



Comprehensive Curriculum

Revised 2008

Grade 8 English Language Arts



Louisiana Department of
EDUCATION

Paul G. Pastorek, State Superintendent of Education

Unit 1, Activity 1, Reading Response Learning Log for SSR

Reading Response Learning Log for SSR

Reading Response Learning Log				Name:	
Title & Author	Genre	Date	Pages Read B-E	Response to Reading: (e.g., This reminds me of ___; I liked the part when ___; I wonder why ___;)	Teacher or Guardian's Signature

Unit 1, Activity 1, Book Talks

Name _____
Date _____ Period _____

BOOK TALKS

Review the following checklist before you give your book talk. Rehearse what you are going to say. Be prepared to answer questions about the book.

- ___ Read the entire book before giving a book talk.
- ___ Prepare a 3-4 minute talk.
- ___ Have a copy of the book to show in class.
- ___ State the title and author of the book.
- ___ State whether the book is fiction or nonfiction.
- ___ State the genre of the book.
- ___ If fiction, summarize the plot of the book without revealing the book's ending. Talk about the main character(s).
- ___ If nonfiction, state the main idea of the book. Give supporting details.
- ___ Read and explain your favorite passage from the book.
- ___ Share what you liked/disliked about the book.
- ___ Suggest who might enjoy or not enjoy this book.

Unit 1, Activity 4, Proofreading Checklist

Secondary Editing/Proofreading Checklist

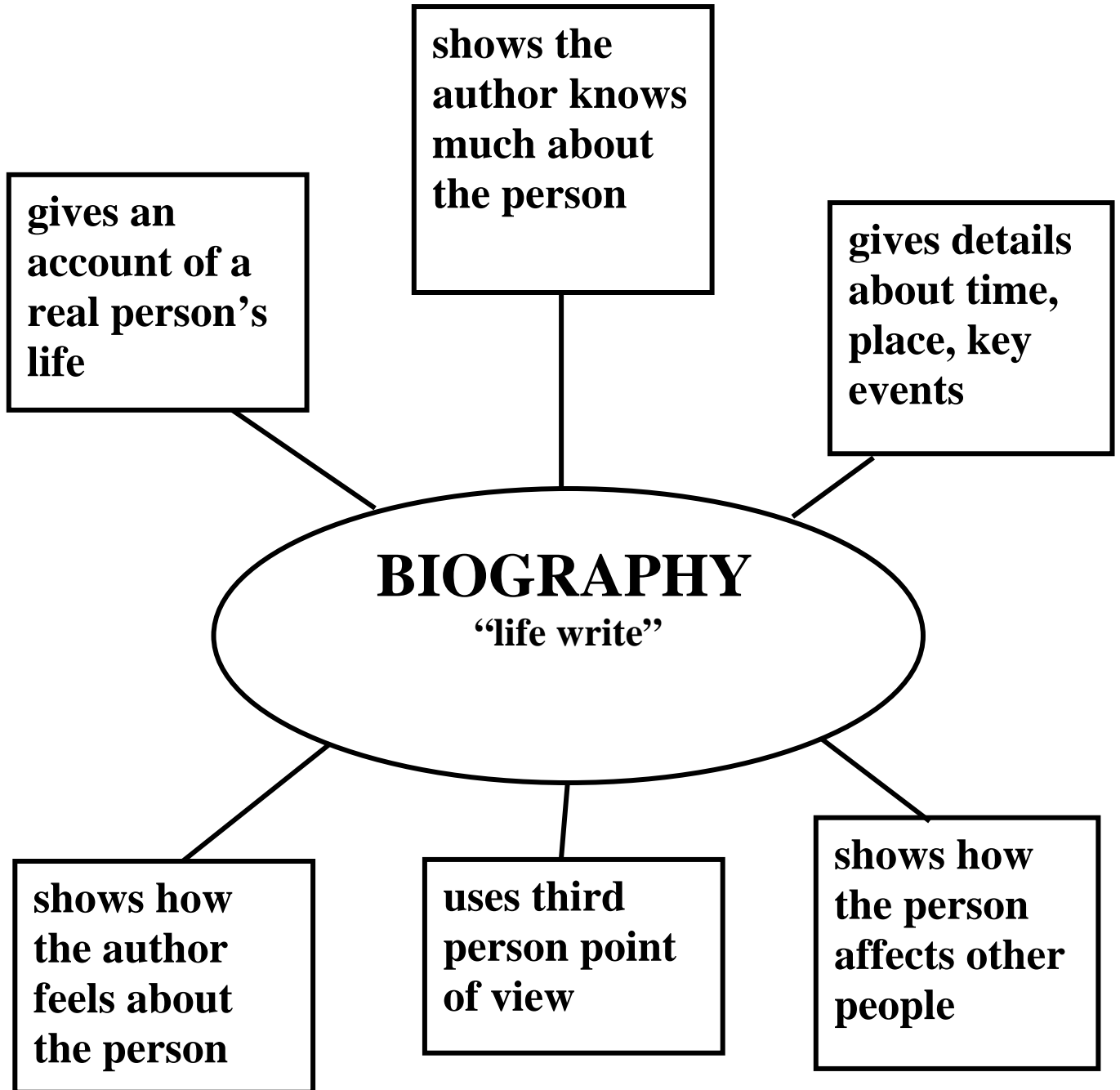
Name _____ Period _____

Title/Description & Date of Assignment													
Directions: <i>For each corrected assignment, record title/description and number of errors you made in each area.</i>													
ERROR Types:													
Sentence Fragments													
Run-Ons													
Comma Splices													
Comma Use [Indicate: Compound Sentence; Adjectives; Intro. Phrase/Clause; Items in a Series, etc.]													
Subject-Verb Agreement													
Verb Tense													
Irregular Verbs													
Incorrect Pronoun Form													
Pronoun Agreement													
Double Negative													
Comparison of Adjectives/Adverbs													
Plurals													
Possessives													
Capitalization													
Spelling													
End Marks													
Apostrophe													
Homonyms/Confusing Words													
Quotation Marks/Dialogue													
Italics/Underlining													
Semicolon/Colon Use													
Hyphen/Dash Use													
Indentation/Margins													
Word Endings													
Word Omissions													
Title													
Unnecessary Repetition													
Parallel Structure													
Legibility													
OTHER: <i>Colon Error</i>													

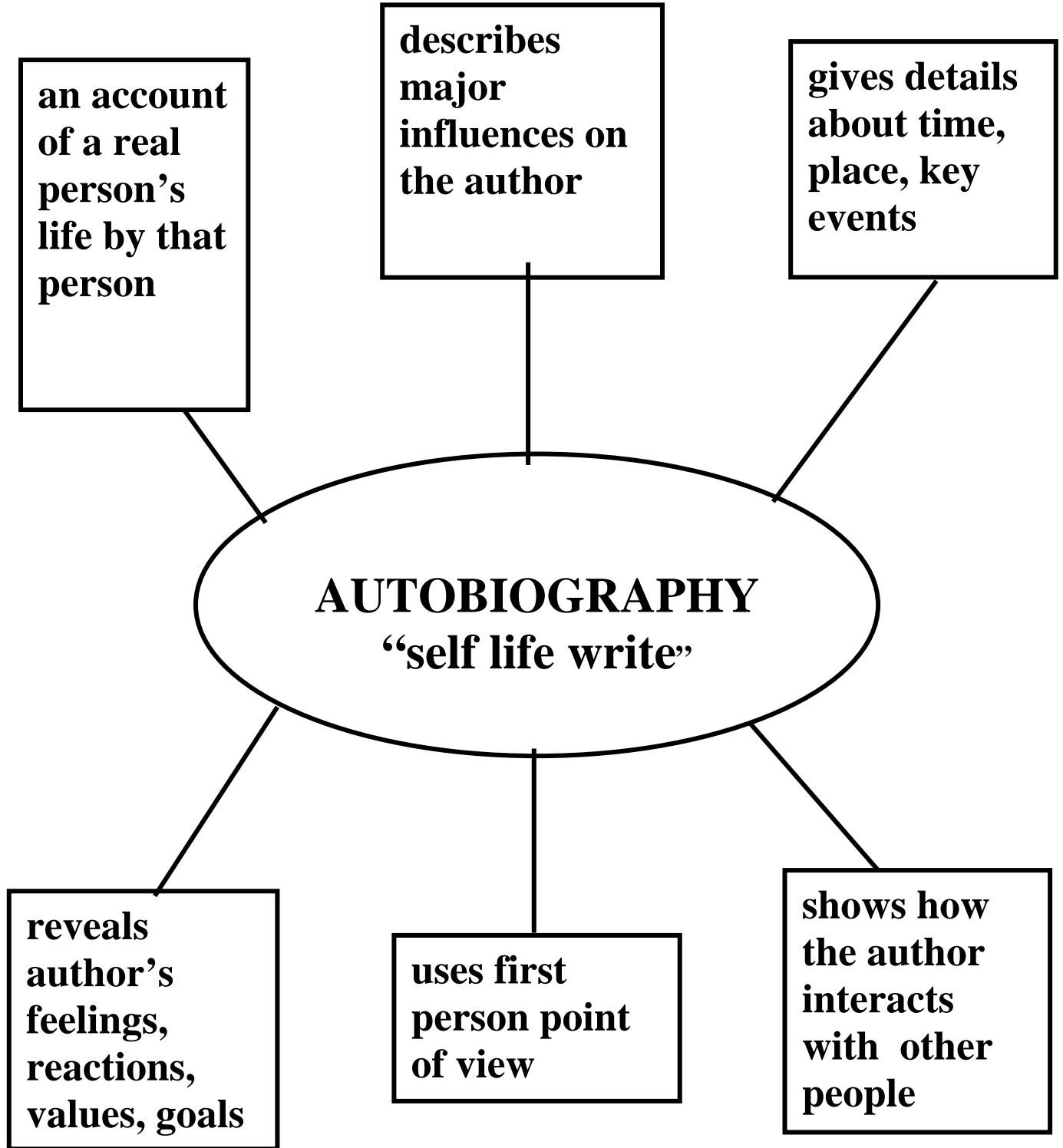
NOTE: DE = Daily Edit; ¶ = Practice Paragraph

Name _____
Date _____ Period _____

BIOGRAPHY



AUTOBIOGRAPHY



Unit 1, Activity 6/9, Biography/Autobiography Checklist

Name _____

Date _____ Period _____

Elements of Biography/Autobiography Checklist

Name of Selection _____

Author _____

Element	Examples from Selection
Facts These can be proven or verified.	
Opinions These are feelings that cannot be proven.	
Fictional Details/Description These are based on the truth and likely, but hard to prove or verify.	
Invented Dialogue This is what the author thinks the characters may have said.	
Author's Attitude toward Subject This is how the author feels about the person.	

Unit 1, Activity 6/9, Character Map

Name _____

Date _____ Period _____

BIOGRAPHY / AUTOBIOGRAPHY
Character Map

Feelings

How I Feel/How Others Feel About Person

Description

Character (Person)

Behavior

Personality Traits

Unit 1, Activity 7, Biography Questions for Split-page Notetaking

Name _____
Date _____ Period _____

Biography Questions for Split-page Notetaking

These questions may be used for split-page note taking. Students will select four to five questions for research:

person

- **What human qualities were most evident in this person's life?**
- **What human qualities were most influential in how this person lived?**
- **Who provided the foundation for the human qualities exhibited by this person?**
- **Which quality or trait was most beneficial?**
- **Which quality or trait was most difficult or troublesome?**
- **In what ways was the person's life remarkable?**
- **In what ways was the person's life admirable?**
- **In what ways was the person's life unworthy of admiration?**
- **Did this person make any contributions to society that should be remembered? If so, what were the contributions?**
- **Did this person make any major mistakes or bad decisions? If so, what were the mistakes or decisions? What was the effect of the mistakes and/or why are they remembered?**
- **What is an important lesson that a young individual might learn from the way this person lived?**
- **To what extent did a mentor provide encouragement and support in this person's life?**
- **To what extent was the person a hero?**

Unit 1, Activity 7/8, Graphic Organizer for Notetaking

Name _____
Date _____ Period _____

BIOGRAPHY NOTETAKING GRAPHIC ORGANIZER

Name:	EVENTS/SIGNIFICANCE	DETAILS
Birthdate/Birthplace		
Childhood—Early Influences-- Three events that influenced the person		
Education		
Family		
Major Accomplishments		
Significance—Why is this person important?		
Later Life/Death		

Unit 1, Activity 8, Biography Rubric

Name _____
Date _____ Period _____

BIOGRAPHY RUBRIC

Subject of Biography _____

Criteria	Pts. Possible	Pts. Earned	Comments
Birth Date/Birthplace	5		
Childhood—Early Influences: Must include three events that influenced the person	15		
Education: Must include its role or significance in later life	10		
Major Accomplishments: provide dates	10		
Ideas and Content: Writing is clear, focused, and specific	10		
Word Choice: Writing is extremely clear, vivid, and accurate	10		
Organization: Writing includes a strong beginning, middle, and end, with clear transitions	10		
Voice: Writing engages the audience	10		
Sentence Fluency: Writing has a consistent variety of sentence structure	10		
Conventions: Writing is entirely free from mechanical, grammatical, and spelling errors	10		
Total	100		

Unit 1, Activity 11, Personal Narrative Characteristics

Name _____
Date _____ Period _____

(Personal) Narrative Characteristics

- ◆ writing is about people in action and events
- ◆ stories are characterized by the passage of time and organized in chronological order
- ◆ graphic planners are linear and include drawings, timelines, storyboard, and lists
- ◆ main event and details about it (the focus) should make up 80% of the piece
- ◆ for personal narratives, the focus should be the main event, with 2 to 4 aspects of it developed
- ◆ the beginning is about who, what, when, where
- ◆ writing contains descriptive details rich in comparisons, strong (active voice) verbs, specific and proper nouns, literary devices, and a variation of sentence structure
- ◆ transitions are related to time, place, or action
- ◆ endings include the author's feelings about or reaction to the main event or what the author learned from the main event
- ◆ writer may use past or present tense, first or third person to tell the story
- ◆ transitions are related to time, place, or action
- ◆ writer may include minor bits or expository writing within the story or dialogue: definitions, directions, philosophical asides, etc.

