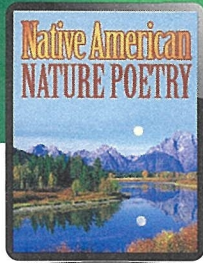
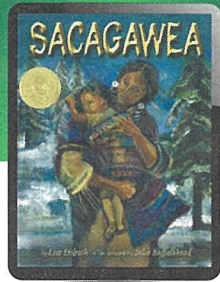


Lesson 20



LANGUAGE DETECTIVE

Talk About the Writer's Words

You are about to read a biography about a group of explorers and the American Indian woman who led them. In biographies, writers often use very specific nouns to describe people, places, or events. Find the Vocabulary words that are nouns. Choose one. Think of other nouns that are similar to it. What makes these nouns different from one another?

Vocabulary in Context

1 territory

To many people, polar lands are unfamiliar **territory**.



2 accompany

Explorers going into a cave should find others to **accompany** them.



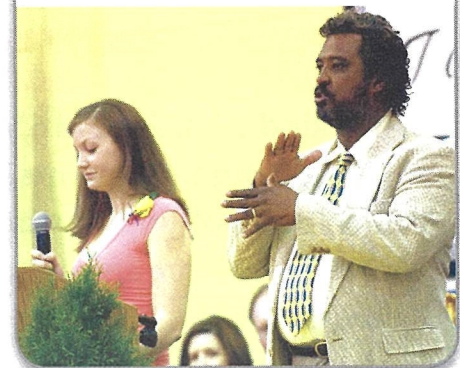
3 proposed

Some scientists have **proposed**, or suggested, further exploration of Mars.



4 interpreter

An **interpreter**, or translator, is helpful when people use different languages.



- ▶ Study each **Context Card**.
- ▶ Use context clues to determine the meanings of these words.

5

duty

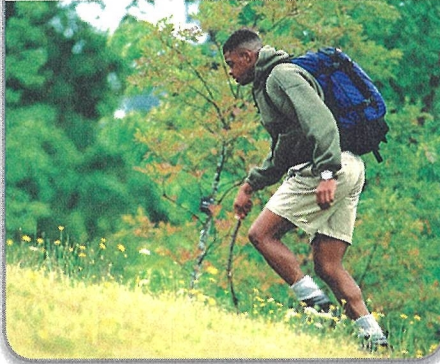
Divers have a **duty**. They are required not to harm a marine area or its creatures.



6

supplies

Hikers need to carry **supplies**, such as food and water.



7

route

Backpackers should choose a safe **route** and stick to that path.



8

corps

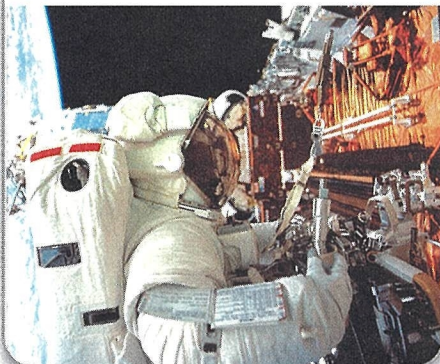
On a research trip, every member of the **corps**, or team, must have valuable skills.



9

clumsy

A **clumsy**, or awkward, mistake can mean the loss of months of research.

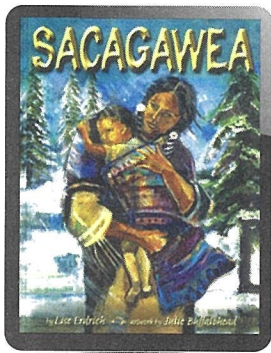


10

landmark

Noting a **landmark** or other recognizable object makes the return trip easier.

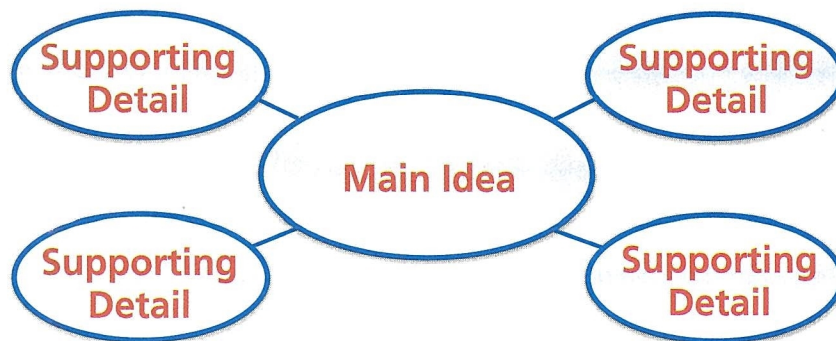




Read and Comprehend

✓ TARGET SKILL

Main Ideas and Details As you read “Sacagawea,” look for the most important ideas the author presents. The most important ideas are called the **main ideas**. Also look for **supporting details** that tell more about the main ideas. Use a graphic organizer like the one below to help you see the relationship between main ideas and the details that support them. Then summarize the most important ideas.



✓ TARGET STRATEGY

Visualize You can **visualize** various stages of Sacagawea’s journey to help you identify the main ideas and supporting details at each part of their journey. Descriptive details in the text will help you form clear mental pictures of the people and places Sacagawea and her companions visited.

PREVIEW THE TOPIC

Native American History

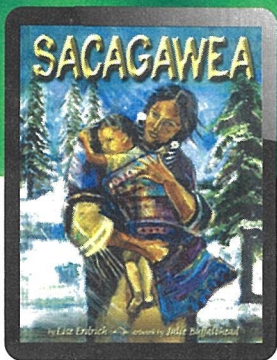
In the early 1800s, most of the American West was inhabited only by Native Americans. The Native Americans had deep knowledge of the lands where they lived. They were experts at locating food, making shelters, and finding their way in the wilderness.

In 1804, Captains Meriwether Lewis and William Clark led an expedition to explore the western half of North America. Along the way, a young Shoshone woman named Sacagawea joined the expedition as a guide and translator. As you read "Sacagawea," you'll learn about the many contributions she made to the expedition.

Think | Write | Pair | Share

Think about a new place you would like to explore. What supplies would you need? Who would you take along? Why? Write a short story about your exploration. Then, share your story with a partner. Discuss with your partner how your stories are alike and different.

ANCHOR TEXT



GENRE

A **biography** tells about a person's life and is written by another person. As you read, look for:

- ▶ information about why the person is important
- ▶ opinions and personal judgments based on facts
- ▶ events in sequence

MEET THE AUTHOR

Lise Erdrich



Lise Erdrich is part Native American and a member of the Turtle Mountain Band of Plains Ojibway. She was inspired to become a writer by her grandfather, who was always writing or telling stories. Her sister Louise is also a writer of books for children and adults.

