Salvador with eyes the color of caterpillar, Salvador of the crooked hair and crooked teeth, Salvador whose name the teacher cannot remember, is a boy who is no one’s friend, runs along somewhere in that vague direction where homes are the color of bad weather, lives behind a raw wood doorway, shakes the sleepy brothers awake, ties their shoes, combs their hair with water, feeds them milk and corn flakes from a tin cup in the dim dark of the morning.

Salvador, late or early, sooner or later arrives with the string of younger brothers ready. Helps his mama, who is busy with the business of the baby. Tugs the arms of Cecilio, Arturito, makes them hurry, because today, like yesterday, Arturito has dropped the cigar box of crayons, has let go the hundred little fingers of red, green, yellow, blue, and nub of black sticks that tumble and spill over and beyond the asphalt puddles until the crossing-guard lady holds back the blur of traffic for Salvador to collect them again.

Salvador inside that wrinkled shirt, inside the throat that must clear itself and apologize each time that it speaks, inside the forty-pound body of boy with its geography of scars, its history of hurt, limbs stuffed with feathers and rags, in what part of the eyes, in what part of the heart, in that cage of the chest where something throbs with both fists and knows only what Salvador knows. Inside that body too small to contain the hundred balloons of happiness, the single guitar of grief, is a boy like any other disappearing out the door, beside the schoolyard gate, where he has told his brothers they must wait. Collects Cecilio and Arturito, scuttles off dodging the many schoolyard colors, the elbows and wrists criss-crossing, the several shoes running. Grows smaller and smaller to the eye, dissolves into the bright horizon, flutters in the air before disappearing like a memory of kites.

Work Cited

Cisneros, Sandra. “Salvador Late or Early.” *Flipped Out Teaching.* Elizabeth Oing, 2016. Web. 25 July 2016. <http://www.flippedoutteaching.com/lessons/eng2/unit2/Salvador%20Late%20or%20Early.pdf>.

1. **CREATE: you will use Cisneros’ vignette as a mentor text and create *your own* vignette to define your character, using similar literary elements and techniques.**

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**What is a vignette?**

* a short, impressionistic scene that focuses on one moment or gives a particular insight into a character, idea, or setting.
* Originally meant “something to be written on a vine leaf”
* The image makes us think small, special, delicate.

**To write a vignette, take an event, thought or idea from your life that you remember so vividly you will never forget it.**

* Include sensory details
* Include figurative language
* Focus on character, idea, or setting
* Develop emotion or mood

**What is NOT required of a vignette?**

* a beginning or end
* conflict or resolution
* traditional narrative (plot)