

ENGLISH STANDARDS OF LEARNING

ENHANCED SCOPE and SEQUENCE

for Grades 6–8



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

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Introduction

The *English Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the content found in *English Standards of Learning for Virginia Public Schools*, adopted by the Board of Education in November 2002. The Enhanced Scope and Sequence is organized by the strands established in the English Standards of Learning, and it includes the content of the Standards of Learning and the essential understandings, knowledge, and skills found in the 2003 *English Standards of Learning Curriculum Framework*. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans aligned with the standards and their related essential understandings, knowledge, and skills.

School divisions and teachers might use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of ways the understandings, knowledge, and skills might be presented to students in sample lessons that have been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate available instructional resources with the essential understandings, knowledge, and skills and determine an appropriate pacing of instruction. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a valuable instructional tool.

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ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

GRADE-LEVEL
INFORMATION



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Organizing Topic → Oral Communication

Grade 6: ORAL LANGUAGE Strand

Standard(s) of Learning

- 6.1 The student will analyze oral participation in small-group activities.
- a) Communicate as leader and contributor.
 - b) Evaluate own contributions to discussions.
 - c) Summarize and evaluate group activities.
 - d) Analyze the effectiveness of participant interactions.
- 6.2 The student will listen critically and express opinions in oral presentations.
- a) Distinguish between fact and opinion.
 - b) Compare and contrast viewpoints.
 - c) Present a convincing argument.
 - d) Paraphrase what is heard.
 - e) Summarize what is heard.
 - f) Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- ensure that all group members participate in the exchange of ideas
- use strategies that contribute to the discussion
- receive and understand feedback from the others
- respond to questions
- relate and retell information
- restate briefly and critically the main idea or theme(s) discussed within the group
- focus on what is said and what is implied
- summarize what is heard
- retain and rethink what is heard
- infer and assimilate new ideas
- use a checklist and/or rubric to evaluate participation of self and others
- take two-column notes when listening to record facts/opinions or two differing viewpoints
- organize convincing arguments to include facts, statistics, examples, expert authority, and logical reasoning
- plan and deliver an oral presentation by
 - determining topic and purpose
 - identifying the intended audience
 - gathering information

- organizing the information with outlines, file cards, or graphic organizers
- creating visual aids
- choosing vocabulary appropriate to purpose and audience
- phrasing with grammatically correct language
- practicing delivery
- use rules for summarizing by
 - deleting trivia and redundancy
 - substituting a general term for a list
 - finding or creating a main idea statement.

Suggested activities for students

- Socratic Seminar
- Oral Presentations
- Book Talks

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lesson 13.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

Suggested classroom assessment methods

- Classroom observations
- Student demonstrations
- Student interviews
- Checklists
- Rubrics
- Videotapes or audiotapes

Organizing Topic → Word Analysis and Vocabulary Acquisition

Grade 6: READING Strand

Standard(s) of Learning

- 6.3 The student will read and learn the meanings of unfamiliar words and phrases.
- a) Identify word origins, derivations, and inflections.
 - b) Identify analogies and figurative language.
 - c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - d) Use word-reference materials.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- break apart and recombine known word parts to predict the meaning of unfamiliar words, such as *poly* from *polygon* and *phone* from *telephone*, to predict the meaning of *polyphony*

- notice relationships among inflected words such as *proceed* and *procession* or *internal* and *internalization*

- recognize relationships common to analogy construction, including
 - synonyms — *small: little* _____
 - antonyms — *up: down* _____
 - object/action — *ear: hear* _____
 - source/product — *tree: lumber* _____
 - part/whole — *paw: dog* _____
 - animal/habitat — *bee: hive* _____
- use context clues to determine meanings of unfamiliar words in text, such as
 - examples _____
 - restatements _____
 - contrast _____
- identify figurative language in text, including
 - simile — figures of speech that use the words *like* or *as* to make comparisons _____
 - hyperbole — intentionally exaggerated figures of speech _____
- use reference materials, such as a
 - dictionary _____
 - thesaurus _____
 - glossary _____
 - online source. _____

Suggested activities for teachers

- Magic Squares

- Mapping activities
- Vocabulary Self-Collection Strategy

Suggested activities for students

- Mapping activities
- Vocabulary Self-Collection Strategy
- Vocabulary Cards

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lesson 8.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Wordsalive*. http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html.

Suggested classroom assessment methods

- Classroom observations
- Writing samples
- Quizzes
- Tests
- Word maps

Organizing Topic → Comprehension of Narrative and Poetic Text

Grade 6: READING Strand

Standard(s) of Learning

- 6.4 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.
 - Describe the images created by language.
 - Describe how word choice and imagery contribute to the meaning of a text.
 - Describe cause-effect relationships and their impact on plot.
 - Use information stated explicitly in the text to draw conclusions and make inferences.
 - Explain how character and plot development are used in a selection to support a central conflict or story line.
 - Paraphrase and summarize the main points in the text.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- understand setting as time, place, and duration in a story
- understand plot as
 - development of the central conflict and resolution
 - sequence of events in the story
 - the writer’s map for what happens, how it happens, to whom it happens, and when it happens
- understand that character traits are revealed by
 - what a character says
 - what a character thinks
 - what a character does
 - how other characters respond to the character
- understand internal and external conflicts in stories, including
 - internal conflicts within characters
 - external conflicts between characters
 - changes in characters as a result of conflicts and resolutions in the plot
- notice author’s craft, including
 - language patterns
 - sentence variety
 - vocabulary
 - imagery
 - figurative language

- *Interactive Reading*. <http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html>.

Suggested classroom assessment methods

- Classroom observations
- Student demonstrations or performances
- Writing samples
- Projects
- Book Talks or reviews
- Interviews or consultations
- Informal Reading Inventories
- Quizzes
- Tests
- Word maps or story maps

Organizing Topic → Comprehension of Informational Text

Grade 6: READING Strand

Standard(s) of Learning

- 6.5 The student will read and demonstrate comprehension of a variety of informational selections.
- Identify questions to be answered.
 - Make, confirm, or revise predictions.
 - Use context to determine meanings of unfamiliar words and technical vocabulary.
 - Draw conclusions and make inferences based on explicit and implied information.
 - Organize the main idea and details to form a summary.
 - Compare and contrast information about one topic contained in different selections.
 - Select informational sources appropriate for a given purpose.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- activate prior knowledge before reading by use of
 - small-group or whole-class discussion
 - anticipation guides
 - preview of key vocabulary
- pose questions prior to and during the reading process, based on such features as
 - boldface or colored type
 - italics
 - vocabulary
 - graphics or photographs
 - headings and subheadings
- predict and then read to validate or revise prediction(s)
- identify clue words and phrases that help unlock meaning of unfamiliar and technical terms
- comprehend, record, and remember details and/or facts in order to arrive at a conclusion or generalization
- recognize common patterns of organizing text
 - chronological or sequential
 - comparison/contrast
 - cause-and-effect
 - problem-solution
 - generalization or principal
- use graphic organizers to show similarities and differences in the information found in several sources about the same topic
- use strategies and rules for summarizing, such as
 - deleting trivia and redundancy

- substituting a general term for a list
- finding or creating a main idea statement
- understand and use the references available in the classroom, school, and public libraries, including
 - general and specialized dictionaries
 - thesauruses
 - atlases and globes
 - general and specialized encyclopedias, electronic directories, general and specialized databases, and Web sites appropriate for school use.

Suggested activities for teachers

- Teacher Read-Alouds and Think-Alouds

Suggested activities for students

- Using graphic organizers
- Research projects
- Reading newspapers
- Reading on the Web
- Reading weekly news magazines
- Summarizing

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lessons 4 and 5.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Interactive Reading*. <http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html>
- *Newspapers in Education*. <http://nieonline.com/>.

Suggested classroom assessment methods

- Classroom observations
- Student demonstrations or presentations
- Writing samples
- Projects
- Interviews or consultations
- Informal Reading Inventories
- Quizzes
- Tests
- Graphic organizers

Organizing Topic → Composing and Revising

Grade 6: WRITING Strand

Standard(s) of Learning

- 6.6 The student will write narratives, descriptions, and explanations.
- Use a variety of planning strategies to generate and organize ideas.
 - Establish central idea, organization, elaboration, and unity.
 - Select vocabulary and information to enhance the central idea, tone, and voice.
 - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - Revise writing for clarity.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- use selected prewriting techniques, such as
 - brainstorming
 - webbing
 - mapping
 - clustering
 - listing
 - organizing graphically
 - questioning
 - outlining
- compose with attention to
 - central idea
 - unity
 - elaboration
 - organization
- elaborate to
 - give detail
 - add depth
 - continue the flow of an idea
- incorporate variety into sentences, using appropriate
 - coordination — joining words, phrases, clauses, or conjunctions
 - subordination — the relationship between an independent and a dependent clause indicated by the use of a subordinate conjunction
- understand that revising to improve a draft includes
 - rereading
 - reflecting
 - rethinking
 - rewriting.

Suggested activities for students

- Brainstorming
- Mapping
- Drafting narratives
- Drafting descriptions
- Revising with partners
- Revising independently
- Writing responses to what has been read
- Writing for publication

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lessons 6 and 7.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

Suggested classroom assessment methods

- Writing samples
- Drafts
- Response to reading
- Response to prompts
- Consultation
- Rubric scoring

Organizing Topic → Usage and Mechanics

Grade 6: WRITING Strand

Standard(s) of Learning

- 6.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use subject-verb agreement with intervening phrases and clauses.
 - c) Use pronoun-antecedent agreement to include indefinite pronouns.
 - d) Maintain consistent tense inflections across paragraphs.
 - e) Choose adverbs to describe verbs, adjectives, and other adverbs.
 - f) Use correct spelling for frequently used words.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- use complete sentences with appropriate punctuation
- avoid comma splices and fused sentences
- avoid using coordinating conjunctions at the beginning of a sentence, such as *and* and *so*
- diagram simple sentences containing prepositional phrases
- use singular verbs with singular subjects and plural verbs with plural subjects, e.g., “The driver of the bus full of children drives very carefully.” “The students in the class discuss many topics.”

Suggested activities for teachers

- Daily Oral Language

Suggested activities for students

- Diagramming focus-lessons
- Writing in a variety of modes
- Peer Editing
- Editing independently

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lessons 6 and 7.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

Suggested classroom assessment methods

- Writing samples

- Quizzes
- Tests
- Rubric scoring

Organizing Topic → Oral Communication

Grade 7: ORAL LANGUAGE Strand

Standard(s) of Learning

- 7.1 The student will give and seek information in conversations, in group discussions, and in oral presentations.
- Use oral vocabulary and style appropriate for listeners.
 - Communicate ideas and information orally in an organized and succinct manner.
 - Ask probing questions to seek elaboration and clarification of ideas.
 - Make supportive statements to communicate agreement with or acceptance of others' ideas.
 - Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.
- 7.2 The student will identify the relationship between a speaker's verbal and nonverbal messages.
- Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice.
 - Use nonverbal communication skills, such as eye contact, posture, and gestures.
 - Compare/contrast a speaker's verbal and nonverbal messages.
- 7.3 The student will describe persuasive messages in nonprint media, including television, radio, and video.
- Identify persuasive technique used.
 - Distinguish between fact and opinion.
 - Describe how word choice conveys viewpoint.

**Essential understandings,
knowledge, and skills**

**Correlation to textbooks and
other instructional materials**

To be successful with this standard, students are expected to

- contribute relevant ideas, opinions, and feelings in large and small groups
- offer and seek summary statements
- select vocabulary, tone, and style with audience in mind
- state points clearly and directly
- maintain a focused discussion
- ask questions in order to encourage discussion and foster understanding
- provide feedback to other group members
- use appropriate facial expressions and gestures or motions to add to what is being said
- use proper posture and stance when speaking
- identify whether or not a nonverbal message complements the spoken message
- match vocabulary, tone, and volume to the audience, purpose, and topic of the message
- identify persuasive techniques in the media
- identify opinions in the media

- identify facts in the media _____
- describe the effect on the audience of persuasive messages in the media _____
- identify effective word choice in the media _____
- identify viewpoint in the media _____

Suggested activities for students

- Socratic Seminar
- Oral presentations
- Interpreting media
- Book Talks

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lesson 13.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

Suggested classroom assessment methods

- Classroom observations
- Student demonstrations
- Student interviews
- Checklists
- Rubrics
- Videotapes or audiotapes

Organizing Topic → Word Analysis and Vocabulary Acquisition Grade 7: READING Strand

Standard(s) of Learning

- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases.
- a) Use roots and affixes to expand vocabulary.
 - b) Recognize analogies and figurative language.
 - c) Identify connotations.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating *dent* from *dentist* and *fric* from *friction* to predict the meaning of *dentifrice*
- recognize and apply relationships common to analogy construction
 - purpose — *chair: sit*
 - cause-and-effect — *sun: burn*
 - sequence — *day: week*
 - characteristic — *snow: cold*
 - product — *tree: lumber*
 - degree — *warm: hot*
- recognize that synonyms may have connotations, e.g., *elderly* and *mature*; *youthful* and *juvenile*
- recognize, understand, and use figures of speech, including
 - simile — a figure of speech that uses the words *like* or *as* to make comparisons
 - personification — a figure of speech that applies human characteristics to nonhuman objects
 - hyperbole — intentionally exaggerated figure of speech.

Suggested teacher activities

- Vocabulary Self-Collection Strategy
- Magic Squares
- Mapping activities

Suggested student activities

- Vocabulary Self-Collection Strategy
- Mapping activities
- Vocabulary Cards

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lesson 8.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Wordsalive*. http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html.

Suggested classroom assessment methods

- Classroom observations
- Interview or consultation
- Writing samples
- Quizzes
- Tests
- Word maps

Organizing Topic → Comprehension of Narrative and Poetic Text

Grade 7: READING Strand

Standard(s) of Learning

- 7.5 The student will read and demonstrate comprehension of a variety of fiction, narrative nonfiction, and poetry.
- a) Describe setting, character development, plot structure, theme, and conflict.
 - b) Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.
 - c) Describe the impact of word choice, imagery, and poetic devices.
 - d) Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.
 - e) Draw conclusions based on explicit and implied information.
 - f) Make inferences based on explicit and implied information.
 - g) Summarize text.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- understand the elements of a story, including
 - setting — time, place, and duration
 - character(s)
 - external conflicts, such as
 - individual vs. individual
 - individual vs. nature
 - individual vs. society
 - individual vs. supernatural
 - individual vs. technology
 - internal conflict — individual vs. self
 - plot — development of the central conflict, including
 - initiating event
 - rising action
 - climax
 - falling action
 - resolution
 - theme
- use graphic organizers, such as “It says...I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues

Suggested activities for students

- Reading poetry
- Choral reading
- Reading novels
- Reading short stories
- Literature Circles
- Readers’ Theater
- Partner reading

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lessons 1, 2, 3, 8, 9, 10, 11,12.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Interactive Reading*. <http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html>.

Suggested classroom assessment methods

- Classroom observations
- Student demonstrations or performances
- Writing samples
- Projects
- Book Talks or reviews
- Interviews or consultations
- Informal Reading Inventories
- Quizzes
- Tests
- Word maps or story maps

Organizing Topic → Comprehension of Informational Text Grade 7: READING Strand

Standard(s) of Learning

- 7.6 The student will read and demonstrate comprehension of a variety of informational texts.
- a) Use knowledge of text structures to aid comprehension.
 - b) Use knowledge of words and phrases that signal an author’s organizational pattern to aid comprehension.
 - c) Distinguish fact from opinion in newspapers, magazines, and other print media.
 - d) Identify the source, viewpoint, and purpose of texts.
 - e) Describe how word choice and language structure convey an author’s viewpoint.
 - f) Summarize what is read.
 - g) Organize and synthesize information for use in written and oral presentations.
- 7.7 The student will apply knowledge of appropriate reference materials.
- a) Use print and electronic sources to locate information in books and articles.
 - b) Use graphic organizers to organize information.
 - c) Synthesize information from multiple sources.
 - d) Credit primary and secondary sources.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- activate prior knowledge before reading by use of
 - small-group or whole-class discussion
 - anticipation guides
 - preview of key vocabulary
- use external textual aids to enhance comprehension
 - boldface and italics type
 - type set in color
 - underlining
 - indentation
 - sidebars
 - illustrations, graphics, and photographs
 - headings and subheadings
 - footnotes and annotations
- recognize internal text structures to enhance comprehension, including
 - cause-and-effect
 - comparison/contrast
 - enumeration or listing
 - sequential or chronological
 - concept/definition
 - generalization
 - process

- recognize the words and phrases authors use to signal organizational patterns, including
 - *as a result of, consequently* for cause-and-effect
 - *similarly, on the other hand* for comparison/contrast
 - *first, three* for enumeration or listing
 - *today, meanwhile* for sequential or chronological order
 - *refers to, thus* for concept/definition
 - *always, in fact* for generalization
 - *begins with, in order to* for process
- understand the characteristics of resource tools, including
 - educational online resources
 - reference books
 - scholarly journals
 - magazines
 - the Internet, as appropriate for school use
- organize and synthesize information with tools, including
 - file cards
 - graphic organizers, such as
 - flow charts
 - Venn diagrams
 - outlines
 - spreadsheets
 - databases
 - presentation software
- create a “Works Cited” page for oral and written presentations.

Suggested activities for teachers

- Teacher Read-Alouds and Think-Alouds
- Using graphic organizers

Suggested activities for students

- Using graphic organizers
- Research projects
- Reading newspapers
- Reading on the Web
- Reading weekly news magazines

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lesson 4 and 5.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Interactive Reading*. <http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html>.

- *Newspapers in Education*. <http://nieonline.com/>.

Suggested classroom assessment methods

- Classroom observations
- Student demonstrations or presentations
- Writing samples
- Projects
- Interviews or consultations
- Informal Reading Inventories
- Quizzes
- Tests
- Graphic organizers

Organizing Topic → Composing and Revising Grade 7: WRITING Strand

Standard(s) of Learning

- 7.8 The student will develop narrative, expository, and persuasive writing.
- a) Apply knowledge of prewriting strategies.
 - b) Elaborate the central idea in an organized manner.
 - c) Choose vocabulary and information that will create voice and tone.
 - d) Use clauses and phrases to vary sentences.
 - e) Revise writing for clarity and effect.
 - f) Use a word processor to plan, draft, revise, edit, and publish selected writings.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Use a variety of prewriting strategies, including
 - brainstorming
 - webbing
 - mapping
 - outlining
 - clustering
 - listing
 - using graphic organizers
- understand and apply the elements of composing
 - central idea
 - elaboration
 - unity
 - organization
- use written expression to draft and revise compositions with attention to
 - voice
 - tone
 - selection of information
 - embedded phrases and clauses that clarify meaning
 - vivid and precise vocabulary
 - figurative language
 - sentence variety
- apply revising procedures, including
 - rereading
 - reflecting
 - rethinking
 - rewriting.

Suggested activities for students

- Brainstorming
- Mapping
- Drafting narratives
- Drafting descriptions
- Revising with partners
- Revising independently
- Writing responses to what has been read
- Writing for publication

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lessons 6 and 7.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

Suggested classroom assessment methods

- Writing samples
- Quizzes
- Tests
- Rubric scoring

Organizing Topic → Usage and Mechanics

Grade 7: WRITING Strand

Standard(s) of Learning

- 7.9 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
 - c) Choose pronouns to agree with antecedents.
 - d) Use subject-verb agreement with intervening phrases and clauses.
 - e) Edit for verb tense consistency.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- use complete sentences with appropriate punctuation, including the punctuation of dialogue
- use a singular verb with a singular subject and a plural verb with a plural subject, e.g., “The students in the classroom discuss many topics.” “The driver of the bus full of children drives with extreme caution.”
- use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent, e.g., “All students should bring their notebooks to class.” “Each student must provide his own pen.”
- choose and maintain tense (present, past, future) throughout an entire paragraph
- diagram compound sentences and simple sentences with compound elements.

Suggested activities for teachers

- Daily Oral Language
- Diagramming mini-lessons

Suggested activities for students

- Diagramming mini-lessons
- Writing in a variety of modes

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

Suggested classroom assessment methods

- Writing samples
- Quizzes
- Tests
- Rubric scoring

Organizing Topic → Oral Communication

Grade 8: ORAL LANGUAGE Strand

Standard(s) of Learning

- 8.1 The student will use interviewing techniques to gain information.
- Prepare and ask relevant questions for the interview.
 - Make notes of responses.
 - Compile and report responses.
 - Evaluate the effectiveness of the interview.
- 8.2 The student will develop and deliver oral presentations in groups and individually.
- Choose topic and purpose appropriate to the audience.
 - Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - Use appropriate verbal and nonverbal presentation skills.
 - Respond to audience questions and comments.
 - Use grammatically correct language.
 - Critique oral presentations.
- 8.3 The student will analyze mass media messages.
- Evaluate the persuasive technique being used.
 - Describe the possible cause-effect relationships between mass media coverage and public opinion trends.
 - Evaluate sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- determine the purpose of the interview _____
- select a subject for the interview _____
- create and record questions that will elicit relevant responses _____
- apply effective note-taking strategies, including the use of
 - abbreviations _____
 - graphic organizers _____
 - key words _____
 - file cards _____
 - recording devices _____
- evaluate the effectiveness of their own and/or peer interviews, using rubrics or checklists _____
- understand the purpose of the presentation _____
- select and narrow the topic with attention to time limit and audience _____
- prepare the presentation, using strategies that include
 - note cards _____
 - outlines _____

- formal written report _____
- questions and answers _____
- select and use appropriate vocabulary _____
- define technical terms _____
- rehearse alone and with a coach _____
- use a rubric or checklist to evaluate presentations _____
- answer questions and respond to comments politely and succinctly _____
- identify and analyze persuasive techniques used in the media _____
- describe the effect of persuasive messages in the media on the audience _____
- identify and evaluate word choice in the media _____
- identify and analyze choice of information in the media _____
- identify and analyze viewpoint in the media _____
- identify public opinion trends and possible causes _____
- identify the sources and viewpoint of publications. _____

Suggested activities for students

- Interviewing
- Interpreting media
- Socratic Seminar
- Oral presentations
- Book Talks

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lesson 13.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

Suggested classroom assessment methods

- Classroom observations
- Student demonstrations
- Student interviews
- Checklists
- Rubrics
- Videotapes or audiotapes

Organizing Topic → Word Analysis and Vocabulary Acquisition

Grade 8: READING Strand

Standard(s) of Learning

- 8.4 The student will apply knowledge of word origins, derivations, inflections, analogies, and figurative language to extend vocabulary development.
- Identify simile, metaphor, personification, hyperbole, and analogy.
 - Use context, structure, and connotations to determine meaning of words and phrases.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- recognize the relationships among words related by structure and derivation, such as *polygraph* and *graffiti* or *carnival* and *valedictorian* _____
- apply and analyze relationships common to analogy construction
 - type or example — *cinnamon: spice* _____
 - characteristics — *glass: breakable* _____
 - association — *bow: arrow* _____
 - operator — *car: driver* _____
 - degree — *pleased: ecstatic* _____
 - mathematical — *three: six* _____
 - number — *louse: lice* _____
- use context and reference skills independently to determine the nuances and connotations of words _____
- understand, evaluate, and use figurative language, including
 - simile — figure of speech that uses the words *like* or *as* to make comparisons _____
 - metaphor — figure of speech that implies comparisons _____
 - personification — figure of speech that applies human characteristics to nonhuman objects _____
 - hyperbole — intentionally exaggerated figure of speech. _____

Suggested activities for teachers

- Vocabulary Self-Collection Strategy
- Magic Squares
- Mapping activities

Suggested activities for students

- Vocabulary Self-Collection Strategy
- Magic Squares
- Mapping activities
- Vocabulary Cards

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lesson 8.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Wordsalive*. http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html.

Suggested classroom assessment methods

- Classroom observation
- Writing samples
- Quizzes
- Tests
- Word maps

Organizing Topic → Comprehension of Narrative and Poetic Text

Grade 8: READING Strand

Standard(s) of Learning

- 8.5 The student will read and analyze a variety of narrative and poetic forms.
- a) Explain the use of symbols and figurative language.
 - b) Describe inferred main ideas or themes, using evidence from the text as support.
 - c) Describe how authors use characters, conflict, point of view, and tone to create meaning.
 - d) Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.
 - e) Compare and contrast authors’ styles.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- understand the elements of a story, including
 - setting — time, place, and duration
 - character(s), either
 - static — remaining the same during the course of the story, or
 - dynamic — changing during the course of and as a result of the story
 - external conflicts, such as
 - individual vs. individual
 - individual vs. nature
 - individual vs. society
 - individual vs. supernatural
 - individual vs. technology
 - internal conflict — individual vs. self
 - plot — development of the central conflict, including
 - initiating event
 - rising action
 - climax
 - falling action
 - resolution
 - theme
- understand and analyze elements of an author’s style, including
 - dialogue
 - sentence structure
 - language patterns
 - tone

- differentiate among points of view in stories, including
 - first person
 - third person limited to a character or narrator
 - third person omniscient
- understand an author’s use of literary devices, including
 - foreshadowing — the giving of clues to hint at coming events in a story
 - irony — the implication, through plot or character, that the actual situation is quite different from that presented
 - flashback — a return to an earlier time in the course of a narrative to introduce prior information
 - symbolism — the use of concrete and recognizable things to represent ideas
- compare and contrast an author’s choice of sound elements in prose and poetry, including
 - rhyme — recurring identical or similar final word sounds within or at the ends of lines of verse
 - rhythm — the recurring pattern of strong and weak syllabic stresses
 - meter — a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm
 - repetition — repeated use of sounds, words, or ideas for effect and emphasis
 - alliteration — repetition of initial sounds, e.g., *picked a peck of pickled peppers*
 - assonance — repetition of vowel sounds, e.g., *mad hatter*
 - consonance — repetition of final consonant sounds, e.g., *east, west*
 - onomatopoeia — the use of a word whose sound suggests its meaning, e.g. *buzz*.

Suggested activities for teachers

- Teacher Read-Alouds and Think-Alouds
- Reading poetry
- Reciprocal teaching

Suggested activities for students

- Reading poetry
- Choral reading
- Reading novels
- Reading short stories
- Literature Circles
- Readers’ Theater
- Partner reading

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lessons 1, 2, 3, 8, 9, 10, 11, 12.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Interactive Reading*. <http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html>.

Suggested classroom assessment methods

- Classroom observations
- Student demonstrations or performances
- Writing samples
- Projects
- Book Talks or reviews
- Interviews or consultations
- Informal Reading Inventories
- Quizzes
- Tests
- Word maps or story maps

Organizing Topic → Comprehension of Informational Text Grade 8: READING Strand

Standard(s) of Learning

- 8.6 The student will read, comprehend, and analyze a variety of informational sources.
- a) Draw on background knowledge and knowledge of text structure to understand selections.
 - b) Analyze the author’s credentials, viewpoint, and impact.
 - c) Analyze the author’s use of text structure and word choice.
 - d) Analyze details for relevance and accuracy.
 - e) Read and follow instructions to complete an assigned task.
 - f) Summarize and critique text.
 - g) Evaluate and synthesize information to apply in written and oral presentations.
 - h) Draw conclusions based on explicit and implied information.
 - i) Make inferences based on explicit and implied information.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- activate prior knowledge before reading by use of
 - small-group or whole-class discussion
 - anticipation guides
 - preview of key vocabulary
- analyze and record information, using internal text structures, including
 - cause-and-effect
 - comparison/contrast
 - enumeration or listing
 - sequential or chronological
 - concept/definition
 - generalization
 - process
- use rules and strategies for summarizing, such as
 - deleting trivia and redundancy
 - substituting a general term for a list
 - finding or creating a main idea statement
- read and follow directions, including
 - constructing a structure
 - completing a recipe
 - assembling a model
 - participating in a game
 - arriving at a destination
 - completing a form
 - programming an electronic device

- use external text structures such as the following to enhance comprehension and note taking:
 - boldface and/or italics type
 - colored type
 - underlining
 - indentation
 - sidebars
 - illustrations, graphics, and photographs
 - headings and subheadings
 - footnotes and annotations
- analyze an author’s choice of details by examining
 - accuracy
 - placement
 - thoroughness
 - relevance
 - effectiveness
- use graphic organizers, such as “It says...I say,” to record clues in the text and inferences or conclusions made by the reader as a result of those clues.

Suggested activities for teachers

- Teacher Read-Alouds and Think-Alouds
- Graphic organizers

Suggested activities for students

- Graphic organizers
- Research projects
- Reading newspapers
- Reading on the Web
- Reading weekly news magazines

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lessons 4 and 5.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Interactive Reading*. <http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html>.
- *Newspapers in Education*. <http://nieonline.com/>.

Suggested classroom assessment methods

- Classroom observations
- Student demonstrations or performances
- Writing samples

- Projects
- Interviews or consultations
- Informal Reading Inventories
- Quizzes
- Tests
- Graphic organizers

Organizing Topic → Composing and Revision

Grade 8: WRITING Strand

Standard(s) of Learning

- 8.7 The student will write in a variety of forms, including narrative, expository, persuasive, and informational.
- a) Use prewriting strategies to generate and organize ideas.
 - b) Organize details to elaborate the central idea.
 - c) Select specific vocabulary and information.
 - d) Revise writing for word choice, sentence variety, and transitions among paragraphs.
 - e) Use available technology.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- write in a variety of forms, including
 - narrative — writing to tell a story
 - persuasive — writing to influence the reader or listener to believe or do as the author or speaker suggests
 - expository — writing to explain and build a body of well-organized and understandable information
 - informational — writing to put forth information — frequently used in textbooks and the news media
- use a variety of prewriting strategies, including
 - brainstorming
 - webbing
 - mapping
 - outlining
 - clustering
 - listing
 - using graphic organizers
- understand and apply the elements of composing:
 - central idea
 - elaboration
 - unity
 - organization
- use written expression to draft and revise compositions with attention to
 - voice
 - tone
 - selection of information and details
 - embedded phrases and clauses that clarify meaning and increase variety
 - vivid and precise vocabulary

- figurative language _____
- sentence variety _____
- transitional words and phrases _____
- recognize and apply terms illustrative of tones, such as
 - serious _____
 - sarcastic _____
 - objective _____
 - enthusiastic _____
 - solemn _____
 - humorous _____
 - hostile _____
 - personal _____
 - impersonal _____
- apply revising procedures, including
 - rereading _____
 - reflecting _____
 - rethinking _____
 - rewriting _____
 - including vivid vocabulary _____
 - combining sentences for variety and rhythm _____
 - providing transitions between ideas and paragraphs _____
- use complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses _____
- diagram complex sentences. _____

Suggested activities for students

- Brainstorming
- Mapping
- Drafting narratives
- Drafting descriptions
- Revising with partners
- Revising independently
- Writing responses to what has been read
- Writing for publication

Suggested resources

- *Creating Active Readers: Lessons Focusing on Reading Comprehension, Grades 6–9* (Richmond, Va.: Virginia Department of Education, 2003), compact disc. Lessons 6 and 7.
- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

Suggested classroom assessment methods

- Writing samples
- Quizzes
- Tests
- Rubric scoring

Organizing Topic → Usage and Mechanics

Grade 8: WRITING Strand

Standard(s) of Learning

- 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - Maintain consistent verb tense across paragraphs.
 - Use comparative and superlative degrees in adverbs and adjectives.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- use a singular verb with a singular subject and a plural verb with a plural subject, e.g., “John buys lunch, but most of his friends bring lunches from home.”
- Use a singular pronoun to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent, e.g., “All students should bring their notebooks to class.” “Each student must provide his own pen.”
- use objective pronouns in prepositional phrases with compound objects, e.g., “Grandma gave cookies to Peter and me.”
- choose and maintain tense (present, past, future) and throughout an entire paragraph or text
- Use comparative and superlative adjectives, e.g., “Jim was the brightest student in the middle school. He was even brighter than some of the students in the high school.”
- Use comparative and superlative adverbs, e.g., “The second time she read aloud, she read more fluently than the first time. After much practice, she read most fluently of all her classmates.”
- Use and correctly punctuate transitional words, such as *furthermore*, *however*, *since*, and *next*
- Use and correctly punctuate conjunctions, such as *either/or* and *neither/nor*.

Suggested activities for teachers

- Daily Oral Language
- Diagramming mini-lessons

Suggested activities for students

- Diagramming mini-lessons
- Writing in a variety of modes

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.

Suggested classroom assessment methods

- Writing samples
- Quizzes
- Tests
- Rubric scoring

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

ORAL LANGUAGE
LESSON PLANS



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

ORAL LANGUAGE Lesson Plan → Sayback

Organizing Topic

Discussion

Related Standard(s) of Learning 6.2 d, 7.1 b, d, 8.2 a, b, c

Objective(s)

- The student will listen to other students' ideas and paraphrase what they hear.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have knowledge of the terms *sayback* and *accurate restatement*.
- The students are expected to understand brainstorming and the use of a prewriting graphic organizer.

Materials needed

- Paper and pencil
- Overhead transparency with sample student work
- Writing assignment of any type

Lesson procedure

1. Choose a writing assignment for which the students have already selected a topic and done some brainstorming work.
2. Ask permission of a student to use his or her prewriting work, and display the student's work on the overhead. The transparency should show the topic selected and a web or other graphic organizer outlining ideas for the writing assignment.
3. Ask the student to explain briefly
 - why he/she chose that topic
 - how he/she is thinking of developing the topic.
4. Then, "say back" what you heard the student say, modeling accurate restatement or paraphrasing of the student's ideas.
5. Invite the student to clarify, correct, or give feedback about your restatement of his/her explanation.
6. Invite class comments about the "Sayback": Was it accurate? How was it helpful?
7. Have each student pick a partner and do a "Sayback" on his or her topic and development ideas.
8. Have partners switch roles so that everyone has a chance to give and to receive feedback.
9. Direct students to continue to work individually on their writing assignment.

Specific options for differentiating this lesson

Technology

- Allow students to use a tape recorder to tape and then review what was said.
- Allow students to use paper and pencil or a word processor to record what was said.

Multisensory

See technology suggestions.

- Provide written directions.
- Provide hard copies (transparency, charts) of several examples of correct "saybacks" with pictures.

Community Connections

- To gain practice in “sayback”, have students interview a family member utilizing this classroom technique.

Small Group Learning

- In a group of four, have two students observe the process and give feedback. The students will reverse roles.

Student Organization of Content

- Have students respond to only one of the “saybacks” at a time. For example, the student would “sayback” why his partner chose that topic before going on to the next item.

ORAL LANGUAGE Lesson Plan → Say It Like This

Organizing Topic Presentation

Related Standard(s) of Learning 7.2 a, b, c; 8.2 b, c

Objective(s)

- The student will explore verbal and nonverbal techniques for showing expression and enhancing meaning while reciting a poem.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to be familiar with the vocabulary words: *tone, pitch, emotional content, technique, rhythm, verbal, nonverbal, and volume.*
- The students are expected to identify the theme of the selected poem.

Materials needed

- A poem memorized by the class

Lesson procedure

1. Have all students in the class memorize the same poem, either as an assignment or through class recitation.
2. Have the students say the poem each day, varying the way it is said. Possible ways to say the poem include the following:
 - The teacher starts the line and students finish it.
 - The students say the poem in a monotone.
 - The students whisper the poem.
 - The students get louder and softer as they say the poem (the teacher can use hand signals to indicate changes in volume).
 - The students say the poem in rising and falling tones, like a chant.
 - The students say each line as a question.
 - Each student says one line.
 - Each student says one word.
 - The students say the poem with a different accent, such as Southern, British, French, etc.
 - The students say the poem with a certain emotion or attitude, e.g., surprise, anger, sadness, happiness, silliness, snobbery, sarcasm, indecision, seriousness, frustration, puzzlement, slyness, etc. Gestures can help indicate tone.
 - The students walk around the room saying the poem.
 - The students clap the accented syllables of the poem.
 - The students perform the poem, acting it out in a group.
3. Have the students discuss how changing ones voice in tone, pitch, emotional content, technique, rhythm, or volume can change the meaning or impact of a poem.

Specific options for differentiating this lesson

Technology

- Provide students with picture symbols of various emotions.
- Provide students with a talking word processor with different “voices” to “read” the poem.

- Allow students to videotape the assignment rather than perform in front of class.

Multisensory

- Provide flow charts, pictures, or symbols to help students remember the poem.

Community Connections

- Have students present their poems to parents, other classes, or senior citizens.
- Invite a poet to class to recite his/her poetry.

Small Group Learning

- Allow students to divide into smaller groups to select a poem of interest and various lengths.
- Have one group recite the poem; the other group may interpret the poem using an analysis chart. Not all groups may need to recite the poem.

Vocabulary

- Create a word wall, with each word illustrated with a picture or graphic representation.
- Have students act out the meaning of the vocabulary words.

Student Organization of Content

- Provide students with a written copy of the poem rather than having them memorize.

ORAL LANGUAGE Lesson Plan → Waxing Lyric

Organizing Topic Presentation

Related Standard(s) of Learning 6.1 c, d; 7.2 c; 8.2 d, f

Objective(s)

- The student will analyze a lyric poem for meaning.
- The student will contribute to a discussion on how to perform a lyric poem orally in order to enhance its meaning.
- The student will evaluate the oral performance of a lyric poem.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have an understanding of figurative language.

Materials needed

- A lyric poem selected by the teacher and scripted for oral performance
- Student copies of the selected poem without the scripted parts
- Transparency listing the characteristics of a lyric poem
- “Rubric for Oral Performance of Poetry” handout (see next page)

Lesson procedure

1. Lead a discussion of the characteristics of poetry. Some aspects about which to ask students are
 - rhyme
 - rhythm
 - repetitionAsk, Why are these devices especially effective when heard as opposed to read?
2. Explain that it is not a coincidence that “lyric” and “lyrics” are essentially the same word. Ask the students to copy down the characteristics of a lyric poem from the overhead; these will include
 - expressing a single thought or feeling
 - emotional
 - usually short
 - musical in rhythm
 - using condensed language (or figurative language).Emphasize that all lyric poems express a thought or convey an impression, as opposed to telling a story.
3. Distribute the pre-selected lyric poem to the students, or direct them to it in the textbook. Have the class read the poem aloud. Then, read the poem again to the class.
4. Have the class discuss the characteristics of the poem: What is the single feeling or thought that the author is expressing? What makes the poem musical? What kind of condensed language does the author use?
5. Ask for volunteers to perform the poem, and give scripted copies to those students.
6. Distribute the Rubric for Oral Performance of Poetry to the class, and read it aloud. Check for understanding.
7. Have the students do a first read-through of the poem, and give them support and suggestions.
8. Have them do a second reading of the poem, and allow the rest of the class to give them input.
9. Have the students perform the poem while the class uses the rubric to score the performance.

10. Lead a discussion of how well the oral performance enhanced the meaning of the poem in general. Carefully emphasize to the students before the discussion the need to stay away from remarks about any one student.

Specific options for differentiating this lesson

Technology

- Provide copies of overhead transparencies for selected students and have students highlight key concepts.
- Provide cued notes.
- For unscripted poems use color highlighters to differentiate different emotions (blue=sad). Have students compare their highlighted version to the teacher’s scripted version.

Multisensory

- Ask students to clap out or move to the rhythm of the poem.
- Have students use percussion instruments to illustrate the rhythm of the poem.
- Have students draw pictures to depict the mood of the poem.

Community Connections

- Plan a poetry reading activity at school “coffee house”.
- Invite an author/actor to read poetry.
- Invite a high school drama class to read poetry.

Small Group Learning

- Have students read the poem in pairs.

Vocabulary

- The students will become familiar with the following vocabulary words: *fluid speech, inflection, gestures, eye contact, monotone, and figurative language.*
- Use word maps for selected vocabulary. Word maps focus on three questions: “What is it?” “What is it like?” and “What are some examples?”
- Add vocabulary to the poetry word wall.
- Have the students go through the poem and identify words they do not understand.
- Define the terms through class discussion or other methods.

Student Organization of Content

- Give the students an opportunity to read the poem silently before oral recitation.
- Modify the rubric in the form of a checklist to help students analyze the oral reading.

