



## QUICK START

Do you have friends who sometimes seem unsure of themselves? How do you think they could become more positive and brave? Make a list of some ways in which you think an individual can build confidence.

## ANALYZE CHARACTER

**Characters** are the people who take part in a story. By analyzing a character's traits and motivations, you can understand the character—and the story—better.

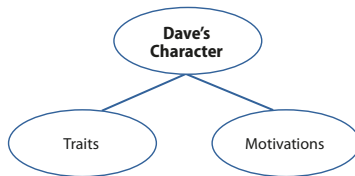
**Character traits** are the qualities shown by characters or the expressions of their personality.

The writer may state the character's traits, or you may need to infer traits based on the character's words, thoughts, actions, appearance, or relationships.

**Character motivations** are the reasons why characters act the way they do.

To understand motivations, think about how the setting and other characters influence a character's actions.

As you read "Heartbeat," think about what the thoughts, words, and actions of Dave, the main character, reveal about him. Copy and complete this diagram to help you analyze his traits and motivations.



## ANALYZE CONFLICT

Every story is built upon a **conflict**, a struggle between opposing forces. Two types of conflicts often appear in stories:

- An **external conflict** is a struggle against an outside force, such as nature, a physical obstacle, or another character.
- An **internal conflict** is a struggle that occurs in a character's mind, often due to a clash in feelings, thoughts, or values.

Authors may also use the **setting**—the time and place of the action—to shape the conflict and its **resolution** (how the conflict is resolved).

As you read "Heartbeat," look closely at the struggle that Dave faces. Infer whether it reveals a primarily external or internal conflict. Think, too, about why the conflict is important and how it is resolved.

### GENRE ELEMENTS: SHORT STORY

- has a single idea and can be read in one sitting
- develops one or more characters
- presents a plot with one main conflict
- includes a setting
- may be realistic or imaginary
- often conveys a theme or lesson about life

## QUICK START

Have students read the Quick Start questions, and invite them to brainstorm strategies for confidence building. For example, a student who struggles with a subject in school might need to ask for help. Sometimes asking for help can be the bravest thing to do. Ask students to give examples of people who have overcome illusions about their abilities by asking for help.

## ANALYZE CHARACTER

Help students understand that evaluating the traits an author reveals about a character allows the reader to analyze that character's motivations. A character's words and thoughts can be positive, negative, or neutral, which reveals how the character feels about himself or herself, other characters, events occurring in the plot, and the setting.

## ANALYZE CONFLICT

Tell students that all stories use some form of conflict to drive the plot forward. Conflict makes a story interesting and keeps the attention of the reader. Review the differences between external and internal conflict, then ask students to consider the following questions as they read to help them determine whether the conflict in "Heartbeat" is mostly external or mostly internal.

- What do the main character's thoughts and feelings reveal about him?
- Does the main character have a problem with another character in the story?
- Is the main character struggling to prove something to himself or to others?



## ENGLISH LEARNER SUPPORT

**Use Academic Language** Introduce students to the academic language they need to discuss characters in a story. Direct students to the character chart on page 101. After reading the definitions for *character traits* and *character motivations*, read aloud the information in the right column of the chart, creating a list of key terms as you go along: *thoughts, actions, appearance, relationships, take action, avoid action*. Have students stop to note any unfamiliar words, and provide scaffolded definitions as necessary. **MODERATE**



## CRITICAL VOCABULARY

Encourage students to read all the sentences before deciding which word best completes each one. Remind them to look for context clues that match the precise meaning of each word.

### Answers:

1. *delirious, futile*
2. *repulse*
3. *moot, metabolism*

## English Learner Support

**Cognates** Tell students that two of the Critical Vocabulary words have Spanish cognates: *delirious/delirante*, *metabolism/metabolismo*. **ALL LEVELS**

## LANGUAGE CONVENTIONS

Review the information about subject-verb agreement and prepositional phrases. Explain that the reason the verb agrees with the subject is because the subject is taking the action in the sentence. Tell students a good way to check for subject-verb agreement is to remove the prepositional phrase from the sentence. If the subject and verb agree without the prepositional phrase, it is grammatically correct. Have students remove the prepositional phrase from the example sentence to check for subject-verb agreement. (*The kids are waving. The subject and verb agree even without the prepositional phrase.*)



## ANNOTATION MODEL

Students can review the Reading Model introduction if they have questions about any of the signposts. Suggest that they underline important phrases or circle key words that help them identify signposts. They may want to color-code their annotation by using a different color highlighter for each signpost. Point out that they may follow this suggestion or use their own system for marking up the selections in their write-in texts.

## CRITICAL VOCABULARY

**repulse metabolism moot futile delirious**

Use the Critical Vocabulary words to complete each sentence.

1. The flu made her feel \_\_\_\_\_, so she knew it was \_\_\_\_\_ to try to go to work.
2. He was not a good cook and feared that he might \_\_\_\_\_ his guests with his cooking.
3. Was it a \_\_\_\_\_ point to argue that his fast \_\_\_\_\_ prevented him from gaining weight?

## LANGUAGE CONVENTIONS

**Subject-Verb Agreement and Prepositional Phrases** Verbs must agree (or match) their subjects in number. Look at this sentence:

**The kids on the bus are waving.**

Are *waving* (the verb) agrees with *kids* (the subject). Notice the prepositional phrase *on the bus* does not change the subject-verb agreement. As you read “Heartbeat,” notice subject-verb agreement.

## ANNOTATION MODEL

## NOTICE & NOTE



As you read, pay attention to signposts, including **Aha Moments**, **Contrasts and Contradictions**, and **Again and Again**. Here is an example of how one reader responded to the opening of “Heartbeat.”

- 1 My nickname’s Heartbeat because my friends swear that you can actually see the pulse on my bare chest. I’ve always been skinny. Everyone assumes I’m a weakling because I’m so thin (I prefer “lean and mean” or “wiry”), despite being a three-sport athlete. I decided to do something about it this fall when Sarah, the girl I have a crush on, said, “Oh my gosh . . . you are so skinny.” She was visibly repulsed by my sunken chest as I stepped off the soccer bus after practice. I silently vowed to do everything within my power to become the “after” picture. I was sixteen years old, but looked like I was eleven.

This nickname explains the title of the story.

Aha! Sarah’s words push him into a sudden decision.

I wonder if this story is going to show how he wins the girl?

## BACKGROUND

Born in 1974, **David Yoo** has often felt like an outsider. While attending an international school in Korea, he was the only Korean American student among German and Saudi Arabian classmates. When his family moved to Connecticut, he again encountered few Asian peers. He published his first book, *Girls for Breakfast*, when he was twenty-nine. The book is a humorous account of a Korean American teenage hero's efforts to fit in at a suburban American high school.



## HEARTBEAT

Short Story by David Yoo

## SETTING A PURPOSE

As you read, pay attention to the way that the main character talks about himself and to the things that he decides to do. Note details that help you understand what he is like—his traits and motivations—and why he has a conflict.

- 1 **M**y nickname's "Heartbeat," because my friends swear that you can actually see the pulse on my bare chest. I've always been skinny. Everyone assumes I'm a weakling because I'm so thin (I prefer "lean and mean" or "wiry"), despite being a three-sport athlete. I decided to do something about it this fall when Sarah, the girl I have a crush on, said, "Oh my gosh . . . you are so skinny." She was visibly repulsed by my sunken chest as I stepped off the soccer bus after practice. I silently vowed to do everything within my power to become the "after" picture. I was sixteen years old, but looked like I was eleven.
- 2 For the rest of fall, I did countless push-ups and curled free weights until I couldn't bend my arms. I got ridiculously strong and defined, but I wasn't gaining weight.

## NOTICE &amp; NOTE



## Notice &amp; Note

Use the side margins to notice and note signposts in the text.

## ANALYZE CHARACTER

**Annotate:** In paragraph 1, mark three things that Dave says other people say to him or think about him.

**Infer:** What does beginning the story with this information suggest about the kind of person Dave is?

## repulse

(rĭ-pŭls) v. Something that repulses you makes you want to reject it because you find it disgusting.

Heartbeat 103

## BACKGROUND

Have students read the background and the biographical information about the author. Introduce the selection by telling students that David Yoo is a Korean American writer known for his true-to-life stories and young-adult novels that mix humor with brutal honesty about being different. Yoo's writing is known for its endearing self-deprecation, revealing the insecurities we all feel, but hate to admit.

## SETTING A PURPOSE

Direct students to use the Setting a Purpose prompt to focus their reading.

## ANALYZE CHARACTER

Remind students that a **character's traits** and **motivations** are revealed by what he or she says, thinks, or does.

(**Answer:** Dave describes himself in a humorous way; but because he begins by sharing negative views of himself, he seems like a person who is rather down on himself, who is not very confident, and who cares a lot about what others think of him.)



For **listening support** for students at varying proficiency levels, see the **Text X-Ray** on page 100C.



## ENGLISH LEARNER SUPPORT

**Acquire Language** Point out the title of the selection. Have students highlight the words *nickname* and *heartbeat* in the text as you read the first paragraph aloud. Explain that when the title is in a story, that means it is important

Have pairs work together to find clues to the meaning of *nickname* and *heartbeat*. Provide the cognate *pulse/pulso* if students struggle defining *heartbeat* on their own. Have pairs work together to answer the following question: Why is the title of the story "Heartbeat"? (*It is about a skinny boy nicknamed Heartbeat.*) **ALL LEVELS**

## CRITICAL VOCABULARY

**repulse:** The author uses the word *repulsed* to show the reader that Sarah's look conveys rejection to Dave.

**ASK STUDENTS** why the author chose *repulsed* instead of *grossed out*. (*Repulsed* is a stronger description. It helps illustrate that Dave is affected by Sarah's expression.)