

LANGUAGE DEVELOPMENT ?Then, compare the author's purpose and use of persuasive techniques in "A Quilt of a Country" with those of "The Immigrant Contribution." About the Author Born into a family of politicians, John F. Kennedy (1917–1963) did not take schooling seriously and was known as a trickster in the classroom. In his junior year at Harvard University, he developed an interest in political philosophy and became more studious. After school, he served in the U.S. Navy during World War II. In 1961, he became the thirty-fifth president of the United States. Tragically, Kennedy was assassinated on November 22, 1963, in Dallas, Texas. NOTICE the general ideas of the text. What is it about? Who is involved? CONNECT ideas within the selection to what you already know and what you have already read. ANNOTATE by marking vocabulary and key passages you want to revisit. RESPOND by completing the Comprehension Check and writing a brief summary of the selection. THE IMMIGRANT CONTRIBUTION A QUILT OF A COUNTRY Tool Kit First-Read Guide and Model Annotation ? STANDARDS Reading Informational Text By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 22 UNIT 1 o AMERICAN VOICES LIT17_SE09_U01_A2C_WC.indd Page 22 01/11/19 2:59 PM baljeet /127/PE03736_RB/MPELA17/NA/SE/MPELA17/G9/0133339521/Layout/Interior_Files Copyright (C) SAVVAS Learning Company LLC. All Rights Reserved. MAKING MEANING ANCHOR TEXT I ESSAY NOTES BACKGROUND John F. Kennedy wrote the book from which this excerpt was taken when he was a United States senator. He was a prominent supporter of immigrant rights, and ran for president on a platform that included the extension of those rights. He opposed legal distinctions between native-born and naturalized citizens, stating, "There is no place for second-class citizenship in America."Read It Read the passages from "A Quilt of a Country" and identify the precise adjectives and strong verbs in each one. Then, rewrite each passage, changing the vivid word choices to ordinary ones. Explain how Quindlen's original word choices contribute to the accuracy and liveliness of her writing. Use the chart to record your answers. Write It Notebook Revise each sentence by replacing verbs or adjectives with stronger, more vivid word choices. 1. The crowd yelled at the player after the game. 2. Eloise was happy when she got her driver's license. 3. The campers carried their gear through the tall grass. 4. The garbage smelled bad after it was in the sun. What is the point of this splintered whole? (paragraph 4) Historians today bemoan . . . (paragraph 3) . . . but tolerance is a vanilla-pudding word . . . (paragraph 8) And there is a grudging fairness among the citizens of the United States . . . (paragraph 7) Passage PRECISE ADJECTIVE OR STRONG VERB Rewrite Effect A Quilt of a Country 21 LIT17_SE09_U01_A1C_WC_APP.indd Page 21 01/11/19 3:04 PM baljeet /127/PE03736_RB/MPELA17/NA/SE/MPELA17/G9/0133339521/Layout/Interior_Files Copyright (C) SAVVAS Learning Company LLC. All Rights Reserved. ESSENTIAL QUESTION: What does it mean to be "American"?20 UNIT 1 o AMERICAN VOICES LIT17_SE09_U01_A1C_WC_APP.indd Page 20 01/11/19 3:04 PM baljeet /127/PE03736_RB/MPELA17/NA/SE/MPELA17/G9/0133339521/Layout/Interior_Files Copyright (C) SAVVAS Learning Company LLC. STANDARDS Reading Informational Text Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. Concept Vocabulary

disparate pluralistic diversity discordant interwoven coalescing Why These Words?He greatly influenced
.and inspired the immigration reforms of the late twentieth century. 1.2