

THE GLENCOE READER

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MCGRAW-HILL DONATION

Georgia
Edition



Course 3

THE GLENCOE READER



Georgia Edition
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Acknowledgments continued on p. 326.

Exclusive Partnerships

To increase students' reading comprehension, media literacy, and test-taking proficiency, *The Glencoe Reader* includes materials developed in association with our exclusive partners.



A number of selections in this book have been drawn from the pages of *inTIME*, a magazine designed for students by Time Education Program in partnership with Glencoe/McGraw-Hill. The magazine features recent TIME news stories, articles, essays, and reviews.



With the help of *USA TODAY* editors, certain selections in this book were chosen from recent issues of *USA TODAY*, a nationally distributed daily newspaper noted for its brisk reporting style and engaging graphics.



The Part 3: Standardized Tests section of this book was developed in association with The Princeton Review, the nation's leader in test preparation. Through its association with Glencoe/McGraw-Hill, The Princeton Review offers the best way for students to excel on standardized tests.

The Princeton Review is not affiliated with Princeton University or Educational Testing Service.



Three-dimensional interactive graphic organizers, called **Foldables**, have been integrated throughout this book. Created exclusively for Glencoe/McGraw-Hill by teaching specialist Dinah Zike, **Foldables** enhance reading comprehension by helping students develop ways of organizing information that are fun and creative.

Cover art: *Haunted House, Aspen* (detail), 1996, Debby West. Gallery Contemporanea, Jacksonville FL/SuperStock



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To Students and Parents

Georgia Edition



The Glencoe Reader is a special kind of book—one you can actually interact with and make your own. Go ahead. Circle, underline, or highlight parts of a selection that grab your attention or that are hard to understand. Jot down words you want to remember. Fill the margins with your own thoughts and questions. You can mark up this reader in a way that works for you—a way that helps you understand and remember what you read.

The Glencoe Reader will help you work through interesting and challenging reading selections such as

- short stories, poems, dramas, and essays from *Glencoe Literature: The Reader's Choice*
- magazine articles from *inTIME*
- newspaper stories from *USA TODAY*
- textbooks and Internet resources
- everyday reading materials like technical manuals, ads, forms, applications, schedules, and maps
- the CRCT, the MGWA, and other standardized tests

The Glencoe Reader is interactive and fun. You'll like reading the interesting and varied selections. You'll also discover that the skills and strategies you learn to use in this book will become a natural part of how you read. You'll become a better reader.

The Glencoe Reader is divided into three parts:

PART 1

Part 1 will help you read all kinds of literature. And you won't just read it, you'll *get* it!

PART 2

Part 2 will help you learn important strategies to understand nonfiction and informational selections.

PART 3

Part 3 will help you learn how to read and deal with standardized tests.

In each selection of *The Glencoe Reader*, you'll find a variety of engaging activities to complete on your own or with a partner, a small group, or your entire class. *The Glencoe Reader* will help you become an active, flexible, more powerful reader. So go ahead. Pick up a pencil and go for it!

Note to Parents and Guardians: Ask your students to show you their work as they proceed through this workbook. You might enjoy reading along!

How To Use This Book

The notes and features in *The Glencoe Reader* guide you through the process of reading and making meaning from each selection. As you use these notes and features, you'll be practicing and mastering the skills and strategies that good readers use whenever they read.

Get Set

Connect, Did You Know, Reason to Read Before you read, think about your own experience and share your knowledge and opinions. Next, build on what you know about the selection topic. Then set your reason for reading so you can plan how you'll read.

Hot Words Choose words that you think are important, difficult, or interesting. Use your **Hot Words Journal** to build your knowledge of these words.

Foldables These three-dimensional graphic organizers will help you focus on your purpose for reading and keep ideas straight.

Key Goals These are the reading and thinking skills you'll focus on in each lesson. Check out the chart on pages xiv–xvi of this book to see what each skill involves.

GET READY TO READ!

