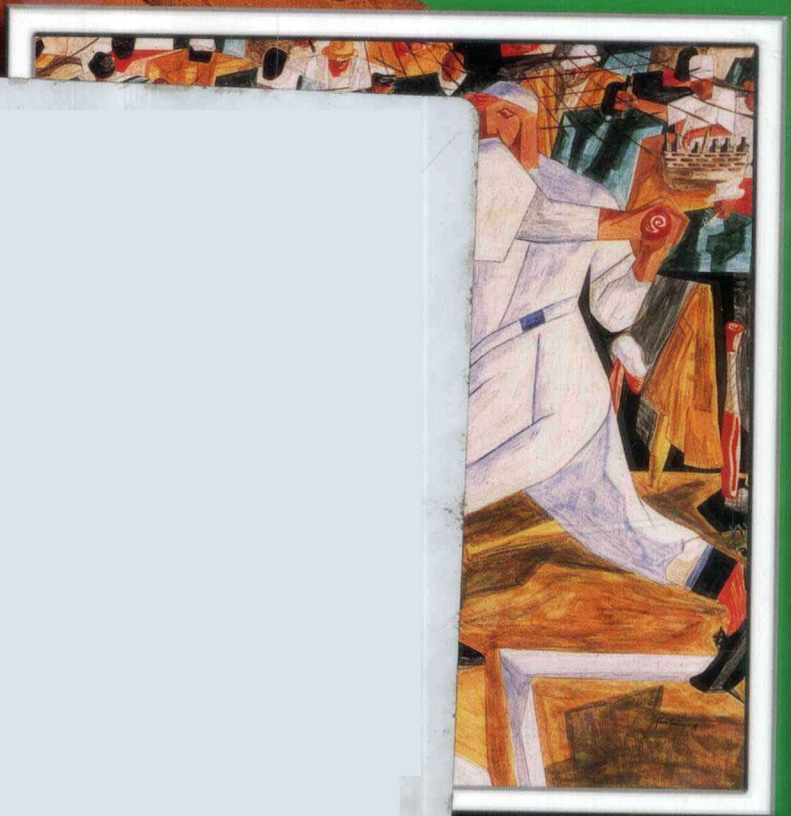


California Edition

GLENCOE

# The Reader's Choice



Course 3

G L E N C O E



California  
Edition

# The Reader's Choice

## Program Consultants

Beverly Ann Chin

Denny Wolfe

Jeffrey Copeland

Mary Ann Dudzinski

William Ray

Jacqueline Jones Royster

Jeffrey Wilhelm

Course **3**



**Glencoe**  
**McGraw-Hill**

# Acknowledgments

Grateful acknowledgment is given authors, publishers, photographers, museums, and agents for permission to reprint the following copyrighted material. Every effort has been made to determine copyright owners. In case of any omissions, the Publisher will be pleased to make suitable acknowledgments in future editions.

*Acknowledgments continued on page R167.*



The California English Language Arts: Reading and Analyzing Test Questions pages in this book were written by The Princeton Review. Through its association with McGraw-Hill, The Princeton Review offers the best way to help students excel.

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

**Glencoe/McGraw-Hill**



*A Division of The McGraw-Hill Companies*

Copyright © 2002 by The McGraw-Hill Companies, Inc. All rights reserved. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or means, or stored in a database or retrieval system, without the prior written permission of the publisher.

Printed in the United States of America

Send all inquiries to:

Glencoe/McGraw-Hill  
8787 Orion Place  
Columbus, Ohio 43240

ISBN 0-07-825930-4  
(Student Edition)

ISBN 0-07-825933-9  
(Teacher's Wraparound Edition)

2 3 4 5 6 7 8 9 10 071/055 04 03 02



## Senior Program Consultants

**Beverly Ann Chin** is Professor of English, Director of the English Teaching Program, Director of the Montana Writing Project, and former Director of Composition at the University of Montana in Missoula. In 1995–1996, Dr. Chin served as President of the National Council of Teachers of English. She currently serves as a Member of the Board of Directors of the National Board for Professional Teaching Standards. Dr. Chin is a nationally recognized leader in English language arts standards, curriculum, and assessment. Formerly a high school English teacher and adult education reading teacher, Dr. Chin has taught in English language arts education at several universities and has received awards for her teaching and service.

