

Level 1  
Units 7–12

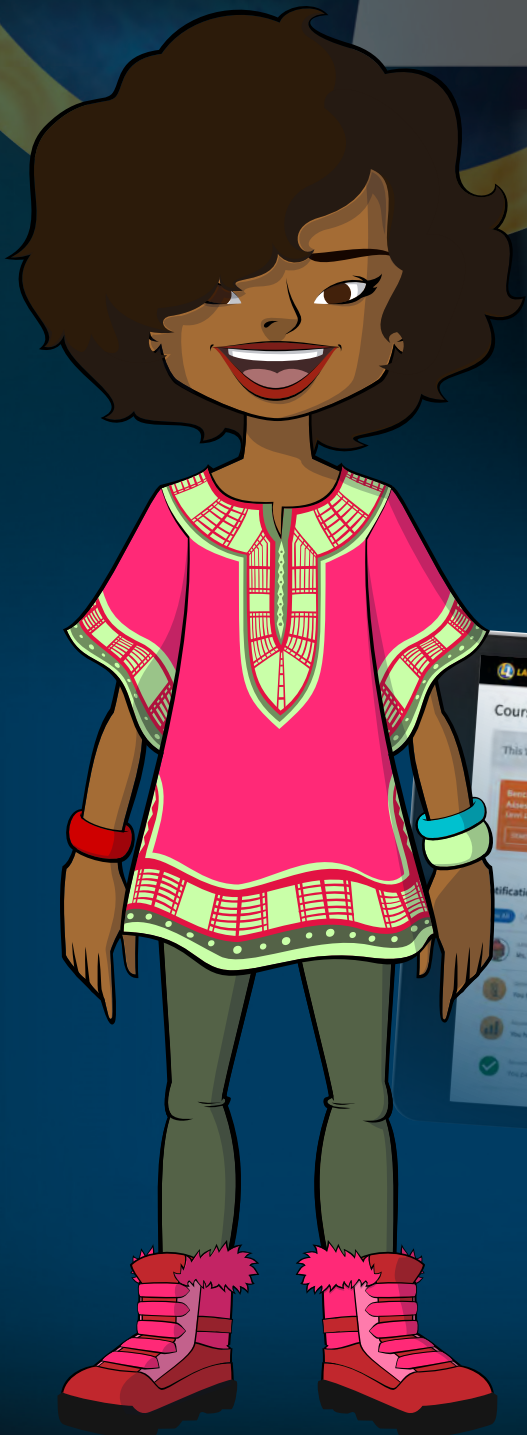
# Florida LANGUAGE! Live<sup>®</sup>

STUDENT BOOK

Louisa Moats, Ed.D., Author

Lesson 1 | Reading

## SAMPLE Unit Unit 12: Myths and Heroes



### Dolphin Talk

Through the glass bottom of my tourist boat  
I see the dolphin pod afloat.  
I hear whistles as high as the Empire State  
trying to communicate.  
The sound  
of the tag, while swimming around.  
of a quickly spinning wheel.  
ing to find its next meal.  
phin's as blind as a bat.  
here it is at.  
ls bounce off what's near.  
ize are what the dolphin can hear.  
echo in the abyss.  
Dolphins alert each other of danger in their midst.  
to their heads, the blowholes emit sound  
if beautifully played instruments abound.  
In the boat I can hear many sounds from the sea.  
The music of the dolphin is like a song written for me.

**Let's Focus: "The Gorgon's Head"****Content Focus**

mythology

**Type of Text**

literature—myth

**Author's Purpose:** \_\_\_\_\_**Big Ideas**

Consider the following Big Idea questions. Write your answer for each question.

Why did people create myths?

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How are myths relevant to modern times?

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**Narrative Preview Checklist:** "The Gorgon's Head" on pages 261–268.

- Title: What clue does it provide about the passage?
- Pictures: What additional information is added here?
- Margin Information: What vocabulary is important to understand this text?

**Reading for a Purpose**

1. Why did Perseus accept the king's request to bring him Medusa's head?
2. Why do Hermes and Athena help Perseus, and was it a good decision?
3. What do we know about Perseus based on his dealings with the Three Gray Women?
4. Why does Perseus think Hermes has magical powers?
5. What is the value of the gifts Perseus received from the Nymphs?  
Could he have succeeded without them?
6. How did Perseus feel when he faced Medusa?
7. How else could the story have ended?

**Key Passage Vocabulary: “The Gorgon’s Head”**

Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
image	0 1 2 3		
undertake	0 1 2 3		
intelligent	0 1 2 3		
proceed	0 1 2 3		
recover	0 1 2 3		
invisible	0 1 2 3		
perceive	0 1 2 3		
enormous	0 1 2 3		

# The Gorgon's Head



After being set adrift at sea in a box, Perseus and his mother, Danae, had been rescued by a kind fisherman. The fisherman's brother was the evil king of the island of Seriphos. To show his thanks, Perseus

5 accepted a dangerous mission given to him by the king. Hoping that Perseus would never return, the king sent him to kill a monster and return with its head. The story begins as Perseus starts his journey to slay the terrible Gorgon, Medusa.

- 10 Perseus feared he was more likely to become a stone **image** than to bring back the head of Medusa with its snaky locks. Knowing he had **undertaken** a dangerous task, Perseus left without saying a word to his mother. He took his shield and his sword, and
- 15 crossed over from the island to the mainland. He sat down to gather his thoughts and heard a voice.

"Perseus," said the voice, "why are you sad?"

- He lifted his head from his hands, and there was a stranger. He was a brisk, **intelligent**, and remarkably
- 20 shrewd-looking young man. He had on a strange-looking cap and shoes with little wings. Perseus wiped his eyes, and quickly answered the stranger.

"I am not so very sad," said he, "only thoughtful about an adventure that I have undertaken."

## image

the form or appearance of someone or something

## undertake

attempt; to take on a task

## intelligent

smart; reflecting good judgment or sound thought

25 “Oho!” answered the stranger. “I have helped a good many young men through difficult adventures. Perhaps you may have heard of me. I have more names than one; but the name of Hermes suits me as well as any other. Tell me your troubles. We will talk the matter  
30 over, and see what can be done.”

After hearing Perseus’s story, Hermes exclaimed, “I am the very person to help you, if anybody can. My sister and I will do our utmost to bring you safely through your adventure.”

35 “Your sister?” repeated Perseus.

“Yes, my sister Athena,” said the stranger. “She is very wise, I promise you; and as for myself, I generally have all my wits about me. If you show yourself bold and cautious, and follow our advice, you need not fear  
40 being turned into a stone image. First of all, you must polish your shield until it shines like a mirror.”

Deciding that Hermes knew better than himself, Perseus immediately set to work. He scrubbed the shield and soon it shone like the moon at harvest time.  
45 Hermes looked at it with a smile. Then, taking off his own short and crooked sword, he gave it to Perseus to wear.

“No sword but mine will answer your purpose,” he stated. “The blade will cut through iron and brass as  
50 easily as through the slenderest twig. The next thing is to find the Three Gray Women, who will tell us where to find the Nymphs.”

“The Three Gray Women!” cried Perseus, “Pray who may the Three Gray Women be?”

55 “They are three very strange old ladies,” said Hermes, laughing. “They have but one eye among them, and only one tooth. Moreover, you must find them out by starlight, or in the dusk of the evening. They never show themselves by the light of the sun or  
60 the moon.”

He added, “There are other things to be done before you can find your way to the Gorgons. But after we meet the Three Gray Women, you may be sure that the Gorgons are not far away.”

65 They set out and walked at a brisk pace; so brisk, indeed, that Perseus found it rather difficult to keep up with his nimble friend Hermes. To say the truth, he had a suspicion that Hermes had a pair of wings on his cap along with wings on his shoes! When he looked

70 straight at Hermes, he only saw an odd kind of cap. The twisted staff was evidently a great convenience to Hermes. It enabled him to **proceed** so fast that Perseus, though a remarkably fit young man, began to feel out of breath.

75 “Here!” cried Hermes, at last, “take you the staff, for you need it a great deal more than I. Are there no better walkers than you in the island of Seriphos?”

“I could walk pretty well,” said Perseus, glancing slyly at his companion’s feet, “if only I had a pair of

80 winged shoes.”

“We must see about getting you a pair,” answered Hermes.

The staff helped Perseus tremendously. In fact, the stick seemed to be alive in his hand, and to lend some

85 of its life to Perseus.

They walked and talked until twilight. Suddenly Hermes whispered, “This is just the time and place to meet the Three Gray Women. Be careful that they do not see you before you see them. Though they have but

90 a single eye among the three, it is as sharp-sighted as a half dozen common eyes.”

