

# Unit 1

## Us, in Progress: Short Stories About Young Latinos

*by Lulu Delacre*

### Activity Book







## Unit 1

# Us, in Progress: Short Stories About Young Latinos

*by Lulu Delacre*

Activity Book

GRADE 8

Core Knowledge Language Arts®



Core Knowledge®

Creative Commons  
Licensing This work is licensed under a  
Creative Commons Attribution-NonCommercial-ShareAlike  
4.0 International License.



You are free:

to Share—to copy, distribute, and transmit the work  
to Remix—to adapt the work

Under the following conditions: Attribution—You  
must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge®  
Foundation ([www.coreknowledge.org](http://www.coreknowledge.org)) made available through  
licensing under a Creative Commons Attribution-NonCommercial-  
ShareAlike 4.0 International License. This does not in any way  
imply that the Core Knowledge Foundation endorses this work.*

Noncommercial—You may not use this work  
for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you  
may distribute the resulting work only under the same or similar  
license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to  
others the license terms of this work. The best way to  
do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2023 Core Knowledge Foundation  
[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

Core Knowledge Language Arts™, CKLA™  
Core Knowledge®, Core Knowledge Curriculum  
Series™, Core Knowledge History and Geography™  
and CKHG™ are trademarks of the Core Knowledge  
Foundation.

Trademarks and trade names are shown in this book strictly for  
illustrative and educational purposes and are the property of their  
respective owners. References herein should not be regarded as  
affecting the validity of said trademarks and trade names.

ISBN: 978-1-68380-947-0

## **Unit 1**

### ***Us, in Progress: Short Stories About Young Latinos***

*by Lulu Delacre*

## **Activity Book**

This Activity Book contains activity pages that accompany the lessons from the Unit 1 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 3, the first will be numbered 3.1 and the second 3.2. The Activity Book is a student component, which means each student should have an Activity Book.

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

1.1

TAKE-HOME

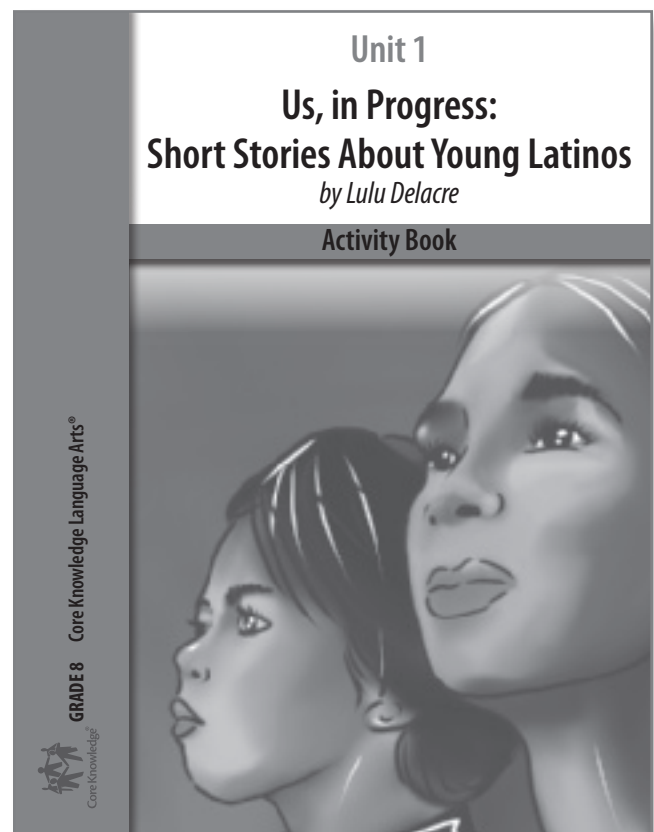
DATE: \_\_\_\_\_

## Letter to Family

### Unit 1

Our class will begin a unit in language arts in which students will read selections from *Us, in Progress: Short Stories About Young Latinos* by Lulu Delacre. Delacre is an award-winning author and illustrator, born to Argentinian parents, who grew up in Puerto Rico.

*Us, in Progress* is a collection of stories about the experiences of young Latinos living in the United States. Among its many honors, *Us, in Progress* was a *Kirkus* Best Book of 2017, a New York Public Library Best Book of 2017, a 2017 Malka Penn Award for Human Rights in Children's Literature Honor Book, and a *Booklist* Top 10 Diverse Fiction for Older and Middle Readers.



This unit will give us the opportunity to discuss the lives and experiences of young Latinos. Through the eyes of the characters in these stories, students will see the hardships and victories of young people whose families originally came from many different countries throughout Central and Latin America. Students will come away with a better understanding of what it means to be Latino in the United States today.

In addition, the topic of immigration addressed in the book is a timely one, as it is frequently the topic of public discourse. Of course, the vast majority of people in the United States either immigrated to the country themselves or had ancestors who immigrated here. Through this unit, students will also have an opportunity to explore issues surrounding the recent history of Latino immigration to the United States.

If you have any questions or concerns, please do not hesitate to contact me.



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

1.2

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

## Vocabulary for “The Attack”

1. **manicured**, *adj.* neatly cut or trimmed (1)
2. **epilepsy**, *n.* a central nervous system disorder that can cause sudden, violent body movements and/or loss of consciousness (1)
3. **sulk**, *v.* to be silent, annoyed, or bad-tempered (**sulking**) (2)
4. **soothe**, *v.* to gently calm or comfort someone (2)
5. **seizure**, *n.* a sudden attack, often characterized by jerking, uncontrolled body movements, that may be a symptom of epilepsy (4)
6. **coax**, *v.* to gently urge or persuade someone to do something (5)
7. **flail**, *v.* to wave or swing wildly (**flailed**) (7)
8. **retreat**, *v.* to move away from something (**retreated**) (7)
9. **commotion**, *n.* a noisy disturbance (7)
10. **mayhem**, *n.* disorder or chaos (7)
11. **neurologist**, *n.* a doctor who specializes in the brain, spinal cord, and nerves (9)
12. **engaged**, *adj.* busy; completely focused (11)
13. **flatly**, *adv.* showing little emotion (14)



Word	Pronunciation	Page
epilepsy	/e*pi*lep*see/	1
m'hijo	/mee*hoe/	2
fútbol	/foot*bul/	3
La Virgen de Guadalupe	/lo/ /veer*gen/ /de/ /gwo*do*loo*pae/	4
seizures	/see*xerz/	4
coax	/koex/	5

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

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

## Guided Questions for “Güera”

*Answer the following questions in complete sentences.*

1. What is the main character’s real name? Why does her family call her Güera?

---

---

---

---

2. Is family important to Güera? How do you know?

---

---

---

---

3. Why don’t the young men on the train think Güera can understand what they are saying?

---

---

---

---

4. Give at least two examples of how the translation of the story's *reframe* relates to the events in the story.

---

---

---

---

---

---

5. Does Güera have anything in common with any of the characters in “The Attack”? Explain your answer.

---

---

---

---

---

---

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

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

6. Look again at the *refrane* for “The Attack.” How does it relate to the events of “Güera”?

---

---

---

---

---

---

---



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

2.1

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

## Vocabulary for “Burrito Man” and “Band-Aid”

### “Burrito Man”

1. **plush, *adj.*** fancy; expensive (60)
2. **condiments, *n.*** substances such as salt or ketchup used to add flavor to food (61)
3. **novelty, *n.*** newness (64)
4. **sniffles, *n.*** the sounds people make when their noses are running (66)
5. **commute, *n.*** a daily trip to and from work (66)
6. **shaken, *adj.*** shocked or upset (67)

### “Band-Aid”

7. **parochial, *adj.*** related to a church parish (71)
8. **parched, *adj.*** extremely dry (74)
9. **pry, *v.*** to inquire too closely about someone’s personal business (**pried**) (76)
10. **foundation, *n.*** a nonprofit charitable organization set up to help people in need (78)
11. **rehash, *v.*** to repeat; to go over something again (**rehash**) (78)
12. **edgy, *adj.*** nervous or tense (78)
13. **deport, *v.*** to expel a foreigner from a country (**deported**) (80)
14. **Immigration, *n.*** shortened version of the U.S. Citizenship and Immigration Services, a government department responsible for overseeing the migration of people from other nations into the United States (80)

15. **guardianship**, *n.* the position of being legally responsible for caring for someone unable to care for themselves (82)
16. **notary**, *n.* a person who has the authority to verify or witness signatures on legal documents (82)
17. **engrossed**, *adj.* having all of one's attention absorbed by something or someone (83)
18. **glare**, *v.* to stare in an angry way (**glared**) (83)
19. **custody**, *n.* the protective care or guardianship of someone or something (84)
20. **foreboding**, *n.* a feeling of evil to come (87)
21. **content**, *adj.* satisfied; pleased (89)
22. **listlessly**, *adv.* lacking interest, energy, or spirit (90)
23. **clammy**, *adj.* unpleasantly cold and damp (91)