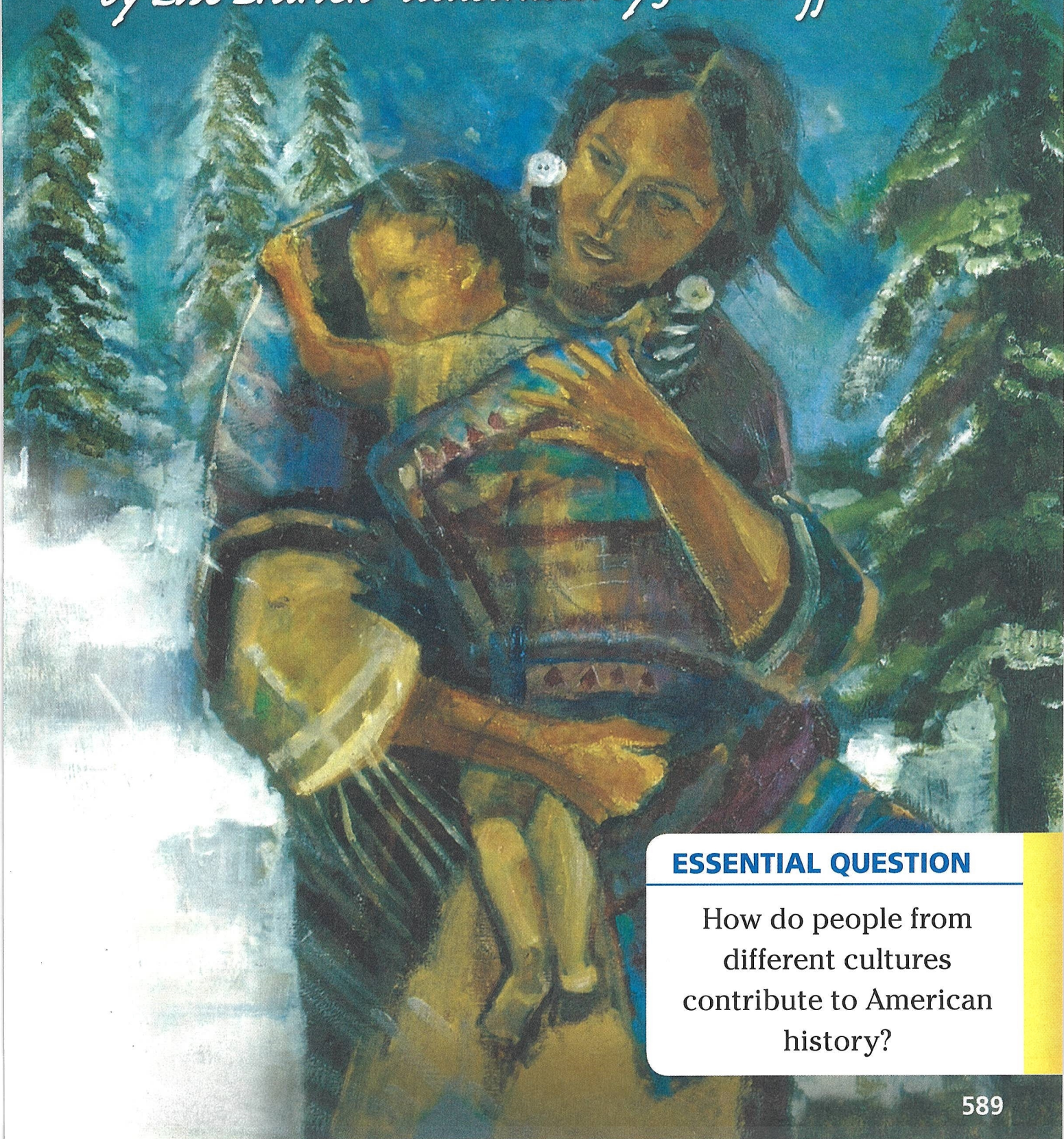
MEET THE ILLUSTRATOR

Julie Buffalohead

Part Ponca Indian, Julie Buffalohead researched traditional Native American art while in college. She often depicts Native American legends and traditions in her painting. She sometimes uses her painting as a way to explore important topics, such as prejudices some people may have about Native Americans.

SACAGAWEA

by Lise Erdrich illustrated by Julie Buffalohead



ESSENTIAL QUESTION

How do people from different cultures contribute to American history?



It is the early 1800s. Teenaged Sacagawea (sak uh juh WEE uh) is a Shoshone (shoh SHOH nee) Indian living in the Knife River villages, in what is now North Dakota. When she was a child, Hidatsa (hee DAHT sah) Indians kidnapped her from her home in the Rocky Mountains. Since then, she has lived with them on the Great Plains, far from her family. Sacagawea has learned many things from the Hidatsa, including how to grow food. She is now married to a French Canadian fur trapper named Toussaint Charbonneau (too SAN shahr bohn OH).

Meanwhile, Captains Meriwether Lewis and William Clark have been preparing for the Corps (kohr) of Discovery. They and their team, which includes a large, black Newfoundland dog, are about to start a long journey of exploration, all the way to the Pacific Ocean.




On May 14, 1804, a crew of more than forty men set off against the Missouri River current in a keelboat and two large canoes called pirogues (pih ROHGZ). The Corps of Discovery was under way.

The expedition arrived at the Knife River villages at the end of October. They were greeted with great excitement. Sacagawea heard tales of a gigantic black dog that traveled with the explorers. She heard that a fierce and awesome “white man” with black skin was among the crew. This was York, the slave of Captain Clark.

The explorers built a fort and called it Fort Mandan. Then they settled in to spend the winter at the Knife River villages. Lewis and Clark soon learned they would need horses to cross the Rocky Mountains. The people of the villages told them they could get the horses from the Shoshone when the expedition reached the mountain passes.



The wily Charbonneau **proposed** that they hire him as a guide and **interpreter**. He did not speak Shoshone, but Sacagawea did. He told her they would be joining the Corps of Discovery in the spring. This was exciting news, but Sacagawea's mind was on other matters. She was soon to become a mother.



In February, the time came for Sacagawea to have her baby. It was a long, difficult birth. Captain Lewis wanted to help her. He gave a crew member two rattlesnake rattles to crush and mix with water. Just a few minutes after drinking the mixture, Sacagawea gave birth to a baby boy. He was named Jean-Baptiste (zhawn bap TEEST) Charbonneau, but Captain Clark called him Pomp. Before long, the boy was known to everyone as Pomp.

On April 7, 1805, the Corps of Discovery started west, struggling upstream on the mighty, muddy Missouri in two pirogues and six smaller canoes. Pomp was not yet two months old. As Sacagawea walked along the riverbank, she carried Pomp on her back, in a cradleboard or wrapped up snug in her shawl.

Every member of the Corps of Discovery was hired for a special skill—hunter, blacksmith, woodsman, sailor. As an interpreter, Charbonneau was paid much more than the other crew members. But his skills as a sailor, guide, and outdoorsman were very poor. The only thing he did well was cook buffalo sausage.


Sacagawea did what she could to help the expedition, even though she was paid nothing. As she walked along the shore with Captain Clark, Sacagawea looked for plants to keep the crew healthy. She gathered berries or dug for wild artichoke roots with her digging stick. Her Shoshone childhood had prepared her well for this journey.

The Corps had been traveling less than two months when near disaster struck. Charbonneau was steering a boat through choppy waters when a sudden high wind tipped it sideways. He lost his wits and dropped the rudder while the boat filled with water. The expedition's valuables were spilling overboard! Charbonneau was ordered to right the boat or be shot.



