|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.1**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **ALCOSS: 6.34**  Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | |
| **Mastered:**  Students can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Present:**  Students will use textual evidence to support abstract decisions. | **Going Forward:**  The student will create a math problem using the geometric character choices. |
| **Present and Going Forward Vocabulary:**  **Textual evidence, analysis, implicit, explicit, inference, symbolism** | | |

|  |
| --- |
| **Career Connections:**  **Designer, business management, detective, director** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Advanced Understanding & Activity (Alternate activity):**  Geometric Character Analysis (You have two periods to complete this project) Presentations will be the next day!  Follow all directions carefully!!!! (No further explanations will be given by me)  PLANNING   * Select four characters from the book you just read. * Devise a shape for each character. Choose a shape that properly represents this person’s trait. Do not choose the same shape for any two characters. * Choose a color for each character—a color that properly represents this person’s traits. * On scratch paper, group the four shapes: * The sizes of the shape should represent the sizes of the characters * The grouping should represent the character’s relationships.   Yes, they may touch or overlap.  You may add arrows, dotted lines, shading, or other techniques (not words, though) to better portray the relationships  CREATING   * Now create a paper presentation: * Cut out the shape in the appropriate sizes and colors * Glue or draw the shapes onto the paper given . (Choose your background carefully – yes you will have to color it.) * Draw any additional arrows, lines, etc. * Do **NOT** write characters’ names anywhere on the project. * Write the title and author of the book in an artistic manner on the background sheet. * Prepare an explanation of the shape, color, and size of each characters (50-100 words per character, **maximum)** and of the arrangement and relationships (150-200 words **maximum**).   PRESENTATION  Be able to present your explanations and creation orally. DO NOT JUST READ TO US!  You will be observed during this group work. Points are only awarded for projects that are completed in class. No additional items may be brought in by you. All groups have the same items to work with. Your creativity and ability to work together is of utmost importance.  This project will be worth **100** points.  75 points are available for the thoroughness (did you follow all of the directions) of your creation and your character representations.  25 points are available for your presentation and explanation.  **RUBRIC**  **NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TOTAL: \_\_\_\_\_\_\_\_\_\_/100**  **Geometric Character Analysis RUBRIC**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **4** | **3** | **2** | **1** | | **Shape** | **All four characters are accurately and thoughtfully represented by shapes. A clear in-depth explanation is provided** | **All four characters are somewhat accurately and thoughtfully represented by shapes. Explanation is lacking depth** | **Only 2 or 3 characters are given shapes. The shapes and/or the explanations are lacking insight and/or relevance** | **Shapes are not thought out or no explanation is provided** | | **Colors** | **All four characters are accurately and thoughtfully represented by colors. A clear in-depth explanation is provided** | **All four characters are somewhat accurately and thoughtfully represented by colors. Explanation is lacking depth or not completely valid** | **Only 2 or 3 characters are given colors. The colors and/or the explanations are lacking insight and/or relevance** | **Colors are not thought out/relevant or no explanation is provided** | | **Size** | **All four characters are accurately and thoughtfully represented by the size of the shapes. A clear in-depth explanation is provided** | **All four characters are somewhat accurately and thoughtfully represented by the size of the shapes. Explanation is lacking depth or not completely valid** | **The sizes do not vary. The size and/or the explanations are lacking insight and/or relevance** | **Sizes are not thought out/relevant and/or**  **No explanation is provided** | | **Arrangement and relationship** | **The arrangement of the shapes and their relationships are thoughtfully displayed and explained** | **The arrangement of the shapes and their relationships display accurate understanding but the explanation may be somewhat unclear** | **The arrangement of the shapes and their relationships are lacking thoughtfulness and are not clearly displayed/explained** | **There is no justification or support for the arrangement of shapes and their relationships.** | | **Neatness/creativity** | **Apparent time and effort was taken to complete the assignment.**  **The analysis was original.** | **Some errors of distractions are apparent, but the poster is quality and somewhat original** | **Little effort is apparent and somewhat lacks originality** | **No efforts is apparent and the project lacks originality** | |

|  |
| --- |
| **Literature Connections/Resources:**  "Good Books." *MPPL.org*. Mount Prospect Public Library, 2012. Web. 23 Apr 2012. <http://www.mppl.org/kids/books.html>.  <http://illuminations.nctm.org/LessonDetail.aspx?ID=L202>  Kreger, Erika. NOTES ON USING TEXTUAL EVIDENCE  & MLA CITATION FORM. San Jose State University. 2012.  <http://www.sjsu.edu/faculty/mary.warner/Handouts/Textual_evidence.htm> |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.2**  Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | | |
| **Mastered:**  Student can determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | **Present:**  The student will display knowledge of theme through various projects. | **Going Forward:**  The student will post an on line book review to a noteworthy site. |
| **Present and Going Forward Vocabulary:**  **Theme, motif, universal truth, lesson, moral, fact, opinion** | | |

|  |
| --- |
| **Career Connections:**  **Writer, data analyst, critic, illustrator, talk show host, journalist, investigator** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Advanced Understanding & Activity (Alternate activity):**   |  |  |  | | --- | --- | --- | | **Summarize**  The key events that shape the story and define the theme | **Classify**  The different types of characters in a story and delineate their role in developing the theme | **Draw**  The plot of the story from exposition to resolution. Be sure to include key details. | | **Predict**  What changes would occur if the setting was changed | UNIT TEST | **Show**  A model of a key symbol in a story and explain how it relates to the theme | | **Survey**  The class and identify the types of issues that interest them in a novel. Present your information in a chart of your choice ( pie, bar, line, etc) | **Interview**  An author with emphasis on how theme is developed in a novel. You must have at least 10 questions | **Judge**  3 stories on their ability to convey theme | |

|  |
| --- |
| **Literature Connections/Resources:**   * Scholastic.Com on line book reviews: http://teacher.scholastic.com/activities/swyar/write.asp |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.3**  Describe how a particular story or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | | |
| **Mastered:**  Students can describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | **Present:**  Student will delineate the unfolding of a story and make predictions of character responses based on inferences made about characters. | **Going Forward:**  Student can write a sequel to the novel. |
| **Present and Going Forward Vocabulary:**  **Drama, plot, predictions, episodes, response, resolution** | | |

|  |
| --- |
| **Career Connections:**  **Business management, law, criminal justice, author, director/producer, doctor, counselor** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  The student can identify key events then show alternatives to the character’s initial response to the event. The student can provide alternative solutions for each event and create varying resolutions to each response. The student can write each alternative as an individual chapter or create a visual storybook/comic or comparable piece. |

