

## Unit 4, Activity 1, Reading Response Prompts

<b>ELA.6.9</b>	<b>Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres.</b>
	<ul style="list-style-type: none"> <li>• How is the plot of this text similar to or different from another book you've read?</li> <li>• Describe the primary setting of this text. How is the setting of this text similar to or different from another book you've read?</li> <li>• How are the characters in this book similar to or different from those in other books you have read?</li> <li>• Determine the theme of your book. How is the theme similar or different from another book you have read before?</li> </ul>
<b>ELA.6.11a</b>	<b>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events and steps in a process.</b>
	<ul style="list-style-type: none"> <li>• Develop a timeline of events in your book.</li> <li>• What are the five most important or significant events in your book at this point?</li> </ul>
<b>ELA.6.11b</b>	<b>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information.</b>
	<ul style="list-style-type: none"> <li>• Summarize the most recent chapter of your book.</li> <li>• Select one passage from your book. Paraphrase it.</li> </ul>
<b>ELA.6.11c</b>	<b>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and supporting details.</b>
	<ul style="list-style-type: none"> <li>• Identify the main idea of the _____ (novel, chapter, or passage). Label the main idea as stated or implied.</li> <li>• List supporting details in support of the main idea you identified.</li> </ul>
<b>ELA.6.11d</b>	<b>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting literary elements and ideas.</b>
	<ul style="list-style-type: none"> <li>• How does the author use literary elements in this _____ (novel, chapter, or story)?</li> <li>• Compare and contrast the use of two literary elements.</li> </ul>
<b>ELA.6.11e</b>	<b>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.</b>
	<ul style="list-style-type: none"> <li>• As you read this _____ (novel, chapter, or passage), make a list of inferences you make. Identify the background knowledge you used to form each inference.</li> </ul>
<b>ELA.6.11f</b>	<b>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including predicting the outcome of a story or situation?</b>
	<ul style="list-style-type: none"> <li>• What do you think will happen next (in tomorrow's reading)?</li> <li>• What events led you to this prediction/</li> </ul>
<b>ELA.6.11g</b>	<b>Demonstrate understanding of information in grade-appropriate texts by identifying literary devices.</b>
	<ul style="list-style-type: none"> <li>• Make a list of metaphors, similes, or imagery the author has used to bring events to life for the reader.</li> </ul>
<b>ELA.6.14</b>	<b>Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs.).</b>
	<ul style="list-style-type: none"> <li>• What was the author's purpose for writing (to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs, or a combination of these)? How do you know? Use evidence from the novel to support your choice.</li> </ul>

***Unit 4, Activity 3, Words in Context***

Book: \_\_\_\_\_

date	word	sentence(s) from context, page number	definition	restatement	example	contrast	student-developed definition	understanding level + ? -

*Unit 4, Activities 4 and 5, Writing Piece with Target Skills Planner, Blank*

Standards, Benchmarks, Grade-Level Objectives

Instructional Decisions to Make before Beginning  
Writing Unit:

Writing Genre: \_\_\_\_\_

Writing Mode: \_\_\_\_\_

Prewriting Technique(s) \_\_\_\_\_

Model(s) from Literature: \_\_\_\_\_

Student Model(s): \_\_\_\_\_

Organization Style: \_\_\_\_\_

Transition Type: \_\_\_\_\_

Graphic Organizer(s): \_\_\_\_\_

Focus: \_\_\_\_\_

Supporting Details: \_\_\_\_\_

Beginning Technique: \_\_\_\_\_

Ending Technique: \_\_\_\_\_

Composing Skill(s): \_\_\_\_\_

Literary Device(s): \_\_\_\_\_

Revision Focus(es): \_\_\_\_\_

Proofreading for: \_\_\_\_\_

Assessment with: \_\_\_\_\_

## Unit 4, Activities 4 and 5, Writing Piece with Target Skills Planner, EXAMPLE

### Standards, Benchmarks, Grade-Level Objectives

ELA2-Benchmarks 1-6: Central Idea; Purpose/Audience; Process; Genre Elements; Literary Devices; Response to Texts/Life