Sacagawea stayed calm and rescued the captains' important things—journals, gunpowder, medicines, scientific instruments—every bundle she could reach. Without these **supplies**, the expedition could not have continued.

A few days later, they came to a beautiful river. The grateful captains named it after Sacagawea.



By June, the corps was entering mountain country. Soon they could hear the distant roaring sound of the Great Falls of the Missouri. Captain Lewis thought the waterfall was the grandest sight he had ever seen. But there was no way to get past it by boat. It would take the corps nearly a month to get around the Great Falls and the four waterfalls they found just beyond it.

The crew built creaky, **clumsy** wagons to carry their boats and supplies. Battered by hail, rain, and wind, the men dragged the wagons over sharp rocks and prickly pear cactus that punctured their moccasins.

One day, a freak cloudburst caused a flash flood. Rocks, mud, and water came crashing down the canyon. Sacagawea held on to her son as tight as she could while Clark pushed and pulled them both to safety. Pomp's cradleboard, clothes, and bedding were swept away by the rushing water, but all three were unharmed.

By the middle of July, the corps was once again paddling up the Missouri. They reached a valley where three rivers came together, a place Sacagawea knew well. If she was upset to see it again, she did not show it. The captains learned how Sacagawea had been captured and her people killed.

Sacagawea recognized a **landmark** that her people called the Beaver Head Mountain. She knew they must be nearing the summer camp of the Shoshone.

ANALYZE THE TEXT

Onomatopoeia In the first paragraph on this page is the word *roaring*. *Roar* is an example of **onomatopoeia**. That is, the sound and meaning of the word are similar. Find another example of onomatopoeia in the second paragraph on this page.



Nearly two weeks later, Sacagawea walked along the river, scanning the familiar territory. She spotted some men on horseback far ahead of them. Suddenly, Captain Clark saw Sacagawea dance up and down with happiness, sucking her fingers. He knew this sign meant that these were her people, the Shoshone.

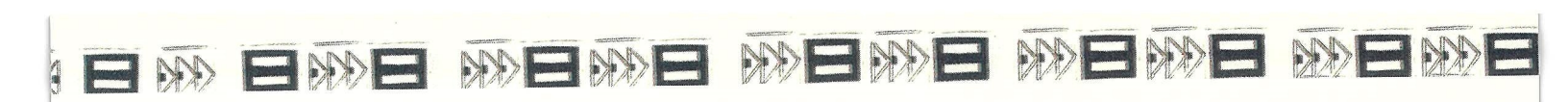
An excited crowd greeted the explorers at the Shoshone camp. Although years had passed since Sacagawea had been captured, a Shoshone woman recognized her. She rushed up to Sacagawea and threw her arms around her.

Lewis and Clark had discovered that their need for Shoshone horses was even greater than they thought. There was far more mountain country between the Missouri River and a water route to the Pacific than they expected. A grand council was called to discuss the matter. Sacagawea was to be one of the translators.

Interpreting for the men at the chief's council was a serious responsibility. Sacagawea wanted to do her best. But when she looked at the face of the Shoshone chief, she burst into tears. He was her brother, Cameahwait (kah mah WAY uht)! Sacagawea jumped up, threw her blanket over her brother, and wept.

Cameahwait was moved, too. But the council had to continue. Though tears kept flooding back, Sacagawea kept to her duty until the council ended.





Sacagawea spent the last days of August with her people. The time passed too quickly. Before long, the expedition had to mount Shoshone horses and continue across the mountains, leaving their boats behind.

The next part of their journey almost killed them. The mountain paths were narrow and dangerous, especially once it started to snow. Their feet froze, they didn't have enough to eat, and the mountains seemed without end.

Finally, the expedition emerged on the Pacific side of the Rockies. There Nez Perce (nehz purs) Indians helped them make new boats and agreed to keep the horses in case they returned that way in the spring.

With great relief, the crew dropped their boats into the Clearwater River and let the current carry the expedition toward the ocean.

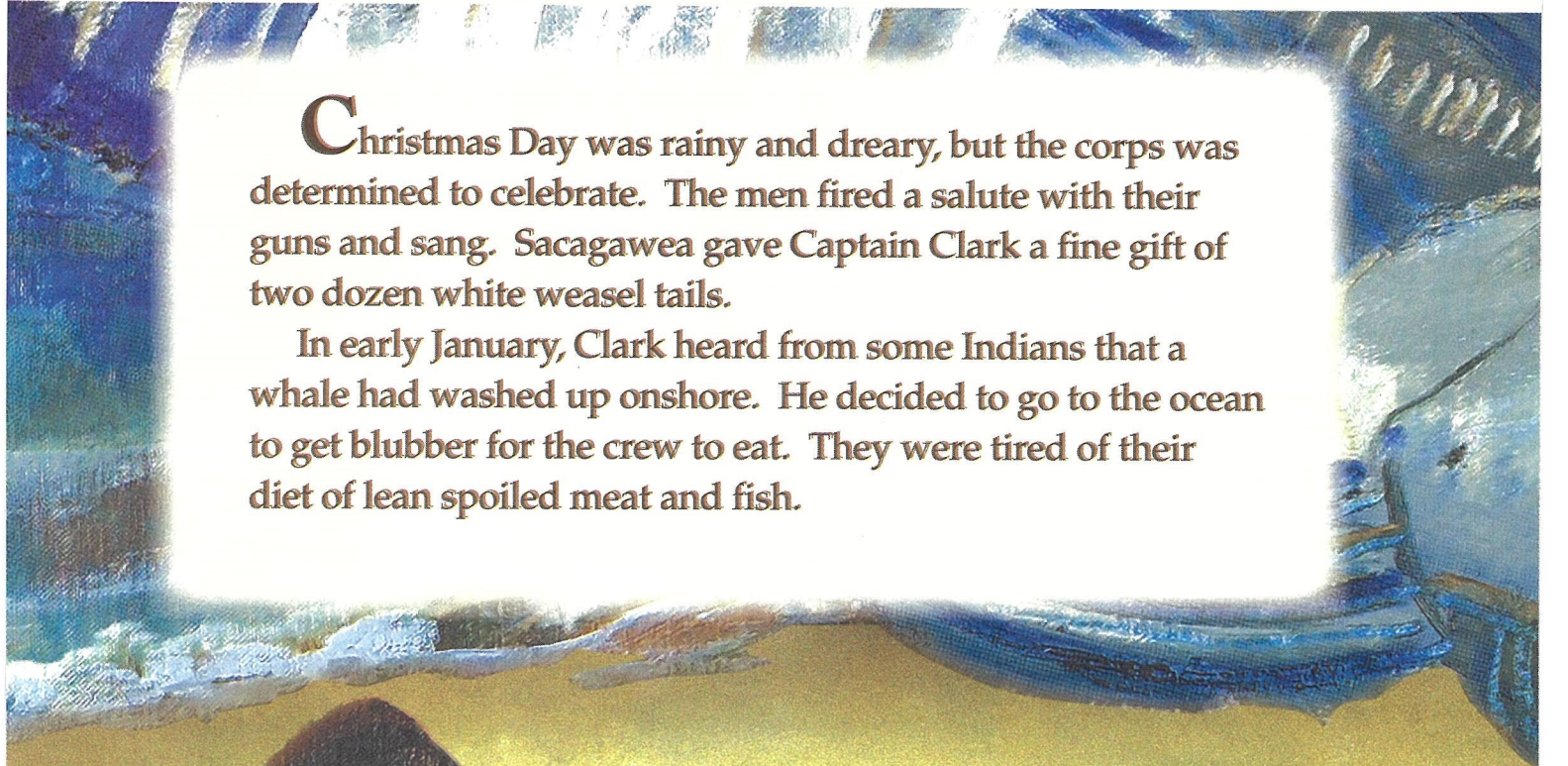

At the beginning of November, the explorers noticed a sound that could only be the crashing of waves. They had finally reached the Pacific Ocean!

