

English II

Teacher's Guide

Course No. 1001340

**Bureau of Exceptional Education and Student Services
Florida Department of Education**

2007

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Exceptional Student Education

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Foreword

Parallel Alternative Strategies for Students (PASS) books are content-centered packages of supplemental readings, activities, and methods that have been adapted for students who have disabilities and other students with diverse learning needs. *PASS* materials are used by regular education teachers and exceptional education teachers to help these students succeed in regular education content courses. They have also been used effectively in alternative settings such as juvenile justice educational programs and second chance schools, and in dropout prevention and other special programs that include students with diverse learning needs.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

PASS materials are not intended to provide a comprehensive presentation of any course. They are designed to *supplement* state-adopted textbooks and other instructional materials. *PASS* may be used in a variety of ways to augment the curriculum for students with disabilities and other students with diverse learning needs who require additional support or accommodations in textbooks and curriculum. Some ways to incorporate this text into the existing program are as

- a resource to supplement the basic text
- a pre-teaching tool (advance organizer)
- a post-teaching tool (review)
- an alternative homework assignment
- an alternative to a book report
- extra credit work
- make-up work
- an outside assignment
- part of an individual contract
- self-help modules
- an independent activity for drill and practice
- general resource material for small or large groups
- an assessment of student learning.

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified

content materials called *Parallel Alternate Curriculum (PAC)* were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students*. Project IMPRESS patterned the PACs after curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students (later called the Curriculum Improvement Project). This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature. Subsequent revisions have been made to bring the *PASS* materials into alignment with the Sunshine State Standards.

The *PASS* volumes provide some of the text accommodations necessary for students with diverse learning needs to have successful classroom experiences and to achieve mastery of the Sunshine State Standards. To increase student learning, these materials may be used in conjunction with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

User's Guide

The *English II PASS* and accompanying *Teacher's Guide* are supplementary resources for teachers who are teaching language arts to secondary students with disabilities and other students with diverse learning needs. The content of the *English II PASS* book is based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands*, *standards*, and *benchmarks*. A *strand* is the most general type of information and represents a category of knowledge. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Sunshine State Standards correlation information for *English II*, course number 1001340, is given in a matrix in Appendix F.

The *English II PASS* is divided into six units of study that correspond to the language arts strands. The student book focuses on readings and activities that help students meet benchmark requirements as identified in the course description. It is suggested that expectations for student performance be shared with the students before instruction begins.

Each unit in the *Teacher's Guide* includes the following components:

- **Unit Focus:** Each unit begins with this general description of the unit's content and describes the unit's focus. A general overview also appears in the student book. The Unit Focus may be used with various advance organizers (e.g., surveying routines, previewing routines, paraphrasing objectives, posing questions to answer, developing graphic organizers such as in Appendix A, sequencing reviews) to encourage and support learner commitment.
- **Suggestions for Enrichment:** Each unit contains activities that may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.

- **Unit Assessments:** Each unit contains an assessment with which to measure student performance.
- **Keys:** Each unit contains an answer key for each practice in the student book and for the unit assessments in the *Teacher’s Guide*.

The appendices contain the following components:

- **Appendix A** describes instructional strategies adapted from the Florida Curriculum Frameworks for meeting the needs of students with disabilities and other students with diverse learning needs.
- **Appendix B** lists teaching suggestions for helping students achieve mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggestions for specific strategies to facilitate inclusion of students with disabilities and other students with diverse learning needs. These strategies may be tailored to meet the individual needs of students.
- **Appendix D** provides a suggested list of the 500 most frequently occurring words on the *Scholastic Aptitude Test (SAT)*.
- **Appendix E** describes the Florida Comprehensive Assessment Test (FCAT) scoring rubrics for reading and writing.
- **Appendix F** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *English II*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record dates as the benchmarks are addressed.
- **Appendix G** lists reference materials and software used to produce *English II*.

English II is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. *PASS* is designed for use with other instructional materials and strategies to aid comprehension, provide reinforcement, and assist students in attaining the subject area benchmarks and standards.



Unit 1: Integrating Technology—Using the Internet

Overview

Integrating technology into your English classroom is an absolute must in the 21st century. In today's world, being functionally literate includes being able to manipulate computers and navigate on the information highway. For the most part, you will find your students are already familiar with the computer and how to use it. In addition, you will also find that many students who have difficulty with reading and written assignments are often very skilled with computers. Teachers who offer remedial reading and writing classes often do so through computer lab settings, with high degrees of success. Unfortunately, you will probably find other students in your class who have little if any experience with computers and will have difficulty incorporating their use into their classroom activities. Accommodating each end of this proficiency spectrum can be frustrating and time-consuming.

However, most students are highly motivated to learn to use new technological tools, especially since so many of their classmates are so proficient with them. Students are especially attracted to the hands-on and visual aspects of computer study and use. Many students are kinesthetic and/or visual learners. Having information presented to them on a printed screen, often with graphic illustrations, makes their assignments more comprehensible. Having the information in an interactive format is also a plus for these students.

Unit 1 is a very basic introduction to using technology to write and conduct research. Specifically, it addresses the following skills:

- using a computer to design writing
- using a computer to correct writing
- researching information on the Internet
- communicating through the Internet
- publishing writing on the Internet
- documenting information from electronic sources.



Unit Focus

Reading Process

Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- **LA.910.1.6.1**
use new vocabulary that is introduced and taught directly
- **LA.910.1.6.2**
listen to, read, and discuss familiar and conceptually challenging text

Literary Analysis

Non-Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.

- **LA.910.2.2.3**
organize the information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining)

Writing Process

Editing for Language Conventions Standard: The student will edit and correct the draft for standard language conventions.

- **LA.910.3.4.1**
spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*)
- **LA.910.3.4.2**
capitalization, including names of academic courses and proper adjectives
- **LA.910.3.4.3**
punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics
- **LA.910.3.4.4**
possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement



- **LA.910.3.4.5**
sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect

Publishing Standard: The student will write a final product for the intended audience.

- **LA.910.3.5.1**
prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia)

Information and Media Literacy

Informational Text Standard: The student comprehends the wide array of informational text that is part of our day-to-day experiences.

- **LA.910.6.1.2**
analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents
- **LA.910.6.1.3**
use the knowledge to a create workplace, consumer, or technical document

Research Process Standard: The student uses a systematic process for the collection, processing, and presentation of information.

- **LA.910.6.2.2**
organize, synthesize analyze and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations
- **LA.910.6.2.4**
understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law

Media Literacy Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

- **LA.910.6.3.2**
ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles
- **LA.910.6.3.3**
demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation



Suggestions for Enrichment

Student Book Activity Extensions

1. Using Spell Check (student book pages 15-16)

Consider having students work on a computer with a copy of the practice on pages 15-16 that you downloaded, instead of having them type it.

Point out to students that some words sound exactly like others but have different meanings. For this reason, they should be very careful when using spell check.

Consider having students begin a notebook of easily confused words. Have students include not only meanings, but examples of how each word is used, not used, and a sentence correctly using each word. Also, have students include a synonym and an antonym for each word, if at all possible.

2. Correcting Document Format (student book page 21)

Guide students in this exercise. Make sure they note how enlarged or bold print help readers organize information. Point out that this helps readers preorganize information and better comprehend new ideas. Evaluate if color and graphics help or hinder. Sometimes, a page can be too busy.

3. Researching Using the Internet (student book pages 31-33)

Before having students use the Internet as a resource tool, review your district's operating and security guidelines, its parental consent requirements and forms, and have monitoring methods in place.

If students are using their own home pages, you will need to help them locate the current news listings. Students unfamiliar with the Internet will need hands-on help to access the links from the listing of each event to the article about each. Keep a periodic check on students' work to make sure they are not duplicating each others' efforts. Encourage them to research topics they are genuinely interested in learning more about.



Keep in mind that students need to be very careful, even meticulous, in recording all information in each part of the exercise. Each part of the exercise will request specific information from their recordings. You may need to give them help in finding this information since many of them have had little, if any, experience in providing information for documentation.

Remind students of the following:

- Do not confuse the name of the site with the sponsoring agency. Sometimes, the site is the sponsoring agency's home page. Usually, this is fairly obvious.
- Remember, too, that the title of the article is different from the name of the site itself.
- Sometimes, you are given a publication date. This is not the date of access. The date of access is the date you actually visited the site. Usually, if you print the information, the access date is printed in the lower right-hand corner.
- List an author, only if a specific individual or the specific names of several individuals are given. Do not list an agency as author. The agency is usually the sponsoring organization—not the author.
- The URL address is an absolute must. Sometimes it is very long. However, you do need to copy it down completely.

4. **E-Mail Addresses** (student book page 36)

A secure server is a necessity. Review your district's operating and security guidelines, determining parental consent requirements and forms. If your school is unable to allow student e-mail accounts, find out if you may help students work by establishing a *Hotmail* account. Instructions for this procedure are provided on the *Hotmail* site (<http://www.hotmail.com>).

If some students already have open accounts, ask them to assist less computer-savvy students to complete this task.

Remind students to be meticulous in copying their classmates' e-mail addresses exactly as they are written. (They often have difficulty with the idea that each punctuation mark is critical.)



5. **Write, Send, Reply, and Delete E-Mails** (student book page 39)

Before assigning the activity to your students, review the e-mail directions and diagram on pages 37-38 of the student book. If the provider available to you is different, prepare your own diagram. Provide copies for the students to replace the one given in the student book.

Again, many of your students will be very proficient with this activity. Pair these accomplished students with those who need help in order to complete this activity.

6. **Online Citations** (student book page 44)

Impress upon your students that *all* researched material must be documented, and that the reader must be able to relocate any documented site or source.

Be prepared to work one-on-one with students in documenting sources. Use the basic guide for documenting electronic sources on pages 41-43 of the student book. The following are some guidelines to help you.

- The format provided is a guide. Few, if any, of the sites your students visit will provide all of the items requested. Tell students to carefully assess the information they are given. Use what is there.
- Correct formatting is absolutely essential. Make sure the correct titles are underlined or punctuated. Make sure periods and brackets are in the right place. Make sure the information is provided in the right order. If one item is missing, simply move to the next one.
- If a site has an editor, but no author, put the editor's name first, where the author's name should be.
- Ask students to use angle brackets (< >) around an electronic access, underline them, or print them in a highlighted color.
- Record dates in the format given. Sites will not always have a post date or a revision date; however, the date the site was accessed must always be included.



Unit Extensions

General Activities

1. Have students research the history of communication from the ancient times of oral “story telling” through the modern techniques including the Internet. Create a wall mural depicting this evolution. You may want to include future predictions related to communication.
2. Make up a list of computer and Internet terminology. Introduce some of the terms each day. After each day’s discussion, have students make up a card for each term, including a definition and a picture. Place the cards on the wall or make a large classroom dictionary of the terms. You may also have the students play *Concentration*, matching the technology term and definition for each card.
3. With your class, begin a list of the most helpful or most interesting Internet addresses. Prominently post the list with information describing what is found at each site. You may want to make this a yearlong project and create a Web wall in your room or in a prominent place in the school.
4. Read the following *Copyright and Fair Use Guidelines for Teachers* chart. Use the information from the chart and discuss issues with

Interesting Internet Addresses	
Web Sites	Information
http://www.ask.com/	good search for any information
http://www.m-w.com/	dictionary
http://www.biography.com/	biographies of famous people



Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at www.techlearning.com. More detailed information about fair use guidelines and copyright resources is available at www.halldavidson.net.

Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none"> Poem less than 250 words; 250-word excerpt of poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) One chart, picture, diagram, or cartoon per book or per periodical issue Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book 	<ul style="list-style-type: none"> Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. Students may incorporate text into multimedia projects. 	<ul style="list-style-type: none"> Copies may be made only from legally acquired originals. Only one copy allowed per student. Teachers may make copies in nine instances per class per term. Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district. Don't create anthologies. "Consumables," such as workbooks, may not be copied.
Printed Material (archives)	<ul style="list-style-type: none"> An entire work Portions of a work A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer 	<ul style="list-style-type: none"> A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen." 	<ul style="list-style-type: none"> Copies must contain copyright information. Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	<ul style="list-style-type: none"> Photograph Illustration Collections of photographs Collections of illustrations 	<ul style="list-style-type: none"> Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. From a collection, not more than 15 images or 10 percent (whichever is less) may be used. 	<ul style="list-style-type: none"> Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	<ul style="list-style-type: none"> Videotapes (purchased) Videotapes (rented) DVDs Laserdiscs 	<ul style="list-style-type: none"> Teachers may use these materials in the classroom. Copies may be made for archival purposes or to replace lost, damaged, or stolen copies. 	<ul style="list-style-type: none"> The material must be legitimately acquired. Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." Use should be instructional, not for entertainment or reward. Copying OK only if replacements are unavailable at a fair price or in a viable format.



Copyright and Fair Use Guidelines for Teachers Continued		The Fine Print
Medium	Specifics	What you can do
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Videotapes DVDs Laserdiscs Multimedia encyclopedias QuickTime Movies Video clips from the Internet 	<ul style="list-style-type: none"> Students “may use portions of lawfully acquired copyright works in their academic multimedia,” defined as 10 percent or three minutes (whichever is less) of “motion media.”
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Records Cassette tapes CDs Audio clips on the Web 	<ul style="list-style-type: none"> Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students.
Computer Software	<ul style="list-style-type: none"> Software (purchased) Software (licensed) 	<ul style="list-style-type: none"> Library may lend software to patrons. Software may be installed on multiple machines, and distributed to users via a network. Software may be installed at home and at school. Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format.
Internet	<ul style="list-style-type: none"> Internet connections World Wide Web 	<ul style="list-style-type: none"> Images may be downloaded for student projects and teacher lessons. Sound files and video may be down-loaded for use in multimedia projects (see portion restrictions above).
Television	<ul style="list-style-type: none"> Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) Cable (e.g., CNN, MTV, HBO) Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS’s <i>Reading Rainbow</i>, allow for much more.) Cable programs are technically not covered by the same guidelines as broadcast television.

students or use it to create a chart for your students. You may wish to send a copy home to parents.

“The Educators’ Guide to Copyright and Fair Use,” by Hall Davidson (October) Copyright



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5. Allow the class to brainstorm different careers that are aided by the use of computers. Discuss the importance of computers and the ways in which they are used by writers, graphic artists, cartoonists, teachers, architects, doctors, toy designers, musicians, etc. Then discuss careers that have developed due to the evolution of computers. In the student book on page 7, see several computer-related occupations: programmer, computer engineer, computer technician, computer operator, data entry or keypunch operator, technical writer, systems manager, computer teacher, sales representative, or software librarian.
6. Arrange a tour in your school to visit staff members using computers. Take a Polaroid or digital picture of each person you would like your students to interview. Have students work in groups to develop questions about the employee's use of the computer. Have students interview the selected employees and write short paragraphs about each employee's computer responsibilities. Create a bulletin board using the pictures and the students' paragraphs. Have students share their findings.
7. Have students choose several job notices involving the field of technology from the classified advertisements. Ask them to devise questions for the different jobs. Put students in pairs and have them conduct mock interviews.
8. Have students work in groups to create a list of rules for computer and Internet use. Compare the students' rules to your school's and school board's policies to merge the lists. Keep the rules posted.
9. Textbooks adopted by the State of Florida devote chapters and units to using technology. Many have excellent ancillary materials that provide extra practice for each skill addressed. You might also find the following publication helpful.

Anderson-Inman, Lynne, Ph.D. *Computer-Supported Studying: Using Technology to Improve Access to the General Education Curriculum*. Eugene, OR: Center for Advanced Technology in Education, College of Education, 2001.



Word Processing Activities

1. Ask students to tell about objects or projects they have designed at home. Help them develop computer graphics and drawings to illustrate the steps of the design processes they used.
2. Instruct students to create a Word document in which they write a persuasive letter to a friend. The letter should convince a friend to do something, such as to share in an event. The letter should include each of the four sentence types. Instruct the students to change the color of the font of each sentence to indicate the sentence type:
 - blue – interrogative
 - red – exclamatory
 - green – declarative
 - yellow – imperative.
3. Create an opportunity for students to demonstrate application of word processing skills as follows: You have just inherited a large sum of money and have decided to purchase a restaurant. Make up a name for your new restaurant and create a dinner menu that will include menu items, descriptions, and prices. The document must contain the following word-processing features: center and left alignment, underlining, bold and italic text, fonts of different point sizes, graphics and/or border, tab key, and bullets.
4. Have students arrange a story in sequential order that has been rearranged. They will use “cut and paste” commands to put the story back together.
5. Have students work in pairs on the computer. Give them a two-sentence scenario, introducing a setting and two characters, such as the following: “A tree stands, then splits down the middle in an open field. Two people approach it.” Starting with this two-sentence scenario, the students use the word processor to write a conversation between the two people about the split tree. Have them take on the identities of the characters, give them names, and write the dialogue as though each character has just come upon the split tree.



6. Have students write their names going down the left side of a page. Then have them write a word for each letter. Have the students choose three synonyms for each word by using the thesaurus on the computer. You can have students add pictures about themselves and use different colors for the words.

T	Team	company crew squad
A	Angry	irate mad upset
S	Shape	form build frame
H	Headache	dispute nuisance squabble
A	Act	action performance deed
7. Put a story starter on each computer in your room. While playing music, have the students continue the story. When the music stops, the students must move to the next computer and continue writing the story they find there.
8. Have students produce an autobiographical page about themselves. Print copies of everyone's page to make a "Memory Book" for each student. Allow students to autograph each others' books.
9. Have students create a newspaper Mini-Page. Take a topic you are studying such as survival or mythology and let them create games, pictures, and short articles to create an activities page such as you might find in a newspaper for young people.
10. There are many other things that students can use the computer to create. Here are some ideas: have students develop and design a resume; create a 3-D drawing of their house; create a postcard from another country; create a travel brochure using pictures, famous places, and other important information; design a flag; design a "Help Wanted" or "For Sale" sign (and have them say the weirdest things like "Bratty Brother for Sale"); have students interview each other, record their answers, and present their "new" friends to the class; have students create an autobiography using a timeline for 10 main events in their life; or have students create a page about a famous author.
11. Have students write to a mentor or maintain a daily journal.



Internet Activities

1. Read Dr. Seuss' *Oh, the Places You'll Go!* to the class. Start a discussion on the various jobs and careers the students know. Using the Internet, have students research and write about a career. Provide clear guidelines for research and Internet use.
2. Have students brainstorm a list of 10 common foods they like and create a short e-mail survey designed to be used to compare prices. Send the survey via e-mail to a teacher with whom you have prearranged to allow his or her students to participate in this activity. Ask that the teacher's students price each item and return the results via e-mail. Have your students graph and display the results of their survey.
3. Have students find a favorite poem or write an original poem. "Despace" it—to remove all the spaces, punctuation, and carriage returns so that the poem is all one jumbled mess. Prearrange with another teacher to have his or her students participate in this activity. E-mail this disaster to the teacher of the students in the other class. Ask that teacher's students to "respace" the text to recreate what they think are meaningful lines and stanzas and return it to you. Have your students compare the returned poems to the originals. Discuss how spacing affects meaning and readability of text.
4. Hold a computer scavenger hunt. Give pairs or groups of students 10 trivia questions. Have them race to see who can use the Internet to find the answers the fastest. Examples of such questions are as follows:
 - What is the zip code for Pig, Kentucky?
 - What is the first line in Frank Baum's *The Wizard of Oz*?
 - Who was the first President to live in the White House?
5. Have students research their town or city on the Internet, searching for such things as museums, theaters, and libraries. Then have students create a booklet detailing information they found in their search for people visiting their town or city.



6. Pair students in your class with students in another class in your city who are reading the same novel or short story. Have each class e-mail to exchange their thoughts on the novel and also include information brought out in their class discussions. You may choose to end this unit by having both groups meet one another at the public library.
7. Have students work in groups to do online research about the year they were born and create a newspaper reflecting the information. See *The Day I Was Born Online Project – Discovering Your Place in History* at www.stphilipneri.org/teacher/dayiwasborn/ as a resource.
8. Have students work in pairs and research a Florida destination online. Ask students to choose a destination and plan a day trip to one of the places that they would like to visit and write a short story about the visit.
9. Have students use the Internet to gather data to be used in an essay, commercial, advertisement, political speech, debate, or presentation.
10. Have students use the Internet to gather ideas about writing a resume, buying a car, buying car or home insurance, or renting or buying a house. Have them choose one and prepare a list of “what to do” and “what not to do.”
11. Have students work in groups of four to do a Web search for African folktales. Ask them to choose one tale and print it. Have students read the story, make a storyboard of the main events in the story, and practice telling the story to each other. Then ask the groups to go to an African art Web site and locate and print out two graphics: one to illustrate the selected story and one to illustrate a story they will write. Based on their selected graphics, have groups create their own African folktale to be shared with the rest of the class.
12. Have the students use the resources of the Internet and the library to find the meaning of their first and/or last names. Discuss how the concept of naming individuals has evolved.



13. Many teachers around the world have listed their classrooms online, stating that they are interested in establishing pen pal relationships with other teachers and their students. Many interesting activities can be developed from these relationships.
- Study folktales from a given country while your students are communicating with students from that country.
 - Have students conduct a survey of every state in the United States, asking questions about the people’s favorite foods or the amount of time spent watching television, for example. Graph the results and keep a classroom map marking off the states as you hear from them.
 - Have students develop a “holiday book” or a “traditions book” by asking pen pals from another country about their traditions and what activities and games; foods and recipes; and arts, crafts, and songs are a part of these traditions.
 - Hold a plant-growing contest. Students from a variety of geographical areas throughout the world plant the same kinds of seeds on the same day; follow the same directions for care of the plants as they grow; measure the plants; and send data to other participants so they can use the data for graphing, analysis, and drawing conclusions.
 - Students can exchange, compare, and graph weather information with other students around the world.
 - Students can measure the quality of the air and water (in lakes, oceans, or rain) and compare their findings with students in other parts of the world. The impact of pollution and environmental factors can be addressed.
 - Students from other parts of the world can exchange postcards. Each class then attaches the postcards to their corresponding countries on a large map as they arrive. Students could plan a fictional trip to visit their pen pals and determine the best routes and modes of transportation, the amount and type of money needed, and sites to see when they arrive.



14. Expert Web sites allow students to interact with real-world experts. Connecting students to an expert in a specific field is a way of expanding horizons, enhancing curriculum with current information, and integrating Internet resources. For instance, following the reading of a work by Mark Twain, have students consult with a Twain expert about the intended meanings of the river symbolism.
15. Have students use the Internet to gather background information about an author whose literary works are being discussed in class, a secondary educational institution, and /or a specific business or interest.
16. Research to find a real-time chat or live interview with a current author and supervise students as they participate.
17. Students should be explicitly taught to evaluate the accuracy of resources. This applies to Internet resources as well. A good idea is to provide the students with an evaluation tool to keep handy in the classroom for their use. Teach students the vocabulary and concepts associated with understanding an analysis. A good evaluation tool might contain the following information:

Analyzing Web Resources

Accuracy

1. Are sources listed for facts?
2. Can information be verified through another source?
3. Has the site been edited for grammar, spelling, etc.?

Authority

1. Is the publisher reputable?
2. Is the sponsorship clear?
3. Is a phone number or postal address available?
4. Is there a link to the sponsoring organization?
5. Is the author qualified to write on this topic?



Objectivity

1. Does the sponsor have commercial interests?
2. Is advertising included on the page?
3. Are there obvious biases?

Currency

1. Is a publication date indicated?
2. Is there a date for the last update?
3. Is the topic one that does not change frequently?

Coverage

1. Are the topics covered in depth?
 2. Does the content appear to be complete?
18. There are many opportunities for students to publish on the Web. The various opportunities to publish on the Web can engage students and encourage creativity. Note some of the types of opportunities below.
- Numerous sites are available for students to submit their work such as poetry, essays, research reports, and school articles. Some Web sites publish all the work that is submitted, some offer prizes, and others offer incentives for students who submit their work.
 - Online journal Web sites publish or feature outstanding individual work and classroom projects. Students can submit an article or project to the journal for review and will receive feedback on their submission.
 - Student opinion Web sites are available to allow students to publish their view or opinion on issues affecting young people.
19. Create a class Web site and publish students' poems, short stories, etc. Use the Web Site Rubric on the following pages as a guide for improvement.



Web Site Rubric

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Preparation						
Content Knowledge	showed total knowledge of content and is prepared to answer relevant questions	showed knowledge of content but is unable to answer relevant questions	showed incomplete knowledge of content	showed no knowledge of content		
Organization	content presented in orderly way, including introduction and graphics	content presented in orderly way with few exceptions	content presented in entirety but some parts presented out of order	some content omitted or most content presented out of order		
Audience Awareness	selected content matches particular audience and presented in language appropriate to audience	selected content matches particular audience but language occasionally inappropriate for audience	selected content does not match particular audience or language inappropriate for audience	selected content does not match particular audience and language inappropriate for particular audience		
				Total Points for Preparation Category:		

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Graphics						
Enhanced Content	creative and original	unoriginal but vivid and well designed	unoriginal and poorly designed	graphics were not used		
Relative to Content	appropriate, well-placed graphics were relevant to the content and helped audience understand essential points	appropriate graphics were relevant to content	graphics were not relevant and distracted from content	graphics were not used		
Easy to Understand	purpose clear, size and shape helped audience perceive completely	purpose clear, size and shape slightly obscured audience perception	purpose unclear, or size and shape obscured audience perception	graphics were not used		
				Total Points for Graphics Category:		



Category Introduction and Information	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Attention Grabber	introduction hooked audience's attention through interesting and informative content	introduction hooked audience's attention but did not include relevant information	introduction did not hook audience's attention and did not include relevant information	introduction was omitted		
Background and Purpose Provided	writer explained background and purpose thoroughly	writer explained background and purpose briefly	writer mentioned background but did not explain purpose	writer omitted any mention of background or purpose		
Summary of Content Provided	writer summarized content with relevant detail and had additional information which enriched understanding	writer summarized content with relevant detail	writer briefly summarized content	writer omitted summary		
Relates to Audience	writer clearly established strong link between topic and audience in a creative and original way (e.g., points out similar needs, shows how topic could be used)	writer clearly established strong link but in typical or unoriginal way	writer only mentioned link but did not elaborate	writer omitted mention of link		
				Total Points for Introduction and Information Category:		

Total Points for Web Page out of a Possible 40 Points: _____

Percentage Earned (number of points earned ÷ 40): _____ % _____ %

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20. Have students use the Web Site Rubric on the previous pages to evaluate Web pages on the Internet that are related to a specific topic.
21. Have students create a personal Web page using a word processor. Many major word processors (e.g., Microsoft Word and AppleWorks) have features that can automatically convert a document created on a word processor into a Web page. First, save the created document in order to later make changes to the original version. Then, depending upon the word processor program, save as “Web Page” or “HTML” under the “File” menu. The document will be changed to a Web page and saved to your computer. Now you can upload the page to a Web server to be viewable on the Web.

The look of the Web page may differ from the word processed document because of the HTML language behind most Web pages. Ask students to keep format simple to ensure greater similarity between the document and its Web page version.

22. Discuss Internet copyright laws with students concerning the use of Web images, sound recordings, text, presentations, and Web projects. Students may use www.cyberbee.com/cb_copyright.swf to view answers to several questions about copyright issues.

Wrap-Up Activities

1. Play *Bingo* for a final review of the unit. Develop a list of 25 key facts and vocabulary words. Design a Bingo grid with five columns and five rows. Have students write clues in the form of a question or complete a statement using one- or two-word answers. Have them place the clues on one side of a 3” x 5” card and the correct response on the other side. Have students print the word or words on the Bingo-card grid. Allow students to practice with a partner and the clue cards. Collect the clue cards and have students exchange Bingo cards and play the Bingo review game.
2. Play *Hollywood Squares*. A student is given a topic. If the student knows about it, he or she will state facts; if not, he or she will bluff. The other students will decide whether statements made are factual or not.



3. Use rubrics by RubiStar that can be customized by you on their Web site to evaluate student performance on specific types of lessons (<http://rubistar.4teachers.org/>). RubiStar is free and supported by the US Department of Education and also provides a way to analyze the performance of your whole class. By entering your data from the student rubrics, RubiStar will determine which items are problematic for the class as a whole, giving you the chance to reteach the material, revise it before presenting next time, or provide more examples and practice of the skill. The Web site also has separate project checklists that can be customized for students to know in advance exactly what is needed for the project.
4. Have students select content-related activities and write the processes used to complete each activity. Have students scan the Sunshine State Standards and identify all standards that apply to the student behavior demonstrated in completing the selected activities. Ask students to then revise their written explanations to describe how each activity developed or reinforced each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.
5. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations.



Unit Assessment

Complete the following activities as instructed.

1. Research your favorite sports figure.
 - Open your computer program to your search engine's homepage.
 - Begin your search by typing in the name of the person you've selected.
 - Double-check the spelling of his or her name.
 - Enter the search.
 - Search the sites until you can find at least five facts about this person that you did not know before. Make sure these are specific facts and not general observations. Write down each fact.

1. _____

2. _____

3. _____

4. _____

5. _____



- Write down a complete bibliographic reference for each fact you found.

1. _____

2. _____

3. _____

4. _____

5. _____

2. Share your information with your teacher by composing an e-mail to your teacher at the address he or she will give you.

- Share the five facts you learned about your subject.
- Format your information in the following way.
 - a. Center a title at the top of the page. Type it in bold.
 - b. Explain in complete sentences that you are sharing some details about your favorite sports figure.
 - c. Then list each fact that you found in a bulleted list. Provide a correct parenthetical reference for each fact.
- Check your message for spelling using the spell-checker on the computer.
- Check your work against the rubric on the following page.
- Send your message to your teacher.



Your teacher will use the following rubric to assess your activity. Use the rubric to check your own work. Make necessary corrections and then send your work to your teacher.

Internet Research Rubric						
		Weak → Strong				
		1	2	3	4	5
Content of Document:		Total Points for Content of Document: _____				
Document lists five facts.						
Each fact contains specific, concrete detail.						
Each detail is relevant to the topic—the history of the person chosen.						
Design of Document:		Total Points for Design of Document: _____				
Title is centered and in bold print.						
Contents are correctly introduced in a proper sentence.						
Each fact is set off by a bullet.						
Each fact is followed by a parenthetical citation.						
Document Follows Instructions:		Total Points for Following Directions: _____				
Document was successfully sent via e-mail.						
Each fact was correctly cited.						
Document was checked for spelling using spell-checker on the computer.						



Key

Practice (p. 13)

1. keyboard
2. menu bar
3. tool bar
4. cursor
5. margin
6. scroll

Practice (pp. 15-16)

The Phoenicians

(1) From about 1200 b.c. to 800 b.c., the Phoenicians lived on the Mediterranean coast, ~~northe~~^{north} of Palestine.

(2) Phoenicia was a narrow area between ~~mountains~~^{mountains} and the ~~see~~^{sea}.

(3) There was little land for farming, but cedar trees were plentiful. (4) These trees were used to ~~build~~^{build} ships. (5) The Phoenicians became highly skilled shipbuilders, building strong, beautiful ships that had no difficulty sailing ~~through rough~~^{through rough} ~~threw~~^{threw} water. (6) They also became navigators and seafaring merchants. (7)

These merchants and traders became ~~rich~~^{rich} and ~~built~~^{built} many ~~grate~~^{great} cities.

8. Answers will vary but may include the following:
Because some of the misspelled words are words, but used in the wrong context.
9. Answers will vary but may include the following:
Reread your paragraphs to make sure you used the correct spelling for the correct meaning.
Example: Number (3) see should be *sea* like the ocean, not *see* like your eyes see.

Practice (p. 21)

Answers will vary.

Practice (p. 25)

1. D
2. E
3. C
4. H
5. I
6. A
7. G
8. B
9. F

Practice (pp. 31-33)

Answers will vary.

Practice (p. 34)

Answers will vary.

Practice (p. 36)

Answers will vary.

Practice (p. 39)

Answers will vary.

Practice (p. 44)

Answers will vary.

Unit Assessment (pp. 23-25TG)

Answers will vary.



Unit 2: Reading—Understanding What You Read

Overview

Reading is, without a doubt, the most critical of all the skills needed for academic success. Along with writing, reading is a necessity for all areas of study during a student’s academic career.

Current emphasis on FCAT skills has made reading improvement an even more urgent priority. Many of you have attended workshops and in-service sessions that focus on these very critical areas. No doubt, many of you also have a number of effective strategies and activities that you use in your classrooms on a daily basis.

Florida’s formula for reading improvement is based on scientific research on reading. The formula reads: **5 + 3 + ii + iii = No Child Left Behind**. See the chart below and the explanation that follows for application of Florida’s formula.

5	+	3	+	ii	+	iii
5 Major Components		3 Types of Classroom Assessment		Initial Instruction		Immediate, Intensive Intervention
Phonemic Awareness		Screening		Explicit		Flexible Grouping
Phonics		Diagnosis		Systematic		Accommodations
Fluency		Progress Monitoring		Scaffolded		
Vocabulary				Differentiated		
Comprehension				Print-rich		

Five Instructional Components (5)

- phonemic awareness
- phonics
- fluency
- vocabulary
- comprehension

Three Types of Assessment to Guide Instruction (3)

- screening to identify students who need additional instruction



- diagnosis to determine their specific instructional needs
- progress monitoring to determine if students are making adequate progress within the current instructional environment

Initial Instruction (ii)

- An effective reading program has to integrate the five instructional components of effective reading instruction into a comprehensive and cohesive instructional design. Such a design provides “student-tailored” instruction and includes the following:
 - explicit instruction
 - systematic instruction
 - scaffolded instruction
 - differentiated instruction
 - print-rich environments.

Immediate, Intensive Intervention (iii)

- A classroom teacher or other teacher personnel can provide the additional instruction and practice some students may need.

Source: Florida Online Reading and Professional Development Course

We are very fortunate that the publishers of our most recently adopted textbooks have incorporated Florida’s benchmarks and standards, as well as an emphasis on FCAT, into the instructional materials they have made available to us.

This unit is intended to supplement all these strategies and materials you already have available and use. Specifically, it includes instruction in the following skills:

- previewing reading materials
- using context clues to determine word meaning
- using word parts to determine word meaning
- finding the main idea of a reading selection



- understanding a writer’s use of language
- recognizing fact and opinion
- understanding visual references
- finding information from different sources
- summarizing a reading selection.

Unit Focus

Reading Process

Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- **LA.910.1.6.1**
use new vocabulary that is introduced and taught directly
- **LA.910.1.6.2**
listen to, read, and discuss familiar and conceptually challenging text
- **LA.910.1.6.3**
use context clues to determine meanings of unfamiliar words
- **LA.910.1.6.6**
distinguish denotative and connotative meanings of words
- **LA.910.1.6.7**
identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.

- **LA.910.1.7.1**
use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection
- **LA.910.1.7.2**
analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning
- **LA.910.1.7.3**
determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details



- **LA.910.1.7.8**
use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources

Literary Analysis

Non-Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.

- **LA.910.2.2.2**
use information from the text to answer questions or to state the main idea or provide relevant details

Writing Process

Pre-Writing Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

- **LA.910.3.1.1**
generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials, or other reliable sources) based upon teacher-directed topics and personal interests
- **LA.910.3.1.2**
making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion

Drafting Standard: The student will write a draft appropriate to the topic, audience, and purpose.

- **LA.910.3.2.1**
developing ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience
- **LA.910.3.2.2**
establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant



Revising Standard: The student will revise and refine the draft for clarity and effectiveness.

- **LA.910.3.3.1**
evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
- **LA.910.3.3.4**
applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics)

Writing Applications

Persuasive Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

- **LA.910.4.3.2**
include persuasive techniques

Information and Media Literacy

Informational Text Standard: The student comprehends the wide array of informational text that is part of our day-to-day experiences.

- **LA.910.6.1.2**
analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents

Research Process Standard: The student uses a systematic process for the collection, processing, and presentation of information.

- **LA.910.6.2.2**
organize, synthesize analyze and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations

Media Literacy Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making

- **LA.910.6.3.1**
distinguish between propaganda and ethical reasoning strategies in print and nonprint media



Suggestions for Enrichment

Student Book Activity Extensions

1. **Previewing an Article** (student book pages 55-68)

As you work with students, point out how each part of the previewing process allows readers to find the main ideas because they are repeated and reinforced throughout the essay.

2. **Metropolis Park: The City Has an Obligation to Make It Happen** (student book pages 70-74)

The process of previewing the sections can work in reverse for a writing assignment. Instruct students to organize their ideas into an outline similar to the analysis they completed in the above exercise. Then, they can fill out the outline with specifics. A fun “extra” would be to allow students to illustrate their essays and share them with the class. Alert them to this as they are brainstorming their topics. This will help keep topics light and avoid heavier, more personal subjects.

3. **Examples of Context Clues** (student book pages 77-78)

Prior to, during, and after this exercise, when you are reviewing correct answers with the class, practice pronunciation with the class. When you are reviewing the correct answers, ask students to use the words correctly in a sentence that is different from the context sentence provided in the exercise. Take your turn as well, modeling correct sentences that correctly use the words.

Also, have students find unfamiliar synonyms for the unused meanings in the exercise. Practice pronunciation of each word together as a class. Next, take turns allowing students to use their words in original sentences. Guide them in using the sentences correctly, making sure they are using the word as the correct part of speech.

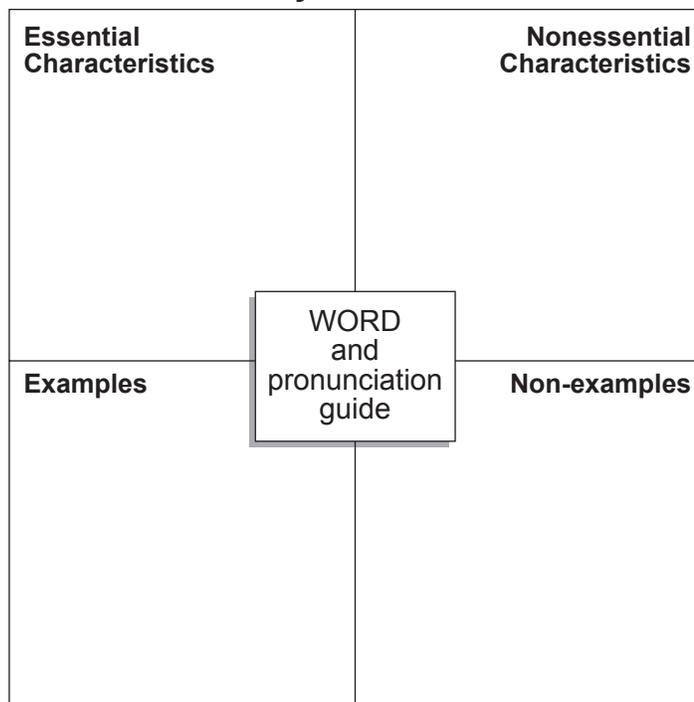


4. **Context Clues in Sentences** (student book pages 79-80)

The wording of your students' responses will vary. It is important that they understand the meaning of each word. Help them find the words to express what they feel and understand. Again, take this opportunity to help students master the pronunciation of each word. You may wish to extend the activity by completing a Frayer Model word categorization activity. Consider repeating this activity for other practices dealing with context clues, prefixes, suffixes, and key concepts from reading selections.

The Frayer Model is a graphic organizer used for word analysis and vocabulary building. Using the four-square Frayer Model, show students how to analyze a word's essential and nonessential attributes. Help them refine their understanding by choosing examples and non-examples of the concept. To completely understand what a concept is, you must also know what the concept is not. See Frayer Model 1 below.

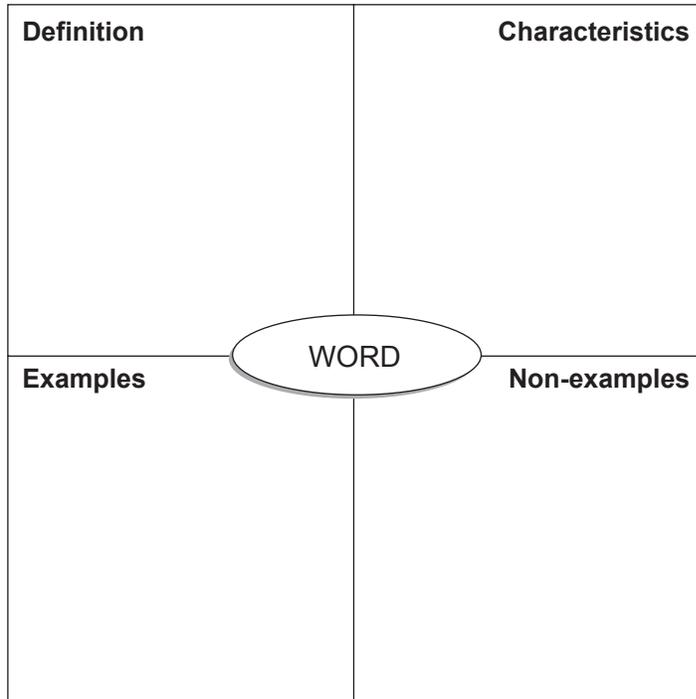
Frayer Model 1





Another sample Frayer Model prompts students to think about and describe the meaning of a word or concept. First, students analyze by defining the term and describing its essential characteristics. Second, they synthesize and apply this information by thinking of examples and non-examples. See Frayer Model 2 below.

Frayer Model 2



Also see Suggestions for Enrichments under Vocabulary in this unit for other strategies that promote vocabulary development and understanding.

5. **Context Clues in Text** (student book pages 81-82)

If students are unfamiliar with using context clues, this will be a difficult exercise. Consider repeating it several times. Begin with a common paragraph that the entire class reads. Elicit unfamiliar words from the class and guide students as they identify context clues. Also, consider following this activity with a group or partner activity, using these instructions. Review the students' findings as a class.



6. Prefixes and Suffixes and Their Definitions (student book page 90)

Help students with the prefix *bi* and the example *biweekly* in the chart on page 84 to generalize with words and the same prefix. For example, the word *bimonthly* in the practice on pages 88-89.

Encourage students to keep this list of prefixes and suffixes and their definitions in a journal or notebook on page 90. Frequently check over their lists. Consider taking class time to list words found by all class members. Have students add to their personal lists using these words and post a Word Wall to provide all students access at a glance.

Unit Extensions

Reading Selections Activities

1. To access over one million titles of print and audio-visual (AV) materials and more than 9,000 professionally selected web sites, use the SUNLINK database (www.sunlink.ucf.edu). SUNLINK is funded by the State of Florida and has a listing of more than 80 percent of the public K-12 school library media center materials in Florida. All items (print, AV, and web sites) are searchable by subject, title, and author keyword as well as language, format, publication date, grade level, and interest level. SUNLINK schools are encouraged to provide interlibrary loan services to teachers and students in other SUNLINK schools. If a title is found in SUNLINK that is not available in a local media library collection, the library media specialist can order it from another media center in the district, region, or state via interlibrary loan (ILL).
2. Document students' use of reading strategies using a Reading Strategy Interview and a Reading Strategy Interview Record Sheet. Prepare interview questions and record students' comments. The interviews can be used to set individual student goals and then to plan reading strategy mini-lessons. The students' comments can be used to create and post a class list of all the strategies students use and the positive reading attitudes they have shown. See the following examples for a set of possible student interview questions and a comment recording sheet.

Reading Strategy Interview Record Sheet

Student's Name: _____

Book Selection Strategies: _____

Before-Reading Strategies: _____

During-Reading Strategies: _____

After-Reading Strategies: _____

Student's Goal(s): _____

Reading Strategy Interview

Book Selection

- How do you make a selection as to what book to read?

Before Reading

- What do you do before you start reading a book?

While Reading

- If you are alone, what do you do when you cannot pronounce a word?
- If you are alone, what do you do when you do not know what a word means?
- What do you do if you do not understand a paragraph or page?

After Reading

- What do you do when you have completed the book?



Before Reading Activities

1. Use the Before, During, and After strategy, which is a step-by-step guide of what good readers do when they are reading to learn. This strategy is designed to stimulate the student's use of prior knowledge.

Before

- Check it out by skimming the text using information from your teacher about the purpose or task.
- Think about what you know about the subject.
- Decide what you need to know, make predictions about the meaning and organizational pattern of text, and determine the best strategy to use.

During

Stop, think, and ask yourself

- "How does it connect to what I know?"
- "Does it make sense to me?"
- "If it doesn't make sense, what can I do?"
 - change past ideas or misconceptions
 - disagree with author
 - anticipate new content
 - link new information to what is already known

After

- React to what you have read.
- Check to see what you remember by summarizing it mentally or graphically.
- Use what you have read, linking it to prior knowledge and applying it to new situations.



2. Use the Anticipation/Reaction Guide to activate students' prior knowledge about a topic and to focus on inaccuracies and misconceptions in the minds of some students. Identify major ideas in the text to be read which will challenge or support students' beliefs. Create at least five statements to which students can react based on their beliefs or opinions. See a sample graphic organizer below.

Anticipation/Reaction Guide		
Write A if you <i>agree</i> with the statement. Write D if you <i>disagree</i> with the statement.		
Response before Lesson	Topic:	Response after Lesson

Ask students to agree or disagree with the statements using the graphic organizer. Discuss responses and have students explain why they responded as they did. Have students read the text and look for statements which support, contradict, or modify their opinions. After students read the text, focus the class discussion on these questions:

- What statements support your opinions?
- What statements contradict your opinions?
- Why do you still agree or disagree with the writer?
- What would help you change your mind?

Then have students respond again to the Anticipation/Reaction Guide and discuss how and why their responses differed from ones made before reading.



3. Activate students' prior knowledge by making KWL (Know-Want to Know-Learned) charts. Using a large sheet of paper divided vertically into three parts, have students brainstorm what they already know about the subject and what they want to know. After reading, have them complete the Learned column. Keep the chart posted as they read.

KWL Chart

Know	Want to Know	Learned
Randi is going to visit Florida.	Why has she never left her home state?	Randi is an only child.
Randi is 16.	What did she think of the ocean?	She had not seen her aunt in so long because of a family problem years ago.
She sees the ocean - 1st time.		
She is from Ohio.		

To further extend the KWL strategy, have the class classify the information in the Know column. Turn the Want to Know column responses into questions. Add a Go column before the What I Learned column. In the Go column, have students brainstorm where they can go to get the information. Assign pairs of students to research the answers.

4. Activate students' background knowledge about a topic using an ABC Brainstorm chart. Have students use the letters of the alphabet to think of a word or phrase associated with the topic.

ABC Brainstorm

Topic: _____

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Summary: _____



5. Have students engage in experiences that deepen their understanding of key vocabulary words. For example, using the following graphic organizers, have students make comparisons, analogies, and metaphors, with key vocabulary and classify teacher-selected terms.

- Comparisons

Compare Terms Using Sentence Stems

_____ and _____ are similar because they both

_____ and _____ are different because

_____ is _____ , but _____ is _____ .

_____ is _____ , but _____ is _____ .

_____ is _____ , but _____ is _____ .

Examples

Fractions and **decimals** are similar because they both

Fractions and **decimals** are different because

fractions _____ , but **decimals** _____ .

fractions _____ , but **decimals** _____ .

fractions _____ , but **decimals** _____ .



A **monarchy** and a **dictatorship** are similar because they both

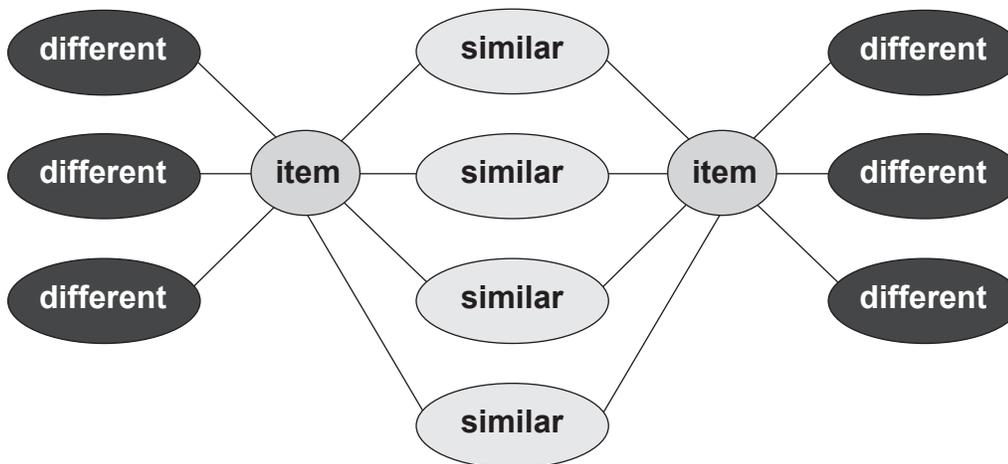
A **monarchy** and a **dictatorship** are different because

a **monarchy** _____ , but a **dictatorship** _____ .

a **monarchy** _____ , but a **dictatorship** _____ .

a **monarchy** _____ , but a **dictatorship** _____ .

Compare Terms Using a Double Bubble





Compare Terms Using a Grid

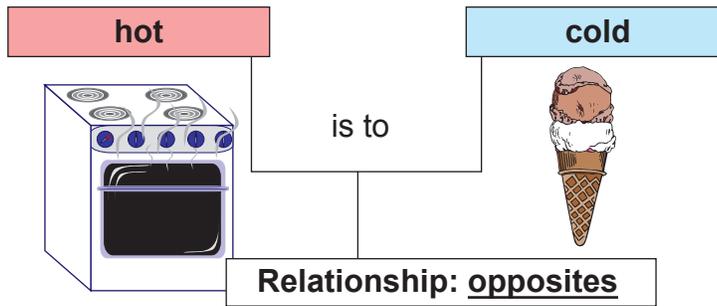
	Item 1	Item 2	Item 3	
Characteristic 1				Similarities and Differences
Characteristic 2				Similarities and Differences
Characteristic 3				Similarities and Differences
Characteristic 4				Similarities and Differences

- Analogies

Create Analogies

Step 1

Identify how the first pair of elements are related.

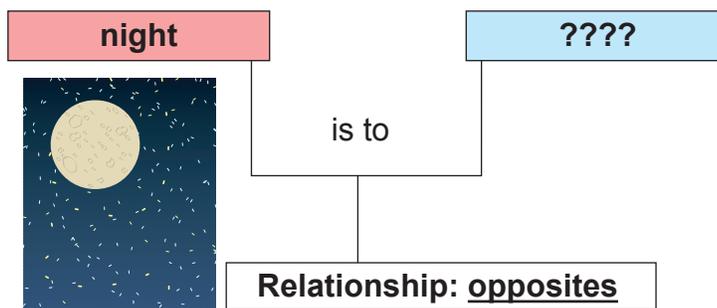


Step 2

State their relationship in a general way.

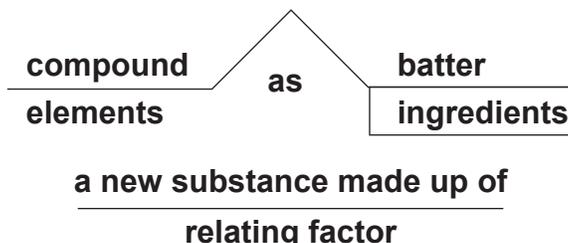
Step 3

Identify a second pair of elements that share a similar relationship.



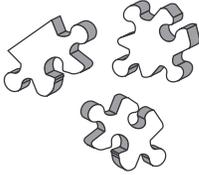


Solve Analogy Problems



•Metaphors

Create Metaphors

Step 1—Important and Basic Information 1. Identify the important or basic elements of the information or situation with which you are working.	Step 2—General Pattern 2. Write this basic information in a more general pattern by <ul style="list-style-type: none"> • replacing words for specific things with words for more general things • summarizing information whenever possible. 	Step 3—General Pattern in New Information or Situation 3. Find new information or a situation to which the general pattern applies.
<p style="text-align: center; font-size: 1.2em; font-weight: bold;">political map</p>  <p style="text-align: center; font-size: 0.8em;">2000 Electoral Votes per State</p>	<p style="font-size: 1.5em;">is a</p>	<p style="text-align: center; font-size: 1.2em; font-weight: bold;">puzzle</p> 

•Classify

Use Different Types of Word Walls to Classify

- content/thematic
- genre
- current events



Use a Definition Word Chart to Classify

Word	Category or Cluster	Critical Attributes	Symbol or Picture
Examples Non-examples	Examples: Non-examples:		
Definition			

6. Front-load key vocabulary words to build upon and extend prior knowledge and experiences. Provide extensive instruction in the preteaching and teaching phases of a lesson, providing students with opportunities to interact with vocabulary prior to reading.
7. Cut an exciting story into segments, stopping at different points to have students make predictions about what will happen next before handing out the following section.
8. Use the group activity called Expectation Scheme to provide students with a purpose for reading by activating their prior knowledge and engaging them in making predictions. Ask students to skim or pre-read a section of the text. Have each student generate as many statements as possible about the information he or she expects to find in the selection, writing each statement on a separate card or strip of paper. Have groups arrange their statements on chart paper in some type of hierarchical fashion. Next, focus a class discussion on why each statement was generated and why it was placed in a particular position in the hierarchy. After the material is read, discussion should center on how the information closely coincides with the Expectation Scheme.



9. Have students use the Author’s Intended Message (AIM) questioning strategy before, during, and after reading to focus on the main idea of a selection. Ask students to write down responses to these questions—

Before reading the selection:

- What is the topic?
- How much do I know about the topic?
- What do I expect to find out about the topic?
- What questions may be answered as I read the selection?

During reading the selection:

- If there is an introduction, does it tell what the major points will be? If so, what are they?
- How can I paraphrase the introduction?
- What words and phrases signal the organizational patterns of structures used in the selection?
- Which pre-reading questions I asked can now be answered?

After reading the selection:

- What was the author’s purpose?
- How can I best summarize this selection?
- What steps can I take if I still have not determined the author’s intent? (For example, reread, skim, discuss with others.)



10. Have students use the Collaborative Strategic Reading (CSR) technique with a reading selection. CSR is composed of four strategies: Preview, Click and Clunk, Get the Gist, and Wrap Up. Clicks refer to portions of the text that make sense to the reader—comprehension clicks into place as the reader proceeds smoothly through the text. Clunks refer to words, concepts, or ideas that do not make sense to the reader. When students do not know the meaning of a word, it is a clunk, and clunks break comprehension down. Have students work in small groups and follow these steps:

Before reading the selection

- Preview

Brainstorm—Write what you already know about the topic.

Predict—Write what you think you will learn about the topic.

During the reading of each paragraph or section in the selection

- Click and Clunk

If some parts were hard to understand, use these fix-up strategies (written on index cards) for figuring out a clunk word, concept, or idea—

- Reread the sentence and look for key ideas to understand the word.
- Reread the sentence with the clunk and the sentences before and after the clunk looking for clues.
- Look for a prefix or suffix in the word.
- Break the word apart and look for smaller words.

- Get the Gist

Write the most important person, place, or thing in the selection.

Write the most important idea about the person, place, or thing in the selection.



After reading the selection

- Wrap Up

Ask questions—Write and answer 5W-How questions:
Who? What? Where? When? Why? and How?

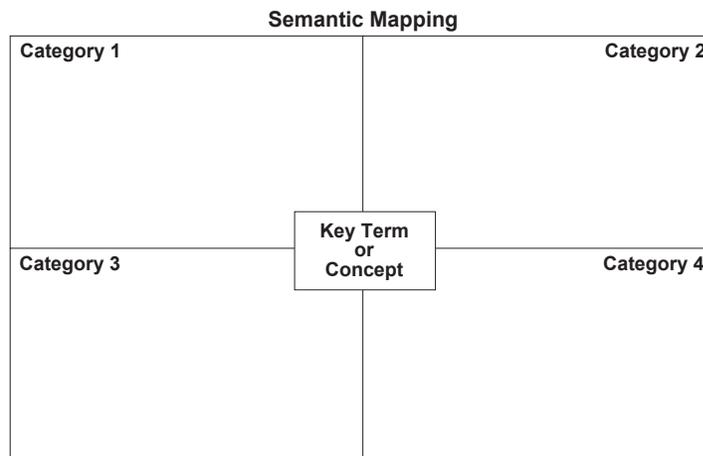
Review—Write the most important ideas learned from the selection.

After using CSR as a teacher-directed activity, consider assigning roles for peer-directed cooperative learning groups. Possible roles may include the following:

- Leader—says what to read and what strategy to apply next
- Clunk Expert—uses the four clunk fix-up strategies (written on index cards) to remind the group of the steps to follow when trying to figure out a word, concept, or idea
- Announcer—calls on group members to read or share an idea one at a time and makes sure all members participate
- Encourager—watches for behavior to praise, gives positive feedback, encourages all members to participate and help each other, evaluates how well the group works together, and gives suggestions for improvement
- Reporter—reports and shares groups main ideas and generated questions during wrap-up session
- Time Keeper—sets the timer for each portion of the CRS and lets the group know when it's time to move on.



11. Use Semantic Mapping as both a pre- and post-reading activity to activate and create background knowledge, to help students see relationships among vocabulary terms, to connect new information to prior knowledge, and to assist students in organizing information. Identify a key term or concept in the selection to be read. Ask students to say (or write) all the words and phrases that they think of about the key term or concept. List all responses on the board and discuss why each association was made. Next, have students group the responses into categories and label these categories. Discuss why the groupings or categories were chosen and display the results. See example below.



