



Comprehensive Curriculum

Revised 2008

Grade 7 English Language Arts



Louisiana Department of
EDUCATION

Paul G. Pastorek, State Superintendent of Education

Reading Diary Prompts

(These prompts are designed for all readers, from the advanced to the struggling reader. The teacher should choose which prompts are fitting for his/her class. All of the questions in each grouping should be asked to get a better response from the readers.)

Books are designed to elicit a reader's emotions. Does the book invoke any emotions such as laughter, tears, smiles, anger; or was the book just boring and meaningless? Record some of your reactions and the passage(s) that caused the reactions.

Record any connections between the book and your own life. Does the book remind you of an event (or events) that happened to someone you know or remind you of what happened in another book you've read? Compare the event in the story and the connection to the event that happened to you, someone you know or to another story you have read.

Which of the characters would you become, if you could? Why? If there's something about the character that you'd want to change, what is it?

What questions would you like to ask the author of the book? Are they questions that you may be able to answer by reading more about the author's life and/or works?

What events or characters do you not understand? Why? Does the use of language in the book confuse you? How did your confusion affect how you liked the book? Is there anything that the author could have done to make what happened (or didn't happen) more clear?

Unit 1, Activity 1, Reading Diary Prompts

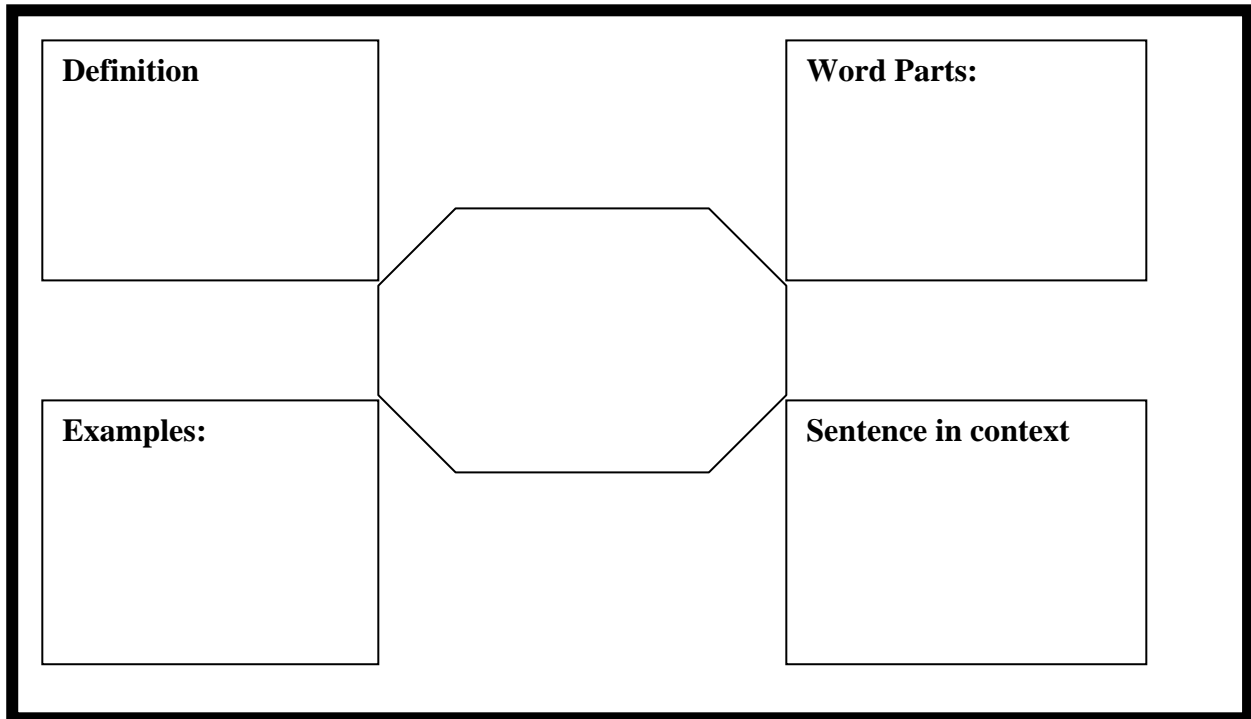
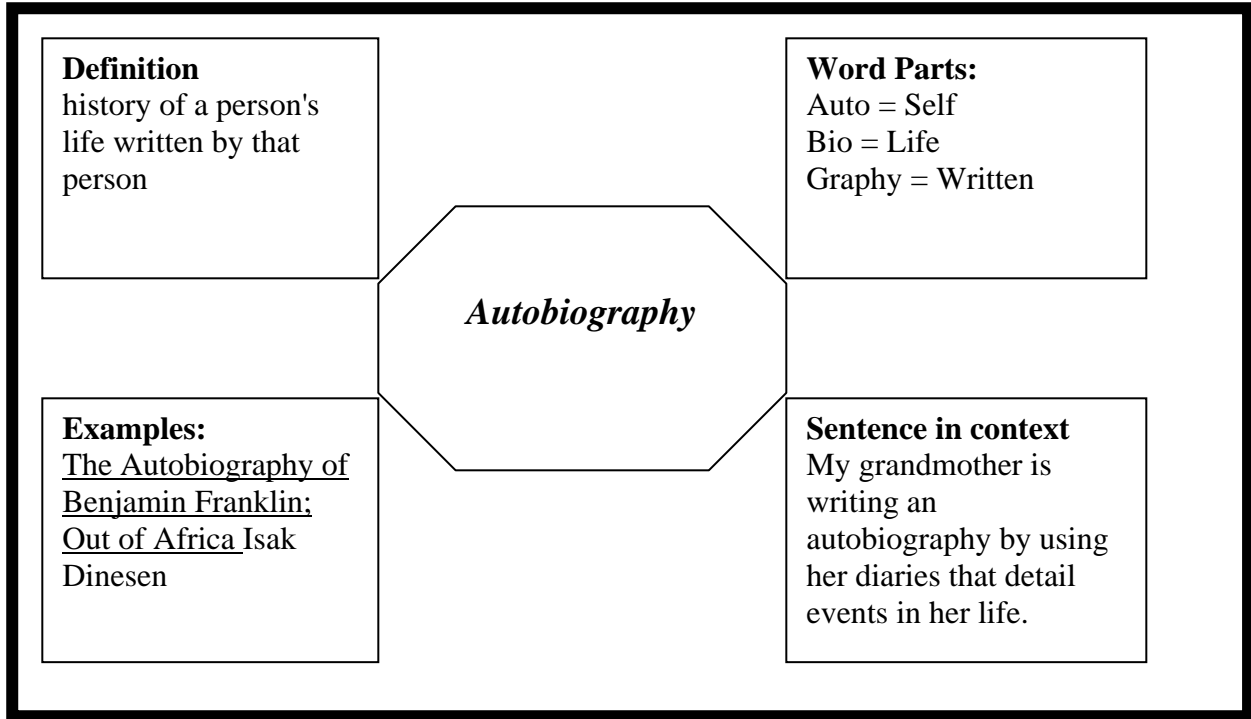
Is there an idea in the book that makes you stop and think, or prompts questions? Identify the idea and explain your responses. What are your favorite lines/quotes? Copy them into your reading diary/journal and explain why these passages caught your attention.

Who else should read this book? Should anyone not be encouraged to read this book? Why? Would you recommend the book to a friend or fellow classmate?

Write a brief summary or review of the book. What happened? What didn't happen? Capture what it is about the book that stands out (or doesn't stand out).

Write about the characters? Which one is your favorite? Is there a character you hate/detest/despise? Why? What traits could you change about the characters that would change how you think about them? Do you think that any of the characters represent *real* people? Does anything about a particular character seem to be related to the author's true personality--who the writer is?

Unit 1, Activity 2, Vocabulary Cards



PARAGRAPH FORMULA

Topic Sentence

Introduces the paragraph

Supporting Concrete Detail #1

May start with: For example...

Supporting Concrete Detail #2

May start with: Another example is...

Commentary/Elaboration

May start with: This shows that...

OR

This is because...

Concluding Sentence (*Restates Topic Sentence*)

May start with: As a result,...

OR

Therefore,...

Unit 1, Activity 10, Narrowing a Topic

Student Sample

NARROWING A TOPIC

Task	My Idea	Questions to Ask Myself
My possible topic	Regional Dialects	What experiences have I had with language?
Too broad/list types	New Englander, New Orleanian, Texan, Cajun	How might I break this down into types of dialects? What dialects do I know?
Still too broad/Make selection.	Cajun	Which of these interests me most? Which one do I have the most personal connection with?
Define/list types	Lafayette/Ville Platte vs. New Orleans	What are the different kinds of accents that I can think of?
Still too broad/ Make selection	New Orleanian	Which one do I have the most personal connection to? Which one might be the most interesting?
Define/List components	Awlins, dropping the "R" and "ing"	What makes up the dialect?
Make historical/social connections--source, cause/effect.	The French, Spanish, African Influence on New Orleans	What do these indicate?
Make personal connections.	Grew up in and proud to be a New Orleanian	How do I feel about this? What is my connection?
Make comparison/contrasts	The Cajun in Me vs. The Texan	Are there other connections I can bring in?
Where do I see a contradiction?	I don't I feel I have an accent but others say I do.	How does this contradict some other idea I have?

Unit 1, Activity 11, Sample Business Letter

Sample Business Letter

303 South Jones Drive
Shady Oaks, LA 44040-6628
September 2, 2007

Ms. Amy Smith, Asst. Manager
Louisiana Department of History
3311 Lake Drive
Baton Rouge, LA 77337-1823

Dear Ms. Smith:

I am a seventh grade student at Lansing Middle School. Our class is studying the history of Louisiana, and I need to gather some information for a report I will present to the class.

I am very interested in the contributions women have made in Louisiana. I have attached the project's description as written by my teacher. Would you please send me any resources that would give me information on the contributions of women that would enhance my project?

Thank you in advance for sending me the materials.

Sincerely,

Karen LeBlanc

Models of Bibliography Entries

The following five sample entries are based on formats from the *Modern Language Association (MLA) Handbook for Writers of Research Papers*. They show some acceptable formats for bibliography entries.

A Book by a Single Author

Blashfield, Jean. *The California Gold Rush*. San Francisco: Franklin Watts, 2005.

A Book by More Than One Author

Lavender, David, and Brandon Martin. *Snowbound: The Tragic Story of the Donner Party*. New York: Scholastic, Inc., 2004.

An Encyclopedia Entry

“Sacajawea, Shoshone Trailblazer.” *Encyclopedia of the West*. 2003.

A Magazine Article

Durham, Megan. “Food and Recipes of the Westward Expansion.” *Journal of U. S. Expansion* 25 July 2005: 34-56.

Book Issued by Organization Identifying No Author

National Indian Affairs. *Indians, Cowboys, and Farmers and the Battle for the Great Plains, 1856-1910*. Austin, Texas: National Indian Affairs, 2004.

Unit 1, Activity 15, LEAP/GEE Writing Rubric Student Copy

Name _____ Date _____

LEAP Writing Rubric

Dimension/Scale		Possible Points	Your Points
Composing (0-4 pts.) [IDEAS]	Focus on a Central Idea - Sticks to one main topic; Has an appropriate guiding thesis for writing genre and purpose	0 - 1	
	Support and Elaboration for Idea - Has ENOUGH effective details and reasoning in <i>each</i> body paragraph to provide sufficient evidence for main idea [Oh, yeah? Prove it!]	0 - 1	
	Unity of Purpose - All sentences and ideas relate to main topic; doesn't stray from central focus [No left-field ideas]	0 - 1	
	Organization - Is arranged in a coherent (uses transitions) and logical order [spatial; chronological; importance; etc.]	0 - 1	
Style/Audience Awareness (0-4 pts.)	Selection of Vocabulary (Diction or Word Choice) - Uses precise, exact, vivid words [Shows, not Tells!]	0 - 1	
	Sentence Variety - Uses a variety of sentence types [simple, compound, complex, etc.] and sentence beginnings	0 - 1	
	Tone - Fits the intended audience and purpose	0 - 1	
	Voice - Shows lively and sincere evidence of writer's personality	0 - 1	
Sentence Formation - Uses complete sentences; avoids run-ons, fragments, and comma splices		+ / -	
Usage - Uses parts of speech and specific words correctly [EX: verb tenses, subj. /verb & pronoun/antecedent agreement; modifiers, etc.]		+ / -	
Mechanics - Uses correct indentation, capitalization, punctuation, margins, and paragraphing		+ / -	
Spelling - Uses correct spelling		+ / -	
TOTAL		12 Possible Pts.	