Rubric for Oral Performance of Poetry

| Rating | Planning/Teamwork | Preparation | Explanation | Execution |
|---------------|--|--|---|--|
| 4 | Student is an essential participant in group discussion of poem. Student works co-operatively with group to make decisions and rehearse performance. | Student is completely prepared, and group performance is smooth and well-rehearsed. | Group gives clear explanation of how choices they made in performing poem enhance the meaning of the poem. | Student speaks with fluid speech and inflection. Movements and gestures make the meaning of the poem clear. Holds attention of entire audience with eye contact. |
| 3 | Student participates in group discussion of poem. Student stays on task with group to make decisions and rehearse performance. | Student is prepared, and group performance is acceptable and mostly smooth. | Group gives an explanation of how choices they made in performing the poem enhance the meaning of the poem. | Student shows satisfactory use of inflection, but does not consistently use fluid speech. Movement and gestures help audience visualize meaning. Consistent use of direct eye contact. |
| 2 | Student is sometimes off task in group discussion. Student mostly cooperates with decisions and rehearsals | Student is somewhat prepared. Group could have used more rehearsals — performance is not smooth. | Group gives an incomplete explanation of how choices they made in performing the poem enhance its meaning. | Student displays some level of inflection. Very little movement or descriptive gestures. Minimal eye contact. |
| 1 | Student rarely participates in group discussion. Student is not involved in decisions and off task in rehearsals. | Student is not prepared. Group performance is not acceptable. | Group has no explanation of how their choices for performing enhance the poem’s meaning. | Student shows consistent use of monotone. No movement or gestures. Little or no eye contact. |

ORAL LANGUAGE Lesson Plan → Becoming Narrative

Organizing Topic Presentation

Related Standard(s) of Learning 6.1 c, d; 7.2 c; 8.2 d, f

Objective(s)

- The student will analyze a narrative poem for meaning.
- The student will contribute to a discussion on how to perform a narrative poem orally in order to enhance its meaning.
- The student will evaluate the oral performance of a narrative poem.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have an understanding of figurative language.
- The students are expected to have an understanding of the elements of a story.

Materials needed

- A narrative poem selected by the teacher and scripted for oral performance
- Student copies of the selected poem without the scripted parts
- Transparency listing the characteristics of a narrative poem
- “Rubric for Oral Performance of Poetry” handout (see previous page)

Lesson procedure

1. Lead a discussion of the characteristics of poetry. Some aspects about which to ask students are
 - rhyme
 - rhythm
 - repetition.Ask, Why are these devices especially effective when heard as opposed to read?
2. Introduce the definition of *narrative poetry*, relating the word *narrative* in this context to words the students already know, such as *narrator*.
3. Ask the students to copy down the characteristics of a narrative poem from the overhead; these will include:
 - telling a story
 - using elements of a story, such as characters, setting, conflict, rising action, climax, falling action, and theme;
 - using condensed language (or figurative language).Emphasize that all narrative poems tell a story or part of a story.
3. Distribute the pre-selected narrative poem to the students, or direct them to it in the textbook. Read the poem aloud. Have the class read the poem aloud with support. Then, read the poem again to the class.
4. Lead the class as they discuss the characteristics of the poem: What is the story? Who are the characters? Is there a conflict? What is the climax of the story? What is the theme of the poem?
5. Ask for volunteers to perform the poem, and give scripted copies to those students.
6. Distribute the Rubric for Oral Performance of Poetry to the class, and read it aloud. Check for understanding.
7. Have the students do a first read-through of the poem, and give them support and suggestions.
8. Have them do a second reading of the poem, and allow the rest of the class to give them input.
9. Have the students perform the poem while the class uses the rubric to score the performance.

10. Lead a discussion of how well the oral performance enhanced the meaning of the poem in general. Carefully emphasize to the students before the discussion the need to stay away from remarks about any one student.

Specific options for differentiating this lesson

Technology

- Provide copies of overhead transparencies for selected students and have students highlight key concepts.
- Provide cued notes.
- For unscripted poems have students use colored pencils to identify the various elements of story (blue=setting, red=climax). Have students compare their highlighted versions and self-correct with the teacher's key.

Multisensory

- Have students clap out or move to the rhythm of the poem.
- Have students use percussion instruments to illustrate the rhythm of the poem.
- Have students draw pictures to depict the mood of the poem.

Community Connections

- Plan a poetry reading activity at school “coffee house.”
- Invite an author/actor to read poetry.
- Invite a high school drama class to read poetry.

Small Group Learning

- Ask students to read the poem in pairs.

Vocabulary

- The students will become familiar with the following vocabulary words: *fluid speech, inflection, gestures, eye contact, monotone, and figurative language.*
- The students will become familiar with the following vocabulary words: *character, setting, conflict, rising action, climax, falling action, and theme.*
- Use word maps for selected vocabulary. Word maps focus on three questions: “What is it?” “What is it like?” and “What are some examples?”
- Add vocabulary to the poetry word wall.
- Ask students to go through the poem and identify words they do not understand.
- Define the terms through class discussion.
- Have students create personal glossaries.

Student Organization of Content

- Give students an opportunity to read the poem silently before oral recitation.
- Modify the rubric in the form of a checklist to help students analyze the oral reading.
- Allow students to use a graphic representation of story plot found in most literature books.
- Have students use the mnemonic “Please send cash today.” This represents plot, setting, characters, and theme.

ORAL LANGUAGE Lesson Plan → Poem Alive!

Organizing Topic

Presentation

Related Standard(s) of Learning 7.1 a, b, c; 7.2 a, b; 8.2 a, c, d

Objective(s)

- In a group, the student will perform a poem in order to make its meaning and figurative language clear to the audience.

Pre-requisite Understanding/Knowledge/Skills

- The students are expected to have an understanding of figurative language.
- The students are expected to have an understanding of the elements of a narrative.
- The students are expected to have an understanding of the types of poetry such as lyrical, narrative, free verse, limerick, and haiku.

Materials needed

- An assortment of poems, appropriate to age level (from textbook and/or classroom poetry collections)
- “Rubric for Oral Performance of Poetry” handout (see p. 4)
- Chalkboard or dry erase board

Lesson procedure

NOTE: This Oral Language activity works best after students have done some work on poetry.

1. Distribute the Rubric for Oral Performance of Poetry, and review it with students, answering any questions.
2. Indicate which poems and/or collections are available to choose from for this assignment.
3. Assign students to groups of three or four.
4. Have the students discuss poem choices among themselves and choose one to present. Record student choices on the board to prevent duplication.
5. Have the groups discuss how to present their poem to the class so that its meaning and figurative language become more clear to the class than just a read-through can achieve. Some ideas to suggest include
 - expression — varying pitch and tone to put feeling into the reading
 - volume — raising or lowering the loudness of the voice to make an emotional point
 - speed — varying the pace of the reading to create emphasis and variety
 - choral reading — having more than one person read certain lines or words to give emphasis to important parts
 - movement — using nonverbal gestures and action, such as walking, jumping, sitting, and standing, to add meaning.
6. Once students have a plan, have them practice their performances. During the rehearsals, circulate, acting as audience and coach, and ensuring that all students are participating in the group work.
7. Have students perform their poems for the class. Rate each person’s performance based on the rubric.

Specific options for differentiating this lesson

Technology

- Allow students to videotape their poetry presentations to be shown on a television or LCD projector.
- Allow students to create and maintain their personal glossaries on a computer.

Multisensory

- Have students add music and/or visuals to enhance the performance. Students who have difficulty speaking in front of a group may be responsible for the music and/or visuals.
- Allow some students to perform the poem rather than recite.
- Have students add graphics to their personal glossaries.

Community Connections

- Videotape students' performance of the poems to be aired on "morning news," Poetry Night, or some other school/community events.

Small Group Learning

- Set up heterogeneous groups.
- Create groups bases on interest, type of poetry, or author.

Vocabulary

- Use vocabulary bingo to review all previous story and poetic terms.
- Have students go through the poem and identify words they do not understand.
- Clarify and define the terms through small-group discussion.
- Have students add unknown words to their personal glossaries.

Student Organization of Content

- Modify the rubric in the form of a checklist to help students analyze the oral reading.
- Have students script their poem using colors for identifying their parts, mood, music, action, etc.

ORAL LANGUAGE Lesson Plan → Thanks for the Memory

Organizing Topic Presentation

Related Standard(s) of Learning 7.2 a, b, 8.2 b, c

Objective(s)

- The student will memorize a poem of the teacher’s choice.
- The student will perform the poem individually.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have an understanding of figurative language.
- The students are expected to have an understanding of the following vocabulary words: *fluid speech*, *inflection*, *gestures*, *eye contact*, *monotone*, and *figurative language*.

Materials needed

- A poem selected by the teacher, suitable for whole-class recitation
- Copy of the poem for each student

Lesson procedure

1. Choose a poem for the class to learn. An ideal poem will have 10 to 30 lines, will be appealing to the students, will lend itself well to oral expression, and will be one that is well known. If you wish to do several poems over several quarters or half-quarters, start with a shorter poem and work up to longer ones. Students generally need at least four weeks of daily recitation to memorize a poem.
2. Practice saying the poem aloud before presenting it to the class. It is permissible to read the poem at first, as memorization will follow soon enough with repetition.
3. Distribute the poem to the students, and explain that all the students in the class will be memorizing it. Discuss the meaning and vocabulary of the poem as needed. Have the students say the poem every day, at the beginning or the end of class; memorization will follow from the repetition. Participation is key. Use the following techniques for practice:
 - Ask the students to stand up, repeat words, and mimic your inflections and gestures.
 - Say the title of the poem and the name of the author, and have students repeat.
 - Say the first two lines of the poem, with gestures, and have the students repeat.
 - Add lines each day until the class is repeating the entire poem with gestures.
 - Gradually ask the class to say the poem all together, instead of repeating.
4. Ask each student to say the poem individually, either in front of the class or for the teacher only, at the end of the designated period (half-quarter, quarter, semester). Use this performance for student assessment.

Specific options for differentiating this lesson

Technology

- Record the poem on tape to help some students memorize it.
- Allow the students to type the poem onto a computer to aid memorization.

Multisensory

- Create cue cards for students to hold up during the recitation of the poem to assist some students in gesturing.

- Allow students who are unable to memorize the poem only to be responsible for learning the gestures.

Community Connections

- If the poem pertains to a particular holiday or event, have the students perform it for the school television program or community access station.
- Invite a guest to perform the poem in American Sign Language and teach it to the students.

Small Group Learning

- Allow students to perform the poem in small groups or pairs.
- Have some student pairs recite alternate lines or stanzas.
- Have students determine the gestures for all or parts of the poem and create the graphics.

Vocabulary

- Have the students identify unknown words in the poem, look up the meanings, add pictures to aid memory, and place in personal glossary.
- Have the students create a gesture or motion to represent the word.

Student Organization of Content

- Create a large chart of the poem and cover the lines as students memorize them. The poem will remain in view throughout the day.

ORAL LANGUAGE Lesson Plan → Tell Me about Your Memories

Organizing Topic Discussion

Related Standard(s) of Learning 7.1, 8.1

Objective(s)

- The student will brainstorm for an interview project.
- The student will give feedback on interview ideas.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand the brainstorming process.
- The students are expected to understand appropriate feedback techniques.

Materials needed

- Paper and pencil
- Chalkboard or overhead
- “Memories and Open-Ended Questions” transparency

Lesson procedure

1. Display the following prompt on the board or on a blank overhead transparency:

“What are your earliest memories?”

Ask the students to write five of their early memories.

2. Assist students in choosing specific early memories according to the following criteria: Is this memory specific — i.e., did this event happen at a defined moment in time? Or is this memory vague — i.e., very broad, not one specific event? Does this memory have high memory value — i.e., can you remember a lot about this event?
3. Have the class share some of their memories.
4. Tell the students that now they need to determine whether their memories are specific enough and high enough in memory value to be good subjects for an interview. Ask each student to choose one memory that at least one other family member will also remember.
5. Display the “Memories and Open-Ended Questions” transparency on the overhead, and discuss it with students, using the questions as prompts. Explain that vague as well as specific memories can have high or low memory value, and cite examples of each.

Questions: Is this memory specific? How can we make it more specific? What will people remember about this?

| Memory | Vague | Specific | High memory value | Low memory value |
|--|-------|----------|-------------------|------------------|
| My first day of kindergarten | | X | X | |
| My first year of school | X | | X | |
| The first time I played basketball with the big kids | | X | X | |
| The day I broke my arm | | X | X | |
| Playing basketball in the summer | X | | | X |
| The day I skinned my knee | | X | | X |

8. Assign partners, and have the students discuss with their partner the memories they have chosen.
9. Have the students report to the class the memory they have chosen and why they chose it. Have them explain why the memory they chose would be good for the subject of an interview.

Specific options for differentiating this lesson

Note: Consider explaining the importance of “I Messages” when giving feedback. For example, rather than saying “That idea is stupid,” suggest that the student says, “I think your memory about learning to ride a bike is unclear, and there are no details.”

Technology

- Allow some students to use tape recorders to log their memories and then transfer them to a computer or graphic organizer.
- Have students use tape recorders to register the discussion between partners.
- Provide individual copies of the Memories and Open-Ended Questions chart.

Multisensory

- Have the students use pictures or symbols to record their memories.

Community Connections

- Use peer helpers, peer mediators, or guidance counselors to demonstrate appropriate use of “I Messages” and feedback.

Small Group Learning

- Working with a partner, have the students each use a checklist based on the open-ended questions to measure the value of the subject for an interview. Upon completion of the checklist, the students may compare their checklists.
- The students may choose their own partner to increase participation and comfort level.

Vocabulary

- The students will become familiar with the following vocabulary words: open-ended questions, feedback, vague, and specific.
- The teacher may teach word parts such as root words, prefixes, and suffixes that students will frequently encounter to aid in decoding and comprehension.
- The teacher may use works of art to illustrate the meanings of vague and specific.

Student Organization of Content

- The students may use a graphic organizer for their memories utilizing the Memories and Open-Ended Questions chart.
- The teacher may develop a checklist (Yes, No) based on the open-ended questions for analyzing their memories.

ORAL LANGUAGE Lesson Plan → Tell Me All about It

Organizing Topic Discussion

Related Standard(s) of Learning 7.1, 8.1

Objective(s)

- The student will create appropriate questions for an interview project.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have an understanding of the use of a rubric for evaluation.
- The students are expected to understand the brainstorming process.
- The students are expected to understand appropriate feedback techniques.
- The students are expected to understand the use of quotations and accuracy in reporting.
- The students are expected to understand the concept of sequential or chronological order.

Materials needed

- Paper and pencil
- Chalkboard or overhead transparency
- Rubric for interview

Lesson procedure

1. Distribute to the students the rubric for the memory interview assignment (see next page).
2. Explain to the students the expectations for the project: selecting an appropriate subject, preparing open-ended questions about it, taking notes, checking notes for accuracy, and reporting accurately and completely.
3. Have each student select a childhood memory that is specific and is shared by at least one other family member.
4. Model the formulation of yes/no and open-ended questions by putting a transparency with the following examples on the overhead and discussing them with the class:

| Event | Yes/No Question | Open-Ended Question |
|-----------------------|---|--|
| I broke my arm. | Do you remember how upset I was when I broke my arm? | What do you remember about the day I broke my arm? |
| Family vacation | Wasn't that a cool beach we went to when I was seven? | What do you remember about the time we went to Virginia Beach? |
| Moving to a new house | Do you remember how big we thought our new house was? | What were your first impressions of our new house? |
| First pet | Wasn't McDermot cute when he was a little puppy? | What memories do you have of McDermot when he arrived at our house as a puppy? |

5. Have the students write two to three open-ended questions for interviewing a family member about a specific event.
6. Ask the student to share their questions with the class.

Specific options for differentiating this lesson

Note: Discuss the use of appropriate memories for interview topics. Emphasize the issues of privacy.

Technology

- Allow some students to use tape recorders to log their memories and then transfer them to a computer or graphic organizer.
- Allow some students to use tape recorders or video cameras to register the interview process.
- Have the students use graphic organizer software to brainstorm and word prediction software to aid in writing.
- Provide individual copies of the model of yes/no and open-ended questions with additional space for student-generated questions.
- Have the students use the telephone or email/instant messaging to conduct the interview.

Multisensory

- When taking notes, allow the students to use a tape recorder or computer.
- Allow students to use their own form of “shorthand,” including use of pictures when note-taking.

Community Connections

- Invite a newspaper reporter or a member of the high school newspaper to demonstrate the proper interviewing techniques (open-ended questions), note-taking, and final newspaper article.
- Give students the opportunity to interview a community member or principal about their memory.

Small Group Learning

- Give students the opportunity to work with a partner on their memory.

Vocabulary

- The students will become familiar with open-ended and yes/no questions.
- To reinforce the concept of open-ended and yes/no questions, use examples of the questions written on large cards or posters. Ask the students to identify if they are yes/no or open-ended questions and have them stand in the appropriate line.

Student Organization of Content

- Once the interviews are complete, have the students use flow-charts, webs/graphic organizers, or timelines to organize their interview report.

Rubric for Interview

| Category | 4 | 3 | 2 | 1 |
|-------------------------|---|---|---|---|
| Preparation | Before the interview, the interviewer selected a specific subject and prepared two to three open-ended questions to ask. | Before the interview, the interviewer selected a specific subject and prepared at least one open-ended question to ask. | Before the interview, the interviewer selected a nonspecific subject and prepared one question to ask. | The interviewer did not select a specific subject <i>or</i> did not prepare any questions before the interview. |
| Note Taking | The interviewer took notes during the interview and made some concluding notes afterward. Notes and quotations were checked with the person interviewed for accuracy. | The interviewer took notes during the interview. No follow-up notes were taken. Notes and quotations were checked with the person being interviewed for accuracy. | The interviewer took notes during the interview. The notes were not checked for accuracy with the person being interviewed. | The interviewer took only incomplete or sketchy notes during or after the interview. |
| Knowledge Gained | The interviewer can accurately and completely report what the person remembered about the event. | The interviewer can accurately report what the person being interviewed remembered about the event. | The interviewer can accurately report some of what the person interviewed remembered about the event. | The interviewer cannot accurately report on what the person being interviewed remembered about the event. |

ORAL LANGUAGE Lesson Plan → We'll Hook You!

Organizing Topic Discussion

Related Standard(s) of Learning 7.3, 8.3

Objective(s)

- The student will view advertisements and identify persuasive techniques used.

Materials needed

- A collection of print, audio, and video advertisements
- “Persuasion Technique Chart (PTC)” handout

Lesson procedure

1. Before the lesson, select a variety of advertisements demonstrating a variety of persuasive techniques, and prepare the Persuasion Technique Chart.
2. Distribute the PTC to the students. Discuss with students the examples on the chart, and ask students to recall examples they have seen or heard.
3. Show students an advertisement, and ask them to identify the persuasive technique(s) used. Have the students enter the advertisement on their chart.
5. Assign students to hunt for advertisements, classify them based on the persuasive technique(s) used, and submit them for class discussion.

Specific options for differentiating this lesson

Technology

- Have the students complete the examples when given a word processing instrument with the PTC handout uploaded.
- Provide digital cameras for students to use to record examples of persuasive techniques in advertisements. Students may then use digital examples to create a student or class-developed poster, book, power point, or file.

Multisensory

- Have students find advertisements in media including video, print and audio. Assign students to classify the advertisements based on persuasive technique and report to the class.

Community Connections

- Tap into available resources to provide classroom support with guest speakers from school partnerships.
- Arrange for students to visit local newspaper, radio and television stations.

Small Group Learning

- Have groups of students develop an advertisement using one or more persuasive techniques.
- Have small groups of students present advertisements to the class.

Vocabulary

- Have students identify the vocabulary used on the PCT such as: innuendo, glittering generalities, bandwagon, testimonial, snobbery, prestige and nostalgia.
- Have students demonstrate vocabulary understanding through participation in activities such as role-play, charades, and cartooning.
- Have students match visual representations for the definition of each vocabulary word.

Student Organization of Content

- Have students organize group and individual projects using video, audio, power point, and or writing and drawing software.
- Have students complete individual adapted versions of the PTC.
- Have students complete the PTC using visual representation by categorizing groups or individual projects with class posters, or bulletin boards.

Persuasive Technique Chart

| Technique | Definition | Prototype | Examples |
|---|---|--|----------|
| Name calling or innuendo | Creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language | “Don’t buy a gas-guzzling, gigantic SUV — the VW bug is just right for you.” | |
| Glittering generalities or card stacking | Telling only part of the truth; generalizing from a shred of evidence | “He must be the best candidate, since he has had the most experience.” | |
| Bandwagon | Creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd | “Thousands of people buy our product, so it must be terrific.” “The lines are out the door for their newest CD. Hurry!” | |
| Testimonial | Using the declaration of a famous person or authoritative expert to give heightened credibility | Nolan Ryan or Arnold Palmer looks into the camera and says, “I use this cream to ease my pain after I work out, so I know it will work for you too.” | |
| Appeal to prestige, snobbery, or plain folks | Using a spokesperson who appeals to the audience — a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience | “Maybe it’s Maybelline...” The Ralph Lauren television spots showing beautiful people participating in the life of the rich and famous. | |
| Appeal to emotions | Connecting with emotions, such as loyalty, pity, nostalgia, or fear; love of family, peace, or justice | Hallmark television spots that feature joyous family reunions or “perfect” holiday celebrations. | |

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

READING *STRATEGIES*



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

READING Strategies Organizational Chart

| Strategy | Reading Component | Standards of Learning | Before Reading | During Reading | After Reading |
|---|-------------------|--|----------------|----------------|---------------|
| Semantic Feature Analysis | Vocabulary | 6.5 | X | | X |
| List/Group/Label (Word Sort) | Vocabulary | 6.5 | X | | X |
| Guess, Locate, and Paraphrase Definitions | Vocabulary | 6.3, 8.4 | | X | X |
| <i>Wordsalive</i> Map | Vocabulary | 6.3, 7.4 | X | X | X |
| Using the Context with a Speech Bubble | Vocabulary | 6.3, 6.5 | | X | X |
| Using the Context with Sticky Notes and Jot Chart | Vocabulary | 6.3, 6.5 | | X | X |
| Click and Clunk | Vocabulary | 6.3, 6.4, 6.5 7.4, 7.5, 7.6, 8.4, 8.5, 8.6 | | X | |
| Vocabulary Self-Collection Strategy | Vocabulary | 6.3, 6.4, 6.5 7.4, 7.5, 7.6, 8.4, 8.5, 8.6 | | X | X |
| Flip-A-Chip: Prefixes | Vocabulary | 6.3, 7.4 | X | | X |
| Flip-A-Chip: Suffixes | Vocabulary | 6.3, 7.4 | X | | X |
| Root Trees | Vocabulary | 6.3, 7.4 | X | | X |
| Homophone Cards | Vocabulary | 6.7 | | | X |
| Multiple Meanings | Vocabulary | 6.3, 8.4 | X | | |
| Denotations and Connotations | Vocabulary | 7.4, 7.5, 7.6, 8.4, 8.5, 8.6, 8.7 | | X | X |
| Word Harvest (Probable Passage) | Vocabulary | 6.4, 6.5, 7.5 | X | X | |
| Analogies: Finding Relationships | Vocabulary | 6.3, 7.4, 8.4 | X | | X |
| Analogy Completion | Vocabulary | 6.3, 7.4, 8.4 | X | | X |
| Analogy Writing | Vocabulary | 6.3, 7.4, 8.4 | X | | X |
| Morpheme Game | Vocabulary | 6.3, 7.4, 8.4 | | | X |
| Figurative Language | Vocabulary | 6.3, 6.4, 7.4, 7.5, 7.6, 7.8, 8.4, 8.5, 8.6, 8.7 | | X | X |
| Imagery | Vocabulary | 6.3, 6.4, 7.4, 7.5, 7.6, 7.8, 8.4, 8.5, 8.6, 8.7 | | X | X |
| Choral Reading | Fluency | 6.4, 7.5, 8.5 | | X | |
| Echo Reading | Fluency | 6.4, 7.5, 8.5 | | X | |
| Readers' Theater | Fluency | 6.4, 7.5, 8.5 | | X | |
| Partner Reading | Fluency | 6.5, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | |
| Directed Reading Thinking Activity | Comprehension | 6.4, 7.5, 8.5 | X | X | |
| Directed Listening Thinking Activity | Comprehension | 6.4, 7.5, 8.5 | X | X | |
| Read-Pair-Share | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |
| Think and Reflect in Pairs | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |
| Think-Aloud | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | |
| Question-Answer Relationship | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | | X |
| ReQuest | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | |
| Reciprocal Teaching | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |
| Written Conversation | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | |
| Story Map | Comprehension | 6.4, 7.5, 8.5 | | X | X |
| Story Map with Characters' Perspectives | Comprehension | 6.4, 7.5, 8.5 | | X | X |
| Elements of Fiction | Comprehension | 6.4, 7.5, 8.5 | | X | X |
| Somebody...Wanted...But...So... | Comprehension | 6.4, 7.5, 8.5 | | X | X |
| Hot Spots | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | X | X | |
| Questioning the Author | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | X | X | X |
| Anticipation Guide | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | X | | |
| Three-Level Guide | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |

| Strategy | Reading Component | Standards of Learning | Before Reading | During Reading | After Reading |
|-----------------------------------|--------------------------|------------------------------|-----------------------|-----------------------|----------------------|
| Pattern Guide | Comprehension | 6.5, 7.6, 8.6 | X | X | X |
| Signal Words | Comprehension | 6.5, 7.6, 8.6 | X | X | |
| Open House | Comprehension | 6.4, 7.5, 8.5 | X | | |
| Making Connections | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |
| Jot Charts | Comprehension | 6.5, 7.6, 8.6 | | X | X |
| It Says...I Say... | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | X | X |
| Summarizing Based on Rules | Comprehension | 6.5, 7.6, 8.6 | | | X |
| Group Summarizing | Comprehension | 6.5, 7.6, 8.6 | | X | X |
| Collaborative Summarizing | Comprehension | 6.5, 7.6, 8.6 | | | X |
| Shared Inquiry (Socratic Seminar) | Comprehension | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 | | | X |
| SQ3R | Comprehension | 6.5, 7.6, 8.6 | X | X | X |
| Biopoem | Comprehension | 6.4, 7.5, 8.5 | | | X |
| About/Point | Comprehension | 6.5, 7.6, 8.6 | | X | X |
| Save the Last Word for Me | Comprehension | 6.4, 7.5, 8.5 | | X | X |
| Cooperative Reading Activity | Comprehension | 6.5, 7.6, 8.6 | | X | X |
| Literature Circles | Comprehension | 6.4, 7.5, 8.5 | X | X | X |
| Zooming In and Zooming Out | Comprehension | 6.5, 7.6, 8.6 | X | X | X |

READING Strategy → Semantic Feature Analysis

Reading component Vocabulary

Related Standard(s) of Learning 6.5

Overview of the strategy

In the Semantic Feature Analysis (SFA) strategy, students use a matrix to help them understand the deep meanings, nuances, and relationships of words.

Strategy procedure

1. Choose a set of approximately six words related to the topic of study, and write these in the left column of a matrix. Most of the words should be within the students’ vocabulary. List in the top row of the matrix the characteristics or features that the words might share.
2. Model for the students marking where a feature applies to a word by placing an X in each appropriate cell.
3. Think aloud for the students to demonstrate the rationale behind the marking of words.

| Semantic Feature Analysis | | | | | | | |
|---------------------------|-------------------|-------------------|-------|----------------------|---------------|--------------|-------------------|
| Types of fiction | Realistic setting | Young protagonist | Quest | Conflict with adults | Moral dilemma | Happy ending | Growth experience |
| Historic | X | X | | | | | |
| Realistic | X | | | X | | | X |
| Science | | | | | | | |
| Fantasy | | | X | | | | |
| Myth | | | | | | | |

Sources

- R.S. Baldwin, J.C. Ford, and J.E. Readence, “Teaching Word Connotations: An Alternate Strategy,” *The Reading Teacher* 21, no. 2 (1981): 103-108.
- D.D. Johnson and P.D. Pearson, *Teaching Reading Vocabulary*, 2nd ed. (New York: Holt, Rinehart, and Winston, 1984).

READING Strategy → List/Group/Label (Word Sort)

Reading component Vocabulary

Related Standard(s) of Learning 6.5

Overview of the strategy

A grouping and labeling activity prior to reading helps students predict and clarify the meanings of words and the upcoming text. The teacher might list the words thought to be unfamiliar or ask the students to brainstorm about the topic and identify such words. The teacher might provide the labels, as in a closed sort, or ask the students to determine the categories, as in an open sort. This activity requires classification, deductive reasoning, inference, and prediction. A similar activity after reading can help students absorb and comprehend the vocabulary essential to the topic.

Strategy procedure

1. Choose a topic, and instruct the students to brainstorm as many words for it as possible. Alternatively, select a list of words from a text the students are going to read.
2. Assign the students to small groups, and instruct them to sort the words into categories, either predetermined by the teacher or developed by the students. The use of file cards is recommended.
3. Verbalize as a model for the students the rationale for categorization of some of the words.
4. Encourage students to verbalize the rationale for their categorization as well.

Source

- H. Taba, *Teacher's Handbook for Elementary Social Studies* (Reading, Mass.: Addison-Wesley, 1967).

READING Strategy → Guess, Locate, and Paraphrase Definitions

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 8.4

Overview of the strategy

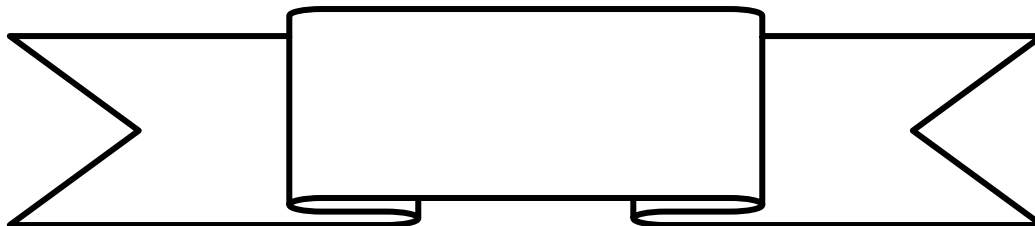
In the Guess, Locate, and Paraphrase Definitions strategy, students use the “Guess and paraphrase the definition” ribbon from the *Wordsalive* set of blackline masters to activate prior knowledge about unfamiliar words before they consult reference tools. Paraphrasing definitions allows students to begin the comprehension process that is so important to vocabulary acquisition.

Strategy procedure

1. Display on the overhead or board and distribute copies of the “Guess and paraphrase the definition” blackline master #4, located on the *Wordsalive* Web site (go to address listed below; click on Blackline masters; then, scroll down to page 4). Discuss each part of the ribbon.
2. Choose a text containing an unfamiliar word in nonsupportive context, and distribute it to students. Displaying the text on the overhead or board is also helpful.
3. Encourage the students to guess the word’s meaning based on context and morphological analysis. Write the guess on the right-hand part of the ribbon (shown below).
4. Model finding the definition in a reference source, and write the definition in the middle of the ribbon.
5. Model creating a paraphrased definition of that found in the reference, and write the paraphrase in the left-hand part of the ribbon.
6. Display and/or distribute texts with several additional unfamiliar words in nonsupportive text, and ask students to write a guess on the right-hand part of the ribbon.
7. Instruct students to use reference sources to find the definition and write it in the middle of the ribbon.
8. Help students paraphrase, or assign students to work with partners to develop paraphrases of the definitions found in reference sources. Have them write their paraphrase on the left-hand part of the ribbon.

Source

- *Wordsalive* Web site, http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html.



READING Strategy → *Wordsalive* Map

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 7.4

Overview of the strategy

The *Wordsalive* Map strategy uses graphic organizers designed to allow students to interact thoroughly with unfamiliar vocabulary. Interactions include use of background knowledge, context and references, identification of synonyms and antonyms, development of knowledge of morphology and etymology, as well as the generation of sentences and visualizations. It is a strategy for moving students from association with a narrow definition of a word, through comprehension in a broader sense, to the stage where they can generate appropriate usage of the word. It is appropriate in all content areas and facilitates independence with vocabulary acquisition.

Strategy procedure

1. Display on the overhead or board and distribute copies of the blackline masters #1 and #2, located on the *Wordsalive* Web site (go to address listed below; click on Blackline masters). Discuss each part of the map.
2. Model a word from the student text carefully and slowly, allowing the students to contribute as much as possible to the completion of the map. Be sure to model using the reference tool(s) between the guessed definition and the paraphrased definition, as students may want to skip this step.
3. Display the model map(s) for reference, and use other words from the student text to provide guided practice. Partners or small groups are recommended.
4. As students gain skill, assign them to map words from their texts more independently, before, during, and after reading.

Source

- *Wordsalive* Web site, http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html.

READING Strategy → Using the Context with a Speech Bubble

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 6.5

Overview of the strategy

A speech bubble, included with the *Wordsalive* set of blackline masters, is designed to allow students to focus attention on the words and phrases that reveal the meaning of unfamiliar words in context. Students should be provided many opportunities to examine unfamiliar words in rich contexts that make use of synonym, definition, explanation, antonym, example, and inference types of clues.

Strategy procedure

1. Display on the overhead or board and distribute copies of the blackline master #3, located on the *Wordsalive* Web site (go to address listed below; click on Blackline masters; scroll down to page 3).
2. Choose or write a short text that features one unfamiliar word in a rich context.
3. Model for the students by writing in the speech bubble only the context that reveals the meaning of the unfamiliar word. Be as brief as possible but as complete as necessary. Include and underline the unfamiliar word. Think aloud for the students while writing the context, and mention the type of clue that helps reveal the meaning of the unfamiliar word. Model using reference tools to confirm or modify the meaning learned from context.
4. Provide students with guided practice, using text demonstrating a variety of clue types. Partners or small groups are recommended. Have students use reference tools to confirm or modify the meaning learned from context.
5. Encourage students to look for and bring to class unfamiliar words in rich contexts.

Source

- *Wordsalive* Web site, http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html.

READING Strategy → Using the Context with Sticky Notes and Jot Chart

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 6.5

Overview of the strategy

The use of context is vital for determining the meaning of unfamiliar words so that the reader does not have to break the flow of the text by stopping and using a reference tool. Students should be provided many opportunities to examine unfamiliar words in rich contexts that make use of synonym, definition, explanation, antonym, example, and inference types of clues. By using sticky notes to mark the unfamiliar words found during reading, students can return to these words after reading and determine their meanings if the meanings have not been revealed by subsequent context.

Strategy procedure

1. Choose or write a text that features several unfamiliar words in a rich context. Model for the students by reading aloud until arriving at an unfamiliar word. Guess a meaning for the word, write it on the sticky note, and put it on the text near the word. Read the entire sentence or paragraph to include the clues.
2. Assign the students to read in pairs or individually and mark the remaining unfamiliar words. Students should also guess a definition for each word and record the definition on a sticky note.
3. After the students have finished reading, make a list of all the words they found. Record the students' guessed definitions next to the words.
4. Instruct the students to record the context words or phrases that help reveal the meaning of each word. Discuss the types of clues, if appropriate.
5. Have the students use reference tools to confirm or modify the meanings learned from context. Divide up the list, if long, and have groups of students work on groups of words.
6. Record the reference-source definitions on the chart.
7. Instruct students to reread the text now that the previously unfamiliar words are known.

| Context-Clue Jot Chart | | | | | |
|------------------------|--------------------|---------------|--------------|-----------------------------|-----------------------|
| Word | Guessed definition | Context clues | Type of clue | Meaning revealed by context | Dictionary definition |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

READING Strategy → Click and Clunk

Reading component

Vocabulary

Related Standard(s) of Learning 6.3, 6.4, 6.5 7.4, 7.5, 7.6, 8.4, 8.5, 8.6

Overview of the strategy

The Click and Clunk strategy promotes the self-monitoring that good readers do automatically while reading. When students “click,” they know and understand the words, concepts, and ideas, clicking along smoothly as they read. When students “clunk,” they identify words, concepts, or ideas they don’t understand or about which they need to know more.

Strategy procedure

1. Choose a text on the instructional level of students and that is sure to have a few words or concepts unfamiliar to the students. Do not preteach these words. Distribute the text to students, and read the first portion of it aloud.
2. Stop at the first “clunk,” and model for the students how to record and “declunk” the word. “Clunks” can be recorded on sticky notes or in a reading log. Recording the page and/or paragraph numbers may be helpful.
3. Use a Think-Aloud strategy to demonstrate the process (detailed below) for “declunking” a word or concept.
4. Assign the students to small groups to continue reading, recording, and declunking the words or concepts that are unfamiliar. Display and/or distribute the Declunking Clue Card for students to use during the process.
5. Remind students to use “declunking” strategies whenever they find an unfamiliar word, concept, or idea.

Declunking Clue Card

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

Source

- J. K. Klingner and S. Vaughn, “Promoting Reading Comprehension, Content Learning, and English Acquisition through Collaborative Strategic Reading (CSR),” *The Reading Teacher* 52, no. 7 (1999): 738–747.

READING Strategy → Vocabulary Self-Collection Strategy

Reading component

Vocabulary

Related Standard(s) of Learning 6.3, 6.4, 6.5 7.4, 7.5, 7.6, 8.4, 8.5, 8.6

Overview of the strategy

The Vocabulary Self-Collection Strategy (VSS), created by M. R. Haggard, is based on the self-selection of words during reading and/or listening. It promotes student autonomy and wide reading as well as the use of context and reference tools. The words each student identifies and brings to the class discussion should be new to that student but also important for the student’s permanent vocabulary.

Strategy procedure

1. Introduce the idea of identifying unfamiliar words during reading, and assign students to bring in an appropriate number of new words on a certain date not too far in the future. For example, if the introduction occurs on a Monday, the students should be able to bring three to five new words to class by the following Friday or Monday.
2. Find several new words to use for demonstration. Model introduction of new words by sharing the context, source, part of speech, definition, and reason why the word is meaningful and important to add to permanent vocabulary. Write a sentence demonstrating proper usage and personal understanding of the new word.
3. On the assigned day, instruct the students to display their VSS words on the board. Display your examples as well, and again model the introduction of your new words by sharing the contexts, sources, parts of speech, definitions, and reasons why the words are meaningful. Read aloud the sentences you wrote to demonstrate proper usage and personal understanding.
4. Ask student volunteers to introduce their new words, using the steps you modeled. Help with pronunciation as needed. Add clarification to new words as needed, and encourage other students to contribute their understanding of the words as well. Continue until every student has introduced new words.
5. With assistance from the students, narrow the list of words to a number reasonable for study, and determine a not-distant quiz date. Clarify any definitions, and instruct the students to use the words in context again and again.
6. Between the introduction and the quiz date, review and reinforce the words in class by using them and with study assignments, such as file cards, crosswords, or games.
7. Create and administer a quiz, utilizing the cloze procedure. Inclusion of the word bank is optional, but it is recommended only for younger students.

Source

- M. R. Haggard, “The Vocabulary Self-Collection Strategy: Using Student Interest and World Knowledge to Enhance Vocabulary Growth,” *Journal of Reading* 29 (1986): 634–642.

READING Strategy → Flip-A-Chip: Prefixes

Reading component Vocabulary

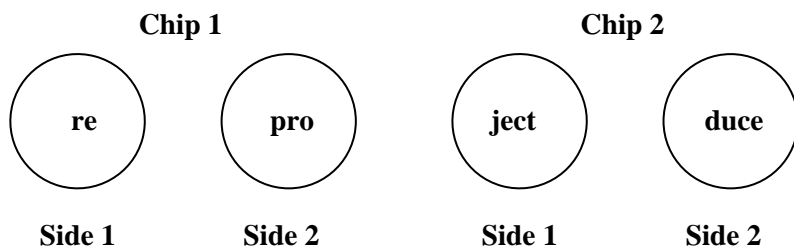
Related Standard(s) of Learning 6.3, 7.4, 8.4

Overview of the strategy

The Flip-A-Chip strategy is an enjoyable way to promote vocabulary development while teaching syllabification, comprehension of affixes, and the use of context.

Strategy procedure

1. Prepare a sample Flip-A-Chip packet containing two chips — one chip with a different prefix written on each side (e.g., *re* or *pro*) and the other chip with a different root on each side (e.g., *ject* or *duce*). These prefixes and roots must combine to make four words.



2. Demonstrate how to flip the chips and create the four words.
3. Model how to place all four words into meaningful context, and write the example on a file card. Then, insert this card into the bag with the chips.
4. Display or distribute a list of prefixes and a list of roots for students to use while creating Flip-A-Chip packets of their own.
5. Instruct students to work with partners to create packets and the file cards to accompany them. Have them check the dictionary for spelling and usage.
6. Encourage students to share the Flip-A-Chip packets with classmates and to continue to use the dictionary.

My first idea for a science
1) _____ was to 2) _____
something to help me 3) _____
my waistline, but I must now
4) _____ that idea as unworkable.

1) *project*, 2) *produce*, 3) *reduce*, 4) *reject*

Source

- Lee Mountain, “Flip-A-Chip to Build Vocabulary,” *Journal of Adolescent and Adult Literacy* 46, no. 1 (September 2002): 62-68.

READING Strategy → Flip-A-Chip: Suffixes

Reading component Vocabulary

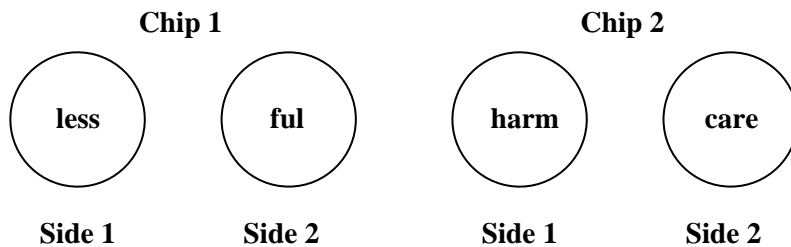
Related Standard(s) of Learning 6.3, 7.4, 8.4

Overview of the strategy

The Flip-A-Chip strategy is an enjoyable way to promote vocabulary development while teaching syllabification, comprehension of affixes, and the use of context.