The crew voted on where to make winter camp. Sacagawea was allowed to vote, too. She wanted to stay where she could find plenty of wapato roots for winter food. They set up camp not far from the ocean, in case a ship came to take them back home. But by now, people back east were sure the whole corps was long dead. No ship came for them.

A cold rain soaked the crew as they cut logs and built Fort Clatsop. The hunters went to find game, while Sacagawea dug for wapato roots in the soggy ground.

ANALYZE THE TEXT

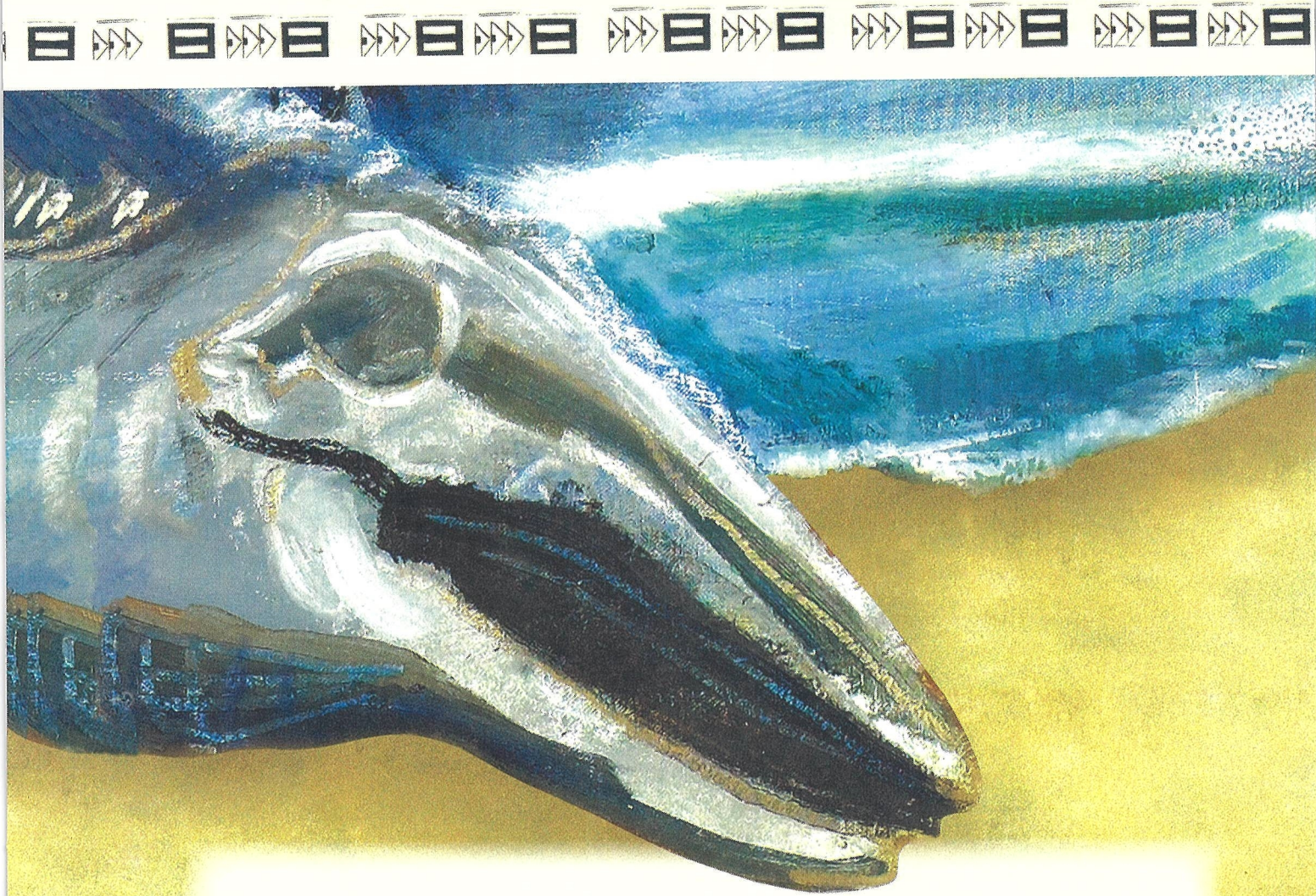
Text Structure Briefly summarize what has happened thus far in the text. Why did they set up a winter camp? How is the text organized?



Christmas Day was rainy and dreary, but the corps was determined to celebrate. The men fired a salute with their guns and sang. Sacagawea gave Captain Clark a fine gift of two dozen white weasel tails.

In early January, Clark heard from some Indians that a whale had washed up onshore. He decided to go to the ocean to get blubber for the crew to eat. They were tired of their diet of lean spoiled meat and fish.



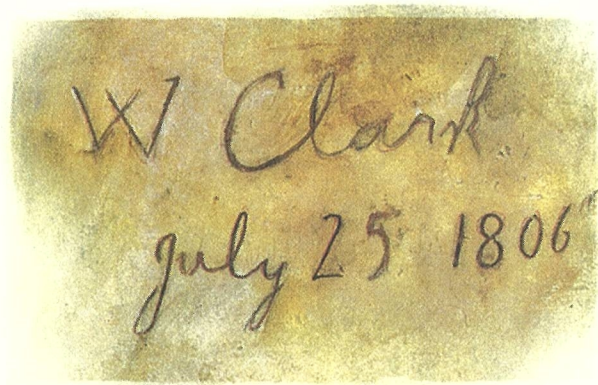


Sacagawea gathered up her courage and insisted that she be allowed to accompany Clark. She hadn't traveled so far to leave without ever seeing the ocean! And she wanted to see that monstrous creature. The captains agreed to let her go.

At last, Sacagawea saw the Pacific Ocean. She stood and stared at the great waters stretching endlessly in front of her. On the beach was the great skeleton of the whale. It was an amazing sight, nearly as long as twenty men lying end to end. The whale had been picked clean, but Clark was able to buy some blubber from the Indians to feed his men.

At a place called Travelers' Rest, the expedition divided into two groups. Sacagawea would help guide Clark's group south to the Yellowstone River. Lewis's group would head northeast to explore the Marias River.