Unit 1, Activity 15, LEAP/GEE Writing Rubric Teacher Copy

Student's
Name _____

Date _____

LEAP/GEE21 Writing Rubric		Points Earned
Composing Dimension [IDEAS]: Focus on a Central Idea Support and Elaboration Unity of Purpose Organization	4 pts./Consistent Control = Shows sharp focus, clarity of purpose, preplanning strategy; foreshadowing; selection of appropriate information; thorough elaboration; idea development includes examples/necessary information/vivid, specific details; wholeness throughout, all ideas related to central idea; shows clear beginning, middle, end in logical order, appropriate transitions, and sense of completion 3 pts./Reasonable Control = Shows clear central idea w. clear focus; idea development includes necessary information/relevant details; may have uneven development; beginning/middle/end in logical order; uses simple transitions; has wholeness, but may have weak ending <i>or</i> beginning 2 pts./Inconsistent Control = Vague central idea w. shifts in focus; digressions; listing; information superficial, incomplete, and/or irrelevant; idea clusters with little or uneven development; has weak beginning/middle/end; retreats and/or repetitions; gaps; random order; little or no ending 1 pt./Little or No Control = Vague central idea/focus; ideas barely developed; minimal information; irrelevant details; uneven development; uneven beginning/middle/end in logical order; few simple transitions; has wholeness, but weak or no ending/beginning 0 pts./Too minimal to evaluate	Possible Points: (0-4)
		Your Points:
Audience Awareness & Style Dimension: Selection of Vocabulary Sentence Variety Tone Voice	4 pts./Consistent Control = Word choice appropriate, relevant; vivid, power verbs; stylistic techniques (imagery, similes); information selected for relevance/impact; vivid examples/anecdotes; word choices appropriate to audience; manipulation of audience (with humor); some variety in sentence structure (beginnings, endings), complexity, and length; consistent, clear, vibrant tone; voice reveals individual personality; engaging 3 pts./Reasonable Control = Word choice clear, appropriate, relevant, shows some variety; selects information; uses some examples; and appropriate to audience; some variety in sentence structure, complexity, and/or length; may use And/But beginnings; uses consistent tone; awareness of audience, and clear voice 2 pts./Inconsistent Control = Word choice generic and/or overused; some may be inappropriate or wrong word; uses contradictions; information is bare bones/listing, irrelevant or superficial; uses sentence patterns, simple sentences, and over-extended sentences, And/But beginnings; vague inappropriate, monotonous, inconsistent, weak tone and/or voice 1 pt./Little or No Control = Word choice is functional or inappropriate, with wrong word or omission errors; automatic writing; information may be too little or inappropriate with abrupt change from central idea; simple sentences and patterns; sentences that run on and on; tone and/or voice confusing or absent; no awareness of audience; not engaging 0 pts./Too minimal to evaluate	Possible Points: (0-4)
		Your Points:
Sentence Formation (+/-) Uses complete sentences; avoids run-ons/fragments/comma splices		
Usage (+/-) Uses specific words correctly [EX: verb tenses, subj./verb and pronoun/antecedent agreement; modifiers, etc.]		
Mechanics (+/-) Uses correct indentation, capitalization, punctuation, margins, and paragraphing		
Spelling (+/-) Uses correct spelling		
TOTAL POINTS (of possible 12)		

Research Report : Research Process Rubric

Student: _____
 Date: _____

CATEGORY	4	3	2	1
Title Page	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
First Draft	Detailed draft is neatly presented and includes all required information.	Draft includes all required information and is legible.	Draft includes most required information and is legible.	Draft is missing required information and is difficult to read.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Visual Products	Visuals are neat, accurate and add to the reader's understanding of the topic.	Visuals are accurate and add to the reader's understanding of the topic.	Visuals are neat and accurate and sometimes add to the reader's understanding of the topic.	Visuals are not accurate OR do not add to the reader's understanding of the topic.

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What questions would you like to ask the author of the book? Are they questions that you may be able to answer by reading more about the author's life and/or works?

What events or characters do you not understand? Why? Does the use of language in the book confuse you? How did your confusion affect how you liked the book? Is there anything that the author could have done to make what happened (or didn't happen) more clear?

Unit 2, Activity 1, Reading Diary Prompt

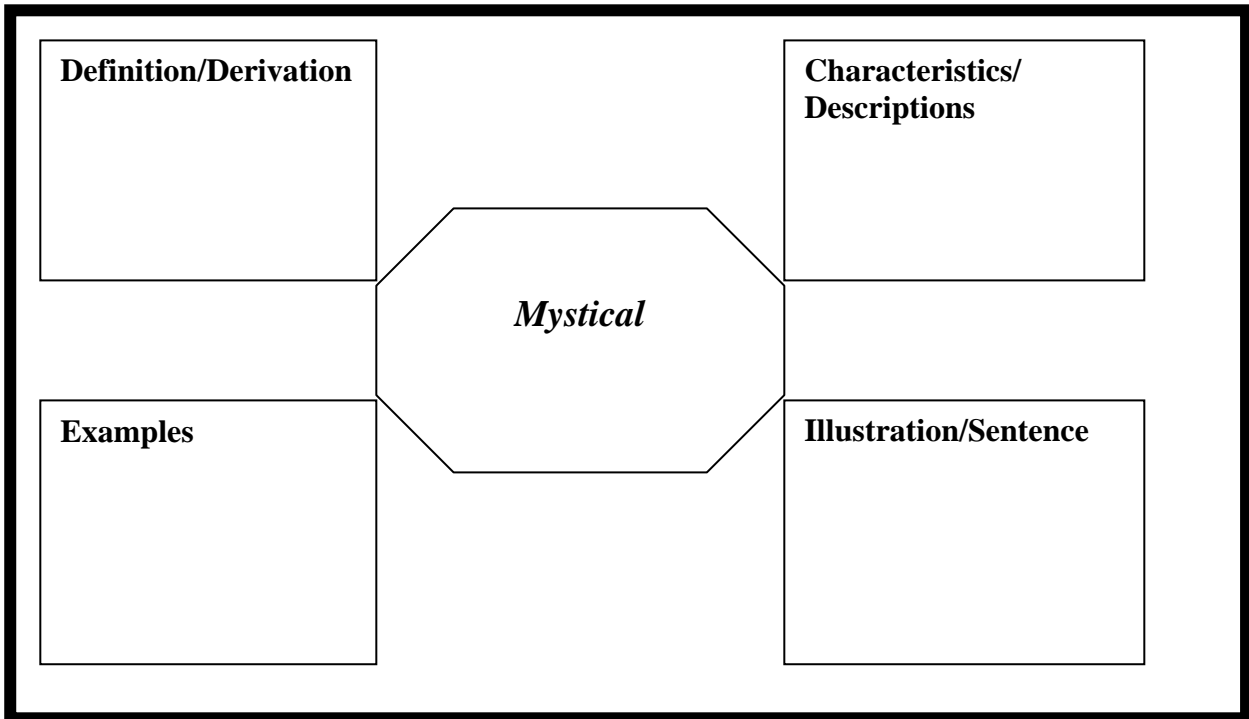
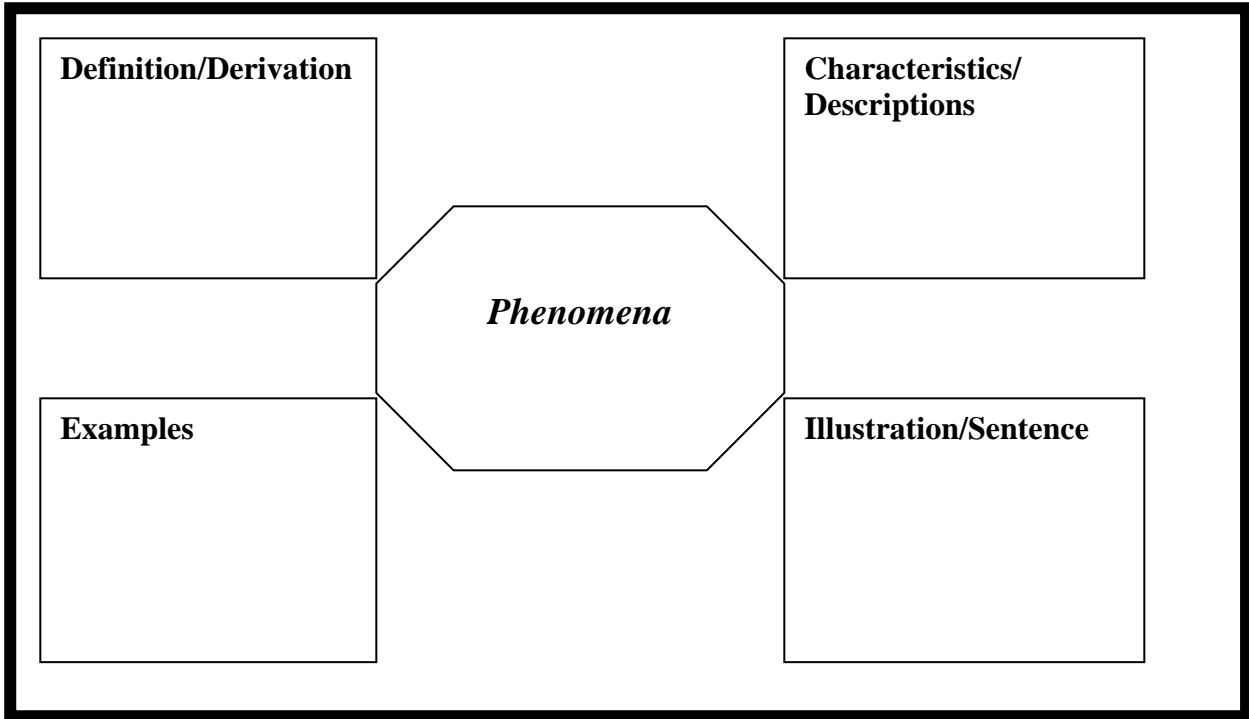
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Unit 2, Activity 2, Vocabulary Cards



Unit 2, Activity 3, RAFT Writing Example

R – Role (role of the writer— **7th Grade Journalist**)

A – Audience (to whom or what the RAFT is being written—**Anthropologists**)

F – Form (the form the writing will take, as in letter, song, etc.—**Journal Entry**)

T – Topic (the subject focus of the writing—**Explanation of the literary device**)

August 13, 2008

Today, while exploring the caves in Southern Colorado, I discovered several writings on the walls. Some of the writings were similes, metaphors, and analogies. The most exciting part of the discovery was that I understood what some of the writings mean. I grew up hearing some of these similes, metaphors and analogies because that was my grandmother's way of teaching all of us lessons. Similes and metaphors make comparisons to things that sometimes don't seem to be related. Similes use like or as to compare; whereas, a metaphor just compares by saying one thing is another. An example of a metaphor would be "Our old cat, a bolt of lightning, caught the bird." Cat is being compared to a bolt of lightning because he is very quick or fast.

In the cave one of the writings was: "Joe and Mike were like two peas in a pod." This is an example of a simile because it is using the word like to compare Joe and Mike to peas in a pod. The saying means that Joe and Mike were really close to one another and hard to separate, the same way that peas are really close in a pod. I also found another writing that looked like this: Dog:cat::shirt:pants This analogy compares the dog and cat, which are both animals with shirt and pants which are both articles of clothing. I really like analogies because they compare unlike things.

There was another writing that was a pun. A pun is a figure of speech or word play which consists of a deliberate confusion of similar words within a phrase or phrases. This writing said, "I wondered why the baseball was getting bigger. Then it hit me." That was really funny.

