Standards Focus

Objectives

Students will
- understand and analyze dialect
- analyze theme and details

Motivate

What Do You Think?/QuickWrite

Lead students in a discussion about ways people can gain respect through their words or actions. Tell students to think about their own experiences, or stories they have read in books. Then, have them use their **Reader/Writer Notebooks** to write about the experience of gaining new respect for someone.

Academic Vocabulary

- **distinctive, *adj.*:** special; different
- **establish, *v.*:** bring about; set up
- **impact, *n.*:** strong or forceful effect
- **impression, *n.*:** idea or notion

Analyzing Visuals

Activity Ask students to predict what the story is about, based on this picture. ***Possible response:*** *A cheerful and energetic young girl is running in a race.*

SHORT STORY

Preparing to Read

RAYMOND'S RUN

by **Toni Cade Bambara**

What Do You Think? What does a person need to do to gain respect?

QuickWrite

Respecting a person means seeing him or her clearly and valuing what you see. Write a paragraph about a time when you gained new respect for someone. What helped you see more clearly?



SKILLS FOCUS pp. 388–403

Literary Skills
- Understand and analyze dialect.
- Analyze theme.

Reading Skills
- Analyze details.

Vocabulary Skills
- Identify and interpret figurative language.
- Use academic vocabulary appropriately.

Grammar Skills
- Identify the subject of a sentence.
- Identify the predicate of a sentence.

Writing Skills
- Describe a person.

Selection Readability	
Easily Accessible **Accessible** Challenging	familiar conflicts; chronological order; familiar genre
Lexile	**1280**

Selection Summary

Squeaky Parker takes care of her mentally disabled brother Raymond while preparing for a race. As Squeaky runs the race, she sees Raymond run near by. She decides to teach him how to develop his running skills. She also gains respect for a fellow runner.

Reader/Writer Notebook

Use your **RWN** to complete the activities for this selection.

Literary Focus

Literary Devices: Dialect Everyone speaks a dialect of some kind. **Dialect** is a way of speaking used by people in a certain area or group. In "Raymond's Run," Toni Cade Bambara captures the voice of her main character by having her speak in a dialect used in 1970s Harlem, a neighborhood in New York City.

Reading Focus

Analyzing Details This story's main character, Squeaky, speaks in dialect and uses **allusions** (references to something in current events, literature, and so on that the writer assumes will be familiar to readers). These and other details help create Squeaky's voice.

Into Action Use a chart to record and analyze details from the text. Identify the types of literary devices (irony, figurative language, slang, dialect) Bambara uses.

Story Details	Literary Device
"And a lot of smart mouths got lots to say about that too. . . . But now, if anybody has anything to say to Raymond, . . . they have to come by me."	dialect; slang
"The big kids call me Mercury. . . ."	

Writing Focus

Think as a Reader/Writer

Find It in Your Reading The story's main character, Squeaky, is quite memorable. As you read, note funny observations that she makes. In your *Reader/Writer Notebook,* write her words and phrases that you find especially engaging.

TechFocus As you read, think about how you might use video and digital technology to flesh out the story's characters.

Vocabulary

mind (mynd) *v.*: take care of. *Squeaky's main responsibility is to mind her brother.*

subject (SUHB jehkt) *adj.*: likely to have; having a tendency. *Raymond is subject to sudden bursts of enthusiasm.*

prodigy (PRAHD uh jee) *n.*: child with exceptional talent. *Cynthia wants to appear as a prodigy who succeeds easily.*

reputation (rehp yuh TAY shuhn) *n.*: the way others see a person. *Squeaky has a reputation as the fastest runner in her neighborhood.*

mastered (MAS tuhrd) *v.*: made oneself the master of; became skillful at. *Squeaky has mastered the fifty-yard dash and always wins.*

Language Coach

Multiple-Meaning Words Scan the Vocabulary words above. Which words are familiar to you? Now, read the definitions. Do those words have the definitions you expected, or are those definitions different? Find these words in a dictionary, and identify additional meanings. Write them in your *Reader/Writer Notebook.*

Learn It Online
Use *PowerNotes* for more help at:
go.hrw.com L8-389 Go

Selection Resources

Collection 4 Resources, on-level practice and assessment, p. 12
PowerNotes, interactive lesson presentations with activities
Teacher One Stop™, on-level lesson plans and all print resources
Holt Audio Library
Holt Audio Library: Selections and Summaries in Spanish
The Holt Reader, p. 158
The Holt Reader, Adapted Version, p. 126
Holt Audio Tutor
Differentiating Instruction, modified lesson plans and leveled assessment
Holt English Language Development, systematic instruction and scaffolded content
Supporting Instruction in Six Languages, selection summary
Resources for Teaching Advanced Students, lesson plans
ThinkCentral Online Assessment, Selection Test
ThinkCentral Online Remediation

Preteach

Introducing Vocabulary

Read aloud the Vocabulary Words and sample sentences. Then, have students identify the Vocabulary word that is a synonym for each word or phrase.

