

## Before Reading

# Raymond's Run

Short Story by Toni Cade Bambara

VIDEO TRAILER



KEYWORD: HML8-37

# What's worth the EFFORT?

### COMMON CORE

**RL 1** Cite the evidence that supports inferences drawn from the text. **RL 3** Analyze how incidents in a story propel the action or provoke a decision.

Have you ever wanted something so badly you'd do anything to achieve it? If so, you've felt motivation, the drive that causes people to strive toward a goal. In the story you are about to read, a spunky young girl does what it takes to be the fastest runner in her neighborhood.

**QUICKWRITE** Jot down a list of things you've been willing to work for. Choose a favorite and write a short paragraph telling what motivates you.

- 
1. Hold record for most chin-ups
  2. Learn new dance



## Meet the Author

### Toni Cade Bambara

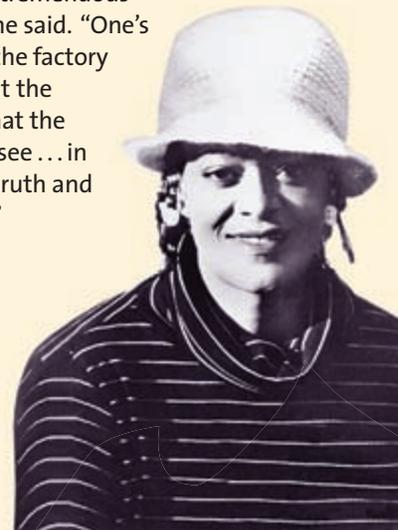
1939–1995

#### Creativity and Concern

Raised in urban neighborhoods of New York and New Jersey in the 1940s and 1950s, Toni Cade spent much time daydreaming and exploring her world. Her mother encouraged her to do so. In the dedication of her award-winning novel *The Salt Eaters*, Bambara thanks her “mama . . . who in 1948, having come upon me daydreaming in the middle of the kitchen floor, mopped around me.” One day, while looking through an old trunk, Toni found her great-grandmother’s sketchbook. The name inscribed there was “Bambara.” Impressed with her ancestor’s creative drive, she decided to add that name to her own.

#### “A Tremendous Responsibility”

Toni Cade Bambara went on to careers as a teacher, community activist, and documentary filmmaker. She continued to write, sharing her personal concern for and understanding of the lives of African-American families and communities. She was always aware of the influence that writers, artists, and cultural workers have on others. “It’s a tremendous responsibility,” she said. “One’s got to see what the factory worker sees, what the prisoner sees, what the welfare children see . . . in order to tell the truth and not get trapped.”



### ● TEXT ANALYSIS: PLOT

A **plot** is the series of events that happen in a story. When a story develops in a linear way, it progresses through the following plot stages in the order in which they are listed:

- **Exposition**—introduces the main characters, the setting, and sometimes the conflict
- **Rising action**—increases tension and builds the conflict
- **Climax**—the point of greatest interest, or the turning point in the story where the conflict begins to be resolved
- **Falling action**—shows the result of the climax and brings the story to a close
- **Resolution**—reveals the final outcome of the conflict and ties up loose ends

As you read “Raymond’s Run,” notice the incidents that occur at each stage of the plot.

### ● READING SKILL: MAKE INFERENCES

When you make an **inference** while reading, you use clues from the story and your own knowledge to guess about things the author doesn’t say directly. As you read “Raymond’s Run,” make inferences to better understand the main character’s feelings, thoughts, and ideas. Record your inferences in equations.

*Squeaky says her dad is the only one faster than she is.*

+

*Kids like when their parents are talented.*

=

*Squeaky is proud of her father.*

### ▲ VOCABULARY IN CONTEXT

The boldfaced words help Toni Cade Bambara tell a story about a race that’s important in more ways than one. Use context clues to figure out what each word means.

1. Teams of three or four usually compete in **relay** races.
2. The talented young sprinter was considered a track **prodigy**.
3. Mai’s teammate is also her good friend, or **sidekick**.
4. Ben is **liable** to get injured if he doesn’t warm up before the race.
5. At the start of a race, runners **crouch** close to the ground.
6. The winner might **clutch** the blue ribbon to her chest.



Complete the activities in your **Reader/Writer Notebook**.

