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What's the Story? [9th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: What's the Story? (Summer Reading Unit)

Grade Level: 9th

Subject/Topic Area(s): English I Pre-AP

Designed By: Alice Rasmussen

Time Frame: 6 weeks

School District: North East ISD

School: Robert E. Lee High School

School Address and Phone: 1400 Jackson Keller, San Antonio, TX 78213

Brief Summary of Unit (Including curricular context and unit goals):

This is a 6 week unit over the books *The Secret Life of Bees* by Sue Monk Kidd and *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah. Students were to choose one of these books for their summer reading, and this unit asks students to re-read (or read for the first time) their book at a closer, deeper level. Students will be assigned to smaller reading/discussion groups for the unit. They will read together and at home, complete close reading assignments in class, ask thought-provoking discussion questions, and record their thoughts and reflections in an online blog. At the end of the unit, students will publish their own story that they worked on throughout the unit using the steps of the writing process.

Even though students will only be reading one of the books, the themes and character struggles are linked in a way that will make managing class discussions about big ideas easy. Students will be able to talk about their ideas in a universal way.

Unit: What's the Story? (Summer Reading Unit)

Grade: English I Pre-AP (9th grade)

Stage 1: Desired Results

Established Goals (Standards)

TEKS: (Texas Essential Knowledge and Skills)

(1) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to:

(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;

(C) produce analogies that describe a function of an object or its description;

(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.

(2) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(C) relate the figurative language of a literary work to its historical and cultural setting.

(6) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.

(5) **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;

(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and

(13) **Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;

(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(14) **Writing/Literary Texts.** Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;

ELPS: (English Language Proficiency Standards)

Learning Strategies: The student is expected to:

(A) use prior knowledge and experiences to understand meanings in English;

(B) monitor oral and written language production and employ self-corrective techniques or other resources.

Listening: The student is expected to:

(A) distinguish sounds and intonation patterns of English with increasing ease;

(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters;

(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions.

Speaking: The student is expected to:

(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;

(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.

Reading: The student is expected to:

(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words;

(B) recognize directionality of English reading such as left to right and top to bottom;

(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials.

Writing: The student is expected to:

- (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;
- (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary.

CCRS: (College & Career Readiness Standards)

I. Writing

A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose.

- 4. Recognize the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author's purpose.
- 5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.

II. Reading

A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.

- 1. Use effective reading strategies to determine a written work's purpose and intended audience.
- 2. Use text features and graphics to form an overview of informational texts and to determine where to locate information.
- 3. Identify explicit and implicit textual information including main ideas and author's purpose.
- 4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.
- 6. Analyze imagery in literary texts.
- 7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.
- 10. Identify and analyze how an author's use of language appeals to the senses, creates imagery, and suggests mood.

B. Understand new vocabulary and concepts and use them accurately in reading, speaking, and writing.

- 1. Identify new words and concepts acquired through study of their relationships to other words and concepts.
- 3. Use reference guides to confirm the meanings of new words or concepts.

C. Describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.

- 1. Read a wide variety of texts from American, European, and world literatures.
- 2. Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.
- 3. Analyze works of literature for what they suggest about the historical period and cultural contexts in which they were written.

D. Explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.

- 1. Describe insights gained about oneself, others, or the world from reading specific texts.

III. Speaking

B. Develop effective speaking styles for both group and one-on-one situations.

- 1. Participate actively and effectively in one-on-one oral communication situations.
- 2. Participate actively and effectively in group discussions.

IV. Listening

B. Listen effectively in informal and formal situations.

- 2. Listen actively and effectively in one-on-one communication situations.
- 3. Listen actively and effectively in group discussions.

Understandings

Students will understand that...

- Geographical, historical, and cultural circumstances affect people's actions, reasoning, and dialect/diction.
- People with similar aspirations come together, and communities have power to support individuals.
- People are shaped and changed by their life experiences.
- Freedom is the absence of interference and the realization of self-determination.
- Writing is a process.

Essential Questions

- What is social justice?
- What does it take for a person to stand up with conviction against brutalizing injustice?
- What causes or forces change in people? What makes it hard for people to change?
- Who or what is the antagonist in the novel?
- What does it mean to be free?
- How can I improve my writing?

Knowledge

Students will know...

- New vocabulary and literary terms.
- The theme of the novel.
- The linear and non-linear elements of plot development in the novel.
- How the main character changes and develops throughout the novel.
- The connection between the title and the novel.
- The different parts of the writing process.

Skills

Students will be able to...

- Participate in group discussions about the novel.
- Read silently and out loud, pronouncing words correctly and researching new vocabulary using a dictionary.
- Use technology in order to research historical, geographical, and/or cultural circumstances related to the novel.
- Apply knowledge of literary texts to write their own story using the writing process.

Stage 2: Assessment Evidence

Performance Task:

For your 9 weeks written assessment, you will be writing an engaging story – either real or imagined. This is a very open-ended assignment, but we will be using the writing process to craft your ideas and revise your story to make it your best work possible.

Your story must include:

- A well developed conflict which gets resolved.
- Interesting and believable characters.
- A theme
- Suspense
- Dialogue
- A meaningful title

- A purposeful and consistent point of view – either first person or third person

The Writing Process - You will receive a minor grade for each of the following steps:

1. Planning – Decide on genre, purpose, audience, theme. Use outlines, note taking, graphic organizers, and/or lists to brainstorm ideas about setting, plot, characters, conflict, resolution, dialogue, mood, shifts, title, etc.
2. Drafting – Construct a first draft. Put your ideas into narrative form. Do your best work, but it will be revised.
3. Revising – Use peer and individual activities to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
4. Editing – Work to resolve issues with grammar, mechanics, and spelling.
5. Publishing – Revise final draft in response to feedback from peers and teacher and publish written work.

YOU WILL RECEIVE A MAJOR GRADE FOR THIS STEP.

Extra Credit Option – Design a book jacket OR a video-taped commercial for your story.

