



## Comprehension Skills

### ☆ Author's Purpose

- ◆ Remind students that the author's purpose is the author's reason for presenting the selection in a certain way. The author may have an overall purpose, as well as other purposes that may vary from passage to passage.
- ◆ Have students find examples on pages 98–99 that show that one of the author's purposes is to persuade us of something. Have them discuss what that something is. **Possible Answer Through Langston's exchange with Thad, the author wants to persuade us that we should follow our hearts and choose the path in life that we think will fulfill us. We should not choose a path only because we think it will earn us material rewards.**
- ◆ Ask students how the author's perspective influenced the text. **Possible Answer For the play, the author selected what she thought were the most important lessons to be learned from Langston's life. The author wants us to learn these lessons: We should choose our path in life based not on material rewards but on personal fulfillment; we should follow our hearts.**

### Differentiating Instruction

#### English Learner

**IF . . .** students would benefit from extra practice with the inflectional ending *-ing*, **THEN . . .** ask them to identify all the verbs in the stage directions on page 99 that end in *-ing*. Challenge students to pretend they are actors in this play and act out each of those *-ing verbs*. *sitting, trying, frowning, rising*



### Vocabulary Tip

Point out the words *stable* and *concerned*. Ask students to use context clues to determine what the words mean.

#### Langston:

Yes.

#### Thad (Concerned):

But if you make a foolish decision now. . .

#### Langston (Passionately):

At least I'll know I've been true to myself. **15**

#### Thad (Embarrassed; looking at clock):

I have a biology class soon. Your father will be here any minute.

#### Langston (Glumly; sitting):

I guess I'd better brace myself for a storm. (Thad gets jacket from closet and picks up book.)

#### Thad (Trying to be cheerful):

Don't look so down, Lang. Once you're into your engineering courses, we'll both laugh about the way you feel now.

#### Langston:

I don't think so. (Thad exits. Langston picks up pencil and writes. Knocking is heard offstage. Langston, *preoccupied*, does not answer. After a moment, Mr. Hughes enters.)

#### Mr. Hughes (Frowning):

Langston. (Langston looks up.) I hope you were too deep in your studies to hear my knocking.

#### Langston (Rising):

Hello, Father. (Uncomfortably) I know you're here because of my grades.

#### Mr. Hughes:

I don't have to tell you how disappointed I am. (Sits)

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### Expanding Vocabulary

**glumly** (glum' • lē) *adv.* sadly and quietly

The girl sat *glumly* in the dentist's chair.

**preoccupied** (prē' • o' • kyə • pīd) *adj.* paying attention to something else

She was so *preoccupied* with her studies, she did not hear him enter.