

## BEFORE READING

## OBJECTIVES

## Reading Strategies

- Ask Questions; Question-Answer Relationships 1

## Literary Analysis

- Analyze Text Structure: Chronology 1

## TEACH STRATEGIES

## A Text Structure: Chronology

**Introduce** Read the introduction about text structures together. Ask students to give an example of a type of text in which the author tells the events chronologically. (*biography or memoir*)

Ask: Why is chronological order an effective method of development for a biography?

Possible response:

- It clearly shows the order of events in a person's life.

**Look Into the Text** Use the callouts on p. 338 to teach flashback. Ask: Which phrases tell you that the author is “flashing back” in time?

Possible response:

- memories of childhood weekends; back then

## B Ask Questions

## Find Question-Answer

**Relationships** Remind students how to use the strategy by guiding them through the steps in the How To box. Show the difference between “right there” and “think and search” answers by pointing to parts in the text that answer the sample questions.

Then ask: What other questions do you have about this text? Can you find answers here, or will you have to read more?

Possible response:

- Why does the word mango remind the author of trips to Olvera Street's plaza? (will have to read more to find out)

## ONGOING ASSESSMENT

Have students ask a question about Look Into the Text and have a partner see if there is a “right there” answer.

## BEFORE READING A Smart Cookie/It's Our Story, Too

short fiction by Sandra Cisneros

memoir by Yvette Cabrera

## Text Structure: Chronology

As you have seen, writers choose from a variety of text structures such as cause and effect, chronological order, or problem-solution, to organize their writing. In **chronological order**, writers describe the events in the order that they happened. Other writers may use **flashback**, which is a kind of chronological order that tells about events further in the past, often by relating memories, dreams, or conversations. Or writers may shift to the present time to tell about what is happening now. Signal words and phrases are a good clue that the events are heading in a different direction.

## Look Into the Text

The author describes time passing.

It was that way all through high school. **Then** one day in college I was assigned to read *The House on Mango Street*.

She uses flashback to tell about a time before high school.

Mango. The word alone evoked memories of childhood weekends. **Back then** my family and I would pile into our sky-blue Chevrolet Malibu and head to Olvera Street's plaza in downtown Los Angeles.

Signal words and phrases show how time changes.

## Ask Questions

As you **ask questions** about a selection, you may find that some answers are “right there” in the text. Other answers may not be so easy to answer. In many cases, you will need to consider how different ideas in a text are connected before you think and search for the answer you are looking for.

## HOW TO FIND QUESTION-ANSWER RELATIONSHIPS

1. As you read, record questions you have about the text in a **Question-Answer Journal**.
2. Record any answers that can be found “right there” in the text.
3. For other questions, find the part of the selection that the question is asking about. Consider how the information or ideas fit together and see if you can find an answer.
4. If you cannot find an answer, keep reading. You may find an answer later.

## Question-Answer Journal

Question	Answer
When did the author read <i>The House on Mango Street</i> ?	Right There: in college
Why did the book remind the author of her childhood?	Think and Search: The people, places, and things (like mangos) were like her memories of the past.

Reading Strategy  
Ask Questions

Connect Across Texts

In "Superman and Me," Sherman Alexie describes how a comic book changed his life. Read "A Smart Cookie" and "It's Our Story, Too" to learn how Cisneros's book changed the life of one of her readers.

# A Smart Cookie

by Sandra Cisneros

Do words have the power to change lives?  
Author Sandra Cisneros's characters (and  
her readers) certainly think so.

A Smart Cookie 339

OBJECTIVES

Reading Strategies

- Ask Questions 1
- Make Connections

Literary Analysis

- Evaluate Literature (author's perspective)

BUILD BACKGROUND

**C About the Authors**

Share this information about the authors with students: Sandra Cisneros is a Mexican American writer of novels, short stories, and poetry. When she was a child, her family moved often. Cisneros learned that writing helped overcome those painful experiences. "A Smart Cookie" is an excerpt from *The House on Mango Street*, a novel in which the main character also hates moving.

Also Mexican American, Yvette Cabrera is a news reporter who writes about the Hispanic community in California. In this selection, Cabrera tells how Cisneros's writing affected her life.