Include the following:

- Illustrations/Visuals IN COLOR (credit all borrowed sources in MLA format!)
- Your title
- Your name (author)
- A short summary of your story that makes your audience want to read it
- An “About the Author” (short autobiography)

Other evidence:

Novel and Literary Terms Pre-Assessment

Reading/Discussion Group Activities:

- Discussion Questions
- Progress Reports
- Vocabulary
- Blogging
- Character Chart

Participation in lessons for close reading

- Good Questions/Bad Questions
- Take it Back to the Book
- Cuckoo for Characterization
- Verb Weightlifting
- Savoring Powerful Language
- Tone and Diction

Writing Process steps leading to the performance assessment

- Planning activities
- Drafting activities
- Revising activities
- Editing activities

9 Weeks Test over the novel (multiple choice and short answer)

Stage 3: Learning Activities

This is a 6 week unit for a 50 minute per day class period. Items in **bold indicate that there is a separate handout.

In the weeks/days leading up to the unit:

Lexile Testing

Novel and Literary Terms Pre-Assessment

Students select which book they want to read and begin reading on their own.

A Long Way Gone – 15 pages due every other day

The Secret Life of Bees – 1 chapter due every other day

Week One: What is social justice?

- Essential Question Chalktalk – the week’s essential question will be written on the board. Students will be provided with post-its to write responses, questions, etc. in response to the question and in response to each other.
- Form Reading Groups – **Membership Grid** (an icebreaker activity)
- **Background Info/Technology Activities** (Students will use the internet to research background information for their novel. To close, they will write in their blog about what they learned and their reactions to the information.)
Ismael Beah research activities (<http://fdc.webster.edu/beah/>)
Racism and Bee research activities (<http://www.pbs.org/wnet/jimcrow/>,
<http://www.jimcrowhistory.org/>,
<http://americanradioworks.publicradio.org/features/remembering/index.html>,
<http://www.pbs.org/wgbh/nova/bees/>,
A virtual beehive:
<http://www.pbs.org/wnet/nature/alienempire/multimedia/hive.html>
Anatomy of the honeybee:
<http://www.insecta-inspecta.com/bees/honey/index.html>
An online video about bees:
http://events.exploratorium.edu/ramgen/misc/buzz_on_bees-070629.rm
http://events.exploratorium.edu/asxgen/misc/buzz_on_bees-070629.wmv.asx
Bee research:
<http://www.ars.usda.gov/Main/docs.htm?docid=12371>
Northern Colorado Beekeepers Association:
<http://www.fortnet.org/NCBA/>
- **Good Questions/Bad Questions** (An activity to encourage students to question at a deeper level)
- **DQs (Discussion Questions)** (The format for how students will keep track of their discussion questions during group time.)
- **Vocabulary Assignment** (The format for how students will keep track of vocabulary as they read.)
- **Progress Report** (The format for how students will reflect on their group time and share with the teacher what was accomplished that day. These will be used after each meeting.)
- Reading/Discussion Groups, blogs (Time provided in class for students to discuss the novel using their discussion questions. Text-Based Protocols will be used such as Save the Last Word for Me, The Final Word, The Text-Rendering Experiences, and more. These can be found at http://www.nsrffharmony.org/protocol/learning_texts.html. At the first gathering of the group, **Group Expectations and Instructions** will be introduced. Blogs will sometimes be in response to the essential question we are focusing on, another journal prompt, or students will be free to share their own thoughts and reflections.)

- **Blogging Contract and Info** (Guidelines for creating a blog.)

Week Two: *What does it take for a person to stand up with conviction against brutalizing injustice?*

- Warm-up: Dialogue vs. Quotations (Have students open their novel and point to some dialogue. Have some volunteers read some examples out loud. Point out that dialogue is easily identifiable by quotation marks. Explain that quotation marks are also used for quotations – when write words that are not our own. Transition into the next activity, which is a lesson in using quotations to support ideas.)
- Essential Question Chalktalk – the week’s essential question will be written on the board. Students will be provided with post-its to write responses, questions, etc. in response to the question and in response to each other.
- **Take it Back to the Book** (A lesson in providing textual evidence to support ideas.)
- Reading/Discussion Groups, blogs (DQs, vocabulary, progress reports, text-based protocols)
- Planning lesson & activities (Beginning the writing process for students’ performance assessment. Introduce Performance Assessment to students. Explain the writing process. Give students the **Planning Worksheet** to fill out with their ideas.)

Week Three: *What causes or forces change in people? What makes it hard for people to change?*

- Warm-up: Foreshadowing, Flashback, Conflict, Resolution, Plot (Write these words on the board. Have students work together to think of examples from movies of each term. Clarify any terms that students have questions about.)
- Essential Question Chalktalk – the week’s essential question will be written on the board. Students will be provided with post-its to write responses, questions, etc. in response to the question and in response to each other.
- **Cuckoo for Characters** (A lesson in characterization.)
- **Character Chart** (Students will evaluate a character.)
- Reading/Discussion Groups, blogs (DQs, vocabulary, progress reports, text-based protocols)
- Drafting lesson & activities (Continuing the writing process. Instruct students to turn their planning into a first draft of their story. Give students the **Drafting Handout** to use as they write.)

Week Four: *Who or what is the antagonist in the novel?*

- Warm-up: Theme (Use a children’s book (or several, if time) to explore theme. After reading the story, present students with a list of themes from the book. Also give some non-examples of theme (like plot summary or something too simplistic.))
- Essential Question Chalktalk – the week’s essential question will be written on the board. Students will be provided with post-its to write responses, questions, etc. in response to the question and in response to each other.
- **Verb Weightlifting** (A lesson in identifying strong verbs and using them in writing.)
- **Tone and Diction** (A lesson in examining how an author’s diction affects tone.)
- Reading/Discussion Groups, blogs (DQs, vocabulary, progress reports, text-based protocols)
- Revising lesson & activities (Continuing the writing process. Give students the **Revising Handout**. Students will peer edit their stories and give feedback by using color-coded dot stickers. Students will re-write their stories to include their revisions.)

Week Five: *What does it mean to be free?*

- Warm-up: Similes, Metaphors, and Personification (Write an example of a simile, a metaphor, and personification on the board. Have students identify which sentence is an example of which kind of figurative language. Have students write their own examples.)

- Essential Question Chalktalk – the week’s essential question will be written on the board. Students will be provided with post-its to write responses, questions, etc. in response to the question and in response to each other.
- **Savoring Powerful Language** (A lesson in appreciating the author’s craft.)
- Reading/Discussion Groups, blogs (DQs, vocabulary, progress reports, text-based protocols)
- Editing lesson & activities (Continuing the writing process. Give students the **Editing Handout**. Students will peer edit their stories and give feedback. The teacher will also read this draft and provide any feedback before the final-draft writing commences.)

Week Six: *How can I improve my writing?*

- Publish story (Finishing the writing process. Students should type their final drafts.)
- Review
- 9 weeks test – multiple choice and short answer



1st 9 Weeks Assessment – Narrative Writing

TEKS: (14) Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot.

(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;

(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;

(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

For your 9 weeks written assessment, you will be writing an engaging story – either real or imagined. This is a very open-ended assignment, but we will be using the writing process to craft your ideas and revise your story to make it your best work possible.

Your story must include:

- A well developed conflict which gets resolved.
- Interesting and believable characters.
- A theme
- Suspense
- Dialogue
- A meaningful title
- A purposeful and consistent point of view – either first person or third person.

The Writing Process - You will receive a minor grade for each of the following steps:

1. Planning – Decide on genre, purpose, audience, theme. Use outlines, note taking, graphic organizers, and/or lists to brainstorm ideas about setting, plot, characters, conflict, resolution, dialogue, mood, shifts, title, etc.
2. Drafting – Construct a first draft. Put your ideas into narrative form. Do your best work, but it will be revised.
3. Revising – Use peer and individual activities to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.
4. Editing – Work to resolve issues with grammar, mechanics, and spelling.
5. Publishing – Revise final draft in response to feedback from peers, teacher, and yourself, and publish written work.

YOU WILL RECEIVE A MAJOR GRADE FOR THIS STEP.

Extra Credit Option – Design a book jacket OR a video-taped commercial for your story. Include the following:

- Illustrations/Visuals IN COLOR (credit all borrowed sources in MLA format!)
- Your title
- Your name (author)
- A short summary of your story that makes your audience want to read it
- An “About the Author” (short autobiography)

RUBRICS →

Name: _____

Period: _____

Membership Grid

Directions: Use this grid to find out more information about your group members!

Question	Name: _____	Name: _____	Name: _____	Name: _____	Name: _____
Place's you've traveled.					
Plans after high school					
Worst/favorite school subject					
What type of music do you listen to?					
Things you do on the weekend					
Favorite amusement park rides					
Favorite restaurant					
Favorite fast food					
Favorite car					
Favorite cookies					
Favorite movie					
Favorite store at the mall					
Favorite TV show					
What did you do yesterday?					

Most embarrassing moment					
Plans for spring break					
Preference: carpet vs. wood					
Preference: Coke vs. Pepsi					
Favorite pizza					
What sports do you play?					
What sports do you watch?					
Hobbies					
If you were stuck on a deserted island, what would you bring?					
Favorite action hero					
Best presents you've received/given					
Celebrity you'd like to date					
Part-time jobs					
Favorite book					
Favorite place to get ice cream					

Good Questions vs. Bad Questions

Good Questions

Are not easily answered
Have more than one possible answer
Lead to different opinions/viewpoints
Make people interpret why something happens or a character does something
Make you predict the ending or future problems
Pose comparisons
Get you emotionally involved
Make you fill in details from your imagination
Bring up controversial ideas
Make you notice something you didn't before
Make you see something in a different way
Help you understand the book better
Pull different parts of the book together
Make you put yourself in the character's shoes
Lead to more follow-up questions
Connect the book with personal experiences
Focus on important parts of the story
Are interesting and get attention

Bad Questions

Have a yes or no answer
You can easily find the answer
Ask for one specific detail – not much to talk about
Nothing to disagree or argue about
Only one opinion is possible
Ask about something that isn't important to the story
Don't help people understand the book better
Make it hard to think of follow-up questions
Don't make you go back to the book
Have obvious answers; don't take much thinking
Don't connect with other parts of the story
Don't make members solve a problem or use imagination
Have nothing to do with the book
Are too vague, too general

1. Read the first few pages of *The Giver* by Lois Lawry. (Can be found at www.bn.com)
2. Students write examples of good and bad questions for it – share and revise.

Daniels, Harvey, and Nancy Steineke. *Mini-lessons for Literature Circles*. Portsmouth, NH: Heinemann, 2004.

Name: _____

Date: _____

Expectations for Lit Circles Unit:

- You will bring your book every day.
- You will read for the entire assigned reading time. Points will be deducted from your reading grade if you are not participating. After one warning, disciplinary action will be taken.
- You will participate in all group activities. Your group depends on you to help complete the assignments each day.
- You will stick to the assigned reading schedule.

Grades:

You will receive many daily grades on assignments throughout the reading process, including:

Vocab words

Discussion questions

Assignments on literary terms

You will receive TWO daily grades on participation: one for bringing your book each day and one for reading at the assigned times. These grades will start at 100. Each time you are warned for not bringing your book or for not reading when assigned, you will lose 10 points off of this grade.

Student Signature: _____ Date: _____

Editing

From http://wadsworth.com/english_d/templates/student_resources/1413001890_burnett/UsageHandbook/edit_marks.htm

On this website, there are links to more specific information about some of the meanings. Feel free to use this resource!

Use these symbols to proofread your papers, your peers' papers, and understand teacher notes on your paper.

SYMBOL	MEANING	EXAMPLES	SYMBOL	MEANING	EXAMPLES
3 or 8 or 9	delete	take it out	lc	set in lowercase	set S outh as south
c	close up	print as <u>one</u> word	ital	set in <i>italics</i>	set <u>oeuver</u> as <i>oeuver</i>
3	delete and close up	close <u>up</u>	rom	set in roman (not italics)	set <u>mensch</u> as mensch
^ or > or h	caret	insert here <u>(something)</u>	bf	set in boldface	set <u>important</u> as important
#	insert a space	put one <u>here</u>	= or - or ~ or / ^m	hyphen	multi-colored
eg #	space evenly	space evenly <u>where</u> indicated	1/N or en or / ^m	en dash	1965 – 1972
stat	let stand (the original is correct)	let marked text stand as set	1/m or em or / ^m	em (or long) dash	Now—at last!—we know.
tr	Transpose	change <u>order</u> the	✓	superscript	3 as in πr^2
[set farther to the left	<u>L</u> too far to the right	^	subscript	2 as in H ₂ O
]	set farther to the right	too <u>far</u> to the left	∧ or ∨	centered	◊ for a centered dot in $p \cdot q$
=	align horizontally	align <u>ment</u>	↕	comma	
	align vertically	align with surrounding text	↕	apostrophe	

X	broken character	imperf <u>ct</u>	⊙	period	
□	indent or insert em quad space		; or ;/	semi-colon	
¶	begin a new paragraph here		: or Ⓢ	colon	
no ¶	don't begin a new paragraph here		“ ” or ‹ ›	quotation marks	
Ⓢ	spell out	set <u>5 lbs.</u> as five pounds	(/)	parentheses	
cap	set in CAPITALS	set <u>nato</u> as NATO	[/]	brackets	
Smcap or s.c	set in SMALL CAPITALS	set <u>signal</u> as SIGNAL	OK/?	query to author: has this been set as intended?	
inteligent	spelling error		WF	wrong font	wrong <u>si</u> ze or <u>st</u> yle
awk	awkward phrasing		Ⓢ	meaning or intent unclear	
dangl. mod.	dangling modifier		mis. mod.	misplaced modifier	
frag.	sentence fragment		R-O	run-on sentence	
W	(or WC) questionable word choice		CS	comma splice	
ref.	faulty, unclear, or ambiguous reference		S-V agr	subject-verb agreement	

Name: _____

Date _____

Instructions for Discussion Questions (DQs)

Good readers reflect on their reading *while* they are reading. Discussion questions put your thoughts about what you are reading on paper. They also give you an intelligent way to talk about what you are reading with others

Divide your page in half. Label one side “text” and one side “question”:

Text	Response
<p>On this side, put a quote from what you are reading, along with the page number in parenthesis:</p> <p>Example: From Malcolm X’s “Necessary to Protect Ourselves”: “My belief in brother hood would never restrain me in any way from protecting myself...” (306)</p>	<p>On this side you will put your question about what you read.</p> <p>Malcolm X is sometimes criticized for his beliefs that violence is sometimes a necessary evil in the struggle for equality. Do you feel he is advocating violence in this interview?</p>

The number of discussion questions you will write will vary according to your assignment.

Created by Sarah Berce, Northside ISD

Cuckoo for Characters!

1. Journal Prompt - how do authors create characters?
2. Characterization is revealed in three basic ways:
 - a. Through the author's narration
 - b. Through the comments and thoughts of other characters
 - c. Through what the character says and does
3. Third-person narration: *The Silver Kiss* by Annette Curtis Klause. Simon – a main character and a vampire:

Simon wiped the rat's blood from around his mouth. It was not as satisfying as human blood, but it would do. There had been no food in the park, except the girl, of course. She had surprised him. He didn't like surprises. But now he remembered the way she had held him with her eyes, and the slight taste of fear in the night air. He regretted having left so fast.

4. What characters say about each other: *Martyn Pig* by Kevin Brooks

Think of the worst person you know, then double it, and you'll be halfway to Auntie Jean. I can hardly bear to describe her, to tell you the truth. Furious is the first word that comes to mind. Mad, ugly, and furious. An angular woman, cold and hard. With wiry blue hair and a face that makes you shudder. I don't know what color her eyes are, but they look as if they never close. They have about as much warmth as two depthless pools. Her mouth is thin and fire engine red, like something drawn by a disturbed child. And she walks faster than most people run. She moves like a huntress, quick and quiet, honing in on her prey. When I was younger I had nightmares about her. I still do.

5. A character's own statements and actions: *Rocket Boys* by Homer H. Hickman, Jr.

Our last fight...began when Jim found my bike lying on top of his in the back yard. My bike's kickstand had collapsed (probably hadn't levered it all the way down) and my bike had fallen on top of his, taking them both down. Furious, he carried my bike to the creek and threw it in...Jim stomped up to my room, where I was reading a book, slammed open the door, and told me what he had done and why. "If anything of yours ever touches anything of mine again," he bellowed, "I'll beat the ever-loving hell out of you!"

"How about right now, fat boy?" I cried, launching myself at him. We fell into the hall, me on the inside punching him in the stomach and him yowling and swinging at the air until we rolled down the stairs and crashed into the foyer, where I managed a lucky hit to his ear with my elbow. Howling, he picked me up and hurled me into the dining room, but I got right up and hit him with one of Mom's prized cherry-wood chairs, breaking off one of its legs. He chased me into the kitchen, whereupon I picked up a metal pot off the stove and bounced it off his noggin. Then I made for the back porch, but he tackled me and we fell through the screen door, ripping it off its hinges. We wrestled in the grass until he got up and then leapt back on top of me. That's when I felt my ribs crack. My ribs felt like they were caved in. Blood flowed from my nose. A knot on Jim's head was rising...We had managed some real damage to each other and knew we'd gone too far at last.

