Literary Element (page 72)
Plot
The Good Samaritan RENÉ SALDAÑA, JR.
A story’s plot includes all the events that happen in the story. A plot is usually organized around conflict, or a struggle between opposing forces. The plot of a story begins with the exposition. The exposition introduces the characters, setting, and conflict. The rising action includes all the events that lead to the climax. The climax is the point of greatest interest or suspense in a story. The falling action is all of the events that happen after the climax. The resolution is the conclusion, or the ending, of the story.

ACTIVITY
Directions Fill out the major events from the plot in the graphic organizer below. The exposition has been completed as a model.

Exposition: Rey goes to the Sánchez house, hoping to go for a swim.

1. Rising Action:

2. Climax:

3. Falling Action:

4. Conclusion:
**Reading Strategy** *(page 72)*

**Visualize**

**The Good Samaritan** *RENÉ SALDÁÑA, JR.*

When you **visualize**, you create images, or pictures, in your mind as you read. You use the author’s descriptions and details to imagine characters, settings, and plot events. When you visualize, you are better able to understand and remember what you read. To visualize, pay attention to the sensory details that help you “see” the story. Try to imagine the scene as if it were taking place in a movie.

**ACTIVITY**

**Directions** Use the chart to record the descriptive details in each part of the story. You can sketch as well as write for some visual details. The first row is an example.

<table>
<thead>
<tr>
<th>Event</th>
<th>See</th>
<th>Hear</th>
<th>Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks to Swim</td>
<td>a nice house, pictures of the family all dressed up, a front porch</td>
<td>Mrs. Sánchez asking Rey to come back tomorrow</td>
<td>hot, tired, frustrated</td>
</tr>
<tr>
<td>Cleans the Yard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diggs Holes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVE READING GRAPHIC ORGANIZER**

Continue recording details from the story. Ask your teacher for a Three-Column Grid Graphic Organizer.
Selection Vocabulary Practice (page 72)
The Good Samaritan  RENÉ SALDAÑA, JR.

Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>supervision</td>
<td>n. the act of watching or overseeing others</td>
</tr>
<tr>
<td>standstill</td>
<td>n. a stop in motion or progress</td>
</tr>
<tr>
<td>disrespect</td>
<td>n. a lack of proper courtesy</td>
</tr>
<tr>
<td>ritual</td>
<td>n. a set routine</td>
</tr>
</tbody>
</table>

Exercise A  Practice with Synonyms and Antonyms

On each line, write whether the pairs of words are synonyms (words with nearly the same meaning) or antonyms (words with nearly opposite meanings).

1. supervision—observation
2. standstill—progression
3. disrespect—impoliteness
4. ritual—tradition

Exercise B  Applying Meanings

If the vocabulary words could write, each of them might write one of the following books. Write the word next to the book it would write.

1. Watching Over My Country
2. The End of Locomotion
3. Who Cares About Being Nice?

Exercise C  Responding to the Selection

Pretend that you are Mr. Sánchez. Write an explanation of the work the boys have done for you, and the reason why you no longer want them to play on the basketball court. Use all FOUR of the vocabulary words.
Vocabulary Strategy (page 72)
Analyzing Word Parts: Compound Words and Root Words

The Good Samaritan  
RENÉ SALDAÑA, JR.

"The truck had just come to a standstill when Mr. Sánchez shot out of the driver's side. He ran up to us...screaming, 'What are you guys doing here? You all can't be here when I'm no: here.'"

—René Saldaná, Jr., "The Good Samaritan"

Connecting to Literature  When words are unfamiliar, we often use a dictionary or context clues to help us understand. However, many words contain clues to their own meanings. Familiar base words, roots, prefixes, and suffixes can provide information about the meaning of the word. You can analyze the word parts to help you understand the meaning of the word.

<table>
<thead>
<tr>
<th>Compound Word</th>
<th>Base Words</th>
<th>Meaning of Compound Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>standstill</td>
<td>stand, still</td>
<td>a stop in motion or progress</td>
</tr>
<tr>
<td>supervision</td>
<td>super, vision</td>
<td>the act of watching over others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning of Root</th>
<th>Sample Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>memor</td>
<td>mindful</td>
<td>remember, memory, memorable</td>
</tr>
<tr>
<td>mov/mot</td>
<td>to move</td>
<td>motor, emotion, remove</td>
</tr>
</tbody>
</table>

ACTIVITY
Directions  Use what you know about word parts to analyze the words below. Then write a definition for each word.

1. memorial: _____________________________

2. freeload: _____________________________

3. bookkeeper: _____________________________

4. movable: _____________________________

5. skyscraper: _____________________________
Grammar Practice (page 72)
Sentence Fragments
The Good Samaritan  RENÉ SALDAÑA, JR.
A sentence must have a subject and a predicate and must express a complete thought. A group of words that does not have both a subject and a predicate is an incomplete sentence, or sentence fragment.
The truck, an old red one. (lacks a predicate)
Slowly climbed the steep hill. (lacks a subject)
On the country road outside of town. (lacks a subject and a predicate)

ACTIVITY
Directions  Write sent. in the blank if the group of words is a sentence and write frag. if it is a fragment.

1. Creaked open.
2. The afternoon light in the dark living room.
3. The weeds grew to three feet tall.
5. The boys want to play basketball.
6. Want to go swimming.
7. The hot summer months.
8. He remembered the look in his eyes.
9. In all directions.

10. Tomorrow, Orlie’s dad is having a barbecue.
Selection Quick Check  (page 72)

The Good Samaritan  RENÉ SALDAÑA, JR.
Read each of the following questions. Answer each question in a complete sentence.

1. At the beginning of the selection, why was Rey sure that Orlando was home?

2. What excuse did Mr. Sánchez give for not letting the boys in the pool after they had helped out with the yard work?

3. Why did Orlie eventually talk the boys into going back to the basketball court when his dad wasn’t home?

4. What was the problem Mr. Sánchez was having with his truck?

5. When Rey saw Mr. Sánchez trying to fix his truck, what did he see that reminded him of his own father?
Genre Focus (page 84)
Short Story

Short stories focus on a small number of events or on just one event. Just like longer works of fiction, short stories include setting, characters, plot, point of view, and theme. The point of view comes from the narrator, and can be first-person or third-person. Short stories often include dialogue as well.

Short stories, like longer works, can include direct characterization, indirect characterization, or both. Read the following passage from "Seventh Grade" and notice how the author uses direct characterization to describe the protagonist, or main character, Victor.

Victor was too weak from failure to join the class. He stared at the board and wished he had taken Spanish, not French. Better yet, he wished he could start his life over. He had never been so embarrassed. He bit his thumb until he tore off a sliver of skin.

ACTIVITIES
1. "The Good Samaritan" is written from a first-person point of view. "Seventh Grade" is written from a third-person point of view. Think about how point of view affects a story. How does the reader learn about the characters, setting, and plot? What information is left out that the reader may need? On the lines below, choose a section of "The Good Samaritan" or "Seventh Grade" and rewrite it using the opposite point of view.
2. Choose two of the folktales or fables. Think about the setting, characters, plot, point of view, and theme of both stories. Using the Venn diagram below, compare the two stories. Write the titles of the stories above the circles. Pay special attention to what you write in the overlapping area. On the lines below the Venn diagram, write a short paragraph explaining what you wrote in the overlapping area, and whether or not you can make any statements about folktales and fables in general.