**Denny Wolfe**, a former high school English teacher and department chair, is Professor of English Education, Director of the Tidewater Virginia Writing Project, and Director of the Center for Urban Education at Old Dominion University in Norfolk, Virginia. For the National Council of Teachers of English, he has served as Chairperson of the Standing Committee on Teacher Preparation, President of the International Assembly, member of the Executive Committee of the Council on English Education, and editor of the SLATE Newsletter. Author of more than seventy-five articles and books on teaching English. Dr. Wolfe is a frequent consultant to schools and colleges on the teaching of English language arts.

## Program Consultants

**Jeffrey S. Copeland** is Professor and Head of the Department of English Language and Literature at the University of Northern Iowa, where he teaches children's and young adult literature courses and a variety of courses in English education. A former public school teacher, he has published many articles in the professional journals in the language arts. The twelve books he has written or edited include *Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults* and *Young Adult Literature: A Contemporary Reader*.

**Mary Ann Dudzinski** is a former high school English teacher and recipient of the Ross Perot Award for Teaching Excellence. She also has served as a member of the core faculty for the National Endowment for the Humanities Summer Institute for Teachers of Secondary School English and History at the University of North Texas. After fifteen years of classroom experience in grades 9–12, she currently is a language arts consultant.

**William Ray** has taught English in the Boston Public Schools; at Lowell University; University of Wroclaw, Poland; and, for the last fourteen years, at

Lincoln-Sudbury Regional High School in Sudbury, Massachusetts. He specializes in world literature. He has worked on a variety of educational texts, as editor, consultant, and contributing writer.

**Jacqueline Jones Royster** is Professor of English and Associate Dean of the College of Humanities at The Ohio State University. She is also on the faculty of the Bread Loaf School of English at Middlebury College in Middlebury, Vermont. In addition to the teaching of writing, Dr. Royster's professional interests include the rhetorical history of African American women and the social and cultural implications of literate practices.

**Jeffrey Wilhelm**, a former English and reading teacher, is currently an assistant professor at the University of Maine where he teaches courses in middle and secondary level literacy. He is the author or coauthor of several books on the teaching of reading and literacy, including *You Gotta BE the Book* and *Boys and Books*. He also works with local schools as part of the fledgling Adolescent Literacy Project and is the director of two annual summer institutes: the Maine Writing Project and Technology as a Learning Tool.

# — California Reading Advisory Board —

**Jane Fell Greene** is a literacy intervention expert and a senior adviser for *The Reader's Choice*. Dr. Greene is the author of the *LANGUAGE!* curriculum for students who are struggling to read and write at grade level. A renowned author and educator, she possesses training and credentials in reading, linguistics, psycholinguistics, English for Speakers of Other Languages, and clinical practice.

**Cynthia Arceneaux**, M.A.T., M.S., and Ed.D. in progress, is Coordinator of Reading/Language Arts for High Schools in the Los Angeles Unified School District. She has served as an assistant principal and cluster administrative specialist.

**Louisa C. Moats**, a senior adviser for *The Reader's Choice*, is the author of *Spelling: Development, Disability, and Instruction* and *Speech to Print: Language Essentials for Teachers*. Dr. Moats is Project Director for the Early Intervention Program at the National Institute of Child Health and Human Development (NICHD) in Bethesda, Maryland.

**Jeri A. Balick** is a past president of the California Reading Association. Dr. Balick is currently Director of Student and Family Advocacy in the Curriculum/Instruction Division of the San Bernardino County Superintendent of Schools.

**Cheryl Caldera**, M.A., is an English Language Learners coach and trainer at Greenberg Elementary School in the Fresno Unified School District. She also is a member of the adjunct faculty in the Department of Literacy at California State University in Fresno.

