Comprehensive Curriculum

Remediation English

2010

Blackline Masters

Louisiana Department of
EDUCATION

Paul G. Pastorek, State Superintendent of Education

GLE
Grade-Level Expectations

Reading Record

Name _____

Title & Author	Genre	# of pages	Date Begun	Date Ended	Best one word description.	Guardian's Signature

Reading Center Self-Evaluation Rubric

Name _____ Date _____

	4	**3**	**2**	**1**
Time on Task	Always finds materials quickly and gets to work	Usually finds materials quickly and gets to work	Finds materials but begins working slowly	Often misplaces materials; has trouble getting to work
Self-Discipline	Always sits down quietly and reads the whole time without talking or interrupting others	Usually sits down quietly and reads the whole time; tries not to talk or interrupt others	Wanders around, reads a little; may talk and interrupt others	Wanders around; talks, interrupts others, and keeps them from reading
Record Keeping	Records reading on Reading List every day	Records reading on Reading List almost every day	Often forgets to record reading on Reading List	Seldom remembers to record reading on Reading List

Discuss the reading you have been doing in your Reading Center. Specifically, what have you learned recently about yourself as a reader, selecting a novel, record keeping, distractions, etc.? Are there any connections you can make between the novel and your life?
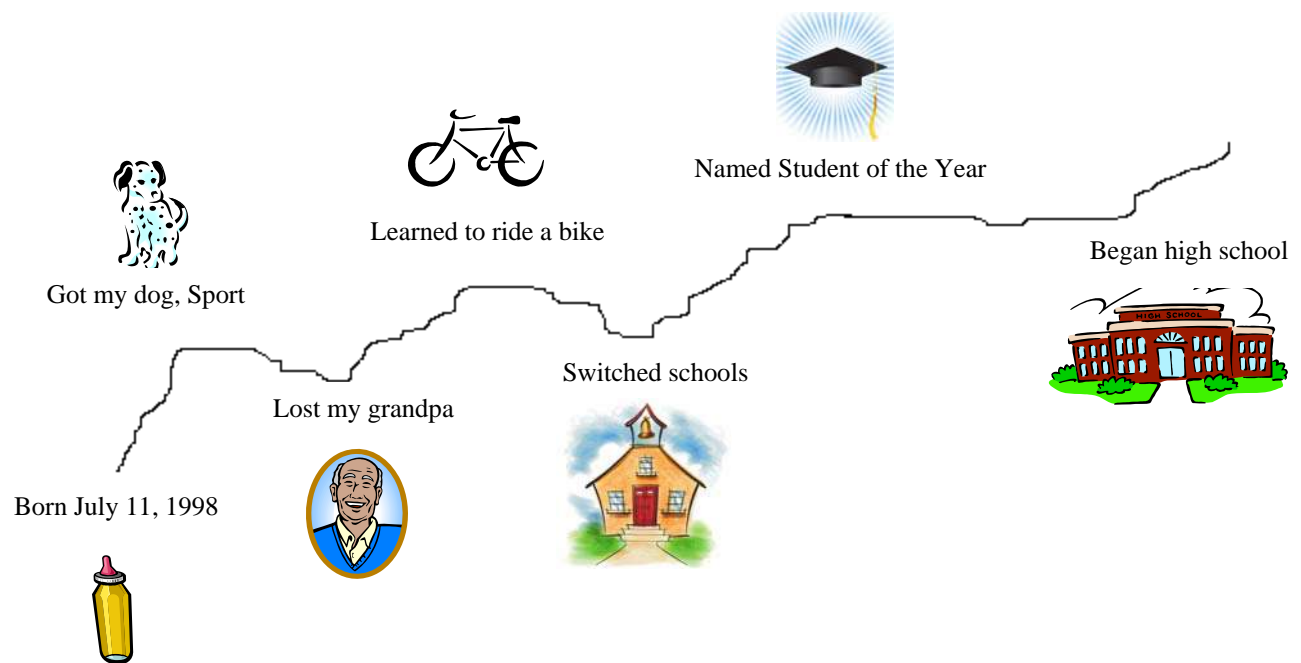
Life Road Map Planning Sheet

Name:

_____

Directions: List at least 5 major events in your life so far. Complete each column for each event.

Life Event	Date or Time	Rating (Importance on scale of 1-5)	Image (What symbol could you draw?)	Description/ Details

Sample Life Road Map

Named Student of the Year

Learned to ride a bike

Began high school

Got my dog, Sport

Switched schools

Lost my grandpa

Born July 11, 1998

Autobiography Rubric

Name _____

Scoring Guide: 4-Excellent   3-Good   2-Fair   1-Poor

Characteristics	Pts. Earned
Composition is organized with a clearly stated focus or central idea.	
Composition is organized with important ideas or events stated in a selected order.	
Composition is organized with organizational pattern of chronological order.	
Composition is organized with appropriate elaboration.	
Composition is organized with transitional words and phrases that unify ideas and points.	
Composition is organized with an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details).	
Uses standard English capitalization and punctuation consistently.	
TOTAL	

Comments:

List of Interview Questions

1. Where did you live when you were my age?
2. What was the name of your high school?
3. Who were your best friends?
4. What did you wear to school?
5. What did you eat for dinner?
6. What did your parents do to make a living?
7. What did you dream about becoming?
8. Did you have a boyfriend or girlfriend?
9. What did you do on a Saturday night?
10. What did you do after school?
11. What did you wear when you weren't in school clothes?
12. What made you happy?
13. What made you angry?
14. Did you have a pet?
15. What kind of music did you listen to?
16. Did you have an allowance?
17. How much time did you spend with your family?
18. What did you do to celebrate your birthday?
19. What do you remember your parents telling you?
20. How did you spend your summers?
21. What was the most significant event that happened to you in high school?
22. What was the most important thing you learned in high school?

Comparison/Contrast Essay Rubric

Name _____

Scoring Guide: 4-Excellent   3-Good   2-Fair   1-Poor

Characteristics	Pts. Earned
Composition is organized with a clearly stated focus or central idea.	
Composition is organized with important ideas or events stated in a selected order.	
Composition is organized with organizational pattern of chronological order.	
Composition is organized with appropriate elaboration.	
Composition is organized with transitional words and phrases that unify ideas and points.	
Composition is organized with an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details).	
Uses standard English capitalization and punctuation consistently.	
TOTAL	

Comments:

Sample Comparison/Contrast Essay

LeBron v. Kobe

When people talk about the best basketball players today, they usually include Kobe Bryant and LeBron James in that conversation. These players have some things in common, but they also have distinct differences.

The major thing that they have in common is leadership ability. Kobe doesn't take games off even when he's injured. He didn't miss any time when he had a shoulder injury. This makes him a good role model for his teammates. LeBron is great at getting his teammates involved and making everyone around him a better player.

They're totally different players. Kobe is more of an individual performer like Michael Jordan, and LeBron is more of a team performer like Magic Johnson. LeBron is bigger, faster and stronger with every skill needed on the court. However, he doesn't have Kobe's intensity or anything close to his ability to make adjustments at a moment's notice.

When people do talk about the best basketball players today, they often say Kobe is a better player … but LeBron is playing better. No matter what anyone may think, both have done a great job of performing the ultimate task: taking their teams as far as possible.

Notice:

First Paragraph ⟹ Introduction

Second Paragraph ⟹ Comparison

Third Paragraph ⟹ Contrast

Fourth Paragraph ⟹ Conclusion

Show Don't Tell **Sample**

Ronald ate lunch, told his mother goodbye, and went to the store like he had promised to do. At the store he saw a girl from school, and they talked for a long time. Ronald wanted to talk longer her, but she didn't seem interested. He went home.