|  |
| --- |
| **Literature Connections/Resources:**   * <http://en.wikipedia.org/wiki/List_of_Choose_Your_Own_Adventure_books> --provides a list of multiple ending books |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.4**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | | |
| **Mastered:**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. | **Present:**  The student will analyze how diction affects a written piece by changing diction to create a different tone. | **Going Forward:**  The student can create a log of powerful or vivid diction to use as inspiration in writing. |
| **Present and Going Forward Vocabulary:**  **Connotation, denotation, figurative language, tone, mood** | | |

|  |
| --- |
| **Career Connections:**  **Writer, journalist, speech writer, public speaker** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  The student can take a selected passage and identify key words/phrases that create the tone. The student will replace the diction with new words to create an opposite tone.  OR  The student can write the same excerpt from a different point of view and change the tone to reflect that character’s perspective and voice. |

|  |
| --- |
| **Literature Connections/Resources:**   * Weatherford, Keenan. “The Power of Diction.” The Cornell Daily Sun. 23 May 2011. <http://cornellsun.com/node/47290>. |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.5**  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  **ALCOSS: 6.15**  Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | | |
| **Mastered:**  Students can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | **Present:**  The student will create and analyze sentences/passages and observe the impact of syntax. | **Going Forward:**  ***Complete lesson plan on NY Times Learning Blog titled, “Sense, Sensibility and Sentences” by Shannon Doyne and Holly Ojalvo***  [*http://learning.blogs.nytimes.com/2012/03/22/sense-sensibility-and-sentences-examining-and-writing-memorable-lines/#more-106423*](http://learning.blogs.nytimes.com/2012/03/22/sense-sensibility-and-sentences-examining-and-writing-memorable-lines/#more-106423) |
| **Present and Going Forward Vocabulary:**  **Theme, setting, plot, structure, syntax, diction** | | |

|  |
| --- |
| **Career Connections:**  **Writer, manager, teacher, counselor, lawyer, speech writer, actor** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  ***Excerpt from Hatchet***  Read the underlined parts of the excerpt, and then answer the first question below. Once you have completed that, read the entire selection carefully and answer the remaining questions.  For a space of three or four seconds things seemed to hang, almost to stop. The plane was flying, but so slowly, so slowly . . . it would never reach the lake. Brian looked out to the side and saw a small pond and at the edge of the pond some large animal-he thought a moose-standing out in the water. All so still looking, so stopped, the pond and the moose and the trees, as he slid over them now only three or four hundred feet off the ground- all like a picture.  Then everything happened at once. Trees suddenly took on detail, filled his whole field of vision with green, and he knew he would hit and die, would die, but his luck held and just as he was to hit he came into an open lane, a channel of fallen trees, a wide place leading to the lake.  Then the plane committed now to landing, to crashing, fell into the wide place like a stone, and Brian eased back on the wheel and braced himself for the crash. But there was a tiny bit of speed left and when he pulled on the wheel the nose came up and he saw in front of the blue of the lake and at that instant the plane hit the trees.  There is a great wrenching as the wings caught the pines at the side of the clearing and broke back just outside the main branches. Dust and dirt blew off the floor into his face so hard he thought there must have been some kind of explosion. He was momentary blinded and slammed forward in the seat, smashing his head on the wheel.  Then a wild crashing sound, ripping of metal, and the plane rolled to the right and blew through the trees, out over the water and down, down to slam into the lake, skip once on water as hard as concrete, water that tore the windshield out and shattered the side windows out, water that drove him back into the seat. Somebody was screaming, screaming as the plane drove into the water. Someone screamed tight animal screams of fear and pain and he did not know that it was his sound, that he roared against the water that took him and the plane still deeper, down into the water. He saw nothing but sensed blue, cold blue-green, and he raked at the seatbelt catch, tore his nails loose on one hand. He ripped at it until it released and somehow-the water trying to kill him, to end him-Somehow he pulled himself out of the shattered front window and clawed up into the blue, felt something hold him back, felt his windbreaker tear and he was free. Tearing free. Ripping free.  The Five-S Strategy and “Excerpt from Hatchet”  1. Discover the key **sentences.** Write out your initial impression about what has happened. What diction helps create this impression?  2. Discover the **speaker.** Is the narrator the same person as the speaker? Explain   * What is the narrator’s point of view? Why is this point of view significant? * What is the speaker’s attitude? Why is this attitude significant?   3. Discover the **situation.** What is happening? State the situation in a single sentence.  4. Discover the major **shifts (changes).**   * What words indicate a shift (or shifts) in tone? * Why has the writer located the shifts where he has? * What is the mood before the shift; what is the mood after the shift? * What imagery is produced before the shift and after the shift?   5. Discover the examples/concentration of effective **syntax** and their purpose.   * What unusual use of punctuation is present? * What sentence patterns do you notice? * What typographical elements stand out? * How do the sentences start? * What grammatical patterns are noticed?   Writing Activity  The author of this passage has created a tone of panic through the words he uses. Assume the character of Brian, the young man who has just freed himself from the submerged plane, and write just **two sentences** that will serve to complete the event. You have escaped from the plane; however, you are still under the water. Write what happens to you next and continue the mood of panic and terror set by the author. Concentrate on your use of diction and syntax to create your tone. End your composition by changing to a mood of calmness and relief.  \*\*Borrowed from Pre-AP Strategies |

|  |
| --- |
| **Literature Connections/Resources:**   * Isanski, Barbara. "Cold and Lonely: Does Social Exclusion Literally Feel Cold?." *Association for Psychological Science*. September (2008): n. * <http://professionals.collegeboard.com/prof-dev/workshops/english/pre-ap-strategies-english-5-s>   Fitzgerald, John. "101 Movie One-Liners Everyone Should Know." *Amog.com*. N.p., 09 NOV 2008. Web. 23 Apr 2012. <http://amog.com/entertainment/movie-one-liners/>.   * <http://americanbookreview.org/100BestLines.asp> |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.6**  Explain how an author develops the point of view of the narrator or speaker in a text.  **ALCOSS: 6.16**  Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | | |
| **Mastered:**  Students can explain how an author develops the point of view of the narrator or speaker in a text. | **Present:**  The student will manipulate point of view to analyze its overall effect on a piece of literature. | **Going Forward:**  The student can retell children’s stories from different perspectives and share with the class. |
| **Present and Going Forward Vocabulary:**  **Plot, narrator, point of view** | | |