**Robert Pritchard** is president of the California Reading Association and a professor of education at California State University in Fresno, where he also is coordinator of the Reading/Language Arts Program in the Department of Literacy. Dr. Pritchard is co-editor of *Kids Come in All Languages: Reading Instruction for ESL Students*.

**Gay St. Cyr Hess**, M.S., CCC-SLP, is an educator and a member of the National Council of *LANGUAGE!* Trainers.

**Patty DiPaolo** is coordinator of Professional Development in the Curriculum/Instruction Division of the Student and Teacher Excellence Project in San Bernardino, California.

**Ronald M. Klemp**, is Coordinator of Reading for Middle Schools in the Los Angeles Unified School District. Dr. Klemp also has served as a lecturer in Education at California Lutheran University in Thousand Oaks, California.

# Teacher Reviewers

**Bill Beyer**

General Wayne Middle School  
Malvern, Pennsylvania

**Sister Marian Christi**

St. Matthew School  
Philadelphia, Pennsylvania

**Christine Ferguson**

North Buncombe Middle School  
Asheville, North Carolina

**Elizabeth Fischer**

Tower Heights Middle School  
Centerville, Ohio

**Diane Gerrety**

Bridgetown Junior High  
Cincinnati, Ohio

**Susan Giddings**

Marble Falls Middle School  
Marble Falls, Texas

**Denise Goeckel**

Magsig Middle School  
Centerville, Ohio

**Debbie Hampton**

Central Davidson Middle School  
Lexington, North Carolina

**Tammy Harris**

Walnut Springs Middle School  
Columbus, Ohio

**Marlene Henry**

Northwood Elementary  
Troy, Ohio

**Brian Hinders**

Tower Heights Middle School  
Centerville, Ohio

**Cheryl Keffer**

Fayette County Schools Gifted  
Program  
Oak Hill, West Virginia

**Sheryl Kelso**

Oldtown School  
Oldtown, Maryland

**Gail Kidd**

Center Middle School  
Azusa, California

**Karen Mantia**

Northmont City Schools  
Clayton, Ohio

**Nancy Mast**

Hobart Middle School  
Hobart, Indiana

**Chiyo Masuda**

Albany Middle School  
Albany, California

**Kim Mistler**

Delhi Junior High School  
Cincinnati, Ohio

**Wilma Jean Nix**

Baldwin Junior High School  
Montgomery, Alabama

**Joe Olague**

Alder Junior High  
Fontana, California

**Bonita Rephann**

Musselman Middle School  
Bunker Hill, West Virginia

**Marie Rinaudo**

St. John Berchman's Cathedral  
School  
Shreveport, Louisiana

**Carol Schowalter**

El Roble Intermediate School  
Claremont, California

**Karen Shannon**

Davis Drive Middle School  
Apex, North Carolina

**Joan Slater**

Strack Intermediate  
Klein, Texas

**Joyce Stakem**

St. Catherine of Siena School  
Wilmington, Delaware

**Elizabeth Struckman**

Bridgetown Junior High School  
Centerville, Ohio

**Debbie Trepanier**

Jenkins Middle School  
Chewelah, Washington

**Sarah Vick**

Central Davidson Middle School  
Lexington, North Carolina

**Erin Watts**

Albright Middle School  
Houston, Texas

**Anne Welch**

Huntsville Middle School  
Huntsville, Alabama

**James Zartler**

Centennial Middle School  
Portland, Oregon



---

## Letter to Students

---

Dear Student,

Are you ready to journey through time and space and visit distant and exotic lands? How about sharing the experiences of fascinating people—both real and imagined—some very much like you, others quite different? Do you want to be amused, surprised, delighted, engaged, informed, or maybe even scared? If so, then welcome to *The Reader's Choice*, where you will enjoy a variety of classic and modern literature.

As you explore the literature selections in this book, you will also learn and review key reading and language arts skills. The questions and activities after each selection will help you to check your understanding of what you've read. They will also give you an opportunity to analyze important features of the literature. You will be asked to discuss and write about what you read and how literature connects with your own experiences.