Strategy procedure

1. Prepare a sample Flip-A-Chip packet containing two chips — one chip with a different suffix written on each side (e.g., *less* or *ful*) and the other chip with a different root on each side (e.g., *harm* or *care*.) These suffixes and roots must combine to make four words.



2. Demonstrate how to flip the chips and create the four words.
3. Model how to place all four words into meaningful context, and write the example on a file card. Then, insert this card into the bag with the chips.
4. Display or distribute a list of suffixes and a list of roots for students to use while creating Flip-A-Chip packets of their own.
5. Instruct students to work with partners to create packets and the file cards to accompany them. Have them check the dictionary for spelling and usage.
6. Encourage students to share the Flip-A-Chip packets with classmates and to continue to use the dictionary.

If you are 1) _____ when you wash dishes, you might cause 2) _____ bacteria to stay on the glassware. Also, be 3) _____ when you put the silverware away so that knives are placed into their racks in a 4) _____ fashion.

1) *careless*, 2) *harmful*, 3) *careful*, 4) *harmless*

Source

- Lee Mountain, “Flip-A-Chip to Build Vocabulary,” *Journal of Adolescent and Adult Literacy* 46, no. 1 (September 2002).

READING Strategy → Root Trees

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 7.4

Overview of the strategy

The Root Trees strategy, included in the *Wordsalive* set of blackline masters, allows students to discover and record word families that are derived from Greek and Latin roots and related to each other in meaning.

Strategy procedure

1. Display on the overhead or board and distribute copies of the blackline master #6, located at the *Wordsalive* Web site (go to the address listed below; click on Blackline masters; scroll down to page 6).
2. Choose a root that students know, and place it in the roots of the tree shown on the blackline master #6.
3. Fill the leaves of the tree with words derived from the root. Ask students to contribute words they know, and encourage them to use reference books, if necessary.
4. Discuss the meanings of any words that are unfamiliar to students.
5. Assign students to small groups or partners. Provide a list of roots from which the groups should choose, and ask them to fill the leaves of their trees with words derived from the chosen root. Encourage students to use reference tools to expand and/or clarify the words on their trees.
6. Discuss the meanings of any words that are unfamiliar to students.
7. As students gain skill, assign them to use root trees independently.

Source

- *Wordsalive* Web site, http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html.

READING Strategy → Homophone Cards

Reading component Vocabulary

Related Standard(s) of Learning 6.7

Overview of the strategy

The Homophone Cards strategy is an interactive way for students to differentiate between and among words that are frequently misspelled because they sound alike but are spelled differently. Students practice the use of context and the dictionary as they differentiate and choose the appropriate word and spelling.

Strategy procedure

1. Select appropriate homophones — preferably those confused by students when they write.
2. Model the correct use of the homophone pair or trio in a sentence, e.g., “I, too, visited the library to borrow two books.”
3. Have students collaborate in small groups to write sentences in which homophone pairs or trios are used. Allow students to consult dictionaries or the homophone Web site to confirm the accurate spelling of each pair or trio.
4. Instruct students to transfer the sentences to file cards, putting numbered blanks where the homophones should be, and recording the numbered answers on the back of the card.

Front of card

1) _____ house is over
2) _____, but
3) _____ not home.

Back of card

1) *their*
2) *there*
3) *they're*

5. Encourage the students to use the cards as a review game or reference source.
6. Laminate the best examples for permanent use.

READING Strategy → Multiple Meaning Cards

Reading component Vocabulary

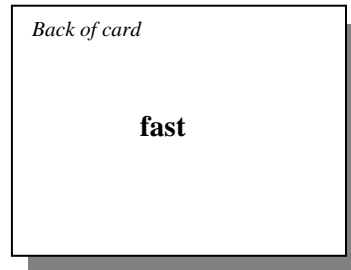
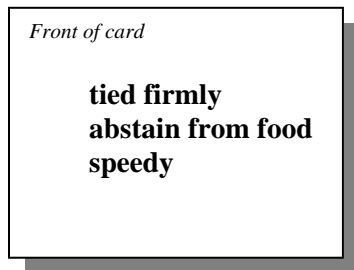
Related Standard(s) of Learning 6.3, 8.4

Overview of the strategy

The Multiple Meaning Cards strategy is an interactive way for students to develop deeper comprehension of vocabulary. Students practice the use of context and the dictionary as they delve into the meanings of words.

Strategy procedure

1. Prepare an age-appropriate list of words with multiple meanings, either in advance of the lesson or with the students. Assign students to small groups, and divide up these target words among the groups.
2. For each target word given to a group, have the group write the word on the back of a file card and write short definitions of all the different meanings of that word on the front of the card (see example below). Dictionaries may be used.
3. For each list of definitions, instruct the students to decide which definition is the most difficult or obscure and then rank the definitions in order from the most obscure to the most common. Then have the students reorder the definitions on the cards, using the descending order from most obscure to most common.
4. Have the groups exchange cards, being careful to look at only the fronts. Encourage students to use the cards to see if they can guess the target word by using the combination of its definitions.



READING Strategy → Denotations and Connotations

Reading component

Vocabulary

Related Standard(s) of Learning 7.4, 7.5, 7.6, 8.4, 8.5, 8.6, 8.7

Overview of the strategy

A denotation is the dictionary meaning of a word, but many words also have connotations that include emotional feelings associated with the word. Recognizing the expanded meanings or nuances of words comes with exposure and wide reading. Connotations carry implications.

Strategy procedure

1. Select a text containing several strong words that have fairly well-known connotations. An editorial or an emotional poem might be good choices. Highlight the connotative words.
2. Create a denotation/connotation chart, and distribute it to the students (see sample below). Display it on the overhead.
3. Read the text aloud while the students follow. Instruct the students to read it silently. Read the lines or paragraphs containing the highlighted words again, or ask for student volunteers to read those portions.
4. Write the first highlighted word on the chart, and model the completion of the chart by filling in its denotation, an association or visualization, an emotional response, and its connotation.
5. Instruct the students to work in pairs to complete the rest of the chart.
6. Repeat the lesson often with a variety of words. As students are ready, allow them to highlight the connotative words.

| Denotation/Connotation Chart | | | | |
|------------------------------------|------------------------------------|---------------------------------|----------------------------|---|
| Word with line or paragraph number | Denotation (dictionary definition) | Association or visualization | Emotional Response | Connotation |
| <i>thrifty</i> | Tending to save money | A piggybank with coins going in | Longing for something | <i>Positive:</i> saving for a rainy day or a splurge |
| <i>cheap</i> | Tending to save money | A change purse, tightly closed | Deprivation of necessities | <i>Negative:</i> depriving oneself or others of nice things |

READING Strategy → Word Harvest (Probable Passage)

Reading component Vocabulary

Related Standard(s) of Learning 6.4, 6.5, 7.5

Overview of the strategy

The Word Harvest strategy, also called Probably Passage, is both a before-reading and a vocabulary activity in which students categorize words prior to reading in order to use them to predict. It also encourages them to identify and clarify words with which they are unfamiliar prior to reading.

Strategy procedure

1. Prepare a list of words from a story or narrative poem, and provide each student with the list as well as a Word Harvest graphic organizer (see below).
2. Instruct the students to put each word from the list into one of the categories on the organizer (Character, Setting, Problem, Solution, Unfamiliar words, Words I want to know more about). Keep in mind that there are a variety of correct responses.
3. Clarify with and for the students the unfamiliar words and perhaps some of the words students want to know more about. If you wish, allow students to discover the meanings of the words in the last category while reading.
4. Instruct the students to use the words on the Word Harvest graphic organizer to write a prediction of the story or poem.
5. Read the text aloud while the students follow, or assign the students to read it individually or with partners. During the reading, instruct the students to find the words in context and highlight them.
6. Clarify any words that are still unknown, either with or for the students. Have the students consult dictionaries or other resources as appropriate.
7. Compare the students' predictions with the actual story.

| Word Harvest | | |
|----------------------|-------------------------|--|
| Characters | Setting | Problem |
| Solution | Unfamiliar words | Words I want to know more about |
| My prediction | | |

READING Strategy → Analogies: Finding Relationships

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 7.4, 8.4

Overview of the strategy

The key to analogies is to find the relationship between two words and then apply that same relationship to other pairs of words. Students need direct instruction and practice in recognizing and completing analogies. They also need to be made aware that analogies are often used in expository writing to make comparisons between new concepts/ideas and well-known models; for example, a science text might compare the human heart to a pump.

Strategy procedure

1. Select some common analogies, using words within the students' vocabulary, and write these onto a chart or transparency. Focus on a limited number of relationships until students are more experienced.
2. Identify the relationship of each analogy with the students.
3. Select some more examples of analogies with the same relationships as those on the chart, and write them on another chart or handout.
4. Distribute or display the chart to students, and instruct them to identify the relationship and complete the chart. Partners are recommended.

| Analogy Relationship Chart | |
|---------------------------------|-------------|
| <u>Finger</u> is to <u>hand</u> | Part/whole |
| <u>Bear</u> is to <u>den</u> | Animal/home |
| <u>Help</u> is to <u>aid</u> | Synonym |

READING Strategy → Analogy Completion

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 7.4, 8.4

Overview of the strategy

The key to analogies is to find the relationship between two words and then apply that same relationship to other pairs of words. Students need direct instruction and practice in recognizing and completing analogies. They also need to be made aware that analogies are often used in expository writing to make comparisons between new concepts/ideas and well-known models; for example, a science text might compare the human heart to a pump.

Strategy procedure

1. Select some examples of analogies, and write them on the analogy completion chart. Focus on a limited number of relationships until students are more experienced.
2. Model the use of the chart for students, and allow them to complete it. Partners are recommended.

| Analogy Completion Chart | | |
|---|--------------------------------|---------------------|
| First pair | Second pair | Relationship |
| <u>S</u> now is to <u>c</u> old as... | <u>s</u> un is to <u>h</u> ot. | Attribute |
| <u>T</u> ree is to <u>l</u> umber as... | <u>w</u> heat is to _____. | Source/product |
| <u>S</u> tory is to <u>r</u> ead as... | <u>s</u> ong is to _____. | Purpose |

READING Strategy → Analogy Writing

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 7.4, 8.4

Overview of the strategy

The key to analogies is to find the relationship between two words and then apply that same relationship to other pairs of words. Students need direct instruction and practice in recognizing and completing analogies. They also need to be made aware that analogies are often used in expository writing to make comparisons between new concepts/ideas and well-known models; for example, a science text might compare the human heart to a pump.

Strategy procedure

1. Select some examples of analogies, and write them on the analogy completion chart. Focus on a limited number of relationships until students are more experienced.
2. Model the use of the chart for students, and allow them to complete it. Partners are recommended.

| Analogy Completion Chart | | |
|---------------------------------------|----------------------------------|-----------------|
| First pair | Second pair | Relationship |
| <u>Left</u> is to <u>right</u> as... | <u>Top</u> is to <u>bottom</u> . | Antonym |
| <u>Water</u> is to <u>ship</u> as... | _____ is to _____. | Place/object |
| <u>Runner</u> is to <u>sled</u> as... | _____ is to _____. | Part/whole |
| <u>Bird</u> is to <u>sky</u> as... | _____ is to _____. | Object/place |
| <u>Glove</u> is to <u>hand</u> as... | _____ is to _____. | Covering/object |
| <u>Win</u> is to <u>lose</u> as... | _____ is to _____. | Antonym |

READING Strategy → Morpheme Game

Reading component Vocabulary

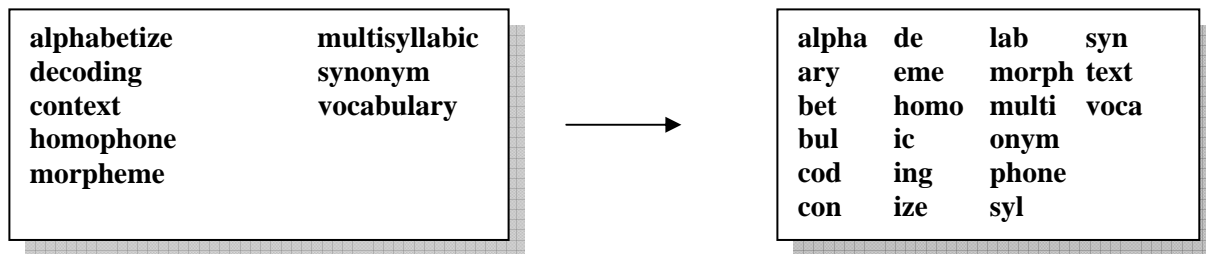
Related Standard(s) of Learning 6.3, 7.4, 8.4

Overview of the strategy

Morphemes are the smallest unit of meaning into which words can be broken. The Morpheme Game strategy, based on a similar game by Paul Fleisher called “99 Syllables,” encourages students to combine into their original words the morphemes of words that were previously studied.

Strategy procedure

1. Select a list of approximately eight words previously studied and preferably related to a single topic. Separate the words into their morphemes, and list these morphemes in alphabetical order.



2. Assign partners or small groups. Distribute to the groups the morphemes list with instructions to reconstruct the words from the morphemes: each morpheme on the list must be used, but only once. Tell the students the number of words on the original list.
3. After the groups complete their work, select a volunteer from each group to read the group list. Ask other groups to add to or amend the list read.
4. Display the original list, and instruct students to compare it to the one they created.
5. If you wish, assign points for each correct word.

Source

- Paul Fleisher, *Brain Food: 100+ Games That Make Kids Think* (Arizona: Zepher Press, 1997).

READING Strategy → Figurative Language

Reading component

Vocabulary

Related Standard(s) of Learning

6.3, 6.4, 7.4, 7.5, 7.6, 7.8, 8.4, 8.5, 8.6, 8.7

Overview of the strategy

An understanding of figurative language is essential to reading comprehension and is helpful in writing instruction as well. Direct instruction helps students identify, label, interpret, and use figurative language in reading and writing.

Strategy procedure

1. Choose a text with several instances of one type of figurative language, e.g., simile. Display the text on the overhead and distribute it to students. Also display and distribute the Figurative Language Chart (see sample below from “Dream Deferred” by Langston Hughes).
2. Read the text aloud while the students follow. Choral reading is also recommended.
3. Highlight the first or most obvious example of the figurative language, and write it on the chart. If necessary, locate a second example for the students. Model the use of the chart by adding the name of the type of figurative language and a probable literal meaning.
4. Instruct students to use the chart to complete the rest of the text with partners or in small groups.
5. Repeat often with other texts, adding other types of figurative language (personification, hyperbole, metaphor), when appropriate.

| Figurative Language Chart | | |
|----------------------------------|-------------|---------------------------|
| Figurative language | Type | What it means |
| “Like a raisin in the sun” | Simile | shriveled and dark |
| “fester like a sore” | Simile | get itchy and form a scab |
| “stink like rotten meat?” | | |
| “like a syrupy sweet?” | | |
| “sags like a heavy load” | | |

READING Strategy → Imagery

Reading component

Vocabulary

Related Standard(s) of Learning 6.3, 6.4, 7.4, 7.5, 7.6, 7.8, 8.4, 8.5, 8.6, 8.7

Overview of the strategy

Imagery is language, often nonliteral, which appeals to readers’ senses. Student need to recognize, interpret, and use imagery when reading and writing. Direct instruction helps students identify, label, interpret, and use imagery in reading and writing.

Strategy procedure

1. Choose a short text rich in imagery, and distribute it to the students. Display and distribute the Imagery Chart (see sample below from “The Raven” by Edgar Allen Poe).
2. Read the text aloud while the students follow. Choral and echo reading are also recommended.
3. Highlight the first or most obvious example of the imagery for the students, and write it on the chart. If necessary, locate a second example for the students. Model the use of the chart by adding the sense each image stimulates and a probable literal meaning.
4. Instruct students to use the chart to complete the rest of the text with partners or in small groups.
5. Repeat often with a variety of texts — prose, poetry, and informational.

| Imagery Chart | | |
|------------------------------------|------------------|----------------|
| Example of imagery | Sense | What it means |
| “gently rapping, rapping” | auditory | knocking sound |
| “rare and radiant maiden” | visual | beautiful girl |
| “to still the beating of my heart” | tactile/auditory | |
| “this ebony bird” | visual | |
| “cushion’s velvet lining” | tactile/visual | |
| “air grew denser, perfumed” | olfactory | |

READING Strategy → Choral Reading

| | |
|---------------------------------|---------------|
| Reading component | Fluency |
| Related Standard(s) of Learning | 6.4, 7.5, 8.5 |

Overview of the strategy

Fluency is the clear, easy expression of words or the freedom from word identification errors during reading. Students need to build fluency by rereading and practicing reading text aloud. In the Choral Reading strategy, the teacher models the reading of the text and asks students to join in the reading. The text might be read multiple times, or students might join in for portions of it.

Strategy procedure

1. Choose a short text on the students' independent reading level. Distribute copies to the class and ask the students to read the text silently.
2. Read all or part of the text aloud while the students follow along.
3. Ask the students to join with you as you read aloud a sentence, a stanza, or a paragraph. Read a bit more slowly than your normal pace to allow all to keep up.
4. Ask a smaller group of students — for example, all the boys or the left-hand side of the room — to read with you. Repeat this process with different groups.
5. Ask for a student volunteer to lead the class or a small group in reading together.
6. Ask the students to read as an independent chorus without your leadership.

READING Strategy → Echo Reading

| | |
|---------------------------------|---------------|
| Reading component | Fluency |
| Related Standard(s) of Learning | 6.4, 7.5, 8.5 |

Overview of the strategy

Fluency is the clear, easy expression of words or the freedom from word identification errors during reading. Students need to build fluency by rereading and practicing reading text aloud. In the Echo Reading strategy, the leader reads a line and the class responds by rereading the same line aloud together.

Strategy procedure

1. Choose a short text on the students' independent reading level. Distribute copies to the class.
2. Read a sentence of the text aloud, and then read along with the students as they repeat that line aloud. Read the next line, and have the students reread it with support. As the students gain proficiency, stop reading the entire line with them when they echo.
3. Read a line, and ask a smaller group of students to echo it — for example, all the girls or the students sitting in the back row. Repeat this process with different groups.
4. Ask single student volunteers to echo the line as a solo.
5. As students are ready, ask each student to echo a line.
6. As students are ready, have one group read and another group echo.
7. As students are ready, ask volunteers to read so that others can echo.
8. Repeat with a variety of texts.

READING Strategy → Readers' Theater

| | |
|---------------------------------|---------------|
| Reading component | Fluency |
| Related Standard(s) of Learning | 6.4, 7.5, 8.5 |

Overview of the strategy

Fluency is the clear, easy expression of words or the freedom from word identification errors during reading. Students need to build fluency by rereading and practicing reading text aloud. In the Readers' Theater strategy, students rehearse and then participate in reading a script, usually without props or movement.

Strategy procedure

1. Choose or write a script. A story from the student anthology can be converted into a script by adapting the dialogue and adding a narrator(s) to articulate the action.
2. Distribute the script, and allow students to preview it and look for roles they would like to play. If there are not enough roles for everyone to participate, larger roles can be split to allow more students to read. Another option is to have multiple productions taking place in different parts of the room simultaneously.
3. Assign roles, or allow students to volunteer. Write the role assignments on the board. Although volunteering is preferable, assigning may be needed to ensure that all can participate.
4. Instruct the students to find and read all their lines. Circulate to clarify any trouble spots. Students may find partners with whom to practice their lines in advance of the performance.
5. Arrange the room into a circle or semi-circle, or several circles, if more than one production are to occur simultaneously. Instruct the students to read the script aloud with as much expression as possible. Pause the reading at appropriate places to clarify, encourage inference or prediction, and identify conflict or character development.
6. Follow with discussion and/or a writing assignment.

READING Strategy → Partner Reading

| | |
|---------------------------------|------------------------------|
| Reading component | Fluency |
| Related Standard(s) of Learning | 6.5, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

Fluency is the clear, easy expression of words or the freedom from word identification errors during reading. Students need to build fluency by rereading and practicing reading text aloud. In the Partner Reading strategy, students take turns reading with a partner or in a small group. Self-correction is encouraged.

Strategy procedure

1. Choose a text on the instructional level of the students. Explain to them that they will monitor each other's fluency but refrain from correcting each other. Tell them that if an error is made, the listener(s) should simply ask the reader to "try that again," without correcting the mistake. Only if the reader cannot find and correct the error after several attempts should the listener(s) offer correction.
2. Demonstrate the "try that again" strategy the first time such partner reading is implemented in class, reminding students to refrain from correcting each other.
3. Divide the students into partners or small groups. Instruct the students to take turns by paragraphs, stanzas, subheadings, or some other means of division. Have one student read while the others listen and help monitor fluency. Then have them switch so that each gets a turn. Circulate to listen and or help if necessary. Encourage rereading when appropriate.
4. Summarizing, paraphrasing, discussing, and/or responding to the text might also be included, as desired.

READING Strategy → Directed Reading Thinking Activity

Reading component Comprehension

Related Standard(s) of Learning 6.4, 7.5, 8.5

Overview of the strategy

The Directed Reading Thinking Activity (DRTA) strategy, developed by Stauffer, is based on the idea that readers predict what will happen, read to confirm or modify the predictions, predict again, and read on. Predicting prepares the reader for comprehension and contributes to motivation as well.

Strategy procedure

1. Choose a narrative text with a predictable plot and inviting title. This text should be at the independent reading level of the students. A familiar author and illustrations are helpful. Divide the text into portions, and mark the places for pausing and discussing.
2. Instruct the students to read the title and name of the author and to make predictions based on this information. If illustrations are available, have the students examine them to enhance predictions.
3. Encourage students to share predictions orally. Record their predictions on chart paper or the board.
4. Instruct the students to read the first portion of the text, and have them record whether their predictions are confirmed or rejected.
5. Pause to discuss the predictions, to identify the clues that led students to confirm or reject their predictions, and to have students share additional predictions before reading further.
6. Record the confirmation(s), rejection(s), and new predictions on the chart or the board.
7. Instruct the students to read the second portion of the text, and have them record whether their new predictions are confirmed or rejected. Pause to repeat steps 6 and 7.
8. Continue until the text has been completed.

Source

- R. G. Stauffer, *Directing Reading Maturity as a Cognitive Process* (New York: Harper & Row, 1969).

READING Strategy → Directed Listening Thinking Activity

| | |
|--|---------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 7.5, 8.5 |

Overview of the strategy

The Directed Listening Thinking Activity (DLTA) strategy, a modification of Stauffer’s Directed Reading Thinking Activity strategy, is based on the idea that listeners predict what will happen, listen to confirm or modify their predictions, predict again, and listen further. Predicting prepares the listener for comprehension and contributes to motivation as well. Students can generally listen to and comprehend text two years beyond their independent reading ability.

Strategy procedure

1. Choose a narrative text with a predictable plot and inviting title. This text can be at or beyond the instructional reading level of the students. A familiar author and illustrations are helpful. Divide the text into portions, and mark the places for pausing and discussing.
2. Read the title aloud, and introduce the author. If illustrations are available, have the students examine them to enhance predictions.
3. Encourage students to make and share predictions orally. Record their predictions on chart paper or the board.
4. Read the first portion of the text aloud, and have the students record whether their predictions are confirmed or rejected.
5. Pause to discuss the predictions, to identify the clues that led students to confirm or reject the predictions, and to have students share additional predictions before reading further.
6. Record the confirmation(s), rejection(s), and new predictions on the chart or the board.
7. Read the second portion of the text aloud, and have the students record whether their predictions are confirmed or rejected. Pause to repeat steps 6 and 7.
8. Continue until the text has been completed.

Source

- R. G. Stauffer, *Directing Reading Maturity as a Cognitive Process* (New York: Harper & Row, 1969).

READING Strategy → Read-Pair-Share

| | |
|---------------------------------|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

The Read-Pair-Share strategy, based on the work of Larson and Dansereau, is based on the idea that readers summarize and clarify more easily with peer support. Summarizing helps students demonstrate literal comprehension, and clarifying helps students ask and answer questions about text.

Strategy procedure

1. Choose a text on the instructional level of the students. Divide the text into portions, and mark the places where students will pause to discuss. Distribute the text to the students.
2. Divide students into partners; if there is an odd number, partner with a student who may need additional support. Assign one student in each pair to be the summarizer and the other to be the clarifier.
3. Model the procedure with the first portion of the text, using a strong student to be your partner: the students read a portion of the text silently and then pause to summarize and clarify. The summarizer restates the important ideas briefly while the clarifier listens and asks clarifying questions. Then the clarifier adds any important information that may have been omitted.
4. Have the student pairs continue reading and pause to summarize and clarify. After several portions have been discussed, have the students switch roles. Have students continue until the text has been completed.
5. Students might also draw, chart, diagram, or summarize the entire selection collaboratively or individually to demonstrate comprehension of the text as a whole.

Source

- C. Larson and D. Dansereau, “Cooperative Learning in Dyads,” *Journal of Reading* 29 (1986): 516–520.

READING Strategy → Think and Reflect in Pairs

Reading component

Comprehension

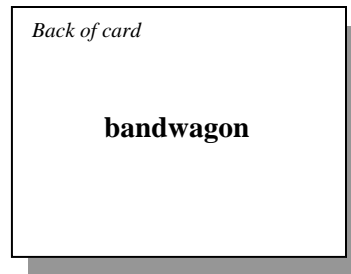
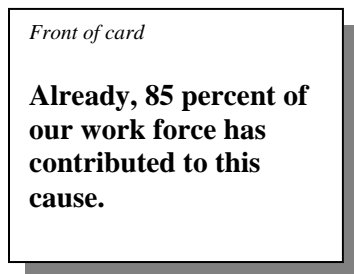
Related Standard(s) of Learning 6.4, 6.5, 7.5, 7.6, 8.5, 8.6

Overview of the strategy

In the Think and Reflect in Pairs (TRIP) strategy, based on the work of Richardson and Morgan, pairs of readers identify examples of content or concepts being studied and write them on cards for later study. Working with partners allows students to verbalize and collaborate while developing understanding.

Strategy procedure

1. Choose a text with multiple opportunities for students to recognize examples of content that has been introduced via direct instruction, e.g., persuasive techniques, figurative language, or characterization.
2. Demonstrate putting a content example found in the text on the front of the TRIP card and its identification on the back. If the class is studying persuasive techniques, for example, you might complete a card with a quote from the text on the front and the type of persuasive technique the quote exemplifies on the back.



3. Distribute text and cards.
4. Assign partners and ask students to read the text to find the examples to place onto the TRIP cards.
5. Save the cards for review of the concept.

Source

- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas*, 5th ed. (Stamford, Conn.: Wadsworth, 2002).

READING Strategy → Think-Aloud

| | |
|---------------------------------|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

The Think-Aloud strategy (TAS) is a modeling technique developed by Davey in which readers share their thoughts during the reading process in order to offer others a window into metacognition. Teachers should use this strategy often for introducing and reinforcing a variety of comprehension thought processes.

Strategy procedure

1. Choose a short text at or beyond the instructional level of students. Distribute copies to the students.
2. Read the text aloud while the students follow along, and pause to verbalize what thoughts come to mind during reading. Model how to create meaning, deduce the approximate definition of an unknown word, reread when comprehension breaks down, compare text with experiences or previous readings, predict or make inferences, argue with the author, seek clarification, and identify important points. Encourage students to mark the places where you pause to think aloud. Encourage them to contribute their thoughts.
3. Repeat the strategy often, providing more opportunities for students to contribute.
4. Repeat with a text on the instructional level of students, and allow them to demonstrate the think-aloud strategy themselves.

Source

- B. Davey, “Think Aloud: Modeling the Cognitive Processes of Reading Comprehension,” *Journal of Reading* 27 (1983): 44–47.

READING Strategy → Question-Answer Relationship

| | |
|---------------------------------|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

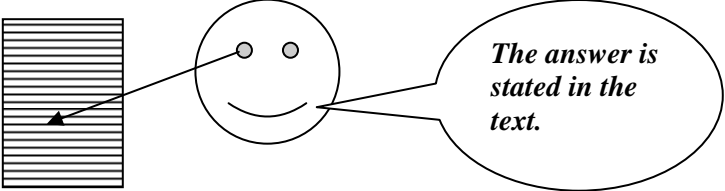
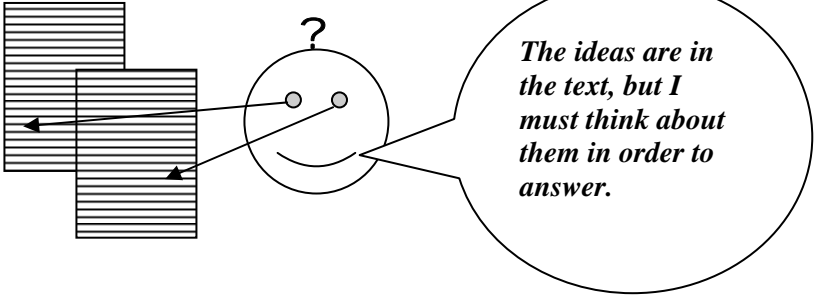
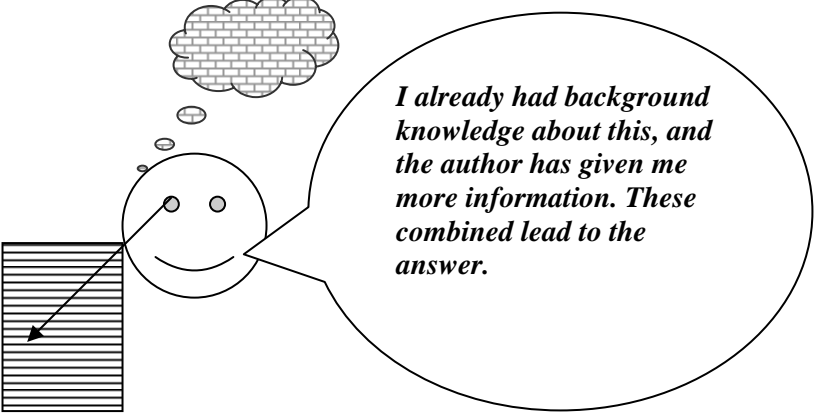
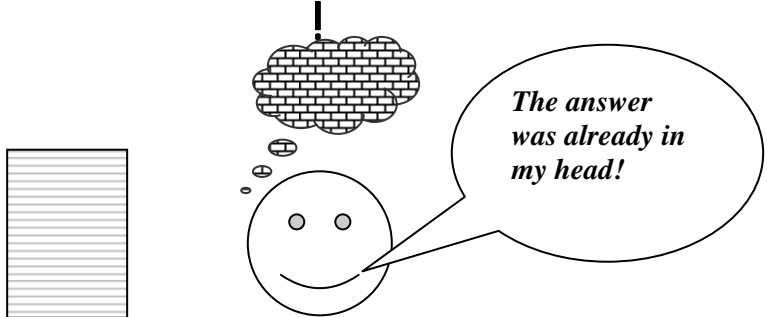
The Question-Answer Relationship (QAR) strategy, developed by Raphael, is based on the idea that students answer questions raised by a text by the location of answers in a four-tiered taxonomy: 1) the reader spots them right there in the text; 2) the reader searches the text for them and works them out with thought; 3) the author and the reader both provide information that lead to answers; and 4) the reader provides answers out of his/her own knowledge and experience.

Strategy procedure

1. Introduce the QAR taxonomy, and provide a visual as a handout and/or poster (see next page).
2. Choose a text on the independent reading level of students, provide it to them, and accompany it with a variety of questions. If necessary, construct questions to demonstrate the taxonomy. Assign the students to read the text silently.
3. Read aloud the first question, and identify its type based on the taxonomy. Answer the question.
4. Continue reading, identifying, and answering questions until each type has been identified.
5. Choose another text on the independent reading level of students, provide it to them, and accompany it with questions and answers already written out. Assign partners, and instruct the pairs to read the text
6. Instruct the pairs to label the QAR for each answered question.
7. Discuss the QARs, and correct any misconceptions.
8. Have students repeat the process, as necessary, with different sets of partners or individually.
9. Choose another text, on another day, at the independent reading level of students, provide it to them, and instruct the students to read it.
10. Assign partners, and instruct the pairs to create one question for each level of the taxonomy.
11. Have students to swap their questions, identify the QAR, and write the answers.
12. Repeat steps 5–6 or steps 9–11, as needed.
13. Apply the QAR strategy often to texts with a variety of questions.

Source

- T. Raphael, “Teaching Learners about the Sources of Information for Answering Comprehension Questions,” *Journal of Reading* 27 (1984): 303–311.

| Question-Answer Relationships Visual | |
|---|--|
| <p>Level I</p> <p>Where is the answer?</p> <p><i>Right there</i></p> |  |
| <p>Level II</p> <p>Where is the answer?</p> <p><i>Think and search</i></p> |  |
| <p>Level III</p> <p>Where is the answer?</p> <p><i>Reader and author</i></p> |  |
| <p>Level IV</p> <p>Where is the answer?</p> <p><i>On my own</i></p> |  |

READING Strategy → ReQuest

| | |
|---------------------------------|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

The ReQuest strategy, based on the work of Manzo, stems from the idea that readers need to ask informed questions in order to comprehend. ReQuest is recommended for weaker readers because it involves a short portion of text, small groups, and supportive teacher modeling.

Strategy procedure

1. Choose a text on the students' instructional reading level. Ask the students to read the first paragraph or several paragraphs silently.
2. Construct and ask questions of the students based on the portion of text read. Have them answer the questions without consulting the text at first. Then, have them consult the text to answer any question that could not be answered without referring back to the text.
3. Next, ask students to read the second paragraph or group of paragraphs.
4. Ask the *students* to construct and ask questions of other students based on the second portion of text. Have the respondents answer the questions without consulting the text at first. Then, have them consult the text and answer the questions that could not be answered without referring back to the text.
5. Have the students continue reading and constructing and answering questions until they can work more independently.
6. Assign partners or trios. Have the groups read silently a paragraph or small portion of the text at a time and then take turns constructing, asking, and answering questions, portion by portion.

Source

- A. V. Manzo, "The ReQuest Procedure," *Journal of Reading* 11 (1969): 123–126.

READING Strategy → Reciprocal Teaching

| | |
|---------------------------------|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

The Reciprocal Teaching (RT) strategy, based on the work of Palincsar and Brown, starts with the idea that good readers use four processes: predicting, clarifying, questioning, and summarizing before, during, and after reading. Moreover, RT is based on the idea that students gradually assume the responsibility for using these processes independently. Teacher modeling and then fading from the process are essential. It is also beneficial to provide direct instruction in each process independent of the others and to model it until students internalize it.

Strategy procedure

1. Select a text on the students' independent reading level. Read a portion of the text aloud, and pause to model making a prediction, and/or ask students to predict what they think the text will contain.
2. Read a portion of the text aloud, and pause to model clarifying an unknown concept. Ask students to read a small portion of the text silently, and pause to allow them to clarify any unknown concepts.
3. Read a portion of the text aloud, and pause to model asking a summarizing or open-ended question about the text. Allow students to answer the question orally or in writing. Ask students to read a small portion of the text silently and to formulate a summarizing or open-ended question about the text. Ask students to share and answer each other's questions.
4. Read aloud and/or assign the students to read the rest of the text. Model creating a summary of the text.
5. Repeat the lesson frequently, allowing the students to assume more responsibility for reading silently and demonstrating mastery of predicting, clarifying, questioning, and summarizing.
6. Assign students to groups of four with each member of the group assuming the responsibility for one of the RT roles (see below). Have students alternate RT roles regularly.

| Title | Reciprocal Teaching Roles |
|-------------------|--|
| Predictor | Before reading, predict what might happen in today's selection, and set purpose for reading. After reading, predict what might come next. |
| Clarifier | Select words, phrases, or ideas that need more explanation. Find information in reference books, in the text itself, or by asking another person. |
| Questioner | Develop questions for the group to use as a springboard to discussion. Vary the question types so that some are open ended and/or have more than one right answer. |
| Summarizer | Write a succinct summary of the text, and share it with your group. |

Source

- A. S. Palincsar and A. L. Brown, "Interactive Teaching to Promote Independent Learning from Text," *The Reading Teacher* 45 (1986): 298–307.

READING Strategy → Written Conversation

Reading component Comprehension
Related Standard(s) of Learning 6.4, 6.5, 7.5, 7.6, 8.5, 8.6

Overview of the strategy

The Written Conversation (WC) strategy was developed by Bintz and Shelton to capitalize on adolescents’ natural tendency to socialize. Students working in pairs have a silent conversation by “talking” on paper. Since the conversational process has been slowed down, the students will often “listen” to each other’s ideas more intensely than in spoken conversation.

Strategy procedure

1. Select a text on the students’ independent reading level if the text is to be read by students, or at the instructional level if the text is to be read aloud by the teacher. Mark in the text the places to stop reading for Written Conversation.
2. Assign partners, and distribute to each pair one Written Conversation Log (see sample below) and the marked text.
3. Read aloud to the first stopping place, pause, and instruct the students write their conversation. Each student should have at least two opportunities to write and respond. No talking is permitted.
4. Resume reading aloud, or assign the students to share the reading either quietly between partners, or individually and silently. Instruct the students to pause at the next stopping place to do Written Conversation again.
5. Continue until the whole text has been read and the Written Conversation has been shared.
6. Lead a whole-class discussion of the insights gained by writing conversations during reading. How is this similar to spoken conversation? How is it different?
7. Repeat with increasingly difficult text and different partners, as appropriate.

| Written Conversation Log | | |
|------------------------------------|----------------|----------------------|
| Partners: _____ | | |
| Text and Author: _____ Date: _____ | | |
| Pages or paragraphs | Speaker’s name | Written Conversation |
| | | |
| | | |
| | | |
| | | |
| | | |
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| | | |

Source

- W. P. Bintz and K. S. Shelton, “Using Written Conversation in Middle School: Lessons from a Teacher Researcher Project.” *Journal of Adolescent and Adult Literacy* 47, no. 6 (2004): 482–507.

READING Strategy → Story Map with Characters' Perspectives

| | |
|---------------------------------|---------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 7.5, 8.5 |

Overview of the strategy

The Story Map with Characters' Perspectives (SMCP) strategy focuses on the reasons why the events in a story take place. Using this strategy enables students not only to begin to see different viewpoints but also to make inferences about the characters in the stories.

Strategy procedure

1. Choose a story at the students' independent reading level and that contains at least two strong characters. Assign the students to read the story individually; alternatively, use a teacher Read-Aloud.
2. Distribute the Story Map with Characters' Perspectives chart (see next page), and instruct students to work with a partner to complete the middle column.
3. Display the SMCP on the overhead, and lead a discussion to complete the map with student input. Instruct students to revise their maps, as needed. Model for the students recording a character's feelings about an event in the story. Repeat if necessary, encouraging students' input as much as possible.
4. Instruct the students to complete, with partners or individually, the character's perspective columns for each event in the story. Circulate to assist and ask questions (see samples below) to help students recognize characters' perspectives and make inferences.
5. Revisit the SMCP on the overhead, and lead a discussion to complete the character's perspective columns with students. Differences of opinions may be evident and can be appropriate.
6. Repeat the procedure with other stories containing strong characters.

Sample thinking prompts

The following questions might be used to prompt student thinking and help students focus on characters' perspectives:

- When students focus on what happened in the story instead of why it happened, ask
 - Why did the character act in this way?
 - What was the character thinking when this occurred?
 - What did he/she want at this point?
 - How is he/she feeling now?
- When students seem to misinterpret a character's feelings, thoughts, or desires because they are considering only their own, ask
 - Is that the way you would have felt?
 - In what way is the character different from you?
 - Since the character is different in this way, how do you think he/she felt?
 - Let me reread some of the parts that may help us understand why the character might respond differently than you would.
- When students' replies seem inadequate because they are focusing only on one particular part of the story instead of the story as a whole, ask
 - What else might the character want? What might he/she think? Feel?
 - What's happened so far in the story that clues us in to other feelings the character might be having?
 - What about the part where the character did _____ and _____ at the beginning?
 - What does that tell you about what the character might be thinking now?

READING Strategy → Elements of Fiction

Reading component Comprehension

Related Standard(s) of Learning 6.4, 7.5, 8.5

Overview of the strategy

Throughout a story or novel, the author provides pertinent information to assist the reader in comprehending the story. Each element shown on the Elements of Fiction Chart helps the reader create a mental picture. The reader must record the setting, the traits of the major characters, the goals of the major characters, the parts of the triangle of plot structure, and the message (complete idea or theme) conveyed by the author. Mastering comprehension of these elements is an ongoing process.

Strategy procedure

1. Choose a narrative with one or several strong characters, a clear setting, and a linear plot. Distribute copies of the Elements of Fiction Chart to the students.
2. Assign students to read the text individually or with partners. Alternatively, use a teacher Read-Aloud.
3. Instruct students to fill in the chart as they read. Teacher modeling may be necessary the first time the chart is used.
4. Discuss the text with the class, and complete a group-chart, if appropriate.

| Elements of Fiction Chart | | | | |
|---|---|--|---|--|
| Title: _____ | | Author: _____ | | |
| Name: _____ | | Date: _____ | | |
| Setting | Characters' Traits | Characters' Goals | Plot | Theme |
| Where does the story take place? What is this place like? | What are the names and descriptions of the major characters in the story? | What is each character trying to accomplish? | <u>Exposition:</u> What background information is revealed at the beginning of the story? <u>Rising Action:</u> What conflicts lead to the climax? <u>Climax:</u> What is the moment of highest intensity in the story? <u>Falling Action:</u> How is the conflict resolved? | What message is the author is trying to convey by writing the story? |

READING Strategy → Somebody...Wanted...But...So...

Reading component Comprehension

Related Standard(s) of Learning 6.4, 7.5, 8.5

Overview of the strategy

Identification of plot elements, such as conflict and resolution, can be facilitated by the use of the Somebody...Wanted...But...So... (SWBS) reading strategy. In this strategy, students complete a four-column chart by creating a SWBS statement that identifies a character (Somebody), the character's goal/motivation (Wanted), a conflict that impedes the character (But), and the resolution of the conflict (So).

Strategy procedure

1. Choose a short narrative with a fairly simple plot structure and one major character. Display and/or distribute the SWBS chart.
2. Have the students read the text either individually or with partners.
3. Discuss the character, goal, conflict, and resolution with the class as you fill in the SWBS chart.
4. Choose another narrative, perhaps with a more sophisticated plot and/or several characters. Have the students read the text either individually or with partners.
5. Instruct the students to fill in the SWBS chart during or immediately after reading.

| SWBS Chart | | | |
|------------------------------------|--|------------------------------|-------------------------------|
| Somebody... (character) | Wanted... (goal/motivation) | But... (conflict) | So... (resolution) |
| | | | |

READING Strategy → Hot Spots

| | |
|---------------------------------|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

The Hot Spots strategy is a tactile and interactive method to allow students to seek and receive clarification for unfamiliar ideas and words found while reading.

Strategy procedure

1. Choose and distribute a text on the students' instructional level and that contains unfamiliar words and/or ideas. Distribute small, brightly colored sticky notes.
2. Instruct the students to scan the text individually and mark each unfamiliar word or phrase with a sticky note. These are "hot spots." Have the students go to the board as they finish reading and write their hot spots on the board, together with page and paragraph numbers to identify the spots. Encourage all students to contribute until all their hot spots have been listed.
3. Erase the duplicates.
4. Ask for volunteers to clarify the hot spots identified by others. Add clarification as needed, and refer students to clues in the text as well as to examples in their background knowledge. Continue until all the hot spots have been clarified. Encourage students to examine the hot spots in context and to connect them with prior knowledge when possible.
5. Have students read the text either individually or with partners. Since the preparation for reading has been so robust, the text might be assigned as homework.

READING Strategy → Questioning the Author

| | |
|---------------------------------|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

The Questioning the Author (QtA) strategy, developed by Beck, McKeown, Hamilton, and Kucan, is based on the premise that authors are fallible and that readers must sometimes question the text in order to construct meaning. This is especially helpful for struggling readers, who often assume that their lack of skill is the sole cause of their comprehension problems. When teachers model by thinking aloud, students too can mull over and tease out the meaning from inconsiderate or challenging text. Readers who question the author become more strategic and critical readers.

Strategy procedure

1. Choose a text on the instructional or frustration reading level for demonstration and teacher Think-Aloud. Prepare for the lesson by reading the text carefully, perhaps more than once. Segment the text carefully by marking the places where the author is unclear or where comprehending requires more work by activating background knowledge or making inferences. Develop queries for each marked spot to facilitate understanding (see samples below).
2. Introduce the students to the idea that authors are fallible human beings who are sometimes not considerate of their readers. Distribute the text to students, and stress that it is challenging and will require all readers to work hard at comprehension.
3. Read the text aloud, and pause to question the author at the places marked during preparation. Use a Think-Aloud strategy, explaining carefully how to activate background, clarify unclear ideas, and paraphrase major points for better understanding. Use the queries developed during planning.
4. Demonstrate how to construct meaning based on the text, background knowledge, and queries. Try to answer the questions posed. Allow students to contribute queries and to articulate construction of meaning, as appropriate.
5. Choose and distribute another text on the instructional level of students. Distribute sticky notes, and have the students read the text and mark each place where comprehension requires extra work or where the text is unclear. Instruct students to write a query on each sticky note.
6. Assign partners, and instruct the pairs to question the author to construct meaning for each spot marked in the text. Circulate to assist.
7. If appropriate, share some of the successful QtAs with the entire class.
8. Repeat the strategy often.

Sample queries

- Initiating
 - What is the author trying to say here?
 - What is the author’s message?
 - What is the author talking about?
- Follow-up
 - What does the author mean here?
 - Does the author explain this clearly?
 - Does this make sense with what the author told us before?
 - How does this connect to what the author told us here?

- Does the author tell us why?
- Why do you think the author tells us this now?
- Narrative
 - How do things look for this character now?
 - Given what the author has already told us about the character, what do you think the character is up to?
 - How does the author let you know that something has changed?
 - How does the author settle this for us?

Source

- I. L. Beck, M. G. McKeown, R. L. Hamilton, and L. Kucan, *Questioning the Author: An Approach for Enhancing Student Engagement with Text* (Newark, Delaware: International Reading Association, 1997).

READING Strategy → Anticipation Guide

| | |
|---------------------------------|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

The Anticipation Guide (AG) strategy, developed by Herber and also referred to as Prediction Guide or Reaction Guide, is widely used. An AG requires careful teacher preparation. It connects students to their background knowledge before reading, generates interest, and can be used to integrate post-reading discussion and/or writing. Richardson and Morgan (2000) offer guidelines for the construction of effective guides and a variety of examples.

Strategy procedure

1. Choose a text on the independent reading level of students, read it, and think about the major concepts and/or themes you plan to address after the students have read it. Develop the Anticipation Guide by choosing the concepts or themes most likely to stimulate students' thoughts/beliefs and writing three to five thought-provoking statements about these concepts/themes. General statements, quotations, and idioms may work well.
2. Distribute and/or display the Anticipation Guide. Ask students to read and respond to the statements by circling "Agree" or "Disagree" by each one. Stress that there are no correct or incorrect answers because responses are based on the students' personal background knowledge and opinions. See sample below:

| Anticipation Guide | | |
|--------------------|---|-------------------|
| Before | Concept Statement | After |
| Agree Disagree | "Neither a borrower nor a lender be." | Agree Disagree |
| Agree Disagree | Taxes are a necessary part of a democratic society. | Agree Disagree |
| Agree Disagree | Everyone cheats on taxes. | Agree Disagree |

3. Encourage student discussion of the statements. Students should be required to share their background knowledge and support their opinions.
4. Have the students read the text.
5. Ask students to return to the Anticipation Guide and circle "Agree" or "Disagree" again.
6. Again, encourage student discussion of the statements, requiring students to support their opinions with references to the text.
7. In class discussion, have students compare their opinions prior to reading with their opinions after reading.
8. Follow up with a writing assignment.

Sources

- H. Herber, *Teaching Reading in the Content Areas*, 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1978).
- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas*, 5th ed. (Stamford, Conn.: Wadsworth, 2002).

READING Strategy → Three-Level Guide

| | |
|---------------------------------|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

The Three-Level Guide strategy, developed by Herber, demonstrates the hierarchy of reading comprehension. These guides allow students to read and interact with text at the *literal*, *inferential*, and *application* levels of thought. Students can be encouraged to “read the lines, read between the lines, and read beyond the lines.” Richardson and Morgan (2000) offer guidelines for the construction of effective guides and a variety of examples. Construction of good Three-Level Guides requires effort, but it is worth the work if students must understand and apply superordinate concepts.

Strategy procedure

1. Choose a text on the instructional reading level of students. Read it carefully more than once.
2. Start by creating the second level of the guide — four to six main idea statements. These statements might begin with “The author means...” and should be based on inferential or interpretive thinking.
3. Move to the first level of the guide — the facts and/or details to support the statements in level 2. These statements might begin with “The author says...” and should be either direct quotations or paraphrases of the text. Approximately two literal statements should support each inferential main idea, but these do not need to be listed in order.
4. Finish by writing the statements for the third level of the guide — three or four statements to move students beyond the text to the application level. These statements might begin with “We can use...” and should be directly connected to the text.
5. Add distracters, if students are ready for them. Include directions such as, “As you read or immediately thereafter, mark the statements in level 1 that are stated details from the text. Mark the ideas in level 2 that represent the author’s meaning or main ideas. Mark the statements in level 3 with which you feel the author would agree, or that might express the author’s theme, or that could apply to a real-life situation.”
6. Distribute the text and the Three-Level Guide to students. Explain that the guide is not a test, but is designed to assist students with both literal and inferential ideas during and after reading. Ask the students to read the directions on the guide and skim the statements.
7. Have the students read the text and mark their responses on the guide as they progress. They may prefer to read the text first and then reread it as they mark the guide.
8. After the reading and marking have been completed, discuss the guide with the students.
9. Use the statements in level 3 as a writing assignment, if appropriate.

Sources

- H. Herber, *Teaching Reading in the Content Areas*, 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1978).
- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas*, 5th ed. (Stamford, Conn.: Wadsworth, 2002).

READING Strategy → Pattern Guide

| | |
|---------------------------------|---------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.5, 7.6, 8.6 |

Overview of the strategy

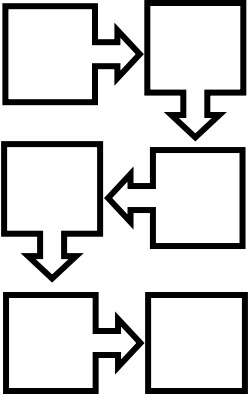
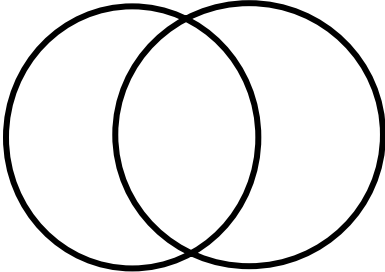
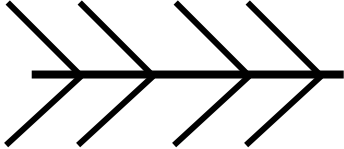
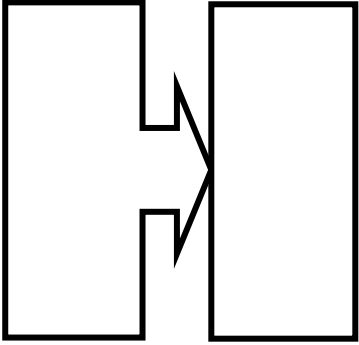
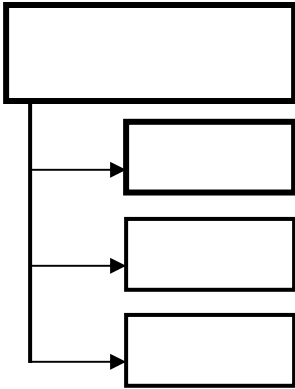
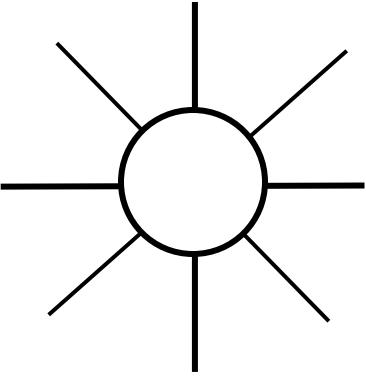
The Pattern Guide strategy, developed by Herber, demonstrates the predominant pattern the author used to construct the text. Pattern guides can help readers recognize causal relationships as well as patterns of organization. These guides, also called graphic organizers, should be chosen or created by the teacher to match the text to help students recognize the relationship between main ideas and details as well as to facilitate note taking while reading.

Strategy procedure

1. Choose a text on the instructional reading level of the students that shows a strong organizational pattern.
2. Choose/create a Pattern Guide or graphic organizer to match the text. Examples of Pattern Guides for commonly used patterns of organization are shown on the next page. Fill in one or several parts of the guide to demonstrate completion of the guide.
3. Distribute the text and the pattern guide. Read aloud a portion of the text and pause to fill in a portion of the guide.
4. Have students read and complete the guide individually or with partners.
5. Repeat with different patterns of organization and with texts constructed with more subtle patterns of organization.

Source

- H. Herber, *Teaching Reading in the Content Areas*, 2nd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1978).

| Samples of Patterns Guides or Graphic Organizers | | |
|--|---|--|
| <p>Chronological Sequence/ Process — Flow Chart</p>  | <p>Comparison-Contrast — Venn Diagram</p>  | <p>Concept/Definition — Herringbone</p>  |
| <p>Cause-Effect — Flow Columns</p>  | <p>Generalization/Principle — Support Chart</p>  | <p>Description — Attribute Circle</p>  |

READING Strategy → Signal Words

| | |
|---------------------------------|---------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.5, 7.6, 8.6 |

Overview of the strategy

Signal words used by authors provide a road map for readers. Such words signal patterns of organization. When students are made aware of common signal words used by authors, their comprehension increases because they can more readily recognize and follow the author’s train of thought.

Strategy procedure

1. Create a chart of the commonly used signal words (see sample on the next page). Distribute it to students and/or display it in the classroom.
2. Choose a short text on the instructional reading level of students and that demonstrates good use of signal words. Display it on the overhead, and distribute copies to the students. As the text is read aloud, ask the students to write the pattern of organization on their text at the line where they recognize it and to raise a hand as they record the pattern.
3. Read the text aloud, and pause to highlight a signal word. Continue reading and highlighting the signal words. Watch for hands to be raised.
4. Ask the students to share their decisions about the pattern of organization and to discuss which signal words were most helpful.
5. Repeat the strategy with another text demonstrating another pattern, perhaps on another day.
6. Choose and distribute a short text on the independent reading level of students that demonstrates strong use of signal words to indicate the author’s choice of organizational pattern. Assign partners to share the reading and the highlighting of signal words. Instruct the partners to write down the pattern of organization when they discover it as they read in pairs. Instruct partners to discuss their findings after they have finished the text.
7. Repeat often with a variety of patterns of organization. Repeat with text of increasing difficulty, and encourage students to work toward independent recognition of patterns of organization.

| Words That Signal Patterns of Organization | | |
|---|--|--|
| Chronological Sequence | Comparison-Contrast | Process/Cause-Effect |
| after/afterward as soon as before/during finally first following immediately initially later/meanwhile next/now not long after on (date) preceding second soon then third today until when | although as well as as opposed to both but compared with different from either ... or even though however instead of in common on the other hand otherwise similar to similarly still yet | accordingly as a result of because begins with consequently effect of finally first for this reason how to /how if ... then in order to is caused by leads to may be due to next/so that steps involved therefore/thus when ... then |
| Description | Generalization/ Principle | Concept/Definition |
| above across along appears to be as in behind below beside between down in back of/in front of looks like near on top of onto outside over such as to the left/to the right under | additionally always because of clearly/conclusively first/ second for instance/for example furthermore generally however if ... then in fact it could be argued moreover most convincing never not only...but also often therefore third truly typically | characterized by for instance in other words put another way refers to that is thus usually |

READING Strategy → Making Connections

| | |
|--|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

Three types of connections discussed by Keene and Zimmermann — text-to-self, text-to-text, and text-to-world — provide a way for students to articulate comprehension. The teacher models by thinking aloud and labeling the types of connections. Students respond by thinking aloud and/or writing their connections.

Strategy procedure

1. Choose and distribute a text rich in connections. Display and/or distribute the Connections Guide (shown below).
2. Read aloud and pause to articulate and label the first connection. Continue reading and pausing to demonstrate and articulate the other types of connections. Ask students to share any connections they may have, and help them label these connections.
3. Distribute the Connections Worksheet (shown below) and a text on a very familiar subject and within the students’ independent reading level. Have students read, record, and label several connections to the text, either individually or with partners.
4. Discuss students’ connections in small groups or with the whole class.
5. Repeat often with a variety of texts.

| Connections Guide | | |
|----------------------|---|---|
| Connections Label | Definition | Example |
| Text-to-self | The text reminds the reader of something in his own background. | An older character may remind the reader of a grandparent. An incident in the text may remind the reader of something from his/her experiences. |
| Text-to-text | The text reminds the reader of another text previously read. | Prose may remind the reader of a poem or a song. A stereotypical character may remind the reader of another such character. |
| Text-to-world | The text reminds the reader of events in the real world. | An event in the text may be similar to an event in the news or history. |

| Connections Worksheet | | |
|-----------------------|----------------------|-------|
| My connection | Short quote (page #) | Label |
| | | |
| | | |
| | | |
| | | |

Source

- E. O. Keene and S. Zimmermann, *Mosaic of Thought* (Portsmouth, N.H: Heinemann, 1997).

READING Strategy → Jot Charts

Reading component Comprehension

Related Standard(s) of Learning 6.5, 7.6, 8.6

Overview of the strategy

The Jot Charts strategy, described by Richardson and Morgan, provides a structured way to guide reading by helping students organize the text. Jot Charts might also be used to show comparisons and contrasts among several texts or ideas.

Strategy procedure

1. Choose a text on the students’ instructional reading level and that has several important concepts for students to remember. Design a Jot Chart for students to use while they read (see examples below). It is advisable to include the concepts for students to notice as they read.
2. Distribute and display the chart, and model the use of the chart with one example.
3. Assign partners, and instruct student pairs to read and record information as they read.
4. Repeat often with a variety of charts and texts of increasing difficulty.
5. When students are ready, assign reading and recording on Jot Charts independently.

| Sample Jot Chart | | |
|---------------------|---------------------------|--------------|
| Concept | Definition or Application | Illustration |
| (Teacher’s example) | | |
| | | |
| | | |

| Sample Character Jot Chart | | | |
|----------------------------|--------------------|---------|-----------------------|
| Name and description | Words and thoughts | Actions | Perceptions of others |
| | | | |
| | | | |
| | | | |

Source

- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas*, 5th ed. (Stamford, Conn.: Wadsworth, 2002).

READING Strategy → It Says...I Say...

Reading component

Comprehension

Related Standard(s) of Learning

6.4, 6.5, 7.5, 7.6, 8.5, 8.6

Overview of the strategy

The It Says...I Say... strategy, developed by Beers, is appropriate for teaching paraphrasing and making inferences.

Strategy procedure

1. Choose and distribute a text on the instructional level of students. Display and distribute the It Says...I Say... Chart (see below).
2. Read the text to or with the students. Model how to choose a quote from the text and write it on the chart. Model formulating a question, paraphrasing the quote, and/or articulating background knowledge and writing these on the chart. Model combining the quote and background information into an inference and writing it on the chart. Such inferences frequently answer the questions.
3. Assign partners, and instruct the pairs to find several more quotes from the text to use on the chart. It is appropriate to give the students a minimum and maximum number of quotes or to pre-select the ones they will use.
4. Repeat often with increasingly difficult texts. Instruct students to work independently, as appropriate.

| It Says...I Say... Chart | | | | |
|--------------------------|----------|--------------------------|-------------------------------|-----------|
| It says... | Question | I say... (paraphrase) | I say... (prior knowledge) | Inference |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Source

- K. Beers, *Reading Skills and Strategies: Reaching Reluctant Readers* (Austin, TX: Holt, Rinehart, and Winston, 2000).

READING Strategy → Summarizing Based on Rules

| | |
|---------------------------------|---------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.5, 7.6, 8.6 |

Overview of the strategy

Summarizing is difficult, and students need to be shown a variety of ways to perfect their skill at this. Rules, models, graphic organizers, and collaboration are all effective. The Summarizing Based on Rules strategy, based on the work of A. L. Brown and J. D. Day, allows students to follow a set of concrete guidelines while developing skill at summarizing.

Strategy procedure

1. Display and/or distribute the rules for summarizing:

Rules for Summarizing

- Delete trivia.
- Delete redundancies.
- Superordinate — use a general term for a list of ideas.
- Find or create a main idea sentence.
- Summarize across paragraphs, if appropriate.

Read and clarify the rules with the students.

2. Choose or write an informational text on the independent reading level of students, and distribute it. Have students read part or all of the text.
3. Choose a portion of the text that contains some trivia and some redundancies as well as several ideas, and display the text portion on the overhead. Read it aloud to students, and demonstrate deleting the trivia and redundancies by marking over them with a washable marker.
4. Continue reading, and pause to demonstrate how to superordinate; then, continue reading, and pause to allow the students to superordinate. Demonstrate finding or creating a main idea statement for the portion of text read. Demonstrate summarizing across paragraphs, if appropriate. Finally, demonstrate writing a summary, using the main idea statement and including the superordination and the text left after trivia and redundancies have been deleted.
5. Choose or write another informational text on the independent reading level of students. Instruct students to read the text in its entirety individually or with partners. Instruct students to reread the text and apply the rules of summarizing, individually or with partners.
6. Repeat often with texts of increasing difficulties.

Source

- A. L. Brown and J. D. Day, *The Journal of Verbal Learning and Verbal Behavior* 22 (1983): 1–14.

READING Strategy → Group Summarizing

| | |
|---------------------------------|---------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.5, 7.6, 8.6 |

Overview of the strategy

Summarizing is difficult, and students need to be shown a variety of ways to perfect their skill at this. Rules, models, graphic organizers, and collaboration are all effective. The Group Summarizing strategy, based on the work of M. W. Olson and T. C. Gee, allows students to divide a text into manageable portions and to learn from each other during and after the summarizing process.

Strategy procedure

1. Choose or write an informational text on the instructional level of students that has four subheadings in it. Distribute the text, and instruct the students to read it.
2. Instruct the students to divide a piece of paper into four parts; do the same with a piece of chart paper for modeling and for posting student work.
3. Model putting each of the subheadings into a quadrant of the chart paper, and have the students do the same on their paper.
4. Divide the class into four groups, and assign each group one portion of the text to reread and summarize, using the back of the divided paper for drafting. The students should be encouraged to collaborate for summarizing and to use rules (see the Summarizing Based on Rules strategy on the previous page and the Collaborative Summarizing strategy on the next page).
5. Instruct students to record their group summary in the appropriate quadrant on their personal divided paper. Post the four group summaries in the appropriate quadrants on the chart paper, and have each group present their summary to the rest of the class. Have the students write the summaries presented by each group on their divided papers.

Source

- W. M. Olson and T. C. Gee, “Content Reading Instruction in Primary Grades: Perceptions and Strategies,” *The Reading Teacher* 45 (1991): 298–307.

READING Strategy → Collaborative Summarizing

Reading component Comprehension

Related Standard(s) of Learning 6.5, 7.6, 8.6

Overview of the strategy

Summarizing is difficult, and students need to be shown a variety of ways to perfect their skill at this. Rules, models, graphic organizers, and collaboration are all effective. The Collaborative Summarizing strategy allows students to share and learn from each other while developing skill at summarizing.

Strategy procedure

1. Choose a text on the independent reading level of students, and ask them to read and summarize it. If appropriate, limit the number of sentences students may use.
2. Assign students to groups of four or five students, and instruct each member of the group to read his or her summary aloud while the other group members highlight the parts of their own summary that are similar to the read summary. Continue until each member of every group has read his or her summary.
3. Instruct each student to examine any item in his/her summary not highlighted to see if it too is a key point.
4. Instruct each group to make a collaborative list of the key points highlighted in the summaries.
5. Instruct each student to rewrite his or her summary based on the collaborative list. If appropriate, limit the number of sentences students may use.
6. Allow students time to share their rewritten summaries and to discuss the improvements based on collaboration.

Source

- J. M. Hashey and D. J. Conners, “Learn from Our Journey: Reciprocal Teaching Action Research,” *The Reading Teacher* 57 (2003): 224–232.

READING Strategy → Shared Inquiry (Socratic Seminar)

| | |
|---------------------------------|------------------------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 6.5, 7.5, 7.6, 8.5, 8.6 |

Overview of the strategy

The Shared Inquiry (SI) strategy, created by the Great Books Foundation, is similar to a Socratic Seminar (SS). The teacher functions as a facilitator by posing questions, ensuring that all who wish to contribute get a chance, and then fading from the discussion. Both SI and SS work well with text rich in meaning and open to divergent interpretations.

Strategy procedure

1. Choose a text on the independent reading level of students and rich in meaning. Read the text, and develop several thought-provoking questions about it. It is better to have one or a few deep questions than a large number of superficial ones.
2. Assign the students to read the text carefully.
3. Arrange the class in a circle, and stress that only those who have read the text may contribute to the discussion.
4. Review the rules for Shared Inquiry or Socratic Seminar:

Rules for Shared Inquiry or Socratic Seminar

- Only those who have read the selection may take part in the discussion.
- Discussion is restricted to the selection that everyone has read.
- All opinions should be supported with evidence from the selection.
- Leaders may only ask questions; they may not answer them.

5. Ask an important question, and allow the students to discuss it. Encourage students to use textual evidence by referring to the text to support ideas. Keep the discussion focused on the text. Encourage all who wish to contribute to have a turn.
6. Repeat often, assigning a student leader when appropriate.

Source

- Great Books Foundation, *An Introduction to Shared Inquiry* (Chicago: Great Books Foundation, 1987).

READING Strategy → SQ3R

Reading component Comprehension

Related Standard(s) of Learning 6.5, 7.6, 8.6

Overview of the strategy

The SQ3R (Survey, Question, Read, Recite, Review) strategy, developed by Robinson, is a thorough study strategy that promotes active reading at all phases of the reading process. Students preview and develop questions before reading, read actively searching for answers, and summarize during the reviewing process.

Strategy procedure

1. Create, display, and/or distribute an SQ3R How-To-Chart (see below), and discuss it with students.
2. Choose or write a short informational text on the students' instructional level and that has subheadings in it. Distribute the text, and instruct the students to read it. Model how to perform each step of SQ3R with the text.
3. Assign partners. Choose and distribute another similar informational text on the students' independent reading level, and instruct the pairs to perform each step of the SQ3R How-To Chart with it.
4. Repeat with more challenging text, and move toward independent reading.

| Sample SQ3R How-To Chart | |
|---|---|
| Survey to activate prior knowledge. | <ul style="list-style-type: none"> • Read and think about the title. • Look at all the subheadings, graphics, and illustrations. • Skim by reading the first sentence of each paragraph. • Read the first paragraph. • Read the last paragraph and summary. |
| Question to set purpose(s) for reading. | <ul style="list-style-type: none"> • Turn the title into a question, and write it down. • Write down questions based on your survey. • Turn each subheading into a question, and write them down, leaving room for the answers. • Record each vocabulary word printed in bold or italics, leaving room for definitions. |
| Read carefully and actively. | <ul style="list-style-type: none"> • Read carefully searching for the answers to your questions. • Write down the answers next to the questions as you find them. • Use the context and/or footnotes to find definitions for the vocabulary words, and write these down as you find them. • Mark unclear passages. and seek clarification for them. |
| Recite to summarize and remember. | <ul style="list-style-type: none"> • Reread a question, and try to retell or write the answer without looking at notes or text. • State or write a summary of the passage. • Reread for answers to unanswered questions. |
| Review for a test. | <ul style="list-style-type: none"> • Answer all questions orally and/or in writing. • Organize the information for studying. • Summarize in the form of a graphic organizer. |

Source

- F. Robinson, *Effective Study* (New York: Harper and Row, 1961).

READING Strategy → Biopoem

Reading component Comprehension

Related Standard(s) of Learning 6.4, 7.5, 8.5

Overview of the strategy

The Biopoem strategy uses patterned poems (biopoems) that allow readers to reflect on the subjects of biography or fiction. The pattern, developed by Geer, is adaptable. Teachers might want to expose students to biopoems based on themselves before asking them to write biopoems based on characters found in their reading.

Strategy procedure

1. Choose a fictional or biographical text on the independent reading level of students. Have the students read the text either individually or in groups.
2. Display and/or distribute the formula for a biopoem (shown below). Model its use if students are unfamiliar with the form.
3. Instruct students to draft, either individually or in pairs, biopoems about the characters in the text. Have the students share their drafts with a partner and help each other improve any unfinished or misleading lines. Instruct students to revise and illustrate their biopoems.
4. Share and/or display the biopoems in the classroom.

Biopoem Formula

Line 1: first name
Line 2: four traits that describe the character (usually adjectives)
Line 3: relative of (“brother of...,” “daughter of...,”)
Line 4: lover of (three things or people)
Line 5: who feels (three items or phrases)
Line 6: who needs (three phrases)
Line 7: who fears (three items)
Line 8: who gives (three items or ideas)
Line 9: who would like to see (three items for the future)
Line 10: resident of (city, state, and/or country)
Line 11: last name

Source

- A. R. Gere, ed., *Roots in the Sawdust: Writing to Learn across the Curriculum* (Urbana, Ill.: National Council of Teachers of English, 1985).

READING Strategy → About/Point

| | |
|--|---------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.5, 7.6, 8.6 |

Overview of the strategy

The About/Point strategy, developed by Morgan, Meeks, Schollaert, and Paul, is a versatile strategy for informational, persuasive, and expository text. With it, readers need to find the subject of the text and state it succinctly; they must enumerate the points made, as well. With such a chart, students can find and record the main idea as well as the supporting details. They can also recognize the author's viewpoint or bias. Teacher modeling is essential.

Strategy procedure

1. Choose and distribute a short expository or persuasive text on the instructional reading level of students. Read the text to the students, or assign them to read it with partners.
2. Distribute and display the About/Point Chart (shown below), and model its use. Demonstrate, using Think-Aloud, how to find and record the main idea in as few words as possible in the space next to ABOUT. Demonstrate, using Think-Aloud, how to find and record the supporting details in the bulleted space next to POINT. In this space, the author's viewpoint can be highlighted as well.
3. Choose and distribute another short text on the independent reading level of students. Assign the students to read the text, individually or with partners.
4. Instruct the students to complete an About/Point Chart for this text. Discuss the student answers with the class, listing all the points made on a group About/Point Chart. There should be a fair amount of agreement about the main idea and a fair amount of variation in the points list.
5. Repeat often with increasingly complex texts.

| About/Point Chart | |
|---------------------------------|--|
| Title: _____ Author: _____ | |
| The text is ABOUT: | |
| The author's POINTS are: | <ul style="list-style-type: none"> • • • • |

Source

- R. F. Morgan, J. W. Meeks, A. Schollaert, and J. Paul, *Critical Reading/Thinking Skills for the College Student* (Dubuque, Iowa: Kendall/Hunt, 1986).

READING Strategy → Save the Last Word for Me

Reading component Comprehension

Related Standard(s) of Learning 6.4, 7.5, 8.5

Overview of the strategy

The Save the Last Word for Me (SLWM) strategy was described by Vaughan and Estes as a reflection strategy to allow students to select and comment on text. It is best done in small groups to allow all participants to contribute. This strategy works equally well with narrative and expository texts.

Strategy procedure

1. Choose and assign a text on the independent reading level of students. Instruct the students to choose and mark several statements from the text as they read. These should be statements about which the student would like to comment, because he or she found them interesting or persuasive.
2. Instruct the students to write each statement on the front of a file card and their comments about it on the back of the card, recording the page and paragraph numbers where it was found. The number of statements each student should present depends on the time available and the size of the group.
3. Discuss the rules for SLWM: each student in turn reads his or her statement and invites those in the group to comment. When comments have been offered, he or she gets to finish the discussion with “the last word.”
4. Divide the class into groups and instruct the students to take turns reading and commenting on the chosen statements from the text. Continue until all students have had a turn to read and comment on the self-chosen statements. Circulate to listen and comment, if appropriate.

Source

- J. Vaughan and T. Estes, *Reading and Reasoning beyond the Primary Grades* (Boston: Allyn & Bacon, 1986).

READING Strategy → Cooperative Reading Activity

Reading component Comprehension

Related Standard(s) of Learning 6.5, 7.6, 8.6

Overview of the strategy

The Cooperative Reading Activity (CRA), developed by Opitz, is based on the idea that students can effectively divide a reading, share ideas in a bulleted list, and report to the group. Individual reading is required, but discussion and decision about the importance of details relies on consensus among group members. Note taking is stressed.

Strategy procedure

1. Choose and distribute a text on the independent reading level of students that can be divided into sections. Subheadings and a strong introduction are helpful. If there is an introduction, read it aloud to the entire class.
2. Divide the class into the number of groups that corresponds to the number of sections in the text. Provide each student with a 5-by-8 card and each group with a piece of chart paper. Assign each group a section of the text to read either individually or as a group.
3. Instruct each student to record major points on his/her card individually during or immediately after reading the section.
4. Instruct the groups to write the subheading of their section on the chart paper and to list the major points underneath. The major points must be discussed because consensus must be reached among group members about the points to go on the chart.
5. Instruct each group to present its findings to the class as a whole. Note taking during these presentations is recommended if the class is to be held accountable for understanding the entire text.

Source

- M. Opitz, "The Cooperative Reading Activity: An Alternative to Ability Grouping." *The Reading Teacher*, 45 (1986): 736–738.

READING Strategy → Literature Circles

| | |
|---------------------------------|---------------|
| Reading component | Comprehension |
| Related Standard(s) of Learning | 6.4, 7.5, 8.5 |

Overview of the strategy

The Literature Circles (LC) strategy, described by Daniels, uses small groups to discuss self-chosen texts. During the discussion, each member of the group takes on a different discussion role, which Daniels designates: director, passage master, connector, illustrator, researcher (optional), summarizer (optional), character captain (optional), word master (optional), and scene setter (optional). During the course of the reading, discussion roles should rotate among the members of the group.

Strategy procedure

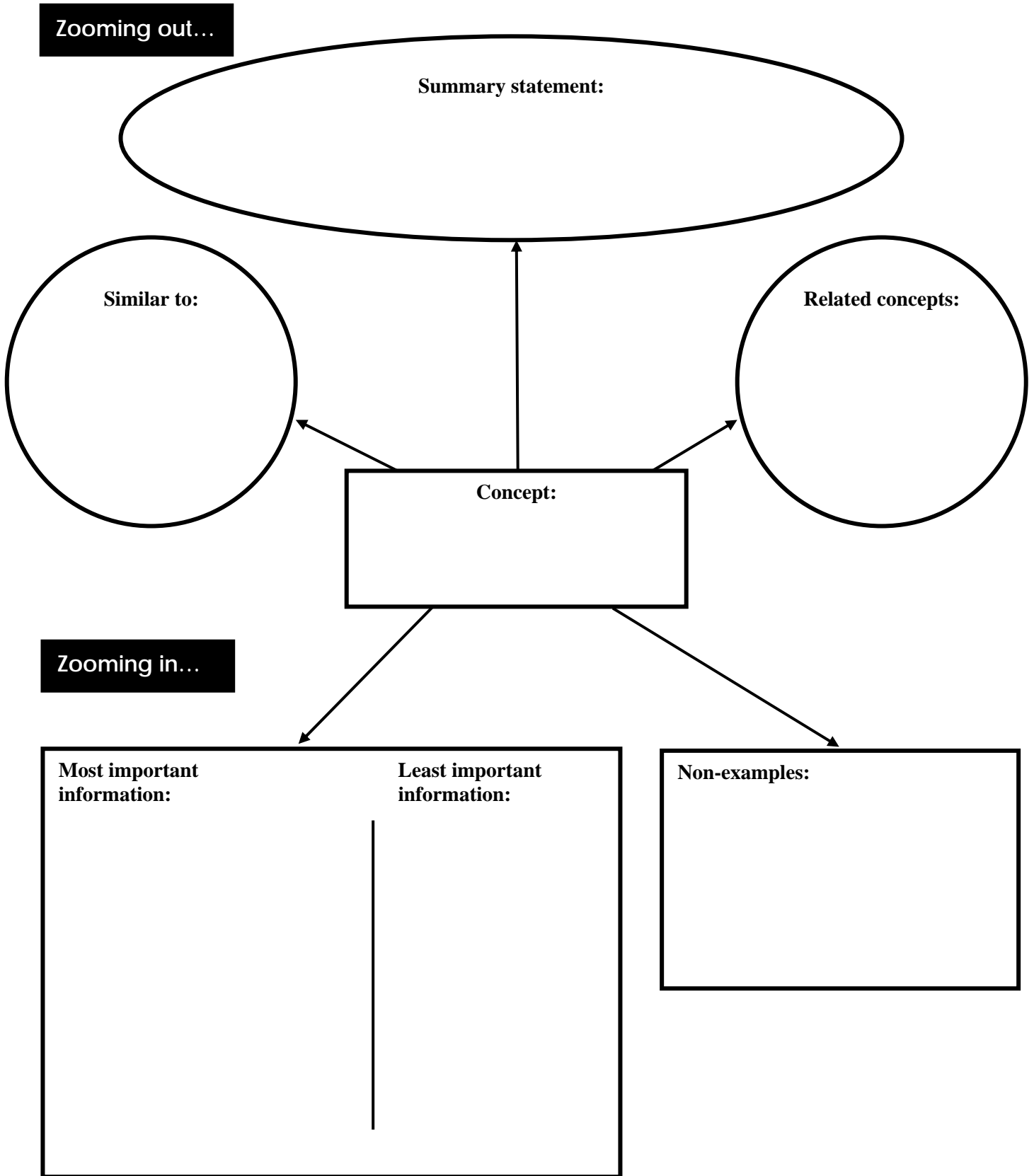
1. Choose a group of related texts on a variety of reading levels. A collection of short stories works well for the first implementation. Introduce each text briefly, and allow each student to select one that he or she deems most appealing.
2. Divide the class into groups of approximately six students each based on the texts chosen. Distribute sufficient copies of the chosen text to each group.
3. Introduce the roles to the class, and describe/model the responsibilities of each role, as necessary. Distribute roll sheets to each member of each group. Each group needs to have one director, one passage master, one connector, one illustrator, and as many other roles as necessary so that each member of the group has a role. Instruct the students to decide how much of the text they will read for the first discussion and who will assume each role.
4. Instruct students to read the text and to record their discussion notes on their sheets.
5. Instruct the discussion director to assume leadership for the discussion and to allow each member of the group to make contributions to the discussion based on his/her notes. Circulate to listen to the student discussions. Model the responsibilities of any role that needs to be clarified for the students.
6. Instruct the students to decide how much of the text they will read for the second discussion, and distribute new role sheets. Insist that each student choose a new role. Have the groups read and discuss.
7. Continue until the text has been completed.
8. Repeat with new texts based on self-selection and new groups. Trade books work well for subsequent sessions.

Source

- H. Daniels, *Literature Circles: Voice and Choice in the Student-Centered Classroom* (New York: Stenhouse, 1994).

| Literature Circle Role Sheets | | |
|--|---|---|
| Role | All record | Role-specific assignments to record and share |
| <p>Discussion Director Guide the discussion and ensure that everyone contributes.</p> | <p>Date(s) Name Group members Text Beginning page Ending page</p> | <p>Develop some questions, such as: How did you feel about _____? What did you dislike about _____? What if _____? Make a prediction about _____. Does anyone else have a question about _____?</p> |
| <p>Passage Master Select key passages you think are exciting, fun, or strange to read aloud or share.</p> | <p>Date(s) Name Group members Text Beginning page Ending page</p> | <p>Page # ____ Paragraph # ____ Reason for picking _____ Plan for sharing _____ Page # ____ Paragraph # ____ Reason for picking _____ Plan for sharing _____</p> |
| <p>Connector Connect the text to experiences in and out of school, to other text(s), to yourself.</p> | <p>Date(s) Name Group members Text Beginning page Ending page</p> | <p>Ask yourself questions, such as: Are the characters like people you know? Is the book like other stories you've read? Are there things you might do based on the story? Answer these questions for your group.</p> |
| <p>Illustrator Draw a picture, diagram, or sketch to help your group visualize what you read.</p> | <p>Date(s) Name Group members Text Beginning page Ending page</p> | |
| <p>Summarizer Prepare a succinct summary of the text, and list key points.</p> | <p>Date(s) Name Group members Text Beginning page Ending page</p> | <p>Summary statement _____ _____ Key points: 1. 2. 3.</p> |
| <p>Character Captain Discuss one character with the group</p> | <p>Date(s) Name Group members Text Beginning page Ending page</p> | <p>Tell what the character says, does, thinks, and what others say about him or her. Tell how the character changes as a result of events in the plot. Give your own interpretation of him/her.</p> |

Zooming In and Zooming Out Frame



ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

READING *LESSON PLANS*



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

READING Lesson Plan → Guessing Word Meaning through Context

Organizing Topic Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning 6.3c, 8.4b

Objective(s)

- The student will use the context to determine the meaning of unfamiliar words and phrases.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have an understanding of the following vocabulary words: *restatements, synonyms, definitions, antonyms, contrast, examples, and inferences*.
- The students are expected to have an understanding of choral and echo reading.