I also noticed a drawing of a group of people in a circle holding hands. I think the drawing is a symbol describing the closeness of the group who wrote on these walls. Symbols are something that stands for something else.

I can't wait to get back tomorrow and decipher more of the writings.

Characteristics of Fantasy

1. Magic figures prominently in the story.
2. Story lines feature “good” (light) versus “evil” (dark) and protagonists battle and ultimately conquer the dark forces.
3. Characters, clearly defined as good or bad, often attain special magical gifts, and the story lines explore ways to discover one’s own potential, magical or otherwise.
4. Characters may include mythical creatures—dragons, unicorns, elves, wizards—as well as more common animals, and the story line may be based on a myth, legend or other traditional tales.
5. Detailed settings describe another world, often Earth, but out of time.
6. In general, books start slowly as the author sets the scene often involving a large group of characters in a strange world. Pacing increases later as more adventure elements appear.
7. Fantasy books are frequently part of a series. There is often a continuing story, told over several books.

Source: Saricks, Joyce G. The Readers’ Advisory Guide to Genre Fiction. Chicago: American Library Association, 2001.

Characteristics of Science Fiction

1. This is speculative fiction, usually set in the future, and explores moral, social, intellectual, philosophical, and ethical questions, against a setting outside of everyday reality.
2. Setting is crucial and invokes otherness of time, place, or reality. This relates to the physical setting of the story as well as to the tone, which often is constructed to disorient readers.
3. Technical and scientific details form an important part of the story.
4. Characters are generally secondary to issues and atmosphere. However, authors do use aliens and other worldly creatures to emphasize the otherness of their stories.
5. Because of the complexity of creating another world, authors often write series that feature continuing characters or at least characters that inhabit the same world for more than one book.
6. Pacing depends on the focus of the book. If there is more physical action, the pacing is usually faster; if ideas are emphasized more, the book generally unfolds at a more leisurely pace.

Source: Saricks, Joyce G. The Readers' Advisory Guide to Genre Fiction. Chicago: American Library Association, 2001.

Literary Techniques/Devices

Literary Device	Definition	Example
Alliteration	repetition of initial consonant sounds	"Andrew Alligator always eats alphabet soup"
Allusion	reference to a well-known person, myth, historical event, biblical story, etc.	
Analogy	comparison of two word pairs which have the same relationship.	Shoe is to foot as tire is to wheel.
Antithesis	occurs when two contrasts are presented close together, often using similar language	H.L. Mencken's quote, "Those who know -- do. Those who don't -- teach," and Neil Armstrong's famous words, "That's one small step for man, one giant leap for mankind."
Exaggeration	an overstatement or stretching of the truth to emphasize a point	I'm so hungry I could eat a horse.
Figurative Language	language meant to be taken symbolically or metaphorically, includes metaphor, simile, personification, etc.	
Flashback	serves as an interruption in the action to show a scene that took place earlier	
Foreshadowing	use of hints/clues of things to come -- usually a very unpleasant event	
Hyperbole	a wild exaggeration to express strong emotion, make a point or create humor	"Her actions dropped away into nothingness."
Idiom	familiar phrase that means something other than what it literally says; states ideas in unusual and imaginative ways to create vivid mental images in readers' minds	"It's raining cats and dogs."
Irony	contrast between what is and what ought to be.	Situational irony exists when the outcome of the situation is the opposite of what the readers expect. Verbal irony exists when a person says one thing but means another. Ex: Saying "nice guy" about someone you dislike. Dramatic irony exists when the reader sees what the characters in the story do not see.

Unit 2, Activity 6, Literary Techniques/Devices

Literary Device	Definition	Example
Metaphor	comparison between two unlike things that do not use the words <i>like</i> or <i>as</i> ; direct metaphors use “is” to make the comparison explicit	"I am a rock." "Laughter is the best medicine."
Onomatopoeia	use of words that sound like what they mean	"Crunching snow", "buzzing conversation", "groaning wagon"
Oxymoron	self-contradictory expression	"absolutely unsure," "pretty ugly," or "rolling stop."
Parody	form of satire that imitates another work of art in order to ridicule it	
Personification	human qualities given to an animal, object, or idea	"Fingers of lightning flashed across the sky and the wind howled."
Pun	play on words such as a word used which has two meanings at the same time, or words that are similar in sound but differ in meaning	"We must all hang together, or we shall all hang separately."
Sarcasm	use of praise to make fun of or “put down” someone or something; praise is intended to hurt someone’s feelings	My jacket was patched. A classmate said, "What a nice jacket. Is that the latest style?"
Satire	use of sarcasm, irony, or wit to attack or ridicule a habit, idea, or custom	Aesop’s Fables are examples of satire.
Simile	comparison between two unlike things using the word <i>like</i> or <i>as</i>	. "My love is like a red, red rose."
Soliloquy	a speech where a character reveals his/her thoughts in the form of a monologue without directly addressing the listener	
Stream of Consciousness	technique used to present a character’s thoughts and feelings as they develop; generally a random but continual flow of these thoughts and feelings	
Symbolism	use of a person, place, thing, or idea to stand for something else.	
Understatement	downplays the extremity or severity of a situation; the opposite of	

Story/Literary Elements

SETTING is the time and location in which a story takes place. The following aspects of a story's setting should be considered when the reader examines how setting contributes to a story (some of them or all of them may be present in a story):

- **place** – Is a geographical location where the action of the story is taking place.
- **time** – Is when the story is taking place, such as a historical period, time of day, year, etc.
- **weather conditions** - Is it rainy, sunny, stormy, etc?
- **social conditions** – Is what the daily life of the characters is like. Questions a reader may ask is: Does the story contain local color, such as writing that focus on the speech, dress, mannerisms, customs, etc. of a particular place?
- **mood or atmosphere** – Is the feeling created at the beginning of the story. Is it bright and cheerful or dark and frightening?

PLOT is a planned, logical series of events having a beginning, middle, and end. The author arranges events to develop his/her basic idea. The short story usually has one plot so it can be read in one sitting.

Essential parts of a plot:

- **Introduction/ Exposition** is the beginning of the story that introduces the characters, the setting, and the situation.
- **Rising Action** is the part of the plot where the events in the story become complicated and the **conflict or problem** in the story is revealed. This includes all of the events between the introduction and climax.
- **Climax** is the part of the plot that is the highest point of interest or suspense. It is the turning point of the story. The reader wonders what will happen next; will the conflict be resolved or not?
- **Falling action** is the part of the plot where the events and complications begin to resolve themselves. It is the logical result of the climax. The reader knows what has happened and if the conflict was resolved or not. This includes of the events between climax and the conclusion.
- **Conclusion/Resolution** is the part of the plot that reveals the final outcome of the conflict or the untangling of events in the story.

Story/Literary Elements (Cont.)

CONFLICT is the opposition of forces that ties one incident to another and makes the plot move. Conflict is not merely limited to open arguments; rather it is any form of opposition that faces the main character. Within a short story, there may be only one central struggle, or there may be one dominant struggle with many minor ones.

- Two types of conflict:
 - **External** is a struggle with a force outside one's self, such as another person, nature, society, or fate.
 - **Internal** is a struggle within one's self, within the mind of a character; a person must make some decision, overcome pain, quiet his/her temper, resist an urge, etc.
- There are four kinds of conflict:
 - **Man vs. Man** (physical) - The leading character struggles with his physical strength against other men, forces of nature, or animals.
 - **Man vs. Circumstances** (classical) - The leading character struggles against fate, or the circumstances of life facing him/her.
 - **Man vs. Society** (social) - The leading character struggles against ideas, practices, or customs of other people.
 - **Man vs. Himself/Herself** (psychological) - The leading character struggles with himself/herself, with his/her own soul, ideas of right or wrong, physical limitations, choices, etc.

CHARACTER is the person in a work of fiction or an animal, robot, or some creature which has the characteristics of a person.

Persons in a work of fiction:

- **Protagonist** is the main character or hero in the story.
- **Antagonist** is the opposite of the main character and the source of the story's main conflict. This is often considered as the enemy.

Story/Literary Elements (Cont.)

The Characteristics of a Person -

In order for a story to seem real to the reader its characters must seem real. Characterization is the information the author gives the reader about the characters themselves. Characters are convincing if they are consistent, motivated, and life-like (resemble real people).

The author may reveal a character in several ways:

- his/her physical appearance
- what he/she says, thinks, feels and dreams (sensory language)
- what he/she does or does not do
- what others say about him/her and how others react to him/her

POINT OF VIEW is the relationship of the narrator to the story. There are five types:

First Person: The narrator, usually the protagonist, tells the story from his/her perspective using *I, me, we*, etc. The story is exposed to the reader through the narrator's eyes. The narrator cannot tell the thoughts of other characters.

Second Person: This is a story told using *you*, which places the reader immediately and personally into the story.

Third-Person Limited: The narrator is an outsider who sees into the mind of one of the characters. The narrator tells the story using third person pronouns but limits himself/herself to what one character can sense; the limitations are the same as in first person.

Third-Person Omniscient : The narrator uses third person pronouns (he/she/they etc.) and is God-like: all knowing (omniscient). This type of narrator is not limited by time or space. He/she can move from character to character, event to event, having free access to the thoughts, feelings and motivations of the characters and introduces information where and when he/she chooses.

Third-Person Objective: The narrator is an outsider who can report only what he/she sees and hears. This narrator can tell us what is happening, but he/she can't tell us the thoughts of the characters. The narrator does not judge or interpret in any way; he/she simply presents the story as if recording it on film as it happens.

Unit 2, Activity 6, Reciprocal Teaching Chart

Reciprocal Teaching Chart

Directions: Read the text and answer the questions in appropriate section of the chart. This chart will be used as a guide for the discussion.

Director of Discussion	By looking at the passage, make at least 2 predictions that will help the group anticipate what will happen next.	
Director of Discussion	Pose at least 3 questions about the reading.	
Passage Master	Read aloud important passages that confirm the predictions made by the group.	
Passage Master	Explain why the details are important and how they connect to your predictions.	
Connector	Identify the 2 most important details from the reading.	
Connector	Make at least 3 connections to real life by using your own experiences, the world around you, or other works of literature.	
Illustrator	Summarize the first section of the passage.	
Illustrator	Create 3 or more questions that address confusing parts of the text.	

Unit 2, Activity 6, Character Representation Rubric

Character Representation Rubric

Name _____

Date _____

Character _____

	4 points	3 points	2 points	1 point
Character's Appearance	The character's appearance is exactly the way the text describes.	The character resembles the author's description.	The character vaguely resembles the author's description.	The character has no resemblance to the author's description.
Quotes	Quotations used show deep insight of character.	Quotations show some important character traits.	Quotations show only minor character traits.	Little to no insight is shown by quotations.
Character's Actions	Actions clearly reveal character's personality.	Actions reveal character's personality.	Actions vaguely portray the character's personality.	Actions show no understanding of the character's personality.
Character's Thoughts and Feelings	A clear and accurate understanding of the character's thoughts and feelings is portrayed.	A relatively good understanding of the character's thoughts and feelings is portrayed.	Representation shows some understanding of the character's thoughts and feelings.	Representation shows little understanding of the character's thoughts and feelings.
Character's Personality	The character's personality is effectively and clearly portrayed.	The character's personality is well defined.	The character's personality is vaguely defined.	The character's personality is not defined.
Organization	Representation is very organized, neat, and shows the true character.	Representation is neatly done, organized, and shows an understanding of character.	Representation is somewhat neatly done, somewhat organized, and presents a vague picture of the character.	Representation is messy, or somewhat disorganized, and shows an unclear picture of the character.
Total Score				

Unit 2, Activity 6, Story Elements Checklist

Story Elements Checklist

Name_____

Date_____

Name of Story_____

Directions: Complete the chart. If there is not an answer to the question put N/A in the box.