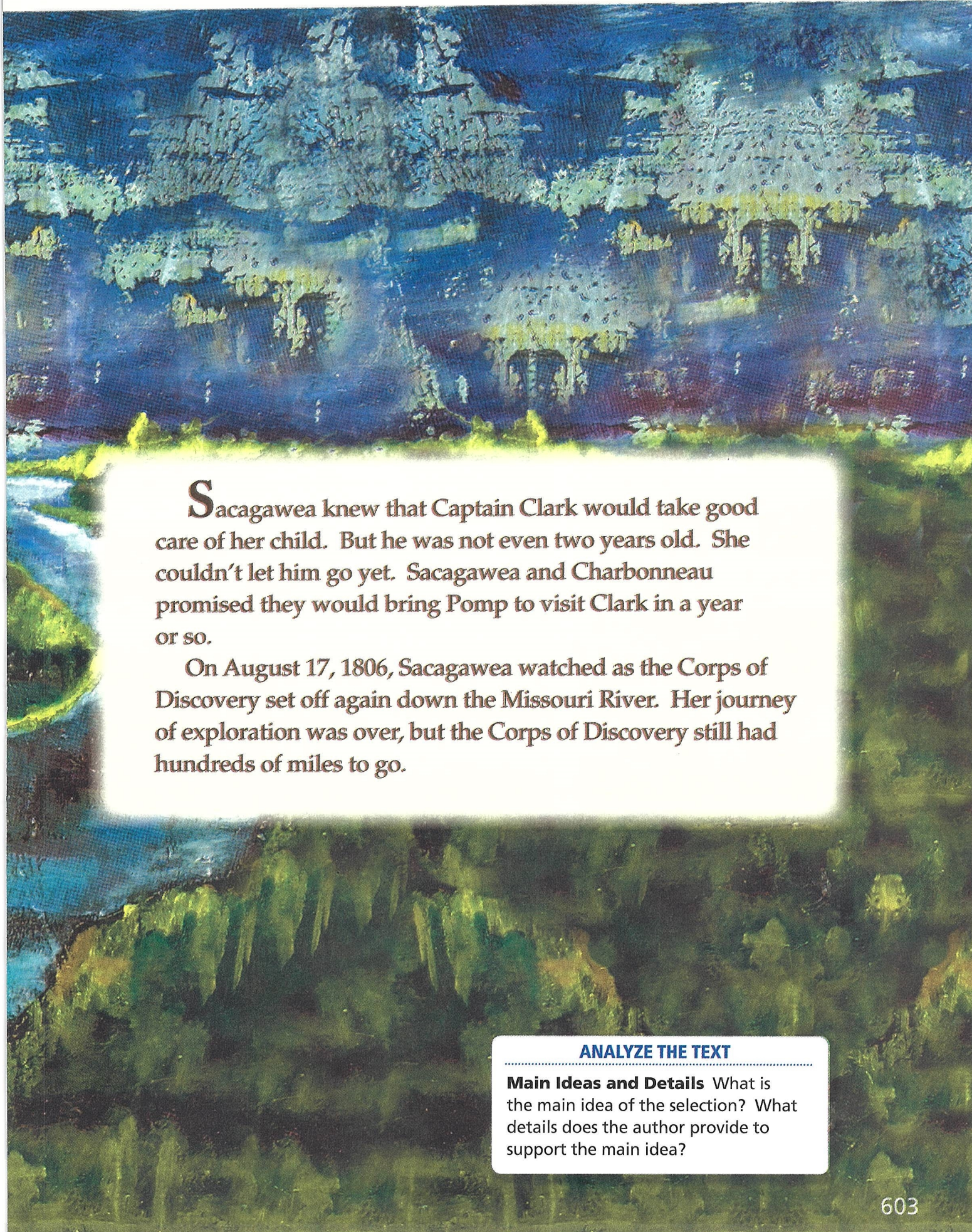
At the end of July, Clark's group came across an enormous rock tower on the banks of the Yellowstone. Clark named it Pompey's Tower in honor of his beloved little friend. In the side of the rock, he carved:



The two groups met up on August 12. Two days later, Sacagawea gazed once again upon the round earth lodges of the Knife River villages. She had been gone a year and four months.

Lewis and Clark prepared to return to St. Louis. Before they left, Captain Clark came to talk to Sacagawea and Charbonneau. He offered to take Pomp back to St. Louis with him. He would see that the boy had a good education and would raise him as his own son.



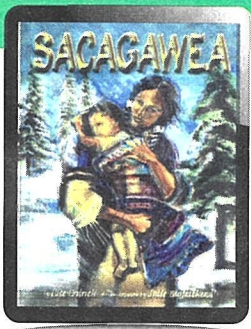


Sacagawea knew that Captain Clark would take good care of her child. But he was not even two years old. She couldn't let him go yet. Sacagawea and Charbonneau promised they would bring Pomp to visit Clark in a year or so.

On August 17, 1806, Sacagawea watched as the Corps of Discovery set off again down the Missouri River. Her journey of exploration was over, but the Corps of Discovery still had hundreds of miles to go.

ANALYZE THE TEXT

Main Ideas and Details What is the main idea of the selection? What details does the author provide to support the main idea?



Dig Deeper

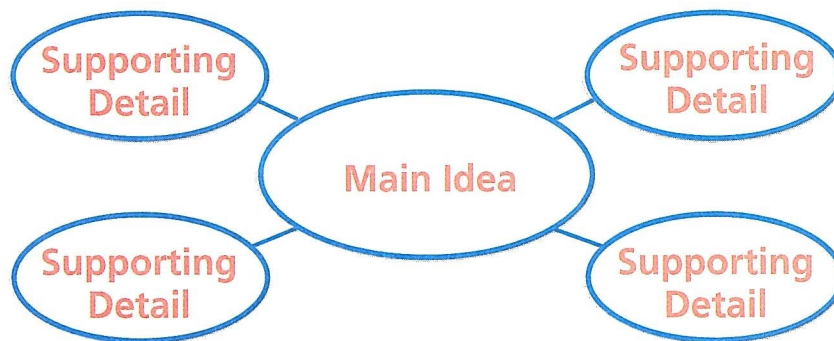
Use Clues to Analyze the Text

Use these pages to learn about Main Ideas and Details, Text Structure, and Onomatopoeia. Then read "Sacagawea" again to apply what you learned.

Main Ideas and Details

"Sacagawea" is a biography of a young Shoshone Indian named Sacagawea who helped captains Lewis and Clark explore the West. Throughout the selection, the author presents **main ideas**, or important ideas, about Sacagawea and her experience. The author explains these main ideas by giving **details**. Details include facts and examples that tell more about the main ideas.

In "Sacagawea," you learned that Sacagawea was a very important part of the Corps of Discovery. What details from the text support this main idea?