1. gifted child [*prodigy*]
2. liable [*subject*]
3. dominated [*mastered*]
4. tend [*mind*]
5. standing [*reputation*]

Language Coach

Use **Language Coach** to help English-language learners to acquire word-attack skills. ***Possible response:*** Subject *and* mind *do not have the meanings I expected. I thought* subject *would mean a course, such as English; I thought* mind *would refer to the brain.*

Literary Focus

As you read and discuss the selection with students, have them note instances of dialect that they do not understand, or that they do understand but do not frequently encounter.

Reading Focus

Give students a copy of the Reading Focus graphic organizer before they read. Tell them to use their responses to answer the questions on the Applying Your Skills page.

Writing Focus

Have students record Squeaky's words and phrases that jump out at them in their **Reader/Writer Notebooks**. Students can use their notes to complete the Writing Focus activity.

Learn It Online
For a multimedia version of the instruction on this page, use the **PowerNotes** introduction to this selection. Preview at **go.hrw.com**.
go.hrw.com L8-389 Go

Selection Introduction

More About the Writer

As advice to younger readers, **Toni Cade Bambara** said, "While it is very, very important for young folks to read, to read well, to read everything in sight, it is equally important for young folks to learn how to listen, to be proud of our oral tradition, our elders who tell their tales in the kitchen."

Think About the Writer

Lead students in a discussion about how a person's last name reflects his or her identity and heritage. Then, tell them to write their responses to the Think About the Writer question in their **Reader/Writer Notebooks**.

For Independent Reading

- If students enjoyed reading a story with a strong female protagonist, recommend Joseph Bruchac's *Pocahontas*.
- If students want to read more fiction, suggest *Bud, Not Buddy** by Christopher Paul Curtis. This novel follows the experiences of a boy living during the Great Depression.

HRW LIBRARY *This title is available in the HRW library.

MEET THE WRITER

Learn It Online
Investigate the author at:
go.hrw.com L8-390 Go

Toni Cade Bambara

(1939–1995)

Voices of Her Childhood

Toni Cade Bambara grew up in New York City, where "Raymond's Run" takes place. Her writing drew on the voices of her childhood—the street-corner speechmakers, barbershop storytellers, and performers at Harlem's legendary Apollo Theater.

Stories from the Imagination

The author's stories, however, came from Bambara's imagination.

> "It does no good to write autobiographical fiction, cause the minute the book hits the stand here comes your mama screamin how could you. . . . So I deal in straight-up fiction myself, cause I value my family and friends, and mostly cause I lie a lot anyway."

A New Name

Toni Cade Bambara adopted the name Bambara from a signature on a sketchbook she found in her great-grandmother's trunk. The Bambara are a people of northwestern Africa known for their skill in woodcarving.

Think About the Writer What does Bambara's decision to adopt a new last name suggest about her?



Build Background

"Raymond's Run" is set in Harlem, a neighborhood in New York City. From about 1900 to 1925, many African Americans moved to Harlem from the South. During the 1920s, the neighborhood was the center of an outpouring of writing, music, and art that became known as the Harlem Renaissance. In later decades, economic conditions in Harlem deteriorated. More recently the area has enjoyed revitalization.

Preview the Selection

The main character of this story, a girl called **Squeaky,** has never lost a race. This year, however, she faces stiff competition when a newcomer, **Gretchen,** enters the May Day race.

Differentiating Instruction

English-Language Learners

To help students understand Squeaky's language, have them rewrite the first paragraph in their own words. They may want to rewrite the text in their own language first. Allow students to work in pairs or small groups.

See **Differentiating Instruction** for lesson plans and strategies for teaching English-language learners.

Readers Gaining Proficiency

To help students read "Raymond's Run," model the skill of analyzing details. Tell students that, in the first two paragraphs, Squeaky uses unusual phrases, such as "needs looking after," "smart mouths," and "play the dozens." These are not phrases that the reader might usually hear. Tell students that details about the setting, such as "two-fire hydrant head start" are also in dialect. Because this story is set in Harlem, these phrases must be part of the dialect, or way of speaking, of that community. Squeaky's use of dialect helps the reader picture

Learn It Online

Writers' Lives offers more information on the life of the author as well as Holt's interactive resources pertaining to the author. Preview at **go.hrw.com**.

go.hrw.com L8-390 Go

Read with a Purpose Read this story to learn what surprising discovery a runner makes during a race.