Story Elements	Answer
Lead: How does the story begin? Is there action, dialogue, or reaction?	
Setting: When and where does the story take place? Does the setting change?	
Main Character: Describe the main characters. Tell how others feel about the protagonist and/or antagonist. Give examples.	
Supporting Characters: Who are the supporting characters and what is their relationship to the protagonist or antagonist?	
Plot: What conflict does the protagonist character face? What is the dominant plot?	
Rising Action: What events occur before the climax?	
Climax: What is the main turning point of the story?	
Falling Action: After the climax, what events occur that eventually lead to a resolution?	
Resolution: How does the main character resolve or deal with the problem? Does the protagonist change? How?	
Tone: What is the mood of the story? What is the author's attitude?	
Figures of Speech: Does the author use any of the following literary techniques: personification, imagery, satire, flashback, metaphors, similes, or irony? Give examples.	

Unit 2, Activity 7, Presentation Rubric

PRESENTATION RUBRIC

	4	3	2	1
Organization of Information Presented	Student presents information in logical, interesting sequence that audience can follow.	Student presents information in logical sequence that audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and details.	Student is at ease with expected answers to all questions, but fails to give details.	Student is uncomfortable with information and is able to answer only basic questions.	Student does not have grasp of information; student cannot answer questions about subject.
Visual (diorama, mural, poster, book jacket, etc.)	Student's visuals explain and reinforce text presentation.	Student's visuals relate to text and presentation.	Student occasionally uses visuals that rarely support text and presentation.	Student's visuals do not support and/or relate to text and presentation.
Mechanics on Written Materials	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling errors and/or grammatical errors.
Eye Contact	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.
Articulation	Student uses a clear voice and correct, precise pronunciation of words so all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student mispronounces words. Audience has difficulty hearing presentation.	Student mumbles, mispronounces words, and speaks too quietly for students in the back of class to hear.
Total Score				

Unit 2, Activity 9 and 10, Question the Author

Directions: After reading a fantasy or science fiction novel, use these questions to determine the author’s point of view.

Goal	Question
Initiate discussion.	What is the author trying to say? What is the author’s message? What is the author talking about?
Focus on author’s message.	That is what the author says, but what does it mean? Give a literal sentence from the text to connect with “that is what the author says.” Why did the author choose this word?
Link information.	How does that connect with what the author already told me? Have I seen this information in any other source?
Identify difficulties with the way the author has presented information or ideas.	Does what the author already told me make sense? Does the timeline of events make sense? Did the author state or explain that clearly? Why or why not? What do I need to figure out or find out?
Encourage students to refer to the text because they have misinterpreted, or to help them recognize that they have made an inference.	Did the author tell me? Or do I have to make an inference to come to the conclusion? What was the author’s impression of a character or place, or action? What was the author’s attitude toward a character or place, or action?
Link information being read to outside experiences.	What does a statement or description the author wrote remind me of an outside experience? What about the time period seems familiar or similar to my own?

iLEAP Writing- Rubric

Dimension/Scale		Possible Points	Your Points
<p>Composing (0-4 pts.)</p> <p style="text-align: center;">[IDEAS]</p>	<p>Focus on a Central Idea - Sticks to one main topic; has an appropriate guiding thesis for writing genre and purpose</p>	0-1	
	<p>Support and Elaboration for Idea - Has ENOUGH effective details and reasoning in <u>each</u> body paragraph to provide sufficient evidence for main idea <i>[Oh, yeah? Prove it.]</i></p>	0-1	
	<p>Unity of Purpose - All sentences and ideas relate to main topic; doesn't stray from central focus <i>[No left-field ideas]</i></p>	0-1	
	<p>Organization - Is arranged in a logical order <i>[spatial; chronological; importance; etc.]</i></p>	0-1	
<p>Audience Awareness (0-4 pts.)</p>	<p>Selection of Vocabulary (Diction or Word Choice) - Uses precise, exact, vivid words <i>[Shows, not Tells!]</i></p>	0-1	
	<p>Sentence Variety - Uses a variety of sentence types <i>[simple, compound, complex, etc.]</i> and sentence beginnings</p>	0-1	
	<p>Tone - Fits the intended audience and purpose</p>	0-1	
	<p>Voice - Shows lively and sincere evidence of writer's personality</p>	0-1	
TOTAL		8 pts.	

NOTE: (+) 1 point (-) 0 points

Unit 2, Activity 14, Fantasy/Science Fiction Rubric 1

Name _____	Date _____	Fantasy/Science Fiction Story				
CRITERIA:		Scores 1-5 with 5 being rated as the best				
<u><i>Beginning of Narrative</i></u>						
The introduction hooks the reader’s interest with an effective beginning & sufficient Fantasy/SciFi background information.	5	4	3	2	1	
The beginning contains a clear Fantasy/SciFi setting , including both time and place .	5	4	3	2	1	
The story quickly sets up the main character’s problem or conflict and follows one of the six basic plots of fiction .	5	4	3	2	1	
<u><i>Body of Narrative (Story as a Whole)</i></u>						
The events of the story are arranged in chronological order and are connected with transitions of time and place .	5	4	3	2	1	
A consistent and Fantasy/SciFi point of view is evident throughout the story.	5	4	3	2	1	
Character traits are revealed through dialogue and direct description .	5	4	3	2	1	
The story uses sufficient descriptive details and attributes to create vivid and specific images for the reader.	5	4	3	2	1	
The story uses at least two Fantasy/SciFi complicating incidents/events in the plot in order to create dramatic tension.	5	4	3	2	1	
<u><i>Conclusion of Narrative</i></u>						
The story has a satisfying resolution that logically resolves the central conflict .	5	4	3	2	1	
The paper is relatively free of mistakes in spelling, grammar, usage, mechanics, and manuscript form (Use spell-check; proofread your work!)	5	4	3	2	1	
Possible: 50 points x 2 = 100 points }	TOTAL _____				X 2 = _____	Final Grade _____

Unit 2, Activity 14, Fantasy/Science Fiction Rubric 2

Points	4	3	2	1
Organization	<ul style="list-style-type: none"> ○ Topic is clear. ○ Events are logical. ○ Clear organizational plan is evident. ○ Transitions are varied, smooth, and logical. ○ Plot contains a clear beginning and end. 	<ul style="list-style-type: none"> ○ Topic is mostly clear. ○ Events are logical. ○ Clear organizational plan is mostly evident. ○ Transitions are mostly varied, smooth, and logical. ○ Plot contains a clear beginning and/or end. 	<ul style="list-style-type: none"> ○ Topic is somewhat clear. ○ Events are somewhat logical. ○ Clear organizational plan is evident. ○ Some transitions are evident. ○ Plot contains beginning and/or end. 	<ul style="list-style-type: none"> ○ Topic is not clear. ○ Events are not logical. ○ Little or no organizational plan. ○ Transitions are lacking. ○ Plot does not contain beginning and/or end.
Development	<ul style="list-style-type: none"> ○ Elements of narrative are well elaborated. ○ Characteristics of fantasy or science fiction are embedded. ○ Elaboration is clear and appropriate. ○ Varied sentence patterns are used. ○ Vocabulary is appropriate to audience. ○ Details are vivid and specific. 	<ul style="list-style-type: none"> ○ Elements of narrative are elaborated. ○ Some characteristics of fantasy or science fiction are embedded. ○ Elaboration is clear and appropriate. ○ Some variation of sentence patterns is used. ○ Vocabulary is somewhat appropriate to audience. ○ Details are somewhat vivid and specific. 	<ul style="list-style-type: none"> ○ Elements of narrative are present. ○ Few characteristics of fantasy or science fiction are embedded. ○ Elaboration is clear and appropriate. ○ Few varied sentence patterns are used. ○ Vocabulary is appropriate to audience. ○ Details are embedded. 	<ul style="list-style-type: none"> ○ Elements of a narrative are missing. ○ Characteristics of fantasy or science fiction are not evident. ○ No elaboration. ○ Sentences are not varied. ○ Weak or immature vocabulary used. ○ Details are missing.
Mechanics & Usage	<ul style="list-style-type: none"> ○ 2 or fewer words are misspelled. ○ 0 to 1 error in punctuation, including end marks, commas, colons, and semicolons, is used correctly. ○ No errors are present in subject/verb agreement. 	<ul style="list-style-type: none"> ○ 3 to 5 words are misspelled. ○ 2 to 3 errors in punctuation, including end marks, commas, colons, and semicolons, are mostly used correctly. ○ 1 error is present in subject/verb agreement. 	<ul style="list-style-type: none"> ○ 6 to 8 words are misspelled. ○ 4 to 5 errors in punctuation, including end marks, commas, colons, and semicolons, is used correctly. ○ 2 to 3 errors are present in subject/verb agreement. 	<ul style="list-style-type: none"> ○ 8 or more words are misspelled. ○ 6 or more errors in punctuation, including end marks, commas, colons, and semicolons, is used correctly. ○ 4 or more errors are present in subject/verb agreement.

HINTS FOR CREATING YOUR FANTASY/SCIENCE FICTION BOOK GAME BOARD

- Plan everything out before you begin working with your actual game board. Draw a rough draft, list the materials you will use for everything, and how game will be stored.
- Refer to the rubric during all stages of planning and creating to be sure you are meeting all the criteria. Often students get so excited about an idea they stop following the rubric and are disappointed with their resulting grade.
- Use your family as a resource! Older siblings and parents have probably done projects like this before. Listen to their ideas and learn from their mistakes.
- Use your closet or other "junk spots" to look for materials. These are great places to find the material for the board itself. Look for scraps of fabric, half-used jars of paints, and other materials which can be utilized.
- Don't try to be fancy. Simple, plain materials make the neatest, cleanest, easiest-to-play games.
- If you can't draw, trace! For illustrations or playing tokens, trace things on to paper, cut them out, and paste them where they will go. By doing this, you won't "mess up" and have to start your whole board over again.
- If you can't print, type! Type or print out instructions for game cards and spaces, and then paste them where you want them to go. Remember to do this in a column the size of the space into which you will be pasting the pieces. Otherwise you will end up with long strips of words and have to cut them all apart. Again, this makes for a neater game, and you won't end up having to start over due to one little mistake.
- Give yourself plenty of time. Don't rush to get it done the night before.
- Be sure all pieces are tightly attached to the game board. Little scraps of paper held on with a glue stick will often come off during transportation. You may want to cover them over with thick, clear tape, or clear Con-Tac paper to be sure they are on securely.
- Use craft-glue for craft pieces. Standard white glue will not hold tightly to felt, clay, wood, or many other craft materials. Use thick craft glue so pieces don't fall off during transportation.

Unit 2, Activity 15, Game Board Rubric

Game Board Rubric

Maximum Points	Criteria	Comments
<p>PLOT 0-20 points</p>	<p>20 or more events are presented from the beginning to the end of the story so the players easily follow the plot.</p>	
<p>PLANNING & APPEARANCE 0-20 points</p>	<ul style="list-style-type: none"> • Game is designed neatly and is colorful, with legible writing and appropriately sized spaces, making people want to play the game. • Game board is a convenient size for storage and transportation. • Game is designed with extreme care in organization and materials. • Names of book and author, as well as game designer, are prominently displayed on game, rules, or packaging. • Game fully involves the players and takes at least 15 minutes to play. 	
<p>SETTING 0-15 points</p>	<p>Players clearly travel through 4 or more settings of the book as they play the game.</p>	
<p>RULES 0-20 points</p>	<ul style="list-style-type: none"> • Step-by-step rules of the game are clearly written with few mechanical errors. • Rules are easily followed including while game is being played. • Players are able to follow the directions without the assistance of the game designer. • The theme/goal of the book is clearly presented in the rules as the object of the game. • Players achieve the thematic goal at the end of the game. 	
<p>GAME PIECES 0-15 points</p>	<ul style="list-style-type: none"> • All game pieces are included, and they relate to the story (ex: characters or symbolic representations). • Tokens for at least 4 players are provided. • All pieces are securely stored while game is not being played. 	

