

Make Predictions

As you read a story, clues in the text and your own experience help you predict what will happen next. Making predictions helps you read with purpose. As you continue to read, you can find out if your predictions are correct. If they are not correct, you can revise them.



Find Text Evidence

You can make predictions about the story “The Day the Rollets Got Their Moxie Back,” beginning with the title on page 324.



page 324

From the title, I predict that the main characters in the story will be the Rollets. I don't know what Moxie means, but the story will probably have a positive ending since the Rollets will get back something that they have been missing.

Your Turn



Based on the girls' reactions to the letters from their older brother, Ricky, what did you predict might happen next? As you read, use the strategy Make Predictions.

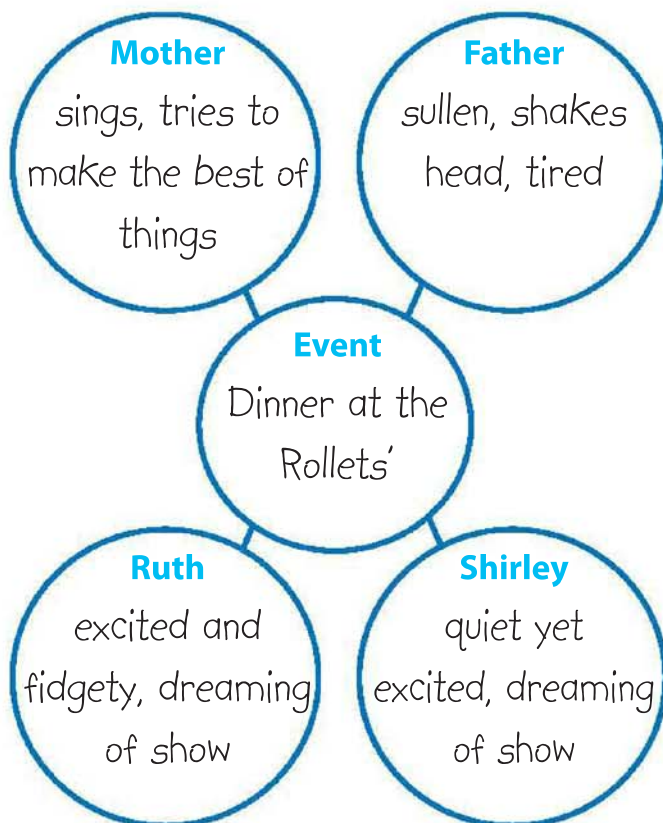
Compare and Contrast

The characters in a story may be similar to or different from one another in their traits, actions, and responses to events. You **compare and contrast characters** to help you better understand how their personalities and actions affect events, or are changed by events.



Find Text Evidence

When I reread the dinner scene on page 326 of "The Day the Rollets Got Their Moxie Back," I can use text details to compare each family member's different responses to their difficult situation.



COLLABORATE



Your Turn

In the graphic organizer, record the feelings of the characters outside the soup kitchen at the start of the scene. How do their feelings change by the story's end?

Go Digital!

Use the interactive graphic organizer

Historical Fiction

The selection “The Day the Rollets Got Their Moxie Back” is historical fiction.

Historical fiction:

- Features events and settings typical of the time period in which the story is set
- Includes characters who act like and speak the dialect of people from a particular place in the past



Find Text Evidence

I can tell that “The Day the Rollets Got Their Moxie Back” is historical fiction. The year is 1937, and President Roosevelt was real. Rollet family members are fictional but use dialect of the time.

page 325

Sometimes, the thing that gets you through hard times comes like a bolt from the blue. That’s what my older brother’s letter was like, traveling across the country from a work camp in Wyoming. It was 1937, and Ricky was helping to build facilities for a new state park as part of President Roosevelt’s employment program. Though the program created jobs for young men like Ricky, it hadn’t helped our dad find work yet.

I imagined Ricky looking up at snow-capped mountains and sparkling skies, breathing in the smell of evergreens as his work crew turned trees into lumber and lumber into buildings. It almost made an 11-year-old **weakling** like me want to become a lumberjack.

Back in our New York City apartment, the air smelled like meatloaf and cabbage. Dad sat slant-wise in his chair by the window, **obviously** trying to catch the last rays of sunlight rather than turn on a light. My older sister Ruth and I lay on the floor comparing the letters Ricky had sent us. “Shirley, Ricky says they had a talent show, and he wore a grass skirt and did a hula dance while playing the ukulele!” Ruth reported with delight. “I’ll bet he was the cat’s pajamas!”

“It’d be swell to have our own talent show!” I replied.

“Should I start sewing grass skirts?” Mom asked from the kitchen, which was just the corner where someone had plopped down a stove next to a sink and an icebox. “Now come set the table. Dinner’s almost ready.”



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Dialect Characters sometimes use dialect, which is speech typical of a place or time. Dialect may include words, phrases, and idioms that might sound unfamiliar.

COLLABORATE



Your Turn

List two examples of dialect in “The Day the Rollets Got Their Moxie Back.” Why might an author include dialect in historical fiction?

Idioms

An **idiom** is an expression that cannot be defined by the words in it. Surrounding words and sentences can offer context clues to help you understand the meaning of an idiom.



Find Text Evidence

I'm not sure what the idiom a bolt from the blue means on page 325. When I think of a "bolt," I think of lightning and how quickly and unpredictably it can strike. Letters often come unexpectedly, as if out of nowhere. That must be the meaning.

Sometimes, the thing that gets you through hard times comes like a bolt from the blue. That's what my older brother's letter was like, traveling across the country from a work camp in Wyoming.



Your Turn

COLLABORATE



Use context clues to explain the meanings of the following idioms from "How the Rollets Got Their Moxie Back."

the cat's pajamas, page 325

get the green light, page 326

grin and bear it, page 326

like there was no tomorrow, page 327



Readers to ...

Writers often include **transitions** that will help guide the reader through a text. Reread this passage from “The Day the Rollets Got Their Moxie Back” to see how the author uses transitional words and phrases to link events and ideas in the story.

Transitions

Identify the transitions the author used to clarify time and place. What other kinds of transitions did the author use to connect ideas and events?

Expert Model

The line moved slowly. Bored, Ruth began practicing her dance steps. I sang an upbeat tune to give her some music. Around us, downturned hats lifted to reveal frowns becoming smiles. Soon, folks began clapping along.

Egged on by the supportive response, Ruth twirled and swayed like there was no tomorrow.



Writers



Angela wrote a narrative about a volunteer experience she shared with her family. Read Angela's revision of this section.

Student Model

The Hazens' House

The Hazens' old house burned down in a fire last summer. ^{Over the past months,} People donated money to help them. ^{The Hazens} They had enough to buy materials for a new house ^{but} They could not ^{sp} afford workers. All of us in town pitched in. ^{While} My parents sawed boards. [,] My brother and I ^{After a day of hard work,} nailed them to wooden frames. [,] Then the walls went up. Everyone was so proud to help out, they cheered!

Editing Marks

- ^ Add
- ^, Add a comma.
- ✂ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Complex Sentences

See page 453.

Your Turn

COLLABORATE



- Identify the transitions Angela used in her narrative. What is their purpose?
- What complex sentences did Angela use?
- Tell how Angela's revisions improved her writing.

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