Discussion questions:
- What are your first thoughts about this passage?
- What could the author do to fix it?
- What do you as a reader need?
- What questions do you have?

Writers must write with an audience in mind! Readers need details. Readers need to know thoughts and feelings. In other words, readers need to we need to smell the flowers, taste the gumbo, feel the bristles. Anything less keeps the reader from truly experiencing your story.

Ronald stood in front of the frozen dinner section of the grocery store. He'd had Fiesta Chicken and Salisbury steak one too many times. It was definitely time for a change. But what was he to do if his mom was too busy these days to cook a meal?

A scent drifted past his nose. Not the overwhelming smell of freezer burn or thawing chicken, but a pleasing smell, like the smell of a fresh rain shower. He glanced over his shoulder and glimpsed the most flawless arm he'd ever seen in his life. It was long, slender, and graceful. His eyes travelled up the arm to the shoulder and then the head- beautifully draped with long, jet black hair. That beautiful hair framed a face that made his heart soar higher than any jet had ever flown.

"Hi," she said, her voice sweet and musical.

Ronald's brain quit working. He tried to think of the most perfect thing to say and was horrified when an embarrassing grunt came out! He tried to flash his best smile, but caught sight of a large and toothy grin, much like a jack-o-lantern's, in the reflection from the glass door of the freezer compartment…

Discussion questions:
- What are your thoughts about this passage?
- How does it differ from the first passage?
- In what ways does the second passage "show don't tell"?

Literary Elements Notes

What is a Short Story?
A brief, fictional prose narrative that usually contains one major conflict and at least one main character designed to create a unified impression quickly and forcefully. The short story has a beginning, middle, and end. It includes elements such as theme, plot, characterization, setting, and point of view

- **THEME**- a common thread or repeated idea that is incorporated throughout a literary work.
  In order to identify the theme, ask yourself these questions:
  o What is the story about?
  o What is the central idea?
  o What observation did the author make about human nature?

- **PLOT**- the sequence of related events that an author uses to develop the theme of a story.
  To identify the plot, ask yourself these questions:
  o What happens in the beginning of the story?
  o What happens in the middle of the story?
  o What happens at the end of the story?

- **SETTING**- the time, place, physical details, and circumstances in which a story occurs.

- **CHARACTER**- a person who is responsible for the thoughts and actions within a story. Terms associated with characterization are antagonist, protagonist, flat, round, dynamic, etc.

- **CONFLICT-** the problem that creates the plot; it can usually be identified as one of four kinds.
  o Man versus Man (one person against another).
  o Man versus Nature (a clash with the forces of nature).
  o Man versus Society (values and customs are being challenged).
  o Man versus Self (internal conflict).

- **POINT OF VIEW**- perspective from which a story is told. The two most often used are these:
  o first-person- the narrator is also a character within his or her own story
  o third-person- the narrator is an uninvolved person who tells the story; not a character of any kind within the story being told; can be either *limited* and *omniscient.*

  To identify the point of view, ask yourself, "Who is telling the story?"

Elements of Plot

1. **Exposition/Introduction**: This part introduces the characters and their personalities.
2. **Rising Action**: This part helps recognize and reveal the conflicts of the characters to another character or to himself. This also shows the progression of the story.
3. **Climax**: this part shows the suspense of the story.
4. **Falling Action**: This part develops the sequence of events that follow the climax and end in the resolution.
5. **Resolution**: this part answers whether the conflict has been solved.
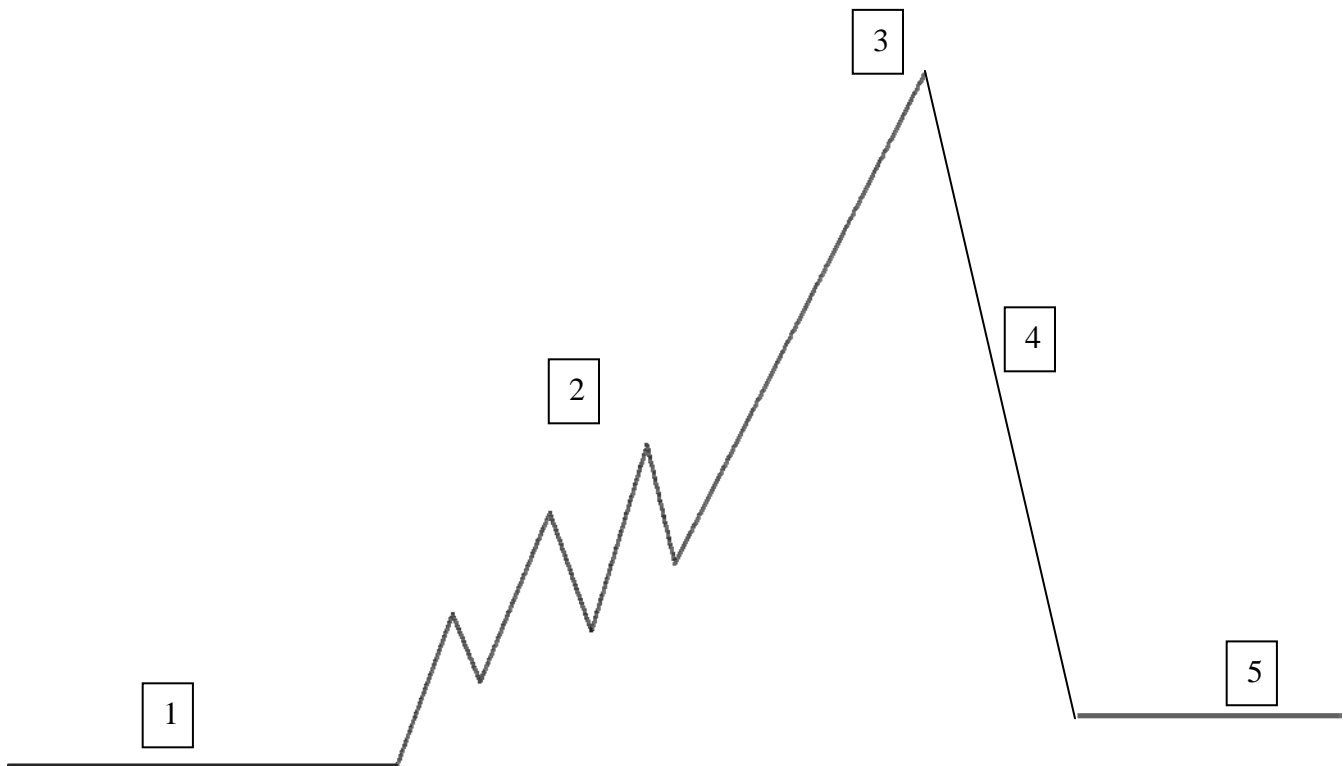
	Plot Element	Describe each element as it occurs in the story.
1	Exposition/ Introduction	
2	Rising Action	
3	Climax	
4	Falling Action	
5	Resolution	

Literary Elements Analysis

Story Title: _____Author: _____

THEME- a common thread or repeated idea that is incorporated throughout a literary work.

1. What is the story about?

2. What is the central idea?

3. What observation did the author make about human nature?

PLOT- a series of related events that the author uses to develop the theme of a story.

1.   What happens in the beginning of the story?

2.   What happens in the middle of the story?

3.   What happens at the end of the story?

CHARACTER- person who is responsible for the thoughts and actions within a story.

1.   Describe the most important character (protagonist) in the story. This character is usually dynamic and round.

2.   Describe the character (antagonist) who works against the main character in the story. This character is usually flat and static.