6. After each passage, ask students what has been revealed about the character and how that affects the readers' feelings. How reliable is the information?
7. Character Résumé (on the back of this page – sample responses are in italics.)
8. Character Profile (separate document – can be used for students to elaborate on the characters in their stories)

Name: _____ Period: _____ Date: _____

Character Résumé

1. Character Name (*Ashton Main*)
2. Book Title (*North and South*)
3. The person I most admire is (*Myself, I know how to get what I want*)
4. My favorite television program is (*"Sex and the City" because I like the way those girls deal with guys on their own terms.*)
5. One thing I do very well is (*Profit from other people's sorrows or failures*)
6. If I had \$100 (*I'd spend it on clothes that show off my great body.*)
7. My favorite subject in school was (*Business, because I have an eye for making a profit*)
8. Something I really want is (*A man who is good looking, wealthy, and powerful!*)
9. Sometimes I worry about (*Growing old and losing my good looks*)
10. An important goal for me is (*To get my own way 100% of the time*)

Your name: _____

CHARACTER PROFILE for _____

1. Character's name:
2. Character's nickname:
3. Gender:
4. Age:
5. Physical description:
6. Education:
7. Vocation/occupation:
8. Economic status:
9. Marital status:
10. Family members, Ethnicity:
11. Diction, accent:
12. Relationships:
13. Places (home, office, car, etc.):
14. Favorite possessions:
15. Recreations, hobbies:
16. Obsessions:

17. Beliefs/Convictions:

18. Politics:

19. Ambition:

20. Religion:

21. Superstitions:

22. Fears:

23. Attitudes:

24. Character flaws:

25. Character strengths:

26. Pets:

27. Favorite book, music, etc.:

28. Journal entries are about:

29. Correspondence:

30. Food preferences:

31. Handwriting sample:

32. Astrological sign:

33. Talents:

Name _____

Per ____ Date _____

Characterization Chart for Lit. Circles
Individual Assignment (daily grade) due: _____

As you know, there are many ways that an author can show you what kind of a person a character is. These are called “methods of characterization.” Remind yourself of the three methods of characterization on the spaces below:

1. _____
2. _____
3. _____

In your groups, you will decide who the most important characters are in your novel. Each group member should choose a DIFFERENT character to chart below. (In some novels, in which there are few important characters, more than one group member may have to be assigned to each character. On the chart below, trace the characterization of your character so far in the novel:

Character’s name: _____

Over here, write down quotes
(including page numbers)
that characterize your character.

Over here, write what each quote
tells us about your character

--	--

Blogger's Contract

Acknowledging that blogging is a legitimate and authentic form of journalistic publication, student and teacher bloggers must adhere to essential principles of ethics. The free exchange and publication of information can help people in important ways. At the same time information can also harm people either intentionally or unintentionally.

Being a responsible participant in **the great online conversation**, I pledge that I will use information to:

- Honestly and joyously express the truth, and that if challenged, I will be able to prove that what I write or say is true,
- Always treat all people with respect. I will never use information to cause harm or appear to cause harm to any person or group of people, and
- Respect and protect information tools and that I will neither do any harm to a computer system, network, software, or other person's information; nor will I allow others to do harm to a computer system, network, software, or other person's information.
- I will always be accountable for the information that I produce and publish, willing and able to defend my information or acknowledge when I have made a mistake and fix it.

Teacher _____

Date _____

Student _____

Date _____

Parent _____

Date _____

Blogging Norms

1. Read the post and other comments *carefully* before responding. If you disagree with a post or a comment, read it a second time to make sure you're not imagining things that aren't actually there, and to make sure you can respond clearly and thoughtfully.
2. Agree and disagree with ideas, not people. Don't attack, don't belittle, and don't mock. It's ok to disagree with someone else as long as you do it politely.
3. Provide evidence to back up your opinion.
4. No last names or addresses.
5. Do not link to your personal blog/journal from your school blog; you might reveal information on there that you don't want to reveal on your school blog.
6. Make sure that you are not going to be offensive to anyone with your post.
7. Always make sure you check over your post for spelling errors, grammar errors, and your use of words.
8. Never disrespect someone else in your blog, whether it's a person, an organization, or just a general idea.
9. Don't write about other people without permission.
10. Watch your language. No profanity or slang.
11. Stay on topic. That means that you probably shouldn't discuss your plans for the weekend.

Points for Writing a Blog

Make your opinion known

People like blogs. People want to know what people think and they want to know what you think.

Write Less

Give the maximum amount of information with the least amount of words. Time is finite and people are infinitely busy. Blast your knowledge into the reader at the speed of sound.

Clarity and simplicity

Keep your posts and blog entries clear and easy to understand. Discuss, don't lecture.

250 is enough

A long post is easier to forget and harder to get into. A short post is the opposite. Keep it short and sweet. Blog writing is different from article writing in that with a blog you are stimulating discussion among your community. Bloggers aren't writing articles as much as they're providing useful information, and hoping their readers will add insight, expand upon, discuss or even argue the contents of the post.

Make Headlines snappy

Contain your whole argument in your headline. Check out National newspapers to see how they do it.

Include bullet point lists

We all love lists, it structures the info in an easily digestible format.

Make your posts easy to scan

Every few paragraphs insert a sub heading. Make sentences and headlines short and to the point. Make it easy to read. Abbreviations and funny spellings hurt the eye and break up the flow of a paragraph. Typing in all caps hurts the eyes. Do yourself and your readers a favor and make sure your posts are easy to read.

Edit your post

Good writing is in the editing. Before you hit the submit button, re-read your post and cut out the stuff that you don't need.

Stay on topic

Community

Blogging is all about building and fostering community. Post with your visitors in mind.

Sample Blogs based on *The Adventures of Huckleberry Finn*

1) Huck seems to trick Jim a lot. There could be two reasons for this: First, that Huck is just a mischievous boy; and Second, Huck seems to have a few racist ideas. During the time period, racist ideas were taught and considered acceptable, but Huck should have fewer racist ideas considering that his accomplice is a black man. In chapter fourteen, Jim tells Huck that he is trash because Huck tried tricking him. After that, Huck seems to begin to understand that Jim is just a man, like any other man. Huck starts to question what he was taught as a child.

That makes me start to think if there was anything I was taught in which I should be questioning, perhaps some religious ideas, for example. Many children are taught things that may be either factually or morally incorrect.

As we read on in chapter fifteen, Huck says, "Jim has a pretty wonderful level head, for a nigger." That makes me wonder if Huck is truly learning that his racist ideas are wrong. I guess I should give him time though; he does have twelve years of racism to relieve. Hopefully by the end of the book, Huck will treat Jim as a person instead of a black person.