12. Use Probable Passages, a pre-reading technique that integrates prediction, summarization, frontloading vocabulary instruction, and story frames. Select 10-15 important vocabulary words, phrases, and concepts from a selection to be read. Use the literary elements of setting, characters, problems, events, resolution, and theme to have students categorize the selected words, phrases, and concepts into those classifications.

Frontloading Vocabulary Preceding Probable Passages	
Setting	
Characters	
Problem	
Events	
Resolution	
Theme	



Then have each student write a story by using the words in each category and placing them in the story frame like the one below.

- The story takes place _____
_____ .
- _____ is a character who
_____ .
- A problem occurs when _____
_____ .
- The problem is solved when _____
_____ .
- The story ends when _____
_____ .

After students have read the story, have them compare it to the version they predicted and then modify the predicted story to make it a summary paragraph.

13. Have students list the characters; summarize the plot; and describe the tone, setting, and theme of their favorite movie or book. Choose one of the following story maps for your students to describe the movie or book. To effectively engage students with content and foster active reading, reinforce concepts, and encourage critical thinking, consider repeating this activity for future reading selections.



Story Map

Title: _____

Author: _____

Setting

Key Characters

Problem or Goal:

Key Events or Episodes:

Theme: A Personal Truth

Theme: A Universal Truth

Resolution or Outcome:



Story Map 2

Title:

Elements

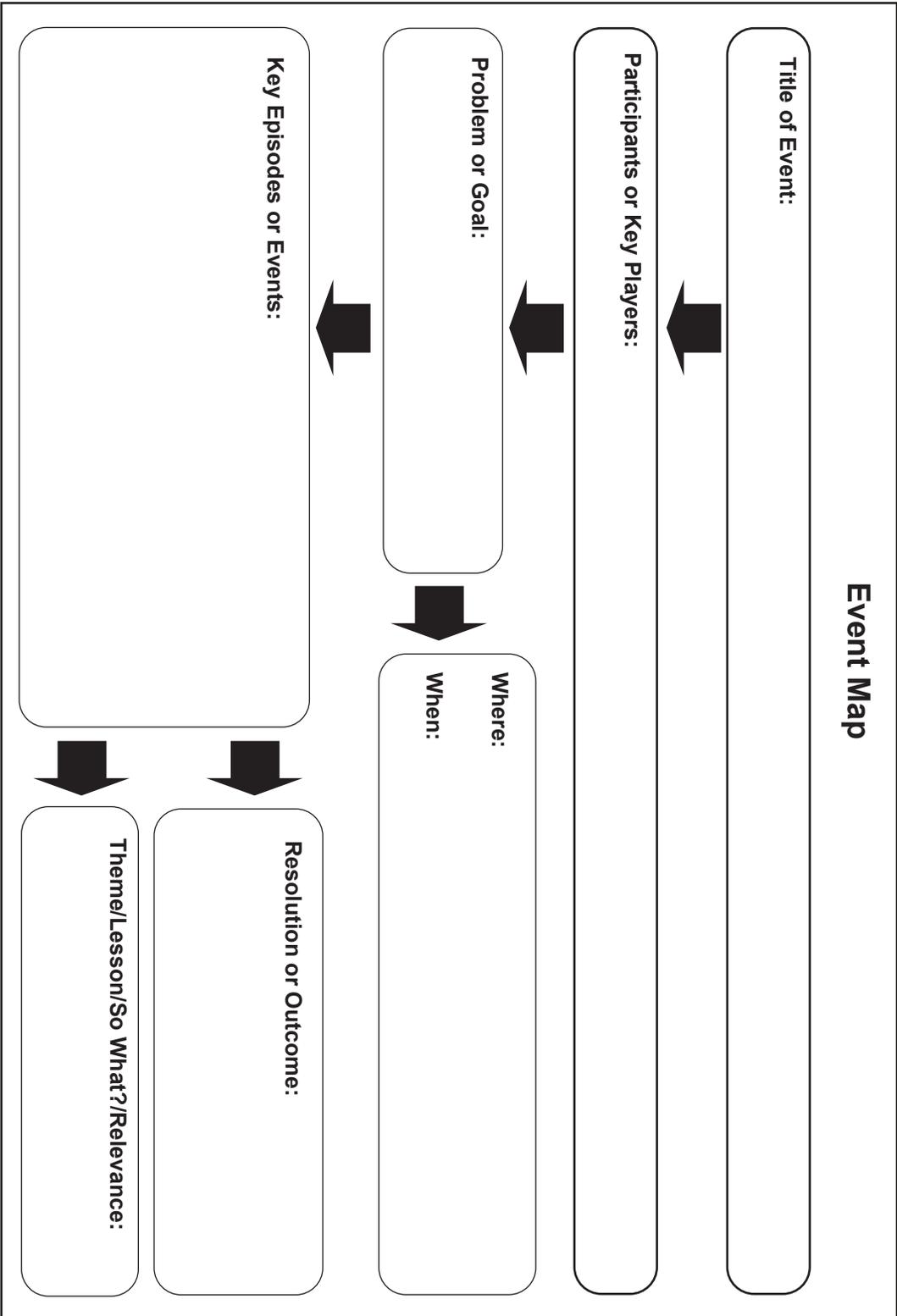
WHO?	Main Characters:	Other Characters:

WHERE?
WHEN?
Setting:

WHAT?	Problem:	Resolution:

HOW?	Structure		
	Beginning:	Middle:	End:

Theme:





Story Map Event Pyramid

Main Character's Name

Two Words Describing This Person

Three Words Describing the Setting or Place

Four Words Describing an Important Event

Five Words Describing the Main Idea or the Importance of This Event



Story Map Application		
Setting:	Where and When	
Characters:	Who were the major (and minor) characters taking part in the action of the story?	
Plot: Problem/Goal:	What event or situation sets the story in motion? What do the main characters hope to do?	
Plot: Events:	Key episodes	
Plot: Resolution/Outcome	Was the problem resolved, or was the character's goal met?	
Theme:	What is the message for us or for the rest of humanity? What's the moral, the universal truth, the common understanding?	

Story Map for Narrative Text Framed Character and Plot Chart

Example:

Somebody	Antwan
Wanted	to build a deck on his house
But	he didn't have wood
So	he went to the store to buy some.

Somebody	
Wanted	
But	
So	

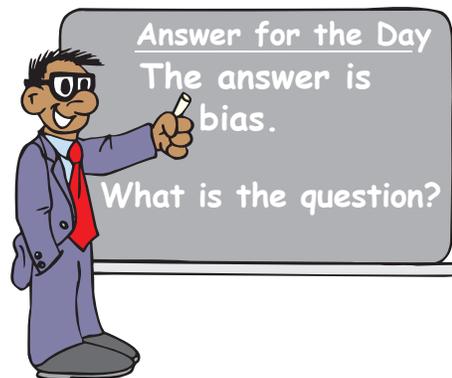




Story Map for Expository Text	
Something Happened	Then This Occurred



14. Have students ask neighbors or family members what their favorite books were in school or are at the moment.
15. Find many opportunities to stimulate creative thinking in your students. One way is to place an *Answer for the Day* on your board, such as—“The answer is bias. What is the question?” Encourage students to come up with as many questions as they can for which this would be the correct answer. Another suggestion is to clip “Letters to the Editor” from the newspaper and ask students to identify fallacies in the argument and to respond with an opposing argument.
16. Have students do a Valuing activity. Prior to reading, ask students to respond to a series of value questions related to the reading by writing Agree or Disagree on their papers. Examples of value questions might be as follows:
- Is it a person’s own fault if he or she is poor?
 - Is Florida the best state to live?



Spend some time discussing with your students the answers to their questions. See Unit 5 Suggestions for Enrichment under Speaking Activities for a value examination matrix, a conflict clarification matrix, and a decision-making matrix.



During Reading Activities

1. Help students use the following REWARDS—Reading Excellence: Word Attack and Rate Development Strategies—methods of attacking long words by segmenting the word into manageable, decodable “chunks.” Initially, have students use the overt strategy (circling and underlining). Later, students can use the covert strategy.

REWARDS—Strategies for Reading Long Words

(Reading Excellence: Word Attack and Rate Development Strategies)

Overt Strategy:

1. Circle the word parts (prefixes) at the beginning of the word.
2. Circle the word parts (suffixes) at the end of the word.
3. Underline the letters representing vowel sounds in the rest of the word.
4. Say the parts of the word.
5. Say the parts fast.
6. Make it a real word.

Example

reconstruction

Covert Strategy:

1. Look for word parts at the beginning and end of the word, and vowel sounds in the rest of the word.
2. Say the parts of the word.
3. Say the parts fast.
4. Make it a real word.

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2. Help students use the following RCRC—Read, Cover, Recite, Check—strategy for either memorizing or studying material or for actively reading content materials.

Using RCRC for Studying Words and Definitions or Questions and Answers

RCRC (Read, Cover, Recite, Check)

R = Read

Read a little bit of material. Read it more than once.

C = Cover

Cover the material with your hand.

R = Recite

Tell yourself what you have read.

C = Check

Lift your hand and check.

If you forgot something important, begin again.

Using RCRC for Reciting the Topic and the Details

Active Reading with RCRC

R = Read

Read a paragraph.

- Think about the topic.
- Think about the important details.

C = Cover

Cover the material with your hand.

R = Recite

Tell yourself what you have read.

- Say the topic.
- Say the important details.
- Say it in your own words.

C = Check

Lift your hand and check.

If you forgot something important, begin again.

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3. Read a book in a day by literally tearing it apart. Give each group a part of the book to read and discuss. When each group is done with its section, have students describe and draw pictures of what happened in their section on butcher paper that you have hung around the room. Then, as a whole class, go over the entire book in sequence.
4. Pair a stronger reader with a weaker one. There are many ways for paired readers to work together. Here are three approaches: *Lost and Found*, *CopyCat*, and *911*. In *Lost and Found*, the stronger reader reads the story but leaves out words and the weaker reader fills them in. In *CopyCat*, the stronger reader reads a phrase or sentence one at a time and the weaker reader repeats it right after him or her. In *911*, the weaker reader reads, and the stronger reader provides help only when asked.
5. Help students improve fluency by providing multiple readings of the same text. If you are going to be reading a text aloud in class, such as a play, assign parts ahead and allow students to practice at home. Use Reader's Theater (www.aaronshep.com/rt/index.html), which has free online scripts that students can use to follow stage directions during the reading of a play. Reader's Theater Editions are scripts written in a full range of reading levels, aimed at ages eight to 15. Students may also write their own scripts based on books they've read. The site includes a link to printable sets of different practice sheets to use in team scripting exercises.
6. Have students use index cards as a bookmarker when reading longer works. When they finish a chapter or section, have them jot down one or two sentences summarizing what they have read, as well as any difficult words in the chapter and the characters they met. Use separate cards for each chapter and keep them together with elastic bands. At the end of the book, use the cards for review.

Chapter 4	
summary - This chapter is about Randi's visit to Florida.	
Randi went to the beach in Jacksonville and saw the ocean for the first time.	
Randi went to visit her cousin in Orlando and saw her aunt (she had not seen in nine years).	
Randi - the main character of the book is a 16-year-old girl who has never been out of her home state of Ohio.	
insignificant	Aunt Emily
malcontent	Jerry - bus driver
subconsciously	Charlie - cousin



7. Model the Think-Aloud strategy to illustrate how you make connections with text. Read aloud from a text, stopping after a short passage, then “think out loud” showing how your mind makes connections that lead to comprehension of the text. After modeling several passages, have students work with partners to “think-aloud” other passages. The Think-Aloud strategy helps students make predictions about the text; compare and contrast events, ideas, and characters; visualize the information that is described in the text; and make connections to prior knowledge. Direct students to use the following six strategies as they use the Think-Aloud strategy:
- Identify the problem.
 - Fix the problem.
 - Picture the text.
 - Predict what will happen next.
 - Make comparisons.
 - Make comments.

Consider posting these in the room or creating bookmarks for students with the strategies on them.

Ask pairs or small groups of students to discuss their thinking with each other and offer their own strategies as they read. Then have each student fill out the following chart assessing his or her use of the Think-Aloud strategy.



Assessing My Use of the Think-Aloud Strategy

While I was reading, how much did I use these Think-Aloud Strategies?	Not Much	A Little	Usually	Always
Identify the problem.				
Fix the problem.				
Picture the text.				
Predict what will happen next.				
Make comparisons.				
Make comments.				

8. Provide students with opportunities to visualize as they are reading. This can be done in many ways. You may ask them to draw diagrams, maps, or pictures of what they have read. They can create settings and move cutout characters around the setting. They can complete graphic organizers such as Venn diagrams and story maps. Have students make a timeline, storyboard, or comic book about a short story, play, or novel.

9. When reading a longer work, create a Story Matrix for the classroom wall. Using a long sheet of butcher paper, divide it vertically into as many sections as you have chapters. On the side of the paper, place the words: Setting, Characters, Theme, and Summary. At the end of each chapter, select a student to write the information into the correct block as the class provides him or her with the answers. This will provide the entire class with a running memory record of the main components of the story.



10. Pair students to do Literature Letters. Have partners choose a book to read and divide it into four sections. After they read a section, they write letters explaining the events in that section to their partners. The partners write back and ask questions about that section. They write letters for all four sections of the book, turning in a copy of the letters.
11. Read aloud often to your students. Students learn from listening to what is being read. Ask students to draw a picture of what you are reading as they listen. Have them share and discuss their pictures at the completion of the reading session.
12. Stop occasionally as you are reading aloud to allow students to make predictions. Record their predictions on the board. When a prediction is validated in the text, place a check mark next to it and have the students make a new prediction.

Variation: Have students use a Prediction Chart like the one below to put in writing what they think will happen next. Then ask students to read to verify their predictions.

Prediction Chart		
Chapter	What I Predict Will Happen	What Actually Happened



13. Have students use the Directed Reading Thinking Activity (DRTA) for expository text to activate prior knowledge, make predictions, reach conclusions, and consider supporting evidence from text.

- Predict using the title and illustrations.
- Read first section.
- Ask and record responses to the following:

What do you know?

How do you know it?

What do you think will happen next?

- Read the next section and ask the same types of questions—confirming and disproving predictions.

Continue this sequence asking students to explain and justify predictions. You may wish to have students work in groups and present their findings after each section.

14. Have students use a Reader Response Log by writing questions and making predictions while reading a selection and then responding to those questions. Ask students to divide a sheet of paper into two columns, labeling the left column Text and the right column Response or Question. See the following explanation.

Reader's Response Log	
Text	Response or Question
In this column, provide a direct quote from the text that is challenging, interesting, and/or confusing.	In this column, respond to the quote by predicting what will happen, why you find it interesting, and/or what is confusing. Then make a personal response to the passage chosen.

First model the strategy and then provide small group practice before asking students to use it independently.



15. Have students use the Charting Text Structure strategy as a pre-reading strategy to locate and interpret structural clues in a selection. Distribute copies of a reading selection. As you read the text aloud, have students underline (or highlight) clues on their copies. Use a Think-Aloud strategy to help students exchange ideas about these clues. You may need to assist students by asking these questions:
- What are the main headings?
 - Is there an introductory paragraph?
 - Is there a concluding paragraph?
 - What are the topic sentences of each paragraph?

As a class, list the ways the author structured the selection. Ask students to write an outline of the selection’s structure and main idea.

16. Have students use the Content Frame, a visual representation—an outline—of the content of a reading selection to help students uncover the organization of the text, divide it into its components, and perceive relationships between sections. Read the selected text aloud with the class. Ask students to stop the process whenever they detect an organizational clue. Write the clues on the board and continue this process until the reading is complete. Discuss the organizational clues, eliminating the unnecessary ones and refining the others to best reflect the author’s intention and text structure. As a class, use the refined list of structural clues to create a “content frame” or final outline.
17. Have students use the Idea-Map strategy to see how information in an expository text is organized and how the various components fit together. The Idea-Map is unique because of its simple use of block charts to represent a reading selection’s progression of ideas in vertical (top to bottom) or horizontal (left to right) format. See the following four examples of Idea-Maps.



Description Idea-Map

Topic:

Compare and Contrast Idea-Map

Topic:		Topic:
	=	
	=	
	=	
	=	
	=	

Time Order Idea-Map

Topic:
↓
↓
↓
↓



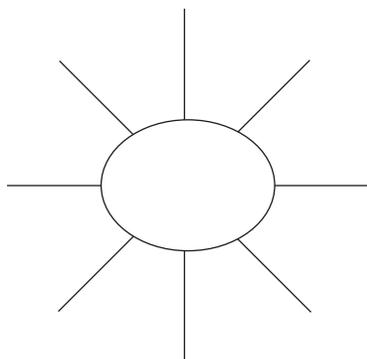
Problem and Solution

Problem:	➔	Solution:

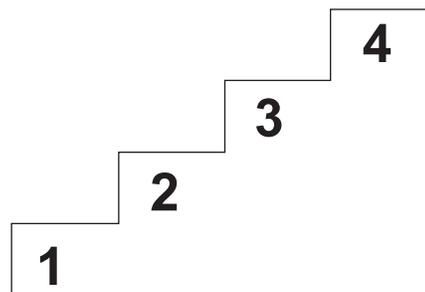
Select the most appropriate Idea-Map to assist student comprehension with a reading selection. Have students work individually or in small groups to complete the Idea-Map as they read the text. Discuss entries in small groups or with entire class and make necessary revisions to correct misconceptions or sharpen imprecise language.

18. Have students use various graphic organizers to see how information, main ideas, and supporting details in a text are connected and organized. These tools help students to isolate and analyze the main ideas in a reading selection. See the following five examples of graphic organizers.

Description Graphic Organizer

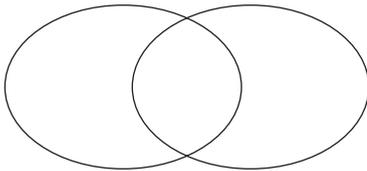


Time Order Graphic Organizer

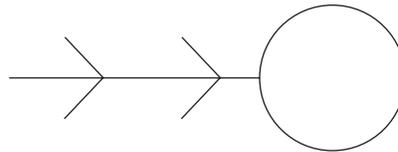




Compare and Contrast Graphic Organizer



Cause and Effect Graphic Organizer



Problem and Solution Graphic Organizer



Select the most appropriate graphic organizer to assist student comprehension with a reading selection. Have students work individually or in small groups to complete the graphic organizer as they read the text. Discuss entries in small groups or with entire class and make necessary revisions to correct misconceptions or sharpen imprecise language.

19. Have students use the ORDER strategy, which stands for the following acronym:

ORDER
O pen your mind
R ecognize the structure
D raw an organizer
E xplain it
R euse it

The ORDER strategy recognizes the importance of graphic organizers in helping students in visualizing the organization of information in a reading selection, but also takes into account the need for a student's independent, unguided thought process. The



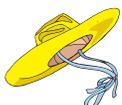
strategy encourages students to build their own graphic organizer if the text's structure does not match any of the standard patterns. Ask students to read a selection and take notes on key concepts and the structure of the selection in simple outline form. Have students evaluate the selection and its organization against the five standard graphic organizer patterns. If one of them matches, have students complete it, if not, encourage students to build their own to match the selection's structure. Hold a class discussion to compare student conclusions. If students disagree on the best organizer, have them explain their viewpoints and defend them with evidence from the text.

20. Have students use the 6 Thinking Hats strategy, a lateral thinking tool to help students look at a problem or decision about a reading selection or topic from many different perspectives. Have students work in small groups to discuss a problem and come to a consensus using the 6 Thinking Hats strategy. See the following three pages.

The first page gives a detailed explanation of how to “wear” each hat when thinking about and discussing the topic. The second page is a shorter version to post. The third page is used to write notes about the discussion. Each hat is to be worn separately by the group as the topic is thoroughly discussed wearing just that hat. The blue hat allows the group to see whether a conclusion can be drawn or if there is a need to go back to another hat.



6 Thinking Hats Strategy

<p>White Hat</p>  <p>Stating the facts</p>	<p>White Hat (Think of a sheet of <i>white</i> paper containing only unbiased facts.)</p> <ul style="list-style-type: none"> • facts • data • information <p>Wearing a white hat allows you to focus on what information is available, what information is needed, and how the information might be obtained. Opinions, beliefs, and arguments are put aside.</p>
<p>Red Hat</p>  <p>Stating the emotions</p>	<p>Red Hat (Think of <i>red</i> hot temperatures rising and falling.)</p> <ul style="list-style-type: none"> • feelings • emotions • gut reactions <p>Wearing a red hat allows you to put forth your feelings and emotions without justification, explanation, or apology. Having this time to get feelings out in the open is valuable.</p>
<p>Black Hat</p>  <p>Stating the negative aspects</p>	<p>Black Hat (Think of a stern judge wearing a <i>black</i> robe.)</p> <ul style="list-style-type: none"> • problems • pitfalls • dangers <p>Wearing a black hat allows you to consider suggestions critically and logically. Reflect on why a suggestion does not fit the facts or experience. Caution—negativity used too early can kill creative ideas.</p>
<p>Yellow Hat</p>  <p>Stating the positive aspects</p>	<p>Yellow Hat (Think of <i>yellow</i> sunshine bringing optimism into the day.)</p> <ul style="list-style-type: none"> • positive aspects • optimistic views • benefits <p>Wearing a yellow hat allows you to purposefully search for benefits, feasibility, and how something can work. Benefits are not always obvious; you might have to search for them.</p>
<p>Green Hat</p>  <p>Stating the creative alternatives</p>	<p>Green Hat (Think of <i>green</i> plants and rich growth.)</p> <ul style="list-style-type: none"> • creative solutions • additional alternatives • possibilities <p>Wearing a green hat allows you to focus on creative thinking and put forward interesting possibilities and new approaches. This sets aside the need for recognition, judgement, and criticism.</p>
<p>Blue Hat</p>  <p>Summarizing what is learned</p>	<p>Blue Hat (Think of <i>blue</i> skies and an overview of the whole.)</p> <ul style="list-style-type: none"> • summary • conclusion • decision <p>Wearing a blue hat allows you to focus on the overview process, or the need to go back to another hat (e.g., the green hat, to get some new ideas). This is the time for organizing and controlling the thinking process so it is more productive.</p>

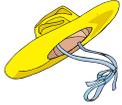


6 Thinking Hats Strategy

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<p>Black Hat</p>  <p>Stating the negative aspects</p>	<p>Black Hat (Think of a stern judge wearing a <i>black</i> robe.)</p> <ul style="list-style-type: none">• problems• pitfalls• dangers
<p>Yellow Hat</p>  <p>Stating the positive aspects</p>	<p>Yellow Hat (Think of <i>yellow</i> sunshine bringing optimism into the day.)</p> <ul style="list-style-type: none">• positive aspects• optimistic views• benefits
<p>Green Hat</p>  <p>Stating the creative alternatives</p>	<p>Green Hat (Think of <i>green</i> plants and rich growth.)</p> <ul style="list-style-type: none">• creative solutions• additional alternatives• possibilities
<p>Blue Hat</p>  <p>Summarizing what is learned</p>	<p>Blue Hat (Think of <i>blue</i> skies and an overview of the whole.)</p> <ul style="list-style-type: none">• summary• conclusion• decision



6 Thinking Hats Strategy

<p>White Hat</p>  <p>Stating the facts</p>	
<p>Red Hat</p>  <p>Stating the emotions</p>	
<p>Black Hat</p>  <p>Stating the negative aspects</p>	
<p>Yellow Hat</p>  <p>Stating the positive aspects</p>	
<p>Green Hat</p>  <p>Stating the creative alternatives</p>	
<p>Blue Hat</p>  <p>Summarizing what is learned</p>	



21. When reading works about a culture or setting that the students might not be familiar with, have them support their reading by researching and reporting on specific aspects of the culture. For instance, when studying African folk tales, assign groups of students to research individual African countries.
22. Ask students to rewrite a reading selection in as few words as possible. They should eliminate all but the main idea or the barest bones of the plot. The students could elect a winner—the best, shortest retold article or story. Alternatively, students could extract the main idea or plot and illustrate it with a different story.
23. Take a fiction or nonfiction tale and transfer it to index cards. Each index card should contain one vital element to the tale. Each student then receives one index card. You can either give the students a problem to solve based on the tale (who the hero was, what caused the epidemic, etc.) or ask them to reassemble the tale in the correct order of events. Mysteries are excellent sources for this activity because students must inevitably answer the 5W-How questions: Who? What? Where? When? Why? and How?

Dracula was hiding in the bedroom.

Who was Dracula after?

What did the hero use against Dracula?

Where in the bedroom did Dracula hide?

When did Dracula get caught in the bedroom?

Why was Dracula only seen at night?

How did Dracula escape?



24. Use cartoons to demonstrate cause and effect. Ask students to discuss ideas about the cartoons with a partner before sharing with the whole class. This small-scale practice or preview helps to build students' confidence.
25. Pose simple cause and effect questions. When students have grasped the answers satisfactorily, increase the difficulty of the questions until you are presenting them with debatable issues. What causes student apathy? What are the effects of steroids? Perhaps you could even tackle the old "chicken and the egg" question with rewards for the most creative theory. Centering journal questions around the causes and effects of their own personal decisions can also expand their perspective on this skill.

Consider using the following two-column chart to look at cause and effect and to consider consequences, causes, and solutions. You may also wish to use color-coded sentence strips on a board with magnetic backing to differentiate the areas of the chart.



Problem/Solution

Questions	Answers
What is the <i>problem</i> ?	
	↓
What are the <i>effects</i> ?	
	↓
What are the <i>causes</i> ?	
	↓
What are the <i>solutions</i> ?	

To extend activity, use one of the following charts to have students seek to provide support or evidence to bolster an opinion or to use key ideas to support a thesis. These are also excellent for pre-writing.



Opinion - Proof	
Opinion	Proof



26. Use magazine and newspaper articles to teach fundamental reading comprehension skills. Often textbook articles are overly simplistic in style and dated in content. Popular magazines seldom write above an eighth grade level but cover more relevant issues.
27. Use the Proposition/Support Outline strategy to help students separate factual and opinionated materials in a reading selection. Discuss the difference between fact and opinion. Have students offer strategies for determining each. Put these criteria to test by providing a list of statements for students to identify as fact or opinion.

Assign a reading selection for students to identify the main propositions (a statement that can be supported by arguments) of the selection. Have students work in small groups to evaluate each of these statements, looking for evidence of opinion, bias, or personal viewpoints. Ask students to label each statement as fact or opinion. Have groups share their conclusions with the class. Encourage discussion and debate any statement about which the groups cannot agree.

Introduce the Proposition/Support Outline. See the Proposition/Support Outline chart on the following page. Discuss how support for a proposition can be categorized in five ways: facts, statistics, examples, expert authority, or logic and reasoning. Assign students a reading selection that presents an argument. Have students fill out the Proposition/Support Outline chart on the following page as they analyze the author's arguments. As a class, discuss the types of support used to argue the proposition to determine if the author was successful in proving his or her proposition.



Proposition/Support Outline	
Topic:	
Proposition:	
Support:	
1. Facts	
2. Statistics	
3. Examples	
4. Expert Authority	
5. Logic and Reasoning	



28. Ask students to use the Guided Reading strategy by completing the 4-Column Notes chart below as they read. As a class, elicit responses to hold a class discussion.

4-Column Notes Chart for Guided Reading Strategy			
Facts	Connections	Questions	Reaction/Response

29. Have students do buddy or paired reading. Student 1 reads aloud to student 2, who then reads the same paragraph aloud to student 1. At the end of the paragraph, the pairs stop and share thoughts and questions. The students continue until the assigned passage is complete.
30. Have students code the text by using small sticky notes (or mark the text in pencil) to indicate when they have questions or aha points which lead to discussion of ideas. Students may use these marks to indicate the following:

? I have a question about this part.

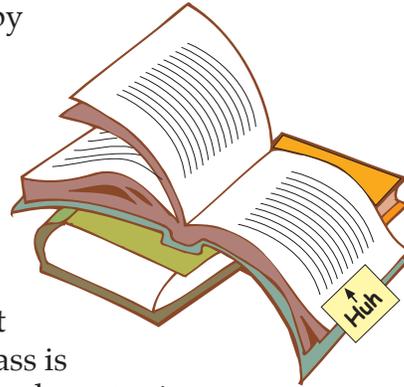
! I know this.

+ I didn't know this—now I do.

Variation: Have students use the above strategy to code the text and to take notes on sticky notes or index cards as they read, then use the coding and notes for a class discussion.



31. Have students use the “Huh” strategy by posting a small sticky note at a point of confusion in the text to remember to go back and see if, after further reading of the text, the point is now clear or if they still need to research further.
32. Review types of questions reporters ask when covering a news story. Stop at appropriate points in a story that the class is reading and have one student roleplay a character in the story while the other students become investigative reporters. Have the reporters ask probing questions, seeking an evaluation and interpretation of the story’s events as seen through the eyes of the character being interviewed. After the reading is completed, discuss the value of the questions asked, reinforcing the use of effective questions.
33. Illustrate the use of facts and opinions in advertising aimed at the youthful consumer. Students are beginning to flex their buying power, and they are very influenced by peers and the media. Analyze the marketing of clothes, sports equipment, and other popular items. Analyze claims in advertising by researching the facts. Follow this with an article in the school paper or even a letter to companies that students feel manipulate the facts.
34. Use classified and other ads from the newspapers to discuss fact and opinion. For example: “leather upholstery” (fact), “beautiful and in excellent condition” (opinion).





35. Use the Discussion Web to help students visualize key elements of an issue and identify opposing points of view on the matter. Assign a reading selection that is controversial and can elicit clearly defined opposing viewpoints. Ask the class to identify the main question of the selection. Once consensus is reached, post the question for a quick reference. Have students work with a partner and provide them with the Discussion Web. See the Discussion Web below.

Discussion Web		
Reasons _____ _____ _____ _____	Yes	Question _____ _____ _____
	←	No
		→
		↓
Conclusion _____ _____ _____		

Ask partners to write at least three reasons for answering the question “Yes” and an equal number of reasons for answering the question “No.” Have partners share supporting ideas from the reading and from their own experiences. Have partners pair up with another set of partners to work as a group. Ask each group to compare their responses, come to a consensus, and reach a conclusion on a pro or con point of view. Each group then selects a spokesperson to report to the class. Record students’ positive and negative responses on a simple T-Chart. See the T-Chart below.

T-Chart	
Yes	No



Have students evaluate each reason, pro and con, objectively and fairly. Encourage students to decide on a position on the general question and write his or her final conclusion on an index card. Point out that understanding both sides of an argument does not preclude taking a stand. Collect the cards and tally the responses. Share the results with the class and list the most common reasons, pro and con, for these decisions on a shared Discussion Web chart.

36. Use the Intra-Act reading strategy to engage students in a reflective discussion. The Intra-Act process has four phases:

- comprehension phase—students construct meaning from a text selection
- relational phase—students relate what they have learned about the topic with other readings and prior experience
- valuation phase—students express personal feelings and value judgements about the topic
- reflective phase—students reflect on decisions they have made and the values upon which these decisions are based.

Choose a reading selection on a controversial topic, one about which students can form clear and informed opinions. Discuss the differences between factual and opinionated information, stressing the need to defend opinions with supporting evidence. Identify a number of opinionated statements from the reading selection. Place these statements on the Intra-Act Value Statements chart on the following page.



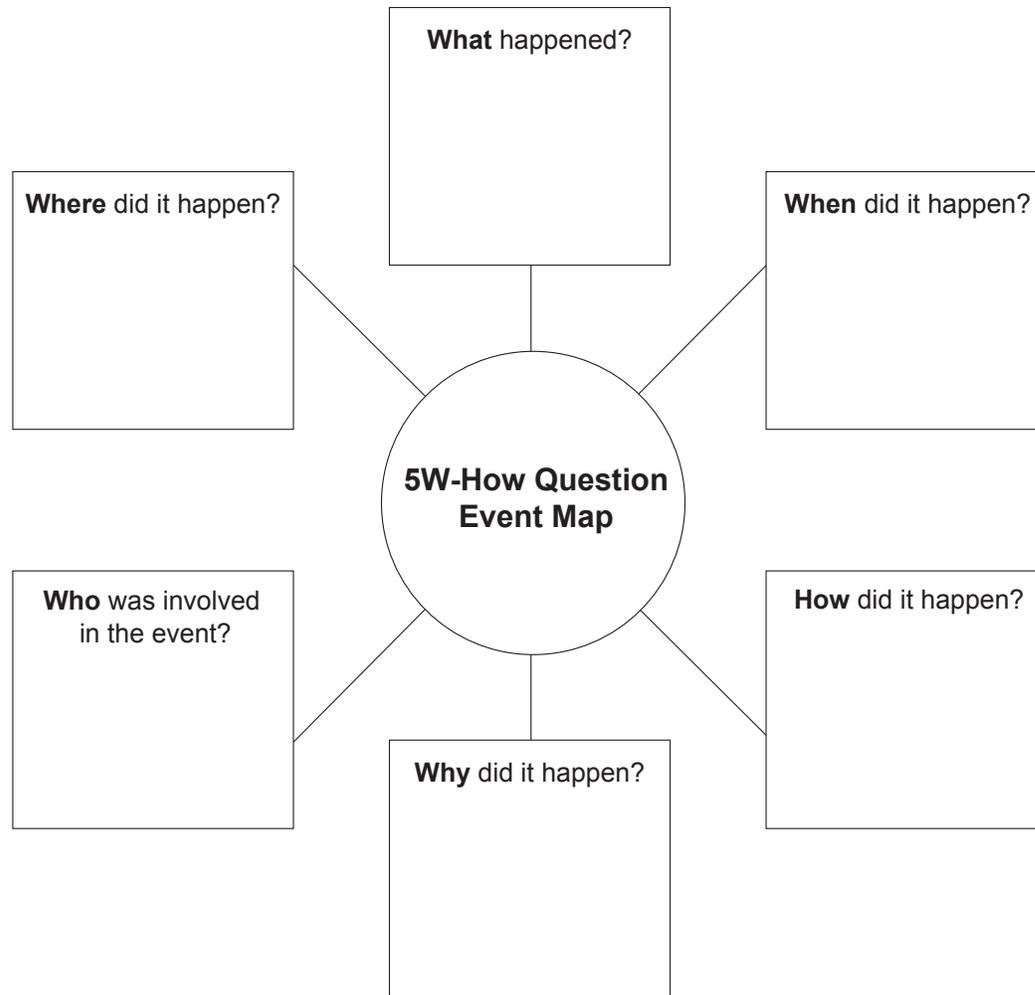
Intra-Act Value Statements					
Statements	Name	Name	Name	Name	Prediction Score
	Yes No — —	Yes No — —	Yes No — —	Yes No — —	
	Yes No — —	Yes No — —	Yes No — —	Yes No — —	
	Yes No — —	Yes No — —	Yes No — —	Yes No — —	
	Yes No — —	Yes No — —	Yes No — —	Yes No — —	
Predictions were correct = + Predictions were incorrect = –	total score =				
	percentage of correct predictions = (number of correct predictions ÷ number of total responses)				

Have students work in groups to read and summarize the reading selection. Ask each group member to respond to the value statements. Then give each student a copy of the previous chart. Ask students to write in their own names and responding “Yes” or “No” to reflect their agreement or disagreement with the statement. Next, ask students to write in the names of their team members and predict how they will respond to the statements by marking the “Yes” or “No” boxes under their names. Finally, ask group members to share their predictions inside the group and mark their correct and incorrect responses on the chart. Engage students in a discussion of their reasons for supporting specific statements.

37. Create exercises using editorials and letters to the editor or other newspaper articles or columns.
38. Have students select newspaper articles and find the main ideas.
39. Give students a copy of a short article or story. Have them use the 5W-How Question Event Map on the following page to answer Who? What? Where? When? Why? and How? after reading the selection. Have students share responses in pairs. Then discuss responses with the whole class.



5W-How Question Event Map



40. Have students use the Internet or bring in newspaper articles and locate the sentence(s) that answer the 5W-How questions. Have them make six columns on their paper with the headings: Who? What? Where? When? Why? and How? Ask students to list answers under the appropriate headings. Use classified ads for this as well.
41. Enlist the help of your school resource officer to surprise the class with a mock enactment of a crime or dramatic incident. Ask the class to write down the facts they noted about the incident. The school resource officer can then analyze these facts and explain which ones are useful and which ones are really opinions. For example, one student might say a small man ran by. Upon further reflection, the actor could return and a more factual description be given.



42. Use the Reciprocal Reading strategy to help students use reading strategies independently. These strategies include text prediction, summarization, question generation, and clarification of unknown or unclear content. Place students in groups of four. Distribute one notecard to each member of the group identifying each student's role in the reading activity: summarizer, questioner, clarifier, or predictor. Have students read a few paragraphs of the assigned text selection, taking notes as they read. Have students stop at a given point.

- The Summarizer will give the key ideas up to this point in the reading.
- The Questioner will pose questions about unclear parts, puzzling information, connections to previously learned information, and motivation of the characters.
- The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
- The Predictor will guess what the author may describe next or what the next events in the story will be.

The roles then switch one person to the right, and the next selection is read. Have students repeat the process using their new roles until the entire selection is read.

43. Have students think beyond the words on the page and consider the author's intent or success at communicating it. Have students use this process to question the author. Ask students to read a selection of text (one or more paragraphs, but generally not a whole page). Then have students answer these questions:

- What is the author trying to tell me?
- Why is the author telling me that?
- Does the author say it clearly?
- How might the author have written it more clearly?
- What would I have wanted to say instead?



This is a tool for recognizing and diagnosing “inconsiderate” text. Students may struggle with content not because they are failing as readers but because the author has failed as a writer. This allows students to approach text with a “revisor’s eye.”

44. Incorporate a Three-Minute Pause between large sections of content. Place students in groups of three to five. The Three-Minute Pause provides a chance for students to stop, reflect on newly introduced concepts and ideas, make connections to prior knowledge or experience, and seek clarification. Have students do the following:
- Summarize key points so far. (Focus on key points up to this point.)
 - Add your own thoughts. (What connections can be made? What does this remind you of? What would round out your understanding? What can you add?)
 - Pose clarifying questions. (Are there things that are still not clear? Are there confusing parts? Are you having trouble making connections? Can you anticipate where it is heading? Can you probe for deeper insight?)
45. Have students use the 3 - 2 - 1 chart below as they read chapters in a book.

3 - 2 - 1 for Chapter _____

3	Things You Found Out:
2	Interesting Things
1	Question You Still Have

This gives students an opportunity to summarize some key ideas, rethink them and focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. For a class discussion after each chapter, use their



responses to construct an organized outline, to plot a Venn diagram, to identify sequence, or to isolate cause and effect. Discussions are then based on the ideas they found, that they addressed, and that they brought to class.

46. Discuss the five levels of Bloom’s Taxonomy and how each new level builds on previous levels, focusing on the type of thinking that occurs at each level and the kinds of questions arising from this type of thought. See the “Bloom’s Taxonomy: Question Frames for Developing Higher-Level Questions” chart on the following page. Post the chart for quick reference.
- Use a common reading selection and discuss the levels of Bloom’s Taxonomy by asking questions about the selection that demonstrate the type of thought required in each level.
 - Have students work in groups. Assign groups a familiar topic (e.g., news events, hobbies, sports, etc.). Provide each group a copy of “Bloom’s Taxonomy: Question Frames for Developing Higher-Level Questions” on the following page. Ask the groups to compile questions about their topic for each level of Bloom’s hierarchy. Share these questions with the class and evaluate how well the questions reflect each level of thinking.
 - Distribute a reading selection to each group and repeat the exercise. Encourage student discussion of resulting questions. Help students match questions they developed to the most appropriate level in Bloom’s Taxonomy.



Bloom's Taxonomy

Question Frames for Developing Higher-Level Questions

Recall—repeating or retelling information, such as remembering and reciting key facts, ideas, definitions, and rules

What is _____ ?

Define _____ .

Identify the _____ .

Who did _____ ?

Analysis—separating the main ideas or components of a larger whole, such as organizing bits of data into “information clusters” or related pieces that fit together to form the whole

What is the main idea of _____ ?

List the main events of _____ .

What are the parts of _____ ?

What is the topic of _____ ?

Comparison—noting similarities and differences among the component parts, such as comparing how component parts are alike and how they are different

What is the difference between _____

and _____ ?

Inference—making predictions or generalizations through deductive or inductive reasoning, such as starting with a general statement or principle to explain how specific details relate to it (deductive logic) or investigating specific details in search of an underlying, unifying general principle and generalizing to uncover the main idea (inductive logic)

What do you think will happen next in the _____ ?

What is the main conclusion from _____ ?

Predict what _____ will do.

What would happen if _____ ?

Evaluation—reaching a conclusion supported by evidence, such as bringing together analyses, comparisons, and inferences to synthesize a conclusion

What is your opinion of _____ ?

What is the best solution to the problem of _____ ?

Evaluate the writing of _____ .

Defend your opinion about _____ .



47. Use the Seed Discussion strategy to encourage in-depth discussion of reading selections. The Seed Discussion is a two-step process using critical thinking skills and communication skills. First, students identify seeds for discussion, such as key concepts or questions requiring further elaboration. Second, students present their seeds to initiate group discussion. There are four roles played by students in each group.

- Leader—responsible for calling on each student to share his or her discussion seeds
- Manager—responsible for everyone having materials for discussion (books, journals, cards, etc.)
- Checker—responsible for every team member having a chance to talk about his or her seeds (everyone must comment on the seed before the next person presents his or her seed for discussion)
- Communicator—responsible for letting the teacher know when discussion is complete

Provide students with a series of questions about a reading selection that will assist them in identifying possible seeds for discussion. For example:

- What new information does the reading selection provide?
- What did you find interesting or surprising about the reading selection?
- What did you not understand in the reading selection?

Give students time to write and refine their seeds. Have students then initiate discussion by presenting their seeds, waiting for each member of the group to comment about a seed before moving on to the next person's seed. Have students evaluate the seeds, describing criteria for determining quality seed ideas.



48. Use the Radio Reading “read aloud” strategy for maximum interaction between the reader and the audience. This strategy allows comprehension improvement at two levels. The reader is immersed in the text to develop discussion questions and the audience reinforces learning by responding to reader’s questions. Have students work in small groups of four to six members. Assign each group a short reading. Ask the group members to silently read the entire selection. Then assign a specific section (a paragraph or more) to each group member to read aloud and to prepare discussion questions on that section. Give several minutes for rehearsal and formulation of questions for discussion.

Begin Radio Reading by having a reader read as the audience listens with their books closed. Discussion is initiated by the reader asking each member of the group a question to prompt the discussion. A listener may ask the reader to restate an unclear question. After the reader’s questions are thoroughly answered, the next listener takes a turn as reader. A Radio Reading chart like the one below can help to sustain the process and assist in accountability for each group member. A designated secretary can mark a + (plus sign) in the box to indicate a correct response, a - (minus sign) when the answer is unsatisfactory, and an R in the box of the reader. The decision on whether the response is a + or - lies with the reader.

Radio Reading							
Secretary’s Name _____							
	Questions						
Group Member Names	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							



49. Use the Say Something strategy to help students construct meaning from text as they read by predicting, questioning, clarifying, connecting, or commenting during the reading process. Have students work in pairs and either read material aloud or silently. Cue students to stop and say something to their partner. You may direct “Say Something” by having students take a character’s point of view, personally connect to the text, or state something they remember from what was read. You may also locate places in advance for students to stop and say something, such as making a prediction, asking or answering a question, or summarizing and clarifying; to make a connection; or to make a comment. Partners then offer a response to what was said. If a student cannot say something, then he or she will need to reread the selection. After partners share, you may also have the whole group share. Use the “stand and share” technique whereby everyone stands up. When someone shares an idea of their own, they sit down. The “stand and share” technique may be used for any type of brainstorming activity.

Variation: Students may use the Say Something strategy as a personal comprehension model and say something silently to themselves.

50. Have students rewrite an incident in the book from another character’s point of view. Ask students to use the graphic organizer on the following page as a pre-writing tool to rewrite the incident.



Rewrite of an Incident

Character
who?

Setting
time, place, where?

Problem
conflict

Solution
resolution



51. Have students follow along as you read a selection aloud that is rich in visual and other sensory details. Stop and ask students to visualize the sensory details. Have them share their sensory impressions with each other. If necessary, prompt responses with specific questions, such as the following: What do you hear? What do you smell? Have students compare their visualizations. Point out common images and specific passages that produced them. Encourage students to explain the differences in their visualizations.

After Reading Activities

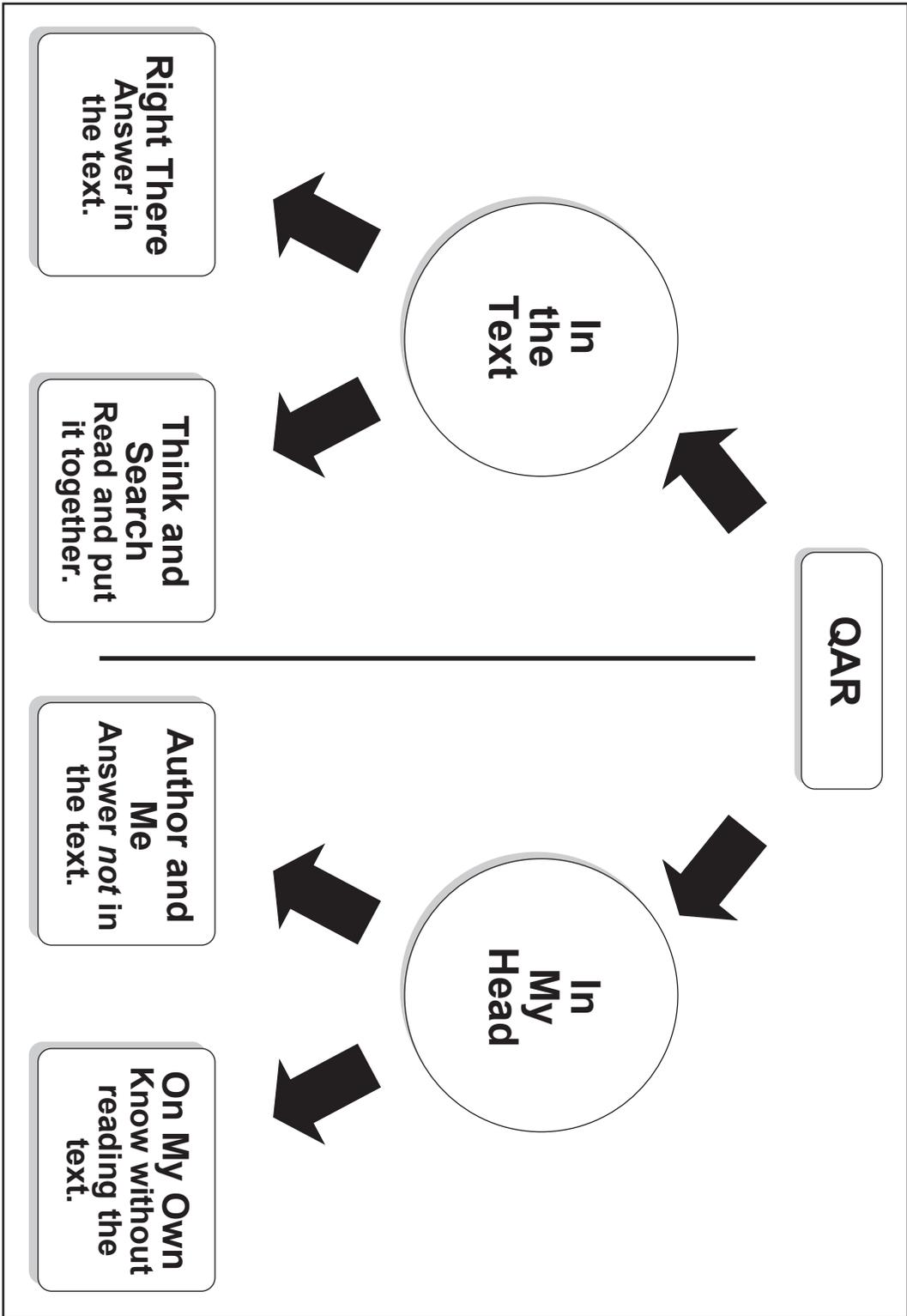
1. Use the Question-Answer Relationships (QAR) strategy as a post-reading strategy. This strategy equips students to tackle questions more effectively by teaching them to recognize different types of questions.

Two types of questions are text-based questions:

- “Right There” questions are constructed with words taken exactly from the text and answers can be found in the text.
- “Think and Search” questions ask students to think about the information they read and to search through the text to find information that applies.

Two other types of questions are knowledge-based and require students to use prior knowledge:

- “Author and You” questions require students to have read the text to understand the questions, but the answers are not found in the text.
- “On My Own” questions can be answered by students based on their background knowledge and does not require reading the text.

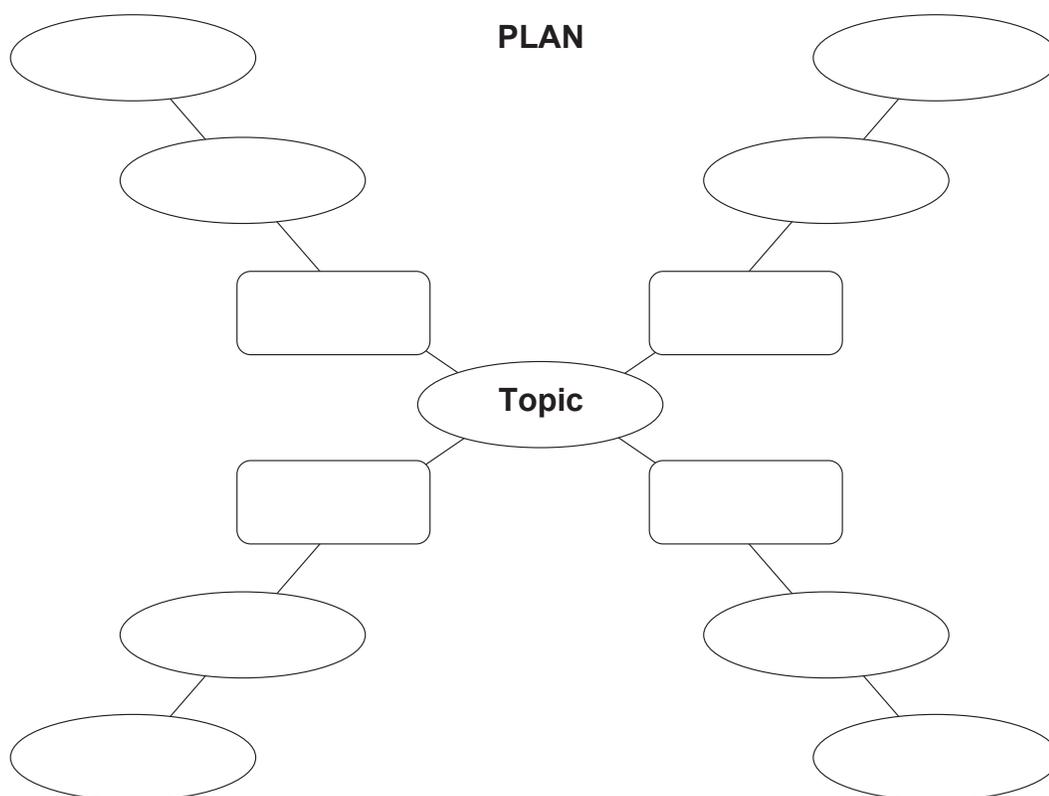




2. Use the Predict-Locate-Add-Note (PLAN) graphic organizer to help students summarize the content of a reading selection as a post-reading strategy.

- **Predict** selection content based on prior knowledge and experiences.
- **Locate** familiar and unfamiliar words and concepts.
- **Add** new information to prior knowledge.
- **Note** how new information can be applied to everyday tasks.

Select a reading passage with a well-defined concept. Give students a copy and ask them to scan the selection and make predictions about its content from titles and key words. Provide students with a graphic organizer to create a “map” of their predictions. See the PLAN graphic organizer below.





The center of the map should contain a prediction of the overall content of the selection. Each arm of the map should contain predictions about specific content items and evidence supporting these predictions, such as key words or phrases from the selection. Have students place a question mark by unfamiliar or unknown information listed in their predictions. Now have students carefully read the selection, add new information learned while reading, and evaluate their predictions. Ask students to adjust their map to better reflect their careful reading of the selection. Challenge students to describe specific applications for this new gathered information in real world tasks.

3. Use Story Frames to guide students in organizing their thoughts and creating summaries for narrative and expository selections. See the following.

Narrative Story Frame

- This story takes place _____
_____ .
- _____
_____ are the characters in the story.
- Important events are _____
_____ .
- The problem is solved _____
_____ .



Extended Narrative Story Frame

- This story takes place _____

- during _____
- The characters in this story are _____

- The action begins when _____

- Then, _____

- Next, _____

- After that, _____

- The story ends when _____

- The theme of the story is _____



Expository Story Frame

- The author wrote this selection because _____
_____ .
- The major ideas are _____
_____ .
- Supporting details are _____
_____ .
- Important words are _____
_____ .

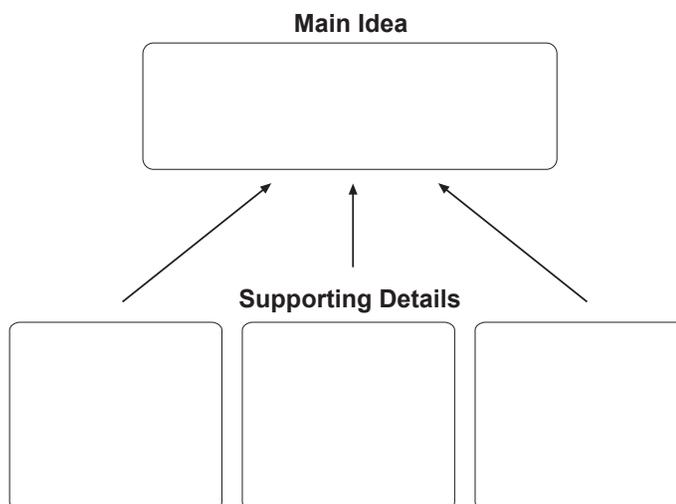
4. Use an adaptation of a simple story structure as a strategy to organize a summary sentence of a passage. Emphasize three literal comprehension questions:
- Who or what was this about? (Beginning—character, topic)
 - What was the action or change agent? (Middle)
 - What was the outcome or result of the change? (End)



5. Have students work in pairs and use the “Main Idea—Supporting Details Chart” below with a narrative text selection to help students identify the main idea of a story and the details that support it.

Main Idea—Supporting Details Chart

Title of Selection: _____



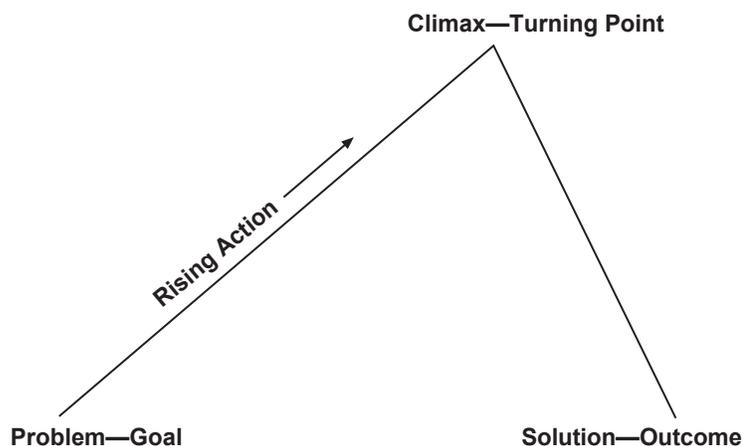
6. Have students work in pairs to dissect a story using a Story Map graphic organizer like the one below.

Story Map Graphic Organizer

Title of the Selection: _____

Characters: _____

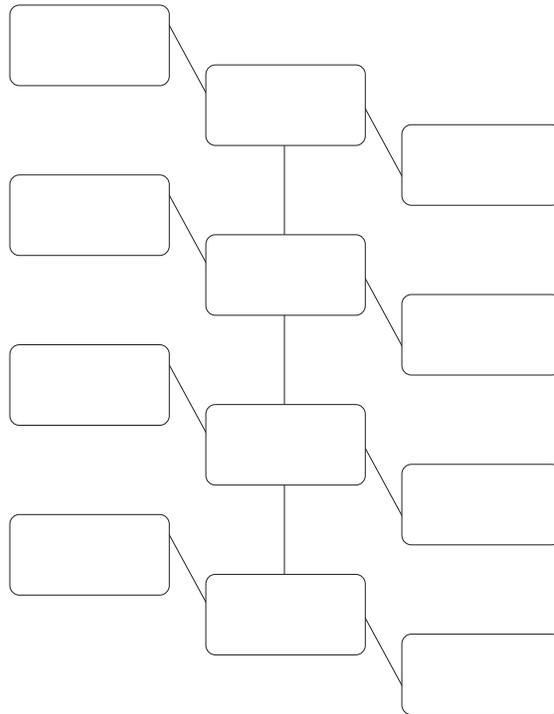
Setting: _____





For further dissection, students can use a Sequence of Events graphic organizer like the one below to show the sequencing of events in a story or show a sequential task.

Sequence of Events



7. Use journal writing to help students connect with the text using their personal experience. After reading a selection, topics they can write about can include what they liked or disliked about the story, their favorite character, or what made the reading hard or easy for them.



8. Ask students to write about the parts of a story they liked the best. Vary open-ended questions to include the following:
 - What would you do to change the story?
 - What did you like best or least about the story?
 - What would you do if you were the main character?
 - What would you ask the author?
9. Have students work in pairs and use the “Main Idea—Supporting Facts Chart” below with an expository text selection to identify the main idea and supporting facts.

Main Idea—Supporting Facts Chart		
Subject of Text Selection: _____		
Body Paragraph 1	Body Paragraph 2	Body Paragraph 3
Main Idea	Main Idea	Main Idea
Supporting Facts	Supporting Facts	Supporting Facts

10. Have pairs of students read selected text and take turns being either the reader or the “coach.” The reader reads the paragraph aloud to the coach, then the coach orally summarizes the paragraph, emphasizing key points and asking clarifying questions of the reader. Students then reverse roles, following the same pattern until the whole selection is read and summarized. When they are finished, have students cooperatively summarize the main idea of the selection and create a written summary statement.



11. Have students write a newspaper article that “reports” the ending of a book, choosing to focus on a particular aspect of the book. Students must answer the 5W-How questions—who, what, where, when, why, and how—and use a writing style appropriate to a newspaper story. Have students use the graphic organizer below as a pre-writing tool.

Ask students to “interview” characters involved in the plot and/or real persons who may be experts on the chosen aspect and are able to offer insights into it. Have students follow these steps:

- gather the facts (answer the 5W-How questions and get information and quotes from interviews)
- write a lead (a first sentence or paragraph that describes the basic idea of story and grabs the reader’s attention)
- write the body of the story (fill in the details about the idea presented in first sentence or paragraph)
- write a headline for the story (compose a headline interesting enough to capture the reader’s attention immediately).

5W-How Questions

Who, What, Where, When, Why, and How

Who
What
Where
When
Why
How

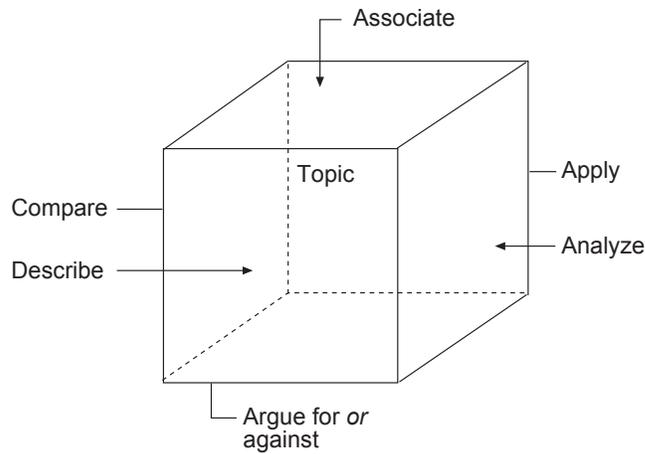


12. Have students use the Think Silently strategy. After reading a short text, students write on a sticky note what that particular piece of text means to them. Post the notes on a Poetry Wall, Short Story Wall, or Topic Wall.

13. Use the Cubing strategy to have students explore a topic from six different perspectives. The strategy's name comes from the fact that cubes have six sides. Use this strategy after reading and discussing issues that lead students to think critically about the topic. Divide the class into six groups and assign one of the six perspectives below to each group to brainstorm ideas about their assigned perspective.
 - Describe—What does it look like?
 - Compare—How is it similar to or different from something else?
 - Associate—What else do you think of when you think of this topic?
 - Analyze—What are the parts? What is it made of?
 - Apply—How can it be used? What does it do?
 - Argue—Are you for it or against it? Take a stand and list reasons for supporting or rejecting the premise of the topic.



Have groups choose a scribe and then collaborate to write a paragraph exploring their perspective. Each group reads their paragraph to the class, allowing other students to react to connections the group has made and pose ideas for revisions. Revised paragraphs may then be taped to the sides of a cardboard cube and displayed in the classroom.



14. Have students write a Summary Cinquain about what they have read or learned. Have them use the following formula.

Summary Cinquain Formula

- Line 1: one-word title—usually a noun
 - Line 2: two-word description of the topic—usually two adjectives
 - Line 3: three-words expressing an action connected with the topic—usually the -ing form
 - Line 4: four-word phrase showing some feeling for the topic
 - Line 5: one-word synonym or restatement of the title or topic
15. Use Exclusion Brainstorming. Write a topic on the board followed by a list of words. Have students decide what words fit the topic and what words do not fit. Then ask students to explain why they do or do not belong with the topic.

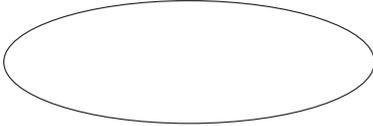
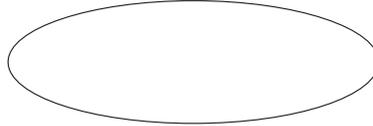


16. Use Exit Cards to summarize ideas from the text. Before students leave for the day, have them write responses to teacher-generated questions requiring them to summarize ideas from the lesson.
17. Use Group Summary Writing. Read an interesting, informative article to the class. Ask students to state the important ideas they heard. List the points the students give in the form of notes on the board. Using the notes, work as a class to construct a group summary.
18. Use the Question Exchange procedure following the reading of a selection. Have students write questions they feel would be important in a post-reading discussion. Then ask students to exchange questions and discuss which ones they feel focus on the most significant information.
19. Have students use the Reciprocal Questioning (ReQuest) strategy as a way of analyzing their reading comprehension. Ask students to read a selection and develop discussion questions directed toward the teacher. Have students work in small groups to combine and revise their questions. Each group selects a spokesperson who then asks the teacher the questions. The teacher answers the questions to reinforce student learning. As a follow-up exercise, ask students to describe the strategies they used in writing and revising the questions.
20. Have students use a CONCEPT diagram to clarify and organize concepts and related details in a reading selection. The steps in the CONCEPT diagram stand for the following.
 - Convey central idea
 - Offer overall concept
 - Note key words
 - Classify characteristics
 - Explore examples and non-examples
 - Practice new examples
 - Tie down definition



Have students read a selection and identify an overall theme, along with the major subthemes or concepts. Using the following CONCEPT diagram, have students work in small groups to fill in the central idea and overall concept, then write all key words and group them in logical categories. Using the key terms and concepts identified, have students suggest examples and non-examples. Combining what they have learned when categorizing the words and providing examples, have students produce a final, formal definition of key words and concepts.

CONCEPT Diagram

1. Central Idea 	2. Overall Concept 	3. Key Words <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4. Classify Characteristics		
Always Present	Sometimes Present	Never Present
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
5. Explore Examples		
Examples	Non-Examples	
		
		
6. New Examples _____		
7. Definition 		



21. Create a Semantic Feature Analysis (SFA) chart or grid, which is a matrix designed for students to examine related concepts according to particular criteria. List a set of concepts down the left side that pertain to the reading selection. Then list criteria or features across the top by which the concepts will be compared. If the concept is associated with the features or characteristics, the student records a + (plus sign) in the grid where that column and row intersect. If the feature is not associated with the concept, a - (minus sign) is placed in the corresponding square on the grid.

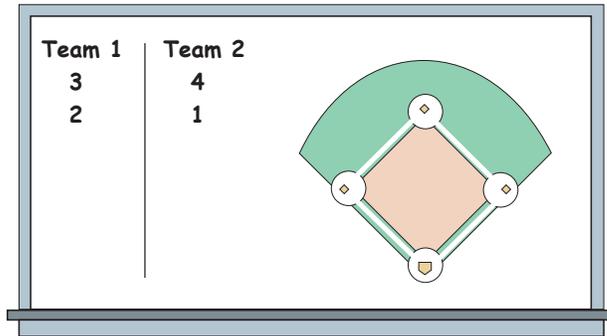
Semantic Features Analysis Chart

List of Concepts	List of Criteria—Features or Characteristics				

22. Remove headlines from three or four newspaper articles of varying lengths. Ask students to read each story and select the appropriate headline from a composite list. Vary the activity by having students write their own headlines and then compare them to the originals.
23. Have the students play Prove It. Ask questions that are answered in the text. When a student answers a question, have him or her go back and find the answer in the text. Gradually change the questions from literal to inferential.
24. Combine reading with writing as much as possible. Writing about what has been read improves reading comprehension. Reading journals are often used. Write a question about the text every day and have the students respond in their journals. Encourage “real-world” connections to the reading by asking questions such as, “Have you ever been lost like Brian? Describe why and where you were lost and how you felt while lost.” Students can also write letters to a partner about what they have read, and the partner can respond.



25. Encourage active reading by having students write their own questions following and during the reading of the text. Have the other students answer the questions or stump the teacher. Use the best questions to devise a review game or place them on the quiz for the text.
26. Play Baseball to review following reading and prior to a test. Baseball may be played by drawing a baseball diamond on the board and dividing the class into two teams. (*Optional:* Make a large baseball diamond with masking tape on the floor. Have students move around the bases.) Develop a batting order for each team. The team must answer questions correctly to gain a base. After three correct answers, every “hit” is a point. The teams change after three misses. Adaptations can also be made to *Family Feud*, *Password*, or *Jeopardy* game formats to use as reviews. See each unit’s Suggestions for Enrichment under Wrap-Up for other review activities.



27. Use the Not a Word strategy. Following the reading of a short story, have the students draw a picture of what the story meant to them. Ask them to show the picture to a partner who tells them what they think the picture means. The artist is not allowed to correct their partner’s guesses until they have finished. This is a good way for the teacher to check the different ways the story was perceived by the students in his or her class.
28. Follow the reading of a longer story by making Story Wheels. Have the students draw the major events of the story into sections of a large cardboard wheel. Keep the wheel on your wall for a while so that students will remember the story long after it was read. The same type of activity can be done with paper chains.
29. Have students rewrite an incident in a story from another character’s point of view.



30. After reading a story, ask students to complete these statements:

This book made me

wish that _____ .

realize that _____ .

decide that _____ .

wonder about _____ .

see that _____ .

believe that _____ .

feel that _____ .

hope that _____ .

31. After reading a story, have students collect current events that reflect incidents that closely parallel those in their story.

32. Have students give Grab Bag Book Talks. After reading a book, students select and place some objects which are vehicles for retelling the story in a bag. They pull out each object one by one, explaining how the object relates to the story. You may wish to set the following requirements:

- six objects—one which represents the setting, two for the main idea, two for the plot, and one for the conflict of the story
- one paragraph about each object written on an index card
- an appropriate bag for the story, such as a suitcase for a character who has just moved or a sports bag for an athlete, with the title, author, and at least one illustration attached to the bag
- time limit of five to seven minutes and evidence of having rehearsed the book talk.



33. Have students use the Book Report Recipe below to tempt the appetite of other readers. Create simulated recipe cards and post them on a bulletin board.

Book Report Recipe



- 1 cup of plot
briefly tell what the story is about—but don't give away the ending
 - 2 teaspoons of characters
tell who the main characters are and briefly describe them
 - 2 tablespoons of excitement
copy a short passage that describes something exciting that has happened—try to find one with the main character in it
 - 1/2 cup of opinion
tell what you liked and did not like about the book
 - 1 teaspoon of recommendation
tell who you think would enjoy this book and why
 - a dash of information
title of the book, name of author, name of publisher, number of pages, and literary genre
34. Consider varying the format of book reports. Some options for book reports might be having students do the following:
- write a book review that could be published in a newspaper
 - write an original poem that expresses the theme or plot of the book
 - prepare a list of questions for determining if other students have read the book carefully
 - make a travel poster inviting tourists to visit the setting of the book
 - write a letter to the main character of the book asking questions or making complaints about the situations in the book
 - create life-sized models of two favorite characters and dress them as they are in the book



- rewrite the story as a picture book using simple vocabulary so that younger students can enjoy and understand the new version
 - make three or four simple puppets of the characters in the book
 - write a puppet show about a part of the book
 - create a diorama of the setting
 - write a diary that one of the main characters might have kept before, during, or after the book's events
 - create a mini-comic book relating to a chapter in the book
 - roleplay a television or radio reporter and give a report of a scene from the book as if it were happening live and interview the character
 - choose a present for one of the characters and tell why you chose him or her and the reason behind the gift
 - tell what you would pack and why if you were going to be with the characters in the story for one week
 - write a scene that has been lost from the book
 - write a plot for a sequel to the book
 - make a book jacket with an inside summary and information about the author and author's other books
 - write a different beginning or conclusion for the book
 - tell what you think the main characters learned or did not learn in the book
 - make a list of 10 proverbs or familiar sayings and tell which characters should have followed which ones and why.
35. After reading a longer work, have students create an alphabet book with characters, events, settings, or new vocabulary words from the book.



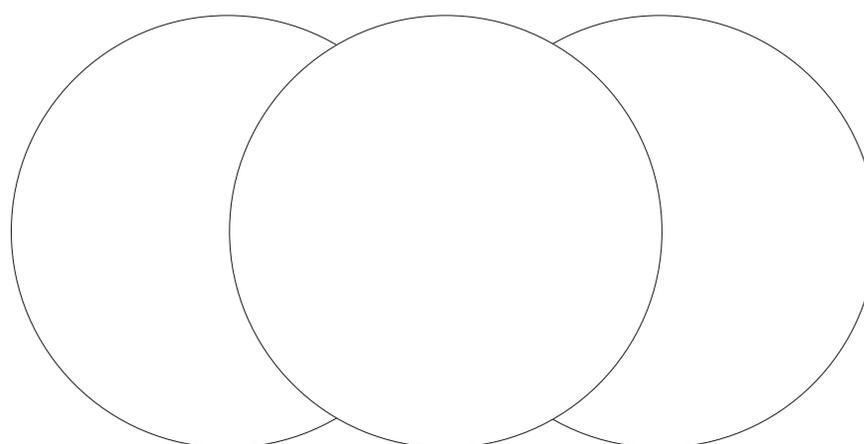
36. After reading a story, hold a talk show. Have different students in your class roleplay characters from the story. Choose one student to act as the host or hostess. Have first the host or hostess and then the audience question the characters about their motivation and choices in the story.
37. Ask students to write a short, informal response paper on their favorite short story. How does it connect with their own lives? Do any of the characters remind them of people they know? What did it make them think about?
38. Ask students to turn their favorite story or poem into a comic strip.
39. Have students select their favorite line from a story or poem in the unit. Now have them write a poem with that line either as the title of their poem, the last line, or the first line.
40. Have students select their favorite line from a story or poem in the unit. Cut magazine pictures out and have students choose an image to go with the line. Have the students make a collage including the text with the image.
41. Have students select one of the stories or poems in the unit and rewrite it, putting themselves in the story.
42. Have students choose a story or poem and change it to a modern setting. Make sure they include modern details.
43. Give a group of four to five students a poem to read. Then ask them to pretend they are historians. What can they tell about the time period of the poem and the culture in which it was written? Give another group of students a different poem and ask them to pretend they are lawyers. They must try to interpret the poem and argue for their interpretation, using only the text as their basis for argument.
44. Break students into groups and put each group in charge of a period in American history. Have them copy paintings and photographs out of books and make a visual time line—with pictures of writers next to paintings or photographs from that time period.



45. Have students bring in editorials from the newspaper. Ask them to compare the editorials with other newspaper articles. Which is expository and which is persuasive? Is the logic in the persuasive essay inductive or deductive? Is there an appeal to the emotions?

Have students use a Venn diagram to see how much overlap is seen in these modes. You may wish to choose from the following Venn diagrams or the comparison diagrams. (*Optional*: Use hula hoops to construct the Venn diagrams on the floor.)

2-Item Venn Diagram and Summary Paragraph



Differences

Similarities

Differences

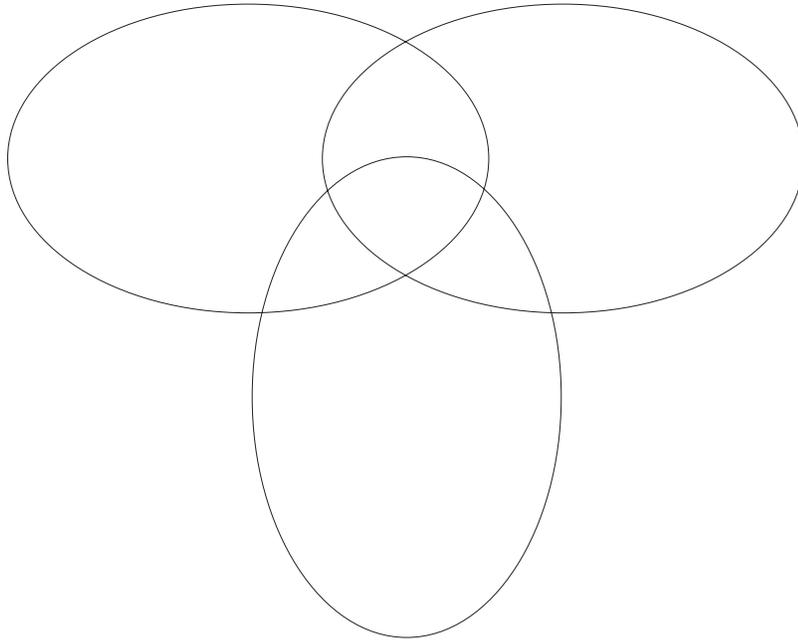
Item 1

Item 2

Summary: _____



3-Item Venn Diagram



Compare and Contrast Diagram

Two empty rounded rectangular boxes for labeling concepts.

Concept 1

Concept 2

How Are They Alike?

Four horizontal lines for writing answers to the 'How Are They Alike?' question.

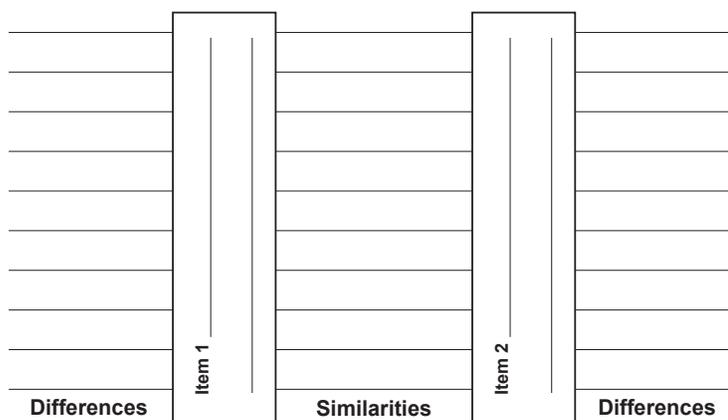


How Are They Different?

	with reference to	



Comparison Diagram



Summary: _____

46. Have students write their own letter to the editor in response to an issue about which they have strong feelings. Ask them to write the letter twice, once without any appeals to emotion and once with emotional appeals. Have them trade letters with other students and have them comment on which letter is more effective.
47. Ask students to bring in articles from magazines which they enjoy. The students should summarize the articles for the class and tell what they liked about the article.
48. Have students survey their classmates about a particular subject and then compile a chart to explain their findings.
49. Have students read different articles or texts and then ask them to teach another student, based on what was in the article.
50. Assign students a topic and ask them to use the library to find books related to that topic. Ask them to choose one book and to write a paragraph detailing what they expect to learn on the basis of the title, table of contents, and index or any other information they can find about the book. Then have them read the whole book or parts of the books and determine whether they learned what they had anticipated.



51. Ask students to look up the web page or literary or news magazine of another high school on the Internet, preferably in another part of the country or the world. What can they tell about the students at the school? What do they learn about the school itself? Ask them to compare and contrast it with their own school.

Vocabulary Activities

1. Use Four Square to teach new vocabulary. Have students fold a sheet of notebook paper into fourths. In the top left box, have them write the word to be defined. Give the students a sentence in which the context provides a good clue to the meaning of the word. In the top right box, have them draw an illustration of the word. In the bottom left box, the students should place an example of the word and in the bottom right box, an opposite or non-example of the word.

<input type="radio"/>	grandiose	draw picture here
		FOLD
<input type="radio"/>		
	a bully	a shy person
<input type="radio"/>		
		FOLD

2. Have students make picture vocabulary cards. Have them place one of their vocabulary words on an index card and then cut out or draw a picture that illustrates the word. To extend this activity, use one of the following graphic organizers for visually mapping associations of meanings for a new term.

Vocabulary Cards

Define in Your Own Words	Synonyms
Vocabulary Word	
Use It Meaningfully in a Sentence	Draw a Picture of It

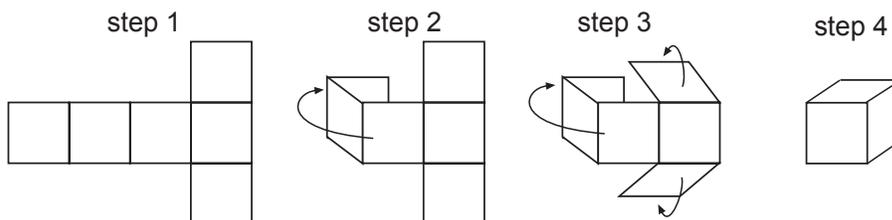


Vocabulary Word Map

Dictionary Definition Written in Your Own Words 	Antonym _____ Synonym _____
Vocabulary Word _____	
Use the Vocabulary Word in a Sentence _____ _____ _____ _____ _____	Draw a Picture or Relate It to Yourself

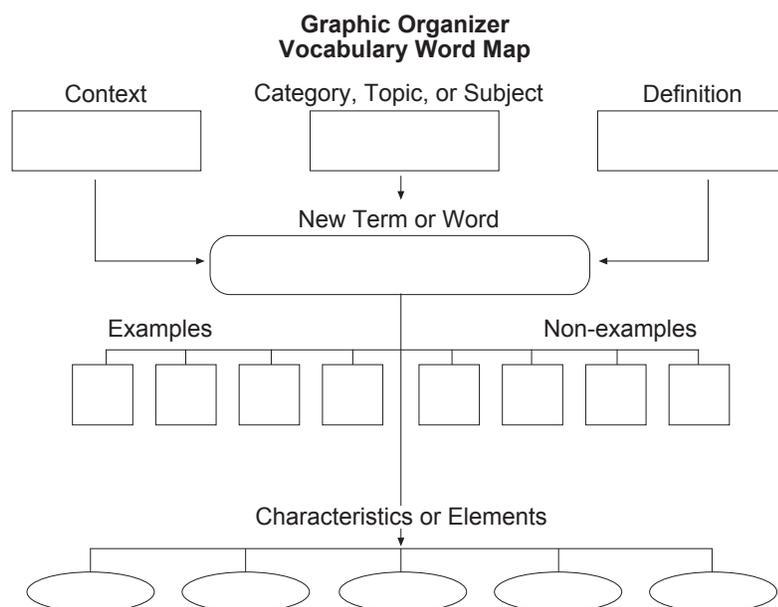
3. Use Cubing as a vocabulary activity. Give students a pattern for a cube similar to the one below. On each side of the cube, have the students complete a different task as they work with the vocabulary word.

- Side 1: Write the word.
- Side 2: Define the word.
- Side 3: Write a personal thought triggered by the word.
- Side 4: Write a synonym of the word.
- Side 5: Write an antonym of the word.
- Side 6: Illustrate the word. Create a mobile to hang of the various cubes.



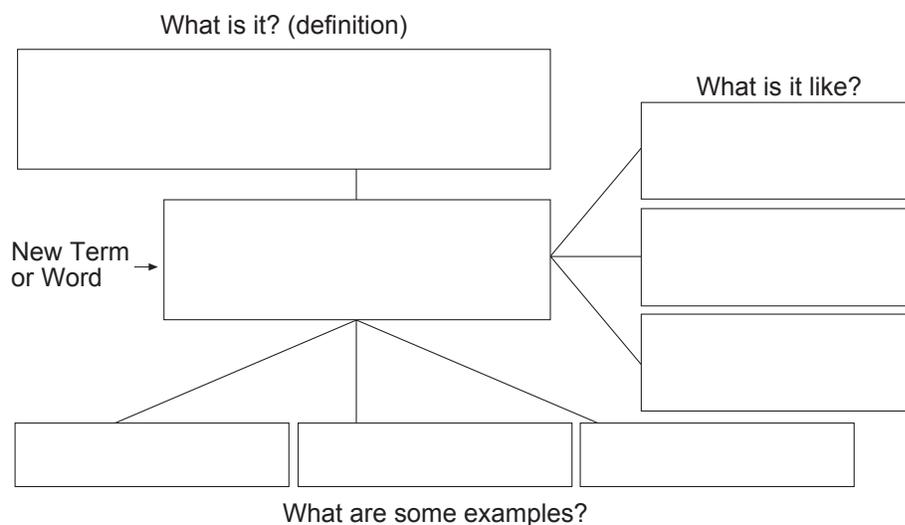


4. Play the *Dictionary Game*. Choose a word from the dictionary that no student can define. Each student will write a made-up definition for the word as the teacher writes the correct definition. All definitions should be on identical paper and handed to the teacher. The teacher reads the definitions and instructs each student to vote for a definition as they are read through a second time. A student receives one point for each vote he or she receives and one point for voting for the correct definition. The winner is the student with the most points.
5. Review vocabulary or spelling words by having students play *Beat the Clock*. Arrange the words in a pocket chart so all are easily seen. Have the first student come up and read all of them as quickly as possible while you time the reading. Challenge the other students to see who can beat the first student's time. Give a small prize to the winner.
6. After reviewing synonyms and antonyms with your students, have them search the newspaper for a headline. Ask them to work with a partner in order to first rewrite the headline using synonyms for the major words, then to rewrite it using antonyms for the same words.
7. Assign dictionary exercises to students. Have them bring in unfamiliar or unusual words and show other students how to use the words in a sentence. Have students use the following graphic organizers to teach the new words to other students.





Graphic Organizer Vocabulary Word Map



8. Ask students to cut out vocabulary words from magazines or newspapers. Have them trade words and write poems with their new words.
9. Have students keep a vocabulary journal; ask them to bring in a word a week to share with the class.
10. Have students use a video recorder or tape recorder to make a three-minute “spot” for a word or a phrase. Let them be as creative as they want.
11. Have students work in pairs to create examples of words which contain specific prefixes and suffixes. Competition can heighten enthusiasm for the assignment.



12. Provide students with dictionaries and a series of questions which will require dictionary use. Examples:
- On what page is the word *mitigate*?
 - What are the guide words on the dictionary page that contains the word *coerce*?
 - What part of speech is the word *fallible*?
 - Copy the definition that refers to the italicized word in the following sentence: He will *hose* down his flowers before leaving for the weekend.
 - What is a synonym for the word *brawny*?
13. Use the Word Splash teacher-directed vocabulary activity to elicit prior knowledge. Have students look at a list of teacher-selected words and write down or tell a partner everything they know about that word. See the following Word Splash chart.

Word Splash

Vocabulary Word	Pair Responses

Then have each pair share their brainstorming with each other. Write their explanations for the class to see all possibilities. Make no judgements about the brainstormed responses, but do ask clarifying questions: Why do you think that? After the class discussion of the shared brainstormed connections, have students either compose a short narrative based on the words or read a text with the words and confirm their meanings of the words.



14. Have students keep a Vocabulary Journal of new words they have read (or heard). See the Vocabulary Journal graphic organizer below.

Vocabulary Journal		
Word/Phrase (page #)	What I Think It Means	Context Clues

You may wish to list specific words in order of their appearance in a chapter of assigned reading for students to write in their journals.

15. Write a “word of the day” on a chart. Use it in your directions, explanations, or conversations with students. Ask students to incorporate the new word in their conversations. Give extra credit to students who use the specific words.
16. Introduce no more than 10 to 12 words at a time. Provide time for a thorough discussion of words and their meaning(s) and pronunciation.
17. Consider allowing students to select the vocabulary words they would like to learn from a teacher-generated list or from the SAT Vocabulary Word List in Appendix D.
18. Keep words in a visible location throughout the time they are being studied and beyond.
19. Give extra credit for the correct use of vocabulary words in other assignments. This can include the use of words in class discussions. The more students use the words, the more likely they are to remember their meanings.
20. Play *Wheel of Fortune*. Create a wheel and spinner with desired markings. Form teams and have students guess letters to correctly complete phrases or vocabulary words. (*Variation*: Play *Hangman* with phrases or vocabulary words.)



Study Skills Activities

1. Introduce basic reference books (e.g., atlas, dictionary, thesaurus, encyclopedia, almanac) to the students. Place students into groups to review these books and look at the parts of each. Ask each group to act as a selection committee and choose the Reference Book of the Year. Have them make a poster advertising their chosen reference book.
2. Divide students into small groups, and give each group one resource material (e.g., a dictionary, an encyclopedia, an atlas). Instruct the students to brainstorm for three minutes on all the different kinds of information that can be obtained from that particular source. Have group secretaries record all the students' responses. After three minutes, rotate the materials so that each group has another resource to examine.

For each source, have the students brainstorm for three minutes. The secretaries should record all responses. Continue the rotation until all the groups have had an opportunity to look over each resource.

Ask one group to read its list of information. On an overhead, make a list of all responses. Ask the other groups to add to the list if they have something new or different. Discuss and summarize the kinds of information that can be found from the resource. Discuss how the resource is organized, and how and when it should be used. Follow this procedure for each resource. Require each student to copy the class list compiled on the overhead.

3. Conduct activities on reference materials and the use of the computerized card catalog in the media center. Visit the media center and have students locate particular reference sources. Create a scavenger hunt for student teams to find answers to specific questions and then note the name of the source in which the answer was found (e.g., almanac, encyclopedia, *Reader's Guide to Periodic Literature*, atlas, thesaurus, dictionary, newspaper, telephone book).



4. Sequencing skills can be taught using the newspaper. Have students cut comic strips into sections. Place the sections in an envelope and give it to another student in order to place it back into its original form. Later on, the students might do the same thing by cutting an article into paragraphs. Have them write the headline on the front of the envelope as an additional clue to the correct order.
5. In order to successfully read material in content-area textbooks, students need to be able to gather information from maps, charts, and graphs. An excellent way for students to learn this skill is to have them create charts, graphs, and maps of their own. Have them gather information and create bar graphs, line graphs, pictographs, or pie graphs to display the information.

Some ideas for information-gathering might be as follows:

- hours watching TV
- hours doing homework
- hours playing or reading
- favorite movie stars
- favorite ice cream flavors
- favorite recording groups or singers
- number of people in your family
- number of rooms in your house or windows in your house.

Another option is to have them work in teams to collect litter in designated areas of your school campus and have them chart or map the results of their collection.



6. In order to reinforce facts and opinions and skimming and scanning skills, provide your students with a generalization and ask them to skim the newspaper to provide support for the generalization.

Examples of generalizations might be as follows.

- Young people have a lot of energy.
 - Florida is a great place to live.
 - Today is a great day.
 - Weather greatly affects our lives.
 - People do interesting things.
 - Life is crazy.
7. Music can be used to teach reading skills. Find vocabulary words in the lyrics that your students might find difficult. Then have students define the words using the context and look them up in the dictionary to see if they are correct. Have students answer questions about the song—factual and inferred. Have students sequence songs that tell a story. Songs can also be used to reinforce a theme that the students have encountered in text.
 8. After teaching about the different types of figurative language, have the students keep a journal for a week writing down all of the figurative language they hear and read, the source (where they saw or heard it), and the intended meanings. At the end of the week, have them share their findings with the rest of the class.
 9. Provide further reinforcement by having the students skim the sports section of the newspaper for examples of figures of speech by highlighting, circling, or underlining each example found. Have them identify which type of figure of speech is most commonly used and discuss.



10. Encourage independent reading in your classroom by keeping a classroom library and recording class progress. Your classroom library can be built from contributions from the community, your personal collection, and from book clubs. From time to time, hold book swaps, in which students bring in books they have read and share and trade them with other students. Set book reading goals and display progress toward the goal in your classroom. You might do this with a chart or paper chain. Be sure to provide an incentive to reach the goal.
11. Another way to encourage independent reading is to occasionally hold a Read-A-Thon. Choose a day for students to bring in their books and a sleeping bag or pillow. During the class period, allow the students to become as comfortable as possible and read, read, read. The teacher should also read during this time.

Wrap-Up Activities

1. Review concepts of the unit through a silent *Jeopardy* activity. Select 10 categories of topics (five for the first round and five for the second round). Have each student divide a piece of paper into two columns for the first and second rounds of *Jeopardy*. Assign point values of 1, 2, 3, 4, 5 for the first round and 2, 4, 6, 8, 10 for the second round. Randomly read questions from any topic and ask students to silently write the answers on the divided paper. After a set time, ask a final *Jeopardy* question and allow students to wager from 0-10 points. Check papers and tally the scores.
2. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations.



Unit Assessment

Read the following paragraphs. Circle the letter of the **main idea** of each paragraph.

1. *Star Trek: The Next Generation* had more interesting characters than the old *Star Trek*. In the old *Star Trek*, Captain Kirk always faced danger without wincing, and if he couldn't win by talking his way out, he would use his phaser. Zap! The enemy was gone. In *Star Trek: The Next Generation*, the captain didn't often go on the dangerous missions because Star Fleet regulations prevented the captain from risking his life. So the captain had to do more than fight—he had to think, to feel, and to figure out. Jean-Luc Picard was a more human character than James T. Kirk.

What is the main idea of this paragraph?

- a. Captain Kirk was braver than Captain Picard.
 - b. There was more action on *Star Trek: The Next Generation*, than on the old *Star Trek*.
 - c. Captain Picard was a more human character than Captain Kirk.
2. The central section of Florida is attracting more tourists every year. Disney World is one of the great attractions and dozens of modern motels line the highways for miles around. Other attractions across the middle of the state include low rolling hills enclosing hundreds of lakes, beaches on the east and west coasts, and the space complex at Cape Canaveral.

Which sentence best states the main idea?

- a. More tourists are visiting central Florida every year.
- b. Tourists make side trips to Cape Canaveral.
- c. The motel business is growing as the number of tourists increases.



3. While thousands of couples and single adults want desperately to adopt a child, there are some children who are not easy to place. These are children who are older or who have special needs. Some have physical or mental handicaps. Others have behavioral problems. Still others may be looking for a family willing to take in more than one child so that brothers and sisters won't be separated. These children continue to wait for a family of their own.

What is the main idea?

- a. Some children have special needs.
 - b. Thousands of couples want to adopt.
 - c. Not all children are easily placed in adoptive homes.
4. Writing paragraphs can be quick and easy if the writer takes time to prepare. First, the writer must pick a topic he or she knows about. Next, he or she must collect his or her thoughts and ideas about this topic. The writer must arrange an outline of the points he or she would like to make in the paragraph. After organizing his or her ideas, the writer may begin his or her paragraph. Finally, the writer should proofread and make any necessary corrections.

What is the main idea in this paragraph?

- a. Paragraph writing is a difficult job.
 - b. By following the five steps, paragraph writing can be quick and easy.
 - c. Paragraph writing does not need any preplanning.
5. Mary stays late at school on Tuesday afternoons to help proof a copy of the school paper. She enjoys the time she spends planning programs for the History Club, but she doesn't like writing up the minutes of the Spanish Club, of which she is secretary. Her favorite extracurricular activity is membership in the Camera Club.

What is the main idea in this paragraph?

- a. Mary enjoys the Camera Club.
- b. Mary likes planning programs better than writing minutes.
- c. Mary is busy with extracurricular activities.



Read each paragraph below and answer the questions that follow.

6. The movies are a great place to relax and have fun. You arrive at the movie theater before the show begins. You wait in line to get your ticket. The usher opens the door and immediately you smell popcorn and candy. You look around and catch sight of a friend who is going to see the same movie as you. The two of you enter the viewing area and take a seat near the back. The movie comes on, and you really start enjoying yourself. Soon it is over, and you call your parents to pick you up.

a. When do the writer's parents pick him or her up? _____

b. Who opens the door? _____

c. Where do the two moviegoers sit? _____

7. Football is a fun and exciting sport to play or watch. The ball is always moving. If your team is losing, in moments it can catch up and be winning. When you are playing the game, you get a great feeling while running down the field. You jump up and catch the ball, stumble a little and keep running. You run into your end zone. It's a touchdown! You've scored! The crowd cheers you when you go off the field and you feel as if you are dying of exhaustion.

a. What is the paragraph about? _____

b. What happens when you go into the end zone? _____

c. Which events led to the touchdown? _____



8. Portugal, a small country in Western Europe, sent explorers to search for an all-water route to the Far East. As they traveled, the Portuguese explorers set up trading posts along the coasts of Africa. These trading posts protected the Portuguese trade routes from attack by other nations. Portugal became rich from trading with the Far East, but, eventually, stronger countries captured many of its trading posts.

- a. Where is Portugal located? _____
- b. Who went to the Far East? _____
- c. What did the explorers set up? _____

9. In a landmark decision, a Florida judge allowed 12-year-old Gregory Kingsley to “divorce” his parents. The boy claimed that his mother had abandoned him for most of his life. He wanted to change his name to Shaun and remain with the foster family that wanted to adopt him. The judge agreed with the boy, and Shaun went home to begin his new life.

- a. Why did Gregory want to divorce his mother? _____

- b. With whom did Gregory want to live? _____

- c. What did the judge decide? _____

10. Hurricane Andrew, which hit Florida in August of 1992, did more than damage buildings. The loss of businesses also meant the loss of thousands of jobs. Many small insurance companies went bankrupt trying to pay all the claims made by policy holders. Perhaps most important was the emotional toll Andrew took. Many survivors of the hurricane have continued to require counseling to help them get over the disaster caused by Andrew.

- a. When did Hurricane Andrew hit Florida? _____



b. What did the loss of businesses mean? _____

c. What caused the insurance companies to go bankrupt? _____

*Read each short paragraph. Circle the most likely **conclusion** for each story.*

11. Julie comes to class several minutes earlier than usual. She fusses with a small piece of paper while getting ready for the spelling test. As the teacher calls out the first word, Julie looks under the cuff of her sleeve, and then writes down the word. Julie _____ .
 - a. really enjoys school.
 - b. should go out for cheerleading.
 - c. is cheating on the spelling test.

12. Jeremy wore an old T-shirt and dirty tennis shoes to his 10:30 interview for an after-school job. He arrived at 10:15. The interviewer was angry because _____ .
 - a. Jeremy arrived too early.
 - b. Jeremy appeared sloppy.
 - c. Jeremy was tired.

13. Ingrid tried out for cheerleading at her school. She was one of the top five cheerleaders. However, the final check of grades revealed that Ingrid had a grade point average below 1.5. Ingrid was unable to be a cheerleader because _____ .
 - a. she was not good at cheerleading.
 - b. her grade point average was below 1.5.
 - c. she was not popular.



14. Jeffrey was baby-sitting his younger sister while their mother went food shopping. He made peanut butter and jelly sandwiches for their snack. His sister, Jennifer, loved peanut butter and said, "Heavy on the peanut butter." As they ate, Jeffrey noticed a frightened look in Jennifer's eyes and quickly picked her up. Jennifer was unable to speak, and Jeffrey placed his arms around Jennifer and squeezed tightly. The food was forced from her throat, and Jennifer said, "Thank you." Jeffrey _____ .
- a. was angry at Jennifer.
 - b. had fought with Jennifer.
 - c. had saved Jennifer's life.
15. Sharon wanted to go with her language class on the trip to Spain. However, her parents couldn't afford the cost of the trip. On her way to school, Sharon saw a help-wanted sign in a local fast-food restaurant. She inquired about the job and was hired after an interview. Sharon went with the language class to Spain because _____ .
- a. she saved money from her new job and paid for her trip.
 - b. her parents borrowed the money and paid for her trip.
 - c. the school gave Sharon a free trip.

Read the following sentences. Write **F** if the statement is a **fact**. Write **O** if the statement is an **opinion**.

- _____ 16. Wendy's makes the best hamburgers.
- _____ 17. Robert is 6 feet 2 inches tall.
- _____ 18. Betsy wasted her money on that cheap ring.
- _____ 19. Booker T. Washington founded the Tuskegee Institute.
- _____ 20. You should spend at least an hour a night studying.
- _____ 21. Jason spent four weeks in Costa Rica last summer.



- _____ 22. The number of car thefts in Florida has increased in the last three years.
- _____ 23 Teenagers today have many more problems than their parents did when they were young.
- _____ 24. Presidential elections are held every four years.
- _____ 25. Johnny Depp starred in *Pirates of the Caribbean*.

Read each selection carefully and answer the question that follows. Circle the letter of the correct answer.

26. GM is closing five of its auto manufacturing plants next month. More than 7,000 employees will be out of work as a result of the closings. The layoffs could not happen at a worse time. The holidays are only three weeks away.

Which of the following sentences is an **opinion**?

- a. GM is closing five of its auto manufacturing plants.
 - b. Over 7,000 GM employees will be out of work.
 - c. The layoffs could not happen at a worse time.
 - d. The holidays are only three weeks away.
27. The family portrait with the autumn background is the best of all of those that were taken. The colors came out perfectly. Everyone in the picture is smiling. We should have it enlarged and framed.

Which of the following statements is a **fact**?

- a. The family portrait with the autumn background is the best of all those that were taken.
- b. The colors came out perfectly.
- c. Everyone in the picture is smiling.
- d. We should have it enlarged and framed.



28. On the demo CD, Max performs a collection of original melodies. The CD includes only his best performances. Max's musical style is very similar to the band called The Cure. Max's music creates an enjoyable listening experience.

Which of the following statements is a **fact**?

- a. On the demo CD, Max performs a collection of original melodies.
 - b. The CD includes only his best performances.
 - c. Max's musical style is very similar to the band called The Cure.
 - d. Max's music creates an enjoyable listening experience.
29. The basketball team just defeated its toughest competitor. Paul Anderson scored 49 points for a new school record. Even so, the game still went into double overtime. Paul's final points were scored with only two seconds remaining. When it was all over, the scoreboard read 112-110, with the home team victorious.

Which of the following statements is an **opinion**?

- a. The basketball team just defeated its toughest competitor.
 - b. Paul Anderson scored 49 points for a new school record.
 - c. Even so, the game still went into double overtime.
 - d. Paul's final points were scored with only two seconds remaining.
30. There are many different kinds of cats. They come in all shapes, sizes, and colors. Cats have whiskers. Cats are the best pet to own.

Which of the following is an **opinion**?

- a. There are many different kinds of cats.
- b. They come in all shapes, sizes, and colors.
- c. Cats have whiskers.
- d. Cats are the best pet to own.



Key

Practice (p. 61)

Correct answers will be determined by the teacher.

Practice (p. 67)

Correct answers will be determined by the teacher.

Practice (p. 69)

1. topic
2. paragraph
3. expository writing
4. main idea
5. topic sentence
6. persuasive writing
7. preview
8. thesis statement

Practice (pp. 70-72)

Responses will vary. However, they may include the following:

1. The general subject is Metropolis Park.
The author will focus on the city of Metropolis' obligation to actually build the park.
The author feels the park is a good idea and should be built
2. The author feels the city of Metropolis has an obligation to keep its promise to build the park
The author is arguing.
3. Headings include the following:
"A Promise Reconsidered";
"Don't Betray Original Owner's Generosity"; "Honor Promise to Annexed Residents"
These headings reinforce the feelings the author stated in the introduction: The city of Metropolis is obligated to build the park it once promised to do. The author is presenting reasons why officials are more or less honor-bound to do this.

4. The author believes that if public officials do not keep their promise to build the park, they are betraying the principles the city of Metropolis is built around. She suggests betraying the publicly popular promise would be an action similar to one a dictatorial government would take.
5. Answers will vary. Encourage students to offer specific evidence from the essay to support their reasoning.

Practice (p. 75)

Correct answers will be determined by the teacher.

Practice (p. 78)

1. C
2. D
3. A
4. B
5. F
6. E

Practice (pp. 79-80)

Answers will vary but may include the following:

1. meritorious - deserving praise or special recognition
2. intercede - to attempt to settle an argument or dispute between others
3. callow - immature because of youth
4. abominates - dislikes strongly
5. hiatus - a break in the schedule
6. cessation - a pause or stopping of activity
7. scathing - extremely critical and hurtful
8. gauche - awkward and done thoughtlessly, often hurting someone's feelings
9. florid - rosy; very pink and healthy looking
10. scorched - burned during cooking



Key

Practice (p. 81)

Answers will vary.

Practice (p. 82)

Answers will vary.

Practice (p. 86)

1. transatlantic
2. unknown
3. misspelled
4. replace
5. imperfect
6. bicycle
7. undress
8. illegal
9. monorail
10. interstate
11. submarine
12. unnecessary
13. prehistoric
14. atypical

Practice (p. 87)

1. towering
2. auctioneer
3. actor
4. playful
5. hairless
6. rapidly
7. development
8. sickly
9. helpless
10. sightless
11. breakable
12. tourist
13. sight-seeing
14. wonderful
15. cloudy

Practice (pp. 88-89)

1. b
2. d
3. a
4. c
5. b
6. d
7. b
8. b
9. a or c
10. c

Practice (p. 90)

Answers will vary.

Practice (pp. 93-95)

Answers will vary. A suggested response is provided. Use your judgement as you listen to the answers your students provide.

1. Lester strained his ears to hear the sweet, soothing violin music coming from the room upstairs. Lester's ears hurt from the screeching sounds coming from his neighbor's violin practice.
2. Imogen beamed at Evan as he delivered his speech flawlessly. Imogen rolled her eyes as Evan stumbled over the words in his speech.
3. The girl from California smiled at us as she stood in front of the classroom. The rumped, obviously bored new girl yawned and looked around the room as she was introduced to the class.
4. Evelyn smiled as she scanned the geometry test in front of her. Evelyn's face paled as she slowly examined the geometry test in front of her.



Key

5. Brandon joked with the cheerleader sitting in front of him in class. Brandon snarled an insult toward the cheerleader sitting in front of him in class.
6. Elle proudly wore the new jeans and plaid shirt she received for her birthday to school today.
7. Gerald turned red and looked down at his feet after mispronouncing Ms. Roget's name.
8. Greta and Nia chuckled softly at Robert's new buzz cut.
9. Corbin glared at everyone around him as he stalked from the room.
10. After making an A on my history test and meeting the cute new boy from Georgia, I came home to my favorite dinner of lasagna and strawberry shortcake.

Practice (p. 103)

1. O
2. P
3. S
4. O
5. P
6. M
7. S
8. M

Practice (p. 104)

Correct answers will be determined by the teacher.

Practice (p. 105)

Answers will vary.

Practice (pp. 108-109)

1. c
2. c
3. b
4. a
5. d

Practice (p. 110)

1. F
2. O
3. O
4. F
5. O
6. F
7. O
8. O
9. F
10. O

Practice (pp. 111-112)

Correct answers will be determined by the teacher.

Practice (p. 116)

1. 12th
2. 35
3. 2006
4. buying less tickets
5. 9th grade

Practice (p. 117)

1. fats
2. protein
3. 13%
4. complex carbohydrates
5. fats
6. it contains too much fat



Key

Practice (p. 118)

1. vanilla
2. butterscotch
3. chocolate and banana
4. 20
5. strawberry
6. 30

Practice (p. 121)

1. 11 milligrams
2. male
3. neither
4. 5 micrograms
5. 4

Practice (p. 123)

1. cerebrum
2. smell, hearing, language, vision
3. cerebellum
4. beneath the cerebrum, in front of the cerebellum, next to the spinal cord

Practice (pp. 125-126)

1. 7
2. pure water
3. 5
4. base
5. lemon
6. U.S. District Courts and Local Courts
7. U.S. District Courts—cases based on federal laws; Local Courts—cases based on city laws, such as traffic laws
8. State Supreme Court
9. General Trial Courts
10. The Supreme Court of the United States

Practice (pp. 128-129)

1. 9; 27; 20
2. Wayville
3. Flos
4. 20
5. Stint; Wayville
6. train
7. southwest; train
8. Birch; Cortez; Flos
9. northwest
10. Birch
11. 27; 25
12. two

Practice (pp. 130-131)

1. c
2. d
3. c
4. c
5. c

Practice (p. 133)

1. G
2. D
3. B
4. C
5. A
6. E
7. F

Practice (p. 134)

Correct answers will be determined by the teacher.

Practice (p. 138)

1. b
2. a
3. b
4. b
5. b



Key

Practice (p. 139)

- 3
- 2
- Sue Brown
- 87; 101
- 121

Practice (p. 140)

- D
- 2A
- 5C
- 7D - classified
- D
- 16A

Practice (pp. 144-145)

Part I

- 1.-4. Answers will vary.

Part II

- extremely gloomy or dismal; relating to a funeral or the grave
- Italian
- Answers will vary but may include any three of the following: fancy, fantasy, fiction, figment, illusion, phantasm, reverie, vision, fervent hope, wish, or goal
- 1000
- 3; noun, adjective, and verb as a noun—matters involving the supernatural; as an adjective—mysterious, magical; secret, hidden; as a verb—to hide or conceal
- to fight against or to call into question

Practice (pp. 148-150)

Summaries will vary but should acknowledge the following:
Title of Selection: Fitness Evaluation of Americans: A Failing Grade
Main Idea: Modern Americans are not as physically fit as our ancestors.

Unfamiliar words or phrases:

Answers will vary.

Supporting Details or Most Important Facts:

There will be some variation. The following ideas should include the following:

- Our ancestors were fit because they worked harder and were more active than we are today.
- Today, our lifestyle is sedentary and we do not get as much physical activity.
- Today, only one in five Americans is physically fit.
- Sixty percent of today's healthcare costs is due to unhealthy lifestyles.
- Obesity is at an all-time high among teenagers.
- A healthy lifestyle can increase life expectancy by about 2.5 years.
- Functional health is the ability to live without assistance.
- Functional health is related to physical fitness.
- A sedentary lifestyle is a major contributor to heart disease, the leading cause of deaths in the United States.
- Physical activity increases chances of a healthy life.

Unit Assessment (pp. 131-138TG)

- c
- a
- c
- b
- c
- a. after the movie
b. the usher
c. near the back
- a. a football game
b. you score a touchdown
c. you jump up, catch the ball, keep running, and run into the end zone



Key

8. a. Western Europe
b. explorers
c. trading posts
9. a. she had abandoned him for most of his life
b. his foster family
c. the judge allowed Gregory to live with his foster family
10. a. August of 1992
b. the loss of thousands of jobs
c. they had to pay all the insurance claims
11. c
12. b
13. b
14. c
15. a
16. O
17. F
18. O
19. F
20. O
21. F
22. F
23. O
24. F
25. F
26. c
27. c
28. a
29. a
30. d



Unit 3: Writing—Building upon Your Writing Skills

Overview

Focusing a large part of classroom instruction on writing skills is important for any teacher of English. For Florida teachers, it is a must. Throughout their academic careers, Florida’s students are tested on their ability to produce well-organized and well-written products on demand. The skills these students should possess are clearly specified in the *Sunshine State Standards* and Core Benchmarks. These skills are also measured on the writing portion of the FCAT. Writing is also a large portion of class requirements across the curriculum in classes other than English. Therefore, your students will need as much preparation in writing as you can give them.

This unit of instruction offers some strategies for helping your students develop and strengthen these required skills. It is in no way meant to replace the writing component already in place in your classroom. Instead, it offers supplemental activities that will allow you to choose the specific areas in which your students need additional instruction. Specifically, this unit addresses the following skills:

- choosing and focusing a topic
- prewriting
- collecting information
- organizing information
- writing for a specified audience and purpose
- recognizing the purpose and structure of different modes of paragraphs
- recognizing and producing the parts of an essay.



Unit Focus

Reading Process

Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- **LA.910.1.6.1**
use new vocabulary that is introduced and taught directly
- **LA.910.1.6.2**
listen to, read, and discuss familiar and conceptually challenging text

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.

- **LA.910.1.7.2**
analyze the author’s purpose and/or perspective in a variety of text and understand how they effect meaning
- **LA.910.1.7.3**
determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
- **LA.910.1.7.8**
use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources

Literary Analysis

Non-Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.

- **LA.910.2.2.2**
use information from the text to answer questions or to state the main idea or provide relevant details
- **LA.910.2.2.3**
organize the information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining)



Writing Process

Pre-Writing Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

- **LA.910.3.1.1**
generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials, or other reliable sources) based upon teacher-directed topics and personal interests
- **LA.910.3.1.2**
making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion
- **LA.910.3.1.3**
using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn diagram, web, story map, plot pyramid) to develop a personal organizational style

Drafting Standard: The student will write a draft appropriate to the topic, audience, and purpose.

- **LA.910.3.2.1**
developing ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience
- **LA.910.3.2.2**
establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant

Revising Standard: The student will revise and refine the draft for clarity and effectiveness.

- **LA.910.3.3.1**
evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
- **LA.910.3.3.2**
creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas
- **LA.910.3.3.3**
creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language
- **LA.910.3.3.4**
applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics)



Writing Applications

Informative Standard: The student develops and demonstrates expository writing that provides information related to real-world tasks.

- **LA.910.4.2.3**
write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs

Information and Media Literacy

Research Process Standard: The student uses a systematic process for the collection, processing, and presentation of information.

- **LA.910.6.2.2**
organize, synthesize analyze and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations
- **LA.910.6.3.3**
demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation

Suggestions for Enrichments

Student Book Activity Extensions

1. **Comparing a Paragraph and an Essay** (student book page 161)

Before beginning the nuts and bolts of developing a topic and shaping an essay, it might be a good idea to spend time with the graphic on page 161 that points out the similarities and differences between a paragraph and an essay. If possible, you might enlarge this graphic, making a poster-size reference to use throughout this unit of instruction. This would be especially helpful to students needing visual reinforcement for instruction.



If you have previously written paragraphs, especially paragraphs developed with reasons or examples that lend themselves to this type of analysis, you might work with students to develop a bare-bones outline, showing how the paragraph could be expanded into an essay. This might even give them their topic for the essay they will develop later in this unit.

2. **Agreements Made with Your Readers: What Your Readers Expect**
(student book pages 163-166)

Turning a broad, general topic into a focused, useful topic is an essential skill for students to master. Consider taking a few minutes to work through this process prior to completing any prewriting activity. Very likely, the textbook you are using in your classroom will offer activities and practice for your students that will help them choose a useful topic.

Again, if students have written well-focused paragraphs, you can refer to these in order to point out how a really good topic sentence contains a focused topic. Also, finding good examples of well-focused introductions will help students see the difference between an acceptable and an unacceptable topic and why it is necessary to narrow and focus their topic.

You will find that you will be a year-long resource for students as they complete their assignments in other disciplines. Often they are assigned paper topics that are too broad or nonspecific and are difficult for students to work with. Choosing a useful topic is a skill that will help them write successfully across the curriculum and throughout their academic careers.

Allow the students to share their topics with the class. Discuss why each one is either too broad or would function as a useful topic.

The students' answers will, of course, vary. Try to find ways of helping them word their topics for ease in understanding them.



3. **Choosing a Very Good Title** (student book pages 167-168)

As students review their responses, encourage them to see why the very good titles are, in fact, very good. These titles will help the writer (and reader) stay focused on relevant details and other supporting material for the topic at hand. For example, ask students how they might develop the first topic in item number 1—“My Summer Vacation.” Guide them in seeing how this topic could yield probably a dozen different essays, each with a different purpose. However, “My Summer with the Whales” focuses on one particular aspect of the writer’s vacation. Everything in the essay will relate to this experience.

4. **Purposeful Writing: Reasons for Writing** (student book pages 174-175)

A great deal of instruction on modes of essays exists in excellent, up-to-date materials. Again, consult the textbooks and ancillary materials that you have in your classroom. As you know, most students need repeated review and practice as they learn and apply new skills. Having access to a variety of each kind of essay, especially if analysis exercises are provided, will be very useful to your students.

5. **My Grandma Lou** (student book pages 179-182)

An alternative to having students write out each set of descriptions is to reproduce the essay, giving each student a copy. Then, give out highlighters, one for each sense, and have students highlight what they find. This would be a very good group activity, especially if this is the first time they have dealt with descriptive diction. This would give you the opportunity to help students evaluate their responses before marking them.



6. **Uniforms: The Name Says It All** (student book pages 184-186)

A persuasive essay is a form of a *reasons why* essay. One way to work with students is to use the thesis statement as a sentence stem and then add *because* and a statement of each reason. If it works, then the essay structure is sound, as usually, the topic sentence states the reason. However, you will need to point out that topic sentences in such essays are not necessarily the first sentence in each supporting paragraph. They can even be implied. This is because effective persuasion usually begins by addressing the opposing viewpoint.

Analyzed as above, this essay would look like this (and wording will vary).

School uniforms should not be mandatory in the public sector because they do not save money.

School uniforms should not be mandatory in the public sector because they really do not result in school spirit and unity.

School uniforms should not be mandatory in the public sector because wearing them does not result in improved behavior in the long run.

7. **Prewriting Strategies** (student book pages 216-218)

You are the best judge on the pacing and sequencing of the instruction you provide your students. Six prewriting strategies are suggested in this unit—keeping a journal, clustering, listing, freewriting, analyzing, and probing with the 5W-How questions. Often you will find that what works best is to introduce one strategy at the beginning of a writing project, then progress through until the project is completed. At other times, you might find it best to offer a new strategy every day or so and keep the results in a notebook for future use.

Don't feel you must use all of these strategies for every student. If you can help a student make one or two information-gathering strategies his or her own, you have given this student a valuable organizer for the writing process.



Find some way of keeping these activities in a folder. Any one of these efforts can be a starting place for the assignment students will be asked to complete later in this unit.