© 1995 Marcia S. Freeman

Unit 1, Activity 11, Graphic Organizer for a Personal Timeline

Name _____
Date _____ Period _____

Graphic Organizer for a Personal Timeline

Directions: Brainstorm memorable events from your own life into the categories below.

Memories that Make Us Smile	
Memories that Make Us Cry	
Memories from Long Ago	
Memories as Precious as Gold	

Unit 1, Activity 12, Graphic Organizer for a Personal Narrative

Name _____
Date _____ Period _____

Graphic Organizer for a Personal Narrative

Directions: Brainstorm details about one memorable event from your life that fits each category below.

Memorable Event (Name it):	
Setting (Where and when did it happen? Be specific. <i>Show us</i>):	
Events (What was the series of actions that occurred? <i>Show us</i>):	
People (By whom? Show us the significance of all people involved):	
Sights (Show us your surroundings and the people involved):	
Sounds (Show us the noises in the background):	

Unit 1, Activity 12, Graphic Organizer for a Personal Narrative

Name _____
Date _____ Period _____

Graphic Organizer for a Personal Narrative (con't)

Directions: Brainstorm details about one memorable event from your life that fit each category below.

Textures (Show us the physical textures of your surroundings):	
Tastes (If applicable):	
Smells (If applicable):	
Thoughts (Express what you were thinking <i>throughout this experience</i> , sometimes in exact quotations) :	
Feelings (Express what you were feeling by naming your emotions at the time):	
Lesson Learned/ Personal Meaning of this Event (Explain what you've gained or learned from this experience):	

Unit 1, Activity 12, Personal Narrative Beginnings

Name _____
Date _____ Period _____

Personal Narrative Beginnings

Try one of these as a **hook** for your personal narrative!

- **Begin by showing the time and place of the setting.**
The late afternoon August heat rose from the pavement in front of my house that momentous afternoon.
- **Begin by using dialogue with stage directions between the characters involved,**
“Jason, you’re going to be late!” shouted my mom, as I dawdled over getting dressed.
“Aw, Mom, the bus never comes this early,” I responded with unconcern, slowly spooning even more Fruit Loops into my bowl, never dreaming the fate that awaited me at the bus stop that morning.
- **Begin by showing the first action in the series of events.**
I was just turning the corner on my bike when it happened.
- **Begin by asking a question.**
Have you ever done something you knew in your heart was foolish, but you just couldn’t seem to resist?
- **Begin by showing the background noise(s).**
“Vroom . . .vroom . . .vroom.” I couldn’t resist racing the engine of my brand new dirt bike.
- **Begin with descriptive details about a main character (could be yourself).**
As a skinny, eight-year-old, freckle-faced boy, I didn’t know the first letter of the word danger . . .then.
- **Begin with a quotation of good advice you didn’t follow that day.**
My mom had always told me to be careful about the people I chose for friends. I never thought it would turn out to be such important advice.
- **Begin with, “It all began . . .”**
It all began with a phone call.
- **Begin with a hint of the outcome or personal meaning of the event.**
I had no idea that morning that it was going to be a day that would change my life forever.

© 1995 Marcia S. Freeman

Unit 1, Activity 12, Time Transitions for a Personal Narrative

Name _____
Date _____ Period _____

Personal Narrative Endings

Try one of these as a **clincher** for your personal narrative! Don't forget that the conclusion of a personal narrative should reveal the lesson you learned or the insight you gained from the experience

- **End with a reminder statement.**
Be sure to look both ways when you cross the street!
Remember that mothers sometimes really do have good advice after all.
The next time you think something is foolish, it probably is. Listen to what your subconscious is trying to tell you.
- **End with Finally, Eventually**
The last thing you need is a broken arm.
Eventually, the scar and the pain will fade.
- **End with a quotation concerning the whole topic.**
Next time, I'll listen when someone tells me, "Be careful, Matt."
I hope you'll never hear the words, "She's going to need an operation."
Like my grandma always says, "If life hands you lemons, make lemonade!"
- **End with your feelings about the event.**
The best part about it all was the look on my parents' faces. I still feel warm inside when I remember the proud looks on their faces that day.
I knew then that I had succeeded. I was overjoyed to have made it through the whole performance without forgetting my lines.
- **End with a prediction or advice.**
The next time you are around a toddler and a swimming pool, you will know never to turn your back for even a second.
If you learn from my experience, you'll never have the same problem with friendship that I did.
- **End with a summary statement.**
No matter how you look at it, laughter is good medicine
In spite of all the difficulties, I have survived.
You really can learn from your mistakes.

© 1995 Marcia S. Freeman

Unit 1, Activity 12, Time Transitions for a Personal Narrative

Name _____
Date _____ Period _____

Time Transitions in Narratives

Later

On December tenth

After that

It was morning and

When

Soon

Suddenly

This time

All of a sudden

By the time

Finally

By three o'clock

Two days later

On Friday

Last week

In no time at all

Then

That afternoon

In the evening

The following day

While

In the spring

As

Two hours later

The next day

© 1995 Marcia S. Freeman

Name _____ Date _____

Unit 1, Activity 14, Specific Emotion Words

SPECIFIC EMOTION WORDS: POSITIVE EMOTIONS

accepted	excited	prepared
acknowledged	faithful	pretty
amused	free	proud
appreciated	friendly	ready
attractive	focused	refreshed
aware	giddy	relaxed
calm	glad	relieved
capable	gleeful	respected
cheerful	handsome	rewarded
cherished	happy	safe
comfortable	helpful	satisfied
competent	important	serene
complimented	impressive	soothed
confident	included	special
content	independent	supported
cool	intelligent	talented
cozy	joyful	thankful
creative	lovable	thoughtful
daring	loved	together
delighted	loyal	trusted
elated	needed	unworried
elegant	noticed	validated
encouraged	noticeable	valued
energetic	peaceful	wanted
energized	playful	welcome
esteemed	pleased	worthwhile
	powerful	worthy
	prepared	

PRACTICE SENTENCES:

I feel _____ when I think of _____.

I feel _____ when I think of _____.

I feel _____ when I think about _____.

© 1995 Marcia S. Freeman

Unit 1, Activity 14, Specific Emotion Words

Name _____
Date _____ Period _____

SPECIFIC EMOTION WORDS: NEGATIVE EMOTIONS

**afraid
agitated
angry
annoyed
anxious
ashamed
bashful
betrayed
bewildered
bitter
bored
bossed
bothered
confused
criticized
dejected
depressed
disappointed
discouraged
disheartened
dissatisfied
distrustful
down
dumb**

**embarrassed
enraged
excluded
fearful
foolish
forced
frustrated
furious
grouchy
guilty
hateful
heartbroken
helpless
hopeless
hostile
humiliated
hurt
ignored
insecure
insulted
interrupted
irate
irritated
jealous**

**judged
lonely
lost
miserable
mocked
nervous
overlooked
overwhelmed
patronized
pitiful
rejected
ridiculed
riled
sad
stressed
stupid
teary
ugly
unappreciated
unhappy
uninformed
unloved
unprepared
weak
worried**

PRACTICE SENTENCES:

I feel _____ when I think of _____
_____.

I feel _____ when I think of _____
_____.

I feel _____ when I think of _____
_____.

© 1995 Marcia S. Freeman

Unit 1, Activity 14, Exploding the Moment

Name _____
Date _____ Period _____

Exploding the Moment *from Barry Lane's After the End*

Exploding the moment is the concept of **showing the details of an event rather than just summarizing** the events. Students can understand the importance of exploding a moment in words if you read them two versions of the same incident and then ask them which is more powerful. (I promise, they'll know the right answer!) **Then have them look for places in their own drafts where they can *explode a moment*.**

"Sisters" **by Jan Wilson**

Version 1:

I was so mad at my sister that I couldn't stand it. I grabbed the carton of milk from the table and dumped it right over her head. It went all over her and the floor. Her clothes were soaked. She was so shocked that she couldn't talk for a minute. Then she yelled for my dad. I knew I was in trouble now.

Version 2:

I watched myself begin this horrible deed. My hand seemed to suddenly have a will of its own. It picked up the milk carton, the spout was already open. My arm extended over Carol's head, tipping the carton. The liquid poured in a slow, steady, thick, unending stream down through her long, blonde hair, soaking the back of her clothes and drumming onto the floor. As the milk reached the floor, I shifted the spout to begin another long, milky journey down the front of her. It poured over her head, in her eyes, running in rivers down each side of her nose, converging on her chin, and splashing into her plate. Her food was soon awash and the milk poured over the edge and ran into her lap. And still I poured on. It was too late to stop now. The rapture of it all. Oh, sweet revenge!

Carol was shocked in to absolute silence, her milk-washed eyes staring at me in total disbelief, almost uncomprehending. What had I done? I only meant to pour a little to scare her, and now it was all over --everywhere. Her chair was a 4-legged island in the middle of a white pond in the kitchen floor. How could one quart of milk go so far? For a second or two, she didn't react, and I had a brief but fleeting prayer that she was stunned speechless. However, not for long.

"Daddeeeeeeeeeeeeeee!"

Unit 1, Activity 14, Figurative Language

Name _____
Date _____ Period _____

Figurative Language Composing Skills

- ◆ **er or est (comparison):** bigger, taller, kinder, the best, the worst, . .
- ◆ **more than, less than, fewer than (comparison):** A baseball team has two fewer players than a football team
- ◆ **it reminds me of (comparison):** *The lake reminds me of the pond behind my uncle's house.* They have the same pebbly edge.
- ◆ **the same as _____ (comparison):** *Spaghetti is the same as macaroni* except it's longer.
- ◆ **like (simile):** The tree's branches spread over us *like* an umbrella.
- ◆ **just like (simile):** The room felt *just like* a library.
- ◆ **as _____ as _____ (simile):** The catcher's mitt seemed *as wide as a platter*.
- ◆ **so _____ that (simile):** My dog is *so big that his feet hang over the front seat when he rides in the car.*
- ◆ **metaphor (saying one thing IS another to show how the two share some important attribute):** The kid *is* a shrimp.
- ◆ **magic 3** (listing 3 items in a row for power – it could be 3 nouns, 3 verbs, 3 phrases, but 3 of anything is powerful): Jason walked to the door, opened it, and motioned her inside.
- ◆ **alliteration (the deliberate repetition of beginning letter sounds for several words close together in text):** Brett's room is a *dark, dank dungeon of dirty clothes and debris*.
- ◆ **onomatopoeia (the use of noise words for emphasis):** The quiet *scritch scratch* of her pen irritated my already aggravated nerves.
- ◆ **hyperbole (exaggeration for effect):** There were *at least ten trillion roaches* crawling around the room.
- ◆ **anadiplosis (repetition of the last word or phrase of one sentence to start the next - for effect):** Outwitting the dog had become *a test of my courage*. *A test of my courage* was about to occur again, and this time, it was far more serious than ever before.

© 1995 Marcia S. Freeman

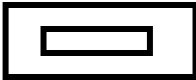
Unit 1, Activity 16, Proofreading Strategies for a Personal Narrative

Name _____
Date _____ Period _____

Proofreading Strategies That Work!

Tired of grading papers that look as if the student never checked for spelling, grammar, or usage mistakes? Frustrated at the same old errors being committed time and time again?

Try these proofreading techniques:

- 1) Cut a rectangular hole about 2 inches long by $\frac{1}{2}$ inch high in the center of an index card; student then moves it one word at a time over his or her handwritten draft. 
- 2) Student reads his or her own paper backwards, word by word, starting at the end.
- 3) Student reads only sentence # 1 of his or her paper carefully. With his or her left hand, the student then points to the punctuation mark that signals the end of that sentence. Next, the student puts his or her right index finger on the punctuation mark that ends sentence #2. Student then carefully reads only the words between his or her two fingers, carefully checking for errors.
- 4) Student then moves left finger to the end of the second sentence and moves right hand finger to the end of the third sentence and repeats the process. Student continues until he or she has examined carefully every sentence in the paper for errors.
- 5) Student uses any of the strategies above for a peer rather than for his/herself.