ELA2-M3-1 Writing Process: Prewriting

ELA2-M6-1 Responding to Texts

ELA2-M6-2 Responding to Life

EIA2-M1-9 Chronological Order in Narration  
EIA2-M1-7 Transitions: Time order

ELA2-M3-1 and 2: Graphic Organizers + Drafting  
ELA2-M1-1: Central Idea; Clear Focus  
ELA2-M1-6: Unity

ELA2-M1-5: Support and Elaboration; ELA2-;  
ELA2-M4-3 Writes with Narrative Elements

ELA2-M1-2 and 3, Intro, Hook

ELA2-M1-4 Concluding Techniques

ELA2-M4-4 exposition; ELA2-5-2 Writing Dialogue

ELA2-M5-1 Using Figurative Language

ELA2-M5-1 Using Figurative Language

ELA3-M2-4 Punctuation and Capitalization:  
Quotation Marks and Indenting

ELA3-M1 Legibility; ELA3-M3 Word Choices for  
Writing and #-ELA-M5 Spelling

### Instructional Decisions to Make before Beginning Writing Unit:

**Writing Genre:** Expository

**Writing Mode:** Character Analysis

**Prewriting Technique(s)** characterization pyramid

**Model(s) from Literature** none

**Student Model(s)** Brooke Henry's "Aphrodite: a Picture in Words"

**Organization Style:** Topical

**Transition Type:** general

**Graphic Organizer(s):** characterization pyramid

**Focus:** Development of Character in Myths

**Supporting Details:** character traits; examples from myths read and discussed

**Beginning Technique** Hook: dialogue snippet

**Ending Technique:** personal/modern connections

**Composing Skill(s):** using quotation marks for cited passage

**Literary Device(s):** Exploding the Moment; Use of Simile and Magic Three

**Revision Focus(es)** Adding imagery

**Proofreading for:** Quotation Marks and Indenting for textual support;

**Assessment with:** LEAP/GEE rubric

*Unit 4, Activity 5, Writing Record*

Date(s)	Piece	Extended Time Frame			Shorter Time Frame			Audience
		research	reflection	revision	journal	text response	other	

## **Proofreading/Editing Strategies for Students**



**Try these proofreading strategies:**

- 1) Read your own paper backward word by word.
  
- 2) Make an index card with a word-size hole in the center of it and move it over the page one word at a time, checking spelling and capitalization as you do.
  
- 3) Read the first sentence in your paper carefully. Put your left index finger over the punctuation mark that signals the end of that first sentence. Next, put your right index finger on the punctuation mark that ends the second sentence. Carefully read material between two of your fingers, looking for errors.  
  
Then move your left index finger to the end of the second sentence and move your right index finger to the end of the third sentence and read carefully. Keep moving fingers until you have carefully examined every sentence in your paper.
  
- 4) Do any of these strategies for a peer.