RAYMOND'S RUN

by **Toni Cade Bambara**

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, they have to come by me. And I don't play the dozens[1] 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[2] 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 head start and him running with his hands in his pockets and whistling. But that's private information. Cause

1. **play the dozens:** slang for "trade insults."

2. **Mercury:** in Roman mythology, messenger of the gods, known for his speediness.

A **Read and Discuss** How does Squeaky's personality fit her job of taking care of her brother Raymond?

Vocabulary **mind** (mynd) *v.*: take care of.
subject (SUHB jehkt) *adj.*: likely to have; having a tendency.

Direct Teach

Think About/Talk About

Read with a Purpose Have students read the Read with a Purpose statement. Point out that the key words in the statement are "surprising discovery." Ask students to make a prediction about what this discovery may be.

Comprehension

A Read and Discuss

Possible response: *She is tough and saddled with the responsibility of caring for her older brother Raymond. Squeaky needs that toughness to stave off those who tease Raymond.*

? Extend the Discussion

Characterization Squeaky says that it is private information that her father is a faster runner than she. Why does she keep this information private? ***Possible response:*** *It is important to Squeaky that people believe she is the fastest runner in the neighborhood. She works to maintain that reputation.*

the community in which she lives. Tell students to look for more examples of dialect and details about setting as they read the selection.

Advanced Learners

Acceleration Lead a discussion about dialect with students. Have them think about how the story would be different if it were not told in a dialect. To initiate discussion, ask questions such as the following: How would your understanding of Squeaky's personality change if she did not speak in a dialect? Would the story be as realistic and effective without the use of dialect? Why or why not? Have students use specific details from the story to support their responses.

Learners with Diverse Needs

On the board, write *Squeaky* and *Raymond*. Ask students what they know about each of these characters. Have students share the phrase or sentence from the story that conveys this information. Write students' responses next to each name on the board. Be sure to point out any important details they have missed.

Guided Practice

Model and Apply

- Review the concept of **dialect** for students. Explain that there can be many different dialects in one single language. Different dialects are not separate languages, but different ways of speaking the same language. A dialect refers to the way people in a certain area or group speak.
- Point out the use of "ain't" on the this page, when Squeaky tells about Cynthia Procter studying for her test. When Squeaky says, ". . . just to let you know she ain't thinking about the test," she means, ". . . just to let you know she isn't thinking about the test." The use of "ain't" instead of "isn't" is part of Squeaky's dialect.
- **Turn-and-Talk** Have student pairs read this page together. Then, have them identify instances of dialect, or words or phrases they do not commonly hear. After they have finished identifying instances of dialect, have pairs work together to rewrite the sentences containing those words or phrases in language they are used to hearing. After pairs have completed their work, ask volunteers to share with the class.

Think as a Reader/Writer

Find It in Your Reading Point out that when Squeaky says, "Chopin's waltzes just spring out of her fingertips and she's the most surprised thing in the world," she uses an allusion in a funny observation. This helps the reader picture Cynthia at the piano.

Use It in Your Writing Ask students to write two funny observations about someone they know such as a parent, friend, or coach.

can you imagine some thirty-five-year-old man stuffing himself into PAL[3] shorts to race little kids? So as far as everyone's concerned, I'm 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 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[4] in the middle of Broadway and give the pigeons a fit. Then I have to go behind him apologizing to all 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 in their laps. So I keep Raymond on the inside of me, and he plays like he's driving a stagecoach which is OK 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 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.

3. **PAL:** Police Athletic League.
4. **island:** traffic island, a car-free area in the middle of the street.

B **Read and Discuss** What does Squeaky's strategy for managing Raymond show us about both characters?

Developing Oral Fluency

Point out that Squeaky, the narrator of this story, has a unique way of speaking that emphasizes her strong personality. Tell students that their reading of the text should use a confident, witty, and assertive tone. You may wish to play the **Holt Audio Library** of this selection before the activity.

Group activity Arrange students in mixed-ability groups that include students at all levels of fluency. Have a fluent reader in each group read aloud the paragraph that begins , "I'm standing on the corner . . . " Have the other students in each group echo each sentence. Remind students to vary the mood and sound of their voice to convey how the character is feeling. Tell them to repeat this process until they can each read the paragraph fluently.

For a Spanish recording of "Raymond's Run," see **Holt Audio Library: Selection and Summaries in Spanish**



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

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 Broadway and I see right away that it's going to be one of those

5. **Chopin's:** Frédéric François Chopin (SHOH pan) (1810–1849), Polish composer and pianist.

Vocabulary **prodigy** (PRAHD uh jee) *n.*: child with exceptional talent.