Word	Pronunciation	Page
por favor	/por/ /fo*vor/	61
refritos	/re*free*toez/	62
guacamole	/gwo*ko*moe*lae/	62
cappuccino	/kap*ə*chee*noe/	62
hasta mañana	/hos*to/ /mon*yo*no/	65
bouquet	/boe*kae/	68
parochial	/pə*roe*kee*ul/	71
Doña Sánchez	/doe*yo/ /son*chez/	78
la gran madre	/lo/ /gron/ /mod*rae/	78

## 2.2

## Writing Prompt for “Burrito Man” and “Band-Aid”

[illegible]





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

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

## Grammar: Punctuating Pauses and Breaks

*For each sentence, rewrite the sentence on the line and insert appropriate punctuation—commas or em dashes—to indicate pauses or breaks.*

1. My cat Missy who is very adventurous climbed a tall tree.

\_\_\_\_\_

2. Having reached the top she looked down at me proudly.

\_\_\_\_\_

3. Then she noticed a squirrel which was holding an acorn chattering angrily at her.

\_\_\_\_\_

4. Dogs birds and squirrels simply drive Missy crazy.

\_\_\_\_\_

5. My cat let me tell you cannot resist the opportunity to stalk a squirrel.

\_\_\_\_\_

6. She tried to pounce but oops! lost her footing.

\_\_\_\_\_

7. I thought to myself yikes! she's going to fall.

\_\_\_\_\_

8. She did fall but she was able to avoid disaster.

---

9. Somehow she managed after all, she is a cat to land on her feet on a large branch.

---

10. Missy is um not famous for being super intelligent.

---

11. The fire department was able thank goodness! to get her down.

---

12. Missy is not good at learning lessons so unfortunately this situation could happen again.

---

---

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

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

**Plan: Identify Short Story Elements**

*For each element listed in the chart, provide an example from a story you have read or your own original example.*

Story Element	Example	Source of Example
narrator		
situation		
main character		
other characters		
dialogue		
descriptive language		



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

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

## Plan: Brainstorm Ideas

*Use the prompts to begin brainstorming ideas for your short story. Even though you are writing a fictional narrative, you can use your own experiences to make your characters and plot events more realistic. Once you've added your ideas to the chart, draw a star by ones that might provide the seed of a good short story.*

A time I overcame an obstacle	
A time I faced a challenge that seemed impossible	
A time I learned a lesson about friendship	
A time I learned a lesson about not giving up	
A time I did something even though I was afraid	
A time I tried something new	
A time something unexpected happened	
A time I went to a place I'd never been before	
A time I failed at something but tried again	
A time I <i>almost</i> missed out on something amazing	



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

**3.1**

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

## Vocabulary for “Firstborn” and “Cubano Two”

### “Firstborn”

1. **thugs, *n.*** aggressive, violent criminals (95)
2. **agitated, *adj.*** visibly upset (96)
3. **seethe, *v.*** to be very angry (**seethed**) (97)
4. **sneer, *n.*** a nasty, mocking smile (98)
5. **witty, *adj.*** clever and humorous (98)
6. **smirk, *n.*** a self-satisfied smile (98)
7. **slurs, *n.*** insults (99)
8. **chickpeas, *n.*** small, round beans (101)
9. **stunning, *adj.*** very beautiful (103)
10. **petrified, *adj.*** struck with fear and unable to move (106)
11. **mottled, *adj.*** having spots or patches of color (107)
12. **giddy, *adj.*** in high spirits; joyful and proud (107)
13. **scores, *n.*** a large number or amount (109)
14. **relish, *n.*** enthusiastic enjoyment (111)
15. **arsenal, *n.*** a collection of weapons (113)



## “Cubano Two”

16. **rascal**, *n.* someone who is playfully mischievous (115)
17. **sinister**, *adj.* threatening or frightening (116)
18. **exiles**, *n.* people who are expelled from their homes (118)
19. **emanate**, *v.* to originate or come from (**emanating**) (121)

Word	Pronunciation	Page
Brígida	/bi*ree*jee*də/	95
Kissimmee	/kə*sim*ee/	97
seguro	/sae*goo*roe/	102
scrumptious	/skrump*shus/	113
Raleigh	/ro*lee/	115

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

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

## Guided Questions for “Firstborn” and “Cubano Two”

*Answer the following questions in complete sentences.*

### “Firstborn”

1. Who are the three main characters in this story? Who is the narrator? How do you know? What is their relationship? From whose perspective is this story told?

---

---

---

---

2. In what ways are Karen and Luci similar? How are they different?

---

---

---

---

3. Which word does Karen use on page 98 to describe Brígida? Why is Luci confused by this word? What is her reaction to Karen’s observation?

---

---

---

---

---

---

4. Why does Brígida treat Luci as she does?

---

---

---

---

5. What metaphor does Brígida use to tease Luci on page 101? How does Luci's mother react? How does her mother's reaction make her feel?

---

---

---

---

6. From Luci's perspective, who was kinder to her after the accident in the kitchen: Brígida or Karen? Explain.

---

---

---

---

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

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

---

---

7. In the recital scene, what evidence suggests that Brígida might be jealous of Karen and Luci's friendship? How does this scene emphasize the central place of family in Latino culture?

---

---

---

---

---

---

---

8. What clues does the author give to show that Brígida's comment to Ani on page 113 is not the first time she has bullied her little sister?

---

---

---

---

**“Cubano Two”**

1. Who are the two main characters in this story? Are either of them the narrator? How do you know?

---

---

---

---

2. Which character’s voice is shown in the bold text—the Monster or the Rascal? How do you know? Which character’s voice is indented?

---

---

---

---

---

---

3. Who has lived in the United States longer—the Monster or the Rascal? How do the two characters view each other?

---

---

---

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

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

---

---

---

---

4. Why did the Monster's family leave Cuba? Why did the Rascal's family leave?

---

---

---

---

---

---

5. What causes the Monster to reconsider his opinion of the Rascal?

---

---

---

---

---

---

6. How might the title of this story be a pun?

---

---

---

---

7. Do you think the two boys were really bullying each other? Are their nicknames appropriate?

---

---

---

---

---

---

---

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

### 3.3

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

## Writing Prompt for “Firstborn” and “Cubano Two”

*Directions: In the space below, explain how the stories “Firstborn” and “Cubano Two” identify some of the reasons why people from Latin America move to the United States. If you wish, use the stories from previous lessons as well as your own knowledge to identify additional reasons why people move from Latin America to the United States.*

[illegible]





**Morphology: Greek/Latin Roots *mal, neg, ver, fid, sacer***

*Each sentence below contains an underlined word with one of the roots mal, neg, ver, fid, and sacer. Fill in the blank with the letter representing the correct meaning for that word from the choices listed.*

- |                          |                          |                                |
|--------------------------|--------------------------|--------------------------------|
| (a) bad-smelling         | (b) spoke badly of       | (c) badly adjusted             |
| (d) not enough to matter | (e) did not take care of | (f) truths                     |
| (g) truthfulness         | (h) genuine              | (i) put trust                  |
| (j) a betrayal of faith  | (k) religious rite       | (l) gave up for a higher cause |

1. At the bottom of the garbage bin was a malodorous mess. \_\_\_\_
2. In many cultures, marriage is a sacrament. \_\_\_\_
3. Right after moving to a new school, Manoj felt maladjusted in his homeroom. \_\_\_\_
4. Generally, you need to have faith in someone before you confide in that person. \_\_\_\_
5. Sonja was a veritable genius; she was the real deal. \_\_\_\_
6. The accusers maligned the defendant by saying he was a thief and a scoundrel. \_\_\_\_
7. The amount of time left in the game was negligible. \_\_\_\_
8. Ella lived her life according to the verities passed down from previous generations. \_\_\_\_
9. Maria neglected the garden, letting it wither and become overgrown with weeds. \_\_\_\_

10. The leader committed perfidy by violating the trust of his followers. \_\_\_\_
11. I'm afraid I doubt the veracity of the statements you have made. \_\_\_\_
12. Lakshmi sacrificed her dream of going to college to feed her family. \_\_\_\_

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

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

# 3.5

## Plan: Narrative Map

*Use the Narrative Map to plan your short story.*

<b>Title:</b>		
<b>Beginning</b>		
<b>Characters</b>	<b>Setting</b>	<b>Situation</b>
<b>Inciting Event (optional):</b>		
<b>Middle</b>		
<b>Events</b>		
<b>Turning Point/Climax:</b>		
<b>End</b>		
<b>Resolution</b>	<b>Theme</b>	



