

Unit 5, Activity 1, Reading Response Prompts

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

Unit 5, Activity 2, Frayer Model Vocabulary Card

Frayer Model Vocabulary Card

Definition:			Characteristics:
		Key Word:	
Example:			Non-Example:

Frayer Model EXAMPLE

Definition: <i>A solid made of atoms arranged in an ordered pattern</i>			Characteristics: <i>glassy clear colored brightly colored evenly shaped patterned glimmer or sparkle</i>
		Key Word: <i>crystal</i>	
Example: <i>metals rocks snowflakes salt sugar</i>			Non-Example: <i>coal pepper snowflakes lava obsidian</i>

Unit 5, Activity 3, Words in Context

Book: _____

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

Unit 5, Activity 4, Writing Piece with Target Skills Planner

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 5, 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 & 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 3, Activity 6, Secondary Editing/Proofreading Checklist, BLANK

Secondary Editing/Proofreading Checklist

Name _____

Period _____

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

NOTE: DE = Daily Edit; ¶ = Practice Paragraph

Unit 5, Activity 6, Secondary Editing/Proofreading Checklist for Poetry

Secondary Editing/Proofreading Checklist for Poetry

Name _____

Period _____

Directions: <i>For each corrected assignment, record title/description and number of errors you made in each area.</i>																				
ERROR Types																				
Title																				
Irregular Verbs																				
Possessive Pronoun Form																				
Homophones																				
Word Endings																				
Word Omissions																				
Spelling																				
Capitalization [Indicate companies, buildings, monuments, geographical names]																				
Hyphen/Dash Use [Indicate: to separate syllables of words, compound adjectives.]																				
Legibility																				
Review from Previous Grades:																				
Varied Sentence Structure																				
Double Negatives																				
Subject-Verb Agreement																				
Consistent Verb Tense																				
Plurals																				
Pronoun Agreement																				
Capitalization [Indicate first, important words, titles, proper nouns, proper adjectives.]																				
End Marks																				
Apostrophe [Indicate contractions, possession]																				
Comma Use [Appositives; Adjectives; Intro. Phrase/Clause; Items in a Series, etc]																				
Writing Focus: Poetry																				
Literary Devices [imagery, simile, metaphor]																				
Sound Devices [repetition, alliteration, rhyme, onomatopoeia]																				
Line Breaks																				

NOTE: DE = Daily Edit; ¶ = Practice Paragraph

Unit 5, Activities 7 and 14, Poetic Terms BLM

POETRY TERMINOLOGY

Traditional Forms of Poetry:

BALLAD – a poem that tells a story. Ballads are usually written in four-line stanzas called quatrains. Often the first and the third lines have four accented syllables; the second and fourth have three.

BLANK VERSE – unrhymed poetry with meter. The lines in blank verse are 10 syllables in length. Every other syllable, beginning with the second syllable, is accented. (NOTE: Not every line will have exactly 10 syllables.)

CINQUAIN – Cinquains are poems that are five lines in length. Poets who popularized the form were Carl Sandburg and Louis Utermeyer. There are two types: syllable and word cinquains.

Syllable Cinquain		Word Cinquain	
Line 1: Title	2 syllables	Line 1: Title	1 word
Line 2: Description of Title	4 syllables	Line 2: Description of Title	2 words
Line 3: Action about the title	6 syllables	Line 3: Action about the title	3 words
Line 4: Feeling about the title	8 syllables	Line 4: Feeling about the title	4 words
Line 5: Synonym for title	2 syllables	Line 5: Synonym for title	1 word

COUPLET – Two lines of verse that usually rhyme and state one complete idea; most couplets rhyme (aa), but this is not a requirement Try: **Geographical Couplet, Antonym Couplet, Synonym Couplet. Compound Word Couplet**

CLERHEW – A cleriheW, invented by and named after Edmund Clerihew Bentley, is a very specific kind of humorous verse, typically with the following properties: The first line consists solely (or almost solely) of a well-known person's name. The verse is humorous and usually whimsical, showing the subject from an unusual point of view. It has four lines. The first and second lines rhyme with each other, and the third and fourth lines rhyme with each other. The first line names a person, and the second line ends with something that rhymes with the name of the person.

DIAMENTÉ – unrhymed poetry with meter; each line has an exact number and kind of words. It can be thought of as two cinquains, one flipped over and written under the other. Because the culture or event is described in a limited number of words, words should be chosen that convey the meaning in a powerful, poetic way.

Modern Pattern:

Line 1.	Noun (beginning topic)
Line 2.	Adjective, Adjective (about beginning topic)
Line 3.	Gerund, Gerund, Gerund (–ing words about beginning topic)
Line 4.	Four nouns -OR- a short phrase (about both beginning and ending topics)
Line 5.	Gerund, Gerund, Gerund (–ing words about ending topic)
Line 6.	Adjective, Adjective (about ending topic)
Line 7.	Noun (ending topic)

ELEGY – a poem that states a poet's sadness about the death of an important person.

Unit 5, Activities 7 and 14, Poetic Terms BLM

FREE VERSE – poetry with no regular rules about form, rhyme, rhythm, meter, etc. The lines are irregular and may or may not rhyme. Free verse develops its own rhythms, most often annotated by the use of the line-break.