8. **Listing** (student book page 219)

Do encourage students to list specific behaviors that they can give examples for. Discourage such vague responses as “act better in class.” Instead, guide them into finding specific things they can do, such as listening while the teacher is explaining an assignment, not sleeping, or not talking with other students during discussion or lecture.

9. **Freewriting** (student book pages 220-222)

This is an excellent way of getting students past staring for long periods of time at a blank piece of paper. Once their hands are put in motion, thoughts usually follow. However, students find it difficult to write for sustained periods of time. You might want to warm them up to a five-minute writing with shorter stints—one, two, or three minutes without stopping. Use a timer if at all possible. Remind them to keep their pencils moving, but they don’t have to break speed records.

When you follow this particular exercise with the probing questions, tell your students not to worry if some of the answers are repetitive. This, too, is a process you will want to practice several times with the class. Choose an unrelated topic, such as a recent school dance, city-wide concert, or athletic event that most of the students either attended or were familiar with. Perhaps you could show a film prior to walking the class through the questioning process.

Encourage your students to follow through on their responses. For example, if you ask “Who was present when you visited Disney World?” don’t let a short answer get by. If the student says, “My family,” have him or her give names, ages, looks, anything that comes to mind. Many of these details are irrelevant to the subject, but such discourse is helpful in allowing students to put their voices into a discussion. In addition, these extras often remind students of colorful details that will bring their writing to life.



10. **Clustering** (student book page 223)

Clustering is a wonderful strategy for encouraging students to remember details and to find ways to verbalize their ideas. Again, begin a clustering activity in which the entire class will participate, with you facilitating the progress. Clustering is a good way to analyze a character from your reading or a real person from culture study. Although some of the strategies are difficult for students to master, clustering usually is not. It is easily understood and useful in any academic discipline.

11. **Generating Ideas and Exploring Details** (student book page 224)

Have students use one of the previously-generated topics and complete a different strategy to pull together even more ideas. For example, if one of your students wants to write about the “perfect moment” the freewriting yielded, encourage him or her to do a cluster for the same topic. Point out any information this new method may have generated.

12. **Inventory Chart** (student book page 225)

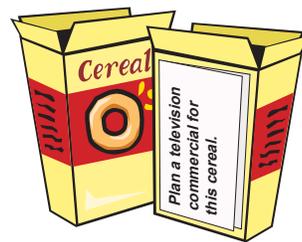
Students might benefit from completing this as a partner activity. Encourage partners to ask questions that will help each other fill out the inventory charts completely.



Unit Extensions

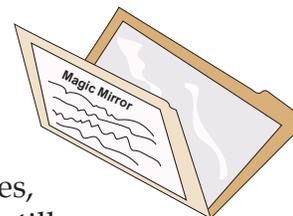
Organizing for Writing Activities

1. Have students brainstorm a list of every type of writing they can imagine. Ideas may include letters, stories, newspaper articles, directions, advertisements, poems, songs, jokes, reports. Discuss the different purposes for writing: to inform, amuse, teach. Emphasize that all writing is a form of communication. If we want to get the message across, clear communication is necessary. Knowing the purpose of the writing and the audience to whom we are writing helps us begin organizing a writing plan.
2. Create writing centers in your classroom. These are places where the students can go for ideas for writing. Introduce the centers as you place them in the class and allow students time to peruse the centers. Change the centers periodically. Give extra credit or require the use of the centers. Some ideas for centers might include the following.
 - *“What If...” Rainbow Center*—Prepare a group of colored index cards with suggestions on them such as the following: What if everything were yellow? What if the sky turned black? What if our skin were green? What if your hair turned blue every time you cried? What if all our houses were pink?
 - *Cereal Box Center*—Cover a small cereal box with clear contact paper. Tape the activity cards to the box in flip-card style. Some activity card suggestions might be as follows: List as many unusual uses for this cereal as you can. Plan a television commercial for this cereal. Think of all the similes that would describe this cereal and/or box. If you had a grocery store, would you stock this cereal? Why or why not?
 - *Magic Mirror Center*—Attach a piece of aluminum foil to the inside of a manila folder. On the front cover of the folder, write the following: Recently unearthed from archaeological digs in a cave on a remote Italian island was this Magic





Mirror. This rare Magic Mirror is believed to be the only one of its kind left on Earth. They were once commonly used by all ancient Romans. One look of no more than 60 seconds allowed the ancient legend tellers to “see” a tale about their lives, customs, or gods. The Magic is believed to still be good. You, too, should be able to see a story that explains something about your life and times. Remember—only 60 seconds or you will turn into a pillar of salt. Record your story and include an illustration of what you saw.



- *It's in the Can Center*—Decorate and label small coffee cans. The labels should reflect the writing genre in which you wish students to write. Inside the cans, place slips of paper with titles for activities related to the label. Examples of labels and activities might be the following:

Sports: My Life as a Golf Ball; The PeeWees vs. the Mighty Mites; Touchdown for the Tornados; The Thrilling Ski Vacation

Humor: Why the Pollyglup Will Never Forget the ZeeZee Bug; Mr. Whiffle's Sniffle; Fuzzy, Furry Frankie



Mystery: Help! I'm Stuck!; Creepy Footsteps; The Case of the Missing Mummy; The Attack of the Midnight Visitor

- *Create-a-Story Center*—Have three cans set up, one labeled *Characters*, one labeled *Setting*, and one labeled *Plot*. Fill the cans with slips of paper with examples of each. Students are to go to the center and pull one slip from each can in order to create a story.
- *Write a Legend Center*—Have children's books of legends available. Using a vase that looks like a magic lantern to hold the slips of paper, write down some suggestions for students to write a legend of their own. Some ideas might be as follows: a legend about respecting parents, not swimming in deep water alone, why the squirrel has a bushy tail, and why the bear goes to sleep in the winter.



- *Mystery Character Center*—Fill a suitcase, a knapsack, a large basket, and a briefcase with items that belong to a mystery character. These might include writing instruments, mysterious documents, articles of clothing, etc. The students choose one and write a characterization of the person represented by the container and the objects. They may go on and write a full narrative about the activities of the character.
3. Establish a writing corner in your classroom. At a minimum the corner should include paper, pencils, pens, dictionaries, thesauri, and a tape recorder. It is also nice to include a variety of paper and writing tools, such as black paper and gold pens, sticky notes, and a word processor.
 4. When students have done quite a bit of writing or are in the middle of writing a longer piece, it is a good idea to hold a writing forum. Have students sit around a table and voluntarily read pieces of their writing aloud. Ask questions such as the following:
 - How is the your writing changing?
 - What is the hardest thing for you when you write?
 - Where do you think your work is going next?

Encourage other students to ask questions and respond positively to the writer. It is often a good idea to model constructive criticism before letting the students criticize each other.

5. Have students keep writing journals that they are expected to write in every day for five to 10 minutes. You can vary the journal in many ways: give students a question to respond to each day, have them write their own questions, let them write about anything they would like. Have journal writing at the beginning of the period, at the end, or interrupt your lesson to allow time to write in their journals. You may have them share their journals with each other or turn them in occasionally for you to read. The journal can eventually become a source of ideas for longer pieces of work.

Note: Students need to know that serious problems, such as abuse or suicidal thoughts, cannot be confidential.

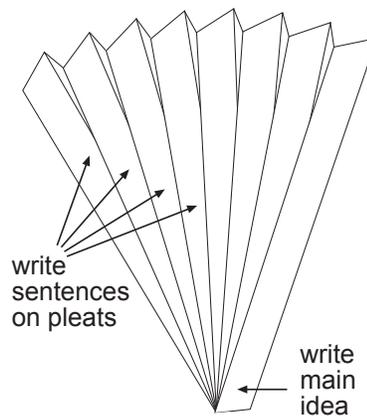


6. At the beginning of the year, establish a way to preserve your students' writing samples throughout the course. An excellent way to do this is with a writing portfolio for each student. Have students select their best works (the ones they like the best) and place them neatly in the folder. Keep the folders in your writing center so that they may add and subtract from them as they like. It is a good idea to have them attach a form to each piece telling when and why they wrote the piece and why they chose it for their portfolio.

At the end of the year (or at regular intervals), invite parents to your classroom and allow your students to share their portfolios with their parents. It is very positive for both the students and their parents to observe the student's growth and creativity over the year.

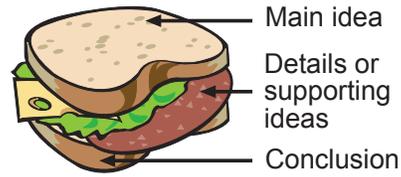
Writing Strategy Activities

1. Teach the idea of POWER writing (Prewrite, Organize, Write, Edit, and Rewrite). Mention to the students that it is not always necessary to cover all five steps. This is called POW writing. Brainstorm the differences between POWER and POW writing—audience and purpose. Make a poster outlining the steps and hang it in your room. Sometimes you don't have to edit and rewrite, for instance, a shopping list or personal journal. Let students decide before a writing assignment which type of writing they are about to do.
2. Use a pleated fan to teach paragraph unity. Have the students fold a paper fan into as many pleats as you would like sentences in their paragraphs. At the base of the fan have students write the main idea or topic sentence for the paragraph. On each pleat, the students are to write one sentence or idea that relates to the topic idea. Check and discuss their fans before they write their finished paragraphs.

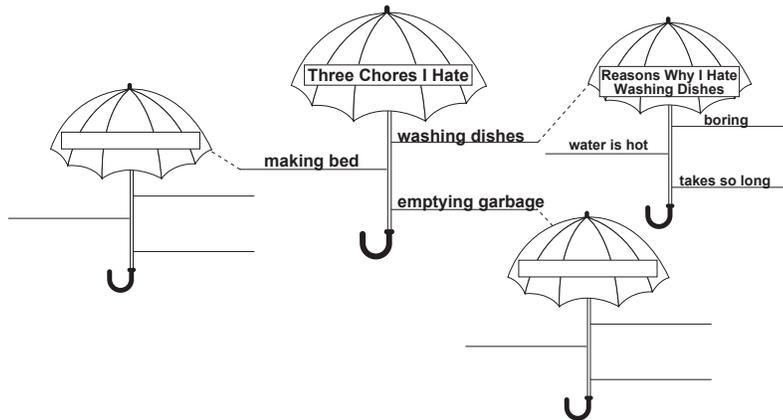




Another good descriptor for cohesive paragraphs is the analogy of a sandwich. The top slice of bread is the main idea. The sandwich ingredients—cheese, meat, lettuce, tomato, etc.—are the details or supporting ideas. The bottom slice of bread is the conclusion. The students must make sure that all the middle sentences fit between the slices of bread.



A third good organizer to help students visualize this concept is the umbrella. Draw an umbrella on a sheet of paper and have three parallel lines dissect the handle. Write an idea on the umbrella (Three Chores I Hate) and have the students brainstorm ideas for the three dissecting lines. (You may wish to place on posters and post in the class.) Those ideas can then be put in their own umbrella and broken down further (reasons why I hate the chore). Ideas that don't fit the umbrella will be "all wet."



3. Graphic organizers are very helpful in helping students prepare to write.
 - Five-paragraph essays, persuasive essays, and expository essay graphic organizers can be as simple as a large block for the main idea, three smaller blocks for the supporting ideas, and a final block for the concluding idea. See the following pages for examples of each.

Note: Make sure students understand that three- and four-paragraph essays are also correct formats to use.



- Story maps are wonderful graphic organizers for narrative writing. See the following pages for examples of story maps and Unit 2 Suggestions for Enrichment under Before Reading for other examples.
- The Venn diagram, two large overlapping circles, is an excellent organizer for compare/contrast essays. See the following pages for an example of a Venn diagram and Unit 2 Suggestions for Enrichment under After Reading for other examples.
- You might prefer to teach your students the art of webbing or clustering. See the following pages for an example of webbing or clustering.

It is a good idea to teach the use of your preferred graphic organizer early in the year and to keep a small file box, the “Toolbox,” containing multiple copies of these graphic organizers, available all year for students to access easily when they are preparing to write. (See Appendix A for examples of additional graphic organizers.)



Five-Paragraph Essay

Introduction—Paragraph 1

Main Idea:

Reason #1: _____

Reason #2: _____

Reason #3: _____

Body—Paragraph 2

Supporting Paragraph:
Reason #1 from above

Details:

1. _____

2. _____

3. _____

4. _____

Body—Paragraph 3

Supporting Paragraph:
Reason #2 from above

Details:

1. _____

2. _____

3. _____

4. _____

Body—Paragraph 4

Supporting Paragraph:
Reason #3 from above

Details:

1. _____

2. _____

3. _____

4. _____

Conclusion—Paragraph 5

Main Idea:

Reason #1: _____

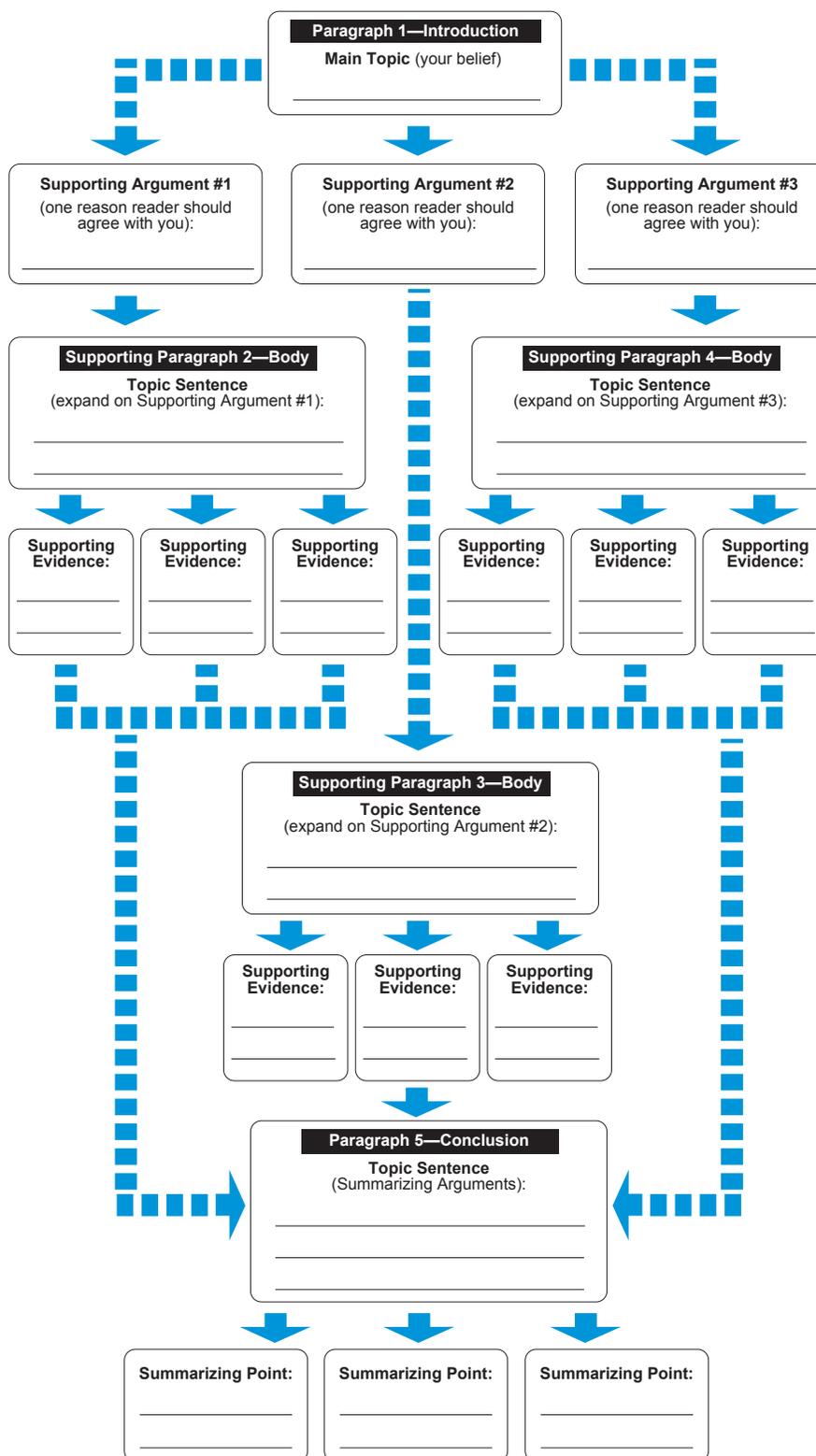
Reason #2: _____

Reason #3: _____

Conclusion: _____

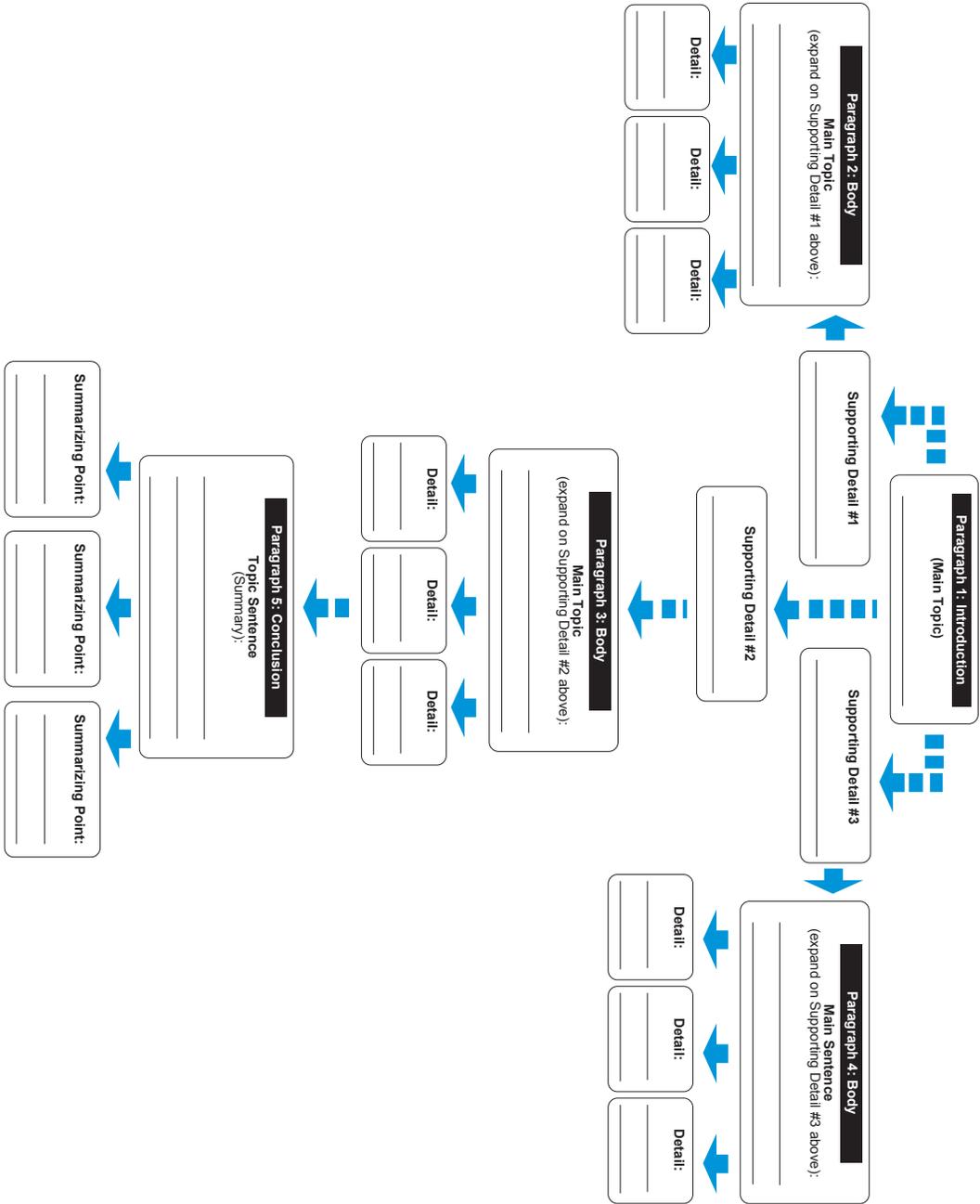


Persuasive Essay



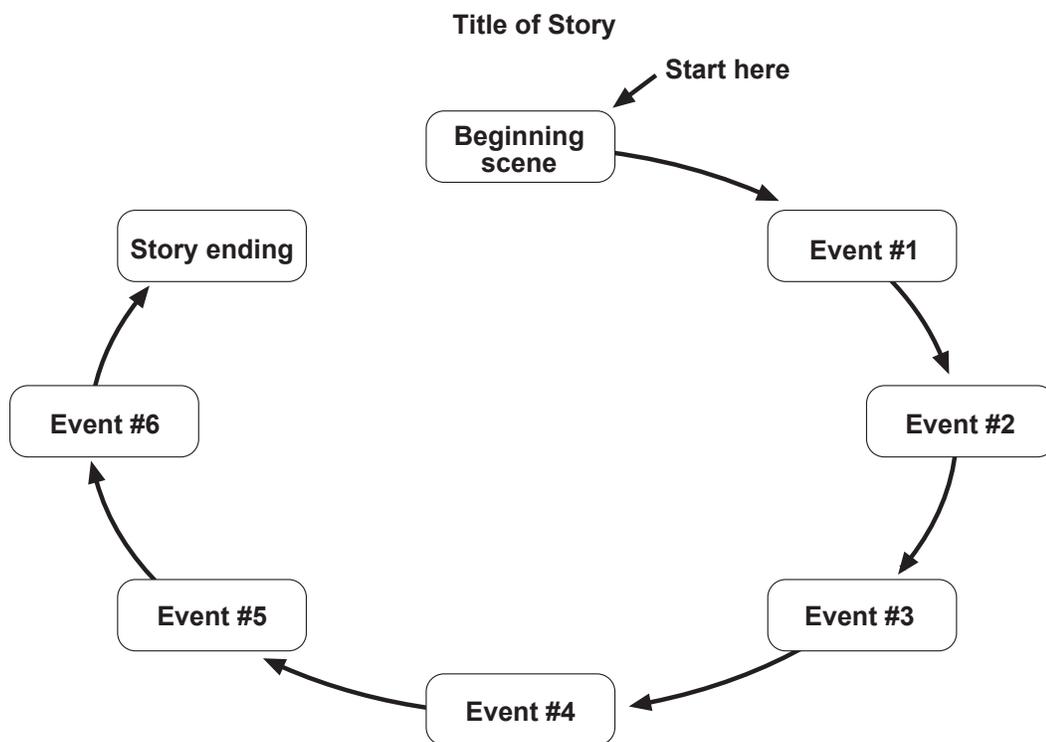


Expository Essay





Story Map Narrative Writing





Story Map Narrative Writing

Title _____

Characters:

Setting:



Goal, Problem, or Conflict:



Major Events:

1. _____

2. _____

3. _____

4. _____

5. _____



Ending/Resolution:



Theme:

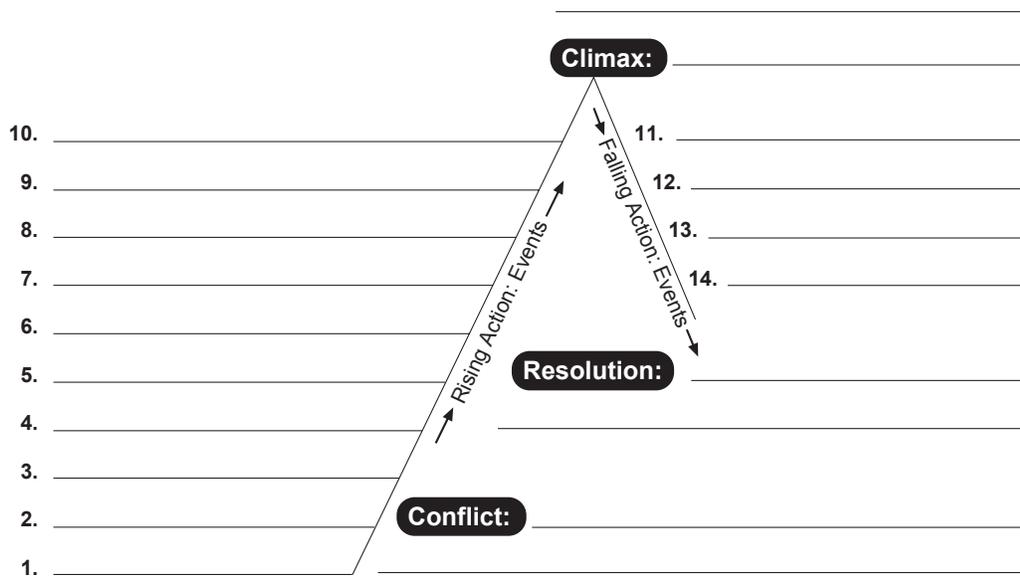


Story Map Narrative Writing

Title: _____

Major Characters: _____

Minor Characters: _____



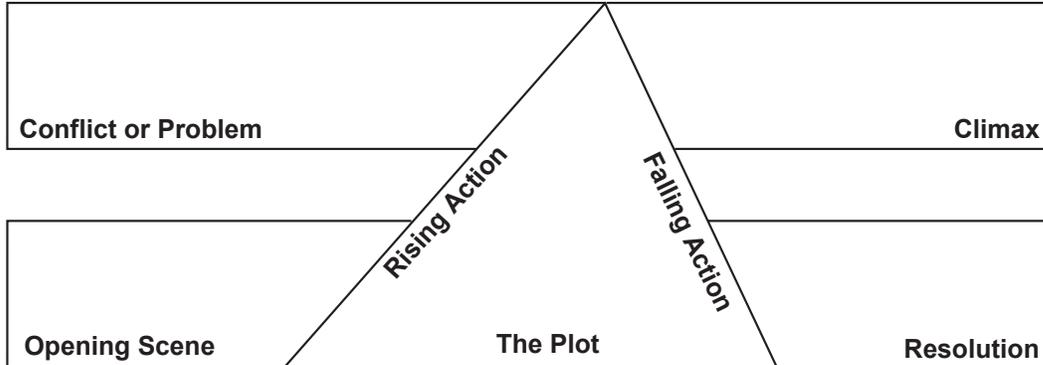
Setting: _____

Theme: _____



Story Map Narrative Writing

Title: _____





Story Map Narrative Writing

Probable Passages				
Setting	Characters	Problems	Problem-Solution	Ending

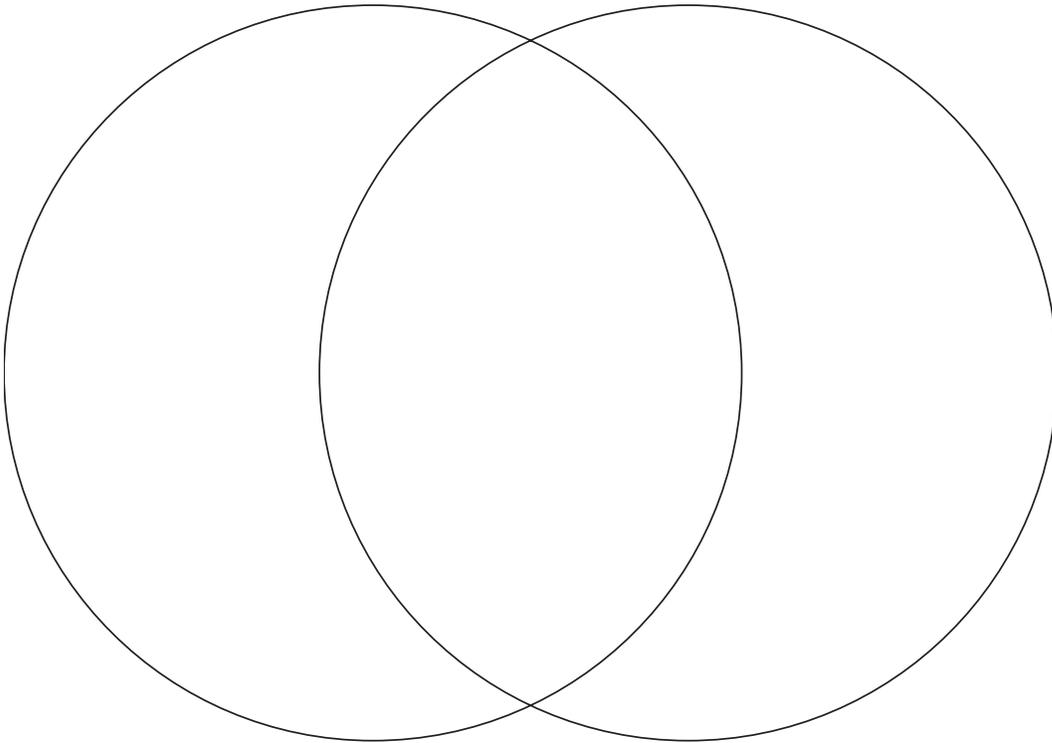


Venn Diagram

Differences

Similarities

Differences





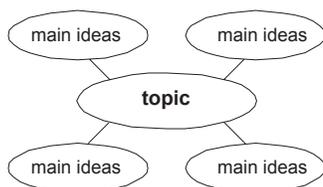
Webbing or Clustering

Step 1: Record your writing topic.



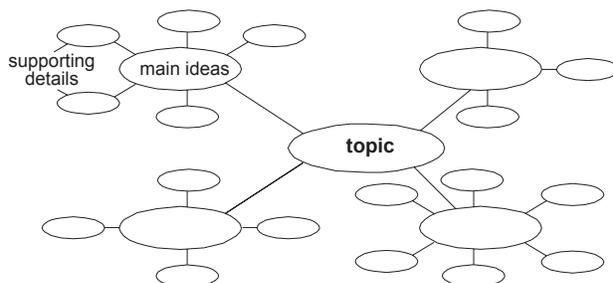
Now ask yourself: "What are my largest groupings of information?" These become your main ideas.

Step 2: Record the main ideas.



Now ask yourself: "What pieces of information or ideas belong to each main idea?" These become your supporting details.

Step 3: Add supporting details.



Now you are ready to write!



4. Teach students the art of freewriting as a warm-up for writing. When you freewrite, you write as fast as you can, letting words and ideas tumble out of your mind onto the page. Guide your students in a 10-15 minute freewriting by asking them these questions as they write:

- What special knowledge and abilities do you have?
- What are some things you know more about than other people do?
- What are some things about yourself that make you proud?
- What are some of your hopes for the future?

Tell the students they do not have to answer all of the questions, that they are to be used only as a guide for their thinking.

5. It is often hard to teach the idea of a strong conclusion. Here are some ways to address the issue:

- Touch Back (go back to your main idea)
- Look to the Future (what might happen next)
- Go to the Heart (what difference does it make?)
- Zinger! (a final statement that makes the reader say, "Wow!")

Bring in examples of these types of conclusions and have your students identify them. Then have them practice writing examples of all four types of conclusions.

6. Give students some simple sentences and ask them to rewrite them as compound sentences. Review the use of coordinating conjunctions in writing compound sentences using FANBOYS*—for, and, nor, but, or, yet, so.

*The Sentence Writing Strategy (using FANBOYS) in this document is based on the work of Dr. Jean B. Schumaker of the University of Kansas Center for Research on Learning (KU-CRL). This strategy is a part of the Strategic Instruction Model (SIM). To optimize student performance, teachers should first receive formal training in the use of the strategy from a certified SIM trainer.



7. Give students compound sentences and ask them to rewrite them as simple sentences.
8. Have students use Role-Audience-Format-Topic (RAFT) Papers as a fresh way to approach their writing, while bringing together students' understanding of main ideas, organization, elaboration, and coherence—the criteria by which compositions are commonly judged.

- **Role of Writer**

Who are you? Are you a president? A warrior? A homeless person? A computer technician? An endangered species living in Everglades National Park?

- **Audience**

To whom are you writing? Is your audience all Floridians? A friend? Your teacher? Readers of a newspaper?

- **Format**

What form will the writing take? A classified ad? A speech? A poem? A brochure? A PowerPoint presentation?

- **Topic**

What is the subject or point of the piece? Is it to persuade a comic book villain to spare your life? To plead for a re-test? To call for stricter regulations for environmental protection?

RAFT Paper	
Role of Writer:	Format:
Audience:	Topic:



Writing Activities

1. The newspaper is a good source for writing inspiration. Here are a few ways to use the newspaper to give students a reason for writing:
 - Have students look through the paper and list 10 stressful situations. Put the events in order from the most to least stressful and explain how they might handle themselves in each of these situations.
 - Have students choose a comic character who is most like them, their friends, or their family. Ask them to create a new character who would make one of their favorite comic strips more interesting.
 - Have students find a short newspaper article that interests them. Have them read it, then rewrite it by cutting it in half—tell the story with half the words, but still get the idea across. Now cut the story in half again.
 - Have students choose three action photographs from the newspaper. Pick one and write a short story leading up to the moment in time when the photo was taken. Choose another and write a descriptive story about it. For the third photograph, start at that moment in time and write a short story that progresses from there.
2. Ask your school secretary to “guest lecture” on writing letters and messages. Many secretaries have a wealth of knowledge and entertaining stories about this particular skill.

Have students engage in “real” writing activities such as writing letters to the student council or principal concerning school rules; writing letters to authors of books they have read; creating a brochure for new students to the school; and writing job applications, resumes, and letters of recommendation.

Install a message board in your room for student-to-student and teacher-to-student communication. Also begin a collection of funny and problematic messages; use them to illustrate your point. You may have students write movie and concert reviews and post them on the message board.



3. Collect interesting pictures for your class. Give each student two or three pictures randomly and have them write a story that links the pictures together. Pictures are also great starters for writing haiku and other forms of poetry. Use pictures of people for asking students to make inferences about the person and develop a character for a short story.
4. Have students bring a photograph of a person in their family from home. Have them brainstorm for things they can see in the picture and things they might know about the picture that they can't see. Have them write a paragraph or poem about the picture.
5. This is a three-round activity designed to warm students up for writing.
 - In the first round, let the students choose either the word “duck” or the word “apple.” Give them one minute to write as many words as they can think of related to their chosen word. At the end of the minute, ask them to count the number of words they have written. Record these numbers on a chart on the board. Repeat the activity for rounds two and three.
 - For round two, give the words “umbrella” or “beautiful.”
 - For round three, give the words “sock” or “blue.” Discuss the results of the three rounds with the students. Let them choose one to write a paragraph.
6. Hold a writing blitz. Every 40 seconds, deliver one direction listed below.
 - Write a nine-word sentence in which an animal is in the fifth position.
 - Arrange the following ideas into one sentence:
old man...tractor...rain...coal mine.
 - Arrange the following ideas into two related sentences:
bouncy...clear...weather...street.
 - Write a sentence that uses the letter *t* at least 13 (thirteen) times. For example, the previous sentence uses the letter *t* 13 times.



7. Have students write a word pyramid by giving them the following directions:

- Select an initial from your name and place it on your paper.
- Think of a three-letter word that begins with your letter and place it below your letter.
- Think of a four-letter word that begins with your letter and place it below the three-letter word.
- Continue adding one letter at a time until you can think of no more.
- Think of a seven-word sentence in which your four-letter pyramid word occupies the fourth position.

Suzy
S
S H Y
S A L T
S A L A D
S A T U R N
S U C C E S S
S U S P E N S E
S U N S C R E E N

Let's use less **salt** for good health.

1 2 3 4 5 6 7

8. After reading a story or short novel, distribute blank white sheets of paper to the class. Ask them to fold the paper into fourths. On each fourth of the paper, they are to draw a character from the story from their own imaginations. Beneath the picture, have them write a short descriptive paragraph concerning the character. Display the students' finished pictures.



9. Have students write Emotion Poems. On the top of a sheet of paper, have them write the name of an emotion, such as fear or frustration. Then have them write a poem by answering the following questions in order. If your emotion were a color, what color would it be? If your emotion had a smell, what smell would it have? Taste? Sound? Feel? Look? Then name the emotion and write a metaphoric statement, such as “Fear is falling into a hole.” (*Note: It helps, when you are having students write this poem, to read an example of each line from a former student’s poem.*)

Examples of emotions:

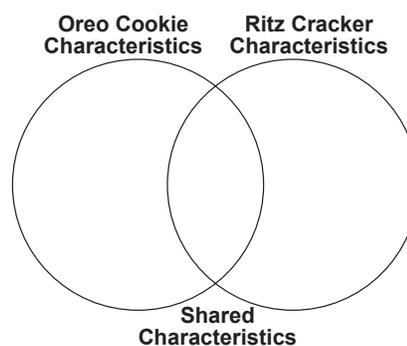
anger, anxiety,
bewilderment, boredom,
caution, confusion, contentment,
dejection, delight, disgust,
envy, excitement,
fear, frustration,
guilt,
happiness, hate, hope, hurt,
insecurity,
joy,
kindness,
loneliness, love,
misery,
numbness,
patience, pity, pride,
rage,
sadness, satisfaction, shame, shock, sorrow, spite,
thoughtfulness,
uneasiness, unhappiness, unsure,
vicious,
warm, worry,
yearning,
zeal.



10. Have students write Bio-Poems. Ask students to answer the following about themselves to form the Bio-Poem:
 - 1st line—your first name only
 - 2nd line—four traits that describe you
 - 3rd line—son, daughter, brother, sister of...
 - 4th line—lover of...(three people or ideas)
 - 5th line—who feels...(three things)
 - 6th line—who needs...(three things)
 - 7th line—who gives...(three things)
 - 8th line—who fears...(three things)
 - 9th line—who would like to see...(three things)
 - 10th line—resident of...(city, street, or state)
 - 11th line—your last name only.
11. After reading some fairy tales, have each student choose one fairy tale and rewrite it from the “bad guy’s” point of view. For instance, were Cinderella’s wicked stepsisters just victims of circumstance? Have students publish and illustrate their revised fairy tales.
12. Have students develop and write in a hieroglyphic code. Have them present their codes to the class and ask other students to decipher their new language.
13. In a large shoe box, place miscellaneous items you have lying around the house, such as an empty spool of thread, a baby shoe, a feather duster, a candle, etc. Have a student select three to five items from the box without looking. Ask the class to write a story that incorporates the three to five items.



14. Have students interview their parents about some historic event that the parents would have been alive for, such as the Kennedy assassination, the first man walking on the moon, or the Oklahoma City bombing. Ask the students to write an expository essay on what they learned from the interviews.
15. Have students write a persuasive essay about the most significant event or discovery that has taken place since their birth.
16. Ask students to interview their parents and grandparents about an opinion the parents and grandparents hold strongly. Write a paragraph to support or refute this opinion. Topics relating to school and music often lead to lively cross-generational discussions.
17. Have students write a short story about a person 100 years from now who finds a time capsule containing fitness and health products buried this year. Ask students to include a description of the contents of the time capsule, an analysis of the contents, and a prediction about what the person finding the time capsule might conclude about our culture and time.
18. Teach the use of the Venn diagram by having the students compare an Oreo cookie to a Ritz cracker. (*Optional:* Use hula hoops to construct the Venn diagram on the floor.) Characteristics that pertain exclusively to the Oreo cookie need to be placed on one circle outside of the overlapping section. Characteristics exclusive to the Ritz cracker should be placed in the same position on the other circle. Shared characteristics are placed in the overlapping section. Have students compose a topic sentence as a whole class, then write the paragraphs using the information in the circles. Let students choose a cookie or a cracker to eat when they complete their paragraphs.





19. In order to illustrate the importance of specific detail in their writing, ask students to write down the directions for making a peanut butter and jelly sandwich. Provide peanut butter, jelly, bread, and plastic knives. Ask students to exchange written directions with classmates. Select three to four students to come to the front of the room and make a sandwich by following directions exactly.
20. Ask students to write the directions for performing a physical exercise or physical activity. Require rewrites until the directions are clear and complete. Assign students various audiences for their directions, then roleplay each audience. For example, ask a student to write directions for a tourist from another country or for a small child. Students who attempt to follow the directions would then roleplay the tourist and the child.

Variation: Have students write instructions for how to solve a problem or perform a skill they just learned.

21. Have students write directions to guide a new student in the school from the principal's office to the cafeteria.

Have students use a school map to write directions to a location in the school. Exchange directions with a partner. The partner should be able to tell the intended destination. If not, the student should see at what point the partner was confused and correct the mistake by rewriting the directions. The partner should then try again.

Using a map of either the city, state, or country, have students pick a beginning point and a destination. Ask them to write directions to the destination.



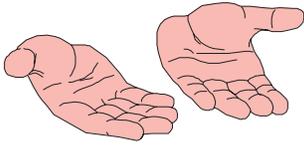
22. Give students a letter matrix such as the example below. Give them written or oral directions for spelling a certain word. For example, “Begin with the 4th row, 1st column; move up one space and one space to the right; move up one space and one space to the left. What word have you spelled?” Next have students work in pairs. Each student will write his or her directions to spell other words with the letter matrix and then exchange the written directions with his or her partner. Allow time for pairs to check answers and, if needed, make adjustments to written directions.

	1	2	3	4
1 st	Y	A	E	L
2 nd	T	R	P	T
3 rd	S	A	U	H
4 th	B	S	G	A

23. Have students draw a shape such as a triangle, a letter, or a number. Then have students write directions for reproducing the drawing they have made. Students should then exchange directions and follow one another’s written directions.
24. In order to teach the methodology of research, have students research their own lives by writing a *This Is Your Life* paper. Be sensitive to different family compositions and provide choices and options. Include an interview component (they must interview someone who has known them a long time) and a description of a treasured item from their childhood.
25. Have your students sit on their hands, then ask them the following questions, asking for responses aloud:
- Do you have little white spots on your fingernails?
 - If your hands were flat in front of you, would the tip of your thumb reach your second knuckle on your index finger?
 - Which of your fingers has hair on the middle section of the finger?



- Which is longer—your index finger or your ring finger?
- Have you any freckles or moles on your hands? Where?
- Which fingernail is shortest? Longest?



Now have students check their hands for the answers. Explain that this is how writers provide details in their writing. Now have them write the following:

- Write three phrases describing an animal, face, or highway shape that you can see in the lines on the back of your hand.
- Look at the shape of your hand, the outline of your fingertips, your fingernails, the bumps, veins, wrinkles, and hair. Think of things they look like and write three of them.
- Move your fingers and notice what changes. Write three phrases telling what you see.

Choose your three favorite phrases from the nine phrases you have written. Trace your hand on paper and write the phrases on the tracing wherever you like. Share your drawing and phrases.

26. Provide the students with story starters. Story starters are comprised of only the beginning of an intriguing narrative. For example,

“As we rounded the corner, we looked from the deck of the ship to the high bluff above our heads. There we saw two shadowy figures watching us approach the shore.”

Have the students complete the story.



27. Teach the use of vivid verbs and adjectives by having the students write paragraphs using each of the five senses. Examples might be as follows:
- Imagine that you are surfing when a storm blows in. The waves crash in as you try desperately to get back to the shore. You can see nothing and hear nothing except the roar of the waves. Describe the sound to someone who has never been surfing.
 - Describe the sunset to a blind man.
 - Describe how a baby's skin feels.
28. Have students research and write books for smaller children. Bring several children's books into class and share them with your students, brainstorming the characteristics of a child's book. Some ideas for types of children's books to have your students write are an alphabet book, a nonfiction book (such as books about fish or countries), a book of fiction based on a myth or legend, or a story of the student's own creation.
- Have students edit, illustrate, and print their books. When the projects are completed, take them to an elementary classroom and have your students read their books aloud to the younger students.
29. Try Round Robin writing. Brainstorm a topic with your students, such as the sights and sounds of a haunted house. Divide the students into groups of five or six. Have each student begin a story about a haunted house. At the end of five minutes, ask them to complete the sentence they are on and pass their paper to the right. The next person is to read what has been written and continue writing the story. Continue in this manner until you come to the last student in the group. Give the final student six or seven minutes to put an ending on the story. Let the groups choose their favorite stories and read them aloud to the entire class.
30. Have students participate in the Written Conversation procedure. Ask students to "talk" to each other—on paper—about topics of interest to both of them. Before beginning, either have a list of topics or allow the class to generate a list from which to choose.



31. Have students work in cooperative groups to write a Round Robin Suspense Story by developing a variety of possible stories around a single prompt. Divide the class into groups of five students and tell them that they will be writing five different stories using one prompt. Prepare 10 suspense writing prompts and place them in a can. Allow each group to pull one prompt out of the can. Ask students to begin by writing the prompt as an opening. Then give students two minutes to write. Ask students to stop writing at the end of two minutes, even if they are in the middle of a sentence. Have them pass the papers to the right. This time give them three minutes to read what the previous author has written and to continue writing that story. Give the third writer four minutes to write, the fourth writer five minutes to write, and the fifth writer six minutes. The final writing session returns the paper to its original writer for seven minutes, during which that student writes an ending. Have students share stories within their groups and select one version to share with the class.

Variation: Groups may collaborate to combine, revise, and edit a final version of the story using the best plot, images, and details from all their stories. Students may also illustrate their stories and post them on a bulletin board.

32. Have students write a letter, in either a personal letter or a business format, to persuade their parent or guardian to allow them to do something the parent or guardian does not want them to do. Ask groups or pairs of students to brainstorm at least 10 things their parents will not let them do (or 10 things that their parents want them to do and they do not want to do). Have students choose one argument and take it home to get a list of opposing arguments from their parents. Tell students that the more arguments their parents provide, the easier the task will be when they begin to write their letter. Ask students to then write their letter to convince their parents of their position by addressing each opposing argument given by their parents. Students need to give reasons why they refute what was said, be direct and forceful, yet respectful, and use appropriate language. (*Optional:* You may wish to ask students to have their parents sign their list of opposing arguments before it is brought back to class and to also get the final persuasive letter signed by their parents indicating they have read it.)



33. Use the overhead projector to show a single-frame cartoon. Ask students to write a statement telling what is happening and have them share their ideas orally. Write some of their ideas on a transparency or on the chalkboard. You may continue letting them give more details about the cartoon. The information generated may be developed into a short paragraph.
34. Show pictures on the overhead and have the students provide an appropriate caption.
35. Have students research an author and write an article about him or her, or conduct a fictitious interview.
36. Have students pretend that they are the friend of a famous person whom they admire. Write a friendly letter to this person. Be sure to include all the correct parts of the letter.
37. Have students write a letter to a favorite character in a book or story. Then have students answer that letter as if they were the character.
38. Have the students talk to an elderly relative or neighbor about his or her life and upbringing. Have them use the information to write a short biography of that person.
39. Have students write two possible pieces of dialogue that could be used to enhance a narrative.
40. Have students choose a famous person currently in the news with whom everyone is familiar. Ask the students to write the name of the person chosen on the top of their sheet of paper. Allow them five minutes to privately brainstorm everything they know about that person, writing their thoughts as a list under the person's name. After five minutes, write the items on the board or overhead as students give an item on their list that is different from the items others have given before them.



41. Ask students to think back and look closely at their lives so far. Have them brainstorm a list of ideas, people, places, and things that have mattered to them. Use the ideas discussed in this lesson to help them create their own personal inventory. Students may use the suggested areas listed below as a starting point for their thoughts.

- memorable firsts
- school memories
- unforgettable people
- things to change
- my favorites (movies, books, music, etc.)

42. Provide individual sample paragraphs or use an overhead. An overhead allows paragraphs to be read aloud, which can help students with reading difficulties or students whose preferred style is auditory. Have all students focus on one paragraph at a time and encourage discussion and input of individual ideas to improve the writing.
43. Provide students with additional sample writings. Have groups critique their sample paragraphs using scoring guidelines. Each group should then present both the writing sample and its critique to the class.
44. Provide every student with a copy of the same sample paragraph (but different from those used in above practice activities). Have students critique and score their samples. Discuss the scores as a class, having each student offer reasons for scoring as he or she scored.
45. Instruct students to write an introductory paragraph using one of the prompts below as their guide. Allow no more than 30 minutes for students to complete their paragraphs. When students have completed their paragraphs, have them trade papers with other students (either within the same class or among several classes) and have them critique and score the paragraphs. Return papers to original writers and discuss the results and critiques.
 - You have been appointed to a committee to suggest ways to improve the school cafeteria. Think about ideas you have for making your school lunchroom better. Write to explain to other members of the committee how the school cafeteria could be improved.



- Education comes from a word meaning “to lead.” Education may lead us to a new way of thinking, a new kind of behavior, a different way of making decisions, or even a better memory. Think about an important lesson you have learned. Write to explain how this lesson has led or helped you to new understandings.
 - Progress in our time has been marked by the invention of new kinds of machinery and devices that make everyday life easier. Think about one machine or device that makes your life easier. Now write to explain how your life is easier with this device.
 - As teens mature, they earn more privileges or rights. Think about a privilege that you would like to have. Write to convince the adult who could give you this privilege that you should be allowed to have it.
 - A role model is a person you admire and respect. Think about someone you consider to be a role model. Write to the role model and explain why this person is a role model to you.
 - We all live with rules and regulations. Think about a rule or situation that should be changed. Write to convince the reader to make the change.
 - Think about what differences there might be living in a big city from living in a small town. Think about your reasons for preferring one or the other of these places for your home. Write to explain the reasons for your choice.
46. Have students write a list of all the things that interest them and that they would like to know more about. Have them choose one of these topics and write about what they already know and how they feel about this topic. Have them write down what they think they might discover about the topic. Then have them do a mini-research paper, telling how they picked their topic and how they found material about the topic.



47. Provide opportunities for students to practice note-taking skills. Give students an advance organizer explaining that you are expecting them to take notes on the topics presented today. Encourage students to use note-taking skills in other classes.
48. Ask volunteers to give a short presentation and have the other students take notes. Encourage students to use word abbreviations and symbols.
49. Have students take notes on transparencies. Using an overhead projector, review samples of the notes taken by volunteer students. Look for word abbreviations and symbols. Have the class share reasons why a particular example is good (e.g., neatness, lots of white space, highlighting, underlining).
50. Show students a short instructional video and have them take notes. Since there is no one best way to take notes, hold a brief conference with each student to discuss strengths and weaknesses rather than grading students objectively.
51. Have groups discuss a topic from the unit. Ask each group to choose a recorder to write down ideas and a second person to summarize the discussion to the class.
52. Have students use the Take Notes/Make Notes strategy when listening to a speaker, videotape, or audiotape presentation. Have students divide a sheet of paper into two columns, labeling the left column Take Notes and the right column Make Notes. See below.

Take Notes	Make Notes
In this column, students take notes as they listen and leave a large space under each topic.	In this column, students make notes that further explain, extend, or question the original notes in the left column.



Model this strategy using an overhead projector for the class as you use the Take Notes column with an audiotape or videotape and then the Make Notes column to explain and extend your notes. Then allow students to use their Take Notes column as you read a small selection aloud and then the Make Notes column to explain or extend the meaning of their notes. In small groups, ask students to compare their notes and add additional notes in the Make Notes column as necessary. Next, allow students to use the strategy independently.

53. Have students use the Record/Edit/Synthesize/Think (REST) note-taking strategy. This strategy requires students to edit and consolidate notes they have taken during reading, lectures, and class discussions and then synthesize the notes in a spiral notebook just for REST note taking. Have students share helpful note-taking and editing strategies in small groups. Model the use of the REST notebook as a test preparation tool.
54. Create a class newsletter for parents. Assign students specific tasks and use the Newsletter Rubric on the following pages as a guide for improvement.



Newsletter Rubric

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
Preparation	4	3	2	1		
Content Knowledge	showed total knowledge of content and is prepared to answer relevant questions	showed knowledge of content but is unable to answer relevant questions	showed incomplete knowledge of content	showed no knowledge of content		
Organization	content presented in orderly way, including introduction and graphics	content presented in orderly way with few exceptions	content presented in entirety but some parts presented out of order	some content omitted or most content presented out of order		
Audience Awareness	selected content matches particular audience and presented in language appropriate to audience	selected content matches particular audience but language occasionally inappropriate for audience	selected content does not match particular audience or language inappropriate for audience	selected content does not match particular audience and language inappropriate for particular audience		
				Total Points for Preparation Category:		

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
Graphics	4	3	2	1		
Enhanced Content	creative and original	unoriginal but vivid and well designed	unoriginal and poorly designed	graphics were not used		
Relative to Content	appropriate, well-placed graphics were relevant to the content and helped audience understand essential points	appropriate graphics were relevant to content	graphics were not relevant and distracted from content	graphics were not used		
Easy to Understand	purpose clear, size and shape helped audience perceive completely	purpose clear, size and shape slightly obscured audience perception	purpose unclear, or size and shape obscured audience perception	graphics were not used		
				Total Points for Graphics Category:		



Category Introduction and Information	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Attention Grabber	introduction hooked audience's attention through interesting and informative content	introduction hooked audience's attention but did not include relevant information	introduction did not hook audience's attention and did not include relevant information	introduction was omitted		
Background and Purpose Provided	writer explained background and purpose thoroughly	writer explained background and purpose briefly	writer mentioned background but did not explain purpose	writer omitted any mention of background or purpose		
Relates to Audience	writer clearly established strong link between topic and audience in a creative and original way (e.g., points out similar needs, shows how topic could be used)	writer clearly established strong link but in typical or unoriginal way	writer only mentioned link but did not elaborate	writer omitted mention of link		
				Total Points for Introduction and Information Category:		

Total Points for Newsletter out of a Possible 36 Points: _____

Percentage Earned (number of points earned ÷ 36): _____%

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55. Have students keep a journal. Create a list of topics to write about. Cut the topics into strips and place them in a jar. Select one each day or have students write about the day's events. Suggestions for topics:

- What is the nicest gesture you could make for a friend?
- What have you learned about yourself in the past week?
- What were some of your favorite hobbies and activities when you were younger?
- Which people or things are you grateful for in your life?
- Describe your perfect day (real or fictional).
- If you could have one wish come true, what would it be?
- How would you describe your personality to someone who doesn't know you well?
- List two goals you'd like to achieve in the next year and how you'll achieve them.
- Choose a favorite book and open the book to any page. Place a finger on some words from the text. Copy the words into your journal and begin writing.

56. Using the *Consumer Action Handbook* and the *Consumer Action Scavenger Hunt* Web page, have students complete the "scavenger hunt." The *Consumer Action Handbook* can be found online (www.pueblo.gsa.gov/crh/toccah). You may also call 1-888-8PUEBLO (1-888-878-3256) to obtain print copies. Online questions for the scavenger hunt are on the *Consumer Action Scavenger Hunt* Web page (www.pueblo.gsa.gov/ct/lessonplan.htm).

Have students write a consumer complaint letter about a product or service. Use the sample letter by the Federal Consumer Information Center (www.pueblo.gsa.gov/) on the following page or online (www.pueblo.gsa.gov/crh/sampleletr.htm).



Your Address
Your City, State Zip Code
Date

Name of Contact Person, if available
Title, if available
Company Name
Consumer Complaint Division, if you have no contact person
Street Address
City, State Zip Code

Dear (Contact Person):

Re: (account number, if applicable)

On (date), I (bought, leased, rented, or had repaired) a (name of the product, with serial or model number or service performed) at (location, date and other important details of the transaction).

Unfortunately, your product (or service) has not performed well (or the service was inadequate) because (state the problem). I am disappointed because (explain the problem: for example, the product does not work properly, the service was not performed correctly, I was billed the wrong amount, something was not disclosed clearly or was misrepresented, etc.).

To resolve the problem, I would appreciate you (state the specific action you want - money back, charge card credit, repair, exchange, etc.) Enclosed are copies (do not send originals) of my records (include receipts, guarantees, warranties, canceled checks, contracts, model and serial numbers, and any other documents).

I look forward to your reply and a resolution to my problem, and will wait until (set a time limit) before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me at the above address or by phone at (home and /or office numbers with area code).

Sincerely,

Your name

Enclosures
cc: (reference to whom you are sending a copy of this letter, if anyone)

- describe purchase
- name of product, serial number
- include date and place of purchase

- ask for specific action
- enclose copies of documents

- state problem
- give history

- allow time for action
- state how you can be reached



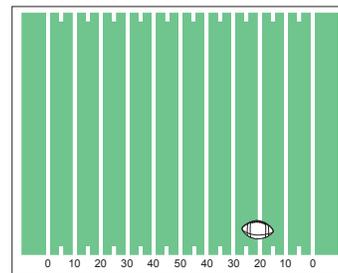
Wrap-Up Activities

1. Play Football—a touchdown review game. Divide the class into two teams and choose captains for each. Follow and post these rules for questions and answering:
 1. Only the student who is asked the question may answer.
 2. The entire group can discuss and then answer the question.
 3. If a question is missed, it is a fumble and control goes to the other team. (*Optional:* You can give the team a new question or repeat the missed one.)

Rules for Football:

1. A correct answer is worth 10 points and a first down.
2. A fumble results when a question is missed and control goes to the other team. (See optional note above.)
3. Three correct answers in a row are worth a field goal, which is worth three points. The team may choose to take the field goal, or go for a fourth question, which is worth a touchdown. A touchdown is worth seven points.
4. Unsportsmanlike conduct is a 15 yard penalty and loss of the ball.

Flip a coin to give students the choice of taking control of the ball or letting the other team have control. After drawing a football field on the board, draw a football above the 20 yard line and start the questions.



2. Play *To Tell the Truth*. After studying a topic, select three students to convince the class they are the real expert on the topic. These three must know the topic well, or bluff their way through extensive questioning of the classmates.
3. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations.



Unit Assessment

Read the following paragraphs. Then complete the activities that follow.