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

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

## Vocabulary for “Peacemaker”

1. **veranda, *n.*** a porch that runs along the outside of a house (124)
2. **mortgage, *n.*** a loan (usually to buy a home) in which the lender may take the property if the loan is not repaid (124)
3. **quiver, *v.*** to shake back and forth; to tremble (125)
4. **intricate, *adj.*** complicated; elaborate (126)
5. **broker, *v.*** to arrange or negotiate something (127)
6. **projections, *n.*** estimates; predictions (130)
7. **withered, *adj.*** wrinkled with age (130)
8. **plead, *v.*** to make an emotional appeal; to beg (**pleaded**) (131)
9. **measured, *adj.*** careful; restrained (131)
10. **recede, *v.*** to move back (**receded**) (133)
11. **seize, *v.*** to grow tight (**seized**) (137)
12. **timid, *adj.*** fearful and lacking confidence (137)
13. **sprint, *v.*** to run very fast (**sprinted**) (137)
14. **conflicting, *adj.*** in disagreement; contradictory; mutually opposed (141)
15. **ambivalent, *adj.*** having mixed feelings about something (143)

16. **glassy**, *adj.* dull; glazed; emotionless (143)

17. **disheveled**, *adj.* messy; untidy (143)

18. **reproachfully**, *adv.* in a disapproving or disappointed way (145)

Word	Pronunciation	Page
Blanca	/blan*ko/	124
Celeste	/sə*lest/	126
Purísima	/poo*ree*see*mə/	126
gofio	/goe*fyoē/	127
croissants	/kru*sonts/	129
baguettes	/ba*gets/	129
hombrecito	/om*brae*see*toe/	133

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

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

## Guided Questions for “Peacemaker”

*Answer the following questions in complete sentences.*

1. Do Mom and Papi argue often? How do you know? How are Wilfred’s and Blanca’s reactions to the fighting similar? How are they different? How do events in this section relate to the title of the story? Explain.

---

---

---

---

---

---

---

---

---

2. Why did Papi begin making payments on the house where the family lives? What can you infer about Papi’s personality from this, as well as from his words on page 124?

---

---

---

---

---



---

3. What do Blanca's words on page 125 tell you about her? What does Wilfred's reaction tell you about him?

---

---

---

---

---

---

4. What do the characters' words and actions on pages 127–132 tell you about their personalities? What do they tell you about the theme of family dysfunction? How does Wilfred act like a peacemaker in this section? How do we know Blanca relies on him to take that role?

---

---

---

---

---

---

---

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

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

---

---

---

---

5. Explain the river metaphor on pages 132–133. How does it relate to the *reframe* at the beginning of the story?

---

---

---

---

---

---

---

6. Describe Wilfred’s personality. How much do you think his personality has been impacted by his home life? Why is Wilfred growing more anxious as December 7 approaches?

---

---

---

---

---

7. Examine the dialogue on pages 134 and 135. What is Papi’s mood at first? Why does it seem to change?

---

---

---

---

---

---

8. Examine Wilfred’s words at the bottom of page 137. How do these brief lines reflect a significant change in his character?

---

---

---

---

9. Do you agree with Titi Claudia that Wilfred’s actions “define him as a man” (page 142)? Why or why not?

---

---

---

---

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

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

10. Describe Mom and Papi's mood on pages 143–144. How does the dialogue among the characters here impact your understanding of the scene?

---

---

---

---

---

---

11. Why does Wilfred look at Blanca reproachfully on page 145? What do Papi's words reveal about his character? About the theme of family importance?

---

---

---

---

---

---



## 4.3

## Writing Prompt for “Peacemaker”

[illegible]



## Grammar: Using Ellipses to Indicate Omissions

*Use ellipses to indicate long pauses, incomplete sentences, or disjointed speech.*

1. “I’m not sure what Why don’t you tell me what you think we should do?”

\_\_\_\_\_

2. “It’s hard to say this, but [long pause] I don’t trust you anymore.”

\_\_\_\_\_

3. The angry man muttered something that sounded like, “How dare you you’ve stolen my give it back!”

\_\_\_\_\_

\_\_\_\_\_

*Insert ellipses in the appropriate places in the two shortened versions below of the following quotation: “This bill will result in lower unemployment, higher wages, and greater economic security.”*

4. “This bill will result in greater economic security.”

\_\_\_\_\_

5. “This bill will result in higher wages.”

\_\_\_\_\_



*Insert ellipses in the appropriate places in the three excerpts below from the following quotation: “The newly planned park will provide a safe and quiet environment for children and seniors. City employees will be available to lead seniors and other members of the community in sports and other physical activities. Seniors and adults over 18 will also benefit from the city’s ‘Movie Night in the Park Program.’”*

6. “The newly planned park will provide a safe and quiet environment for seniors.”

---

7. “City employees will be available to lead seniors in sports and other physical activities.”

---

---

8. “Seniors will also benefit from the city’s ‘Movie Night in the Park Program.’”

---





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

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

## Vocabulary for “The Secret”

1. **gingerly**, *adv.* carefully; cautiously (147)
2. **cringe**, *v.* to draw back, as in fear or pain (148)
3. **console**, *v.* to comfort; to soothe (150)
4. **fume**, *v.* to show anger (**fumed**) (151)
5. **wail**, *v.* to let out a cry of pain, grief, or anger (**wailed**) (157)
6. **pawn**, *v.* to leave an item with a lender as a guarantee in return for money (161)
7. **compile**, *v.* to assemble; to gather (**compiled**) (162)

Word	Pronunciation	Page
Esperanza	/es*pe*ron*sə/	147
Dulcería Lupitas	/dool*se*ree*o/ /loo*pee*tos/	154
paleta de tamarindo	/po*lae*to/ /dae/ /to*mo*reen*oe/	154
Salón de Belleza	/so*lon/ /dae/ /bae*yae*so/	160
Selecciones	/sae*laek*sae*oen*yaes/	160



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

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

## Guided Questions for “The Secret”

*Answer the following questions in complete sentences.*

1. From whose perspective is the story’s first paragraph given? What is the setting?

---

---

---

---

---

---

---

---

2. From whose perspective is the story’s second paragraph given? Describe the literary devices the author uses to show that perspective has changed.

---

---

---

---

---

---

---

---

3. What is Esperanza’s secret? What does she mean when she says she is “illegal”?

---

---

---

---

---

---

---

---

---

---

4. Compare and contrast the perspectives of Esperanza and Mami regarding their “illegal” status.

---

---

---

---

---

---

---

---

---

---

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

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

5. Compare and contrast the characters of Carla and Esperanza. Why might each girl envy the other?

---

---

---

---

---

---

---

---

---

6. What does Carla discover as she is leaving the library on page 155? How does this discovery create suspense in the story?

---

---

---

---

---

---

---

---

---



7. How does Carla’s perspective on Esperanza’s problem differ from Esperanza’s? How does this create suspense?

---

---

---

---

---

---

8. How do events on pages 156–157 show that Carla values her family?

---

---

---

---

9. How do Carla’s and Esperanza’s differing perspectives on how to earn money create suspense?

---

---

---

---

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

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

10. How does Dream Relief Day begin to bring the family closer?

---

---

---

---

---

---

---

---

---

---

11. How has Esperanza's perspective on her life changed by the end of the story?

---

---

---

---

---

---

---

---

---

---



## 5.3

## Writing Prompt for “The Secret”

[illegible]



**Morphology: Greek/Latin Roots *mal, neg, ver, fid, sacer***

*Identify the word in each sentence below that contains one of this lesson's word roots. Use context clues and your knowledge of the roots' meanings to determine the meaning of the word. Underline the word, and write the meaning in the blank*

1. Tito said he was too sick to help me move, but I think he was just malingering.  
\_\_\_\_\_
2. Everyone needs a confidant—someone they can trust with any information at all.  
\_\_\_\_\_
3. They accused the guardian of negligence for failing to monitor the children's behavior.  
\_\_\_\_\_
4. After the trial, the jury gave its verdict: it found the defendant innocent of all charges.  
\_\_\_\_\_
5. My mother considered it almost a sacrilege to come to the table with unwashed hands.  
\_\_\_\_\_
6. After years of a poor diet, the child was suffering from malnutrition.  
\_\_\_\_\_
7. The vandals desecrated the cemetery by kicking over many gravestones.  
\_\_\_\_\_

8. The verisimilitude of the wax model was amazing; it looked exactly like the president.

---

9. I was wrong to malign you; one shouldn't speak ill of other people.

---

10. Latoya had been a loyal member of the team, but then she became a renegade and joined the other side.

---

11. Jorge was always diffident around other people, so he had trouble making friends.

---

12. Sofia was a loyal friend to Raisa, and this fidelity lasted their entire lives.

---

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

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

## Draft: Add Sensory Details

*Write examples of sensory details you might include in your short story. Then write two sentences for your short story using the sensory details you listed.*

Sensory Details	
<b>Smell</b>	<b>Hearing</b>
<b>Sight</b>	
<b>Taste</b>	<b>Touch</b>
<b>Sentences</b> 1.  2.	