Materials needed

- Overhead transparencies of several newspaper clippings containing unfamiliar words in rich context and demonstrating the use of a variety of context clue types
- A list with examples of types of context clues: restatements, synonyms, definitions, antonyms, contrast, examples, and inferences based on background knowledge
- Washable transparency pens in several colors
- Wipes for the transparencies
- Dictionaries

Lesson procedure

1. Assign students to bring in clippings from newspapers and news magazines that contain unfamiliar words in context. Also find, enlarge, and put onto transparencies several examples of text containing unfamiliar words in rich context and demonstrating a variety of clue types. Display on the overhead the most explicit example, and ask a student to underline the unfamiliar word or words with a bright transparency pen.
2. Read the text with the students several times, using several reading modes: silently, teacher reading aloud, choral and/or echo reading, individual student volunteers reading aloud.
3. Display and/or distribute examples of the types of clues which good readers use: synonyms or imbedded definitions, antonyms or contrast, examples, restatements, and inferences based on background knowledge. Model with Think-Aloud underlining the words and phrases that provide clues to the meaning of the unfamiliar word. Identify the type of clue underlined. Then, guess a definition for the unknown word, or have students assist with the guessing process.
4. Model finding the word in the dictionary to verify or modify the guessed definition, or ask students to find the word and assist with the verification or modification.
5. Repeat with a second example, but allow the students more independence with finding, marking, and thinking-aloud about the clue words. Have them articulate types of clues and guessed definitions.
6. Have student pairs or trios use the gathered newspapers and magazine clippings to collaborate on finding the clues to the meanings of unfamiliar words.
7. Prompt students to consult dictionaries to verify or modify their guessed definitions.
8. This lesson might be repeated with words from a textbook.

Specific options for differentiating this lesson

Note: Consider using a variety of reading materials on different reading levels such as youth magazines and other publications. Many newspapers offer sections that are of high interest and designed specifically for children.

Technology

- Using a computer and an LCD projector, project the reading materials and highlight unknown words.
- Create a transparency or chart of the advanced organizer (see Student Organization of Content).
- Have students use a hand-held electronic dictionary with speech capability.

Multisensory

- Allow students to use various colored highlighters or pencils to identify the types of context clues. For example, all synonyms may be highlighted in yellow and all restatements may be highlighted in blue.

Community Connections

- Invite a newspaper reporter or editor to explain how they use context clues to aid their readers in understanding unknown terms and concepts.

Small Group Learning

- Create heterogeneous groups and have the students create examples of each type of context clues.
- After modeling the activity, provide the following scaffolding:
 1. A student in each small group may take on the role of the teacher and think-aloud while underlining the clue words or phrases. Each student will have the opportunity to be the teacher. Students will be encouraged to coach less able students.
 2. Students in pairs may follow the same procedure as # 1.
 3. Students may work individually with reading material on their level.

Vocabulary:

- To review the vocabulary words (see Prerequisite Understanding/Knowledge, Skills), play the game of Pinwheel (adapted from Parrott, Henry, & Owens, 1998).
 1. Divide the class into groups of 6, 8, or 10. Each group forms an outer and an inner circle. Inner-circle students face out; outer-circle students face in, in such a way that each member of the inner circle is facing a partner in the outer circle. The outer-circle partner faces his inner-circle partner as well.
 2. Each inner-circle student is given a different vocabulary and its corresponding definition. The inner-circle students quiz their partners on the meaning of their vocabulary words. Inner-circle partners may offer assistance, as needed.
 3. After each dyad has completed reviewing its assigned word and its corresponding definition, the teacher cue the outside students to “pinwheel,” or move one position to the right. Now, each student has a new partner, and the outside students have new vocabulary word to review. This process continues until each outside student has worked with each inside student.
 4. Call, “Inside out and outside in.” Students switch roles and the process is repeated.

Student Organization of Content

- Create an advanced organizer to define and give examples of each type of context clues. Ask students to add their own examples.

READING Lesson Plan → Combining Prefixes and Roots — Flip-A-Chip

Organizing Topic

Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning 6.3, 7.4, 8.4

Objective(s)

- The student will use combined prefixes and roots.
- The student will embed words in meaningful context.
- The student will use the dictionary.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to know how to look up a word in the dictionary using guide words and entry words.
- The students are expected to know how to alphabetize.
- The students are expected to know the meanings of prefixes and roots and use them to decode unknown words.
- The students are expected to know how to write complete sentences.

Materials needed

- Flip-A-Chip sample packet(s)
- Dictionaries
- Plastic bags
- File cards
- Blank chips and markers
- Lists of prefixes and roots

Lesson procedure

1. Prepare a sample Flip-A-Chip packet containing two chips — one chip with a different prefix written on each side (e.g., *re* or *pro*) and the other chip with a different root on each side (e.g., *ject* or *duce*). These prefixes and roots must combine to make four words.
2. Demonstrate how to flip the chips and create the four words.
3. Model how to place all four words into meaningful context, and write the example on a file card. Then, insert this card into the bag with the chips.
4. Display or distribute a list of prefixes and a list of roots for students to use while creating Flip-A-Chip packets of their own.
5. Instruct students to work with partners to create packets and the file cards to accompany them. Have them check the dictionary for spelling and usage.
6. Encourage students to share the Flip-A-Chip packets with classmates and to continue to use the dictionary.

My first idea for a science
1) _____ was to 2) _____
something to help me 3) _____
my waistline, but I must now
4) _____ that idea as unworkable.

1) *project*, 2) *produce*, 3) *reduce*, 4) *reject*

Specific options for differentiating this lesson

Technology

- Have the students use electronic dictionaries.
- Have the students enter words and sentences on the computer.
- Use a transparency to model the use of chips to make words and the meaningful context card.

Multisensory

- Color-code the chips to indicate either prefixes or roots.

Community Connections

- Have the students create a similar activity or game using compound words for younger students or students with limited English proficiency.

Small Group Learning

- In small groups, under timed conditions, assign student teams to see who can assemble the most words correctly. For additional points, the students may define each word.
- Create various groups according to skill levels.
 1. The first group only combines prefixes and roots and writes the words, and defines them.
 2. The second group combines prefixes and roots and uses the words in complete, well-written sentences.
 3. The third group combines prefixes and roots and uses the words in complete, well-written sentences in a meaningful paragraph.

Vocabulary

- The students will become familiar with the vocabulary words *prefix* and *root*.
- Have the students add these words to their personal glossaries.
- Create a word wall with words that have prefixes. Under the various prefixes place words that have like prefixes. For example, under the prefix “pro,” list *protest*, *protect*, *project*.

Student Organization of Content

- Use a large chart or bulletin board listing prefixes and roots.

READING Lesson Plan → Combining Suffixes and Roots — Flip-A-Chip

Organizing Topic

Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning 6.3, 7.4, 8.4

Objective(s)

- The student will use combined suffixes and roots.
- The student will embed words in meaningful context.
- The student will use the dictionary.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to know how to look up a word in the dictionary using guide words and entry words.
- The students are expected to know how to alphabetize.
- The students are expected to know the meanings of suffixes and roots and use them to decode unknown words.
- The students are expected to know how to write complete sentences.

Materials needed

- Flip-A-Chip sample packet(s)
- Dictionaries
- Plastic bags
- File cards
- Blank chips and markers
- Lists of suffixes and roots

Lesson procedure

1. Prepare a sample Flip-A-Chip packet containing two chips — one chip with a different suffix written on each side (e.g., *less* or *ful*) and the other chip with a different root on each side (e.g., *harm* or *care*.) These suffixes and roots must combine to make four words.
2. Demonstrate how to flip the chips and create the four words.
3. Model how to place all four words into meaningful context, and write the example on a file card. Then, insert this card into the bag with the chips.
4. Display or distribute a list of suffixes and a list of roots for students to use while creating Flip-A-Chip packets of their own.
5. Instruct students to work with partners to create packets and the file cards to accompany them. Have them check the dictionary for spelling and usage.
6. Encourage students to share the Flip-A-Chip packets with classmates and to continue to use the dictionary.

If you are 1) _____ when you wash dishes you might cause 2) _____ bacteria to stay on the glassware. Also be 3) _____ when you put the silverware away so that knives are placed into their racks is a 4) _____ fashion.

1) *careless*, 2) *harmful*, 3) *careful*, 4) *harmless*

Specific options for differentiating this lesson

Technology

- Have the students use electronic dictionaries.
- Have the students enter words and sentences on the computer.
- Use a transparency to model the use of chips to make words and the meaningful context card.

Multisensory

- Color-code the chips to indicate either suffixes or roots.

Community Connections

- Have the students create a similar activity or game using compound words for younger students or students with limited English proficiency.

Small Group Learning

- In small groups, under timed conditions, assign student teams to see who can assemble the most words correctly. For additional points, the students may define each word.
- Create various groups according to skill levels.
 1. The first group only combines suffixes and roots and writes the words, and defines them.
 2. The second group combines suffixes and roots and uses the words in complete, well-written sentences.
 3. The third group combines suffixes and roots and uses the words in complete, well-written sentences in a meaningful paragraph.

Vocabulary

- The students will become familiar with the vocabulary words *suffix* and *root*.
- Have the students add these words to their personal glossaries.
- Create a word wall with words that have a suffix. Under the various suffixes place words that have like suffixes. For example, under the suffix “less,” the words listed may be *careless*, *harmless*, and *mindless*.

Student Organization of Content

- Use a large chart or bulletin board listing suffixes and roots.

READING Lesson Plan → Differentiating Homophones

Organizing Topic

Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning 6.3

Objective(s)

- The student will differentiate between and among homophones

Prerequisite Understandings/Knowledge/Skills

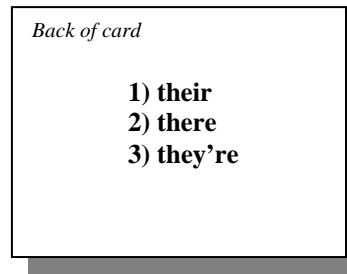
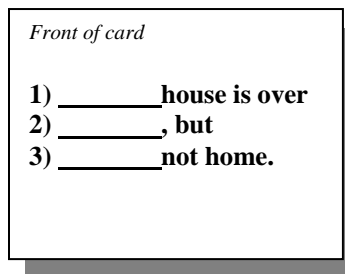
- The students are expected to know how to look up a word in the dictionary using guide words and entry words.
- The students are expected to know how to alphabetize.
- The students are expected to know how to write complete sentences.

Materials needed

- List of commonly confused, grade-level-appropriate homophones
- File cards
- Paper and pencils
- Dictionaries
- Access to homonym Web site: <http://www.cooper.com/alan/homonym.html>

Lesson procedure

1. Select appropriate homophones, preferably those frequently confused by students when they write. Model the correct use of the homophone pair or trio in a sentence, e.g., “I, too, visited the library to borrow two books.”
2. Have students collaborate in small groups to write sentences in which homophone pairs or trios are used.
3. Have students consult dictionaries or the homophone Web site to confirm the accurate spelling of each pair or trio.
4. Instruct students to transfer the sentences to file cards, leaving numbered blanks where the homophones should be, and recording the numbered answers on the back of the card.



5. Encourage the students to use the cards as a review game or reference source.
6. Laminate the best examples for permanent use.

Specific options for differentiating this lesson

Technology

- Allow the students to use a drawing program and clip art found on the computer to create their own homophone cards.

- Allow the students to use a hand-held speaking electronic dictionary.

Multisensory

- Allow students to draw pictures or symbols to illustrate homophones on cards.

Community Connections

- Have the students produce a video acting out the differences between common homophones; have them share with elementary school students.
- Have the students publish their funny homophone stories in a school literary publication or team newspaper.

Small Group Learning

- In small groups, have students create a funny story using homophones incorrectly. These stories will be printed and shared with the class and/or read orally. For example, “I put on a *pear* of shoes this morning.”

Vocabulary

- Using common homophones, create a computer-generated cross-word puzzle.

Student Organization of Content

- Given a list of the 50 most common homophones, have the students, working in pairs, define the homophones in their own words or by using the dictionary. The homophones may be listed in pairs or triads and in alphabetical order. This sheet becomes a resource for the students.

READING Lesson Plan → Expanding Vocabulary through Root Trees

Organizing Topic

Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning 6.3a, 7.4a

Objective(s)

- The student will use root trees and word families to expand vocabulary and develop independence with vocabulary acquisition.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to know how to look up a word in the dictionary using guide words and entry words.
- The students are expected to know how to alphabetize.
- The students are expected know how to combine roots, suffixes, and/or prefixes to make words.

Materials needed

- Overhead transparencies of *Wordsalive* root tree, found at http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html (see next page)
- Washable transparency pens
- Damp towels
- A list of roots appropriate to the lesson (preferably taken from the text about to be read)
- Dictionaries

Lesson procedure

1. Select approximately eight Greek or Latin roots, appropriate to the grade level and the upcoming lesson.
2. Model writing a root in the bottom of the tree and words that are derived from that root in the leaves of the tree.
3. Have groups of three or four students collaborate on root trees, using dictionaries for support. Have them look up words that are new and/or unfamiliar in order to discover the Greek or Latin roots.
4. Have the students share their root trees on the overhead projector.
5. Repeat the lesson at regular intervals.

Specific options for differentiating this lesson

Technology

- Have the students create word maps on the computer using a drawing program.

Multisensory

- Provide each group with a paper copy of a large tree; for example, 12 by 24 inches. Using word cards shaped like leaves, have them create new words from the root.

Community Connections

- Post the paper trees in common areas within the school.

Small Group Learning

- Given a root, ask the students to act out the differences in meaning when suffixes or prefixes change. For example, the root *mind* becomes *mindful*, *mindless*, *remind* depending on the prefix or the suffix added.

Vocabulary

- Have the students play the game *Jeopardy*.
 1. Create cards that contain the definitions of key vocabulary students have studied.
 2. Determine categories for these definitions using various Greek and Latin roots.
 3. Choose five definition cards per category. Assign point values to definitions according to their level of difficulty. Write the appropriate point value on the back of each definition card.
 4. Organize the category labels and definitions (face down) into a *Jeopardy* game board on the blackboard.
 5. Divide the class into two teams.
 6. In turn, have the members of each team call out a category and card (by point value). Read the definition written on the card selected. If the student who selected the card can provide the word for the definition read with input from his team, his team receives the assigned number of points.
 7. The team with the most points wins the game.

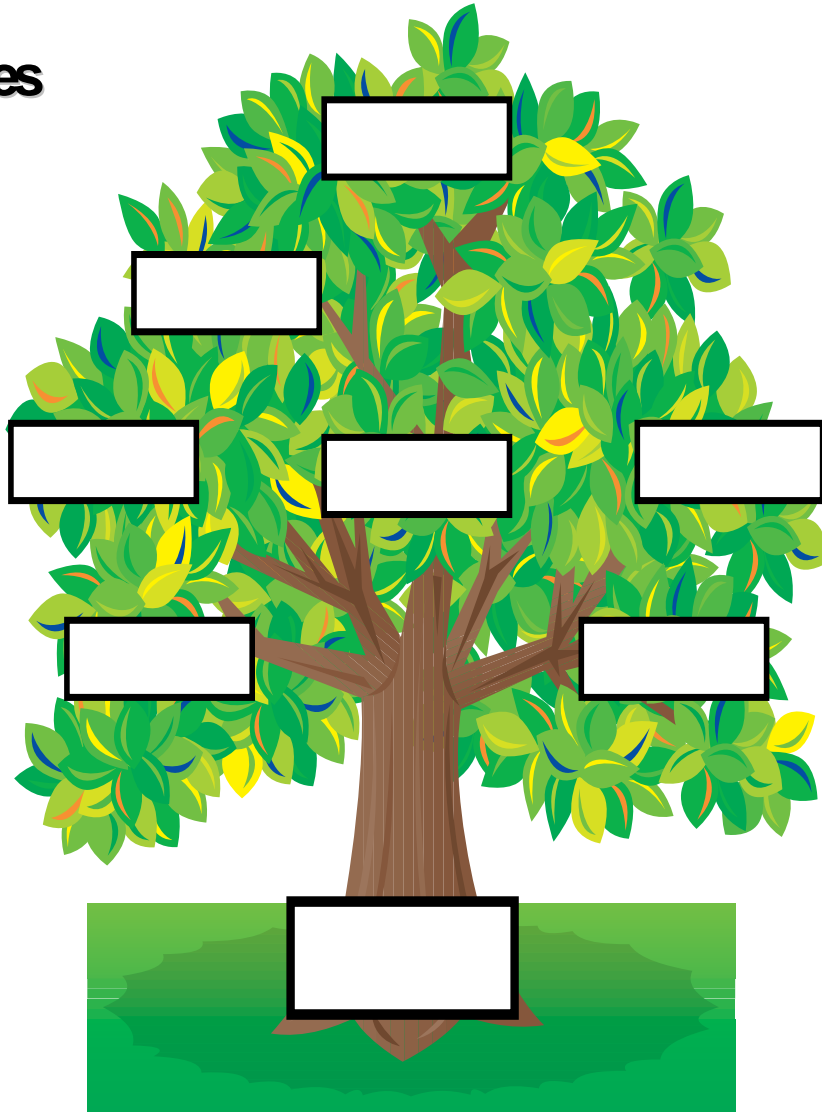
Student Organization of Content

- Have the students create word webs with the root word in the middle. The students may check spelling and definitions in the dictionary or on an electronic spell checker.

Build your own family of words.

Related words

Word families



From http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html

READING Lesson Plan → Acquiring Vocabulary through Word Mapping

Organizing Topic Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning 6.3, 7.4, 8.4

Objective(s)

- The student will use word mapping to expand vocabulary and develop independence with vocabulary acquisition.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have an understanding of the following terms: *paraphrase, synonyms, antonyms, and etymological and morphological information.*
- The students are expected to know how to look up a word in the dictionary using guide words and entry words.
- The students are expected to know how to alphabetize.

Materials needed

- Overhead transparencies of *Wordsalive* map, found at http://www.pen.k12.va.us/VDOE/Instruction/Reading/wordsalive_voc_acq.html
- Washable transparency pens
- Damp towels
- Copies of a selected text
- A list of words from the text
- Dictionaries

Lesson procedure

1. Select approximately eight words from the selected text, and display and/or distribute the list. The words should be at or just slightly above the instructional level of the students.
2. Model the use of the word map with one of the words from the list. On the map, record the word, the context copied from the text, a guessed definition, a dictionary definition, a paraphrased definition, a synonym or example, an antonym or non-example, etymological information, morphological information, and a picture and with caption.
3. Have groups of three or four students map one word, using transparencies of the word map and washable pens.
4. Have the groups take turns introducing their word to the class.
5. Have each student map a word individually after the text has been read.

Specific options for differentiating this lesson

Technology

- Provide students with a template of the map to be used on the computer.
- Have the students fill out the template on the computer.
- Present the word maps on the daily school news program (Word for the Day).
- Allow students to use hand-held electronic spelling devices.

Multisensory

- Enlarge the map (chart paper or poster) to be used by all students.
- Once completed, hang the maps around the school, especially those containing essential vocabulary and words that are commonly used on assessments such as *analyze* and *identify*.
- For students with fine motor writing difficulties, enlarge the map.

Community Connections

- After completion, hang the enlarged word maps in a local bookstore in the children’s section.

Small Group Learning

- After the students have completed the maps, laminate and cut them into pieces. Mixing several words together, have the students assemble the maps correctly to reinforce the vocabulary.

Vocabulary

- The students will become familiar with the following vocabulary words: *paraphrase*, *synonyms*, *antonyms*, and *etymological* and *morphological information*.
- Have the students play the game *I Have... Who Has* (adapted from Parrott, Henry, & Owens, 1998).
 1. Each student has one answer card (vocabulary word) and one question card (definition).
 2. The first student says, “Who has the word that means the same?”
 3. The student who has the corresponding vocabulary word card says, “I have synonym.”
 4. The same student continues, “Who has the word that means the opposite?”
 5. Play continues in this manner until all vocabulary words have been reviewed.

Student Organization of Content

- The students are already provided with an appropriate graphic
- Each part of the word map may be a different color.

READING Lesson Plan → Analyzing Characters through Biopoems

Organizing Topic

Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will read and respond to a biography.
- The student will write poetry.

Prerequisite Understandings/Knowledge,/Skills

- The students are expected to understand the difference between a biography and an autobiography.
- The students are expected to be able to follow a sequence.
- The students are expected to understand how to work in pairs.

Materials needed

- Biographic text that students have already read
- Transparency and handouts of the biopoem
- Overhead projector

Lesson procedure

1. Distribute and display the biopoem formula (see below). Model the use of the biopoem, either with a famous person or yourself.
2. If appropriate, have each student write a biopoem about himself/herself. These might be shared, if time permits.
3. Ask students to draft biopoems about the subjects of biographies they have finished reading.
4. Have the students share their draft with a partner for revision and editing.
5. Biopoems might be read aloud and/or posted in the classroom. They might also be used for responding to strong, fictional characters encountered in the students' readings.

Biopoem Formula

Line 1: first name
Line 2: four traits that describe the character (usually adjectives)
Line 3: relative of (“brother of...,” “daughter of...,”)
Line 4: lover of (three things or people)
Line 5: who feels (three items or phrases)
Line 6: who needs (three phrases)
Line 7: who fears (three items)
Line 8: who gives (three items or ideas)
Line 9: who would like to see (three items for the future)
Line 10: resident of (city, state, and/or country)
Line 11: last name

Source

- A. R. Gere, ed., *Roots in the Sawdust: Writing to Learn across the Curriculum* (Urbana, Ill.: National Council of Teachers of English, 1985).

Specific options for differentiating this lesson

Technology

- Use a talking word processor with pictures.
- Use a digital camera to photograph each student.
- Use computer software with graphic organizers.

Multisensory

- Have the students use different color markers for each line of their poem.
- Use a paper cut-out of a camera to display photograph and typed or handwritten poem.
- Use pictures and/or cartoons to meet the criteria of the biopoem when there are writing concerns.

Community Connections

- Publish biopoems in school and local newspaper.

Small Group Learning

- Pair students to revise and edit biopoems.

Vocabulary

- Have the students use dictionaries, thesaurus, and word walls (hard copies or computer generated).

Student Organization of Content

- Have the students use a web organizer to sort lines of the biopoem.
- Have the students use a timeline to generate ideas for the biopoem.
- Have the students complete a checklist of biopoem criteria.

READING Lesson Plan → Analyzing Characters with Characterization Charts

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will recognize character traits.
- The student will recognize character changes.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand character traits.
- The students are expected to understand cooperative group behaviors.

Materials needed

- A story with a strong character(s)
- Characterization charts in handout and transparency form
- Overhead projector

Lesson procedure

1. Select from the student anthology a story that contains a strong character(s).
2. Introduce the characterization chart (see below), and record the story’s title on the chart.
3. Skim the story for the name of the protagonist, and record it on the chart. Other characters will be recorded on charts of their own.
4. Begin reading the story aloud, and pause to indicate elements on the chart as they appear in the story.
5. After reading a few paragraphs and recording a few elements on the chart, ask the students to read the rest of the story silently or with partners and continue recording elements on the chart.
6. Collaborate with the students to complete the transparency chart, using the findings of the class.
7. On the back of the chart, write a character description and/or tell how the plot caused changes in the character. Illustrations are optional but suggested.
8. This lesson might be repeated with a biography or autobiography.

| Characterization Chart | |
|---|--|
| Name of the character: _____ / Nickname, if appropriate _____ | |
| Title of story | |
| Introduction | |
| Problem(s) | |
| Actions taken to solve problem(s) | |
| Physical description | |
| How he/she talks | |
| Friends | |
| What others say | |
| Likes/dislikes | |
| Internal conversation or thoughts | |
| Changes as a result of the plot | |

Specific options for differentiating this lesson

Technology

- Use books on tape.
- Use a talking word processor with pictures.
- Use highlighters to highlight character traits.

Multisensory

- Provide a hard copy of the story for all students. (Make available copies with enlarged print and pictures embedded in the text.)

Community Connection

- Invite a police profiler to present to the class on how profiles are developed using character traits.
- Invite a community theater group to come in costume and character to present to the class.

Small Group Learning

- Have the students participate in a round robin cooperative group activity. Create the same number of groups as there are characters in the story and assign each group a different character. Within the group, a paper will be passed, around round robin style. When the paper reaches them, students write or draw one character trait they highlighted in the story that describes their assigned character. (Proceed to #7 in lesson plan.)

Vocabulary

- Play the *I Have ... Who Has?* game for vocabulary review.
 1. Prepare vocabulary word cards and definition cards equal in number to the number of students in the class.
 2. Give each student one definition (question) card and one vocabulary word (answer) card that answers a different question than the definition (question) card the student received. The first student says, “Who has ...” (reads his question card). For example, “Who has a nose that looks like a bird’s beak?”
 3. The student who has the corresponding vocabulary card (answer) says, “I have ... *physical description*. Who was *afraid of being caught* (question)?” To continue the example, “I have ... *internal conversation or thought*.”
 4. Play continues in this manner until all character traits have been reviewed.

Student Organization of Content

- Use an enlarged visual organizer-character chart.
- On reverse side make Then and Now chart to record changes in the character from beginning to end of story. Pictures may be substituted for words.

READING Lesson Plan → Making and Modifying Story Predictions

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will predict.
- The student will confirm, reject, and/or modify predictions.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand the concept of prediction.
- The students are expected to understand cooperative group behaviors.

Materials needed

- A short, predictable story from the students' anthology.

Lesson procedure

1. Announce the title and author of the story. Ask or tell students about the author, and instruct the students to examine the artwork.
2. Ask the students to predict, either orally or in writing, what they think the story will be about based on the title, what they know of the author, and the artwork.
3. Read aloud a portion of the text, or assign students to read it silently. Pause to consider the predictions made prior to reading, and confirm, reject, or modify predictions as needed.
4. Have the students predict again before reading another portion. As the reading continues, pause again to consider and then confirm, reject, or modify predictions.
5. Continue the process until the story is finished.
6. Repeat the process regularly with increasingly less predictable material.

Specific options for differentiating this lesson

Technology

- Use books on tape/CD.
- Have the students use paper folded into quarters that are numbered.
- Use computer software with pictures.

Multisensory

- Use pictorial story sequence cards with selected students.
- Have the students draw predictions on paper folded in quarters.

Community Connections

- Invite volunteers from the community to join the class to read the story.

Small Group Learning

- Have the students work in heterogeneous pairs.

- Have the students make predictions when the teacher stops reading.
- Have the students record their answer in words or pictures on paper in secret.
- Have the students share their predictions with their partner.
- Read on to confirm or discount prediction.
- Keep track of correct responses.
- Continue this process until the end of the story.
- Reward the students with the most correct responses.

Vocabulary

- Clarify any key vocabulary at the beginning of the lesson.
- Record the vocabulary on the board with the corresponding definition (pictures may be used).

Student Organization of Content

- Have the students use paper folded into fourths for recording predictions in words or pictures.

READING Lesson Plan → Analyzing a Literature Genre

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will read a variety of examples of the same genre.
- The student will analyze the genre.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to identify the genres.
- The students are expected to understand the concept of analysis.
- The students are expected to understand cooperative group behaviors.

Materials needed

- A number of literature selections from the same genre, e.g., science fiction or historical fiction
- Genre Analysis Charts (see next page)

Lesson procedure

1. Read aloud a short example of the genre.
2. Prepare an analysis chart showing the characteristics of the genre across the top row and the titles of the selections in the left column.
3. Give a brief Book Talk about the other selections.
4. Have the students choose an example to read in a small group. Assign students to groups based on the students' reading abilities and the reading level and length of the selections, if appropriate.
5. Have the groups of students read their selection and look for the elements of the genre while reading.
6. Have the class chart the elements of the genre on the analysis chart.

Specific options for differentiating this lesson

Technology

- Use familiar short stories on tape/CD at a variety of instructional levels in each genre.
- Use a talking word processor with pictures.

Multisensory

- Provide task cards (see small group activity).
- Have the students choose their method of presentation by:
 - creating a costume
 - designing a diorama
 - drawing a mural or cartoon
 - composing a rap or song
 - performing a skit

Community Connections

- Arrange for students to present projects to the PTA.

- Arrange for students to display projects in media center.
- Send pictures of projects to the school or local newspaper.

Small Group Learning

- Have students work in jigsaw/expert groups as follows: Divide the class into four heterogeneous groups, giving each group a genre. Each group becomes an **expert** in its genre using the content enhancement organizer. Provide students a short story representing each genre. Prepare a set of task cards for each group. The task cards include:
 1. Listen to a familiar short story within the genre.
 2. Reread the selection.
 3. Complete the following cards to include the components specific genre (see content enhancement organizer).
 4. Demonstrate knowledge of the genre by presenting on of the following:
 - create a costume
 - design a diorama
 - draw a mural or cartoon
 - compose a rap or song
 - perform a skit

Vocabulary

- Create pocket words (vocabulary cards) on binder rings with definitions of the vocabulary on the reverse side.
- Play *Jeopardy* on the computer by making the categories the genres.

Student Organization of Content

- Use content an enhancement organizer that includes:
 1. Historical Fiction: Time, place, and parallel to historical event.
 2. Science Fiction: Futuristic setting, social problem, and technology.
 3. Myth: Ancient setting, humans interacting with gods/goddesses, supernatural powers in gods/goddess, and explanation of natural phenomena.
 4. Fantasy: Unrealistic setting, protagonist(s), antagonist(s), journeys or quests, and symbolism.

Genre Analysis Charts

| Genre Analysis Chart: Historic Fiction | | | | | | |
|--|----------------------------|-------------------------------|--------------------------|--------------------------------|---------------------------------|----------------------|
| Title | Time of change or conflict | Real places and maps included | Fictional protagonist(s) | Historic characters and events | Internal and external conflicts | Evidence of research |
| <i>My Brother Sam is Dead</i> | | | | | | |
| | | | | | | |

| Genre Analysis Chart: Science Fiction | | | | | | |
|---------------------------------------|--------------------|-------------------|----------------------------|---------------------------|------------|---------------------------|
| Title | Futuristic setting | Societal problems | Insights into human nature | Science important to plot | Technology | Evidence of extrapolation |
| <i>The Fun They Had</i> | | | | | | |
| | | | | | | |

| Genre Analysis Chart: Myth | | | | | | |
|----------------------------|-----------------|--|---------------------------------------|----------------|---------------------------------------|-----------------------------------|
| Title | Ancient setting | Humans interacting with gods/goddesses | Supernatural powers in gods/goddesses | Transformation | Similarities among different cultures | Explanation of natural phenomenon |
| <i>Persephone</i> | | | | | | |
| | | | | | | |

| Genre Analysis Chart: Fantasy | | | | | | | | |
|--|---------------------|---------------------------------------|--------------------|------------------|--------------------|----------------------------|----------------------------|-----------------------------------|
| Title | Unrealistic setting | Protagonist with extraordinary powers | Mentors and allies | Evil antagonists | Journeys or quests | Symbolism /Personification | Tests and a supreme ordeal | Supernatural beings and/or events |
| <i>The Lion, the Witch, and the Wardrobe</i> | | | | | | | | |
| | | | | | | | | |

READING Lesson Plan → Recognizing Imagery

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will recognize imagery.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand imagery.
- The students are expected to understand tone and mood.
- The students are expected to understand cooperative group behaviors for outside activities.

Materials needed

- A poem from the student anthology
- Sensory Imagery Chart in handout and transparency form
- Overhead projector

Lesson procedure

1. Select a poem that contains a variety of visual, auditory, tactile, and perhaps other forms of imagery.
2. Introduce the chart with examples from *familiar* poems, and distribute charts to the students.

| Imagery Chart | |
|--|---|
| Poem: _____ Poet: _____ | |
| Visual (seeing) “To watch the woods fill up with snow.” | Auditory (hearing) “From the jingling and the tinkling of the bells.” |
| Tactile/Kinesthetic (touching/moving) “To fling my arms wide” | Olfactory/Gustatory (smelling/tasting) “sipping a cup of chamomile tea.” |

3. Read the poem aloud. Then, have the students read the poem in several different ways, e.g., choral, echo, by rows, by tables, by gender.
4. Have the students record on the chart the imagery they notice while you read the poem aloud again.
5. Collaborate with the students to record on the transparency a synthesis of the imagery found by each student.
6. On the back of their own charts, have the students describe how the imagery combines to set a mood or give meaning to the poem. Illustrations might be added, if appropriate.
7. Repeat with lesson with a variety of poems.

Specific options for differentiating this lesson

Technology

- Use a talking word processor with pictures.
- Use graphic organizer software.
- Use a wipe-off chart.

Multisensory

- Provide a wipe-off imagery chart for outside activity.
- Use illustrations to tell how the imagery sets the mood or gives meaning to the poem.

Community Connections

- Take students on a nature walk to identify examples of imagery in the environment.

Small Group Learning

- Have the students work in jigsaw/expert groups for outside activity as follows: Divide the class into four groups by counting off, giving each group a different example of imagery: visual, auditory, tactile/kinesthetic, and olfactory/gustatory . Assign a recorder and a reporter to each group. (Keep in mind that the group must be heterogeneous.) Each group becomes an **expert** in its section of the chart. Give the expert groups 10-15 minutes to complete their section of the chart. When complete, report to whole group by filling in chart on overhead and/or computer graphic.

Vocabulary

- Play the *I Have ... Who Has?* game for vocabulary review.*
 1. Prepare vocabulary word cards and definition cards equal in number to the number of students in the class.
 2. Give each student one definition (question) card and one vocabulary word (answer) card that answers a different question than the definition (question) card student received. The first student says, “Who has ... ” (reads his question card). For example, “I hear bees buzzing.”
 3. The student who has the corresponding vocabulary card (answer) says, “I have ... *auditory*. Who has fuzzy, soft petals (question)?” To continue the example, “I have ... *tactile*.”
 4. Play continues in this manner until all vocabulary words have been reviewed.

* Fold into the game all poetry vocabulary.

Student Organization of Content

- Provide two imagery charts:
 1. to record outside activity data
 2. to record data from poem.

READING Lesson Plan → Making Inferences with It Says...I Say...

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will make inferences.

Prerequisite Understandings/Knowledge/Skills

- Students are expected to know the definition of an inference.
- Students are expected to understand how to use the “I Say” chart.
- Students are expected to use effective communication skills in group activities.
- Students are expected to identify unfamiliar vocabulary to be clarified by the teacher.

Materials needed

- A text from the student anthology
- It says...I say... chart
- Overhead projector and transparency markers
- Transparency wipes

Lesson procedure

1. Select a text that offers opportunities for students to make inferences.
2. Introduce the chart with an example from the text.

| It says... | I say... | Inference |
|--|--|---|
| “Some say the world will end in fire,” | Severe droughts often allow huge fires to burn out of control. | Perhaps a widespread, severe drought will cause the world to end. |
| | | |

3. Read the text aloud. Then, reread the text with the students in several different ways, such as choral, echo, by rows, by tables, by gender, etc.
4. Have students find other examples in the text to add to the chart (It says...), have them activate background knowledge (I say...), and have them combine that knowledge with the text to make an inference.
5. The lesson should be repeated often with both prose and poetry.

Specific options for differentiating this lesson

Technology

- Provide a copy of the selection on an overhead.
- Distribute highlighters to students.

- Place a large replica of the chart on the board to accommodate sentence strips.

Multisensory

- Have the students highlight the “It Says” portion of the selection on individual copies.
- Have the students use sentence strips to write “It Says,” “I Say,” and “Inference.”

Small Group Learning

- Divide students into groups of three and provide three sentence strips to record “It Says,” “I Say,” and “Inference.”

Vocabulary

- Have the students identify unfamiliar words in the selection on the overhead.
- Circle the words and clarify the meanings.

Student Organization of Content

- Have the students use visual organizer – “It says, I say” chart.
- Have the students use sentence strips to record responses.

READING Lesson Plan → Understanding Novels with Open House — To Discover...

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will read and comprehend the beginning of a novel.
- The student will predict.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have an understanding of the elements of a story to include characters, point of view, setting, mood or tone, plot, and conflict.
- The students are expected to have an understanding of the term *prediction*.

Materials needed

- A class set of an age-appropriate novel on the independent or instructional level of the students
- Photocopied paragraphs from the first chapter of the novel
- Open House — To Discover... handout and transparency (see below)
- Overhead projector

Lesson procedure

1. Choose a novel appropriate for students. Introduce the novel with a very brief Book Talk.
2. Cut photocopied paragraphs from the first chapter into small bits (a few sentences or a paragraph) and distribute them to students, one bit per student. Have the student read their bit and share the information from it with others, who will, in turn, share what they learned from a different bit. Collaboratively students will discover character names and traits, point of view, setting, mood, hints at the plot, and conflict(s).
3. Prior to class discussion, have students record on the “Open House — To Discover...” handout what they have learned from reading and sharing.
4. In a whole-class discussion, have the students share all the information they learned from reading and individual sharing. Record this information on the transparency.
5. Have the students make and record their predictions about the novel.
6. Assign a portion of the novel to be read either independently or in small groups.

| Open House — To Discover... |
|------------------------------------|
| Characters: |
| Point of view: |
| Setting: |
| Mood/tone: |
| Plot/action: |
| Conflict(s): |
| I predict that |

Specific options for differentiating this lesson

Technology

- Scan the passage onto the computer for student use.
- Have the students complete the multisensory activity using the Internet.
- Create a template of the “open house to discover” handout for computer use.

Multisensory

- After completing the “open house to discover” handout, ask the students to use pictures or draw characters to illustrate the elements of the story. Have the students write captions for each picture. Color may be used to describe the tone or mood. For example, blue may indicate calm or depression. In addition, the students may cut out pictures from magazines to represent the characters in the story.

Community Connections

- Plan a “campfire” story night where students can share their stories with parents, students, or invited guests.

Small Group Learning

- Have the students complete this activity in “expert” groups as follows.
 1. Place the students in groups of four. Each person in the group is given a “bit” of the story that has been numbered.
 2. Students with the same number regroup with their new team. Then they read their “bit” and gather information and reach consensus.
 3. Students return to their original group as “experts” and share their information.
 4. Combining all information, the groups make predictions about the story.
 5. All groups will share their predictions and write them on large chart paper to be hung around the class.
- After making a prediction about the novel, have the students write their own story.

Vocabulary

- To review the elements of a story, divide the students into pairs and have them play the game of *Concentration*.
 1. Pairs of students spread out word cards and matching definition cards face down in random order in front of them on a flat desk, table, or floor.
 2. Students take turns flipping over pairs of cards to try to find matching words and definitions. Each time a student finds a matching pair of cards, he or she removes them from the playing area and keeps them.
 3. The student who has acquired the most cards after all cards have been removed from the playing surface wins.

Student Organization of Content

See the handout “open house to discover” for student use.

READING Lesson Plan → Finding Poetic Features

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will read age-appropriate poetry.
- The student will increase fluency.
- The student will identify poetic devices.
- The student will notice authors' craft.

Prerequisite Understandings/Knowledge/Skills

- Students are expected to understand poetic devices.
- Students are expected to identify author's craft.
- Students are expected to have practiced fluency prior to the lesson.
- The students are expected to understand cooperative group behaviors.

Materials needed

- Overhead transparencies of poems
- Overhead projector
- A list of poetic features found in the Curriculum Framework
- Washable transparency pens
- Damp towels
- A pointer

Lesson procedure

1. Display a poem on the overhead, and ask students to read it silently.
2. Read the poem aloud to students, and have them follow along, using a pointer to point to words and/or lines to help them follow.
3. Have the students read the poem with you, as a chorus. A student volunteer might use the pointer to help the class follow and stay together.
4. Have the students reread the poem in smaller groups, e.g., by rows, by tables, by gender. Students might take turns being the leader and or the pointer. Some students might volunteer to read aloud a portion or the whole poem as a solo.
5. Have students identify words or phrases that need clarification, and collaborate with them to clarify. Allow them to consult dictionaries, when appropriate.
6. Point out one poetic feature, and ask students to identify where that feature appears elsewhere in the poem. For example, indicate the first simile, and have the students identify all the others, or label the rhyme scheme or meter of the first stanza, and let the students mark the others. Using markers on the overhead transparency can be effective, and students should participate in the markings.
7. On a different day, identify a different poetic feature in another poem, and repeat some features, as necessary or appropriate. As students gain mastery of poetic features, the ask them to identify those features before introducing new ones.
8. Discuss with the students the theme, message, mood, and structure, as appropriate. On occasion, have students write their interpretations, reactions, illustrations, and examples.