Connect

Whole-Class Discussion Imagine what it would be like to have to live with acquaintances, such as neighbors or friends, in a very small living space for a long period of time. As a class, discuss these questions: What are some of the difficulties you might face in getting along? How do you think you would cope with the situation?

In scenes 1 and 2 of this play, you'll meet two families who must share a very small living space—the attic of a warehouse—in order to hide out from Nazis during World War II.

Did You Know?

Building Background This play is an adaptation of Anne Frank's diary, which she wrote from June 1942 to July 1944. Anne and her family spent all but one month of this time in hiding. During World War II, many Jewish people in Europe were forced into hiding to avoid Nazi labor camps and death camps. Most hideouts were tiny and uncomfortable—an attic, a basement, or even the space under the floorboards.

The authors of this play visited the building in which the Franks had hidden and later met with Anne's father, Otto Frank. He was the only family member to survive the war. Both Anne and her sister died of typhoid fever in the Bergen-Belsen concentration camp.

Reason to Read

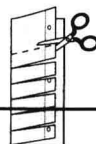
Setting a Purpose for Reading Read to find out how Anne and the others hiding in the attic cope with their dangerous situation.

FOLDABLES

Graphic Organizer

In the scenes you are about to read, you are introduced to most of the characters. As you read, use the following **Foldable** to take notes about each of them.

1. Place a sheet of notebook paper in front of you so the short side is at the top. Fold the paper in half from the left side to the right side.
2. Through the top thickness of paper, cut along every third line from the outside edge to the center fold, forming 10 tabs as shown.
3. Label the top tab **Characters**. Label each of the other tabs with the name of a character from the play.
4. Under each tab, record details about a character and his or her personality. You may write words from the play, or you may write your own thoughts about the characters.



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Word Power Preview the selection vocabulary words. They're underlined and defined again in the selection.

DRAMA

word power

Vocabulary Preview

Read the definitions of these words from *The Diary of Anne Frank*. Use the pronunciation guides to help you say each word aloud. As you read the story, use context clues to help unlock the meaning of these words and any others you don't know.

sparsely (spärs'ē) *adv.* in an uncrowded or meager way; p. 107

cultured (kul'chərd) *adj.* educated; refined; p. 108

compassionate (kəm pash'ə nit) *adj.* sympathetic; concerned; p. 108

conspicuous (kən spik'ū əs) *adj.* easily seen; apparent; p. 111

reserved (ri zurvd') *adj.* restrained in words and actions; p. 112

interval (in'tər vəl) *n.* a space or time between events; p. 114

unabashed (un'ə basht') *adj.* not ashamed or self-conscious; bold; p. 117

loathe (lōth) *v.* to regard with extreme disgust; hate; p. 122

Hot Words Journal

As you read, circle words that you find interesting or that you don't understand. Later you may add them to your **Hot Words Journal** at the back of this book.

What You'll Learn

Key Goals In this lesson, you will learn these key skills, strategies, and concepts.

➔ **Reading Focus:** Respond

➔ **Think It Over:** Draw Conclusions

➔ **Literary Element:** Dialogue

➔ **Reading Coach:** Reading Stage Directions

Read, Respond, Interact

Reading Coach Let the reading coach help you overcome the trickiest reading task in each selection.

Look for the signal button **A**. It guides you to a side margin activity and back into the reading.

Think It Over Make your reading more meaningful by thinking about ideas that go beyond the words in the text.