SETTING- the time, place, physical details, and circumstances in which a story occurs.

1.   Where does the story take place?

2.   In what year and time of year does the story take place?

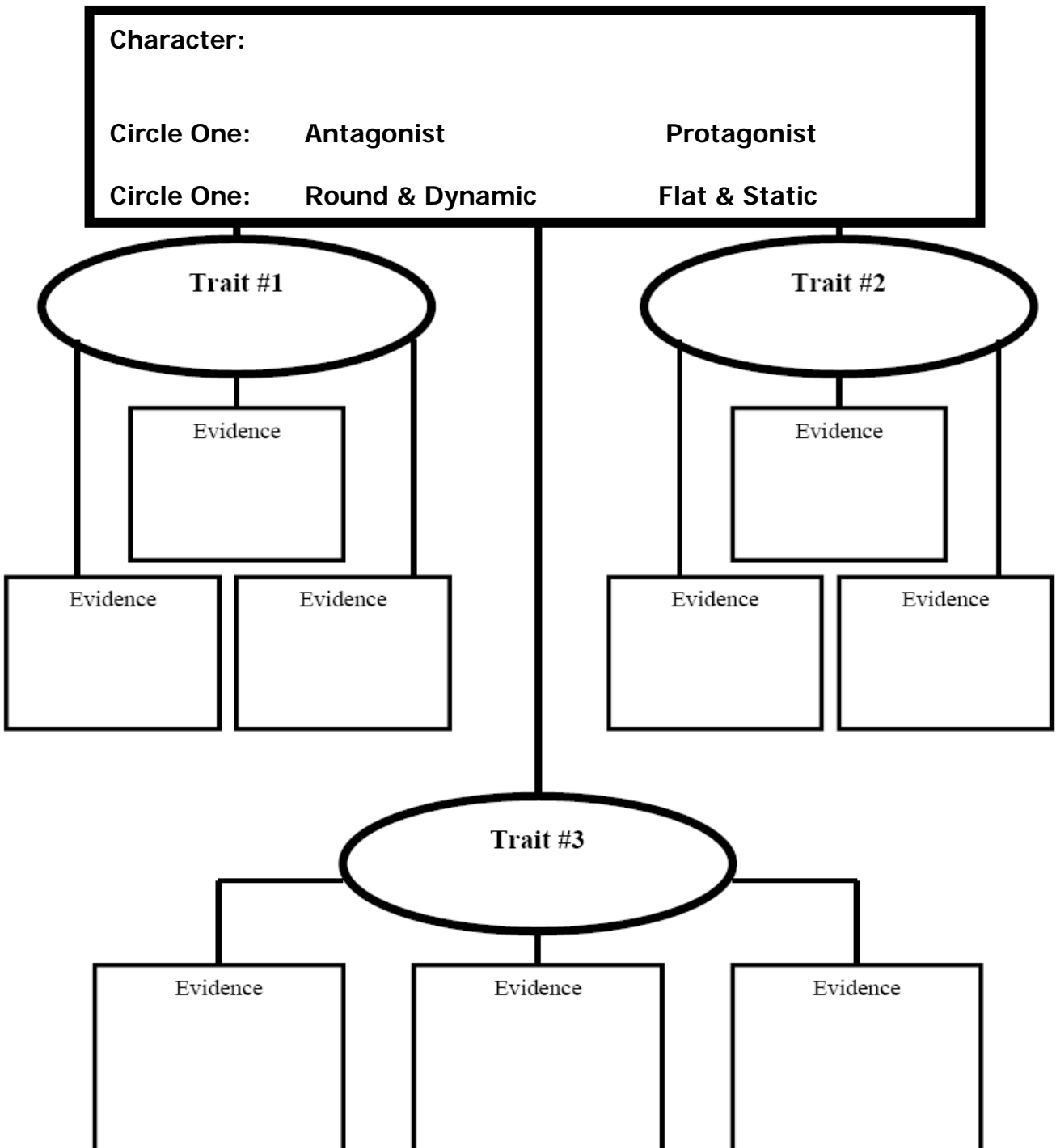3.   What is the mood in the story?

CONFLICT—the problem which creates the plot.

1.   Which of the 4 types of conflict is present?

2.   Is there more than one type of conflict at work here?

POINT OF VIEW- perspective from which a story is told.

1.   Who is telling the story?

2.   Why do you think the author made this choice?

Character Map

Character:

Circle One: **Antagonist**   **Protagonist**

Circle One: **Round & Dynamic**   **Flat & Static**

Trait #1

Evidence

Evidence

Evidence

Trait #2

Evidence

Evidence

Evidence

Trait #3

Evidence

Evidence

Evidence

Short Story Brainstorming   **Name** _____

Theme	Conflict (Problem)	Plot
	Explain:	Beginning Middle End

Setting	Characters	Point of View
Time: Place: Mood:	Antagonist: Protagonist:	Circle One: **First Person** **Third Person**

Word Choice

Name _____

Directions: The sentences below contain indistinct and boring words and/or phrases. Rewrite each sentence improving word choice. Replace the dull words with words that are more specific and expressive.

Example: The boy was lost.

Enhanced: The toddler was frightened and panicked when he realized he lost sight of his mother.

1. We were happy when we heard the news.

2. The boy cried when he lost his dog.

3. The lady made a nice dress.

4. The teacher talked to the students.

5. The dog barked at something.

6. She was not happy.

7. The girl went to the store.

8. He cooked the chicken

9. The dog was noisy.

10. The boy got a good haircut.

Literary Elements Pyramid   Name _____

1.   _____

2.   _____ _____

3.   _____ _____ _____

4.   _____ _____ _____ _____

5.   _____ _____ _____ _____ _____

6. _____ _____ _____ _____ _____ _____

7. _____ _____ _____ _____ _____ _____ _____

Directions: Fill in the pyramid with the following information.

    1.   Write the title of the story
    2.   Two words describing the setting
    3.   Three words stating the story problem
    4.   Four words describing the opening event in the story
    5.   Five words describing the climax
    6.   Six words describing the resolution(solution to the problem)
    7.   Seven words describing the theme

SHORT STORY RUBRIC   **Name**_____

	Criteria for Evaluation	Rating
Plot/Organization	The story has a beginning, middle and end and events follow in a logical sequence.	5 4 3 2 1
Setting	Setting is clearly established.	5 4 3 2 1
Theme	Theme is apparent to the reader.	5 4 3 2 1
Characters	Characters are well-developed through dialogue, action or thoughts.	5 4 3 2 1
Point of View	One point of view is used consistently throughout the story.	5 4 3 2 1
Conflict	Conflict is clearly established, developed and resolved in a way that makes sense.	5 4 3 2 1
Style/Audience Awareness	Words are selected to provide interest and voice.	5 4 3 2 1
Sentence Variety	Demonstrates ability to write more than simple sentences.	5 4 3 2 1
TOTAL		

Comments:

Literary Elements Review

Name _____

Directions: Match the literary terms on the right with the appropriate explanations on the left by placing the correct number in the blank provided.

_____ setting

_____ plot

_____ exposition

_____ rising action

_____ point of view

_____ climax

_____ falling action

_____ resolution

_____ flat character

_____ rounded character

_____ protagonist

_____ antagonist

_____ tone

_____ theme

_____ short story

_____ first person

_____ third person

_____ conflict

1) the hero or good person in the story

2) when you find out how the conflict is resolved

3) introduces the characters and their personalities.

4) story told from the "I" point of view

5) events which bring the story to an end

6) the author's attitude toward the subject of his/her writing

7) the opposing force(s) between the protagonist and antagonist

8) where a story takes place

9) events in the story that build to the climax

10) the high point of the story when the conflict is resolved

11) has many aspects to his or her personality and may be unpredictable

12) the force that opposes the protagonist

13) the order of events in a story

14)perspective from which the story is told to the reader

15) fictional prose which can be read in one sitting

16) idea that is incorporated throughout a literary work

17) story told by someone who is not a character

18) has only one prominent trait, such as greed or cruelty

Vocabulary Self-Awareness Chart

Name _____

	Word	+	√	-	Example or Synonym	Definition
1						
2						
3						
4						
5						
6						

Excel Athletics, Inc.
10025 Excellence Avenue
New Orleans, Louisiana 70200
Office 1-800-221-2121   Fax 221-2121

Dear New Employee,

Welcome to the best company ever, Excel Athletics, Inc., and the best team of all, the advertising team! We are all so very pleased you are joining us as a specialist in advertisements for teens. Your part is vital in fulfilling the mission of our department and Excel Athletics, Inc. As you know, our sales to persons in the 13 to 21 age range are down. We are anxious for your expertise to assist us in selling more of our shoes to this group of young consumers.

The enclosed information is designed to serve as an introduction to Excel Athletics, Inc., and as a foundation for assuming your responsibilities in our advertisement department. Information has been included to serve as reference material as you begin your work with us.

The advertisement department is ready to assist in your transition to Excel Athletics, Inc. Please call on any of us to assist you. We are looking forward to a long-standing relationship and to your success at Excel Athletics, Inc.

You will be an incredible asset to our team!

Sincerely,

Joseph Shumaker, III
Supervisor
Advertising Department

Excel Athletics, Inc.
Money Back Guarantee

When you purchase a product from Excel Athletics, Inc., you have the right to expect top quality, high performing athletic apparel. We fully guarantee all of our products. We will provide a refund or exchange for any of our products that are damaged in shipping, are shown to have factory defects, or do not meet with your complete satisfaction. You have the right to expect superior wear and performance when you purchase Excel athletic shoes.

To assist us in this process, you simply need to fill out a **Return/Exchange Form (**All returns/ exchanges require this form to be completed and returned with all items purchased.), which can be found at our company website (www.XLathletics.com). In addition, you must present some evidence as proof that a problem with our merchandise exists; that is, the item(s) should be returned to us (at the customer's expense) along with all parts, not having been altered in any way, and within 30 days of purchase. Including the required form **and** the merchandise in your return shipment will assist us in processing your request in a timely manner.

Items that are non-returnable include items that:
- were not purchased from an authorized distributor,
- have been altered in some way,
- indicate extreme misuse/damage by customer, and/or
- are not returned within the 30 day period.

If you have any questions, please email us at customerservice@XLathletics.com.

Excel Athletics, Inc.

They can't go on any more.
Their muscles are burning.
Their skin is taut.
Even their veins
have ceased to throb.

They can't go on any more
They ignore the begging.
Their fibers tremble.
They disregard the pleading
which compels them.

And the path stretches forward into infinity,
And the runner's legs sink into quiet acceptance,
And they keep trying to try.

WHEN THE GOING GETS TOUGH,

THE TOUGH EXCEL!

Magazine Advertisement Analysis   **Name: _____**

Directions: Review the list of advertising terms below. These may be helpful as you discuss the magazine advertisement being reviewed.

Benefit	Advantage of a product or service
Campaign	Organized course or plan of action
Eye-catcher	Something that particularly attracts one's attention
Features	Special characteristics of a product
Slogan	Phrase used to advertise a product or to identify a company or organization.
Target	Intended audience of the advertisement

Brand Name: _____

Product: _____

Basic Message (in your own words): _____

_____

_____

Visual Image: _____

_____

_____

Verbal Appeal (Be sure to discuss benefits, features, slogan, etc. if applicable.)

_____

_____

_____

Rate the effectiveness of the advertisement (1= Not appealing at all; 5= I would definitely buy this!):

                    1   2   3   4   5

Excel Athletics, Inc.
10025 Excellence Avenue
New Orleans, Louisiana 70200
Office 1-800-221-2121   Fax 221-2121

July 21, 2010

To Whom It May Concern:

We respectfully submit here the **Annual Report of Earnings** for Excel Athletics, Incorporated, for the 2010 fiscal year that ended June 30, 2010.

Net **sales** for the year amounted to $11.0 billion, a decrease of 11 percent over net sales for the previous year.

Net **earnings** for the year amounted to $136 million. If we include all money earned, we earned $786 million, a decrease of 9 percent from total earnings for the previous year. Our net earnings excludes the $230 million we used to restructure our manufacturing operations that we wrote to you about in December. In addition, the Company invested $420 million in research and development expenses, a 20 percent increase over the previous year. Expenditures included basic research with emphasis on relevant new technologies as well as research to develop new products and to maintain the quality and marketability of current styles. This is necessary to keep pace with our competitors.
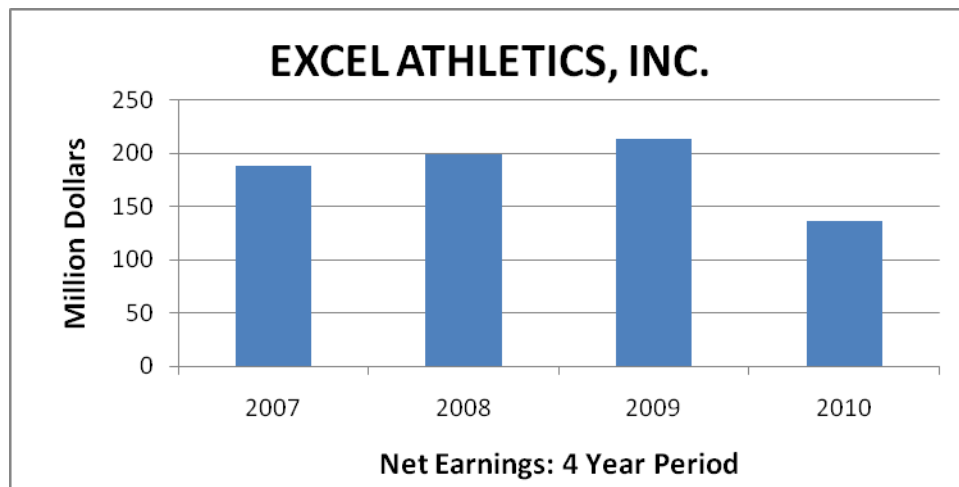
With several new athletic shoe companies opening this year, our challenge is to create new products and to develop new advertisements to reach our largest group of consumers, males and females between the ages of 13 and 21.

This year marks the 75th anniversary of our founding. We are proud of our long and successful history. As we look to the future, we are committed to do what's right for the long-term interest of our Company so it will prosper through another 75 years.

Sincerely,

Joseph Schumaker,
Chief Executive Officer
Excel Athletics, Inc.

Problem and Solution Essay Prewriting

Name _____

When a problem occurs, people often argue over which solution is best. The best solutions are those that can be backed up with strong reasons. The problem is that **Excel Athletics, Inc. must increase sales to teens.** What's the best solution?

Directions: To prepare for writing your essay, take time to complete the following graphic organizer.

Introduction	**Problem**	State the problem clearly here:
	Solution	Put your thesis (main solution) here:
Body	**Support and/or Refutation** *These will become your supporting paragraphs.	It may be helpful to consider why your solution is better than other possible solutions. Then, create a bulleted list of your points/reasons that support your solution here:
Conclusion	**Significance**	Explain the importance of your solution here:

Peer Review Process Your Name_____

  Student Reviewed _____

1. **Read the entire letter and answer the following questions:**

   • What are some questions you have for the writer after reading the letter?

   • What do you think the writer should change or add?

   • Does the essay follow the assignment? If not, explain.

2. As you read the letter a second time, do the following:
   • **Circle** any spelling or grammatical errors.
   • Put a **wavy line** under sentences that do not make sense or need to be reworked.
   • Place a **star** in the margin by a strong sentence or point.

Argumentative Topic Graphic Organizer

Name _____

Topic:_____

Closely examine both sides of the issue. Remember that you can strengthen your argument if you consider what your opponent might provide as reasons to support his position. By considering this ahead of time, you can be prepared to argue against his main points.

Directions: Record the three strongest reasons in favor of the topic and the three strongest reasons against the topic in the first column. Then tell what you think those who oppose the reason would say. Finally, suggest where you think you might find information to support each reason. Be specific; it is not enough to say, "the Internet." In other words, "What type of website would be helpful?"

Reasons in Favor of the Proposition	What would those arguing against the topic say?	Where might you find information (facts) to support this reason?
1.		
2.		
3.		

Reasons Against the Proposition	What would those arguing against the topic say?	Where might you find information (facts) to support this reason?
1.		
2.		
3.		

Models of Bibliographic Entries

The following six sample entries are from the *Modern Language Association (MLA) Handbook for Writers of Research Papers*. They show you some acceptable formats for bibliographic entries.

A Book by a Single Author

Harris, Celia. Interesting Habitats. Chicago: Grayson Publications, 1996.

A Book by More Than One Author

Baraty, Joseph A., and Rosa Garcia. Marsh Birds of the Southeast. New York: Wenday Press, 1982.

An Encyclopedia Entry

"Dwarfed Trees." Encyclopedia Americana. 1958.

A Magazine Article

Chen, David. "Floating Down the River." Our Wildlife 9 July 1988: 120–25.

Book Issued by Organization Identifying No Author

National Wildlife Association. Swamp Life. Washington: National Wildlife Association, 1985.

WWW Sites (World Wide Web)

Smith, Laura P. "A History of Wildlife." 2 Aug. 1999 <http:www.wildlife.com/talent/lpb/muddex/essay>.
Note: The date indicates when the Web site was accessed.

Reprinted from the Louisiana Department of Education website:
http://www.louisianaschools.net/lde/uploads/9847.pdf

Research Resources   **Name _____**

Directions: Write the class research topic in the space provided. Transfer the reasons listed on the Argumentative Topic Graphic Organizer BLM to the first column below. Find a print or online source to support each of the six reasons. Indicate the type of source (see *Types of Sources* at bottom of page 2), describe where you found it (e.g., library reference section, newspaper website), and create a bibliographic entry. Finally, record the most relevant quote from the source.

Research topic:_____

Reasons in Favor of the Proposition	Type of Source	Bibliographic Entry
1.		
	Place Found	**Relevant Quote**
2.	**Type of Source**	**Bibliographic Entry**
	Place Found	**Relevant Quote**
3.	**Type of Source**	**Bibliographic Entry**
	Place Found	**Relevant Quote**

Research Resources continued on next page.

Unit 4, Lesson Cycle 3, Research Resources

Reasons Against the Proposition	Type of Source	Bibliographic Entry
1.		
	Place Found	**Relevant Quote**
2.	**Type of Source**	**Bibliographic Entry**
	Place Found	**Relevant Quote**
3.	**Type of Source**	**Bibliographic Entry**
	Place Found	**Relevant Quote**

Types of Resources: Reference Material (almanac, dictionary, encyclopedia, books (non-fiction), textbooks, etc.), Periodical (newspapers or magazines online or in print), Audio/Visual (atlases/maps, audiotapes, graphs/charts, videotapes, pictures/slides, etc.), etc.

Literary Devices

Literary devices are the means by which authors create meaning. These are not the same as literary elements. *Literary devices* (similes, symbolism, etc.) are what the author **uses** in his work while *literary elements* are the particular identifiable characteristics of a whole text (theme, conflict, etc.). All figurative language can be considered literary devices.

Literary devices also provide a way for readers to compare individual literary works to others, both within and across genres.

Figurative Language

Whenever you describe something by comparing it with something else, you are using figurative language. Any language that goes beyond the literal meaning of words and provides new effects or fresh insights into a subject can be considered figurative language.

The following are definitions (with examples) of figurative language:

Alliteration- repetition of consonant sounds, usually in consecutive words within the same sentence or line. (Christmas morning we woke, wide-eyed and wondering while we waited.)

Allusion- making casual reference to a famous historical or literary figure or event. In Browning's "My Last Duchess" the speaker refers to the sea god: "Notice Neptune, though, Taming a sea-horse...")

Hyperbole- an exaggerated statement used to emphasize a point. (He told me a million times.)

Imagery- language that paints a picture that appeals to any sense or any combination of the senses. (diamonds quivered on the stalks of grass -or- the sun's bloody rays)

Metaphor- an implied comparison between two relatively unlike things not announced by like or as. (The moon was a lighthouse the sky.)

Personification- giving the qualities of a person to an animal, object, or idea. (The wind skates and whispers.)

Simile- a direct comparison between two unlike things, usually using *like, as* or *than*. (He was as strong as an ox.)

Symbolism: The use of specific objects or images to represent abstract ideas.
(In his book <u>Lord of the Flies</u>, Golding uses a conch shell to **symbolize** order and authority. When it gradually deteriorates, it represents the downfall of the boys in the story.)

Understatement (Meiosis)- saying less than you mean, or saying what you mean with less force than the occasion deserves. (calling the Atlantic Ocean "the pond" or saying, "You know, Einstein was kind of smart.")

Examples Index Online: http://www.examples-help.org.uk/index.htm

Unit 5, Lesson Cycle 1, Poetry Prompts

Poetry Prompts

This list of poetry prompts is adapted from David R. Michaels' website, The Journal (http://www.davidrm.com/thejournal/)

1. Write an Anaphora poem. An Anaphora is "the repetition of a word or expression several times within a clause or within a paragraph." In poetry, the repetition of the phrase can be just at the beginning of each line, setting the tone as a meditation or a mantra, or it can be utilized more subtlety within the poem. The poem can be free verse or prose style.
2. Write a free verse poem using "eagles" or perhaps the school mascot.
3. Write a series of questions and answers to compose a poem.
4. Write a poem that describes a walk through a house from the perspective of a child.
5. Write three different impressions of "maturity". (e.g., color, sound, aroma, etc.)
6. Write a poem using the prompt: "chain-link fence"
7. Write a poem concerning the "absence" of something. Consider the absence as a positive or a negative.
8. List ten items that you would buy at an auction or garage sale. Write a poem including those items. You may choose to title your poem, "Things Found at a Garage Sale". Variation: have someone else create a list for you.
9. Write a poem that starts with a one word title, two words in the first line, three in the next, and continues by adding one word per line. Variation: Write it with a partner, alternating lines.
10. "This and That"- Write a list of phrases such as "salt and pepper," "cats and dogs," "love and war." Write a poem with the first stanza about the first word and the second stanza about the second word.
11. Write a poem that begins with a description of an event, telling what appears to be happening. Then give a description of what is really occurring.
12. Write a poem using the following start: "What good is a day if you can't..."
13. Write a poem about the "ultimate" poem or what a poem "should" do.
14. Create a poem using three trinkets, such as a shell, a silver charm, and a feather.
15. Write a poem using the phrase "a foreign language." For example, "Love to me is a foreign language."
16. On a slip of paper, write a list of 15 "free association" words. Use the 15 words in a poem. Variation: Create and exchange a list with another person. Then use the person's list of words to write a poem.
17. Write a poem using "how to...". For example, "how to write a poem," "how to break my heart,"" how to distinguish a flower from a frog."
18. Write three shaped-verse poems. Shaped-verse poems are a form of "pattern poetry," where the letters, words, and lines of the poem are arranged to form a picture/outline of the subject of the poem. An example is a poem in the shape of a Christmas tree, discussing your thoughts about Christmas itself, family traditions, and so on.
19. Write a poem that repeats a selected word in each line. Consider using foreign translations of the word (i.e., cat, school, boys).
20. Write a poem with a seasonal theme.
21. Write a poem about a person you don't quite like, but you don't know why (omit names!).
22. Write a poem using the title, "Paradise of Found."
23. Poetry Exercise - Write a poem that focuses on sound.
24. Write a poem about playing Jacks, Hopscotch, or another such game.
25. Write a poem that uses the style of a devotion and prayer.
26. Write a culinary poem celebrating food.
27. Write a poem about a very small object.
28. Write a poem using the title "Lines of Conversation."
29. Write a poem using the title "You Need to Have a Plan."
30. Write a poem that is based on a painting. (You can find many classic paintings here: http://www.wga.hu/index.html)
    Example: Pieter Brueghel, The Fall of Icarus
    http://www.english.emory.edu/Paintings&Poems/Williams.html
    http://www.english.emory.edu/Paintings&Poems/Auden.html

