



INSIDE

LANGUAGE • LITERACY • CONTENT



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Contents at a Glance



Unit	Focus on Reading	Focus on Vocabulary	Language & Grammar Function	Grammar	Reading Skill	Writing
1	Reading Strategies	Word Parts: Compound Words, Suffixes	Ask and Answer Questions Give Information Express Ideas and Opinions	Complete Sentences Nouns Action Verbs	Learn Reading Strategies	Paragraph: Problem-and-Solution, Chronological Order, Spatial-Order, Compare-and-Contrast Personal Narrative
2	Elements of Fiction: Plot, Character, Setting	Relate Words: Synonyms, Antonyms, Cognates	Define and Explain Retell a Story Engage in Conversation	Subject Pronouns Verb Forms: <i>Be</i> and <i>Have</i> Indefinite Pronouns	Relate Cause and Effect Analyze Modern Fiction Analyze Plot	Summary Paragraph Modern Fairy Tale
3	Text Structure: Chronological Order, Problem and Solution	Word Parts: Prefixes, Suffixes	Ask for and Give Information Describe Summarize	Present, Past, and Future Tense Verbs Verb Forms: <i>Be</i>	Text Structure: Chronological Order Text Structure: Problem and Solution	Problem-and-Solution Paragraph Problem-and-Solution Essay
4	Analyze Connections	Context Clues: Definition, Example, and Restatement; Jargon and Specialized Language; Denotation and Connotation	Make Comparisons Define and Explain Clarify and Verify	Subject and Predicate Nouns Subject and Predicate Pronouns Active and Passive Voice Verbs	Compare and Contrast Determine Author's Purpose Compare Structures of Texts	Research Report
5	Text Features	Context Clues: Multiple-Meaning Words, Jargon	Describe Make Comparisons Elaborate	Adjectives and Adverbs Comparative Adjectives	Analyze Author's Viewpoint Compare Viewpoints	Narrative Poem Business Letter Friendly Letter
6	Determine Author's Purpose	Figurative Language: Simile, Metaphor, and Personification; Idioms; Shades of Meaning and Word Choice	Express Opinions Engage in Discussion Justify	Compound Sentences Complex Sentences Combine Sentences	Compare Viewpoints Evaluate Historical Fiction Analyze Author's Viewpoint	Story Scene Literary Analysis
7	Compare Text Structures	Word Origins: Borrowed Words, Greek, Latin, and Anglo-Saxon Roots; Greek and Latin Mythology	Tell an Original Story Summarize Give and Follow Directions	Participles as Adjectives Participial Phrases and Sentence Combining Gerunds and Infinitives	Determine Theme Analyze Main Idea and Details Relate Cause and Effect	Cause-and-Effect Paragraph Cause-and-Effect Essay
8	Evaluate Argument	Context Clues: Technical Vocabulary, Jargon, Specialized Language	Persuade Negotiate Use Appropriate Language	Present Perfect and Past Perfect Tense Verbs Conditionals	Analyze Argument and Support Compare Writing About the Same Topic Analyze Drama	Public Service Announcement Persuasive Essay



Reviewers

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DECISION

Point

1



How do decisions affect your identity?

READ MORE!

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by Carolyn Newton

Leveled Library

Stuck in Neutral

by Terry Trueman

Facing the Lion

by Joseph Lemasolai Lekuton
and Herman Viola

Surviving Hitler

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Web Links

 myNGconnect.com

◀ Indian immigrants attend a religious festival in Barcelona, Spain.

Focus on Reading

Reading Strategies

Reading strategies are thinking tools that help you understand texts. Use reading strategies before, during, and after reading.

Plan: How It Works

To plan, first **preview** what you will read. Study headings, visuals, and boldface words to find out what the text is about. Then **set a purpose**. Decide what you intend to gain from the text. Finally, **predict** what you will read in the text. Form an opinion about what will happen next, then check, or confirm, your prediction as you read.

► Plan

Preview, set a **purpose**, and predict what you will find in the text before reading it more carefully.

► Monitor

Notice confusing parts in the text, then reread or read on to make them clear.

A Special Game

Last Saturday, my friends and family saw me play my **first** soccer game. A couple of minutes into the game, the ball was suddenly at my feet. I thought about Coach's advice to **make quick decisions** on the field. I passed the ball to Marco, who was near the goal. He kicked the ball and scored! **I definitely made a good decision.**

Strategy in Action

“The title tells me this text is about a special game. I expect to learn what made the game special. Yes, the first sentence mentions that this was **the writer's first game.**”

Monitor: How It Works

As you read, monitor your understanding of the text. If something is unclear or confusing, stop and reread or read on to clarify ideas and vocabulary. Change your reading pace. Read slowly when something is confusing or difficult. Read more quickly if you understand things well.

Strategy in Action

“As I read on, I discover that **the narrator made a good decision that made the game special.**”

Plan: Practice Together

Preview and set a **purpose** for reading “A Special Game.” Then, as you read, predict what will happen next. Confirm your predictions during and after reading.

Monitor: Practice Together

Reread “A Special Game.” Tell a partner where you stopped to reread or read on. Explain how you figured out new words or ideas.

Academic Vocabulary

- **purpose** (pur-pus) *noun*

A **purpose** is a reason for doing something.

Ask Questions: How It Works

As you read, stop and ask yourself questions to learn new information and to clarify words or ideas. Use a question word, such as *Who*, *What*, *When*, *Where*, *Why*, or *How*. Use the text to answer your questions.

Sometimes you might need to reread to find the answer. If the answer is not “right there,” use the “think and search” strategy. Look all through the text and put together the information you find to answer the question.

A Little Help

Sam's day began in the ordinary way. The usual kids were waiting at the bus stop. But today, a really big new kid was there, too. Sam saw him yank Juan's backpack off and start digging through it. Sam made a decision. He turned around and ran back home.



Five minutes later, Sam and his dad pulled up to the bus stop. Sam's dad soon sent the bully on his way. Sam was proud he made a choice that helped keep his friends safe.

Make Connections: How It Works

To make connections, think about how information in the text reminds you of experiences from your life, other texts you have read, or what you know about the world.

Ask Questions: Practice Together

Read “A Little Help.” Pause when you read and ask a question. Reread to find an answer to your question.

Make Connections: Practice Together

Reread “A Little Help.” Think about what you know or have read about young people making smart decisions to keep themselves and others safe. Make connections. Tell a partner about the connections and how they helped you understand the text.

▶ Ask Questions

Think actively by asking and answering questions about the text.

Strategy in Action

“ I wonder why Sam ran away from the bus stop. Why didn't he stay to help his friends? ”

Strategy in Action

“ I remember a story I read about a bully. I understand Sam's feelings. ”

▶ Make Connections

Combine your knowledge and experiences with the author's ideas and information.

Focus on Reading

Visualize: How It Works

Creating mental pictures while you read can help you better understand and remember information. Look for words that tell you how things look, sound, smell, taste, and feel. Picture the scene in your mind.

Visualize: Practice Together

Read “A Pitcher’s Choice.” As you read, stop and create mental pictures in your mind. After you read, discuss what you visualized with a partner. Explain how your imagination helped you understand the text.

► Visualize

Imagine the sights, sounds, smells, tastes, and feel of what the author is describing.

A Pitcher’s Choice

On October 6, 1965, nearly 48,000 people gathered at Metropolitan Stadium in Minneapolis, Minnesota. It was the first game of the World Series between the Los Angeles Dodgers and the Minnesota Twins.



The familiar ballpark smells of popcorn and hotdogs filled the air. Excited fans proudly displayed their team colors. Loud cheering and good-natured arguing combined with peppy music as the teams warmed up.

As the game began, rowdy fans grew quiet. No doubt many of them mourned the fact that one of baseball’s greatest pitchers, the Dodgers’ Sandy Koufax, would not be pitching.

You see, October 6, 1965, was Yom Kippur. This is the holiest of Jewish holy days. Koufax, a Jewish man, had decided he would not pitch on this day. The lefty was without a doubt the Dodgers’ best pitcher. Many Dodgers fans refused to believe that he would not be there for the first game of the World Series. Koufax was more than a pitcher, however. He was a man of faith and a man of his word.

The Dodgers lost the opening game, but they won the Series. Who pitched the final game on October 14, 1965? Sandy Koufax, of course!

Strategy in Action

“ I imagine the smell and taste of the ballpark food. I see and hear the excitement in the stadium.”

Strategy in Action

“ I was angry when my parents made me go visit a relative and miss a big concert. I infer that some fans were mad at Koufax for not pitching an important game.”

Make Inferences: How It Works

Authors don't always state information directly. They give clues, and then you must "read between the lines" to make inferences. You also add your own knowledge and experiences to the author's clues so that you can better understand the text.

I read "This is the holiest of Jewish holy days. Koufax, a Jewish man, had decided he would not pitch on this day." +

I know that many people believe it is wrong to work on certain holy days. =

And so Pitching is Koufax's job, so he believes it is wrong to work on Yom Kippur.

► Make Inferences

When the author does not say something directly, use what you know to figure out what the author means.

Determine Importance: How It Works

When you determine importance, you look for and **identify** the main idea and the details that are necessary to understand the main idea. Use just the main idea and the most important details to summarize the text.

The main idea is...	The important details include...
Sandy Koufax did not pitch in the first game of the World Series.	• Koufax was one of baseball's greatest pitchers.

► Determine Importance

Focus your attention on the author's most significant ideas and information.