Unit 1, Activity 16, Proofreading Checklist for a Personal Narrative

Name _____
Date _____ Period _____

Editing/Proofreading Checklist

Title or Description of Assignment													
Directions: <i>For each corrected assignment, record title/description and number of errors you made in each area.</i>													
ERROR													
Sentence Fragments													
Run-Ons													
Comma Splices													
Comma Use [Indicate: Compound Sentence; Adjectives; Intro. Phrase/Clause; Items in a Series, etc.]													
Subject-Verb Agreement													
Verb Tense													
Irregular Verbs													
Incorrect Pronoun Form													
Pronoun Agreement													
Double Negative													
Comparison of Adjectives/Adverbs													
Plurals													
Possessives													
Capitalization													
Spelling													
End Marks													
Apostrophe													
Homonyms/Confusing Words													
Quotation Marks/Dialogue													
Italics/Underlining													
Semicolon/Colon Use													
Hyphen/Dash Use													
Indentation/Margins													
Word Endings													
Word Omissions													
Title													
Unnecessary Repetition													
Parallel Structure													
Legibility													
OTHER:													

Unit 1, Activity 17: Personal Narrative Rubric

Name _____
Date _____ Period _____

Writing a Personal Narrative Rubric

Title of Piece _____

**CRITERIA: The essay will be evaluated on the basis of these criteria:
4-complete, 3-almost complete, 2-partial, 1-minimal**

INTRODUCTION

- | | | | | | |
|---|---|---|---|---|---|
| 1. The introduction has an effective hook (attention grabber). | 0 | 1 | 2 | 3 | 4 |
| 2. The essay contains sufficient background information , including setting and revelation of character. | 0 | 1 | 2 | 3 | 4 |

BODY (ESSAY AS A WHOLE)

- | | | | | | |
|---|---|---|---|---|---|
| 3. The essay focuses on one main incident in the author's life. | 0 | 1 | 2 | 3 | 4 |
| 4. The events of the story are arranged in chronological order . | 0 | 1 | 2 | 3 | 4 |
| 5. The essay uses at least 3 kinds of sensory details and at least 3 types of figurative language . | 0 | 1 | 2 | 3 | 4 |
| 6. The essay uses dialogue to advance the plot and to reveal character. | 0 | 1 | 2 | 3 | 4 |
| 7. The essay reveals the author's thoughts and feelings throughout . | 0 | 1 | 2 | 3 | 4 |
| 8. Transitions of time, place and events are used effectively to connect ideas. | 0 | 1 | 2 | 3 | 4 |

CONCLUSION

- | | | | | | |
|---|---|---|---|---|---|
| 9. The conclusion reveals the overall meaning of the event, the lesson learned, or the insight gained from the experience for the author . | 0 | 1 | 2 | 3 | 4 |
| 10. The paper is relatively free of mistakes in spelling, grammar, usage, mechanics, & manuscript form {Use spellcheck; proofread your work!}. | 0 | 1 | 2 | 3 | 4 |

Possible: 40 points x 2.5 = 100 points

TOTAL EARNED = _____ points X 2.5 = _____

Unit 2, Activity 1, Book Talks

Name _____
Date _____ Period _____

BOOK TALKS

Review the following checklist before you give your book talk. Rehearse what you are going to say. Be prepared to answer questions about the book.

- ___ Read the entire book before giving a book talk.
- ___ Prepare a 3-4 minute talk.
- ___ Have a copy of the book to show in class.
- ___ State the title and author of the book.
- ___ State whether the book is fiction or nonfiction.
- ___ State the genre of the book.
- ___ If fiction, summarize the plot of the book without revealing the book's ending. Talk about the main character(s).
- ___ If nonfiction, state the main idea of the book. Give supporting details.
- ___ Read and explain your favorite passage from the book.
- ___ Share what you liked/disliked about the book.
- ___ Suggest who might enjoy or not enjoy this book.

Unit 2, Activity 4, Proofreading Checklist

Secondary Editing/Proofreading Checklist

Name _____ Period _____

Title/Description & Date of Assignment													
Directions: For each corrected assignment, record title/description and number of errors you made in each area. ERROR Types:													
Sentence Fragments													
Run-Ons													
Comma Splices													
Comma Use [Indicate: Compound Sentence; Adjectives; Intro. Phrase/Clause; Items in a Series, etc.]													
Subject-Verb Agreement													
Verb Tense													
Irregular Verbs													
Incorrect Pronoun Form													
Pronoun Agreement													
Double Negative													
Comparison of Adjectives/Adverbs													
Plurals													
Possessives													
Capitalization													
Spelling													
End Marks													
Apostrophe													
Homonyms/Confusing Words													
Quotation Marks/Dialogue													
Italics/Underlining													
Semicolon/Colon Use													
Hyphen/Dash Use													
Indentation/Margins													
Word Endings													
Word Omissions													
Title													
Unnecessary Repetition													
Parallel Structure													
Legibility													
OTHER: <i>Colon Error</i>													

OTE: DE = Daily Edit; ¶ = Practice Paragraph

Unit 2, Activity 5, Nonfiction Examples

Name _____
Date _____ Period _____

NONFICTION EXAMPLES

TYPE	CHARACTERISTICS	AUTHOR'S PURPOSE
Historical document	Focuses on one idea	to inform to persuade
Encyclopedia	Information on many different topics Usually alphabetical in volumes Used for reports	to inform
Essay	Relates personal experience May be researched based	to inform to entertain to persuade
Magazine	Recent articles on many different topics May be used for reports	to inform to entertain
Manual	Focuses on one idea Technical writing	to inform
Newspaper	Articles focus on one topic or idea News items Feature articles Editorials/columns Advertisements	to inform to entertain to persuade
Recipes	List of ingredients Written in bullet format	to inform
Textbooks	Used for reference Information organized by topic or chronologically	to inform

Unit 2, Activity 6, Text Features and Text Structures

Name _____

Date _____ Period _____

TEXT FEATURES

Using two different selections review each and indicate what text features each has. Check the appropriate column.

Feature	Definition	Title:	Title:
Title Page	at the beginning, states title, author, publisher		
Copyright page	states when and where and by whom the book was published		
Preface Introduction	states why the book/article was written		
Table of Contents	gives an general overview of information contained in book; list of chapters with their page numbers		
Headings & subheadings	states the main idea and supporting details		
Text boxes & sidebars	gives additional information that is not contained in the text		
Captions and labels	words under pictures/ graphics that explain the item		
Graphics (charts, diagrams, maps)	give additional information to help visualize text		
Quotes	gives the exact words of person in selection		
Boldfaced words	indicates important vocabulary or concept		
Glossary	alphabetical list of definitions and pronunciations of special or unusual words		
Appendix	extra information in separate section at the back		
Index	alphabetical list of specific topics & page numbers		
Bibliography	list of books used as resources or other books to read		

Unit 2, Activity 6, Text Features and Text Structures

Name _____

Date _____ Period _____

Nonfiction Text Structures

TEXT STRUCTURE	SIGNAL WORDS	MEANING FOR READER	QUESTIONS to Ask for Understanding the Structure:
Description or List	<i>one, two, first, second, third, to begin, next, finally, most important, when, also, too, then, to begin with, for instance, for example, in fact, etc.</i>	A set of a topic's characteristics or a list will follow.	<i>What is being described? What are its unique (sensory) attributes?</i>
Sequence or Time Order	<i>on (date), not long after, now, as, before, after, when, first, second, then, finally, during, until, etc.</i>	A set of steps in a process or a sequence of events is being described in order of occurrence.	<i>What happened first, second, and third? How were items in this paragraph organized: by age, time, etc?</i>
Compare & Contrast	<i>however, but, as well as, on the other hand, not only...but also, either...or, while, although, similarly, yet, unless, meanwhile, nevertheless, otherwise, compared to, despite, etc.</i>	The likenesses and differences of two things are being described.	<i>How are these items alike? How are these items different?</i>
Cause & Effect Problem & Solution	<i>because, since, therefore, consequently, as, so, as a result, cause, this led to, so, nevertheless, accordingly, if...then, thus, etc.</i>	A cause and its resulting effects will be explained or a problem and its solution(s) will be described.	<i>What happened? What were the effects of (TOPIC)? What were the reasons for this? What caused this to happen? Is there a solution to the problem?</i>

Unit 2, Activity 6, Directed Reading/Thinking Activity

**Directed Reading-Thinking Activity
Notetaking Form**

Name _____
Date _____ **Period** _____

DR-TA for (topic or title):

Before reading, write down what you know about the subject.
What I know:

Before reading, based on what you know about the subject, write down what you think may be true.
What I think I know:

Before reading, write down what you predict you will learn from reading this text.
What I predict I will learn:

During reading, check and/or revise your predictions based on the information read. Support with evidence from the text.

After reading, summarize what you have learned from reading the text.
Summary of what I learned:

Unit 2, Activity 6, Gist

Name _____

Date _____ Period _____

Article Title _____

Article Source _____

1. Read the article.
2. Fill out the 5Ws and H.

Who:	
What:	
Where:	
When:	
Why:	
How:	

3. Write a 20-word GIST.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Adapted from ReadWriteThink. Copyright 2004 IRA/NCTE. All rights reserved. ReadWriteThink materials may be reproduced for educational purposes.

Unit 2, Activity 13, Knowledge Rating Chart

Knowledge Rating Chart – Reference Resources

Complete the following chart to summarize the information you know about reference resources. Place an X in the column that reflects your knowledge of the term.

1. I've never heard of this before.
2. I have heard of this; but I'm not sure what it is, how it works, or where it is.
3. I know what it is, where it is, and how to use it.

Reference Resource	1	2	3	Information contained	How Organized	When to Use
dictionary						
thesaurus						
encyclopedia						
almanac						
atlas						
directories (phone,city)						
Readers' Guide to Periodical Literature						
Internet Search Engine						
Magazines						
Newspapers						

Unit 2, Activity 16, LEAP Rubric

Student's Name _____ Date _____

LEAP/GEE21 Writing Rubric		Points Earned
Composing Dimension [IDEAS]: Focus on a Central Idea Support and Elaboration Unity of Purpose Organization	4 pts./Consistent Control = Shows sharp focus, clarity of purpose, preplanning strategy; foreshadowing; selection of appropriate information; thorough elaboration; idea development includes examples/necessary information/vivid, specific details; wholeness throughout, all ideas related to central idea; shows clear beginning, middle, end in logical order, "appropriate transitions," and sense of completion 3 pts./Reasonable Control = Shows clear central idea w. clear focus; idea development includes necessary information/relevant details; may have uneven development; beginning/middle/end in logical order; uses simple transitions; has wholeness, but may have weak ending <i>or</i> beginning 2 pts./Inconsistent Control = Vague central idea w. shifts in focus; digressions; listing; information superficial, incomplete, and/or irrelevant; idea clusters with little or uneven development; has weak beginning/middle/end; retreats and/or repetitions; gaps; random order; little or no ending 1 pt./Little or No Control = Vague central idea/focus; ideas barely developed; minimal information; irrelevant details; uneven development; uneven beginning/middle/end in logical order; few simple transitions; has wholeness, but weak or no ending/beginning 0 pts./Too minimal to evaluate	Possible Points: (0-4) Your Points:
	4 pts./Consistent Control = Word choice appropriate, relevant; vivid, power verbs; stylistic techniques (imagery, similes); information selected for relevance/impact; vivid examples/anecdotes; word choices appropriate to audience; manipulation of audience (with humor); some variety in sentence structure (beginnings, endings), complexity, & length; consistent, clear, vibrant tone; voice reveals individual personality; engaging 3 pts./Reasonable Control = Word choice clear, appropriate, relevant, shows some variety; selects information; uses some examples; and appropriate to audience; some variety in sentence structure, complexity, and/or length; may use And/But beginnings; uses consistent tone; awareness of audience, and clear voice 2 pts./Inconsistent Control = Word choice generic and/or overused; some may be inappropriate or wrong word; uses contradictions; information is bare bones/listing, irrelevant or superficial; uses sentence patterns, simple sentences, and over-extended sentences, And/But beginnings; vague inappropriate, monotonous, inconsistent, weak tone and/or voice 1 pt./Little or No Control = Word choice is functional or inappropriate, with wrong word or omission errors; automatic writing; information may be too little or inappropriate with abrupt change from central idea; simple sentences and patterns; sentences that run on and on; tone and/or voice confusing or absent; no awareness of audience; unengaging 0 pts./Too minimal to evaluate	Possible Points: (0-4) Your Points:
Sentence Formation	Uses complete sentences; avoids run-ons/fragments/comma splices (+/-)	
Usage	Uses specific words correctly [EX: verb tenses, subj./verb & pronoun/antecedent agreement; modifiers, etc.] (+/-)	
Mechanics	Uses correct indentation, capitalization, punctuation, margins, and paragraphing (+/-)	
Spelling	Uses correct spelling (+/-)	
TOTAL POINTS (of possible 12)		

Unit 3, Activity 1, Book Talks

Name _____
Date _____ Period _____

BOOK TALKS

Review the following checklist before you give your book talk. Rehearse what you are going to say. Be prepared to answer questions about the book.

- ___ Read the entire book before giving a book talk.
- ___ Prepare a 3-4 minute talk.
- ___ Have a copy of the book to show in class.
- ___ State the title and author of the book.
- ___ State whether the book is fiction or nonfiction.
- ___ State the genre of the book.
- ___ If fiction, summarize the plot of the book without revealing the book's ending. Talk about the main character(s).
- ___ If nonfiction, state the main idea of the book. Give supporting details.
- ___ Read and explain your favorite passage from the book.
- ___ Share what you liked/disliked about the book.
- ___ Suggest who might enjoy or not enjoy this book.