Think About/Talk About

Comprehension

B Read and Discuss

Possible response: *The way Squeaky anticipates Raymond's actions and keeps him inside the sidewalk to prevent a mishap shows that she's very smart and capable. Squeaky's strategy also tells us that Raymond is unable to properly care for himself.*

? Extend the Discussion

Interpreting Based on Squeaky's opinion of Cynthia's behavior, what do you think Squeaky values in people? ***Possible response:*** *She values honesty and hard work to achieve one's goals.*

Finding Details How does Squeaky know that Cynthia Procter is not honest when she acts as if she does not prepare for things? ***Possible response:*** *When she jogs around the block in the morning, Squeaky sees Cynthia practicing her scales on the piano over and over again. Then, in music class, Cynthia plays the piano very well and pretends that she never practices.*

Differentiating Instruction

Auditory Learners

Write this sentence on the board: Or like last week when she won the spelling bee for the millionth time.

- Point out that Cynthia has not literally won the spelling bee a million times. Squeaky exaggerates to emphasize that Cynthia has won many spelling bees.
- Tell students that the literary term for exaggeration is hyperbole. Ask them the following questions: Would Squeaky sound annoyed when she said this line? Do you think she might roll her eyes?
- Have volunteers read the sentence aloud with expression.
- Then, have students look for more examples of hyperbole.

Interpersonal Learners

Give students a photocopy of this page and colored highlighters or pencils. Tell them to work in pairs to highlight sentences that reveal Squeaky's personality. Have them share their selected sentences with the class. Each pair should state what the sentence reveals about Squeaky.

Guided Practice

Model and Apply

- Provide students with copies of the Reading Focus graphic organizer for "Raymond's Run" (**Collection 4 Resources**) or ask them to use a piece of their own paper.
- Use the following information to model how to add story details to the graphic organizer and identify the literary devices used. Tell students we have already learned that Squeaky speaks in dialect. Point out the sentence that mentions "Dodge City." Tell students this is an allusion to a common scene in a western or cowboy movie where two characters face each other in a street. The action usually results in gunfire.

Story Details	Literary Device
"So they are steady coming up Broadway and I see right away that it's going to be one of those Dodge City scenes cause the street ain't that big and they're close to the buildings just as we are."	Dialect, allusion

- **Think-Pair-Share** Have student pairs read this page together and enter into their graphic organizers details that contain dialect, slang, or allusion. Tell students to work with their partners to identify the literary devices used. (See p. T28.)

Dodge City scenes[6] 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. C

"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[7] with her hands on her hips all salty, completely forgetting that I have whupped her behind many times for less salt than that.

"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

6. **Dodge City scenes:** showdowns such as those in the television western *Gunsmoke*, which was set in Dodge City, Kansas. In a typical scene a marshal and an outlaw face off with pistols on an empty street.

7. **signify:** slang for "act boastful or insult someone."

C **Reading Focus** **Analyzing Details** Squeaky speaks in dialect and uses allusions ("can't afford to throw stones" and "those Dodge City scenes"). How do these details help you understand and enjoy Squeaky's character?

Vocabulary **reputation** (rehp yuh TAY shuhn) *n.:* the way others see a person.

Analyzing Visuals **Viewing and Interpreting** How does the body language of these girls capture the attitudes of the characters in the story?



Differentiating Instruction

Naturalist Learners

Point out to students that no detail is given about the sounds of the city as Gretchen, Mary Louise, and Rosie approach Squeaky and Raymond. Have students rewrite this section in their **Reader/Writer Notebooks**, giving special emphasis to a description of the sounds. Have students consider Squeaky's point of view. What does she hear? Is the traffic loud? Is she used to hearing the sounds of the city? Do they become louder or quieter as the three girls approach? After they have finished their descriptions, have volunteers share with the class.

Logical/Mathematical Learners

Provide students with the following events from the story:

- Raymond and Squeaky are confronted by Gretchen, Mary Louise, and Rosie.
- Squeaky races her father to Amsterdam Avenue.
- Squeaky is a strawberry in a Hansel and Gretel pageant.
- Cynthia Procter plays the piano in music class.
- Squeaky runs in the May Day fifty-yard dash.

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 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 iceman on 145th with not a care in the world cause I am Miss Quicksilver[8] herself. Ⓓ

"I ALWAYS WIN CAUSE I'M THE BEST."

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 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.

8. **quicksilver:** another name for mercury, a silver-colored liquid metal that flows rapidly.

Ⓓ **Read and Discuss** How does this scene with the three girls add to what we know about Squeaky?

- Squeaky realizes that Raymond would make a fine runner and decides to train him.
- Squeaky wins the fifty-yard dash.

Ask students which of these events are necessary to the plot of the story. Have them identify the unnecessary events. Then, tell students to place the necessary events in order, from least important to most important. After students have finished ordering the events, have them share with the class.