“But what must I do,” asked Perseus, “when we meet them?”

Hermes explained to Perseus how the Three Gray

95 Women managed with their one eye. They were in the habit of changing it from one to another, as if it were a pair of spectacles. At the instant when the eye was passing from hand to hand, none of the poor old ladies was able to see a wink. That was when Perseus

100 was to act.

**proceed**

to begin and carry on an action or movement

As Perseus looked earnestly through the evening dusk, he spotted the Three Gray Women. He discovered that they had long gray hair and, as they came nearer, he saw that two of them had but  
105 the empty socket of an eye, in the middle of their foreheads. In the middle of the third sister's forehead, there was a very large, bright, and piercing eye, which sparkled like a great diamond.

"Sister! Sister Scarecrow!" cried one, "you have had  
110 the eye long enough. It is my turn now!"

"Let me keep it a moment longer, Sister Nightmare," answered Scarecrow. "I thought I had a glimpse of something behind that thick bush."

The other two sisters, Nightmare and Shakejoint,  
115 began to argue with Sister Scarecrow about the eye. To end the dispute, old Dame Scarecrow took the eye out of her forehead, and held it forth in her hand.

"Take it, one of you," she cried, "and quit this foolish quarrelling. For my part, I shall be glad of a  
120 little thick darkness. Take it quickly, or I will clap it into my own head again!"

While the Three Gray Women were still scolding each other, Perseus leaped from behind the bushes and grabbed the eye. The Gray Women did not know what  
125 had happened. Each supposing that one of her sisters was in possession of the eye, they began their quarrel anew.

"My good ladies," said he, "pray do not be angry with one another. I have the honor of holding your very  
130 brilliant and excellent eye!"

The sisters were terribly frightened. "Oh, what shall we do, sisters? What shall we do? We are all in the dark! Give us our eye! Give us our one, precious, solitary eye! You have two of your own! Give us our  
135 eye!"

Following Hermes's advice, Perseus said patiently, "My dear, good, admirable old ladies, there is no occasion for putting yourselves into such a fright. You shall have back your eye, safe and sound, the moment  
140 you tell me where to find the Nymphs."

“Goodness, we know nothing at all about them,” screamed Scarecrow. “We are three unfortunate old souls that go wandering about in the dusk.”

All this while the Three Gray Women were groping  
 145 with their outstretched hands and trying their utmost to get hold of Perseus. He took good care to keep out of their reach.

“My respectable dames,” said he, “I shall keep the eye until you tell me where to find the Nymphs.”

150 Finding that there was no other way of **recovering** their eye, at last they told Perseus what he wanted to know. No sooner had they done so, than he immediately, and with the utmost respect, clapped it into the vacant socket in one of their foreheads.

155 He thanked them for their kindness, and bade them farewell.

Hermes and Perseus went on their way. The old dames had given them such specific directions that they quickly found the Nymphs. They proved to be  
 160 very different from Nightmare, Shakejoint, and Scarecrow. Instead of being old, they were young and beautiful. Instead of one eye among the sisterhood, each Nymph had two exceedingly bright eyes of her own, with which she looked  
 165 very kindly at Perseus. They seemed to be acquainted with Hermes. When he told them the adventure that Perseus had undertaken, they did not hesitate to give him what he needed. First, they brought out a small purse, made of deer  
 170 skin, and curiously embroidered. They urged him to keep the magic wallet safe. The Nymphs next produced a pair of slippers with a nice little pair of wings at the heel of each.

“Put them on, Perseus,” said Hermes. “You  
 175 will find yourself as light as a feather for the remainder of our journey.”

**recover**

to get back something lost; regain





Then the Nymphs gave Perseus the helmet of invisibility. When he placed the helmet on his head, Perseus instantly disappeared! Even the helmet, which  
 180 covered him with its invisibility, had vanished!

Perseus and Hermes headed off to find the Gorgons. As the two companions flew onward, Perseus thought he could hear the rustle of a garment close by. It was on the side opposite of Hermes, yet only Hermes  
 185 was visible.

“Whose garment keeps rustling close beside us in the breeze?” inquired Perseus.

“Oh, it is my sister’s!” answered Hermes. “Athena is coming along with us, as I told you she would. We  
 190 could do nothing without the help of my sister. You have no idea how wise she is. She has such eyes, too! Why, she can see you, at this moment, just as distinctly as if you were not **invisible**. I’ll venture to say, she will be the first to discover the Gorgons.”

195 As they were flying over a great ocean, a voice spoke in the air close by Perseus. It seemed to be a woman’s voice, melodious, but not sweet. It was grave and mild.

“Perseus,” said Athena, “there are the Gorgons.”

200 “Where?” exclaimed Perseus. “I cannot see them.”

“On the shore of that island beneath you,” replied the voice. “A pebble, dropped from your hand, would strike in the midst of them.”

“I told you she would be the first to discover them,”  
 205 commented Hermes, “and there they are!”

Straight downward, two or three thousand feet below him, Perseus **perceived** a small island, with the sea breaking into white foam all around its rocky shore. The **enormous** Gorgons lay fast asleep, soothed  
 210 by the thunder of the sea. The moonlight glistened on their steely scales and on their golden wings. Their brazen claws were thrust out and clutched the wave-beaten fragments of rock. The snakes that served as hair likewise seemed to be asleep. Now and then, they  
 215 would emit a drowsy hiss, and then fall back asleep.

### invisible

impossible to see;  
not visible

### perceive

to become aware  
of through sight or  
observation

### enormous

very great in size  
or amount

Luckily for Perseus, their faces were completely hidden from him. Had he but looked one instant at them, he would have fallen heavily out of the air, his image in senseless stone.

220 “Now,” whispered Hermes, as he hovered by the side of Perseus, “now is your time to do the deed! Be quick; for, if one of the Gorgons should awake, you are too late!”

“Which one is Medusa?” asked Perseus.

225 Athena replied in a calm voice, “The Gorgon that is stirring in her sleep is Medusa. Do not look at her! The sight would turn you to stone! Look at the reflection of her face and figure in the bright mirror of your shield.”

230 Perseus now understood Hermes’s motive for telling him to polish his shield. In its surface he could safely look at the reflection of the Gorgon’s face. The snakes twisted themselves into tumultuous knots, without opening their eyes.

235 Perseus flew downward cautiously and lifted his sword. At that very instant, each separate snake upon the Gorgon’s head stretched threateningly upward, and Medusa opened her eyes! She awoke too late. The sword was sharp, and the stroke fell like  
240 a lightning flash. The head of the wicked Medusa tumbled from her body!

“Admirably done!” cried Hermes. “Make haste, and put the head into your magic wallet.”

To the astonishment of Perseus, the small,  
245 embroidered wallet instantly grew large enough to contain Medusa’s head. As quick as thought, he snatched it up, with the snakes still writhing upon it, and thrust it in.

“Your task is done,” said the calm voice of Athena.

250 “Now fly! For the other Gorgons will do their utmost to take vengeance for Medusa’s death.”



Perseus flew directly to the island of Seriphos to carry Medusa's head to King Polydectes.

Not finding his mother at home, Perseus went  
 255 straight to the palace and was immediately taken to the king. Polydectes was by no means happy to see him. He had felt certain, in his own evil mind, that Perseus would be killed by the Gorgons.

The king asked, "Have you performed your  
 260 promise? Have you brought me the head of Medusa with the snaky locks?"

"Yes," answered Perseus with a casual tone. "I have brought you the Gorgon's head, snaky locks and all!"

"Indeed! Pray let me see it," cried King Polydectes.  
 265 "It must be a very curious spectacle, if all that travelers tell about it be true!"

Perseus persuaded the king to invite all of his subjects to see the terrible head of Medusa.

"Show us the head! Show us the head of Medusa  
 270 with the snaky locks!" shouted the people.

A feeling of sorrow and pity came over the youthful Perseus. "O King Polydectes," cried he, "and ye many people, I am loath to show you the Gorgon's head!"

275 "Show me the Gorgon's head, or I will cut off your own!" proclaimed the king.