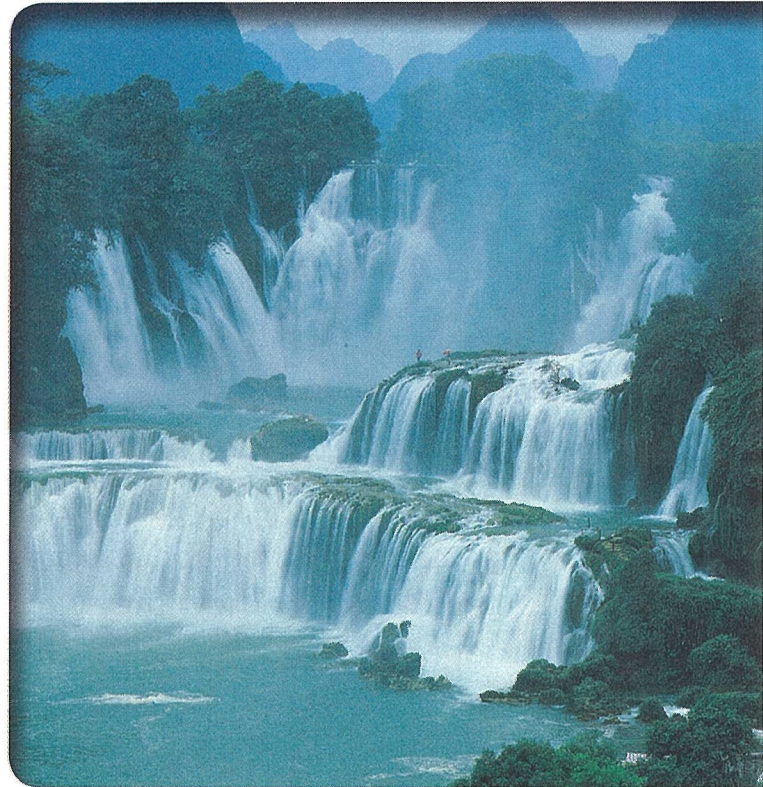
Text Structure

Text structure is the way in which an author organizes ideas in a text or part of a text. Authors of historical texts usually explain events in the **sequence** in which they happened. For example, "Sacagawea" begins on the day the expedition set out in May of 1804. Next, the author describes their arrival at the Knife River villages at the end of October. Think about how each event fits into the text's overall structure.

MAY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Onomatopoeia

Onomatopoeia is a literary device authors sometimes use to help readers imagine what something sounds like. When authors use **onomatopoeia**, they choose a word that sounds like what it means. For example, the word *buzz* sounds like a flying bee, and the word *whoosh* sounds like a waterfall.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection to prepare to discuss this question with a partner: *How do people from different cultures contribute to American history?* As you talk, take turns reviewing key ideas and explaining your own. Discuss rules, such as "Do not interrupt each other."



Classroom Conversation

Continue your discussion of "Sacagawea" by explaining your answers to these questions:

- 1 Why do you think Sacagawea helped the Corps of Discovery?
- 2 What can you learn from Clark about how to be a good leader? Use ideas from the selection.
- 3 What do you think was Sacagawea's most important contribution? Why?

TEAM PLAYERS

Discuss Success With a partner, discuss what made the Corps of Discovery team successful. Think about the challenges they faced and how they worked together to meet those challenges. How important was Sacagawea as a member of this team? Use text evidence from the selection to support your ideas.

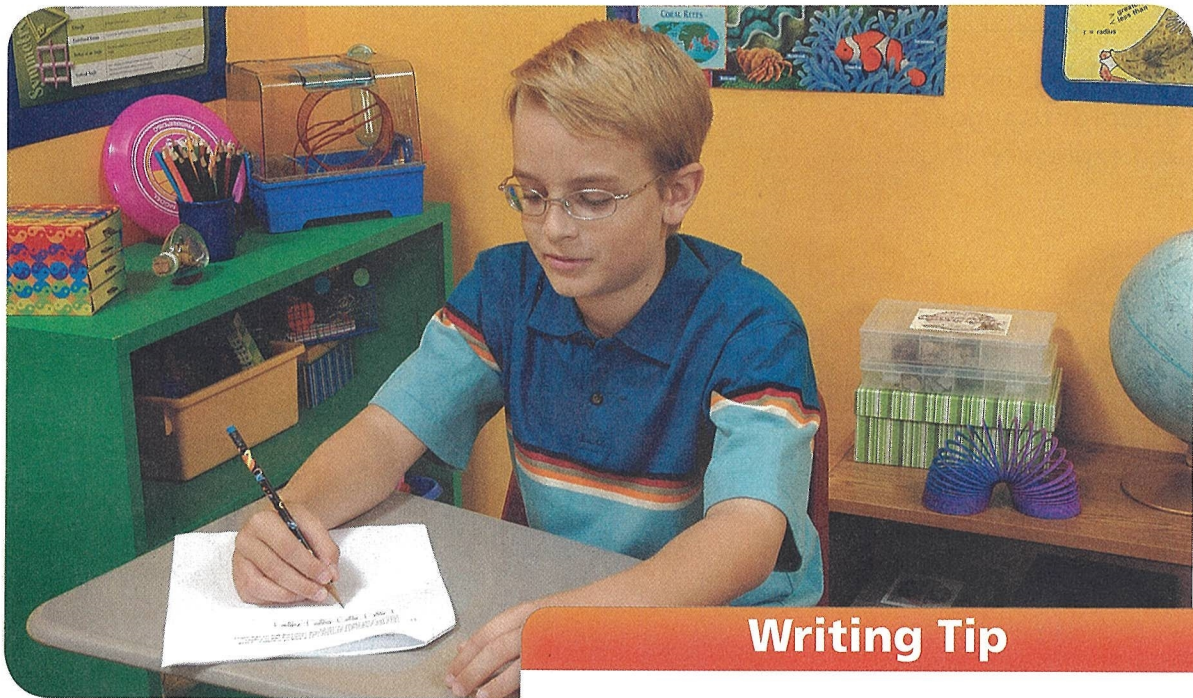


Performance Task

WRITE ABOUT READING



Response Suppose that you had been invited to go on Lewis and Clark's expedition. Think about the qualities or skills that you would bring to the team. Also decide what you would have enjoyed most about the trip and what you would have found most difficult. Write two paragraphs explaining your ideas based on text evidence.

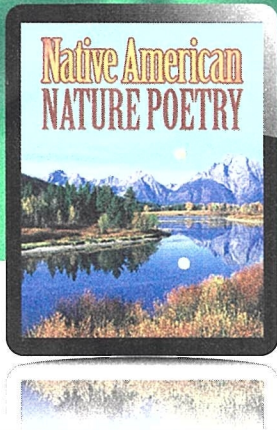


Writing Tip

To make your writing more interesting and precise, include colorful adjectives. End your paragraph with a strong conclusion that summarizes your skills.

Lesson 20

POETRY



Native American NATURE POETRY

✓ GENRE

Poetry uses the sound and rhythm of words to suggest images and express feelings.

✓ TEXT FOCUS

Free verse is poetry without a regular rhyme or regular rhythm. As you read “The Wind,” note how the poem does not have rhyme or rhythm like other poems you have read. How do the line breaks help create the poem’s feeling of wind movement?

Nature and a person’s relationship to nature are two important themes in Native American poetry. A poem might include details that describe a common place, such as a forest with wind rustling through the trees. It might personify an object, giving human characteristics to it. Then again, a poem might tell what is important in life.



