

Unit 4, Activity 1, Reading Response Prompts

ELA.6.9	Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres.
	- How is the plot of this text similar to or different from another book you've read? - Describe the primary setting of this text. How is the setting of this text similar to or different from another book you've read? - How are the characters in this book similar to or different from those in other books you have read? - Determine the theme of your book. How is the theme similar or different from another book you have read before?
ELA.6.11a	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events and steps in a process.
	- Develop a timeline of events in your book. - What are the five most important or significant events in your book at this point?
ELA.6.11b	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing information.
	- Summarize the most recent chapter of your book. - Select one passage from your book. Paraphrase it.
ELA.6.11c	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including identifying stated or implied main ideas and supporting details.
	- Identify the main idea of the _____ (novel, chapter, or passage). Label the main idea as stated or implied. - List supporting details in support of the main idea you identified.
ELA.6.11d	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting literary elements and ideas.
	- How does the author use literary elements in this _____ (novel, chapter, or story)? - Compare and contrast the use of two literary elements.
ELA.6.11e	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making simple inferences and drawing conclusions.
	As you read this _____ (novel, chapter, or passage), make a list of inferences you make. Identify the background knowledge you used to form each inference.
ELA.6.11f	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including predicting the outcome of a story or situation?
	- What do you think will happen next (in tomorrow's reading)? - What events led you to this prediction/
ELA.6.11g	Demonstrate understanding of information in grade-appropriate texts by identifying literary devices.
	Make a list of metaphors, similes, or imagery the author has used to bring events to life for the reader.
ELA.6.14	Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs.).
	What was the author's purpose for writing (to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs, or a combination of these)? How do you know? Use evidence from the novel to support your choice.

Unit 4, Activity 3, Words in Context

Book: _____

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

Unit 4, Activities 4 and 5, Writing Piece with Target Skills Planner, Blank

Standards, Benchmarks, Grade-Level Objectives

Instructional Decisions to Make before Beginning
Writing Unit:

Writing Genre: _____

Writing Mode: _____

Prewriting Technique(s) _____

Model(s) from Literature: _____

Student Model(s): _____

Organization Style: _____

Transition Type: _____

Graphic Organizer(s): _____

Focus: _____

Supporting Details: _____

Beginning Technique: _____

Ending Technique: _____

Composing Skill(s): _____

Literary Device(s): _____

Revision Focus(es): _____

Proofreading for: _____

Assessment with: _____

Unit 4, Activities 4 and 5, Writing Piece with Target Skills Planner, EXAMPLE

Standards, Benchmarks, Grade-Level Objectives

ELA2-Benchmarks 1-6: Central Idea;
Purpose/Audience; Process; Genre Elements;
Literary Devices; Response to Texts/Life

ELA2-M3-1 Writing Process: Prewriting

ELA2-M6-1 Responding to Texts

ELA2-M6-2 Responding to Life

ELA2-M1-9 Chronological Order in Narration
ELA2-M1-7 Transitions: Time order

ELA2-M3-1 and 2: Graphic Organizers + Drafting
ELA2-M1-1: Central Idea; Clear Focus
ELA2-M1-6: Unity

ELA2-M1-5: Support and Elaboration; ELA2-;
ELA2-M4-3 Writes with Narrative Elements

ELA2-M1-2 and 3, Intro, Hook

ELA2-M1-4 Concluding Techniques

ELA2-M4-4 exposition; ELA2-5-2 Writing Dialogue

ELA2-M5-1 Using Figurative Language

ELA2-M5-1 Using Figurative Language

ELA3-M2-4 Punctuation and Capitalization:
Quotation Marks and Indenting

ELA3-M1 Legibility; ELA3-M3 Word Choices for
Writing and #ELA-M5 Spelling

Instructional Decisions to Make before Beginning Writing Unit:

Writing Genre: Expository

Writing Mode: Character Analysis

Prewriting Technique(s) characterization
pyramid

Model(s) from Literature none

Student Model(s) Brooke Henry's
"Aphrodite: a Picture in Words"

Organization Style: Topical

Transition Type: general

Graphic Organizer(s): characterization
pyramid

Focus: Development of Character in Myths

Supporting Details: character traits;
examples from myths read and discussed

Beginning Technique Hook: dialogue
snippet

Ending Technique: personal/modern
connections

Composing Skill(s): using quotation
marks for cited passage

Literary Device(s): Exploding the
Moment; Use of Simile and Magic Three

Revision Focus(es) Adding imagery

Proofreading for: Quotation Marks and
Indenting for textual support;