2) In class yesterday we finished this *The Adventures of Huckleberry Finn*, the classic great American novel. I think the ending of the book was great; it really tied up some loose ends. We found out that Jim had been freed, because Miss Watson had said in her will that she wanted Jim to be free. This shows Tom to be more manipulative and heartless than we thought. The bullet in Tom's leg seems to be deserved when Tom reveals that he has known all along that Miss Watson was dead. Tom's confession reveals his cruelty, because he treats blacks only a little better than slaveholders. He used Jim to have a great "adventure." Tom shows little concern for the life. I was surprised that Huck did not punish Tom.

The end of the book reveals to us that Huck's real father is dead. Jim had found him in the cabin, but he did not want Huck to see him. Once again this shows in the eyes of Huck, that Jim is a "real person with real feelings" and is "White inside." Upon hearing this news Huck does not react, he even seem relieved. This book was fun and exciting to read. I thought that Mark Twain did a good job writing it. I liked most of the characters and how Mr. Twain portrayed them.

This book had good twist and turns, and was fun to read, especially as a class. I would definitely read this book again. Thanks for reading my post.

Story Writing Rubric

CATEGORY	A-B	B-C	C-D	D-F
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
Characters	The main characters are named and believable. Readers could describe the characters accurately.	The main characters are named and believable. Readers would have some idea of what the characters are like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Setting	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.
Problem/ Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Solution/ Resolution	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Dialogue	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking.	There is too much dialogue in this story, but it is always clear which character is speaking.	There is not quite enough dialogue in this story, but it is always clear which character is speaking.	It is not clear which character is speaking.
Action	Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting!	Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be.	A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way.	Little variety seen in the verbs that are used. The story seems a little boring.
Spelling and Punctuation	There are few to no grammar, spelling, or punctuation errors in the final draft.	There are several grammar, spelling, or punctuation errors in the final draft.	There are many grammar, spelling, and punctuation errors in the final draft.	The final draft is somewhat unreadable due to grammar, spelling, and punctuation errors.
Point of View	Either first or third person is used and is consistent throughout the story and is purposeful and effective in making the story engaging.	Either first or third person is used and is fairly consistent throughout the story.	Both first and third person are used.	The point of view is unclear.

Book Jacket/Commercial (extra credit)

CATEGORY	+10	+5	+2	+0
Graphics - Relevance	All graphics are related to the story and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the story and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the story. Most borrowed graphics have a source citation.	Graphics do not relate to the story OR several borrowed graphics do not have a source citation.
Required Elements	The project includes all required elements and possibly additional information.	Most required elements are included on the project.	Many of the required elements are missing on the project.	Most required elements were missing.
Attractiveness	The project is exceptionally attractive in terms of design, layout, and neatness.	The project is attractive in terms of design, layout and neatness.	The project is acceptably attractive though it may be a bit messy.	The project is distractingly messy or very poorly designed. It is not attractive.

Planning Your Story

Genre (mystery, adventure, horror, etc.): _____

Purpose (why are you writing this story? What do you want to get across. An answer of “My teacher is making me do this assignment” is unacceptable.):

Audience (if your book were to be on the shelves at Barnes & Noble, what kind of person would you expect to buy it? What is this person like? What are his/her interests? What about your story will the person like?) _____

Theme (What do you want your reader to get out of your book? What is the message? What are you trying to show?) _____

Setting (where and when)	Plot (things that happen)	Characters (who? What are they like?)	Conflict (the major problem or dilemma)	Resolution (how the major problem or dilemma is solved)
Dialogue (what is said – key phrases. Also dialect)	Mood (the atmosphere. Yes, it can change throughout the story.)	Shifts (foreshadowing, flashback, changes)	Title	Other ideas

Your First Draft

Things to remember:

1. When you begin a new paragraph, indent!
2. Yes, you will have many, many paragraphs.
3. Each time the speaker changes (dialogue) you must start a new paragraph. It looks like this:

"I'll get it!" she cried, jumping up.

"Sit down," he said.

When he came back, she noticed that the new drink was dark amber with the quantity of whiskey in it.

"Darling, shall I get your slippers?"

"No."

"Darling," she said. "Would you like me to get you some cheese? I haven't made any supper because it's Thursday."

"No," he said.

"If you're too tired to eat out," she went on, "it's still not too late. There's plenty of meat and stuff in the freezer, and you can have it right here and not even move out of the chair."

Her eyes waited on him for an answer, a smile, a little nod, but he made no sign.

"Anyway," she went on, "I'll get you some cheese and crackers first."

"I don't want it," he said.

She moved uneasily in her chair, the large eyes still watching his face. "But you must eat! I'll fix it anyway, and then you can have it or not, as you like."

She stood up and placed her sewing on the table by the lamp.

"Sit down," he said. "Just for a minute, sit down."

It wasn't till then that she began to get frightened.

"Go on," he said. "Sit down."

"Listen," he said. "I've got something to tell you."

From "Lamb to the Slaughter" by Roald Dahl

4. If typing, use either Times New Roman or Arial font, 12 pt. in size. Single-space your work. (You will normally be asked to double-space in high school and college classes, but I like to save paper.)
5. This will take time. Plan on it.
6. This is also the toughest part. Plan on that, too.
7. Pay attention to things like spelling and grammar. Also try to do your very best writing. We will be revising and editing, and this step will go easier for you if you've taking the drafting step seriously.
8. Even though you will be doing your best work, do not think that your draft is even close to what your final publication will look like. It will change after being reviewed by you, me, and your classmates.
9. Yes, you will be sharing your work with your classmates. Become comfortable with that idea. It's not so we can judge each other; rather it is so we can all help each other improve our writing. We are a team!
10. Have fun! This is your story. Put yourself into it. Use your imagination. Think of the books we are reading and other books you have read for inspiration. You can do this and I will be very proud of you. But most importantly, you will be proud of yourself.

Happy Writing! ☺

Instructions for vocab assignment:

Choose a word from text. Write the word in large letters onto a blank piece of paper.

Also on this page:

Copy the sentence the in which the word appears. Include the page number, cited correctly.

Define word using dictionary. Choose the correct definition based on context.

Write down any context clues that tell you which definition was correct.

Illustrate the word.

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Illustrate the word.