Authors Online



Go to [thinkcentral.com](http://thinkcentral.com). KEYWORD: HML8-37

# RAYMOND'S RUN

Toni Cade Bambara

## Analyze Visuals ▶

From her posture and her expression, what can you **infer** about the girl in this photograph?

I don't have much work to do around the house like some girls. My mother does that. And I don't have to earn my pocket money by hustling; George runs errands for the big boys and sells Christmas cards. And anything else that's got to get done, my father does. All I have to do in life is mind my brother Raymond, which is enough.

Sometimes I slip and say my little brother Raymond. But as any fool can see he's much bigger and he's older too. But a lot of people call him my little brother cause he needs looking after cause he's not quite right. And a lot of smart mouths got lots to say about that too, especially when George was minding him. But now, if anybody has anything to say to Raymond, anything to say about his big head,<sup>1</sup> they have to come by me. And I don't play the dozens<sup>2</sup> or believe in standing around with somebody in my face doing a lot of talking. I much rather just knock you down and take my chances even if I am a little girl with skinny arms and a squeaky voice, which is how I got the name Squeaky. And if things get too rough, I run. And as anybody can tell you, I'm the fastest thing on two feet. **A**

There is no track meet that I don't win the first place medal. I used to win the twenty-yard dash when I was a little kid in kindergarten. Nowadays, it's the fifty-yard dash. And tomorrow I'm subject to run the quarter-meter **relay** all by myself and come in first, second, and third. The big kids call me Mercury<sup>3</sup> cause I'm the swiftest thing in the neighborhood. Everybody knows that—except two people who know better, my father and me. He can beat me to Amsterdam Avenue with me having a two fire hydrant headstart and him running with his hands in his pockets and whistling. But that's private information. Cause can you imagine some thirty-five-year-old man stuffing himself into PAL shorts to race little kids? So as far as everyone's concerned, I'm

## **A** PLOT: EXPOSITION

What have you learned about Squeaky so far?

**relay** (rē'lā) *n.* a race in which several team members take turns running to complete the race

1. **big head:** a result of hydrocephalus, or fluid in parts of the brain, that causes enlargement of the skull.

2. **play the dozens:** exchange rhyming insults.

3. **Mercury:** in Roman mythology, the swift messenger of the gods.



the fastest and that goes for Gretchen, too, who has put out the tale that she is going to win the first-place medal this year. Ridiculous. In the second place, she's got short legs. In the third place, she's got freckles. In the first place, no one can  
30 beat me and that's all there is to it.

I'm standing on the corner admiring the weather and about to take a stroll down Broadway so I can practice my breathing exercises, and I've got Raymond walking on the inside close to the buildings, cause he's subject to fits of fantasy and starts thinking he's a circus performer and that the curb is a tightrope strung high in the air. And sometimes after a rain he likes to step down off his tightrope right into the gutter and slosh around getting his shoes and cuffs wet. Then I get hit when I get home. Or sometimes if you don't watch him he'll dash across traffic to the island in the middle of Broadway and give the pigeons a fit. Then I have to go behind him apologizing to all  
40 the old people sitting around trying to get some sun and getting all upset with the pigeons fluttering around them, scattering their newspapers and upsetting the waxpaper lunches<sup>4</sup> in their laps. So I keep Raymond on the inside of me, and he plays like he's driving a stage coach which is O.K. by me so long as he doesn't run me over or interrupt my breathing exercises, which I have to do on account of I'm serious about my running, and I don't care who knows it. **B**

Now some people like to act like things come easy to them, won't let on that they practice. Not me. I'll high-prance down 34th Street like a rodeo pony to keep my knees strong even if it does get my mother uptight so that she walks ahead like she's not with me, don't know me, is all by herself on a shopping trip, and I am somebody else's crazy child. Now you take Cynthia Procter for instance. She's just the opposite. If there's a test tomorrow, she'll  
50 say something like, "Oh, I guess I'll play handball this afternoon and watch television tonight," just to let you know she ain't thinking about the test. Or like last week when she won the spelling bee for the millionth time, "A good thing you got 'receive,' Squeaky, cause I would have got it wrong. I completely forgot about the spelling bee." And she'll **clutch** the lace on her blouse like it was a narrow escape. Oh, brother. But of course when I pass her house on my early morning trots around the block, she is practicing the scales on the piano over and over and over and over. Then in music class she always lets herself get  
60 bumped around so she falls accidentally on purpose onto the piano stool and is so surprised to find herself sitting there that she decides just for fun to try out the ole keys. And what do you know—Chopin's waltzes<sup>5</sup> just spring out of her fingertips and she's the most surprised thing in the world. A regular **prodigy**. I could kill people like that. I stay up all night studying the words for the spelling bee. And you can see me any time of day practicing running. I never walk if I can trot, and shame on Raymond if he can't keep up. But of course he does, cause if he hangs back someone's **liable** to walk up to him and get

## **B** MAKE INFERENCES

Reread lines 31–45. How do you think Squeaky feels about taking care of her brother? Use an equation to note your inference.