Assessment with: LEAP/GEE rubric

Unit 4, Activity 5, Writing Record

[illegible]

Proofreading/Editing Strategies for Students



Try these proofreading strategies:

- 1) Read your own paper backward word by word.
- 2) Make an index card with a word-size hole in the center of it and move it over the page one word at a time, checking spelling and capitalization as you do.
- 3) Read the first sentence in your paper carefully. Put your left index finger over the punctuation mark that signals the end of that first sentence. Next, put your right index finger on the punctuation mark that ends the second sentence. Carefully read material between two of your fingers, looking for errors.

Then move your left index finger to the end of the second sentence and move your right index finger to the end of the third sentence and read carefully. Keep moving fingers until you have carefully examined every sentence in your paper.
- 4) Do any of these strategies for a peer.

Unit 4, Activity 6, Secondary Editing/Proofreading Checklist, BLANK

Secondary Editing/Proofreading Checklist

Name _____

Period _____

Directions: For each corrected assignment, record title/description and number of errors you made in each area.

ERROR Types

Title

Irregular Verbs

Possessive Pronoun Form

Homophones

Word Endings

Word Omissions

Unnecessary Repetition

Spelling

Capitalization [Indicate companies, buildings, monuments, geographical names]

Comma Use [Compound Sentence; Adjectives; Intro. Phrase/Clause; Items in a Series, etc.]

Colon Use (after salutation in business letters)

Hyphen/Dash Use [Indicate: to separate syllables of words, compound adjectives.]

Italics/Underlining

Legibility

Review from Previous Grades:

Sentence Fragments

Run-Ons

Varied Sentence Structure

Double Negatives

Subject-Verb Agreement

Consistent Verb Tense

Plurals

Pronoun Agreement

Capitalization [Indicate first, important words, titles, proper nouns, proper adjectives.]

End Marks

Apostrophe [Indicate contractions, possession]

Comma Use [Appositives; Adjectives; Intro. Phrase/Clause; Items in a Series, etc]

Quotation Marks/Dialogue

Indentation/Margins

Writing Focus:

Literary Devices [flashback, foreshadowing, imagery]

NOTE: DE = Daily Edit; ¶ = Practice Paragraph

Unit 4, Activity 6, Secondary Editing/Proofreading Checklist, EXAMPLE

Secondary Editing/Proofreading Checklist

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Directions: For each corrected assignment, record title/description and number of errors you made in each area.										
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Italics/Underlining										
Legibility										
Review from Previous Grades:										
Sentence Fragments										
Run-Ons										
Varied Sentence Structure										
Double Negatives										
Subject-Verb Agreement										
Consistent Verb Tense										
Plurals										
Pronoun Agreement										
Capitalization [Indicate first, important words, titles, proper nouns, proper adjectives.]										
End Marks										
Apostrophe [Indicate contractions, possession]										
Comma Use [Appositives; Adjectives; Intro. Phrase/Clause; Items in a Series, etc]										
Quotation Marks/Dialogue										
Indentation/Margins										
Writing Development Focus:										
Literary Devices [flashback, foreshadowing, imagery]										