Here am I
Behold me
It said as it rose,
I am the moon
Behold me.

Teton Sioux

THE WIND

At night,
The wind keeps us awake,
Rustling through the trees.
We don't know how we'll get to sleep,
Until we do—
Dropping off as suddenly
As the wind dying down.

Crow

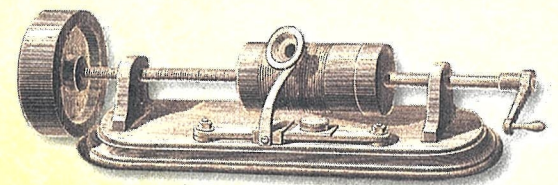


PRESERVING ORAL TRADITIONS

For centuries Native Americans passed their poems, songs, and stories orally from one generation to the next. People who did not speak Native American languages needed an interpreter to help them understand and write down these stories.

By the late 1800s, people could use cylinder recorders to record and play sounds. Compared to today's small electronic recorders, cylinder recorders were clumsy to use. Yet they preserved sounds exactly. In 1890 this recorder became important to scientist Jesse Fewkes, who was asked to accompany a corps of researchers to the southwestern United States. The cylinder recorder was among Fewkes's supplies. He used it to record and preserve Native American oral stories.

A cylinder recorder



You, whose day it is,
Make it beautiful.
Get out your rainbow colors,
So it will be beautiful.

Nootka

I THINK OVER AGAIN MY SMALL ADVENTURES

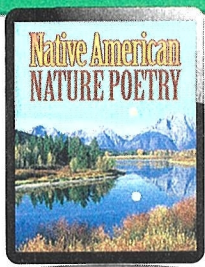
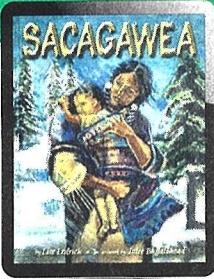
I think over again my small adventures,
My fears,
Those small ones that seemed so big,
For all the vital things
I had to get and to reach;
And yet there is only one great thing,
The only thing,
To live to see the great day that dawns
And the light that fills the world.

Anonymous

*(North American Indian;
nineteenth century)*

Write a Poem About Beauty

The poem "You, whose day it is" suggests that it is one's duty to make the day beautiful. How would you make your day beautiful? Would you help someone you care about? Would you take a special route to visit a favorite landmark? Would you make a picture or admire a sunset? Have friends proposed ideas to you in the past? Write a poem that tells what you would do.



Compare Texts

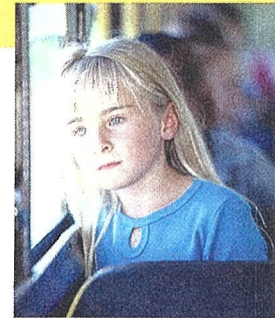
TEXT TO TEXT

Compare Poems Sacagawea saw many wonderful natural sights during her journey. Which of the poems from “Native American Nature Poetry” might she have used to describe what she saw? Discuss with a partner which you think she would choose and why. Then write a poem about one of the sights Sacagawea saw. Use onomatopoeia, similes, and metaphors to help readers picture the scene. When you have finished, share your poem with a partner. Explain the similes and metaphors you have used.



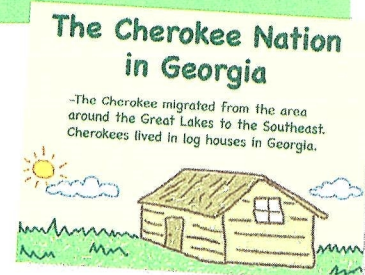
TEXT TO SELF

Write a Journal Entry We know details of the Corps of Discovery expedition because Lewis and Clark kept journals. Recall an interesting trip you have taken. Write a journal entry about it. Explain why the trip was important to you.



TEXT TO WORLD

Research Native Americans Choose a Native American group that lived in your state in the past. Find at least three interesting facts about this group, and list them on a poster, along with drawings or photographs that help explain your facts.



Grammar

What Is an Abbreviation? How Are Abbreviations

Written? Some words have a shortened form called an **abbreviation**. An abbreviation stands for a whole word. Most abbreviations begin with a capital letter and end with a period. Use them only in special kinds of writing, such as addresses and lists.

Some Common Abbreviations			
Titles	Mr. → Mister Jr. → Junior	Capt. → Captain Dr. → Doctor	Mrs. → married woman Ms. → any woman
Addresses	Rd. → Road St. → Street	Ave. → Avenue Blvd. → Boulevard	Ct. → Court P.O. → Post Office
Months	Feb. → February	Aug. → August	Oct. → October
Days	Mon. → Monday	Wed. → Wednesday	Thurs. → Thursday
Measurements	in. → inch/ inches	ft. → foot/feet	mi. → mile/miles

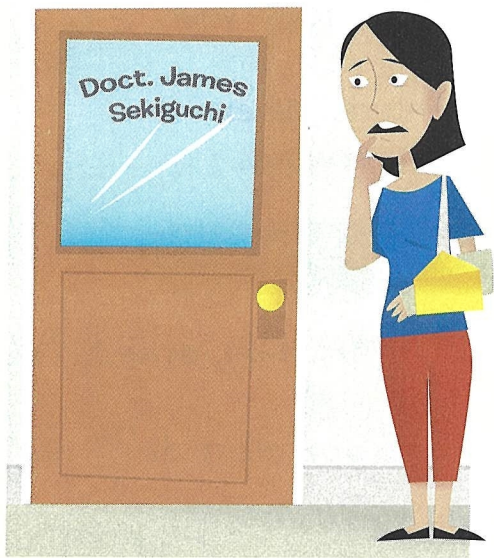
Try This!

Proofread the items below. On a sheet of paper, rewrite each group of words, using the correct abbreviations.

- Andrew Perkins
438 Groat Avenue
Grapevine, TEX 76051
- 5,280 feet = 1 mile
- Thursday, Feb'y 8, 2010
- Doctor Linda Martinez
4195 Buffalo Street
Chadron, Nebraska 69337

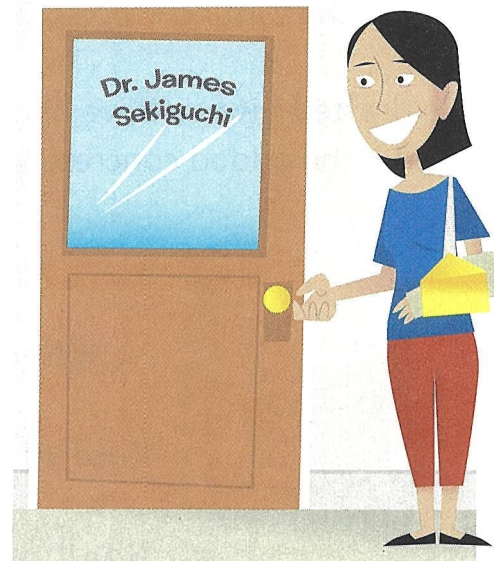
Good writers use abbreviations only in special kinds of writing, such as addresses and lists. When you use abbreviations, make sure you write them correctly.