Think About/Talk About

Comprehension

Ⓒ Reading Focus

Possible response: *The long sentences and allusions suggest that Squeaky is intelligent and creative. Bambara's style makes Squeaky a fun and interesting character.*

Ⓓ Read and Discuss

Possible response: *The scene shows that Squeaky is always thinking, anticipating others' actions, and taking a strong stand against anything she sees as insulting to her or Raymond.*

Analyzing Visuals

Viewing and Interpreting: *The body language of the girls suggests mutual suspicion and dislike, possibly from prior run-ins between them, as the story states.*

Guided Practice

Model and Apply

- Tell students that many English words have more than one meaning. In order to discern the intended meaning of one of these words, a reader must look at the context surrounding it.
- Write the following two sentences on the board: She has a pet dove. He dove into the ocean.
- Although the word "dove" occurs in each sentence, it has a different meaning and pronunciation in the first than it does in the second. By looking at the context surrounding "dove" in each sentence, one can tell that it refers to a bird in the first sentence and to the act of jumping headfirst in the second sentence. Words like this are known as homographs, or words that are spelled the same but pronounced differently.
- Tell students to think of other homographs. Have them choose two of these words and write two sentences for each, intending a different meaning for each word in each sentence in which it is used.

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 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. E

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 and light-blue suits. The parkees unfolding chairs and chasing the rowdy kids from Lenox[9] 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[10] and flutes. You'd think they'd put in a few bongos or something for real like that. F

Then here comes Mr. Pearson with his clipboard and his cards and pencils and whistles and safety pins and fifty million other things he's always dropping all over the place with his clumsy self. He sticks out in a crowd because he's 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 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 of New York didn't turn out

9. **Lenox:** Lenox Avenue, a major street in Harlem.

10. **glockenspiels** (GLAHK uhn speelz): musical instruments with flat metal bars that are struck with small hammers and produce bell-like sounds. Glockenspiels are often used in marching bands.

E **Literary Focus** **Dialect** Why do you think Bambara uses nonstandard grammar in this story, such as "didn't have no better sense" (instead of *didn't have any better sense*)?

F **Read and Discuss** How do Squeaky's descriptions of May Pole dancing, acting as a strawberry in plays, and commentary on the people in the park on May Day add to our image of her?

Differentiating Instruction

Verbal Learners

Lead students in a discussion of how point of view affects their understanding of the story and the characters. Form student groups, and tell students to take notes on the events in the section beginning, "I put Raymond in the little swings . . ." and ending, ". . . as my grandfather says." Have students use their notes to tell aloud, in groups, summaries of this section from Raymond's point of view. Remind students to ad-lib, not read, and to use the pronoun *I*.

Kinesthetic Learners

Organize students into small, mixed-ability groups. Tell them to mime the interaction between Squeaky and Mr. Pearson. Point out that they can use facial expressions and hand gestures to show what the characters are thinking and how they are feeling. Give the groups time to practice. Then, have each group share their mimes with the class. Lead a discussion about how students were able to demonstrate the characters' personalities through expressions and movements instead of words.



in sneakers. "That new girl should give you a run for your money." He looks around the park for Gretchen like a periscope 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. Grown-ups 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 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. G

The 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 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

G **Read and Discuss** How does Squeaky handle the difficult aspects of her life?

Think About/Talk About

Comprehension

F Read and Discuss

Possible response: *All of this is further indication of Squeaky's dry sense of humor. Squeaky knows what's important and has no time for anything frivolous.*

G Read and Discuss

Possible response: *Squeaky is strong. She sees the shortcomings in her life and plows ahead with the things she knows she can do well.*

Analysis

E Literary Focus

Possible response: *Bambara uses nonstandard grammar because it makes the story feel more personal, like a conversation between friends. It also allows us to learn more about Squeaky.*

? Extend the Discussion

Character Traits Squeaky says, "You should be trying to be yourself, whatever that is." What does this statement reveal about her? ***Possible response:*** *She will not let other people dictate who she is. She thinks people need to be true to themselves, no matter what the situation is.*

Guided Practice

Model and Apply

- Review for students the skill of analyzing details. Tell students that details like irony, figurative language, slang, dialect, and **allusion** create Squeaky's voice.
- Point out that Squeaky uses figurative language when she says, ". . . the man on the loudspeaker is clear as a bell." This simile, through which Squeaky compares the clearness of the man's voice coming through the loudspeaker to the sound of a bell, helps create Squeaky's narrative voice.
- **Turn-and-Talk** Have students read these two pages. Then, in pairs, have them identify instances of irony, figurative language, slang, dialect, and allusion. When students are finished, have them share their findings with the class.

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 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.