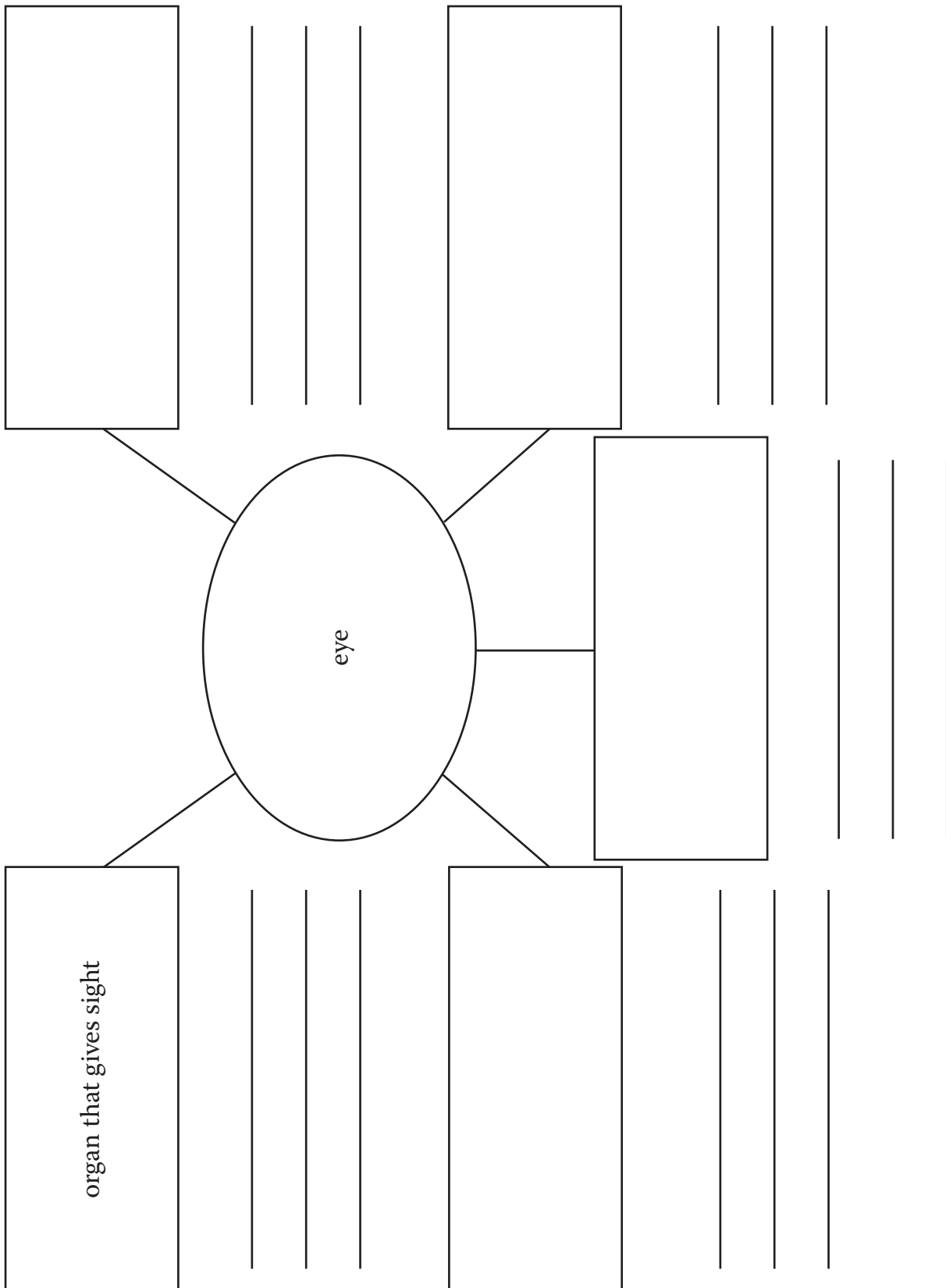
Perseus sighed and cried out in a voice like a trumpet, "Behold it then!"

Instantly the king and all of his subjects  
 280 were turned into stone. Perseus thrust the head back into the wallet, and went to tell his dear mother that she need no longer be afraid of the wicked King Polydectes.



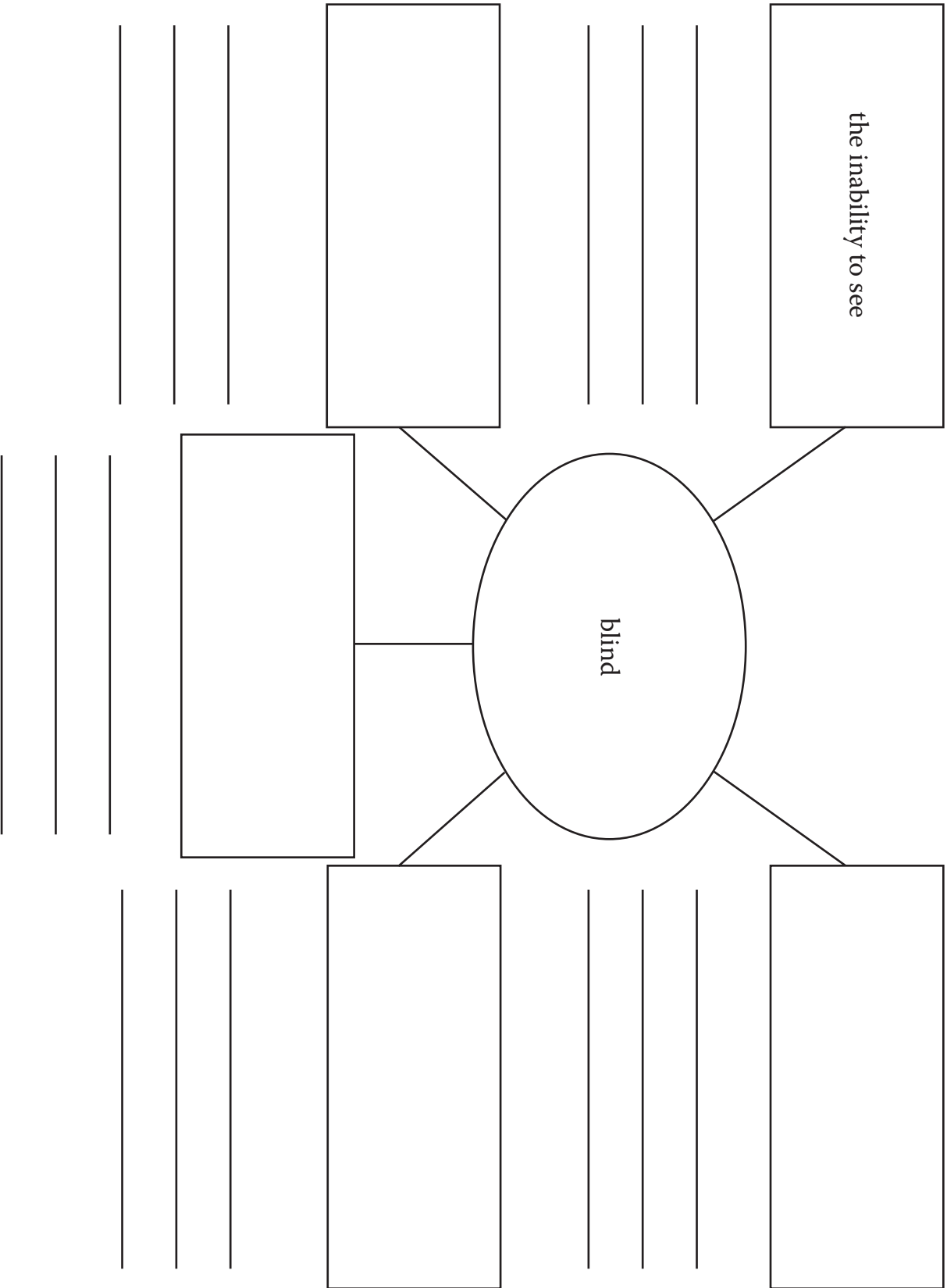
**Multiple-Meaning Map**

Determine the meanings of the word *eye*. Write the definitions in the boxes. Use the word in a sentence on the lines below each box.



### Multiple-Meaning Map

Determine the meanings of the word *blind*. Write the definitions in the boxes. Use the word in a sentence on the lines below each box.



## Adjectives: Comparative and Superlative

Use the adjective provided for each sentence and rewrite it as a comparative or superlative adjective.

