

Louisiana Believes.



English II

Transitional Curriculum

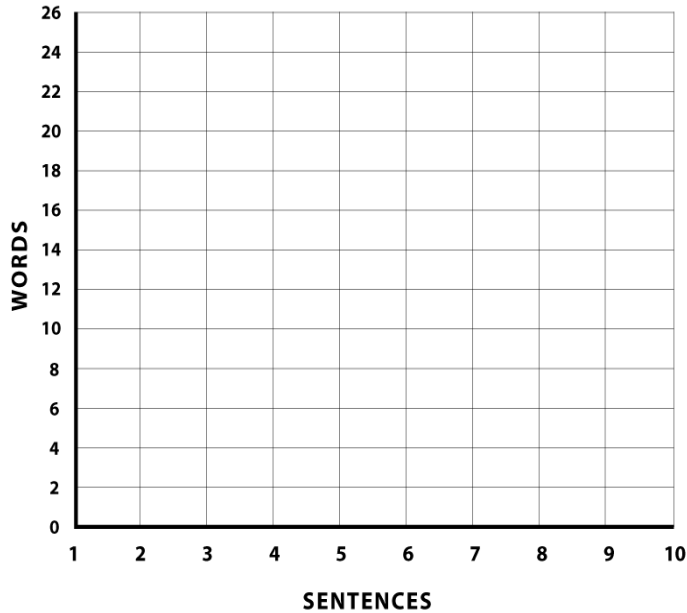
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BLACKLINE MASTERS

LOUISIANA DEPARTMENT OF EDUCATION

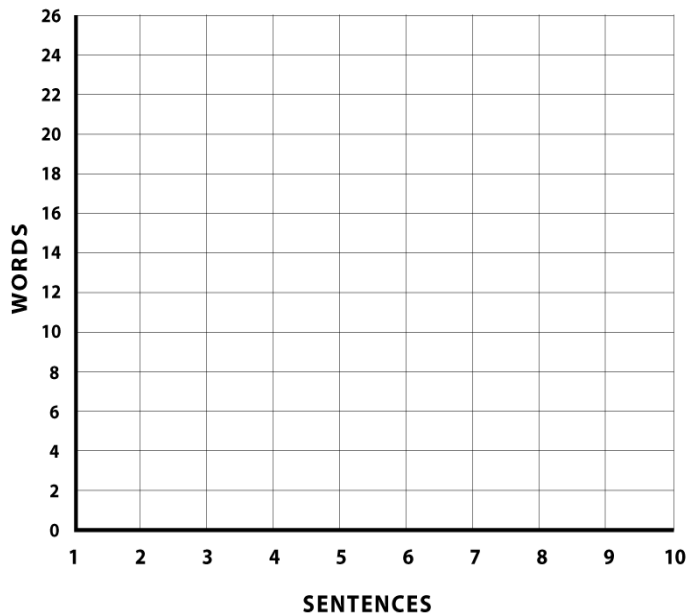
Sentence Variety Worksheet

Graphs for Sentence Length



Sentence Beginnings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



From *Writing Projects for the Elementary Grades: Prompts, Ideas, and Assignments for Grades 3-6* by Gary Chadwell.
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Unit 1, Activity 7, Flashback Demonstration Rubric

Flashback Demonstration

Name	Title of Work
Date	Score

Criteria					Points
	1	2	3	4	
Content Knowledge	Student does not demonstrate a grasp of the meaning or purpose of flashback within a literary work.	Student indicates some understanding of the meaning of flashback within a literary work but makes little or no reference to its purpose.	Student demonstrates a clear understanding of the meaning of flashback within a literary work, but does not show full knowledge of its purpose	Student convincingly demonstrates an understanding of the meaning and purpose of flashback within a literary work.	
Visuals/ Scene prep	Student made no effort to prepare film, cartoon, or short story performance scenes.	Student made some effort to prepare film, cartoon, or short story performance scenes.	Student's creation of film, cartoon, or short story performance scenes were relevant to the content assignment.	Student's creation of film, cartoon, or short story performance scenes were relevant, original, and entertaining.	
Grammar/ Usage/ Mechanics	Grammar/ Usage/ Mechanical errors were in such number that it interfered with the message of the demonstration.	Demonstration has three or more grammar/usage/ mechanical errors but did not distract from the message of the demonstration.	Demonstration has no more than two grammar/usage/ mechanical errors.	Demonstration has no grammar/ usage/ mechanical errors.	
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of the class to hear.	Student incorrectly pronounces terms. Audience members have some difficulty hearing demonstration.	Student's voice is clear. Student pronounces most words correctly.	Student uses a clear voice and correct, precise pronunciation of terms.	

Total _____

Teacher Comments: _____

Unit 1, Activity 8, Criteria For Character Comparison Chart

Character Chart or Graphic

What do I do?

For this pre-writing activity, you will select a character from one of the short stories we've read and make a comparison to a real-life person you know. Here are the tasks expected of you in order to make a parallel profile chart/graphic organizer.

1. Choose a character from a short story who interests you and makes you think of someone that you actually know.
2. Analyze the character's personality and how the author had the character's behavior and actions reflect that personality.
3. Create a graphic organizer that does the following on one half of the chart paper:
 - a) introduces the character and the story he/she is from
 - b) shows how the character's traits were developed by the author with specific examples of direct (physical descriptions) and indirect (actions, speech, behavior) characterization
4. Think of the real-life person that the character you selected reminds you of.
5. Consider what specific traits and behaviors that person and the character share.
6. On the other half of the chart paper, create a parallel graphic organizer that does the following:
 - a) introduces the person and his/her relationship to you
 - b) shows what similar traits and behaviors this person has to the character's

How will it be graded?

