

California Edition

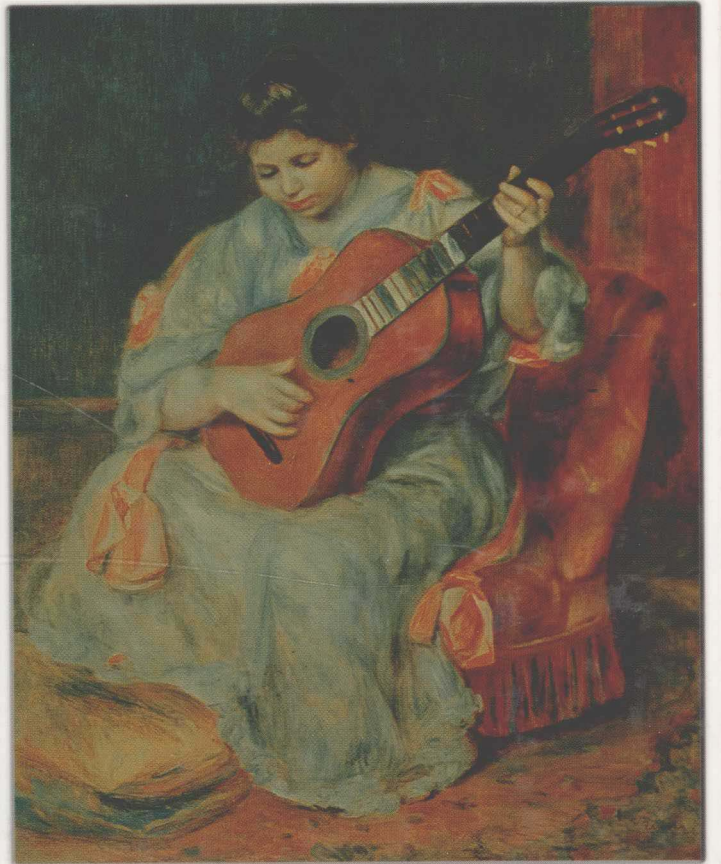
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California
Edition

The Reader's Choice

Program Consultants

Beverly Ann Chin

Denny Wolfe

Jeffrey Wilhelm

Mary Ann Dudinski

William Ray

Jacqueline Jones Royster

Jeffrey Wilhelm



Course 2



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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 co-author 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

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Philadelphia, Pennsylvania

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Marlene Henry

Northwood Elementary
Troy, Ohio

Brian Hinders

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Oak Hill, West Virginia

Sheryl Kelso

Oldtown School
Oldtown, Maryland

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Baldwin Junior High School
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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



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 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- 1.3 Clarify word meanings through the use of definition, example, restatement, 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, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- 2.2 Locate information by using a variety of consumer, workplace, and public documents.



- 2.3** Analyze text that uses the cause-and-effect organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.4** Identify and trace the development of an author's argument, point of view, or perspective in text.
- 2.5** Understand and explain the use of a simple mechanical device by following technical directions.