**clutch** (klŭch) *v.* to grasp and hold tightly

**prodigy** (prŏd'ə-jē) *n.* a person with an exceptional talent

**liable** (lī'ə-bəl) *adj.* likely to

4. **waxpaper lunches:** sandwiches wrapped in wax paper.

5. **Chopin's** (shŏ'pănz') **waltzes:** music by composer Frédéric Chopin.

smart, or take his allowance from him, or ask him where he got that great big pumpkin head. People are so stupid sometimes.

70 So I'm strolling down Broadway breathing out and breathing in on counts of seven, which is my lucky number, and here comes Gretchen and her **sidekicks**: Mary Louise, who used to be a friend of mine when she first moved to Harlem from Baltimore and got beat up by everybody till I took up for her on account of her mother and my mother used to sing in the same choir when they were young girls, but people ain't grateful, so now she hangs out with the new girl Gretchen and talks about me like a dog; and Rosie, who is as fat as I am skinny and has a big mouth where Raymond is concerned and is too stupid to know that there is not a big deal of difference between herself and Raymond and that she can't afford to throw stones. So they are steady coming up  
80 Broadway and I see right away that it's going to be one of those Dodge City<sup>6</sup> scenes cause the street ain't that big and they're close to the buildings just as we are. First I think I'll step into the candy store and look over the new comics and let them pass. But that's chicken and I've got a reputation to consider. So then I think I'll just walk straight on through them or even over them if necessary. But as they get to me, they slow down. I'm ready to fight, cause like I said I don't feature a whole lot of chit-chat, I much prefer to just knock you down right from the jump and save everybody a lotta precious time. ©

90 "You signing up for the May Day races?" smiles Mary Louise, only it's not a smile at all. A dumb question like that doesn't deserve an answer. Besides, there's just me and Gretchen standing there really, so no use wasting my breath talking to shadows.

"I don't think you're going to win this time," says Rosie, trying to signify with her hands on her hips all salty, completely forgetting that I have whipped her behind many times for less salt than that.

100 "I always win cause I'm the best," I say straight at Gretchen who is, as far as I'm concerned, the only one talking in this ventriloquist-dummy routine. Gretchen smiles, but it's not a smile, and I'm thinking that girls never really smile at each other because they don't know how and don't want to know how and there's probably no one to teach us how, cause grown-up girls don't know either. Then they all look at Raymond who has just brought his mule team to a standstill. And they're about to see what trouble they can get into through him.

"What grade you in now, Raymond?"

"You got anything to say to my brother, you say it to me, Mary Louise Williams of Raggedy Town, Baltimore."

"What are you, his mother?" sasses Rosie.

"That's right, Fatso. And the next word out of anybody and I'll be *their* mother too." So they just stand there and Gretchen shifts from one leg to the other and so do they. Then Gretchen puts her hands on her hips and is about to say something with her freckle-face self but doesn't. Then she walks

**sidekick** (sīd'kīk') *n.*  
a close friend

### © PLOT: RISING ACTION

What is the conflict between Gretchen and Squeaky?

### VISUAL VOCABULARY



**ventriloquist-dummy** *n.*  
A ventriloquist controls his or her voice and moves the mouth of a puppet, or dummy, to make it appear to be talking.

6. **Dodge City**: an Old West town, famous for showdowns between outlaws and lawmen.

110 around me looking me up and down but keeps walking up Broadway, and her sidekicks follow her. So me and Raymond smile at each other and he says, “Gidyap” to his team and I continue with my breathing exercises, strolling down Broadway toward the ice man on 145th with not a care in the world cause I am Miss Quicksilver<sup>7</sup> herself.