### Examples:

Out of all of the boys on my basketball team, Mark is the tallest one. (tall)

Her eyes are greener than her sister's. (green)

1. I am so glad this story is \_\_\_\_\_ than the last one because I don't have very much time to devote to it. (short)
2. People were wrapped in their coats and gloves as they braced for the \_\_\_\_\_ day of the year. (cold)
3. The knife is \_\_\_\_\_ than the fork, so it is a better choice for slicing the meat. (sharp)
4. Melissa was the \_\_\_\_\_ one on the team, and her accurate responses helped them win the contest. (quick)
5. The path around the lake is \_\_\_\_\_ and more peaceful than the path that cuts behind the school. (long)
6. When it comes to watching scary movies, you are much \_\_\_\_\_ than I am. (brave)
7. Tonight's weather was \_\_\_\_\_ than last night's. (good)
8. With an average rainfall of more than 39 feet per year, Mt. Wai'ale'ale on the island of Kaua'i is the \_\_\_\_\_ spot on the planet. (wet)
9. The tortoise may be \_\_\_\_\_ than the hare, but his steady pace helped him finish first. (slow)
10. We listened to the news about the storm all night, and the \_\_\_\_\_ forecast shows it is beginning to weaken. (late)

## Order of Adjectives

### Part A

Read the group of adjectives in each category in the word bank, then read the list of nouns in the Order of Adjectives chart. Choose adjectives to describe each noun and write them in the correct columns. Write noun phrases for each noun.

Word Bank									
Number	Opinion	Size	Shape	Age	Color	Origin	Material	Qualification	
many	beautiful	large	narrow	old	blue	Mexican	golden	inspiring	
several	comfortable	small	octagonal	mature	green	American	woolen	prepared	
six	delicious	huge	square	young		Italian	silken	hot	
a/an	talented					Chinese			
the	lively								

Order of Adjectives									
Number	Opinion	Size	Shape	Age	Color	Origin	Material	Qualification	Noun
									car
									soup
									painter
									scarf

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Order of Adjectives (*cont.*)

### Part B

Choose four nouns and write them in the right column of the chart. Then, fill in the chart with adjectives that fit the categories. Write two sentences for each noun.

Order of Adjectives									
Number	Opinion	Size	Shape	Age	Color	Origin	Material	Qualification	Noun

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_



## Proverbs

Read each proverb and its meaning. Then, find an event that proves the wisdom of the proverb. Write the letter on the line of the appropriate proverb.

Proverb	Event
<p><b>1.</b> All that glitters is not gold. <i>Meaning: If something looks good, it doesn't mean that it is good.</i></p> <p>_____</p>	<p><b>A.</b> James wanted to improve his basketball game, so he played every day.</p>
<p><b>2.</b> When in Rome, do as the Romans do. <i>Meaning: When in a new situation or place, follow the customs and practices of that place.</i></p> <p>_____</p>	<p><b>B.</b> Sara went to a new place for takeout and was not sure of how things worked, so she watched another customer before she ordered.</p>
<p><b>3.</b> A picture is worth a thousand words. <i>Meaning: Pictures capture some emotions and ideas more effectively than written or spoken explanations.</i></p> <p>_____</p>	<p><b>C.</b> The car looked great, but it turned out to be a very bad buy.</p>
<p><b>4.</b> Actions speak louder than words. <i>Meaning: Don't just talk about something, actually do it.</i></p> <p>_____</p>	<p><b>D.</b> The old man walking into the bank looked like a beggar. He turned out to be a millionaire!</p>
<p><b>5.</b> Practice makes perfect. <i>Meaning: To become really good at something, you have to practice.</i></p> <p>_____</p>	<p><b>E.</b> Damon could not describe the destruction caused by the storm. He ended up using his camera to show his friends what was left of the town.</p>
<p><b>6.</b> Beauty is in the eye of the beholder. <i>Meaning: People have different ideas about what is beautiful.</i></p> <p>_____</p>	<p><b>F.</b> You may not think my purple hair is attractive, but I love it!</p>
<p><b>7.</b> You can't judge a book by its cover. <i>Meaning: Things sometimes look different than they really are, so you need to look more closely before you decide.</i></p> <p>_____</p>	<p><b>G.</b> Instead of complaining about the trash in the park, I just picked it up myself.</p>

### Vocabulary Expansion

Choose a word from the box and write in the circle. Then, fill in each box with the appropriate information.

gene      suit      dessert      principal      bear      bowled

Definition

Homophone

Multiple meanings

Compound words

Category

Related words

Attributes

Simile

Example

Metaphor

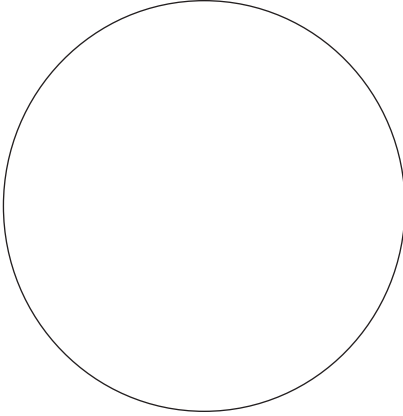
Nonexample

Analogy

Synonym

Antonym

Idiom



## Critical Understandings

Review the prompts on the Critical Understandings chart. Read the prompts at the bottom of the page to establish a purpose for reading. Then, read the passage and respond to the prompts.

### Heroes from Mythology

The myths created by people from different ancient cultures revolved around heroic characters. These heroes faced special challenges and encounters with supernatural characters. Mythological heroes possessed a variety of unique traits that enabled them to overcome great obstacles.

First of all, most legendary heroes have some kind of superhuman power. The heroes of ancient Greek legends were usually related to the gods. This meant they would be very strong, extremely clever, and very lucky. Hercules, for example, was only a baby when he strangled two snakes that had been sent to kill him.

Also, some heroes used magic. Odin was a very important Norse god. He had an invincible spear called Gungnir. He also had two ravens. They would perch on his shoulder and fly off to spy on his enemies. His son, Thor, had a hammer called Mjolnir (“the destroyer”). The hammer returned like a boomerang whenever he threw it. Thor also had a magic belt. This belt doubled his strength.

Odysseus was a hero who did not have any magic powers. He captured the city of Troy by hiding his army inside a huge wooden horse. The Trojans thought it was a gift from the Greeks, but they got an unpleasant surprise when Odysseus’s men jumped out!

In addition, many heroes from myths and legends have a fatal flaw. Few heroes are totally invincible. Most have one weakness that can destroy them. In the case of Achilles, the great Greek warrior of the Trojan War, it was his heel. When Achilles was a baby, his mother dipped him in the magic river Styx. This made his whole body invulnerable—except for his heel where she held him. He finally died when a poisoned arrow struck him on the heel.

1. **Infer** what happened when Odysseus’s men jumped out of the Trojan Horse.

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**Critical Understandings (cont.)**

2. **Contrast** the mythological characters Odin and Odysseus.

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3. **Assess** the importance of magical powers for mythological heroes.

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4. **Prove** that different cultures created their own myths.

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5. **Create** a mythological hero that would be able to help you in school.

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## Critical Understandings

Read the prompts below the passage to establish a purpose for rereading. Then, read the passage and respond to the prompts.

### Myths from Ancient Cultures

The people of Norway, the people of Greece, and the people of Rome had something in common. They all created myths to help them understand the world around them.

Odin and Thor are two heroes from Norse mythology. Odin was the Norse god of war and wisdom. He rode upon an eight-footed horse, Sleipnir. Odin had only one eye. He loved learning so much that he traded one of his eyes for a drink from the well of wisdom. This drink gave him knowledge. Thor, Odin's son, was the Norse god of thunder. He was large and powerful. He had a red beard and eyes of lightning. Despite his threatening appearance, he was very popular. He protected both the gods and humans from the forces of evil. Thor got into frequent fights with giants. One of them was Skrymir, a huge frost giant. The giant was so big that Thor slept in the thumb of his empty glove—thinking he was inside a house.

In Greek mythology, 12 gods ruled the universe and they lived on Mount Olympus. Zeus was the supreme god of the Olympians and he had several sons, one of whom was Perseus. The ancient Greeks admired cunning and trickery. Many of their gods and heroes possessed a gift for deception. Hercules was famous for the 12 tasks, or labors, set for him by King Eurystheus of Tiryns. These tasks included killing monsters, cleaning a stable by diverting a river, and taming a herd of man-eating horses. He proved his amazing strength many times. Once, he even held up the sky in place of the giant named Atlas. Jason was another Greek hero who set out to capture the Golden Fleece, the hide from a magical ram. With the help of a witch and many other heroes, he was finally able to take the fleece and claim his rightful place as king.

## Critical Understandings (cont.)

The Romans also told about their gods in myths. Many of their gods were based on gods from Greek mythology, but the Romans gave them different names. Saturn was one of their gods, the god of time. Saturn had three sons: Jupiter, Neptune, and Pluto. Jupiter ruled the air and was the king of the gods. He was the strongest god. Juno was Jupiter's wife, and the goddess of husbands and wives. Neptune ruled the seas. He gave the waves the white caps and made the waters still. He held the fate of ships in his hands, so a trip could be safe or unsafe. His brother, Pluto, ruled over the dead. His kingdom was a dark and gloomy land. Pluto ruled over all who entered his kingdom. Once the dead entered Pluto's underworld, they could never leave.