Make Inferences: Practice Together

Read "A Pitcher's Choice" again. As you read, look for other details in the text that are not fully explained. Use your own knowledge and experiences, along with the author's clues, to make inferences.

Determine Importance: Practice Together

Reread "A Pitcher's Choice." Look for and **identify** the main idea and supporting details, and also for details that mean something to you. Record what you find. After reading, summarize the main idea and share your summary with a partner.

Academic Vocabulary

• **identify** (i-den-tu-fi) *verb*

When you **identify** something, you name it or tell what it is.

Focus on Reading

Synthesize: How It Works

To synthesize, combine various ideas to come up with a new understanding of ideas in a text. You may draw conclusions by combining ideas to form clear statements of your understanding. You may form generalizations by combining your personal knowledge with ideas in the text to make a statement that applies to many situations.

► Synthesize

Combine ideas from the text and blend them into a new understanding.

Synthesize: Practice Together

Read “Dining Dilemma.” Use text evidence from the selection and your own thoughts to draw conclusions and make generalizations.

Dining Dilemma

Every year on my birthday, I get to choose the restaurant where my family will go to celebrate. When I was little, the choice was pretty simple for me. I wanted to go to a place that served pizza and had a game room.

In recent years, however, I have agonized over the choice for weeks. The difficulty is that I really love all types of food now that I am older. Plus, we live in a big city with lots of different kinds of restaurants. How can I decide if I want Thai or Mexican, Indian or German, Italian or ... well, you get the idea!

So, when I found out recently about a new restaurant in my neighborhood, my decision was easy. The restaurant is called The Tropic of Cancer. The menu includes foods from countries in a part of the globe called the Tropic of Cancer!

At The Tropic of Cancer, everyone in my family found a new favorite food. That was the best birthday present ever!



Strategy in Action

“The text tells a lot about restaurants in the narrator’s city. I conclude that the narrator pays close attention to what is happening around him or her.”

Try It!

Read “Skating into the Future.” Use the reading strategies you’ve been practicing before, during, and after reading to help you understand the selection.

Skating into the Future

When do you know that it’s time to make a big change in your life? How do you decide to let go of one thing and reach for another? Read about one young athlete’s decision to try for a more well-rounded lifestyle.

Lena glided across the ice, stepped out of the rink, and sat down on a bench. It was the same bench she had sat on nearly every day during the past six years before and after practice. She also sat there during competitions while awaiting her scores.

Lena’s duffel bag was in its usual place on the ground beside her. She reached in and grabbed her blade guards. As she snapped them into place, she fought back her tears. Was this really her last day with Coach Natalia? Was she really going to leave this bench, this skating rink behind her?

Lena had started ice-skating lessons when she was just 5 years old. She had loved skating so much that her parents had been willing to spend lots of money on her lessons, uniforms, and travel to competitions. They were proud of her skating, and they never complained about having to get up early to get her to the rink. Natalia and Lena had an hour of ice time before school every day. On Saturdays and Sundays, Lena’s early morning lessons lasted three hours.

Now all that was ending. Lena had made the decision that other things in life were more important to her now than ice-skating. Besides, she could see that she had reached the peak of her abilities. She accepted the fact that she would never be on the Olympic skating team. Now it was time for a different kind of life.

She would miss the feeling of nailing a perfect jump or ending a twirl with a flourish, but she wanted to share a more typical teenage experience. She wanted to go to slumber parties and hang out with her friends on the weekends.

She was making the right decision, wasn’t she? Lost in thought, she heard Natalia’s soft voice behind her.

“Lena, I will miss you. You have been a wonderful student.”

Lena turned, blinking her eyes to hold back

the tears. She swallowed hard and smiled at her coach. “Natalia, I’ll come and see you often. I will miss you too!”

“It is good, what you are doing, Lena. You are a young woman now. You should have a full life, enjoying everything. Remember what I taught you about jumping? You cannot learn a jump if you don’t risk trying it. Sometimes you have to fall many times until you get it right.”

Lena gave Natalia a big hug. “I remember. I will always remember all of your lessons.”

As Lena walked outside, she focused on her future. She had a lot of plans to make. She was ready to keep her feet on the ground instead of on the ice. And yes, she was ready to try a few risky jumps.



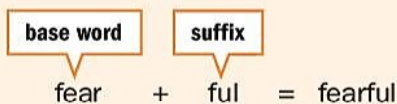
Focus on Vocabulary

Use Word Parts

A **suffix** is a word part added to the end of a base word. The suffix changes the part of speech and the meaning of the word.

The suffix *-ful* means “full of.” Add it to the noun *fear* and you change the noun into an adjective. The new word *fearful* means “full of fear.”

EXAMPLE



How the Strategy Works

When you read, you may come to a word you don't know. **Analyze** the meanings of the word parts to understand the whole word.

EXAMPLE You cannot go to the store **shoeless**.

1. Look closely at the word to see if you know any of the parts.
2. If the word has a suffix, cover it up. **shoeless**
3. Think about the meaning of the base word.
4. Uncover the suffix and determine its meaning.
5. Put the meanings of the word parts together to define the whole word. Be sure the meaning makes sense in the passage.

Follow the Strategy in Action to figure out the meaning of *wonderful*.

Who are you really? What makes you who you are? Is it your body? Is it your brain?

New discoveries have given us more knowledge about how our wonderful brains work. Even as babies, we already seem ready to learn. What we learn and when we learn it shapes how we continue to learn.

Strategy in Action

“ I see the suffix *-ful* in this word. I'll cover it. There is the base word *wonder*. I know *-ful* means 'full of.' So *wonder + ful* means 'full of wonder.' ”

✓ **REMEMBER** You can use the meanings of word parts to figure out the meanings of unknown words.

Academic Vocabulary

• **analyze** (a-ni-liz) *verb*

When you **analyze**, you separate something into parts and examine, or study, it.

Practice Together

Read this passage aloud. Look at each underlined word. Find the word parts. Put their meanings together to figure out the meaning of each underlined word.

Suffix	Meaning
<i>-ful</i>	“full of”
<i>-able, -ible</i>	“can be” or “can do”
<i>-ion, -tion</i>	“act of”
<i>-less</i>	“without”



YOUR BRAIN

The Mind-Body Connection

You know that you use your brain to make decisions. You also know that your brain is part of your body. The connection between the brain and the rest of the body is one that scientists study carefully.

Your brain is a powerful organ. Your brain helps you make decisions about what to do with your body. For example, suppose you choose to stay up late. Then you skip breakfast.

The next morning your mind may not be as sharp as usual. You might feel dizzy and act careless.

Rest, food, exercise, stress, and even the air around you affect your brain. The understanding that taking care of your body takes care of your brain can be remarkable. Those choices may affect how well you make other decisions.

Try It!

Read this passage aloud. What is the meaning of each underlined word? How do you know?

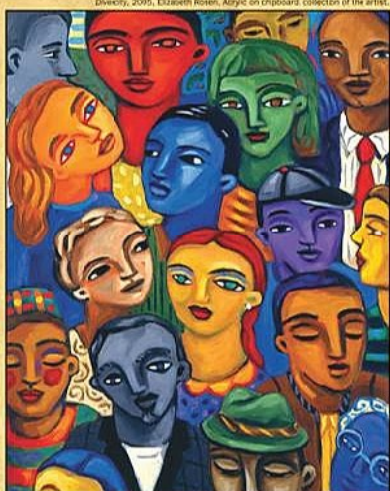
The Decision

I have an important decision to make. Should I stay on the volleyball team or join the speech and debate team? I don't know what to do. I feel helpless and can't make a decision.

I love playing volleyball and don't want to give it up. It's one of the most enjoyable sports to play. I want to join the speech and debate team to improve my speaking skills. I think the experience will be useful for me. The only problem is that they both have weekly practice at the same time. I can't do both at the same time. Which selection should I make? Do I try something new, or should I stick with what I do best?

American Names

by Tony Johnston



Divechty, 2005, Elizabeth Rosen, Airjic on chipboard, collection of the artist.

SELECTION 1 OVERVIEW

- ▶ **Build Background**
- ▶ **Language & Grammar**
Ask and Answer Questions
Use Complete Sentences
- ▶ **Prepare to Read**
Learn Key Vocabulary
Plan, Monitor, Ask Questions
- ▶ **Read and Write**
Introduce the Genre
Realistic Fiction
Focus on Reading
Plan, Monitor, Ask Questions
Critical Thinking
Reading Fluency
Read with Intonation
Vocabulary Review
Write About the Guiding Question
- ▶ **Connect Across the Curriculum**
Vocabulary Study
Use Compound Words
Research/Speaking
Research Healthy Food
Language and Grammar
Ask and Answer Questions
Writing and Grammar
Write About Your Name

Build Background

What's in a Name?

Digital Library

myNGconnect.com

▶ View the video.



▲ Our names tell people who we are.

Connect

Anticipation Guide Think about your name and what it means to you. Then tell whether you agree or disagree with these statements.

- | | | |
|---|-------|----------|
| 1. Your name is an important part of who you are. | Agree | Disagree |
| | _____ | _____ |
| 2. All names have a special meaning. | | |
| | _____ | _____ |
| 3. People judge others based on their names. | | |
| | _____ | _____ |

Anticipation Guide

Ask and Answer Questions

CD



Look at the photos and listen to the interview. Then ask your partner a question about himself or herself. Answer your partner's question.

PICTURE PROMPT and INTERVIEW

Who Are You?

Sheila: Madu, where are you from?

Madu: I am from Egypt.

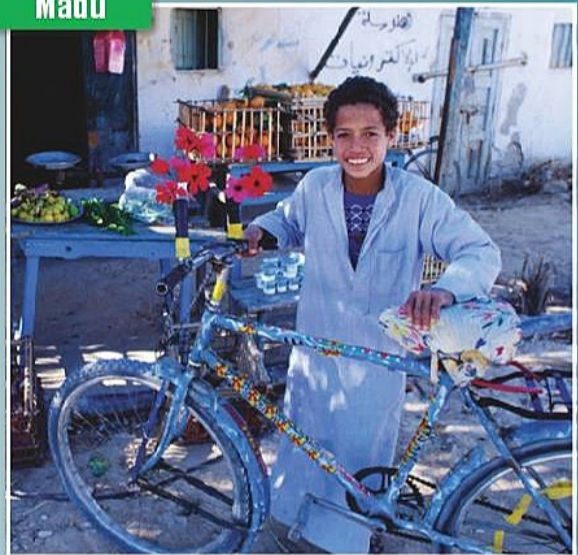
Sheila: What does your name mean?

Madu: My name means "of the people."

Sheila: What do you like to do?

Madu: I ride my bike! I love my bike.
It gives me freedom.

Madu



Sheila: Eva, what is something special about you?

Eva: I love music. I can play four instruments.
Guitar is my favorite.

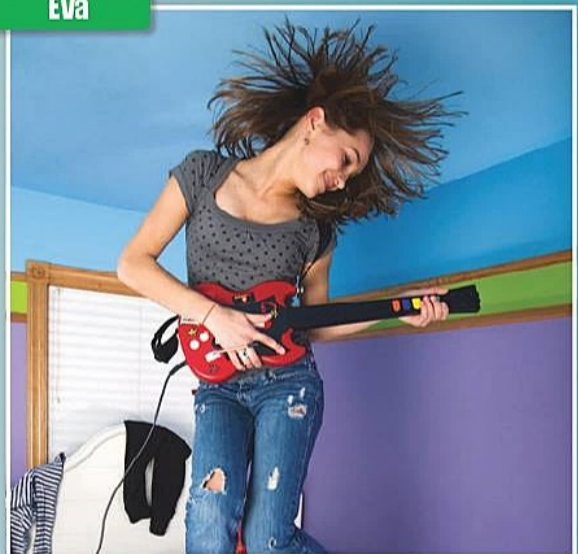
Sheila: How do you spend your free time?

Eva: I practice my music. I also babysit a lot.

Sheila: What are your goals for the future?

Eva: I want to be a music teacher. I want to
teach children to play music.

Eva



Use Complete Sentences

A complete sentence has two parts: the **subject** and the **predicate**. The **subject** tells whom or what the sentence is about. The **predicate** often tells what the subject does.

Subject	Predicate
My mother	named me.

To find the parts in most sentences, ask yourself:

1. Whom or what is the sentence about? Your answer is the **subject**.
2. What does the subject do? Your answer is the **predicate**.

Sentence	Whom or What?	What Does the Subject Do?
My father named me.	My father	named me
My name comes from Swahili.	My name	comes from Swahili

In a command, the subject is understood. You do not usually say the subject when you give the command.

Four Kinds of Sentences
1. A statement tells something. My name is special.
2. A question asks something. What is your name?
3. An exclamation expresses a strong feeling. That is a cool name!
4. A command tells someone what to do. Tell me your name.

Practice Together

Match each subject to a predicate. Say the new sentence.

- | | |
|-----------------|---------------------------------------|
| 1. My brother | a. shares his name with my father. |
| 2. His name | b. calls my brother by his real name. |
| 3. His teachers | c. comes from an African word. |
| 4. His friends | d. use his nickname. |
| 5. My father | e. use his real name. |

Try It!

Match each subject to a predicate. Use your own information. Say the new sentence.

- | | |
|----------------|-------------------------|
| 6. My name | a. use my full name. |
| 7. My friend | b. prefers my nickname. |
| 8. My _____ | c. use nicknames. |
| 9. My teachers | d. comes from _____. |
| 10. My friends | e. named me. |



▲ Their names unite them.

Interview a Friend

ASK AND ANSWER QUESTIONS

Many things make each person special. Find out more about a friend by asking questions.

Work with a partner to write six questions, one for each question word. Think about what you want to learn.

Question Word	Asks About	Example Question
Who?	a person	Who is your best friend?
What?	a thing	What are your hobbies?
Where?	a place	Where were you born?
When?	a time	When is your birthday?
Why?	a reason	Why is your name special?
How?	an explanation	How do you go to school?

Take turns asking and answering the questions with your partner. Then share what you found out about your partner with the whole group.

HOW TO ASK AND ANSWER QUESTIONS

1. When you want information, you ask questions. Start your questions with *Who*, *What*, *Where*, *When*, *Why*, or *How*.
2. Give information in your answer. Use complete sentences.

Where does your name come from?

My name comes from an African Swahili word. It means *king*.

USE COMPLETE SENTENCES

Use complete sentences when you answer your partner's questions. Make sure each sentence has a **subject** and a **predicate**.

Question: Why is your name special?

Answer: **My dad** shares my name.

Prepare to Read

Learn Key Vocabulary

Study the Words Use the steps below.

1. Pronounce the word. Say it aloud several times. Spell it.
2. Rate your word knowledge.
3. Study the example. Tell more about the word.
4. Practice it. Make the word your own.

Rating Scale

- 1** = I have never seen this word before.
- 2** = I am not sure of the word's meaning.
- 3** = I know this word and can teach the word's meaning to someone else.

Key Words

culture (kul-chu) *noun*

► page 24



A **culture** is a set of beliefs and customs that a group of people share. Dancing is a custom found in many **cultures**.

disfavor (dis-fā-vo) *noun*

► page 20



When you show **disfavor**, you show that you don't like something. A thumbs down is one way to show **disfavor** about something.

Base Word: favor

doubt (dowt) *noun*

► page 22



When you feel **doubt**, you are not sure. The girl had **doubts** about the food.

erase (e-rās) *verb*

► page 19



When you **erase** something, you make it go away. We can **erase** mistakes when we write.

Synonyms: delete, remove

Antonym: add

excessive (ik-ses-iv)

adjective ► page 19



When something is **excessive**, it is too much. That is an **excessive** number of pancakes for one person.

pact (pakt) *noun*

► page 26



A **pact** is a promise between people. Friends might make a **pact** to always help each other.

scrape (skrāp) *verb*

► page 22



When you **scrape** something, you damage it. Did you **scrape** your knee when you fell?

shame (shām) *noun*

► page 22



When you feel **shame**, you feel badly about something you did. She felt **shame** about the mistake she made.

Antonym: pride

Practice the Words Complete a Vocabulary Example Chart. Connect your own experiences with each Key Word.

Word	Definition	Example from My Life
doubt	a feeling of not being sure	I have doubts about how I did on my math test.

Vocabulary Example Chart

Plan, Monitor, and Ask Questions

Plan Look over the text before you start to read. Predict what might happen or what you might learn about. Set a purpose for reading the text.

Monitor When you don't understand something, **reread** the text or **read on** to clarify ideas.

Ask Questions Stop and ask questions to check your understanding.

Look Into the Text

Plan: I think this story will be about Los Angeles.

Three years ago our family came up from Mexico to L.A. From stories they'd heard, my parents were worried for our safety in "that hard-as-a-fist Los Angeles." But Papi needed better work.

Monitor: I don't know what "hard-as-a-fist" means.

Question	Answer
Why did the family move to L.A.?	L.A. had better jobs for Papi.

Question-Answer Chart

“When I reread the sentence, I can see that *hard-as-a-fist* means unsafe.”

Practice Together

Begin a Reading Strategies Log Use a Reading Strategies Log to show how the strategies help you understand text. The first row shows how one strategy helped one reader. Reread the passage and add to the Log.

Text I read	Strategy I used	How I used the strategy
Page: <u>18</u> Text: <u>Our family came...to L.A.</u> _____ _____	<input checked="" type="checkbox"/> Plan <input type="checkbox"/> Monitor <input type="checkbox"/> Ask Questions <input type="checkbox"/> _____	<u>To plan, I predicted that the story will be about LA.</u> _____ _____

Realistic Fiction

Realistic fiction is about people, relationships, and problems like those in real life. These types of stories can be easy to relate to your own life.

When you preview realistic fiction, look for words that are **emphasized**. They can help you set a **purpose** for reading and make predictions.