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 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 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. 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



Differentiating Instruction

English-Language Learners

Have students identify examples of dialect from the text. Write these on the board. Then, have volunteers underline phrases with nonstandard grammar, and circle phrases with unusual expressions. Remind students that the phrases that are circled or underlined form Squeaky's dialect. Ask questions such as the following: What expressions are part of your dialect? How does your dialect differ from Squeaky's? How is your dialect similar to Squeaky's?

Readers Gaining Proficiency

The long sentences on this page may be challenging for some students. Have students work in pairs to break long sentences into several shorter pieces. Then, have students rewrite the sentences in their own words.

See **Differentiating Instruction** for lesson plans and strategies for teaching readers gaining proficiency.



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. H

"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 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

H **Literary Focus** **Dialect** What kind of language does the author use in this paragraph? Why do you think she doesn't use dialect?

Think About/Talk About

Analysis

H Literary Focus

Possible response: *The author uses more traditional language instead of dialect to reflect how Squeaky's sense of herself and the world around her changes when she is running. She may be using more traditional language because she is focused and serious, not laid-back and amused as she sometimes is when using dialogue.*

? Extend the Discussion

Style Why does the writer use long descriptive sentences when detailing the race? ***Possible response:*** *The writer uses long sentences to emphasize Squeaky's excitement and rush of energy during the race. The sense of being suspended in each sentence mirrors Squeaky's feeling of weightlessness as she runs.*

Finding Details How does Squeaky try to convince herself that she is the "fastest thing in the world"? ***Possible response:*** *She tells herself that she can beat her father in a race up Amsterdam Avenue if she really tries.*

Advanced Learners

Acceleration Ask students how Squeaky's language might be different if she lived in England during the Renaissance, or in the United States in the future. Have them rewrite Squeaky's description of the race as if she was living in a different time period and place. Encourage them to be creative. Have students share their new versions of the text with the class.

See **Resources for Teaching Advanced Students** for lesson plans and strategies for teaching advanced learners.

Think About/Talk About

Comprehension

Read and Discuss

Possible response: *Her plan is to be Raymond's running coach. This connects with the fact that we know Squeaky cares about her brother.*

Check for Understanding

Monitor Students' Progress Guide the class in answering these comprehension questions.

1. What is Squeaky's responsibility in her family? *[She must take care of her brother.]*
2. What two people does Squeaky gain respect for? [*She gains respect for Raymond and Gretchen.*]
3. Why does Squeaky decide to teach her brother how to run? *[She realizes that he would make a good runner and that he does not have anything special for himself.]*



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 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[11] 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?

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.

11. **rep:** slang for "reputation." People often create slang by clipping off parts of words.

Read and Discuss How does Squeaky's new plan connect to what we already know about her?

Vocabulary **mastered** (MAS tuhrd) *v.*: made oneself the master of; became skillful at.

SKILLS FOCUS **pp. 401–403**

Literary Skills
- Understand and analyze dialect.
- Analyze theme.

Reading Skills
- Analyze details.

Vocabulary Skills
- Identify and interpret figurative language.
- Use academic vocabulary appropriately.

Grammar Skills
- Identify the subject and the predicate of a sentence.

Writing Skills
- Describe a person.

Applying Your Skills

Raymond's Run

Respond and Think Critically

Reading Focus

Quick Check

1. Explain why taking care of Raymond is not an easy job. How does Squeaky protect him?
2. What does Squeaky decide to do for Raymond?

Read with a Purpose

3. How do you think Squeaky's new discovery will change her life?

Reading Skills: Analyzing Details

4. Review your chart with details about Bambara's writing style. Add a row at the bottom to describe Bambara's overall writing style.

Story Details	Literary Device
"And a lot of smart mouths got lots to say about that too. . . . But now, if anybody has anything to say to Raymond, . . . they have to come by me."	dialect; slang
Bambara's overall writing style:	

Literary Focus

Literary Analysis

5. **Analyze** Is Squeaky very different from the girls she describes in the story? Cite details to support your answer.
6. **Infer** Why do you think Squeaky and Gretchen smile at each other after the race?
7. **Evaluate** Would you have called this story "Raymond's Run"? Defend Bambara's choice, or invent a new title and explain why you think it's better.

Literary Skills: Dialect

8. **Analyze** What does the use of dialect in this story reveal about its narrator and the time and place in which she lives? If this story had been written in standard English, would its impact change? Explain.

Literary Skills Review: Theme

9. **Analyze** Squeaky realizes something important during the race. What does Squeaky's new outlook reveal about the story's **theme,** or insight about life?

Writing Focus

Think as a Reader/Writer

Use It in Your Writing Create a character who has a distinctive way of expressing himself or herself. For example, he or she might speak in a dialect, use exclamations, or exaggerate. Write a paragraph in which your character, in a distinct voice, tells about his or her talent.