People in all three cultures created stories about their gods and the challenges faced by heroic characters. These stories helped them make sense of their world. The stories were thrilling as well as entertaining and offered the common person a sense of hope in overcoming life's many challenges.

1. **Categorize** the gods and heroes according to their cultural origins.

### Critical Understandings (cont.)

2. **Draw conclusions** about why people turned to myths for answers.

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3. **Cite evidence** that shows similarities between Odin’s son Thor and Zeus’s son Hercules.

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4. **Evaluate** Thor’s title of “god of thunder.”

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5. **Connect** Odin to the idea of sacrifice.

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## Ask and Answer Questions

Reread “The Gorgon’s Head.” After each section, write a question or prompt for your partner to answer using question or direction words that you have learned so far. Try not to use the same word twice. Be prepared to answer your questions orally. Use the Critical Understandings chart or the poster to help you.

Introduction (lines 1–9)

*Where?*

*Infer*

1. \_\_\_\_\_  
\_\_\_\_\_

Lines 10–108

*Why?*

*Cite evidence*

2. \_\_\_\_\_  
\_\_\_\_\_

Lines 109–194

*How?*

*Assess*

3. \_\_\_\_\_  
\_\_\_\_\_

Lines 195–283

*When?*

*Determine*

4. \_\_\_\_\_  
\_\_\_\_\_



### Passage Comprehension

Underline the direction word in each prompt. Then, respond to each prompt using a complete sentence. Provide line numbers for the text evidence.

1. Determine the reason Perseus accepts the king’s request to bring him Medusa’s head.

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Text Evidence: \_\_\_\_\_

2. Analyze Hermes and Athena’s decision to help Perseus.

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Text Evidence: \_\_\_\_\_

3. Assess Perseus’s character based on his dealings with the Gray Sisters.

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Text Evidence: \_\_\_\_\_

**Passage Comprehension (cont.)**

4. Evaluate Perseus's conclusion that Hermes possessed magical powers. Cite evidence to support your position.

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Text Evidence: \_\_\_\_\_

5. Evaluate the value of the gifts Perseus received from the Nymphs and decide if he could have succeeded without them. Provide reasons as well as cite evidence to support your position.

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Text Evidence: \_\_\_\_\_

**Passage Comprehension (cont.)**

- 6. Imagine what Perseus was feeling when he faced Medusa in battle and describe the emotions, citing evidence from the text where possible.

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Text Evidence: \_\_\_\_\_

- 7. Create an alternate ending to “The Gorgon’s Head” in which Perseus and his mother still gain their freedom from the king.

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## Define It

Determine the category and attributes of each word. Then, write the definition.

Word		Category		Attributes
<b>mission</b>	=		+	

Definition: \_\_\_\_\_

Word		Category		Attributes
<b>brisk</b>	=		+	

Definition: \_\_\_\_\_

Word		Category		Attributes
<b>whisper</b>	=		+	

Definition: \_\_\_\_\_

Word		Category		Attributes

Definition: \_\_\_\_\_

## Analogies

### Part A

Read each analogy and determine the relationship between the pairs of words. Write a sentence that explains the relationship.

1. finger : hand :: leaf : tree

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2. glasses : see :: cane : walk

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3. spend : save :: give : get

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4. great : good :: strange : odd

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5. moan : whale :: chirp : bird

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**Analogies (cont.)****Part B**

Use the word bank to complete the analogies.

**Word Bank**

movie	bus	necklace	soft	dog
transport	easy	axe	book	feet

1. gloves : hands :: socks: \_\_\_\_\_
2. now : later :: \_\_\_\_\_ : hard
3. rap : music :: horror : \_\_\_\_\_
4. ring : finger :: \_\_\_\_\_ : neck
5. kitten : cat :: puppy : \_\_\_\_\_
6. music : listen :: \_\_\_\_\_ : read
7. rock : hard :: velvet : \_\_\_\_\_
8. hammer : strike :: \_\_\_\_\_ : cut
9. shield : protect :: car : \_\_\_\_\_
10. boat : river :: \_\_\_\_\_ : pavement

### Sentence Dictation: Conditional Tense

Listen to each sentence starter and repeat it. Write the sentence starter on the line, then complete the sentence using *could*, *would*, or *should*.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
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6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
\_\_\_\_\_
8. \_\_\_\_\_  
\_\_\_\_\_
9. \_\_\_\_\_  
\_\_\_\_\_
10. \_\_\_\_\_  
\_\_\_\_\_

## Sentence Structure and Conditional Tense

### Part A

Read the following the sentences and underline the *if* statement once and the remainder of the sentence twice. Circle the comma.

1. If you had made your bed, you could go to the park.
2. If you wanted to have some extra money, you should have cut the grass yesterday.
3. If you practiced free throws every day, you would score more points during the game.

### Part B

Turn each one of the following sentences into a conditional sentence.

**Example:** We cannot go to the park because you did not finish your chores.

If you had finished your chores, we could go to the park.

1. Our class will not win the contest because we didn't read enough books.

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2. Too many students were talking, so we did not finish the lesson in class.

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3. You must not have wanted to make the team because you were not at tryouts.

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4. Not many people were at the party, so the hosts will not have it next year.

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5. People were making too much noise in the hall because they were not aware of the testing.

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## Masterpiece Sentences: Paint the Subject

Answer the subject painter questions to expand each sentence. Write your final sentence on the line and use the Royal Order of Adjectives chart to make sure the adjectives are in the right order.

1. The **shield** protected Perseus.

- Which one? \_\_\_\_\_
- What kind? \_\_\_\_\_
- What kind? \_\_\_\_\_

Final sentence: \_\_\_\_\_  
\_\_\_\_\_

2. The **sisters** argued loudly.

- What kind? \_\_\_\_\_
- What kind? \_\_\_\_\_
- How many? \_\_\_\_\_
- Which ones? \_\_\_\_\_

Final sentence: \_\_\_\_\_  
\_\_\_\_\_

3. The **stranger** helped Perseus.

- What kind? \_\_\_\_\_
- What kind? \_\_\_\_\_
- Which one? \_\_\_\_\_

Final sentence: \_\_\_\_\_  
\_\_\_\_\_

## Close Reading

Read the text and complete the tasks.

### The Gorgon's Head



*After being set adrift at sea in a box, Perseus and his mother, Danae, had been rescued by a kind fisherman. The fisherman's brother was the evil king of the island of Seriphos. To show his thanks, Perseus accepted a dangerous mission given to him by the king. Hoping that Perseus would never return,*

5 *the king sent him to kill a monster and return with its head. The story begins as Perseus starts his journey to slay the terrible Gorgon, Medusa.*



Perseus feared he was more likely to become a stone **image** than to bring back the head of Medusa with its snaky locks. Knowing he had **undertaken** a dangerous task, Perseus left without saying a word to his mother. He took

10 his shield and his sword, and crossed over from the island to the mainland. He sat down to gather his thoughts and heard a voice.

“Perseus,” said the voice, “why are you sad?”

He lifted his head from his hands, and there was a stranger. He was a brisk, **intelligent**, and remarkably shrewd-looking young man. He had on a

15 strange-looking cap and shoes with little wings. Perseus wiped his eyes, and quickly answered the stranger.

“I am not so very sad,” said he, “only thoughtful about an adventure that I have undertaken.”

## Close Reading (*cont.*)



“Oho!” answered the stranger. “I have helped a good many young men through difficult adventures. Perhaps you may have heard of me. I have more names than one; but the name of Hermes suits me as well as any other. Tell me your troubles. We will talk the matter over, and see what can be done.”

After hearing Perseus’s story, Hermes exclaimed, “I am the very person to help you, if anybody can. My sister and I will do our utmost to bring you safely through your adventure.”

“Your sister?” repeated Perseus.

“Yes, my sister Athena,” said the stranger. “She is very wise, I promise you; and as for myself, I generally have all my wits about me. If you show yourself bold and cautious, and follow our advice, you need not fear being turned into a stone image. First of all, you must polish your shield until it shines like a mirror.”



Deciding that Hermes knew better than himself, Perseus immediately set to work. He scrubbed the shield and soon it shone like the moon at harvest time. Hermes looked at it with a smile. Then, taking off his own short and crooked sword, he gave it to Perseus to wear.

“No sword but mine will answer your purpose,” he stated. “The blade will cut through iron and brass as easily as through the slenderest twig. The next thing is to find the Three Gray Women, who will tell us where to find the Nymphs.”





“The Three Gray Women!” cried Perseus, “Pray who may the Three Gray Women be?”