|  |
| --- |
| **Career Connections: communication studies, psychologist** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Advanced Understanding & Activity (Alternate activity):**   |  |  | | --- | --- | | **[Key Outline Clip Art](http://www.clker.com/clipart-16280.html)What If?** | What if this story was told from the antagonist’s  point of view? Write one chapter from this character’s pers perspective and be certain to focus on the tone. | | [Key Outline Clip Art](http://www.clker.com/clipart-16280.html)**Disadvantages** | Name 5 disadvantages there would be if the story was told in a different point of view. | | [Key Outline Clip Art](http://www.clker.com/clipart-16280.html)**BAR-Bigger, Add, Replace** | What can you add to a chapter to make it better? Explain how the chapter is improved. | | [Key Outline Clip Art](http://www.clker.com/clipart-16280.html)**Alphabet** | Make a list of words from A-Z that relates to the narrator’s point of view. Create an alphabet book with your words using text and graphics. Be sure to explain how the word reflects the point of view. | | **Different Uses** [Key Outline Clip Art](http://www.clker.com/clipart-16280.html) | List 10 different uses for a narrator |  |  |  | | --- | --- | | **[Key Outline Clip Art](http://www.clker.com/clipart-16280.html)Ridiculous** | All authors should only use first person point of view. Write a persuasive speech to support the above statement | | [Key Outline Clip Art](http://www.clker.com/clipart-16280.html)**Commonality** | Find common points between the narrator and yourself. Write a letter to the author sharing the connections you made to the narrator. | | [Key Outline Clip Art](http://www.clker.com/clipart-16280.html)**Inventions** | Invent a different way to tell a story. | | [Key Outline Clip Art](http://www.clker.com/clipart-16280.html)**Brick Wall** | The following statement is not generally questioned or disputed. Try to “break down the wall” by outlining other ways to deal with the situation.  **We must have a narrator to tell a story.** | |

|  |
| --- |
| **Literature Connections/Resources:**   * Macaulay, David. *Black and White* * Cronin, Doreen. Diary of a Worm * <http://www.kimskorner4teachertalk.com/readingliterature/literary_elements_devices/pov.htm> --Resources for teaching and understanding point-of-view. |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.7**  Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they ―see‖ and ―hear‖ when reading the text to what they perceive when they listen or watch.  **ALCOSS: 6.17**  Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  **ALCOSS: 6.26**  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **ALCOSS: 6.35**  Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  **ALCOSS: 6.34**  Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | |
| **Mastered:**  Students can Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they ―see‖ and ―hear‖ when reading the text to what they perceive when they listen or watch. | **Present:**  Students will use a Menu board to compare and contrast literature in multiple forms. | **Going Forward:**  Students can research how screenplays are made and enhance their project by applying research. |
| **Present and Going Forward Vocabulary:**  **Compare, contrast, analyze, perception, point of view, audio, visual,** | | |

|  |
| --- |
| **Career Connections:**  **Author, playwright, director, advertisement, illustrator, musician** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  Genre Café Menu Items  **Complete all items to earn a C grade.**  • Turn one children’s story into a screen play  • Create a children’s book with illustrations based on a poem or play   * Create a poem based on a play, movie, novel, etc.   • Create an audio recording of two literature pieces you read aloud  • Read a novel that was turned into a movie and watch the movie. Draw a Venn Diagram and  compare and contrast  • Read a short story silently, and then listen to an audio version. Write a journal to record your  thoughts.  **Side Dishes**  **Choose at least two side dishes to earn a B grade. If you wish to earn an A grade, you must complete five different side dishes.**  • Additional audio recording  • Additional children’s book  • Additional poem  • Turn a poem into a cartoon  • Create a comic strip for a story  • Create a soundtrack to accompany a novel being turned into a movie  • Create a photo journal of a poem, story, or play  **Dessert**  **Complete one for an A grade.**  • Video a dramatic interpretation of a poem or monologue  • Create a PowerPoint that outlines the differences in the genres  • Restructure a poem to create a different type of poem  • Reenact a scene from your favorite event in a book  • Redesign a book jacket to capture the theme as it relates to you  • Make a movie trailer for a novel or short story   * Record an original song (inspired by literature) that you write and perform |

|  |
| --- |
| **Literature Connections/Resources:**  Wormeli, Rick. *Fair Isn’t Always Equal: Assessing & Grading in the Differentiated Classroom.* Portland, ME: Stenhouse, 2006, pages 62-65.   * ---. Workshop Presentation. *2nd Annual SDE National Conference on Differentiated Instruction: Theory Into Practice*. Las Vegas, NV. 18 July 04. |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.8**  Differentiate among odes, ballads, epic poetry, and science fiction. | | |
| **Mastered:**  Student can differentiate among odes, ballads, epic poetry, and science fiction. | **Present:**  Student will transform one piece literature to another genre. | **Going Forward:**  Student can create a book for the varied genres. Student can include the “inspirational piece” alongside the original work as well as outline the distinguishing characteristics of each genre.  OR  Student can research and find out how |
| **Present and Going Forward Vocabulary:**  **Ode, ballad, haiku, limerick, epic, narrative, sonnet, lyric, free verse, blank verse, science fiction, realistic fiction, historical fiction, fantasy** | | |

|  |
| --- |
| **Career Connections:**  **Author, poet, business management, artist** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  TSW should read a selected science fiction novel for the appropriate grade level. Have the student use the basic story line and transform the story into a ballad, or an ode. To make sure that other sub-categories of poetry are differentiated, challenge the student to also write a haiku, limerick, and a free verse poem that deals with some aspect of the novel.  If the student is artistic or computer literate have them turn the science fiction story into an epic style comic book. Encourage the student to add elements to show their knowledge of the differences between the genres. |

|  |
| --- |
| **Literature Connections/Resources:**   * <http://www.hoagiesgifted.org/scifi_fantasy.htm> * <http://teacherweb.com/GA/SarahSmith/SueEllis/h3.aspx> |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.9**  Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.  **ALCOSS: 6.10**  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **ALCOSS: 6.17**  Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  **ALCOSS: 6.26**  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **ALCOSS: 6.29**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *Grade 6 Reading standards* to literature (e.g., ―Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics).  b. Apply *Grade 6 Reading standards* to literary nonfiction (e.g., ―Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not).  **ALCOSS: 6.35**  Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | | |
| **Mastered:**  Student can compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | **Present:**  Student will transform genre story into a new genre piece of writing. | **Going Forward:**  Student will be able to explain and defend why certain genres fit certain plot events and details (why a sci-fi story needs certain mythological elements, for instance). |
| **Present and Going Forward Vocabulary:** | | |