9. Have the students reread the poem as a chorus and as volunteer soloists.

Specific options for differentiating this lesson

Technology

- Provide the poem in a talking word processor for nonverbal and visually impaired students.
- Provide a voice choice reading the poem in a talking word processor program.

Multisensory

- Have the students use wipe-off boards or a computer program with a highlighter tool to record the poetic feature, draw or write the example of the poetic device, and clarify words or phrases that need clarification.
- Use rhythm instruments to illustrate poetic devices and increase fluency.

Community Connections

- Take students on a nature hike to find the poetic features in nature; for example, alliteration – growing green grass.
- Invite a poet to class a guest speaker.

Small Group Learning

- Use the Quad Reading strategy with the following assigned roles: reader, recorder of the poetic device, recorder of the example of the device, and recorder of words or phrases that need clarification.
- Rotate to provide each student with a different role.

Vocabulary

- Have students use dictionaries and thesauruses to provide clarification.
- Allow selected students to use a talking word processor.

Student Organization of Content

- Have the students complete a checklist for skills covered in the Quad Reading group.

* This lesson may be taught in more than one class period.

READING Lesson Plan → Rehearsing & Reading Scripts with Readers’ Theater

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will participate in Readers’ Theater.
- The student will increase fluency.
- The student will clarify vocabulary and proper nouns
- The student will predict.
- The student will identify theme.
- The student will identify character traits and/or changes as a result of the plot.

Prerequisite Understandings/Knowledge/Skills

- Students are expected to understand the concept of a drama.
- Students are expected to understand cooperative learning guidelines for working in pairs.

Materials needed

- Story written in play form, either a published play or one adapted by the teacher

Lesson procedure

1. Choose or write a script. Introduce the idea of a Readers’ Theater that involves voice-overs for an animated film.
2. Distribute the script, and allow students to preview it and look for roles they would like to read aloud. If there are not enough roles to go around, the students might share roles, one performing in the first part of the play and another in the second part of the play. Another option is to have multiple productions taking place in different parts of the room simultaneously.
3. Assign roles, or allow students to volunteer. Write the role assignments on the board. Although volunteering is preferable, assigning may be needed to ensure that all can participate.
4. Instruct students to find and underline, if using a photocopy, their lines. Have students read their lines silently and then find a partner with whom to rehearse aloud. Circulate to help students articulate any tricky words, such as names. Clarify any recurring names or other tricky words for the entire class.
5. After the rehearsal, help the students predict what the story will be about and identify potential themes and plot lines.
6. For the actual performance of the script, place chairs in a circle, or form several circles, if more than one group are reading simultaneously.
7. When the play is finished, discuss with the students and/or have them write about the theme, characters, and main elements in the plot.

Specific options for differentiating this lesson

Technology:

- Use a talking word processor with pictures for nonverbal students.
- Have the students make a video of the play to evaluate performance and the elements of literature.

- Reference Creative Active Readers (CAR) Lesson 1 for example of Readers Theater.

Multisensory

- Highlight students' roles and dialogue on individual scripts.
- Review proper noun concepts: Play *Popcorn* (toss the beanbag) to identify the proper nouns in the script.

Community Connections

- Arrange for students to attend a play.
- Invite the community to see the students' play.
- Invite an actor to class as a guest speaker.

Small Group Learning

- Have the students work in pairs. (Pairs should be heterogeneous.)
- In pairs, have students practice their roles and predict story outcomes.

Vocabulary

- Have students clarify unfamiliar vocabulary in pairs.
- Have the students add words to word wall.

Student Organization of Content

- Have the students complete a plot diagram/story map and character wheel. (This may be completed on a word processor with pictures.)
- Have the students assess one another using a peer evaluation.

* This lesson may be taught in more than one class period.

READING Lesson Plan → Summarizing with Somebody...Wanted...But...So...

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will read a short story
- The student will summarize.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand cooperative group behaviors for outside activities.

Materials needed

- A short story that is already familiar to all the students
- A short story from the student anthology for students to read
- SWBS Charts in handout and transparency form
- Overhead projector

Lesson procedure

1. Display the SWBS Chart, and review it with students. Display a completed example of the chart based on a story that is familiar to all.

| SWBS Chart | | | |
|--------------|---------------------|------------------------------------|--------------------|
| Title: _____ | | Author: _____ | |
| Somebody... | Wanted... | But... | So... |
| Laurie | attention at school | he didn't want his parents to know | he blamed Charles. |
| | | | |

2. Assign a short story for the students to read silently or with partners.
3. Have the students use the SWBS Chart to summarize the story.
4. Have the students share their summaries, writing and displaying their responses on a SWBS Chart transparency.
5. Repeat this procedure with other stories.

Specific options for differentiating this lesson

Technology

- Use books on tape.
- Use Creating Active Readers (CAR) as a reference for summarizing.
- Use a talking word processor with pictures.
- Use Franklin spellers and dictionary computer software to look up unfamiliar vocabulary.

Multisensory

- Use a story map of preference that includes characters, setting, main idea, story events, conflict, and resolution.
- Use drawings and pictures to represent story elements.

Community Connections

- Assign the students to read the newspaper (local or national newspaper, Scholastic News, etc.) with a family member. Have them choose an article of interest and read and answer the questions WHO, WHAT, WHEN, WHERE, WHY, and HOW.
- Have the students write an article for the school or local newspaper using a word processor with newspaper format.

Small Group Learning

- Use Peer Checking with heterogeneous grouping to summarize story.

Vocabulary

- Use dictionaries to look up unfamiliar vocabulary.

Student Organization of Content

- Use a story map that includes characters, setting, main idea, story events, conflict, and resolution.
- Have students use the “newspaper” questions of WHO, WHAT, WHEN, WHERE, WHY, and HOW in a chart format.

Choose a familiar story, and map it as a model, explaining each part of the map: Title, Author, Setting, Initiating event, Protagonist and other characters as appropriate, Events in the rising action, Climax, Event(s) in the falling action, Resolution, Conflict, Theme.

2. Read a story from the student anthology aloud. Students will map as they follow along with the teacher's assistance. For instance, the teacher will pause to allow students to identify the characters, the initiating event, events in the rising action, the climax, and/or the theme of the story.
3. In small groups or pairs students will read and map another story from the anthology. Teacher will circulate, providing assistance as needed.
4. Repeat with many short stories and growing independence.

Specific options for differentiating this lesson

Technology

- Use talking computer software with pictures.
- Use graphic organizer software.
- Use enlarged copies of the stories.
- Display an enlarged, color-coded story map.

Multisensory

- Provide students with colored markers.
- Use color-coding for parts of the story map (e.g., the characters are blue).

Community Connections

- Invite a story teller to read to the class.

Small Group Learning

- See lesson plan #4.

Vocabulary

- Play *Story Parts Bingo*. See Internet for Bingomaker.

Student Organization of Content

- Display an enlarged, color-coded story map.
- Use a story map.

READING Lesson Plan → Analyzing Poetry with TPCASTT

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will read age-appropriate poetry.
- The student will paraphrase.
- The student will identify poetic devices.
- The student will notice authors' craft.
- The student will interpret poetry.
- The student will identify theme or main idea.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand poetic devices.
- The students are expected to understand the concepts of paraphrase, theme, or main idea.
- The students are expected to understand tone.
- The students are expected to understand cooperative group behaviors.

Materials needed

- Poetry from the student anthology
- Transparency of the TPCASTT (Title-Paraphrase-Connotation-Attitude-Shifts-Title-Theme) Chart (see next page)
- Overhead projector
- Handouts of the TPCASTT Chart

Lesson procedure

1. Display a poem on the overhead, and ask students to read it silently.
2. Display the TPCASTT Chart on the overhead, and model the TPCASTT procedure described in the chart:
 - Read the **title** aloud, and demonstrate making a prediction of its meaning by thinking aloud.
 - Read aloud the entire poem with the students following along. Students might be asked to read along during a second reading.
 - **Paraphrase** a line, a sentence, or a stanza, as necessary for student comprehension. Points out one or more poetic features, such as imagery (simile, metaphor, personification, alliteration, and onomatopoeia) rhythm, rhyme, point of view, diction, and/or symbolism.
 - Point out the poet's tone and/or mood, looking deeper for **connotations** in the language and **attitudes** expressed in the tone or mood.
 - Point to any changes or **shifts** in feeling, mood, tone, rhyme, or rhythm.
 - Reexamine the **title**, and explain what it means now that analysis is complete.
 - State a **theme**, main idea, or lesson learned.
3. Assign another poem from the anthology for the students to analyze using TPCASTT. The students should work in small groups and as they gain independence use the procedure more independently.

4. The teacher should point out the poetic feature(s) to look for, so students do not get frustrated looking for features that are not there.

Specific options for differentiating this lesson

Technology

- Present the TPCASTT on computer using computer software that generates graphic organizers.
- Highlight poetic devices color-coding each device.
- Make copies of written material with enlarged font in manuscript.

Multisensory

- Review the activity: Assign poetic devices. Give students a placard of the poetic device that they are to represent. During the second reading, students stand when an example of their device is read and display their placard.
- See Technology for highlighting tips.

Community Connection

- Provide published student produced poems to read.
- Invite a poet from the community to present student material and his/her works.

Small Group Learning:

- Have students work in jigsaw/expert groups as follows: Divide the class into six groups by counting off, giving each group a part of the TPCASTT chart (combine Title sections). Assign a recorder and a reporter to each group. (Keep in mind that the group must be heterogeneous.) Each group becomes an **expert** in its section of the chart. Provide students with a poem. Give the expert groups 10-15 minutes to complete their section of the chart. When complete, have them report to whole group by filling in chart on overhead and/or computer graphic.

Vocabulary

- Play Exit Ticket: Put a vocabulary word (poetic device) or a definition on an index card and give each student a card. To exit the room at the end of class, the student must define the vocabulary word or identify the definition.

Student Organization of Content

- Put the TPCASTT chart on an overhead and/or the computer using the software for graphic organizers.
- Give placards for poetic devices to selected students.

| TPCASTT Chart | | |
|-----------------------|---|--|
| T: Title | Predict what you think the title means. | |
| P: Paraphrase | Write in your own words what each line or stanza of the poem says. Don't worry about what it may mean, just what the words say. Be as literal as possible. | |
| C: Connotation | Look for poetic devices, rhyme scheme, symbols, and deeper meaning. Some examples are imagery (simile, metaphor, personification, alliteration, onomatopoeia) rhythm, rhyme, point of view, diction, and symbolism. | |
| A: Attitude | Look for the poet's mood and/or tone. | |
| S: Shifts | Look for changes in feelings, tone, mood, or perhaps rhyme and rhythm. | |
| T: Title | Evaluate the title again, and decide what it means to you now. | |
| T: Theme | Write what you consider to be the theme, main idea, or lesson of the poem. | |

Source: The College Board, English Vertical Teams.

READING Lesson Plan → Predicting a Story through a Word Harvest

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 6.4, 7.5, 8.5

Objective(s)

- The student will read and comprehend a short story.
- The student will clarify vocabulary.
- The student will predict.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have an understanding of the elements of a story to include characters, point of view, setting, mood or tone, plot, and conflict.
- The students are expected to have an understanding of the term *prediction*.
- The students are expected to know how to use a story map.

Materials needed

- Student anthology
- Vocabulary list
- Pre-reading Word Harvest handout (see below)
- Sticky-notes

Lesson procedure

1. Choose a short story from the anthology, and choose approximately 15 words from the story, some of which are important to the theme or other story elements, and some which may be unfamiliar to the students.
2. Instruct the students to arrange the words on the list into the categories on the Word Harvest handout. Emphasize that many correct arrangements are possible.
3. Have the students use their categorized words to write a prediction of the story. Have students share their predictions.
4. Ask the students to find in the story the listed words and mark them with sticky-notes. Allow underlining or highlighting if the students are using a photocopy of the story.
5. Work with the students to clarify some or all of the unfamiliar words prior to reading: use collaboration, context, and, if necessary, dictionaries.
6. Have the students read the story with partners, in small groups, or individually. Alternatively, read part of the story aloud, if appropriate.
7. Discuss the story with the student and/or map it on the story map.

Specific options for differentiating this lesson

Technology

- Create templates of the word harvest handout and the story map for student use on the computer.
- Using a computer and an LCD projector, project the templates onto a screen for class use.

Multisensory

- Have the students use highlighters or colored pencils to underline the categorized words. For example, theme may be highlighted in blue.
- Have the students take the unfamiliar words written on cards and sort them into the correct categories. Write the category headings on cards or taped onto a blackboard grid. This will be a whole-class activity with students placing the words onto the grid prior to individual practice.

Community Connections

- Use newspaper articles from the local or school paper to complete the same activity.

Small Group Learning

- Have the students work in pairs to complete the word harvest activity and the story map.
- Pair less able readers with able readers to complete activities.

Vocabulary

- Once the students have defined and learned their words from the “I Want to Learn” category, ask them to play the game of *Quick Draw* (adapted from Jones, 1999).
 1. Put words that describe visual concepts on cards.
 2. Divide the class into teams. Ask a member of each team, in turn, to draw a card.
 3. Have the student see how quickly teammates can convey the essence of a word on the board without words by illustrating it.
 4. Continue until all members of each team have had an opportunity to illustrate a word.

Student Organization of Content

- Have the students use a story map to complete this activity.

| Word Harvest | | |
|----------------------|-------------------------|--|
| Characters | Setting | Problem |
| Solution | Unfamiliar words | Words I want to know more about |
| My prediction | | |

READING Lesson Plan → Comprehending Text with an About/Points Chart

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 6.5, 7.6, 8.6

Objective(s)

- The student will read informational or persuasive text.
- The student will find the topic
- The student will find the main points.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to be familiar with the construction of basic informational text.
- The students are expected to be able to recognize persuasive language.

Materials needed

- Several short informational or persuasive texts
- About/Point Charts in handout and transparency form
- Overhead projector

Lesson procedure

1. Display the About/Point chart, and distribute the shortest informational or persuasive text.
2. Instruct the students to read the text silently or with partners.
3. Ask the students to tell in one or two words what the text is about; write the topic on the transparency chart.
4. Ask the students to list the points the author makes; write these on the transparency chart.
5. Distribute About/Point Charts and another text to the students. Have the students read the text silently or with partners and fill in the chart.
6. Discuss the student responses, and write these on another transparency chart.

Specific options for differentiating this lesson

Technology

- Have the students use a software program that incorporates text to speech and allows the addition of prompts/questions to the text. The students are to attend to the cues given by the teacher and select and enter their main point choices.

Multisensory

- Given the point chart and teacher-prepared “fill-in” information, have the students complete the chart.
- Given a persuasive or informational passage and a partially completed point chart, have the students independently complete the point chart.
- Given a typed passage, have the students highlight the main points and/or persuasive words.

Community Connections

- Assign the students to listen to a political speech and identify persuasive language.

Small Group Learning

- After reading a lengthy informational or persuasive passage in a small-group setting, have the students work as a group to identify the primary points and /or persuasive language.
- Given the main idea and a word list containing persuasive, “emotion-charged” vocabulary, have the students, in a small group, create an informational/persuasive paragraph.

Vocabulary

- Have the students use the thesaurus to locate alternative words for overused persuasive vocabulary.
- Have the students brainstorm to create a vocabulary list of positively and negatively charged words.

Student Organization of Content

- Have the students add persuasive words to their interactive journal.

| About/Point Chart | |
|---------------------------------|---|
| Title: _____ Author: _____ | |
| The text is ABOUT: | |
| The author’s POINTS are: | <ul style="list-style-type: none">•••• |

READING Lesson Plan → Understanding Text with an Anticipation Guide

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 6.5, 7.6, 8.6

Objective(s)

- The student will read informational text.
- The student will predict.
- The student will modify opinions or biases.
- The student will express opinions.
- The student will paraphrase.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have prior experience reading informational text.
- The students are expected to be able to participate in class discussions.
- The students are expected to be able to recognize and state an opinion.
- The students are expected to have some experience with restating.
- The students are expected to have some predicting experience.

Materials needed

- An Anticipation Guide prepared by the teacher
- Highlighters and/or sticky-notes
- Informational text

Lesson procedure

1. Prepare an anticipation guide by reading the text carefully in advance of the lesson and identifying the major concepts. Write three to five general statements about these concepts that will activate student background knowledge and/or biases. Well-known quotations, idioms, and or clichés may work well.
2. Display and distribute the Anticipation Guide to students. Have the students respond to the guide, circling “Agree” or “Disagree” by each statement in the left-hand column.
3. Read the beginning of the text aloud, and then assign students to read the remainder individually or with partners.
4. When reading is complete, instruct students to mark their Anticipation Guide again in the right-hand column to reflect their confirmed or changed beliefs. Students should also highlight or mark with sticky-notes the passages in the text that support their beliefs.
5. Discuss the concept statements with the students, and have students support their responses based on the text.
6. As an extension, the students might write about one of the concept statements, using the text to support their beliefs.
7. This lesson might be repeated with fiction by focusing on themes.

Specific options for differentiating this lesson

Technology

- Have the students use a software program that incorporates text to speech and allows the addition of prompts/questions to the text. Place a copy of the well-know sayings to be discussed into the program. The student are to attend to the cues given by the teacher and select and enter their “agree/disagree” choices.
- Using a word processor that includes access to a dictionary and thesaurus, have the students complete paraphrasing exercises.

Multisensory

- Given a passage containing an opinion and a partially completed concept chart, have the students independently complete the chart.
- Given a typed passage, have the students highlight words denoting an opinion.
- Given index cards indicating “agree” or “disagree” (non color-coded so responses are private), have the students respond by raising the chosen card at teacher direction.

Community Connections

- Assign the students to listen to a political speech and identify opinions and/or biases.

Small Group Learning

- Have the students (in small groups) act out the concept of the statement.
- Given a concept statement, have the students paraphrase it into their own unique “catchy” phrase.

Vocabulary

- Have the students use the thesaurus to locate alternative words for use in their paraphrased statements.
- Have the students compile a list of biased language.

Student Organization of Content

- Have the students add examples of biased language to their interactive journal.

| Before | Concept Statements | After |
|-------------------|---|-------------------|
| Agree Disagree | “Neither a borrower nor a lender be.” | Agree Disagree |
| Agree Disagree | Taxes are a necessary part of a democratic society. | Agree Disagree |
| Agree Disagree | Everyone cheats on taxes. | Agree Disagree |

READING Lesson Plan → Understanding Owner’s Manual Directions

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 8.6

Objective(s)

- The student will read to complete a task.
- The student will use context and illustrations to understand technical vocabulary.
- The student will paraphrase.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand the concept of paraphrasing and context clues.
- The students are expected to understand concept of reading to complete a task.
- The students are expected to understand cooperative group behaviors.

Materials needed

- Multiple copies of an owner’s manual for an electronic device
- Sticky-notes and/or highlighters

Lesson procedure

1. Distribute copies of the owner’s manual to small groups of students. Model the use of the Table of Contents to find the instructions for programming the device. Have the groups of students find and read the instructions, highlighting or marking with sticky-notes any unfamiliar technical vocabulary.
2. Model using the context and the illustrations to find the definitions of the technical vocabulary. Have the groups of students define and illustrate the technical vocabulary.

| Vocabulary | Context clues | Definition | Illustration |
|------------|---------------|------------|--------------|
| | | | |

3. Model rereading the text, marking the steps in the procedure, and paraphrasing the instructions.
4. Have the groups of students list the steps in the procedure, paraphrase them, and illustrate the steps.

| Text’s words | Our paraphrase | Illustration |
|--------------|----------------|--------------|
| | | |

Specific options for differentiating this lesson

Technology:

- Use highlighters and sticky notes.
- Use enlarged copies of instructions and charts.
- Use enlarged copies of instructions with illustrations.
- Use talking computer software with pictures.
- Use chartmaker to make two large charts for posting on the board.

Multisensory

- Use sticky notes and highlighters.
- Use an enlarged chart.

Community Connections

- Invite an electronic professional to demonstrate reading to complete a task.

Small Group Learning

- Use Chartmaker to make large chart for board.
- Assign three roles to the students: context clues, definition, and illustration.
- Have the students demonstrate understanding by posting responses on the large class chart.
- Assign three roles to the students: text's words, our paraphrase, and illustration
- Have the students demonstrate understanding by posting responses on the large class chart.

Vocabulary

See above.

Student Organization of Content

- The student will complete the two charts in small groups.
- The class will complete the two large charts on the board.

READING Lesson Plan → Summarizing with Subheadings and Group Collaboration

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 6.5, 7.6, 8.6

Objective(s)

- The student will read informational text.
- The student will summarize.

Prerequisite Understandings/Knowledge Skills

- The students are expected to have had experience reading for information at a basic level.
- The students are expected to be able to ask questions as they read.
- The students are expected to be able to answer questions as they read.

Materials needed

- Informational text with subheadings
- Group Summarizing Charts in handout and transparency form
- Overhead projector

Lesson procedure

1. Distribute an informational text with subheadings, and display the Group Summarizing Chart on the overhead. Write the text's subheadings on the chart as the students identify and read them aloud.
2. Divide the class into the same number of groups as the subheadings, and assign each group to read and summarize the portion of text under one subheading.
3. Write each group's text summary on the chart transparency for the whole class to see. Coach the groups in refining their summary, as necessary, pointing out the good and bad features. If appropriate, have the students copy all summaries on their own chart.
4. The procedure might be repeated with informational text that is lacking subheading by instructing the students to skim the text prior to reading so that subheading might be created and written on the transparencies.

Specific options for differentiating this lesson

Technology

- Have the students use a software program that incorporates text to speech and allows the addition of prompts/questions to the text. The students are to attend to the cues given by the teacher, particularly related to headings and subheadings, and add their own notes/questions to the text as appropriate.
- Using a word processor and the notes/cues from the above bullet, have the students summarize the passage read.

Multisensory

- After being paired, ask the students to take turns orally summarizing each other’s prepared statements.
- Given a multiple paragraph passage and a slot outline with missing headings and subheadings, have the students complete the outline.
- Given an outline with headings/subheadings omitted and strips of paper with the headings/subheadings, ask the students to place the headings/subheadings in the correct positions.

Small Group Learning

- After reading a lengthy passage containing headings and subheadings in a small group setting, have the students work as a group to summarize the passage.
- In pairs, have one student describe an exciting recent event. The other student listens and summarizes the information. They then reverse roles.

Student Organization of Content

- Have the students add the words *heading* and *subheading* to their interactive journals with a personal definition and/or graphic to assist them with the understanding of these terms.

| Group Summarizing Chart | |
|---|---|
| <hr/> <p style="text-align: center;"><i>Subheading #1</i></p> | <hr/> <p style="text-align: center;"><i>Subheading #2</i></p> |
| <hr/> <p style="text-align: center;"><i>Subheading #3</i></p> | <hr/> <p style="text-align: center;"><i>Subheading #4</i></p> |

READING Lesson Plan → Understanding Persuasive Text

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 8.6

Objective(s)

- The student will read persuasive text.
- The student will find author’s purpose.
- The student will paraphrase.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand the parts of the newspaper.
- The students are expected to understand paraphrasing.
- The students are expected to understand cooperative group behaviors

Materials needed

- Multiple copies of an editorial
- Persuasive Text Analysis graphic organizer in handout and transparency form
- Overhead projector

Lesson procedure

1. Distribute copies of an age-appropriate editorial copied from a recent newspaper. Distribute and display on the overhead the graphic organizer. Ask the students to read the editorial silently.
2. Ask the students to reread the editorial with a partner and look for facts, statistics, examples, expert authority, and logic and reasoning to record on their charts.
3. Lead the class in a discussion of the editorial, recording the combined findings on the transparency.
4. Have students restate the author’s position and tell whether or not the editorial was persuasive and why.

Specific options for differentiating this lesson

Technology

- Use enlarged print copies of editorial from newspaper.
- Use larger spaces on Persuasive Text Analysis graphic organizer chart.
- Use highlighters to highlight key information in newspaper article.
- Use Alpha Smart or Dana for recording responses.
- Use speech-to-text computer software program.

Multisensory

- Use highlighting tape to highlight key information in newspaper article.

Community Connections

- Invite an employee from the editorial staff on the local newspaper to address key vocabulary on the graphic organizer chart.

Small Group Learning

- Pair the students heterogeneously with a reader and recorder.

Vocabulary

- Make a T-chart on the board with the left side headed YES and the right side headed NO. Use each of the key vocabulary words one at a time. (Play this game over the course of a week.)

Student Organization of Content

- Have the students use the Persuasive Text Analysis chart.
- Have the students use the T-chart from the Concept Attainment activity.

| Persuasive Text Analysis | |
|--|--|
| Title: _____ Author: _____ | |
| Source/Pages: _____ Date: _____ | |
| Facts | |
| Statistics | |
| Examples | |
| Expert authority | |
| Logic and reasoning | |
| Restatement of author's position and reader's reaction | |

READING Lesson Plan → Interpreting Political Cartoons

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 8.6 (a, b, c, d, h, and i)

Objective(s)

- The student will read and interpret political cartoons.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand the parts of a cartoon.
- The students are expected to understand how to write a paragraph.
- The students are expected to understand cooperative group behaviors.

Materials needed

- A transparency of an age-appropriate political cartoon
- Handout of one or several age-appropriate political cartoons (different from that on the transparency)
- Transparency pens and wipes
- Overhead projector

Lesson procedure

1. Select and display on the overhead an age-appropriate political cartoon.
2. List common features of cartoons: caricature, symbolism, exaggeration, wit, and brevity.
3. Point out an example of one or several of the features in the cartoon on the overhead, and allow students to find other features, if possible. This transparency might be labeled with washable pens.
4. Assist students in interpreting what the cartoonist is trying to convey, and write the interpretation on the transparency.
5. Distribute other cartoons, and allow the students to work in pairs or trios to find and list the features of each and collaborate on an interpretation.
6. Have the class share the features found and discuss the interpretation of the cartoons.
7. Have the students individually write their interpretations in paragraph form.

Specific options for differentiating this lesson

Technology

- Use a Franklin speller.
- Use speech-to-text computer software.
- Use Alpha Smarts and Danas.
- Use computer software with pictures.

Multisensory

- Assign students to rewrite captions for political cartoons.
- Ask students to dramatize or draw their own political cartoons.

Community Connections

- Invite a political cartoonist from local newspaper to talk to the students.
- Have the students draw political cartoons and possibly submit to the local newspaper.

Small Group Learning

- Use political cartoons at variety of instructional levels.
- *Round Robin cooperative group activity.* Assign each group a different cartoon. Within the group, the cartoon will be passed Round Robin style. Each student will circle and comment on common features of the cartoon.

Vocabulary

- Use pocket words to reinforce common features of a political cartoon. (Put common features on the front of an index cards. On the reverse of the card, place a picture of the feature. Place cards on a binder ring.)

Student Organization of Content

- Have the students use checklists of common features in a political cartoon to determine if the task has been completed.

READING Lesson Plan → Reading and Rereading for Understanding with Note-Taking Guide Chart

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 6.5, 7.6, 8.6

Objective(s)

- The student will read and reread informational text.
- The student will take notes.
- The student will paraphrase.
- The student will summarize.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have basic experiences reading informational text.
- The students are expected to be able to ask questions when reading informational text.
- The students are expected to be able to locate answers to their questions while reading informational text.

Materials needed

- Informational text with subheadings
- Read-and-Reread Note-Taking Guide Chart (see next page)

Lesson procedure

1. Choose and distribute a challenging informational text with subheadings. Distribute the chart.
2. Have students read and consider the title and write it on the guide. Have them also write the author's name on the guide and activate any prior knowledge about him/her by means of a whole-class or small-group discussion. Have students identify the source of the text, write it on the guide, and activate any prior knowledge about its bias by means of a whole-class or small-group discussion. Have them note the bias, if any, on the chart
3. Have the students read the opening and closing paragraphs aloud. Have them paraphrase these two paragraphs on their guides.
4. Ask the students to skim the article for boldface type, italics, and subheadings and write these on the guide in the order they appear in the text. Clarify any unfamiliar vocabulary during the second reading, and have students write needed clarifications on their guides.
5. Have students skim the article by reading the topic sentence in each paragraph. Explain that usually the topic sentence comes first in the paragraph, but occasionally one needs to read carefully to find it. Have students record the topic sentence on their guides. This step might be accomplished with partners or individually.
6. Pause to discuss what has been learned thus far.
7. Have students read the entire article, writing any important information not already included on their guide.
8. Finally, have students summarize the article.

Specific options for differentiating this lesson

Technology

- Have the students use a software program that incorporates text to speech and allows the addition of prompts/questions to the text. The students are to attend to the cues given by the teacher and add their own notes/questions to the text as appropriate.
- Using a word processor and the notes/cues from the above bullet, have the students paraphrase the passage read.
- Using a word processor and the notes/cues from the above bullet, have the students summarize the passage read.

Multisensory

- After being paired, have the students take turns orally paraphrasing each other’s prepared statements.
- Given a multiple paragraph passage and a slot outline, have the students complete the outline.

Community Connections

- Arrange for the students to interview a local reporter about how he/she utilizes note-taking, paraphrasing, and summarizing skills.

Small Group Learning

- After reading a larger passage in a small-group setting, assign the students to work as a group to paraphrase and summarize.
- When in pairs, assign one student to describe an exciting recent event. The other student takes notes and then paraphrases and summarizes the information. They then reverse roles.

Vocabulary

- Have the students use the thesaurus to locate alternative words.
- Have the students brainstorm to find alternative words for those that are difficult to paraphrase.

Student Organization of Content

- Have the students add the “difficult” word and its alternatives to their interactive journal.
- Have the students add the words *paraphrase* and *summarize* with their own definitions for these words.

READING Lesson Plan → Following Directions

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 8.6

Objective(s)

- The student will read to complete a task.
- The student will use context and specialized dictionaries to understand technical vocabulary.
- The student will paraphrase.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand how to paraphrase a recipe.
- The students are expected to understand cooperative group behaviors.

Materials needed

- A recipe in handout form or on transparency
- Overhead projector
- Sticky-notes and/or highlighters
- Specialized dictionary
- Ingredients and utensils, if appropriate

Lesson procedure

1. Display or distribute copies of the recipe. Have students read the directions, highlighting or marking with sticky-notes any unfamiliar technical vocabulary. Unfamiliar phrases should be included as well, e.g., “separate the eggs.”
2. Model using the context and the specialized dictionary to find the definitions of the technical vocabulary. Have small groups of students define and illustrate the technical vocabulary.

| Vocabulary | Context clues | Definition | Illustration |
|------------|---------------|------------|--------------|
| | | | |

3. Model rereading the text, marking the steps in the procedure, and paraphrasing the instructions.
4. Have the groups of students list the steps in the procedure, paraphrase them, and illustrate the steps.

| Recipe’s words | Our paraphrase | Illustration (optional) |
|----------------|----------------|-------------------------|
| | | |

Specific options for differentiating this lesson

Technology

- Use talking computer software with pictures.
- Use enlarged copy of recipe.

Multisensory

- Provide the students with colored markers to use.
- Have the students use a sequencing activity to ensure they understand the recipe steps. Put steps on sentence strips and mix and have the students sort in the proper order.

Community Connections

- Invite students' parents to come the class to do a fun cooking activity to demonstrate understanding.

Small Group Learning

- Have students work in jigsaw/expert groups as follows: Divide the class into three groups, giving each group a part of the Technical Vocabulary chart (vocabulary column will be completed by all students) and the Procedure chart. Assign a recorder and a reporter to each group. (Keep in mind that the group must be heterogeneous.) Each group becomes an **expert** in its section of the chart. Give the expert groups 10-15 minutes to complete their section of the chart. When complete, have them report to the whole group by filling in chart.

Vocabulary

- Play the game Exit Ticket: Put a vocabulary word or a definition on an index card and give each student a card. To exit the room at the end of class, the student must define the vocabulary word or identify the definition.

Student Organization of Content

- Have the students complete the Technical Vocabulary chart and Procedure chart.

READING Lesson Plan → Answering Text-Based Questions with ReQuest

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 6.5, 7.6, 8.6

Objective(s)

- The student will read informational text.
- The student will ask questions.
- The student will answer questions.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have some experience reading informational text.
- The students are expected to have experience asking and answering questions.
- The students are expected to be able to make basic inferences.

Materials needed

- A textbook or informational article
- Sticky-notes

Lesson procedure

1. Instruct the students to read the first two paragraphs of the text silently and formulate questions based on the reading. Have the students write their questions on sticky-notes.
2. Model answering text-based questions by allowing the students to ask you their questions and answering the questions without consulting the text.
3. Then, instruct students to read the next several paragraphs in order to prepare to answer questions themselves.
4. Ask the students some literal and some inferential questions based on the reading. Have them answer without consulting the text, if possible, but if no one can answer, allow them to look back at the text. For answers to inferential questions, students should be able to support their inferences with ideas or statements from the text.
5. Instruct the students to read a few more paragraphs and prepare additional literal and inferential questions on sticky-notes.
6. Answer the students' questions without consulting the text, but if necessary, refer to ideas or statements in the text to support the answers to inferential questions.
7. Continue the process, with students and teacher alternating until the text is finished.
8. Pairs of students might use this procedure after the students are proficient in it.

Specific options for differentiating this lesson

Technology

- Use a software program that incorporates text to speech and allows the addition of prompts/questions to the text. The student are to attend to the cues given by the teacher and select and enter their questions/answers
- Given the text on tape/CD, have the students listen and respond to sound cues by pausing the passage and entering their questions/answers on paper or word processor.

Multisensory

- Have the students highlight specific content that supports the assigned task.
- Given a picture, Have the students discuss what is implied by the picture.

Community Connections

- Assign students to analyze advertisements for inferences.

Small Group Learning

- After reading a passage in a small group setting, have the students work as a group to discuss the passage and clarify inferences they did not understand.

Vocabulary

- Have the students add the words *literal* and *inference* and their definitions to their interactive journal.

Student Organization of Content

- Have the students add the words *literal* and *inference* and their definitions to their interactive journal.

READING Lesson Plan → Using Rules to Summarize

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 8.6

Objective(s)

- The student will read and summarize informational text.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand how to summarize.
- The students are expected to understand concept of main idea.
- The students are expected to understand cooperative group behaviors.

Materials needed

- A photocopied article from a newspaper or news magazine
- A transparency of the rules for summarizing:
 - Delete trivia and redundancies
 - Superordinate (i.e., choose a general term to replace a list)
 - Find or create a main idea statement
- Overhead projector

Lesson procedure

1. Select, photocopy, and distribute an age-appropriate article from a newspaper or news magazine at or below the independent reading level of the students.
2. Display and discuss the rules for summarizing.
3. Assign students to read the article silently.
4. Read aloud the first portion of the article, and model deleting trivia and redundancies.
5. Find an example of a list, and model, with student assistance, how to superordinate.
6. Read aloud the second portion of the article, and ask students to summarize it in writing.
7. Call on volunteers to share what they have written, and point out the ways they have or have not followed the rules.
8. Read aloud the last part of the article, and model finding or creating a main idea statement.
9. Ask students to find or create a main idea statement for the article as a whole.
10. Assign students to read the article again with a partner and collaborate on a summary of the article as a whole. The length of the summary should be approximately 25 percent of the original length.

Specific options for differentiating this lesson

Technology

- Use highlighters.
- Use trackers.
- Use enlarged copies.

Multisensory

- Use color-coded rules.
- Use a graphic organizer for summarizing.

Community Connections

- Invite a freelance and/or feature writer from a newspaper or magazine to discuss how he/she uses WHO, WHAT, WHERE, WHEN, WHY and HOW questions.

Small Group Learning

- Put students in heterogeneous pairs to complete the assignment.

Vocabulary

- Have the students record unfamiliar vocabulary on the Word Wall.
- Review vocabulary under rules for summarizing.

Student Organization of Content

- Use a graphic organizer for summarizing.

READING Lesson Plan → Summarizing by Paragraphs

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 8.6

Objective(s)

- The student will read, annotate, and summarize informational text.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand a summary.
- The students are expected to understand how to write a paragraph.
- The students are expected to understand cooperative group behaviors.

Materials needed

- A photocopied newspaper or magazine article.
- Sticky-notes

Lesson procedure

1. Select, photocopy, and distribute an age-appropriate article from a current newspaper or news magazine at or below the independent reading level of the students.
2. Assign students to read the article silently.
3. Then, read the first paragraph aloud, and model using a sticky-note to record a one-sentence summary of the paragraph. If margins are sufficiently roomy, the sticky-notes can be eliminated and the summary written directly in the margins.
4. Read aloud the second paragraph, and allow students time to summarize it in one sentence and record the summary in the margin or on a sticky-note. Ask for several volunteers to share summaries.
5. Continue having the students read paragraph by paragraph, allowing them to record summaries and share summaries as appropriate.
6. Assign the students to read the last few paragraphs with partners and collaborate on summaries.
7. When the entire article has been read, have the students use their paragraph summaries to formulate a summary of the entire article. The summary's length should be approximately 25 percent of the original text's length.
8. This lesson should be repeated regularly with increasingly difficult articles and diminishing teacher support.

Specific options for differentiating this lesson

Technology

- Record the article on speech-to-text computer software.

Multisensory

- Use sticky notes.
- Use enlarged copies of newspaper/magazine articles.
- Use trackers for reading articles.

Community Connections

- Invite a freelance and/or feature writer from a newspaper or magazine to discuss how he/she uses WHO, WHAT, WHERE, WHEN, WHY and HOW questions.

Small Group Learning

- Use paired reading.
- Use the “newspaper” questions of WHO, WHAT, WHEN, WHERE, WHY, and HOW in a chart format.
- Use Peer Checking with heterogeneous grouping to summarize story.

Vocabulary

- Have the students record unfamiliar vocabulary on the Word Wall.

Student Organization of Content

- Have students answer WHO, WHAT, WHEN, WHERE, WHY, and HOW in a chart format.

READING Test Items from the Virginia Standards of Learning Assessment

Released reading test items can be accessed at <http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html>. Reviewing these assessment items and using them in the classroom will allow educators and students to become familiar with the type of questions being asked as well as the testing format.

Teachers should also review the electronic format with students to acquaint them with the tools and functionality of online testing. Released reading online testing can be accessed at http://etest.ncs.com/Customers/Virginia/pat_home.htm.

