

Unit 1

Personal

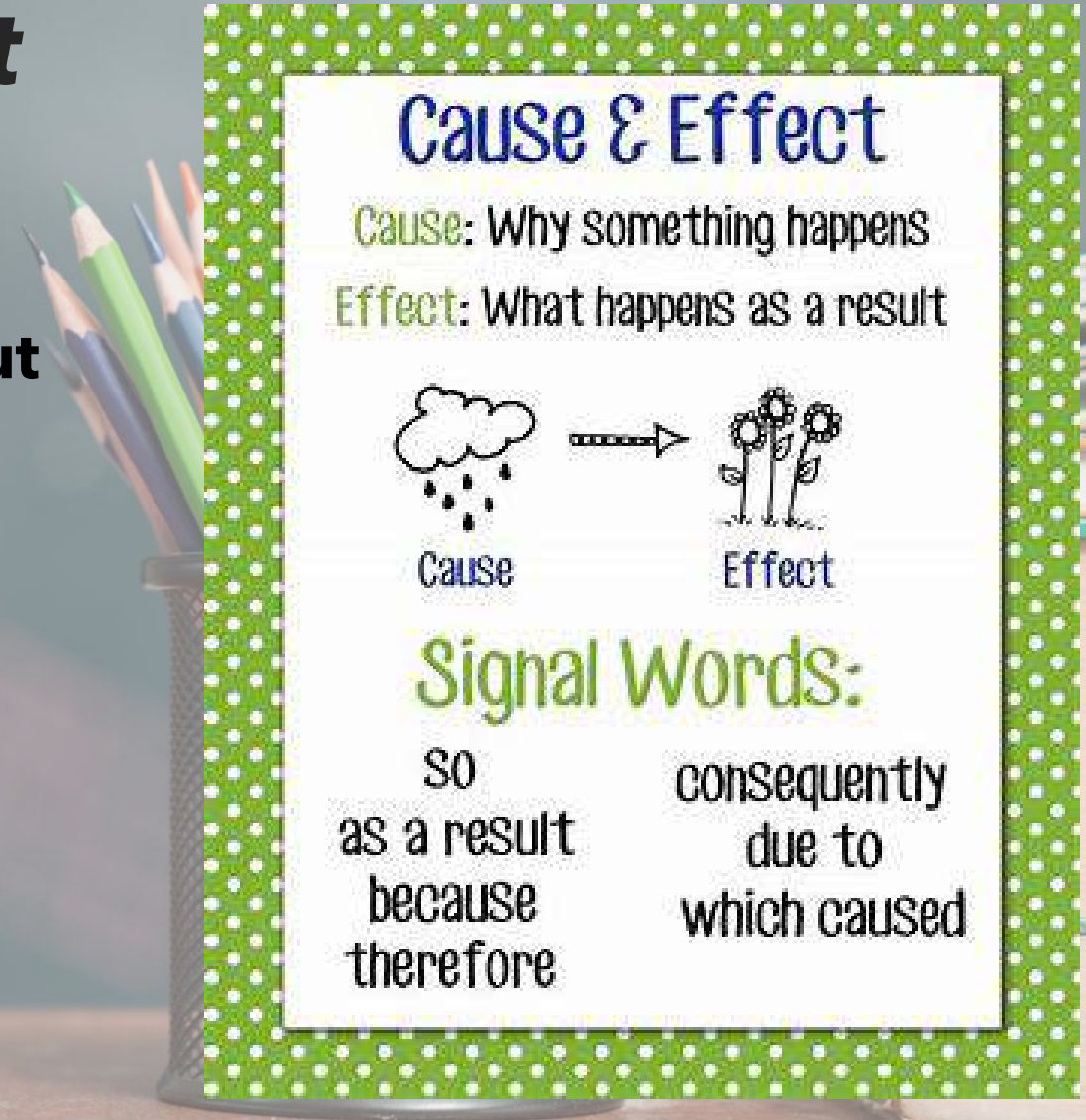
Narratives

Lesson 11: Using Detail in Writing



Review Cause and Effect

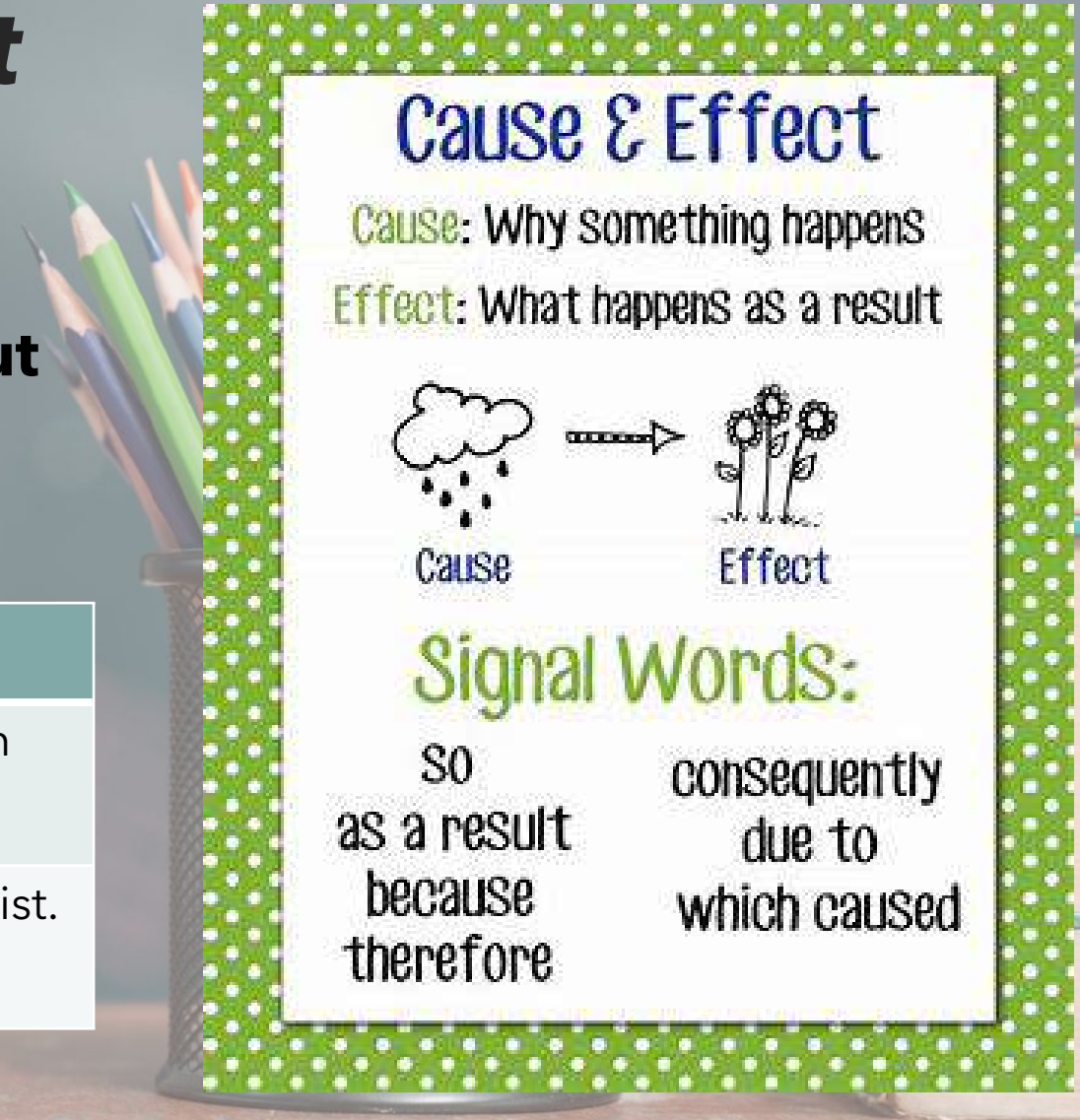
- When we read Condoleezza Rice's personal narrative, we learned about cause and effect.