|  |
| --- |
| **Career Connections:**  **Writer, data analyst, web designer, graphic designer, cartoonist, advertiser, teacher, public speaker, game maker, musician, counselor, set designer** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Advanced Understanding & Activity (Alternate activity):**  **CHOICE BOARD FOR MULTIPLE INTELLIGENCES**   |  |  |  | | --- | --- | --- | | **Verbal/Linguistic**   * Write instructions on how to compose literature from 5 different genres * Create a song about the different genres * Create TV ads that incorporate ideas/images about a specific genre * Read 2 stories from your favorite genre to classmates * Create crossword   puzzle | **Logical/Mathematical**   * Compare/contrast several different genres * Create an outline for a   story from 2 different genres   * Design a setting map for three different genres * Design a game to * Show to help classmates review for a genre unit test. | **Visual/Spatial**   * Create a poster for each genre you have studied * Create visual diagrams of at least 3 different genres * Draw a picture for 3 separate genres emphasize illustrations from different perspectives * Create a comic strip for 2 different genres * Graph results of a class * Survey on favorite genres | | **Interpersonal**   * Tell original stories from several different genres * Teach a cooperative   game based on the genre of your choice   * Role play a situation in any book * Discuss and come to a conclusion about the key elements of each genre | Free Choice | **Body Kinesthetic**   * Make up competitions that would be played in Genre Olympics and have the class participate. * Practice a skill that was mentioned in a novel * Conduct a hands-on experiment focusing on genres * Construct a model or representation of a key event or aspect of a novel | | **Musical Rhythmic**  • Create raps about each genre  • Play original music that  reflects a variety of genres  • Teach dance steps that reflect  3 genres  • Make up sounds and sound  effects for 3 or more genres  • Write a jingle for your favorite  2 genres | **Naturalist**  • Collect and categorize style, events, settings, etc. for each genre  •  • Take a field trip to watch a live performance of a play  • Study means of survival for 3 different genres (how do characters survive in each genre)  • Adapt elements of a genre to  create a new genre  • Label and classify the genres | **Intrapersonal**  • Keep a personal journal of  your connections to literature  • Write about personal  experiences that relate to a  novel  • Think about and plan...  • Review or visualize the settings and events of a few novels  • How would it feel to be a character in your favorite genre...  • Imagine and write  about the future of literature | |

|  |
| --- |
| **Literature Connections/Resources:**   * Tomlinson, C. (2003). Fulfilling the Promise of the Differentiated Classroom. Alexandria, VA: Association for Supervision and Curriculum Development, (ASCD). * Coil, C. (2004). Standards-Based Activities and Assessments for the Differentiated Classroom. Pieces of Learning. * Winebrenner. S. (2001). Teaching Gifted Kids in the Regular Classroom. Minneapolis, MN: Free Spirit Publishing Inc. |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.10**  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **ALCOSS: 6.11**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **ALCOSS: 6.12**  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  **ALCOSS: 6.20**  By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **ALCOSS: 6.34**  Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | |
| **Mastered:**  Students can by the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | **Present:**  Student select a genre packet and present knowledge gained through book project. | **Going Forward:**  Students will design their own projects based upon the independent reading they do. They will also be able to complete a critical analysis of the book. |
| **Present and Going Forward Vocabulary:** | | |

|  |
| --- |
| **Career Connections:**  **Critic, writer, illustrator, advertiser, game maker, computer technician** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Advanced Understanding & Activity (Alternate activity):**  **Use genre packets to allow choice and variety.**  6th GRADE LITERATURE PACKETS  We will complete literature packets this year; the following will give you due dates and an overview of each genre. The purpose of literature packets is for you to be more familiar with each genre. You may only choose books that you have not read in the past. You may not choose a book that we are reading as a class. The packets are worth 200 points.   1. Genre Worksheet – (50 points) 2. Vocabulary – define at least 10 unfamiliar words you found in the text, their definitions, their synonyms, their antonyms, and the sentences in which you found the words. Create a chart like the following to put your words and information in. (50 points)  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Word | Definition | Synonym | Antonym | Page Number | Sentence | | Nonchalantly | Without concern; casual; indifferent | Easygoing | Anxious | 25 | “Okay,” I said nonchalantly, “might as well.” |  1. Book Presentation: (100 Points) You have several options to choose. The options are listed below:   **Book Presentation Options**    Choose ***one*** of the following options: a one-page book review, a podcast, a PowerPoint, a game based on the book, a brochure, or an ABC adjective book.  **One-Page Book Review:** This review may either be typed or written. Please be sure to include one quotation from the book and answer each of the following questions: Was the story believable/entertaining? Why did/didn’t it hold your interest? Why would/wouldn’t you recommend it to someone else? You will need to publish your book review on-line.  **Podcast:** This broadcast made for the Internet should be similar to a catchy advertisement you might hear on the radio. Please create a sales pitch, or slogan, to include in your audio advertisement. Also be sure to inform your audience about the book’s characters, setting, and at least three (3) detailed events.  **PowerPoint:** Using Microsoft PowerPoint, create a presentation on your book. Please make your slides and slide transitions interesting and appealing. Audio effects are impressive, but please don’t let them be distractions from your information. Be sure to inform your audience about the book’s characters, setting, theme, and at least three (3) detailed events.  **Game:** Create a game based on the book you read. Please be sure to include the book’s characters, setting, and plot events/conflicts in the creation of your game. Don’t forget that you will need to write detailed instructions on how to play the game. You may want to have friends and/or family try out the game before turning it in.  **Brochure:** Create an appealing trifold brochure out of paper or poster board. Please be sure to inform your audience about the book’s characters, setting, and at least three (3) detailed events. Also use your persuasive writing skills to convince the audience to read the book.  **ABC Adjective Brochure:** Create an alphabet book with a word or name beginning with each letter of the alphabet that could be associated with your book. Please create an illustration for each word or name. When you list the word, describe in two to three sentences how that word applies to the book. Use a thesaurus to help you find some quality words. [Example: *G is for Greasers*. In The Outsiders by S. E. Hinton the “greasers” are a group of boys that are from the East Side. The “greasers” are a rival gang to the Socs of the West Side and often get into rumbles with them.]  **RUBRIC FOR BOOK PRESENTATION:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Requirements**  (4 underlined in each option) | 1 included  [12-14 pts.] | 2 included  [16 pts.] | 3 included  [18 pts.] | 4 included  [20 pts.] | /20 | | **Detail** | no detail; reader’s imagination working hard  [13-14 pts.] | sporadic details;  imagination still working  [15-16 pts.] | adequate details; imagination barely working  [17-18 pts.] | extremely detailed; imagination is on vacation  [19-20 pts.] | /20 | | **Support** | none or one example from text given  [13-14 pts.] | 2-3 examples from text given  [15-16 pts.] | 4-5 examples from text given  [17-18 pts.] | more than 5 examples from text given  [19-20 pts.] | /20 | | **Creativity** | shows no creativity  [13-14 pts.] | shows little creativity  [15-16 pts.] | shows grade appropriate creativity  [17-18 pts.] | shows superb creativity  [19-20 pts.] | /20 | | **Grammar/**  **Punctuation** | serious errors make it hard to understand  [13-14 pts.] | frequent errors, but readable  [15-16 pts.] | few errors; appropriate for grade level  [17-18 pts.] | skillful application of mechanics  [19-20 pts.] | /20 | | **Total** |  |  |  |  | **/100** |   In case you have forgotten what each genre is, I have listed them below.  1st Nine Weeks  **Due Date -** Animal Tale (A story where one of the characters is an animal.)  **Due Date-** Science Fiction (fictional books often about the future or far away places that would be considered fantasy)  2ND Nine Weeks  **Due Date** – Mystery (fictional books containing clues that lead to the solution of a puzzling situation)  **Due Date**  – Newbery Award Winner (fictional books that have received the Newbery Award that is given for children’s prose)  **Due Date-** Series book  3rd Nine Weeks  **Due Date –** Biography/Autobiography (a factual book about a person’s life; must be at least 100 pages)  **Due Date** Nonfiction (factual book about a wide variety of topics; use the Dewey Decimal system to help locate a book of interest to you that is at least 100 pages.  **Due Date-** Classic Novel  4th Nine Weeks  **Due Date** – Realistic Fiction (fictional books that contain conflicts/events that could actually happen)  **Due Date** - Historical Fiction (fictional books that are based on historical people, places and/or events) |

|  |
| --- |
| **Literature Connections/Resources:**   * <http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/genres.htm>--posters, handouts, and resources for genre packets * <http://www.ecfs.org/files/ms-booklist-general.pdf> --list of middle school books categorized by genre |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.11**  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **ALCOSS: 6.16**  Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.  **ALCOSS: 6.29**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *Grade 6 Reading standards* to literature (e.g., ―Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics).  b. Apply *Grade 6 Reading standards* to literary nonfiction (e.g., ―Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not). | | |
| **Mastered:**  Student can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Present:**  Student can make inferences and use textual evidence to justify thoughts and make predictions. | **Going Forward:**  Conduct an interview or create a talk show using the information below. Allow the student to dress up like the character and perform in class. |
| **Present and Going Forward Vocabulary:**  **Inference, indirect/direct characterization, textual evidence, prediction** | | |

|  |
| --- |
| **Career Connections:**  **Writer, investigator, counselor, therapist, manager, advertiser** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  **Assign a major character to a student before a novel is read. Ask the student to highlight or use sticky notes to identify any direct or indirect characterization for the assigned character. When the novel is completed the student will use the highlighted quotes to create a life-size picture of the character. Beside each body part listed below, the student will need to provide 1 or 2 quotes that show the trait of the body part selected. The student must explain what the quote implies and why the inferences were made. Many of these traits are not given in the novel; therefore a student must use textual evidence and inferences to support and justify his/her thoughts.**  Head—the intellectual side—what is the character’s thoughts on life?  Eyes—What is the character’s dreams, visions—what memorable sights affect him/her?  Ears—What do other’s say about him/her?  Nose—what smells affect him/her—why?  Mouth—how do he/she communicate with others, what does he/she argue/debate? What song represents his/her life—why?  Arms—working—what type of work does your character do? What suits him/her best?  Hands—How does your character handle conflicts? What types of conflicts does he/she deal with?  Heart—the emotional side—What does your character love? Whom? How?  Torso—the instinctive side—What does your characters NOT like about himself/herself? What does he/she hide?  What brings your character pain? What does he/she fear? What is your character’s dark side?  Legs—the playful side—What does your character do for fun?  Feet—character’s mobility—Where has he/she been? How has he/she been affected by traveling or setting?  Wings—future—Where is your character going? What does he/she plan on doing?  Lesson adapted from Pre-AP Strategies—Laying the Foundation |

|  |
| --- |
| **Literature Connections/Resources:**   * Laying the Foundations |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.12**  Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | | |
| **Mastered:**  Student can determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments | **Present:**  The student will visually represent the development of theme. | **Going Forward:**  Student can create an annotated bibliography for all literature read through the course of the year. Each entry should have a summary and critique. |
| **Present and Going Forward Vocabulary:**  **Summary, response, critique, judgment, opinion, fact, subjective, objective** | | |

|  |
| --- |
| **Career Connections:**  **Critic, journalist, secretary, teacher** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  TSW create a thematic graphic organizer.  The student will write the theme of a work in the center of a poster board. The student will draw 6 or more lines stemming from the theme and identify events in the novel that displayed the theme.  OR  TSW create a theme map  Ask the student to map out the key events in the story and visually show the character’s journey and responses to events. The students can use At the “finish line” the theme should be written  For this project the student will need to create a map of the character’s life from the beginning of the novel to the end. Include major events and important lessons the character learned along the way. You must use a minimum of 10 pictures with captions. You can use photographs, drawings, magazine pictures, artwork or stickers. Your map should also include roads, street names, bridges, lakes/oceans, parks, mountains, etc. Try to think of the above items metaphorically: “Victory Road” might describe your character’s success in a tournament, you may name a mountain to describe a major life hurdle your character had to overcome (divorce, move, braces), or you might name a lake after a particularly difficult task your character was able to wade through. |

|  |
| --- |
| **Literature Connections/Resources:**   * <http://www2.smumn.edu/deptpages/~tcwritingcenter/Forms_of_Writing/Sum_Resp_Crit.pdf> --tips for writing a review, critique, response, and summary |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.13**  Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  **ALCOSS: 6.17**  Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  **ALCOSS: 6.26**  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **ALCOSS: 6.35**  Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | | |
| **Mastered:**  Students can analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | **Present:**  Student can analyze a work and relate concepts to the real world. | **Going Forward:**  Student can keep a journal of real world connections for each literary piece read. |
| **Present and Going Forward Vocabulary:**  **Elaborated, anecdotes, details** | | |

|  |
| --- |
| **Career Connections:**  **Teacher, counselor, sales, public speaker, actor** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  The student can make a video/PowerPoint/puppet show, etc. that identifies a key event, or character in a story. Then, display how the event or character is related to the real world through anecdotes, analogies, or real world references. |

|  |
| --- |
| **Literature Connections/Resources:**   * <http://jake4102.hubpages.com/hub/Connecting-Students-to-Literature-and-Literature-to-the-Real-World> --article discusses the impact of making connections while reading * <http://debbiedespirt.suite101.com/making-connections-and-reading-a129868> --another article on making connections—provides question stems |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.14**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  **ALCOSS: 6.26**  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **ALCOSS: 6.35**  Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  **ALCOSS: 6.41**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., personification) in context.  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations  (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). | | |
| **Mastered:**  Students can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | **Present:**  The student will display mastery of word/phrase meanings and figurative language through the completion of selected assignments. | **Going Forward:**  **The student can create an ABC book using figurative language terms.** |
| **Present and Going Forward Vocabulary:**  **Idiom, pun, metaphor, simile, hyperbole, onomatopoeia, oxymoron, apostrophe, paradox, personification** | | |