I take my time getting to the park on May Day because the track meet is the last thing on the program. The biggest thing on the program is the May Pole dancing, which I can do without, thank you, even if my mother thinks it’s a shame I don’t take part and act like a girl for a change. You’d think my mother’d be grateful not to have to make me a white organdy dress with a big  
120 satin sash and buy me new white baby-doll shoes that can’t be taken out of the box till the big day. You’d think she’d be glad her daughter ain’t out there prancing around a May Pole getting the new clothes all dirty and sweaty and trying to act like a fairy or a flower or whatever you’re supposed to be when you should be trying to be yourself, whatever that is, which is, as far as I am concerned, a poor Black girl who really can’t afford to buy shoes and a new dress you only wear once a lifetime cause it won’t fit next year. **D**

I was once a strawberry in a Hansel and Gretel pageant when I was in nursery school and didn’t have no better sense than to dance on tiptoe with my arms in a circle over my head doing umbrella steps and being a perfect fool just  
130 so my mother and father could come dressed up and clap. You’d think they’d know better than to encourage that kind of nonsense. I am not a strawberry. I do not dance on my toes. I run. That is what I am all about. So I always come late to the May Day program, just in time to get my number pinned on and lay in the grass till they announce the fifty-yard dash.

I put Raymond in the little swings, which is a tight squeeze this year and will be impossible next year. Then I look around for Mr. Pearson, who pins the numbers on. I’m really looking for Gretchen, if you want to know the truth, but she’s not around. The park is jam-packed. Parents in hats and corsages and breast-pocket handkerchiefs peeking up. Kids in white dresses  
140 and light-blue suits. The parkees<sup>8</sup> unfolding chairs and chasing the rowdy kids from Lenox<sup>9</sup> as if they had no right to be there. The big guys with their caps on backwards, leaning against the fence swirling the basketballs on the tips of their fingers, waiting for all these crazy people to clear out the park so they can play. Most of the kids in my class are carrying bass drums and glockenspiels<sup>10</sup> and flutes. You’d think they’d put in a few bongos or something for real like that. **E**

Then here comes Mr. Pearson with his clipboard and his cards and pencils and whistles and safety pins and 50 million other things he’s always dropping all over the place with his clumsy self. He sticks out in a crowd because he’s

#### **D MAKE INFERENCES**

Reread lines 115–126.

What do you think Squeaky’s relationship with her mother is like?

#### **E MAKE INFERENCES**

Reread lines 135–136.

How is Squeaky’s life affected by having to take care of Raymond? Think about how she might deal with Raymond next year.

7. **Miss Quicksilver:** a reference to how fast quicksilver (mercury) flows.

8. **parkees:** people who regularly gather in the park.

9. **Lenox:** street in Harlem in New York City.

10. **glockenspiels** (glɒkˈən-spēlz): musical instruments with tuned metal bars played with light hammers.

150 on stilts. We used to call him Jack and the Beanstalk to get him mad. But I'm  
the only one that can outrun him and get away, and I'm too grown for that  
silliness now.

"Well, Squeaky," he says, checking my name off the list and handing me  
number seven and two pins. And I'm thinking he's got no right to call me  
Squeaky, if I can't call him Beanstalk.

"Hazel Elizabeth Deborah Parker," I correct him and tell him to write it  
down on his board.

"Well, Hazel Elizabeth Deborah Parker, going to give someone else a break  
this year?" I squint at him real hard to see if he is seriously thinking I should  
160 lose the race on purpose just to give someone else a break. "Only six girls  
running this time," he continues, shaking his head sadly like it's my fault all

### ▼ Analyze Visuals

How does the boy in this  
picture **compare** with  
the way you imagine  
Raymond?



of New York didn't turn out in sneakers. "That new girl should give you a run for your money." He looks around the park for Gretchen like a periscope<sup>11</sup> in a submarine movie. "Wouldn't it be a nice gesture if you were . . . to ahhh . . ."