Look Into the Text

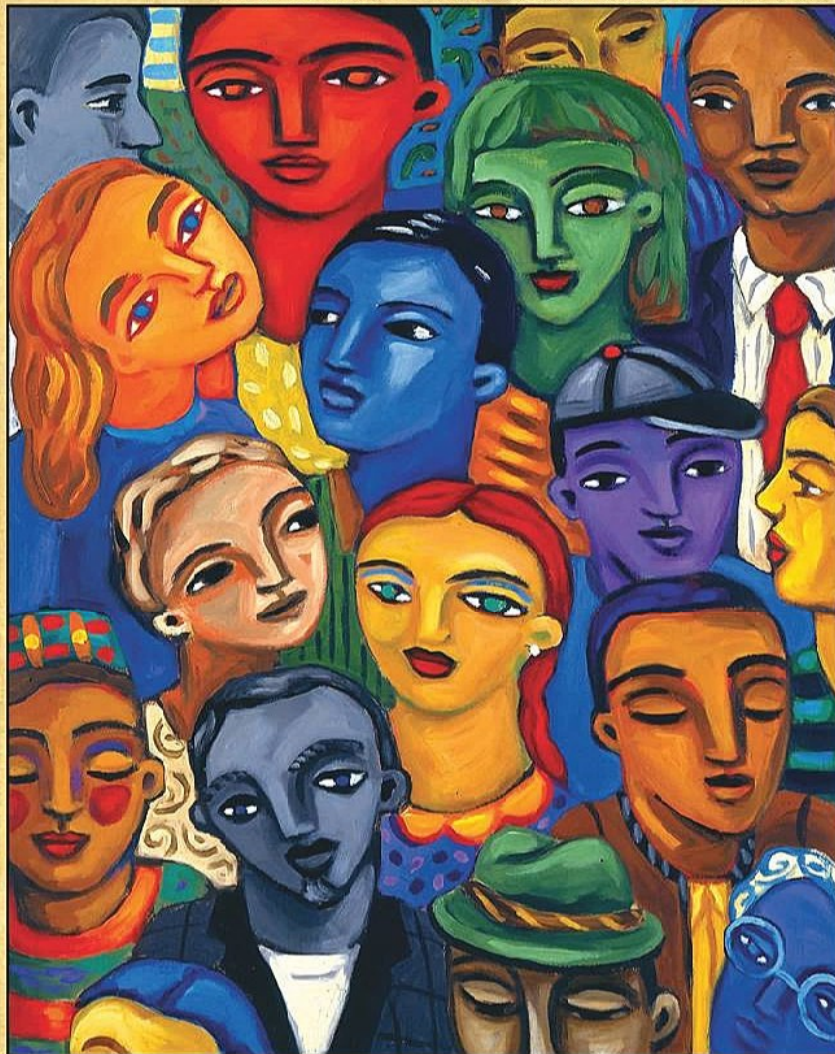
My parents hate that I'm Arthur. I mean, totally **H-A-T-E**. I can tell because when I break this news, my mother starts cooking excessively. Her way of organizing the world. My father goes carefully quiet.

As you read, monitor your understanding by rereading or reading on to clear up any confusions. Ask and answer questions to clarify why the characters act or feel the way they do.

American Names

by Tony Johnston

Diversity, 2005, Elizabeth Rosen. Acrylic on chipboard, collection of the artist.



▲ **Critical Viewing: Effect** Study the faces in the image. What ideas do you think the image expresses about people?



Comprehension Coach

Predict

How does the narrator feel about American names?

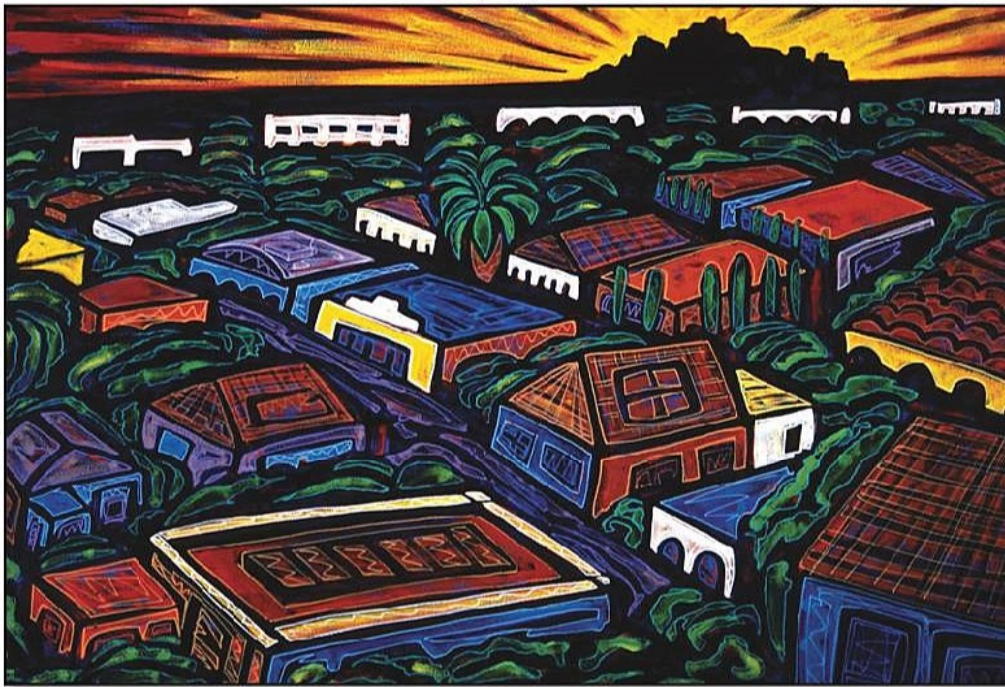
My name's Arturo, "Turo" for short. For my father, and my grandfather, and *his* father, **back and back**. Arturos—like stacks of strong adobe bricks, forever, my grandmother says.

Really, my name *was* Arturo. Here's why: Three years ago our family came up from Mexico to L.A. From stories they'd heard,

my parents were worried for our safety in "that **hard-as-a-fist** Los Angeles." But Papi needed better work.

Rosa, my little sister, wailed, "Nighted States, no! Too dark!" My brother, Luis, and I pretty much **clammed up**. I guess **numbed** by the thought of leaving our home, and a little scared, too, about the tough **barrio**.

Los Angeles, 2002, Jose Ramirez. Mixed media on canvas, private collection.



▲ **Critical Viewing: Design** What impression is created by the artist's choice of details and colors in this painting of Los Angeles?

In Other Words

back and back the same name passed down from father to son
hard-as-a-fist big tough city
clammed up stayed quiet
numbed still upset
barrio neighborhood

Like some random, windblown weeds, we landed in L.A., home to movie stars and crazies and crazy movie stars.

Luckily, I had some English when I got here. “It is good to have Eeenglish in your pocket,” my parents pressed us always, “*por las cochinas dudas*.” For the dirty doubts, that is. Just in case. So, for the dirty doubts, we’ve all got a little English.

In school, I get Miss Pringle. Miss Pringle’s okay, I guess. She’s always kind of floating where she goes, and talking in a bright and airy way. My friend Raúl says she’s got “**excessive** sparkle.” Raúl loves weird words.

ANYWAY, first day of school, Miss Pringle, all chipper and bearing a rubbery-dolphin smile, says, “Class, this is Arthur Rodriguez.” Probably to make things easier on herself. Without asking. **Ya estuvo**. Like a used-up word on the chalkboard, Arturo’s **erased**.

Who cares? Not me. With such a name as Arthur, I’ll fit in at this school real well. Like a pair of chewed-up Nikes. Not stiff and

stumblingly new. American names are cool. Frank. Mike. Jake. They sound sharp as nails shot from guns.

I’m not the only one who’s **been gringo-ized**. There’s Jaime and Alicia and Raúl. Presto change-o! With one breath of teacher-magic, they’re James and Alice and Ralph. (Our friend Lloyd, alias Rat Nose, is already a gringo, so his name’s untouchable.)

When we’re together, we joke about our new names.

“So, *’mano*,” Raúl says with **bravura** (another one of his words), “how’s it feel to be Arthur, like a Round Table guy?”

“**Muy** cool.” I slip into full *pocho*, an English-Spanish mix.

“Hey, Alice,” I say.

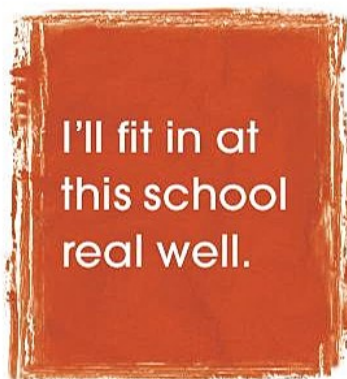
“Yeah?”

“Seen Alicia?”

She scans the hall. Digs in her backpack. “No, man. She’s *gone*.”

We all laugh. But I notice Alicia’s eyes, like two dark and hurting bruises. I fluff it off, easy as dandruff flakes in a TV ad.

My parents hate that I’m Arthur. I mean, totally H-A-T-E. I can tell because when



Key Vocabulary

excessive *adj.*, too much
erase *v.*, to remove

In Other Words

Ya estuvo. That was it. (in Spanish)
been gringo-ized become American
’mano brother (short for *hermano* in Spanish)
bravura courage (in Spanish)
Muy Very (in Spanish)

Literary Background

According to legend, or a traditional tale, King Arthur ruled England around 500 C.E. It is believed that he formed the **Round Table**, a group of brave knights, to protect England.

El Lonche, 1993, Simon Silva. Oil on canvas, private collection.



I break this news, my mother starts cooking excessively. Her way of organizing the world. My father goes carefully quiet.

Most parents I know would spit out choice curses if their children chose names that hurt their ears. Maybe even smack

them. Not mine. Mami and Papi are like two soft doves. They **work on a policy of gentleness**. They've never touched us in anger. Never **talked severely**. So their silent **disfavor** hits harder than the sting of slaps.

Tough tortillas. I'm going gringo.

Key Vocabulary

disfavor *n.*, dislike, disapproval

In Other Words

work on a policy of gentleness try to be nice always
talked severely yelled at us

Look Into the Text

- 1. Confirm Prediction** Was your prediction correct? How does Arturo react to his new American name?
- 2. Compare** Did Arturo's parents have the same reaction? Explain.
- 3. Character's Viewpoint** How does Alicia feel about her American name? How can you tell?