NOTE: DE = Daily Edit; ¶ = Practice Paragraph

Unit 4, Activities 8, 10, and 12, Character Traits

Character Traits

able	cooperative	fortunate	keen	prim	stingy
absent-minded	courageous	foul	kind	proper	strong
active	cowardly	fresh	kindly	proud	strange
adventurous	creative	friendly	law-abiding	quarrelsome	strict
affectionate	cross	frustrated	lazy	quick	stubborn
afraid	cruel	fun-loving	leader	quick-tempered	studious
alert	curious	funny	light	quiet	successful
ambitious	dainty	fussy	light-hearted	rational	superstitious
angry	dangerous	generous	lively	reasonable	suspicious
annoyed	daring	gentle	lonely	reckless	sweet
anxious	dark	giving	loud	relaxed	talented
apologetic	decisive	gloomy	lovable	reliable	talkative
arrogant	demanding	graceful	loving	religious	tall
attentive	dependable	grateful	loyal	reserved	thankful
awkward	depressed	greedy	lucky	respectful	thankless
bad	determined	grouchy	mature	responsible	thoughtful
blue	devoted	grumpy	mean	restless	thoughtless
boastful	diligent	guilty	messy	rich	thrilling
bold	disagreeable	handsome	mischievous	rough	timid
bored	discouraged	happy	miserable	rowdy	tired
bossy	dishonest	hard-working	moral	rude	tireless
brainy	disrespectful	harsh	mysterious	sad	tolerant
brave	doubtful	hateful	nagging	satisfied	touchy
bright	dreamer	healthy	naughty	scared	tough
brilliant	dreamy	helpful	neat	secretive	trusting
busy	dull	honest	nervous	self-centered	trustworthy
calm	dutiful	hopeful	nice	self-confident	truthful
carefree	eager	hopeless	noisy	selfish	ugly
careful	easygoing	humble	obedient	sensitive	understanding
careless	efficient	humorous	obnoxious	sentimental	unfriendly
cautious	embarrassed	ignorant	organized	serious	unhappy
changeable	encouraging	imaginative	outspoken	sharp-witted	unkind
charitable	energetic	impatient	patient	shiftless	unselfish
charming	ethical	impolite	patriotic	short	upset
cheerful	evil	impulsive	peaceful	shrewd	useful
childish	excited	inconsiderate	picky	shy	warm
clever	expert	incorruptible	pitiful	silly	weak
clumsy	fair	independent	plain	simple	wicked
coarse	faithful	industrious	playful	skillful	wild
committed	fancy	innocent	pleasant	sly	wise
compassionate	fearful	intelligent	pleasing	smart	withdrawn
conceited	fearless	inventive	polite	sneaky	witty
concerned	fierce	involved	poor	soft-hearted	worried
confident	fighter	jealous	popular	sorry	wrong-headed
confused	foolish	jolly	positive	spoiled	young
considerate	forgetful	joyful	precise	spunky	zany
contented	forgiving	just	pretty	stern	

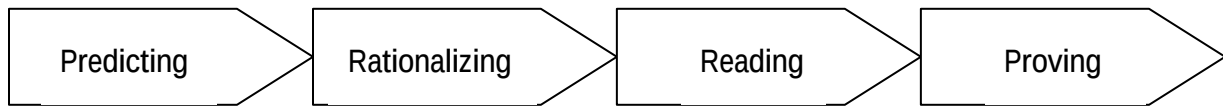
Unit 4, Activity 8, Action, Motivation, & Consequences

Action, Motivation, and Consequences for Prometheus

Page and ¶# in Text:	Action	Motivation (Reason)	Consequences (Result)

Unit 4, Activity 10, Student Notetaking Form for Directed Learning-Thinking Activity (DL-TA)

Student Notetaking Form for Directed Learning-Thinking Activity (DR-TA)



DL-TA for (Title): _____

Prediction question(s)

Now, make predictions as you read, using all available clues, including the title, your own background knowledge, pictures, charts, and tables and any other contextual clues. Explain how you came up with each prediction. Don't forget to confirm or revise prior predictions, and make new predictions as you read and think.

Before reading:

How do you know?

During reading:

How do you know?

During reading:

How do you know?

During reading:

How do you know?

After reading:

How do you know?

Unit 4, Activity 10, Flash Card, Word Frames Strategy

Flash Card, Word Frames Strategy

Antonym:	Definition:
Word Parts (Prefixes, Root, Suffixes) and Part of Speech:	
Sentence:	Graphic:

- Top Right Corner: Write the word's definition.
- Top Left Corner: Write the word's opposite and cross it out.
- Lower Left Corner: Write a silly sentence that uses the definition of the word.
- Lower Right Corner: Draw a graphic to help visualize the concept.
- In the Center: Write the word by isolating any prefixes; isolating the root, noting the meaning of the root, isolating any suffixes, and labeling the part of speech in parentheses.