The completed comparison chart/graphic should clearly demonstrate the following:

- identify the story character and the selected person
- indicate a parallel between the story character and the selected person
- illustrate specific examples of character traits and behaviors (refer again to 3b and 6b above)

Why am I doing this?

You will find this completed graphic organizer useful in writing the comparison essay that follows this activity. Also, it will earn you ¼ of the points for the essay, as it satisfies the prewriting part of your writing process grade. ☺

Unit 1, Activity 9, Criteria For Character Comparison Chart

Character Chart or Graphic

What do I do?

For this pre-writing activity, you will select a character from one of the short stories we've read and make a comparison to a character from another short story. Here are the tasks expected of you in order to make a parallel profile chart/graphic organizer.

1. Choose a character from a short story who interests you and makes you think of another character from a story you have read.
2. Analyze the character's personality and how the author had the character's behavior and actions reflect that personality.
3. Create a graphic organizer that does the following on one half of the chart paper:
 - a. introduces the character and the story he/she is from
 - b. shows how the character's traits were developed by the author with specific examples of direct (physical descriptions) and indirect (actions, speech, behavior) characterization
4. Think of the second literary character that the character you selected reminds you of.
5. Consider what specific traits and behaviors the two characters share.
6. On the other half of the chart paper, create a parallel graphic organizer that does the following:
 - a) introduces the character from the secondary text
 - b) shows what similar traits and behaviors this person has to the character's

How will it be graded?

The completed comparison chart/graphic should clearly:

- identify the story character and the selected character
- indicate a parallel between the story character and the selected character
- illustrate specific examples of character traits and behaviors (refer again to 3b and 6b above)

Why am I doing this?

You will find this completed graphic organizer useful in writing the comparison essay that follows this activity. Also, it will earn you ¼ of the points for the essay, as it satisfies the prewriting part of your writing process grade. ☺

Peer Review Checklist Literary Analysis Essay

1st Draft Markers (In REVISION stage):

Initial Here

	Does this essay define <i>irony</i> and discuss its forms?
	Does this essay evaluate how the use of irony contributed to the effectiveness of the story?
	Does this essay provide specific examples of irony from the short story?
	Does this essay have a clear thesis statement in the introduction that leaves no question what topic is being proposed or asserted?
	Is this writing organized in a clear, logical order with paragraphing by relevant topic sentences?

No paper goes on to Editing Stage until all 1st Draft markers have been met.

Final Draft Markers (In EDITING stage):

Initial Here

	Is this essay free of grammar/usage/mechanical errors?
	Does this essay use a variety of sentence structures to develop its paragraphs?
	Is this essay in correct Final Copy format?

Unit 1, Activity 11, Vocabulary Card Example

Definition:

*Comparative figure of speech
that implies a comparison between
two things*

Characteristics:

*The more unlikely (or
unusual) the comparison,
the more refreshing (and
less of a cliché) the
metaphor*

*Compares figuratively like a
simile, but doesn't use
"like" or "as"*

METAPHOR

Example:

From Ray Bradbury's "A Sound of Thunder":

"Each lower leg was a piston..."

Illustration:



Peer Review Checklist Comparison Essay

1st Draft Markers (In REVISION stage):

Initial Here

	Does this essay identify and compare the effectiveness of a specific literary element across two artistic mediums?
	Does this essay provide specific examples of the author's effective use of the literary element?
	Does this essay have a clear thesis statement in the introduction that leaves no question what topic is being proposed or asserted?
	Is this writing organized in a clear, logical order with paragraphing by relevant topic sentences?

No paper goes on to Editing Stage until all 1st Draft markers have been met.

Final Draft Markers (In EDITING stage):

Initial Here

	Is this essay free of grammar/usage/mechanical errors?
	Does this essay use a variety of sentence structures to develop its paragraphs?
	Does this essay explore vocabulary and phrasing that reflects the writer's personality and voice?
	Is this essay in correct Final Copy format?

Peer Review Checklist
Recurrent Theme Expository Essay

1st Draft Markers (In REVISION stage):

Initial Here

	Does this essay clearly identify one specific recurring theme?
	Does this essay explain with specific examples how the theme is developed by a short story author?
	Does this essay have a clear thesis statement in the introduction that leaves no question what topic is being proposed or asserted?
	Is this writing organized in a clear, logical order with paragraphing by relevant topic sentences?

No paper goes on to Editing Stage until all 1st Draft markers have been met.

Final Draft Markers (In EDITING stage):

Initial Here

	Is this essay free of grammar/usage/mechanical errors?
	Does this essay use a variety of sentence structures to develop its paragraphs?
	Is this essay in correct Final Copy format?

Peer Review Checklist Short Story

1st Draft Markers (In REVISION stage):

Initial Here

	Is this story told in a logical sequence of events?
	Does this writing include appropriate use of transitional words and phrases?
	Does this writing include effective use of story elements and literary devices (Look specifically for those we have studied and reviewed)?
	Is this story interesting, surprising, original, frightening, funny and/or moving? (In other words, is it NOT boring?)

No paper goes on to Editing Stage until all 1st Draft markers have been met.

Final Draft Markers (In EDITING stage):

Initial Here

	Is this writing free of grammar/usage/mechanical errors?
	Does this writing use a variety of sentence structures and parallel construction to develop its paragraphs?
	Is this writing in correct Final Copy format?