Review Cause and Effect

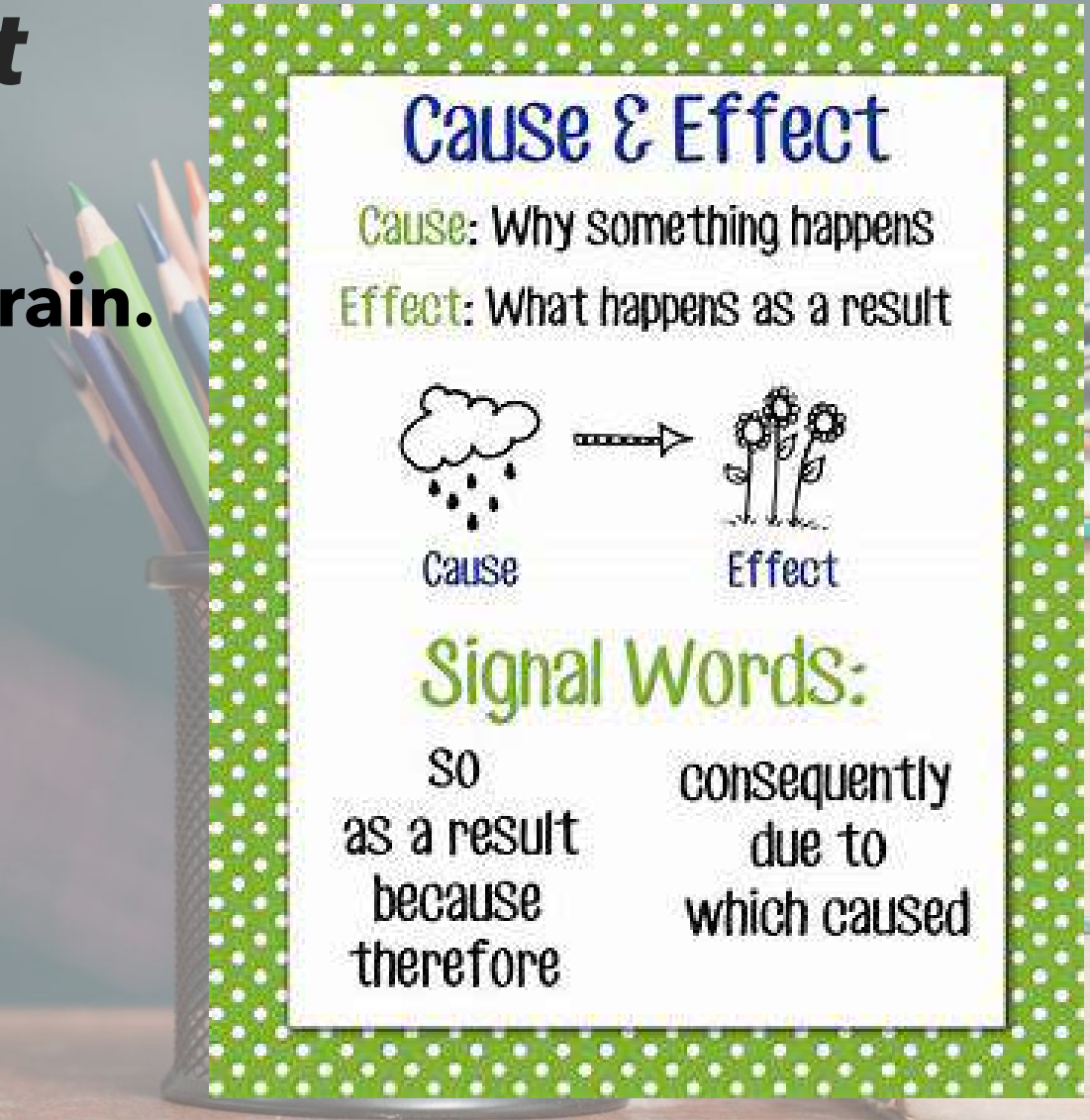
- When we read Condoleezza Rice's personal narrative, we learned about cause and effect.

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



Review Cause and Effect


The flowers bloomed after all the rain.



Cause & Effect

Cause: Why something happens

Effect: What happens as a result



Cause → **Effect**

Signal Words:

so	consequently
as a result	due to
because	which caused
therefore	


Review Cause and Effect

The flowers bloomed after all the rain.

- **What is the cause?**
- **What is the effect?**

Cause & Effect

Cause: Why something happens
Effect: What happens as a result



Signal Words:

so	consequently
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Review Cause and Effect

The flowers bloomed after all the rain.

Effect

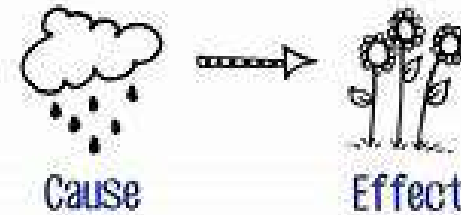
Cause

- What is the cause?
- What is the effect?