|  |
| --- |
| **Career Connections:**  **Writer, Journalist, Advertiser, Actor, Animator** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Advanced Understanding & Activity (Alternate activity):**  Figurative Language Choices Board  Directions: Choose two activities from the choices below. Make sure your choices correspond with the two symbols your teacher assigned you.   |  |  |  |  | | --- | --- | --- | --- | | Perform a 30-second radio advertisement to encourage people to use oxymorons when they talk. | Perform a one-minute puppet show that teaches about apostrophes. | Make a WANTED poster using at least two metaphors. Include a picture. | Write a letter to a friend using at least five different kinds of figurative language in the text. | | Interview an idiom of your choosing and write the transcript of the interview. | Create at least four newspaper headlines using an oxymoron in each. | Create a picture dictionary for these terms: idiom, simile, metaphor, paradox, personification, oxymoron, and apostrophe. | Write at least three jokes or puns using one kind of figurative language in each. | | Make a comic strip with three characters using different kinds of figurative language. | Write a short story about a homework machine. Include one simile, one personification, and one metaphor. | Make a Venn diagram that compares and contrasts metaphors and similes. Write at least three sentences to summarize  the diagram. | Create a set of six idiom flash cards. Be sure to include the answers on the backs of the cards | | Write one scene of a play that shows personification for at least three characters. | Act out four figurative language terms for a friend. Have your friend guess the terms you are acting out. | Create your own crossword puzzle that includes these terms: idiom, simile, oxymoron, metaphor, personification, paradox, and apostrophe. | Create three mathematics story problems for others to solve using a different figurative language descriptor in each problem. | |

|  |
| --- |
| **Literature Connections/Resources:**   * Applying Differentiation Strategies: Shell Education |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.19**  Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).  **ALCOSS: 6.34**  Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | | |
| **Mastered:**  Student cancompare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | **Present:**  The student will present an oral report delineating the similarities and differences of an author’s approach to similar topics. | **Going Forward:**  **The student can explore a variety of books on a similar topic and graph the similarities** |
| **Present and Going Forward Vocabulary:**  **Compare, contrast, genre** | | |

|  |
| --- |
| **Career Connections:**  **Teacher, writer, public speaker** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  **Find two books on the same subject matter and present and oral report to the class on which book was more effective than the other based upon the two books contrasting styles, selection of material, presentation of subject matter.** |

|  |
| --- |
| **Literature Connections/Resources:**  [**http://onlinebooks.library.upenn.edu/subjects.html**](http://onlinebooks.library.upenn.edu/subjects.html) **--sorts books by subject matter** |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.18**  Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  **ALCOSS: 6.21**  Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented.  **ALCOSS: 6.24**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.)  **ALCOSS: 6.29**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *Grade 6 Reading standards* to literature (e.g., ―Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics).  b. Apply *Grade 6 Reading standards* to literary nonfiction (e.g., ―Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not).  **ALCOSS: 6.33**  Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | | |
| **Mastered:**  Students can write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly.  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented. | **Present:**  The students will be able to write a piece of persuasive writing in which they clearly express their opinion and support this opinion with at least two pieces of evidence | **Going Forward:**  **The student can conduct a live trial. Complete with lawyers, testimonies, opening and closing statements and a jury verdict. (Student may choose another story and conduct a fresh trial)** |
| **Present and Going Forward Vocabulary:**  **Argument, persuasion, logical appeals, emotional appeals, ethical appeals, evidence, formal/informal writing, credible sources, opening and closing statements, jury, trial, testimony** | | |

|  |
| --- |
| **Career Connections:**  **Lawyer, paralegal, court reporter, judge, manager, detective, journalist** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Advanced Understanding & Activity (Alternate activity):**  The students will complete the RAFT activity after studying the use of tone, attention to audience and the key parts of a persuasive piece of writing. The student will have already read The True Story of the Three Little Pigs and discussed the characters. The students will be assigned a choice of two roles according to their writing readiness level. This lesson will be introduced as the class putting the A. Wolf on trial. All of the pieces that the students write will be presented to the class. As a class the students will discuss the opinions and evidence presented by the different characters. The class will then step out of their characters and as class vote on whether or not the wolf should be left in jail or set free.   |  |  |  |  | | --- | --- | --- | --- | | **Role** | **Audience** | **Form** | **Title** |  |  |  |  |  | | --- | --- | --- | --- | | **Wolf** | **Jury** | **Testimony** | ***I*** am telling the TRUE story of the three little pigs | | **Grandma** | **Wolf’s Parents** | **Letters** | Give Al a chance (and some money for a lawyer) | | **Third Pig** | **Newspaper Readers** | **Letter to Editor** | My brothers were mincemeat – and Al ATE THEM!! | | **Police Officer** | **Jury** | **Testimony** | He blew the house and the law down | | **Wolf’s Lawyer** | **Jury** | **Closing Statement** | The wolf isn’t so big and bad. He is telling the TRUE story | | **Reporter on the Scene** | **Newspaper Readers** | **Editorial** | Wolf is guilty what is all this huff and puff about? | | **Untrustworthy Witness on the scene** | **Jury** | **Testimony** | **The 3rd Little Pig threatened to turn Pig 1 and 2 into bacon if they didn’t keep quiet about his recent Chicken Sales to the Chik-fil-a cows.** |   **Lesson written by** Vicki, Loudon County, VA  Format based on work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me, Then Who? Billmeyer and Martin, 1998 |

|  |
| --- |
| **Literature Connections/Resources:**  **RAFTAssignments http://daretodifferentiate.wikispaces.com/file/view/RAFTs+handouts.pdf** |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.23**  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events.  **ALCOSS: 6.25**  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-6.)  **ALCOSS: 6.30**  Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. | | |
| **Mastered:**  Student can Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  e. Provide a conclusion that follows from the narrated experiences or events. | **Present:**  **The student will use pictures and a sentence prompt from The Chronicles of Harris Burdick to write narratives.** | **Going Forward:**  **The student can choose a narrative inspired by The Chronicles of Harris Burdick and revise (with the help of a peer and teacher) for publication on-line or in the school’s literary magazine/newspaper.**  **The below on-line site will allow a student to publish and also explore other elements and games dealing with the book.**  [**http://www.chrisvanallsburg.com/writestory.html**](http://www.chrisvanallsburg.com/writestory.html) |
| **Present and Going Forward Vocabulary:**  dialogue, dialect, pacing, description, imagery, figurative language, sequencing, rising action, climax, falling action, resolution, transitions | | |

|  |
| --- |
| **Career Connections:**  **Illustrator, graphic designer, cartoonist, writer, investigator, lawyer** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  **The student will read *The Chronicles of Harris Burdick* and view the below websites to become better acquainted with the author and his works. The student will select an illustration and prompt to begin a narrative piece. After the story is written the student should revise multiple times to improve content, syntax, and imagery. After revisions allow the student to submit his/her story online.** |