The Diary of Anne Frank

Frances Goodrich and Albert Hackett

MR. FRANK
MIEP
MRS. VAN DAAN
MR. VAN DAAN

CHARACTERS
PETER VAN DAAN
MRS. FRANK
MARGOT FRANK

ANNE FRANK
MR. KRALER
MR. DUSSEL

ACT 1 SCENE 1

[The scene remains the same throughout the play. It is the top floor of a warehouse and office building in Amsterdam, Holland. The sharply peaked roof of the building is outlined against a sea of other rooftops, stretching away into the distance. Nearby is the belfry of a church tower, the Westertoren, whose carillon¹ rings out the hours. Occasionally faint sounds float up from below: the voices of children playing in the street, the tramp of marching feet, a boat whistle from the canal. The three rooms of the top floor and a small attic space above are exposed to our view. The largest of the rooms is in the center, with two small rooms, slightly raised, on either side. On the right is a bathroom, out of sight. A narrow steep flight of stairs at the back leads up to the attic. The rooms are sparsely furnished with a few chairs, cots, a table or two. The windows are painted over, or covered with makeshift blackout curtains.² In the main room there is a sink, a gas ring for cooking and a wood-burning stove for warmth. **A**]

¹ The carillon (kar'ə lon') is a set of bells sounded by machinery, rather than rung manually.

² Blackout curtains were used to hide room lights from enemy bombers.

Vocabulary
sparsely (spars'ē) adv. in an uncluttered or meager way

Vocabulary Notes Look at the bottom of selection pages for vocabulary words and definitions and for important footnotes.

Reading Coach

Reading Stage

Directions Are you wondering why these words are printed in italics (or slanted type) and appear within brackets? That's your clue that these words are **stage directions**, or instructions that give important information about a play's characters and setting. Stage directions are meant to help a director set up the stage or an actor understand how to play a role. **A**

These stage directions describe the setting. Underline the words that tell you where the action will take place.

Mark the text

Word Power

Connotations A lot of words have unwritten meanings called **connotations**. For example, *sparsely* has a negative connotation. A room that is sparsely furnished would look barren and uncomfortable. Pay attention to the connotations of the underlined vocabulary words as well as to the definitions given at the bottom of the pages.

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The Diary of Anne Frank

Think It Over

Draw Conclusions

Reread the highlighted sentences. From these lines, what conclusion can you draw about how the families prepared for going into hiding? Write down your conclusion below. Give at least one detail from the text that supports your conclusion. **A**

Conclusion:

Supporting

Mark the Text When you see this symbol, you'll make notes in the margin, underline or highlight a bit of text, or circle interesting or difficult words.

Reading Focus

Respond How would you respond to Mrs. Frank's worries about doing something illegal? Write your thoughts below. **A**

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Word Power Here you'll find some handy tips to help you figure out the vocabulary words as you read them in the selection.

Read, Respond, Interact

Literary Element These notes will help you understand important features of literature, such as plot, setting, characterization, and imagery.

Build Fluency Use these reading aloud opportunities to become a more fluent reader. With practice, your reading will sound smooth and easy.

The Diary of Anne Frank

Literary Element

Dialogue This dialogue between Peter and Anne tells you a lot about each character's personality. Skim back over the boxed text and then complete the following sentences with a word or phrase that describes each character. **a**

Anne is _____
Peter is _____

Your Notes

Reading Focus

Clarify Why don't Peter and Anne need their Star of David patches any longer? Write your answer on the lines below. **a**

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Your Notes These notepads give you a chance to jot down whatever you want. Make a comment, ask a question, or state an opinion. It's up to you.

ANNE. I see.

MR. FRANK.

READ ALOUD

Build Fluency Find a quiet place and practice reading aloud the boxed passage. Reread the passage several times until you can make it through without stumbling. **w**

210 PETER. [Starts]

ANNE. Did you?

PETER. No.

ANNE. Oh,

from—you

PETER. Jew

ANNE. But

around.

PETER. I

ANNE. Y

220 PETER.

middle

[He

ANNE.

PETER.

[He

ANN

PET

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suitcases. It wasn't until we were on our way that I learned where we were going. Our hiding place was to be upstairs in the building where Father used to have his business. Three other people were coming in with us . . . the Van Daans and their son Peter . . . Father knew the Van Daans but we had never met them . . .

[During the last lines the curtain rises on the scene. The lights dim on. ANNE'S VOICE fades out.]