The Longevity of Women in the Middle Ages: A Blessing and A Burden

During the early part of the Middle Ages, records show that there were more men than women. As a result, women were in demand as wives. The value of women and their status in society increased. Men actually paid high prices to the fathers of eligible girls in order to marry them. The shortage of women probably resulted from two factors. First, Western Europe was in a constant state of attack. Women were defenseless against these attacks and were often either kidnapped or killed. Also, most women worked in the fields, doing the same difficult labor as their male counterparts, in addition to performing domestic chores and bearing children. This work was so difficult that women died at young ages. However, toward the end of the Middle Ages, this began to change. Women began to live longer, and they did this for a number of reasons.



As the feudal system grew in importance, women of noble birth were given a new status.

To begin with, society, as a whole became more stable. The rise of the Frankish empire united Western Europe after Islamic invaders from Spain were driven out. The Roman Catholic church also became a more powerful and cohesive force. These unifying elements made this area less susceptible to outside attacks, and the invasions stopped. Everyone, especially women, were in less danger from attacks of marauders from other countries.

In addition, as the feudal system grew in importance, women of noble birth were given a new status. Knights adopted a code of chivalry, calling for women of a certain social class to be protected and cherished. Wandering poets called troubadours adopted this view. The poems and love songs praised the perfection, beauty, and wit of women throughout the ages. Later, these ideas of chivalry would shape our modern idea of romantic love and become the basis for the development of good manners in Western society.

A third reason why women lived longer was industrial progress. With the growth of towns and cities, fewer and fewer women were expected to work the land. More men worked in the towns and cities; more women stayed at home and did domestic chores. Improved farming methods made



even the lives of country women easier. In addition, men worked their farms rather than fighting off invaders. Farm women still worked hard, but at least they had help.

Toward the end of the Middle Ages, the population of women increased. Then, there were more women than men. Rather than a blessing, this became a burden. Fathers had to pay a price, or a dowry, of goods, property, and money in order to find husbands for their daughters. Girls were unable to earn their keep.



Answer the following.

1. For what purpose is this essay written? _____

2. To whom is the writing addressed? _____

*Analyze each of the **paragraphs in the essay** as indicated below.*

3. Introduction

a. The first part of this paragraph contains important background. List three details that are important for the reader to know.

b. What sentence(s) present the main idea—or thesis—of this essay?



c. The thesis tells you in what way the essay will be developed.

What is this? _____

4. Body Paragraph 1

a. Write down the topic sentence of the paragraph. _____

b. List at least the details, examples, or illustrations used to support this topic sentence. _____

5. Body Paragraph 2

a. Write down the topic sentence of the paragraph. _____



b. List at least the details, examples, or illustrations used to support this topic sentence. _____

6. Body Paragraph 3

a. Write down the topic sentence of the paragraph. _____

b. List at least the details, examples, or illustrations used to support this topic sentence. _____



7. Conclusion

a. How is the thesis restated? _____

b. With what thought does the writer leave readers? _____



Key

Practice (pp. 167-168)

- good
 - best
 - better
- best
 - good
 - better
- better
 - best
 - good
- good
 - better
 - best
- best
 - good
 - better

Practice (pp. 169-173)

- a friend named Jonathan
- a thank-you note for a party and an explanation for an incident that happened at the party
- to make things better between the two friends
- the person who wrote the note
- a note
- a note to remind himself of an exam on Tuesday and to also bring two pencils and a watch
- the manager of a bicycle shop
- a letter to the manager
- to complain about the service he had gotten at the bicycle store
- someone whose name begins with K
- an email or instant message
- to set up an appointment to go somewhere
- high school students
- Answers may vary.
- to convince people that violence in schools is a problem and should be stopped

- the person who wrote the note
- a journal or diary
- to express feelings
- a person who hires interns for the summer
- a cover letter for a job resume
- to introduce and tell a few things about himself or herself
- anyone who may use the computer
- a note or reminder
- to remind anyone who may use the computer not to turn it off

Practice (pp. 176-177)

- The reasons why Americans drink so much coffee.
- The last sentence in the introduction. "They have done so for a number of reasons." (If students include the question, this is acceptable, as it includes much of the information about who and what the topic of the essay will be.)
- To begin with, coffee drinking is a habit for most people.
 - Coffee drinkers also find that taking that well-deserved coffee break is a way to recharge their mental batteries between meals.
 - Finally, many people drink coffee simply for the excuse it offers them to socialize.
- The language of this essay is fairly standard, without being overly formal. Students will be correct in identifying the audience as a teacher, as someone the writer does not know well, as someone who does not understand why people like coffee. If students identify the audience as a friend, point out the difference between the language used here and in the fourth example of the previous practice.



Key

Practice (pp. 179-182)

1. The writer's great-grandmother, Louisa Mae Lawrence.
2. That her grandmother was kind and loving and that the writer admired and loved her very much.
3. Body paragraph 1: Grandma's physical appearance
Body paragraph 2: The character traits the writer admired about her grandma
Body paragraph 3: One lesson the writer learned: doing whatever job you do as well as you can
Body paragraph 4: A second lesson the writer learned: to love life
4. This is probably written for a teacher, for someone the writer did not know well enough to use slang or really informal language, for someone who did not know the writer's grandmother.
5. Answers will vary. Some examples of each type of detail are given below. Students may well find others, and some details might appeal to more than one sense.
Sight—"standing barely five-feet tall"; "Grandma's little hands could fit inside her Mason jars..." (point out that *tiny* and *little* aren't really sensory descriptions: they are opinion words that can change according to the reader's own memories); "Grandma wore bifocal glasses that made her eyes seem larger than they were."; "...there was always a twinkle there."; "...chocolate-brown eyes..."; "...long dresses with long sleeves to avoid the sun, a sunbonnet to cover her face, and a clean apron."; "...starched bonnets..."; "gray...pot roast"; "...golden-brown"; "thick... sugar cookies kept in a cleaned-out pickle jar."; "...her sweet face never

stopped smiling."; "...all the colors the sun spread across the sky"; "...an old sepia-toned postcard";

Smell—"...Cashmere Bouquet talcum powder"; "...dried lavender"; "...rosemary-rubbed pork loin"; "...the smell of Seven Sisters roses..."

Taste—"...rosemary-rubbed pork loin"; "...buttery...sugar cookies"; "...the taste of pine nuts..."; "...the sweetness of a mint leaf..."

Touch—"...starched bonnets..."; "...south Alabama summers were sweltering..."; "...I feel Grandma's little hands patting my face..."

Hearing—"...the calls of the owl and the mourning dove."; "...her asking me, 'Isn't that just lovely?'"

6. Answers will vary but may include a positive impression of a very sweet, very hard-working farm wife, who loved life and her family.

Practice (pp. 184-186)

1. Requiring school uniforms in public schools
2. The writer does not support this mandate.
3. The teacher, supporters of wearing uniforms that the student does not know well, school administrators
4. Uniforms do not save money for many families; Uniforms do not build a sense of school spirit or unity; Uniforms do not result in improved behavior and can mask the emotional issues inappropriate clothing often points to.
5. Reason 1: Uniforms do not save money for many families.
 - Few students wear uniforms to social functions and after school. This means they will need to have two wardrobes instead of one.



Key

- Not every school provides uniform allowances to needy students, and uniforms are often more expensive than clothing obtained at discount stores or on sale.
- Reason 2: Uniforms do not build a sense of school spirit or unity.
- Spirit and unity cannot be mandated; it must come from within.
- Reason 3: Uniforms do not result in improved behavior and can mask the emotional issues inappropriate clothing often points to.
- In schools mandating uniforms, behavior improvement did not last. Eventually, inappropriate behavior escalated as it has in schools not requiring uniforms.
 - Inappropriate clothing can point to behavioral and emotional problems and can allow counselors and teachers to intervene. Uniforms can mask these problems until it is too late to intervene.
6. Yes; each supporting paragraph opens with the stance of the opposition.
- First body paragraph—"Uniform supporters point out that students will need fewer clothes, thus costing parents less money." "Some school districts do provide assistance..."
- Second body paragraph—"Another reason uniform proponents give is the building of school spirit and *esprit de corps*. They point to the practice of wearing school shirts and club insignias as evidence of this."
- Third body paragraph—"A final argument in favor of wearing uniforms points to a reduction in criminal and unsatisfactory behavior. Since gang-related colors and other provocative clothing items are prohibited, this seems

like a sound reason. In addition, a number of schools reported a drop in violence and disciplinary referrals within the first year after a uniform policy was instigated." Conclusion—"Benefits do come from the wearing of school uniforms."

Practice (pp. 188-191)

1. appearance:
Mr. Bryant—short, bald, "...more like the man who did my father's taxes..."; "...looked strict..."

Ms. Chiarelli—long, curly black hair, colorful, flowing clothing, large gold hoop earrings, green eye shadow

classroom:
Mr. Bryant—desks in straight rows, green chalkboard, pictures of authors pinned to single bulletin board

Ms. Chiarelli—desks in a circle, plants at windows, abstract paintings everywhere

method of teaching:
Mr. Bryant—"performed" literature

Ms. Chiarelli—assigned students to teach
2. both loved literature, teaching, and their students; both expected great things of their students; both inspired the desire to work hard and please them
3. Answers will vary but may include the following: An ordinary-looking man whose appearance was deceptive. He was demanding, but did everything he could to



Key

- make sure students understood literature by modeling his love for the subject himself. He was also a wonderfully entertaining teacher, who commanded respect from his students and gave it back to them.
- Answers will vary but may include the following: A flamboyant, colorful woman who probably appeared much too laid-back to be a good teacher. She encouraged students to be in charge of their own learning, and demanded that they do it right. She was effusive in her praise. In her own way, she—like Mr. Bryant—was a highly entertaining teacher, who inspired great admiration and affection in her students.

Practice (pp. 193-196)

- coworkers celebrate birthdays by taking turns bringing each other a birthday cake; writer wanted to welcome Tracy, a new employee, with a homemade chocolate cake
- "Little did I know this would be an ordeal unlike one I'd ever experienced and a big lesson in humility."
- Began cake on Sunday before Tracy's birthday.
 - Mixed cake, noting the bits of sugar in the flour.
 - Noted cake took a long time to bake.
 - Cake cracked when unmolded.
 - Cake fell apart when frosted.
 - Writer throws cake away.
 - Writer bakes second cake.
 - Jar of peanut butter falls on cake, tearing it apart.
 - Writer gives up and goes to bed.
 - Writer's daughter delivers store-bought cake for Tracy.

- Answers will vary but may include the following.
Sound—"...the timer buzzed..."
Smell—"...delicious-smelling layers..."
Touch—"...the layers felt springy..."
Sight—"...making a hole the size of my fist..."
Taste—"...perfect chocolate..."
- Answers will vary but may include the following: "No matter how easy something appears or how confident I feel in my ability to accomplish this task, I'm only human. I do miscalculate and I do mess up."

Practice (p. 197)

- descriptive writing
- topic sentence
- audience
- narrative writing
- body paragraphs
- persuasive writing
- expository writing

Practice (pp. 199-201)

- to explain
- to compare
- to persuade
- to tell a story
- to describe
- to persuade
- to tell a story
- to describe
- to explain
- to compare

Practice (pp. 202-203)

Correct answers will be determined by the teacher.



Key

Practice (p. 210)

1. b
2. b
3. b
4. b
5. b
6. c

Practice (p. 211)

Correct answers will be determined by the teacher.

Practice (p. 212)

Correct answers will be determined by the teacher.

Practice (p. 213)

Correct answers will be determined by the teacher.

Practice (p. 214)

Correct answers will be determined by the teacher.

Practice (p. 215)

Correct answers will be determined by the teacher.

Practice (p. 219)

Answers will vary.

Practice (pp. 220-222)

Answers will vary.

Practice (p. 223)

Answers will vary.

Practice (p. 224)

Answers will vary.

Practice (p. 225)

Answers will vary.

Practice (p. 228)

Answers will vary.

Practice (p. 231)

Correct answers will be determined by the teacher.

Practice (p. 232)

Correct answers will be determined by the teacher.

Practice (p. 233)

Correct answers will be determined by the teacher.

Practice (pp. 238-239)

Correct answers will be determined by the teacher.

Practice (p. 240)

Correct answers will be determined by the teacher.

Practice (p. 244)

Correct answers will be determined by the teacher.

Practice (pp. 245-246)

Correct answers will be determined by the teacher.



Key

Practice (p. 247)

Correct answers will be determined by the teacher.

Practice (p. 253)

Correct answers will be determined by the teacher.

Practice (p. 255)

Correct answers will be determined by the teacher.

Practice (p. 256)

Correct answers will be determined by the teacher.

Practice (p. 257)

Correct answers will be determined by the teacher.

Practice (p. 259)

Correct answers will be determined by the teacher.

Practice (p. 260)

Correct answers will be determined by the teacher.

Unit Assessment (pp. 193-198TG)

1. Answers will vary but should include that the essay is an expository essay—meant to explain the reasons why women began to live longer during the later Middle Ages in Western Europe.
2. Answers will vary but should include that the writing is fairly formal, so the essay is meant for an audience the writer does not know; perhaps it is addressed to

the teacher. (e.g., the students may point out the absence of colloquial language indicates that this is not meant for friends or for himself or herself.)

3. Introduction

- a. Details may include any three of the following.
 - during the early Middle Ages there were more men than women
 - women were in demand as wives
 - the value and status of women increased
 - men paid high prices for wives
 - reason one—women often killed or kidnapped by constant attacks from outsiders
 - reason two—women died young from working so hard in the fields in addition to bearing children and performing domestic duties
- b. Main Idea—However, toward the end of the Middle Ages, this began to change. Women began to live longer, and they did this for a number of reasons.
- c. This essay will be developed with reasons.

4. Body Paragraph 1

- a. To begin with, society, as a whole became more stable.
- b.
 - The rise of the Frankish empire after Islamic invaders were driven out.
 - The Frankish empire united Western Europe.
 - The Roman Catholic church became a powerful and cohesive force.
 - These elements made the area safer from outside attack.



Key

- Invasions from other countries stopped.
 - Everyone, especially women, were safer from outside attacks.
5. **Body Paragraph 2**
- a. In addition, as the feudal system grew in importance, women of noble birth were given a new status.
 - b.
 - The code of chivalry, based on protecting and cherishing women, was adopted.
 - Troubadours adopted this view.
 - Poems and songs praised women.
 - Ideas shaped modern concept of romantic love and helped develop good manners in Western society.
6. **Body Paragraph 3**
- a. A third reason why women lived longer was industrial progress.
 - b.
 - As towns grew, fewer women were expected to work the land.
 - More men worked in the towns and cities.
 - Women stayed home and did domestic chores.
 - Improved farming methods made lives of country people easier.
 - Men worked their farms rather than fighting off invaders.
 - This gave women help with their work.
7. **Conclusion**
- a. Toward the end of the Middle Ages, the population of women increased.
 - b. The increased number of women caused a decline in the value men and society placed on them.



Unit 4: Writing—Taking a Second Look

Overview

Focusing a large part of classroom instruction on writing skills is important for any teacher of English. For Florida teachers, especially those teaching 10th-grade students, it is a must. Throughout their academic careers, Florida’s students are tested by their ability to produce well-organized and well-written products on demand. The skills these students should possess are clearly specified in the Sunshine State Standards and core benchmarks. These skills are also measured on the writing portion of the FCAT, a test that becomes especially high-stakes for 10th-graders looking toward graduation.

Writing is also a large portion of many high-school classrooms other than English. Students entering history and science fairs are required to not only complete research but to report their findings in well-written prose. With a cross-curricular approach by teachers, students often see the relevance of writing as a life skill. Therefore, your students will need to advance to their last two years of high school with as much preparation in writing as you can give them.

One of the most important lessons continued involvement with writing teaches is that writing, like most areas of academia, can be learned. Good writing is, for some, a natural gift. However, most students can learn to produce well-organized, informative essays that will help them progress through not only high school, but their post secondary careers as well. The longer and more complex the writing demands placed on students grow, the more important good revision skills become.

This unit of instruction offers some strategies for helping your students develop and strengthen these required skills. It is in no way meant to replace the writing component already in place in your classroom. Instead, it offers supplemental activities that will allow you to choose the specific areas in which your students need additional instruction. More than likely, you can “shop” through the unit, choosing the instruction and activities you would like to use with your students. Specifically, this unit addresses the following skills.



Revising the first draft of a multi-paragraph essay paragraph using the following steps

- evaluating and improving essay title
- evaluating and improving statement of essay topic
- evaluating and improving success in accomplishing purpose of essay
- evaluating and improving the effectiveness of each body paragraph in supporting and explaining the essay topic
- evaluating and improving the organization, focus, and unity of entire essay
- strengthening thesis statement
- strengthening topic sentences of body paragraphs
- strengthening supporting details in body paragraphs
- improving the concluding paragraph

Editing the revised copy of an expository essay using the following steps

- improving writing style with vivid language
- improving style with a variety of sentence structures
- improving flow of writing with effective transition
- eliminating sentence errors
- correcting errors in verb usage
- correctly using plurals of nouns
- correcting errors in pronoun usage
- correcting errors in capitalization
- correcting errors in punctuation
- correcting spelling errors

Rewriting an edited revision of the expository essay using the following steps

- using copyediting symbols
- producing clean final copy



Unit Focus

Reading Process

Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- **LA.910.1.6.1**
use new vocabulary that is introduced and taught directly
- **LA.910.1.6.2**
listen to, read, and discuss familiar and conceptually challenging text

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.

- **LA.910.1.7.2**
analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning
- **LA.910.1.7.3**
determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

Writing Process

Pre-Writing Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

- **LA.910.3.1.1**
generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials, or other reliable sources) based upon teacher-directed topics and personal interests
- **LA.910.3.1.2**
making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion

Drafting Standard: The student will write a draft appropriate to the topic, audience, and purpose.

- **LA.910.3.2.1**
developing ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience
- **LA.910.3.2.2**
establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant



Revising Standard: The student will revise and refine the draft for clarity and effectiveness.

- **LA.910.3.3.1**
evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
- **LA.910.3.3.2**
creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas
- **LA.910.3.3.3**
creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language
- **LA.910.3.3.4**
applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics)

Editing for Language Conventions Standard: The student will edit and correct the draft for standard language conventions.

- **LA.910.3.4.1**
spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (*laissez faire*, *croissant*)
- **LA.910.3.4.2**
capitalization, including names of academic courses and proper adjectives
- **LA.910.3.4.3**
punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics
- **LA.910.3.4.4**
possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement
- **LA.910.3.4.5**
sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect



Information and Media Literacy

Research Process Standard: The student uses a systematic process for the collection, processing, and presentation of information.

- **LA.910.6.2.2**
organize, synthesize analyze and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations

Suggestions for Enrichments

Student Book Activity Extensions

1. **Winning the Fair Maiden in 1920** (student book pages 280-284)

Help students comprehend how the writer has a tightly organized essay that describes the chronological progression of courtship in 1920. Each step is illustrated by personal examples from the grandmother's life.

2. **Spelling: Write It Right!** (student book page 447)

While memorizing spelling rules is truly the only way of learning them, the sheer number that exists makes this very difficult for students. Rather than asking your students to memorize and be tested on the entire body of spelling rules, present them with one rule at a time throughout the school year. Then, incorporate this rule into their writing rubric and perhaps into vocabulary study. As you present each rule to students, construct a word wall containing terms that follow the rule of the month. Allowing students to illustrate the word in their own way also helps them retain not only the meaning, but the spelling as well.

On the following page are individual rules that you might want to make into posters to periodically present and work with your students to learn.



Rules of Spelling

Write *ie*, except after *c*, or when sounded like *a*, as in *neighbor* and *weigh*.

Only one English word ends in *-sede*; only three words end in *-ceed*; all other "seed" words end in *-cede*.

When a prefix is added to a word, the spelling of the word itself remains the same.

When the suffixes *-ness* and *-ly* are added to a word, the spelling of the word itself is not changed.

Drop the final *e* before a suffix beginning with a vowel.

Keep the final *e* before a suffix beginning with a consonant.

Words ending in *y* preceded by a consonant, change the *y* to *i* before any suffix not beginning with *i*.

Double the final consonant *before* a suffix that begins with a vowel if both of the following conditions exist:

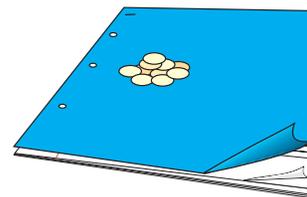
- 1) the word has only *one* syllable or is accented on the *last* syllable
- 2) the word *ends* in a single consonant preceded by a *single* vowel.



Unit Extensions

Proofreading Activities

1. Create writing partnerships in your classroom. Teach specific editing and proofing skills and let partners have time to read and discuss all written work before it is handed in. Teach positive feedback and give lots of support.
2. Have an incorrect sentence written on the board as students enter the room. Let them spend the first five minutes of class writing the sentence correctly on their papers. Discuss.
3. Have each student make a journal by stapling five sheets of notebook paper between two sheets of construction paper. Give each student 10 bingo chips and these instructions:



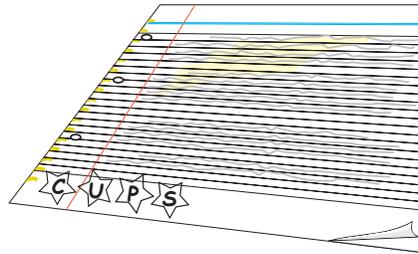
- For the next hour, no conversation is permitted.
- All communication is to be done by writing.
- Write any message or question in your journal and pass it to your intended recipient. The recipient is to read your message and respond.
- If the recipient catches any grammar mistakes you made, he or she may take one of your bingo chips.
- If anyone catches anyone else talking, he or she may take a bingo chip.
- If, at any time, you run out of bingo chips, you may no longer participate in this activity.

At the end of the hour, the winner is the person with the most bingo chips.

Note: Before the game, you may wish to explicitly teach and then target only one or two types of errors.

4. Teach students to place the acronym CUPS at the bottom (or on a sticky note) of papers they are going to hand in for a grade or for publication. The acronym stands for capitalization, understanding, punctuation, and spelling to help remind them to systematically check back over their work.

- capitalization (C)
- understanding (U)
- punctuation (P)
- spelling (S)



Ask them to cross out or star each letter in CUPS as they complete the check. Preteach this skill and require it on final papers. Also, keep it posted in the room.

Variations: Mnemonics, devices used to aid memory, can help students remember steps to focus on while proofreading. Acronyms use a sequence of letters that may or may not form a word. Each letter represents one of the steps to be remembered. Other examples of acronyms to help students focus on the process of editing and proofreading are as follows:

COPS	OOPS - C	SPOTS
Capitalization Organization Punctuation Spelling	Organization Overall Format Punctuation Sentence Structure Capitalization	Sentence Structure Punctuation Organization Tenses Spelling

5. Form three groups of students in your room.
- proofreaders
 - editors
 - language experts

After each writing assignment, rotate class papers and let each group do its job. Take a final look over the papers before assigning grades.

6. Create a proofreading assembly line. Ask each student, or pair of students, to proofread for a specific error.
7. Keep a file for students on peer experts, tutors, and sources to help them proofread their work.
8. Award bonus points if students can bring spelling, punctuation, or grammar mistakes from the mass media to discuss in class.
9. Have students find examples of specific types of punctuation in textbooks. Write them on the board or on overhead transparencies.
10. Have students copy paragraphs from the newspaper in which they purposely fail to capitalize letters. After exchanging papers, have the students capitalize the appropriate words on their partners' papers.
11. Have students use the checklist below to monitor their writing.

Paragraph Writing Checklist

Organization	Yes	No	Comment
Title			
related to the topic			
Introduction (Beginning)			
topic sentence is given			
Body (Middle)			
supporting details			
sticks to the topic			
Conclusion (End)			
summarizes topic			
Sequence			
correct order—transitions			
Score			



12. Have students use the Holistic Scoring Rubric below to monitor their writing. The rubric was adapted from Appendix E: Florida Writing Assessment—Holistic Scoring Rubric of this book.

		Holistic Scoring Rubric for Writing*					
		6	5	4	3	2	1
Focus (presents main idea, theme, or unifying point)	<ul style="list-style-type: none"> focused purposeful reflects insight into writing situation 	<ul style="list-style-type: none"> focused on the topic 	<ul style="list-style-type: none"> generally focused on the topic possible extra or loosely related material 	<ul style="list-style-type: none"> generally focused on the topic possible extra or loosely related material 	<ul style="list-style-type: none"> related topic includes extra or loosely related material 	<ul style="list-style-type: none"> only minimally related to the topic 	
Organization (plan of development—beginning, middle, end; logical relationship of ideas; transitions to signal relationships)	<ul style="list-style-type: none"> organizational pattern provides logical progression of ideas sense of completeness and wholeness adheres to main idea 	<ul style="list-style-type: none"> organizational pattern provides progression of ideas with some lapses or wholeness 	<ul style="list-style-type: none"> apparent organizational pattern with some lapses some sense of completeness or wholeness 	<ul style="list-style-type: none"> attempted organizational pattern may lack a sense of completeness or wholeness 	<ul style="list-style-type: none"> little evidence of an organizational pattern may lack a sense of completeness or wholeness 	<ul style="list-style-type: none"> little, if any, apparent organizational pattern disconnected phrases or listing of related ideas and/or sentences 	
Support (quality of details used to explain, clarify, or define; word choice; specificity; depth; credibility; and thoroughness)	<ul style="list-style-type: none"> substantial, specific, relevant, concrete, and/or illustrative support commitment to subject clear presentation of ideas possible creative writing strategies mature command of language (word choice) with freshness of expression 	<ul style="list-style-type: none"> ample support mature command of language with precision in word choice 	<ul style="list-style-type: none"> adequate support uneven development adequate word choice 	<ul style="list-style-type: none"> some support development erratic adequate word choice but may be limited, predictable and occasionally vague 	<ul style="list-style-type: none"> inadequate or illogical support limited, inappropriate, or vague word usage 	<ul style="list-style-type: none"> little, if any, apparent support limited or inappropriate word choice may make meaning unclear 	
Conventions (punctuation, capitalization, spelling, and sentence structure)	<ul style="list-style-type: none"> varied sentence structure complete sentences except when fragments are used purposefully few, if any, convention errors in mechanics, usage, and punctuation 	<ul style="list-style-type: none"> varied sentence structure complete sentences except when fragments are used purposefully generally follows conventions of mechanics, usage and spelling 	<ul style="list-style-type: none"> little variation in sentence structures most sentences complete generally follows conventions of mechanics, usage and spelling 	<ul style="list-style-type: none"> little, if any, variation in sentence structure usually demonstrates conventions of mechanics and usage usually spells correctly commonly used words 	<ul style="list-style-type: none"> little, if any, variation in sentence structure possibly major errors in sentence structure errors in basic conventions of mechanics and usage may misspell commonly used words 	<ul style="list-style-type: none"> major errors in sentence structure and usage may prevent clear communication frequent errors in basic conventions of mechanics and usage misspells commonly used words 	
Score of 0	<ul style="list-style-type: none"> not related to prompt incomprehensible (words arranged so no meaning is conveyed) writing folder is blank 	<ul style="list-style-type: none"> rewording of prompt words arranged so no meaning is conveyed 	<ul style="list-style-type: none"> copy of published work 	<ul style="list-style-type: none"> refusal to write insufficient amount of writing to determine if prompt was addressed 	<ul style="list-style-type: none"> written in foreign language written to determine if prompt was addressed 	<ul style="list-style-type: none"> illegible 	

* Also see Appendix E: Florida Writing Assessment—Holistic Scoring Rubric

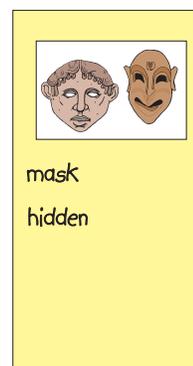
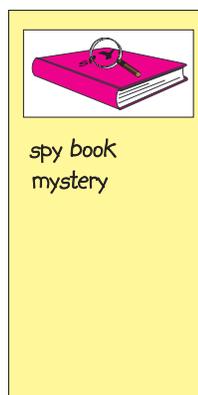
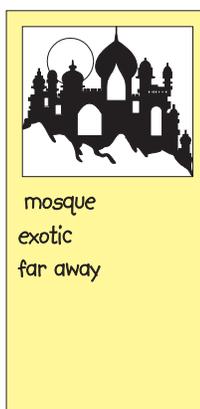


Sentence Building Activities

1. Following instruction about adjectives and adverbs, put students in groups of four.
 - The first student creates a simple sentence with no modifiers on a topic of his or her choice.
 - The second student adds some modifiers.
 - The third student expands the sentence.
 - The fourth student proofs and perfects it.

Have groups share sentences. This activity could be expanded to teach other sentence-building techniques such as compound sentences, phrases, and clauses.

2. Bring in several famous quotations. Have students discuss the components of a great quotation. Let them build a list of their own famous quotations.
3. Post several four-foot sheets of butcher paper or newsprint (one for each group) around the room. Place a picture of your choice on each sheet. Give each group a different color marker. Give the groups a set amount of time to write as many words that describe the picture as they can. The groups then move to the next picture and add new words to the ones already there. Continue until all groups cover all pictures. When students return to their seats, read and discuss the words. Ask students to choose one picture and try to write a paragraph without using any of the words on the poster, then write another paragraph using the words. You can use this strategy to teach many different concepts, such as pre-writing or writing a poem.



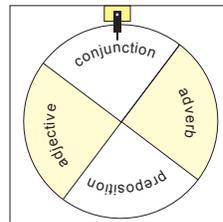


4. Could you describe brushing your hair without using the words “hair” or “brush”? You might say you are grooming your long, shiny tresses. Have students use a thesaurus to describe one of these activities without using the words following the phrase:

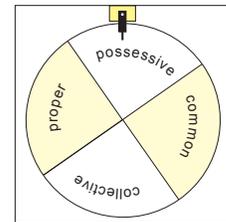
- “roasting a hot dog”—roast, hot dog, stick, fire
- “eating a piece of birthday cake”—birthday, cake, fork
- “playing fetch with a dog”—dog, run, fetch, play
- “sailing”—boat, sail, water
- “watching television”—watch, television (TV), look.

5. Make four large posterboard wheels. Divide each into fourths. Complete the wheels by writing the following into the divisions:

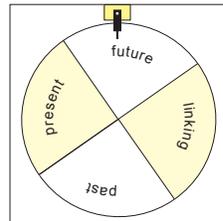
- 1st wheel—adverb, preposition, conjunction, adjective
- 2nd wheel—proper, possessive, common, collective
- 3rd wheel—future, linking, past, present
- 4th wheel—comma, contraction, quotation marks, prepositional phrase



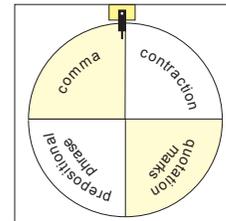
Wheel #1



Wheel #2



Wheel #3



Wheel #4

Laminate the wheels and attach a spinner to them. Have a student come up and spin each wheel, then have students write a sentence that contains all of the selected grammatical elements. These wheels may be used again and again.



6. Make a game using a clean, decorated coffee can. Place strips inside containing an equal number of declarative, interrogative, imperative, and exclamatory sentences. On five or six strips, write the word “Kaboom.” Play the game by pulling out the strips and awarding them to the team that correctly identifies the sentence type. If a Kaboom strip is pulled out, the team loses all its strips. Play for a specified time. The winning team is the one with the most strips at that time. These are some variations on the game:
 - synonyms and antonyms with “Oh, no” strips
 - similes and metaphors with “Ouch” strips
 - contractions with “Bang” strips
 - end punctuation with “Got you” strips
 - sentences and fragments with “Zap” strips.

Parts of Speech Activities

1. Have students work on “Spelletry.” Spelletry is a combination of spelling and poetry. Spell a word vertically on the board using all capital letters, such as the word COLOR, “C” on the first line, “O” on the second line, etc. Have students write a poem, beginning each line with a word that starts with the respective letter. The words that begin each line must all be the same part of speech—nouns, verbs, adjectives, or adverbs.
2. Using a newspaper sports page (an excellent source of action verbs), have students circle 10 action verbs and list them in order from strongest (image-provoking) to weakest. Discuss.
3. Assign different colors to each part of speech. Post sentences and let students share colored pencils to underline all the nouns red, all the verbs blue, etc., in a given assignment.



4. Have students divide a sheet of paper into three vertical columns. In the first column, they will write the names of all of their classmates. For the second column, challenge the students to write a noun beginning with the same letter as the classmate's name. For the third column, have them place a verb beginning with the same letter. Continue until all are completed.

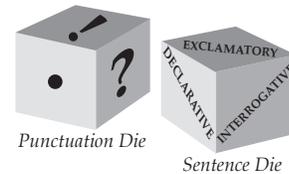
5. Instruct the students to use capital letters to print "HAPPY HOLIDAYS" on a sheet of 9" x 12" white construction paper, one letter per row. Have the students make three or more columns across the paper, printing the headings Noun, Verb, and Adjective at the top of each column. Supply a newspaper, magazine, scissors, and glue to each student. Instruct the students to locate words in their newspapers or magazines that match the column headings. Cut them out and glue them into the appropriate spaces.

	Noun	Verb	Adjective
H	halfback		
A			
P		punt	peppy
P			
Y	you		yellow
H			
O			
L			
I			
D		dozed	
A			
Y			
S			

6. Make a set of classroom dice out of small blocks of wood; place a sticky dot on each side. Determine the skill you want the students to practice and write a word or symbol on each face. Some types of dice might include types of sentences, punctuation marks, affixes, and parts of speech. There are many uses for the dice:

- Roll a die and write the particular type of sentence shown on the face (e.g., declarative, exclamatory, imperative, interrogative).

- Mix a sentence die with a punctuation die and have students create sentences using the two faces shown.



- Use a part of speech die in conjunction with punctuation and sentence type die to create sentences.
- Use an affix die and a set of cards upon which are written base words and root words. Have students create a word from the combination and use it in a sentence. Award points for correct spelling and usage.



7. Choose one student to be “It” and to leave the room. Have the other students choose an action verb such as “fly.” The student who is “It” will have the task of figuring out the secret word by asking questions and substituting the word “coffeepot.” The student might ask questions, such as “Why do you coffeepot?,” “Where do you coffeepot?,” etc. The other students answer with clues that are deliberately evasive but true. When the student who is “It” identifies the mystery action word, another person becomes “It.”
8. Prepare a set of compound nouns. On notecards, write down half of a compound noun on one card and the other half of the compound noun on another notecard. Have each student choose one card. Then have students move around the room until they find the student with his or her other half of the compound noun. Have the correctly matched students sit together. When all of the students have found their other halves, write all the compound nouns on the board and have the students define them.

police	man	hair	cut
boy	friend	motor	cycle
bed	room	soft	ware

9. Have students use a list of prepositions and replace them appropriately in a familiar tune, such as “Yankee Doodle.”
10. Write down the names of 75 songs that contain prepositional phrases on strips of paper. To play a game, write the titles of the songs on individual slips of paper, cut them out, fold them and place them in a hat. Break the class into two teams. Two students from one team go to the board and choose one song out of the hat. Together the students use *Pictionary* or charades to get their team to say the name of their song. The team earns one point for naming the song and one point for identifying the prepositional phrase in the song.
11. Teach the concept of prepositional phrases by dividing the class into two groups. Have the first group write commands in the form of prepositional phrases for the other group to follow, for instance: “by the door” or “under the window.” When the second group has met the intended goal, reverse group roles.



12. Divide the class into four equal teams. One member chooses a slip of paper with a simple sentence written on it, such as “The child laughed.” That member then gives the other team up to five adjectives to describe the subject (e.g., small, young, cute, funny, sweet). The team tries to guess the subject. If they are correct, they score one point. The clue-giver then gives up to five adverbs to describe the verb (e.g., happily, humorously, etc.). If the team guesses correctly, they earn three points. The player is disqualified if he or she gives a noun instead of an adjective, or a verb instead of an adverb, or gives more than a one-word description.
13. Bring in food items such as M&Ms, potato chips, marshmallows, and pickle slices. Break the class into as many groups as you have food items. On a given signal, have groups brainstorm as many adjectives as they can to describe that food item, then signal again and pass the item until all items have rotated to all groups. The group with the most creative descriptors for the item wins it.
14. Use *LEGO* blocks (large, eight-inch blocks will represent plurals and smaller, four-inch blocks will represent singulars) to teach subject-verb agreement or pronoun-antecedent agreement. Prepare sentences written on strips of paper to place on the board. Ask students to identify the subject and the verb. Then have the student choose the correct block for the singular or plural subject and the correct block for the singular or plural verb. If he or she chooses the wrong one, the blocks will not fit together and the student will be forced to reexamine his or her answer. (This is a good activity for kinesthetic and visual learners.)

Variation: A certain color is designated subjects and another color is designated verbs. Size would indicate whether a subject or verb is singular or plural.

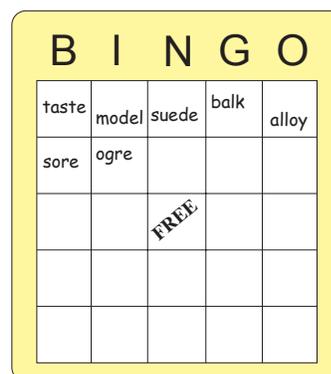
15. Provide short activities for practice in recognizing plural forms of nouns. Use signs, newspapers, and magazines. Students can use markers to highlight or circle the examples they find.



16. Do the subject-verb agreement activities orally. It is important for students to *hear* correct usage. Have students record their own or other students' conversations on audiotape. Play back the tape and write down any subject-verb agreement problems. Try this with teacher/principal or teacher/teacher conversations. Also try student/teacher conversations. Give examples to illustrate correct and incorrect standard English.
17. Have students recognize objects in the room that have potential motion, such as a pencil sharpener. Have the students brainstorm a verb that describes the action (sharpen). Post the verb next to the object. Let students use a thesaurus to identify 10 synonyms for the verb.
18. Do a newspaper scavenger hunt to support a grammar concept that you have recently taught. For instance, have students find all the compound subjects in an assigned article. Discuss and compare.

Spelling Activities

1. Play Spelling Test Bingo for review. Make and copy blank Bingo cards. Have students write one of their spelling words in each block. Exchange and check the cards. Pull the spelling words you have written on cards from a basket or shoebox to play the game.



2. Using the students' spelling words, have them complete the following sentence:

_____ makes me think of _____ because _____ .

Encourage unusual relationships.

3. Give groups of students three of their spelling words. Have the groups create short skits using all three of the words.



4. Have gridded sheets available labeled with letters across the top and numbers down the side. Let students write their spelling words on the grids to play *Battleship*. Have students work in pairs, each with his or her own gridded sheet of spelling words and a book placed between their papers to block their vision. The first player guesses a coordinate, such as B-2. If there is a word in that box the second player tells the first player the word. The first player must spell the word correctly to gain a point. If the first player does not spell it correctly, the turn passes to the second player. The first student to “sink” all the words wins.

	A	B	C	D	E	
1					hyphen	Spelling Words hyphen inform mood phrase style tense
2		mood				
3				inform		
4		tense				
5			phrase		style	

5. Students are divided into two teams and stand in single-file lines. The teacher calls out a word. The first student in each line walks to the board and writes the first letter of the word, passing the chalk to the next student who writes the second letter. If a student writes an incorrect letter, the next student corrects it. This represents that student’s turn. The first team to spell the word correctly gets a point. This continues until the all the week’s words are spelled correctly.
6. Teach students the use of memory clues for spelling words. The principle in this plan is to associate, or link, something you need to remember with something you already know. It can be a logical association or a silly association, but it must be memorable.

Examples might include the following:

- hear—The word *hear* has the word *ear* in the word and you hear with your ear.
- principal—To know the difference between *principal* and *principle*, remember that your *principal* is your *pal*.
- friend—The word *friend* has the word *end* at the end. Make the association that people are *friends* to the *end*.



7. Crossword puzzles are good for teaching spelling and vocabulary words. You can make them up for the students or you might have blank grid sheets available so that students can make their own.

Variation: Have students create word searches with spelling and vocabulary words.

8. When students ask how to spell a word as they are writing, spell it for them and place it on your “Word Wall.” Add that word to the next week’s spelling list. It is a word that your students are ready to learn to spell. Also keep current spelling words visible in the classroom.
9. Generate spelling lists from students’ work. Start with essential vocabulary and expand their spelling lists. Ask students to maintain a personal dictionary in their notebooks.
10. At the beginning of a grading term, provide a list of spelling words for that term, thus giving students with longer learning curves more time with each week’s words. (This also provides students an opportunity to review words learned previously during the grading term.) Limit the number of words to only 10 or 15 per week. On 15-word spelling tests, have students circle 10 of the words that they want to be graded as their test.

Wrap-Up Activities

1. Play *The Groucho Marx Show*. Tell students that you have a secret word, then give them a topic from yesterday’s lesson. Ask them to write about the topic. Tell them the more details and descriptions they write, the better the chance of writing the secret word. The one who writes the secret word wins.
2. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations.





Unit Assessment

Place a **period**, a **question mark**, or an **exclamation point** at the end of each sentence below.

1. Call a doctor at once
2. When will Susie take her books back to the library
3. I saw Mrs. Brunson last week
4. Why is Ted leaving the party
5. Ouch, you're standing on my foot

Put **commas** where they are needed in each sentence below.

6. Margie skated to school yet she was still 10 minutes late.
7. Mr. Ed will you read me a story?
8. The tall dark handsome English teacher walked into the room.
9. Robin an expectant mother is counting the days until the baby arrives. Her due date is April 30th.
10. The football player blocked the punt with his body but he broke two ribs doing it.

Add **quotation marks** and **commas** where needed.

11. The audience really enjoyed the band's version of Anchors Aweigh.
12. Peter asked Do you know how long it will take to get there?



13. I'm not sure Sam answered. It will depend on how heavy the traffic is.
14. Caroline Candy Shea recited the poem *The Road Not Taken* by Robert Frost.
15. Watch out! screamed Latoya.

Add an **apostrophe** wherever needed. **Not all sentences will need apostrophes.**

16. Have all the students books been returned?
17. The birds nest was empty.
18. Mrs. Hargis party was the hit social event of the season.
19. That man was wearing my father-in-laws new hat.
20. His lunch is always the biggest in the class.

Using a different colored pen or pencil, **correct** the following paragraph.

21. if you want to get to northside high school from johns house you must frist make a right turn when you come to the end of elm street drive down the street until you reach the fork in the road now take the left fork which goes north on max drive until you reach the third traffic light make another left turn and the school will be on your right



Write the **plural** form of each of the following **nouns** on the lines provided.

- | | |
|-----------------|------------------|
| 22. table _____ | 27. dollar _____ |
| 23. girl _____ | 28. stove _____ |
| 24. day _____ | 29. dove _____ |
| 25. store _____ | 30. berry _____ |
| 26. car _____ | 31. soda _____ |

Write the **singular** form of each of the following **nouns** on the lines provided.

- | | |
|-------------------|-------------------|
| 32. mice _____ | 37. shirts _____ |
| 33. shoes _____ | 38. flowers _____ |
| 34. boxes _____ | 39. pens _____ |
| 35. ribbons _____ | 40. wolves _____ |
| 36. vases _____ | 41. oxen _____ |

Circle the correct **verb** in each sentence below.

42. Robyn and Theresa (are, is) cousins.
43. Eddie (has, have) three tests on Monday.
44. Either Derrick or Juan (has, have) to take grandmother to the airport.
45. There (isn't, aren't) many days left until spring break.
46. The dog (sit, sits) at the window waiting for its owner to come home.



47. Even though you (is, are) hungry, you will (has, have) to wait.
48. Everyone (want, wants) to get tickets for Friday's show.
49. Tom (do, does) not know the answer to the extra credit problem, either.
50. Anyone who (wish, wishes) to stay for the second showing should remain in the auditorium.
51. The football team (need, needs) a win to get into the playoffs.
52. Neither Tracy nor her parents (was, were) at the school's open house.
53. The turkey and stuffing (was, were) delicious.

*Circle the **subject** of each sentence. Underline the correct **verb** in each sentence.*

54. I (run, ran) five miles before I (began, begun) to get tired.
55. The sweater (cost, costed) less on sale.
56. Will your sister (came, come) home for the holidays?
57. Have you (ate, eaten) lunch yet?
58. Mary (gave, given) her grandmother a handkerchief.
59. Michael (rode, ridden) his new skateboard around the block.
60. The quarterback (throw, threw) the football.
61. We all (saw, seen) the movie last Friday.
62. Mother (put, putted) the chocolate cake on the counter to cool.
63. The check had been (wrote, written) three days ago.



*The paragraphs below are the first draft of an **essay**. Circle the errors, then **rewrite** the story on another piece of paper.*

64. Cartoonists can, in one single framed picture, capture the emotions of an event, change our political opinions, or make us curious about a national issue. This type of cartoon are called a editorial cartoon—a cartoon which expresses the personel interpretations or opinions of the cartoonist. These's kind of cartoons can be politically spiteful, biting, or even destroy a political candidate with the stroke of a pen,” said a cartoonist

Even cartoons that is not an editorial can cover some issue—personal, political, social, or whatever people fell strongily about at the time. The soul purpose of the cartoon may be to entertaine—to make us lauf. Cartoonists' often develop characters to deliver they're message or to tell there story? Some of their characters has even been translated into other media—charlie Brown and Superman have appeared on radio, tv, and film.

Cartoons also use particular depictions of the characters to appeal to a wide range of reader's. They may use sterotype of males as masculine sensitive, week, or strong They may depict females as stereotypically feminine, docile attractive, or passive. One or all of this traits will appeal to some reader somewhere. Its most often our personality witch attrcting us to one types of cartoon over another.





Key

Practice (pp. 280-284)

1. Answers will vary but since the subject is dating, most students will find the topic interesting.
2. To explain courting and dating rituals of 1920.
3. Answers will vary but should include that the writer described the chronological progression of courtship in 1920 and illustrated each step with personal examples from the grandmother's life
4. Subtopic 1: The proper place to meet a prospective boy-/girl-friend was in church.

Supporting details

- ensured the prospect had good morals
- made sure the pair had a common religion
- allowed parents to approve or disapprove of choice
- allowed parents to supervise "group dating"
- described grandmother's attempts to attract grandfather's attention

Subtopic 2: The rules of dating were strictly enforced.

- young man must make an appointment to call on parents and girl
- he must be "interrogated" by father and meet father's approval
- only then can girl meet the young man and her parents for tea and supervised visitation
- Grandmother describes the first time Grandfather called at her home

Subtopic 3: After calling on the family several times, the actual "dating" began.

- proper activities included church socials, community picnics, and afternoon drives

- young ladies were treated with utmost respect
 - everyone in town observed and reported on couple's whereabouts and activities
 - dating phase, after a respectable period, usually led to marriage
 - Grandmother gives personal examples of her courtship with Grandfather
5. Chronologically

Practice (pp. 285-287)

Correct answers will be determined by the teacher.

Practice (p. 288)

1. revision
2. details
3. editing
4. proofread
5. audience

Practice (p. 289)

1. subtopic
2. body paragraph
3. purpose
4. essay
5. punctuation
6. useful topic
7. expository writing
8. sentence
9. paragraph

Practice (pp. 294-295)

Answers will vary but may include the following.

1. Some students will find the opening sentence is the hook, as many of them have experience with grandparents. Others may be intrigued by the grandmother's dialog: "You children today have no idea how to go about proper



Key

- courtship. You're doing it wrong, and it's not right." Still others may choose another sentence altogether.
2. Whichever sentence students choose, make sure they offer an explanation of why they found it appealing. Try to encourage their ability to verbalize how the sentence spoke to something that linked the essay to their own experiences.
 3. "I can tell you, it was not only different in my day, it was better."
 4. By the anecdote about Johanna's date and Grandmother's disapproval.
 5. The fact that Grandmother was a beloved and entertaining member of the family. This prepares us for the two granddaughters' willingness to be "lectured" by their grandmother.

Practice (pp. 296-298)

Correct answers will be determined by the teacher.

Practice (pp. 302-305)

1. "First of all, Mom said that the only proper place to meet a young man was at church."
"The rules of dating were clear to both young men and women and were not to be broken."
"After calling on the young lady and her parents for a few more visits, it was then acceptable for the couple to go out unchaperoned to proper gatherings."
2. Answers will vary but students should see that while modern people might find these opposites acceptable, "reasonable" people of Grandmother's day would *not*. Mom said that church was not a proper place to meet a young man.

The rules of dating were unclear to young men and women and were not strictly observed.

Immediately after the first visit, the couple were free to go wherever they liked unchaperoned.

3. Answers will vary.
4. Answers will vary but the wording of the topic sentences should use time transitions (*first of all* and *after*) and suggest a chronological progression. Also, the topic sentences should clearly indicate that an explanation will follow of how or why church meetings occurred; what the rules of dating actually were and what "proper gatherings" might include.

Practice (pp. 306-307)

Correct answers will be determined by the teacher.

Practice (pp. 311-313)

- This provided satisfaction for all involved.
Explanation: sets up an explanation of why the "proper" setting was acceptable to everyone
- Parents could watch their daughters closely, maybe even attempt a bit of match-making on occasion.
Explanation: explains why parents approved of church setting.
- However, they also felt free to attempt to "un-match" any budding disasters they could see.
Explanation: further explains why parents approved.
- In addition, young ladies were strongly advised to marry young men who faithfully attended church: the same church as the young ladies.



Key

- Explanation: gave practical reasons why meeting a young man at church was a good idea—ensured his good morals and common beliefs with the young lady.
- “Mom was quick to point out that although girls at that time were expected to behave modestly, they seldom left matters simply to parents and chance.”
Explanation: sets up example/explanation of how the church setting was acceptable or “satisfactory” to young women.
 - “She shared her own example. Mom had known my father since they were in first grade together.”
Explanation: begins anecdote illustrating grandmother’s “satisfaction” with the dating situation and her ability to use it to her advantage.
 - “She had also been ‘sweet’ on him since the first time he smiled at her and she noticed he had dimples.”
Explanation: continues above with similar answer.
“On one particular Sunday, Mom made sure she was a bit late to service. Wearing her best Sunday dress, she glided in and made sure she sat on the pew in front of Dad.”
Explanation: continues above with similar answer.
 - “When the sermon was over, as was the custom, Mom, Dad, and all the young people grouped together outside while their parents visited.”
Explanation: gives details about how the young people actually connected with each other under the circumstances.
 - “This ‘group courting’ lasted perhaps a half hour with parents watching closely.”
Explanation: continues above with similar answer.

- “Then, the parents would reclaim their children and take them home.”
Explanation: continues an explanation of the “group courting” experience.

Practice (pp. 314-315)

Correct answers will be determined by the teacher.

Practice (pp. 316-317)

Correct answers will be determined by the teacher.

Practice (p. 318-319)

Correct answers will be determined by the teacher.

Practice (pp. 323-324)

1. “Both Johanna and Leah asked Mom if she didn’t feel that her parents were overprotective or simply did not trust her.” (reiterates the point that dating was different) “Mom smiled and shook her head. ‘It was just the way it was done back then,’ she said.” (continues the reiteration of differences) “‘Besides,’ she added, ‘girls were considered worth working for, then. Young men felt they needed to earn their sweetheart’s love, not just show up and make themselves available.’” (reiterates the idea that old-fashioned courting rituals were “better”)
2. “‘Besides,’ she added, ‘girls were considered worth working for, then. Young men felt they needed to earn their sweetheart’s love, not just show up and make themselves available.’” (this sentence serves a dual purpose)



Key

“My girls smiled at this, agreeing that things had not necessarily changed for the better.” (this sentence, too, is a bit dual-purposed; some students may well have included it in the above category)

3. It brings Grandmother’s “lecture” to a friendly close. Her “twinkling” eyes show that Grandmother has a sense of humor: she knows her request to speak with Johanna’s young man is probably out of date and perhaps inappropriate to today’s dating rituals.

Practice (p. 325)

Correct answers will be determined by the teacher.

Practice (p. 330)

1. exclaimed
2. hinted
3. complained
4. suggested
5. ordered
6. explained
7. wrote
8. stated
9. recited
10. reported

Practice (p. 331)

Correct answers will be determined by the teacher.

Practice (p. 332)

Correct answers will be determined by the teacher.

Practice (p. 336)

1. C
2. S
3. C

4. C
5. S
6. C
7. S
8. C
9. S
10. C

Practice (p. 337)

Correct answers will be determined by the teacher.

Practice (p. 338)

Correct answers will be determined by the teacher.

Practice (pp. 340-341)

Correct answers will be determined by the teacher.

Practice (pp. 343-344)

Correct answers will be determined by the teacher.

Practice (p. 345)

Correct answers will be determined by the teacher.

Practice (p. 346)

Correct answers will be determined by the teacher.

Practice (p. 351)

Correct answers will be determined by the teacher.

Practice (p. 352)

The following words should be circled.
Introduction - when; however; Like



Key

Body paragraph 1 - To begin with;
As
Body paragraph 2 - Another reason;
Usually
Body paragraph 3 - Finally; Often
Conclusion - As a matter of fact;
After

Practice (p. 356)

Correct answers will be determined
by the teacher.

Practice (pp. 357-358)

1. I like most kinds of pizza, even anchovy and onion. declarative
2. Don't drop sauce on the carpet! *or* .
exclamatory *or* imperative
3. Is that thin or thick crust?
interrogative
4. Mom makes delicious homemade
pizza. declarative
5. Do you like pizza with whole-wheat
crust? interrogative
6. Just try it. *or* ! exclamatory *or*
imperative
7. White pizza has no tomato sauce.
declarative
8. I love white pizza! exclamatory
9. My favorite white pizza is made
with cheese, fresh tomato, garlic,
and fresh basil from the garden.
declarative
10. Would you like another slice?
interrogative

Practice (pp. 359-362)

Correct answers will be determined
by the teacher.

Practice (p. 363)

1. end marks
2. verb
3. imperative sentence
4. run-on sentence

5. declarative sentence
6. interrogative sentence
7. exclamatory sentence
8. transitions
9. predicate
10. sentence fragment

Practice (pp. 365-366)

Part I

1. I, S
2. I, S
3. C
4. I, V
5. I, S
6. C
7. C
8. I, V

Part II

Correct answers will be determined
by the teacher.

Practice (pp. 368-369)

Part I

1. C
2. VF
3. C
4. VF
5. C
6. VF
7. VF
8. C
9. VF
10. C

Part II

Correct answers will be determined
by the teacher; however, items 2, 4,
6, 7, and 9 should be revised.

Practice (pp. 371-372)

1. an event called the "war to end all wars"
2. a result of the Industrial Revolution



Key

3. a substance referred to as an early biological weapon
4. the practice of digging trenches into the ground to protect themselves during battle.
5. places where fighting is going on between two or more countries
6. a battle line in which France, Britain, and Germany were fighting
7. the geography of the region
8. waterways serving as Germany's only means of sending supplies to the Eastern front.
9. Germany's unreliable partner
10. a battle with the Turks that lasted 18 months

Practice (pp. 373-374)

Part I

1. a toy given to me when I was five
2. to be clean
3. I work hard and my hobby running
4. During winter, warming myself in a hot tub
5. In summer, to refresh in a cool tub
6. to be completely alone
7. to close my eyes and relax
8. enjoying my own company
9. a time the world just goes away
10. relaxed and ready to re-enter life

Practice (p. 374)

Part II

Answers will vary; however, the following is a possible revision.

My favorite time of day is bathtime. Each day I look forward to my bubble bath and my date with Rubber Duckie, a toy given to me when I was five. Why, you may ask, do I like my bath so much? It's simple really. I like to be clean. I work hard and my hobby is running. A bath is pretty important to my keeping clean. Another reason I love my bath is that it feels absolutely

wonderful. During winter, I love warming myself in a hot tub. In summer, I like to refresh in a cool tub. Some days, the only time my "thermostat" is right is when I take a bath. Finally, my bath time is truly my time, a time to be completely alone and to close my eyes and relax. I find that I enjoy my own company. My bath is a mini-vacation, a time the world just goes away. After my bath, I become the person I want to be, relaxed and ready to reenter life.

Practice (pp. 378-379)

Part I

1. about every three years
2. because of this
3. in order to find food
4. by day and night
5. into unfamiliar areas
6. by larger animals
7. like clockwork

Part II

Answers will vary, however, the following is a possible revision.

The lemming is a small short-tailed mouselike rodent. About every three years, the lemming population explodes. Because of this, thousands of them migrate in order to find food. They begin by moving slowly and only at night. Later they become bolder. They travel by day and night. As they travel, their numbers grow. They travel into unfamiliar areas. Some lemmings are eaten on this journey by larger animals. Some die falling off crowded cliffs, others by drowning in lakes or rivers. The cause of this migration has never been completely understood. Whatever the reason, the cycle repeats itself like clockwork.



Key

The population grows. Then the lemmings migrate. Most are killed. Then the process begins again.

Practice (p. 382)

1. F
2. C
3. C
4. F
5. F
6. C
7. C
8. F
9. F
10. C

Practice (p. 383)

Correct answers will be determined by the teacher.

Practice (pp. 384-385)

The fragments are underlined.

Few of us would identify stress as something we enjoy. Often when we do feel stress, we try to get rid of it. We try to relax it away. By listening to music. We try to sweat it away by playing a sport. If we have good friends. We try talking it away with them. Because we think of stress as uncomfortable. We try to avoid it if possible. However, stress is not all bad. In fact, stress can save our lives. When a caveman came face-to-face with a wild animal. He expected to feel stress. His body responded to the life-threatening situation. By becoming ready to fight. His muscles gained energy, and his vision and hearing became sharp. If he chose to run from the animal! The energy he gained from stress helped him run faster and farther. When we face difficult situations, we experience stress. Stress is our response to

any situation. Making a demand on us. Our bodies go on alert. When we feel stress. When we noticed that car barreling down the road at us, our bodies were stressed and went on alert. We gained a little extra energy. To help us make our way from danger. The mother who was able to lift a car off her child responded to the stressful situation. With incredible strength.