HAIKU – a type of Japanese poetry that presents a word picture of nature. A haiku is 3 lines long. The 1st line is 5 syllables; the 2nd line is 7 syllables; and the 3rd line is 5 syllables. Haiku should describe daily situations in a way that gives the reader a brand new experience. The first or the second line may end with a colon, long dash or ellipsis. Each Haiku should contain a kigo, a season word, which indicates in which season the Haiku is set. For example, cherry blossoms indicate spring, snow indicates winter, and mosquitoes indicate summer, but the season word isn't always that obvious.

LIMERICK - a limerick is a very structured poem that can be categorized as "short but sweet." It is usually humorous, and are composed of 5 lines, in an aacca rhyming pattern. Lines 1, 2 and 5 rhyme. Lines 3 and 4 rhyme.

LYRIC – a short poem with one speaker (not necessarily the poet) who expresses thought and feeling. Though it is sometimes used only for a brief poem about feeling (like the sonnet), it is more often applied to a poem expressing thoughts and feeling, such as the elegy, the dramatic monologue, and the ode. The emotion is or seems personal. In classical Greece, the lyric was a poem written to be sung, accompanied by a lyre.

NARRATIVE VERSE – a poem that tells a story. Ballad and epic are two traditional forms of narrative poetry. A narrative poem often ends before the action is resolved and may present an unsolved mystery or situation.

ODE - a long lyric poem of a serious nature, that commemorates or celebrates. Ancient odes were usually written to commemorate ceremonial occasions such as anniversaries or funerals. The Romantic poets wrote odes in celebration of art, nature, or exalted states of mind.

QUATRAIN – a 4-line stanza or poem. Common rhyme schemes in quatrains are aabb, aaba, and abab. There is no set number of beats required for a quatrain. A rhythmic pattern is needed as well as a title.

SONNET - a sonnet is a fourteen-line poem in iambic pentameter with a carefully patterned rhyme scheme. The sonnet has been used so successfully by many different poets.

TANKA - the Tanka poem is very similar to haiku but Tanka poems have more syllables and use simile, metaphor, and personification. A Tanka poem should have thirty-one syllables arranged in five lines (five, seven, five, seven, seven).

Line one - 5 syllables	Beautiful mountains
Line two - 7 syllables	Rivers with cold, cold water
Line three - 5 syllable	White cold snow on rocks
Line four - 7 syllables	Trees over the place with frost
Line five - 7 syllables	White sparkly snow everywhere

Unit 5, Activities 8, 9, 11, 12, and 13, Descriptive Attributes for Writing

Descriptive Attributes

Think about these categories to describe people, places, and things in your writing:

Age: ten years old, a day; comparative (older than Methuselah); nonspecific (old, new, ancient, antique)

Size: nine by twelve inches, one hundred yards, six feet tall, three yards long; comparative (about the size of a football, larger, as big as . . .); nonspecific (peewee)

Color: purple, green, pale yellow; primary, tone, hue, comparative (reddish, sea green, the color of the sky at dawn)

Shape: round, oval, cubic, square, columnar, tubular, triangular . . .

Smell: smoky, putrid, floral, acrid, burnt, sweet, comparative (smells like licorice)

Taste: sweet, salty, acidic, comparative (tastes like chicken; like licorice, saltier)

State: liquid, solid, gas

Texture: smooth, bumpy, rough, lumpy, soft, fuzzy, slick, gooey, sticky, slippery; comparative (stickier, slickest)

Number: fourteen pounds, a thousand, six grams, many, some, several; comparative (more than, fewer)

Weight: 15 pounds, 2 ounces, 4 grams, non-specific (heavy); comparative (as light as a feather) ; non-specific (heavy, light)

Location: inanimate objects - place, time

Habitat: living things: underground, den, water, ocean, desert, . . .

Function: use

Symmetry: horizontal, vertical, radial

Direction: left, right, up, down, backward, forward

Movement or Action: gliding, slithering, flapping, explosive; comparative (faster, more frenzied)

Orientation: horizontal, vertical, parallel, perpendicular . . .

Composition: wooden, metal, plastic, cloth, glass, concrete, cardboard, paper . . .

Temperature: 32 degrees, three below zero, comparative (as hot as the desert; cooler than . . .); non-specific (boiling, freezing)

Special Features: writing, letters, numbers, designs, knobs, buttons, . . .

1995 Adapted from the work of Marcia S. Freeman

Unit 5, Activities 9 and 10, TPCASTT Process Guide for Poetry Analysis

<p>T—title Before reading, what does the title mean to you?</p>	
<p>P—paraphrase Go line by line, putting the poem in your own words.</p>	
<p>C—connotation Analyze the author’s use of imagery and figurative language.</p>	
<p>A—attitude What is the attitude of the speaker or the poet toward the subject?</p>	
<p>S—shift Explain any shifts in subject, tone, or format.</p>	
<p>T—title (again) How has the meaning of the title changed for you?</p>	
<p>T—theme What is the theme of the poem?</p>	

Unit 5, Activity 15, Reading vs. Listening

Impression Words:

Impression Text:

	reading	listening
speaker		
subject		
emphasized ideas or words		
theme		

Most important line(s) or stanza: