Unit 1

Us, in Progress: Short Stories About Young Latinos

by Lulu Delacre

Activity Book

GRADE 8 Core Knowledge Language Arts®

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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.

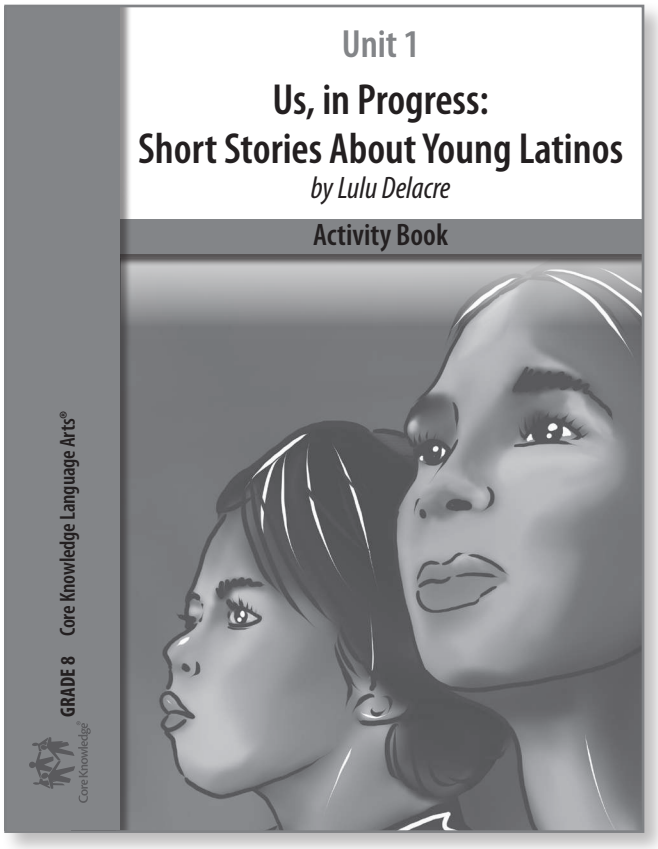
NAME: _____

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: _____

DATE: _____

1.2

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 *refrane* 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.

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

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

2.1

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

NAME: _____

DATE: _____

2.2

Writing Prompt for "Burrito Man" and "Band-Aid"

Directions: In the space below, explain how the stories "Burrito Man" and "Band-Aid" demonstrate the importance of family in Latino culture.

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: _____

2.4

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: _____

2.5

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 *almost* missed out on something amazing	

NAME: _____

DATE: _____

3.1

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: _____

3.2

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.

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?

_____

_____

_____

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: _____

DATE: _____

3.3

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.*

NAME: _____

DATE: _____

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.

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

NAME: _____

DATE: _____

4.1

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*fyoe/	127
croissants	/kru*sonts/	129
baguettes	/ba*gets/	129
hombrecito	/om*brae*see*toe/	133

NAME: _____

DATE: _____

4.2

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?

5. Explain the river metaphor on pages 132–133. How does it relate to the *refrane* 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?

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?

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

4.3

Writing Prompt for "Peacemaker"

Directions: In the space below, explain why you think Wilfred felt guilty about wanting to give up his role as peacemaker. Do you think the arguments between his parents will stop? Why or why not?

NAME: _____

DATE: _____

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: _____

4.5

Draft: Point of View and Transitions

Use this page to begin drafting your short story. Circle a point of view. Use transitional words, phrases, and clauses to make changes in setting—time or place—clear.

First-person point of view / third-person point of view

Transition Examples

Words
Later,
Afterward,
Outside,
Earlier,

Phrases
After school,
Next door,
The next week,
At school,

Clauses
When I got home,
After Mom parked the car,
Once the party was over,

NAME: _____

DATE: _____

5.1

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: _____

5.2

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: _____

5.2
CONTINUED

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: _____

5.2
CONTINUED

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?

NAME: _____

DATE: _____

5.3

Writing Prompt for "The Secret"

Directions: Think about the refrane *for this story: "Tomorrow will be another day." In the space below, explain which character adopted this perspective: Carla or Esperanza. Explain.*

NAME: _____

DATE: _____

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: _____

5.5

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	
Smell	**Hearing**
Sight	
Taste	**Touch**
Sentences **1.** **2.**	

NAME: _____

DATE: _____

5.6

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?

NAME: _____

DATE: _____

6.1

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

NAME: _____

DATE: _____

6.2

Writing Prompt for "Pickup Soccer"

Directions: When you hear the word gentrification*, what comes to mind? Does it have a positive or negative connotation—or both? Explain your answer.*

NAME: _____

DATE: _____

6.3

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: _____

6.4

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.
Spelling	
• I have marked words I'm unsure of.	
• I have checked my spelling using a dictionary.	
• I have corrected any misspelled words.	
Grammar	
• 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.	
Punctuation	
• 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: _____

7.1

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	/ə s*kwae*lo/	175
Buenos días	/bwaen*oes/ /dee*os/	181
Señora Peña	/saen*yoe*ro/ /paen*yo/	181

NAME: _____

DATE: _____

7.2

Writing Prompt for "Saturday School"

Directions: In the space below, explain why you think Sandra's parents place so much importance on her learning "correct Spanish." How much cultural identity do you think Latino and Hispanic Americans place on the Spanish language?

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

	Exemplary	Strong	Developing	Beginning
Setting and Characters	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.
Plot Events and Conflict	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.
Conclusion	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
	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.
Language	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: _____

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: _____

8.1

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
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: _____

8.2

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: _____

8.2
CONTINUED

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: _____

8.2
CONTINUED

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?