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

## 5.6

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

## Draft: Write an Ending

*Draft an ending to your story. Make sure your ending leaves the reader with a sense of closure.*

Consider these questions as you write:

- Is the problem resolved?
- Has the narrator learned a lesson?
- How did the events change people?

[illegible]



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

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

## Vocabulary for “Pickup Soccer”

1. **pickup, *adj.*** informal and spontaneous (165)
2. **techie, *n.*** someone who is an expert in or enthusiast of technology, especially computing (165)
3. **start-up, *adj.*** connected with a newly established business, especially one related to computing; also used as a noun to describe such businesses (165)
4. **commentator, *n.*** a person who delivers a live spoken description of an event (165)
5. **hipster, *adj.*** trendy; fashionable; also used as a noun to describe a person who follows current trends in fashion and music (166)
6. **scuttle, *v.*** to move about quickly (166)
7. **pricey, *adj.*** expensive (167)
8. **condo, *n.*** a building or group of buildings containing a number of privately owned apartments; an abbreviation of the noun *condominium* (167)
9. **waver, *v.*** to pause; to move with hesitation (167)
10. **bougainvillea, *n.*** a type of colorful tropical plant (168)
11. **brandish, *v.*** to wave something in a threatening or angry way (169)

Word	Pronunciation	Page
Javi	/ho*vee/	168
bougainvillea	/boo*gun*vi*lee*u/	168
órale	/oe*ro*lae/	173



## 6.2

## Writing Prompt for “Pickup Soccer”

[illegible]



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

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

## Grammar Review: Sentence Structure and Punctuation

*Combine each set of sentence parts (a), (b), and (c) into a single sentence, capitalizing and inserting appropriate punctuation and conjunctions as needed.*

1. (a) good friends Diego and Martha (b) visited the seacoast

\_\_\_\_\_

2. (a) Martha wanted to go swimming (b) Diego wanted to lie in the sun

\_\_\_\_\_

\_\_\_\_\_

3. (a) because it was such a beautiful day (b) the beach was very crowded

\_\_\_\_\_

4. (a) Martha wore sunglasses (b) Diego did not (c) who planned to have his eyes closed most of the time

\_\_\_\_\_

\_\_\_\_\_

*Combine each pair of sentences into a single sentence using the punctuation and/or sentence structure indicated.*

5. After a couple of hours, Martha got very hungry. Fortunately, Diego had prepared a big picnic basket full of food. (semicolon)

\_\_\_\_\_

\_\_\_\_\_



6. Later, Diego took a nap on the beach. Martha went looking for shells. (comma + *and*)

---

7. Martha found a kind of shell called a volute. It looked as though it were decorated with musical notes. (make second sentence a dependent clause starting with *which*)

---

---

8. Diego hadn't eaten. He woke up hungry. (make first sentence dependent clause starting with *because*)

---

9. Marta and Diego had forgotten to use sunscreen. Marta and Diego got a bit sunburned. (make first sentence an adjective phrase with *having*)

---

10. Diego had been lying flat. Diego was burned worse than Martha. Marta had been walking and wearing a hat. (make first and third sentences dependent clauses using *who*)

---

---

11. Martha needed a little aloe gel. Diego needed a lot. They bought a large tube. (use a comma + *but* for sentences 1 and 2 and a comma + *so* for sentences 2 and 3)

---

12. Martha and Diego were tired. They were happy. They drove home at the end of the day. (Make sentences 1 and 2 a single adjective phrase with *but*)

---

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

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

## Spelling and Grammar Checklist

*Use the checklist to correct spelling and grammar errors.*

Spelling and Grammar Checklist	Place a check mark here when you complete each item.
<b>Spelling</b>	
• I have marked words I'm unsure of.	
• I have checked my spelling using a dictionary.	
• I have corrected any misspelled words.	
<b>Grammar</b>	
• I have used complete sentences.	
• I have corrected run-on sentences.	
• I have corrected incorrect use of commas.	
• I have maintained a consistent overall verb tense.	
• I have corrected misplaced and dangling modifiers.	
<b>Punctuation</b>	
• I have used a comma after introductory words, phrases, and clauses.	
• I have used quotation marks, commas, and end marks correctly in dialogue.	



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

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

## Vocabulary for “Saturday School”

1. **cuticles**, *n.* skin at the base of one’s fingernails or toenails (177)
2. **glitzy**, *adj.* flashy; gaudy (177)
3. **lanky**, *adj.* tall and slim (177)
4. **rowdy**, *adj.* noisy and disorderly (179)
5. **unison**, *n.* all together; simultaneously (181)
6. **conjugate**, *v.* to give the different forms/tenses of a verb (**conjugating**) (182)
7. **singsong**, *adj.* having a repeated rising and falling rhythm (182)
8. **reprimand**, *v.* to scold or warn (**reprimands**) (183)
9. **mock**, *v.* to tease; to make fun of (**mocked**) (183)
10. **cavernous**, *adj.* cave-like; large and empty (184)
11. **aimlessly**, *adv.* without purpose or direction (184)

Word	Pronunciation	Page
Escuela	/əˈskwæˈlo/	175
Buenos días	/bwaenˈoes/ /deeˈos/	181
Señora Peña	/saenˈyoeˈro/ /paenˈyo/	181



## 7.2

## Writing Prompt for “Saturday School”

[illegible]



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

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

## Grammar: Punctuating Pauses, Breaks, and Omissions

*For items 1–11, rewrite each sentence, inserting appropriate punctuation—commas, dashes, or ellipses—to indicate pauses, breaks, or omissions.*

1. Before I leave in the morning, I make sure I have three things: my keys my wallet and my backpack.

---

---

2. Yesterday evening we attended a funny entertaining brilliantly performed play.

---

3. Mark did not study for the test yet he had no trouble getting all the answers right.

---

4. The new findings which seemed to disprove the big bang theory confused the scientists.

---

---

---

5. Rosaura hidden in the closet could be heard laughing.

---

---



6. You must work hard I say this a lot if you want to succeed.

---

---

7. How was your trip to the my goodness, that's a bad sunburn!

---

8. The car came speeding around the corner and crashed blam! right into a tree.

---

9. Have you decided yet whether you are going to um do what you promised to do?

---

10. Did you come to find out [long pause] what Aunt Sara left you in her will?

---

11. Stop ouch let go of me get away you're a monster!

---

Rewrite and add ellipsis to the shortened quotation below from the following accident report: "Evidence shows that the car, a late-model luxury car, veered in front of an oncoming truck, forcing the driver to swerve into a ditch."

12. "Evidence shows that the car veered in front of an oncoming truck."

---

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

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

**Write a Short Story Rubric**

	<b>Exemplary</b>	<b>Strong</b>	<b>Developing</b>	<b>Beginning</b>
<b>Setting and Characters</b>	There is exceptional use of sensory details to provide the reader with a sense of place and time.	There is some use of sensory details to provide the reader with a sense of place and time.	There is little use of sensory details to provide the reader with a sense of place and time.	The time and place of the story are not stated or described.
	Characters are very well developed through description and dialogue.	Characters are developed through description and dialogue.	Characters are not well developed through description and dialogue.	Character descriptions and dialogue are missing.
<b>Plot Events and Conflict</b>	Plot events and dialogue contribute to developing and then resolving the conflict.	Some plot events and dialogue contribute to developing and then resolving the conflict.	Several plot events seem irrelevant to the story's conflict.	Few plot events are relevant to the story's conflict.
	Plot events are completely clear and logically sequenced.	Plot events are somewhat clear and logically sequenced.	Plot events are somewhat clear and logically sequenced.	Plot events are not clear or logically sequenced.
<b>Conclusion</b>	The story ends in a satisfying way that resolves the problem.	The story ends in a somewhat satisfying way that resolves the problem.	The story ends in an unsatisfying way or does not resolve the problem.	The ending of the story is far too brief or missing.

	Exemplary	Strong	Developing	Beginning
<b>Language</b>	Transitional words, phrases, and clauses are used to make jumps in setting extremely clear.	Some transitional words, phrases, and clauses are used to show jumps in setting.	Few transitional words, phrases, and clauses are used to show jumps in setting.	Very few or no transitional words, phrases, and clauses are used to show jumps in setting.
	Excellent spelling, grammar, and punctuation are used.	Spelling, grammar, and punctuation are mostly correct.	Spelling, grammar, and punctuation have several errors.	Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand what is happening.

*You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.*

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

**7.5**

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

## **Write a Short Story Peer Review Checklist**

*Complete this checklist as you read the draft of the narrative written by a classmate.*

Author's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

\_\_\_\_\_ The narrative contains a clear setting and situation.