Reading Check

SCENE 2

[It is early morning, July, 1942. The rooms are bare, as before, but they are now clean and orderly. **a**

MR. VAN DANN, a tall, portly man in his late forties, is in the main room, pacing up and down, nervously smoking a cigarette. His clothes and overcoat are expensive and well cut.

MRS. VAN DANN sits on the couch, clutching her possessions, a hatbox, bags, etc. She is a pretty woman in her early forties. She wears a fur coat over her other clothes.

PETER VAN DAAN is standing at the window of the room on the right, looking down at the street below. He is a shy, awkward boy of sixteen. He wears a cap, a raincoat, and long Dutch trousers, like "plus fours." At his feet is a black case, a carrier for his cat.

The yellow Star of David is conspicuous on all of their clothes.]

MRS. VAN DAAN. [Rising, nervous, excited.] Something's happened to them! I know it!

MR. VAN DAAN. Now, Kerli!

MRS. VAN DAAN. Mr. Frank said they'd be here at seven o'clock. He said . . .

MR. VAN DAAN. They have two miles to walk. You can't expect . . .

8. Dutch trousers are loose

Voca

cons

Reading Focus Here you'll learn the best active reading strategies. Models give you an extra boost by showing you how good readers think.

The Diary of Anne Frank



Reading Check

Step 1 Ask yourself, Have I understood what I've read so far? Use these strategies to help clear up questions you have.

- Reread confusing passages slowly or read them aloud.
- Read on to see if new information helps make a passage clear.
- Ask a classmate or a teacher, parent, or other adult for help.

Step 2 When you understand what you've read so far, answer the following questions. Where are Anne and her family going to hide? Who will be hiding with them? If you have trouble remembering, go back and find the answers in the play.

Reading Check Here's where you'll think about whether you understand what you've read. Use your understanding to complete a short activity. If you've missed or are unclear about an important point, you'll find tips for reviewing the text.

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Show What You Know

Reading WrapUp Here you'll revisit the lesson's key goals in a variety of activities.

READING WRAPUP

Literary Elements

Dialogue

Dialogue is conversation between characters. It is printed in front of the words that he or she speaks. It is included to help the actors know how to read what is happening onstage.

Literary Element A graphic organizer will help you check your understanding of the lesson's key literary element.

...ple of dialogue from a scene that you read. Write questions below.

[...ning.] No! No! Don't... take my things, tossing and crying in her sleep, up in bed, furious.]

ANNE. [In her nightmare.] Save me! Save me!

[She screams and screams. DUSSEL gets up to wake her.]

DUSSEL. For God's sake! Quiet! Quiet! You're disturbing the other characters in this scene!

READING WRAPUP

The Diary of Anne Frank

Going Solo

Respond

1. Express Yourself Think about your feelings as you read these scenes. Which event or description brought out the strongest response in you? On the lines below, jot down what happened in that part of the play and what your response was.

Going Solo Express yourself as you complete this activity on your own.

2. Tell a Friend Imagine that you have a friend who is about to read this play for class. On the lines below, write a brief note to your friend telling him or her what you thought about the scenes that you read. Be specific—refer to ideas or passages from the play.

TeamWork

Reading Stage Directions

TeamWork These small group activities are where it really starts to get fun. As you share your thoughts in discussions or work together to puzzle out an answer, your understanding of the selection will grow.

Buddy Up In these activities you'll work with a partner to share ideas about the selection.

Buddy Up

Draw Conclusions

Father and Daughter With a partner, go back to

2. Cramped Quarters The families' cramped living quarters are described in detail in the stage directions. With your group, identify descriptions and details that help you visualize the space where the Franks and Van Daans are forced to hide. Jot these details on the lines below. Use these details to create a model of the hiding place, and label the descriptions you've identified.

CRCT Practice Plus

Choose the best answer for each multiple-choice question. Fill in the circle in the spaces for questions 1 and 2 on the right.