|  |
| --- |
| **Literature Connections/Resources:**  **Career Connections:**  **Van Allsburg, Chris. 14 Amazing Authors Tell The Tales: The Chornicles of Harris Burdick.**  [**http://www.houghtonmifflinbooks.com/features/harrisburdick/**](http://www.houghtonmifflinbooks.com/features/harrisburdick/)  **The above site offers a video attention grabber for the book to spark interest and exploration.**  [**http://www.chrisvanallsburg.com/writestory.html**](http://www.chrisvanallsburg.com/writestory.html)  **Use the above site to submit revised stories and research the author** |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.23**  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another  d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  **ALCOSS: 6.22**  Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from the information or explanation presented.  **ALCOSS: 6.27**  Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  **ALCOSS: 6.28**  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  **ALCOSS: 6.26**  Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.  **ALCOSS: 6.25**  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-6.)  **ALCOSS: 6.30**  Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences.  **ALCOSS: 6.32**  Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | | |
| **Mastered:**  Student can conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Present:  The student will use technology to display research findings. | Going Forward:  The student can design interest centers based on class preferences |
| **Present and Going Forward Vocabulary:**  **MLA format, bibliography, works cited, parenthetical documentation,** | | |

|  |
| --- |
| **Photographer, critic, illustrator, writer, researcher, teacher** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Advanced Understanding & Activity (Alternate activity):**  **1) Survey the class and create an interest chart.**  **2) Choose the most popular interests and develop a Web page, Blog, or Wiki that links to credible sources on each topic.**  **3) Organize the information**  **4) Create an annotated bibliography for each source that provides the overall content of the link and your personal judgment on the usefulness and set up of the site.**  **5) Include graphics to enhance your pages**  **OR Complete Tic-Tac Toe Selection**   |  |  |  | | --- | --- | --- | | **Research Paper**  Write a 2-3 page research paper on a person or event that contributed significantly to the course of history you are studying. You must rely on at least three relevant and authoritative sources. | **Idea Web**  Prepare an idea web that graphically organizes key facts about a person, event or topic related to a topic/person you have covered in science. You may use Mind42.com to construct this online. | **Word Cloud**  Using an online tool, such as Wordle.com or Tagxedo.com, create a word cloud illustrating a topic related to a math concept. | | **Poster Board**  Construct an educational poster board that informs your audience about a person, event or topic related to 19th or 20th century world history. | **Film Review**  Watch a film related to a historical fiction book you have read. Write a detailed review of approximately 500 words; include an assessment of the novel’s historical accuracy. | **Book Report**  Read a book about a person, event or topic related of your choice and write a two page book review. | | **Photo Essay**  Using Power Point (or similar software) create a 12-15 slide photo essay about a person, event or topic related to a topic covered in a class of your choice. Each photo must include a one-two sentence caption. (Bibliography required | **1st Person Narrative**  **Choose any period in history and conduct thorough research. Write a narrative taking the role of any member in society during that time. You must show evidence of research through dialogue, description, and tone.** | **Illustrated Map –** using a poster board or online tool (such as Google Earth), create a map that informs your audience about the setting of a novel of your choice. | |

|  |
| --- |
| **Literature Connections/Resources:**  <http://bighugelabs.com>; google earth |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.31**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | | |
| **Mastered:**  Students can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | **Present:**  The student will work in literature circles analyzing, summarizing, and discussing various works of literature. | **Going Forward:**  The student can complete an extension project  OR  The student can lead class in discussions using a dialectical journal as a guide. |
| **Present and Going Forward Vocabulary:**  **Perspective, textual evidence, imagery, figure of speech, dialect, indirect/direct characterization** | | |

|  |
| --- |
| **Career Connections:**  **Public speaker, manager, illustrator, investigator, counselor** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  The students will work in small groups and rotate the below roles after each selection.  **Questioner:** Your job is to write down a few questions that you have about this part of the novel. What were you wondering about while you were reading? Did you have a question about what was happening? What a word meant? What a character did? What was going to happen next? Why an author used a certain style? Or what the whole thing meant? Just try to notice what you were wondering while you read, and jot some of those questions either along the way or after you are finished.  **Literary Luminary:** Your job is to locate a few special sections or quotations in the text for your group to talk over. The idea is to help people go back to some especially powerful, interesting, funny, puzzling, or important sections of the reading and think about them more carefully. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one. Then jot down some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and them discuss.  **Illustrator**: Good readers make pictures in their minds as they read. This is a chance to share some of your own images and visions. Draw some kind of picture related to the reading you have just done. It can be a sketch, cartoon, diagram, flowchart, comic strip, or stick figure scene. You can draw a picture of something that happened in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay—you can even label things with words if that helps. *Make your drawing on the other side of this sheet or on a separate sheet of paper*  **Connector:** Your job is to find connections between the book and you, and between the book and the wider world. This means connecting the reading to your own past experiences, to happenings at the school or in the community, to stories in the news, to similar events at other times and places, to other people or problems that you are reminded of. You may also see connections between this book and other writings on the same topic, or by the same author.  **Summarizer:** Your job is to prepare a brief summary of today’s reading. The other members of your group will be counting on you to give a quick (1 or 2 minute) statement that conveys the gist-key points, the main highlights, the essence-of today’s reading assignment. If there are several main ideas or events to remember, you can use the bullets below.  **Word Wizard:** The words a writer chooses are an important ingredient of the author’s craft. Your job is to be on the lookout for a few words that have special meaning in today’s reading selection. If you find words that are puzzling or unfamiliar, mark them while you are reading, and then later jot down their definition, either from a dictionary or some other source. You may also run across words that stand out somehow in the reading-words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Mark these special words, too, and be ready to point them out to the group. When your circle meets, help members find and discuss the words that seem most important in this text. |

|  |
| --- |
| **Literature Connections/Resources:**   * <http://www.litcircles.org/> -- This site offers numerous resources, extension projects and much more * Peralta-Nash, Claudia, and Julie A. Dutch. "Literature Circles: Creating an Environment for Choice." [*Primary Voices K-6* 8.4](http://www.ncte.org/journals/pv/issues/v8-4) (April 2000): 29-37. * <http://www.lauracandler.com/strategies/litcircles.php> --More resources and video |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.34**  Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  **ALCOSS: 6.36**  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 37 and 39 for specific expectations.) | | |
| **Mastered:**  Students can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 6 Language standards 37 and 39 for specific expectations.) | **Present:**  The student will show command of Standard English and a clear understanding of tone by adapting a speech to appeal to multiple audiences**.** | **Going Forward:**  The student can compose monologues for selected characters in a work of literature. |
| **Present and Going Forward Vocabulary:**  **Informal/formal language** | | |

|  |
| --- |
| **Career Connections:**  **Author, public speaker, politician, lawyer, doctor** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  **Find a speech in a fictional work – the speech needs to be at least five lines long. Identify the audience the speaker was addressing. Next, rewrite the speech for two other audiences, changing the appeal of the speech to fit the audience. If time allows, present the rehearsed speeches to class.** |