Predict

Will Arturo and his friends miss their real names?

The one who hates my name most is my *abuelita*. Grandmother always dresses in cricket-black, in *luto* for my grandfather, who died. She's eighty-something. So old, her skin looks like it's woven from brown cobwebs. She's got two braids wound so high on her head, they must have been growing during her whole life. Unlike my parents, Abuelita's no dove. Like a little fighting rooster, she's got *bravura* to spare.

Even though she's **feisty**, God guides her life. She closes most conversation with an after-breath of "*Dios mediante*," God willing.

Since Grandfather died, she lives with us. She came all the way from Aguascalientes, Mexico, on a Norteño bus, with only her prayer book, a photograph of Grandfather, and her *molcajete*.

A *molcajete's* a three-legged grinding stone, carved of lava spit from some old volcano. It's hollowed and pitted, like a cupped hand scarred with acne. Abuelita uses it to grind chilies. For salsa and stuff. Takes longer than forever. Jeez! She could do it with one *zzzzzip* of the blender switch! If that lava-lump was mine, I'd chuck it out.

"Theeesss name Arter—eeet burns in my earsss like poisson." Since my **Spanish's a little crippled from pouring the English on**, Abuelita hisses her English to be sure I can't escape her point. *Muele, muele, muele*. She grinds her disfavor into me at every chance. The heat of peppers fills her voice as she **pulverizes** chilies extra vigorously, for some tasty Mexican dish. If my new name were a chili pepper, she'd pulverize that, too.



In Other Words

luto mourning (in Spanish)

feisty full of courage

Spanish's a little crippled from pouring the English on Spanish is not very good because I speak English a lot

pulverizes crushes

Cultural Background

Aguascalientes is one of the fastest growing cities in Mexico. Its name means Hot Waters in English.

At every chance she turns “Arturo” on her tongue, like a pearl.

What does *she* know, this thin-as-an-eyelash old woman from Hot Waters, Mexico? Man, this is L.A. To get by, you need American names.

Apart from problems of names, here there are problems of gangs. Like those saber-toothed tigers in pits of tar, kids get sucked into them. For protection from invaders from other areas. Or to have a place to go, or something to do. Even some old guys, fathers with kids, are gang members.

My father’s the kind of person who removes his hat in a restaurant and blesses his plate of tacos. Not prime gang material. I hope I’m not, either. Though the pull at school is pretty strong, I keep looking for something else to do.

My friends live on my block. All the time they come over to hang out in Abuelita’s kitchen. They’re there now, **dragged by their noses**. By the pure power of chili dust. And the tang of cilantro.

When they enter, she pinches their

cheeks and claims they are “*muchachos muy lindos*” and calls them by their true names: Jaime, Alicia, Raúl.

“*Hola, Lloyd.*” She aims a dripping spoon straight for Rat Nose. “You love *menudo*? You taste.”

Abuelita speaks with such excessive *bravura*, each name **scrapes** my mind like the *scritch-scratching* claws of a feisty rooster.

“Jeez!” I say to myself, cringing with **shame**. But my friends seem totally unfazed. Even pleased. Raúl’s got a heart tattoo (not real, just inked on). It’s so big, it blues his muscle. Grinning, he pumps his

tattoo for Abuelita. ¡*Caray!* Don’t they remember? We peeled off those old names, like onion skins. Still, a worm of **doubt** squirms in my mind.

My friends slump themselves over the arms of chairs like overcooked noodles and chat easily with my grandmother. Alice’s eyes—at the sound of her real name, they **flame up**, bright with excessive sparkle. *Por* please!

If my new name were a chili pepper, she'd pulverize that, too.

Key Vocabulary

scrape *v.*, damage, injure
shame *n.*, a bad feeling
doubt *n.*, an uncertain feeling

In Other Words

dragged by their noses because they smelled good food
muchachos muy lindos very nice kids (in Spanish)
flame up show excitement

Look Into the Text

- 1. Confirm Prediction** Was your prediction correct? How do the friends react when Abuelita uses their real names?
- 2. Character’s Point of View** Why does Arturo “cringe with **shame**”?
- 3. Compare and Contrast** How are Arturo and Abuelita similar and different?

Trois Peper (Three Peppers), 2007, Frank Romero. Oil on linen, collection of the artist.



▲ **Critical Viewing: Design** How does the artist's use of shadows and colors create energy?

Predict

What will Arturo do next?

One night I'm struggling with geography homework. Trying to map out where Marco Polo went. *Hijos*, did that guy get around! His route **looks like some bad knitter's tangled yarn**. Like my sister Rosa's when she's trying to learn.

Through the blinds, my room's banded with moon. Everything's quiet. Even the crickets are sleeping. Then I hear something. Mumbling. Coming from Abuelita's room. Our rooms are back to back. Like when you check your size against somebody else.

My room's painted white. But Abue's, it's totally Mexican pink, the color she believes the Mexican flag should be. Her walls dance with *calacas*, skeletons, of all sizes and materials—clay, wood, wire, papier-mâché. Abue **thumps her nose at** Death.

Abuelita's talking to Grandfather, muttering to the ghost of his photograph, I bet.

"Arturo," she says, holding that word in her mouth gently, like a highly breakable egg. She speaks Spanish only.

"He's a good boy, our Turo. Just a little bit mixed up. One day, *Dios mediante*, he will recognize how good is your name. One day he will know what it means—Arturo. He is me. He is you. And all before. And all to come."

I hear a long, moist sigh then. Like the breath of a tired teakettle. I hear tears glaze her voice. I feel a blaze of embarrassment to be listening in on this private conversation.

My heart feels squeezed out. Abuelita has known all along what I should have known. It's okay to be Arturo. **What a menso-head I am.** *Un idiota de primera.* To give up my name. It's to give up my family. To let myself—all of us—be erased to chalkboard dust.

In this moment my history holds me. Like a warm *sarape*. I feel tears come. In this moment I want to hug Abuelita.

I look out my window. At the half-moon. Like a perfectly broken button.

It's late. But I call my friends anyhow. "Por please," I joke, "come over."

Key Vocabulary

culture *n.*, the beliefs and values of a group

In Other Words

looks like some bad knitter's tangled yarn is everywhere; is not direct
thumps her nose at is not scared of

What a menso-head I am. I am so stupid.
sarape blanket (in Spanish)

“¿Ahora?”

“Now. *Ahoritita*.”

And they come—Ralph and Alice and James and Rat Nose—all expectant and wondering what in *diablos* is going on. Before any of them can **wedge a word in, I blurt**,

“We’re taking back our names.

We don’t, we’re *borrados*.

Blotted out.”

“You mean ‘Rat Nose’ is dead?”
Ralph moans. “Such an *excelente* and rodenial name?”

Untitled, 2001, Sandro Chia. Oil on canvas, private collection.



▲ **Critical Viewing: Theme** How does this painting relate to the theme of identity?

In Other Words

¿Ahora? Now? (in Spanish)

Ahoritita Right now. (in Spanish)

wedge a word in, I blurt say anything, I say quickly

We don’t, we’re *borrados*. If we don’t, we’re erased.

“Rat Nose lives. We’ll call ourselves whatever we want, but those teachers can’t make us into someone new. Those teachers, they must be *formal*.”

They’re pretty cool with that. Especially Alice. Little stars bloom in her eyes. Ralph’s **already itching** for morning, he says, so he can **apprise** Miss Pringle. I itch to apprise my family, now snoring deeper than zombies. Especially Abuelita.

We make a **pact**. Right there in her chili-laden kitchen. On the most Mexican thing around—one by one we place our hands on Abuelita’s *molcajete*, ugly as a pockmarked thug.

In solemn ceremony we retrieve our names. Ourselves. Into the bold night air we say with utmost bravura:

¡Raúl!

¡Alicia!

¡Jaime!

¡Lloyd!

¡Arturo!

When we apprise her of our stand on names, Miss Pringle’s pretty surprised. But she limps along with it. (A result of “the incident” is that other kids go for their own “name-reclaimment.”)

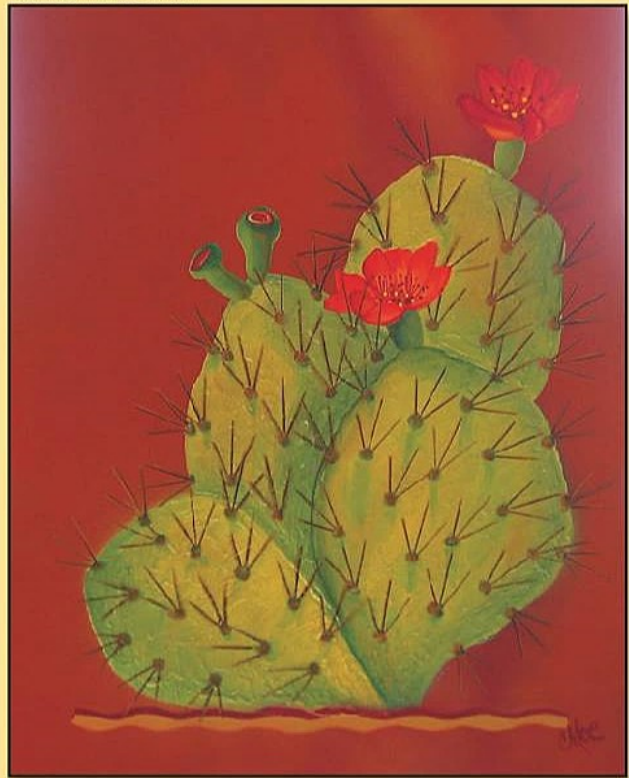
Not long after, they’re selling T-shirts and plants and stuff at school. To raise funds for

a computer. I buy a little cactus, **prickly** to touch and with one red bloom.