Answers will vary but a possible revision is as follows.

Few of us would identify stress as something we enjoy. Often when we do feel stress, we try to get rid of it. We try to relax it away by listening to music. We try to sweat it away by playing a sport. If we have good friends, we try talking it away with them. Because we think of stress as uncomfortable, we try to avoid it if possible. However, stress is not all bad. In fact, stress can save our lives. When a caveman came face-to-face with a wild animal, he expected to feel stress. His body responded to the life-threatening situation by becoming ready to fight. His muscles gained energy, and his vision and hearing became sharp. If he chose to run from the animal, the energy he gained from stress helped him run faster and farther. When we face difficult situations, we experience stress. Stress is our response to any situation making a demand on us. Our bodies go on alert when we feel stress. When we noticed that car barreling down the road at us, our bodies were stressed and went on alert. We gained a little extra energy to help us make our way from danger. The mother who was able to lift a car off her child responded to the stressful situation with incredible strength.



Key

Practice (pp. 388-389)

Correct answers will be determined by the teacher.

Practice (p. 390)

Correct answers will be determined by the teacher.

Practice (p. 391)

1. C
2. R
3. R
4. C
5. R
6. C
7. C
8. C
9. R
10. C

Practice (p. 392)

The fragments are underlined. The information within the parentheses are for additional teacher explanations as needed for students.

We often hear today about unfair treatment of workers. By factory owners and supervisors (sentence fragment). However, these instances usually cannot compare to the cruelty shown to 19th century workers. Often, during this time, the owners of factories and mills hired young orphans, they would then force these children to work 15 hours a day (run-on sentence—comma splice). There are stories of employers chaining children to their machines. Because the employers did not want them moving about too much (sentence fragment). Many factory owners preferred to

hire women, but not because they believed in equal rights. Women were smaller than men they could move easily among the machinery (run-on sentence—fused sentence). Any worker who complained about the hours or working conditions was fired. Whenever possible, the employer would make sure the trouble-making worker was thrown into jail.

Answers will vary but a possible revision is as follows.

We often hear today about unfair treatment of workers by factory owners and supervisors. However, these instances usually cannot compare to the cruelty shown to 19th century workers. Often, during this time, the owners of factories and mills hired young orphans. They would then force these children to work 15 hours a day. There are stories of employers chaining children to their machines because the employers did not want them moving about too much. Many factory owners preferred to hire women, but not because they believed in equal rights. Women were smaller than men, and they could move easily among the machinery. Any worker who complained about the hours or working conditions was fired. Whenever possible, the employer would make sure the trouble-making worker was thrown into jail.



Key

Practice (p. 394)

1. have
2. shows
3. were
4. show
5. is
6. are
7. is
8. distorts

Practice (pp. 396-397)

1. study | was
(The subject goes here.) (The verb goes here.)
2. Scholars | were
(The subject goes here.) (The verb goes here.)
3. civilizations | were
(The subject goes here.) (The verb goes here.)
4. Galileo Galilei | is
(The subject goes here.) (The verb goes here.)
5. Galileo | was
(The subject goes here.) (The verb goes here.)
6. People | were
(The subject goes here.) (The verb goes here.)
7. phases | were
(The subject goes here.) (The verb goes here.)
8. scholars | were
(The subject goes here.) (The verb goes here.)
9. use | allows
(The subject goes here.) (The verb goes here.)
10. Information | increases
(The subject goes here.) (The verb goes here.)

Practice (pp. 401-402)

1. baby | waddles
(The subject goes here.) (The verb goes here.)
2. students | are
(The subject goes here.) (The verb goes here.)
3. Everybody | needs
(The subject goes here.) (The verb goes here.)
4. Pollution | is
(The subject goes here.) (The verb goes here.)

5. suspect and family | Have
(The subject goes here.) (The verb goes here.)
6. Most | like
(The subject goes here.) (The verb goes here.)
7. Shawn | needs
(The subject goes here.) (The verb goes here.)
Julius
(The subject goes here.)
8. Most | was eaten
(The subject goes here.) (The verb goes here.)
9. John | walk
(The subject goes here.) (The verb goes here.)
Matilda
(The subject goes here.)
10. we | don't look
(The subject goes here.) (The verb goes here.)

Practice (pp. 403-404)

1. Everybody | needs
(The subject goes here.) (The verb goes here.)
2. cars | are
(The subject goes here.) (The verb goes here.)
3. tasks | are
(The subject goes here.) (The verb goes here.)
4. None | are
(The subject goes here.) (The verb goes here.)
5. hat | is
(The subject goes here.) (The verb goes here.)
6. One | wants
(The subject goes here.) (The verb goes here.)
7. Each | has been baked
(The subject goes here.) (The verb goes here.)
8. family | travels
(The subject goes here.) (The verb goes here.)
9. students | want
(The subject goes here.) (The verb goes here.)
10. Most | were stolen
(The subject goes here.) (The verb goes here.)

Practice (p. 405)

The subject-verb agreements are underlined.

People start taking drugs for many reasons. (1) Some scientists argues (argue) that certain people



Key

have personality traits that lead to drug use. They may be curious and adventurous. Perhaps (2) pressure from their peers make (makes) them begin. (3) Some of these individuals experiences (experience) tragedies that seem overwhelming. A person's (4) experience with drugs also affect (affects) his or her decision to continue using a drug. After smoking marijuana, (5) one person in a group of three feel (feels) sick. The second (6) individual from this group feel (feels) nothing at all. Still (7) another of this trio of friends feel (feels) euphoria. Drinking alcohol can have a similar effect on different people. (8) One young man, after a drinking party, wake (wakes) up with a terrible hangover. However, his two (9) friends from the same party feels (feel) fine. (10) Everyone react (reacts) to drugs in a different way.

Answers will vary but possible correction follows.

People start taking drugs for many reasons. Some scientists argue that certain people have personality traits that lead to drug use. They may be curious and adventurous. Perhaps pressure from their peers makes them begin. Some of these individuals experience tragedies that seem overwhelming. A person's experience with drugs also affects his or her decision to continue using a drug. After smoking marijuana, one person in a group of three feels sick. The second individual from this group feels nothing at all. Still another of this trio of friends feels euphoria. Drinking alcohol can have a similar effect on different people. One young man, after a

drinking party, wakes up with a terrible hangover. However, his two friends from the same party feel fine. Everyone reacts to drugs in a different way.

Practice (pp. 408-409)

1. will bake—future; will have baked—future perfect
2. visited—past; has been visiting—present perfect progressive
3. worked—past; has worked—present perfect
4. do visit—present emphatic; did visit—past emphatic
5. were playing—past progressive; have been playing—present perfect progressive

Practice (pp. 410-411)

1. Grace had visited with us last week.
2. I will attend swimming class at 4:00 pm.
3. You have been cleaning your room really well.
4. I did build a sand castle with you.
5. Mary Anne and Ashley had danced a duet.
6. Ramon has played a drum solo.
7. My father does drive well.
8. Mom will plan our vacation.
9. Before then, Dolores will have performed.
10. We will have been hiking for an hour before lunch.

Practice (p. 414)

2. came; come
3. drove; driven
4. hit; hit
5. slept; slept
6. meant; meant
7. made; made



Key

8. paid; paid
9. rang; rung
10. flew; flown
11. gave; given
12. kept; kept
13. lent; lent
14. shook; shaken
15. wore; worn
16. spoken; spoken

Practice (p. 416)

Correct answers will be determined by the teacher.

I first became aware that the people in my neighborhood were strange when I started to take daily walks. I ^{noticed} notice that some of them never ^{came} come out of their houses. I never ^{saw} see them ^{take} took their newspapers in; somehow the newspapers seem to ^{slither} slithered, like a snake, inside. Some days their cars ^{were} are gone for a few hours, yet I have never ^{seen} see them ^{go} going from their houses to their cars. Some of my neighbors, on the other hand, never ^{seemed} seem to go into their houses. No matter what time of day I patrolled the neighborhood, there they ^{were} are on the porch or front lawn or driveway. Back then, I often ^{wondered} wonder if I was the only normal one in the neighborhood. Finally, I could not ^{take} took it anymore, and I ^{moved} move.

Practice (p. 419)

1. flags
2. schools
3. toys
4. deer
5. sisters-in-law
6. fifties
7. churches
8. bushes
9. boxes
10. buzzes
11. dresses
12. brushes
13. tornadoes
14. children
15. candies
16. enemies
17. feet
18. teeth
19. gulfs
20. copies
21. displays
22. boys
23. Japanese
24. monkeys
25. roofs
26. turkeys
27. lives
28. wolves
29. wives
30. knives
31. shelves
32. reefs
33. chiefs
34. selves

Practice (p. 420)

1. shlards
2. thloxes
3. chrays
4. zizlives
5. shmoroos
6. zestnoes
7. valoxes
8. derlurches
9. zists-in-law
10. brognas



Key

Practice (p. 423)

1. we
2. Our
3. us
4. us
5. We
6. they
7. her
8. their
9. their
10. she

Practice (p. 425)

1. her
2. his
3. him
4. it
5. her
6. hers
7. her
8. his
9. it
10. She

Practice (p. 427)

1. Samantha has surpassed all other students in free-throw shooting. She has won the school contest four years in a row.
2. The other students are astounded at Samantha's skill at shooting free throws. They can hardly believe she can shoot with a blindfold over her eyes.
3. Ivan has been practicing with a blindfold for three years. He has yet to hit the backboard.

4. The contest used to draw every student in the school. It only draws Samantha and Ivan now.
5. This year, Samantha and Ivan decided to change the rules of the free-throw shooting contest. They found a novel way to even the competition.
6. They decided to include a blindfold in the contest. However, only Samantha wore it.
7. Their friends were astounded as they watched Samantha hit 30 in a row and remain undefeated.

Practice (p. 430)

1. is
2. is
3. are
4. has
5. have
6. is
7. has
8. are

Practice (p. 431)

1. their
2. her
3. their
4. its
5. his *or* her
6. his *or* her
7. his *or* her
8. them
9. them
10. them



Key

Practice (p. 434)

Singular	Singular Possessive	Plural	Plural Possessive
<i>Example:</i> window	window's	windows	windows'
1. goose	goose's	geese	geese's
2. balloon	balloon's	balloons	balloons'
3. scarf	scarf's	scarves	scarves'
4. boss	boss's	bosses	bosses'
5. pulse	pulse's	pulses	pulses'
6. grass	grass's	grasses	grasses'
7. potato	potato's	potatoes	potatoes'
8. porpoise	porpoise's	porpoises	porpoises'

Practice (p. 436)

1. boy's soda
2. picture's paint
3. pilot's hot air balloon
4. children's toys
5. women's adventures
6. townspeople's horror
7. girl's explanation
8. My jet
9. dog's paws
10. Their pets
11. His cars
12. Our cars

Practice (p. 439)

1. Miami
3. Susan
4. America
5. Miami Dolphins
7. John
8. McDonald's
9. President Clinton
10. SADD
12. United States

14. Valentine's Day
15. April
16. Tallahassee, Florida
17. English
19. Dr. Jones
20. Main Street

Practice (p. 440)

Words to be circled are as follows:
John, Steinbeck, Salinas, California,
He, He, All, Many, Salinas, Valley,
California's, Monterey.

Practice (p. 443)

1. The novel The Grapes of Wrath made me feel intense sympathy for those who suffered through the Dustbowl.
2. Every chapter in The History of American Literature explains an important period of our nation's literature.
3. "Can you hold on?" yelled George, "I'll be there in a minute."



Key

4. The class will read the poem, "The Gift Outright," by Robert Frost
5. The television show *Teens to the Rescue* shows how teens have sacrificed their time to improve the lives of others.
6. He was sitting with chin in hand and looked very much like the sculpture "The Thinker."
7. *Time* magazine recently had an article entitled, "How Teenagers Are Fighting to Protect the Environment."
8. "Grandma," Jackson replied, "You are the wisest person I've ever known."
9. The book How to Get Rich Without Trying certainly made its author very rich.
10. The movie version of the book To Kill a Mockingbird was not as good as the book, but it was a very good movie all the same.

Practice (p. 444)

1. pizza, hot dogs,
2. shiny,
3. door,
4. Mrs. Jones,
5. is, believe,
6. science, math, English,
7. question,
8. Wednesday, September 16,
9. said,
10. decided, finally,
11. Debbie,
12. First, shock,
13. Yes,
14. coming,
15. City, Missouri, 24,

Practice (p. 445)

1. Monica's
2. teacher's
3. baby's
4. worker's
5. student's
6. Lei's
7. club's
8. boat's
9. tree's
10. sister-in-law's
11. Bao's
12. boy's
13. Selma's
14. Sharieka's; Kaladaa's
15. Yamil's

Practice (p. 446)

1. books;
2. meeting;
3. issues:
4. life:
5. easy;
6. find;
7. members:
8. discovered;
9. message;
10. words:

Practice (p. 451)

Correct answers will be determined by the teacher.

Practice (p. 452)

Correct answers will be determined by the teacher.



Key

Practice (p. 453)

Correct answers will be determined by the teacher.

Unit Assessment (pp. 227-231TG)

1. exclamation point
2. question mark
3. period
4. question mark
5. exclamation point
6. school,
7. Ed,
8. tall, dark,
9. Robin, mother,
10. body,
11. The audience really enjoyed the band's version of "Anchors Aweigh."
12. Peter asked, "Do you know how long it will take to get there?"
13. "I'm not sure," Sam answered. "It will depend on how heavy the traffic is."
14. Caroline Candy Shea recited the poem, "The Road Not Taken" by Robert Frost.
15. "Watch out!" screamed Latoya.
16. Have all the students' books been returned?
17. The bird's nest was empty.
18. Mrs. Hargis' party was the hit social event of the season.
19. That man was wearing my father-in-law's new hat.
20. none needed
21. If you want to get to Northside High School from John's house, you must first make a right turn. When you come to the end of Elm Street, drive down the street until you reach the fork in the road. Now take the left fork which goes north on Max Drive until you reach the third traffic light. Make another left turn and the school will be on your right.
22. tables
23. girls
24. days
25. stores
26. cars
27. dollars
28. stoves
29. doves
30. berries
31. sodas
32. mouse
33. shoe
34. box
35. ribbon
36. vase
37. shirt
38. flower
39. pen
40. wolf
41. ox
42. are
43. has
44. has
45. aren't
46. sits
47. are; have
48. wants
49. does
50. wishes
51. needs
52. were
53. were
54. ran; began
55. cost
56. come
57. eaten
58. gave
59. rode
60. threw
61. saw
62. put
63. written
64. Cartoonists can, in one single-framed picture, capture the emotions of an event, change our political opinions, or make us curious about a national issue. This type of cartoon is called an editorial



Key

cartoon—a cartoon which expresses the personal interpretations or opinions of the cartoonist. “These kinds of cartoons can be politically spiteful, biting, or even destroy a political candidate with the stroke of a pen,” said a cartoonist.

Even cartoons that are not an editorial can cover some issue—personal, political, social, or whatever people feel strongly about at the time. The sole purpose of the cartoon may be to entertain—to make us laugh. Cartoonists often develop characters to deliver their message or tell their story. Some of their characters have even been translated into other media—Charlie Brown and Superman have appeared on radio, TV, and film.

Cartoons also use particular depictions of the characters to appeal to a wide range of readers. They may use stereotypes of males as masculine, sensitive, weak, or strong. They may depict females as stereotypically feminine, docile, attractive, or passive. One or all of these traits will appeal to some reader somewhere. It’s most often our personality which attracts us to one type of cartoon over another.



Unit 5: Listening, Viewing, Speaking— Communicating Face to Face

Overview

No doubt most of your students consider themselves experts at listening. However, considering the number of times you find yourself repeating even simple instructions, you probably would disagree with their analysis. If asked why this is true, most students will simply tell you they listen to things they are really interested in (this is where you'll need to put your ego in your back pocket). However, even this assessment is far from being accurate.

Most teenagers have very limited skills in listening and even reading with a discriminating eye. They tend too often to accept advertised promises as truth and to accept—and often make—exaggerations without questioning them.

A goodly portion of the Florida Benchmarks and Standards address improving students' skills in identifying methods of persuasion and assessing the validity of what they read, see, or hear. Such stress indicates the importance of helping students become informed consumers of information offered through the various forms of media that daily bombard them.

Once aware of the contents of advertisements and political materials, students are more receptive to instruction in improving their ability to discriminate. After all, they truly do want to make good decisions in their private lives: in making purchases and in choosing their future political leaders.

The major focus of this unit is to provide instruction in recognizing the propaganda techniques used in advertisement and speeches. As you look through the information and activities provided, you may find you need to select from these to present to your students. Also, you will find excellent materials in the textbooks purchased by your district for use in your classroom.

Within the instruction of this unit, students will be guided in creating their own commercials or advertisements and in composing and delivering their own political speeches.



Instruction is also included that will use the speeches created by the students to practice good speaking skills. And, because this is a unit on communicating well, students will be offered suggestions for helping them participate in class discussions. Specifically, the following skills will be addressed as follows:

- recognizing persuasive and propaganda techniques used by advertisers
- evaluating advertisements for propaganda techniques
- examining and using positive and negative words in persuasive advertising and speeches
- learning and practicing techniques for speaking in front of a group
- learning and practicing techniques for participating in a class discussion.

Many of the activities in this unit ask for magazines containing advertisements. In advance of presenting this information to your students, you will find it helpful to start collecting magazines from whatever sources are available to you: your school's media center, the students themselves, and fellow teachers. Often, professional offices will pass outdated magazines from their waiting rooms on to you.

In addition, taped commercials can be used as well as printed ones. Simply modify the instructions to accommodate the changed medium you will be employing.

Taped discussions, debates, and political speeches are also helpful for students to view. Many such tapes are often available through your district media center.



Unit Focus

Reading Process

Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- **LA.910.1.6.1**
use new vocabulary that is introduced and taught directly
- **LA.910.1.6.2**
listen to, read, and discuss familiar and conceptually challenging text

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.

- **LA.910.1.7.2**
analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning
- **LA.910.1.7.3**
determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
- **LA.910.1.7.4**
identify cause-and-effect relationships in text

Writing Applications

Persuasive Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

- **LA.910.4.3.1**
write essays that state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments
- **LA.910.4.3.2**
include persuasive techniques



Communication

Listening and Speaking Standard: The student effectively applies listening and speaking strategies.

- **LA.910.5.2.1**
select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)
- **LA.910.5.2.2**
research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)
- **LA.910.5.2.3**
use appropriate eye contact, body movements, voice register, and oral language choices for audience engagement in formal and informal speaking situations
- **LA.910.5.2.4**
use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message
- **LA.910.5.2.5**
research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts)

Information and Media Literacy

Research Process Standard: The student uses a systematic process for the collection, processing, and presentation of information.

- **LA.910.6.2.2**
organize, synthesize analyze and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations
- **LA.910.6.2.4**
understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law



Media Literacy Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

- **LA.910.6.3.1**
distinguish between propaganda and ethical reasoning strategies in print and nonprint media

Technology Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.

- **LA.910.6.4.1**
use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology)
- **LA.910.6.4.2**
routinely use digital tools for publication, communication, and productivity

Suggestions for Enrichments

Student Book Activity Extensions

1. **Helping Your Students through Their First Speech Presentations**
(student book pages 530-531)

Since you have encouraged your students to take their group speeches seriously, more than likely they have. However, despite their careful preparation, many of them will still be very nervous.

You can do a great deal to help them and encourage their classmates to help them as they present their speeches to the class. Some of the following suggestions might be helpful for you and your students.

- In each group, choose your first presenter with care. Ideally, you have already scheduled each person to present and have considered each individual in the class when you did this. A good first presenter is a student who feels relatively confident in front of the class, who has prepared well, but who is *not* the best student in the class. You want a positive example; however, you do not want to intimidate the weaker students into believing they cannot do well.
- Make yourself as unobtrusive as possible. Be part of the audience, but not front and center. Make pleasant eye contact, but avoid allowing the student to speak only to



you. If you find this happening, look down at your notes occasionally to make sure the speaker looks at other students. Avoid showing disappointment or disapproval if the speaker falters.

- After each presenter in a group finishes reading, encourage the audience to applaud and find something positive to say about the presentation. If other students have brief, positive questions, allow them to ask or make similar comments. Save not-so-positive comments for later.
- Avoid scheduling your weakest students last. Students will be growing a bit weary of readings. Try to end with a speaker who will hold their interest.

2. **Helping Your Students through Their Corrected Speech Presentations** (student book pages 532-533)

Review the chart on page 533 that students will be using to rate their teammates while giving their speeches. Have all teammates use the same chart to assess each teammate's improved speech.

3. **Becoming a Good Listener during a Discussion** (student book pages 535-539)

Ask any teacher: Getting students to listen is probably the greatest challenge he or she faces each and every day. It is an on-going struggle that is never completely won, and with some students, is never won. We ask ourselves the same questions: "Students know they need this material—why won't they listen?" "I went over these answers every day for a week. How could they not know them?" Sometimes, we feel as though our students are working hard not to listen.

Unfortunately, this is sometimes close to being true. In any given class, the same thing happens. When a lecture begins, most students tune in. However, some do just the opposite. And, at various times, most students tend to tune out, even though they know they should be listening and taking notes. If most of us are completely honest, we will admit that we tend to do the same thing as well when we are put into the role of listener.

If you think for a few moments about why you do this, you might gain some insight into why your students do it. More than likely, one of the following occurs.



- The speaker drifts off onto a tangent that doesn't interest you.
- The speaker says something that makes you think of a personal incident.
- You cannot hear the speaker very well.
- You are distracted by someone or something in the room.
- You are uncomfortable—too cold, too warm, too sleepy, etc.

Other things can cause you to lose focus. This happens to your students. However, you can usually regain the thread of the speaker's thoughts and get back on track. Most of your good students can do this as well.

However, some of your students do not have the active listening skills to follow a speaker and pull important details from his or her words. The speaker may be entertaining; the students may laugh at the speaker's jokes. However, at the end of the presentation, students cannot tell you the focus of the discussion. As a result, they simply do not try to listen. A lecture or discussion simply offers an invitation to turn the brain off. This can result in a variety of behaviors—from acting out and being disruptive in younger children to snoring loudly in older students.

Convincing these students that listening is a skill, one that can be learned, is not an easy task. However, having just completed an activity that cast students as speech presenters to teammates as listeners might make this a bit easier. If students had a successful presentation, no doubt they were pleased with their efforts and can at this point appreciate an audience of good listeners. The reverse is true as well. Students whose listeners were less than appreciative will probably still be a bit wounded from the fiasco. Taking a few moments to discuss why some students did not listen might be very instructive at this point.



Unit Extensions

Speaking Activities

1. Make a prop box filled with common items. Have students select one item and demonstrate how it can be used for something other than its intended use.
2. Have students work in groups to interpret, practice, and perform (or chorally read) a poem.
3. Have students research the background of a famous individual and prepare an introduction for him or her.
4. Students can work in groups to discuss any material you want to introduce or review. Each group chooses a recorder to write down ideas and a second person to report a summary to the full class.

Variation: Have five or six volunteers bring their chairs to the middle of the room for a discussion of a controversial topic. After about 10 minutes, allow students outside the circle a chance to respond to what they have heard.

5. Divide the class into groups of four or five. Give each group a poem and ask the students to pretend they are lawyers, psychologists, or historians. For instance, one group will be lawyers trying to interpret the meaning of a poem. The historians will try to determine what a poem says about that particular time period.
6. Have a student write an opinion of a topic on the board and then select the next person to write an opinion. Continue until everyone has had a chance.
7. Have students write and present a demonstration speech about something they are good at doing, such as making a paper airplane or preparing a tuna fish sandwich.
8. Collect a grab bag of topics for speeches and have students also contribute their ideas. Have students select a topic from the grab bag. Give them five to 10 minutes to prepare a short speech about the topic. Time the speeches. Allow students to give their speech again, changing the speed either slower or faster.



9. After viewing and discussing news clips, have students deliver a one-minute presentation based on a current news story.
10. Have students act out a nursery rhyme.
11. Have students create an oral history by interviewing an elderly person about an event, person, or building in your community.
12. Have students listen to or view famous political speeches. Have one student act as the politician and tell a partner what to write. When the speech is written, the “politician” delivers it. Part of the class may act as the press corps, asking the “politician” for points of clarification.
13. Have students roleplay a disc jockey by writing a brief introduction to their favorite songs, bring in the songs, and make a class tape. Play and evaluate the tape.
14. Have students research a past president of the United States and develop an advertising campaign for that president, culminating in a two-to-three minute campaign speech.
15. Have students roleplay mock job interviews. These may be videotaped for self-evaluation.
16. Have students fill a shoebox with 10 items of importance to them. Ask them to give a 10-minute speech during which they display each item and give two reasons why it is important.
17. After teaching the elements of simple debate, do the following:
 - pass out “argument cards” you develop and ask students to prepare an argument for the other side
 - write a controversial statement on the board and ask a student to write an opposing statement, then alternate students writing pro and then con statements until everyone has had a chance to write a statement
 - make a class survey before and after a “debate-like” activity to see if any students have changed their position on the topic.



18. Do a body language exercise. Have students take turns demonstrating an emotion or an attitude through body language. Then have the students who were watching write down what the emotion or attitude was, as well as the specific nonverbal cues that they saw.
19. Videotape student performances whenever possible, since it is important for students to actually see their attempts at oral presentation so they can evaluate and improve upon their performance.
20. Have students speak for short periods of time on topics with which they are knowledgeable and feel comfortable.
21. Have students choose a poem or short piece of literature to memorize and recite before the class. If possible, videotape their performance. Ask other students to evaluate for volume, pitch, enunciation, and eye contact.
22. Have each student write a speech about something about which he or she has strong feelings. Remind them to use vivid imagery, rhythm, repetition, and other literary devices to make the speech powerful.
23. Demonstrate for students the difference between a summary and a retelling of an oral presentation. We have all heard someone try to tell us about a show by repeating everything he or she could remember. For a listener, this type of summary is most unsatisfactory. Much more interesting is a brief account that touches on the main idea.
24. Have students model good and bad examples of speech—enunciation, pronunciation, volume, tempo, and pitch. After reading the section on body language, have the students demonstrate good and bad examples of posture, eye contact, facial expression, and hand gestures. Give students a paragraph which they can memorize and use for the demonstrations. Videotape the results.
25. Give students a paragraph and enough time to become familiar with the content. (Begin by reading it to them several times.) Have each student read the paragraph aloud. Another student should time the speaker and determine the number of words per minute.



Give feedback on reading rate. Allow students whose initial effort was much too slow or fast a chance to repeat. This will allow each student to experience the best reading rate.

26. Have students see how many different meanings they can give to selected sentences by stressing particular words. Here are two examples of sentences that will convey different meanings depending on voice inflection: “Did you go for a walk with her?” and “I don’t believe you.” Have competition in the class to see who can create the most variations and declare a winner.
27. Have students plan for a presentation situation by writing key words about the content, body language, and voice for each character. The students can then choose a partner and act out given situations such as the example below.

You ask to borrow money from...

a friend.
a bank manager.
a stranger.
the governor of Florida.
a young child.

28. Employ the “roving reporter” during a jigsaw activity. As you work through assigning a larger portion of the work to various groups, assign one student as the roving reporter from his or her group. The group should read its portion and record the important details from the section. Then the procedure below should be followed.
 1. One student volunteers or is assigned to be the roving reporter.
 2. That person will travel from group to group, sharing the details taken from the group’s portion of the jigsaw material.
 3. The student designated as the recorder for the group will record the details shared by each roving reporter.

Once all reporters have shared information with each group, every student will have access to notes over all portions of the jigsaw document. This gives a good start to a classroom discussion and the synthesis of the material.



29. As you are giving or reviewing instructions to the class, periodically stop and ask one student to summarize what you have asked them to remember or do. If this student does not remember completely, move to another and keep moving until you have received an accurate summary of your instructions.
30. Create an environment conducive to sharing. Permit students to discuss their feelings about a recent news story or an existing school situation or problem which has generated wide interest.
31. Use the following rubrics for presentations to help students understand key elements of storytelling and multimedia presentations. If possible, show a video of a professional storyteller making a presentation and have the class use the rubric and then discuss their scoring. For scoring each student's presentation, assign an odd number of students (e.g., three or five) to fill in rubrics and then explain their scoring. (For objective balance, you may want to include yourself in each group.) Students may also use the rubrics as a guide for self-scoring their presentations.



<h1>Presentation Rubric</h1>				
	4	3	2	1
PREPARATION:		Total Points for Preparation: _____		
Knowledge of Subject	speaker showed total knowledge of subject and is prepared to answer relevant questions <input type="checkbox"/>	speaker subject showed knowledge of story but unable to answer relevant questions satisfactorily <input type="checkbox"/>	speaker showed incomplete knowledge of subject <input type="checkbox"/>	speaker showed no knowledge of subject beyond text of declamation <input type="checkbox"/>
Organization	declamation presented in orderly way, including introduction and visual aids <input type="checkbox"/>	declamation presented in orderly way with few exceptions <input type="checkbox"/>	declamation presented in entirety but some parts presented out of order <input type="checkbox"/>	parts of declamation omitted or most parts presented out of order <input type="checkbox"/>
Topic of Speech and Language Audience Awareness	language appropriate for particular audience <input type="checkbox"/>	language occasionally inappropriate for particular audience <input type="checkbox"/>	language somewhat inappropriate for particular audience <input type="checkbox"/>	language inappropriate for particular audience <input type="checkbox"/>
Use of Rehearsal	speaker has rehearsed often and incorporated suggestions from peer and teacher critiques <input type="checkbox"/>	speaker has rehearsed often but has incorporated only a few suggestions from peer and teacher critiques <input type="checkbox"/>	speaker has not rehearsed often and has not incorporated suggestions from peer and teacher critiques <input type="checkbox"/>	speaker has not rehearsed <input type="checkbox"/>
SPEAKING:		Total Points for Speaking: _____		
Pronunciation	all words spoken clearly and distinctly <input type="checkbox"/>	most words spoken clearly and distinctly <input type="checkbox"/>	many words were mumbled or run together <input type="checkbox"/>	most words were not spoken clearly <input type="checkbox"/>
Volume	audience found volume varied to match changing contents of story <input type="checkbox"/>	audience found volume varied to match most of the contents of story <input type="checkbox"/>	audience found volume was neither too loud nor too soft but did not vary to match contents of story <input type="checkbox"/>	audience found volume was either too loud or too soft <input type="checkbox"/>
Tempo	pace helped audience hear words clearly and maintain interest <input type="checkbox"/>	pace helped audience hear words clearly but occasionally sped up or slowed down without purpose <input type="checkbox"/>	pace was either too fast or too slow throughout for comfort of audience <input type="checkbox"/>	pace varied without reason and disoriented audience <input type="checkbox"/>
Pitch	tone matched action of story throughout <input type="checkbox"/>	tone matched action of story with few exceptions <input type="checkbox"/>	tone was not used to move audience <input type="checkbox"/>	tone moved audience to emotions not intended by story <input type="checkbox"/>



Presentation Rubric

Presentation Rubric				
	4	3	2	1
BODY LANGUAGE:		Total points for Body Language: _____		
Eye Contact	speaker made appropriate eye contact with listeners <input type="checkbox"/>	speaker made eye contact with each listener but did not hold contact long enough <input type="checkbox"/>	speaker looked in direction of audience but did not make eye contact with individual members <input type="checkbox"/>	speaker did not look at audience (gazed at floor, ceiling, etc.) <input type="checkbox"/>
Gestures	speaker used hands, head, and other body parts to express parts of story appropriately <input type="checkbox"/>	speaker often used gestures appropriately but occasionally lapsed into inactivity <input type="checkbox"/>	speaker used gestures only for the most intense part(s) of story <input type="checkbox"/>	speaker did not gesture or used gestures inappropriately <input type="checkbox"/>
Posture	speaker carried and held body in a straight line while standing, sitting, or walking, except to emphasize a part of story <input type="checkbox"/>	speaker held body in a straight line but lapsed occasionally into a slouch, then regained erect posture <input type="checkbox"/>	speaker lapsed into a slouch and did not regain erect posture <input type="checkbox"/>	speaker slouched throughout <input type="checkbox"/>
VISUAL AIDS:		Total points for Visual Aids: _____		
Enhanced Story	creative and original <input type="checkbox"/>	unoriginal but vivid and well made <input type="checkbox"/>	unoriginal and poorly made <input type="checkbox"/>	were not used <input type="checkbox"/>
Relative to Story	were relevant to the story and helped audience understand all parts and characters in the story <input type="checkbox"/>	were relevant to the story <input type="checkbox"/>	were not relevant and distracted from story <input type="checkbox"/>	were not used <input type="checkbox"/>
Held Audience's Attention	speaker manipulated aids flawlessly <input type="checkbox"/>	speaker manipulated aids with few mistakes <input type="checkbox"/>	speaker miscued often in handling aids <input type="checkbox"/>	were not used <input type="checkbox"/>
Easy to Understand	purpose clear, size and shape helped audience perceive completely <input type="checkbox"/>	purpose clear, size and shape slightly obscured audience's perception <input type="checkbox"/>	purpose unclear, or size and shape obscured audience's perception <input type="checkbox"/>	were not used <input type="checkbox"/>



Presentation Rubric

	4	3	2	1
CULTURAL INFORMATION AND INTRODUCTION:			Total Points for Cultural Information and Introduction: _____	
Attention Grabber	introduction hooked audience's attention through interesting and informative content <input type="checkbox"/>	introduction hooked audience's attention but did not include relevant information <input type="checkbox"/>	introduction did not hook audience's attention and did not include relevant information <input type="checkbox"/>	introduction was omitted <input type="checkbox"/>
Background Provided	speaker thoroughly explained the function of this story in its original culture <input type="checkbox"/>	speaker briefly explained either the function or the original culture of this story <input type="checkbox"/>	speaker mentioned but did not explain the function or the original culture of this story <input type="checkbox"/>	speaker omitted any mention of the function or the original culture of this story <input type="checkbox"/>
Relates to Audience	speaker clearly established strong link between original culture of this story and the audience in a creative and original way (e.g., points out similar values, shows how story could be updated) <input type="checkbox"/>	speaker established strong link but in typical or unoriginal way <input type="checkbox"/>	speaker only mentioned link and did not elaborate <input type="checkbox"/>	speaker omitted any mention of link <input type="checkbox"/>
Presentation Total Points: _____				



Multimedia Presentation Rubric

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
PREPARATION						
Content Knowledge	showed total knowledge of content and is prepared to answer relevant questions	showed knowledge of content but is unable to answer relevant questions	showed incomplete knowledge of content	showed no knowledge of content		
Organization	content presented in orderly way, including introduction and visual aids	content presented in orderly way with few exceptions	content presented in entirety but some parts presented out of order	some content omitted or most content presented out of order		
Audience Awareness	selected content matches particular audience and presented in language appropriate to audience	selected content matches particular audience but language occasionally inappropriate for audience	selected content does not match particular audience or language inappropriate for audience	selected content does not match particular audience and language inappropriate for particular audience		
Use of Rehearsal	speaker has rehearsed often and incorporated suggestions from peer and teacher critiques	speaker has rehearsed often but has incorporated only a few suggestions from peer and teacher critiques	speaker has not rehearsed often and has not incorporated suggestions from peer and teacher critiques	speaker has not rehearsed		
				TOTAL POINTS FOR PREPARATION CATEGORY:		

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
SPEAKING						
Pronunciation	all words spoken clearly and distinctly	most words spoken clearly and distinctly	many words were mumbled or run together	most words were not spoken clearly		
Volume	audience found volume varied to match changing content	audience found volume varied to match most of the content	audience found volume was neither too loud nor too soft but did not vary to match content	audience found volume was either too loud or too soft		
Tempo	pace helped audience hear words clearly and maintain interest	pace helped audience hear words clearly but occasionally sped up or down without purpose	pace was either too fast or too slow throughout for comfort of audience	pace varied without reason and disoriented audience		
Pitch	tone matched content throughout	tone matched content with few exceptions	tone did not match content	tone did not match and distracted from intent		
				TOTAL POINTS FOR SPEAKING CATEGORY:		



Category BODY LANGUAGE	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Eye contact	speaker made appropriate eye contact with listeners	speaker made appropriate eye contact with each listener but did not hold contact long enough	speaker looked in direction of audience but did not make eye contact with individual members	speaker did not look at audience (gazed at floor, ceiling, etc.)		
Gestures	speaker used hands, head, and other body parts to express content appropriately	speaker often used gestures appropriately but occasionally lapsed into inactivity	speaker used gestures only for part(s) of the content	speaker did not gesture or used gestures inappropriately		
Posture	speaker carried and held body straight while standing, sitting, or walking, except to emphasize a part of the content	speaker carried and held body straight but lapsed occasionally into a slouch, then regained erect posture	speaker lapsed into a slouch and did not regain erect posture	speaker slouched throughout		
				TOTAL POINTS FOR BODY LANGUAGE CATEGORY:		

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
VISUAL AIDS						
Enhanced Content	creative and original	unoriginal but vivid and well designed	unoriginal and poorly designed	visual aids were not used		
Relative to Content	appropriate, well-placed graphics were relevant to the content and helped audience understand essential points	appropriate graphics were relevant to content	graphics were not relevant and distracted from content	graphics were not used		
Effects Enhanced by Slide Show	transitions, sounds, and/or animations were used in a way that the slide show was enhanced	transitions, sounds, and/or animations were used in a way that did not interfere with understanding of the slide show	transitions and/or sounds were used	neither transitions nor sounds were used		
Held Audience's Attention	speaker manipulated aids flawlessly	speaker manipulated aids with few mistakes	speaker miscued often in handling aids	visual aids were not used		
Easy to Understand	purpose clear, size and shape helped audience perceive completely	purpose clear, size and shape slightly obscured audience perception	purpose unclear, or size and shape obscured audience perception	visual aids were not used		
				TOTAL POINTS FOR VISUAL AIDS CATEGORY:		



Category INTRODUCTION AND INFORMATION	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
Attention Grabber	introduction hooked audience's attention through interesting and informative content	introduction hooked audience's attention but did not include relevant information	introduction did not hook audience's attention and did not include relevant information	introduction was omitted		
Background and Purpose Provided	speaker explained background and purpose thoroughly	speaker explained background and purpose briefly	speaker mentioned background but did not explain purpose	speaker omitted any mention of background or purpose		
Summary of Content Provided	speaker summarized content with relevant detail and had additional information which enriched understanding	speaker summarized content with relevant detail	speaker briefly summarized content	speaker omitted summary		
Relates to Audience	speaker clearly established strong link between topic and the audience in a creative and original way (e.g., points out similar needs, shows how topic could be used)	speaker clearly established strong link but in a typical or unoriginal way	speaker only mentioned link and did not elaborate	speaker omitted mention of link		
				TOTAL POINTS FOR INTRODUCTION AND INFORMATION CATEGORY:		

Total Points for Multimedia Presentation out of a Possible 80 Points: _____

Percentage Earned (number of points earned ÷ 80): _____ %

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32. Have students create a video, audio, or a computer presentation on a topic that interests them.
33. Demonstrate the desired behavior by showing students a videotape of an effective discussion. Note the qualities that make it effective—clear speech, minimal interruptions, participants paying attention to one another. You can show an ineffective discussion—with interruptions, yelling, inattention, etc. The examples can be recorded from talk or news shows.
34. Review the following rules of active listening:

Active Listening

- | | |
|---|--|
| <ul style="list-style-type: none"> • Maintain direct eye contact. • Stop other things you are doing. • Listen not merely to the words but the feeling content. • Be sincerely interested in what the other person is talking about. • Provide no interruptions. • Keep an encouraging facial expression. • Use positive body language. • Be aware of your own feelings and strong opinions. | <ul style="list-style-type: none"> • If the person who is speaking gets stuck, ask, “Is there more you would like me to know?” and then resume listening. • Restate what the person said. • Ask clarification questions once in a while. • If you have to state your views, say them only after you have listened. • Give appropriate feedback and send appropriate verbal and nonverbal signals. |
|---|--|

Nonverbal Signals	Verbal Signals
good eye contact facial expressions body languages silence touching	“I’m listening” cues disclosures validating statements statements of support reflection or mirroring statements

Now ask for two student volunteers to model the skill of active listening in a brief conversation about “something surprising that happened to me this week.” One student will be the speaker, and one student will be the active listener.

Give students the opportunity to practice seeing an issue from different points of view and practice active listening. On four pieces of chart paper write one of the following: Strongly Agree, Agree,



Disagree, or Strongly Disagree. Tape each piece of chart paper on the wall in a different corner of the room. Explain to students that you will make a controversial statement, and they will have the opportunity to express their opinion on it by moving to one of the four corners of the room. When they have moved to their desired corner, ask students to discuss the reasons why they have taken this position on the issue.

Make the following statement: “My way of doing things is the best way of doing things.” Have students move to their desired corner—the one that expresses his or her opinion on this issue. Ask students to form pairs and explain the reasons behind their opinions to each other (using active listening). After students have had a chance to discuss the reasons for their position, ask a spokesperson from each corner to state the reasons behind their group’s position.

Next, tell students they will now have an opportunity to see the issue from another point of view. Ask the “Strongly Agree”

Strongly Disagree → **Agree**

Strongly Agree → **Disagree**

group to move to the “Disagree” group’s corner and the “Disagree” group to move to the “Strongly Agree” corner. Then ask the “Strongly Disagree” group to move to the “Agree” group’s corner, as the “Agree” group moves to the “Strongly Disagree” group’s corner. When students have moved to their designated corners, ask them to put their first opinion aside for a moment, to keep an open mind, and to try to think of all the reasons why they might take the opposite position on the same statement: My way of doing things is the best way of doing things.

After students have had a chance to discuss the reasons for their “new” position with a partner (again, using active listening), ask a spokesperson from each corner to state the reasons behind their group’s “new” position. Ask students how it felt to let go of their original positions and see the issue from another viewpoint.

When the discussion has ended, explain to students that the discomfort they might have felt having to take a position opposite to their true feelings is somewhat like the discomfort they might feel when they are in another culture that sees some things differently than they do. Remind students how easy it can be to misunderstand



things people do in a cross-cultural setting. To keep from misunderstanding the behavior of others from another culture, you have to try to see the world from their point of view, not yours. Ask students: How would putting this idea into practice make our world a better place? Make our school a better place? Ask them to respond to this question first in a class discussion and then in writing.

Variation: Ask students to select one of the following writing activities:

- Imagine you are a Dominican from the Dominican Republic (or other teacher-chosen nationality) in a community where a Peace Corps Volunteer serves. Write a letter to a fellow Dominican (or other teacher-chosen nationality) describing two or three things Americans do that seem puzzling, odd, or humorous.
 - Describe a situation in which others misunderstood you. Write about it from two points of view—your own point of view and the other person’s point of view. Explain how your position could be justified and how the other person’s position could be justified. Provide concrete examples.
35. Videotape class discussions. Initially, the teacher may want to act as moderator, calling on speakers in order to get all students involved. Allow students to watch and comment on their own effectiveness as a speaker.
36. Discuss the Techniques for Good Class Discussion Skills chart on the following page. Hold a discussion about a topic of interest to most of the students. Give each student three minutes to say his or her views. Set guidelines—no interrupting, no talking outside of the discussion. Afterwards, evaluate the class discussion, first pointing out any positive aspects of the discussion.



Techniques for Good Class Discussion Skills

Type	Technique	When Used	When Ignored
Body Language	1. Look at the person speaking	<ul style="list-style-type: none"> Helps you to listen and concentrate Lets the person speaking know that you are listening 	<ul style="list-style-type: none"> You may become distracted and lose concentration on the person speaking Person speaking assumes you are not listening—loses confidence
	2. Nod your head when you agree or understand	<ul style="list-style-type: none"> Lets person speaking know how you feel and what you do or do not understand 	<ul style="list-style-type: none"> Person speaking will be unsure if you are following points
	3. Sit up and don't fidget	<ul style="list-style-type: none"> Helps you to concentrate on what the person speaking is saying 	<ul style="list-style-type: none"> You may become tired You may distract the person speaking and other listeners
Active Listening	4. Take notes on main points	<ul style="list-style-type: none"> Helps you to follow the discussion and remember it later 	<ul style="list-style-type: none"> You may lose track of the main topic of the conversation and have trouble participating
	5. Allow the speaker to pause	<ul style="list-style-type: none"> Helps you to review what has been said Helps the speaker to feel relaxed 	<ul style="list-style-type: none"> You may be tempted to blurt out something irrelevant Person speaking will feel rushed and uncomfortable
	6. Ask follow-up questions for further information	<ul style="list-style-type: none"> Makes the subject clearer Allows the person speaking to go over difficult issues again; reassures the person speaking of your comprehension Encourages other people who are confused to ask questions 	<ul style="list-style-type: none"> Person speaking may mistakenly assume that you understand what's being said Other listeners may feel alone in their confusion
	7. Ask open-ended questions <i>(questions that can't be answered yes or no)</i>	<ul style="list-style-type: none"> Reveals and encourages the speaker to share his thoughts 	<ul style="list-style-type: none"> Person speaking will not receive any challenge or support to move beyond the original ideas of the presentation
Speaking	8. Stay on the subject	<ul style="list-style-type: none"> Allows you to discuss the subject in depth 	<ul style="list-style-type: none"> You may turn the spotlight on yourself
	9. Summarize/restate the point you are responding to	<ul style="list-style-type: none"> Helps everyone to follow the discussion 	<ul style="list-style-type: none"> You may not be aware that your point has already been made
	10. Make connections	<ul style="list-style-type: none"> Helps person speaking and listeners to examine all aspects of the discussion 	<ul style="list-style-type: none"> Discussion may become disconnected and difficult for participants to follow
	11. Respond to others' points	<ul style="list-style-type: none"> Helps everyone to see both sides of the subject and encourages a smooth discussion 	<ul style="list-style-type: none"> Others may feel their ideas are not being heard
	12. Calmly respond to the feelings behind the words	<ul style="list-style-type: none"> Helps to avoid tension and encourages people to be honest and clear 	<ul style="list-style-type: none"> You may unintentionally hurt someone's feelings—tension may build
	13. Think about where the subject is going	<ul style="list-style-type: none"> Helps everyone to stay aware of the time and allow for conclusions and follow-up 	<ul style="list-style-type: none"> Discussion may become sidetracked or bogged down with issues unhelpful to participants
	14. Do not interrupt	<ul style="list-style-type: none"> Helps you grasp the whole point of what is being said Encourages the person speaking to finish his or her points 	<ul style="list-style-type: none"> You may anticipate and react to something not yet said Person speaking may become afraid to voice opinions



37. Ask students to observe a discussion. It could be in a class, at home, on television, or at a public forum (a county meeting, a political meeting, a government meeting, etc.). As students observe and listen to the discussion, ask them to take notes on the form on the following page, listing ways to have a more effective discussion. Then ask students to list suggestions of ways to improve the discussion.



Notes on Observed Discussion

Type of discussion: _____

Date observed: _____

Body Language	Techniques Observed	
	Problems Observed	
Listening	Techniques Observed	
	Problems Observed	
Speaking	Techniques Observed	
	Problems Observed	



38. Vary the format for discussions as follows:
- Use small groups that can then make presentations to the class.
 - Ask each small group to discuss a unique aspect of the topic. Rotate the small groups so that each new group has one member from each original group. Each group member will then represent a specific aspect of the general topic.
 - Form an inner and outer circle. Ask the outer circle to listen to the inner circle, then switch places.
 - Form an inner and outer circle. Ask the two circles to face each other. Hold one-on-one discussions, rotating one of the circles at the end of each discussion.
 - Conduct one-on-one interviews, followed by each person summarizing a partner's position to the class.
 - After students feel comfortable with one another, hold debates, forums, or mock talk shows.
39. Have students use the rubric on the following page to rate their participation in class discussions. Then have them review each of their scores to improve on any skills which they rated themselves a 2 or 1.



Discussion Rubric

	4	3	2	1
Body Language during Discussion:		Total Points for Body Language: _____		
Showed Interest	always looked at each speaker <input type="checkbox"/>	usually looked at each speaker <input type="checkbox"/>	sometimes looked at each speaker <input type="checkbox"/>	did not look at each speaker <input type="checkbox"/>
Stayed Involved	always nodded your head when you agreed or understood <input type="checkbox"/>	usually nodded your head when you agreed or understood <input type="checkbox"/>	sometimes nodded your head when you agreed or understood <input type="checkbox"/>	did not nod your head when you agreed or understood <input type="checkbox"/>
Used Correct Posture	always sat up and didn't fidget <input type="checkbox"/>	usually sat up and didn't fidget <input type="checkbox"/>	sometimes sat up and didn't fidget <input type="checkbox"/>	did not sit up and did fidget <input type="checkbox"/>
Active Listening during Discussion:		Total Points for Active Listening: _____		
Followed Discussion	always took notes on main points when necessary <input type="checkbox"/>	usually took notes on main points when necessary <input type="checkbox"/>	sometimes took notes on main points when necessary <input type="checkbox"/>	never took notes on main points when necessary <input type="checkbox"/>
Encouraged Speaker	always permitted speaker to pause without interrupting <input type="checkbox"/>	usually permitted speaker to pause without interrupting <input type="checkbox"/>	sometimes permitted speaker to pause without interrupting <input type="checkbox"/>	never permitted speaker to pause without interrupting <input type="checkbox"/>
Clarified Points	always asked follow-up questions when more information was needed <input type="checkbox"/>	usually asked follow-up questions when more information was needed <input type="checkbox"/>	sometimes asked follow-up questions when more information was needed <input type="checkbox"/>	never asked follow-up questions when more information was needed <input type="checkbox"/>
Speaking during Discussion:		Total Points for Speaking: _____		
Stayed Focused	always stayed on subject <input type="checkbox"/>	usually stayed on subject <input type="checkbox"/>	sometimes stayed on subject <input type="checkbox"/>	never stayed on subject <input type="checkbox"/>
Deepened Discussion	always made connections and built on others' points <input type="checkbox"/>	usually made connections and built on others' points <input type="checkbox"/>	sometimes made connections and built on others' points <input type="checkbox"/>	never made connections and did not build on others' points <input type="checkbox"/>
Encouraged Others	always responded calmly to others <input type="checkbox"/>	usually responded calmly to others <input type="checkbox"/>	sometimes responded calmly to others <input type="checkbox"/>	never responded calmly to others <input type="checkbox"/>



40. Use a ball of yarn during an informal discussion. Unwind the ball of yarn as it is passed from speaker to speaker until a visual speech web is formed which can then be analyzed.
41. Allow students to create their own topics for debate. Ask some students to serve as audience members and then to evaluate the debaters in a constructive manner.
42. From your local newspaper, find two articles with two different viewpoints about a particular topic. Give half the class one article and the other half of the class the other article. Then hold a discussion about the topic.
43. Ask students to bring in articles from their local newspaper with opposing points of view on a topic and then debate the articles.
44. Pick an issue of interest and ask students to find information supporting their view. List arguments on both sides of the issue. Draw an imaginary line on the floor, with one end representing “for” and the other “against.” Ask students literally to “take a stand” on the line where they feel they belong, depending on the strength of their belief. (If all students stand on one side, play “devil’s advocate” and stand on the other side.) When everyone is standing along the line, open a debate with spokespersons on each side. The goal is to have students move closer to one point of view. At the end, students may stand anywhere but in the “undecided” middle position. After students are seated, have them write their views on the above issue in an editorial.
45. Ask students to use an advertisement related to a teacher-generated topic and list 10 sentences from the advertisement. Have students exchange lists and write next to each statement whether they think it is a fact or an opinion. Then have students choose any three of the statements and explain their reasoning.



46. Present students with the following value examination matrix for analyzing perspectives on a teacher-generated topic. Have students record statements or concepts they strongly support (or oppose) and assign a value, plus or minus, reflecting their opinion. Next have students record the logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.

Value Examination Matrix for Analyzing Perspectives		
Statement or Concept	Assigned Value	Reasoning or Logic behind My Value



47. Present students with the following conflict clarification matrix for analyzing values and perspectives relative to particular topics. Have students record a statement they support (or oppose) in the first row of the matrix and assign a value, plus or minus, reflecting their opinion of it beside the “Assigned Value” in the second row. In the third row, have students identify the logic behind their assigned value. In the fourth row, have students identify an opposing value for the concept or statement. In the fifth row, ask students to describe the logic behind the opposing value. In the last row, have students describe a conclusion or awareness they have come to and identify some current events for which this process might be useful.

Conflict Clarification Matrix for Analyzing a Current Issue	
Statement of Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/Awareness	



48. Present students with the following decision-making matrix to analyze a teacher-generated “decision question” with choices or alternatives to be considered. Have students rank or weight the criteria in the first column using a three-point numeric ranking or weighting system as follows:

- 3 = very important
- 2 = somewhat important
- 1 = not very important

Next, ask students to determine the degree to which each alternative possesses each of the criteria as follows:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all

Finally, have students calculate the quality points each alternative has by multiplying the criterion weights by the alternative weights. (In other words multiply the number in each cell by the number at the beginning of each row and then enter that product in each cell.) Tally the quality points for each alternative and determine which alternative has the most points. (Explain to students that after seeing the results of the matrix process, they may legitimately change the weights they are assigned.) Have students make a decision based on their quantification and explain the reasoning behind their decision.



Decision-Making Matrix			
Decision Question:			
Criteria	Alternatives		
(rank or weight from 1-3) Criteria Weight =	alternative weight x criteria weight = quality points __ X __ = __	__ X __ = __	__ X __ = __
(rank or weight from 1-3) Criteria Weight =	__ X __ = __	__ X __ = __	__ X __ = __
(rank or weight from 1-3) Criteria Weight =	__ X __ = __	__ X __ = __	__ X __ = __
(rank or weight from 1-3) Criteria Weight =	__ X __ = __	__ X __ = __	__ X __ = __
Total of Quality Points	_____	_____	_____

Criteria Weight

Ranking system:

- 3 = very important
- 2 = somewhat important
- 1 = not very important

Alternative Weight

The degree to which each alternative possesses each criteria:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all



49. Have groups select a statement about a teacher-generated topic. Ask the groups to prepare a list of pros and cons pertaining to a specific teacher-generated issue. Then ask students to devise and conduct a concept inventory poll to assess the extent of agreement or disagreement with each statement using the rating scale below.

+3	=	strongly agree (SA)
+2	=	tend to agree (A)
0	=	undecided (U)
-2	=	disagree (D)
-3	=	strongly disagree (SD)

Have students sit in a circle with two chairs in the center for a pro and a con representative to sit in. Only the students in these chairs may contribute to the discussion. A student wishing to sit in one of the debate chairs may tap a debater; if the debater wishes to relinquish the seat, he or she may return to the circle. After the argument has continued for a set time, have students exchange chairs and debate the other side of the issue. Allow the discussion to continue until no additional benefit appears to be derived.

After the issue has been thoroughly discussed, give the concept inventory poll again and tally the scores to see if a significant change in opinions occurred after the discussion. Then have students critique the issue their group discussed, expressing how their group handled the topic, listing pros and cons, stating their own opinions and how they reached their conclusions, and giving ideas about the benefits of using this type of analysis.

50. Have students use the Internet to research and build a case for or against a controversial issue.
51. Ask students to identify their position on a controversial issue. In groups have students develop an argument to support an opinion *contrary* to their own and present the argument to the class.



Viewing Activities

1. Obtain a list of the 100 greatest movies from the American Film Institute. Send the list home with the student in order for the family to rent or obtain an appropriate choice from the list.

This list may be found at the following Web site:

<http://www.publicdomain.com/100Greatest.html>

Then have students

- create a poster, brochure, or collage about the movie
 - hold a seminar discussion about the movie
 - write a paper about the movie.
2. Cut out magazine pictures of different kinds of people. Question the students about assumptions they might make about the person from the picture.

Example: Does this person like to party?

Then have the students write one paragraph about the person in the picture.

3. Have students silently observe (no talking) for two to three minutes a changing scene, such as cars on the street or students in the hall. Have them return to their seats and write about the details they observed. Discuss their observations.
4. Have students look for examples of bumper stickers. Make a display of the bumper stickers they bring in. Discuss the opinions that the person in the car might hold. Have students design their own bumper stickers.
5. Hold up a large colored picture for about 30 seconds; lay it down and have students write down anything they remember about it. Discuss and compare memories. Discuss “selective memory” and attention to detail.



6. Issue each pair of students the name of an emotion, such as love, anger, etc. They may not tell anyone except their partner what the feeling is. Without any further talking, have the students go outside with a small paper bag to place objects they collect that convey their feeling. Come back inside, still without talking, and construct a sculpture with their objects. Finally, share, discuss, and display the sculptures.
7. Follow district guidelines for video viewing. Following a reading of a novel, play, or short story, view a film based on the same work. (Perhaps a segment of the film would provide the content needed to accomplish the task.) Have students compare or contrast the two or write a critical review of the film.
8. Prepare a lesson on nonverbal communication that displays to the students how they can encourage or discourage others without saying a word. Give out sheets of paper with feelings on them and ask students to display the body language that goes with the feeling. Play charades. Encourage positive nonverbal behavior in the classroom.
9. Hold a seminar discussion about a movie the students have seen.
10. Use a Venn diagram to discuss how persuasive speeches are like persuasive essays. Then have students write and present a speech about why other students should watch their favorite television show.
11. Have students document, for a week, the number of hours they watch television at home. Prepare a class graph of television viewing habits.