\_\_\_\_\_ The narrative contains well-developed characters.

\_\_\_\_\_ The narrative contains a logical sequence of events.

\_\_\_\_\_ The narrative uses narrative techniques, such as dialogue, to develop characters and advance the plot.

\_\_\_\_\_ The narrative uses transitional words, phrases, and clauses to make jumps in time and location clear.

\_\_\_\_\_ The narrative comes to a satisfying conclusion.

\_\_\_\_\_ The narrative points to a theme such as a lesson learned or a way events changed the characters.

*Use the checklist above to help you complete the Peer Feedback on the back of this Activity Page.*

<b>Peer Feedback #1:</b> Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.		
<b>Writing Power:</b> What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?	<b>Writing Inspiration:</b> What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?	<b>Writing Innovation:</b> What part of the draft was most original? What made it so inventive? How can it be included in other writings?
<b>Feedback #1:</b>		

<b>Peer Feedback #2:</b> Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.		
<b>Building Stamina:</b> What information was missing from the draft? Where would more details strengthen the writing?	<b>Building Technique:</b> What aspect of this draft needs reworking? How would this revision strengthen the draft?	<b>Building Clarity:</b> What part of the draft was unclear? What can be adjusted to provide clarity in the draft?
<b>Feedback #2:</b>		

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

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

## Vocabulary for “90,000 Children”

1. **stealthily**, *adv.* secretly (191)
2. **drug cartel**, *n.* a large criminal organization that sells illegal drugs (191)
3. **dinghies**, *n.* small boats (193)
4. **tally**, *n.* a count of something (193)
5. **apprehend**, *v.* to arrest; to catch (**apprehended**) (193)
6. **surge**, *n.* a sudden strong increase (195)
7. **swagger**, *v.* to walk in an overly arrogant or confident way (**swaggered**) (197)
8. **cove**, *n.* a small sheltered bay (197)
9. **instinctively**, *adv.* without conscious thought (198)
10. **intriguing**, *adj.* fascinating; interesting (200)
11. **awe**, *n.* a feeling of wonder (201)
12. **admiration**, *n.* a feeling of delighted approval (201)
13. **longing**, *n.* a strong feeling of need or desire for something or someone (203)
14. **genealogist**, *n.* a person who studies one’s family history (204)
15. **calligraphy**, *n.* fancy, decorative handwriting (205)
16. **descendant**, *n.* a person who is descended from a particular ancestor (205)

17. **high-society**, *adj.* belonging to a group of people with high social status, wealth, or importance (205)
18. **ponder**, *v.* to think about something carefully (205)
19. **extort**, *v.* to obtain something by force or threat (208)

Word	Pronunciation	Page
cartel	/kar*tel/	191
indieitos ignorantes	/in*dee*see*toes/ /ig*nor*on*taes/	194
genealogist	/jee*nee*awl*ə*jist/	204
calligraphy	/kul*ig*gru*fee/	205
descendant	/də*sen*dent/	205

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

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

## Guided Questions for “90,000 Children”

*Answer the following questions in complete sentences.*

1. Where does Frank live? How old is he? What are some of his interests? What does his father do for a living?

---

---

---

---

---

---

2. How would you describe Frank’s personality? How do his hobbies reflect his personality? What does he think of his father’s work? What is his perspective toward undocumented immigrants?

---

---

---

---

---

---



3. What is a major difference between Frank's mother and father? Which phrase on page 190 gives you the answer?

---

---

---

---

---

---

---

---

---

---

4. What do you think accounts for Frank's perspective toward undocumented immigrants? Explain.

---

---

---

---

---

---

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

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

5. What more do we learn about Frank’s mother on page 194? Do you think she may have a different perspective on immigrants than other people in her family? Explain.

---

---

---

---

---

---

---

---

---

6. Does Frank’s father share his son’s perspective on so-called “illegal aliens”? Find evidence on page 197 to support your answer. Explain.

---

---

---

---

---

---

---

---

---

7. Examine the sentence “He needed to take action” on page 199. What does this mean? Why does Frank feel this way? What does this tell you about Frank? Explain.

---

---

---

---

---

---

---

---

---

---

8. How does Frank’s perspective about undocumented immigrants change when he meets Romina? Why do you think this happens? Why is he “surprised” by her?

---

---

---

---

---

---

---

---

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

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

9. How does the arrival of Frank's father change Frank's thinking?

---

---

---

---

---

---

---

---

10. Does Frank like Romina? Find evidence on page 203 to support your answer. Why is Frank ashamed of his feelings?

---

---

---

---

---

---

---

---

---

---

11. How does Frank’s mother impact his perspective about both Romina and himself? Why is this information a “guarded secret”? How does Frank react to this information?

---

---

---

---

---

---

12. Describe Frank’s perspective toward himself and undocumented immigrants on pages 206–207. How does his father seem to feel about them?

---

---

---

---

---

---

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

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

13. Compare and contrast Frank's visit to Anzalduas Park on pages 207–212 with the visit to the park on pages 197–198.

---

---

---

---

---

---

---

---

---

---

14. Why do you think Frank is afraid his father will disapprove of his desire to stay in touch with Romina? Are his fears justified?

---

---

---

---

---

---



## 8.3

## Writing Prompt for “90,000 Children”

[illegible]





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

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

## Write a Short Story Editing Checklist

Narrative Editing Checklist	After reviewing for each type of edit, place a check mark here.
<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>I have used descriptive words that appeal to the senses.</li> </ul>	
<b>Format</b>	
<ul style="list-style-type: none"> <li>I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker.</li> <li>I have titled my writing.</li> <li>I have included the proper heading, including my name, my teacher's name, the class title, and the date.</li> </ul>	
<b>Grammar</b>	
<ul style="list-style-type: none"> <li>I have used complete, correctly formed sentences.</li> <li>I have maintained a consistent overall verb tense.</li> <li>I have corrected misplaced and dangling modifiers.</li> </ul>	
<b>Spelling</b>	
<ul style="list-style-type: none"> <li>I have used resources to check my spellings.</li> <li>I have spelled words with Greek and Latin roots and affixes correctly.</li> <li>I have corrected any misspelled words.</li> </ul>	
<b>Punctuation</b>	
<ul style="list-style-type: none"> <li>I have used end marks (periods, question marks, exclamation points) correctly.</li> <li>I have used a comma after introductory words, phrases, and clauses.</li> <li>I have used quotation marks, commas, and end marks correctly in dialogue.</li> <li>I have used hyphens, ellipses, and dashes correctly.</li> </ul>	



## Unit Assessment—*Us, in Progress: Short Stories About Young Latinos*

*Today you will read two selections. Both selections are taken from the short story “Selfie,” from Us, in Progress: Short Stories About Young Latinos. First, read pages 17–19. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection on pages 34–35 and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.*

### Questions

Before answering these questions, read pages 17–19 from *Us, in Progress: Short Stories About Young Latinos*.

1. From what point of view is this selection given?
  - A. first-person past tense
  - B. third-person past tense
  - C. first-person present tense
  - D. third-person present tense
  
2. Based on Kevin’s dialogue in this selection, which word best describes his personality?
  - A. supportive
  - B. obnoxious
  - C. shy
  - D. angry

3. Read the first paragraph in the story, which begins on page 17 and ends on page 18.

**Part A:** Based on this passage, how would you describe the economic circumstances of Marla and her family?

- A. wealthy
- B. homeless
- C. low-income
- D. middle-class

**Part B:** Write the sentences in this passage that give you the answer to Part A.

---

---

---

4. How did Marla feel when she saw the rings around her neck?

- A. distressed
- B. happy
- C. calm
- D. amused

5. Read the sixth paragraph in the story, which begins with the word “Moron!” It begins on page 18 and finishes on page 19.

Which inference is supported by this passage?

- A. Marla has a bad relationship with all of her siblings.
- B. Marla is not in good physical shape.
- C. Marla is angry that her family lives in East LA.
- D. Marla is ashamed of her Latino heritage.

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

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

6. Read the eighth paragraph in the story, which begins “The familiar sight.” This paragraph is on page 19.

**Part A:** Write the text in this passage that describes how Mamá’s diabetes has hurt the family economically.

---

---

---

**Part B:** What is Mamá’s perspective on working? What does this tell you about her character?

---

---

---

---

7. Which word *best* summarizes Marla’s perspective on her mother’s diabetes?
- A. unsympathetic
  - B. impatient
  - C. frightened
  - D. amused
8. Which details in this passage suggest that Marla may be at risk for diabetes? Select two answers.
- A. Marla becomes winded easily.
  - B. Marla has new highlights in her hair.
  - C. Marla is beginning to develop dark patches on her skin.
  - D. Marla shivers when Mamá gives herself an injection.