Linear Venn

Attributes:	Attribute 1	Attribute 2	Attribute 3	Attribute 4
Items Being Compared:				
Item 1				
Item 2				
Item 3				
Item 4				

Unit 4, Activity 12, Reading v. Viewing

	Text Notes-Reading Only	Text Notes—Viewing Only
character		
point of view		
setting		
plot		
theme		

Unit 4, Activity 15, Mythological Character Planner

Mythological Character Planner

Character's name:	
Gender:	Age:
Home (where does he or she live?):	
Physical appearance:	
Unusual physical characteristics (e.g., scars, limp, birthmarks):	
Character's Problem at Beginning of Story:	
What Character Wants to Happen by End of Story:	
How End of Story Will Affect Character:	
Memorable Thing(s) Said or Thought by Character:	
Most Important Action by Character:	
How Character Gets Along with Other Characters:	
What You Like Most about This Character	
What You Like Least about This Character:	

Unit 4, Activity 16, Conflict

Plot Conflict

Conflict is the dramatic struggle between two forces in a story. Without conflict, there is no plot.

Plot: Character vs. Character Conflict

This type of conflict finds the main character in conflict with another character, human or not human.

The new one is the most beautiful of all; he is so young and pretty. And the old swans bowed their heads before him.

Then he felt quite ashamed, and hid his head under his wing; for he did not know what to do, he was so happy, and yet not at all proud. He had been persecuted and despised for his ugliness, and now he heard them say he was the most beautiful of all the birds.

The Ugly Duckling by Hans Christian Anderson

Plot: Character vs. Nature Conflict

This type of conflict finds the main character in conflict with the forces of nature, which serve as the antagonist.

It's a Truffula Seed.
It's the last one of all!
You're in charge of the last of the Truffula Seeds.
And Truffula Trees are what everyone needs.
Plant a new Truffula. Treat it with care.
Give it clean water. And feed it fresh air.
Grow a forest. Protect it from axes that hack.
Then the Lorax
and all of his friends
may come back.

The Lorax by Dr. Seuss

Plot: Character vs. Society Conflict

This type of conflict has the main character in conflict with a larger group: a community, society, culture, etc.

"I'm tired of living in a hole," said Jenny.

"Let's fight for freedom!" cried Bouncer. "We'll be soldiers! Rough-riding Rowdies! I'll be the general and commander-in-chief!"

The Island of the Skog by Steven Kellogg

Plot: Character vs. Self Conflict

In this type of conflict, the main character experiences some kind of inner conflict.

Finally, Sam's father said, "Go to bed now. But before you go to sleep, Sam, tell yourself the difference between REAL and MOONSHINE."

Sam, Bangs and Moonshine by Evaline Ness

Unit 4, Activity 16, Myth Planner

Myth Planner

Circle the basic plot(s) you plan to follow for this piece:

Character versus Character
Character versus Nature

Character versus Self
Character versus Society

Rising Action:

COMPLICATION

COMPLICATION

COMPLICATION

CLIMAX:

FALLING ACTION

Theme/Moral of Story

Exposition:

[Do not use character names when stating a theme.]

Resolution:

Unit 4, Activity 16, Literary Devices

Common Literary Devices in Writing Fiction

- ◆ **alliteration** (the deliberate repetition of beginning letter sounds for several words close together in text): Brett's room is a *dark, dank dungeon of dirty clothes and debris*.
- ◆ **allusion** (a cross reference to another work of art): *My boyfriend dances like King Kong*.
- ◆ **anadiplosis** (repetition of the last word or phrase of one sentence to start the next - for effect): Outwitting the dog had become *a test of my courage*. *A test of my courage* was about to occur again, and this time, it was far more serious than ever before.
- ◆ **antithesis** (saying the opposite of what you really mean, for effect): *That was a cool move, man*.
- ◆ **as _____ as _____ (simile)** (a comparison of two unlike things, usually uses as, like, or than):
- ◆ **assonance** (Repeated vowel sounds): "*The June moon loomed over the horizon*."
- ◆ **er or est (comparison)** bigger, taller, kinder, the best, the worst, . .
- ◆ **hyperbole** (exaggeration for effect): There were *at least ten trillion roaches* crawling around the room.
- ◆ **hyperbole** (an exaggeration): *My date last night was the most beautiful girl in the world*.
- ◆ **imagery** (creating pictures for the senses):
- ◆ **it reminds me of (comparison)**: The lake reminds me of the pond behind my uncle's house. They have the same pebbly edge.
- ◆ **just like (simile)**: The room felt *just like* a library.
- ◆ **like (simile)**: The tree's branches spread over us *like* an umbrella.
- ◆ **magic 3** (listing 3 items in a row for power – it could be 3 nouns, 3 verbs, 3 phrases, but 3 of anything is powerful): Jason walked to the door, opened it, and motioned her inside.
- ◆ **metaphor** (saying one thing IS another to show how the two share some important attribute): The kid *is* a shrimp.
- ◆ **more than, less than, fewer than (comparison)**: A baseball team has two fewer players than a football team.
- ◆ **onomatopoeia** (the use of noise words for emphasis): The quiet *scritch scratch* of her pen irritated my already aggravated nerves.
- ◆ **personification** (making an inanimate object act like a person or animal): *The fog crept in on little cat feet*.
- ◆ **so _____ that (simile)**: My dog is so *big that his feet hang over the front seat when he rides in the car*.
- ◆ **symbolism** (something represents a completely different thing or idea): *The sneetches symbolize various prejudices in people*.
- ◆ **synecdoche** (using part of an object to stand for the whole thing): *Have you got your wheels, man?*
- ◆ **the same as _____ (comparison)**: *Spaghetti is the same as macaroni*, except it's longer.