Cause & Effect

Cause: Why something happens

Effect: What happens as a result



Signal Words:

so
as a result
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therefore

consequently
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which caused

Review Cause and Effect

Junior earned a special treat by cleaning his room without being asked.

➤ **What is the cause?**

➤ **What is the effect?**



Review Cause and Effect

Junior earned a special treat by cleaning his room without being asked.

Effect

Cause

- **What is the cause?**
- **What is the effect?**



Review Cause and Effect

After Maria stubbed her toe, it ached for several hours.

➤ **What is the cause?**

➤ **What is the effect?**



Review Cause and Effect

After Maria stubbed her toe, it ached for several hours.

Cause

Effect

- **What is the cause?**
- **What is the effect?**



Vocabulary

Core Vocabulary

diagnosed, v. identified an illness

respiratory, adj. related to breathing

excruciating, adj. extremely painful

gunnysack, n. a bag made of rough cloth



Small Steps: The Year I Got Polio

Chapter 7: Star Patient Surprises Everyone (Part 2)

by Peg Kehret

Although I was delighted with every small accomplishment, I wondered why I got better and some of the other patients did not. Tommy might spend the rest of his life in the iron lung. It didn't seem fair.

I mentioned this to Dr. Bevis. "Some cases of polio are severe, and some are mild," he said. "When the polio virus completely destroys a nerve center, the muscles controlled by that center are **paralyzed** forever. If the damage is slight rather than total, the paralysis is temporary. Your muscles were severely weakened, but the nerve damage wasn't total. It's possible for weak muscles to gain back some of their strength."

"So Tommy's polio is worse than mine," I said.

"That's right. It also helped that your parents took you to the doctor right away. You were already here and diagnosed when you needed oxygen; some people who have **respiratory** polio are not that fortunate."

I remembered how hard it had been to breathe, and how much the oxygen tent had helped.



Dr. Bevis continued, "Most people think they have the flu and don't get medical help until paralysis sets in. By the time they learn they have polio, and get to a hospital that's equipped to treat them, the respiratory patients often have to go straight into an iron lung. They don't get hot packs or physical therapy until they can breathe on their own again, which might be several months later. The sooner the Sister Kenny treatments are started, the more they help." He smiled at me. "You are one lucky girl."

But it wasn't all luck, I thought; it was quick action by my parents. They helped create my good luck.

"I've been wondering something else, too," I said. "How did I get polio when not one other person in my town got it?"

"Many people have polio and never know it," Dr. Bevis said. "They are highly contagious, but because their symptoms are so slight, they don't see a doctor. There are probably thousands of cases of polio every year that are so mild they are never **diagnosed**."

"So I caught it from someone who didn't know they had it," I said. It seemed unbelievable to me that anyone could have polio and not realize it.

Mail was delivered every afternoon, and I looked forward to a daily letter from my mother. Most of her letters were signed, "Love, Mother and Dad," but a few were signed with a muddy paw print.

Those were from B.J., telling me he had chased a cat or buried a bone. Grandpa depended on Mother to tell me any news, but he sent a gift each week when my parents came to visit.

Art wrote about college life and sent me a new teddy bear just like the one that got burned.

One mail delivery included a big brown packet from my school in Austin. When I opened it, dozens of letters from my classmates tumbled out. Karen wrote about a student petition to change the rules so girls could wear pants to school instead of the required dresses. Another girl complained that her new haircut was too short; a third was outraged at the basketball referee.

I had the strange feeling that I was reading about a different lifetime. The other kids were upset about such unimportant things.

Just a few weeks earlier, I, too, had worried about clothes and hair and the basketball team. Now none of this mattered. I had faced death. I had lived with **excruciating** pain and with loneliness and uncertainty about the future. Bad haircuts and lost ball games would never bother me again.

Even the petition to allow girls to wear pants to school, a cause I supported, failed to excite me. I would happily wear a **gunnysack**, I thought, if I could walk into the school.



"Be glad you aren't here," one boy wrote. "You aren't missing anything but hard tests and too much homework."

He's wrong, I thought. I miss my own room and playing with B.J. and helping Grandpa in the garden. I miss my piano lessons and roller-skating and licking the pan when Mother makes fudge. I miss visiting my aunts and uncles. I miss riding my bike with Karen and playing Monopoly with Richard.