I give him such a look he couldn't finish putting that idea into words. Grownups got a lot of nerve sometimes. I pin number seven to myself and stomp away, I'm so burnt. And I go straight for the track and stretch out on the grass while the band winds up with "Oh, the Monkey Wrapped His Tail Around the Flag Pole," which my teacher calls by some other name. The man  
170 on the loudspeaker is calling everyone over to the track and I'm on my back looking at the sky, trying to pretend I'm in the country, but I can't, because even grass in the city feels hard as sidewalk, and there's just no pretending you are anywhere but in a "concrete jungle" as my grandfather says. ◆

**T**he twenty-yard dash takes all of two minutes cause most of the little kids don't know no better than to run off the track or run the wrong way or run smack into the fence and fall down and cry. One little kid, though, has got the good sense to run straight for the white ribbon up ahead so he wins. Then the second-graders line up for the thirty-yard dash and I don't even bother to turn my head to watch cause Raphael Perez always wins. He wins before he  
180 even begins by psyching the runners, telling them they're going to trip on their shoelaces and fall on their faces or lose their shorts or something, which he doesn't really have to do since he is very fast, almost as fast as I am. After that is the forty-yard dash which I used to run when I was in first grade. Raymond is hollering from the swings cause he knows I'm about to do my thing cause the man on the loudspeaker has just announced the fifty-yard dash, although he might just as well be giving a recipe for angel food cake cause you can hardly make out what he's sayin for the static. I get up and slip off my sweat pants and then I see Gretchen standing at the starting line, kicking her legs out like a pro. Then as I get into place I see that ole Raymond is on line on  
190 the other side of the fence, bending down with his fingers on the ground just like he knew what he was doing. I was going to yell at him but then I didn't. It burns up your energy to holler. **F**

Every time, just before I take off in a race, I always feel like I'm in a dream, the kind of dream you have when you're sick with fever and feel all hot and weightless. I dream I'm flying over a sandy beach in the early morning sun, kissing the leaves of the trees as I fly by. And there's always the smell of apples, just like in the country when I was little and used to think I was a choo-choo train, running through the fields of corn and chugging up the hill to the orchard. And all the time I'm dreaming this, I get lighter and lighter until I'm  
200 flying over the beach again, getting blown through the sky like a feather that weighs nothing at all. But once I spread my fingers in the dirt and **crouch** over the Get on Your Mark, the dream goes and I am solid again and am telling

◆ **GRAMMAR IN CONTEXT**

Line 165 is a complete sentence because it contains both a subject and a predicate. A **sentence fragment** would be missing one of these two elements.

**F PLOT: RISING ACTION**

What details in this paragraph increase the excitement and tension?

**crouch** v. to stoop with bent knees

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11. **periscope**: a tube with mirrors or prisms inside through which a person can see the reflection of an object at the other end.

myself, Squeaky you must win, you must win, you are the fastest thing in the world, you can even beat your father up Amsterdam if you really try. **G** And then I feel my weight coming back just behind my knees then down to my feet then into the earth and the pistol shot explodes in my blood and I am off and weightless again, flying past the other runners, my arms pumping up and down and the whole world is quiet except for the crunch as I zoom over the gravel in the track. I glance to my left and there is no one. To the right, a blurred Gretchen, who's got her chin jutting out as if it would win the race all by itself. And on the other side of the fence is Raymond with his arms down to his side and the palms tucked up behind him, running in his very own style, and it's the first time I ever saw that and I almost stop to watch my brother Raymond on his first run. But the white ribbon is bouncing toward me and I tear past it, racing into the distance till my feet with a mind of their own start digging up footfuls of dirt and brake me short. Then all the kids standing on the side pile on me, banging me on the back and slapping my head with their May Day programs, for I have won again and everybody on 151st Street can walk tall for another year.

210  
220 “In first place . . .” the man on the loudspeaker is clear as a bell now. But then he pauses and the loudspeaker starts to whine. Then static. And I lean down to catch my breath and here comes Gretchen walking back, for she's overshot the finish line too, huffing and puffing with her hands on her hips taking it slow, breathing in steady time like a real pro and I sort of like her a little for the first time. “In first place . . .” and then three or four voices get all mixed up on the loudspeaker and I dig my sneaker into the grass and stare at Gretchen who's staring back, we both wondering just who did win. I can hear old Beanstalk arguing with the man on the loudspeaker and then a few others running their mouths about what the stopwatches say. Then I hear Raymond  
230 yanking at the fence to call me and I wave to shush him, but he keeps rattling the fence like a gorilla in a cage like in them gorilla movies, but then like a dancer or something he starts climbing up nice and easy but very fast. And it occurs to me, watching how smoothly he climbs hand over hand and remembering how he looked running with his arms down to his side and with the wind pulling his mouth back and his teeth showing and all, it occurred to me that Raymond would make a very fine runner. Doesn't he always keep up with me on my trots? And he surely knows how to breathe in counts of seven cause he's always doing it at the dinner table, which drives my brother George up the wall. And I'm smiling to beat the band cause if I've lost this race, or if  
240 me and Gretchen tied, or even if I've won, I can always retire as a runner and begin a whole new career as a coach with Raymond as my champion. After all, with a little more study I can beat Cynthia and her phony self at the spelling bee. And if I bugged my mother, I could get piano lessons and become a star. And I have a big rep as the baddest thing around. And I've got a roomful of ribbons and medals and awards. But what has Raymond got to call his own? **H**