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

WRITING *STRATEGIES*



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

WRITING Skills in the Three Domains

The three domains of writing — composing, written expression, and usage/mechanics — are addressed in the English Standards of Learning for Grades 6–8 as follows:

| Skills | SOL | Prewriting | Drafting | Revising | Editing |
|--|------------|------------|----------|----------|---------|
| Composing and Written Expression | | | | | |
| Write narratives descriptions, and explanations. | 6.6 | | | | |
| Use a variety of planning strategies to generate and organize ideas. | | X | | | |
| Establish central idea, organization, elaboration, and unity. | | X | X | | |
| Select vocabulary and information to enhance the central idea, tone, and voice. | | | X | X | |
| Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | | | X | X | |
| Revise writing for clarity. | | | | X | |
| Develop narrative, expository, and persuasive writing. | 7.8 | | | | |
| Apply knowledge of prewriting strategies. | | X | | | |
| Elaborate the central idea in an organized manner | | X | X | X | |
| Choose vocabulary and information that will create tone and voice. | | | X | X | |
| Use clauses and phrase to vary sentences. | | | X | X | |
| Revise writing for clarity and effect | | | | X | |
| Use word processor to plan, draft, revise, edit, and publish selected writings. | | X | X | X | X |
| Write in a variety of forms, including narrative, expository, persuasive, and informational. | 8.7 | | | | |
| Use prewriting strategies to generate and organize ideas. | | X | | | |
| Organize details to elaborate the central idea. | | | X | X | |
| Select specific vocabulary and information. | | | X | X | |
| Revise writing for word choice, sentence variety, and transitions among paragraphs. | | | | X | |
| Use available technology. | | X | X | X | X |
| Usage/Mechanics | | | | | |
| Edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure. | 6.7 | | | | |
| Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. | | | | X | |
| Use subject-verb agreement with intervening phrases and clauses. | | | X | | X |
| Use pronoun-antecedent agreement to include indefinite pronouns. | | | X | | X |
| Maintain consistent tense inflections across paragraphs. | | | X | X | X |
| Choose adverbs to describe verbs, adjective, and other adverbs. | | | X | X | X |
| Use correct spelling for frequently used words. | | | X | X | X |

| Skills | SOL | Prewriting | Drafting | Revising | Editing |
|--|------------|------------|----------|----------|---------|
| Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. | 7.9 | | | | |
| Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. | | | | X | |
| Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences. | | | | X | |
| Choose pronouns to agree with antecedents. | | | X | X | X |
| Use subject-verb agreement with intervening phrases and clauses. | | | X | X | X |
| Edit for verb tense consistency. | | | | | X |
| Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. | 8.8 | | | | |
| Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure. | | | | X | |
| Use and punctuate correctly varied sentence structures to include conjunctions and transition words. | | | X | X | X |
| Choose the correct case and number for pronouns in prepositional phrases with compound objects. | | | X | X | X |
| Maintain consistent verb tense across paragraphs. | | | X | X | X |
| Use comparative and superlative degrees in adverbs and adjectives. | | | X | X | X |

WRITING Strategies Organizational Chart

| Strategy | Standards of Learning | Prewriting | Drafting | Revising | Editing |
|--|------------------------------|-------------------|-----------------|-----------------|----------------|
| Composing | | | | | |
| Brainstorming | 6.6, 7.8, 8.7 | X | | | |
| Narrowing the Topic | 6.6, 7.8, 8.7 | X | | | |
| Using Graphic Organizers | 6.6, 7.8, 8.7 | X | | | |
| Quick-Write | 6.6, 7.8, 8.7 | X | X | | |
| Free-Write | 6.6, 7.8, 8.7 | X | X | | |
| Generating Questions | 6.6, 7.8, 8.7 | X | X | | |
| Cubing | 6.6, 7.8, 8.7 | X | X | | |
| Outlining | 6.6, 7.8, 8.7 | X | | | |
| RAFT | 6.6, 7.8, 8.7 | X | X | X | |
| Personal Topic Collection | 6.6, 7.8, 8.7 | X | | | |
| Written Expression | | | | | |
| Hooking the Reader | 6.6, 7.8, 8.7 | X | X | X | |
| Finding Voice | 6.6, 7.8, 8.7 | | X | X | |
| Choosing Tone | 6.6, 7.8, 8.7 | | X | X | |
| Peer Revision | 6.6, 7.8, 8.7 | | | X | |
| PQP | 6.6, 7.8, 8.7 | | | X | |
| SOS | 6.6, 7.8, 8.7 | X | X | X | X |
| Paragraph Scramble | 6.6, 7.8, 8.7 | | | X | |
| Adding Transitions | 6.6, 7.8, 8.7 | | X | X | |
| Sentence Combination | 6.6, 7.8, 8.7 | | X | X | |
| Exploding the Moment | 6.6, 7.8, 8.7 | X | X | X | |
| The Hat | 6.6, 7.8, 8.7 | X | X | | |
| RIP | 6.6, 7.8, 8.7 | | X | X | |
| Changing the Point of View | 6.6, 7.8, 8.7 | | | X | |
| C3B4ME | 6.6, 6.7, 7.8, 7.9, 8.7, 8.8 | | | X | X |
| Usage/Mechanics | | | | | |
| Editing for Correct Use of Capitalization | 6.7, 7.9, 8.8 | | X | X | X |
| Editing for Correct Use of Quotation Marks | 6.7, 7.9, 8.8 | | X | X | X |
| Editing for Correct Use of Commas | 6.7, 7.9, 8.8 | | X | X | X |
| Editing for Correct Use of Apostrophes | 6.7, 7.9, 8.8 | | X | X | X |
| Editing for Correct Sentence Formation | 6.7, 7.9, 8.8 | | X | X | X |
| Editing for Differentiation of Homophones | 6.7, 7.9, 8.8 | | | X | X |
| Editing for Correct Subject/Verb Agreement | 6.7, 7.9, 8.8 | | X | X | X |

WRITING Standards of Learning Rubric for Grade 8

Name: _____

| | | 4 Consistent control (but not perfect) | 3 Reasonable control (some features better controlled than others) | 2 Inconsistent control (control of several features but not of others — “losing it”) | 1 Little or no control |
|---------------------------|---------------------|--|--|---|---|
| Composing | Central idea | Central idea is sharply focused, narrowed by elaboration. | Central idea is present and focused by purposeful elaboration | Central idea may be present, or several ideas may compete. | Central idea is lacking, usually. |
| | Elaboration | Full: details in sentences; illustrations, examples, reasons, and/or anecdotes within paragraphs | Purposeful and found at both sentence and paragraph levels (occasional thinness of elaboration) | Little or no elaboration; or a few brief details, underdeveloped statements | Sparse or not purposeful elaboration; bare statement the norm |
| | Organization | Strong: minor lapses don't detract; narrative organization has no lapses, but other modes may. | Reasonable: minor lapses don't detract significantly; narrative organization is generally intact; other modes may lapse somewhat, although overall plan is apparent. | Very little apparent organization; there may be a list of general statements, or an underdeveloped explanation, or skeleton of a narrative. | Often not present; writing jumps from point to point; sentences can be rearranged without changing meaning. |
| | Unity | Opening and closing present (more than mere repetition); consistent point of view; appropriate transitions; no digressions | Few, if any, digressions; few if any, point of view shifts; introduction and closing present but not sophisticated; transitions purposefully used | Opening and closing may be present; closing may be contrived, fake, or trite; significant digressions; unity not fully created because of lack of logically elaborated central idea | There may be some functional transitions or no digressions, but unity is never created. |
| Written Expression | Vocabulary | Precise words create images in reader's mind due to careful choice of words and avoiding anemic, vague words. | Specific, but a few vague or anemic words may be present. | Imprecise, bland vocabulary | Imprecise, bland, vague, general, or repetitive vocabulary |
| | Information | Precise and even information presentation creates images in the reader's mind; figurative language is purposeful. | Specific information present, making the message clear, but there may be a few general statements; some figurative language may be present. | General information presentation is uneven or tells everything that the writer knows. | Imprecise, bland, vague, or repetitive information |
| | Voice | Strong: enhanced by word choice and information given | Easily discernible, except when general information or vague, functional vocabulary is used | Emerges seldom or only when specific vocabulary and specific information amplify it. | Does not emerge because specific vocabulary and information are not present. |
| | Tone | Purposeful | Flattens when information and vocabulary are not specific | Rarely emerges due to lack of specific vocabulary and information | Rarely emerges |
| | Rhythm | Effective, purposefully varied sentence structure; modifiers and subordination are effectively embedded. | Smooth rhythm due to sentence variety and structure, but an occasional awkward construction may diminish it in places. | Sentence beginnings or types not very varied, although an occasional rhythmic cluster of sentences may be present. | Sentence variety lacking; several extremely awkward sentence constructions may be present. |

| |
|------------------------|
| COMPOSING SCORE |
| Central idea _____ |
| Elaboration _____ |
| Organization _____ |
| Unity _____ |
| TOTAL: _____ |

| |
|--|
| |
|--|

| Sentence formation | | 4 | 3 | 2 | 1 |
|--------------------|--------------------------------|------|------|-----------|--------|
| | Standard word order | All | Most | Sometimes | Seldom |
| | Complete sentences | All | All | Some | Few |
| | Run-on sentences | Rare | Rare | Some | Many |
| | Comma-spliced sentences | Rare | Some | Some | Many |

| Usage | | 4 | 3 | 2 | 1 |
|--|---|----------------------|-----------------|------------------|------------------|
| | Inflections | Consistently correct | Usually correct | Errors occur | Errors overwhelm |
| | <ul style="list-style-type: none"> • Verb tense • Plurals • Possessives • Adverbs | | | | |
| | Agreement | | | | |
| | <ul style="list-style-type: none"> • Subject-verb • Pronoun-antecedent | | | | |
| | Word meaning | | | | |
| <ul style="list-style-type: none"> • Double negative • <i>A/an</i> • Compound subject <i>I</i> • <i>Good/well</i> • <i>Them/those</i> | | | | | |
| Capitalization | Consistently correct | Usually correct | Errors occur | Errors overwhelm | |
| Mechanics | Formatting | Consistently correct | Usually correct | Errors occur | Errors overwhelm |
| | <ul style="list-style-type: none"> • Paragraph | | | | |
| | End punctuation | Consistently correct | Usually correct | Errors occur | Errors overwhelm |
| | Internal punctuation | Consistently correct | Usually correct | Errors occur | Errors overwhelm |
| <ul style="list-style-type: none"> • Commas in a series • Quotations around dialogue • Interrupters • Abbreviations | | | | | |
| Spelling | Consistently correct | Usually correct | Errors occur | Errors overwhelm | |
| <ul style="list-style-type: none"> • Common words • Pattern words • Homophones | | | | | |

USAGE AND MECHANICS SCORE

Standard word order _____

Complete sentences _____

Run-on sentences _____

Comma-spliced sentences _____

Inflections _____

Agreement _____

Word meaning _____

Conventions _____

Capitalization _____

Formatting _____

End punctuation _____

Internal punctuation _____

Spelling _____

TOTAL: _____

| |
|--|
| Composing _____ + Written Expression _____ + Usage/Mechanics _____ = _____ /66 |
|--|

WRITING Strategy → Brainstorming

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Brainstorming is a strategy to help students generate ideas for writing. It can be a group activity or one for individual use. A basic rule is that no idea is discarded or criticized but is placed on the list for consideration.

Strategy procedure

1. Choose a general topic for students to write about (e.g., sports). Instruct students to make a list of the subtopics or ideas that fit with the topic.
2. Ask students to share the subtopics, and record them on the board or overhead. Include as many ideas as the students can generate, but do not record duplications. From this list, students should be able to choose one specific subtopic about which to write.
3. As time permits, lead students in brainstorming a list of ideas about the chosen subtopic as a preparation for writing.
4. Repeat with a variety of writing assignments, and encourage independence as students develop proficiency.

WRITING Strategy → Narrowing the Topic

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Once students have brainstormed, they need to narrow the topic and focus their attention on a manageable amount of information. In the words of Spandel and Stiggins, “Small focused topics are not only easier to write about but more interesting.” (141)

Strategy procedure

1. Choose a topic from the brainstormed list, and model making it narrower.
2. Assign the students to partners, and instruct them to choose a topic from the list and work together to narrow it.
3. Have students work individually to narrow a topic chosen from the brainstormed list.

Source

- V. Spandel and R. J. Stiggins, *Creating Writers* (New York: Longman, 1997).

WRITING Strategy → Using Graphic Organizers

Related Standard(s) of Learning 6.6, 7.8, 8.7

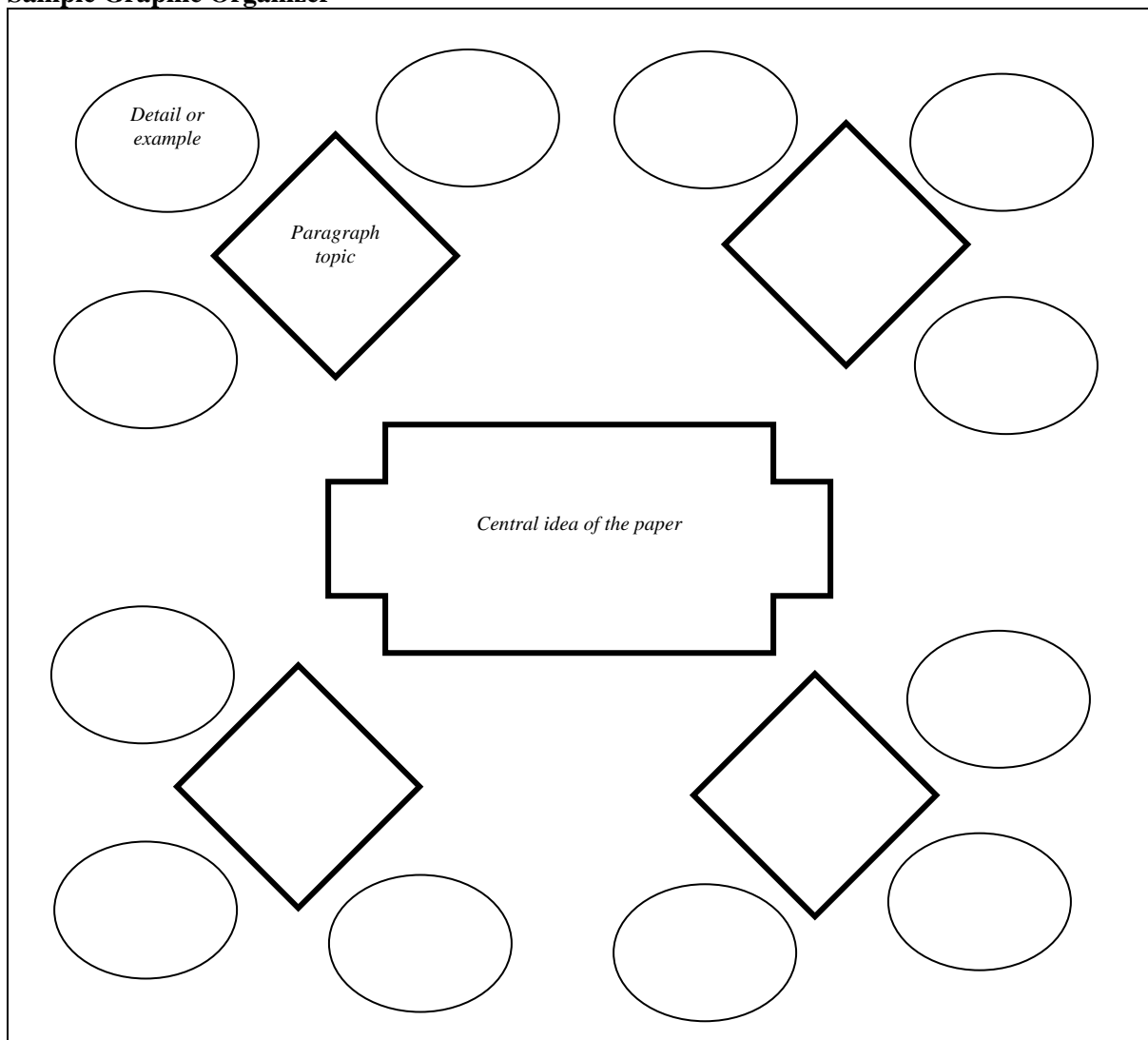
Overview of the strategy

Graphic organizers can help students organize ideas prior to drafting.

Strategy procedure

1. Display a graphic organizer on the overhead (see sample below), and distribute copies of it to students.
2. Model placing a central idea in the center of the organizer.
3. Instruct students to generate ideas as subtopics, and record these ideas on the organizer. Explain that these will become the topics of paragraphs.
4. List illustrative details together by paragraph topics as a preparation to formulating unified and elaborated paragraphs.
5. Instruct student to use the graphic organizer as a tool to facilitate drafting.

Sample Graphic Organizer



WRITING Strategy → Quick-Write

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Quick-Write is a warm-up or prewriting activity that can be used to generate ideas.

Strategy procedure

1. Announce a topic about which the students will write, and allow a minute for students to think about it.
2. Explain to students that they will have one to two minutes to write down ideas about the topic. Instruct them to write in list or web form as much as they can about the topic, emphasizing that they should not refine their writing in any way, but simply jot down as many ideas as possible. Complete sentences are not necessary.
3. Have the students begin writing as you start a timer. Call time at the end of the time period.
4. Ask for volunteers to share what they have written.

Source

- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas*, 5th ed. (Stamford, Conn.: Wadsworth, 2002).

WRITING Strategy → Free-Write

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Free-Write is a prewriting activity that can be used to help students formulate their own perspectives about a topic.

Strategy procedure

1. Announce a topic about which the students will write, and allow a minute for students to think about it.
2. Explain to students that they will have approximately five minutes to write down ideas and personal perceptions about the topic. (Adjust the time based on their skill and/or enthusiasm for the topic.) Remind students that mechanics are not important during the free-write, emphasizing that they should write in list, paragraph, or web form as much as they can about the topic and should keep writing until the time is called.
3. Have the students begin writing as you start a timer. Call time at the end of the time period.
4. Ask for volunteers to share what they have written.

Source

- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas*, 5th ed. (Stamford, Conn.: Wadsworth, 2002).

WRITING Strategy → Generating Questions

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Generating Questions is a prewriting activity which encourages students to formulate questions as a springboard for writing.

Strategy procedure

1. Announce a topic about which the students will write, and allow a minute for students to think about it.
2. Assign students to groups of three to five members, and instruct each group to formulate as many questions as they can about the topic and generate a group list of questions.
3. Reconvene the whole class, and ask a member from each group in turn to share the questions that were generated. List the questions for all to see and/or copy.
4. Instruct students to select question(s) to answer as a springboard for their drafting.

Source

- Judy S. Richardson and Raymond F. Morgan, *Reading to Learn in the Content Areas*, 5th ed. (Stamford, Conn.: Wadsworth, 2002).

WRITING Strategy → Cubing

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Cubing is helpful for stimulating students to write by allowing them to think on six levels of cognition in a concrete way.

Strategy procedure

1. Prepare the cube by covering a small cube-shaped box with plain paper and labeling the six faces with the following prompts:
 - Describe It
 - Compare It
 - Associate It
 - Analyze It
 - Apply It
 - Argue For or Against It
2. Model use of the cube by thinking aloud and/or writing responses to the prompts on each of the six faces. Use a simple topic for the modeling.
3. Announce a topic to the class, and allow a minute for the students to think about it.
4. Instruct students to divide a piece of paper into six sections.
5. Toss the cube and when it lands, announce that students should write based on the prompt facing the ceiling.
6. Allow approximately two minutes for students to write in the first section of their divided paper.
7. Toss the cube again, and announce the new prompt. Allow two more minutes for the students to write in the second section of their paper.
8. Continue until all prompts on the cube have been used for writing.
9. Ask for volunteers to share what they have written; be sure to allow for a variety of responses based on the different prompts.
10. Instruct students to use the cubed writing as they draft a piece on the topic.

Source

- G. Cowan and E. Cowan, E. *Writing* (New York: Wiley, 1980).

WRITING Strategy → Outlining

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

When the product is a formal report, an outline is an effective and traditional prewriting activity.

Strategy procedure

1. Prepare and distribute the format for an outline.
2. Model outlining for students, using either topic format or sentence format but remaining consistent.
3. Provide a list of topics, subtopics, and details that has not been organized.
4. Assign partners, and instruct pairs of students to organize the list and record it on the outline.
5. Have students share outlines with the class and correct any mistakes.
6. Announce a topic, and instruct students to brainstorm a list of subtopics and details, using a graphic organizer.
7. Display a sample outline form, and instruct students to organize the list into an outline as preparation for writing a report.
8. Assign outlining when assigning report writing.

Sample Outline Format

I. _____

A. _____

 1. _____

 2. _____

B. _____

 1. _____

 2. _____

II. _____

A. _____

 1. _____

 2. _____

B. _____

WRITING Strategy → RAFT

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

The acronym RAFT (Role, Audience, Format, Topic) helps students keep the audience in focus during the writing process.

Strategy procedure

1. Prepare and distribute the RAFT Planning Sheet for the students, and explain its use.

| RAFT Planning Sheet | |
|-------------------------------------|--|
| R: Role of the writer | |
| A: Audience who will read the piece | |
| F: Format best for presentation | |
| T: Topic | |

2. Demonstrate the use of the RAFT Planning Sheet, as shown in the sample below:

| RAFT planning sheet | |
|-------------------------------------|--------------------------|
| R: Role of the writer | Reporter |
| A: Audience who will read the piece | Newspaper readers |
| F: Format best for presentation | Front page story |
| T: Topic | An approaching hurricane |

3. List on the board or overhead several roles, audiences, formats (which have been introduced), and topics from which the students will fill in their RAFT Planning Sheets prior to drafting.
4. Instruct students to plan and draft based on the RAFT plan.

Source

- N. Vanderventer, “RAFT: A Process to Structure Prewriting,” *Highway One: A Canadian Journal of Language Experience* (1979, Winter): 26.

WRITING Strategy → Personal Topic Collection

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Keeping a list of potential writing topics in a journal is an effective strategy used by many writers. Students need to develop such a list.

Strategy procedure

1. Instruct students to label the front of a small, pocket-size notebook “WRITING IDEAS.” Have them divide the notebook into three sections and label the sections “Ideas from newspapers, magazines, and books”; “Ideas from conversations with peers and others”; “Ideas from personal feelings or experiences.”
2. Model by sharing and recording ideas that could be used as material for writing assignments.
3. Allow time in class for students to record ideas in their notebooks until it becomes a habit.

Source

- S. Abby, “Activities for Writing,” *Voices from the Middle* 9, no. 1 (2001): 48–56.

WRITING Strategy → Hooking the Reader

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Writing a good opening is an acquired skill. Students need to be exposed to many models and have practice opportunities to perfect the skill.

Strategy procedure

1. Display and distribute a chart demonstrating types of effective leads or openings that compel the reader to read on. Read each example to the class and discuss how it might compel the reader to continue reading.

| Hooking-the-Reader | | |
|---------------------------------------|--|---|
| Type of lead | Example | Source |
| Question(s) | “The Iron Man came to the top of the cliff. How far had he walked? Where had he come from? How was he made?” | <i>The Iron Man</i> by Ted Hughes (1968) |
| Short arresting sentence | “I should have been in school that April day.” | <i>A Day No Pigs Would Die</i> by Robert Peck (1972) |
| Astonishing fact | “There is no lake at Camp Green Lake.” | <i>Holes</i> by Louis Sachar (1998) |
| Summary of the whole story | “Not every thirteen-year old girl is accused of murder, brought to trial and found guilty.” | <i>The True Confession of Charlotte Doyle</i> by Avi (1990) |
| Situating the character in context | “Brian Robeson stared out the window of the small plane at the endless green wilderness below.” | <i>Hatchet</i> by Gary Paulsen (1987) |
| Direct dialogue or character thinking | “ ‘This is our train, Marianne,’ Miss Randolph says, and Nora clutches at my hand.” | <i>Train to Somewhere</i> by Eve Bunting (1996) |
| Flashback to an earlier time | “Here we go again.” | <i>Bud, Not Buddy</i> by Christopher Paul Curtis (1999) |
| Giving away the ending | “Maniac Magee was not born in a dump.” | <i>Maniac Magee</i> by Jerry Spinelli (1990) |
| Focus on one prominent detail | “Skimming over the banks of the stream, Shade heard the beetle warming up its wings.” | <i>Silverwing</i> by Kenneth Oppel (1997) |

2. Distribute a chart containing only the types of leads, and assign students to hunt through their anthologies, the books in the class library, and other sources to find examples.
3. Ask students to share what they have found, and discuss how these examples compel readers to continue reading.
4. Instruct students to select a previously drafted piece and use one of the model leads to rewrite the lead of the piece. Have students share their rewrite with partners, small groups, or the class as a whole.
5. Encourage students to use the chart and model leads when drafting and revising.

Source

- S. Abby, “Activities for Writing,” *Voices from the Middle* 9, no. 1 (2001): 48–56.

WRITING Strategy → Finding Voice

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

“Voice is the presence of the writer on the page. When the writer’s passion for the topic and concern for the audience are strong, the text virtually dances with life and energy, and the reader feels a strong connection to both writing and the writer.” (Spandel and Stiggins, 54)

Strategy procedure

1. Find or write several pieces with strong voice. Display and/or distribute these to students.
2. Read one example aloud, and instruct the students to highlight words and/or phrases that convey the writer’s passion about the subject and make his/her voice audible. Ask students to share these powerful words and phrases, and list them on the board or overhead.
3. Repeat with other examples.
4. Ask students to choose one of the examples and to change the strong words to alter the voice of the piece. Have the students share these revisions, and discuss how the voice has changed in each.
5. Instruct students to choose a previously drafted piece and highlight any words or phrases that convey passion and make voice audible. Instruct students to add words or phrases to strengthen the voice of the piece. Have the students share these revisions with partners, small groups, and/or the class as a whole.

Source

- V. Spandel and R. J. Stiggins, *Creating Writers* (New York: Longman, 1997).

WRITING Strategy → Choosing Tone

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Tone expresses the attitude of the writer toward his/her subject.

Strategy procedure

1. Find several pieces on the same topic that have strong tones. The editorial pages of the newspaper are good sources. Display and/or distribute these to students.
2. Read one example aloud, and pause to point out the first example of the author's choice of word or phrase that makes his/her tone obvious. As you continue reading, instruct the students to highlight words and/or phrases that convey the writer's attitude about the subject and make his/her tone obvious. Ask students to share these powerful words and phrases, and list them on the board or overhead. Finally, ask the students to identify the author's attitude toward the subject.
3. Repeat with other examples.
4. Ask students to choose one of the examples and to change the strong words to alter the tone of the piece. Have the students share these revisions, and discuss how the tone has changed in each.
5. Instruct students to choose a previously drafted piece and highlight any words or phrases that convey attitude and make tone obvious. Instruct students to add words or phrases to improve or alter the tone of the piece. Have the students share these revisions with partners, small groups, and/or the class as a whole.

Source

- R. Cohen, *Writer's Mind Crafting Fiction* (Lincolnwood, Illinois: NTC Publishing Group, 1995).

WRITING Strategy → Peer Revision

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Students can collaborate on revising drafts, but they need to be directed.

Strategy procedure

1. Prepare and distribute the Peer Revision Guide (see below). Write an example draft containing opportunities for improvement, distribute it to the class, and read it aloud.
2. Instruct the students to reread the draft and use the Peer Revision Guide to record ideas to help revise it. It might be advisable to set a minimum number of questions to which each student must respond.
3. Ask students to share some suggestions for revision, praising those who are critical in a helpful and positive manner. Model revising the piece.
4. Instruct students to attach a Peer Revision Guide to one of their previously drafted pieces. Assign partners, and instruct students in each pair to exchange their pieces, read the pieces aloud, and then reread and fill in the revision guides for each other’s drafts. Encourage students to discuss their drafts based on the completed revision guides.
5. Assign students to use the revision guide sheet to improve their draft. It may be advisable to set a minimum number of revisions each student must make.

| Peer Revision Guide | |
|---|--|
| Writer: _____ Reader: _____ | |
| Answer the following questions, and include suggestions for your partner to use while improving his/her draft. Be as specific as possible in a positive and helpful manner. | |
| What is the central idea? | |
| Are there confusing places? | |
| Where might elaboration be added? | |
| What should be omitted? | |
| What should be rearranged? | |
| Is there bland vocabulary to replace? | |
| Are there sentences to combine? | |
| Is the tone consistent and appropriate? | |
| Is the opening compelling? | |
| Is voice audible? | |
| Is the ending effective? | |
| Other ideas... | |

WRITING Strategy → PQP

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Students can collaborate on revising drafts, but they need to be directed. PQP (Praise, Question, Polish) is a quick method that emphasizes the reading aloud of drafts during the revision stage. PQP is most appropriate for groups of three.

Strategy procedure

1. Assign students to groups of three, and instruct each student to bring a drafted piece to the group.
2. Prepare and distribute the PQP Guide (see below).
3. Have the students in each group designate one student the author, one the recorder, and one the reader.
4. Instruct the author to pass the PQP guide to the recorder and the draft to the reader.
5. Instruct the reader to read the draft aloud while the others listen. Then instruct the recorder to fill in the PQP guide with suggestions for revision.
6. Instruct the groups to repeat the process until all three drafts have been read and each PQP guide has been completed.
7. Instruct the student to return the drafts and PQP guides to the authors, who will then use the guides for revision.

| PQP Guide | | |
|---------------|--|-----------------|
| Author: _____ | Reader: _____ | Recorder: _____ |
| Praise | What is good about the draft? | |
| | Why is it effective? | |
| Question | What was hard to understand? | |
| | How might it be made clearer? | |
| Polish | What are some suggestions for improving the draft? | |
| | | |

WRITING Strategy → SOS

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

SOS (Sentence Organization and Structure) is a revision activity designed to help students improve sentence variety.

Strategy procedure

1. Prepare and distribute the SOS Guide on this page or the one on the next page. Explain it and/or model its use.
2. Instruct the students to select a short draft to analyze, using an SOS Guide, by recording on the guide the information about each sentence.
3. Circulate to help students find problems with their sentence structure and variety.
4. Ask students individually to suggest ways to improve their sentences, or make suggestions for improving their sentences. It may be advisable with some students to begin with one or two problems and work toward others as students gain competence.

| SOS Guide to Sentence Repair | | | | | | |
|---|-----------------------------|---------|------------------|--|--|-----------------|
| Name: _____ | | | Date: _____ | | | |
| Complete this guide to analyze sentence problems that may have occurred during the writing of the first draft. Number of sentences in the draft: _____ | | | | | | |
| First three words of sentence | Number of words in sentence | Subject | Simple predicate | Kind of sentence (declarative, interrogative, exclamatory) | Type of sentence (simple, compound, complex) | End punctuation |
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| | | | | | | |
| Problem(s) | | | | Solution(s) | | |

Source

- R. Cohen, *Writer’s Mind Crafting Fiction* (Lincolnwood, Illinois: NTC Publishing Group, 1995).

| SOS Guide to Sentence Repair (alternative) | | | | |
|---|-------------------------------|-----------------|-----------------------|------------------------|
| Name: _____ Date: _____ | | | | |
| Complete this guide to analyze sentence problems that may have occurred during the writing of the first draft. Use the blank line below each sentence to repair or improve that sentence. | | | | |
| # | First three words of sentence | Number of words | Words used most often | Words used to describe |
| 1 | | | | |
| | | | | |
| 2 | | | | |
| | | | | |
| 3 | | | | |
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| 4 | | | | |
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WRITING Strategy → Paragraph Scramble

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

“The paragraph is a distinct unit with one idea, and everything within that paragraph ideally works to develop this main idea.” (Burke, 81) Students can learn to organize their paragraphs more appropriately by using the Paragraph Scramble both in groups and individually.

Strategy procedure

1. Assign students to small groups.
2. Choose or write several paragraphs, and then cut the sentences into strips. Place the strips for each paragraph into an envelope. Distribute an envelope to each group of students.
3. Instruct the students to read all the strips and then arrange them in a logical order to form a paragraph. There may be a variety of correct arrangements.
4. Ask a volunteer from each group to read the paragraph formed from the arrangement of sentences. Discuss alternate arrangements, if appropriate.
5. Instruct the class as a whole to arrange the paragraphs in a logical order.
6. Repeat with students’ own writing, when appropriate.

Source

- J. Burke, *The English Teacher’s Companion* (New York: Heinemann, 1999).

WRITING Strategy → Adding Transitions

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Transitions between paragraphs strengthen unity.

Strategy procedure

1. Find or write a piece with several effective transitions between paragraphs. Read the piece to the students, and point out the effective transitions. Discuss why these transitional sentences are effective.
2. Find or write another piece with several effective transitions between paragraphs. Move the transitional sentences to the bottom of the last page of the piece, listing them out of order.
3. Distribute the piece with the transitional sentences scrambled at the end, and read the piece aloud without those sentences.
4. Instruct students to reread the piece and insert the transitional sentences where they seem best. Explain that there may be a variety of good places to use these sentences. Discuss the reconstructed piece with the whole class. Share the original with the students, and ask whether they think the author made the best use of his/her transitional sentences.
5. Find or write a piece without transitional sentences between paragraphs and distribute it to students. Assign partners or small groups, and instruct groups to collaborate to create transitional sentences between paragraphs. Discuss the results with the class as a whole; there may be quite a variety of good revisions. Point out why some of these are effective.
6. Repeat with students' own drafts, as needed.

Source

- R. Cohen, *Writer's Mind Crafting Fiction* (Lincolnwood, Illinois: NTC Publishing Group, 1995).

WRITING Strategy → Sentence Combination

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Sentence variety is often improved by combining some short, often choppy, sentences into longer ones.

Strategy procedure

1. Find and read aloud several pieces that have both short and long sentences. Point out the variety of sentence lengths and the rhythm they create.
2. Find or write a piece containing mostly short choppy sentences, and reformat it into a two-column display. Model combining several short sentences into a longer, more complex one.
3. Assign partners or small groups. Instruct the students in each group to collaborate to combine sentences. Have the students share and discuss the results, pointing out the different ways that were used to make the combinations.
4. Repeat as needed with students' own drafts. Encourage students to alternate long and more complex sentences with shorter and simple ones.

| Sentence Combination | |
|-----------------------------|---------------------------|
| Short sentences | Combined sentences |
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WRITING Strategy → Exploding the Moment

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Most readers want to skip the boring parts of a story and savor the details in the exciting parts. EtM helps writers narrow the focus of writing and expand the elaboration at the same time.

Strategy procedure

1. Find or write a short descriptive piece focusing on an event that lasts but a few minutes or less, yet is full of sensory details and elaboration. Distribute and read the piece aloud. Point out to students the short duration of the event, which the author nonetheless elaborates with such rich sensory detail.
2. Distribute and display a Sensory Analysis Guide, and use it to analyze the sensory details in the piece read aloud. Model recording examples of the sensory details on the displayed guide.
3. Distribute another Sensory Analysis Guide that you have completed from another piece, and have the students use it as the basis for writing an EtM piece. Instruct students to free-write or draft an EtM, referring to the completed Sensory Analysis Guide for details and elaborations to include.
4. Have students share drafts with partners and begin the revision stage of the writing process. Once writings have been revised, ask student volunteers to read their EtM pieces.
5. Follow up by reading the original piece on which the Sensory Analysis Guide was based. Discuss the ways the author effectively exploded the moment, and point out the ways the student writers did the same equally well.

| Sensory Analysis Guide | |
|------------------------|--|
| Moment to Explode: | |
| Sight | |
| Sound | |
| Taste | |
| Smell | |
| Touch | |
| Movement | |

Source

- B. Lane, *After THE END; Teaching and Learning Creative Revision* (Portsmouth, N.H.: Heinemann, 1993).

WRITING Strategy → The Hat

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Using an object to help students add description and elaboration can be helpful in stimulating imagination.

Strategy procedure

1. Bring a hat (or other object) to class for students to describe. Ask a volunteer to model the hat, or do it yourself.
2. Instruct students to free-write some descriptions of the hat for a minute. Then, have the students share their descriptions while you record them on the board or overhead.
3. Have the students use some of the shared descriptions to write a draft describing the hat.
4. Repeat with other objects to improve students' ability to describe, as needed.

| Sharing Descriptions | |
|----------------------|-------------|
| Student | Description |
| | |
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Source

- B. Lane, *After THE END; Teaching and Learning Creative Revision* (Portsmouth, N.H.: Heinemann, 1993).

WRITING Strategy → RIP

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Students must learn to use precise language rather than overused or vague words in their writing. RIP (Replacing Ineffective Pronouns and other anemic words) is a helpful way for students to revise. This strategy points out which words are anemic and should be replaced.

Strategy procedure

1. Find or write a vague sentence full of anemic words and pronouns that lack references. Display it, and ask students to read the sentence. Read it aloud as well. Ask students specific questions about the sentence that are impossible to answer because the information is not in the sentence.
2. Display and distribute the RIP chart. A tombstone graphic might make the chart more concrete for students. Instruct the students to list the vague and anemic words on the chart.
3. Assign partners, and instruct the students to replace those words with precise words and phrases to use during revision. Have the students share their precise language with the class as a whole.
4. Distribute another RIP chart, and instruct students to choose a previously drafted piece from which to list the vague and anemic words and replace them with specific and precise language to use during revision.

| Replacing Ineffective Pronouns and other anemic words | |
|--|--------------------------------------|
| Anemic or vague language | Specific and precise language |
| | |
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WRITING Strategy → Changing the Point of View

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Point of view in narration falls into three categories: first person, third person limited, and third person omniscient. Once students recognize these, they should be able to maintain a consistent point of view in their writing. By changing the point of view in a familiar story, students can focus their attention on this aspect of writing.

Strategy procedure

1. Choose and distribute a variety of short, familiar narratives from the student anthology or other sources. Children’s literature can be effective because of its familiarity.
2. Identify the point of view in each narrative, or lead the class in making this identification. Display the titles and the points of view on the board or overhead.
3. Instruct students to choose one narrative from the distributed selections and rewrite it by changing the point of view.
4. Have students share their drafts with partners and/or the class as a whole.
5. Repeat, using the students’ own drafted pieces, as seems appropriate.

Source

- R. Cohen, *Writer’s Mind Crafting Fiction* (Lincolnwood, Illinois: NTC Publishing Group, 1995).

WRITING Strategy → C3B4ME

Related Standard(s) of Learning 6.6, 6.7, 7.8, 7.9, 8.7, 8.8

Overview of the strategy

Students need to understand that any writing they do for serious or formal purposes must be carefully reviewed and revised. This process may involve seeking the opinions of others — adults and peers. C3B4ME (See Three Before Me) consists of consistently seeking review help from three readers. If students must do this consistently, they are more likely to consider their writing as something that usually needs to be revised. Reviewers can be peers, older students, parents, other teachers, or other adults.

Strategy procedure

1. Early in the school year, introduce the concept of C3B4ME to the class. Explain that proper writing must be carefully reviewed and revised during the writing process and that the opinions of others can be genuinely helpful because the eye of an objective reader can often spot problems that the writer himself cannot.
2. Design and distribute a C3B4ME checklist for students to attach to their formal writing pieces (see sample below). Assign students to attach and use the C3B4ME checklist each time they write a formal piece and to allow time for the process to be completed.

| C3B4ME Checklist | | |
|---------------------|-------------|------|
| Reviewer's initials | Suggestions | Date |
| 1 | | |
| 2 | | |
| 3 | | |

Source

- D. Yeager, *The Whole Language Companion* (Glenview, Ill.: Goodyear, 1991).

WRITING Strategy → Editing for Correct Use of Capitalization

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for capitalization as found in the adopted grammar book.
2. Find or write a short piece containing several opportunities to capitalize proper nouns, titles, quotations, and/or other items. Display the piece on the board or overhead without any capital letters. Allow students a few minutes to edit it individually or with partners. Ask for volunteers to correct the piece displayed.
3. Discuss the corrections, and review rules again, if necessary.

WRITING Strategy → Editing for Correct Use of Quotation Marks

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for adding quotation marks as found in the adopted grammar book.
2. Find or write a short piece containing several opportunities to add quotation marks to direct quotations, dialogue, titles of short stories, and/or other items. Display the piece on the board or overhead without any quotation marks. Allow students a few minutes to edit it individually or with partners. Ask for volunteers to correct the piece displayed.
3. Discuss the corrections, and review rules again, if necessary.

WRITING Strategy → Editing for Correct Use of Commas

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for commas as found in the adopted grammar book.
2. Find or write a short piece containing several opportunities to add commas to interrupters, independent clauses, dates, items in a series, letters, and/or other items. Display the piece on the board or overhead without any commas. Allow students a few minutes to edit it individually or with partners. Ask for volunteers to correct the piece displayed.
3. Discuss the corrections, and review rules again, if necessary.

WRITING Strategy → Editing for Correct Use of Apostrophes

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for apostrophes as found in the adopted grammar book.
2. Find or write a short piece containing several opportunities to use apostrophes in singular and plural possessives, contractions, and/or other items. Display the piece on the board or overhead without any apostrophes. Allow students a few minutes to edit it individually or with partners. Ask for volunteers to correct the piece displayed.
3. Discuss the corrections, and review rules again, if necessary.

WRITING Strategy → Editing for Correct Sentence Formation

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for sentence formation as found in the adopted grammar book.
2. Show students some fragments, and point out strategies for spotting and fixing fragments. Show them some run-on sentences, and point out strategies for spotting and fixing run-ons.
3. Find or write a short piece containing sentence formation errors. Display the piece on the board or overhead, and distribute it to students. Allow students a few minutes to identify and repair the sentence formation problems individually or with partners, using the Sentence Formation Repair Chart shown below. Ask for volunteers to correct the piece displayed.
4. Discuss the corrections, and review rules again, if necessary.

| Sentence Formation Repair Chart | | |
|--|----------------|-----------------|
| Group of words | Problem | Solution |
| | | |
| | | |
| | | |
| | | |

WRITING Strategy → Editing for Differentiation of Homophones

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Select appropriate homophones, preferably those frequently confused by students when they write. Model the correct use of the homophone pair or trio in a sentence, e.g., “I, too, visited the library to borrow two books.”
2. Have students collaborate in small groups to write sentences in which homophone pairs or trios are used.
3. Have students consult dictionaries to confirm the accurate spelling of each pair or trio.
4. Instruct students to transfer the sentences to file cards, leaving numbered blanks where the homophones should be, and recording the numbered answers on the back of the card.

Front of card

1) _____ house is over
2) _____, but
3) _____ not home.

Back of card

1) **their**
2) **there**
3) **they're**

5. Encourage students to use the cards as a reference source when writing.
6. Encourage students to use the dictionary frequently when proofreading writing that contains homophones.

WRITING Strategy → Editing for Correct Subject-Verb Agreement

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for subject-verb agreement as found in the adopted grammar book.
2. Find or write a short piece containing errors in agreement between subject and verb. Be sure to include intervening phrases that might cause errors in or confusion about agreement. Display the piece with the errors, and distribute it to students. Allow students a few minutes to identify and repair the subject-verb agreement errors individually or with partners, using the Repair Guide shown below. Ask for volunteers to correct the piece displayed.
3. Discuss the corrections, and review rules again, if necessary.
4. Find additional examples of such errors in students’ writing, and use these with permission of the writer for class discussion.
5. Encourage students to use the Repair Guide with their own drafts.

| Subject-Verb Agreement Repair Guide | | |
|--|-----------------------------------|--|
| Subject (singular/plural) | Verb (singular/plural) | How the sentence should be written to demonstrate agreement |
| | | |
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ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

WRITING *LESSON PLANS*



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

WRITING Lesson Plan → Ruffling Feathers

Organizing Topic Composing and Revising

Related Standard(s) of Learning 6.6, 7.8, 8.7

Objective(s)

- The student will practice brainstorming to generate ideas for writing topics.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to be able to work in a cooperative group..
- The students are expected to be able to participate in the class discussion.
- The students are expected to have experienced some brainstorming techniques.