Expository Critique

- 2.6** Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

3.0 Literary Response and Analysis

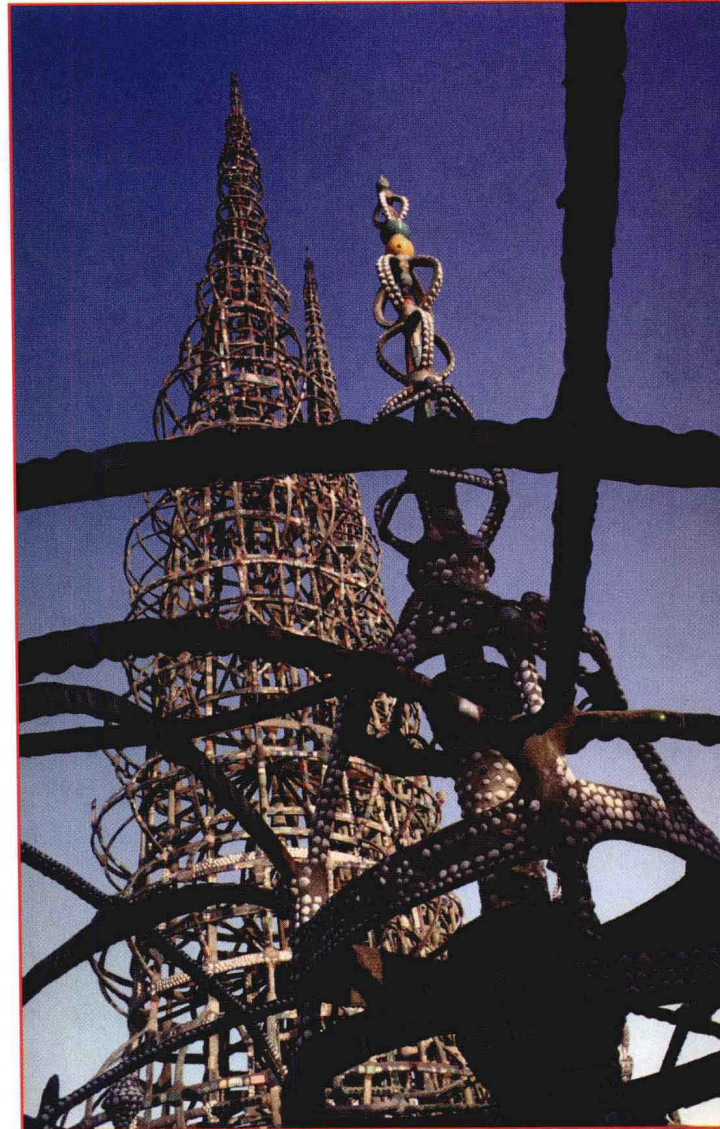
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade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

Structural Features of Literature

- 3.1** Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2** Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).



- 3.3** Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- 3.4** Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

- 3.5** Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Literary Criticism

- 3.6** Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

WRITING

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the 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 an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

- 1.2** Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

- 1.3** Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Research and Technology

- 1.4** Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

- 1.5** Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

- 1.6** Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Evaluation and Revision

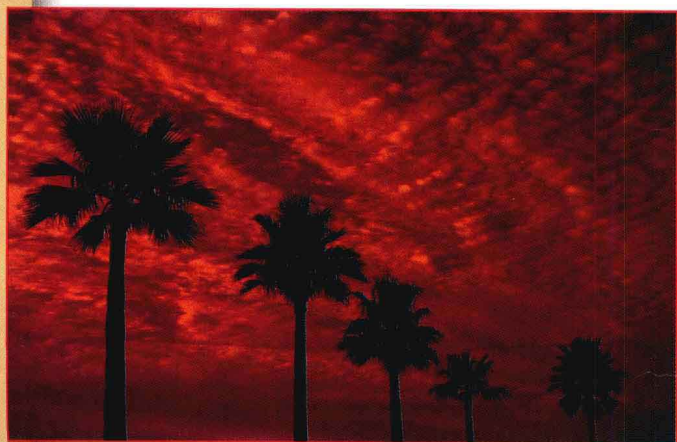
- 1.7** Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The 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 seven outlined in Writing Standard 1.0, students:

- 2.1** Write fictional or autobiographical narratives:



- a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- b. Develop complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

2.2 Write responses to literature:

- a. Develop interpretations exhibiting careful reading, understanding, and insight.
- b. Organize interpretations around several clear ideas, premises, or images from the literary work.
- c. Justify interpretations through sustained use of examples and textual evidence.

2.3 Write research reports:

- a. Pose relevant and tightly drawn questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
- d. Document reference sources by means of footnotes and a bibliography.

2.4 Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.



2.5 Write summaries of reading materials:

- a. Include the main ideas and most significant details.
- b. Use the student's own words, except for quotations.
- c. Reflect underlying meaning, not just the superficial details.

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 the grade level.



Sentence Structure

- 1.1 Place modifiers properly and use the active voice.