Unit 3, Activity 4, Proofreading Checklist

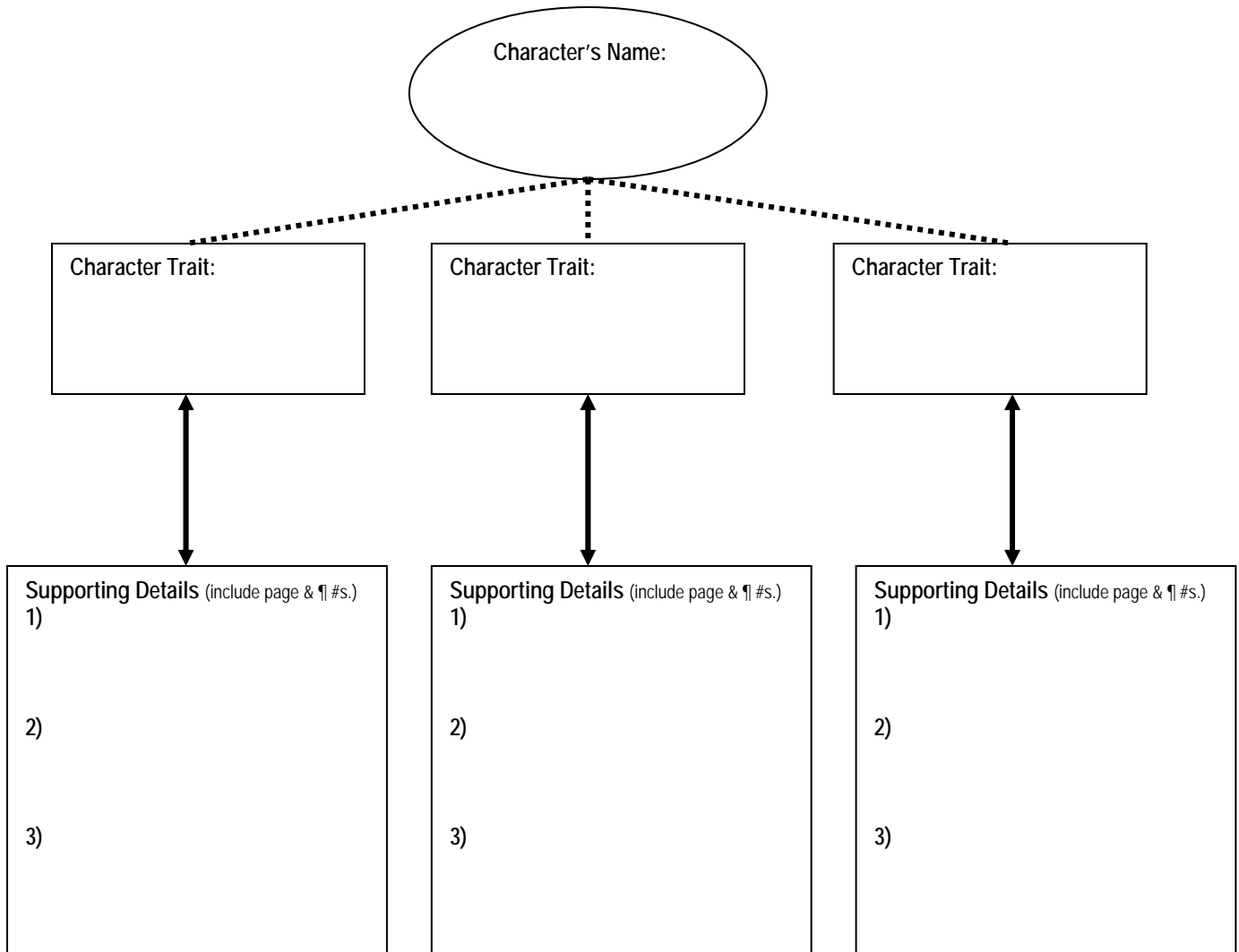
Secondary Editing/Proofreading Checklist

Name _____ Period _____

Title/Description & Date of Assignment												
Directions: For each corrected assignment, record title/description and number of errors you made in each area. ERROR Types:												
Sentence Fragments												
Run-Ons												
Comma Splices												
Comma Use [Indicate: Compound Sentence; Adjectives; Intro. Phrase/Clause; Items in a Series, etc.]												
Subject-Verb Agreement												
Verb Tense												
Irregular Verbs												
Incorrect Pronoun Form												
Pronoun Agreement												
Double Negative												
Comparison of Adjectives/Adverbs												
Plurals												
Possessives												
Capitalization												
Spelling												
End Marks												
Apostrophe												
Homonyms/Confusing Words												
Quotation Marks/Dialogue												
Italics/Underlining												
Semicolon/Colon Use												
Hyphen/Dash Use												
Indentation/Margins												
Word Endings												
Word Omissions												
Title												
Unnecessary Repetition												
Parallel Structure												
Legibility												
OTHER: <i>Colon Error</i>												

OTE: DE = Daily Edit; ¶ = Practice Paragraph

Character Map



For an additional Character Traits Handout, go to:
http://www.readwritethink.org/lesson_images/lesson175/traits.pdf

Story Map

Title of Book: _____

Author/Illustrator: _____

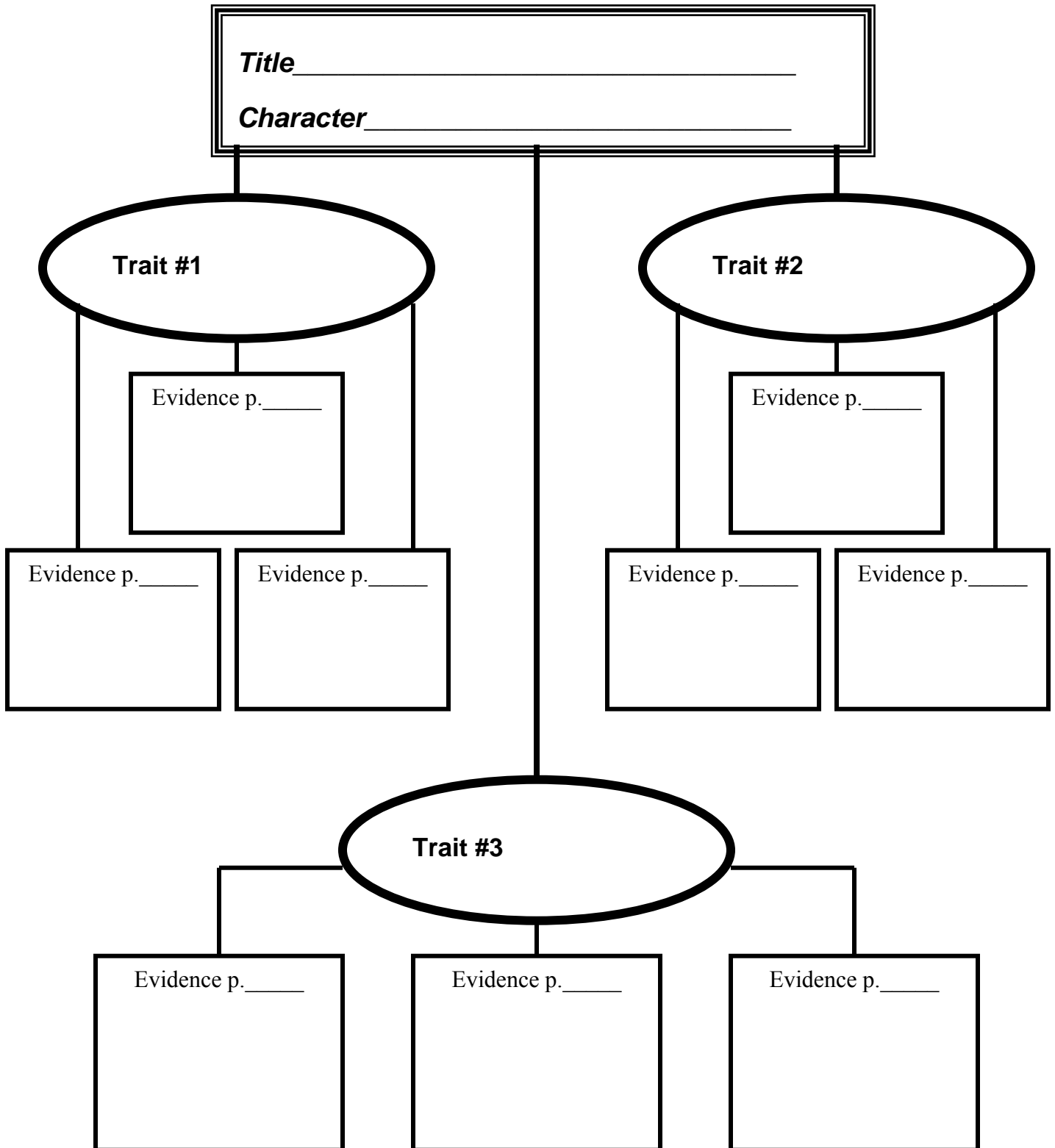
Main Character(s)
Setting (Where & When)
Main Character(s) Central Conflict (Problem)
Plot –Complications and Events Beginning 1. 2. 3. Middle 1. 2. 3. End 1. 2. 3. Resolution (How Problem is Solved)

Character Map

The diagram is a character map centered around a thick black oval labeled "Character (Person)". Four rectangular boxes are arranged around the oval, each with a title and a subtitle:

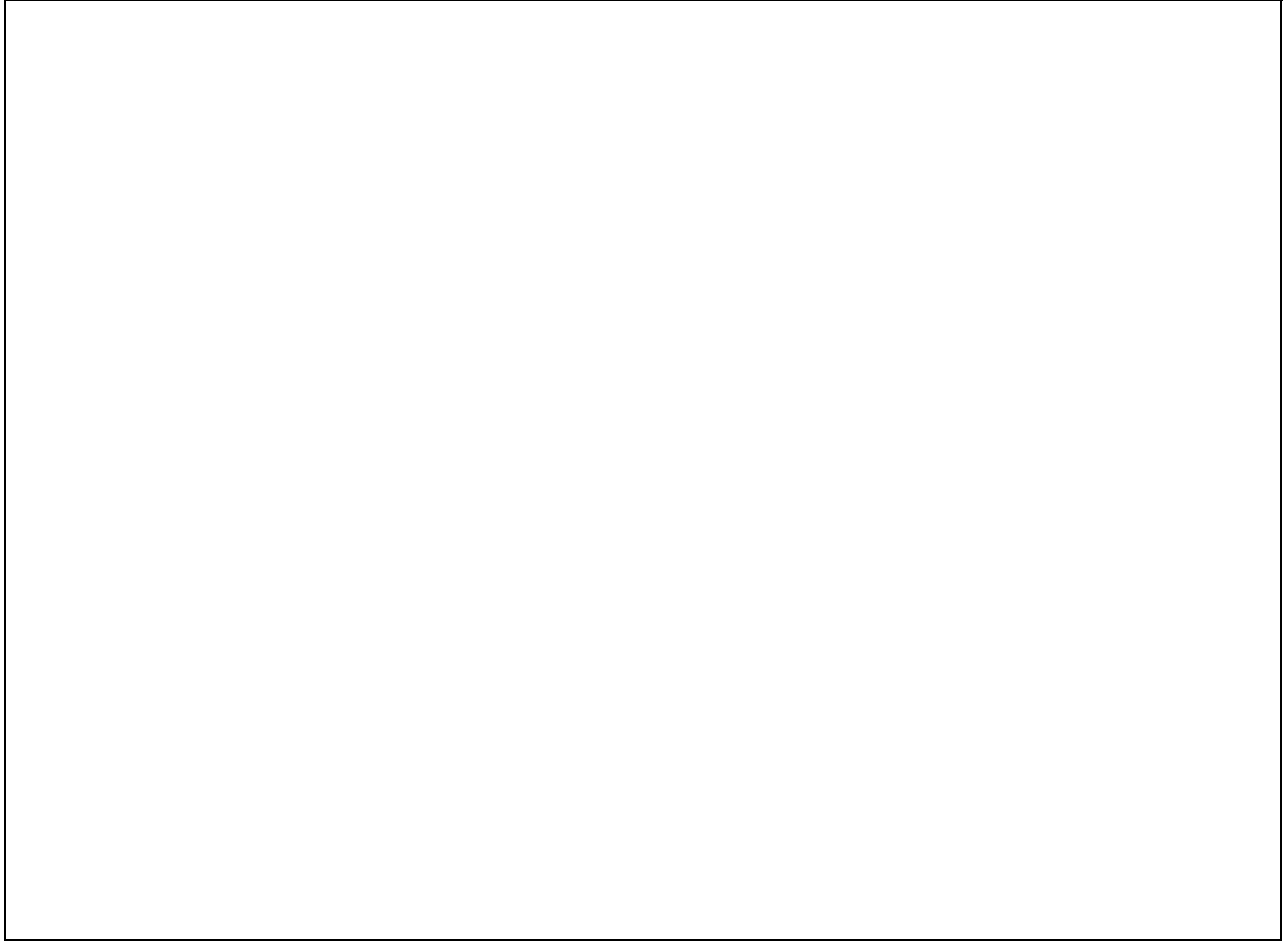
- Feelings**
How I Feel/How Others Feel About Person
- Description**
- Behavior**
- Personality Traits**

Character Trait Organizer



CHARACTERIZATION

Illustration of Character



Traits

_____	_____
_____	_____
_____	_____
_____	_____

Unit 3, Activities 5, 6, and 7, Story Map/Character Map

Name _____
Date _____ Period _____

CHARACTER TYPES CHART

Character A:		Character B:	
dynamic or static		dynamic or static	
Use evidence/example from the text for support:		Use evidence/example from the text for support:	
Evidence:	page:	Evidence:	page:

Unit 3, Activities 5, 6, and 7, Story Map/Character Map

Name _____
 Date _____ Period _____

CHARACTER TYPES CHART

Character A:		Character B:	
round or flat		round or flat	
Use evidence/example from the text for support:		Use evidence/example from the text for support:	
Evidence:	page:	Evidence:	page:

Unit 3, Activities 5, 6, and 7, Story Map/Character Map

Name _____
Date _____ Period _____

Analyzing Point of View in a Selection

Title _____ **Author** _____

Questions to Help Analyze Point of View	Response (with examples from the selection)
1. Who is the narrator?	
2. From which point of view is the story told? (circle one)	first person third person limited third person omniscient How do you know?
3. What (if any) does the narrator know that no one else could know?	
4. What (if any) does the narrator not know?	
5. What are the narrator's biases, if any?	
6. How does the point of view affect the way a reader feels about the characters? (Does it help to identify with a character? Does it create sympathy for one character?)	
7. Select a different point of view from which the story could be told. How might the story change if this point of view were used?	

Unit 3, Activities 5, 6, and 7, Story Map/Character Map

Name _____
Date _____ Period _____

Development of Theme in a Selection

Title _____ **Author** _____

Questions to Help Clarify Theme	Response (with examples from the selection)
1. Does the title suggest something about the selection? Does it relate to a lesson learned in life?	
2. Does the protagonist (main character) change during the course of the selection? Does the protagonist realize something that he/she had not known before?	
3. Do any of the characters make any important statements about life or people?	
4. Is the theme ever directly stated? If so, where?	
5. Think about the characters, setting, and events in the selection. What message or life lesson do you think the author wants the reader to learn? State the selection's theme.	
6. How does the author develop this theme through the characters, setting, or events?	