Your book is divided into eight thematic units, each including projects and longer writing assignments. Keep your graded, completed assignments in a portfolio, or as your teacher directs. Share your progress with your parents or guardians, and also talk with them about the literature you are reading. Discuss your thoughts about the characters, themes, and other aspects of your reading.

The California State Board of Education has created a set of learning goals, or content standards, for you this year. We have included them on pages x–xv. Take some time to read over these standards with your parents and family. Then outline some steps that you can take to help you achieve these standards both in and outside the classroom.

We hope that you enjoy the selections in *The Reader's Choice* and that the lessons help you to succeed in mastering the content standards set for you.

Sincerely,

The Editors

# Book Overview



## THEME ONE

No Place Like Home .....1



## THEME TWO

Lean on Me .....98



## THEME THREE

Which Way to Go? .....234



## THEME FOUR

Fantastic Capers and Mischief Makers .....332



## THEME FIVE

Free to Be .....434



## THEME SIX

Flashes of Insight .....548



## THEME SEVEN

Faces of Dignity .....658



## THEME EIGHT

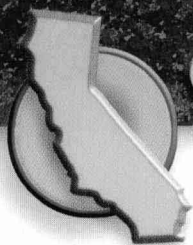
Hair-Raising Tales .....786

## Reference Section

Literary Terms Handbook .....R1  
Language Handbook .....R11  
Writing Handbook .....R50  
Communications Skills Handbook ....R62  
Reading Handbook .....R72  
Writing Workshop Models .....R119

Glossary .....R131  
Spanish Glossary .....R140  
Index of Skills .....R149  
Index of Authors and Titles .....R162  
Index of Art and Artists .....R166  
Acknowledgments .....R167





## CALIFORNIA English–Language Arts Content Standards

### READING

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

#### **Vocabulary and Concept Development**

- 1.1** Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 1.2** Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.

- 1.3** Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

#### **2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

#### **Structural Features of Informational Materials**

- 2.1** Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).



- 2.2** Analyze text that uses proposition and support patterns.

### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- 2.4** Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- 2.5** Understand and explain the use of a complex mechanical device by following technical directions.
- 2.6** Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

### Expository Critique

- 2.7** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

### Structural Features of Literature

- 3.1** Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

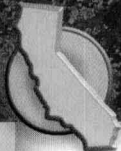


### Narrative Analysis of Grade-Level-Appropriate Text

- 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- 3.4** Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

### Literary Criticism

- 3.7** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)



## WRITING

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### Organization and Focus

- 1.1** Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2** Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3** Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

#### Research and Technology

- 1.4** Plan and conduct multiple-step information searches by using computer networks and modems.
- 1.5** Achieve an effective balance between researched information and original ideas.

### Evaluation and Revision

- 1.6** Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

#### Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

- 2.1** Write biographies, autobiographies, short stories, or narratives:
  - a.** Relate a clear, coherent incident, event, or situation by using well-chosen details.
  - b.** Reveal the significance of, or the writer's attitude about, the subject.
  - c.** Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2** Write responses to literature:
  - a.** Exhibit careful reading and insight in their interpretations.
  - b.** Connect the student's own responses to the writer's techniques and to specific textual references.
  - c.** Draw supported inferences about the effects of a literary work on its audience.
  - d.** Support judgments through references to

the text, other works, other authors, or to personal knowledge.

**2.3 Write research reports:**

- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- d. Organize and display information on charts, maps, and graphs.

**2.4 Write persuasive compositions:**

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

**2.5 Write documents related to career development, including simple business letters and job applications:**

- a. Present information purposefully and succinctly and meet the needs of the intended audience.
- b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

**2.6 Write technical documents:**

- a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.