What Do You Think Now? After reading the story, what qualities do you think are most worthy of respect?

Review

Independent Practice

Reading Focus

Answers:

1. *Raymond often runs into traffic or gets into trouble. Squeaky protects him by making him walk on the inside of the sidewalk and by not allowing others to make fun of him.*
2. *Squeaky decides to become Raymond's running coach.*
3. *As she sees the potential in Raymond develop, she may become less judgmental of others.*
4. *Her overall writing style is informal.*

Literary Focus

Possible Responses:

5. *She appears more self-sufficient and authentic than the other girls.*
6. *They smile because they respect each other's talent and dedication.*
7. *The title is appropriate because Squeaky begins to appreciate her brother as he runs beside her.*
8. *The dialect reveals Squeaky's lively, honest personality. It creates an image of her neighborhood for the reader. Squeaky would not be as realistic or interesting speaking standard English.*
9. *Squeaky's new outlook reveals the importance of helping people to achieve their potential and realizing that people hide by pretending to be what they are not.*

Writing Focus

Alternative Prompt for Writers Gaining Proficiency Some students may struggle writing a paragraph in which a character describes his or her talent. Instead, have students write a paragraph in which their character, in a distinct voice, tells about his or her physical attributes. (For example, eye color, hair color, height, and so on.)

What Do You Think Now?

Have students think about which Squeaky values more: winning or learning something new. Then, have them write their own responses in their **Reader/Writer Notebooks**.

Independent Practice

Vocabulary Development

Vocabulary Check

Possible responses:

1. *When you mind a young child, you take care of the child.*
2. *People may be subject to the annoyance of loud noises.*
3. *I would choose to be a prodigy at playing the violin.*
4. *I have mastered the skill of sewing.*
5. *I strive for an honest reputation.*

Your Turn

1. *simile; Squeaky's prancing is compared to that of a rodeo pony.*
2. *metaphor; Raymond's head is compared to a pumpkin.*
3. *simile; Mr. Pearson's movements are compared to those of a periscope.*

Language Coach

Possible responses:

1. *One of my responsibilities is to mind the baby. I mind my father's orders.*
2. *I am subject to fits of coughing. The subject of my paper is rain.*

Academic Vocabulary

Possible response: *Toni Cade Bambara seems to respect her family and background very much. She wants to honor her family's privacy, so she doesn't write about them. She also seems to respect her background by writing in the dialect of the people she grew up around.*

Applying Your Skills

Raymond's Run

Vocabulary Development

Vocabulary Check

mind
subject
prodigy
reputation
mastered

Use the Vocabulary words to answer the questions below.

1. When you **mind** a young child, what do you do?
2. What kinds of annoyances are people **subject** to?
3. If you could choose to be a **prodigy** at anything, what would you choose?
4. What skill have you **mastered**?
5. What kind of **reputation** do you strive for?

Vocabulary Skills: Figures of Speech

In "Raymond's Run," Squeaky speaks in a colorful way, using lots of slang. The slang terms she uses are often based on **metaphors,** in which one thing is compared to another. She also sprinkles her language with **similes,** in which she compares one thing to another using words such as *like, as, than,* and *resembles.* In addition, Squeaky uses an **analogy,** or comparison of two things, when she reveals her state of mind before the race by comparing it to a dream about flying.

Your Turn

Identify each boldface figure of speech that follows as a metaphor or a simile. Then, explain the comparison established in each figure of speech.

1. Squeaky prances down the street **like a rodeo pony** to keep her knees strong.
2. Squeaky gets angry when people ask Raymond where he got that great big **pumpkin head.**
3. She says that Mr. Pearson looks around the park **like a periscope in a submarine movie.**

Now, re-read the analogy that Squeaky makes comparing her state of mind before the race to flying (page 398). Then, write an analogy of your own. Open your analogy with words like these: "Playing football is like . . ." or "Reading a good story is like . . ."

Language Coach

Multiple-Meaning Words Become familiar with words that have multiple meanings by completing the following exercises.

1. The verb *mind,* meaning "to look after," can also mean "to obey." Write two sentences—one for each meaning of the word.
2. When used as an adjective, *subject* is followed by the preposition *to* and a noun. For example: *I am subject to allergies.* Another meaning for *subject* is "topic." Create new sentences with the word *subject,* using it both as a noun and an adjective.

Academic Vocabulary

Talk About . . .

Re-read Bambara's biography and quote in the Meet the Writer on page 390. Then, with a partner, discuss your impression of Toni Cade Bambara. Consider how she uses dialect to establish both her own voice and that of her main character, Squeaky.

Differentiating Instruction: Grammar Link

English-Language Learners

Review with students how to locate the subject and predicate of a sentence. To help students who are struggling, provide them with extra practice in identifying subjects and predicates.