After school, I give it to Abuelita: “*Ta-ta!*” she laughs when I **spring** it from behind my back, and she hugs me with the gift between us, but somehow we don’t get poked.

“*¡Ay, Arturo, mi pequeño cactus!*” Abuelita exclaims. Like I’m prickly sometimes, but **have a chance of flowers**.

Santa Fe Roadside Prickly Pear, 2007, Claudette Moe. Acrylic on canvas, collection of the artist.



Key Vocabulary

pact *n.*, a promise or agreement between people

In Other Words

already itching so excited

apprise tell

In solemn ceremony we retrieve our names. Very seriously, we take back our Spanish names.

prickly sharp

spring quickly take

mi pequeño my little (in Spanish)

have a chance of flowers mostly good

Abuelita's prickly but full of goodness. As far from gangbangers as Papi is. I wish I could be like her, getting people's names back for them—or something important like

that. So far I'm just hanging out. Being like some weird L.A. weather report: prickly—with a chance of flowers. ❖

About the Author

Tony Johnston (1942-) grew up in California and spent fifteen years living in Mexico. She likes books that “come from the heart.” When she was in sixth grade, her teacher had students keep journals of words they came across and loved or hated. “Ever since, I've been keeping lists of the wonderful words I bump into. Whenever I can, I toss them out like flowers, hoping that others will catch them and love them and hold onto them—and use them.”

Look Into the Text

- 1. Confirm Prediction** Was your prediction correct? How did family and **culture** affect Arturo's decision?
- 2. Character and Plot** How did Arturo change from the beginning to the end of the story? What events caused the change?

Saying Yes

by Diana Chang

“Are you Chinese?”

“Yes.”

“American?”

“Yes.”

5 “Really Chinese?”

“No...not quite.”

“Really American?”

“Well, actually, you see...”

10 But I would rather say
yes

Not neither-nor,
not maybe,
but both, and not only

15 The homes I’ve had,
the ways I am

I’d rather say it
twice,
yes



Look Into the Text

- 1. Paraphrase** Explain in your own words what the poet means by “both, and not only.”
- 2. Compare** How is the message in the poem similar to Arturo’s experience in “American Names”?

Connect Reading and Writing

Vocabulary

culture

disfavor

doubt

erase

excessive

pact

scraped

shame

CRITICAL THINKING

1. SUM IT UP Review the Reading Strategies Log you created while reading. What was most important for you to understand in each part of the story? Include these ideas in a summary of the story.

Text I read	Strategy I used	How I used the strategy
Page: 16 Text: Our family came... to L.A.	<input checked="" type="checkbox"/> Plan <input type="checkbox"/> Monitor <input type="checkbox"/> Ask Questions <input type="checkbox"/>	To plan, I predicted that the story will be about L.A.

Reading Strategies Log

- 2. Interpret** Arturo says he is **erased** when Miss Pringle changes his name. What does he mean? How might he feel **shame**?
- 3. Analyze** Look at the Anticipation Guide you filled out before you read the story. Do you want to change any of your answers now? Why or why not?

4. Draw Conclusions What does Arturo realize about his **culture**? How is this similar to or different from the message in "Saying Yes"? With a partner, share reasons that support your conclusions.

READING FLUENCY

Intonation Read the passage on page 624 to a partner. Assess your fluency.

1. My tone never/sometimes/always matched what I read.
2. What I did best was _____ .

READING STRATEGY

What strategy helped you understand the selection? Tell a partner about it.

VOCABULARY REVIEW

Oral Review Read the paragraph aloud. Add the vocabulary words.

If you move to another country, you experience a new _____. You may enjoy some customs and show _____ toward others. You may have _____ about whether you fit in, or feel _____ that others may see you as different. Well, don't _____ who you are. Change is never easy. Sure, a few changes are good, but _____ changes make it seem as if your feelings were being _____ against stone. Make a _____ with family members to share the best of both countries.

Written Review Imagine you are a friend of Arturo's. Write an explanation of the **pact** you made. Use at least five vocabulary words.



WRITE ABOUT THE



Explore Identity

How does **culture** affect a person's identity? Reread the selections to find examples that support your ideas. Then write your opinion.

Connect Across the Curriculum

Vocabulary Study

Use Compound Words

Academic Vocabulary

- **compound** (kahn-pownd) *adjective*
Something that is **compound** is made up of two or more parts.

Sometimes two words combine to create a **compound** word. Often, the meaning of a **compound** word is closely related to its two base words:

birth + **day** = **birthday**

Study Compound Words Work with a partner. Find the base words for each of these **compound** words from “American Names.”

1. grandmother (p. 18)
2. windblown (p. 19)
3. backpack (p. 19)
4. something (p. 21)

Discuss the meanings of the two base words in the **compound** word. Then decide the meaning of the new word. Reread the sentence in the selection. Do you understand it differently now?

Write Sentences Write sentences that use each of these **compound** words. Trade sentences with your partner.

Birth means when I was born. Day is time. Birthday must mean the day I was born.

Research/Speaking

Research Healthy Foods

- 1 **Research and Collect Data** Choose a food you don't know much about to research. Ask: Is this food healthy? Use the Internet and the library to learn more about your topic.
- 2 **Narrow the Topic** Focus your topic by asking more specific questions.
- 3 **Support Your Research** Use two or three authoritative sources to support your topic. Authoritative sources contain trustworthy information that is relevant to your topic. For example, facts about a food's popularity are not relevant for judging whether or not it is healthy. Always support your reasoning with relevant evidence.
- 4 **Present Your Results** Describe your food to the class. Explain why it is or is not healthy. Remember to speak clearly and use formal language.



SOCIAL
SCIENCE

Language and Grammar

Ask and Answer Questions

Role-Play Work with a partner. Role-play an interview with a character from the story to learn about his or her ideas about culture. Ask questions that begin with *who*, *what*, *where*, *when*, *why*, and *how*. Trade roles. Answer your partner's questions with complete sentences.

Why do you like the name Arturo?

I share it with my father and grandfather and his father.

Writing and Grammar

Write About Your Name

Study the Models An effective sentence is clear, interesting, and complete. A complete sentence has a subject and a predicate. When you use complete sentences, your writing is clear.

NOT OK

Arturo and his friends get new names from their teacher. Their teacher didn't ask them first. Miss Pringle them new names. At first, like their gringo-ized names. Arturo's parents hate his new name. His grandmother it even more. One night, learns why.


The reader thinks: "What did Miss Pringle do?" The sentence isn't clear because it is not complete.

OK

Arturo and his friends get new names from their teacher. Their teacher didn't ask them first. Miss Pringle assigned them new names. At first, they like their gringo-ized names. Arturo's parents hate his new name. His grandmother hates it even more. One night, Arturo learns why.

This writer uses complete sentences with a subject and predicate.

Add Sentences Think of two sentences to add to the OK model above. Be sure to use complete sentences.

 **WRITE ON YOUR OWN** Write about the importance of your name. Is it important to always use your formal name? What if someone calls you something else? When is it OK to use a nickname—for example, Ed instead of Edward? Check your sentences to make sure they are complete.



▲ Friends often have nicknames for each other.

REMEMBER

A complete sentence has both a subject and a predicate.

A Lion Hunt

by Joseph Lemasolai Lekuton with Herman Viola



SELECTION 2 OVERVIEW

- ▶ **Build Background**
- ▶ **Language & Grammar**
 - Give Information
 - Use Nouns in Sentences
- ▶ **Prepare to Read**
 - Learn Key Vocabulary
 - Make Inferences, Determine Importance, Synthesize
- ▶ **Read and Write**
 - Introduce the Genre
 - Autobiography
 - Focus on Reading
 - Make Inferences, Determine Importance, Synthesize
 - Critical Thinking
 - Reading Fluency
 - Read with Expression
 - Vocabulary Review
 - Write About the Guiding Question
- ▶ **Connect Across the Curriculum**
 - Vocabulary Study
 - Use Suffixes
 - Listening/Speaking
 - Discuss Different Viewpoints
 - Language and Grammar
 - Give Information
 - Writing and Grammar
 - Write About Bravery

Build Background

Connect

Group Discussion Sometimes we have to make big decisions that can change who we are. Is it always brave to decide to do something new? Discuss this question with your group. Give examples of when doing something new might be brave and when it might not be brave.

Learn About Bravery

Whether as a warrior or a teacher, Joseph Lemasolai Lekuton knows what it means to be brave. He had to be brave to leave his family and go to school.

Digital Library

myNGconnect.com

▶ View the video.



▲ Joseph Lemasolai Lekuton

Give Information

CD



Listen to the chant and chime in.
Listen to the CD for more information.
What does it tell you about lions?

CHANT

The Lion

The lion is a great big cat.
It's as simple as that—
A lion is a great big cat,
With great big claws,
And great big teeth,
And a great big taste
For any kind of meat.
If you see a lion
Just tip your hat
And scat!



Use Nouns in Sentences

A **noun** names a person, place, thing, or idea.



A **lion** watches a **boy** in the **field**. **Danger** is near.

A **singular noun** names one person, place, thing, or idea.

A **plural noun** names more than one person, place, thing, or idea.