## Unit 4, Activity 6, Secondary Editing/Proofreading Checklist, BLANK

### Secondary Editing/Proofreading Checklist

Name \_\_\_\_\_

Period \_\_\_\_\_

<b>Directions:</b> For each corrected assignment, record title/description and number of errors you made in each area.																			
<b>ERROR Types</b>																			
<b>Title</b>																			
<b>Irregular Verbs</b>																			
<b>Possessive Pronoun Form</b>																			
<b>Homophones</b>																			
<b>Word Endings</b>																			
<b>Word Omissions</b>																			
<b>Unnecessary Repetition</b>																			
<b>Spelling</b>																			
<b>Capitalization</b> [Indicate companies, buildings, monuments, geographical names]																			
<b>Comma Use</b> [Compound Sentence; Adjectives; Intro. Phrase/Clause; Items in a Series, etc.]																			
<b>Colon Use</b> (after salutation in business letters)																			
<b>Hyphen/Dash Use</b> [Indicate: to separate syllables of words, compound adjectives.]																			
<b>Italics/Underlining</b>																			
<b>Legibility</b>																			
<b>Review from Previous Grades:</b>																			
<b>Sentence Fragments</b>																			
<b>Run-Ons</b>																			
<b>Varied Sentence Structure</b>																			
<b>Double Negatives</b>																			
<b>Subject-Verb Agreement</b>																			
<b>Consistent Verb Tense</b>																			
<b>Plurals</b>																			
<b>Pronoun Agreement</b>																			
<b>Capitalization</b> [Indicate first, important words, titles, proper nouns, proper adjectives.]																			
<b>End Marks</b>																			
<b>Apostrophe</b> [Indicate contractions, possession]																			
<b>Comma Use</b> [Appositives; Adjectives; Intro. Phrase/Clause; Items in a Series, etc]																			
<b>Quotation Marks/Dialogue</b>																			
<b>Indentation/Margins</b>																			
<b>Writing Focus:</b>																			
<b>Literary Devices</b> [flashback, foreshadowing, imagery]																			

NOTE: DE = Daily Edit; ¶ = Practice Paragraph

**Unit 4, Activity 6, Secondary Editing/Proofreading Checklist, EXAMPLE**

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NOTE: DE = Daily Edit; ¶ = Practice Paragraph



## Unit 4, Activities 8, 10, and 12, Character Traits

### Character Traits

able	cooperative	fortunate	keen	prim	stingy
absent-minded	courageous	foul	kind	proper	strong
active	cowardly	fresh	kindly	proud	strange
adventurous	creative	friendly	law-abiding	quarrelsome	strict
affectionate	cross	frustrated	lazy	quick	stubborn
afraid	cruel	fun-loving	leader	quick-tempered	studious
alert	curious	funny	light	quiet	successful
ambitious	dainty	fussy	light-hearted	rational	superstitious
angry	dangerous	generous	lively	reasonable	suspicious
annoyed	daring	gentle	lonely	reckless	sweet
anxious	dark	giving	loud	relaxed	talented
apologetic	decisive	gloomy	lovable	reliable	talkative
arrogant	demanding	graceful	loving	religious	tall
attentive	dependable	grateful	loyal	reserved	thankful
awkward	depressed	greedy	lucky	respectful	thankless
bad	determined	grouchy	mature	responsible	thoughtful
blue	devoted	grumpy	mean	restless	thoughtless
boastful	diligent	guilty	messy	rich	thrilling
bold	disagreeable	handsome	mischievous	rough	timid
bored	discouraged	happy	miserable	rowdy	tired
bossy	dishonest	hard-working	moral	rude	tireless
brainy	disrespectful	harsh	mysterious	sad	tolerant
brave	doubtful	hateful	nagging	satisfied	touchy
bright	dreamer	healthy	naughty	scared	tough
brilliant	dreamy	helpful	neat	secretive	trusting
busy	dull	honest	nervous	self-centered	trustworthy
calm	dutiful	hopeful	nice	self-confident	truthful
carefree	eager	hopeless	noisy	selfish	ugly
careful	easygoing	humble	obedient	sensitive	understanding
careless	efficient	humorous	obnoxious	sentimental	unfriendly
cautious	embarrassed	ignorant	organized	serious	unhappy
changeable	encouraging	imaginative	outspoken	sharp-witted	unkind
charitable	energetic	impatient	patient	shiftless	unselfish
charming	ethical	impolite	patriotic	short	upset
cheerful	evil	impulsive	peaceful	shrewd	useful
childish	excited	inconsiderate	picky	shy	warm
clever	expert	incorruptible	pitiful	silly	weak
clumsy	fair	independent	plain	simple	wicked
coarse	faithful	industrious	playful	skillful	wild
committed	fancy	innocent	pleasant	sly	wise
compassionate	fearful	intelligent	pleasing	smart	withdrawn
conceited	fearless	inventive	polite	sneaky	witty
concerned	fierce	involved	poor	soft-hearted	worried
confident	fighter	jealous	popular	sorry	wrong-headed
confused	foolish	jolly	positive	spoiled	young
considerate	forgetful	joyful	precise	spunky	zany
contented	forgiving	just	pretty	stern	