- b. Include all the factors and variables that need to be considered.
- c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

## **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

---

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### **Sentence Structure**

- 1.1** Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2** Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 1.3** Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

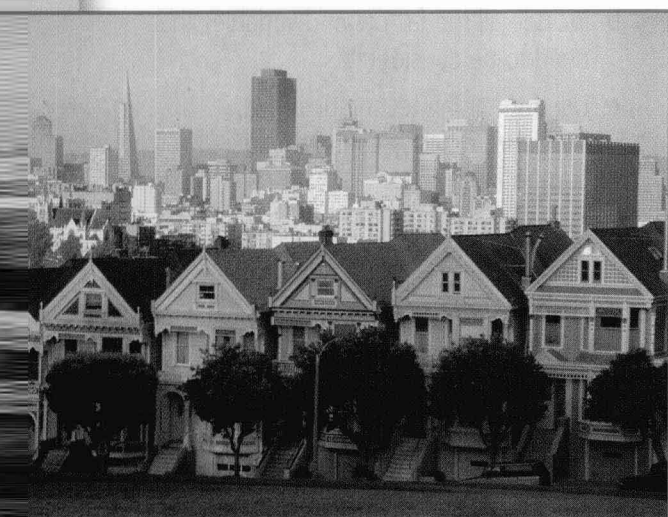
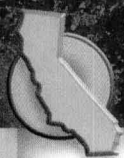
#### **Grammar**

- 1.4** Edit written manuscripts to ensure that correct grammar is used.

#### **Punctuation and Capitalization**

- 1.5** Use correct punctuation and capitalization.





## Spelling

- 1.6** Use correct spelling conventions.

## LISTENING AND SPEAKING

### 1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### Comprehension

- 1.1** Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- 1.2** Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

#### Organization and Delivery of Oral Communication

- 1.3** Organize information to achieve particular purposes by matching the message, vocabu-

lary, voice modulation, expression, and tone to the audience and purpose.

- 1.4** Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 1.5** Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- 1.6** Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- 1.7** Use audience feedback (e.g., verbal and non-verbal cues):
- Reconsider and modify the organizational structure or plan.
  - Rearrange words and sentences to clarify the meaning.

### Analysis and Evaluation of Oral and Media Communications

- 1.8** Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
- 1.9** Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and

the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

**Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:**

**2.1** Deliver narrative presentations (e.g., biographical, autobiographical):

- a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
- b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

**2.2** Deliver oral responses to literature:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

**2.3** Deliver research presentations:

- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.

- d. Organize and record information on charts, maps, and graphs.

**2.4** Deliver persuasive presentations:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
- c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
- d. Maintain a reasonable tone.

**2.5** Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.



# Contents



## THEME & ONE

# No Place Like Home .....1

Walter Dean Myers **The Treasure of Lemon Brown** ..... Short story .....5

**Interdisciplinary Connection** Music: Discovering  
the Blues .....17

Marie G. Lee **My Two Dads** ..... Autobiographical essay .....19

**Reading and Thinking Skills** Previewing .....25

R. A. Sasaki **A Dictionary of Japanese-American Terms** .... Personal essay .....27

Anna Quindlen **Homeless** ..... Personal essay .....39

**Media Connection** Homeless Children Write

**Book About Homelessness** ..... Radio transcript ....44

**Grammar Link** Avoiding Sentence Fragments .....45


**Genre Focus** Fiction .....46

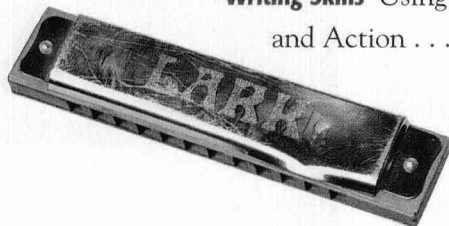
**Active Reading Strategies** Fiction .....48

Alma Luz Villanueva **Active Reading Model: Golden Glass** ..... Short story .....51