- To make most nouns plural, just add **-s**.
hunter + -s = hunters Two **hunters** track the lion.
- If the noun ends in **s, z, sh, ch,** or **x,** add **-es**.
dish + -es = dishes They take **dishes** to the camp.
- If the noun ends in **y,** look at the letter before the **y.** If it is a consonant, change the **y** to **i.** Then add **-es**.
story + -es = stories At the camp, they hear many **stories** about lions.
- If the letter before the **y** is a vowel, just add **-s**.
boy + -s = boys Many **boys** hunt the lion.
- Some nouns have special plural forms.
man—**men** **Men** cheer the hunters.
foot—**feet** The hunters' **feet** are sore.

	More Nouns
Person	boy, brother, friend, hunter
Place	field, school, village
Thing	cloud, rock, shoe, stick
Idea	bravery, danger, silence

Practice Together

Tell if the noun in the box names a person, place, thing, or idea. Say the plural form of the noun. Then say the sentence and add the plural noun.

- At least two lions are in the _____.
- The _____ walk slowly away.
- Their _____ move silently.
- The _____ are suddenly empty.

Try It!

Tell if the noun in the box names a person, place, thing, or idea. Write the plural form of the noun on a card. Then say the sentence and add the plural noun.

- Even the _____ move quickly away.
- _____ hide fast.
- The _____ yell for help.
- Their _____ are worried about them.



▲ Danger is near.

Tell About Your Favorite Animal

GIVE INFORMATION

Find a picture of your favorite animal. Use an encyclopedia book or an online encyclopedia to find information about the animal. Tell a partner about your animal.

HOW TO GIVE INFORMATION

1. Think about the information you want to include.
What do you want to say?
2. Use details and specific nouns to give precise information.



To get started, draw pictures of your favorite animal. Show where it lives. Show what it eats. Show where it sleeps and how it behaves around people.

USE SPECIFIC NOUNS

When you tell about your animal, use many details that give information. Use nouns that give your partner a clear, precise picture of the people, animals, places, things, or ideas that you tell about. Which words on the scale below are the most precise?

NOT SPECIFIC



SPECIFIC

person
animal
place
thing
idea

scientist
amphibian
North America
lots of things
time

▶ frog scientist
▶ frog
▶ United States
▶ frog food
▶ lifespan

▶ herpetologist
▶ North American bullfrog
▶ eastern United States
▶ snakes, worms, and insects
▶ 7 to 9 years

Not precise: The animal lives in water.
 Someone wrote about bullfrogs' food.
 Bullfrogs are native to North America.

Precise: The North American bullfrog lives in ponds.
 A herpetologist wrote that North American bullfrogs eat snakes, worms, and insects.
 North American bullfrogs are native to the eastern United States.



▲ Bullfrogs live in ponds.

Prepare to Read

Learn Key Vocabulary

Rate and Study the Words Use the steps below.

1. Pronounce the word. Say it aloud several times. Spell it.
2. Rate your word knowledge.
3. Study the example. Tell more about the word.
4. Practice it. Make the word your own.

Rating Scale

- 1** = I have never seen this word before.
- 2** = I am not sure of the word's meaning.
- 3** = I know this word and can teach the word's meaning to someone else.

Key Words

bravery (brā-vū-rē) *noun*

► page 40



Bravery means courage, or not being afraid. Firefighters show **bravery** when they put out fires.

Base Word: brave

brotherhood

(bruth-ur-hood) *noun* ► page 44



A **brotherhood** is a close group of people. A sports team can be a **brotherhood**.

decision (dē-si-zhun) *noun*

► page 44



A **decision** is a choice. You make a **decision** when you choose clothes to wear each day.

Base Word: decide

defend (dē-fend) *verb*

► page 40



When you **defend** something, you protect it. A mother animal **defends** her young.

Synonyms: protect, guard

Antonym: attack

pride (prīd) *noun*

► page 40



When you feel **pride**, you feel good about something you or someone else does. The boy felt **pride** when he graduated from high school.

society (so-sī-i-tē) *noun*

► page 49



A **society** is a group of people who share beliefs and goals. In American **society**, we value public discussions of key issues.

symbol (sim-bul) *noun*

► page 40



A **symbol** is an object that stands for something else. In the United States, the Bald Eagle is a **symbol** of power.

warrior (wor-ē-yū) *noun*

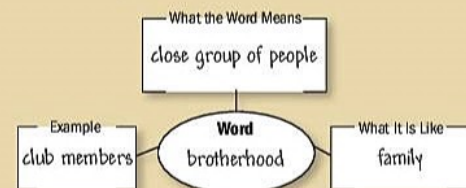
► page 40



A **warrior** is someone who protects his people. Some **warriors** hunt animals for food.

Synonyms: hunter, fighter

Practice the Words With a partner, make an Expanded Meaning Map for each Key Word.



Expanded Meaning Map

Make Inferences, Determine Importance, Synthesize

Make Inferences Authors don't always give information directly. Put clues together with what you know from your experience to make sense of the text.

Determine Importance Look for main ideas and the most important details. Then use the most important details to summarize the text.

Synthesize As you read, your mind combines many bits of information to form a new understanding.

Look Into the Text

Make Inferences:

It sounds like the author is very sure of himself. I don't think he knows what he's talking about because he's never chased a lion.

... all the young warriors...told me, "Wow, you know yesterday we chased this lion" ... I always said, "Big deal!" What's the big deal about a lion? It's just another animal ... In northern Kenya, the lion is a symbol of bravery and pride ... If you kill a lion, you are respected by everyone.

Synthesize: People in Kenya admire those who've killed lions. People I know admire actors or athletes.

Determine Importance: I think it's important to know that the author lives in Kenya and how his culture feels about lions.

“ I think that every culture has certain people that others look up to because of something they do.”

Practice Together

Begin a Reading Strategies Log Use the Reading Strategies Log to show how the strategies help you understand text. The first row shows how one strategy helped one reader. Reread the passage and add to the Log.

Text I read	Strategy I used	How I used the strategy
Page: <u>40</u> Text: <u>What's the big deal about a lion?</u> _____ _____	<input checked="" type="checkbox"/> Make Inferences <input type="checkbox"/> Determine Importance <input type="checkbox"/> Synthesize <input type="checkbox"/> _____	<u>Making an inference about the author's attitude helps me understand the selection better.</u> _____ _____

Autobiography

An autobiography is narrative nonfiction in which an author tells the story of his or her own life.

Often the author won't tell you everything directly, but you can add what you know to make inferences about the person's experiences. Also while reading, decide which details are the most important. Knowing just the important ideas makes it easier to remember key events in a person's life.

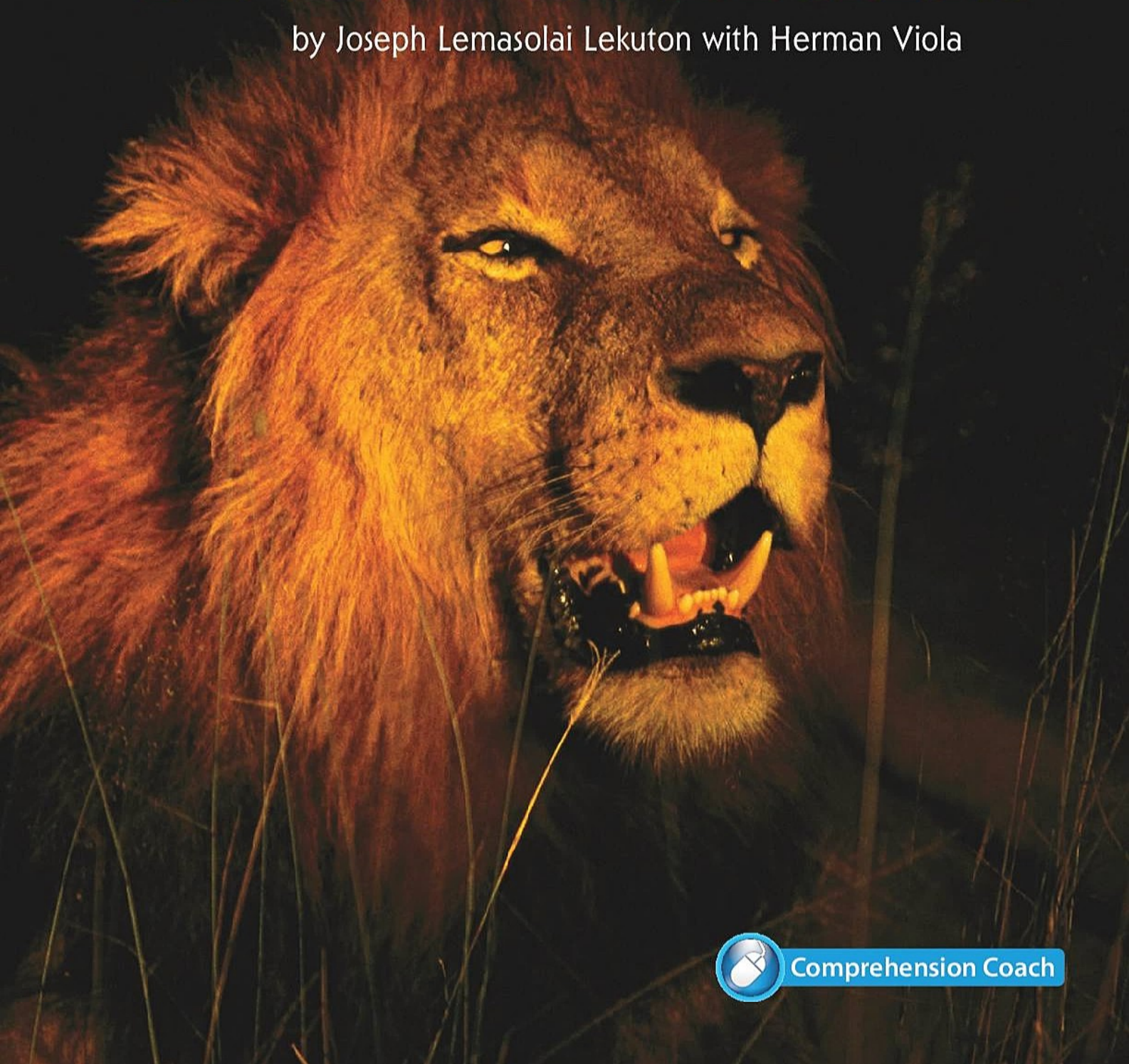
Look Into the Text

My brother said, "Yes, that's a good idea," and it was agreed. For the first time I felt like I was part of the brotherhood of warriors. I had just made a decision I was proud of.