Unit 5, Lesson Cycle 1, Denotative v. Connotative Meanings

Denotative v. Connotative Meanings

- **Denotative** words give you the literal meanings of words.
- **Connotative** words give you an additional, suggested meaning. There are often associations connected to certain words.

Note: The connotative meanings of words exist together with the denotative meanings of words.

Example: The word 'house' denotes the literal meaning of a place. The word 'home' has a connotation that suggests family, comfort, and security.

Part 1
Directions: Complete the table by suggesting connotative words for the denotative words listed.

Denotative	Connotative
House	Home
Mad	Furious
Hungry	Starving
Slender	
Attractive	
Argue	
Loud	
Sad	
Glad	

Part 2
Directions: The following statement is loaded with connotative words that make the writer seem biased or strongly opinionated. Rewrite the passage and use the denotative meanings where possible to eliminate bias.

Six teenagers were hanging out near the corner. As their thunderous laughter cut through the air, we noticed their sloppy, baggy pants and their slimy, choppy hair. With wicked smiles, they slumped against a building as filthy words streamed from their mouths.

_____

_____

_____

_____

Allusion

An **allusion** is a literary device which uses *only a word or two* to stimulate ideas and connections in the reader's mind. It relies on the reader being able to understand the allusion and being familiar with all of the meaning hidden behind the words.

Example:
"As the roof of the burning house collapsed, she was swallowed up in the flames like Jonah, and only her frantic screaming indicated that anyone was alive."

The *allusion* in the sentence above is to Jonah. As a reader, you are expected to be aware of the story of Jonah and how he was swallowed by the whale.

Directions: Below are a list of characters and descriptions. Use each of the characters as allusions in a sentence.

1. **Hamlet** was a character from Shakespeare who had difficulty making a decision.

    Example: I was as lost as Hamlet when it was time to decide where I wanted to live.

2. **Santa Clause** is a reference for a large, jolly man**.**

3. The **Three Stooges** were a comedy team of not-so-bright fools.

4. **Benedict Arnold** was a famous American traitor.

5. The '**cowardly lion**' or the '**tin man'** (who needed a heart) is from the Wizard of Oz.

6. **Judas** betrayed Jesus.

7. **Mother Teresa** was a nun who selflessly devoted her life to caring for the poor and sick.

8. **Don Quixote** was a fictional hero, a dreamer who was always going on quests to try to accomplish impossible tasks.

Reading Continuum

Directions:

Read the descriptions of the stages of readers below. Decide which description best describes you now as a reader and **explain why you selected that stage**. Were you at a different stage in the past? Where do you hope to be in the future? What do you believe you have to do to improve your reading?

```
              Emerging

Reluctant                          Voracious
```
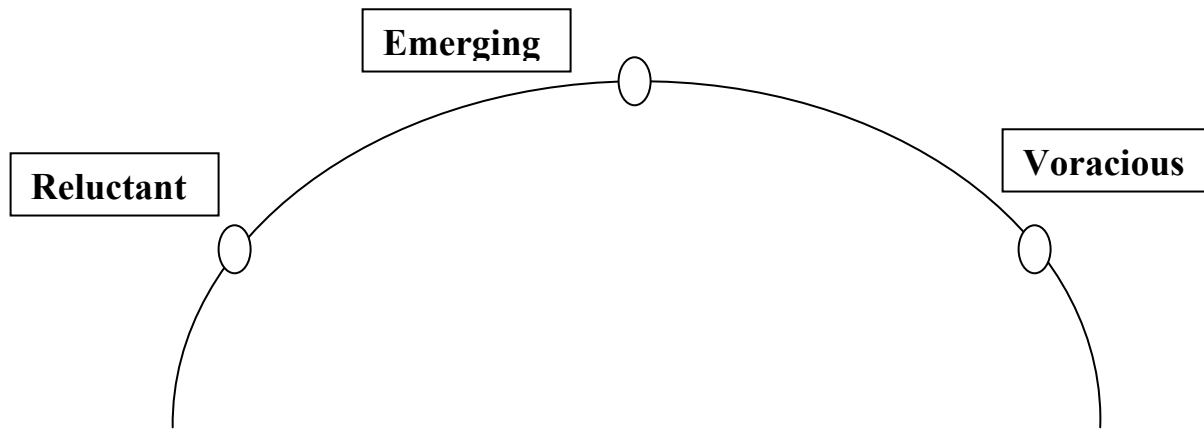
Reluctant
- Choose to read occasionally, mostly when required
- May need additional support in reading
- Have trouble finding a purpose in reading
- Abandon books often; rarely finish a book
- Give minimal consideration to selecting books
- Have trouble understanding what is read

Emerging
- Don't mind reading
- Finish some books, but abandon some books due to difficulty, length, and interest
- Read for surface information
- Put some effort into selecting the right books; usually read books that are recommended
- Sometimes have trouble staying focused

Voracious
- Choose to read all of the time
- Have a list of what to read next
- Finish most books; abandon books based on personal interest
- Enjoy different types of books
- Enjoy visiting libraries and/or bookstores
- Recommend books to others

Jigsaw Activity   Name _____

Novel: _____ Author: _____

Chapter(s) _____ Page Numbers _____

Directions: You will read a portion of the book and help everyone to understand your part. After you read your part, answer the questions below. You will share this information with the class and assist in putting the *pieces* of the novel together like a jigsaw puzzle.

1. Were any new characters introduced in the part you read?

2. Did something happen which might be important to the plot development?

3. What do you think happened before this part? What do you think will happen next?

4. What questions do you now have that you would like answered later in the novel?

5. Summarize your part in one strong paragraph that includes a topic sentence, elaboration, and a concluding sentence.

Unit 6, Lesson Cycle 2, Position Essay Graphic Organizer

Position Essay Graphic Organizer   Name _____

Topic: _____

Perspective: _____

(Whose point of view/perspective will you use in defending your position?)