Unit 4, Activity 1, Reading Response Learning Log

Reading Response Learning Log for SSR

Reading Response Learning Log				Name: _____	
Title & Author	Genre	Date	Pages Read B-E	Response to Reading: (e.g., This reminds me of ___; I liked the part when ___; I wonder why ___;)	Teacher or Guardian Signature

Unit 4, Activity 1, Book Talks

Name _____
Date _____ Period _____

BOOK TALKS

Review the following checklist before you give your book talk. Rehearse what you are going to say. Be prepared to answer questions about the book.

- ___ Read the entire book before giving a book talk.
- ___ Prepare a 3-4 minute talk.
- ___ Have a copy of the book to show in class.
- ___ State the title and author of the book.
- ___ State whether the book is fiction or nonfiction.
- ___ State the genre of the book.
- ___ If fiction, summarize the plot of the book without revealing the book's ending. Talk about the main character(s).
- ___ If nonfiction, state the main idea of the book. Give supporting details.
- ___ Read and explain your favorite passage from the book.
- ___ Share what you liked/disliked about the book.
- ___ Suggest who might enjoy or not enjoy this book.

Unit 1, Activity 4, Proofreading Checklist

Secondary Editing/Proofreading Checklist

Name _____ Period _____

Title/Description & Date of Assignment													
Directions: <i>For each corrected assignment, record title/description and number of errors you made in each area.</i>													
ERROR Types:													
Sentence Fragments													
Run-Ons													
Comma Splices													
Comma Use [Indicate: Compound Sentence; Adjectives; Intro. Phrase/Clause; Items in a Series, etc.]													
Subject-Verb Agreement													
Verb Tense													
Irregular Verbs													
Incorrect Pronoun Form													
Pronoun Agreement													
Double Negative													
Comparison of Adjectives/Adverbs													
Plurals													
Possessives													
Capitalization													
Spelling													
End Marks													
Apostrophe													
Homonyms/Confusing Words													
Quotation Marks/Dialogue													
Italics/Underlining													
Semicolon/Colon Use													
Hyphen/Dash Use													
Indentation/Margins													
Word Endings													
Word Omissions													
Title													
Unnecessary Repetition													
Parallel Structure													
Legibility													
OTHER: <i>Colon Error</i>													

NOTE: DE = Daily Edit; ¶ = Practice Paragraph

Unit 4, Activity 7, Detective Map/Mystery Chart

Reading

NAME _____ # _____



DETECTIVE MAP



Title: _____ Author: _____

Characters: _____ Setting: _____

PLOT

Problem: _____

Clue 1: _____ Clue 4: _____

Clue 2: _____ Clue 5: _____

Clue 3: _____ Clue 6: _____

List any additional clues on back of this paper.

Ending: _____

Unit 4, Activity 7, Detective Map/Mystery Chart

Name _____



Solving Mysteries Chart

Title _____ **Author** _____

sleuth	
crime/problem	
witnesses (identify & describe them)	
suspects (identify & describe them)	
alibis	
sequence of events	
clues	
red herring?	
solution	



CHARACTERISTICS OF A GOOD MYSTERY

CHARACTERS:

Detective: Character trying to solve the mystery

Suspects: Characters believed to have possibly committed the crime

Witnesses: Characters who saw the crime being committed

SETTING:

When and where the mystery takes place; needs to be believable

PLOT:

A mystery usually includes one of the following:

- **A problem that needs to be solved**
- **An event that cannot be explained**
- **A secret**
- **Something that is lost or missing**
- **A crime that has been committed**

CLUES:

Clues are hints that can help the reader and the detective solve the mystery. They can be things people say or do, or objects that are found that provide important information.

RED HERRINGS:

Red herrings are distractions or false clues that may lead the reader or the detective off track. Red herrings often make it more difficult to solve a mystery.

SUSPENSE:

Suspense is anxious uncertainty about the outcome of events.

STRUCTURE:

Most mysteries are set up the same way. The structure of a mystery usually looks like this:

Beginning: Characters are introduced and the reader learns about the problem.

Middle: Detectives work to solve the mystery by interviewing suspects and gathering clues.

End: The mystery is solved.



Unit 4, Activity 11, Creating and Writing a Mystery Story

Creating and Writing a Mystery Story

Planning a Mystery Story

Choose the Setting for Your Story

- Where will your story take place?
- Will it be in the city where you live or somewhere else? Writing about someplace you know or can picture is easier to do. Use the five senses to help describe the setting.
- When will your story take place?
- Will your story take place in the present, past, or future?
- Will your story take place all in one day or over a longer time?

Cast of Characters

- Make a list of the people in your story.
- The main character is most important.
- Minor characters may help the main character, or they may prevent the main character from solving the mystery.
- For each character, make a web or cluster. Develop your character's personality and appearance. What is the motivation for how your characters act and talk?

Conflict

- WHODUNIT? What is the mystery?
- What is the problem that your main character will have to solve?
 - Is someone or something missing?
 - Did someone steal something?
 - Was there a murder?
 - Is there a secret?
 - Is there an unexplained event?

Rising Action

- Rising action is the events between learning there is a mystery and finding the solution.
- List these events in order, but stop right before the mystery is solved.
- Develop suspense with clues.
- Red herrings are clues that lead the reader to suspect the wrong person.
- At least one clue must be the key to solving the crime.

Climax

- This is the moment when the mystery is solved.
- This is the moment for which the reader has been waiting!

Resolution

- The resolution ties up the loose ends.
- This is the end of the story – the last paragraph or two.
- This tells the reader any details necessary understand how the mystery was solved.
- The end of the story should be obvious; do not write "The End."





Name _____

Mystery Planning Sheet

Setting – Where does the story take place? Use vivid language so readers will feel like they are actually there with the characters. In this space, write where and when your story will occur.

Cast of characters – The main character is most important. The main character usually is the sleuth solving the crime. How will your character’s personality affect the way the story is solved? Minor characters involved may help the main character or prevent the main character from solving the story. List your characters here.

Conflict – The main character has a problem to be solved. What is the problem to be solved?

Rising Action – Develop suspense with clues. One clue must be the key to solving the crime. Red herrings are clues that are designed to mislead the reader by making them suspect the wrong characters. Red herrings are fun because they make the mystery harder to solve. List the events you will use to develop your story. Stop right before you solve the mystery. Do NOT tell the final step when the mystery is solved. (Use the back if necessary.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Climax – Moment when the mystery is solved – In this space, write the solution to the mystery – how the conflict is solved. This is the big moment your readers have been waiting for.

Resolution – tying up the loose ends – Tell what details your reader has to know to understand how the mystery was solved. This will be the last paragraph or two of your story.

Opening Sentence – Begin with a captivating hook. Grab the reader’s attention and make him want to read the rest of the story. Try starting with dialogue or action.

Unit 4, Activity 12, Peer Editing Checklist

Writer's name _____
Peer editor's name _____

Title of writing piece _____



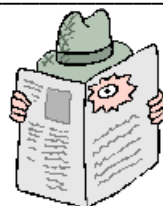
Writing a Mystery-Peer Checklist

Peer Editing: Use checklist as you read your partner's story.

+ evident - not evident N needs improvement

The story has a clear beginning, middle, and end.	
The beginning introduces a problem or crime to be solved.	
The events are told in the right order.	
The story builds to a climax that keeps readers interested.	
The ending ties the pieces together and solves the mystery.	
The solution is believable.	
The setting adds to the feeling of the mystery.	
The mystery has two or more clues to build suspense.	
The characters are appropriate and seem real.	
The characters are well-developed through dialogue, actions, and thoughts.	
The dialogue sounds realistic.	
The point of view remains the same throughout the story.	
The story has elaboration with supporting detail.	
The story uses stylistic techniques (figurative language, imagery).	
There are no errors in spelling, grammar, punctuation, and capitalization.	
Dialogue is punctuated and formatted correctly.	
Varied sentence structure is used.	

Comments _____



Unit 5, Activity 1, Reading Response Learning Log for SSR

Reading Response Learning Log				Name: _____	
Title & Author	Genre	Date	Pages Read B-E	Response to Reading: (e.g., This reminds me of ___; I liked the part when ___; I wonder why ___;)	Teacher or Guardian Signature

Unit 5, Activity 1, Book Talks

Name _____
Date _____ Period _____

BOOK TALKS

Review the following checklist before you give your book talk. Rehearse what you are going to say. Be prepared to answer questions about the book.

- ___ Read the entire book before giving a book talk.
- ___ Prepare a 3-4 minute talk.
- ___ Have a copy of the book to show in class.
- ___ State the title and author of the book.
- ___ State whether the book is fiction or nonfiction.
- ___ State the genre of the book.
- ___ If fiction, summarize the plot of the book without revealing the book's ending. Talk about the main character(s).
- ___ If nonfiction, state the main idea of the book. Give supporting details.
- ___ Read and explain your favorite passage from the book.
- ___ Share what you liked/disliked about the book.
- ___ Suggest who might enjoy or not enjoy this book.

POETRY TERMS

POETRY OR PROSE?

Prose is the ordinary form of written language that uses sentences and paragraphs. For example, textbooks and newspapers are written in prose.

Poetry is the art of expressing one’s thoughts in verse. Usually briefer or shorter than prose, poetry is written in lines and stanzas, with a lot of white space on the page. The two major genres (kinds) of poetry are narrative poetry and lyric poetry.

- **narrative:** A narrative poem tells a story. Narrative poems often have all the elements of a short story, including characters, dialogue, setting, conflict, and plot. Ballads and epics are different kinds of narrative poems.
- **lyric:** A lyric poem expresses the thoughts and feelings of the poet. Lyric poems create a single, unified impression. A lyric poem may resemble a song in form or style. A sonnet and an ode are two kinds of lyric poetry. Although its name, from the word *lyre*, implies that it is meant to be sung, this is not always the case; much lyric poetry is purely meant to be read. It is not exclusively love poetry. Many poets also wrote lyric poems about war and peace, nature and nostalgia, grief and loss.

BASIC POETRY ELEMENTS

form: the shape or structure of a poem; the way a poem looks on the page

lines: the arrangement of words; lines may or may not be sentences

mood: the feeling that a poem creates in the reader. The mood colors the whole poem.
Ex – dark, mysterious, cheery, happy.

poet: one who writes poetry

speaker: the imaginary voice a poet uses when writing a poem. The speaker is the character telling the poem and is often not identified. There can be important differences between the poet and the poem’s speaker.

stanza: a group of lines that usually develop one idea. Poets use stanzas to give their poems structure and to help emphasize different ideas. Stanzas can signal the beginning of a new image, thought, or idea.

symbol: anything that stands for or represents something else. *Examples – eagle/freedom; heart/love; dove/peace.*

style: the distinctive way that a poet uses language, including word choice, line length, figurative language, and imagery.

theme: central message the poet gives the reader. The theme is the central idea that the writer communicates.

tone: a poet’s attitude toward the subject of the poem. *Ex – sarcastic, serious.*

verse: one line of poetry written in meter; a stanza of a long poem or hymn. Verse is named according to the number of patterns of accented and unaccented syllables in the line.



Unit 5, Activity 5, Poetry Techniques

Name _____

POETRY TECHNIQUES

Sounds of poetry: A poem is like a parade of sounds through your ears.

alliteration: the **repetition** of the same or **similar sounds** at the beginning of words. Some famous examples of alliteration are tongue twisters such as *She sells seashells by the seashore* and *Peter Piper picked a peck of pickled peppers*. Examples – *silver sails, satin slippers, creamy and crunchy, helpful hand. Waves want to be wheels.*

- **assonance:** the repetition of vowel sounds in words that are close to each other
- **consonance :** The repetition of similar consonant sounds, especially at the ends of words, as in *lost* and *past* or *confess* and *dismiss*.

onomatopoeia: words are used to imitate **sounds**. Words sound like the noises they describe. Examples- *buzz, hiss, zing, clippity-clop, cock-a-doodle-do, pop, splat, thump, tick-tock, whirl*

rhyme: the occurrence of the same of similar sounds at the end of two or more words. When words rhyme, they have the same sound.

- **end rhyme:** occurs at the **end** of lines. Example – *I went to town
to see a clown.*
- **internal rhyme:** occurs when a word in the **middle** of a line rhymes with a word at the end Example – *Jack Sprat could eat no fat.*

rhyme scheme: the **pattern of rhyme** in a stanza or poem will usually be shown by using a different letter for each final sound. In a poem with an aabba rhyme scheme, the first, second, and fifth lines end in one sound, and the third and fourth lines end in another.

rhythm: the **patterns of beats** or a series of stressed and unstressed syllables; the musical quality.

refrain: a **line or group of lines that is repeated** throughout a poem, usually after every stanza.

repetition: the **repeating of a word, sounds, or phrases** to add rhythm or to focus on an idea.

meter: the arrangement of a line of poetry by the number of syllables and the rhythm of accented (or stressed) syllables.

stress: the prominence or **emphasis given to particular syllables**. Stressed syllables usually stand out because they have long, rather than short, vowels, or because they have a different pitch or are louder than other syllables.



Name _____



IMAGERY in POETRY Painting with Words

allusion: a reference to a famous person, place, event, or work of literature or art

imagery: language that appeals to the **five senses** – sight, hearing, smell, taste, and touch; sensory details.

idiom: common phrase made up of words that can't be understood by their literal, or ordinary, meanings. *Example – cat got your tongue, frog in my throat.*

oxymoron: a seeming contradiction of two words put together (jumbo shrimp).

figurative language: language that has meaning **beyond the literal meaning**; also known as “figures of speech.” -- you have to figure out the meaning

- **simile:** comparison of two things using the words “**like**” or “**as**,” e.g., “*Her eyes were as sparkly as diamonds.*”
- **metaphor: direct comparison** between two things. It does not use “like” or as,” e.g., “*Her eyes were diamonds.*”
- **hyperbole:** a purposeful **exaggeration** for emphasis or humor. *Example – tons of money, waiting for ages, a flood of tears.*
- **personification: human qualities** given to an animal, object, or idea, e.g. *The wind exhaled. The sky is crying. Dead leaves dance in the wind. Blind justice.*



Poetry Response

1. How does the poem make you feel?
2. Does the poem make you see something in a different way? Explain.
3. Tell me a part of the poem that you like/dislike and why.
4. Which words help you to see pictures in your mind?
(imagery)
5. What part of the poem surprises you?

Unit 5, Activity 13, Traditional Poetry Forms

Name _____

Traditional Poetry Forms

ballad: short, musical, narrative, poem; similar to a folk tale or legend and often has a repeated refrain. Ballads are usually written in four-line stanzas called quatrains. Examples- Alfred Noyes' "The Highwayman"; "Lord Randal"; "Tom Dooley"; "Ballad of Birmingham"

blank verse: unrhymed poetry with meter. The lines in blank verse are 10 syllables in length. Example- Robert Frost's "Birches"

cinquain: a 5 line stanza, varied in rhyme and line, usually with the rhyme scheme ababb.

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

Snowman
Chubby, cheerful
Waiting, grinning, winking
Icy weather keeps him smiling
Frosty

clerihew: humorous or light verse, consists of two rhyming couplets usually about a famous person; Example- Louis Untermeyer's

Alfred, Lord Tennyson
Lived upon venison
Not cheap, I fear,
Because venison's dear

concrete: poem's shape suggests its subject expresses its meaning or feeling

concrete poems: play with letters form
space words fonts ideas shapes image.
concrete block forms filled with water
words images poems
words images poems
words images poems
words images poems
gravel sand cement gravel sand gravel.
concrete poems: play with letters form
space words fonts ideas shapes image.

couplet: two lines of verse that are the same length and usually rhyme and form a complete thought. Shakespearean sonnets usually end in a couplet. Example—
Kilmer's "Trees"

I think that I shall never see
A poem as lovely as a tree

diamante: unrhymed poetry with meter; historically, it consisted of an arrangement of carefully chosen words featuring either contrasting historic cultures, figures or events or two conflicting sides of one historic figure, culture, or event;

Modern Diamante Pattern:

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

Autumn
Brisk, Cool,
Raking, planting, hibernating,
Football weather, Flower power—
Blooming, watering, growing,
Bright, warm,
Spring

Unit 5, Activity 13, Traditional Poetry Forms

Traditional Forms of Poetry

elegy: poem simply sad and thoughtful about the death of a person, or one that is. Example- Whitman's "O Captain, My Captain"

epic: a long, serious poem that traces the adventures of a heroic figure. Examples- Homer's "Iliad" and "Odyssey"

free verse: poetry composed of either rhymed or unrhymed lines that have no set meter; most common verse form in modern poetry. Example- Whitman's "I Hear America Singing"

haiku: a Japanese poem composed of three unrhymed lines of five, seven, and five syllables. Haiku often reflect on some aspect of nature.

Ex.-

Oh, little blue bird
gracefully soaring on high
you make me want wings

limerick: a light, humorous poem of five lines with the rhyme scheme of *aabba*. Ex.- Edward Lear's

There was an old man with a beard. a
Who said: "It is just as I feared. a
Two Owls and a Hen, b
Four Larks and a Wren, b
Have all built their nest in my beard!" a

ode: a lyric poem with a serious and thoughtful tone; has a very precise, formal structure. Ex.- John Keat's "Ode to a Grecian Urn"

sonnet: a 14-line poem that states a poet's personal feelings. English (or Shakespearean) sonnets are composed of three quatrains and a final couplet, with a rhyme scheme of *abab cdcd efef gg*. English sonnets are written generally in iambic pentameter.

tanka: A Japanese poem of five lines, the first and third composed of five syllables and the rest of seven.

Line one - 5 syllables

Line two - 7 syllables

Line three - 5 syllable

Line four - 7 syllables

Line five - 7 syllables

Beautiful mountains
Rivers with cold, cold water.
White cold snow on rocks
Trees over the place with frost
White sparkly snow everywhere.



Unit 5, Activity 13, Invented Poetry Forms

Name _____

Invented Poetry Forms

acrostic poetry: a poem or series of lines, where the letters spell another word; uses a word for its subject; doesn't have to rhyme.

Tall and stately
Reaching ever upward
Elegant and proud
Embracing the land
Showering it with shade

alphabet poetry: states a creative or funny idea, written as a list; uses letters of the alphabet

Beautiful
Children
Danced
Elegantly

biopoem: focuses on the characteristics of a person or an animal, anything or anyone

Line 1: First Name
Line 2: Four descriptive traits
Line 3: Sibling of...
Line 4: Lover of
Line 5: Who fears...
Line 6: Who needs...
Line 7: Who gives...
Line 8: Who would like to see...
Line 9: Resident of...
Line 10: Last Name

definition poetry: defines a word or idea creatively

Popcorn
edible treat
hard kernels that burst
when heated to form
irregularly shaped puffs

formula poems: uses parts of speech and literary devices to make writing lively and exciting; uses words effectively.

Example:

#1: Participle, participle, participle
#2: Noun
#3: Adverb (how)
#4: Verb
#5: Adverb (where or when)

Gliding, flying, soaring
The bald eagle
Majestically
Rules
Over the land

found poetry: shaped from a collection of words or phrases found in one text; may be created after a text has been read, in part or in whole; choose at least eight interesting words or short phrases

headline poetry: formed by creatively using the words cut from a newspaper or magazine

list poetry: lists words or phrases. Lists can be either rhyming or not.

Shoes
There are shoes to walk in
Shoes to run in
Shoes to dance in
Shoes to look good in
Shoes to get married in
Shoes to loaf in

name poetry: the letters of a name begin each line

Jovial
Athletic
Muscular
Energetic
Shy

personal poetry-I Am...: a poem which expresses personal thoughts and focuses on personal characteristics

Unit 5, Activity 13, Invented Poetry Forms

I am (two special characteristics)
I wonder (something you are actually curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem restated)

I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you very sad)
I am (the first line of the poem repeated)

I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you really make an effort about)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

I am inquisitive and caring
I wonder how space walking feels
I hear books talking
I see myself flying over rooftops
I want people to be carefree
I am inquisitive and caring

I pretend to have special powers
I feel like I have weight of the world
I touch the world with kind fingers
I worry about violence
I cry about world hunger
I am inquisitive and caring

I understand what goes up must come down
I say everyone deserves a good life
I dream that all children have good homes
I try to accept others
I hope the world will live in peace one day
I am inquisitive and caring

opposite poetry: a poem that is two or four lines long, featuring words/concepts are opposite in meaning; the first two and the last two lines should rhyme.

Example:

The opposite of honest
What some politicians do the best.

riddle poetry: reader must guess the poem's subject. Ex. -Dickinson's "I Like to See It Lap the Miles"

someday poems: Begin each line with the word *Someday*... and complete it with a wish you have; the first two or three lines should say something about your everyday wishes and slowly move away from yourself to the world in general. End the poem with the word *Someday*....

SOMEDAY...

Someday I will play the piano.
Someday I will earn a college degree.
Someday I will play in the Arctic snow.
Someday I will travel the Seven Seas.
Someday I will be fast not slow.
Someday I will be noticed.
Someday...

synonym poetry: uses a word, then three to five synonyms from thesaurus, then descriptive phrase about the word. The last two lines of the poem should rhyme.

Feast
Banquet, dinner, repast, spread
People like to be well-fed

Unit 6, Activity 1, Reading Response Log

Reading Response Learning Log for SSR

Reading Response Learning Log				Name: _____	
Title & Author	Genre	Date	Pages Read B-E	Response to Reading: (e.g., This reminds me of ___; I liked the part when ___; I wonder why ___;)	Teacher or Guardian Signature

Unit 6, Activities 1 and 2, Literary Forms/Genres

LITERARY FORMS/GENRES

Fiction: A literary work whose content is based on the imagination and not on fact.

Nonfiction: True writing, based on factual information.

Poetry: A literary work that uses concise, colorful, often rhythmic language to express ideas or emotions (e.g., ballad, epic, narrative, lyric, ode, blank verse, free verse, elegy, sonnet).

Drama: Also called a play, this writing form uses dialogue to share its message and is meant to be performed in front of an audience.

Autobiography: A writer's story of his or her own life.

Biography: A writer's account of some other person's life.

Comedy: Writing that deals with life in a humorous way, often poking fun at people's mistakes.

Essay: A short piece of nonfiction that expresses the writer's opinion or shares information about a subject.

Fable: A short story that often uses talking animals as the main characters and teaches an explicit moral or lesson.

Fantasy: A story set in an imaginary world in which the characters usually have supernatural powers or abilities.

Folktale: A story originally passed from one generation to another by word of mouth only. The characters are usually all good or all bad and in the end are rewarded or punished as they deserve.

Historical Fiction: A made-up story that is based on a real time and place in history, so fact is mixed with fiction.

Legend: Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material

Mystery: Fiction dealing with a crime or the unraveling of secrets

Myth: A traditional story intended to explain some mystery of nature, religious doctrine, or cultural belief. The gods and goddesses of mythology have supernatural powers, but the human characters usually do not.

Novel: A book-length, fictional prose story. Because of its length, a novel's characters and plot are usually more developed than those of a short story.

Prose: A literary work that uses the familiar spoken form of language, sentence after sentence.

Realistic Fiction: Writing that attempts to show life as it really is; a story with imaginary characters and places that are so believable they could exist in the real world.

Science Fiction: Writing based on real or imaginary scientific developments and often set in the future.

Short Story: Shorter than a novel, this piece of literature can usually be read in one sitting. Because of its length, it has only a few characters and focuses on one problem or conflict.

Tall Tale: A humorous, exaggerated story often based on the life of a real person. The exaggerations build until the character can accomplish impossible things.

Reading Response Prompts

Write about what your feelings are after reading the opening chapter(s) of the book. How do your feelings change (or do they) after reading half the book? Do you feel any differently after finishing the book? Would you read the book again?

Are there connections between the book and your own life? Or, does the book remind you of an event (or events) that happened to someone you know? Does the book remind you of what happened in another book you've read?

What questions would you like to ask the author of the book? Are they questions that you may be able to answer by reading more about the author's life and/or works?

Are you confused about what happened (or didn't happen) in the book? What events or characters do you not understand? Does the use of language in the book confuse you? How did your confusion affect how you liked the book? Is there anything that the author could have done to make what happened (or didn't happen) more clear?

Is there an idea in the book that makes you stop and think or prompts questions? Identify the idea and explain your responses.

What are your favorite lines/quotes? Copy them into your reading diary/journal and explain why these passages caught your attention.

Who else should read this book? Should anyone not be encouraged to read this book? Why? Would you recommend the book to a friend or fellow classmate?

Write about the characters? Which one is your favorite? Is there a character you hate/detest/despise? Why? What traits could you change about the characters that would change how you think about them? Do you think that any of the characters represent *real* people? Does anything about a particular character seem to be related to the author's true personality--who the writer is?

LITERARY ELEMENTS

Character: One of the people, animals, machines, creatures in a story, play, or literary work.

- **Protagonist:** The main character in a story, often a good or heroic type.
- **Antagonist:** The person or force that works against the hero of the story.

Conflict: A problem or struggle between two opposing forces in a story. There are four basic conflicts:

External-

- **Person Against Person:** A problem between characters.
- **Person Against Society:** A problem between a character and society, school, the law, or some tradition.
- **Person Against Nature:** A problem between a character and some element of nature—a blizzard, a hurricane, a mountain, etc.

Internal-

- **Person Against Self:** A problem within a character's own mind.

Dialogue: The conversations that characters have with one another.

Mood: The feeling a piece of literature is intended to create in a reader.

Moral: The lesson a story teaches.

Narrator: The person or character who actually tells the story, filling in the background information and bridging the gaps between dialogue.

Plot: The action that makes up the story, following a plan called the plot line.

Plot line: The planned action or series of events in a story. There are five parts: exposition, rising action, climax, falling action, and resolution.

- **Exposition:** The part of the story, usually near the beginning, in which the characters are introduced, the background is explained, and the setting is described.
- **Rising Action:** The central part of the story during which various problems arise after a conflict is introduced.
- **Climax:** The high point in the action of a story reveals how the conflict will turn out.
- **Falling Action:** The action and dialogue following the climax that leads the reader into the story's end.
- **Resolution:** The part of the story in which the problems are solved and the action comes to a satisfying end.

Setting: The place and the time frame in which a story takes place.

Style: The distinctive way that a writer uses language, including such factors as word choice, sentence length, arrangement, and complexity, and the use of figurative language and imagery.

Theme: The message about life or human nature that is “the focus” in the story that the writer tells.

Tone: The attitude that a writer takes toward his/her subject, characters, and audience.

LITERARY DEVICES

Alliteration: The repetition of initial consonant sounds used to emphasize and link words and to create pleasing, musical sounds.

(e.g., the fair breeze blew,
the white foam flew;
creamy and crunchy)

Allusion: A reference to a well-known person, place, event, literary work, or work of art to enrich the reading experience by adding meaning.
(e.g., She opened Pandora’s box when she asked the question.)

Characterization: Techniques a writer uses to create and develop a character’s personality or traits.

Indirect characterization

- character’s words and actions
- character’s looks and clothing
- character’s thoughts and feelings
- what other characters say about him/her, or how they react to him/her

Direct characterization

- the author reveals directly or through a narrator.