Critical Viewing Activities

1. After teaching the propaganda techniques often used in advertising, have students practice what they have learned using some of the following activities:
 - find examples in magazines
 - invent a product and develop an ad campaign for it



- act out an advertisement identifying the technique used
 - collect junk mail from their homes and identify the persuasive tactics used.
2. After a discussion of facts, opinions, and biases, have students do the following:
 - view a TV talk show and identify five facts and five opinions
 - identify five facts and five opinions in a newspaper article or textbook.
 3. After a discussion of stereotyping in advertising, have students do the following:
 - make a collage of advertisements using appeals based on stereotypes
 - compare advertisers' views of men and women in two different gender-specific magazines, such as *Field & Stream* and *Ms. Magazine*, and present these views to the class
 - survey the career plans or favorite school subjects of boys and girls in an earlier grade and compare with students in later grades; chart the results of the survey and discuss.

Listening Activities

1. Read aloud a portion of a story. Stop at a predetermined point and have students discuss the story, what might happen next, and how the story might end. Finish the story. Discuss findings compared to predictions.
2. Ask your students to write directions for drawing something simple on a sheet of paper, such as drawing an X in the upper and lower right-hand corner of the paper. Without telling a partner what the finished product should be, have partners sit back to back. The first partner reads the directions aloud while the other follows the directions to complete the task. Discuss the results.



3. Teach the use of T-Notes for note-taking on lectures. Draw a line dividing a piece of paper in half vertically. On the left-hand side, put the main ideas of your lecture in order; on the right-hand side, students will put in supporting details as you lecture. There are many variations on this. You can complete the right-hand side with the details and let students fill in the main ideas, or you can eventually have them complete the T-Notes by themselves. Students can fold the papers in half for review.

	Main Ideas	Supporting Details
○		
○		
○		

4. To bring order to a heated discussion, you might want to bring in a small stuffed toy. Only the student holding the toy is allowed to speak. The toy can be tossed or passed to the next speaker.
5. Have students close their eyes and listen. They should write down (eyes still closed) all the sounds they hear for two to three minutes. After this, have them rearrange their writing into a poem beginning with the line, "I listened and...."
6. There are many concepts that can be reinforced by having students listen to music. Here are a few:
 - write the adjectives and adverbs
 - write the nouns and then arrange them in alphabetical order
 - write the compound words
 - write five descriptive phrases and rewrite each of them into a sentence
 - write down all the sensory words and list them under the categories: see, feel, hear, taste, and smell.
7. Take the students to another environment—the library or somewhere outside. Have the students write down everything they notice. Then come back to the classroom and ask them to compare notes. Or for a variation, have them come back to the classroom and write down everything they noticed.



8. Create an exercise in which you verbally give the students a set of five or more instructions. Make a game out of it. Have the winners raise their hands. Then do this game again on other days until the whole class gets it right.
9. Put the students in pairs. Give one student in each pair five minutes to discuss a particular topic either of your choosing or their choosing. Then the other must paraphrase what he or she heard beginning with the words “What I heard you say is....” Then reverse the process.
10. Have one of the students give an oral presentation. Then ask the rest of the class to summarize that student’s presentation in writing.
11. Play a tape of Martin Luther King’s “I Have a Dream” speech. Then have students read the speech and pick out the devices which make it so enduring.
12. Show students segments of news shows such as *60 Minutes* or *20/20*. Individually record or videotape each student’s oral summary of the main idea of the segment. Allow the whole class to listen to all of the summaries and evaluate. Did the summary capture the essence of the story without retelling it? Was the speaker easy to understand? Repeat this exercise with live speakers—a teacher, a guest speaker, or students.
13. Have students listen to a newspaper article, magazine article, or story read aloud and write down information they remember after the reader has finished.
14. Have students listen to an editorial and comment on what was said or how they feel about what was said.
15. Show students a videotape of a political debate and then ask students to write a paper detailing the techniques and methods that the debaters used.



16. As students present their oral presentations, stress that listeners also have responsibilities. Display the following rules for effective listening throughout the time presentations are being given.
 - Look at the speaker.
 - Concentrate on what is being said.
 - Help the speaker by giving encouraging looks and nods.
 - Ask questions at the end of the presentation.

17. Try to give listeners further responsibility. Have listeners evaluate different aspects of oral presentations using all or parts of the Oral Presentation Analysis chart on the following page. (You may wish to post an enlargement of the chart in class.) Before each presentation, tell listeners what elements you would like for them to evaluate. Discuss evaluations following each presentation.



Oral Presentation Analysis

VOLUME	Too Loud	Loud & Clear	Too Quiet	Comments
TEMPO	Too Fast	Even Pace	Too Slow	Comments
PITCH	Too Low	Moderate Pitch	Too High	Comments
VISUAL AID(S)	Too Few	Moderate Amount	Too Many	Comments
CONTENT	Unorganized	Organized & on Subject	Off Subject	Comments



Wrap-Up Activities

1. To review the unit using a *Jeopardy* format, divide topics into five subtopics and students into five groups. Have each group write five questions and the answers with a specific colored marker on index cards and assign point values from easiest (100) to hardest (500). Ask students to tape cards on the board under their subtopic. The first group to finish taping cards goes first. Then go clockwise from group to group. When a subtopic and point value is chosen by the group, read the question. If correct, assign points; if incorrect, subtract points and put card back on the board. (Students may not pick any questions submitted by their group.)
2. Play *Tic Tac Toe*. Have students work in teams to answer teacher-generated questions. To begin, teams decide to use either Xs or Os for the game. If the team answers the question correctly, they are allowed to place their chosen marking on the grid. The first team to get three of their marks on a row wins.

Variation: Instead of a drawn *Tic Tac Toe* grid on the board, make a large Tic Tac Toe board with masking tape on the floor. Have team members stand or sit in the square of his or her choice.



3. Have students use vocabulary and definitions to create crossword puzzles. Have them trade with other students and solve each other's puzzles.
4. Have students play *Bingo* with vocabulary words. Make a transparency master of a large square divided into 25 equal squares. Give each student a copy for a blank game board. Put the vocabulary terms on the chalkboard or transparency. Ask students to fill in the game board writing one term per square in any order. Play a Bingo game by calling out the definitions or asking questions for which the terms are answers. Ask students to put markers on the terms that are the correct answers. Answers can be verified and discussed after each definition or question. When a student gets five markers in a row, have the student shout out an agreed-upon word. Keep a record of the terms used and continue to play another round.



5. Play the *\$100,000 Pyramid*. Have students work in pairs. Students give descriptive sentences to help their partners guess the correct vocabulary word.
6. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations.





Key

Practice (pp. 467-468)

Correct answers will be determined by the teacher.

Practice (pp. 470-471)

Correct answers will be determined by the teacher.

Practice (p. 473)

Correct answers will be determined by the teacher.

Practice (pp. 475-476)

Correct answers will be determined by the teacher.

Practice (p. 478)

Correct answers will be determined by the teacher.

Practice (p. 480)

Correct answers will be determined by the teacher.

Practice (pp. 482-483)

Correct answers will be determined by the teacher.

Practice (pp. 485-486)

Correct answers will be determined by the teacher.

Practice (p. 488)

1. Plain Folks
2. Snob Appeal
3. Testimonials
4. Loser/Winner
5. Flag-Waving

Practice (p. 489)

1. Weasel Words and Phrases
2. Card-Stacking
3. Bandwagon
4. Playing the Numbers
5. Name-Calling

Practice (pp. 491-492)

1. a
2. b
3. c
4. b
5. b
6. c
7. c
8. a

Practice (pp. 493-494)

1. Rinse Away mouthwash
2. Answers will vary.
3. the desire to be well-liked
4. teenagers
5. Loser/Winner; Plain Folks; Weasel Words and Phrases

Practice (p. 496)

Answers will vary.

Practice (pp. 502-503)

Correct answers will be determined by the teacher.

Practice (p. 507)

Correct answers will be determined by the teacher.

Practice (p. 508)

Correct answers will be determined by the teacher.



Key

Practice (pp. 516-519)

Correct answers will be determined by the teacher.

Practice (pp. 520-521)

Correct answers will be determined by the teacher.

Practice (pp. 522-523)

Correct answers will be determined by the teacher.

Practice (p. 526)

Correct answers will be determined by the teacher.

Practice (p. 527)

1. going to
2. have to
3. could have
4. want to
5. getting ready to go
6. swimming
7. will you
8. what do you have
9. would you
10. I got you

Practice (pp. 530-531)

Correct answers will be determined by the teacher.

Practice (pp. 532-533)

Correct answers will be determined by the teacher.

Practice (pp. 535-539)

Correct answers will be determined by the teacher.

Unit Assessment (pp. 292-294TG)

Correct answers will be determined by the teacher.



Unit 6: Discovering the World, Analyzing Ourselves

Overview

Most of us were drawn into teaching English because of our great love for literature. For the most part, we have been readers all our lives and continue to devote as much of our spare time to reading as we can. No doubt, we entered our chosen profession hoping to instill this same love of reading into our students.

Therefore, it was and continues to be somewhat discouraging to realize what an awesome task this “instillation” really is. So many of our students do not love reading in the same way as we do—many of them will do anything to avoid it. The idea of reading for pleasure is, to say the least, laughable to many of the young people who pass through our doors. Once we get past the personal assault we feel this to be, we can probably put our students’ distaste for reading into perspective. Such attitudes exist for a number of reasons.

First of all, we must remember that our students are not us. Most of us are proficient readers, while many of them are not. Our skill and love of reading has drawn us to our profession, and we frequently use these skills, keeping them strong. However, our young people today are surrounded with visual forms of entertainment that offer instant and easy gratification. Although most children learn to read when they begin school, they can exist quite successfully in today’s world without developing either skill or fondness for reading. Just like any muscle or skill, what is not used weakens and is eventually lost. You will find students in your class who are reading at little more than basic level. The more sophisticated reading skills, such as inference and interpretation, have not been exercised.

Some of your students will prove themselves proficient and frequent readers. However, these students offer a challenge of their own. Too often, they will read purely for pleasure, equating reading with entertainment alone. Unless a selection is strictly to their liking, these students will dismiss it as “boring.” These students usually do their best in other academic subjects, reading and extracting information from the materials they are required to read. However, they see literature as something else entirely. Reading a piece of fiction or literary nonfiction as a learning tool has not been practiced.



One of our main goals is to help students understand how literature can apply to personal life. Teaching any of these students to read for appreciation is a challenge. One approach is to present the various genres as works of permanent art. Like any art form, literature is spawned from historical circumstances. It is created by a human spirit and soul attempting to make sense of these circumstances. Like any creation, literature is generated in smaller parts or elements. Together, they make up the finished product and produce the unified result.

The focus of this unit is to suggest activities that will help your students apply this information to personal life and understand this concept: to see literature as art; to see the literary work as the creation of a human heart and spirit; and to see the different parts of the literary whole this heart and spirit created. Activities are included that will help your students become familiar with the analysis of various forms of literature.

Specifically, the following skills will be addressed:

- understanding and identifying universal themes in literature
- recognizing and analyzing the elements of short and long fiction
- reading fiction interactively
- writing about fiction
- recognizing and analyzing the elements of poetry
- reading poetry interactively
- writing about poetry
- recognizing and analyzing the elements of drama—tragedy and comedy
- recognizing the categories, types, and elements of nonfiction
- evaluating literary words based on personal preference.

Please note: The instruction in this unit is intended for students who are having difficulty with the grade-level concepts and ideas included within the state-adopted materials purchased for your classroom. They are presented at a fairly basic and straightforward level. Many of your



students will be ready for more advanced instruction. If so, please examine the textbooks you have on hand. Many of these offer excellent materials that students will find very helpful and very much up to the task of helping them master the skills outlined in respective state and county standards and benchmarks.

Unit Focus

Reading Process

Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

- **LA.910.1.6.1**
use new vocabulary that is introduced and taught directly
- **LA.910.1.6.2**
listen to, read, and discuss familiar and conceptually challenging text
- **LA.910.1.6.6**
distinguish denotative and connotative meanings of words

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.

- **LA.910.1.7.2**
analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning
- **LA.910.1.7.3**
determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
- **LA.910.1.7.4**
identify cause-and-effect relationships in text
- **LA.910.1.7.5**
analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
- **LA.910.1.7.6**
analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections



- **LA.910.1.7.7**
compare and contrast elements in multiple texts
- **LA.910.1.7.8**
use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources

Literary Analysis

Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

- **LA.910.2.1.1**
analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text
- **LA.910.2.1.2**
analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict)
- **LA.910.2.1.3**
explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position)
- **LA.910.2.1.5**
analyze and develop an interpretation of literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery)



- **LA.910.2.1.6**
create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author’s use of literary elements (i.e., theme, point of view, characterization, setting, plot), figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author’s development of time and sequence through the use of complex literary devices such as foreshadowing and flashback
- **LA.910.2.1.7**
analyze, interpret, and evaluate an author’s use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts
- **LA.910.2.1.8**
explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written

Non-Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.

- **LA.910.2.2.3**
organize the information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining)

Writing Process

Pre-Writing Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

- **LA.910.3.1.1**
generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials, or other reliable sources) based upon teacher-directed topics and personal interests
- **LA.910.3.1.2**
making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion



Drafting Standard: The student will write a draft appropriate to the topic, audience, and purpose.

- **LA.910.3.2.1**
developing ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience
- **LA.910.3.2.2**
establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant

Revising Standard: The student will revise and refine the draft for clarity and effectiveness.

- **LA.910.3.3.1**
evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation
- **LA.910.3.3.4**
applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics)

Publishing Standard: The student will write a final product for the intended audience.

- **LA.910.3.5.1**
prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia)

Information and Media Literacy

Research Process Standard: The student uses a systematic process for the collection, processing, and presentation of information.

- **LA.910.6.2.1**
select a topic and develop a comprehensive but flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources
- **LA.910.6.2.2**
organize, synthesize, analyze and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations
- **LA.910.6.2.3**
write an informational report that integrated information and makes distinctions between the relative value and significance of specific data, facts, and ideas



Suggestions for Enrichment

Student Book Activity Extensions

1. Visit to School Media Center (student book pages (558-564)

Before beginning this activity with students, arrange for students to receive an orientation to your school's media center. Work with your media specialist to arrange this, asking him or her to call special attention to the sections of fiction, biography, and autobiography. In addition, plan on taking more than one day to complete this activity. It will probably be a good idea to check the progress of students after each day's work. That will help you determine how much time is actually used to complete the exercises included.

You might also consider organizing a follow-up activity to allow students to share the titles and summaries of the books and stories they found, skimmed, and read.

2. "Lucille's Black Sheep" (student book pages 618-638)

Background

The setting of this story will more than likely make the events a bit alien to students in today's classroom. A few will have relatives who are familiar with the rural South custom of graveyard workings. Often, rural sanctuaries were constructed and completely maintained by the parishioners through their own manual labor, and this was also true of the cemeteries invariably attached to such churches. Ministers were often farmers who had "received the call," and worked their own farms for their livelihood, and paying for a cemetery caretaker was pretty much unheard of.

The morality of the characters is reflective of the straitlaced fundamentalism found in the rural South during the 1960s. Children were supposed to be a product of marriage, and alcohol consumption was seen as evil. Remind students that values and advancements came slowly to these isolated places, despite the cultural revolution happening around the country in larger cities and college towns.



However, students will probably come to a similar realization as did Reba: that judging a person totally good or evil is never simply black or white. True, Uncle Foy does have a weakness for alcohol; and true, he does behave hypocritically in denouncing alcohol in church and in lying about his own addiction. However, he is the soul of kindness to Reba, offering her tenderness and love and defending her and her wayward mother against a very judgmental Aunt Lucille. Aunt Lucille is the epitome of piety in the eyes of the community. However, her cruel words about her sister and Reba are hurtful. We also come to realize that in order to keep her status in the community, she, too, lies about her husband's drinking.

Most students will see that none of the characters are totally good or bad. Reba, Aunt Lucille, Uncle Foy, and even mischievous Raymond are simply human.

Unit Assessment Preparation and Extension

Teacher Preparation and Additional Use as a Multiple-Thematic Assignment for Unit Assessment (teacher's guide pages 325-330)

Note to Teachers: This activity should be completed over a period of time. All worksheets, suggestions for reading, and practice activities would be helpful in preparing students to complete this writing assignment. Encourage students to save their work from the unit for this purpose. Give students the opportunity to prewrite, draft, and revise their essays before turning in their final copy.

Consider using this Unit Assessment as an assignment to be used several times, especially at the end of a thematic unit of study.

Unit Extensions

Poetry Activities

1. Have students read, discuss, and compare several ballads. Then have groups write their own and sing them.
2. Art goes with poetry. Have students illustrate the poems you read using the following: magazine pictures, drawings, collages, mobiles, photographs, mosaics, computer graphics, or cartoons.



3. Music goes with poetry. Have students listen and write their thoughts during a piece without lyrics. Ask students to write the lyrics to a song, change lyrics to a song, or find pieces of music that remind them of their favorite poem. Some students might enjoy interpreting a poem with dance.
4. Study personification using children's books (such as *The Little Engine That Could*). Then have students find examples of personification in poems you have selected.
5. Give students the first line of a poem they do not know. Let them work in groups to complete the poem. Compare with the original.
6. Have a poem of the week. Post it, read it, and use it for vocabulary work. Have students copy it in journals. Let students choose the next one.
7. Have students make poetry presentations, choosing and reading aloud their favorite poems, accompanied by a report about the poet.
8. Consider having students write one or two cinquains together as a group. It might be fun to write some about class members—making sure, of course, they are flattering or amusing in a nonthreatening way.

Consider also using the cinquain during the study of a short story. This is an excellent way to generate ideas about a character, about the setting of the story, or even about an event that happens in the story.

Students also enjoy illustrating their cinquains in a variety of ways: with drawings, with illustrations cut from magazines, or with found embellishments—shells, buttons, various fiber trims, and so forth. They make nice displays for your room.



Below is an example for students using two cinquains about fire.

Fire Warm Bright Heating Lighting Cooking As blazing as the sun Fuel	Fire Flaming Hot Smouldering Burning Killing As devastating as death Destruction
--	--

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The two poems above are by the same author but have very different views about fire. The first poem seems to reflect an appreciation of fire. Fire is seen as a necessity of life. How do we know this? The poet's choice of words. The images make us see the uses of fire, portraying the ways it is needed: heat, light, and food. What would be a good theme for this poem?

The second poem shows a different opinion. Fire is seen as destructive. This poem even compares fire to death. Look at both poems together and compare the adjectives that are used. Instead of *heating*, the fire is *burning*. This gives us a dangerous, more deadly image. The poet's words let us see a very different point of view of the subject. What would be a good theme for this second poem?

The short, unrhymed cinquain may also consist of exactly 22 syllables distributed as 2, 4, 6, 8, and 2 in five lines. Have students look at a picture of their subject and answer the following to create a *word bank*.

- What colors do you see?
- What objects?
- What action words?
- What descriptive words?

If students get stuck for ideas or words, have them use their word bank.



See the formula and cinquain below:

- line 1: one noun (subject of poem)—2 syllables
- line 2: two adjectives describing noun—4 syllables
- line 3: three -ing words describing nouns—6 syllables
- line 4: one simile describing noun—8 syllables
- line 5: one synonym for the noun—2 syllables.

Pilot
Fast Daredevil
Flying Diving Soaring
Like an eagle on the current
Birdman

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A cinquain is a five-line stanza written according to a formula. The formula is as follows.

- Line 1: one noun for the subject of your poem
- Line 2: two adjectives describing the noun
- Line 3: three -ing words describing the nouns (*these -ing words are called gerunds*)
- Line 4: one simile describing the noun
- Line 5: one synonym for the noun

Caution students about the following. The formula for a cinquain is easy. The content is harder. All of the descriptions must be similar. They must keep the same *connotation*. Perhaps you want to show that dogs are nice. Don't include description that shows them as fierce.



9. Ask students to use the following formula to create a poem comparing two selected pieces of artwork.

Comparison/Contrast Poem	
_____	_____
title of work	type of work
_____	_____
description (word or phrase)	description (word or phrase)
_____	_____
two colors	two shapes
_____	_____
two colors	two shapes
_____	_____
description (word or phrase)	description (word or phrase)
_____	_____
title of work	type of work

Example of a comparison/contrast poem based on *Snake Goddess*, a mixed media sculpture by Mariann Bernice Kearsley and *Figure 60*, lithographs by J. B. Korbalski.

Snake Goddess sculpture rising from three spirals, three fingered arms reaching black and red, circle and circle
orange and pale yellow, squiggly forms and a crooked rectangle lines dancing on a flat brown board, figures hidden in the tangle Figure 60 print
© 2002 by permission of Viki D. Thompson Wylder



10. Ask students to illustrate a Florida ecosystem. Then have them use the following formula to create a poem about their chosen ecosystem.

- line 1: What is the name of your Florida ecosystem?
- line 2: Describe your ecosystem using your five senses: What would you see, hear, smell, taste, feel (touch) if you were there?
- line 3: How would being there make you feel (mood)?
- line 4: What plants and animals live there?
- line 5: Why is the ecosystem important?

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The Florida Wetlands: Grasping the Swamps
with a Painter's Hands
Stagnant waters, tall, stiff grasses; caws, buzzing,
chirps and splashes.
Alive with the struggles of survival, I am the predator;
the hunted, I am wary as a young alligator.
I fly with ospreys, feed with a crane; bask like a turtle,
or slither through cooling rains.
Breathe freshly reborn oxygen, as I become a
part of the circle of life again.

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11. Have students create a diamante poem and a dichotomy diamante poem. *Diamante* is the Italian word for diamond. Both finished poems will consist of seven lines and be shaped like a diamond. The diamante poem presents an image of an object, person, or idea. The dichotomy diamante poem starts out with one theme and then begins to move toward an opposite theme.



Formula for a diamante poem:

- line 1: one noun to name the subject;
- line 2: two adjectives (describing words) to describe the subject;
- line 3: three -ing words about the subject;
- line 4: four nouns about the subject;
- line 5: three -ing words about the subject;
- line 6: two adjectives to describe the subject; and
- line 7: one noun—a synonym of the subject.

Formula for a dichotomy diamante poem:

- line 1: one noun to name the first subject;
- line 2: two adjectives to describe the first subject;
- line 3: three -ing words about the first subject;
- line 4: two nouns to describe the subject, then two nouns to describe the second subject;
- line 5: three -ing words to describe the second subject;
- line 6: two adjectives to describe the second subject;
- line 7: one noun—an antonym of the first subject.



Diamante Poem

one noun or subject	Boy
two adjectives	Innocent, inquisitive
three -ing words	Learning, laughing, playing
four nouns about subject	Hands, eyes, feet, mouth
three -ing words	Teaching, worrying, working
two adjectives	Wise, thoughtful
one noun—synonym for subject	Man

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Dichotomy Diamante Poem

1st subject	one noun	Day	
	two adjectives	Warm, bright	
	three -ing words	Waking, planning, doing	
	two nouns	Sun, rainbow, stars, moon	two nouns
		Sleeping, scheming, dreaming	three -ing words
		Cool, dark	two adjectives
	Night	one noun	2nd subject

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12. Break students into groups and have students create a tune or a beat to sing to a poem and then present their “song” or “rap” to the rest of the class.
13. Have students write an “experimental” modernist poem, in free verse, about something important to them: a local team, their friends, their dog, etc.
14. Have students bring in or write lyrics to a favorite rap song and identify the rhyme scheme used.
15. Give various rhyme schemes and have students compose a poem or a song.



16. Sponsor a poetry slam. Have students find a poem and present it orally to the rest of the class. Tell them to look for a poem that means something to them and see if they can translate that meaning orally. Have the students vote which poem is the most powerful and ask them to explain why it affects them.

Short Story Activities

1. Using a story map, have students map the setting, conflict, main characters, and sequence of events from a short story. See Unit 3 Suggestions for Enrichment under Writing Strategies for various examples of story map graphic organizers. They might complete a second map as a starter for a story of their own from the same type of conflict, as in man vs. nature. Practice doing story maps using prerecorded sitcoms.
2. Have students read, write, and tell tall tales.
3. Write a story pyramid as follows:
 - 1st line—name of main character
 - 2nd line—two words describing main character
 - 3rd line—three words describing setting
 - 4th line—four words stating the conflict
 - 5th line—five words describing the first event in the story
 - 6th line—six words describing the second event in the story
 - 7th line—seven words describing the third event in the story
 - 8th line—solution to the conflict.



4. A number of excellent graphic illustrations are available that will help you explain the elements of fiction. In addition, many published textbooks include similar graphics. Having such an illustration on hand as you review this section of the unit will be helpful in accommodating visual learners. Especially helpful would be a permanent poster of the elements of plot that you could leave on the board as you read and discuss the short stories you analyze during class. Drawing original illustrations for display might be a good project for your students to complete as they learn about the elements of fiction.
5. Have students write a short story together, allowing different groups to develop different aspects of the story.
 - Have a group of students create four to six characters, naming them and listing the physical and personality characteristics.
 - Have a group decide the general plot line development.
 - Have a group select a setting, describe the setting as to time and physical characteristics, and tell how the setting affects the characters.
 - Have a group select a conflict appropriate to the characters, plot, and setting.
 - Have a group select an atmosphere, describing which details will be used to develop the atmosphere.
 - Have the groups consider adding other elements to the story to make it more complex, such as minor characters or subplots.
6. Have students give examples of stories which contain different types of conflict (character vs. character / vs. nature / vs. himself or herself).



7. To help students create a mental picture of a story, have them examine stories using the elements of fiction—setting, character traits, character goals, plot, and theme. See the following Elements of Fiction Chart below.

The Elements of Fiction Chart

Title of Book _____

Setting	Character Traits	Character Goals	Plot	Theme
Where does the story take place?	What are the names and descriptions of the major characters?	What are the major characters trying to accomplish?	<p><u>Rising Action:</u> What information leads to the problem or conflict?</p> <p><u>Climax:</u> How does the conflict unfold and how are the major characters affected?</p> <p><u>Falling Action:</u> How is the conflict resolved?</p>	What is the message the author is trying to convey?



Drama Activities

1. Have students design a set for a scene from a play you are reading.
2. Use Reader's Theater (www.aaronshp.com/rt/index.html). (See Unit 2 Suggestions for Enrichment under During Reading Activities for more details about Reader's Theater.) Assign parts a day ahead of the classroom reading of the play for pre-reading practice. Then arrange the room so students follow stage directions as they read.
3. Have students cast a play you have read. Let them work in pairs to choose appropriate stars for each of the characters. They must give reasons for their choices.
4. Ask students to "re-cast" a play where characters from different time periods interact and write a short skit using the speech and perspectives of the different periods.

Novel Activities

Some of these ideas can be adapted for drama or short stories.

1. After reading a novel, have students choose one of the following writing assignments:
 - a newspaper account of events from the book
 - a letter from one character to another
 - a script for the evening news about an event in the book
 - a letter of recommendation for a character
 - a eulogy for a character
 - a dialogue between two characters
 - a letter to the author of the book (For living authors, you can obtain author addresses and actually mail the letters; many authors will respond.)
 - a poem, rhyming or non-rhyming, beginning each line with a letter of the alphabet.



2. Have students do one of the following to translate some aspect of the novel into another form:
 - draw a map of a place that was described in the novel
 - write a haiku of the novel
 - create a magazine or newspaper article about the novel
 - create a comic book from the novel
 - turn one incident from the novel into a short play
 - write lyrics about the novel to a familiar tune.
3. Have students create a collage about the work that was studied.
4. Have students make a new book cover for the book.
5. Have students make a friendship quilt based on the book or story. Each student draws or sews a square based on an incident, then the squares are put together in the correct sequence for display.
6. Have students develop a board game or quiz show about the book.
7. Have students write, create, and perform a puppet show about the book.
8. Have students make a display of important items in the story.
9. Have students draw a picture timeline giving the most important events in the book.
10. Have students take a class survey and make a graph depicting the parts they most liked and disliked in the book.
11. Have students make a diorama of a scene from the story.
12. Have students make a bookmark illustrating the story and write five words to describe the story on the back of the bookmark.
13. Have students hold a trial for a major character (for instance, Huckleberry Finn is charged with assisting a runaway).



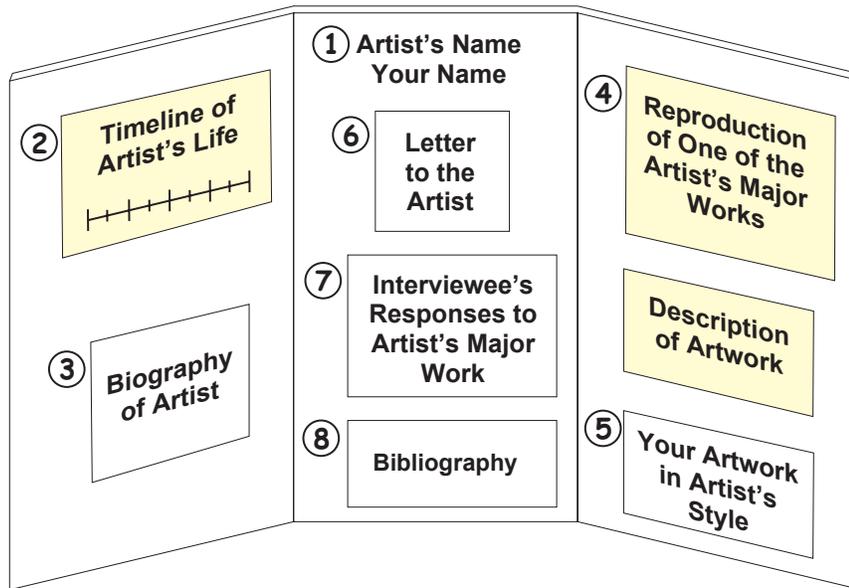
14. Fold a large sheet of construction paper into sections for each chapter of the book. Have the students create a picture and caption for each chapter.
15. Have students make a model of some important item in the story.
16. Have students research the life of an author and prepare to “Be an Author for a Day.” For example, Mark Twain may come into your classroom dressed in a white suit prepared to dazzle the class with his humor.
17. While the class is in the process of reading a long work, it is effective to have them keep a journal in which they write daily. It is often good to give them a question of the day to write about. Some examples of journal questions are as follows:
 - Which character is most like you? Why?
 - If you could be one of the characters, which one would you be? Why?
 - If you changed the time and place of the novel, what else would have to change?
 - Create another character that could be in the story.
 - Write about the most exciting part of the story so far, or the most boring.
 - If you were the author, how would you change this book?
18. Have students choose a character from the story and draw, create a collage, or make a diorama to represent how he or she thinks the character’s bedroom might look.
19. Model fluency and help students discover new genres, authors, worldviews, and cultures by reading a novel aloud one section at a time that is slightly above most student’s reading abilities. Discuss and explore themes in depth.



Biography Activities

Have students create a tri-fold report on the life and works of a famous artist. See organizational plan for students below.

Directions: Choose an artist whose life and work you would like to research. Find at least five reference books or articles on the artist. Some suggested references are books, encyclopedias, newspaper and magazine articles, and Internet articles. See the example below for correct placement of the eight components to create a tri-fold report. Then read how to create each component and fill in the accompanying graphic organizers to help plan your report. Check off each requirement after you have completed it.



- 1. Tri-Fold Report Title—Write in the artist's name using eye-catching and colorful letters. Write your name below the artist's name.
- 2. Timeline of Artist's Life—Design a timeline of the artist's life that includes at least 15 events. Use the graphic organizer on the following page to organize information and place each event in chronological order.



As you do your research, fill out the following Graphic Organizer for Timeline and Biography of the Artist. Use the information to help you create a timeline and biography. List events in chronological order before starting your timeline.

Graphic Organizer for Timeline and Biography of Artist

Personal Life	Artistic Life
Birth When: Where:	Education Date: Date: Date:
Early Life Date: Date: Date: Date:	Interesting Facts Date: Date: Date: Date:
Marriage(s) Date(s): Spouse(s):	Awards Date: Date: Date: Date:
Children/Family Date: Date: Date: Date:	Major Works Date: Date: Date: Date:
Death When: Where: How:	Artistic Periods (Styles) Date: Date: Date: Date: Date:

**Timeline/
Biography
for**



- 3. Biography of the Artist—Use the graphic organizer and timeline information to write a biography of the artist. Write one paragraph about his or her early life and one paragraph about his or her personal life. Then write at least two paragraphs about major events in the artist’s life.
- 4. Reproduction of One of the Artist’s Major Works—Choose one of the artist’s major works and recreate it so it looks as much like the original as possible. Write a paragraph describing why this work was significant, what medium the artist used to create it, and when it was completed.
- 5. Create Your Own Artwork in the Artist’s Style—Study the style of your artist and create a new picture, keeping that style in mind.
- 6. Letter to the Artist—Use the graphic organizer below to brainstorm things you like and dislike about your artist’s style and work. Then use these notes to help you write a letter to your artist. Write one paragraph about what you like and one paragraph about what you do not like. As you examine the artist’s work, think about his or her choice of colors, subject matter, composition, and use of line, light, shape, texture, and shading.

Graphic Organizer for Likes and Dislikes about the Artist’s Work for a Letter to the Artist

Like	Dislike



7. Interviewees' Responses to the Artist's Artwork—Interview 10 people of different ages. Show them a color copy that you chose to reproduce of the major artwork of your artist. Ask each person to describe the artwork. Use the graphic organizer below to summarize each person's response in a complete sentence.

**Graphic Organizer for
Interviewees' Responses to Artwork**

Interviewee's Name	Age	Response
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

8. Bibliography—List at least five references in alphabetical order by the author's last name. Follow the format assigned by your teacher.

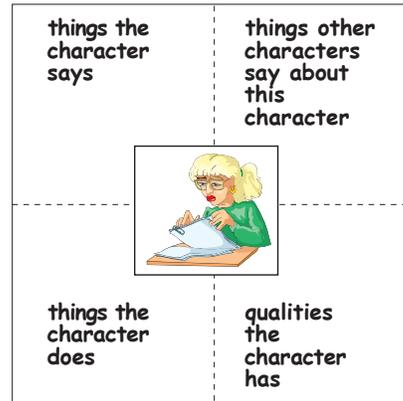
Teaching Special Terms: Characterization Activities

1. Have students fold a piece of paper into fourths. In each section, have the student draw (or cut from a magazine) a picture of a character from the work. Write a descriptive word under each character.
2. Plan a party for a character in the book. What food, decorations, or games would the character like?



3. Use Character Maps. Fold papers into four squares. In the center have students draw or cut out a picture of what a chosen character looks like to them. The four squares should contain the following:

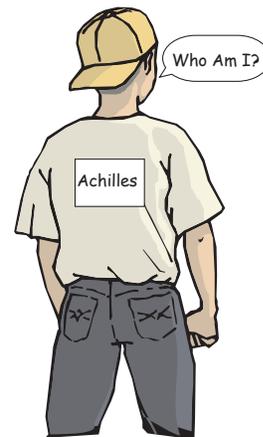
- things the character says
- things other characters say about this character
- things the character does
- qualities the character has.



4. Have students develop personalized license plates for characters, such as Juliet: LYKAROZ—“Like a Rose.”



5. Bring a Character in a Bag. Students choose six to seven items representative of a character and place them in a bag. Students then present the items to the class and give reasons for each one.
6. Write the names of characters from a work you have studied on sticky notes. Attach them to the backs of your students and play “Who Am I?” by going around the room and asking questions of their other classmates that must be answered by “yes” or “no.” One question is allowed per classmate. This works well for a mythology unit.



Variation: Besides names of characters, you may also write the names of places, things, and vocabulary words from a work studied. When students have figured out what their words are, they return to their seats and write about how their words relate to the story. When everyone has finished, review each student’s word, starting with the first person who correctly guessed his or her secret word.



Symbolism Activities

After a discussion of symbolism, have students:

- make a list of symbols used in a work they have read
- develop a symbol for themselves, and then draw and explain it.

Theme Activities

Use a semantic web to explore a theme. Place a theme from your work of literature, such as “prejudice,” in a center circle. Have students brainstorm in the categories of imagery, personal experience, feelings, descriptive words, and things with which to compare the theme. Place brainstormed words in connecting circles to complete the web.

Imagery Activities

Think of some sensory words to describe some part of nature: sea, a brook, a tree, etc. List the words under a chart of the five senses. Create a poem using these words.

Taste	Smell	Hearing	Touch	Sight

Simile-Metaphor Activities

Fold a blank sheet of paper into fourths. Put a simile in one block and illustrate it. On the block next to it, write the same comparison as a metaphor. Repeat with a new simile in the other two blocks.

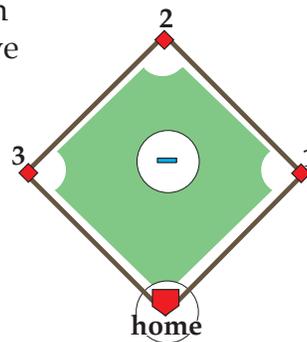


Alliteration Activities

1. Give two alliterative words to begin a sentence, such as “doodling daughters.” See which pair of students can make the longest, completely alliterative sentence that makes sense.
2. Have students write alliterative poems. In groups, have students choose a topic and a consonant. Brainstorm as many words as they can that relate in any way to the topic beginning with the chosen consonant. Arrange the words in some sensible order and present to the class. Examples of titles might be Hillside Home or Dilly Dally Dawdle Dog. Let students use the dictionary or a thesaurus.

Wrap-Up Activities

1. Create a student-operated used-paperback book store. Have students shelve, price, and market the books.
2. Review the unit using a cooperative group *Jeopardy* activity. Divide students into groups of two to five. Give each student a colored marker and a piece of paper divided into a grid that matches the number of topics and questions. Ask students to write answers to all questions as they are asked, then circulate around the room to check and award points. Ask students to keep their own scores.
3. Play Baseball—a Home Run Review game. Draw a baseball diamond with bases for 1st, 2nd, 3rd, and home on the board. (*Optional:* Make a large baseball diamond with masking tape on the floor. Have students move around on the bases.) Divide the class into two teams and choose captains for each. Decide if players are to come to bat in random or sequential order. The pitcher asks a question of the batter at home plate. A correct answer results in a hit and moves the student to 1st base. An incorrect answer is an out. Subsequent answers allow the students to move around the four bases until a run is scored. The “10 run rule” applies if one team is dominant over the other, and the other team then gets a chance at bat. If a question is missed, the opposing team has a chance to make a double out if one of their team members can answer it correctly.





4. Play *Password*. Prepare a set of duplicate index cards with vocabulary words from the unit. Divide the class into teams and have the students work in pairs. Give one player from each team the same word. The player must give their partner a one-word description or synonym for the word on the card. The first player on a team to get the correct word from the clues wins the points. The points are as follows:

A correct guess on the

- 1st clue = 150 points
- 2nd clue = 100 points
- 3rd clue = 75 points
- 4th clue = 50 points.

The first team to reach 500 points wins.

5. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations.



Unit Assessment

Read several **literary selections** chosen by your teacher. You may use the suggestions given to you in this unit. If you completed worksheets or activities on a selection, look back over these. Choose the **selection you like best**. Then complete the following.

Part A—Inventory Form

1. Title of selection: _____

2. Author of selection: _____

3. Genre/Type _____
(poem, short story, autobiography, essay, etc.)

4. What I liked most about this selection: _____

5. What I found most familiar about this selection: _____



Part B—Essay

Begin by **prewriting**.

- *Use the information from the previous page.*
- *Use any work you completed about the selection.*
- *Use any notes you took.*

Draft, Revise, Proof, and Write a Final Copy of a Two-Paragraph Essay.

- **Paragraph 1**

In the first paragraph, summarize the contents of the work. Talk about the important elements that make it outstanding. For example, if a poem is filled with similes, you need to discuss these similes.

- **Paragraph 2**

The second paragraph is personal. Explain why you feel connected to the selection. Share any experiences with your readers that the selection reminds you of. The more details you share, the better your essay will be.



Use the following **Essay Assessment Rubric** to write and assess your essays.

Essay Assessment Rubric

	Weak	Average	Strong
Ideas and Content			
First Paragraph			
1. Mentions title, author, and genre of selection within first two sentences.			
2. Provides detailed discussion of contents of selection.			
3. Discusses most outstanding element(s).			
Second Paragraph			
1. Gives details of personal connection to selection.			
2. Makes the connection obvious to reader.			
Structure and Form			
1. Each paragraph has a single focus.			
Grammar, Usage, and Mechanics			
1. Uses correct punctuation.			
2. Uses correct grammar.			
3. Contains few spelling errors.			

Write essays on the following pages.



Key

Practice (p. 557)

1. N
2. F
3. N
4. N
5. F
6. F
7. N
8. N
9. N
10. F
11. N
12. F
13. N
14. F

Practice (pp. 558-564)

Correct answers will be determined by the teacher.

Practice (p. 567)

Correct answers will be determined by the teacher.

Practice (p. 568)

Correct answers will be determined by the teacher.

Practice (p. 569-570)

Correct answers will be determined by the teacher.

Practice (p. 571)

1. drama
2. novel
3. autobiography
4. nonfiction
5. theme
6. genres
7. short story

8. biography
9. poetry
10. fiction

Practice (pp. 574-575)

Answers will vary but should include the following.

1. in the summer time
2. Answers will vary but should include two of the following: Jo Ellen has been sweating during the night; the sheets are “clumped around her; the sheets were wrinkled and damp; the night gown was sticky against her back; a layer of sweat covered her body “like a second skin”; she felt heavy and slow; her temples “throbbed from the heat”; she hopes it will be “cooler on the lake”
3. Uncomfortable—we feel the heat along with Jo Ellen; expectant and anxious—Jo Ellen listens for her father, hoping he hasn’t left for the fishing trip, which she looks forward to eagerly, without her
4. The entire second paragraph describing the heat—the clammy sheets, the layer of sweat coating her body, her temples throbbing from the heat; expectant and anxious—Jo Ellen’s listening for noises in her parents’ room; her memory of Daddy’s wanting to be on the lake by six; her knowledge of when shellcrackers bite, shows she is knowledgeable about fishing and likes it; thinking about the coolness out on the lake also shows anticipation
5. Jo Ellen’s family doesn’t appear to have air conditioning in a very warm climate; nowadays, most homes are air-conditioned; perhaps in the 1950s or 1960s when central heating and air were not as common as today



Key

Practice (pp. 580-588)

- (exposition) Answers will vary but should include the following. Any variation of any five details; those with asterisks (*) are the most important.
 - The physical setting is India.
 - The time is long ago—in *ancient* India.
 - Prince Rasheed is his father's only son (meaning he will one day be king).
 - Prince Rasheed's wicked deeds earned him the title of Prince Wicked.*
 - Prince Wicked treats everyone with cruelty—servants and family alike.*
 - His subjects fear that he will be even more cruel once he is king.*
- (rising action) Answers will vary but should include many of the following.
 - The Prince is swimming in the river when a storm approaches.
 - The servants swimming with him decide to abandon him in the darkness of the storm.
 - Prince Wicked is saved when he clings to a floating log, which he shares with a snake, a rat, and a parrot.
 - All four refugees from the storm are rescued by a poor man living near the river.
 - The poor man rescues and cares for the animals before caring for Prince Wicked, making the prince angry.
 - All four promise rewards to the man for saving them.
 - The poor man calls on the three animals, who immediately move to fulfill their promised reward.
 - He travels to the city to find Prince Wicked, who is now the King.

- King Wicked sees the man and knows the poor man has come for his reward.
- Should the Prince, now King, keep his promise and reward the poor man, or should he refuse to do so, and maybe even harm the man in some way?
 - Answers will vary.
 - Answers will vary.
 - (climax and resolution) The King's fate is sealed when he orders that the poor man be seized, beaten, and then killed.
 - As he is being beaten, the poor man reveals the truth about his relationship between himself and the King. The King's subjects realize that he could just as easily treat them in the same way.
 - The subjects resolve to kill the King instead of the poor man. The poor man becomes King, rewarding the animals who had kept their promise to him.
 - Answers will vary.

Practice (pp. 589-591)

Correct answers will be determined by the teacher.

Practice (p. 592)

- E
- A
- I
- C
- K
- J
- B
- H
- D
- F
- G



Key

Practice (pp. 597-600)

1. The poor man. His kind actions make readers like him and hope he will be rewarded and have a better life.
2. The writer tells us the poor man is “gentle and kind.”
3. Answers will vary but should include the following examples of indirect characterizations of the protagonist.
 - Private thoughts—“I must get that man out of the water. I must save his life.”
 - Actions—he saves and comforts all the animals; he does not take the riches the animals promised until he needs them; he rewards the animals by bringing them to the palace to live with him in comfort
 - Effect on others—his generosity and kindness inspire great love and loyalty from the animals he saved
4. Prince / King Wicked; he wants to prevent the poor man from being successful at bettering his life; he refuses to keep his promise of a reward; he orders the man to be killed.
5. The first paragraph describes his cruelty.
6. Answers will vary but should include the following examples of indirect characterizations of the antagonist.
 - Private thoughts—his hatred of the poor man for caring for the animals before a prince; his decision to bring harm to the poor man
 - Actions—his ordering the poor man to be seized, beaten, and killed

- Effect on others—his subjects fear and hate him; finally they rebel and kill King Wicked and replace him
7. The grateful animals and the Prince / King’s subjects
 8. Answers will vary but should include the following.
 - The grateful animals—through their words to the poor man and their willingness to keep their promises of rewards
 - The King’s subjects—actions—their abandonment of Prince Wicked; their killing of King Wicked—dialogue—their discussion of why they should leave him in the river; their lying about where he was; their discussion of why they should revolt against him

Practice (pp. 602-610)

1. It will say something about love.
2. Answers will vary but may include the following. More often than not, students will come up with “love conquers all” or some kind of variation; often, common stories dealing with love offer happy endings.
3. Answers will vary but may include the following.
 - a. Echo’s love for Narcissus
 - (1) Echo was enchanted by Narcissus’ beauty.
 - (2) Echo could not really converse with Narcissus—only repeat the last few words of what he himself had said. She sounded simpleminded. Narcissus was vain and had a very high opinion of himself. Only a goddess would satisfy him—Echo was only a nymph.



Key

- (3) When Narcissus cruelly rebuffs Echo.
- (4) Echo pines for Narcissus; hides herself away from the world in a cave; eventually fades away until nothing is left of her but her voice.
- b. Narcissus' love for himself
 - (1) As Aphrodite's revenge for Narcissus treating Echo so cruelly.
 - (2) A person cannot fully love himself—he cannot embrace himself or find companionship with a mirrored reflection.
 - (3) When he realizes he has fallen in love with his reflection.
 - (4) Narcissus pines away of a broken heart; he was turned into a beautiful flower by Aphrodite.
4. Answers will vary but may include the following. Usually, students feel sorry for Echo and that she did not deserve her fate. Most will dislike Narcissus, although not everyone will agree that he deserved his fate.
5. Answers will vary but may include the following. However, students should agree that this myth does not promise that love will conquer all, that love is always wonderful, or even that love and life are fair.
6. Answers will vary.
7. Correct answers will be determined by the teacher.
8. Correct answers will be determined by the teacher.

Practice (pp. 612-616)

Correct answers will be determined by the teacher.

Practice (pp. 618-638)

1. It takes place in the country, probably in the South.
 - Reba is riding on the tailgate of a truck; something you can only do on country roads.
 - The road is made of yellow clay, not paved.
 - Aunt Lucille's dialogue contains regional, rural phrases—calling Raymond “son,” “chasing rabbits in the ditch,” a reference to a creek.
2. She is somewhat chubby—her “double chins” quiver; she tends to scold rather than encourage—her dialogue to Raymond.
3. Raymond is not a good driver.
4. Her grammar is incorrect—Raymond didn't drive “good”; she uses phrases we hear in the country in the South—“I could just see...”; She is probably a young country girl—not overly educated; repeating words and phrases she hears around her.
5. Uncle Foy is not able to drive.
6. The family is going to the graveyard near their church. They are to attend a graveyard working—a gathering of the members of her community in order to make sure the cemetery is taken care of.
7. She cares about what other people in the community think of her. She herself is quite judgmental.
8. Answers will vary but may include the following. Most students will see that Aunt Lucille has certain “standards” that she uses to judge others—taking care of their relatives' graves; tending properly to their



Key

- babies. More than likely, she fears that others will see her lacking in these standards. She is more worried about her status than about breaking the law and risking an accident by letting Raymond drive.
9. They make him dizzy and unsteady when he walks; they make him nauseated, delirious, and lethargic.
 10. Answers will vary but may include the following from some very astute students who will recognize the symptoms of alcoholism.
 11. Reba has been raised by Uncle Foy and Aunt Lucille. Uncle Foy is very much a father figure to her: he is kind and loving and accepting.
 12. Reba's mother—for having a child out of wedlock; Reba—for being illegitimate; even Raymond, who seems to have his own rules for driving.
 13. She feels it is her duty to take care of Reba and Reba's fondness for her indicates that Aunt Lucille probably does love Reba and treat her well. However, ever aware of the moral community's judgmental eye, Aunt Lucille cannot forget that Reba's illegitimacy has made her a "burden." However, like a good Christian woman, Aunt Lucille has always tried to "do right" by Reba.
 14. He accepts Reba and treats her as if she were his daughter. He remembers Reba's mother as the baby sister he never had.
 15. It's a bit of both.
 16. External—Reba and Uncle Foy against Aunt Lucille; Internal—each person's conditioning to know what is "good and right" and his or her instincts about love and family.
 17. It is set in spring or very early summer. Honeysuckles are blooming; Reba says it was one of the "warmest" days they'd had so far.
 18. She notices the beauty of the world around her, indicating she is sensitive and intelligent.
 19. We usually associated superstitions with poorly educated, often rural people. As people become educated or more sophisticated by seeing more of the world, they tend to put superstitions behind them.
 20. Raymond is immature and childish.
 21. They behave as any big brother and little sister would: he teases her; she dislikes it.
 22. He is soft-hearted and kind. He grieves over Reba's mother's death; he resents Lucille's moralizing about Reba and her mother; he is generous and thoughtful with his treats for Reba.
 23. Again, moral reputation is very important to Aunt Lucille. As in many religious communities, social status is determined by adherence to values and virtues. This simply adds to our earlier impressions of Aunt Lucille. She treasures her good reputation.
 24. More than likely, Aunt Lucille believes the gravestone will prove her devotion to her mother and therefore improve her standing in the religious community.
 25. Lucille does have a heart and it shows here. She truly does want Reba to respect the tradition of caring for family, even after death. We see a bit of doubt here, too, in the moral fence with her "I don't know" in reference to dying young as a judgment for having a child out of wedlock.



Key

26. Perhaps Aunt Lucille saw another opportunity to “save” Reba or give her comfort with her friends looking on. More than likely, like many people, she thought that Reba might be hurt in some way frightened her. Once the fright was over, she was a bit angry that Reba had scared her.
27. Uncle Foy has been drinking liquor.
28. The town liquor store.
29. Answers will vary but may include the following. Some students have already figured this out. Others will be surprised and perhaps disappointed in him. Still others will see him as basically a good man with a bad habit that embarrasses his wife.
30. Reba’s illegitimacy and how it made such a burden for Aunt Lucille.
31. It had hurt Reba.
32. Aunt Lucille is using the same “righteous” tone of voice in talking about Uncle Foy as she had in discussing the circumstances of Reba’s birth. Reba realizes that she and Uncle Foy have something in common: both are embarrassments to Aunt Lucille, and both are hurt by her judging them so harshly.
33. They know that Uncle Foy drinks. Aunt Lucille is angry, not frightened. Raymond is trying not to laugh at his father’s condition. Even immature Raymond would not laugh if his father were truly afflicted with some kind of sickness.
34. She understands how hurtful Aunt Lucille’s disapproval can be.
35. Reba has come to understand that despite his human shortcomings, Uncle Foy is the primary source of love, security, and friendship in her life. She has come to understand their common ground—both are considered “black sheep” by Aunt Lucille, but like Reba, Uncle Foy is trying his best to be good.

Practice (p. 639)

Correct answers will be determined by the teacher.

Practice (pp. 640-644)

Correct answers will be determined by the teacher.



Key

Practice (pp. 645-656)

- A. Correct answers will be determined by the teacher.
- B. Answers will vary but should include the following.

Words Characters Say Are Important

Quotation	What it reveals about the speaker
<p>1. Aunt Lucille: "Son—if you don't stop chasing rabbits in the ditch, I'll make you stop this truck. You sure better straighten up. Corner Creek is up ahead. I'm beginning to wonder if we'll make it across the bridge alive or not." (page 618)</p>	<p>Aunt Lucille is bossy and has no trouble giving advice. She tends to be a bit negative as well, expecting the worst to happen.</p>
<p>2. Uncle Foy: "[Reba's mother] had a real nice funeral. Everybody came...we all loved her a lot...your mama was a sweet girl...only little sister I ever had...." (page 629)</p>	<p>He made no critical judgments of Reba's mother and thought of her as family.</p>
<p>3. Aunt Lucille: "I'm gonna do something about getting Mama a marker, Foy. I noticed that Wilmer Tatum's put one up for his folks since last year. It's not very big, looks like one of those that Clem Bedsole used to sell out of his insurance office. If we can get Jake and Edna to put in some on Mama's, we can drive up to Montgomery and buy one of those nice, gray marble ones. I don't want one of those cheap cement stones over <i>my</i> mama." (page 630)</p>	<p>Aunt Lucille is worried about how she appears to members of her community. She feels she will be looked upon more favorably if she takes pains to make sure her mother's grave is properly maintained, especially by spending money on an expensive tombstone.</p>
<p>4. Aunt Lucille: "I wish you could remember your mama, Reba. She was a mighty pretty girl...even if she did do such a shameful thing. Some people might say her dying young was her punishment...I don't know. I just wish you remembered her. After all, she was your mama." (page 632)</p>	<p>With Aunt Lucille we see some kindness here, even if it is tempered by judgment. Obviously, she did love her sister, but she cannot forget her actions. Nonetheless, she does expect Reba to remember her family obligations to her mother.</p>



Key

- C. Answers will vary but should include the following.

Actions Are Important

Action	What it reveals about the character
<p>1. About Aunt Lucille: "Aunt Lucille hated Raymond's driving, too. She usually worried and fussed a lot, just sure the road patrol was waiting around the next bend. It was going to take more than one of Uncle Foy's spells, though, to keep her away from the graveyard working up at Hurricane Ridge...She was bent on doing the right thing, even if it meant trusting Raymond not to drown us all in the creek." (page 620)</p>	<p>Aunt Lucille would risk breaking the law and being in accident in order to be seen at the graveyard working. Again, how her fellow church members see her is very important to Aunt Lucille.</p>
<p>2. About Raymond: "Raymond made things a lot worse, too. He liked to hide behind the japonica bushes and moan or rattle sticks together whenever I stepped on a grave. I couldn't understand why a boy nearly 16 years old still acted so dumb." (page 626)</p>	<p>Raymond is immature and silly. He enjoys teasing Reba.</p>
<p>3. About Uncle Foy: "I crooked my arm around his and smiled my sweetest. Uncle Foy laughed and rumbled my hair, just like he did when I was little, and took out a package of Ike and Mike's." (page 628)</p>	<p>Uncle Foy loves Reba as if she were his own child and, like a father, he often spoils her with treats.</p>
<p>4. About Uncle Foy: "I remembered how Uncle Foy always said "Amen" louder than anyone else when Brother Sampson preached about the evils of liquor. When Aunt Lucille talked about how awful our fifth cousins, the Hossetts, were for making and setting shine, Uncle Foy always agreed. Said the whole family wasn't worth the powder it'd take to shoot them with." (page 635)</p>	<p>Uncle Foy is a bit of a hypocrite. He publicly condemns people for doing exactly the same thing he does.</p>
<p>5. About Reba: "I backed away even further. I didn't want to be part of such an awful thing. I didn't want to lie to Aunt Lucille." (page 636) "I reached down to take the bottle from Uncle Foy. I stuck it in the back of my jeans under my shirt as Raymond and Aunt Lucille came around the corner." (page 637)</p>	<p>Reba reflects the values Lucille has raised her with—drinking alcohol and lying are shameful acts.</p>



Key

Actions Are Important

Action	What it reveals about the character
<p>6. About Aunt Lucille: "As Aunt Lucille and Raymond helped him up, her lips were pressed tight together and her eyes were hard. She didn't look scared at all, just mad." (page 637)</p>	<p>Aunt Lucille knows that Uncle Foy is drinking, not sick with an "old spell."</p>
<p>7. About Raymond: "Raymond kept turning his head away from us, trying to hide his grin, but not doing a very good job." (page 637)</p>	<p>Raymond is finding it funny because he is too immature to see the seriousness of the situation.</p>
<p>8. About Reba: "They bundled Uncle Foy into the back of the truck and I threw the bottle up under the building as far as I could, hoping it would break, and climbed over the truck body. I sat next to Uncle Foy, moving his leg out of the way and kicking it a little as I did. He looked surprised but I didn't look back at him, and neither one of us spoke." (page 637)</p>	<p>Reba has helped keep Uncle Foy out of open trouble, but she is angry at his disappointing her.</p>

- D. Answers will vary but should include the following.
1. Reba—Uncle Foy has raised Reba as if she were his own child. He represents love and security for her.
 2. She wants to enhance her standing in the religious community.
 3. She is illegitimate, a fact about which she is constantly reminded by Aunt Lucille.
 4. Uncle Foy is nonjudgmental and kind. He realizes this is hurtful to Reba.
 5. Aunt Lucille wants her sister respected and cared for as a family member, even if her sister was a disgrace to the family. Part of this could be for status. More than likely, it does reflect some real love for her sister and niece.
6. Aunt Lucille crosses the street because moral ladies do not associate with people who drink alcohol.
 7. Reba keeps Uncle Foy's secret because she remembers how cruel Aunt Lucille's condemnation can be.
 8. Openly acknowledging Foy's drinking would bring shame to Aunt Lucille.
 9. Reba probably realizes that despite his weakness, he is still the man who has loved and taken care of her.
- E. Correct answers will be determined by the teacher.
- F. Correct answers will be determined by the teacher.