**D Reading Support**

**Ask Questions** Read the title and text below it.

**ELL Rephrase Language** Explain that a "smart cookie" is someone who is clever and good at dealing with difficult situations.

Ask students what questions they hope to have answered as they read the selections.

Possible responses:

- Who is the smart cookie?
- How does Cisneros affect her readers' lives?

**E Connect Across Texts**

Say: Predict how Cisneros's book changed Cabrera's life.

Possible response:

- by showing Cabrera that a Hispanic woman can be a successful writer



Online Coach™

Build Reading Power

Assign students to use the software, based on their instructional needs.



Read Silently

- Comprehension questions with immediate feedback
- Vocabulary support



Listen

- Professional model of fluent reading
- Text highlighting to facilitate tracking
- Vocabulary support



Record

- Oral reading fluency practice
- Ongoing fluency assessment with immediate feedback

## READ

## OBJECTIVES

## Vocabulary

- Key Vocabulary **T**
- Content Area Vocabulary: Performing Arts

## Reading Strategy

- Ask Questions **T**

## Literary Analysis

- Analyze Text Features: Art **T**
- Analyze Text Structure: Chronology **T**

## Viewing

- Respond to and Interpret Visuals

## Grammar

- Object Pronouns After a Preposition **T**

## TEACH &amp; PRACTICE

**A** Reading Support

- 1 Ask Questions** Ask: What *wh*-questions about the first sentence can help you understand it better?

Possible responses:

- What does the mother mean by “somebody”?

**B** Critical Viewing: Design

**Analyze Design** Ask: How do the colors and light relate to the painting’s title and meaning?

Possible response:

- Light shines from the girl’s head, showing that she is dreaming.

**C** Reading Support

- 2 Chronology** Ask: Which signal words tell you that the mother is talking about the past? Which signal words tell you she is talking about the present?

Possible responses:

- Past: then; Present: Today

**Monitor Comprehension**

**Explain** Ask: How does the mother see herself in the past and now?

Possible response:

- In the past, she thought she was “a smart cookie.” She thinks she is “nobody” because she didn’t stay in school.

## GRAMMAR SKILLS PATH

51 Prepositions

52 Prepositional Phrases

53 Object Pronouns After a Preposition  
**ELL** Language & Grammar Lab

54 Compound Object Pronouns

55 Review: Pronouns in Prepositional Phrases

**A** **I could’ve been somebody, you know?** my mother says and sighs. **1** She has lived in this city her whole life. She can speak two languages. She can sing an opera. She knows how to fix a TV. But she doesn’t know which subway train to take to get downtown. I hold her hand very tight while we wait for the right train to arrive.

She used to draw when she had time. Now she draws with a needle and thread, little knotted rosebuds, tulips made of silk thread. Someday she would like to go to the ballet. Someday she would like to see a play. She borrows opera records from the public library and sings with **velvety lungs powerful as morning glories**.

Today while cooking oatmeal she is **Madame Butterfly** until she sighs and points the wooden spoon at me. I could’ve been somebody, you know? Esperanza, you go to school. Study hard. That Madame Butterfly was a fool. She stirs the oatmeal. Look at my **comadres**. She means Izaura whose husband left and Yolanda whose husband is dead. Got to take care all your own, she says shaking her head.

Then out of nowhere:

**Shame** is a bad thing, you know. **It keeps you down**. You want to know why I quit school? Because I didn’t have nice clothes. No clothes, but I had brains.

Yup, she says **disgusted**, stirring again. I was a smart cookie then. **2**

## Key Vocabulary

**shame** *n.*, a painful feeling that is caused by embarrassment or guilt  
**disgusted** *adj.*, feeling very upset

## In Other Words

**velvety lungs powerful as morning glories** a strong and beautiful voice  
**Madame Butterfly** a famous opera character  
**comadres** very good friends (in Spanish)  
**It keeps you down**. It keeps you from being happy and doing what you want to do.

**1 Ask Questions**

What *wh*-questions help you understand this sentence better?



The Dreamer, 2002, Patsi Valdez, Acrylic on canvas.

**Critical Viewing: Design**

What is the title of this work? How do the colors and light contribute to its meaning?

**2 Chronology**

Which signal words tell you when the mother talks about the past and the present?