Dialect: Speech that reflects pronunciation, vocabulary, and grammar typical of a geographical region.
(e.g., “Where y’at?” “Who dat?”
“How y’all doin’?”)

Flashback: Interruption of the chronological (time) order to show something that occurred before the beginning of the story. It usually gives background information the reader or audience needs to understand the present action.

Figurative Language: Language that has meaning beyond the literal or actual meaning; also known as “figures of speech.”

- **Simile:** comparison of two things using the words “like” or “as” (e.g., “Her hair was as soft as silk.” “The ginkgo’s tune is like a chorus.”)
- **Metaphor:** comparison of two things essentially different but with some commonalities; does not use “like” or “as” (e.g., “Her hair was silk.” “The fog comes on little cat feet.”)
- **Hyperbole:** a purposeful exaggeration for emphasis or humor—stretching the truth (e.g., “I have told you a million times.” “He vanished into thin air.”)
- **Personification:** human qualities attributed to an animal, object, or idea (e.g., “The wind whistled through the trees.”)

Foreshadowing: Important hints or clues that an author gives to prepare the reader or audience for what is to come and to help the reader or audience anticipate the outcome.

Imagery: Words or phrases that appeal to the reader’s senses—smell, sight, taste, touch, hearing. It is used to create pictures in the reader’s mind.

Humor: The quality of a literary or informative work that makes the character and/or situations seem funny, amusing, or ludicrous.

LITERARY DEVICES

Irony: A technique that involves surprising, interesting, or amusing contradictions or contrasts.

- **Verbal irony** occurs when words are used to suggest the opposite of their usual meaning.
- **Situational irony** occurs when an event directly contradicts what is expected.
- **Dramatic irony** occurs when the audience or reader knows something a character does not know.

Onomatopoeia: The use of words that imitate sounds.

(e.g., *snap, crackle, pop, buzz, swish, or crunch.*)

Point of View: Perspective from which the story is told

- **First-person:** narrator is a character in the story; uses “I,” “we,” etc.
- **Third-person:** narrator outside the story; uses “he,” “she,” “they”
- **Third-person limited:** narrator tells only what one character perceives
- **Third-person omniscient:** narrator can see into the minds of all characters.

Satire: Writing that comments humorously on human flaws, ideas, social customs, or institutions in order to change them.

Style: The distinctive way that a writer uses language, including such factors as word choice, sentence length, arrangement, and complexity, and the use of figurative language and imagery.

Suspense: A feeling of excitement, anxiety, curiosity, or expectation about what will happen.

Symbol: Person, place, thing, or event that represents something beyond itself, most often something concrete or tangible that represents an abstract idea.

(e.g., *A dove is a symbol for peace.*)



Unit 6, Activity 7, Characterization

Name _____
Date _____ Period _____

Characterization

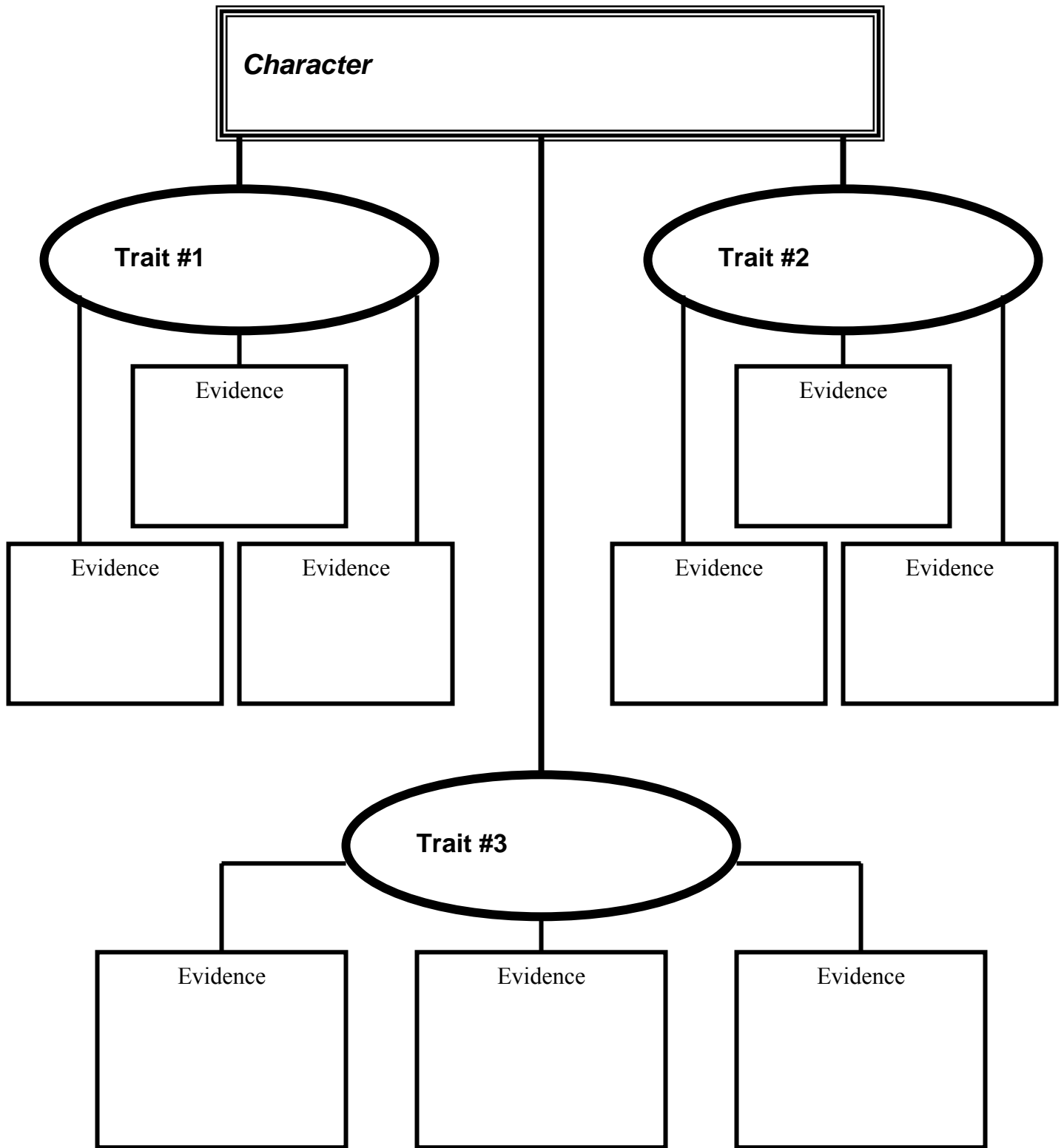
This chart shows six ways in which we learn about the main character. Next to each of the six ways in which character is revealed, give a specific example to illustrate. In the third column, explain what you learned about the character from this example.

Ways character is revealed (indirect)	Example	What you learned about the character from this example
Character's speech		
Character's appearance		
Character's actions		
Character's private thoughts		
How others feel or react to him/her		
Writer's comments (direct)		

Name _____

Date _____ Period _____

CHARACTER TRAIT MAP



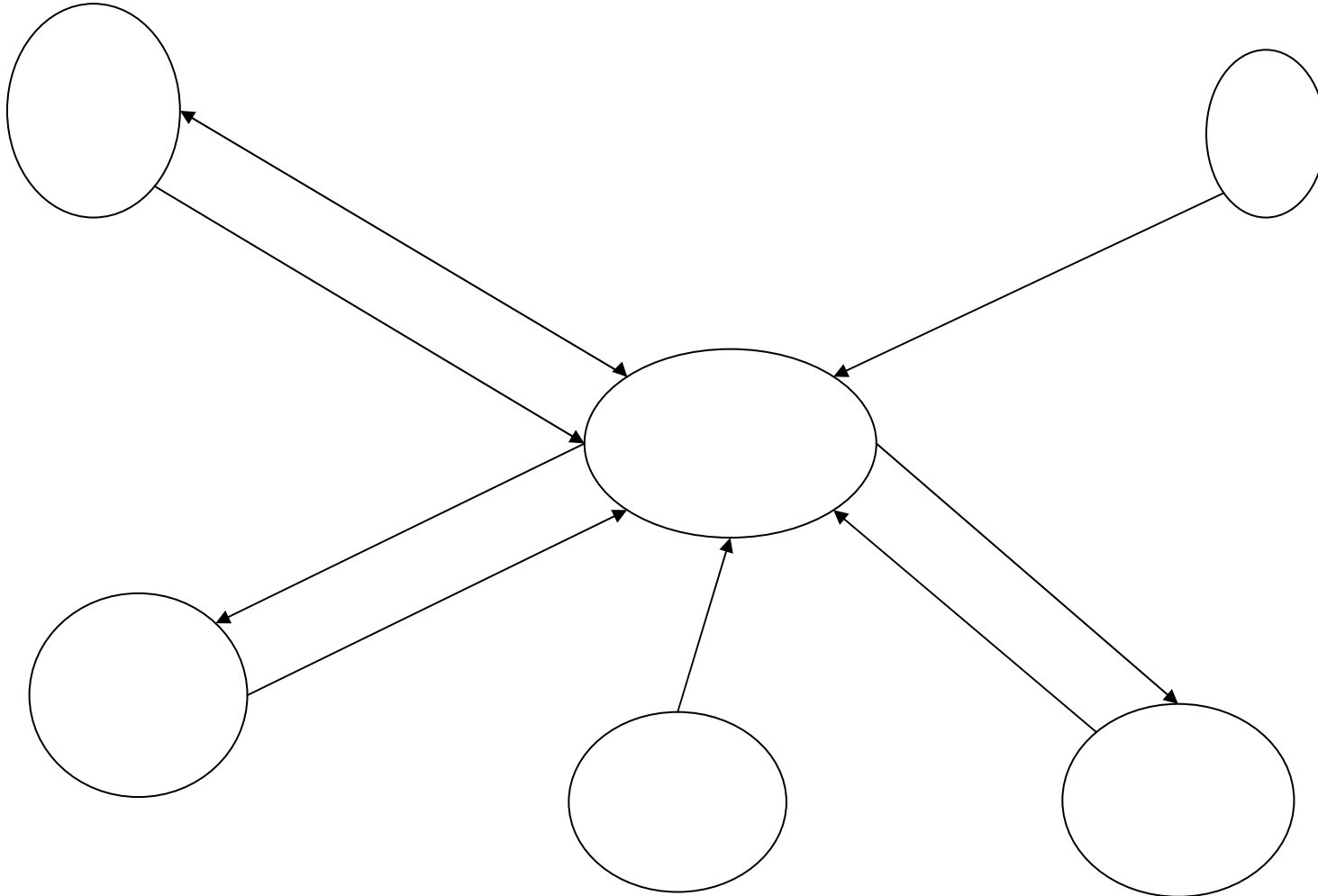
Unit 6, Activity 7, Sociogram

Name _____

Date _____ Period ____

Sociogram

A sociogram is a graphic representation showing how the characters in a literary text are linked together. The main character is placed in the center of the page, and the other characters are placed around him/her. Lines or arrows are used to show the “direction and nature of the relationship.”



Unit 6, Activity 8, Setting

Name _____
Date _____ Period _____

Setting

Select a story or novel you have recently read. Describe the setting (time and place) in a sentence. Now, select a different setting for the story--- your own neighborhood, or another time period, or city. List three important aspects of the story that would be affected by this change in setting, and explain how they would change.

Title: _____

Author: _____

Setting: _____

Alternative setting: _____

Changes to the story:

1. _____

2. _____

3. _____

Unit 6, Activity 9, Plot Diagram

Name _____

Plot Diagram

Title _____ Author _____

Point of View _____

7. _____

6. _____

5. _____

4. _____

3. _____

2. _____

1. _____

EXPOSITION: ←

Setting:

Characters:

Climax

Conflict:

Falling Action

Resolution:

Events: Rising Action

Theme: _____

Unit 6, Activity 9, Identifying Types of Conflicts

Name _____

Date _____ Period _____

Identifying Types of Conflicts

Every plot has a conflict. A plot's conflict is the problem that triggers the action and makes the story interesting.



Title of Selection: _____

Author: _____

Types of Conflicts	Descriptions	Examples from Selection
EXTERNAL CONFLICT		
person v. person (man vs. man)	problem with another character	
person vs. society (man vs. society)	problem with the laws or beliefs of a group of people	
person vs. nature (man vs. nature)	problem with the environment or a force of nature	
person vs. fate (man vs. fate)	problem that seems to be uncontrollable	
INTERNAL CONFLICT		
person vs. self (man vs. self)	problem deciding what to do or think; takes place within the character's own mind	

Unit 6, Activity 9, Somebody Wanted But So

Name _____

Date _____ Period _____

Title: _____

Author: _____



SOMEBODY (character)	WANTED (goal)	BUT (problem)	SO (solution)

Unit 7, Activity 1, Reading Response Log

Reading Response Learning Log for SSR

Reading Response Learning Log				Name: _____	
Title & Author	Genre	Date	Pages Read B-E	Response to Reading: (e.g., This reminds me of___; I liked the part when___; I wonder why___;)	Teacher or Guardian Signature

Unit 7, Activities 2 and 6, Drama Terms

DRAMA TERMS

act: a group of two or more scenes that form a major division of a play.

actor/actress: a person who performs in a play, movie, or television program.

aside: a remark spoken by a character in a play that the other actors on stage are not supposed to hear.

cast: a list that tells who is in the play. It may describe the characters and how they are related to one another.

chorus: a group of actors who speak together with one voice and describe or comment on the main action of the play.

climax: the turning point in the plot—the point of high emotional tension. The outcome of the drama’s main conflict is usually decided at the climax.

comedy: a play, movie, or television program that is funny and has a happy ending

crisis or conflict: a struggle between opposing characters or between opposing forces.

critic: a person who forms and expresses judgments about the qualities of a performance of a play

dialogue: the conversations that characters have with one another. Through dialogue, a playwright reveals the characters, plot, and theme of a play.