**Technology Skills** E-mail: Mailing Lists .....58

**Writing Skills** Using Examples: Pictures, Sounds,  
and Action .....60

 indicates world literature



Gary Soto	<b>Mother and Daughter</b> . . . . .	Short story . . . . .	62
Sandra Cisneros	<b>Chanclas</b> . . . . .	Short story . . . . .	71
	<b>Comparing Selections:</b> Mother and Daughter and Chanclas . . . . .		74
	<b>Vocabulary Skills</b> Using Context Clues . . . . .		75
Laurie Carlson	<b>Media Connection Real Indians Eat Jell-O</b> . . . . .	Magazine article . . . . .	76
Virginia Driving Hawk Sneve	<b>The Medicine Bag</b> . . . . .	Short story . . . . .	78
	<b>Writing Workshop</b> Descriptive Writing: Personal Essay . . . . .		90
	<b>Theme Wrap-Up</b> . . . . .		94
	<b>California English Language Arts: Reading and Analyzing Test Questions</b> . . . . .		96

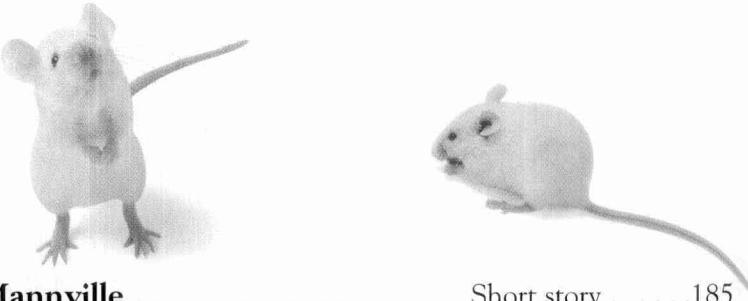



## THEME & TWO

# Lean on Me . . . . .98

James Herriot	<i>from All Things Bright and Beautiful</i> . . . . .	Autobiography . . . . .	103
Daniel Keyes	<b>Flowers for Algernon</b> . . . . .	Short story . . . . .	113
	<b>Reading and Thinking Skills</b> Making Inferences . . . . .		144
Kurt Vonnegut	<b>The Kid Nobody Could Handle</b> . . . . .	Short story . . . . .	146
Des'ree and A. Ingram	<b>Media Connection You Gotta Be</b> . . . . .	Song lyrics . . . . .	159
Langston Hughes	<b>Thank You, M'am</b> . . . . .	Short story . . . . .	161



	<b>Comparing Selections:</b> The Kid Nobody Could Handle and Thank You, M'am . . . . .	166
	<b>Grammar Link</b> Avoiding Run-on Sentences . . . . .	167
Patricia Preciado Martin	<b>The Journey</b> . . . . . Short story . . . . .	169
	<b>Technology Skills</b> Word Processing: Working with Images . . . . .	178
Nikki Giovanni	<b>Knoxville, Tennessee</b> . . . . . Poem . . . . .	181
	<b>Legacies</b> . . . . . Poem . . . . .	182
		
Marjorie Kinnan Rawlings	<b>A Mother in Mannville</b> . . . . . Short story . . . . .	185
	<b>Genre Focus</b> Autobiography . . . . .	196
	<b>Active Reading Strategies</b> Autobiography . . . . .	197
Maya Angelou	<b>Active Reading Model:</b> from <b>I Know Why the Caged Bird Sings</b> . . . . . Autobiography . . . . .	199
Patti Thorn	<b>Media Connection</b> <b>Maya's Way: Maya Angelou's Zest for Life Continues to Fuel Her Creative Fire.</b> . . . . . Newspaper article . . . . .	210
	<b>Writing Skills</b> Describing a Person . . . . .	211
Ved Mehta	 from <b>Sound-Shadows of the New World</b> . . Autobiography . . . . .	213
	<b>Interdisciplinary Connection</b> Social Studies: Coming to America . . . . .	224
	<b>Vocabulary Skills</b> Using Familiar Words to Understand New Words . . . . .	225
	<b>Writing Workshop</b> Narrative Writing: Biographical Sketch . . . . .	226
	<b>Theme Wrap-Up</b> . . . . .	230
	<b>California English Language Arts: Reading and Analyzing Test Questions</b> . . . . .	232