	Plan your 5 main paragraphs.
Paragraph #1 Introduction • Attention Getter • Thesis Statement/Position	
Paragraph #2 • 1st Body Paragraph • 1st Reason	
Paragraph #3 • 2nd Body Paragraph • 2nd Reason	
Paragraph #4 • 3rd Body Paragraph • 3rd Reason	
Paragraph #5 • Restate Thesis Statement • Body Summary	

Unit 6, Lesson Cycles 2 and 3, Position Essay Rubric

Position Essay Rubric   Name

_____

Topic:

_____

_

CATEGORY	4 Outstanding	3 Above Average	2 Average	1 Below Average	SCORE
INTRODUCTION	• Well-developed introduction engages the reader and creates interest. • Thesis clearly states a significant and compelling position.	• Introduction creates interest. • Thesis clearly states the position.	• Introduction adequately explains the topic, but may lack detail. • Thesis states the position.	• Information is unclear, or not related to the topic. • Thesis is vague or unclear.	
BODY Support for Position	• Includes 3 paragraphs that support the position statement. • The writer anticipates the reader's concerns or arguments.	• Includes 3 paragraphs that support the position statement.	• Includes 2 paragraphs that support the position statement.	• Includes 2 or fewer paragraphs which may not support the position statement.	
CONCLUSION	• Conclusion effectively wraps up and goes beyond restating the thesis.	• Conclusion effectively summarizes topics.	• Conclusion is recognizable and ties up almost all loose ends.	• Conclusion does not summarize the position.	

WRITING PROCESS	Evidence of
	    • Prewriting
	    • Drafting
	    • Conferencing
	    • Revising
	    • Editing
	    • Publishing
		• Most all of the steps in the writing process are evident.	• Some of the steps in the writing process are evident.	• Few of the steps in the writing process are evident.	

SENTENCE VARIETY	• Sentences are strong and expressive with varied structure. • Includes complex sentences.	• Writing is clear and sentences have varied structure. • Includes complex sentences.	• Writing is fairly clear, but sentences may lack variety.	• Writing is hard to follow. • Contains mostly simple sentences. • No complex sentences.	
			TOTAL		
COMMENTS:			**TOTAL POSSIBLE**		**20**
			PERCENTAGE		*100*

Name _____

Complex Sentences

Explanation
Complex sentences have one independent clause and one or more dependent clauses.
For example:

After I came home, I made dinner.
dependent clause   independent clause

We visited the museum before it closed.
independent clause   dependent clause

Notice that the dependent clause *depends* on the rest of the sentence in order to make sense. Complex sentences are often formed by putting these words at the beginning of the dependent clause: *as, as if, before, after, because, though, though, even though, while, when, whenever, if, during, as soon as, as long as, since, until, unless, where,* **and** *wherever*. These words are called subordinating conjunctions. Also notice that when a dependent clause comes first in a sentence, you must separate the clauses with a comma.

Activity
Directions: Underline the independent clause once and the dependent clause twice. Place a comma in the sentence if needed.

1. Even after the fire was thought to be out a few hot spots remained.

2. Since I did it I realize that I should take responsibility for it.

3. Once all estimates have been submitted to the insurance company we will talk.

4. If you live near a youth sports facility you should make your children participate in a sport.

5. Since we had a power failure last week the clock on the wall is several minutes slow.

6. I don't think he will repay pay me because he doesn't own anything at all.

7. The children ate as though they were starving until I made them slow down.

8. So that I could attend a good college my parents worked hard and saved money.

9. While I am attending high school I will work part-time so that I can earn money.

10. Whenever I eat at that restaurant I order a hamburger and fries.

11. She took pictures until the battery in her camera ran out.

12. Those flowers will grow where nothing else will live.

13. Whenever I eat spicy food my stomach feels weird and begins to rumble.

14. I wrote myself a note so that I could remember what I needed at the store.

15. We will not leave if the weather is bad.

Unit 7, Lesson Cycle 1, Scene GIST Example

Scene GIST Example

<u>Scene Synopsis</u>

Act 1, Scene 3 (from Shakespeare's *Romeo and Juliet*)
At the Capulet's house, Lady Capulet visits her daughter's bedroom to tell her about Paris' proposal. Lady Capulet asks Juliet how she feels about marriage and Juliet politely and honestly responds, "It is an honour that I dream not of." Lady Capulet tells Juliet that it is time she started thinking of becoming a wife and a mother, and that there are girls in Verona even younger than Juliet who have children of their own. She tells Juliet that a suitable mate has already been found for her and his name is Paris. Juliet has little choice but to respectfully agree to consider Paris as a husband. She tells her mother, "I'll look to like." Their conversation ends abruptly when a servant calls Lady Capulet, announcing that supper is ready and the guests have arrived for the party.

<u>*GISTing* Process</u>

1. To begin, read the first sentence of the summary/synopsis and write a statement in 15 words or less capturing the essential information of the sentence.

    Lady Capulet visits Juliet to tell of Paris' proposal. (9 words)

2. Next, read the second sentence of the summary and, using the information from the first and second sentences, rewrite the gist statement by combining information from the first sentence with information from the second. Remember, no more than 15 words allowed.

    Lady Capulet tells of Paris' proposal and asks Juliet's opinion. Juliet doesn't want to marry. (15 words)

3. Read the third sentence and rework the gist statement by adding any new information but still limiting the words to 15.

    Paris's proposal doesn't interest Juliet although her mother thinks it's time for her to marry. (15 words)

4. As you read each new sentence, rework your gist statement by adding any new information but still limiting the words to 15.

5. For this example, the **final** GIST might read:

    Mom wants her to marry Paris. Juliet doesn't want to but agrees to consider it. (15 words)

6. Share your GIST with the group.

Scene Interpretation Project

1. **Instant Messages or Text Messages** Rewrite a dialogue between two characters from the text in modern-day format as if it took place online through instant messages or on cell phones or another tool using text messages. The entire scene should be included.

2. **Podcasting** Rewrite dialogue from the text as a podcast (a self-published, syndicated "radio show"). Record your project as an audio file or create the transcript of the show that you might post online with the audio file. Be sure to include details on background sounds and music if you write a transcript for your project.

3. **Headline News Story** Choose a current event that reminds you of the event that occurred in your scene. Create a headline news Web page and two or three related links based on the event for a Web-based news site. To get an idea of length, format, and the kinds of links typically included in such stories, visit news sites on the Web.

4. **Blogging** Rewrite the speech of one character from the scene as a blog entry or a series of blog entries. Include appropriate links to other Web pages and comments that other characters from the text would leave on the blog entries.

5. **Digital Artifacts** Imagine that you find a CD next to the computer of one of the characters from your scene. This storage disk contains personal documents—letters, "to do" lists, data, and poems written by the character for his or her eyes only. Decide on three or four documents, recreate them, invent file names for each, and create a (fake) printout of the disk directory. Put all these together in a packet about the character.

6. **Playlist** Choose one of the characters from the text and create a playlist that character would have on his or her iPod or MP3 player. Invent the name for the playlist, and create a list of the names of the songs, artists, the albums the songs came from, and other relevant details. Next, burn a CD of the character's playlist and create a CD label with the appropriate details.

7. **Reality TV Show** Imagine that the characters from the text are part of a reality TV show. Rewrite a scene from the text as it would have been caught from the surveillance cameras of the show. Film your scene using a video camera, or write a transcript of the scene (including details on background sounds, setting, and props).

8. **Technology Product Endorsement** Have a character in the text endorse a technology product—design a letter or short narrative where the character tells readers why they should purchase or support the product.

9. **PowerPoint Presentation** Re-envision the scene as a PowerPoint presentation. Imagine that the character is presenting the information to a modern audience using text, images, and other features available in PowerPoint. Create the PowerPoint presentation that the character would use to deliver the same information as he/she does with dialogue.