## Monitor Comprehension

**Explain**

The mother in “A Smart Cookie” remembers her youth. How did she see herself then? How does she see herself now?

## Grammar Transparency 53

## GRAMMAR

## Object Pronouns After a Preposition

**Teach/Model** Display the transparency. Ask volunteers to read aloud the example sentences, replacing *me* with each of the other object pronouns from the chart. Encourage pairs of students to create and share additional example sentences.

**Practice A.** Point out that object pronouns are not the only pronouns in the paragraph. As students add the object pronouns, write them on the transparency. **B.** Have students write and read their sentences aloud. Choose some to write on the transparency and ask the group to identify the prepositions and object pronouns.

**Grammar & Writing Practice Book, pp. 117–118**

## Can I Use a Pronoun After a Preposition?

Yes, Use an Object Pronoun.

- Use an **object pronoun** after a preposition.  
Mom wants the best **for me**.  
That’s why she discusses the future **with me**.

Object Pronouns	
Singular	Plural
me	us
you	you
him, her, it	them

## Try It

- A.** Read this paragraph about one mother’s advice. Add object pronouns.

My mom has many plans for me. I wonder if her parents talked to her about staying in school. Last week, she saw Miguel and had advice for him. She speaks to us out of love, so we don’t mind. But look out, friends! If you visit, she may have words of wisdom for you, too!

- B.** Now tell a partner about giving or getting advice. Write three sentences. Use prepositional phrases with object pronouns. Sentences will vary.

# It's Our Story, Too

by Yvette Cabrera

The Orange County Register (Santa Ana, California)  
April 15, 2002

**Growing up.** I studied books my high school English teachers said were must reads for a well-rounded education. Books like J. D. Salinger's *Catcher in the Rye*, Fyodor Dostoyevsky's *Crime and Punishment*, and Thomas Hardy's *Tess of the d'Urbervilles*.

It was literature with great meaning that taught important lessons. But still, I **felt a disconnection**. *Beowulf* was an epic poem. But as my high school teacher went into great detail explaining what a **mail shirt** was, I wondered what that had to do with my life.

It was that way all through high school. Then one day in college I was assigned to read *The House on Mango Street*.

Mango. The word alone **evoked memories** of childhood weekends. Back then my family and I would pile into our sky-blue Chevrolet Malibu and head to **Olvera Street's plaza** in downtown Los Angeles. **3**

For my sisters and me, the treat for behaving ourselves was a juicy mango on a stick sold at a fruit stand in the plaza. We would squeeze lemon and sprinkle chile and salt over the bright yellow slices.

As an adult, whenever I had a reporting assignment near Olvera Street, I'd always take a minute to stop. Standing amid the smell of sizzling **carne asada**, the sounds of **vendors negotiating** prices in Spanish, and children licking a rainbow of **raspados** (shaved ice treats), I would bite into my mango and feel at home. **4**

That's what *The House on Mango Street* did for me.



Fresh fruit from a fruit stand at the Olvera Street plaza in Los Angeles, California

**D**

**3 Chronology**  
Look for the phrases that signal what time periods the author is describing.

**4 Author's Purpose**  
Why does the author switch to Spanish words?

## In Other Words

**felt a disconnection** couldn't relate to the stories  
**a mail shirt** armor in old battles  
**evoked memories** reminded me

**Olvera Street's plaza** an outdoor shopping area that is famous for its Hispanic products  
**carne asada** grilled steak (in Spanish)  
**vendors negotiating** sellers arguing about

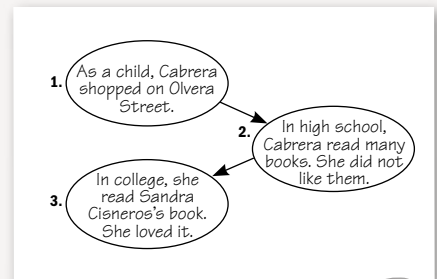
It's Our Story, Too 341

## TEACH & PRACTICE

### D Reading Support

**3 Chronology** Remind students that signal words and phrases are clues to help readers understand chronology as they read.

**ELL Use Graphic Organizer** Use a Sequence Chain to help students visualize the order of story events. For example:



Add to the sequence chart as you read the selection.

Ask: Which phrases tell about time?

Possible responses:

- *Growing up, all through high school, one day in college, Back then, As an adult, whenever*

Have students evaluate the effectiveness of signal words in a chronological text structure. Ask: What do the signal words help the reader to understand about the author of this memoir?

Possible response:

- *The signal words show how books affected her over time and the childhood memories brought up by The House on Mango Street.*

### E Reading Support

**4 Author's Purpose** Review the meaning of the two Spanish phrases. Ask: Why did the author use Spanish words here instead of English?

Possible response:

- *The story evokes childhood memories of Olvera Street, including hearing Spanish. She can relate to The House on Mango Street.*

## VOCABULARY

### Content Area Vocabulary: Performing Arts

#### Build vocabulary related to the content area of performing arts.

**Teach/Model** Use the Make Words Your Own routine (see the Vocabulary tab) and the sample sentences below to introduce these words from the selection.

**ballet** (ba-lā) ▶ p. 340

The graceful dancers in the **ballet** wore beautiful costumes.

**play** (plā) ▶ p. 340

Actors study hard to memorize their lines in a **play**.

**opera** (ah-prah) ▶ p. 340

The music in an **opera** is usually very dramatic and full of emotion.

**review** (re-vyū) ▶ p. 343

Critics **review** plays to help people decide if they should see the play or not.

**Practice** Have students use the words to describe types of performances they enjoy or would like to see.

**Apply** Have students review a movie, television show, or theatrical performance and share it with the class.



DRAMA

## READ

## OBJECTIVES

## Vocabulary

- Key Vocabulary **T**

## Reading Strategy

- Ask Questions **T**

## Literary Analysis

- Analyze Text Features: Art **T**
- Analyze Text Structure: Chronology **T**

## Research Skills

- Choose and Narrow a Topic

## Viewing

- Respond to and Interpret Visuals

## Grammar

- Compound Object Pronouns **T**

## TEACH &amp; PRACTICE

**A Analyze Visuals**

**About the Art** Frank Romero has made many lively paintings in which he celebrates L.A.'s busy freeways—the part of Los Angeles that most people complain about!

**Interpret and Respond** Ask: What does Romero seem to like about the freeway?

Possible response:

- the colors; the movement

**B Critical Viewing: Effect**

**Analyze Effect** Ask: What mood do the painting's colors and lines create?

Possible response:

- a busy, fast-moving, happy mood

Then ask: How might this painting reflect the feeling of a large city like Los Angeles?

Possible response:

- The city is busy, and the different ethnic communities make it colorful.

**C Reading Support**

**4 Ask Questions** Ask: What questions do you have about the first two paragraphs? Can you answer them or will you have to read on?

Possible responses:

- Why does everyone except Cabrera's parents pronounce her last name "haltingly"? (need to read on)

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East on the 10, 2001. Frank Romero. Oil on wood, private collection.

**B**

**Critical Viewing: Effect** What mood do the colors and lines create? How might this reflect the feeling of a large city like Los Angeles?

**C**

On the first page, Esperanza explains how at school they say her name funny, "as if the syllables were made out of tin and hurt the roof of your mouth." I was **hooked**.

I knew nothing of the East Coast **prep schools** or the English **shires** of the books I had read before. But like Esperanza, I could remember how different my last name sounded when it was **pronounced melodically** by my parents but **so haltingly** by everyone else. **4**

Cisneros's hometown of Chicago may have been hundreds of miles away from the palm-tree lined streets of Santa Barbara, California, where I grew up. But in her world I was no longer **the minority**.

**4 Ask Questions**

Check your understanding by asking questions about this text. Reread the text to find the answer.

## In Other Words

**hooked** so interested I couldn't stop reading it  
**prep schools** expensive private schools  
**shires** villages  
**pronounced melodically** said in a musical way

**so haltingly** said in a jerky, ugly way  
**the minority** part of the small group that no one seemed to notice or care about

## Grammar Transparency 54

## GRAMMAR

## Compound Object Pronouns

**Teach/Model** Display the transparency. Review subject and object pronouns. Read the examples, and have students identify the compound objects. Read the last example sentence and elicit why the prepositional phrase is at the start (to emphasize it). Work through the sentences with mistakes.

**Practice A.** As students say each sentence, underline the correct pronoun and have them explain their choice. **B.** After partners talk about a memory and write their own sentences, have each student read a sentence aloud and ask the group to identify prepositional phrases.

## In a Prepositional Phrase, Where Does the Pronoun Go?

It Goes Last.

- A **prepositional phrase** starts with a preposition and ends with a noun or a pronoun. Sometimes, it ends with both. Put the pronoun last. I remember the day Mom went out **with my sisters and me**. We met Dad **on Olvera Street**. He bought mangos **for Mom and us**.
- You can put a prepositional phrase at the start of the sentence to emphasize your idea. **To my sisters and me**, Olvera Street still feels like home.
- Avoid these common mistakes in a prepositional phrase:
  1. Use **me**, not **I**: Olvera Street was a magical place for my sisters and **I**.
  2. Put **me** last: Memories of that place are special to **me-and-my-sisters**.

## Try It

**A.** Say the sentences. Use the correct pronouns.

1. Vendors sold fruit to local shoppers and **(we / us)**.
2. For Ana and **(I / me)**, mangos with salt and chile were a treat.
3. Dad said, "Olvera Street means a lot to **(me and you / you and me)**."
4. That day together was great for my family and **(I / me)**.
5. To other families and **(we / us)**, these childhood memories are more than just good times.

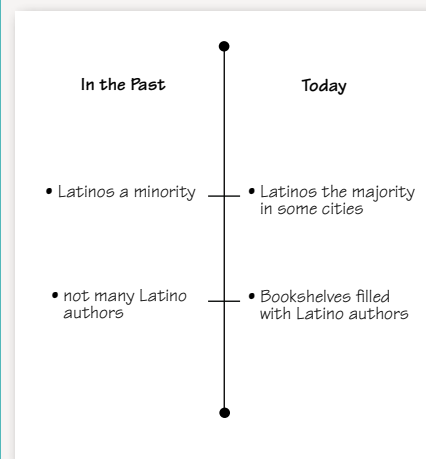
**B.** Now tell a partner about a childhood memory. Write three sentences. Use prepositional phrases. **Sentences will vary.**

**D Reading Support**

**5 Chronology** Point out that there have been many changes since the author first read the book.

**ELL Use Graphic Organizer**

Have students use a time line to understand changes that have taken place:



Ask: What has changed since Cabrera was in high school?

Possible responses:

- *In some places, Latinos are the majority.*
- *Students can easily find books by Latino authors.*

Have students evaluate the author's use of past events as part of the method of development. Ask: How does reading about past events help your understanding of the author's meaning?

Possible response:

- *It shows how much society has changed over the years.*

**E Reading Support**

**6 Ask Questions** Ask: If Cisneros came to your school, what would you ask her?

Possible responses:

- *Is Esperanza really you?*
- *Why was moving hard for you?*

That was a dozen years ago. Today, Latinos are the **majority** in cities like Santa Ana, California, where Cisneros spoke at Valley High School.

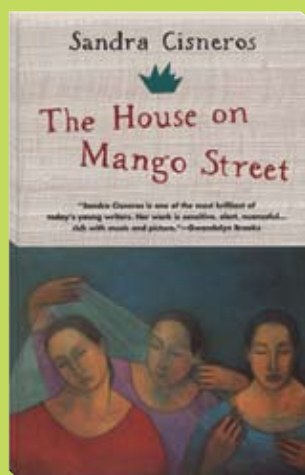
Today, these students can pick from bookstore shelves filled with authors such as Julia Álvarez, Victor Villaseñor, and Judith Ortiz Cofer. These are authors who go beyond **census numbers** to explain what U.S. Latino life is about. **5**

Cisneros provided an hour of humorous storytelling that had the students busting with laughter. They crowded in line afterward, **giddily** waiting to get her autograph.

"Everything she explains, what she says is true," Jessica Cordova, a 10th-grader at Valley High School, says of *The House on Mango Street*. "She puts a lot of emotion, feeling, and thought into the book." **6**

Later, as I talk to Cisneros, she explains how much **the literary world** has changed since she finished writing *The House on Mango Street* twenty years ago. Back then, forget trying to get *The New York Times* to review your book if you were Latino—or getting a major bookseller to carry it, she says.