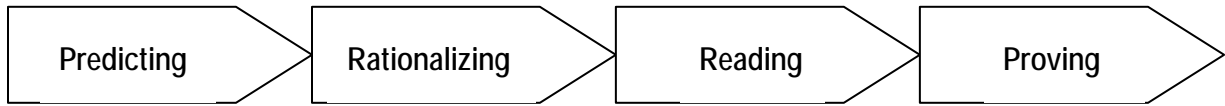
*Unit 4, Activity 8, Action, Motivation, & Consequences*

**Action, Motivation, and Consequences for Prometheus**

<b>Page and ¶# in Text:</b>	<b>Action</b>	<b>Motivation (Reason)</b>	<b>Consequences (Result)</b>

**Unit 4, Activity 10, Student Notetaking Form for Directed Learning-Thinking Activity (DL-TA)**

**Student Notetaking Form for Directed Learning-Thinking Activity (DR-TA)**



DL-TA for (Title): \_\_\_\_\_

Prediction question(s)

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Now, make predictions as you read, using all available clues, including the title, your own background knowledge, pictures, charts, and tables and any other contextual clues. Explain how you came up with each prediction. Don't forget to confirm or revise prior predictions, and make new predictions as you read and think.

Before reading:

How do you know?

During reading:

How do you know?

During reading:

How do you know?

During reading:

How do you know?

After reading:

How do you know?

*Unit 4, Activity 10, Flash Card, Word Frames Strategy*

*Flash Card, Word Frames Strategy*

<b>Antonym:</b>	<b>Definition:</b>
<b>Word Parts (Prefixes, Root, Suffixes) and Part of Speech:</b>	
<b>Sentence:</b>	<b>Graphic:</b>

- Top Right Corner: Write the word's definition.
- Top Left Corner: Write the word's opposite and cross it out.
- Lower Left Corner: Write a silly sentence that uses the definition of the word.
- Lower Right Corner: Draw a graphic to help visualize the concept.
- In the Center: Write the word by isolating any prefixes; isolating the root, noting the meaning of the root, isolating any suffixes, and labeling the part of speech in parentheses.

**Linear Venn**

<b>Attributes:</b>	<b>Attribute 1</b>	<b>Attribute 2</b>	<b>Attribute 3</b>	<b>Attribute 4</b>
<b>Items Being Compared:</b>				
<b>Item 1</b>				
<b>Item 2</b>				
<b>Item 3</b>				
<b>Item 4</b>				

*Unit 4, Activity 12, Reading v. Viewing*

	<b>Text Notes-Reading Only</b>	<b>Text Notes—Viewing Only</b>
<b>character</b>		
<b>point of view</b>		
<b>setting</b>		
<b>plot</b>		
<b>theme</b>		

*Unit 4, Activity 15, Mythological Character Planner*

**Mythological Character Planner**

<b>Character's name:</b>
<b>Gender:</b> _____ <b>Age:</b> _____
<b>Home (where does he or she live?):</b>
<b>Physical appearance:</b>
<b>Unusual physical characteristics (e.g., scars, limp, birthmarks):</b>
<b>Character's Problem at Beginning of Story:</b>
<b>What Character Wants to Happen by End of Story:</b>
<b>How End of Story Will Affect Character:</b>
<b>Memorable Thing(s) Said or Thought by Character:</b>
<b>Most Important Action by Character:</b>
<b>How Character Gets Along with Other Characters:</b>
<b>What You Like Most about This Character</b>
<b>What You Like Least about This Character:</b>

## **Plot Conflict**

**Conflict is the dramatic struggle between two forces in a story. Without conflict, there is no plot.**

### **Plot: Character vs. Character Conflict**

This type of conflict finds the main character in conflict with another character, human or not human.

The new one is the most beautiful of all; he is so young and pretty. And the old swans bowed their heads before him.

Then he felt quite ashamed, and hid his head under his wing; for he did not know what to do, he was so happy, and yet not at all proud. He had been persecuted and despised for his ugliness, and now he heard them say he was the most beautiful of all the birds.