Once you have read a few lines or an entire page of text, decide how the information fits together. Synthesize what you've read and learned to come up with a new understanding.

A Lion Hunt

by Joseph Lemasolai Lekuton with Herman Viola



Comprehension Coach

Set a Purpose

Find out what the narrator thinks about lions.

I'M GOING TO TELL YOU the lion story. Where I live in northern Kenya, the lion is a **symbol of bravery and pride**. Lions have a special presence. If you kill a lion, you are respected by everyone. Other **warriors** even make up songs about how brave you are. So it is every warrior's dream to kill a lion **at one point or another**. Growing up, I'd had a lot of interaction with wild animals—elephants, rhinos, cape buffalo, hyenas. But at the time of this story—when I was about 14—I'd never **come face-to-face with** a lion, ever. I'd heard stories from all the young warriors who told me, "Wow, you know yesterday we chased this lion—" bragging about it. And I always said, "**Big deal.**" What's the big deal about a lion? It's just another animal. If I can **defend** myself against elephants or rhinos, I thought, why not a lion?

I was just back from school for vacation. It was December, and there was enough rain. It was green and beautiful everywhere. The cows were giving plenty of milk. In order to get them away from **ticks**, the cattle had been taken down to the lowlands. There's



good grass there, though it's drier than in the high country, with some rocks here and there. There are no ticks, so you don't have to worry about the health of the cattle, but the area is known for its fierce lions. They roam freely there, as if they own the land.

Key Vocabulary

symbol *n.*, something that represents something else

bravery *n.*, having no fear

pride *n.*, self-respect

warrior *n.*, a hunter

defend *v.*, to protect from attack

In Other Words

at one point or another someday
come face-to-face with seen; been close to

Big deal. Why is it so important?

ticks small creatures that can spread disease



▲ Giraffes, impalas, zebras, and gazelles near Lake Nakuru. Lake Nakuru National Park, Kenya

I spent two days in the village with my mom, then my brother Ngoliong came home to have his hair braided and asked me to go to the cattle camp along with an elder who was on his way there. I'd say the cattle camp was 18 to 24 miles away, depending on the

route, through some rocky areas and a lot of shrubs. My spear was broken, so I left it at home. I carried a small stick and a small club. I wore my *nanga*, which is a red cloth, tied around my waist.

Cultural Background

Here is Lekuton as a Maasai warrior, wearing some of his finest traditional beads.



It took us all day to get there, but at sunset we were walking through the gap in the **acacia-branch fence** that surrounded our camp. There were several cattle camps scattered over a five-mile **radius**. At night we could see fires in the distance, so we knew that we were not alone. As soon as we got there my brother Lmatarion told us that two lions had been terrorizing the camps. But lions are smart. Like thieves, they go

somewhere, they look, they take, but they don't go back to the same place again.

Well, that was our unlucky day. That evening when the cows got back from **grazing**, we had a lot of milk to drink, so we were well fed. We sat together around the fire and sang songs—songs about our girlfriends, bravery songs. We **swapped** stories, and I told stories about school. The others were always curious to understand



▲ Maasai men and boys watching their cattle.

In Other Words

acacia-branch fence small trees

radius circular area

grazing eating grass

swapped shared, told

Cultural Background

The **Maasai** are a famous warrior tribe in Kenya whose lives center on herding cattle. The Maasai move frequently in search of water and good grazing lands. The success of the Maasai is measured by the number of cattle they have.

school. There were four families in the camp, but most of the older warriors were back at the village seeing their girlfriends and getting their hair braided. So there were only three experienced warriors who could fight a lion, plus the one elder who had come down with me. The rest of us were younger.

We went to bed around 11:30 or 12. We all slept out under the stars in the cattle camp—no bed, just a **cowhide** spread on bare soil. And at night it gets cold in those desert areas. For a cover I used the *nanga* that I had worn during the day. The piece of cloth barely covered my body, and I kept trying to make it longer and pull it close around me, but it wouldn't stretch. I curled myself underneath it trying to stay warm.

Everything was silent. The sky was clear. There **was no sign of** clouds. The fire was just out. The stars were like millions of diamonds in the sky. One by one everybody fell asleep. Although I was tired, I was the last to sleep. I was so excited about taking the cows out the following morning.

During the middle of the night, I woke to this huge sound—like rain, but not really like rain. I looked up. The starlight was gone, clouds were everywhere, and there was a drizzle falling. But that wasn't the sound. The sound was all of the cows starting to pee. All of them, in every direction. And

that is the sign of a lion.

A hyena doesn't make them do that. An elephant doesn't make them do that. A person doesn't. Only the lion.

We knew right away that a lion was about to attack us.

The other warriors started making a lot of noise, and I got up with them, but I couldn't find my shoes.

I'd taken them off before I went to sleep, and now it

was **pitch black**. Some warriors, when they know there's danger, sleep with their shoes in their hands and their spears right next to them. But I couldn't find my shoes, and I didn't even have a spear. Then the lion made just one noise: *bhwwuuu!* One huge roar. We started running toward the noise. Right then we heard a cow making a **rasping, guttural** sound, and we knew that the lion had her by the throat.



We all slept
out under the
stars.

In Other Words

cowhide cow skin

was no sign of were no

pitch black completely dark

rasping, guttural coughing,
choking

Look Into the Text

- 1. Author's Point of View** What is the narrator's opinion about lions?
- 2. Summarize** What events occurred the first night at the cattle camp?
- 3. Inference** Were the **warriors** prepared to fight the lion? Why or why not?

Predict

Will the narrator decide to help kill the lion?

COWS WERE EVERYWHERE. They ran into one another and into us, too. We could hear noises from all directions—people shouting, cows running—but we couldn't see a thing. My brother heard the lion right next to him and threw his spear. He missed the lion—and lucky for the rest of us, he missed us, too. Eventually, we began to get used to the darkness, but it was still difficult to tell a lion from a cow. My brother was the first to arrive where the cow had been killed.

The way we figured it was this: Two lions had attacked the camp. Lions are very intelligent. They had **split up**. One had stayed at the southern end of the camp where we were sleeping, while the other had gone to the northern end. The wind was blowing from south to north. The cows smelled the lion at the southern end and **stampeded** to the north—toward the other waiting lion.

When I asked my brother, “Hey, what’s going on?” he said, “The lion killed Ngoneya.”

Ngoneya was my mother’s favorite cow and Ngoneya’s family was the best one in the herd. My mother depended on her to produce more milk than any other cow. She loved Ngoneya, really. At night she would get up to pet her.

I was very angry. I said, “I wish to see this lion right now. He’s going to **see a man he’s never seen before.**”

Just as we were talking, a second death cry came from the other end of the camp. Again we ran, but as we got closer, I told everyone to stop. “He’s going to kill all the cows!” I told my brother. And I think this is where school thinking comes in. I told

him, “Look. If we keep on chasing this lion, he’s going to kill more and more. So why don’t we let him eat what he has now, and tomorrow morning we will go hunting for him.” My brother said, “Yes, that’s a good idea,” and it was agreed. For the first time I felt like I was part of the **brotherhood** of warriors. I had just made a **decision** I was proud of.



Key Vocabulary

brotherhood *n.*, a close group of people

decision *n.*, a choice someone makes

In Other Words

The way we figured it was this We decided this is what happened

split up hunted separately

stampeded went together quickly

see a man he’s never seen

before be afraid of me

It was muddy, it was dark, we were in **the middle of nowhere**, and right then we had cows that were miles away. They had stampeded in every direction, and we could not protect them. So we came back to camp and made a big fire. I looked for my shoes and I found them. By that time I was bruised all over from the cows banging into me, and my legs were bloody from the scratches I got from the acacia thorns. I hurt all over.

We started talking about how we were going to hunt the lion the next day. I could

tell my brother was worried and wanted to get me out of danger. He said, "Listen, you're fast, you can run. Run and tell the people at the other camps to come and help. We only have three real warriors here; the rest of you are younger."

"**No way**," I said. "Are you **kidding** me? I'm a warrior. I'm just as brave as you, and I'm not going anywhere." At this point, I hadn't actually seen the lion, and I absolutely refused to leave.



▲ Nighttime on the Savannah, or grasslands of Kenya, offers little protection from lions.

In Other Words

the middle of nowhere a place far from everything else

No way No

kidding joking with