|  |
| --- |
| **Literature Connections/Resources:**  <http://americanrhetoric.com>, <http://worditout.com> |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.24**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.)  **ALCOSS: 6.37**  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.  b. Ensure that pronouns are in the proper case (subjective, objective, possessive).  c. Use intensive pronouns (e.g., *myself, ourselves*).  d. Recognize and correct inappropriate shifts in pronoun number and person.\*  e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*  f. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\*  **ALCOSS: 6.39**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Vary sentence patterns for meaning, reader or listener interest, and style.\*  b. Maintain consistency in style and tone.\* | | |
| **Mastered:**  Students can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.  b. Ensure that pronouns are in the proper case (subjective, objective, possessive).  c. Use intensive pronouns (e.g., *myself, ourselves*).  d. Recognize and correct inappropriate shifts in pronoun number and person.\*  e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*  f. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\* | **Present:**  The student will complete a RAFT activity to demonstrate knowledge of proper writing style. | **Going Forward:**  The student can explain an author’s particular style in a given novel or poem. |
| **Present and Going Forward Vocabulary:**  **Pronouns, Antecedent agreement, clear writing examples** | | |

|  |
| --- |
| **Career Connections:**  News writer, communications director, public relations |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Advanced Understanding & Activity (Alternate activity):**   |  |  |  |  | | --- | --- | --- | --- | | Role | Audience | Form | Title | | Prepositional Phrase | Subject | Divorce Papers | You always cross me out! I don’t Matter to you at all! | | Subject | Athletics Award Dinner | Acceptance Speech for the sentence MVP | I’m glad you realized my importance. | | Verb | Dead verbs | Euology | You may finally rest in peace! | | Verb | Music radio | Song | You can’t do anything without me. | | Direct Object | ESPN | Job Interview | I know all about action | | Sentence | Pronoun | Job Description | You’re just a Temporary Replacement Until Noun Comes Back. | | Essay | Vague Pronoun | Letter | You Lost Me. I need the Specifics. | | Indefinite Pronoun | Middle School Students | Newspaper Article | Definitely Bothered by Your Indefinite Attack. | | Subjective, Objective, Possesive Case | Middles School Students | Rap Song | Keep Your Pronouns in the Right Case! | |

|  |
| --- |
| **Literature Connections/Resources:**   * Bell, Jane. Caught Ya! Grammar with a Giggle |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.38**  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.\*  b. Spell correctly  **ALCOSS: 6.24**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.)  **ALCOSS: 6.37**  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.  b. Ensure that pronouns are in the proper case (subjective, objective, possessive).  c. Use intensive pronouns (e.g., *myself, ourselves*).  d. Recognize and correct inappropriate shifts in pronoun number and person.\*  e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*  f. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.\*  **ALCOSS: 6.39**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Vary sentence patterns for meaning, reader or listener interest, and style.\*  b. Maintain consistency in style and tone.\* | | |
| **Mastered:**  Students can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements.\*  b. Spell correctly. | **Present:**  The student will apply writing skills to create a weekly/bi-weekly class newsletter.  OR  The student will complete Raft activities to display creativity and understanding of basic grammar concepts | **Going Forward:**  The student can publish the news-letter online or design a Website for students and parents to view. |
| **Present and Going Forward Vocabulary:**  **Conventions of Standard English, nonrestrictive elements,** | | |

|  |
| --- |
| **Career Connections:**  **Journalist, cartoonist, administrator, advertiser, teacher, sales, graphic designer** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Advanced Understanding & Activity (Alternate activity):**  **Have the student use a computer program to design a class newsletter.**  **The student will**   * **Create a name for the newsletter** * **Design graphics** * **Summarize class events and key information or skills learned** * **Organize upcoming events and expectations** * **Create a cartoon that applies a new skill or new information** * **Show command of the English Language** * **Use formal writing** * **Use strong verbs** * **Write a Highlight piece on one star student in the class**   **OR Complete the below RAFT assignment.**   |  |  |  |  | | --- | --- | --- | --- | | **ROLE** | **AUDIENCE** | **FORM** | **TITLE** | | Capitalization | Middle School Student | Wanted Poster | Villainous Teen Armed with Texting Device | | Comma | General Public | Warning Label | Stop Splicing and Fusing | | College Professor | Spell Checker | Complaint | You’re Enabling Illiteracy | | Semicolon | Colon | Song | You Don’t Know Us at All | |

|  |
| --- |
| **Literature Connections/Resources:**   * Format based on work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me, Then Who? Billmeyer and Martin, 1998 * Bell, Jane. Caught Ya! Grammar with a Giggle |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.40**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of word (e.g., *audience, auditory, audible*).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | |
| **Mastered:**  Students can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 6 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of word (e.g., *audience, auditory, audible*).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **Present:**  The student will use a web to illustrate connections a word has in a work of literature. | **Going Forward:**  The student can use the 15 words to compose a narrative or an expository essay |
| **Present and Going Forward Vocabulary:**  **Connotation, denotation, inference, context clues, affixes, suffixes, prefixes, context, syntax** | | |

|  |
| --- |
| **Career Connections:**  **Writer, business management, law enforcement, planner, sales** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  **Create a word web (using VISUWORDS or your own illustration) based upon 15 words that you discovered while reading in a given work/selection. For each word, make a web that shows how the word is connected to other words, whether through shared language origins, shared prefixes or suffixes, or shared meaning. Use the dictionary to help aid you.** |

|  |
| --- |
| **Literature Connections/Resources:**   * <http://www.visuwords.com/> --Online graphic dictionary * <http://www.indiana.edu/~l517/word_webs.htm#Anticipation%20Guides:%20An%20Example> -- examples of word webs |

|  |  |  |
| --- | --- | --- |
| **ALCOSS: 6.42**  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| **Mastered:**  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Present:**  The student will design a Word Wall for all terminology. | **Going Forward:**  The student can design a web page for acquired terms for all subjects. The web page can include games, crossword puzzles, Quizlets, etc. |
| **Present and Going Forward Vocabulary:**  Connotation, denotation, context clues, terminology, prefixes, affixes, suffixes | | |

|  |
| --- |
| **Career Connections:**  **Journalist, editor, public speaker, manager** |

|  |
| --- |
| **Advanced Understanding & Activity (Alternate activity):**  The student can design a Word Wall for new and mastered terms. Underneath each word should be the definition and as many examples of the term being applied in literature and media as the student can find. |

|  |
| --- |
| **Literature Connections/Resources:**   * <http://quizlet.com/> --Creates flash cards and quizzes as well as review games * <http://www.vocabulary.co.il/> --Vocabulary games and resources * <http://vocabtest.com/> -- SAT vocabulary tests |