*The Ugly Duckling* by Hans Christian Anderson

### **Plot: Character vs. Nature Conflict**

This type of conflict finds the main character in conflict with the forces of nature, which serve as the antagonist.

It's a Truffula Seed.  
It's the last one of all!  
You're in charge of the last of the Truffula Seeds.  
And Truffula Trees are what everyone needs.  
Plant a new Truffula. Treat it with care.  
Give it clean water. And feed it fresh air.  
Grow a forest. Protect it from axes that hack.  
Then the Lorax  
and all of his friends  
may come back.

*The Lorax* by Dr. Seuss

### **Plot: Character vs. Society Conflict**

This type of conflict has the main character in conflict with a larger group: a community, society, culture, etc.

"I'm tired of living in a hole," said Jenny.

"Let's fight for freedom!" cried Bouncer. "We'll be soldiers! Rough-riding Rowdies! I'll be the general and commander-in-chief!"

*The Island of the Skog* by Steven Kellogg

### **Plot: Character vs. Self Conflict**

In this type of conflict, the main character experiences some kind of inner conflict.

Finally, Sam's father said, "Go to bed now. But before you go to sleep, Sam, tell yourself the difference between REAL and MOONSHINE."

*Sam, Bangs and Moonshine* by Evaline Ness



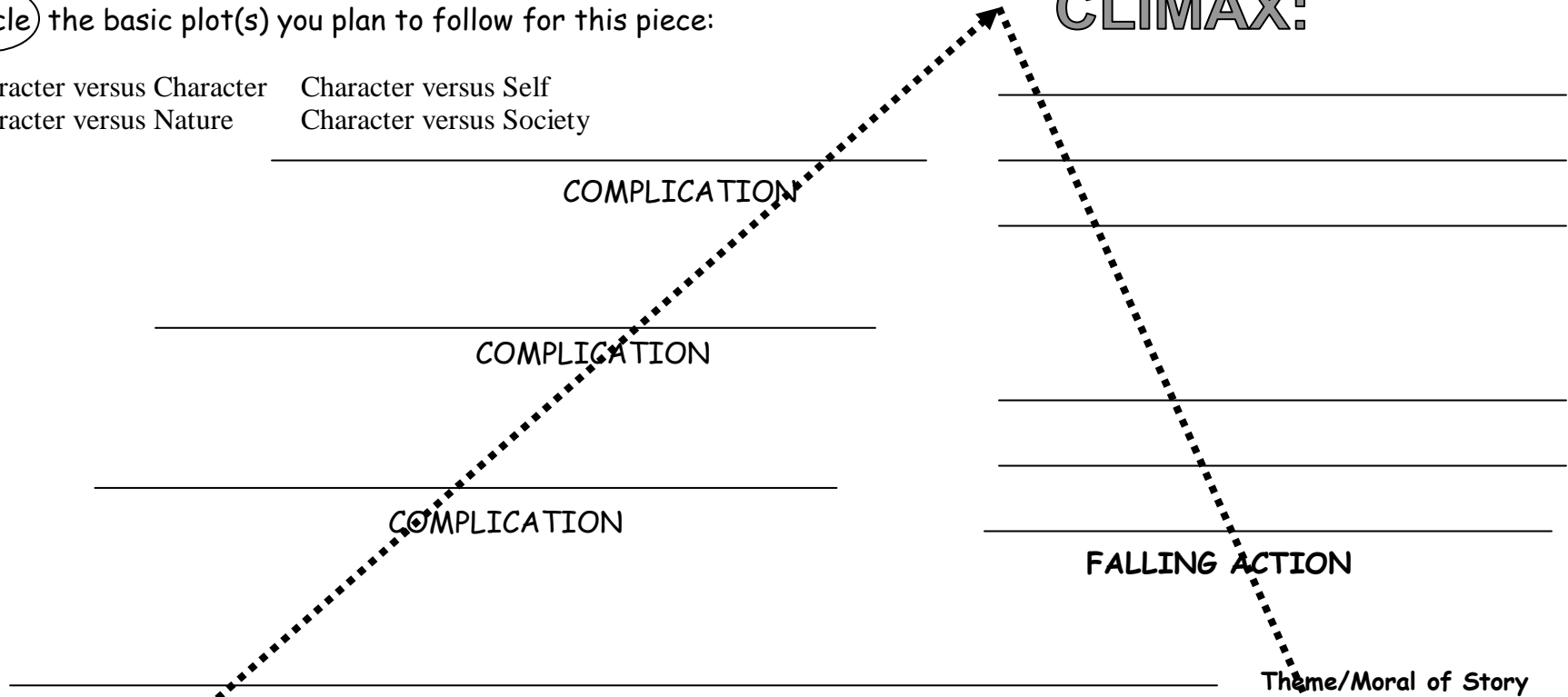
Unit 4, Activity 16, Myth Planner

Myth Planner

Circle the basic plot(s) you plan to follow for this piece:

- Character versus Character
- Character versus Nature
- Character versus Self
- Character versus Society

Rising Action:



Exposition:

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[Do not use character names when stating a theme.]

Resolution:

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## Unit 4, Activity 16, Literary Devices

### Common Literary Devices in Writing Fiction

- ◆ **alliteration** (the deliberate repetition of beginning letter sounds for several words close together in text): Brett's room is a *dark, dank dungeon of dirty clothes and debris*.
- ◆ **allusion** (a cross reference to another work of art): *My boyfriend dances like King Kong*.