- **speech tag:** the character’s name. It helps a reader keep track of who is speaking.

farce: a comic play with an unlikely plot and characters exaggerated for humorous effect.

flashback: the insertion of an earlier event into a story, play, or movie

foreshadowing: the use of clues or hints suggesting events that will occur later in the plot. It helps the reader or audience anticipate the outcome.

irony: a technique that involves surprising, interesting, or amusing contradictions or contrasts.

- **Verbal irony** occurs when words are used to suggest the opposite of their usual meaning.
- **Situational irony** occurs when an event directly contradicts what is expected.
- **Dramatic irony** occurs when the audience or reader knows something a character does not know.

melodrama: a drama characterized by exaggerated emotions and conflicts between characters that often has a happy ending

monologue: a character speaks when alone on the stage or apart from the other characters. The other characters are unaware of what is being said.

playbill: a poster announcing a theatrical performance, a theatrical program

playwright: the person who wrote the play—the author.

plot: the action of a play.

poetic justice: a literary outcome in which bad characters are punished and good characters are rewarded.

prop: a movable article that is not part of the play’s scenery or costuming

Unit 7, Activities 2 and 6, Drama Terms

scene: smaller divisions within an act, usually happening in a particular time and place.

scenery: the painted backdrops and other structures used to create the setting of a play

screenplay: the script for a movie, including descriptions of scenes and some camera directions.

script: the written form of a play.

set: the scenery constructed for a play

setting: the place and the time frame in which a play takes place. The setting is usually described in a note or stage direction at the opening act and at each scene.

soliloquy - a single character on stage thinking out loud. It lets the audience know what is in the character's mind.

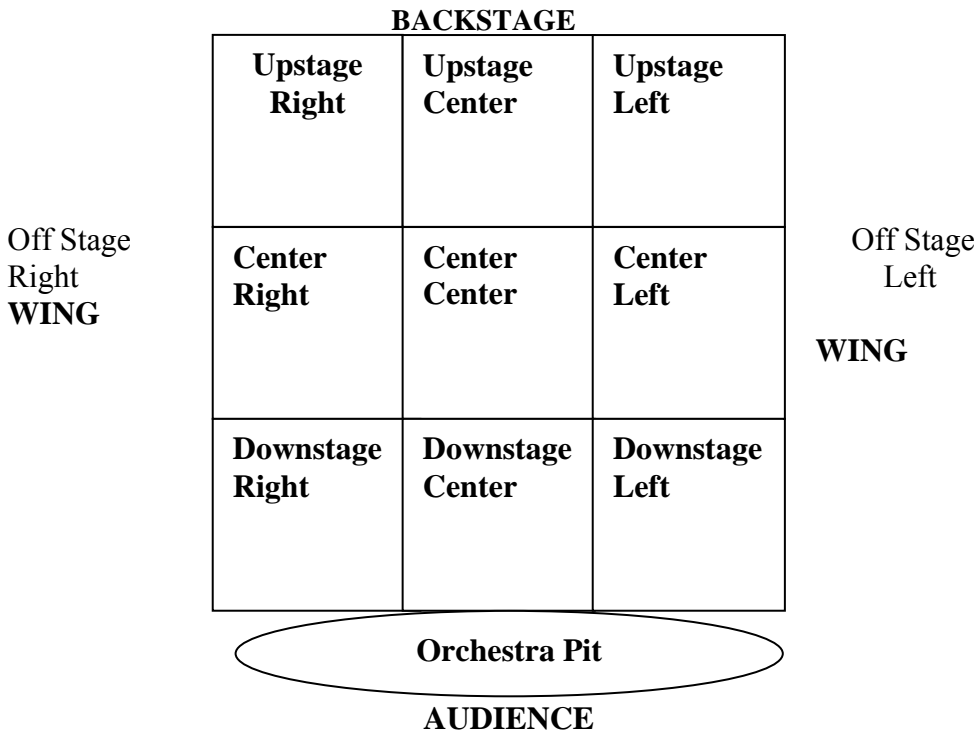
stage directions: usually in italics, tells the actors how to speak their lines, move, act, and look. It also tells the director how to stage the play.

theme: the message about life or human nature that is “the focus” in the story.

tragedy: a serious play having an unhappy ending

tragic flaw: a character trait that leads one to his/her own downfall or destruction

STAGE DIAGRAM



DRAMA QUESTIONS

Drama is a work of literature that is meant to be performed by actors for an audience. Like a novel or short story, a drama has literary elements such as characters, setting, plot, and theme. However, in a drama, the characters' dialogue and actions tell the story. Drama includes live stage performances, as well as television, radio, and movie productions. The action in any dramatic work (play, movie, or television) usually centers on "Who wants what?" Think of any movie or television drama program you have seen recently. Then ask yourself these questions.

Setting

- Are the sets appropriate?
- Are the sets attractive?
- Are the sets authentic?

Conflict

- What did the leading character want?
- Who/What stood in his way? *people - environment- personality, etc.,*
- What was the turning point or the climax? *This is where the leading character must make a crucial decision that will affect the outcome of the play.*

Character analysis

- Are the characters true to life or are they stereotypes or caricatures?
- How is the character revealed?
- What is the driving force of each leading character?
- If a character changes, are the causes convincing and true to life?

Critical standards useful for drama, novel, motion pictures:

- What is the chief emphasis? *ideas, character, atmosphere?*
- What was the purpose? *entertainment, humor, excitement?*
- Is it realistic or idealistic?
- Does it show a real or unreal version of life?
- Does it present any problem in human relationships?
- Does it glamorize life and present an artificial happy ending?

adapted from <http://drb.lifestreamcenter.net/Lessons/index.html>

Unit 7, Activity 6 Drama Vocabulary Self-Awareness Chart

Name _____
 Date _____ Period _____

Drama Vocabulary Self-Awareness Chart

Rate your understanding of each word with either a “+” (**understand well**), a “√” (**limited understanding or unsure**), or a “—” (**don’t know**).

Word	+	√	--	Example	Definition
drama					
playwright					
script					
act					
scene					
cast					
dialogue					
monologue					
plot					
conflict					
crisis					
climax					
setting					
stage directions					
props					
theme					

Unit 7, Activity 7, I Said It Again

Said Is Dead??

There should be a definite reason for replacing *said* rather than because it is overused. If it is necessary for the dialogue to be spoken in a particular voice, then that particular *said* replacement should be used. For example, if two characters are arguing, they might scream or yell.

Often replacing *said* is not necessary. For example, the repetitive use of *said* in fictional dialogue is not a distraction.

After students have a command of using dialogue freely, then they can substitute said for specific effects.

One way to demonstrate is the *replace said* mini-lesson.

1. Have students search for books with plenty of dialogue in them.
2. Put students in pairs and have them scan the books and copy all the words the authors use to replace *said*. Write these on chart paper.
3. Have students notice that authors replaced *said* only when it added to the effectiveness of the dialogue.
4. Point out that good writers use more descriptive speech terms, such as *yelled*, *whispered*, and *whined*, rather than overuse adverbs. Using *yelled* is more effective than *said loudly*.

To show how adverbs can become word play, introduce students to “Tom Swifties.”
<http://school.discoveryeducation.com/brainboosters/categorization/TomSwifties.html>

Remind students that the manner in which characters speak and what they say is crucial to revealing characters’ personalities and to advancing the plot. *Said* should be replaced with a stronger verb only when the character’s manner of speaking is unusual.

adapted from Marcia S. Freeman

Unit 7, Activity 7, I Said It Again

I SAID IT AGAIN

Dialogue should reveal characters' personalities and advance the plot. *Said* should be replaced only when there is a definite reason for doing so. Try these words instead of said when the manner of speaking is unusual. Since there are so many words for *said*, be sure you are using the intended meaning in your writing.

added	doubted	pleaded
admitted	drawled	pondered
advised	exclaimed	promised
agreed	explained	proposed
announced	finished	protested
answered	gasped	quipped
approved	giggled	ranted
argued	groaned	recalled
asked	growled	remarked
babbled	grunted	repeated
barked	gushed	replied
begged	hollered	retorted
bellowed	howled	roared
blurted	implied	sang
boasted	inquired	scolded
called	insisted	screamed
cautioned	interjected	shouted
chattered	interrupted	shrieked
cheered	joked	signed
chided	laughed	smiled
chortled	lied	sobbed
chuckled	moaned	stammered
coaxed	mumbled	theorized
commanded	murmured	told
commented	mused	urged
confessed	muttered	vowed
confided	nagged	warned
continued	nodded	whined
cried	objected	whispered
decided	observed	yelled
declared	ordered	
demanded		

Word Splash Activity for World War II
and Anne Frank

Amsterdam

80%

attic

yellow star

foreign

gas

6,000,000

diary

Jude

Nazis

camps

burnt whole

secret

13

Netherlands

concentration

Germany

Gypsies

Unit 7, Activity 9, World War II Background

World War II Background

Hitler and the Nazis In 1933, the National Socialist (Nazi) party seized power in Germany. The Nazis under the leadership of Adolph Hitler claimed that Germans were superior to non-Germans. Hitler blamed Jews and other minorities for all of Germany's troubles—from its defeat in World War I to the severe economic depression of the 1920's. Thus, as punishment for these so-called sins, the Nazis denied them the right to own property, attend schools, and serve in the professions.

World War II Begins in Europe Hitler proposed a "Greater Germany" by invading and controlling Austria and then seizing Czechoslovakia. On September 1, 1939, after he had signed a secret treaty with the Soviet Union, Hitler and the Nazis invaded Poland. Two days later, Britain and France declared war on Germany. Still, the British and French forces could not prevent Hitler's army from conquering much of Europe, including Belgium and France.

Hitler's Defeat In 1941 two events foreshadowed Hitler's downfall. In June, Hitler staged a surprise invasion of his former ally, the Soviet Union. Eventually, the Nazis army would suffer great losses in this campaign. The second key event in 1941 was the entry of the United States into the war. American military and industrial might was the key to defeating Germany. However, Germany did not surrender to the Allies until May 1945, thus ending the war in Europe.

The Holocaust Persecution of the Jewish people and other minorities continued. The name Holocaust was given to this persecution. Holocaust is derived from a Greek word meaning "burnt whole."

At first, Jews were forced to wear yellow Stars of David on their clothing. Then the Nazis sent the Jewish people to ghettos (crowded, closed-off neighborhoods in the cities). Many died of starvation and disease there. Those who survived were eventually transported in railroad freight cars to confined areas known as concentration camps. There, the Nazis instituted their final solution to what they considered "the Jewish problem." As the Jewish people and other minorities disembarked from the freight trains, some were led to special rooms where they were gassed to death. Others died in the camps as a result of the harsh conditions, the forced labor, hunger, or sickness.

The number of people killed by the Nazis is overwhelming: an estimated three million Jews died in concentration camps. Another three million were either shot or died in the ghettos of starvation and disease. By the end of World War II, over six million Jews had perished. This was approximately three-fourths of Europe's Jewish population at this time.

Minority Persecution The Jews were not the only people persecuted. Hitler also targeted Europe's Gypsies. Although the Gypsies had lived for centuries in Germany, Hitler now considered them an undesirable race. During the Holocaust, 80 percent of the European Gypsy population perished. This was approximately 500,000 people. In Eastern Europe, as a result of Hitler's policies, millions of other people died as a result of terrible living conditions or were put to death. Poland lost another three million citizens through slave labor, starvation, and murder. It is estimated that the population of the Soviet Union decreased by at least seven million people because of Nazis persecution.

Unit 7, Activity 9, Background for the Play “Anne Frank”

Background for the Play “Anne Frank”

Anne Frank was born in Frankfurt, Germany on June 12, 1929. She had a normal, happy childhood until the Nazis took power in Germany in 1933.

That year, when Anne was four years old, her family left their home in Germany for the Netherlands. They were trying to escape Hitler’s harsh anti-Jewish laws. In Amsterdam, Mr. Frank headed a company that imported and exported spices. Mrs. Frank was a stay-at home mother. Anne and her older sister Margo were happy attending school and making new friends.

In 1940, the German army invaded the Netherlands. The Dutch army was not strong enough to resist the Nazi forces, so the Netherlands fell under German control. Subjected to the Nazi discrimination and abuse, the Jews were no longer free in the Netherlands. Again Nazi laws prevented them from attending public schools and events, driving cars, owning property, or socializing with Christians.

Most Jewish people simply thought they would be temporarily imprisoned by the Nazis and things would return to normal after the war. Soon the “call-ups” began. Trying to avoid this imprisonment, the Frank family hid in the attic of a warehouse and office building that had been part of Mr. Frank’s business in Amsterdam. The Frank family and four other Jews lived for more than two years in what Anne called the “Secret Annex.”

Anne received a diary as a present from her father. When her family went into hiding, she began to write daily in this diary. In August 1944, the Nazi police raided the attic and sent all eight occupants to a concentration camp. The office secretary, Miep Gies, found Anne’s diary after the police raid. She gave it to Mr. Frank when he returned after the war. Mr. Frank had the diary published as a book.

Later, the diary was adapted for the stage by Frances Goodrich and Albert Hackett. The play was an immediate success and gave people an insight into this period of history.

Unit 7, Activity 11, Character Profile Chart

Name _____
Date _____ Period _____

Character Profile Chart

Selection Title: _____
Author: _____

What the Character Says	How the Character Acts
How Others Feel About the Character	My Reaction to the Character

CHARACTER

Unit 7, Activity 11, Venn Diagram

Name _____
Date _____ Period _____

Compare and Contrast: Using the Venn diagram, compare and contrast the **drama** *The Diary of Anne Frank* and the **movie** *The Diary of Anne Frank*. Be specific when showing similarities and differences.

DRAMA

MOVIE