Adapted from the work of Marcia Freeman

Unit 4, Activity 17, Narrative Beginnings

Narrative Beginnings

There are many ways authors start stories. Try one of these for your myth.

- Author describes setting: time or place or both. This can be done to give background information or to set a tone, mood, or atmosphere.
- Author describes main character.
- An event is in progress.
- Character is speaking.
- Character is doing something.
- Character is thinking something.
- Author introduces main character by name.
- A minor character is talking or thinking about the main character.
- Author tells what the plot problem is.
- A letter or note is shown.
- Author tells of an event in the past that sets up the story. This is called a prologue.

Unit 4, Activity 17, Dialogue that Reveals Character & Advances Plot

Dialogue that Reveals Character and Advances Plot

Try an independent **practice in writing dialogue, focusing on a single character trait** for one or more of the characters in your myth.

Be sure to **include stage directions (a movement or action) in writing the speaker tag (the words which tell who's talking)** for each bit of dialogue.

EXAMPLES of DIALOGUE with *stage directions* WHICH REVEAL A SINGLE CHARACTER TRAIT:

- **nervousness from a friend:** "I know I'm going to blow it," Allyson said with a catch in her voice, *as she stepped up to the microphone.*
- **disappointment from your dad:** *Sadly shaking his head,* Dad said softly, "I know you can do better, Son. That wasn't your best effort."
- **anger from your sister:** "Stay out of my room," shouted my sister, *slamming the door behind her.*
- **fear from your mother:** "Don't touch that pot! It's hot." shouted my mom, *as she raced toward me.*

Try some of your own.

Character's Name: _____

Observed or Remembered Character Traits/Behaviors/Habits:

Single Character Trait (Name one) _____ **for**
_____ (Name of character):

Practice Dialogue (with stage directions) to reveal this trait:

Unit 4, Activity 17, Time & Place Transitions

Time and Place Transitions

Transitions of time

after
afterward
all of a sudden
always
as
at first
at last
at length
at the same time
before
by the time, by three o'clock, etc.
concurrently
during
earlier
eventually
finally
first, second, etc.
following
for a moment, hour, day, etc.
formerly
generally
immediately
in no time at all
in the evening
in the meantime
in the spring
it was morning and
last week
later
meanwhile
never
next
not until
now
on December tenth, on Friday, etc.
once
ordinarily
previously
rarely
simultaneously
so far
sometimes
soon
subsequently
suddenly
that afternoon, the following day, the
next day, etc.
then
this time
to begin with
two days later, two hours later, etc.
until now
usually
when
whenever
while

Transitions of place

above
across
adjacent
adjacent to
along the edge
alongside
around
at
at the bottom
at the front
at the left
at the rear
at the right
at the top
before
behind
below
beneath
beside
between
beyond
here
in
in between
in front of
in the back
in the background
in the center
in the distance
in the forefront
in the foreground
in the front
inside the darkened house
nearby
nearer
neighboring on
next to
on
on the horizon
on the side of
on top
opposite
opposite to
out of sight
over
straight ahead
surrounding
there
under
underneath
when we reached the . . .
wherever
within
within sight

Unit 4, Activity 17, Peer Feedback Form for Myths
Peer Feedback Form for Myths

Peer Response Form	
Title:	
Author:	
Peer Evaluator:	
Overall Summary of Myth:	
+	?
Peer Response Form	
Title:	
Author:	
Peer Evaluator:	
Overall Summary of Myth:	
+	?