9. What is a major theme of this passage?
- A. prejudice against Latino and Hispanic immigrants
  - B. the impact of deportation on a family
  - C. pride in one's cultural heritage
  - D. the relationship between illness and poverty

### Questions, Part Two

Before answering these questions, read pages 34–35 from *Us, in Progress: Short Stories About Young Latinos*.

10. In the first paragraph in this excerpt, what is the meaning of the phrase “Marla couldn’t contain herself”?
- A. Marla is very excited.
  - B. Marla is extremely angry.
  - C. Marla is worried and upset.
  - D. Marla is nervous and frightened.
11. What is the setting for most of this passage?
- A. the family automobile
  - B. Marla’s school
  - C. the bike co-op
  - D. Marla’s apartment
12. Read two paragraphs on page 34, beginning with “After a long chat” and ending with “pointing to the purple bike.”
- Part A:** Which words in this passage indicate that Mamá will not tolerate Marla coming home late?
-

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

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

**Part B:** How do the short sentences beginning with the word *She* impact the meaning and tone of this passage?

---

---

---

---

13. What is the meaning of the phrase “on the dot”?

- A. eagerly
- B. promptly
- C. rudely
- D. joyfully

14. How does Mamá’s perspective on Marla’s job at the bike co-op differ from Marla’s? What does Mr. Ben think of Marla’s work? Cite details from the passage to explain your answer.

---

---

---

---

---

---



15. Which details in this passage show that Marla is becoming physically stronger over time?

---

---

---

---

16. What is a major theme of this passage?

- A. the satisfaction of working hard toward a goal
- B. the centrality of family in Latino culture
- C. the impact of poverty on one's self-esteem
- D. the difficulty of adjusting to life in a big city

<i>Reading Comprehension Score: _____ of 16 points.</i>
---

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

## ASSESSMENT

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing Prompt Score: \_\_\_\_\_ of 4 points.



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

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

## Grammar

*For each items 1–11, rewrite the sentence, inserting appropriate punctuation—commas, dashes, or ellipses—to indicate pauses, breaks, or omissions.*

1. I was just wondering if you were uh planning to eat that slice of pizza.

\_\_\_\_\_

2. You can take care of those plants by watering them every day or you can leave them outside where rain can reach them.

\_\_\_\_\_

\_\_\_\_\_

3. My golden retriever puppy is friendly playful and affectionate.

\_\_\_\_\_

4. My older sister who is good at listening and following instructions taught me a lot about doing well in school.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Jordan running as fast as she could finished the hundred-yard dash in first place.

\_\_\_\_\_

\_\_\_\_\_

6. I can at last tell you the truth about who you are: you [long pause] are my son.

---

7. Would you like a glass of oh no, I forgot to bring the juice!

---

8. I just thought you might want to I don't know read the instructions first.

---

9. Where where am I smoke everywhere sirens.

---

10. When you leave please turn off the lights lower the thermostat and lock the door.

---

11. When at last we got the chest open surprise! there was nothing inside but an old hat.

---

---

Rewrite and add ellipses to the shortened quotation below from the following historical account: "The fleet arrived on the first of March and found the settlers in dire need of food and medical attention."

12. "The fleet arrived and found the settlers in dire need of food."

---

<i>Grammar Score: _____ of 12 points.</i>
---

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

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

## Morphology

*Identify the word in each sentence below that contains the root mal, ver, neg, fid, or sacer. Use context clues and your knowledge of the roots' meanings to determine the meaning of the word. Underline the word, and write the meaning in the blank.*

1. Justin was suffering from some kind of malady and felt too weak to get up.

\_\_\_\_\_

2. I can confide in Ella; she is completely trustworthy.

\_\_\_\_\_

3. I hope you haven't neglected your duties in my absence.

\_\_\_\_\_

4. Maria is a veritable wizard with plants; she seems to have a magic touch.

\_\_\_\_\_

5. The townspeople decided to consecrate a parcel of land to the building of a church.

\_\_\_\_\_

6. The animals in the forest appeared to be weak and malnourished.

\_\_\_\_\_

7. The guardianship of a child is a sacred trust.

\_\_\_\_\_

8. You can verify a person's age by looking at his or her birth certificate.

---

9. An important principle in U.S. politics is fidelity to the Constitution.

---

10. Once a person's veracity is in question, it is hard to believe anything they say.

---

11. I'm afraid that losing your temper negated all of the good will you had built up.

---

12. The effect of the windstorm on the trees was negligible; not one of them was damaged.

---

<i>Morphology Score: _____ of 12 points.</i>
<i>Total Score for Unit Assessment: _____ of 44 points.</i>

NAME (OPTIONAL): \_\_\_\_\_

9.2

ACTIVITY PAGE

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

## Unit Feedback Survey

### Unit 1: *Us, in Progress: Short Stories About Young Latinos*

*Please use a scale of 1–5, with 1 being “not at all,” 3 being “OK,” and 5 being “very much.” Circle the number that best describes your opinion. Then answer the remaining questions.*

How much did you like reading the text *Us, in Progress*?

1

2

3

4

5

What, if anything, did you like about the book?

---

---

What, if anything, did you not like about the book?

---

---

Were you able to read and understand most of the book on your own, or did you have difficulty?

---



Would you recommend this book to your friends or other students?      YES      NO

In your opinion, how well did your teacher teach this unit?

1                      2                      3                      4                      5

What kinds of activities did you like best?

---

---

What kind of activities did you like least?

---

---

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

---

---

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

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

## **Grammar: Using Punctuation to Indicate Pauses and Modifiers**

*Draw a circle around commas, dashes, or ellipses (three periods in a row) that indicate a pause or break in the sentences below.*

1. If you lived on the moon , you might travel to school in interesting ways.
2. At one-sixth Earth's gravity , for example , you might leap your way to school.
3. You might hold helium balloons to jump higher — would that be fun or scary?
4. You might even get launched from a catapult — this is the option that appeals to me — inside a padded transparent sphere.

*Underline groups of words, set off with commas, that act as modifiers (adjectives or adverbs) in the sentences below. Then, circle the words they modify.*

5. Sailing to school in your transparent sphere, you might have a glorious view of the stars.
6. Because of the reduced gravitational force, sports at your school would be different as well.
7. The long jump, for example, would be really long.
8. Fly balls would take forever to reach the outfielders, who would have to be a mile away to catch them.

*Rewrite each of the combined sentences below as two separate sentences. Use correct punctuation.*

9. In some ways, sports would be easier; in others, they would be harder.

---

10. People would be able to jump higher, so basketball hoops would need to be higher also.

---

11. The athletes, who would need to wear pressure suits and air tanks, would find it harder to move around.

---

---

12. Personally, I would love going to school on the moon because it would be so interesting.

---

---

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

**PP.2**

ASSESSMENT

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

### **Morphology: Greek/Latin Roots *mal, neg, ver, fid, sacer***

*For each sentence below, underline the word that contains one of the roots listed above. Then write the root in the blank space at the end of the sentence.*

1. If you suffer from a malady, you might need a doctor. \_\_\_\_\_
2. A sacred object is one that is holy, blessed, or highly prized. \_\_\_\_\_
3. One mistake does not negate the many good things you do. \_\_\_\_\_
4. Fido used to be a popular name for a loyal dog. \_\_\_\_\_
5. It's okay to guess a word's meaning, but you should verify your guess. \_\_\_\_\_
6. Malcontents are people who are never happy with anything. \_\_\_\_\_
7. Sometimes a batter will hit a "sacrifice fly," letting the opposing team get an out but allowing a teammate to score a run. \_\_\_\_\_
8. Adding a negative number is the same as subtracting a positive one. \_\_\_\_\_
9. To aver is to assert something formally as a fact. \_\_\_\_\_
10. To have confidence is to trust and have faith in yourself. \_\_\_\_\_
11. My duck sculpture is malformed; it looks more like a horizontal rabbit. \_\_\_\_\_
12. To consecrate a space is to dedicate it to a noble or holy purpose. \_\_\_\_\_



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

**E.1**

ENRICHMENT

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

## **Making Connections**

*Use the space below to make notes for a short essay that identifies common values and characteristics in characters across the stories in Us, in Progress: Short Stories About Young Latinos.*



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

## Sources for Presentation on Latino Culture

*Use this worksheet to record the sources you used to create your presentation about an aspect of Latino culture.*

[illegible]





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

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

## Movie Review

*Use this worksheet to compare/contrast a film about the Latino immigrant experience with the selections you have read from the book. Conclude by writing a short paragraph explaining which version you preferred and why.*

Film	Book

---

---

---

---

---

---

---

---



## E.4

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

## Point of View and Perspective

*Use this space to rewrite a scene from “Firstborn” from Brígida’s perspective.*

[illegible]



## ENRICHMENT

## Letter from Romina

*Write a letter from Romina to Frank one year after events in the story “90,000 Children” have ended.*