- ◆ **anadiplosis** (repetition of the last word or phrase of one sentence to start the next - for effect): Outwitting the dog had become *a test of my courage*. *A test of my courage* was about to occur again, and this time, it was far more serious than ever before.
- ◆ **antithesis** (saying the opposite of what you really mean, for effect): *That was a cool move, man*.
- ◆ **as \_\_\_\_\_ as \_\_\_\_\_ (simile)** (a comparison of two unlike things, usually uses as, like, or than):
- ◆ **assonance** (Repeated vowel sounds): "*The June moon loomed over the horizon.*"
- ◆ **er or est (comparison)** bigger, taller, kinder, the best, the worst, . .
- ◆ **hyperbole** (exaggeration for effect): There were *at least ten trillion roaches* crawling around the room.
- ◆ **hyperbole** (an exaggeration): *My date last night was the most beautiful girl in the world*.
- ◆ **imagery** (creating pictures for the senses):
- ◆ **it reminds me of (comparison)**: *The lake reminds me of the pond behind my uncle's house*. They have the same pebbly edge.
- ◆ **just like (simile)**: The room felt *just like* a library.
- ◆ **like (simile)**: The tree's branches spread over us *like* an umbrella.
- ◆ **magic 3** (listing 3 items in a row for power – it could be 3 nouns, 3 verbs, 3 phrases, but 3 of anything is powerful): Jason *walked to the door, opened it, and motioned her inside*.
- ◆ **metaphor** (saying one thing IS another to show how the two share some important attribute): The kid *is* a shrimp.
- ◆ **more than, less than, fewer than (comparison)**: A baseball team has two fewer players than a football team.
- ◆ **onomatopoeia** (the use of noise words for emphasis): The quiet *scritch scratch* of her pen irritated my already aggravated nerves.
- ◆ **personification** (making an inanimate object act like a person or animal): *The fog crept in on little cat feet*.
- ◆ **so \_\_\_\_\_ that (simile)**: My dog is *so big that his feet hang over the front seat when he rides in the car*.
- ◆ **symbolism** (something represents a completely different thing or idea): *The sneetches symbolize various prejudices in people*.
- ◆ **synecdoche** (using part of an object to stand for the whole thing): *Have you got your wheels, man?*
- ◆ **the same as \_\_\_\_\_ (comparison)**: *Spaghetti is the same as macaroni*, except it's longer.