Grammar

- 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- 1.3 Identify all parts of speech and types and structure of sentences.
- 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

Punctuation

- 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Capitalization

- 1.6 Use correct capitalization.

Spelling

- 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

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

Comprehension

- 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- 1.2 Determine the speaker's attitude toward the subject.
- 1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Organization and Delivery of Oral Communication

- 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Analysis and Evaluation of Oral and Media Communications

- 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

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 seven outlined in Listening and Speaking Standard 1.0, students:

2.1 Deliver narrative presentations:

- Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- Describe complex major and minor characters and a definite setting.
- Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

2.2 Deliver oral summaries of articles and books:

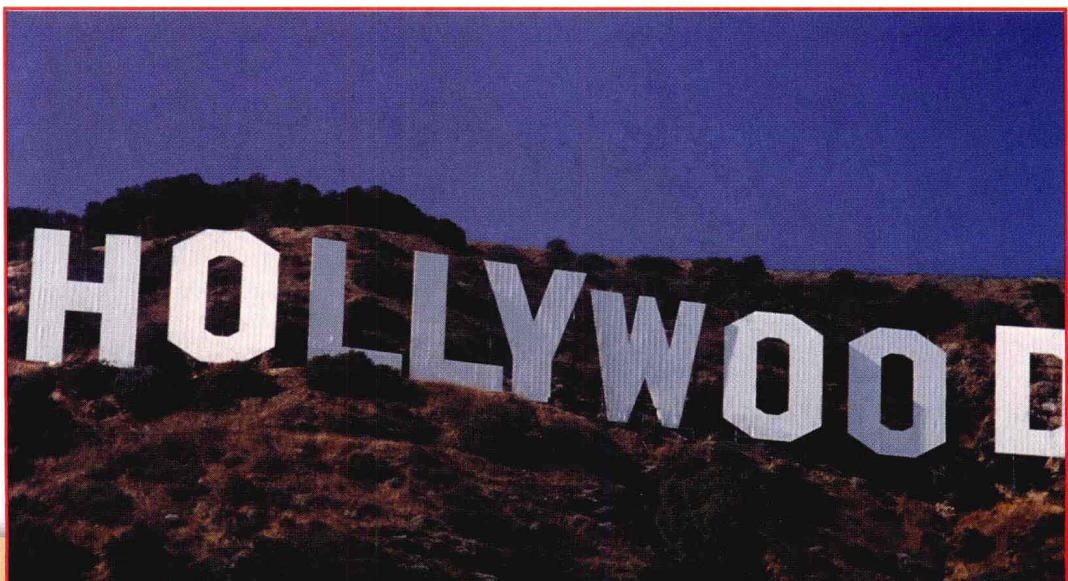
- Include the main ideas of the event or article and the most significant details.
- Use the student's own words, except for material quoted from sources.
- Convey a comprehensive understanding of sources, not just superficial details.

2.3 Deliver research presentations:

- Pose relevant and concise questions about the topic.
- Convey clear and accurate perspectives on the subject.
- Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
- Cite reference sources appropriately.

2.4 Deliver persuasive presentations:

- State a clear position or perspective in support of an argument or proposal.
- Describe the points in support of the argument and employ well-articulated evidence.



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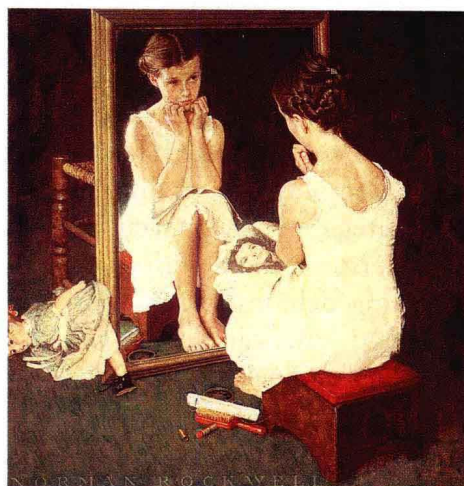
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