**G MAKE INFERENCES**

Why do you think Squeaky always feels this way before a race?

**Language Coach**

**Similes** A simile is a comparison using the words *like* or *as*. Reread line 220. A simile compares the voice on the loudspeaker to the sound of a bell. Would it be easy or hard to hear a voice that is “clear as a bell”?

**H PLOT: CLIMAX**

What decision does Squeaky make as she waits for the announcement? Note what incidents influence this decision.



### ◀ Analyze Visuals

What can you **infer** about how the girl in red feels about herself? Tell what clues you used to make your inference.

So I stand there with my new plans, laughing out loud by this time as Raymond jumps down from the fence and runs over with his teeth showing and his arms down to the side, which no one before him has quite mastered as a running style. And by the time he comes over I'm jumping up and down so glad to see him—my brother Raymond, a great runner in the family tradition. But of course everyone thinks I'm jumping up and down because the men on the loudspeaker have finally gotten themselves together and compared notes and are announcing, "In first place—Miss Hazel Elizabeth Deborah Parker." (Dig that.) "In second place—Miss Gretchen P. Lewis." And I look over at Gretchen wondering what the "P" stands for. And I smile. Cause she's good, no doubt about it. Maybe she'd like to help me coach Raymond; she obviously is serious about running, as any fool can see. And she nods to congratulate me and then she smiles. And I smile. We stand there with this big smile of respect between us. It's about as real a smile as girls can do for each other, considering we don't practice real smiling every day, you know, cause maybe we too busy being flowers or fairies or strawberries instead of something honest and worthy of respect . . . you know . . . like being people. 🌀 ①

### ① PLOT: FALLING ACTION AND RESOLUTION

How does Squeaky react to the announcement that she won the race?

## Comprehension

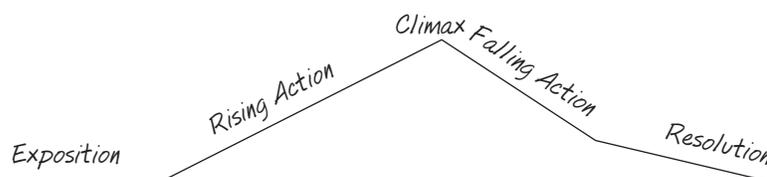
1. **Recall** What nickname have the big kids given Squeaky, and why?
2. **Clarify** Why does Squeaky feel the May Pole dance is a waste of time?
3. **Clarify** Describe Squeaky’s reaction when she sees Raymond running parallel to her in the race.



**RL 1** Cite the evidence that supports inferences drawn from the text.  
**RL 3** Analyze how incidents in a story propel the action or provoke a decision.

## Text Analysis

4. **Make Inferences** Review the inference equations you created as you read the story. Use these **inferences** to answer this question: Why might Squeaky react to other people the way she does? Support your answer.
5. **Compare and Contrast** What are some differences between Squeaky and Gretchen? What are some similarities?
6. **Analyze Plot** The plot of “Raymond’s Run” revolves around Squeaky’s desire to win the May Day race. Using a diagram like the one shown, note the events that happen at each stage of the **plot**. How is the conflict resolved?



7. **Draw Conclusions** How do the events in the story change the way Squeaky views competition?
8. **Evaluate Plot** A plot should be suspenseful, coherent, well-paced, and satisfying. What is your evaluation of the plot of “Raymond’s Run”? Be sure to assess the climax and resolution of the story as well as the other structural elements of the plot.

## Extension and Challenge

9. **Inquiry and Research** According to Squeaky, Raymond has a “big head.” Find out more about hydrocephalus, the condition he has. With the medical advances of today, is there a treatment or cure for hydrocephalus? What is known about the causes of it? Present your findings to the class.