*Adapted from readwritethink.org lesson plans.

Scene Interpretation Project Rubric   Name _____
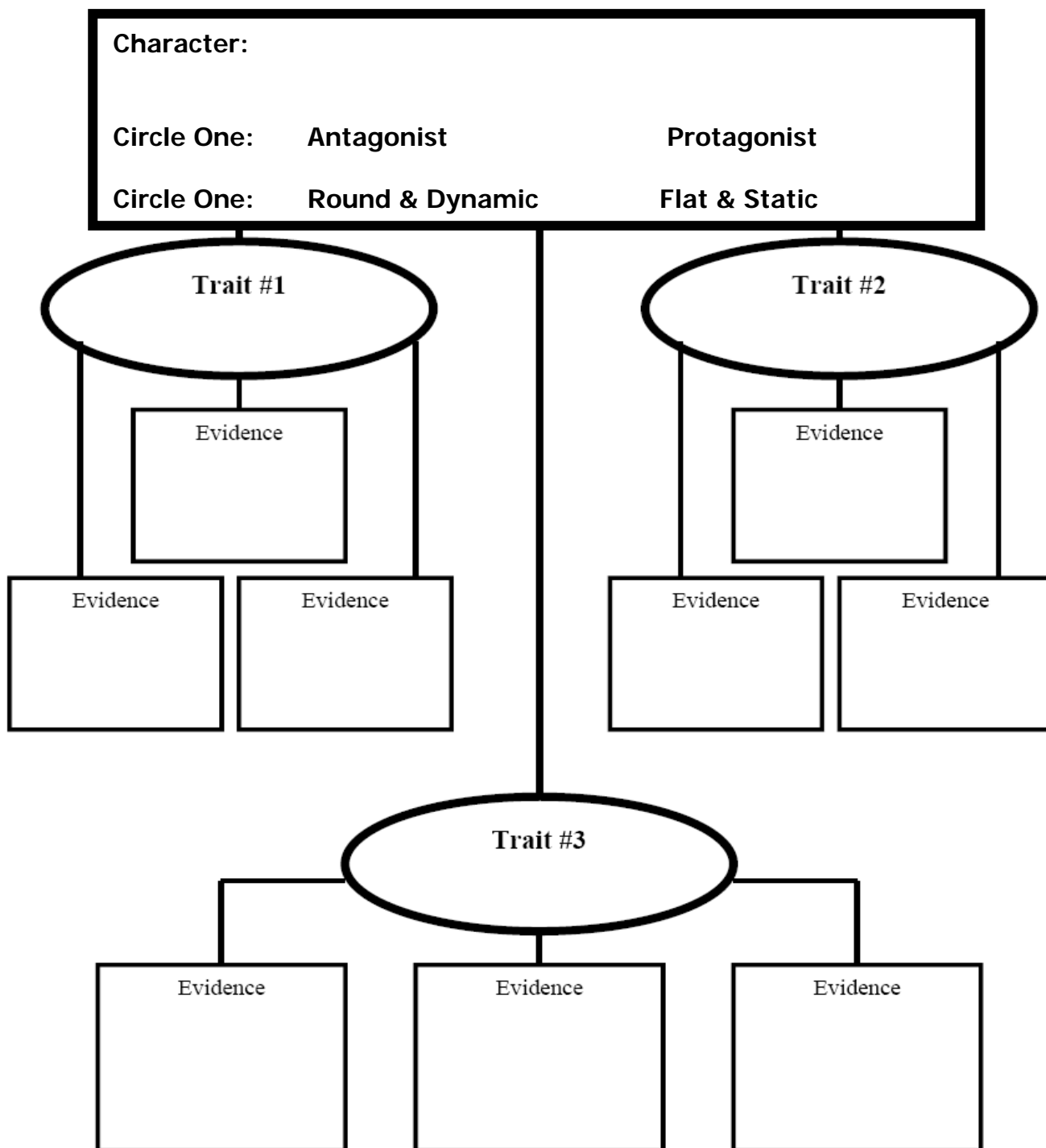
Project Type_____ Date _____

	4	3	2	1	Pts.
Content	Completely covers the scene with details and examples. Knowledge of the text is excellent.	Includes essential knowledge about the scene. Knowledge of the text is good.	Includes essential information about the topic but there are factual errors.	Content knowledge is minimal OR there are several factual errors.	
Technology	A variety of electronic sources and/or technology tools were used to create the project.	Several electronic sources and/or technology tools were used to create the project.	Some electronic sources and/or technology tools were used to create the project.	Few or no electronic sources and/or technology tools were used to create the project.	
Publishing Effort	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.	
Project Requirements (For instance, podcast should include an audio file, etc.)	Fully meets the requirements of the selected project.	Meets the requirements of the selected project.	Some aspects of the project description were not completed.	The project is only partially complete.	
Presentation	Well-rehearsed with smooth delivery and appropriate volume that holds audience attention.	Rehearsed with fairly smooth delivery and appropriate volume that holds audience attention most of the time.	Delivery not smooth, but good volume helped to maintain audience interest most of the time.	Delivery not smooth and difficult to hear, resulting in audience attention often lost.	
Group Participation	Took a lead role in project creation; contributed consistently.	Took an active role in project creation; contributed consistently.	Contributed to the project; participation was inconsistent.	Made little effort to contribute to the project; rarely participated.	
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.	
				TOTAL	

COMMENTS:

Character Map   Name _____

Character:

Circle One: **Antagonist**   **Protagonist**

Circle One: **Round & Dynamic**   **Flat & Static**

Trait #1

Evidence

Evidence   Evidence

Trait #2

Evidence

Evidence   Evidence

Trait #3

Evidence   Evidence   Evidence

Character Homepage Rubric   **Name** _____

	4	3	2	1	Pts. Earned
Layout / Design	The page includes more than 3 written items, 3 graphics, and 3 hyperlinks. The page is extremely well organized and attractive.	The page includes 3 written items, 3 graphics, and 3 hyperlinks. The page is organized and attractive.	The page includes fewer than 3 written items, 3 graphics, and 3 hyperlinks. The page appears busy or dull.	The page includes few of the required written, graphic, and hyperlink items. The page demonstrates little effort.	
Graphics	Photos, icons, or clip art are used creatively and are fitting for the character.	Photos, icons, or clip art are appropriate and provide insight into the character.	Some photos, icons, or clip art items do not seem to *fit* the character.	There are few, if any, photos, icons or clip art items used, or they are inappropriate.	
Written Component	Character well analyzed and text creatively written. All statements/opinions strongly supported by the actual text.	Character correctly analyzed, with clearly written text. All statements/opinions supported by the actual text.	Some unclear correlations between text and characterization. Some statements/opinions are not supported by the actual text.	Character is superficially analyzed. Statements/opinions are not supported by the actual text.	
Navigation / Links	Links are created with images and icons to enhance the text links. The links fit well with the character's traits.	The links fit the character's traits.	It is unclear how some links fit the character.	It is unclear how any of the links fit the character.	
Collaboration	Group members demonstrate respect for one another and work well together on all aspects of the project.	Group members get along well and share responsibility for the project equally.	Group members have trouble solving disagreements; responsibility for the project falls on one partner.	Group members disagree much of the time and do not share responsibilities.	
Group Effort	The group members are always on task, stay in their own group, and cause no disruptions.	The group members stay in their group, talk quietly to their group only, and cause minimum disruptions.	The group members are sometimes off task, occasionally leave group, and are louder than necessary.	The group members are often out of groups without permission and cause disruptions.	
TOTAL					24