- Instruct students to write five simple sentences in their **Reader/Writer Notebooks**. Then, organize students into pairs.
- Have students exchange sentences with their partners. Tell them to circle the subject of each sentence and underline the predicate. Remind them to ask questions such as "Who or what is doing something?" and "What is the person or thing doing?"
- Move around the classroom to check students' progress. Help them with sentences that create problems.

Grammar Link

Sentences: Subject and Predicate

A **sentence** is a group of words that has a *subject* and a *predicate* and expresses a complete thought.

The **subject** tells *whom* or *what* the sentence is about. Usually, the subject comes before the predicate, although sometimes it appears someplace else. To find the subject, ask, "Who?" or "What?"

EXAMPLES Squeaky runs faster than anyone else in her neighborhood. [Who runs?] Squeaky's neighborhood is vibrant and colorful. [What is vibrant and colorful?]

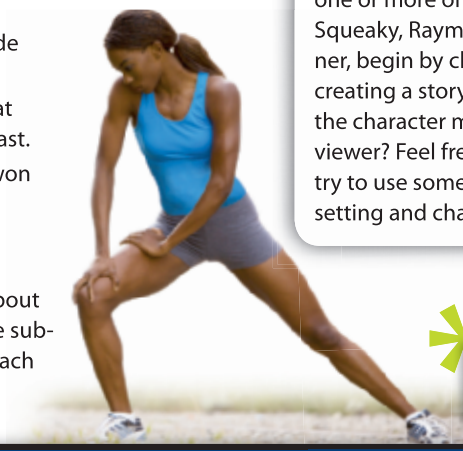
The **predicate** tells something about the subject. To find the predicate, ask, "What is the subject doing?" or "What is the subject being?"

EXAMPLES Squeaky runs faster than anyone else in her neighborhood. [What does Squeaky do?] Squeaky's neighborhood is vibrant and colorful. [What is the neighborhood like?]

Your Turn

Copy each sentence. Then, circle the subject and underline the predicate.

1. Raymond runs beside Squeaky.
2. Squeaky realizes that Raymond is pretty fast.
3. The race has been won by Squeaky again.



Writing Applications

Write three sentences about running a race. Label the subjects and predicates in each sentence.

CHOICES

As you respond to the Choices, use these **Academic Vocabulary** words as appropriate: distinctive, establish, impact, impression.

REVIEW

Create a Dialect Dictionary

Group Activity With a few classmates, create a "dictionary" of dialect used in your area. Include words and expressions that people in your neighborhood or group use. For each entry, include the word or expression, with a definition and an example of how it is used in a sentence.

CONNECT

Write a Contrast Essay

Timed Writing In "Raymond's Run," Squeaky does her best to win a race and, as a result of her effort, sees the people around her more clearly. How does she now see Raymond and Gretchen? Write a brief essay contrasting her previous views to her new perceptions.

EXTEND

Portray a Character

TechFocus Plan a digital narrative to develop one or more of the characters in the story—Squeaky, Raymond, and Gretchen. With a partner, begin by choosing a character and then creating a storyboard of your video. What would the character most like to show or explain to a viewer? Feel free to use your imagination, but try to use some of the story's details about the setting and characters.

Learn It Online

Find a storyboard template at the Digital Storytelling site online:

go.hrw.com L8-403 Go

Grammar Link Mini-Lesson

Tell students that the **subject** of a sentence is whom or what the sentence is about. In other words, a sentence is a statement *about* its subject. Tell students that the **predicate** of a sentence is what is being said about the subject. In other words, the predicate describes something about the subject. The predicate could describe what the subject is doing, has done, will do, is going through or experiencing, or looks like, for example.

Your Turn

1. *Circle: Raymond; Underline: runs beside Squeaky.*
2. *Circle: Squeaky; Underline: realizes that Raymond is pretty fast.*
3. *Circle: Squeaky; Underline: race has been won.*

Language Handbook Worksheets, p. 87

Independent Practice

Choices

Review: Create a Dialect Dictionary

- Students should determine dialect used in their area.
- Students should create dictionary entries.

Connect: Timed Writing 40-50 minutes

The essay should effectively contrast Squeaky's previous views with her present ones.

Extend: Homework Portray a Character

- Storyboards can be basic sketches.
- Students should carefully consider their characters' actions when planning storyboards.

Assess

Collection 4 Resources, Selection Test, p. 15

ThinkCentral Online Assessment, Selection Test

Teacher One Stop™, editable Selection Test

Reteach

ThinkCentral Online Remediation

Learn It Online

The **Digital Storytelling** mini-site shows students how to take a personal experience and craft it into a short film—complete with music, images, and special effects. Preview at **go.hrw.com.**

go.hrw.com L8-403 Go