POETIC DEVICES

<p>Rhyme</p> <p>Words that have the same ending sounds</p> <p>“The tiny bird in the tree Was singing songs just for me.”</p>	<p>Alliteration</p> <p>Repetition of words with the same beginning sounds</p> <p>“Polly planted plenty of pretty pansies.”</p>
<p>Simile</p> <p>A figure of speech in which things are compared using the words “like” or “as”</p> <p>“The surface of the water looked as smooth as glass.”</p>	<p>Metaphor</p> <p>A figure of speech in which things are compared by stating that one thing is another</p> <p>“The clouds are cottonballs in the sky.”</p>
<p>Personification</p> <p>A figure of speech in which objects are given human qualities</p> <p>“The sun played peek-a-boo with the clouds.”</p>	<p>Onomatopoeia</p> <p>Words that sound like the objects or actions they refer to</p> <p>“A pesky mosquito buzzed around my head.”</p>

<p style="text-align: center;">Imagery</p> <p>Words or phrases that appeal to any sense or any combination of senses.</p> <p>“Looking into the calm, smooth, clear lake, I could see my hair creeping down my face.”</p>	<p style="text-align: center;">Personification</p> <p>A figure of speech that endows animals, ideas, or inanimate objects with human traits or abilities.</p> <p>“The angry wind whipped the leaves as they danced down onto the yard.”</p>
<p style="text-align: center;">Rhyme Scheme</p> <p>The sequence in which the rhyme occurs. The first end sound is represented as the letter "a", the second is "b", etc.</p> <p>“Cats love fish. Dogs love bones. Pigs love mud. And kids love cones.”</p>	<p style="text-align: center;">Stanza</p> <p>A grouping of two or more lines of a poem in terms of length, metrical form, or rhyme scheme.</p> <p style="text-align: center;">Dreams</p> <p>Hold fast to dreams For when dreams go Life is a barren field Frozen with snow.</p> <p>Hold fast to dreams For if dreams die Life is a broken-winged bird That cannot fly.</p> <p style="text-align: right;">Langston Hughes</p>

Chart Poetry Elements and Devices

Elements & Devices	Poem Title:	Poem Title:
Rhythm		
Rhyme		
Onomatopoeia		
Repetition/ Refrain		
Imagery		
Simile		
Metaphor		
Personification		
Alliteration		
Hyperbole		

Unit 3, Activity 6, Group Participation Rubric

Student Name _____

Date _____

	4	3	2	1	Score
	<i>All of the Time</i>	<i>Most of the Time</i>	<i>Some of the Time</i>	<i>None of the Time</i>	
<p>Participating:</p> <p>Group members participated in each step of the process.</p>					
<p>Listening</p> <p>Group members listened respectfully to each other's ideas.</p>					
<p>Questioning:</p> <p>Students interacted, discussed, and posed questions to all members of the team.</p>					
<p>Respecting:</p> <p>Group members encouraged and supported the ideas and efforts of others. The students offered assistance to each other.</p>					
<p>Sharing:</p> <p>Students offered ideas and reported their findings to each other.</p>					

Compare and Contrast Chart

Short Story or Prose	Poem																		
Title:	Title:																		
HOW ALIKE?																			
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Use proof directly from text and use inference skills.

Unit 3, Activity 7, Poetry Constructed Response Sample

Sometimes pets and their owners have different views about the same things. Read the exchange between an owner and her cat in the poem “On a Night of Snow.” Answer the question that follows.

On a Night of Snow

Cat, if you go outdoors you must walk in the snow.
You will come back with little white shoes on your feet,
little white slippers of snow that have heels of sleet.
Stay by the fire, my cat. Lie still, do not go.

See how the flames are leaping and hissing low;
I will bring you a saucer of milk like a marguerite,¹
so white and so smooth, so spherical and so sweet—
stay with me, Cat. Outdoors the wild winds blow.

Outdoors the wild winds blow, Mistress, and dark is the night,
strange voices cry in the trees, intoning² strange lore;
and more than cats move, lit by our eyes' green light,
on silent feet where the meadow grasses hang hoar³—
Mistress, there are portents⁴ abroad of magic and might
and things that are yet to be done. Open the door!

¹ *marguerite* — daisy

² *intoning* — singing

³ *hoar* — covered with frost

⁴ *portents* — signs of things to come

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Explain the **two** contrasting points of view presented by Mistress and Cat in the poem. Use relevant and specific information from the poem to support your answer.

Unit 3, Activity 7, Constructed Response Rubric

Louisiana LEAP general scoring rubric for a 2 point response

Score	Description
2	<ul style="list-style-type: none">• The student’s response provides a complete and correct answer.
1	<ul style="list-style-type: none">• The student’s response is partially correct. or• The student’s response demonstrates limited awareness or contains errors.
0	<ul style="list-style-type: none">• The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.

Specific Scoring Rubric for “On a Night of Snow” Constructed Response Question

Score	Description
2	<ul style="list-style-type: none">• The student’s response provides two contrasting views <u>and</u> uses relevant and specific information from the poem.
1	<ul style="list-style-type: none">• The student’s response provides one contrasting view <u>and</u> uses relevant and specific information from the poem. or• The student’s response provides two contrasting views but does not use specific and relevant information from the poem. or• The student’s response demonstrates limited awareness or contains errors.
0	<ul style="list-style-type: none">• The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.

Unit 3, Activity 7, Constructed Response Rubric

Score 2 The student's response provides two contrasting views and uses relevant and specific information from the poem.

In the poem "On a Night of Snow" Mistress and the cat have two different views about the cold night. Mistress thinks that her cat should stay indoors where it is warm because she is protective of the cat. She doesn't want the cat to "walk in the snow" and come back with "little white slippers of snow that have heels of sleet." She wants ~~the cat~~ ^{to} spoil the cat by having it lay by the fire and give it saucers of milk.

The cat on the other hand wants to go outdoors. He tells his mistress that "there are portents abroad of magic and might and things that are yet to be done." ~~He but~~ He wants to have adventures.

Unit 3, Activity 7, Constructed Response Rubric

Score 1 The student's response provides two contrasting views but does not use specific and relevant information from the poem.

The 2 contrasting points of view presented by mistress and cat are mistress is in the house and is trying to tell cat not to go outside. But cat says that the night is for cats he wants to walk thru the snow because he likes the night.

Score 1 The student's response provides one contrasting view and uses relevant and specific information from the poem.

In the poem, Mistress didn't want Cat to go outside because she said stay by the fire, lie still do not go outside. You'll come back with little white shoes on your feet.

Unit 3, Activity 7, Constructed Response Rubric

Score 0 The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

The cat wanted to lay by the fire to get warm. The lady wants the cat to leave the house because she is alergic.

Literary Response: Poetry Rubric

		4 Advanced	3 Proficient	2 Basic	1 Below Basic
Comprehension	<input type="checkbox"/> Elaborately explains main ideas and themes in poems.	<input type="checkbox"/> Identifies and explains main ideas and themes in poems.	<input type="checkbox"/> Partially identifies main ideas and themes in poems.	<input type="checkbox"/> Unable to identify main ideas or themes in poems.	
	<input type="checkbox"/> Uses numerous and well-chosen examples from poems to support statements.	<input type="checkbox"/> Uses adequate examples from poems to support statements.	<input type="checkbox"/> Lacks adequate evidence from poems to support statements.	<input type="checkbox"/> Uses no supporting examples or examples are inaccurate.	
	<input type="checkbox"/> No errors in text-based details.	<input type="checkbox"/> No errors in text-based details	<input type="checkbox"/> May contain minor errors in text-based details.	<input type="checkbox"/> There are many errors in text-based information.	
	<input type="checkbox"/> Identifies and clearly explains key poetic devices.	<input type="checkbox"/> Identifies key poetic devices.	<input type="checkbox"/> Partially identifies key poetic devices.	<input type="checkbox"/> Unable to identify key poetic devices.	
Analysis and Interpretation	<input type="checkbox"/> Evaluates key poetic devices.	<input type="checkbox"/> Interprets key poetic devices.	<input type="checkbox"/> Attempts to interpret key poetic devices.	<input type="checkbox"/> Unable to interpret key poetic devices.	
	<input type="checkbox"/> Elaborately explains and evaluates how the poet uses poetic devices to communicate the meaning of the poem.	<input type="checkbox"/> Explains and evaluates how the poet uses poetic devices to communicate the meaning of the poem.	<input type="checkbox"/> Attempts to explain and evaluate how the poet uses poetic devices to communicate the meaning of the poem.	<input type="checkbox"/> Unable to explain and evaluate how the poet uses poetic devices to communicate the meaning of the poem.	
	<input type="checkbox"/> Elaborately evaluates the author's purpose and effectiveness in using poetic devices.	<input type="checkbox"/> Evaluates the author's purpose and effectiveness in using poetic devices.	<input type="checkbox"/> Attempts to evaluate the author's purpose and effectiveness in using poetic devices.	<input type="checkbox"/> Unable to evaluate the author's purpose and effectiveness in using poetic devices.	

Unit 3, Activity 8, Compare and Contrast Essay – Writing Rubric

	4 Advanced	* 3 Proficient	2 Basic	1 Below Basic
Focus	<input type="checkbox"/> Essay is clearly focused on the topic and purpose and identifies the two well-chosen subjects.	<input type="checkbox"/> Essay is focused on topic and purpose and identifies the two subjects.	<input type="checkbox"/> Essay has a vague focus or the two subjects identified have little in common.	<input type="checkbox"/> Essay is unfocused or does not identify the two subjects.
Content	<input type="checkbox"/> Essay discusses meaningful similarities and differences.	<input type="checkbox"/> Essay discusses meaningful similarities and differences.	<input type="checkbox"/> Essay discusses only one similarity or difference, or essay discusses only similarities or differences.	<input type="checkbox"/> Essay does not discuss any similarities or differences.
	<input type="checkbox"/> Topic sentences are used to state main ideas. Many vivid corresponding details and examples are given as support.	<input type="checkbox"/> Topic sentences are used to state main ideas. Details and examples are given as support.	<input type="checkbox"/> Topic sentences may be missing from some paragraphs. Few details are given as support.	<input type="checkbox"/> Few paragraphs have topic sentences. Minimal or no details are given as support.
	<input type="checkbox"/> Conclusion clearly restates and expands on the main idea of the essay.	<input type="checkbox"/> The conclusion sums up main ideas.	<input type="checkbox"/> The conclusion only repeats the main idea from the introduction.	<input type="checkbox"/> Essay ends abruptly or conclusion lacks a restatement of the main idea.
Organization	<input type="checkbox"/> Appropriate method of organization is used consistently throughout the essay.	<input type="checkbox"/> Appropriate method of organization is used throughout the essay.	<input type="checkbox"/> Organization is inconsistent and sometimes difficult to follow.	<input type="checkbox"/> Essay is disorganized, with points of comparison in no clear order.
	<input type="checkbox"/> Well-chosen transitional words and phrases clearly show points of comparison and contrast.	<input type="checkbox"/> Appropriate transitional words and phrases help the reader identify points of comparison and contrast.	<input type="checkbox"/> Few transitional words and phrases are used to help identify points of comparison and contrast.	<input type="checkbox"/> Transitional words are missing or inappropriate.
Word Choice	<input type="checkbox"/> Rich and vivid words are used. Smooth, varied, and flowing sentences give the piece a polished feel. A strong writer’s voice is present.	<input type="checkbox"/> Word choice is appropriate for grade level, some variety in sentence structure. Writer’s voice is present.	<input type="checkbox"/> Word choice is limited; writer lacks variety in sentence structure. Writer’s voice is weak.	<input type="checkbox"/> Word choice may be confusing. All sentences may be short or begin the same way. Writer’s voice is missing.
Conventions	<input type="checkbox"/> There are almost no mistakes in conventions.	<input type="checkbox"/> There may be some mistakes in conventions, but they do not seriously affect understanding.	<input type="checkbox"/> Mistakes in conventions sometimes make the paper hard to understand.	<input type="checkbox"/> Many mistakes in conventions make the paper hard to understand.