“They are three very strange old ladies,” said Hermes, laughing. “They have but one eye among them, and only one tooth. Moreover, you must find them out by starlight, or in the dusk of the evening. They never show themselves by the light of the sun or the moon.”

He added, “There are other things to be done before you can find your way to the Gorgons. But after we meet the Three Gray Women, you may be sure that the Gorgons are not far away.”

## Close Reading (*cont.*)

 50 They set out and walked at a brisk pace; so brisk, indeed, that Perseus found it rather difficult to keep up with his nimble friend Hermes. To say the truth, he had a suspicion that Hermes had a pair of wings on his cap along with wings on his shoes! When he looked straight at Hermes, he only saw an odd kind of cap. The twisted staff was evidently a great convenience


 55 to Hermes. It enabled him to **proceed** so fast that Perseus, though a remarkably fit young man, began to feel out of breath.

“Here!” cried Hermes, at last, “take you the staff, for you need it a great deal more than I. Are there no better walkers than you in the island of Seriphos?”

60 “I could walk pretty well,” said Perseus, glancing slyly at his companion’s feet, “if only I had a pair of winged shoes.”

“We must see about getting you a pair,” answered Hermes.

The staff helped Perseus tremendously. In fact, the stick seemed to be alive in his hand, and to lend some of its life to Perseus.

 65 They walked and talked until twilight. Suddenly Hermes whispered, “This is just the time and place to meet the Three Gray Women. Be careful that they do not see you before you see them. Though they have but a single eye among the three, it is as sharp-sighted as a half dozen common eyes.”

“But what must I do,” asked Perseus, “when we meet them?”

70 Hermes explained to Perseus how the Three Gray Women managed with their one eye. They were in the habit of changing it from one to another, as if it were a pair of spectacles. At the instant when the eye was passing from hand to hand, none of the poor old ladies was able to see a wink. That was when Perseus was to act.

75 As Perseus looked earnestly through the evening dusk, he spotted the Three Gray Women. He discovered that they had long gray hair and, as they came nearer, he saw that two of them had but the empty socket of an eye, in the middle of their foreheads. In the middle of the third sister’s forehead, there was a very large, bright, and piercing eye, which sparkled

80 like a great diamond.

## Close Reading (*cont.*)



“Sister! Sister Scarecrow!” cried one, “you have had the eye long enough. It is my turn now!”

“Let me keep it a moment longer, Sister Nightmare,” answered Scarecrow. “I thought I had a glimpse of something behind that thick bush.”

85 The other two sisters, Nightmare and Shakejoint, began to argue with Sister Scarecrow about the eye. To end the dispute, old Dame Scarecrow took the eye out of her forehead, and held it forth in her hand.

“Take it, one of you,” she cried, “and quit this foolish quarrelling. For my part, I shall be glad of a little thick darkness. Take it quickly, or I will clap it  
90 into my own head again!”

While the Three Gray Women were still scolding each other, Perseus leaped from behind the bushes and grabbed the eye. The Gray Women did not know what had happened. Each supposing that one of her sisters was in possession of the eye, they began their quarrel anew.



95 “My good ladies,” said he, “pray do not be angry with one another. I have the honor of holding your very brilliant and excellent eye!”

The sisters were terribly frightened. “Oh, what shall we do, sisters? What shall we do? We are all in the dark! Give us our eye! Give us our one, precious, solitary eye! You have two of your own! Give us our eye!”

100 Following Hermes’s advice, Perseus said patiently, “My dear, good, admirable old ladies, there is no occasion for putting yourselves into such a fright. You shall have back your eye, safe and sound, the moment you tell me where to find the Nymphs.”

“Goodness, we know nothing at all about them,” screamed Scarecrow. “We  
105 are three unfortunate old souls that go wandering about in the dusk.”

All this while the Three Gray Women were groping with their outstretched hands and trying their utmost to get hold of Perseus. He took good care to keep out of their reach.

## Close Reading (*cont.*)



“My respectable dames,” said he, “I shall keep the eye until you tell me  
110 where to find the Nymphs.”

Finding that there was no other way of **recovering** their eye, at last they told Perseus what he wanted to know. No sooner had they done so, than he immediately, and with the utmost respect, clapped it into the vacant socket in one of their foreheads. He thanked them for their kindness, and bade  
115 them farewell.



Hermes and Perseus went on their way. The old dames had given them such specific directions that they quickly found the Nymphs. They proved to be very different from Nightmare, Shakejoint, and Scarecrow. Instead of being old, they were young and beautiful. Instead of one eye among the  
120 sisterhood, each Nymph had two exceedingly bright eyes of her own, with which she looked very kindly at Perseus. They seemed to be acquainted with Hermes. When he told them the adventure that Perseus had undertaken, they did not hesitate to give him what he needed. First, they brought out a small purse, made of deer skin, and curiously embroidered.

125 They urged him to keep the magic wallet safe. The Nymphs next produced a pair of slippers with a nice little pair of wings at the heel of each.

“Put them on, Perseus,” said Hermes. “You will find yourself as light as a feather for the remainder of our journey.”

Then the Nymphs gave Perseus the helmet of invisibility. When he placed  
130 the helmet on his head, Perseus instantly disappeared! Even the helmet, which covered him with its invisibility, had vanished!

Close Reading (*cont.*)

Perseus and Hermes headed off to find the Gorgons. As the two companions flew onward, Perseus thought he could hear the rustle of a garment close by. It was on the side opposite of Hermes, yet only Hermes  
135 was visible.

“Whose garment keeps rustling close beside us in the breeze?” inquired Perseus.

“Oh, it is my sister’s!” answered Hermes. “Athena is coming along with us, as I told you she would. We could do nothing without the help of my sister.

140 You have no idea how wise she is. She has such eyes, too! Why, she can see you, at this moment, just as distinctly as if you were not **invisible**. I’ll venture to say, she will be the first to discover the Gorgons.”



As they were flying over a great ocean, a voice spoke in the air close by Perseus. It seemed to be a woman’s voice, melodious, but not sweet. It was  
145 grave and mild.

“Perseus,” said Athena, “there are the Gorgons.”



“Where?” exclaimed Perseus. “I cannot see them.”

“On the shore of that island beneath you,” replied the voice. “A pebble, dropped from your hand, would strike in the midst of them.”

150 “I told you she would be the first to discover them,” commented Hermes, “and there they are!”

Straight downward, two or three thousand feet below him, Perseus **perceived** a small island, with the sea breaking into white foam all around its rocky shore. The **enormous** Gorgons lay fast asleep, soothed by the  
155 thunder of the sea. The moonlight glistened on their steely scales and on their golden wings. Their brazen claws were thrust out and clutched the wave-beaten fragments of rock. The snakes that served as hair likewise seemed to be asleep. Now and then, they would emit a drowsy hiss, and then fall back asleep.

## Close Reading (*cont.*)



 160 Luckily for Perseus, their faces were completely hidden from him. Had he  
 but looked one instant at them, he would have fallen heavily out of the air,  
 his image in senseless stone.

“Now,” whispered Hermes, as he hovered by the side of Perseus, “now is  
 your time to do the deed! Be quick; for, if one of the Gorgons should awake,  
 165 you are too late!”

“Which one is Medusa?” asked Perseus.

Athena replied in a calm voice, “The Gorgon that is stirring in her sleep is  
 Medusa. Do not look at her! The sight would turn you to stone! Look at the  
 reflection of her face and figure in the bright mirror of your shield.”

170 Perseus now understood Hermes’s motive for telling him to polish his  
 shield. In its surface he could safely look at the reflection of the Gorgon’s  
 face. The snakes twisted themselves into tumultuous knots, without  
 opening their eyes.

 Perseus flew downward cautiously and lifted his sword. At that  
 175 very instant, each separate snake upon the Gorgon’s head stretched  
 threateningly upward, and Medusa opened her eyes! She awoke too late.  
 The sword was sharp, and the stroke fell like a lightning flash. The head of  
 the wicked Medusa tumbled from her body!

“Admirably done!” cried Hermes. “Make haste, and put the head into your  
 180 magic wallet.”

To the astonishment of Perseus, the small, embroidered wallet instantly  
 grew large enough to contain Medusa’s head. As quick as thought, he  
 snatched it up, with the snakes still writhing upon it, and thrust it in.

“Your task is done,” said the calm voice of Athena. “Now fly! For the other  
 185 Gorgons will do their utmost to take vengeance for Medusa’s death.”



## Close Reading (*cont.*)



Perseus flew directly to the island of Seriphos to carry Medusa's head to King Polydectes.