- When Mr. Frank visits with Miep in scene 1, what occurs that he does not expect?
 - Miep shows him Anne's diary.
 - Mr. and Mrs. Van Daan join him.
 - Miep tells him that she is leaving.
 - He finds Anne's collection of photographs.
- Where do the Franks and Van Daans hide?
 - in the shed of the Franks' house
 - in the basement of Miep's house
 - in a barn in a remote country area
 - in the attic space above a warehouse

Write your answer to open-ended question A in the space provided below.

A. How does Anne's response to going into hiding change during her first day? Use details from the play to support your answer.

Multi

1. (A) (B)

Op

A.

CRCT Practice Plus Here you'll find multiple choice items in CRCT format and a short response task. They check your comprehension of the selection and give you practice in reading tests at the same time!

word power

Vocabulary Check

Write the word from the word list that belongs in the blank in each sentence.

sparsely *adv.* in an uncrowded or meager way

cultured *adj.* educated; refined

compassionate *adj.* sympathetic; concerned

conspicuous *adj.* easily seen; apparent

reserved *adj.* restrained in words and actions

1. Jason boldly defended his ideas. He was _____ when people criticized him.

2. Rory can be so annoying! He always calls me "babe," which I _____.

3. The hotel should be easy to find. A _____ sign marks the entrance.

4. Lucia considers herself a _____ person. She likes attending the opera and enjoys reading the classics.

5. I have a _____

Word Power This activity gives you a chance to use the vocabulary words you learned in the selection. The word list at the left will help you review.

Reading a Variety of Texts

You wouldn't read a bus schedule or a newspaper article the same way you'd read a short story. Your reading purpose and the way you read change with what you read. For that reason, you'll need a special plan for each kind of text. *The Glencoe Reader* will help you develop the skills and strategies that work best for many types of texts.

What Is It? Look at the beginning paragraphs to learn what defines a particular type of text. Then see how that kind of text figures into your life.

Reading Drama

The lights go down, and a hush falls over the crowd. The curtain goes up, a spotlight shines. Actors onstage dressed in costumes speak their lines, and for the next two minutes or two hours, they tell a story of romance or humor or mystery. You may be watching a short skit in your school auditorium, or you may be watching a full-length Broadway play in New York City. Either way, you are experiencing drama.

Mark the text What types of drama are you familiar with? Have you seen or heard before. Put two checks by the

- | | |
|--|--|
| <input type="checkbox"/> television comedy | <input type="checkbox"/> TV soap opera |
| <input type="checkbox"/> television drama | <input type="checkbox"/> movie at the theater |
| <input type="checkbox"/> made-for-TV movie | <input type="checkbox"/> movie at home or VCR format |

Why Read Drama?

People read dramas for many of the same reasons they watch or listen to a play—to be entertained, to gain insight, or to learn what a writer has to say about a topic. When you read a drama, you become the director, the actors, and the audience members—all at the same time. As you read a play, you imagine how the stage

What's the Plan?

- Since most plays tell a story, events are typically in **chronological order**, or **time order**—that is, in the order they happen. Sometimes, though, playwrights use flashbacks to show events that happened before the time of the story.

Why Read? Here's where you'll find the most common reasons for reading a certain kind of text. They'll help you decide your reason for reading.

Reading Functional Documents

Your favorite television show starts in five minutes. It's the season finale, and everyone will be talking about it tomorrow. You glance at the clock and realize you also have to leave for soccer practice in fifteen minutes. What are you going to do? You stare at the new VCR. Can you figure out how to program it to tape your show before the show starts?

Mark the text Make your own functional document. Create a set of directions to explain, step by step, how you get home from school.

It's time to pull out the owner's manual—also known as a functional document. **Functional documents** provide information to help you perform tasks. In words, charts, and pictures, functional documents give useful information that you need to complete everyday activities more quickly, easily, or safely.

Why Read Functional Documents?