Sample Poetry Forms

LIMERICK

Consist of 5 Lines
Lines 1, 2, and 5 rhyme
And consist of 7 to 10 syllables
Lines 3 and 4 rhyme
And consist of 5 to 7 syllables

HAIKU

Japanese form of poetry
Usually has nature theme
Line 1 has 5 syllables
Line 2 has 7 syllables
Line 3 has 5 syllables

CINQUAIN

First Line: 2 syllables/one word, giving title
Second Line: 4 syllables/ two words, describing title
Third Line: 6 syllables/3 words, expressing an action
Fourth Line: 8 syllables/4 words, expressing a feeling
Fifth Line: 2 syllables/Another word for the title

DIAMANTE

Poem in the shape of a diamond
Seven lines long

Noun
Adjective, Adjective
Participle, Participle, Participle
Noun, Noun, Noun, Noun
Participle, Participle, Participle
Adjective, Adjective
Noun

BALLAD

Narrative Poetry
Tells a Story
Set to Music

Original Poems Grading Guide

- Point values may be adjusted to conform to individual grading systems.
 - Included the use of at least three poetic techniques, selected from the following list:
 - simile
 - metaphor
 - personification
 - alliteration
 - onomatopoeia
 - repetition
 - Revised for content
 - Edited for mechanics (e.g., spelling, grammar, and punctuation)
 - Carefully crafted illustration reflects content
 - Written in one of the forms studied (e.g., haiku, limerick, diamante, ballad, etc.)
 - Presented to class

Unit 3, Activity 10, Poetry Book Rubric

- Point values may be adjusted to conform to individual grading systems.
 - Content
 - Eight to ten original poems demonstrating the use of poet's tools
 - Title for each poem
 - Lines and stanzas, not paragraphs
 - Organization
 - Cover page with title and author's name
 - Title page with title, author's name, publishing company, and city of publication
 - Copyright page
 - Table of contents
 - Illustrations or clip art for each poem
 - Conventions
 - Correct spelling
 - Correct grammar
 - Correct punctuation

Unit 3, Activity 12, Question the Author

Goal	Question
Initiate discussion.	What is the author trying to say? What is the author's message? What is the author talking about?
Focus on author's message.	That is what the author says, but what does it mean? Why did the author choose this word?
Link information.	How does that connect with what the author already told me? What information has the author added here that connects with _____? Have I seen this information in any other source?
Identify difficulties with the way the author has presented information or ideas.	Does that make sense? Does the timeline of events make sense? Did the author state or explain that clearly? Why or why not? What do I need to figure out or find out?
Encourage students to refer to the text because they have misinterpreted, or to help them recognize that they have made an inference.	Did the author tell me that? Did the author give me the answer to that? What was the author's impression of _____? What was the author's attitude toward _____?
Link information being read to outside experiences.	What does that statement or description remind me of _____? What about the time period seems familiar or similar to my own?

Unit 3, Activity 12, Question the Author Sample Model

Question the Author (QtA) Sample Model

The Big Sea, “Beyond Sandy Hook,” Langston Hughes

Goal/ Question	Question
Initiate discussion.	<p>Why did you describe yourself as being melodramatic when throwing books into the water?</p> <p>Hughes: It was symbolic for me. I probably could have sold them or gave them away; instead, I destroyed them by throwing them into the water.</p>
Focus on author’s message.	<p>How do you explain why the books felt like “a million bricks out of you heart”?</p> <p>Hughes: It was because I felt I was being made to read and study. I wasn’t reading for myself. It was for others... I felt lots of pressure.</p> <p>Why did you pick nighttime to throw away the books?</p> <p>Hughes: It is dark and I could do this without being seen.</p>
Link information.	<p>You became a seaman, did that affect the way you feel about books?</p> <p>Hughes: Sure, I was free of the books. I felt I wouldn’t have to study or deal books anymore.</p>
Identify difficulties with the way the author has presented information or ideas.	<p>Why did you mention twenty-one, twice?</p> <p>Hughes: I no longer felt like a boy; I was grown up. But I also realized that I was not in control of everything that would happen to me.</p>
Encourage students to refer to the text because they have misinterpreted, or to help them recognize that they have made an inference.	<p>You mentioned that you felt books had been “happening to you. What do you mean by that?”</p> <p>Hughes: In college, I was not in control of what I read; I felt forced to read what others wanted me to read. I was no longer reading for myself.</p> <p>Considering you had college credits, you took a lower level job as “mess boy”. Why?</p> <p>Hughes: I was young and had no ship experiences. I was not qualified for any other job. Experience is what qualifies you for officer’s jobs, not college credits.</p>
Link information being read to outside experiences.	<p>Now that you are older and maybe wiser, does that mean you would no longer toss your books in the water?</p> <p>Hughes: Yes.</p> <p>Was going to college and going to sea helpful to you as a writer? Why?</p> <p>Hughes: I experienced life first hand; I did not have to just read books to gain knowledge. I met many different types of people from many walks of life. I experienced life actively.</p>

Reading Diary Prompts

Write about what your feelings are after reading the opening chapter(s) of the book. How do your feelings change (or do they) after reading half the book? Do you feel any differently after finishing the book? Would you read the book again?

Does the book invoke any emotions such as laughter, tears, smiles, anger? Was the book just boring and meaningless? Record some of your reactions.

Are there connections between the book and your own life? Does the book remind you of an event (or events) that happened to someone you know? Does the book remind you of what happened in another book you've read?

Which of the characters would you become, if you could? Why? If there's something about the character that you'd want to change, what is it?

What questions would you like to ask the author of the book? Are they questions that you may be able to answer by reading more about the author's life and/or works?

Are you confused about what happened (or didn't happen) in the book? What events or characters do you not understand? Does the use of language in the book confuse you? How did your confusion affect how you liked the book? Is there anything that the author could have done to make what happened (or didn't happen) more clear?

Unit 4, Activity 1, Reading Diary Prompts

Is there an idea in the book that makes you stop and think, or prompts questions? Identify the idea and explain your responses.

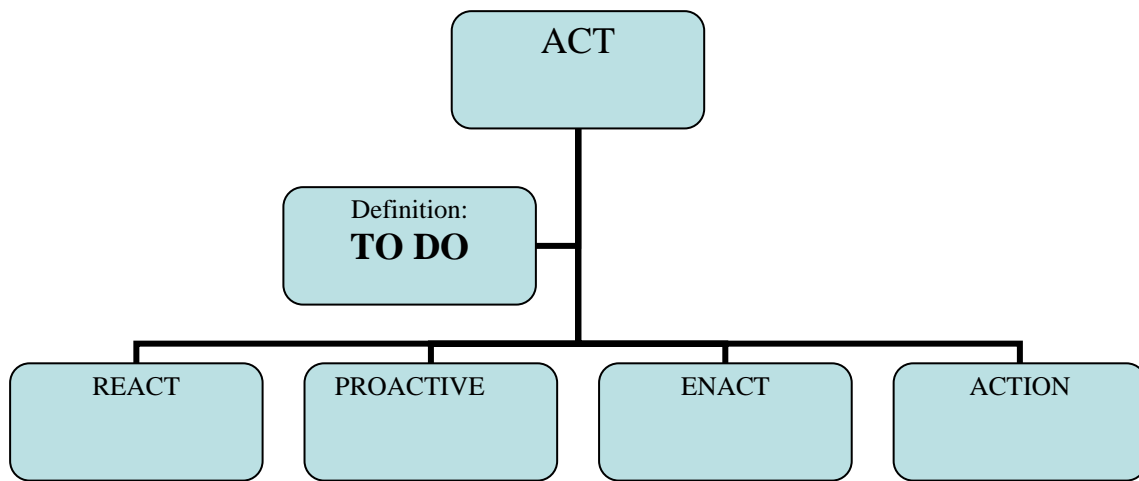
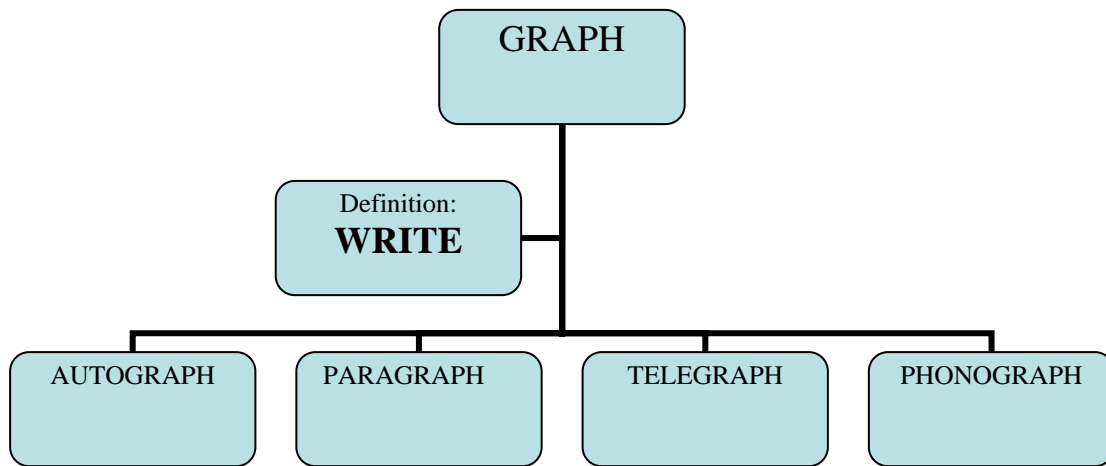
What are your favorite lines/quotes? Copy them into your reading diary/journal and explain why these passages caught your attention.

Who else should read this book? Should anyone not be encouraged to read this book? Why? Would you recommend the book to a friend or fellow classmate?

Write a brief summary or review of the book. What happened? What didn't happen? Capture what it is about the book that stands out (or doesn't stand out).

Write about the characters? Which one is your favorite? Is there a character you hate/detest/despise? Why? What traits could you change about the characters that would change how you think about them? Do you think that any of the characters represent *real* people? Does anything about a particular character seem to be related to the author's true personality--who the writer is?

Unit 4, Activity 2, Common Roots and Affixes



Unit 4, Activity 5, Fiction Opinionnaire

What Are Your Opinions About Fiction?

Answer the following statements with *Yes* or *No*; **then** put reasons for your answer below.

1. Fiction is based in fact. _____

Your reasons:

2. Fiction include stories that teach important lessons about life. _____

Your reasons:

3. Fiction includes realistic events. _____

Your reasons:

4. Fiction contains magic, morals, or futuristic ideas. _____

Your reasons:

What Are Your Opinions About Fiction?

Answer the following statements with *Yes* or *No*; **then** put reasons for your answer below.

1. Fiction is based in fact. _____

Your reasons:

2. Fiction include stories that teach important lessons about life. _____

Your reasons:

3. Fiction includes realistic events. _____

Your reasons:

4. Fiction contains magic, morals, or futuristic ideas. _____

Your reasons:

Story Map

Title of Book: _____

Author/Illustrator: _____

Main Character(s)
Setting (Where & When)
Main Character(s) Central Conflict (Problem)
Plot –Complications and Events Beginning 1. 2. 3. Middle 1. 2. 3. End 1. 2. 3. Resolution (How Problem is Solved)

Quilt Patch Assessment Guide

Patch	Represents theme Provides details that support theme Details are accurate Creative, interesting, and meaningful Neat and well-thought out	50%
Presentation	Includes accurate description of a theme Includes explanation of theme's relevance to novel Speaker's voice is loud and clear	50%

Unit 4, Activity 9, Theme Rubric

Score	Description of Score Level
4	<p>The student's response:</p> <p>uses one or more examples from <u>both</u> of the short stories that show how the themes are alike</p> <p style="text-align: center;">and</p> <p>explains how each author developed that theme</p> <p style="text-align: center;">and</p> <p>includes one example from <u>both</u> of the short stories that shows the differences in how the theme was developed in each</p>
3	<p>The student's response:</p> <p>uses one example from <u>both</u> of the short stories showing how the themes are alike</p> <p style="text-align: center;">and</p> <p>explains how the author developed the theme</p> <p style="text-align: center;">OR</p> <p>uses one example from <u>both</u> of the short stories that shows the differences in how the theme was developed in each</p> <p style="text-align: center;">and</p> <p>explains how the author developed the theme</p>
2	<p>The student's response:</p> <p>uses one example from <u>one</u> of the short stories showing how the themes are alike</p> <p style="text-align: center;">and</p> <p>uses one example from <u>one</u> of the short stories that shows the differences in how the theme was developed in each of the stories</p> <p style="text-align: center;">and</p> <p>explains how the author developed the theme</p> <p style="text-align: center;">OR</p> <p>uses one example from <u>both</u> of the short stories showing how the themes are alike</p> <p style="text-align: center;">and</p> <p>uses one example from <u>both</u> of the short stories that shows the differences in how the theme was developed in each</p>
1	<p>The student's response:</p> <p>uses one example from <u>one</u> of the short stories showing how the themes are alike</p> <p style="text-align: center;">OR</p> <p>uses one example from <u>one</u> of the short stories that shows the differences in how the theme was developed in each of the stories</p> <p style="text-align: center;">OR</p> <p>explains how the author developed the theme</p>
0	<p>The student's response is incorrect, irrelevant, too minimal to evaluate, or blank</p>

Unit 4, Activity 11, Short Story Grading Guide

- Point values may be adjusted to conform to individual grading systems.