Incorrect Abbreviations



Doct. James Sekiguchi
The Bradley Comp
127 Saratoga Boul.
Montgomery, Ala. 36104
Weds, Sep. 18
4 ft, 7 in

Correct Abbreviations



Dr. James Sekiguchi
The Bradley Co.
127 Saratoga Blvd.
Montgomery, AL 36104
Wed., Sept. 18
4 ft., 7 in.

Connect Grammar to Writing

As you edit your personal narrative, correct any errors in capitalization or punctuation that you discover. If you used any abbreviations, make sure you used proper capitalization and punctuation.

- ▶ Writing as a Process: Revise and Edit
- ▶ Producing and Publishing with Technology



Reading-Writing Workshop: Revise

Narrative Writing

✓ **Conventions** In “Sacagawea,” the author carefully chooses how to describe characters and events. Concrete words and phrases make the author’s ideas come alive. The author also uses transition words to connect events in the order they happen. When you review your **personal narrative**, add concrete words and transition words so your ideas are clearly communicated to your readers. Use the Writing Process Checklist below as you revise your writing.

Steve drafted his narrative about a class adventure. When he revised it, he added concrete words and transition words.

Writing Process Checklist

Prewrite

Draft

▶ Revise

- ✓ Did I begin with an attention grabber?
- ✓ Did I organize events in a logical order?
- ✓ Did I use transition words to clearly show the order of events?
- ✓ Did I include concrete words and phrases?
- ✓ Does my ending wrap up the events?
- ✓ Did I proofread for spelling and grammar?

Edit

Publish and Share

Revised Draft

When our teacher, Mrs. Kay, asked, “What ^{community} kind of [^]project should our class do?” my ^{shot} hand ~~went~~ up.

“Let’s go on the Walk to End Hunger,” I said. “We’ll raise money to help people. It will be awesome to walk for ^{five} miles.” ^{through our} ^{hilly city} ^{First,} [^] Mrs. Kay listed our project ideas. ^{Then} [^] We ^{by ten votes} voted. The walk won! [^]

Final Copy

Our Walk to End Hunger

by Steve Jones

When our teacher, Mrs. Kay, asked, “What kind of community project should our class do?” my hand shot up.

“Let’s go on the Walk to End Hunger,” I said. “We’ll raise money to help people. It will be awesome to walk for five miles through our hilly city.”

First, Mrs. Kay listed our project ideas. Then we voted. The walk won by ten votes!

People were really eager to help, including our principal, Mr. Desmond. “I’m so proud of you kids for doing this,” he said, and then he made a generous pledge. The day before the walk, our pledges totaled \$425!

The next day, May 6, we went by bus to where the walk would begin. There were colorful balloons, huge banners, and long tables with juice and granola bars. We walked for two hours. When we crossed the finish line, the crowd cheered wildly. I felt proud.

Reading as a Writer

How did Steve keep his narrative interesting? Where in your writing can you add descriptive details and concrete words and phrases?

I added a conclusion that tells how the event turned out. I also made sure to use correct punctuation.



- ▶ Producing and Publishing with Technology
- ▶ Writing as a Process: Introduction
- ▶ Writing as a Process: Plan and Draft
- ▶ Writing as a Process: Revise and Edit

Write a Response to Literature

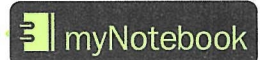
TASK You have read two fiction stories about characters overcoming great obstacles. In "Riding Freedom," you read about how a young woman shows her strength in one very challenging event. In "Hercules' Quest," you learned about a powerful character completing a series of challenges to earn back his honor.

Think about the structure the authors used in each of these stories. Which structure do you think is a better way of showing how a character proves his or her worth? Now, write a response-to-literature essay in which you explain which structure you think is more effective. Use ideas and events from both stories to support your opinion. Remember that the audience for your essay is your teacher and your classmates.

Make sure your essay

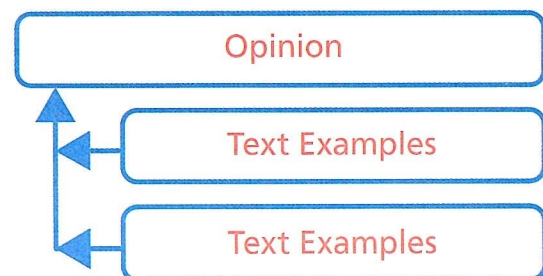
- clearly states your opinion in the introduction.
- is organized by grouping related ideas in a way that makes sense.
- supports your opinion with details from the texts.

PLAN



Use the annotation tools in your eBook to find examples of each storytelling format.

Gather Details Which story structure type best shows the character's strength and intelligence? Which story shows readers the great obstacles the main character overcomes? Revisit the texts as necessary. Which story details can you use to support your opinion?



Write Your Response to Literature Now begin working on your response to literature. Use the flow chart below and what you have already learned about writing response essays to write your draft.

Write your rough draft in *myWriteSmart*. Focus on getting your ideas down rather than perfecting your word choices.

BEGINNING

Write the beginning of your essay. Introduce your **topic** clearly by stating your **opinion** about the stories, the characters, and the story structures. Be sure to **organize** your ideas in a way that will make sense to readers.

MIDDLE

Develop your essay by providing logically ordered **reasons** that explain your opinion. Make sure each reason has its own **paragraph**. Support your reasons with **examples and details** from the stories. Use **quotation marks** when you use exact words and phrases from the stories. Be sure to **link** your opinions to reasons using clear **transitions** such as *for instance* and *in addition*. Use different types of **punctuation** for effect.

ENDING

Provide a strong **conclusion** for your essay. Be sure to restate your **opinion** about the stories and why you feel one story structure is better able to show how tough a journey each character had.

REVISE



Review Your Draft Remember that the revision and editing steps give you a chance to look carefully at your writing and make changes. Work with a partner to determine whether your essay clearly introduces your topic, clearly states your opinion and supports it with reasons and text evidence from the stories, links opinions and reasons using words and phrases, and provides a concluding section that brings your thoughts together.

Have your partner review your essay in myWriteSmart and note where the essay is not clear or is confusing. Discuss how to make improvements.

Purpose and Organization

- ✓ Did I introduce my opinion clearly?
- ✓ Did I explain the focus of my essay?
- ✓ Are related ideas grouped together in a way that makes sense?
- ✓ Do I have a strong conclusion that restates my opinion?

Evidence and Elaboration

- ✓ Did I support my opinion with reasons and details from the stories?
- ✓ Did I link my opinion and the reasons for my idea using words and phrases?
- ✓ Did I use precise language to state my opinion and reasons?

Conventions

- ✓ Does my essay include a variety of complete sentences?
- ✓ Have I used punctuation for effect?
- ✓ Is my spelling, punctuation, and capitalization correct?

PRESENT

Create a Finished Copy Write or type a final copy of your essay. You may want to include illustrations that relate to your opinion. Choose a way to share your response essay with your classmates. Consider these options.

1. Briefly summarize each story for your classmates. Then read aloud your essay to them. Be sure to speak clearly and at a reasonable pace.
2. Publish your essay on a school website or blog and ask for feedback from readers.
3. Collect the essays and bind them together in an anthology for your classroom library.