Not finding his mother at home, Perseus went straight to the palace and was immediately taken to the king. Polydectes was by no means happy to  
190 see him. He had felt certain, in his own evil mind, that Perseus would be killed by the Gorgons.

The king asked, "Have you performed your promise? Have you brought me the head of Medusa with the snaky locks?"

"Yes," answered Perseus with a casual tone. "I have brought you the  
195 Gorgon's head, snaky locks and all!"

"Indeed! Pray let me see it," cried King Polydectes. "It must be a very curious spectacle, if all that travelers tell about it be true!"



Perseus persuaded the king to invite all of his subjects to see the terrible head of Medusa.



200 "Show us the head! Show us the head of Medusa with the snaky locks!" shouted the people.

A feeling of sorrow and pity came over the youthful Perseus. "O King Polydectes," cried he, "and ye many people, I am loath to show you the Gorgon's head!"

205 "Show me the Gorgon's head, or I will cut off your own!" proclaimed the king.

Perseus sighed and cried out in a voice like a trumpet, "Behold it then!"

Instantly the king and all of his subjects were turned into stone. Perseus thrust the head back into the wallet, and went to tell his dear mother that  
210 she need no longer be afraid of the wicked King Polydectes.



# MYTHOLOGICAL

## WOMEN OF GREECE



The ancient Greeks believed in more than 300 gods and goddesses. Each deity controlled different parts of their lives. The gods and goddesses looked like humans but were immortal. The Greek deities were far from perfect. They were more like superheroes or Hollywood stars than our idea of a god. Some were quick to anger, and others were easy to fool. They threw parties, made mistakes, lashed out, and played favorites. The gods and goddesses lived on Mount Olympus, their home in the sky, and they gave life to everything in nature. People prayed to them for help and gave them gifts in exchange for protection and favors. Some deities used their powers for good and some used their powers for evil.

The constant battle between good and evil exists in all of the myths. The myths explain how the world was created and other peculiar happenings. The stories involved the gods, creatures, and mortals. Though many of the gods and creatures were male, females played a major role in Greek mythology. Three females in particular have made their way from mythology to popular culture. Let's learn about them. One is a goddess, one is a creature, and one is a human.

Nike is the goddess of victory. She and her siblings (Strength, Force, and Zeal) were close to Zeus, the ruler of the gods. Their parents brought them to Zeus when he was preparing for war against the older deities. Nike was given the role of driving the chariot. She flew around battlefields rewarding the victors with glory and fame. Because she could bring victory, mortals sought her favor.



Medusa was once very beautiful and gained the attraction of many men, including gods. Poseidon was particularly enamored with Medusa and approached  
35 her in the temple of the goddess Athena. Athena, already in conflict with Poseidon and jealous of Medusa's beauty, was outraged by Poseidon's attraction to the beautiful mortal, so Athena disfigured Medusa because she was the object of Poseidon's desire. Athena  
40 turned Medusa's beautiful locks of hair into snakes and made her so ugly that whoever looked at her eyes would turn to stone. Nobody, including Poseidon, would find her beautiful again for as long as she lived.

Pandora, the first mortal woman, was created by  
45 the gods and was given many gifts. She was beautiful, charming, cunning, deceitful, skillful, and very curious. She was created to punish Prometheus, a god who liked humans. Prometheus had stolen fire from the gods and given it to humans against the wishes  
50 of the gods. Zeus decided to punish Prometheus and humans with the creation of Pandora, whom he offered to Prometheus's brother as a gift.

Zeus gave Pandora a box, which she was forbidden to open. Pandora always wondered what was in the  
55 box, and finally, her curiosity overcame her. She opened the box, and from it flew hate, anger, sickness, poverty, and every bad thing in the world. Luckily, before she was able to slam the lid down, the final thing escaped—hope. If hope had been left in the box,  
60 people would have struggled against all of these bad things without hope for something better. As Zeus had intended, Pandora's opening of the box brought great despair to Prometheus. To watch humans suffer was just as bad as suffering himself.

65 Ancient Greeks believed the gods and goddesses held the world in their hands and that they controlled all of nature and the people on Earth. Their punishments were cruel and ruthless, but the morals of the stories have survived the test of time.



## Modal Verbs

Modal Verb	Function
<b>can</b>	<ul style="list-style-type: none"> <li>• ask permission</li> <li>• make a request</li> <li>• show ability</li> </ul>
<b>could</b>	<ul style="list-style-type: none"> <li>• express possibility</li> <li>• ask permission</li> <li>• make a request</li> </ul>
<b>may</b>	<ul style="list-style-type: none"> <li>• ask permission</li> <li>• express possibility</li> <li>• express a wish</li> </ul>
<b>might</b>	<ul style="list-style-type: none"> <li>• express possibility</li> </ul>
<b>must</b>	<ul style="list-style-type: none"> <li>• express necessity</li> </ul>
<b>ought to</b>	<ul style="list-style-type: none"> <li>• give advice</li> <li>• express obligation</li> </ul>
<b>should</b>	<ul style="list-style-type: none"> <li>• give advice</li> <li>• express obligation</li> </ul>
<b>will</b>	<ul style="list-style-type: none"> <li>• express willingness</li> <li>• express desire</li> <li>• make a prediction</li> </ul>
<b>would</b>	<ul style="list-style-type: none"> <li>• express desire</li> </ul>

## Using Modal Verbs

### Part A

Complete each sentence with a modal verb that accomplishes the function in parentheses.

**Example:** I would love to go to the dance with Sasha. (desire)

1. Mom, \_\_\_\_\_ I invite Chris to dinner? (permission)
2. I \_\_\_\_\_ love to eat ice cream right now. (desire)
3. Waiter, \_\_\_\_\_ you bring me a menu? (request)
4. Tony \_\_\_\_\_ see the movie about fast cars tonight if he has time. (possibility)
5. Mom \_\_\_\_\_ let me borrow her car tomorrow. (willingness)
6. At this café, you \_\_\_\_\_ pay in cash because credit cards are not accepted. (necessity)
7. \_\_\_\_\_ you have a happy birthday! (wish)
8. Kara \_\_\_\_\_ work on her cooking skills before she makes dinner again. (advice)

### Part B

Read the passage. Underline the incorrect modal verbs, then write the correct verbs on the lines.

Summertime is almost here! Here are some things you would do to enjoy the summer months. \_\_\_\_\_

First, put all your coats away and get out your shorts and flip-flops! If you don't have any sunglasses, you will get some. \_\_\_\_\_ They must come in handy while you walk down those sunny sidewalks! \_\_\_\_\_

Next, plan to go to the beach, lake, or river. You ought to be lucky enough to live close to the water. \_\_\_\_\_ If you don't, then you will head to the nearest pool instead. \_\_\_\_\_ This should be a pool at the city park or at a friend's place. \_\_\_\_\_ Nothing feels better than a nice dip in cool water!

Then, make some summertime snacks. Have you ever made ice cream at home? You would do this with an ice cream machine or just a large bowl, a whisk, and salt. \_\_\_\_\_ If you don't like ice cream, you should want to try freezing fruit. \_\_\_\_\_ Mashed frozen banana is quick and easy.

Try these tips for a super fun summer!

## Vocabulary Expansion

Choose a word from the box and write in the circle. Then, fill in each box with the appropriate information.

ring	tolled	mane	write	beat	counsel
------	--------	------	-------	------	---------

Definition

Homophone

Multiple meanings

Compound words

Category

Related words

Attributes

Simile

Example

Metaphor

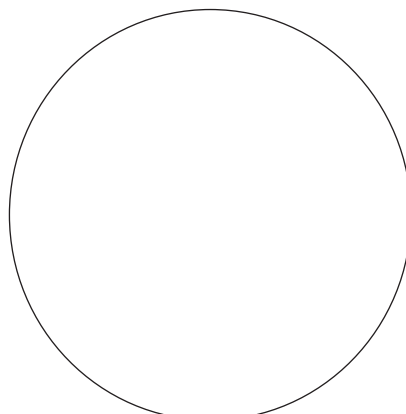
Nonexample

Analogy

Synonym

Antonym

Idiom





## Prepare to Write

### Part A. Study the Prompt

Read the prompt and identify the topic, directions, and purpose for writing.

Write a myth that tells about another adventure of Perseus. Choose a god to help Perseus succeed in his quest and a creature for Perseus to fight. Use descriptive language, and make sure to include dialogue.

Topic: \_\_\_\_\_

\_\_\_\_\_

Directions: \_\_\_\_\_

\_\_\_\_\_

Purpose for writing: \_\_\_\_\_

\_\_\_\_\_

**Prepare to Write (cont.)****Part B. Determine the Plot**

Complete the simple plot map to establish the setting, characters, problem, and solution.