Adapted from the work of Marcia Freeman

*Unit 4, Activity 17, Narrative Beginnings*

**Narrative Beginnings**

**There are many ways authors start stories. Try one of these for your myth.**

- Author describes setting: time or place or both. This can be done to give background information or to set a tone, mood, or atmosphere.
- Author describes main character.
- An event is in progress.
- Character is speaking.
- Character is doing something.
- Character is thinking something.
- Author introduces main character by name.
- A minor character is talking or thinking about the main character.
- Author tells what the plot problem is.
- A letter or note is shown.
- Author tells of an event in the past that sets up the story. This is called a prologue.

*Unit 4, Activity 17, Dialogue that Reveals Character & Advances Plot*

**Dialogue that Reveals Character and Advances Plot**

Try an independent **practice in writing dialogue, focusing on a single character trait** for one or more of the characters in your myth.

Be sure to **include stage directions (a movement or action) in writing the speaker tag (the words which tell who’s talking)** for each bit of dialogue.

**EXAMPLES of DIALOGUE with stage directions WHICH REVEAL A SINGLE CHARACTER TRAIT:**

- **nervousness from a friend:** “I know I’m going to blow it,” Allyson said with a catch in her voice, *as she stepped up to the microphone.*
- **disappointment from your dad:** *Sadly shaking his head,* Dad said softly, “I know you can do better, Son. That wasn’t your best effort.”
- **anger from your sister:** “Stay out of my room,” shouted my sister, *slamming the door behind her.*
- **fear from your mother:** “Don’t touch that pot! It’s hot.” shouted my mom, *as she raced toward me.*

*Try some of your own.*

Character’s Name: \_\_\_\_\_

**Observed or Remembered Character Traits/Behaviors/Habits:**

**Single Character Trait** (Name one) \_\_\_\_\_ **for**  
\_\_\_\_\_ (Name of character):

**Practice Dialogue** (with stage directions) to reveal this trait:

## ***Unit 4, Activity 17, Time & Place Transitions***

### **Time and Place Transitions**

#### **Transitions of time**

after  
afterward  
all of a sudden  
always  
as  
at first  
at last  
at length  
at the same time  
before  
by the time, by three o'clock, etc.  
concurrently  
during  
earlier  
eventually  
finally  
first, second, etc.  
following  
for a moment, hour, day, etc.  
formerly  
generally  
immediately  
in no time at all  
in the evening  
in the meantime  
in the spring  
it was morning and  
last week  
later  
meanwhile  
never  
next  
not until  
now  
on December tenth, on Friday, etc.  
once  
ordinarily  
previously  
rarely  
simultaneously  
so far  
sometimes  
soon  
subsequently  
suddenly  
that afternoon, the following day, the  
next day, etc.  
then  
this time  
to begin with  
two days later, two hours later, etc.  
until now  
usually  
when  
whenever  
while

#### **Transitions of place**

above  
across  
adjacent  
adjacent to  
along the edge  
alongside  
around  
at  
at the bottom  
at the front  
at the left  
at the rear  
at the right  
at the top  
before  
behind  
below  
beneath  
beside  
between  
beyond  
here  
in  
in between  
in front of  
in the back  
in the background  
in the center  
in the distance  
in the forefront  
in the foreground  
in the front  
inside the darkened house  
nearby  
nearer  
neighboring on  
next to  
on  
on the horizon  
on the side of  
on top  
opposite  
opposite to  
out of sight  
over  
straight ahead  
surrounding  
there  
under  
underneath  
when we reached the . . .  
wherever  
within  
within sight

*Unit 4, Activity 17, Peer Feedback Form for Myths*  
**Peer Feedback Form for Myths**

<b>Peer Response Form</b>	
<b>Title:</b>	
<b>Author:</b>	
<b>Peer Evaluator:</b>	
<b>Overall Summary of Myth:</b>	
<b>+</b>	<b>?</b>
<b>Peer Response Form</b>	
<b>Title:</b>	
<b>Author:</b>	
<b>Peer Evaluator:</b>	
<b>Overall Summary of Myth:</b>	
<b>+</b>	<b>?</b>