Key

Practice (p. 658)

Answers will vary but should include the following.

Analyzing Setting

I think the story takes place...	Why I think this...
1. Year/Decade in the late 1960s or early 1970s	<ul style="list-style-type: none"> • Reba's mother died around 1957 in the Asiatic flu epidemic. (It could have been a year earlier or later.) • Reba was born that same year. • Reba is now 12.
2. Time of Year spring	<ul style="list-style-type: none"> • Reba mentions it is the "warmest" day they've had yet. • springtime flowers are blooming. • sun is warm enough to make everyone sweat as they are working.
3. Place—city, state, etc. rural area in central or southern Alabama	Lucille says they could "drive up to Montgomery"—Alabama's capital city—to buy the headstone for Granny Gem.
4. Place—home conditions all characters seem to be from lower middle class	They shop at the Dollar Store. In order to buy an appropriate headstone, the family must all contribute. The family is not rich. They aren't at poverty level, either. They can afford to own and operate a pickup truck.



Key

Practice (p. 659)

Answers will vary but should include the following.

The Setting

Element of Setting	Effect on Story
1. Year/Decade late 1960s or early 1970s	Conventional ideas about morality were beginning to change during this time. However, many people especially in rural areas still held tightly to them. This explains the family's shame over Reba "having no father" and their condemnation of alcohol.
2. Time of Year spring	Time of year is marginally important. If the weather were too cold or too hot, workers would have difficulty doing their tasks outdoors. However, in the South, this excludes only a very few weeks of the year.
3. Place—city, state, etc. in rural, southern Alabama	Place is important to story. The remoteness of the area contributes to the slowness of conventional ideas to change. Also, the practices around which the story take place happen only in rural, sparsely-populated areas.
4. Place—home conditions all characters seem to be from lower middle class	The homogenous nature of the community contributes to the story in that the "accepted" morality is so ingrained even into people as young as Reba. Her illegitimate status provides a reason for her feeling a burden and something of a second class individual. This gives her insight into Uncle Foy's fall from grace and how he must feel at being condemned by not only Aunt Lucille but the whole community.

Practice (p. 660)

Correct answers will be determined by the teacher.

Practice (pp. 661-662)

Correct answers will be determined by the teacher.



Key

Practice (pp. 664-667)

Answers will vary.

1. (The first one was answered in the student book.)
2. E; These details reveal that these “spells” suffered by Uncle Foy have been continuing for some time and are a source of concern for the narrator.
3. E; These details let us know that Reba is illegitimate and considered somehow inferior by Aunt Lucille and the minister’s wife. This also lets us see how such judgment is painful to Reba. The “tone of voice” used by Aunt Lucille is important. Reba hears condemnation of herself and her mother. It also is the link Reba uses to figure out that both she and Uncle Foy suffer because of Aunt Lucille’s straitlaced beliefs.
4. P; This part of the story moves the characters and the reader to the site of the graveyard working, the site of Reba’s realization about Uncle Foy.
5. E; These details give us some family history. Reba’s family has been in the area for a long time. We also see the somewhat primitive conditions of the cemetery.
6. P; This shows Uncle Foy’s physical condition at the time and foreshadows our coming to understand Aunt Lucille’s knowledge of his secret. This also sends him back to the truck where he is able to drink some more while the others are working.

7. P; Although minor, this progresses the characters through present time. They have accomplished another task they had hoped to complete during the day.
8. E; This tells us something about Aunt Lucille’s appearance and why Reba must help her balance in order to stand up.
9. P; This moves Reba to call Aunt Lucille. Together they discover Uncle Foy in terrible condition, leading to Reba’s discovering the whiskey bottle.
10. E; Reflects on Uncle Foy’s dishonesty. He has historically maintained the same moral stance as Aunt Lucille and the rest of the community.
11. P; This reflects the climax of the story—Reba’s decision to save Uncle Foy from public humiliation at the hands of Aunt Lucille. Despite Lucille’s knowledge of Foy’s drinking, she has never openly acknowledged it. Had she been forced to by the appearance of the liquor bottle, she would have been shamefully humiliated. No doubt she would have turned this humiliation into anger directed at Uncle Foy.

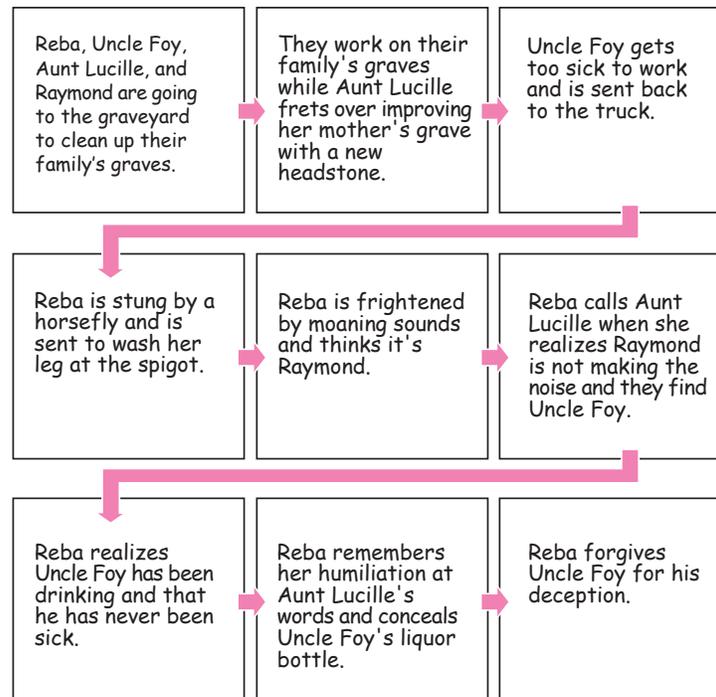


Key

Practice (p. 668)

Answers will vary. There will be some variation. Basically, this outlines the major steps in the plot.

Plot Map



Practice (pp. 670-673)

Correct answers will be determined by the teacher.

1. Uncle Foy's drinking problem
2. Reba: Reba is disappointed and hurt to realize Uncle Foy has lied for all these years.
Aunt Lucille: Aunt Lucille is embarrassed and ashamed of Uncle Foy.
Raymond: Raymond is amused.
Uncle Foy: Uncle Foy is ashamed and embarrassed.
3. Reba: Reba helps Uncle Foy conceal the hard truth from Aunt Lucille.
Aunt Lucille: Aunt Lucille lies

about the problem; creating a fiction about an illness that has been afflicting Uncle Foy for years.
Raymond: Raymond keeps the secret, although openly laughing at the situation, and helps his mother manage Uncle Foy when intoxicated.

Uncle Foy: Uncle Foy helps Lucille maintain the lie, keeping actual evidence of his drinking out of her and other people's sight.

4. Reba
Motivation: she realizes Uncle Foy is still good, gentle, and very important to her despite his shortcomings. She feels a kinship



Key

with him in that both of them are sources of shame for Aunt Lucille and both no doubt feel ashamed and hurt by her judgment of them.

Other conflicts faced: Reba must reconcile the morals she has been taught with facing the truth about Uncle Foy and actually participating in a lie to keep it secret.

Aunt Lucille

Motivation: she wants to keep up the appearance of morality and propriety at all costs.

Other conflicts faced: Believing as she does, Aunt Lucille must no doubt have a moral dilemma each time she must explain one of her husband's "old spells." Lying is not part of her credo. Also, we have no reason to believe that Lucille, other than having a sharp tongue and narrow mind, is especially cruel. She sends Foy to rest when she sees he doesn't feel well. She has taken in Reba as her own and despite voicing disapproval of Reba's mother, seems to have given Reba a good home. No doubt, it must be difficult for Lucille to balance her natural feelings for her family with the black and white dictates of her religion.

Raymond

Motivation: He no doubt wants to keep peace with his mother. We've heard her bossiness over his driving.

Other conflicts faced: Because of his immaturity, it's hard to tell if Raymond is really amused at his father's "secret" or if he puts on a front—as teenagers often do—pretending it doesn't bother him when it actually does.

Uncle Foy

Motivation: He doesn't want to humiliate his wife or to bring on any more of her disapproval.

Other conflicts faced: Uncle Foy is a good man by most people's standards. He loves his wife, son, and Reba and is kind to all of them. Having to keep up a false front must be difficult for him. Also, he is faced daily with the addiction he so obviously has.

5. Only the immediate problem of Reba's acceptance and forgiveness of Uncle Foy.
6. Indications are that Uncle Foy will continue to drink and embarrass his wife and the family will continue to maintain the fantasy of the "spells."

Practice (pp. 675-677)

1.
 - a. Reba is especially fond of Uncle Foy, who has taken care of her as if she were his own child. Uncle Foy is a gentle person, who always has tasty treats in his pockets, and who has absolutely no judgemental feelings toward Reba's illegitimacy. Like most children, she believes in him and looks to him as an example of goodness.
 - b. Reba feels as though she is a burden to her family, especially to Aunt Lucille, because of the stigma of illegitimacy. She is hurt by this a great deal.
 - c. Reba reflects the very strict morals of the community in which she was raised.
2.
 - a. Reba no longer sees Uncle Foy as a perfect person. Instead, he is like her—one of Lucille's black sheep. However, she has chosen to continue to love him, despite his short comings.
 - b. Reba still feels she is inadequate because of the circumstances of her birth.



Key

- c. Reba's choice to protect Uncle Foy and to forgive him shows new insight into the nature of good and evil. Reba is beginning to realize that people are flawed. She sees this in Aunt Lucille, who lies to everyone about Uncle Foy and in Uncle Foy, who has upheld his wife's lie. Perhaps in understanding this, she has begun to accept herself a bit more.
 3. Hearing the same condemnation in Aunt Lucille's voice when talking about Uncle Foy as when she was talking about Reba's mother's shame.
 4. When she hears Aunt Lucille giving Raymond instructions for loading Uncle Foy into the truck and her explanation to the others working at the cemetery that Uncle Foy was yet again afflicted with an "old spell."
 5. The moment Reba chooses to throw the whiskey bottle under the church and keep Aunt Lucille from openly confronting him.
 6. Reba makes a choice that was difficult for her. Before, she was naive and believed Uncle Foy was ill. Afterwards, she knows the truth and can never return to that naive condition. However, she has chosen to accept Uncle Foy, feeling his goodness outweighs his shameful secret.
- Practice (pp. 679-681)**
- Answers will vary but may include the following. Numbers 1 and 2 have already been answered in the previous practice and are needed for this practice.
1. a. Reba is especially fond of Uncle Foy, who has taken care of her as if she were his own child. Uncle Foy is a gentle person, who always has tasty treats in his pockets, and who has absolutely no judgemental feelings toward Reba's illegitimacy. Like most children, she believes in him and looks to him as an example of goodness.
 - b. Reba feels as though she is a burden to her family, especially to Aunt Lucille, because of the stigma of illegitimacy. She is hurt by this a great deal.
 - c. Reba reflects the very strict morals of the community in which she was raised.
 2. a. Reba no longer sees Uncle Foy as a perfect person. Instead, he is like her—one of Lucille's black sheep. However, she has chosen to continue to love him, despite his short comings.
 - b. Reba still feels she is inadequate because of the circumstances of her birth.
 - c. Reba's choice to protect Uncle Foy and to forgive him shows new insight into the nature of good and evil. Reba is beginning to realize that people are flawed. She sees this in Aunt Lucille, who lies to everyone about Uncle Foy and in Uncle Foy, who has upheld his wife's lie. Perhaps in understanding this, she has begun to accept herself a bit more.
 3. Reba has learned that there is no clear-cut distinction between right and wrong. Uncle Foy has disappointed her in several ways. However, he is basically the man she considers her father, and he has been a good one.
 4. a. Reba finds the answer to what causes Uncle Foy's sickness. However, she is still puzzled by the question of right and



Key

- wrong. Uncle Foy has, to a certain extent, provided a bit of guidance. He has been unwavering in his defense of Reba's mother and of Reba's being as good as anybody else. As Reba comes to understand, one or two bad habits usually don't wipe out a lifetime of good deeds.
- b. Reba realizes that she and Uncle Foy share the onus of burdening Aunt Lucille. Reba is illegitimate, a constant reminder of her mother's mistake. Uncle Foy, each time he succumbs to alcohol, risks Aunt Lucille's upstanding reputation should someone figure out his true affliction. Reba remembers the shame Aunt Lucille's condemnation has caused her, and would like to spare Uncle Foy as much of that as she can.
- c. This really doesn't apply here. Reba and Uncle Foy are the main characters, and Reba gains insight from her own observations.
5. "Lucille's Black Sheep" refers to most of Lucille's family. It also serves as a common bond uniting Reba, her mother, and Uncle Foy. All have in some way been a burden to Aunt Lucille. To a certain extent, this describes Lucille as well. She maintains constant deceptions in order to preserve her good name.
6. A number of themes may be suggested, including the following. People are not always what they seem. People are seldom all good or all bad, but a combination of both. Deciding between right and wrong is often a personal choice that cannot be dictated by outside rules.

Practice (p. 683)

1. both
2. short story
3. novel
4. short story
5. both
6. novel
7. novel
8. short story
9. both
10. novel

Practice (p. 685)

Correct answers will be determined by the teacher.

Practice (p. 688)

Correct answers will be determined by the teacher.

Practice (p. 689)

Correct answers will be determined by the teacher.

Practice (p. 690)

Correct answers will be determined by the teacher.

Practice (pp. 691-692)

Correct answers will be determined by the teacher.

Practice (pp. 693-694)

Correct answers will be determined by the teacher.

Practice (pp. 703-705)

1. The mother of a young girl named Liza.



Key

2. Mother and daughter have had a difficult morning, quarreling over what to eat and what to wear. The daughter's socks are too small to wear. They reconcile driving to school. However, the mother feels guilty, remembering how cold and thin her daughter's sockless legs had looked as she left her in the school yard.
 3. negatively
 4. The quarrels the two have (sound); the daughter "pouted" (sight); the daughter's "thin and blue" legs (sight); the mother remembering, for the entire day, her daughter's "skinny blue legs as the icy breeze rippled her skirt around them." (sight; touch)
 5. Illustrations will vary.
 6. Responses will vary.
- "The pain that gnawed through my five-year-old face and mind." (touch)
 - "The room behind him black as night,..." (sight)
 - "I could see only the sun going down—Red as fire—Through a slit in the curtains." (sight)
 - "He cried and moaned, calling to something I could not see,..."
 - "...his hands tight on either side of my head,..." (touch)
 - "...the throbbing pain,..." (touch)
 - "...The ringing in my ears,..." (sound)
 - "The searing burn of Mama's Oil of Clove." (touch, smell, and taste)
 - "...Mr. Will's shaking, spindly Hands." (touch)

10. Answers will vary.
11. She wants to convey fright, even terror, on the part of the child/speaker.
12. All references to Mr. Will's thin, dry, quivering, spindly hands—all of these are unpleasant, even frightening to a five-year-old child; so is the description of the room—"black as night"; the sun "red as fire"; the speaker "afraid" of seeing something supernatural; also, the speaker prays along with Mr. Will for "deliverance" not only from the horrible pain of a toothache, but from his "shaking, spindly hands."
13. "quivering"; "moaned"; "throbbing"; "searing"; "spindly"
14. Suggested themes are as follows:
 - Sometimes the cure is as bad as the ailment.
 - Children are often frightened by what they do not understand.
15. Correct answers will be determined by the teacher.
16. Correct answers will be determined by the teacher.

Practice (pp. 708-712)

1. 27 lines
2. No
3. No
4. Yes
5. Some of both—light—"quivering reeds,"; "Raising his face to something unseen,"; "Mr. Will's shaking, spindly hands." Heavy—"gnawed,"; "...behind him black as night,"; "...throbbing pain."
6. free verse
7. does not apply
8. No; does not apply
9. Answers will vary but may include:
 - "Mr. Will's hands were quivering reeds..." (sight and touch)
 - "...my fevered cheek, swollen round with an abscessed tooth..." (touch)
 - "Raising his hands to something unseen,..." (sight)



Key

Practice (pp. 713-716)

Correct answers will be determined by the teacher.

Practice (p. 717)

1. F
2. B
3. K
4. H
5. D
6. G
7. I
8. C
9. E
10. A
11. J

Practice (pp. 721-722)

Correct answers will be determined by the teacher.

Practice (p. 725)

Correct answers will be determined by the teacher.

Practice (p. 726)

Correct answers will be determined by the teacher.

Practice (p. 729)

Correct answers will be determined by the teacher.

Practice (p. 730)

Correct answers will be determined by the teacher.

Practice (p. 731)

Correct answers will be determined by the teacher.

Practice (p. 733)

Correct answers will be determined by the teacher.

Practice (p. 734)

Correct answers will be determined by the teacher.

Practice (p. 735)

Correct answers will be determined by the teacher.

Practice (p. 740)

1. A
2. B
3. B
4. A
5. B

Practice (p. 742)

Correct answers will be determined by the teacher.

Practice (pp. 744-746)

Correct answers will be determined by the teacher.

Practice (p. 749)

Correct answers will be determined by the teacher.

Unit Assessment (pp. 327-332TG)

Correct answers will be determined by the teacher.

Appendices

Instructional Strategies

Classrooms include a diverse population of students. The educator’s challenge is to structure the learning environment and instructional material so that each student can benefit from his or her unique strengths. Instructional strategies adapted from the Florida Curriculum Frameworks are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.

Jigsawing: each student becomes an “expert” on a topic and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups study the material and plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

Corners: each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine and discuss particular topics from various points of view. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

Think, Pair, and Share: students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

Debate: students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students can articulate their viewpoints.

Brainstorming—to elicit ideas from a group.

Have students contribute ideas about a topic. Accept all contributions without initial comment. After a list of ideas is finalized, have students categorize, prioritize, and defend their contributions.

Free Writing—to express ideas in writing.

Allow students to reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

K–W–L (Know–Want to Know–Learned)—to provide structure for students to recall what they know about a topic, deciding what they want to know, and then after an activity, list what they have learned and what they still want or need to learn.

Before engaging in an activity, list on the board under the heading “What We Know” all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, “What We Want to Know.” As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

Learning Log—to follow-up K–W–L with structured writing.

During different stages of a learning process, have students respond in written form under three columns:

“What I Think”

“What I Learned”

“How My Thinking Has Changed”

Interviews—to gather information and report.

Have students prepare a set of questions in interview format. After conducting the interview, have students present their findings to the class.

Cloze—to replace words or phrases that have been eliminated from a sentence or paragraph.

Eliminate a word or phrase from a sentence and have students complete the sentence with a word that “makes sense.” You may select random words or a specific part of speech, or even provide the initial letter of the word.

Read and Retell—to retell a passage as remembered.

Have students read a passage either as a class, small group, in pairs, or alone. Then ask students to retell the passage as they remember it either orally or in writing.

Dialogue Journals—to provide a way to hold private conversations with the teacher or share ideas and receive feedback through writing (this activity can be conducted by e-mail).

Have students write on topics on a regular basis. Respond in conversational writing to their writings with advice, comments, and observations.

Continuums—to indicate the relationships among words or phrases.

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

Mini-Museums—to create a focal point.

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

Models—to represent a concept in simplified form.

Have students create a product, like a map of a character’s travels and important places visited, or a representation of an abstract idea, like a model of relationships between characters in a story.

Reflective Thinking—to reflect on what was learned after a lesson.

Have students write in their journals about a concept or skill they have learned, comment on the learning process, note questions they still have, and describe their interest in further exploration of the concept or skill. Or have students fill out a questionnaire addressing such questions as Why did you study this? Can you relate it to real life?

Problem Solving—to apply knowledge to solve problems.

Have students determine a problem, define it, ask a question about it, and then identify possible solutions to research. Have them choose a solution and test it. Finally, have students determine if the problem has been solved.

Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

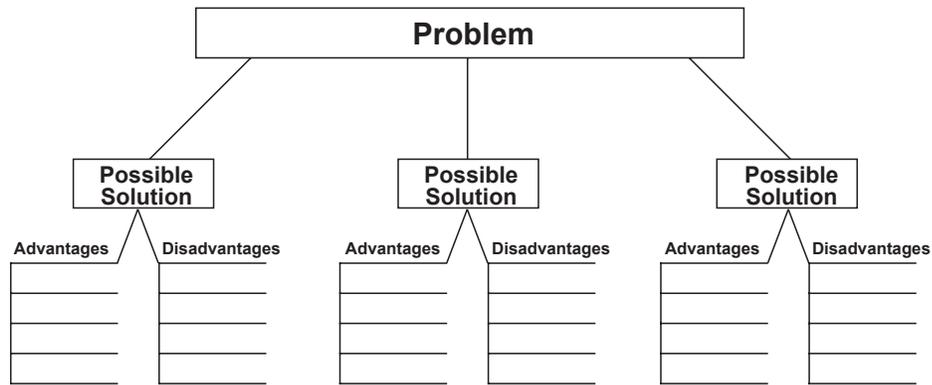
Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.

Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the life and times of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.

Graphic Organizers—to transfer abstract concepts and processes into visual representations.

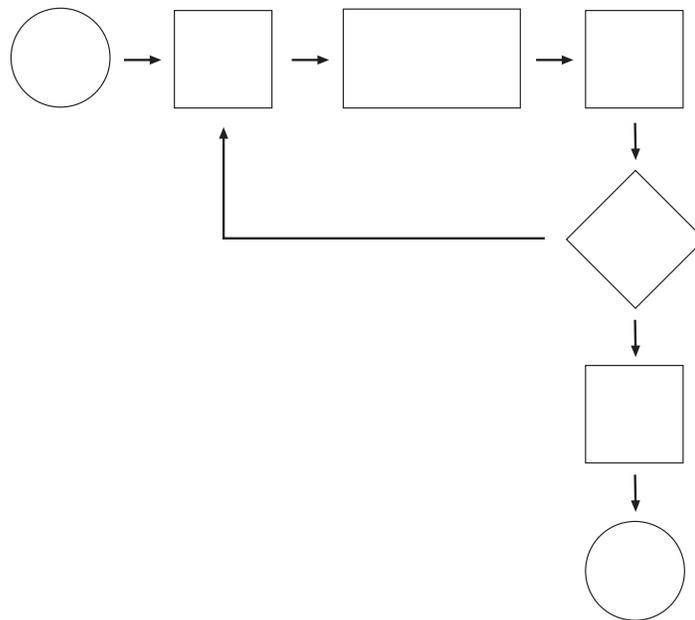
Consequence Diagram/Decision Trees: illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.



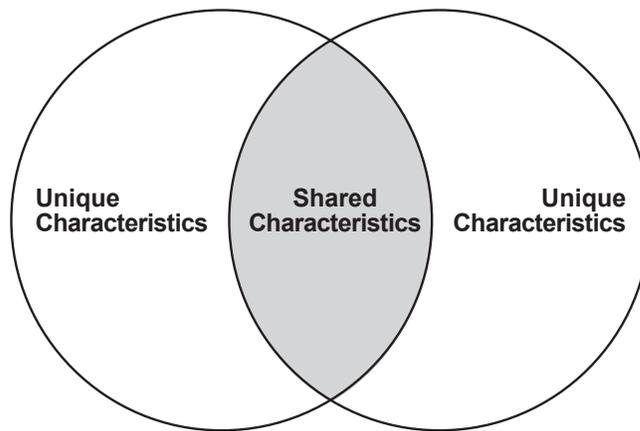
Flowchart: depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



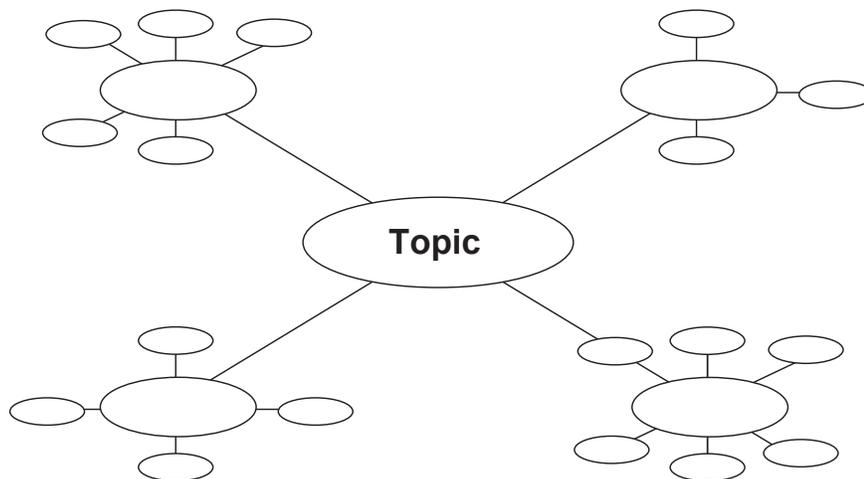
Venn Diagram: creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, or people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.



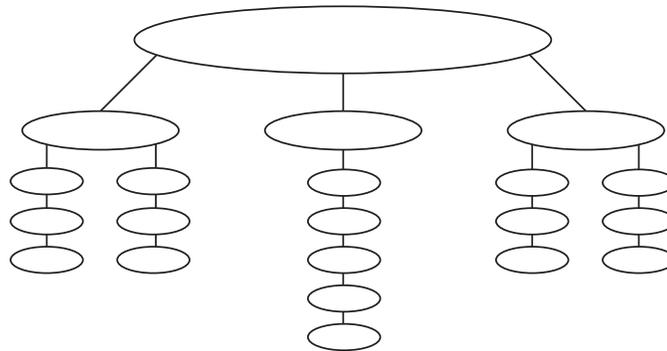
Webbing: provides a picture of how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



Concept Mapping: shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



Portfolio—to capture the extent of students’ learning within the context of the instruction.

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products.

<p>Written Presentations</p> <ul style="list-style-type: none"> • expressive (diaries, journals, writing logs) • transactional (letters, surveys, reports, essays) • poetic (poems, myths, legends, stories, plays) 		
<p>Representations</p> <ul style="list-style-type: none"> • maps • graphs • dioramas • models • mock-ups • displays • bulletin boards • charts • replicas 	<p>Oral Presentations</p> <ul style="list-style-type: none"> • debates • addresses • discussions • mock trials • monologues • interviews • speeches • storytelling • oral histories • poetry readings • broadcasts 	<p>Visual and Graphic Arts</p> <ul style="list-style-type: none"> • murals • paintings • storyboards • drawings • posters • sculpture • cartoons • mobiles
<p>Performances</p> <ul style="list-style-type: none"> • role playing, drama • dance/movement • reader's theater • mime • choral readings • music (choral and instrumental) 	<p>Media Presentations</p> <ul style="list-style-type: none"> • films • slides • photo essays • print media • computer programs • videotapes and/or audiotapes 	

Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to their lives.

Have students explore a concept, behavior, or skill with a hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

Field Experience—to use the community as a laboratory for observation, study, and participation.

Before the visit, plan and structure the field experience with the students. Engage in follow-up activities after the trip.

Language Experience Approach—to elicit an orally described experience.

Plan a shared experience for the class. Have students describe the experience as a designated student (or the teacher) records what is said. Next, have students read the story aloud and then use it as a basis to engage in various teacher-planned activities, both oral and written.

Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect Florida's efforts to reform and enhance education. The following pages provide samples of ways in which students could demonstrate achievement of specific benchmarks through the study of English II.

Reading

1. Have students keep a journal of questions about texts read.
2. Have students use several prereading strategies and write notes about expected content, purpose, and organization of a text to be read. Then after reading the text, have students discuss which strategies were the most effective with other students in small groups.
3. Have students use such tools as learning logs, charts, Venn diagrams, or a matrix to record questions and major concepts during reading assignments.
4. Have small groups of students write and act out dialogues that might, for example, occur between a coach and a football player and those that might occur between a bank president and a loan officer. With the whole class, have students analyze the differences in language between the two pairs.
5. Have students choose and use an appropriate strategy, such as outlining or note taking, to summarize a chapter of a novel set during a particular time period, such as the Civil War.
6. Have small groups of students examine three different technical reports on the same topic, identify methods used in each report to explain and clarify the main idea, and then discuss which report is most effective and why.
7. Have students present an analysis of stereotyping, bias, propaganda, and contrasting points of view in material read.

8. Have students read an essay to determine the author's point of view and make a personal determination of the validity of the author's argument.
9. Have students keep a log of materials read outside of class and use the log to identify personal preferences regarding fiction and nonfiction.
10. Have students design an effective resumé on a computer in response to a job advertisement.
11. Have students maintain a portfolio as an assessment tool that illustrates growth over time.
12. Have students select a newspaper editorial that is especially effective in persuading the reader and describe the details and appeals that make this editorial convincing.
13. Have students use information systems, such as graphs, almanacs, government publications, microfiche, news sources, videotapes, artifacts, and public telephone information services to gather information for a project.
14. Have students select a historical document, gather information from a variety of other sources that validate or reject the statements made in the document, and share their findings with the class.
15. Have students gather, interpret, and evaluate information from reading, electronic sources, observations, surveys, and interviews and prepare a multimedia presentation on differences in verbal interaction patterns of males and females.

Writing

1. Have students create a matrix to record and sort facts before writing a report on, for example, marine life in the Apalachicola Bay.
2. Have students revise word choices to add precision and clarity and to avoid repetition in an essay that compares and contrasts realism and naturalism.
3. Have students maintain a portfolio as an assessment tool that shows progress in the various drafts of specific pieces of writing.
4. Have students create a resumé to be sent to a personnel office or a college registrar, using available word-processing tools to check spelling, sentence formation, and grammar.
5. Have students summarize information in the form of outlines, written summaries, graphs, charts, and tables, using systems such as indexing, filing, and databases.
6. Have small groups of students collect information from the Internet, interpret quantitative data correctly, and construct graphs comparing corporate profits in the publishing industry with the corporate profits in the broadcast industry.
7. Have students write a letter to the governor that includes statistics to persuade him or her not to (or to) act on an issue, for example not to (or to) increase the state's speed limit.
8. Have students produce written products that present complex information and ideas expressed completely and in ways appropriate to the intended audience.
9. Have students produce written projects that demonstrate knowledge of different presentational formats for print, quantitative, and graphic information that are visually appealing and that are appropriate for the intended audience.
10. Have students integrate research notes into an electronic database, array data on an electronic spreadsheet, and use graphs to enhance persuasive writing.

Listening, Viewing, and Speaking

1. Have students listen to a radio commercial and participate in a class discussion on factors that made the commercial either effective or ineffective in persuading him or her.
2. Have small groups of students discuss favorite books and authors, then choose a new selection to read based on books and authors that other group members have recommended.
3. Have students in conversations demonstrate in their conversation an awareness of and sensitivity to the various dialects, accents, and speech patterns in a multicultural community.
4. Have students listen to political advertisements on the radio and discuss the advertisements' bias with other students.
5. Have students compare and contrast video and print versions of the same work in terms of main concepts, supporting details, stereotypes, bias, and persuasion techniques.
6. Have students watch a subtitled foreign film and discuss with other students how people from different cultures use different gestures.
7. Have students present an impromptu speech to the class in which he or she uses volume, stress, pacing, enunciation, eye contact, and gestures effectively.
8. Have pairs of students create a list of methods he or she could use to help explain a math problem to a foreign exchange student.
9. Have students present a demonstration to the class in which he or she uses effective visual aids to clarify an unusual process.
10. Have students work in pairs to prepare a presentation comparing responses to a meeting of the county commission on a local issue.
11. Have students accurately use quantitative data to persuade an audience to take action on an environmental or health issue.

Language

1. Have students compare two different works from the same culture and time period and discuss with other students what the work reveals about the culture and time period in which they were written.
2. Have students roleplay a first meeting with other students or adults and then roleplay a more formal interaction in a job interview.
3. Have students recognize and appropriately use denotation and connotation in literary, informational, or technical writing.
4. Have students rewrite political documents or literary works, such as the Declaration of Independence or Hamlet's "To Be or Not to Be" soliloquy, in colloquial language to demonstrate an understanding of the concepts and principles in the document.
5. Have students analyze the last two State of the Union addresses and explain how analogies, imagery, and other comparisons provide insight into the speaker's motives and opinions.
6. Have students consider whether their own writing takes into account the interests and backgrounds of intended or potential readers and uses personal reflection and voice to connect with known audiences such as friends, parents, or teachers.
7. Have students use and critically analyze the effects of specific production elements on the advertising of products and then observe and report these effects on different audiences, such as senior citizens and college-age people, or different cultural groups.
8. Have students use multimedia technology to integrate pictures, text, and sound into presentations about a topic of personal interest.
9. Have students analyze mass-media messages by identifying the persuasive techniques being used and describing possible cause-and-effect relationships between mass media and public opinion.
10. Have students explain that people have legal ownership over what they create and that other people must obtain permission before these creations can be used.

Literature

1. With others in a small group, have students create a chart of characteristics that distinguishes various forms of fiction.
2. Have students select a universal theme and then conduct a search for examples of fiction, poetry, and drama from various cultures that focus on this theme.
3. After studying a variety of types of drama, categorize a list of familiar plays according to their characteristics.
4. Have students write a paper in which they compare a novel written in the 19th century with a modern novel in terms of stylistic and technical qualities.
5. Have students write an essay that analyzes how effectively an author uses complex elements of plot and draws conclusions as to the author's strengths and weaknesses.
6. Have students create a matrix analyzing the way in which the characters in a literary work are influenced by the setting in which they live.
7. Have students participate in a group presentation in which each member of the group discusses a different aspect of the same poem (for example, one person discusses rhythm and rhyme and another discusses figurative language).
8. Have students keep a reading journal in which they reflect on the connections between their own lives and the characters, events, motives and causes of conflict in the text.

Accommodations for Students

The following accommodations may be necessary for students with disabilities and other students with diverse learning needs to be successful in school and any other setting. Specific strategies may be incorporated into each student's individual educational plan (IEP) or 504 plan, or progress monitoring plan (PMP) as deemed appropriate.

Environmental Strategies

- Provide preferential seating. Seat student near someone who will be helpful and understanding.
- Assign a peer tutor to review information or explain again.
- Build rapport with student; schedule regular times to talk.
- Reduce classroom distractions.
- Increase distance between desks.
- Allow student to take frequent breaks for relaxation and small talk, if needed.
- Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.
- Remember that student may need to leave class to attend the ESE support lab.
- Additional accommodations may be needed.

Organizational Strategies

- Help student use an assignment sheet, notebook, or monthly calendar.
- Allow student additional time to complete tasks and take tests.
- Help student organize notebook or folder.
- Help student set timelines for completion of long assignments.
- Help student set time limits for assignment completion.
- Ask questions that will help student focus on important information.
- Highlight the main concepts in the book.
- Ask student to repeat directions given.
- Ask parents to structure study time. Give parents information about long-term assignments.
- Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.
- Allow student to have an extra set of books at home and in the ESE classroom.
- Additional accommodations may be needed.

Motivational Strategies

- Encourage student to ask for assistance when needed.
- Be aware of possibly frustrating situations.
- Reinforce appropriate participation in your class.
- Use nonverbal communication to reinforce appropriate behavior.
- Ignore nondisruptive inappropriate behavior as much as possible.
- Allow physical movement (distributing materials, running errands, etc.).
- Develop and maintain a regular school-to-home communication system.
- Encourage development and sharing of special interests.
- Capitalize on student's strengths.
- Provide opportunities for success in a supportive atmosphere.
- Assign student to leadership roles in class or assignments.
- Assign student a peer tutor or support person.
- Assign student an adult volunteer or mentor.
- Additional accommodations may be needed.

Presentation Strategies

- Tell student the purpose of the lesson and what will be expected during the lesson (e.g., provide advance organizers).
- Communicate orally and visually, and repeat as needed.
- Provide copies of teacher's notes or student's notes (preferably before class starts).
- Accept concrete answers; provide abstractions that student can handle.
- Stress auditory, visual, and kinesthetic modes of presentation.
- Recap or summarize the main points of the lecture.
- Use verbal cues for important ideas that will help student focus on main ideas. ("The next important idea is...")
- Stand near the student when presenting information.
- Cue student regularly by asking questions, giving time to think, then calling student's name.
- Minimize requiring the student to read aloud in class.
- Use memory devices (mnemonic aids) to help student remember facts and concepts.
- Allow student to tape the class.
- Additional accommodations may be needed.

Curriculum Strategies

- Help provide supplementary materials that student can read.
- Provide *Parallel Alternative Strategies for Students (PASS)* materials.
- Provide partial outlines of chapters, study guides, and testing outlines.
- Provide opportunities for extra drill before tests.
- Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).
- Provide alternative assignments that do not always require writing.
- Supply student with samples of work expected.
- Emphasize high-quality work (which involves proofreading and rewriting), not speed.
- Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
- Encourage the use of graph paper to align numbers.
- Specifically acknowledge correct responses on written and verbal class work.
- Allow student to have sample or practice test.
- Provide all possible test items to study and then student or teacher selects specific test items.
- Provide extra assignment and test time.
- Accept some homework papers dictated by the student and recorded by someone else.
- Modify length of outside reading.
- Provide study skills training and learning strategies.
- Offer extra study time with student on specific days and times.
- Allow study buddies to check spelling.
- Allow use of technology to correct spelling.
- Allow access to computers for in-class writing assignments.
- Allow student to have someone edit papers.
- Allow student to use fact sheets, tables, or charts.
- Tell student in advance what questions will be asked.
- Color code steps in a problem.
- Provide list of steps that will help organize information and facilitate recall.
- Assist in accessing taped texts.
- Reduce the reading level of assignments.
- Provide opportunity for student to repeat assignment directions and due dates.
- Additional accommodations may be needed.

Testing Strategies

- Allow extended time for tests in the classroom and/or in the ESE support lab.
- Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).
- Allow open book and open note tests in the classroom and/or ESE support lab.
- Allow student to take tests in the ESE support lab for help with reading and directions.
- Allow student to take tests in the ESE support lab with time provided to study.
- Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed upon.
- Allow student to take tests orally in the ESE support lab.
- Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.*
- Provide alternative to testing (oral report, making bulletin board, poster, audiotape, demonstration, etc.).
- Provide enlarged copies of the answer sheets.
- Allow copy of tests to be written upon and later have someone transcribe the answers.
- Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.
- Allow use of technology to check spelling.
- Provide alternate test formats for spelling and vocabulary tests.
- Highlight operation signs, directions, etc.
- Allow students to tape-record answers to essay questions.
- Use more objective items (fewer essay responses).
- Give frequent short quizzes, not long exams.
- Additional accommodations may be needed.

** Before allowing these testing accommodations, consult with parents and check student's IEP, 504 plan, and/or PMP, since these same accommodations may not be allowed on some statewide tests.*

Evaluation Criteria Strategies

- Student is on an individualized grading system.
- Student is on a pass or fail system.
- Student should be graded more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).
- Student will have flexible time limits to extend completion of assignments or testing into next period.
- Additional accommodations may be needed.

SAT Vocabulary Word List

Below is a list of words which occur most frequently on the SAT.

aberrant	arrogant	celestial
abstain	articulate	ensor
abstruse	ascetic	censure
accolades	ascribe	chaos
acquiesce	assuage	cherubic
acute	atheist	chronic
adage	atrophy	circumlocutory
admonish	augment	clemency
adroit	auspicious	coalesce
adulterate	autocrat	coddle
adversity	aversion	coerce
advocate	babble	cognizant
aesthetic	banal	commensurate
affable	barren	compatible
aggressive	belittle	competent
alienate	belligerent	complacent
alleviate	benefactor	comply
alloy	benevolent	comprehensive
allusion	benign	concise
aloof	biased	congenital
altruistic	bizarre	conscientious
ambiguous	bland	contemplation
ambivalent	blasphemous	contempt
ambulatory	blithe	contend
ameliorate	blunder	contrite
amiable	bombastic	controversy
amity	brawny	copious
anarchy	brevity	corpulent
anecdote	brittle	corroborate
animosity	broach	credulous
annihilate	bureaucracy	crescendo
anonymous	cacophony	cynical
antagonist	cajole	dawdle
antidote	callous	dearth
apathy	callow	deceit
apocryphal	clamor	decorous
appease	candid	defer
arbitrary	capricious	definitive
arid	caustic	degrading

delectable
demise
deplete
deplore
depravity
deprecate
derision
desiccate
desist
desolate
despondent
despot
destitute
deter
deteriorate
detest
detriment
devious
didactic
diffident
digress
diligent
dilute
diminish
din
discern
discord
discreet
discursive
disdain
disgruntled
disinterested
disparage
disparity
disperse
disrepute
dissemble
dissonant
distended
distort
distraught
diversity
divert

divulge
dogmatic
drone
dubious
duplicity
dynamic
eccentric
ecstatic
edifying
efface
effervescent
elated
elicit
elucidate
elusive
emaciated
embellish
embezzle
emend
emulate
enervate
engender
enhance
enigma
enthrall
ephemeral
epitome
equivocate
eradicate
erratic
erroneous
erudite
esoteric
euphonious
evade
evoke
exacerbate
exasperated
exemplify
exigency
exorbitant
exorcise
expedient

expedite
explicit
expunge
extol
extraneous
extravagant
extricate
extrovert
facilitate
faction
fallacious
fallible
fanatic
fastidious
felicitous
fervent
fidget
fiendish
flagrant
flaunt
fledgling
flippant
flourish
forestall
formidable
frugal
furtive
garble
garner
glut
gratuitous
gravity
grovel
guile
gullible
hackneyed
harass
hedonism
heretic
heterogeneous
hierarchy
hone
hostile

hyperbole	irrevocable	paucity
hypocritical	jeopardize	perfunctory
hypothesis	labyrinth	peripheral
idiosyncrasy	laconic	perpetual
illusory	lament	persevere
immutable	languid	perspicacious
impassive	laudable	pertinent
impecunious	lethargic	pervade
impede	levity	pessimist
imperturbable	listless	petty
implicit	lofty	philanthropic
imply	luminous	philistine
impregnable	luxurious	pious
inadvertent	malicious	placate
incessant	mar	plagiarism
incisive	meander	platitude
incoherent	mediocre	plausible
incongruous	meticulous	pompous
indifferent	minuscule	ponderous
indolent	misconstrue	potent
induce	miser	pragmatic
inept	mitigate	precipitate
inert	mobile	preclude
infamous	munificent	precocious
infer	nefarious	preeminent
infiltrate	novice	premise
ingenuous	noxious	prestige
innate	nuance	pretentious
innocuous	nullify	prevalent
innovation	obese	procrastinate
inquisitive	objective	prodigal
insatiable	obscure	prodigy
inscrutable	obsolete	profuse
insinuate	obstinate	prolific
insipid	officious	propriety
insoluble	opulent	prosaic
insolvent	ostentatious	protracted
insurgent	pacifist	provincial
intemperate	pariah	provoke
intractable	parody	prudent
intricate	parsimonious	punctual
irascible	pathetic	pungent
irony	patronize	querulous

raconteur
rancid
ratify
rational
ravenous
raze
rebuttal
recalcitrant
redundant
refute
reiterate
rejuvenate
relegate
relevant
renegade
renovate
repository
reprehensible
reproach
repudiate
repulse
rescind
resilient
resourceful
respite
restrained
retaliate
reticent
retract
reverent
rigorous
ruthless
saccharine
sagacious
savory
scanty
scrupulous
scrutinize
sentimental
sequester
serene
servile
sever

skeptical
slothful
sluggish
sobriety
solemn
solicit
solvent
somber
sophisticated
soporific
sparse
spurious
squalid
squander
stagnant
steadfast
stoic
stringent
strut
stultifying
suave
subjective
subordinate
subtle
sullen
supercilious
superficial
superfluous
surlly
surmise
surreptitious
susceptible
sycophant
symmetry
synonymous
tactful
taper
tardy
taut
tedious
tentative
terminate
tirade

torpid
tranquil
trivial
turgid
unanimous
unassailable
unceremonious
unflinching
unobtrusive
unprecedented
upbraid
vacillate
vagrant
valiant
valid
variegated
venerate
venturesome
verbose
verify
versatile
viable
vibrant
vicarious
vigilant
vigorous
vilify
vindicate
virtuoso
virulent
vivacious
volatile
voluminous
voracious
vulnerable
whet
zeal
zenith

Florida Comprehensive Assessment Test (FCAT) Reading Scoring Rubric for Short Response	
2 points	The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task.
1 point	The response indicates that the student has partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
0 points	The response is inaccurate, confused and/or irrelevant, or the student failed to respond to the task.

Florida Comprehensive Assessment Test (FCAT) Reading Scoring Rubric for Extended Response	
4 points	The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. All necessary support and/or examples are included, and the information is clearly text-based. Any extensions beyond the text are relevant to the task.
3 points	The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
2 points	The response indicates that the student has partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
1 point	The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
0 points	The response is inaccurate, confused and/or irrelevant or the student failed to respond to the task.

**Florida Writing Assessment Program
Holistic Scoring Method**

Holistic Scoring

Holistic scoring is a method by which trained readers evaluate a piece of writing for its overall quality. The holistic scoring used in Florida requires readers to evaluate the work as a whole, while considering four elements: focus, organization, support, and conventions. This method is sometimes called focused holistic scoring. In this type of scoring, readers are trained not to become overly concerned with any one aspect of writing but to look at a response as a whole.

Focus

Focus refers to how clearly the paper presents and maintains a main idea, theme, or unifying point. Papers representing the higher end of the point scale demonstrate a consistent awareness of the topic and do not contain extraneous information.

Organization

Organization refers to the structure or plan of development (beginning, middle, and end) and whether the points logically relate to one another. Organization refers to (1) the use of transitional devices to signal the relationship of the supporting ideas to the main idea, theme, or unifying point and (2) the evidence of a connection between sentences. Papers representing the higher end of the point scale use transitions to signal the plan or text structure and end with summary or concluding statements.

Support

Support refers to the quality of the details used to explain, clarify, or define. The quality of support depends on word choice, specificity, depth, credibility, and thoroughness. Papers representing the higher end of the point scale provide fully developed examples and illustrations in which the relationship between the supporting ideas and the topic is clear.

Conventions

Conventions refer to punctuation, capitalization, spelling, and variation in sentences used in the paper. These conventions are basic writing skills included in Florida's Minimum Student Performance Standards and the Uniform Student Performance Standards for Language Arts. Papers representing the higher end of the scale follow, with few exceptions, the conventions of punctuation, capitalization, and spelling and use a variety of sentence structures to present ideas.

FCAT Writing Assessment Rubric—Holistic Scoring Rubric Grade 10	
6 points	The writing is focused, purposeful, and it reflects insight into the writing situation. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The development of the support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject and may use creative writing strategies. The writing demonstrates a mature command of language with freshness of expression. Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.
5 points	The writing focused on the topic, and its organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is developed through ample use of specific details and examples. The writing demonstrates a mature command of language, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.
4 points	The writing is focused on the topic and includes few, if any, loosely related ideas. An organizational pattern is apparent, and it is strengthened by the use of transitional devices. The support is consistently developed, but it may lack specificity. Word choice is adequate, and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.
3 points	The writing is focused but may contain ideas that are loosely connected to the topic. An organizational pattern is demonstrated, but the response may lack a logical progression of ideas. Development of support may be uneven. Word choice is adequate, and some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.
2 points	The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief. The development of the support may be erratic and nonspecific, and ideas may be repeated. Word choice may be limited, predictable, or vague. Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly.
1 point	The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack a sense of completeness or closure. There is little, if any, development of the supporting ideas, and the support may consist of generalizations or fragmentary lists. Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled.
Unscorable	The paper is unscorable because <ul style="list-style-type: none"> • the response is not related to what the prompt requested the student to do; • the response is simply a rewording of the prompt; • the response is a copy of a published work; • the student refused to write; • the response is illegible; • the response is written in a foreign language; • the response is incomprehensible (words are arranged in such a way that no meaning is conveyed); • the response contains an insufficient amount of writing addressing the prompt; • the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt; or • the writing folder is blank.

Score 5.0	The writing focuses on the topic with adequate development of supporting ideas or examples. It has an organizational pattern, though lapses may occur. Word choice is adequate. Sentences vary in structure. Punctuation, capitalization, and spelling are generally correct.
Score 4.5	The writing was given a 4 by one reader and a 5 by the other reader.
Score 4.0	The writing focuses on the topic, though it may contain extraneous information. An organizational pattern is evident, but lapses may occur. Some supporting ideas contain specifics and details, but others are not developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.
Score 3.5	The writing was given a 3 by one reader and a 4 by the other reader.
Score 3.0	The writing generally focuses on the topic, though it may contain extraneous information. An organizational pattern has been attempted, but lapses may occur. Some of the supporting ideas or examples may not be developed. Word choice is adequate. Sentences vary somewhat in structure, though many are simple. Punctuation and capitalization are sometimes incorrect, but most commonly used words are spelled correctly.
Score 2.5	The writing was given a 2 by one reader and a 3 by the other reader.
Score 2.0	The writing may be slightly related to the topic or offer little relevant information and few supporting ideas or examples. There is little evidence of an organizational pattern. Word choice may be limited or immature. Sentences may be limited to simple constructions. Frequent errors may occur in punctuation, capitalization, and spelling.
Score 1.5	The writing was given a 1 by one reader and a 2 by the other reader.
Score 1.0	The writing may only minimally address the topic because there is little or no development of supporting ideas or examples. No organizational pattern is evident. Ideas are provided through lists, and word choice is limited or immature. Unrelated information may be included. Frequent errors in punctuation, capitalization, and spelling may impede communication.
Unscoreable	The writing is unrelated to the assigned topic or cannot be read.

Correlation to Sunshine State Standards

Course Requirements for English II - Course Number 1001340

Reading Process		
Vocabulary Development Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.910.1.6.1 use new vocabulary that is introduced and taught directly	1, 2, 3, 4, 5, 6	
LA.910.1.6.2 listen to, read, and discuss familiar and conceptually challenging text	1, 2, 3, 4, 5, 6	
LA.910.1.6.3 use context clues to determine meanings of unfamiliar words	2	
LA.910.1.6.6 distinguish denotative and connotative meanings of words	2, 6	
LA.910.1.6.7 identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words	2	

Correlation to Sunshine State Standards

Course Requirements for English II - Course Number 1001340

Reading Process		
Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.910.1.7.1 use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection	2	
LA.910.1.7.2 analyze the author's purpose and/or perspective in a variety of text and understand how they affect meaning	2, 3, 4, 5, 6	
LA.910.1.7.3 determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details	2, 3, 4, 5, 6	
LA.910.1.7.4 identify cause-and-effect relationships in text	5, 6	
LA.910.1.7.5 analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text	6	
LA.910.1.7.6 analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections	6	
LA.910.1.7.7 compare and contrast elements in multiple texts	6	
LA.910.1.7.8 use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources	2, 3, 6	

Correlation to Sunshine State Standards

Course Requirements for English II - Course Number 1001340

Literary Analysis		
<p>Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.2.1.1 analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text</p>	6	
<p>LA.910.2.1.2 analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict)</p>	6	
<p>LA.910.2.1.3 explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position)</p>	6	
<p>LA.910.2.1.5 analyze and develop an interpretation of literary work by describing an author's use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery)</p>	6	
<p>LA.910.2.1.6 create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an author's use of literary elements (i.e., theme, point of view, characterization, setting, plot), figurative language (i.e., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an author's development of time and sequence through the use of complex literary devices such as foreshadowing and flashback</p>	6	
<p>LA.910.2.1.7 analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts</p>	6	
<p>LA.910.2.1.8 explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written</p>	6	

Correlation to Sunshine State Standards

Course Requirements for English II - Course Number 1001340

Literary Analysis		
<p>Non-Fiction Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.2.2.2 use information from the text to answer questions or to state the main idea or provide relevant details</p>	2, 3	
<p>LA.910.2.2.3 organize the information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining)</p>	1, 3, 6	

Writing Process		
<p>Pre-Writing Standard: The student will use prewriting strategies to generate ideas and formulate a plan.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.3.1.1 generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials, or other reliable sources) based upon teacher-directed topics and personal interests</p>	2, 3, 4, 6	
<p>LA.910.3.1.2 making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion</p>	2, 3, 4, 6	
<p>LA.910.3.1.3 using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style</p>	3	

Correlation to Sunshine State Standards

Course Requirements for English II - Course Number 1001340

<p>Writing Process</p> <p>Drafting Standard: The student will write a draft appropriate to the topic, audience, and purpose.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.3.2.1 developing ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience</p>	2, 3, 4, 6	
<p>LA.910.3.2.2 establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant</p>	2, 3, 4, 6	

<p>Writing Process</p> <p>Revising Standard: The student will revise and refine the draft for clarity and effectiveness.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.3.3.1 evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation</p>	2, 3, 4, 6	
<p>LA.910.3.3.2 creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas</p>	3, 4	
<p>LA.910.3.3.3 creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language</p>	3, 4	
<p>LA.910.3.3.4 applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics)</p>	2, 3, 4, 6	

Correlation to Sunshine State Standards

Course Requirements for English II - Course Number 1001340

<p>Writing Process Editing for Language Conventions Standard: The student will edit and correct the draft for standard language conventions.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.3.4.1 spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, knowledge of Greek, Latin, and Anglo-Saxon root words, and knowledge of foreign words commonly used in English (<i>laissez faire</i>, <i>croissant</i>)</p>	1, 4	
<p>LA.910.3.4.2 capitalization, including names of academic courses and proper adjectives</p>	4	
<p>LA.910.3.4.3 punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics</p>	1, 4	
<p>LA.910.3.4.4 possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement</p>	1, 4	
<p>LA.910.3.4.5 sentence formation, including absolutes and absolute phrases, infinitives and infinitive phrases, and use of fragments for effect</p>	1, 4	

<p>Writing Process Publishing Standard: The student will write a final product for the intended audience.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.3.5.1 prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia)</p>	1, 6	

<p>Writing Applications Informative Standard: The student develops and demonstrates expository writing that provides information related to real-world tasks.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.4.2.3 write informational/expository essays that speculate on the causes and effects of a situation, establish the connection between the postulated causes or effects, offer evidence supporting the validity of the proposed causes or effects, and include introductory, body, and concluding paragraphs</p>	3	

Correlation to Sunshine State Standards

Course Requirements for English II - Course Number 1001340

Writing Applications		
Persuasive Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.910.4.3.1 state a position or claim, presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledges and refutes opposing arguments	5	
LA.910.4.3.2 include persuasive techniques	2, 5	

Writing Applications		
Listening and Speaking Standard: The student effectively applies listening and speaking strategies.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.910.5.2.1 select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation)	5	
LA.910.5.2.2 research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)	5	
LA.910.5.2.3 use appropriate eye contact, body movements, voice register, and oral language choices for audience engagement in formal and informal speaking situations	5	
LA.910.5.2.4 use an engaging introduction and conclusion and the use of figurative language to reinforce the intended message	5	
LA.910.5.2.5 research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts)	5	

Correlation to Sunshine State Standards

Course Requirements for English II - Course Number 1001340

Information and Media Literacy		
Informational Text Standard: The student comprehends the wide array of informational text that is part of our day-to-day experiences.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.910.6.1.2 analyze the structure and format (e.g., diagrams, graphics, fonts) of functional workplace, consumer, or technical documents	1, 2	
LA.910.6.1.3 use the knowledge to create workplace, consumer, or technical document	1	

Information and Media Literacy		
Research Process Standard: The student uses a systematic process for the collection, processing, and presentation of information.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.910.6.2.1 select a topic and develop a comprehensive but flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources	6	
LA.910.6.2.2 organize, synthesize analyze and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations	1, 2, 3, 4, 5, 6	
LA.910.6.2.3 write an informational report that integrates information and makes distinctions between the relative value and significance of specific data, facts, and ideas	6	
LA.910.6.2.4 understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law	1, 5	

Correlation to Sunshine State Standards

Course Requirements for English II - Course Number 1001340

<p>Information and Media Literacy</p> <p>Media Literacy Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.6.3.1 distinguish between propaganda and ethical reasoning strategies in print and nonprint media</p>	<p>2, 5</p>	

<p>Information and Media Literacy</p> <p>Media Literacy Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.6.3.2 ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles</p>	<p>1</p>	
<p>LA.910.6.3.3 demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation</p>	<p>1, 3</p>	

<p>Writing Process</p> <p>Technology Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.910.6.4.1 use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology)</p>	<p>5</p>	
<p>LA.910.6.4.2 routinely use digital tools for publication, communication, and productivity</p>	<p>5</p>	

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Production Software

Adobe InDesign 3.0.1. San Jose, CA: Adobe Systems.

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