[illegible]



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

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

## Student Resources

In this section, you will find:

- SR.1—Glossary for *Us, in Progress: Short Stories About Young Latinos*
- SR.2—Pronunciation Guide for *Us, in Progress: Short Stories About Young Latinos*
- SR.3—The Writing Process
- SR.4—Write a Short Story Rubric
- SR.5—Write a Short Story Peer Review Checklist
- SR.6—Write a Short Story Editing Checklist
- SR.7—Proofreading Symbols





## Glossary for *Us, in Progress: Short Stories About Young Latinos*

### A

**admiration, *n.*** a feeling of delighted approval

**agitated, *adj.*** visibly upset

**aimlessly, *adv.*** without purpose or direction

**ambivalent, *adj.*** having mixed feelings about something

**apprehend, *v.*** to arrest; to catch (**apprehended**)

**arsenal, *n.*** a collection of weapons

**awe, *n.*** a feeling of wonder

### B

**bougainvillea, *n.*** a type of colorful tropical plant

**brandish, *v.*** to wave something in a threatening or angry way

**broker, *v.*** to arrange or negotiate something

### C

**calligraphy, *n.*** fancy, decorative handwriting

**cavernous, *adj.*** cave-like; large and empty

**chickpeas, *n.*** small, round beans

**clammy, *adj.*** unpleasantly cold and damp

**coax, *v.*** to gently urge or persuade someone to do something

**commentator, *n.*** a person who delivers a live spoken description of an event

**commotion, *n.*** a noisy disturbance

**commute, *n.*** a daily trip to and from work

**compile, *v.*** to assemble; to gather (**compiled**)

**condiments, *n.*** substances such as salt or ketchup used to add flavor to food

**condo, *n.*** a building or group of buildings containing a number of privately owned apartments; an abbreviation of the noun *condominium*

**conflicting, *adj.*** in disagreement; contradictory; mutually opposed

**conjugate, *v.*** to give the different forms/tenses of a verb (**conjugating**)

**console, *v.*** to comfort; to soothe

**content, *adj.*** satisfied; pleased

**cove, *n.*** a small sheltered bay

**cringe, *v.*** to draw back, as in fear or pain

**custody, *n.*** the protective care or guardianship of someone or something

**cuticles, *n.*** skin at the base of one's fingernails or toenails

### D

**deport, *v.*** to expel a foreigner from a country (**deported**)

**descendant, *n.*** a person who is descended from a particular ancestor

**dinghies, *n.*** small boats

**disheveled, *adj.*** messy; untidy

**drug cartel, *n.*** a large criminal organization that sells illegal drugs

### E

**edgy, *adj.*** nervous or tense

**emanate, *v.*** to originate or come from (**emanating**)

**engaged, *adj.*** busy; completely focused

**engrossed, *adj.*** having all of one's attention absorbed by something or someone

**epilepsy, *n.*** a central nervous system disorder that can cause sudden, violent body movements and/or loss of consciousness

**exiles, *n.*** people who are expelled from their homes

**extort, *v.*** to obtain something by force or threat

## F

**flail, *v.*** to wave or swing wildly (**flailed**)

**flatly, *adv.*** showing little emotion

**foreboding, *n.*** a feeling of evil to come

**foundation, *n.*** a nonprofit charitable organization set up to help people in need

**fume, *v.*** to show anger (**fumed**)

## G

**genealogist, *n.*** a person who studies one's family history

**giddy, *adj.*** in high spirits; joyful and proud

**gingerly, *adv.*** carefully; cautiously

**glare, *v.*** to stare in an angry way (**glared**)

**glassy, *adj.*** dull; glazed; emotionless

**glitzy, *adj.*** flashy; gaudy

**guardianship, *n.*** the position of being legally responsible for caring for someone unable to care for themselves

## H

**high-society, *adj.*** belonging to a group of people with high social status, wealth, or importance

**hipster, *adj.*** trendy; fashionable; also used as a noun to describe a person who follows current trends in fashion and music

## I

**Immigration, *n.*** shortened version of the U.S. Citizenship and Immigration Services, a government department responsible for overseeing the migration of people from other nations into the United States

**instinctively, *adv.*** without conscious thought

**intricate, *adj.*** complicated; elaborate

**intriguing, *adj.*** fascinating; interesting

## L

**lanky, *adj.*** tall and slim

**listlessly, *adv.*** lacking interest, energy, or spirit

**longing, *n.*** a strong feeling of need or desire for something or someone

## M

**manicured, *adj.*** neatly cut or trimmed

**mayhem, *n.*** disorder or chaos

**measured, *adj.*** careful; restrained

**mock, *v.*** to tease; to make fun of (**mocked**)

**mortgage, *n.*** a loan (usually to buy a home) in which the lender may take the property if the loan is not repaid

**mottled, *adj.*** having spots or patches of color

## N

**neurologist, *n.*** a doctor who specializes in the brain, spinal cord, and nerves

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

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

**notary, n.** a person who has the authority to verify or witness signatures on legal documents

**novelty, n.** newness

## P

**parched, adj.** extremely dry

**parochial, adj.** related to a church parish

**pawn, v.** to leave an item with a lender as a guarantee in return for money

**petrified, adj.** struck with fear and unable to move

**pickup, adj.** informal and spontaneous

**plead, v.** to make an emotional appeal; to beg (**pleaded**)

**plush, adj.** fancy; expensive

**ponder, v.** to think about something carefully

**pricey, adj.** expensive

**pry, v.** to inquire too closely about someone's personal business (**pried**)

**projections, n.** estimates; predictions

## Q

**quiver, v.** to shake back and forth; to tremble

## R

**rascal, n.** someone who is playfully mischievous

**recede, v.** to move back (**receded**)

**rehash, v.** to repeat; to go over something again (**rehashed**)

**relish, n.** enthusiastic enjoyment

**reprimand, v.** to scold or warn (**reprimands**)

**reproachfully, adv.** in a disapproving or disappointed way

**retreat, v.** to move away from something; (**retreated**)

**rowdy, adj.** noisy and disorderly

## S

**scores, n.** a large number or amount

**scuttle, v.** to move about quickly

**seethe, v.** to be very angry (**seethed**)

**seize, v.** to grow tight (**seized**)

**seizure, n.** a sudden attack, often characterized by jerking, uncontrolled body movements, that may be a symptom of epilepsy

**shaken, adj.** shocked or upset

**singsong, adj.** having a repeated rising and falling rhythm

**sinister, adj.** threatening or frightening

**slurs, n.** insults

**smirk, n.** a self-satisfied smile

**sneer, n.** a nasty, mocking smile

**sniffles, n.** the sounds people make when their noses are running

**soothe, v.** to gently calm or comfort someone

**sprint, v.** to run very fast (**sprinted**)

**start-up, adj.** connected with a newly established business, especially one related to computing; also used as a noun to describe such businesses

**stealthily, adv.** secretly

**stunning, adj.** very beautiful

**sulk, v.** to be silent, annoyed, or bad-tempered (**sulking**)

**surge, n.** a sudden strong increase

**swagger, v.** to walk in an overly arrogant or confident way (**swaggered**)

## T

**tally, n.** a count of something

**techie, n.** someone who is an expert in or enthusiast of technology, especially computing

**thugs, n.** aggressive, violent criminals

**timid, adj.** fearful and lacking confidence

## U

**unison, n.** all together; simultaneously

## V

**veranda, n.** a porch that runs along the outside of a house

## W

**wail, v.** to let out a cry of pain, grief, or anger (**wailed**)

**waver, v.** to pause; to move with hesitation

**withered, adj.** wrinkled with age

**witty, adj.** clever and humorous

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

**SR.2**

RESOURCES

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

## Pronunciation Guide for *Us, in Progress: Short Stories About Young Latinos*

Word	Pronunciation	Page
epilepsy	/e*pi*lep*see/	1
m'hijo	/mee*hoe/	2
fútbol	/foot*bul/	3
La Virgen de Guadalupe	/lo/ /veer*gen/ /de/ /gwo*do*loo*pae/	4
seizurese	/see*xerz/	4
coax	/koex/	5
por favor	/por/ /fo*vor/	61
refritos	/re*free*toez/	62
guacamole	/gwo*ko*moe*lae/	62
cappuccino	/kap*ə *chee*noe/	62
hasta mañana	/hos*to/ /mon*yo*no/	65
bouquet	/boe*kae/	68
parochial	/pə *roe*kee*ul/	71
Doña Sanchez	/doe*yo/ /son*chez/	78
la gran madre	/lo/ /gron/ /mod*rae/	78
Brígida	/bi*ree*jee*də /	95
Kissimmee	/kə *sim*ee/	97
seguro	/sae*goo*roe/	102
scrumptious	/skrump*shus/	113
Raleigh	/ro*lee/	115
Blanca	/blan*ko/	124
Celeste	/sə *lest/	126