One thing has remained **constant**, something that Cisneros can see by the question that's most asked by students.



*The House on Mango Street* is a book by Sandra Cisneros. The narrator is a Latina girl named Esperanza, who describes people and events in her neighborhood.

**D****E**

**5 Chronology**  
How have schools, students, and books changed since the author first read the book?  
**LA.910.1.7.5;**  
**LA.910.2.2.2**

**6 Ask Questions**  
What questions might the students have asked Cisneros?  
**LA.910.1.7.8**

**Key Vocabulary**

- **constant** *adj.*, the same, without any change

**In Other Words**

**majority** group which has the most people  
**census numbers** the official number of people who live in the country  
**giddily** excitedly  
**the literary world** the book-selling and publishing businesses

**CONTENT AREA CONNECTIONS****Research Hispanic Authors**

**Conduct Research** Have students research one of the authors that Cabrera lists or other Hispanic writers. Ask them to answer the following:

- When and where was the author born? Where did he or she grow up? Were there many other Hispanics in the neighborhood?
- What are some of the author's most famous books? Does he or she write poetry, fiction, or another literary genre?
- What interesting quotes from the author can you find?
- How does the author feel about his or her Hispanic heritage? Has he or she faced discrimination in the U.S.?
- Does he or she visit schools to talk with students?

**Share and Compare** Students can share their findings with the class to compare the authors they researched.



## READ

## OBJECTIVES

## Vocabulary

- Key Vocabulary **T**

## Reading Strategy

- Ask Questions **T**

## Literary Analysis

- Analyze Text Structure: Chronology **T**

## Writing

- Form: Response to Literature

## APPLY

## A ANALYZE

**1. Explain** Cabrera realizes that there are books that reflect her own experience and that describe her world.

**2. Vocabulary** She's disgusted with herself for quitting school and not becoming everything she could have.

**3. Analyze Literature: Chronology**  
Changes: Today some schools are mostly Hispanic and the students have no trouble finding books by Hispanic writers. Constant: Kids still want authors to write about their own lives.

**4. Reading Strategy: Question-Answer Relationships** Ask a group spokesperson to share a sampling of each group's questions, answers, and reasoning processes.

## B Return to the Text

Remind students that a journal entry tells the inner thoughts and feelings of the writer. Writing from the daughter's point of view, students may express things the daughter wouldn't want her mother or anyone else to know.

"They want to know, 'Is this real? Did this happen to you?'" Cisneros says. "They're so concerned and want to make sure this is my story, because it's their story, too." ❖

## ANALYZE A Smart Cookie/It's Our Story, Too

- 1. Explain** How does the idea of reading change for Yvette Cabrera after she reads *The House on Mango Street*?
- 2. Vocabulary** Why does the mother in "A Smart Cookie" feel **disgusted**? Who or what is she upset about?
- 3. Analyze Literature: Chronology** According to Cabrera, how have schools changed since her childhood? What has remained **constant**?
- 4. Reading Strategy Question-Answer Relationships** Work with a group to share your questions from the **Question-Answer Journal** you began on page 338. Discuss how you found details and connected ideas to answer your questions.

## Return to the Text

**Reread and Write** Reread "A Smart Cookie" by Sandra Cisneros. Then write a journal entry from the daughter's point of view. Describe the advice she has gotten from her mother and how it has opened doors.



## About the Writer

**Sandra Cisneros (1954– )** is one of the leading Latina voices in contemporary American literature. She has published two novels, a collection of short stories, and three books of poetry. "A Smart Cookie" is from her famous book, *The House on Mango Street*, which is often taught in high schools and colleges today.

## Interactive Reading

Have students reread and mark "A Smart Cookie" and "It's Our Story, Too" within the Edge Interactive Practice Book to apply their knowledge of Text Structure: Chronology and to practice the Reading Strategy—Ask Questions.

 **Edge Interactive**  
Practice Book, pp. 147–152

## Unit Project

**Progress Check** Allow time for students to work on their unit projects. Meet with individuals and/or groups to provide guidance and check on their progress.

**click**  [www.hbedge.net](http://www.hbedge.net)

-  • Unit Planning Tools
-  • Unit Project Evaluation Rubric