Verb Weightlifting

1. The teacher reads the passage aloud.
2. Pass out copies to students – Directions: read the passage again silently and circle verbs that vividly show movement and create a strong mental picture of the action.
3. There will be time for volunteers to share a word they circled and why.
4. Students move into their small groups to act out words they circled.
5. Create class thesaurus for students to use as they write. Explain “one dollar words” vs. “million dollar words.”

From *The Chocolate War* by Robert Cormier

On the third play, he was hit simultaneously by three of them: one, his knees; another, his stomach; a third, his head - the helmet no protection at all. His body seemed to telescope into itself but all the parts didn't fit, and he was stunned by the knowledge that pain isn't just one thing - it is cunning and various, sharp here and sickening there, burning here and clawing there. He clutched himself as he hit the ground. The ball squirted away. His breath went away, like the ball - a terrible stillness pervaded him - and then, at the onset of panic, his breath came back again. His lips sprayed wetness and he was grateful for the sweet cool air that filled his lungs. But when he tried to get up, his body mutinied against movement. He decided the hell with it. He'd go to sleep right here, right out on the fifty yard line, the hell with trying out for the team, screw everything, he was going to sleep, he didn't care anymore--

"Renault!"

The coach's voice scraped like sandpaper against his ears. He opened his eyes flutteringly. "I'm all right," he said to nobody in particular, or to his father maybe. Or the coach. He was unwilling to abandon this lovely lassitude but he had to, of course. He was sorry to leave the earth, and he was vaguely curious about how he was going to get up, with both legs smashed and his skull battered in. He was astonished to find himself on his feet, intact, bobbing like one of those toy novelties dangling from car windows, but erect.

Daniels, Harvey, and Nancy Steineke. *Mini-lessons for Literature Circles*. Portsmouth, NH: Heinemann, 2004.

Tone and Diction Assignment:

As a group, choose a passage (about 4-7 sentences) from the part of your novel that you have read so far that clearly illustrates the narrator's TONE.

1. On a separate sheet of paper, copy the passage. It should be a passage of **NARRATION not DIALOGUE**.
2. After the passage, give me the context that I need to understand your passage. Tell me what is going on in the novel at the time of your excerpt.
3. Under the passage, write one to three words describing the speaker's TONE. Be as specific as possible. Do not use the word "sad" if "mournful" is a better description of how the speaker is feeling.
4. Highlight the DICTION in the passage that led you to this conclusion.
5. Turn in your assignment. It is due by the end of the period.

Created by Sarah Berce, Northside ISD

Take it Back to the Book

1. Read the story of *The Three Little Pigs*

There was an old sow with three little pigs, and as she had not enough to keep them, she sent them out to seek their fortune. The first that went off met a man with a bundle of straw, and said to him, "Please, man, give me that straw to build me a house." Which the man did, and the little pig built a house with it.

Presently came along a wolf, and knocked at the door, and said, "Little pig, little pig, let me come in."

To which the pig answered, "No, no, by the hair of my chiny chin chin."

The wolf then answered to that, "Then I'll huff, and I'll puff, and I'll blow your house in." So he huffed, and he puffed, and he blew his house in, and ate up the little pig.

The second little pig met a man with a bundle of furze [sticks], and said, "Please, man, give me that furze to build a house." Which the man did, and the pig built his house.

Then along came the wolf, and said, "Little pig, little pig, let me come in."

"No, no, by the hair of my chiny chin chin."

"Then I'll puff, and I'll huff, and I'll blow your house in." So he huffed, and he puffed, and he puffed, and he huffed, and at last he blew the house down, and he ate up the little pig.

The third little pig met a man with a load of bricks, and said, "Please, man, give me those bricks to build a house with." So the man gave him the bricks, and he built his house with them.

So the wolf came, as he did to the other little pigs, and said, "Little pig, little pig, let me come in."

"No, no, by the hair of my chiny chin chin."

"Then I'll huff, and I'll puff, and I'll blow your house in."

Well, he huffed, and he puffed, and he huffed and he puffed, and he puffed and huffed; but he could *not* get the house down. When he found that he could not, with all his huffing and puffing, blow the house down, he said, "Little pig, I know where there is a nice field of turnips."

"Where?" said the little pig.

"Oh, in Mr. Smith's home field, and if you will be ready tomorrow morning I will call for you, and we will go together and get some for dinner."

"Very well," said the little pig, "I will be ready. What time do you mean to go?"

"Oh, at six o'clock."

Well, the little pig got up at five, and got the turnips before the wolf came (which he did about six) and who said, "Little pig, are you ready?"

The little pig said, "Ready! I have been and come back again, and got a nice potful for dinner."

The wolf felt very angry at this, but thought that he would be up to the little pig somehow or other, so he said, "Little pig, I know where there is a nice apple tree."

"Where?" said the pig.

"Down at Merry Garden," replied the wolf, "and if you will not deceive me I will come for you, at five o'clock tomorrow and get some apples."

Well, the little pig bustled up the next morning at four o'clock, and went off for the apples, hoping to get back before the wolf came; but he had further to go, and had to climb the tree, so that just as he was coming down from it, he saw the wolf coming, which, as you may suppose, frightened him very much.

When the wolf came up he said, "Little pig, what! Are you here before me? Are they nice apples?"

"Yes, very," said the little pig. "I will throw you down one." And he threw it so far, that, while the wolf was gone to pick it up, the little pig jumped down and ran home.

The next day the wolf came again, and said to the little pig, "Little pig, there is a fair at Shanklin this afternoon. Will you go?"

"Oh yes," said the pig, "I will go. What time shall you be ready?"

"At three," said the wolf. So the little pig went off before the time as usual, and got to the fair, and bought a butter churn, which he was going home with, when he saw the wolf coming. Then he could not tell what to do. So he got into the churn to hide, and by so doing turned it around, and it rolled down the hill with the pig in it, which frightened the wolf so much, that he ran home without going to the fair. He went to the pig's house, and told him how frightened he had been by a great round thing which came down the hill past him.

Then the little pig said, "Ha, I frightened you, then. I had been to the fair and bought a butter churn, and when I saw you, I got into it, and rolled down the hill."