NAME: _____

DATE: _____

8.3

Writing Prompt for "90,000 Children"

Directions: Have you ever changed your perspective about something after you learned more about the issue? In the space below, write about that experience. Be sure to explain what changed your perspective.

NAME: _____

DATE: _____

8.4

Write a Short Story Editing Checklist

Narrative Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
• I have used descriptive words that appeal to the senses.	
Format	
• I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker. • I have titled my writing. • I have included the proper heading, including my name, my teacher's name, the class title, and the date.	
Grammar	
• I have used complete, correctly formed sentences. • I have maintained a consistent overall verb tense. • I have corrected misplaced and dangling modifiers.	
Spelling	
• I have used resources to check my spellings. • I have spelled words with Greek and Latin roots and affixes correctly. • I have corrected any misspelled words.	
Punctuation	
• I have used end marks (periods, question marks, exclamation points) correctly. • I have used a comma after introductory words, phrases, and clauses. • I have used quotation marks, commas, and end marks correctly in dialogue. • I have used hyphens, ellipses, and dashes correctly.	

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.

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?

    _____

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

Reading Comprehension Score: _____ of 16 points.

NAME: _____

DATE: _____

Writing Prompt: Write a short answer that compares how the two passages address the themes of identity and self-esteem. Include use of transition words and correct grammar and punctuation.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Writing Prompt Score: _____ of 4 points.

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."

_____

Grammar Score: _____ of 12 points.

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.

_____

Morphology Score: _____ of 12 points.
Total Score for Unit Assessment: _____ of 44 points.

NAME (OPTIONAL): _____

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: _____

PP.1

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: _____

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: _____

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.

NAME: _____

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.

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

NAME: _____

DATE: _____

E.4 ENRICHMENT

Point of View and Perspective

Use this space to rewrite a scene from "Firstborn" from Brígida's perspective.

NAME: _____

DATE: _____

Letter from Romina

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

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

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: _____

DATE: _____

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

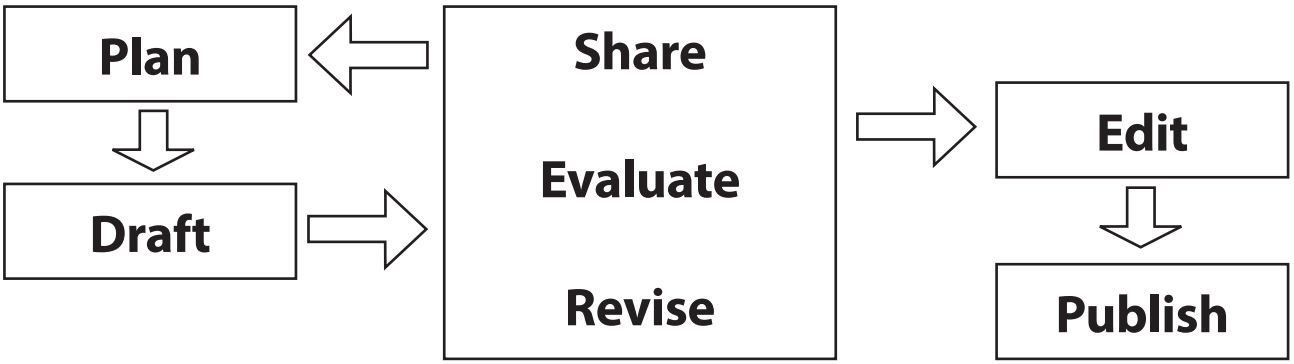
Word	Pronunciation	Page
epilepsy	/e*pi*lep*see/	1
m'hijo	/mee*hoe/	2
fútbol	/foot*bul/	3
La Virgen de Guadalupe	/lo/ /veer*gen/ /de/ /gwo*do*loo*pae/	4
seizurese	/see*xerz/	4
coax	/koex/	5
por favor	/por/ /fo*vor/	61
refritos	/re*free*toez/	62
guacamole	/gwo*ko*moe*lae/	62
cappuccino	/kap*ə*chee*noe/	62
hasta manana	/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*fyoe/	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	/ə s*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: _____

The Writing Process



NAME: _____

DATE: _____

Write a Short Story Rubric

	Exemplary	Strong	Developing	Beginning
Setting and Characters	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.
Plot Events and Conflict	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.
Conclusion	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
Language	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.

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.
Vocabulary	
• I have used descriptive words that appeal to the senses.	
Format	
• I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker. • I have titled my writing. • I have included the proper heading, including my name, my teacher's name, the class title, and the date.	
Grammar	
• I have used complete, correctly formed sentences. • I have maintained a consistent overall verb tense. • I have corrected misplaced and dangling modifiers.	
Spelling	
• I have used resources to check my spellings. • I have spelled words with Greek and Latin roots and affixes correctly. • I have used commonly confused words correctly.	
Punctuation	
• I have used end marks (periods, question marks, exclamation points) correctly. • I have used a comma after introductory words, phrases, and clauses. • I have used quotation marks, commas, and end marks correctly in dialogue. • I have used hyphens, ellipses, and dashes correctly.	

NAME: _____

DATE: _____

Proofreading Symbols

∧	Insert
⊙	Insert period
∧,	Insert comma
∨'	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
⌒	Close up the space
≡ cap	Capitalize
⊘ lc	Make lowercase (small letter)
⁀	Delete
rwd.	Reword
←	Move according to arrow direction
⁀ tr	Transpose
[	Move to the left
]	Move to the right
a	Add a letter

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Unit 1

Us, in Progress: Short Stories About Young Latinos

by Lulu Delacre

Activity Book

GRADE 8

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