Read functional documents to help you do practical things.

- Maps** and **schedules** tell how or when to get where you want to go.
- Menus** or **catalogues** help you figure out what food to order or what item to buy.

- Warranties** and **contracts** are legal documents that offer proof of an agreement you made.

In this section of *The Glencoe Reader*, you will read five functional documents—an application, product information, instructions, a legal document, and a map.

What's the Plan?

Most functional documents use a logical plan—a **text structure**—to help you find, follow, and understand the information you need. Here are some text structures, or patterns of organization, that you'll find in functional documents.

Functional Document	Text Structure
Application or form to fill out	Questions and write-on lines
Schedule	Time order
Map or seating plan	Space order
Directions for a process	Sequence, or step-by-step order

Author's Plan These notes will tell you how authors tend to organize ideas in a particular kind of writing. When you can see the author's plan and know how key ideas are arranged, you'll be better able to follow and understand what the author wants you to know.

Text Features To understand what you read, you have to know what you're looking for. These notes point out the common features of a certain type of text. Look at the sample page to be sure you understand what each feature looks like. Then use the **Find It** prompt to practice finding a text feature.

Reading Tests How you read a test can make the difference between a good score on the test and one that's not so good. Part 3 of *The Glencoe Reader* will help you develop special test-reading skills and strategies so you can improve your performance on the CRCT and the MGWA.

What Do I Look For?

Look at this part of a television schedule to see some features of functional documents.

The **main heading** tells you what the document is about. Typically, headings are in darker, or **boldface**, type.

Grids and charts organize information.

Column headings break down the information into smaller pieces.

Side headings tell the meanings of particular rows in the grid.

The **legend** explains what symbols and codes mean.

Broadcast Channels

Channel 2	Pop Quiz
Channel 6	News
Channel 10	News
Channel 12	News

Symbols: Movie

Mark the text! **Find It!** Circle the show that is on Channel 10 at 7:00.

How Do I Read It?

These **reading strategies** will be especially useful when you read.

Set a Purpose: You will save time if you know the specific information that you need to find. Don't forget that some functional documents, like cookbooks and manuals, may have an index to help you to find information.

Scan: To locate the information that you're looking for, check out the heading, subheading, and all the information in bold or large type. Also look for key words.

DO IT!

Read the functional document and identify the text structures and strategies to use.

Reading Strategies

Don't waste your time. To read efficiently, focus your efforts by using the best reading strategies for each type of text. These notes will tell you what strategies will get you where you need to go.

Reading the CRCT

Guess what's coming to your desk in the near future. Hint: It's not your very own computer or a cell phone for text messaging. It's the **CRCT**! Eighth graders in Georgia will take CRCT tests in several subjects this year. How do you feel about that? Why do you feel that way? Jot down your response on the lines below.

This part of *The Glencoe Reader* will help you feel better about taking the CRCT and other standardized tests. How? The lessons you are about to work through will show you how to read the **Reading CRCT**, the **English/Language Arts CRCT**, the **Middle Grades Writing Assessment**, and other standardized tests in the language arts. When you know how to read the tests, you will be able to take the tests more successfully!

Why Read Standardized Tests?

The best reason to read the CRCT is to score well on it. You've been working hard in your classes all year. When you know how to read the CRCT, you will be able to show your stuff! You'll be able to prove that you have learned your subjects and mastered the **Quality Core Curriculum Standards**.

Reading standardized tests will also be important for getting a driver's license, going to college, and qualifying for jobs. Reading these tests carefully will help you to score well. That way you'll have more choices about your future. You will be in the driver's seat deciding what you want to do.

What's the Plan?

The plan for the CRCT depends on the kinds of skills being tested. The tests may be set up like this.

- The **Reading CRCT** has several reading passages. The passages are followed by multiple-choice questions.
- The **English/Language Arts CRCT** has multiple-choice questions about spelling, punctuation, and grammar.
- The **MGWA** has a writing prompt that gets you thinking and writing about a topic or an issue. You will write your essay or composition on blank paper that comes with the test.

