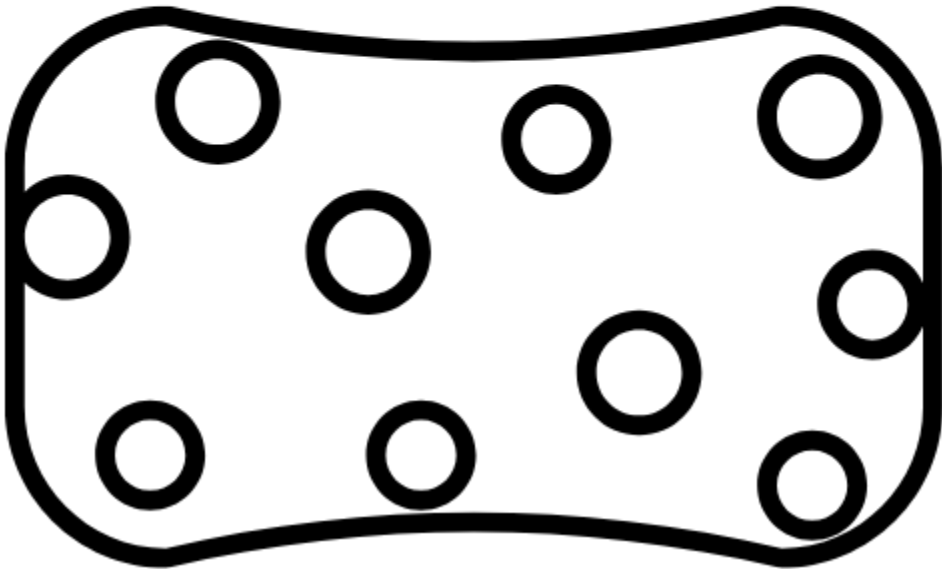
Read to describe the events of the text and to understand how the **author uses sensory details to understand a topic.**

# Vocabulary

## Lesson 5

# pores

small openings



I sniffed my orange, admired its color and its tiny **pores**, and placed it beside my bowl of oatmeal at the breakfast table, where I sat raised by two volumes of Mother's *Teacher's Encyclopedia*.

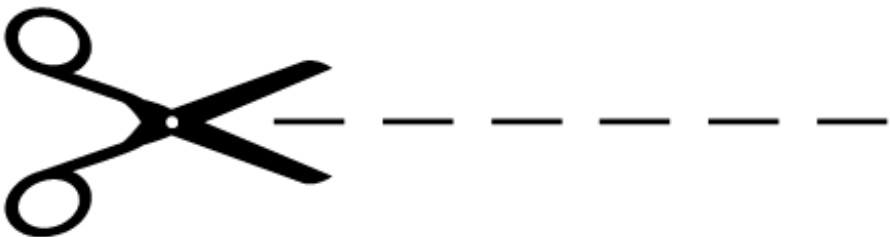
What part of  
speech is  
this word?

noun

# scored

to cut a line on the surface,  
often in preparation of  
cutting through

Oh, My father **scored** my  
orange.



What part of  
speech is  
this word?

verb

# forget-me-nots

small blue flowers



I thought about that  
orange until spring,  
when wild **forget-me  
nots** suddenly bloomed  
in one corner of our big  
field.

What part of  
speech is  
this word?

noun

# plow

to break up earth in  
preparation for planting



I crossed the barnyard, climbed a gate, walked down the hill, climbed another gate, and started off across the field, which was still too wet to **plow**.

What part of  
speech is  
this word?

verb

# plunge

to jump or dive energetically



I came to the fence that marked the boundary of our land and bravely prepared to climb it and **plunge** into foreign bushes.

What part of  
speech is  
this word?

verb

# striding

walking with long steps



Father came **striding**  
across the field in his  
rubber boots.

What part of  
speech is  
this word?

verb



# chuckled

to laugh quietly



Father **chuckled** and, carrying me under his arm, lugged me back to the house, where he set me on the back porch and explained the size of the world.

What part of  
speech is  
this word?

verb

# lugged

carried heavily with great effort



Father chuckled and, carrying me under his arm, **lugged** me back to the house, where he set me on the back porch and explained the size of the world.

What part of  
speech is  
this word?

verb

# Reading



## A Girl from Yamhill

### The Farm

by Beverly Cleary

*Beverly Cleary is the award winning author of more than twenty books for children, including the Ramona books.*

*This passage is from her memoir, A Girl from Yamhill, in which she tells the true story of her childhood. She was born on a farm in rural Yamhill Oregon in 1916 and lived there until she began school. In this excerpt, she is a young girl and lives with her mother and father on the farm.*

At Christmas I was given an orange, a rare treat from the far-off land of California. I sniffed my orange, admired its color and its tiny pores, and placed it beside my bowl of oatmeal at the breakfast table, where I sat raised by two volumes of Mother's *Teacher's Encyclopedia*.

Father picked up my orange. "Did you know that the world is round, like an orange?" he asked. No, I did not. "It is," said Father. "If you started here"—pointing to the top of the orange—"and traveled in a straight line"—demonstrating with his finger—"you would travel back to where you started." Oh, My father scored my orange. I peeled and thoughtfully ate it.

## Purpose for Reading

Read to use **context clues and other resources to determine the meaning** of academic and domain specific words.