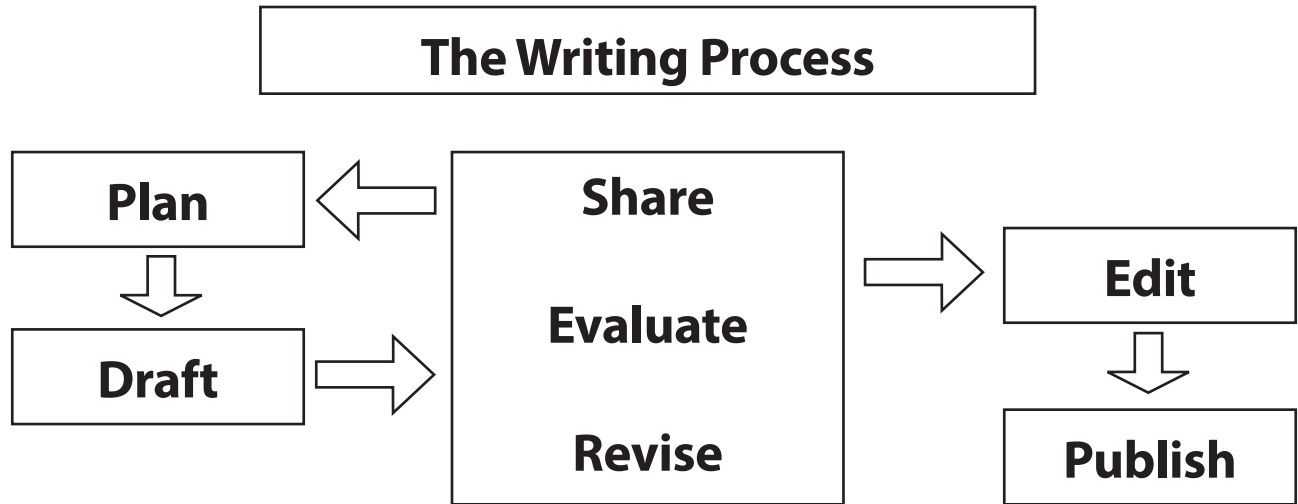
Purísima	/poo*ree*see*mə /	126
gofio	/goe*fyoē/	127
croissants	/kru*sonts/	129
baguettes	/ba*gets/	129
hombrecito	/om*brae*see*toe/	133
Esperanza	/es*pe*ron*sə /	147
Dulcería Lupitas	/dool*se*ree*o/ /loo*pee*tos/	154
paleta de tamarindo	/po*lae*to/ /dae/ /to*mo*reen*oe/	154
Salón de Belleza	/so*lon/ /dae/ /bae*yae*so/	160
Selecciones	/sae*laek*sae*oen*yaes/	160
Javi	/ho*vee/	168
bougainvillea	/boo*gun*vi*lee*u/	168
órale	/oe*ro*lae/	173
Escuela	/əɫ*kwae*lo/	175
Buenos días	/bwaen*oes/ /dee*os/	181
Señora Peña	/saen*yoe*ro/ /paen*yo/	181
cartel	/kar*tel/	191
indiecitos ignorantes	/in*dee*see*toes/ /ig*nor*on*taes/	194
genealogist	/jee*nee*awl*ə*jist/	204
calligraphy	/kul*ig*gru*fee/	205
descendant	/də*sen*dent/	205

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

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

**SR.3**

RESOURCES







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

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

## Write a Short Story Rubric

	<b>Exemplary</b>	<b>Strong</b>	<b>Developing</b>	<b>Beginning</b>
<b>Setting and Characters</b>	There is exceptional use of sensory details to provide the reader with a sense of place and time.	There is some use of sensory details to provide the reader with a sense of place and time.	There is little use of sensory details to provide the reader with a sense of place and time.	The time and place of the story are not stated or described.
	Characters are very well developed through description and dialogue.	Characters are developed through description and dialogue.	Characters are not well developed through description and dialogue.	Character descriptions and dialogue are missing.
<b>Plot Events and Conflict</b>	Plot events and dialogue contribute to developing and then resolving the conflict.	Some plot events and dialogue contribute to developing and then resolving the conflict.	Several plot events seem irrelevant to the story's conflict.	Few plot events are relevant to the story's conflict.
	Plot events are completely clear and logically sequenced.	Plot events are somewhat clear and logically sequenced.	Plot events are somewhat clear and logically sequenced.	Plot events are not clear or logically sequenced.
<b>Conclusion</b>	The story ends in a satisfying way that resolves the problem.	The story ends in a somewhat satisfying way that resolves the problem.	The story ends in an unsatisfying way or does not resolve the problem.	The ending of the story is far too brief or missing.

	Exemplary	Strong	Developing	Beginning
<b>Language</b>	Transitional words, phrases, and clauses are used to make jumps in setting extremely clear.	Some transitional words, phrases, and clauses are used to show jumps in setting.	Few transitional words, phrases, and clauses are used to show jumps in setting.	Very few or no transitional words, phrases, and clauses are used to show jumps in setting.
	Excellent spelling, grammar, and punctuation are used.	Spelling, grammar, and punctuation are mostly correct.	Spelling, grammar, and punctuation have several errors.	Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand what is happening.

*You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.*

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

**SR.5**

RESOURCES

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

## Write a Short Story Peer Review Checklist

*Complete this checklist as you read the draft of the narrative written by a classmate.*

Author's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

\_\_\_\_\_ The narrative contains a clear setting and situation.

\_\_\_\_\_ The narrative contains well-developed characters.

\_\_\_\_\_ The narrative contains a logical sequence of events.

\_\_\_\_\_ The narrative uses narrative techniques, such as dialogue, to develop characters and advance the plot.

\_\_\_\_\_ The narrative uses transitional words, phrases, and clauses to make jumps in time and location clear.

\_\_\_\_\_ The narrative comes to a satisfying conclusion.

\_\_\_\_\_ The narrative points to a theme such as a lesson learned or a way events changed the characters.

*Use the checklist above to help you complete the Peer Feedback on the back of this Activity Page.*

**Peer Feedback #1:** Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

**Writing Power:** What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

**Writing Inspiration:** What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

**Writing Innovation:** What part of the draft was most original? What made it so inventive? How can it be included in other writings?

### Feedback #1:

**Peer Feedback #2:** Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

**Building Stamina:** What information was missing from the draft? Where would more details strengthen the writing?

**Building Technique:** What aspect of this draft needs reworking? How would this revision strengthen the draft?

**Building Clarity:** What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

### Feedback #2:

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

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

## Write a Short Story Editing Checklist

Narrative Editing Checklist	After reviewing for each type of edit, place a check mark here.
<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>I have used descriptive words that appeal to the senses.</li> </ul>	
<b>Format</b>	
<ul style="list-style-type: none"> <li>I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker.</li> <li>I have titled my writing.</li> <li>I have included the proper heading, including my name, my teacher's name, the class title, and the date.</li> </ul>	
<b>Grammar</b>	
<ul style="list-style-type: none"> <li>I have used complete, correctly formed sentences.</li> <li>I have maintained a consistent overall verb tense.</li> <li>I have corrected misplaced and dangling modifiers.</li> </ul>	
<b>Spelling</b>	
<ul style="list-style-type: none"> <li>I have used resources to check my spellings.</li> <li>I have spelled words with Greek and Latin roots and affixes correctly.</li> <li>I have used commonly confused words correctly.</li> </ul>	
<b>Punctuation</b>	
<ul style="list-style-type: none"> <li>I have used end marks (periods, question marks, exclamation points) correctly.</li> <li>I have used a comma after introductory words, phrases, and clauses.</li> <li>I have used quotation marks, commas, and end marks correctly in dialogue.</li> <li>I have used hyphens, ellipses, and dashes correctly.</li> </ul>	



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

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

## Proofreading Symbols

^	Insert
⊙	Insert period
^,	Insert comma
^'	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
<u>b</u> cap	Capitalize
B lc	Make lowercase (small letter)
e	Delete
rwd.	Reword
←	Move according to arrow direction
↔	Transpose
[	Move to the left
]	Move to the right
a	Add a letter







## **Core Knowledge Language Arts®**

### **President**

Linda Bevilacqua

### **Editorial Staff**

Sue Herndon

## Illustration and Photo Credits

Ivan Pesic: Cover, Title Page

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational, and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content of such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content, or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites and expressly disclaims liability for errors and omissions in either the links themselves or the contents of such sites. If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

[www.coreknowledge.org/contact-us/](http://www.coreknowledge.org/contact-us/)

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902





## Unit 1

# Us, in Progress: Short Stories About Young Latinos

*by Lulu Delacre*

## Activity Book

**GRADE 8**