Then the wolf was very angry indeed, and declared he *would* eat up the little pig, and that he would get down the chimney after him. When the little pig saw what he was about, he hung on the pot full of water, and made up a blazing fire, and, just as the wolf was coming down, took off the cover, and in fell the wolf; so the little pig put on the cover again in an instant, boiled him up, and ate him for supper, and lived happily ever afterwards.

-
- Source: Joseph Jacobs, [*English Fairy Tales*](#) (London: David Nutt, 1890), [no. 14, pp. 68-72](#).
 - Jacobs' source: An earlier edition of James Orchard Halliwell, [*The Nursery Rhymes of England*](#) (London and New York: Frederick Warne and Company, 1886), [pp. 37-41](#). This author is also known by the name James Orchard Halliwell-Phillipps.
2. Students will answer the following questions aloud. However, they must prove what they think by using textual evidence. The teacher will use the phrase "Prove it!" to elicit this response.
 - a. What do you think the pigs' parents were like?
 - b. What kind of relationships do the brothers have?
 - c. Was the wolf evil?
 - d. Was the wolf more or less clever than the average wolf?
 - e. How could these three confrontations have been avoided?
 - f. Why don't the pigs know how to avoid wolves?
 - g. What's the moral of the story?
 3. Explain that with every opinion, students must give textual evidence to support it. An interpretation will not be accepted without proof! Students should use this in discussions from now on. Always "take it back to the book."

Savoring Powerful Language:

Start your meeting today by looking for some passages of great language in your book. Each member find one section and read it aloud to the group. Talk a little bit about each section. What makes this language special, beautiful, or powerful? When you're done, pick one passage to share with the whole class at debriefing time, and select someone to read it.

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Start your meeting today by looking for some passages of great language in your book. Each member find one section and read it aloud to the group. Talk a little bit about each section. What makes this language special, beautiful, or powerful? When you're done, pick one passage to share with the whole class at debriefing time, and select someone to read it.

Revising – it's good for you and your writing!

You have different colored dots at your table. As you are reading the paper in front of you, use the dots to give feedback. You may write on the paper; however, just using a dot is also okay. On the dot, write a check mark (✓) if you are dotting because you like what you're reading. If you have a question or concern about what you are reading, write a question mark (?) on the dot.

Red = Style – is the story exciting to read? Are there any parts where you get lost? Do things make sense?

Blue = Word Choice – does the author use good vocabulary and “million dollar words”? Are any parts too simplistic? Does the diction match the setting and the characters?

Green = Figurative Language – mark any similes, metaphors, or personification that you see with a check mark (✓) dot. If you are not seeing any or very few, use a question mark (?) dot to show where some figurative language could be used.

Yellow = Sentence Variety – are there sentences of different length, or do all of the sentences look the same? Are there any unintentional run-ons or fragments? Use a check mark (✓) dot to mark sentences that really stand out and are well-written. Use a question mark (?) dot to mark any sentences that need to be re-written.

Orange = Subtlety of Meaning – Does the writer make you use your imagination, or is everything made very obvious? A good piece of writing makes you think – does this story make you think? Use a check mark (✓) dot to mark spots where your brain is super-processing. Use a question mark (?) dot to mark spots where things are just too obvious and you are getting bored or your brain is falling asleep.

Progress Report for Group Discussions/Reading Time

Answer the following questions on you progress so far:

Name _____ Book _____ Date _____

Today, I was supposed to have read to page _____.

I am on page _____.

I have/ have not been reading at home. If not, explain why.

I am/ am not enjoying my book so far.

Explain:

I have/ have not completed three DQ entries for each reading day so far. If not, explain why.

Our next group discussion is on _____. I need to read to page _____ by then.

If you are behind schedule, please make plans to catch up by your next group meeting.

Progress Report for Group Discussions/Reading Time

Answer the following questions on you progress so far:

Name _____ Book _____ Date _____

Today, I was supposed to have read to page _____.

I am on page _____.

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Explain:

I have/ have not completed three DQ entries for each reading day so far. If not, explain why.

Our next group discussion is on _____. I need to read to page _____ by then.

If you are behind schedule, please make plans to catch up by your next group meeting.

Name: _____

Period: _____

Date: _____

NOVEL AND LITERARY TERMS PRE-TEST

Directions: Complete the following pre-test to the best of your ability. This is not for a grade; it is to help me to determine how and what to emphasize over the coming weeks. Try to answer each (*) question with any and all information you think you know about it, even if you aren't quite sure.

1. Your novel's title: _____

2. What is the title's significance to the novel? _____

3. Your novel's author: _____

4. A brief summary of your novel (in your own words): _____

5. The main character's name: _____

6. How does the main character change throughout the novel? _____

7. Define theme: _____

8. What is the theme of your novel? _____

9. Define simile. _____

10. Write a sentence using a simile: _____

11. Define metaphor. _____

12. Write a sentence using a metaphor: _____

13. Define personification. _____

14. Write a sentence using personification: _____

15. Define dialogue. _____

16. Write some dialogue (punctuated correctly): _____

17. Define foreshadowing. _____

18. Define flashback. _____

19. Define conflict. _____

20. Define resolution. _____

21. Define plot. _____

22. Your directions on an assignment tell you to “Decide on genre, purpose, audience, theme. Use outlines, note taking, graphic organizers, and/or lists to brainstorm ideas about setting, plot, characters, conflict, resolution, dialogue, mood, shifts, title, etc.” **What does this mean to you? Circle any of the above words that are unfamiliar to you.**

23. Your directions on an assignment tell you to “Construct a first draft. Put your ideas into narrative form. Do your best work, but it will be revised.” **What does this mean to you? Circle any of the above words that are unfamiliar to you.**

24. Your directions on an assignment tell you to “Use peer and individual activities to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.” **What does this mean to you? Circle any of the above words that are unfamiliar to you.**

25. Your directions on an assignment tell you to “Work to resolve issues with grammar, mechanics, and spelling.” **What does this mean to you? Circle any of the above words that are unfamiliar to you.**