Short Story Grading Guide

- Title: Captures the attention of the reader
- Plot: Appropriate for intended audience
- Beginning: Introduces the characters and setting
- Characters: Thoroughly described, including physical aspects, personal thoughts, feelings, attitudes, and personalities; interesting; appeals to the readers
- Setting: Descriptive; appropriate for the plot, mood, and characters; realistic and accurate; changes when necessary
- Middle: Builds suspense; holds reader's attention; uses action and dialogue; sequential order
- Climax: High point of suspense; demonstrates turning point of the story
- Ending: Demonstrates change in characters; resolves problems
- Organization: Organizes information logically in paragraphs
- Mechanics: Uses capitalization and punctuation correctly; spells words correctly; uses complete sentences and correct subject/verb agreement

Reading Diary Prompts

(These prompts are designed for all readers, from the advanced to the struggling reader. The teacher should choose which prompts are fitting for his/her class. All of the questions in each grouping should be asked.)

Books are designed to elicit a reader's emotions. Does the book evoke any emotions such as laughter, tears, smiles, anger, or was the book just boring and meaningless? Record some of your reactions and the passage(s) that caused the reactions.

Record any connections between the book and your own life. Does the book remind you of an event (or events) that happened to someone you know or remind you of what happened in another book you've read? Compare the event in the story and the connection to the event that happened to you, someone you know, or to another story you have read.

Which of the characters would you become, if you could? Why? If there's something about the character that you'd want to change, what is it?

What questions would you like to ask the author of the book? Are they questions that you may be able to answer by reading more about the author's life and/or works?

Are you confused about what happened (or didn't happen) in the book? What events or characters do you not understand? Does the use of language in the book confuse you? How did your confusion affect how you liked the book? Is there anything that the author could have done to make what happened (or didn't happen) more clear?

Unit 5, Activity 1, Reading Diary Prompts

Is there an idea in the book that makes you stop and think or prompts questions? Identify the idea and explain your responses. What are your favorite lines/quotes? Copy them into your reading diary/journal and explain why these passages caught your attention.

Who else should read this book? Should anyone not be encouraged to read this book? Why? Would you recommend the book to a friend or fellow classmate?

Write a brief summary or review of the book. What happened? What didn't happen? Capture what it is about the book that stands out (or doesn't stand out).

Did the author try to persuade the reader with his or her opinion? How did the author do this? Did the author use any writer's techniques such as bandwagon or testimonial? List some of the lines the author used to persuade the reader and put the technique that the author used.

Write about the characters? Which one is your favorite? Is there a character you hate/detest/despise? Why? What traits could you change about the characters that would change how you think about them? Do you think that any of the characters represent *real* people? Does anything about a particular character seem to be related to the author's true personality--who the writer is?

Unit 5, Activity 2, Vocabulary Self-Awareness Chart

Name: _____

Date: _____

Directions: Rate your understanding of each word by marking in the appropriate boxes, either a “+” (understand well), a “√” (limited understanding or unsure), a “-” (have seen or heard—don’t know the meaning), or a “?” (don’t know at all).

Word	+	√	?	-	Example	Definition
bandwagon						
testimonial						
persuade						
propose						
hype						
doctrine						
advertise						
rhetoric						
enlightenment						
pitch						

PROPAGANDA TECHNIQUES

Bandwagon

This technique tries to persuade everyone to join in and do the same thing.

Testimonial

An important person or famous figure endorses a product

Transfer

Good feelings, looks, or ideas are transferred to the person for whom the product is intended.

Repetition

The product name or keyword or phrase is repeated several times.

Emotional Words

Words such as luxury, beautiful, paradise, and economical are used to evoke positive feelings in the viewer.

Name-calling

Negative words are used to create an unfavorable opinion of the competition in the viewer's mind.

Faulty Cause and Effect

Use of a product is credited for creating a positive result.

Compare and Contrast

The viewer is led to believe one product is better than another, although no real proof is offered.

Unit 5, Activity 7, Help Wanted

Name _____

Date _____

Directions: Decide how you would sell these products. Fill out the process guide below. You may use your own paper to complete if more room is needed.

HELP WANTED:
People who can convince others to buy our products

1. Product 1: New Breakfast Cereal (Sweet and Crunchy)

Type of Propaganda Needed	Ad Source	Audience
Ex: _____	_____	_____
_____	_____	_____

2. Product 2: Cold/Sinus Medicine

Type of Propaganda Needed	Ad Source	Audience
_____	_____	_____
_____	_____	_____

3. Product 3: iPod/Cell Phone

Type of Propaganda Needed	Ad Source	Audience
_____	_____	_____
_____	_____	_____

HELP WANTED:

People who can convince others to buy our products

1. Product 1: New Breakfast Cereal (Sweet and Crunchy)

Type of Propaganda Needed	Ad Source	Audience
<u><i>Bandwagon: Everyone is buying it</i></u>	<u><i>Kids' Magazine</i></u>	<u><i>Ages 4-12</i></u>

Example: *Every kid is eating “Sweet and Crunchy” cereal! Why aren’t you? Since no one wants to be left out, the bandwagon approach appeals to people who want to be like all others and not be left out.*

2. Product 2: Cold/Sinus Medicine

Type of Propaganda Needed	Ad Source	Audience
<u><i>Testimonial: Famous spokesperson</i></u>	<u><i>Radio/TV</i></u>	<u><i>Adults 25+</i></u>

Example: *Bill Clinton, former President and now campaigner for wife Hillary, appears in television or radio ads supporting the new cold/sinus medicine. Since Mr. Clinton is well known and respected nationally, he will likely convince others to purchase the cold/sinus medicine.*

Unit 5, Activity 8, Split-page Notetaking Example

“Title of Article,” Newspaper or Magazine, Date; page

Audience	
Author’s Point of View or bias	
Subject	
Potential point of conflict	

Heller, Laura, “Crocs: The Sweatpants of Footwear,” American Press, Sunday, September 30, 2007; Section E page 1 and 3.

Audience	Everyone who wears the footwear “Crocs”
Author’s Point of View or bias	Wearing Crocs around the house to bum around is okay, but one should not wear Crocs out in public where other shoes are more appropriate.
Subject	Croc Shoes: when should one not wear them
Potential point of conflict	Author works in area that requires shoes that are not casual

Unit 5, Activity 11, Editing Checklist

Before working on the next draft of your essay, mark the following checklist yes or no then edit.

<i>EDITING CHECKLIST</i>	YES	NO
Do I have complete sentences (no fragments)?		
Do I have run-on sentences?		
Do I begin all my sentences with a capital and end them with the correct end marks?		
Are my sentences logically organized into paragraphs?		
Are all my words spelled correctly?		
Did I capitalize all the proper nouns?		
Did I use commas, apostrophes, and quotation marks correctly?		

Unit 5, Activity 11, Persuasive Essay Rubric

Name _____

Date _____

Persuasive Essay Rubric

Criteria	4	3	2	1
Purpose	I state my purpose and explain why it is controversial.	I state my purpose but don't explain why it is controversial.	My purpose is confused and/or unclear.	I don't say what my argument or purpose is.
Reasons in support	I give clear and accurate reasons in support of my claim.	I give reasons in support of my claim but I may overlook important reasons.	I give 1 or 2 weak reasons that don't support my claim, and/or irrelevant or confusing reasons.	I do not give convincing reasons in support of my claim.
Reasons against	I discuss the reasons against my claim and explain why it is valid anyway.	I discuss the reasons against my claim, but leave some reasons out and/or don't explain why the claim still stands.	I say that there are reasons against the claim but I don't discuss them.	I do not acknowledge or discuss the reasons against the claim.
Organization	My writing has a compelling beginning, an informative middle and a satisfying conclusion.	My writing has a beginning, middle, and end. It marches along but doesn't dance.	My writing is organized but sometimes gets off topic.	My writing is aimless and disorganized.
(Body) Voice and tone	It sounds as if I care about my argument. I show how I think and feel about it.	My tone is OK, but my paper could have been written by anyone. I need to tell more about how I think and feel.	My writing is bland. There is either no hint of a real person in it, or it sounds like I'm a fake.	My writing is too formal or too informal. It sounds as if I don't like the topic of the essay.
(Body) Word choice	The words I use are natural, varied, and vivid.	I make routine word choices.	The words I use are often dull or uninspired or sound like I am trying too hard to impress.	I use the same words over and over and over and over. Some words may be confusing to a reader.
(Body) Sentence fluency	My sentences are clear, complete, and of varying lengths.	I have well-constructed sentences.	My sentences are sometimes awkward, and/or contain run-ons and fragments.	Many run-ons, fragments and awkward phrasings make my essay hard to read.
Conventions	I use correct grammar, spelling, and punctuation.	I generally use correct conventions. I have a couple of errors I should fix.	I have enough errors in my essay to distract a reader.	Numerous errors make my paper hard to read.

Unit 5, Activity 12, Debate Rubric

Name _____

Topic _____

Team _____

Position _____

Debate Rubric

	4 Points	3 Points	2 Points	1 Point	Score
Addresses Issues	Always addresses topic	Usually addresses topic	Rarely addresses topic	Did not address topic	
Support with Facts	Uses many facts that support topic	Uses some facts that support topic	Uses few facts that support topic	Does not use facts that support topic	
Use of Arguments, Examples, and Facts	<ul style="list-style-type: none"> Arguments are clear and convincing Many relevant supporting examples and facts given 	<ul style="list-style-type: none"> Arguments are sometimes clear and convincing Many examples and facts given: most relevant 	<ul style="list-style-type: none"> Arguments are rarely clear and convincing Some relevant supporting examples and facts given 	<ul style="list-style-type: none"> Arguments are never clear and convincing Few relevant supporting examples and facts given 	
Use of Rebuttal	Many effective counter-arguments made	Some effective counter-arguments made	Few effective counter-arguments made	No effective counter-arguments made	
Organization	<ul style="list-style-type: none"> Completely clear and orderly Opening statement electrifies audience Closure convinces the audience 	<ul style="list-style-type: none"> Most clear and orderly in all parts Opening statement grabs attention audience Brings closure to debate 	<ul style="list-style-type: none"> Clear in some parts but not overall Introduces topic Brings some closure to the debate 	<ul style="list-style-type: none"> Unclear in most parts Does not introduce topic No closure 	
Teamwork	Each team member had equal talking time	One member talks 75% of the time	One member does the talking 100% of the time	No one talks	

Reading Diary Prompts

(These prompts are designed for all readers, from the advanced to the struggling reader. The teacher should choose which prompts are fitting for his/her class. All of the questions in each grouping should be asked.)

Books are designed to elicit a reader's emotions. Does the book evoke any emotions such as laughter, tears, smiles, anger; or was the book just boring and meaningless? Record some of your reactions and the passage(s) that caused the reactions.

Record any connections between the book and your own life. Does the book remind you of an event (or events) that happened to someone you know or remind you of what happened in another book you've read? Compare the event in the story and the connection to the event that happened to you, someone you know or to another story you have read.