The test booklet will have the following parts.

An introduction that describes the test. It gives you directions about how much time you have for the test

and how to mark your answers. It may also tell you whether you can write in the test booklet and whether you should guess at an answer.

Directions that tell you what to do for each part of the test.

Reading passages that may be either fiction or nonfiction. You may even see a map or a chart in a nonfiction passage.

Test items that are multiple-choice. These items check your understanding of a reading passage or of the grammar, punctuation, and spelling of sentences. Writing prompts get you writing about your own ideas.

The What, Why, and How of Reading

You'll need to use the skills and strategies in the following chart to respond to questions and prompts in the selections. As you begin a new lesson, look carefully at the **Key Goals** on the **Get Ready To Read** page. Then find those skills in this chart and read about what they are and how to use them. Don't forget to read about why each skill or strategy is important. The more you refer to the chart, the more these active reading strategies will become a natural part of the way you read. For more about these skills and strategies, see the **Reading Handbook**.

Skill/Strategy

What Is It?	Why It's Important	How To Do It
Preview Previewing is looking over a selection before you read.	Previewing lets you begin to see what you already know and what you'll need to know. It helps you set a purpose for reading.	Look at the title, illustrations, headings, captions, and graphics. Look at how ideas are organized. Ask questions about the text.
Skim Skimming is looking over an entire selection quickly to get a general idea of what the piece is about.	Skimming will tell you what a selection is about. If the selection you skim isn't what you're looking for, you won't need to read the entire piece.	Read the title of the selection and quickly look over the entire piece. Read headings and captions and maybe part of the first paragraph to get a general idea of the selection's content.
Scan Scanning is glancing quickly over a selection in order to find specific information.	Scanning helps you pinpoint information quickly. It saves you time when you have a number of selections to look at.	As you move your eyes quickly over the lines of text, look for key words or phrases that will help you locate the information you're looking for.
Predict Predicting is taking an educated guess about what will happen in a selection.	Predicting gives you a reason to read. You want to find out if your prediction and the selection events match, don't you? As you read, adjust or change your prediction if it doesn't fit what you learn.	Combine what you already know about an author or subject with what you learned in your preview to guess at what will be included in the text.
Summarize Summarizing is stating the main ideas of a selection in your own words and in a logical sequence.	Summarizing shows whether you've understood something. It teaches you to rethink what you've read and to separate main ideas from supporting information.	Ask yourself, What is this selection about? Answer <i>who, what, where, when, why, and how</i> . Put that information in a logical order.

What Is It?	Why It's Important	How To Do It
Clarify Clarifying is looking at difficult sections of text in order to clear up what is confusing.	Authors will often build ideas one on another. If you don't clear up a confusing passage, you may not understand main ideas or information that comes later.	Go back and reread a confusing section more slowly. Look up words you don't know. Ask questions about what you don't understand. Sometimes you may want to read on to see if further information helps you.
Question Questioning is asking yourself whether information in a selection is important. Questioning is also regularly asking yourself whether you've understood what you've read.	When you ask questions as you read, you're reading strategically. As you answer your questions, you're making sure that you'll get the gist of a text.	Have a running conversation with yourself as you read. Keep asking yourself, Is this idea important? Why? Do I understand what this is about? Might this information be on a test later?
Visualize Visualizing is picturing a writer's ideas or descriptions in your mind's eye.	Visualizing is one of the best ways to understand and remember information in fiction, nonfiction, and informational text.	Carefully read how a writer describes a person, place, or thing. Then ask yourself, What would this look like? Can I see how the steps in this process would work?
Monitor Comprehension Monitoring your comprehension means thinking about whether you're understanding what you're reading.	The whole point of reading is to understand a piece of text. When you don't understand a selection, you're not really reading it.	Keep asking yourself questions about main ideas, characters, and events. When you can't answer a question, review, read more slowly, or ask someone to help you.
Identify Sequence Identifying sequence is finding the logical order of ideas or events.	In a work of fiction, events usually happen in chronological (time) order. With nonfiction, understanding the logical sequence of ideas in a piece helps you follow a writer's train of thought. You'll remember ideas better when you know the logical order a writer uses.	Think about what the author is trying to do. Tell a story? Explain how something works? Present information? Look for clues or signal words that might point to time order, steps in a process, or order of importance.
Determine Main Idea Determining an author's main idea is finding the most important thought in a paragraph or in a selection.	Finding main ideas gets you ready to summarize. You also discover an author's purpose for writing when you find the main ideas in a selection.	Think about what you know about the author and the topic. Look for how the author organizes ideas. Then look for the one idea that all of the sentences in a paragraph or all the paragraphs in a selection are about.
Respond Responding is telling what you like, dislike, or find surprising or interesting in a selection.	When you react in a personal way to what you read, you'll enjoy a selection more and remember it better.	As you read, think about how you feel about story elements or ideas in a selection. What's your reaction to the characters in a story? What grabs your attention as you read?