I put the letters aside, knowing I was changed forever. My world was now the hospital. Would I have anything in common with my classmates when I went home? I felt closer now to Tommy, whose head was the only part of him I had ever seen, than I did to the kids who used to be my dearest friends. Tommy understood what it was like to have polio; my school friends could never know.



Activity page 11.1

Diving into Textual Detail

Part 1: Cause and Effect

In Small Steps author/narrator Peg Kehret uses cause and effect to help her readers understand the details of her journey through polio. Cause and effect can help us understand her emotional journey as well as her physical journey. Answer these questions to help track the causes and effects.

1. Think back to the beginning of *Small Steps*. What did Peg care about most at the beginning of chapter 1?

2. How has Peg changed since the beginning of *Small Steps*?

3. What makes Peg realize that this change has taken place?

4. What is the cause of this change in Peg?

Activity page 11.1

5. What is the effect Peg describes at the end of “Star Patient Surprises Everyone”?

6. Who does Peg feel closest to in this passage, and why does she feel that way?

Part 2: Descriptive Words

The passage you read in this lesson also uses good descriptive words to show details about what Peg and others felt or experienced. Answer the following questions to identify the strong descriptive words Peg uses in her narrative.

1. After Peg received the mailbag, what happened to the letters?

2. Peg says that in one letter, a “girl complained that her new haircut was too short.” What does the word complained reveal about the girl’s feelings?

3. In the next-to-last paragraph, Peg lists things she misses. Which thing does she describe most descriptively? Give a reason for your choice.

Writing with Cause and Effect

Activity 11.2

Think about the ending of your narrative.

What caused you to feel that way?

Then finish your final paragraph!

Writing with Cause and Effect

Today you will finish telling the story of your personal narrative. The paragraph you write should include the final events in your personal narrative planning chart on Activity Page 8.4. Illustrate those events by adding supporting facts and details.

So far in this lesson, you've learned about several kinds of details you might add. Today, focus on adding detail through explaining cause and effect. Use cause and effect to show how at least one character responds to a situation.

Writing Prep

1. The cause I will write about today is:

2. The effect of that cause is:

Language - Vital Verbs

My eyes sprang open.



Language - Vital Verbs

My eyes sprang open.

What is the verb in this sentence?



Language - Vital Verbs

My eyes sprang open.

What is the verb in this sentence?

Sprang



Language - Vital Verbs

My eyes sprang open.

What happens in this sentence?



Language - Vital Verbs

My eyes sprang open.

What happens in this sentence?

The author opens her eyes.



Language - Vital Verbs

My eyes sprang open.

**What is the difference between saying
“*My eyes sprang open*” and “*I opened
my eyes*”?**



Language - Vital Verbs

My eyes sprang open.

What is the difference between saying "*My eyes sprang open*" and "*I opened my eyes*"?

The verb "*sprang*" is more dramatic and exciting than "*opened*".



Language - Vital Verbs

My eyes sprang open.

What does using “sprang” tell us about the narrator’s feelings in the moment?



Language - Vital Verbs

My eyes sprang open.

What does using “sprang” tell us about the narrator’s feelings in the moment?

**She is surprised and excited!
It’s a big deal!**



Language - Vital Verbs

Verbs that show drama and excitement help the reader visualize the action and understand more detail!

These verbs are called *strong verbs* or *vital verbs*.



Language - Vital Verbs

Activity 11.3

Let's replace the verb in each sentence with a more **vital** verb!

Vital Verbs

Part 1: Write two new versions of the following sentences. In each of your new sentences, replace the verb in bold with a more vital verb.

1. I **walked** from school to grandmother's house.

2. I **threw** the ball.

3. He **ate** the cake.

4. "I've got practice today," she **said**.

Language - Vital Verbs

Activity 11.3

5. The children **looked** at the dancers on the stage.

If you finish with time remaining, write each sentence in one more new way. Your teacher will tell you when it is time to move on to Part 2.

Part 2: Now you will use your new verb skills to add some vital verbs to your own personal narrative. Review your personal narrative writing from today and the previous lesson. Choose a sentence with a verb that could be more vital. Copy the sentence below, and then rewrite it using a more vital verb.

Old sentence:

New sentence:

If you finish with time remaining, repeat the exercise with another sentence.