Which of the characters would you become, if you could? Why? If there's something about the character that you'd want to change, what is it?

What questions would you like to ask the author of the book? Are they questions that you may be able to answer by reading more about the author's life and/or works?

What events or characters do you not understand? Why? Does the use of language in the book confuse you? How did your confusion affect how you liked the book? Is there anything that the author could have done to make what happened (or didn't happen) more clear?

Unit 6, Activity 1, Reading Diary Prompts

Is there an idea in the book that makes you stop and think, or prompts questions? Identify the idea and explain your responses. What are your favorite lines/quotes? Copy them into your reading diary/journal and explain why these passages caught your attention.

Who else should read this book? Should anyone not be encouraged to read this book? Why? Would you recommend the book to a friend or fellow classmate?

Write a brief summary or review of the book. What happened? What didn't happen? Capture what it is about the book that stands out (or doesn't stand out).

Write about the characters? Which one is your favorite? Is there a character you hate/detest/despise? Why? What traits could you change about the characters that would change how you think about them? Do you think that any of the characters represent *real* people? Does anything about a particular character seem to be related to the author's true personality--who the writer is?

Unit 6, Activity 2, Drama Vocabulary Self-Awareness Chart

Name _____

Date _____

Word	+	√	-	Example	Definition
Cue					
Drama					
Scene					
Dialogue					
Stage Directions					
Dramatic Monologue					
Plot					
Plot Sequence					
Point of View					
Stage Directions					
Setting					
Props					
Tragedy					
Act					
Cast					
Roles					
Props					
Script					
Screenplay					
Improvisation					
Foreshadow					
Flashback					

Interpretation/Situations

Directions for use: Teacher may make individual cards of each and have students choose one to dramatize or teacher may use as a transparency and choose an activity for whole class to dramatize.

Pantomime or Dramatize

yawning	speaking	hiccupping	twittering
sighing	cooling	wheezing	crowing
groaning	calling	murmuring	lowing
moaning	chuckling	sputtering	squalling
grunting	rustling	whistling	neighing
growling	snoring	hissing	shinning
howling	whimpering	cackling	rattling
roaring	wailing	trilling	clanging
bellowing	shouting	hooting	ringing
screeching	laughing	creaking	honking
screaming	sneezing	braying	popping
crying	snickering	whispering	clicking

Make Your Face

smile	wink	leer	glare
frown	gape	yawn	wince
sneer	scowl	chew	grimace
pout	grin	stare	squint

Dramatize These Moods

fear	boredom	despair	contempt
pain	wonder	hope	reluctance
rage	generosity	pity	admiration
joy	reverence	hate	delight
sorrow	jealousy	love	anticipation
loneliness	envy	compassion	impatience
satisfaction	resentment	horror	happiness
frustration	pride	disgust	doubt
contentment	shame	surprise	greed
discontentment	repentance	gratitude	
anxiety	resignation	gaiety	

Dramatize These Activities

work	play	study	fight
worship	build	destroy	celebrate
harvest	plant		

Unit 6, Activity 6, Split-page Notetaking Sample

Split-page Notetaking Example for a play

The Red Badge of Courage,” Read Magazine, Vol. 55-No.11, January 20, 2006; page 4-17.

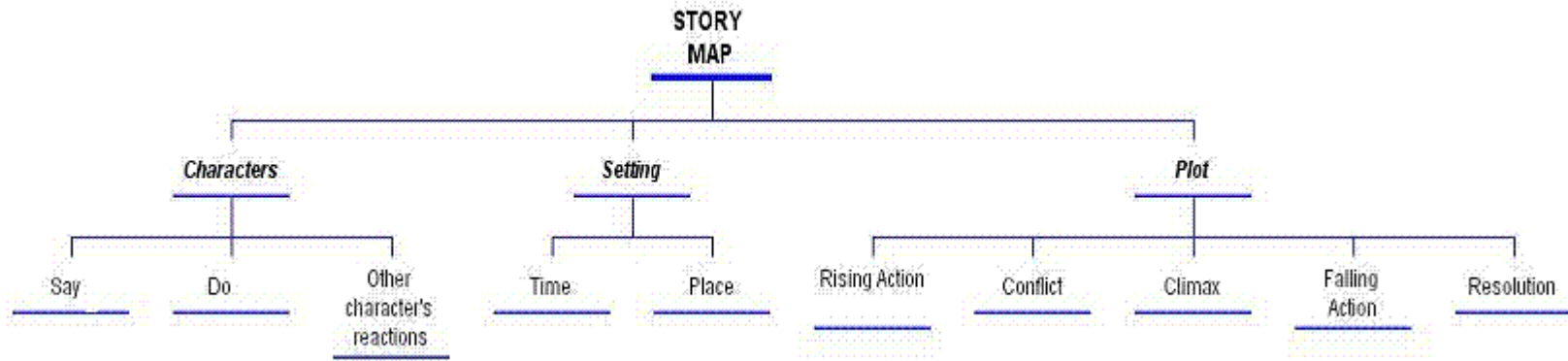
Playwright/Author	Stephen Crane, adapted by Jennifer Kroll
Acts or Scenes	11 scenes
Cast of Characters	Narrators 1, 2, and 3, Jim Conklin, Henry Fleming, Wilson, Henry’s mother, Privates 1, 2, and 3, Retreating Soldiers 1,2,3,and 4, General, Colonel, Captain, Major Jones, Wounded Soldiers 1 and 2, Corporal, Lieutenant MacChesnay, Soldiers 1 and 2
Dialogue/Monologue	Henry: Did you ever think you might run yourself, Jim? Jim: (<i>thoughtfully</i>) Well, I’ve thought it might get too hot for Jim Conklin in some of them scimmages, and if a whole lot of boys started to run, why, I suppose I’d run. And if I once started to run, I’d run like the devil. But if everybody was standin’ and fightin’ why---I’d stand and fight. By jiminy, I would. I’d bet on it.
Plot	Fighting is about to begin, anxiety is running high within the troops. About to face his first battle, Henry wonders if he will have the courage to stand and fight or if he will run away.
Crisis	Henry lets fear overtake his courage then tries to cover it up by lying to Wilson about where he’s been all day.
Climax	Henry views his running away and lying about it as a lesson learned. After seeing his fellow soldier and friend Jim die, Henry realizes that a soldier who runs does not support his fellow soldiers and friends. Henry is determined to fight and win his own red badge of courage. Henry behaves bravely in other battles that ensue and leads his regiment into battles. Henry also comes to the realization that many of the bravest and most cowardly actions mean nothing to officers, but these are the things that make him a man.
Setting	Union Army camp of Regiment 304, battlefield
Stage Directions	Located in parenthesis after character’s names
Props	Knapsacks and other soldier gear
Theme	Mistakes in life are useful. It keeps pride in check and helps make a person a responsible adult.

Story Elements Reminders

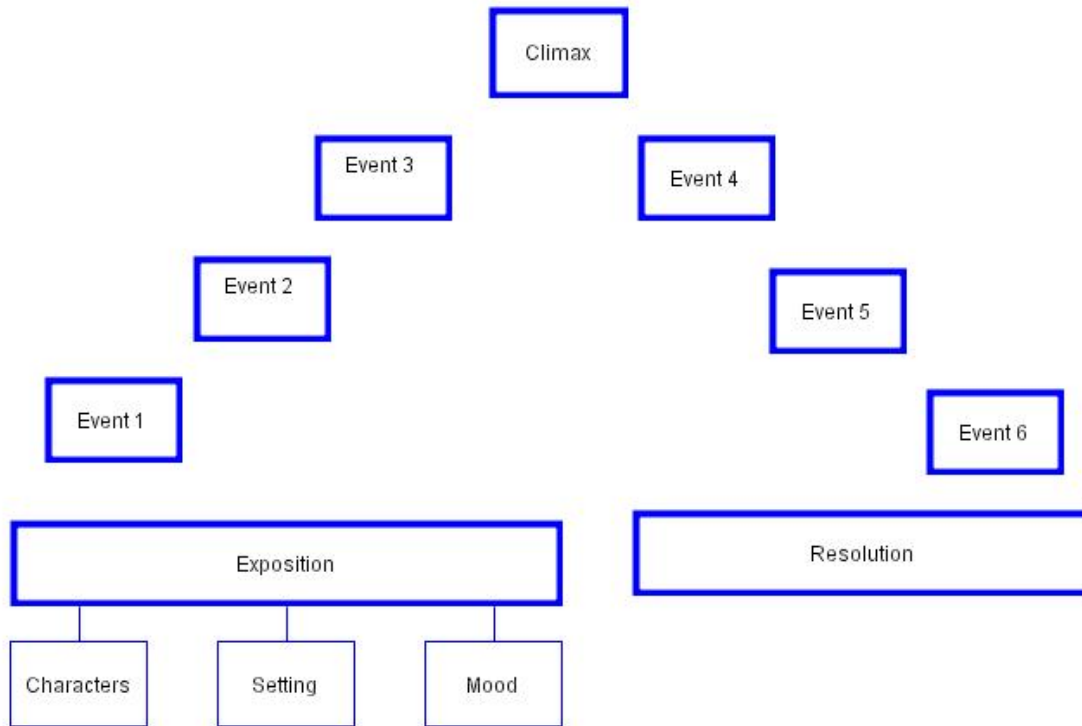
- **Characters** are developed by what the character says and does, how other characters react to the character, and what the author or narrator tells us about the character.
- **Setting** can be described in terms of where and when. Students should consider why setting is important to the plot and how it affects the characters and mood of the story.
- **Plot** hinges on a conflict the main characters face and the resolution of that conflict. A typical plot has the following sequence of events:
 - *Exposition*—introduces the characters, setting, and mood
 - *Rising action*—introduces the conflict
 - *Conflict*—the main character’s problem, which may be internal (e.g., guilt, greed) or external (e.g., poverty, an accident)
 - *Climax*—the moment of greatest emotion; the turning point of the story when the conflict begins to be resolved
 - *Falling action*—the events following the climax, but before the resolution
 - *Resolution*—how the conflict ends

Unit 6, Activity 7, Story Element Map Example

Story Element Map



Plot Diagram Flow Map



iLEAP Writing- Rubric

Dimension/Scale		Possible Points	Your Points
<p>Composing (0-4 pts.)</p> <p style="text-align: center;">[IDEAS]</p>	<p>Focus on a Central Idea - Sticks to one main topic; Has an appropriate guiding thesis for writing genre and purpose</p>	0-1	
	<p>Support and Elaboration for Idea - Has ENOUGH effective details and reasoning in <u>each</u> body paragraph to provide sufficient evidence for main idea <i>[Oh, yeah? Prove it.]</i></p>	0-1	
	<p>Unity of Purpose - All sentences and ideas relate to main topic; doesn't stray from central focus <i>[No left-field ideas]</i></p>	0-1	
	<p>Organization - Is arranged in a logical order <i>[spatial; chronological; importance; etc.]</i></p>	0-1	
	<p>Audience Awareness (0-4 pts.)</p> <p>Selection of Vocabulary (Diction or Word Choice) - Uses precise, exact, vivid words <i>[Shows, not Tells!]</i></p>	0-1	
	<p>Sentence Variety - Uses a variety of sentence types <i>[simple, compound, complex, etc.]</i> and sentence beginnings</p>	0-1	
	<p>Tone - Fits the intended audience and purpose</p>	0-1	
	<p>Voice - Shows lively and sincere evidence of writer's personality</p>	0-1	
TOTAL		of 8 pts.	

NOTE: (+) =1 point (-) = 0 points

Unit 6, Activity 8, Extemporaneous Speaking Rubric

Extemporaneous Speech Rubric

Name _____

Date _____

Beginning time _____

Ending time _____

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Time-Limit	Presentation is 5-10 minutes long.	Presentation is 4 minutes long.	Presentation is 3 minutes long.	Presentation is less than 3 minutes OR more than 10 minutes.

Unit 6, Activity 8, Extemporaneous Speaking Rubric

Interpretation Rubric

Name _____

Date _____

Title of Selection _____

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Pitch	Pitch was often used and it conveyed emotions appropriately.	Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.