Introduction	
<b>Setting:</b>	<b>Characters:</b>

↓

<b>Problem:</b>
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↓

<b>Solution:</b>
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**Prepare to Write (cont.)****Part C: Write the Opening Paragraph: Choose a “Story Starter”**

Write the opening paragraph by choosing one of the following strategies.

Ways to Start a Story	
<p><b>Provide a Where or When</b> Let your readers know where or when the story takes place.</p>	<p>“My oldest memories are of a simple, yet comfortable cottage in the Hartz Mountains. I lived with my father, brother, and sister. In summertime the landscape was beautiful; but during the severe winter, it was desolate.” (Captain Frederick Marryat, “The White Wolf of the Hartz Mountains”)</p>
<p><b>Provide an Action</b> Write a sentence that describes an action.</p>	<p>“Almost at the edge of the circle of light cast by Central Fire—Wolf was standing. His eyes reflected the fire’s warmth with a colder light. Wolf stood there, staring at the fire.” (Paula Underwood, <i>Who Speaks for Wolf</i>)</p>
<p><b>Introduce a Character</b> Tell your reader about a character(s) in your story.</p>	<p>“She was a large woman with a large purse that had everything in it but a hammer and nails.” (Langston Hughes “Thank You, M’am”)</p>
<p><b>Start a Dialogue</b> Use dialogue.</p>	<p>“We have work! Mr. Sullivan said we can stay there the whole season,” she said, gasping and pointing to an old garage near the stables. (Francisco Jimenez, “The Circuit”)</p>

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## Prepare to Write (cont.)

### Part D: Write the Closing Paragraph: Choose a “Story Ending”

Write the ending paragraph of your story by choosing one of the following strategies.

Ways to End a Story	
<p><b>Feel a Feeling</b> Make an emotional connection.</p>	<p>“That day I could hardly wait to get home to tell Papá and Mamá the great news. As I got off the bus, my little brothers and sisters ran up to meet me. They were yelling and screaming. I thought they were happy to see me, but when I opened the door to our shack, I saw that everything we owned was neatly packed in cardboard boxes.” (Francisco Jimenez, “The Circuit”)</p>
<p><b>Remember a Character</b> Focus on the impact of a character in a story.</p>	<p>“The boy wanted to say something else other than “Thank you, m’am” to Mrs. Luella Bates Washington Jones, but although his lips moved, he couldn’t even say that as he turned at the foot of the barren stoop and looked up at the large woman in the door. Then she shut the door.” (Langston Hughes “Thank You, M’am”)</p>
<p><b>Get Your Point Across</b> Understand the message of the story.</p>	<p>“Now the question remains whether I am to pay the penalty of the vow my father made on his wedding day. I am convinced that, in some way or another, I shall.” (Captain Frederick Marryat, “The White Wolf of the Hartz Mountains”)</p>
<p><b>Think About the Story</b> Reflect on the message of the story.</p>	<p>“Johann smiled at Michael, and they sat down between the boys. They would talk all afternoon, and in the morning two boys would embark on their journey to meet the Good Master.” (Barbara McSwain, <i>The Mountain</i>)</p>

## Six Traits of Writing: Narrative

Ideas and Content	Organization	Voice and Audience Awareness	Word Choice	Sentence Fluency	Language Conventions
<p><b>4</b> Clear plot events, as well as a readily identifiable conflict/problem and setting. The climax and resolution are clear. Rich details and sensory description make characters come to life. No irrelevant material.</p>	<p>Beginning grabs reader's attention. Logically sequenced plot. Story transitions link events. Conclusion caps off story and does not leave the reader hanging.</p>	<p>Strong sense of person and purpose behind the words. Brings story to life.</p>	<p>Words are specific, accurate, and vivid. Word choice enhances meaning and reader's enjoyment.</p>	<p>Writes complete sentences with varied sentence patterns and beginnings.</p>	<p>There are no major grammar errors. There are few errors in spelling, capitalization, or punctuation.</p>
<p><b>3</b> Identifiable plot events. Conflict/problem may not be entirely clear. The climax or resolution may not be clear. Some details/sensory description. Characters present but may not be fully developed. Setting may be missing. Limited irrelevant material.</p>	<p>Beginning interests reader. Plot somewhat logically sequenced but may lack one story element such as climax or satisfying conclusion. Story transitions link some events.</p>	<p>Some sense of person and purpose behind the words.</p>	<p>Words are correctly used but may be somewhat general and unspecific.</p>	<p>Writes complete sentences with some expansion. Limited variety.</p>	<p>There are a few grammar errors. There are a few errors in spelling, capitalization, or punctuation.</p>
<p><b>2</b> Limited plot and/or the conflict/problem is not clear. The setting, climax, and/or resolution may not be apparent. There are insufficient details and description. Characterization is weak. Too repetitions or too much irrelevant material.</p>	<p>Beginning does not capture reader's interest. Plot underdeveloped and two or more story elements (setting, initiating event, climax, resolution) missing. Story transitions missing.</p>	<p>Little sense of person and purpose behind the words.</p>	<p>Word choice limited. Words may be used inaccurately or repetitively.</p>	<p>Writes mostly simple and/or awkwardly constructed sentences. May include some run-ons and fragments.</p>	<p>There are many grammar or spelling errors. There are quite a few errors in capitalization and punctuation.</p>
<p><b>1</b> Does not address the prompt or the plot, conflict/problem are not discernible. Description, details, and characterization are missing.</p>	<p>Text has no evident structure. Lack of organization seriously interferes with meaning.</p>	<p>No sense of person or purpose behind the words.</p>	<p>Extremely limited range of words. Restricted vocabulary impedes message.</p>	<p>Numerous run-ons and/or sentence fragments interfere with meaning.</p>	<p>There are many spelling and grammar errors. There are many errors in capitalization and punctuation.</p>

## The Writer's Checklist

	Trait	Yes	No	Did the writer . . . ?
<b>R</b>	<b>Ideas and Content</b>	<input type="checkbox"/>	<input type="checkbox"/>	include characters, setting, plot
		<input type="checkbox"/>	<input type="checkbox"/>	create an opening that grabs the reader's attention
		<input type="checkbox"/>	<input type="checkbox"/>	include enough description so that the reader can picture the characters and setting
		<input type="checkbox"/>	<input type="checkbox"/>	include dialogue between characters
<b>E</b>	<b>Organization</b>	<input type="checkbox"/>	<input type="checkbox"/>	create an initiating event, conflict (or rising action), and climax
		<input type="checkbox"/>	<input type="checkbox"/>	include a resolution, as well as a conclusion that ties everything up
		<input type="checkbox"/>	<input type="checkbox"/>	create a clear sequence of events
<b>V</b>	<b>Voice and Audience Awareness</b>	<input type="checkbox"/>	<input type="checkbox"/>	think about the audience and purpose for writing
		<input type="checkbox"/>	<input type="checkbox"/>	write in a clear and engaging way that makes the audience want to read the work; select a point of view (1st or 3rd person) and maintain it consistently
<b>I</b>	<b>Word Choice</b>	<input type="checkbox"/>	<input type="checkbox"/>	find a unique way to say things
		<input type="checkbox"/>	<input type="checkbox"/>	use words that are lively and specific to the content
<b>S</b>	<b>Sentence Fluency</b>	<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
		<input type="checkbox"/>	<input type="checkbox"/>	expand some sentences using the steps of Masterpiece Sentences
		<input type="checkbox"/>	<input type="checkbox"/>	use compound sentence elements and compound sentences
<b>E</b>	<b>Conventions</b>	<input type="checkbox"/>	<input type="checkbox"/>	capitalize words correctly:
		<input type="checkbox"/>	<input type="checkbox"/>	capitalize the first word of each sentence
		<input type="checkbox"/>	<input type="checkbox"/>	capitalize proper nouns, including people's names
		<input type="checkbox"/>	<input type="checkbox"/>	punctuate correctly:
		<input type="checkbox"/>	<input type="checkbox"/>	end sentences with a period, question mark, or exclamation point
		<input type="checkbox"/>	<input type="checkbox"/>	use an apostrophe for possessive nouns and contractions
		<input type="checkbox"/>	<input type="checkbox"/>	use commas and/or semicolons correctly
		<input type="checkbox"/>	<input type="checkbox"/>	use grammar correctly:
		<input type="checkbox"/>	<input type="checkbox"/>	use the correct verb tense
		<input type="checkbox"/>	<input type="checkbox"/>	make sure the verb agrees with the subject in number
<b>T</b>		<input type="checkbox"/>	<input type="checkbox"/>	use correct spelling



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