What Is It?	Why It's Important	How To Do It
Connect Connecting means linking what you read to events in your own life or to other selections you've read.	You'll "get into" your reading and recall information and ideas better by connecting events, emotions, and characters to your own life.	Ask yourself, Do I know someone like this? Have I ever felt this way? What else have I read that is like this selection?
Review Reviewing is going back over what you've read to remember what's important and to organize ideas so you'll recall them later.	Reviewing is especially important when you have new ideas and a lot of information to remember.	Filling in a graphic organizer, such as a chart or diagram, as you read helps you organize information. These study aids will help you review later.
Interpret Interpreting is using your own understanding of the world to decide what the events or ideas in a selection mean.	Every reader constructs meaning on the basis of what he or she understands about the world. Finding meaning as you read is all about interacting with the text.	Think about what you already know about yourself and the world. Ask yourself, What is the author really trying to say here? What larger idea might these events be about?
Infer Inferring is using your reason and experience to guess at what an author does not come right out and say.	Making inferences is a large part of finding meaning in a selection. Inferring helps you look more deeply at characters and points you toward the theme or message in a selection.	Look for clues the author provides. Notice descriptions, dialogue, events, and relationships that might tell you something the author wants you to know.
Draw Conclusions Drawing a conclusion is using a number of pieces of information to make a general statement about people, places, events, and ideas.	Drawing conclusions helps you find connections between ideas and events. It's another tool to help you see the larger picture.	Notice details about characters, ideas, and events. Then make a general statement on the basis of these details. For example, a character's actions might lead you to conclude that the character is kind.
Analyze Analyzing is looking at separate parts of a selection in order to understand the entire selection.	Analyzing helps you look critically at a piece of writing. When you analyze a selection, you'll discover its theme or message, and you'll learn the author's purpose for writing.	To analyze a story, think about what the author is saying through the characters, setting, and plot. To analyze nonfiction, look at the organization and main ideas. What do they suggest?
Synthesize Synthesizing is combining ideas to create something new. You may synthesize to reach a new understanding or you may actually create a new ending to a story.	Synthesizing helps you move to a higher level of thinking. Creating something new of your own goes beyond remembering what you learned from someone else.	Think about the ideas or information you've learned in a selection. Ask yourself, Do I understand something more than the main ideas here? Can I create something else from what I now know?
Evaluate Evaluating is making a judgment or forming an opinion about something you read. You can evaluate a character, an author's craft, or the value of the information in a text.	Evaluating helps you become a wise reader. For example, when you judge whether an author is qualified to speak about a topic or whether the author's points make sense, you can avoid being misled by what you read.	As you read, ask yourself questions such as the following: Is this character realistic and believable? Is this author qualified to write on this subject? Is this author biased? Does this author present opinions as facts?

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