### What’s worth the **EFFORT**?

Review the Quickwrite activity on page 36. If Squeaky were in your class, what do you think her response to this activity would be? Make sure you explain her motivation.

## Vocabulary in Context

### ▲ VOCABULARY PRACTICE

Answer each question to show your understanding of the vocabulary words.

1. Is a **sidekick** likely to be a friend or someone you just met?
2. If you were to **clutch** something, would you be tossing it away or holding it close?
3. Which would you expect a sports **prodigy** to be—clumsy or talented?
4. When are you more likely to **crouch**—picking a flower from the garden or reaching for a glass in the cabinet?
5. If a person is **liable** to do something, does that mean it's likely or unlikely to happen?
6. What's more important in a **relay** race—one good runner or a team effort?

### ACADEMIC VOCABULARY IN WRITING

• affect • conclude • evident • imply • initial

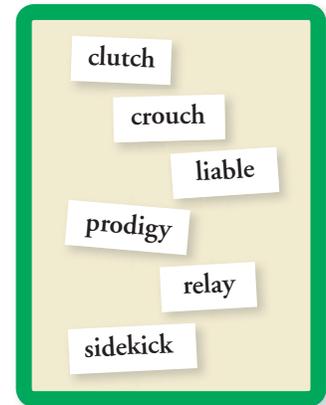
How does Squeaky's attitude toward Gretchen change over the course of the story? Using at least one Academic Vocabulary word, compare Squeaky's **initial** reaction to Gretchen to her feelings toward her rival at the end of the story.

### VOCABULARY STRATEGY: FOREIGN WORDS IN ENGLISH

The English language includes words from diverse languages, including French, German, Spanish, Japanese, and many others. In "Raymond's Run," Squeaky uses a foreign word when she says, "I used to win the twenty-yard dash when I was in kindergarten." *Kindergarten* is borrowed from German. Dictionary entries include a word's origin.

**PRACTICE** For each sentence, identify the word that comes from a foreign language. Use a dictionary to find the word's origin, and write it next to the word.

1. His directions were vague, and we got lost trying to follow them.
2. She liked to sing karaoke, but she didn't like to sing with a band.
3. When skateboarding becomes passé, he'll move on to another sport.
4. They went to see their sister perform at the rodeo.
5. He liked sauerkraut on his hotdog.



### COMMON CORE

L6 Use accurately grade-appropriate words.

Interactive Vocabulary **THINK** central  
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# Language

## ◆ GRAMMAR IN CONTEXT: Avoid Sentence Fragments

Review the **Grammar in Context** anno on page 44. A **sentence fragment** is an incomplete sentence. It is missing a subject (whom or what the sentence is about), a predicate (what the subject is or does), or both. The missing part(s) must be added in order to fix, or complete, the sentence.

*Original:* My brother. (This is a sentence fragment because it is missing a predicate.) He likes movies with a lot of action.

*Revised:* My brother likes movies with a lot of action. (This is now a complete sentence because it contains the subject “My brother” and the predicate “likes movies with a lot of action.”)

**PRACTICE** Decide whether the following sentence fragments in bold are missing a subject, a predicate, or both. Then combine each fragment with the sentence before it, inserting any additional words as needed.

1. The crowd gathered in the park. **For the May Day festivities.**
2. They gathered, as usual. **The regulars, or parkees.**
3. For many, the May Pole dance is the highlight. **For others, the races.**
4. I’m sure I’ll win again. **Always do.**
5. He was the surprise of the day. **Squeaky’s brother Raymond.**

For more help with fragments, see page R64 in the *Grammar Handbook*.

## READING-WRITING CONNECTION



Increase your understanding of “Raymond’s Run” by responding to this prompt. Then use the **revising tip** to improve your writing.

### WRITING PROMPT

#### Extended Constructed Response: Article

Imagine you are a newspaper writer covering the May Day events at the park. Write a **two- or three-paragraph** article that will appear in the next day’s paper. Be sure to tell where and when events took place, who participated, and what happened.

### REVISING TIP

Review your article. If you have used any sentence fragments, add the missing parts to make your sentences complete.



**L1** Demonstrate command of standard English grammar when writing. **L3** Use knowledge of language when writing. **W2** Write informative texts.

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