Materials needed

- Chalkboard or overhead projector and transparency markers

Lesson procedure

1. Lead the students in a discussion of the writing process, explaining that first step is to generate an idea about which to write. Ask students how one gets and organizes ideas for writing, and list their suggestions on the board (e.g., webbing, clustering, sketching, listing, cubing, quick-writes).
2. Model a technique, called “Ruffling Feathers,” for generating ideas for persuasive and opinion papers: the teacher lists groups of people on the board and then asks students for some generalizations that would ruffle the feathers of each group. These generalizations are topics that could be used for a persuasive paper. For example, ask students to call out generalizations that are guaranteed to ruffle feathers of the following groups:
 - Dog owners: (People should be allowed to live in a dog-free zone.)
 - Mothers of kindergartners: (Kindergartners don’t need a teacher. They just need some toys, some snacks, and a naptime rug.)
 - Skateboarders: (Skateboarding isn’t really a sport. Anyone can do it.)
 - Hungry restaurant customers: _____
 - Musicians: _____
 - SUV owners: _____

Source

- Barry Lane and Gretchen Bernabei. *Why We Run with Scissors*.

Specific options for differentiating this lesson

Technology

- Have the students use graphic organizing software to generate and organize thoughts about topics.
- Given a pictorial story starter, ask the students to generate a list of possible topics.

Multisensory

- Using photographs, assign the students to generate ideas for a composition.
- After listening to a ballad, have the students generate ideas for a composition.
- Given the first line, ask the students to predict an appropriate topic.

- Given a set of objects, have the students generate writing topics using at least one of the objects provided. For example: a tube of toothpaste, a baseball cap, a kitchen fork, and a doorstep.

Community Connections

- Have the students use local print media to consider controversial local issues as topics.

Small Group Learning

- Given a newspaper clipping of a local event, have the students fabricate a story about the event.

Student Organization of Content

- Using the ideas generated in the brainstorming sessions, ask the students to create an “idea wall” of writing topics.
- Have the students include three topics generated in brainstorming sessions (of interest to them) in their interactive writing journal.

WRITING Lesson Plan → Our Actions Show Who We Really Are

Organizing Topic Composing and Revising

Related Standard(s) of Learning 7.8

Objective(s)

- The student will identify and select specific vocabulary and information to create a character description.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand basic descriptive language.
- The students are expected to possess basic predicting skills.

Materials needed

- Twelve grocery store items, e.g., vitamins, okra, baby food, kitty litter, frozen pizza, denture cleanser, shoe polish, soy milk, frozen turkey, lima beans, hair dye, snack chips
- Three pictures of individuals, e.g., a teenage skateboarder, a grandmother, a police officer
- Picture of shopping cart

Lesson procedure

- Display the grocery store items and the pictures of the individuals and the shopping cart. Ask students, What items would you *not* expect to find in the teenager’s shopping cart. In the grandmother’s cart? In the policeman’s cart?
- Facilitate discussion of who would buy which items and what this would reveal about that person’s life. Students will probably not expect a teenage skateboarder to select baby food, shoe polish, and okra. Lead a discussion of why these items might seem incongruous and what situation might prompt such a purchase.
- Discuss the writer’s technique of revealing a character through his or her actions. In the case of the shopping cart, the writer would be revealing information about the character based on what his/her shopping cart contains.
- Have students list on a graphic organizer some expected and unexpected shopping items for the characters, as shown in this example:

| | Grandmother | Rock band drummer | School principal |
|--|---------------------------|------------------------------|-------------------------|
| Expected items in shopping cart | Bran cereal Toothpaste | Snack foods Bottled water | Lettuce Bread |
| Unexpected items in shopping cart | Blue fingernail polish | Frozen turkey | Movie star magazine |

- Assign students to select a character and describe several items the character might be expected to have in his/her shopping cart that would reveal the personality of the character. Possible additional characters are minister, ballerina, athlete, nurse, truck driver, pharmacist, mother of twins, and Santa Claus.
- Assign students to put one unexpected or “out-of-character” item into their character’s shopping cart. This item should be so unexpected as to make the reader want to know why this item was purchased.
- Model composing some possible beginning sentences, for example: “The Buford students Alex and Alexis weren’t expecting to see their principal, Mr. Flynn, at the grocery store shopping so early in the morning. They watched as he looked at his handwritten list, and then he selected two fresh Roma tomatoes and added them to his cart. Then, he chuckled to himself and put the movie magazine, *Super Stars*, into his cart.”

Specific options for differentiating this lesson

Technology

- Using graphic organizing software, ask the students to categorize shopping items.
- Using a word processor, have the students complete the assigned paragraph.

Multisensory

- Have the students present an oral interpretation of a teacher-assigned character using a bag containing three items brought from home that they feel represent this character.

Community Connections

- Using the classified ads from a local print media, have pairs of students identify specific vocabulary used in a job description appropriate for their character.

Small Group Learning

- Have students assigned the same character meet in a group and “think, pair, share” possible shopping cart items for this character.
- Using the assignment listed under Vocabulary, have the students share their descriptive word list with others guessing who their character is.

Vocabulary

- Using their knowledge of their assigned character, have the students create a individual “character glossary” containing appropriate descriptive words and phrases applicable to their character.

Student Organization of Content

- Have the students complete a graphic organizer that reveals various aspects of their assigned character. Create the template for the organizer in graphic organizer software.

WRITING Lesson Plan → Explaining a Process

Organizing Topic Composing and Revising

Related Standard(s) of Learning 6.6, 7.8, 8.7

Objective(s)

- The student will write a “how to” paragraph, using multiple steps.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to demonstrate basic sequencing skills.
- The students are expected to know how to write a basic paragraph.

Materials needed

- An example of an expository paragraph explaining a multi-step process.
- Powdered drink mix
- Pitcher, water, and ice
- Sugar, if needed
- Measuring cup
- Spoon and glasses
- Chalkboard or overhead projector and transparency markers

Lesson procedure

1. Lead a discussion about expository writing, and give examples of expository writing that explains a process.
2. Demonstrate a task that requires several steps to complete, for example, how to make a drink from powdered drink mix.
3. While demonstrating the process, stop after each step and ask students to explain the step. Write and number the step on the board (or have a student do the recording on the board), as follows:
 - 1 — Gather the drink mix package, a spoon, sugar, ice, measuring cup, and a 2-quart pitcher.
 - 2 — Carefully open the drink mix package at the top, being careful not to spill any of the contents.
 - 3 — Pour the drink mix into the empty pitcher.
 - 4 — Measure one cup of sugar, and pour it into the pitcher.
 - 5 — Measure and add one cup of water.
 - 6 — Stir the drink mix into the water until all of the powder is dissolved.
 - 7 — Add ice cubes.
 - 8 — Add additional water until the 2-quart pitcher is full.
 - 9 — Pour drink into glasses.
 - 10 — Enjoy a refreshing drink.
4. Have the students choose a multi-step process about which to write, such as:
 - How to eat a fruit roll up (or any sandwich-type cookie) “properly.”
 - How to get your dog (or cat) to go outside.
 - How to convince a parent to let you stay up a half-hour past your usual bedtime.Instruct the students to number and write down the steps for their chosen task.

6. Follow this lesson with the next lesson on using transitions in writing, in which the numbers of the steps are replaced by appropriate transitions and a paragraph is written in standard paragraph format.

Specific options for differentiating this lesson

Technology

- While listening to a set of directions (tape/CD or text –to-speech software), have the students attempt the task.

Multisensory

- Given an instructional paragraph that has been cut apart into individual steps, have the students manipulate the steps to create a correctly sequenced process.

Community Connections

- Assign the students to interview an adult to gather information about difficulties the adult has encountered in assembling products (toys, games, furniture, etc.).

Small Group Learning

- Given a set of directions and the materials required, ask a small group of students (4-6) to assemble a product.
- Ask a small group of students to work cooperatively and write a set of directions, which another group will follow to assemble the product.

Vocabulary

- Have the students create an interactive notebook for their “direction words” (fold, loop, arrange, etc.).

Student Organization of Content

- Have the students include one sample of a good “How to” set of directions in their interactive notebook.

WRITING Lesson Plan → Adding Transitions

Organizing Topic Composing and Revising

Related Standard(s) of Learning 6.6, 7.8, 8.7

Objective(s)

- The student will add transitions in an expository paragraph.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have a basic understanding of sequencing (first, second, last, etc.).
- The students are expected to be able to write a simple paragraph.

Materials needed

- Chalkboard or overhead projector and transparency markers
- Transparency of the 10-steps-to-making-powdered-drink-mix list from the previous lesson

Lesson procedure

1. Display on the board or overhead the 10 steps to making powdered drink mix.
2. Lead students in a discussion about the use of transitions in writing, stressing that transition words are words dealing with time order.
3. Have the students replace the numbers of the steps with some transition words that are used in expository paragraphs, rewriting the list into an expository paragraph in proper format. Words to use include the following:

| | | | |
|-------------------|-------------------------|-------------------|-------------------------|
| <i>afterwards</i> | <i>in the beginning</i> | <i>finally</i> | <i>after</i> |
| <i>secondly</i> | <i>at last</i> | <i>first</i> | <i>when</i> |
| <i>then</i> | <i>later</i> | <i>afterwards</i> | <i>at the same time</i> |
| <i>meanwhile</i> | <i>before</i> | <i>during</i> | |

Specific options for differentiating this lesson

Technology

- Using a prepared passage on a word processor, have the students highlight transition words by changing the color of the font.
- Given an orally presented (tape/CD) story with transition words omitted, have the students, on an auditory cue (for example, a bell ringing), choose an appropriate transition word for the story.

Multisensory

- Given an overhead transparency with a passage containing appropriate transition words, have the students identify all transition words in the passage by color-coding them.
- Using story writing software that allows the students to include pictorial scenes, have the students create an expository paragraph appropriate to the scene using a variety of transition words.
- Given a paragraph that has been cut apart into individual sentences, have the students manipulate the sentences to create a correctly sequenced paragraph.

Small Group Learning

- In a small group (4-6), have the students take turns (round robin-style) naming a transition word that does not replicate one already given.
- In a small group (4-6), have the students go around the circle in order naming the transition words already given and adding a new one.

Vocabulary

- Have the students create an interactive notebook for their transition words/phrases.

Student Organization of Content:

- Have the students categorize transition words from their interactive notebook according to relationship. For example, Time, contrast, comparison, spatial relationship, etc.

WRITING Lesson Plan → Replacing Anemic Words

Organizing Topic Composing and Revising

Related Standard(s) of Learning 6.6

Objective(s)

- The student will identify passages with “anemic words” and replace such words with precise vocabulary.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to understand basic sentence structure.
- The students are expected to understand basic descriptive language.

Materials needed

- Overhead projector and transparency markers
- Transparency of a descriptive paragraph with insufficient elaboration
- A large “Rest in Peace Gravestone” poster or “Garbage Dump” poster
- 3-by-5 cards

Lesson procedure

1. Display the following sentence on the board or overhead: “We went on a nice trip and saw a lot of interesting things and learned a lot of stuff.” After reading the sentence several times, quiz the students on its meaning:
 - Who went?
 - Where did they go?
 - What did they see?
 - What did they learn?
 - Would you like to go on a similar trip?

The answer to the last question should be “Who knows?” because the students should recognize that the other questions are impossible to answer precisely — insufficient information is given.

2. Display on the board a chart like the following one, and ask students to replace weak, “anemic” language with stronger, specific language like that shown:

| Anemic language | Specific language |
|------------------------|--------------------------|
| we | my little brother and I |
| went | hiked |
| nice | for three hours |
| trip | on the Appalachian Trail |
| a lot | four |
| interesting | wild |
| things | orchids |
| a lot of stuff | grow in lower elevations |

Rewrite the sentence as follows: “My little brother and I hiked for three hours on the Appalachian Trail and located four different kinds of wild orchids that grow in lower elevations.”

3. Display the RIP Gravestone poster or Garbage Dump poster on a bulletin board. Write anemic words on 3-by-5 cards, and pin them on the visual display. Pin all words that should be replaced on this poster, adding

additional words as lessons continue throughout the unit. Such words might include *pretty, nice, stuff, things, interesting, and good.*

Specific options for differentiating this lesson

Technology:

- Given an overhead transparency showing a passage containing precise vocabulary, have the students highlight the components that enrich the writing and present their findings to the class.
- Using story writing software that allows the students to include specific pictorial scenes, have the students compose narratives using precise vocabulary that relate to the scene they have created.
- Given a passage using “anemic” words, have the students use a word processor to include precise vocabulary to improve the passage.

Multisensory

- Given an overhead transparency with a passage containing precise vocabulary, have the students highlight the components that enrich the writing and present their findings to the class.
- Using story writing software that allows the students to include pictorial scenes, have the students compose richly elaborated narratives to relate to the scene they have created.
- After randomly selecting an image (geometric figures, letters, etc.), ask the students to use precise vocabulary to describe the figure so that it can be replicated on the chalkboard.

Community Connections

- Assign the students to interview a local author of historical fiction and investigate the author’s use of precise vocabulary to depict the era.
- Given a list of general settings from the community (such as “church,” “restaurant,” “office”), have the students take pictures of several specific locations with a digital camera. Display the pictures on a Precise Word Wall in the classroom.

Small Group Learning

- Using the “personal sensory journals” from Community Connections, have pairs of students complete a graphic organizer on precise vocabulary.
- Pair students to play *Pyramid*. Choosing from general categories (movie stars, soft drinks, fast food places, etc.), students must use precise vocabulary to describe this person/place/thing so that their partner is able to identify the specific word.

Vocabulary

- Have the students create an interactive notebook for their precise vocabulary words/phrases, illustrating each word or phrase with a picture.
- Have the students “collect” precise vocabulary words for their interactive notebook from various sources, such as TV, literature presented in class, or real-life experiences.

Student Organization of Content

- Have the students complete a graphic organizer, sorting precise vocabulary into more general categories.
- Create the template for the organizer using graphic organizer software.

WRITING Lesson Plan → Elaboration

Organizing Topic Composing and Revising

Related Standard(s) of Learning 6.6

Objective(s)

- The student will identify passages that have insufficient elaboration.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to be able to compose simple sentences.
- The students are expected to be able to use basic descriptive language.

Materials needed

- Overhead projector and transparency markers
- Transparency of descriptive paragraphs with insufficient elaboration (see “Original writing” column below)

Lesson procedure

- Have a student read the paragraphs about Johnson Beach (shown in the left-hand column below).
- Lead students in a discussion about insufficient elaboration in the writing. Highlight words and phrases that show a lack of elaboration.
- Reveal the rewritten first paragraph, and analyze it with the students, pointing out how the elaboration helps the reader “see” the setting and anticipate what may come next.
- Have students work in cooperative groups to take a paragraph and rewrite it, using more specific information. A completed example is shown below:

| Original writing with little elaboration included | Revised writing with elaboration and explanation included |
|---|--|
| An event that has affected my life was the summer I went to Johnson Beach with my family. I don’t know why this has affected me, nothing really big happened. | My summer vacation with my family to the beach resort at Johnson Beach affected my life and attitude. Although nothing spectacular happened, I experienced first hand the vastness of the ocean and the uniqueness of Johnson Beach. |
| We took a ferry from Cape Anna to Johnson Island, and the ocean was so vast and beautiful . It was windy and wet. When we got to the island, it was not anything really special, or so I thought. | We took a ferry from Cape Anna to Johnson Island. The trip lasted only twenty minutes, but half way, I could see only water. I had never been out of sight of land before, and I felt tiny and insignificant in all the vastness. I loved the feeling of the wind and the ocean spray on my face. When we got to the island, it was not anything really special, or so I thought. |
| My first trip to the beach was wonderful . The water was so warm and crystal clear. It was sandy. | I thought I knew what to expect when I went to the beach because I had read about the beach. I had only knowledge and not experience. The water was warm and crystal clear. The water tasted salty on the tip of my tongue. The salt water made my whole body sting. The sand was so white it blinded me with the glare from the sun. |
| When we went into town to find a restaurant, the people were so nice and all of the little shops were so wonderful . At night I would walk along the beach and it was so peaceful and beautiful . The ocean was so haunting at night. | After swimming and sunbathing all afternoon, we straggled into the town of Johnson sunburned, sandy, and starving. We didn’t find the usual chain restaurants or food courts. We discovered Mama Mia’s Pizza Parlor. The owner insisted we call her Mama, and she treated us like her own hungry family. After dinner we walked along the dark beach and heard the rhythmic pounding of the waves. |

| | |
|---|---|
| Now all I can think about is the ocean and going back to Johnson Beach. I loved it there. It was so pretty . | Now all I can think about is the ocean and going back to Johnson Beach. For the first time, I didn't just read about the ocean, but I experienced and loved it. |
|---|---|

Specific options for differentiating this lesson

Technology

- Given an overhead transparency containing a well-elaborated passage, have the students highlight the components that enrich the writing and present their findings to the class.
- Using story writing software that allows the students to include pictorial scenes, assign students to compose richly elaborated narratives that relate to the scene they have created.

Multisensory

- Given an overhead transparency containing a well-elaborated passage, have the students highlight the components that enrich the writing and present their findings to the class.
- Using story writing software that allows the students to include pictorial scenes, have the students compose richly elaborated narratives to relate to the scene they have created.
- Given a specific setting, such as “inside Elvis’s walk-in closet,” ask the students to write a brief descriptive paragraph (without using identifying words such as Elvis) of the setting. Prewriting is to include visualization techniques such as closing eyes and thinking of sights, sounds, smells, etc.
- Using the completed activity above, ask the students to read their composition to the class; the rest of the class will try to identify the setting.

Community Connections

- Arrange for the students to interview a local author and investigate the author’s use of descriptive words and elaboration.
- Arrange for the students to take a “silent field trip” around a school site or nearby park. During this trip have each student maintain a “personal sensory journal,” recording sounds, visual images, textures, etc. observed.

Small Group Learning

- Using the “personal sensory journals” from Community Connections, have pairs of students complete a graphic organizer on sensory details.

Vocabulary

- Have the students create an interactive notebook for their descriptive words/phrases illustrating each word or phrase with a picture.
- Have the students “collect” words for their interactive notebook from various sources, such as TV, literature presented in class, or real-life experiences.

Student Organization of Content

- Assign the students to complete a graphic organizer, categorizing sensory detail words and phrases. Create the template for the organizer using graphic organizer software.

WRITING Lesson Plan → Vibrant Verbs

Organizing Topic Composing and Revising

Related Standard(s) of Learning 7.8

Objective(s)

- The student will replace ordinary verbs with “vibrant” verbs.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to recognize verbs and verb phrases.

Materials needed

- Overhead projector and markers
- List of complete sentences
- Transparency of chart shown below

Lesson procedure

- Lead students in a discussion about the use of “vibrant” verbs to create dynamic writing.
- Ask students to suggest additional verbs that could be used instead of the verb *said*. This list might include *screamed*, *whispered*, *stuttered*, *mumbled*, *yelled*, *uttered*, and *shouted*.
- Have the students locate the verbs in a series of sentences and replace them with more vibrant verbs. Several examples are shown below. During the next lesson, students will be asked to revise their own writing using vibrant verbs.

| Verb | Vibrant Verb |
|---|---|
| Jane <i>said</i> that her cat was lost. | Jane <i>screamed</i> that her cat was lost. |
| Bob <i>walked</i> a mile. | Bob <i>huffed and puffed</i> for a mile. |
| Susan <i>ate</i> the candy. | Susan <i>savored</i> the candy. |

Specific options for differentiating this lesson

Technology

- Given a word processing instrument with the activity uploaded, ask the students to manipulate the sentences in order to replace given verb with a more vibrant verb as directed by teacher.
- Have the students use a word to picture linking software component to assist in identifying “vibrant” verbs.
- Have the students use a digital camera to capture an action and then create a list of vibrant verbs that may be used in independently composed sentences

Multisensory

- Give the students a packet of cut-apart phrases with vibrant verb phrases color-coded and have them manipulate the pieces to create a variety of sentences.
- Have the students act out various actions. Fellow students identify the action after observing the charade.
- Have the students discuss the optional words for same action.

Community Connections

- Given a short article from local print media, assign the students to identify and highlight all verbs and then change “lackluster” verbs to more vibrant verbs.

- Arrange for the students to interview a local author and investigate the author’s use of descriptive words, particularly verbs.

Small Group Learning

- Given a short article from local print media, ask the students to identify and highlight all vibrant verbs.
- Give students a packet of cut-apart phrases with vibrant verb phrases color-coded and ask them to manipulate the pieces to create a variety of sentences.
- Given chart paper, have small groups of students brainstorm lists of vibrant verbs.

Vocabulary

- Given chart paper, ask small groups of students to brainstorm lists of vibrant verbs.
- Given a list of common verbs and a list of common verb endings, have the students combine the verbs with endings to create “new,” vibrant verbs.

Student Organization of Content

- Have the students create an “interactive notebook” by writing a verb a sheet of paper and drawing a picture of the action next to it.
- Have each student independently create a poster where a vibrant verb is depicted with a related “visual impact” (graphic way the word is presented on poster, etc. For example, the vibrant words are depicted in a variety of bright colors). Posters may be hand drawn or created on computer.
- Use the products of these activities to create a verb wall.

WRITING Lesson Plan → Creating Mood

Organizing Topic Composing and Revising

Related Standard(s) of Learning 8.7

Objective(s)

- The student will be able to identify, select, and use words that create a consistent mood within a piece of writing.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to be able to identify feelings/emotions.
- The students are expected to recognize basic descriptive language

Materials needed

- Pictures of three houses: a fancy and attractive house; a modest, nondescript house; and a derelict, “haunted” old mansion
- Moods Organizer in transparency and handout forms (see step 3 below)
- Overhead projector

Lesson procedure

- Introduce students to the idea of mood by discussing music used in movies. Ask students to describe typical background music used when something scary is going to happen, when there is danger, when there is a love scene, or when something funny is about to happen. Students may realize that in movies, the type of “mood” music used in a scene can change the mood of the scene entirely. They may not realize, however, that language can be used to create the same effect.
- Show students the pictures of the three houses. Read the following description of a house that contains little description and does not suggest a mood:

The House

(objective or no mood)

While Charlie and I were **walking**, we came upon an **empty house** that was partially **out of sight** behind **trees** and **bushes**. We **went** inside and **looked** around. The **wind blew** through the house. We went up the **stairs**, and they **squeaked** as we put our weight on them. We found an upstairs bedroom whose **door** was partially ajar. We went in and found it was empty except for a **broken mirror** on the wall.

- Using the sample Moods Organizer shown below, create a Moods Organizer with the center column filled in from “The House,” and the left and right columns blank. Display the organizer on the overhead, and fill in details as the students make suggestions to create a positive or a negative mood for the piece.
- Divide the class in half, and have one group use the details from the positive column to revise “The House” to have a positive mood. Have the other group do the same to create a piece with negative mood.

Example of completed Moods Organizer based on the three pictures of the three different houses.

| Moods Organizer | | |
|---------------------------------|---------------------------------|---|
| Positive (happy, sunny mood) | Objective (no specific mood) | Negative (frightening, threatening mood) |
| hiking | walking | climbing over sharp, jagged rocks |
| new house under construction | empty house | abandoned, run-down estate |
| peeking | out of sight | hidden |
| flowering dogwood trees | trees | oak trees burnt by countless |

| | | |
|------------------------------|---------------|--|
| | | lightening strikes |
| brilliant red azaleas | bushes | strangled by ivy |
| skipped across the threshold | went | disappeared |
| peeped | looked | stared |
| breeze | wind blew | blast of cold air raged |
| sturdy wooden ladder | stairs | rotten timbers and missing steps |
| soft | squeaked | groaned |
| unlocked door | door | heavy metal door with a rusted, unforgiving lock |
| cracked | broken mirror | shattered and splintered |

The House

(positive mood)

While Charlie and I were **hiking** one sunny afternoon, we found a **new house under construction**. We didn't see it at first because it was only **peeking** out from behind the **flowering dogwood trees** and the **brilliant red azaleas**. We **skipped across the threshold** ready to explore. We **peeped** around. There were no windows, so the **breeze** filled the house with the sweet perfume of the flowers outside. We climbed to the second floor on a **sturdy wooden ladder**, as no stairs had yet been constructed yet. We opened an **unlocked door** and saw only a **cracked** mirror lying on the floor ready to adorn the room.

The House

(negative mood)

Charlie and I lost the path we were on and hated to admit that we were lost. We were **climbing over sharp, jagged rocks**. We saw an **abandoned, run-down estate hidden** behind **oak trees burnt by countless lightning strikes** and **strangled by ivy** that blocked out most of the sunlight. Despite its uninviting appearance we **disappeared** inside and **stared** at the **charred** walls and **stained** wood floor. A **blast of cold air raged** through the room quite unexpectedly. We carefully climbed the stairs that had **rotten timbers** and **missing steps** that **groaned** as we put our weight on them. Upstairs we banged against the **heavy metal door** with a **rusty, unforgiving lock** until it opened and found a mirror that was **shattered** and **splintered** lying on the floor.

Specific options for differentiating this lesson

Technology

- Have students use picture/word linking software to identify emotions/feelings.
- Ask students to brainstorm words and phrases that show specific emotions and create a list of these words on chart paper.

Multisensory

- Have the students listen to various pieces of music and describe their emotional reaction(s).

Community Connections

- Arrange for students to visit an art museum, view the exhibits, and discuss the emotions evoked by the various art pieces.
- Arrange for the students to attend a concert and/or play. Ask them to discuss the emotions evoked by the music heard and the performance of the artist(s).

Small Group Learning

- Have pairs of students brainstorm words and phrases that show specific emotions and create a list of the words on chart paper.

Vocabulary

- Using a thesaurus, have the students compile a list of alternative, descriptive words for basic emotions.
- Using a thesaurus, have the students find antonyms for given “mood” words.
- Given two copies of the same cloze exercise, ask the students to choose vocabulary to create one story with a positive mood and one with a negative mood.

Student Organization of Content

- Using their vocabulary words, have the students complete a chart showing positive and negative moods.

WRITING Lesson Plan → Identifying Point of View

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 8.8

Objective(s)

- The student will identify point of view in writing.
- The student will understand that writing should be in a consistent point of view.

Materials needed

- Four familiar children’s books (see step 2 below)

Lesson procedure

1. Define *point of view* in writing, and give examples of two points of view:
 - **First person:** It me, it’s all about me. This is what I did. This is how I understand it. This is what I saw happen.
 - **Third person omniscient:** The narrator knows everything about every character and everything that happened in the past and will happen in the future. The narrator is the “Eye in the Sky.”
2. Give groups of students several examples of familiar books, and ask the groups to determine the point of view of the story in each book. Children’s books, such as the following, could be used to provide examples:
 - *The Berenstain Bears’ Moving Day*
Years ago, when Brother Bear was an only cub, they lived in a hillside cave halfway up Great Bear Mountain at the far edge of Bear Country. It was a comfortable cave, cool in summer and cozy in winter. And while it wasn’t perfect—it tended to be dark and it dripped and trickled a bit—it was home, and the Bear family was quite happy there. (third person)
 - *There’s an Alligator under My Bed*
There used to be an alligator under my bed. When it was time to go to sleep, I had to be very careful because I knew he was there. But whenever I looked, he hid,...or something. (first person)
 - *The Ugly Duckling*
As the shell cracked open, out popped an odd little creature that didn’t look at all like the other little ducklings who were quacking nearby. In the barnyard, the other ducks were quite mean to the duckling, always pecking at him and chasing him away. (third person)
 - *Curious George Goes to the Hospital*
This is George. He lived with his friend, the man with the yellow hat. He was a good little monkey, but he was always curious. Today George was curious about the big box on the man’s desk. (third person)
3. Lead a discussion about the points of view used in writing and the effect point of view has on the reader’s understanding of the story.

Specific options for differentiating this lesson

Technology

- Using writing software, have students create a story or play using a consistent point of view throughout.
- Allow students to choose other forms of media to create stories such as Power Point, video and audio.

Multisensory

- Designate the right side of the room as “first person” and the left side of the room as “third person. Have each student choose a sentence from their book and read it aloud as an example of first or third person. Classmates will vote on the correct point of view and the student will move to the appropriate side of the classroom.

Community Connections

- Have students invite families and community partners to attend a student-generated play that demonstrates a consistent point of view.

Small Group Learning

- Divide students in four story groups and give each a familiar book with varying points of view.
- Have students develop a wall chart with two columns labeled first and third person.
- Have students read aloud, identify pronouns, and record in appropriate column on the chart.
- Rotate students through all four groups and have them share in reading and recording point of view.

Vocabulary

- Have students choose four words from storybooks and locate synonyms for each. Add the words and synonyms to the word wall.

Student Organization of Content

- Have students create a library resource list containing familiar book titles as first person and /or third person point of view.

WRITING Lesson Plan → Maintaining Consistent Pronouns

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 7.9

Objective(s)

- The student will choose pronouns to agree with antecedents.
- The student will differentiate between first and third person pronouns.
- The student will change the pronouns in writing from first to third person.
- The student will understand that writing should be in a consistent point of view.

Materials needed

- Examples of writing in consistent first person and third person points of view
- An existing piece of writing from each student
- Teacher-collected student examples of pronoun-antecedent agreement errors

Lesson procedure

1. Lead the students in a discussion about the need to maintain consistent point of view and pronoun-antecedent agreement in writing.
2. Have the students pick one sentence from the examples and change it from one point of view to another, for example:
 - “I always knew I was special.” (first person) becomes “The girl always knew she was different from the other people in her village.” (third person)
 - “We had walked for several miles before we noticed the sky was growing purple.” (first person) becomes “The hikers were so intent on following the bear tracks that they did not noticed the changing color of the sky from blue to purple.” (third person)
3. Distribute a paragraph of writing with a strong and consistent first person point of view, and ask students to highlight all the pronouns.
4. Ask students to revise the paragraph to make the point of view third person.
5. Lead students in revising the following sentences to keep pronouns consistent with their antecedents:
 - A teenager should not always expect success when you try hard.
 - People often get lazy when we go on vacation.
 - When one engages in stealing, you should be prepared for the consequences.
6. Distribute teacher-collected student examples of pronoun-antecedent agreement errors. Ask students to revise them to keep pronouns consistent with their antecedents. When students have finished, ask for volunteers to share their revisions. Discuss their revisions with the class.
7. Ask students to revise pieces of their own writing to maintain consistent point of view and pronoun-antecedent agreement.

Specific options for differentiating this lesson

Technology

- Give students a word processing instrument with the examples uploaded and ask them to change it from one point of view to another.
- Have students listen to audio examples in first and third person point of view and discriminate between them.

Multisensory

- Give students a packet of cut-apart examples and have them manipulate pronouns to make them agree with the antecedents.
- Have students identify first and third person examples written on index cards.
- Have students sort examples into first and third person piles.

Community Connections

- Given a short newspaper article, have students identify and highlight pronouns.
- Invite a speaker from local media: newspaper, radio, and television. Ask the speaker to share information related to planning for and using examples of first- and third-person point of view.

Small Group Learning

- Have students compare and contrast two versions of the same fairytale that represents two different points of view.
- Assign students to work in small groups to rewrite a fairytale in another point of view.

Vocabulary

- Brainstorm with students to develop first- and third-person pronouns. Using these pronouns, have students develop an individual flip chart or word wall.

Student Organization of Content

- Have students role-play fairytale scripts they have written. Students will share these scripts with younger classrooms.
- Have students compile a reference notebook with samples of assignments completed within this lesson. This notebook can be used as a resource for daily writing.

WRITING Lesson Plan → Identifying the Verb

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 6.7, 7.9, 8.8

Objective(s)

- The student will identify the verb in the sentence.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to recognize “action” words.
- The students are expected to recognize “being” words.

Materials needed

- Overhead projector and transparency markers
- List of complete sentences

Lesson procedure

- Display the question, “Where’s the verb?” on the overhead. Suggest to students that a useful technique for locating the verb in a sentence is make the sentence negative by adding *does not* (*do not*) or *did not*. The verb phrase usually will follow the word *not*, for example: “Simon tried to put the bike in the garage.” “Simon did not **try** to put the bike in the garage.”
- Provide practice by giving students sentences and asking them to use this technique to locate the verb. Some examples are:

| Sentence | Sentence with <i>does not</i> (<i>do not</i>) or <i>did not</i> added | Word following <i>not</i> is the verb |
|----------------------------|---|--|
| Jane lost her cat | Jane <i>did not</i> lose her cat. | <i>Lose</i> follows <i>not</i> ; <i>lose</i> is the verb (in its past-tense form, <i>lost</i>). |
| They hiked a mile | They <i>did not</i> hike a mile. | <i>Hike</i> follows <i>not</i> ; <i>hike</i> is the verb. |
| Susan and Marie eat candy. | Susan and Marie <i>do not</i> eat candy. | <i>Eat</i> follows <i>not</i> ; <i>eat</i> is the verb. |

This verb search technique is a suggestion from the National Council of Teachers of English in their article “Some Questions and Answers about Grammar.”

Specific options for differentiating this lesson

Technology

- Given a word processing instrument with the activity uploaded, have the students manipulate the sentences to identify verbs as directed by teacher.
- Have the students use a word to picture linking software component to assist in identifying verbs.
- Have the students use a digital camera to capture an action and then create a list of verbs that may be used in independently composed sentence

Multisensory

- Provide the students with a packet of cut-apart phrases with the verb phrases color-coded. Have the students manipulate the pieces to create a variety of sentences.
- Have the students act out various actions. Fellow students identify the action after observing the charade.

Community Connections

- Given a short article from local print media, have the students identify and highlight all verbs.

Small Group Learning

- Given a short article from local print media, have the students identify and highlight all verbs with other students in a small group.
- Provide the students with a packet of cut-apart phrases with the verb phrases color-coded. In small groups, have the students will manipulate these pieces to create a variety of sentences.
- Given chart paper, assign small groups of students to brainstorm lists of verbs.

Vocabulary

- Given chart paper, have small groups of students brainstorm lists of verbs.
- Given a list of common verbs and a list of common verb endings, have the students combine the verbs with endings to create “new” verbs.

Student Organization of Content

- Have the students create an “interactive notebook” by writing a verb a sheet of paper and drawing a picture of the action next to it.

WRITING Lesson Plan → Combining and Diagramming Complex Sentences

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 8.8

Objective(s)

- The student will identify and diagram complex sentences.
- The student will edit writing so that it contains complex sentences.
- The student will use sentence diagramming as a graphic organizer to edit writing to achieve sentence variety.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have experience in diagramming simple and compound sentences.
- The students are expected to have a working knowledge of the parts of speech and their relationship to each other.
- The students are expected to be able to identify dependent and independent clauses.

Materials needed

- Overhead projector and transparency markers
- Transparency of diagrammed sentences
- Grammar book with examples of diagramming
- Internet site for diagramming sentences, such as <http://www.netmagic.net/~taz/files/diagrams.pdf>
- Power Point presentation for diagramming sentences, such as that found at <http://ccc.commnet.edu/grammar/>
- Example of writing from student writing or a grammar book and containing numerous simple sentences

Lesson procedure

1. Read a paragraph containing a series of simple sentences. Lead students in a discussion of the impact of the writing. Students will probably say that it is boring or babyish.
2. Show diagramming of simple sentences on the overhead to show students the repeating pattern of such simple sentences.
3. Ask students to combine the sentences, using subordinate conjunctions, such as *because, since, whereas, after, before, until, when, whenever, while, although, unless, and if*. An example is the combining of the two simple sentences, “I eat breakfast.” and “I am hungry in the morning.” into the complex sentence “I eat breakfast because I am hungry in the morning.”
4. Diagram the resulting complex sentences on the overhead.
5. Provide examples of simple sentences that can be made into complex sentences. Have students rewrite the simple sentences as complex sentences and then diagram them.

Specific options for differentiating this lesson

Technology

- Include in a Power Point presentation animated words/phrases/clauses.
- Have the students complete a partial diagram presented on an overhead transparency.

Multisensory

- Have the students color-code the parts of the sentence by function.
- Have the students reconstruct cut-apart diagrams.

- Ask the students to physically construct multiple sentences using poster-sized, interchangeable diagram components. (For example, there will be X number of subjects, verbs, prepositional phrases, modifiers, subordinate conjunctions, etc.)

Community Connections

- Assign students to search the local print media for examples of sentences that, when diagrammed, do not convey the intended meaning.

Small Group Learning

- In smaller groups, have the students physically construct multiple sentences using poster-sized, interchangeable diagram components. (For example, there will be X number of subjects, verbs, prepositional phrases, modifiers, subordinate conjunctions, etc.)
- Have the students work in pairs to diagram a given set of sentences.
- Given a skeleton diagram, assign each student in a group, in turn, to “fill in” one component, thereby producing a complete, meaningful sentence (silent activity).

Vocabulary

- To analyze how vocabulary is used, have the students diagram sentences that contain several “nonsense” words. For example: The pretty signog ibjayed stripally down the holg while shem whibbled across the jibblehub.

Student Organization of Content

- Given skeleton diagrams, have the students provide appropriate words to construct meaningful sentences.

WRITING Lesson Plan → Combining and Diagramming Compound Sentences

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 7.9

Objective(s)

- The student will identify and diagram compound sentences.
- The student will edit writing so that it contains compound sentences.
- The student will use sentence diagramming as a graphic organizer to edit writing to achieve sentence variety.

Prerequisite Understandings/Knowledge/Skills

- The students are expected to have experience in diagramming simple sentences.
- The students are expected to have a working knowledge of the parts of speech and their relationship to each other.
- The students are expected to be able to identify independent clauses.

Materials needed

- Overhead projector and transparency markers
- Transparency of diagrammed sentences
- Grammar book with examples of diagramming
- Internet site for diagramming sentences, such as <http://www.netmagic.net/~taz/files/diagrams.pdf>
- Power Point presentation for diagramming sentences, such as that found at <http://ccc.comnet.edu/grammar/>
- Examples of writing from student writing or a grammar book containing numerous simple sentences

Lesson procedure

1. Read a paragraph that contains a series of simple sentences. Lead students in a discussion of the impact of the writing. Students will probably say that it is boring or babyish.
2. Show diagramming of simple sentences on the overhead to show students the repeating pattern of such simple sentences.
3. Ask students to combine the ideas and sentences, using one of the following coordinating conjunctions, *and*, *but*, *or*, or *so*. Identify the combined sentence as a compound sentence. An example is the combining of the two simple sentences, “I like all animals.” and “I especially like my cat.” into the complex sentence “I like all animals, but I especially like my cat.”
4. Lead the students in a discussion about the fact that a compound sentence varies the rhythm of a paragraph, making the writing less monotonous and more interesting to the reader.
5. Demonstrate diagramming this compound sentence.
6. Provide examples of simple sentences that can be made into compound sentences. Have students rewrite the simple sentences as compound sentences and then diagram them.

Specific options for differentiating this lesson

Technology

- Include in a Power Point presentation animated words/phrases/clauses.
- Have the students complete a partially done diagram presented on an overhead transparency.

Multisensory

- Have the students color-code the parts of the sentence by function.
- Have the students reconstruct cut-apart diagrams.
- Ask the students to physically construct multiple sentences using poster-sized, interchangeable diagram components. (For example, there will be X number of subjects, verbs, prepositional phrases, modifiers, conjunctions, etc.)

Community Connections

- Assign the students to search the local print media for examples of sentences that, when diagrammed, do not convey the intended meaning.

Small Group Learning

- In smaller groups, have the students physically construct multiple compound sentences using poster-sized, interchangeable diagram components. (For example, there will be X number of subjects, verbs, prepositional phrases, modifiers, conjunctions, etc.)
- Have the students work in pairs to diagram a given set of compound sentences.
- Given a skeleton diagram, assign each student in a group, in turn, to “fill in” one component, thereby producing a complete, meaningful compound sentence (silent activity).

Vocabulary

- To analyze how vocabulary is used, have the students diagram sentences that contain several “nonsense” words. For example: The pretty signog ibjayed stripally down the holg, and shem whibbled across the jibblehub.

Student Organization of Content

- Given skeleton diagrams, Have the students come up with appropriate words to construct meaningful sentences.

WRITING Test Items from the Virginia Standards of Learning Assessment

Released writing test items can be accessed at <http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html>. Reviewing these assessment items and using them in the classroom will allow educators and students to become familiar with the types of questions being asked as well as the testing format.

Teachers should also review the electronic format with students to acquaint them with the tools and functionality of online testing. Released writing online testing can be accessed at http://etest.ncs.com/Customers/Virginia/pat_home.htm.