




ENGLISH INSTRUCTIONAL MODULE

TENTH GRADE

August 2020



Web page: <https://de.pr.gov/>  Twitter: @educacionpr

This instructional module is designed for educational purposes only, and intention of profiting or commercial use is prohibited without previous authorization of its authors. The Puerto Rico Department of Education or any authors referenced, each owns the copyright to the content created, which is duly stated within the document.

LETTER FOR TEACHERS, STUDENTS AND PARENTS

Dear Student:

This instructional module is a document that favors your learning process. It allows you to learn more effectively and independently, in other words, without the need of having a face to face or online class in every moment. Likewise, it contains all the necessary elements for learning the concepts and skills of the English class, without the constant help from your teacher. Its content has been prepared by teachers, facilitators, and Academic Program Directors of the Puerto Rico Department of Education (PRDE) to support your learning process in these extraordinary times in which we live.

I invite you to complete this instructional module following the progress calendar established per week. In it, you will be able to review knowledge, improve skills and learn new concepts about the English class through definitions, examples, reading passages, exercises, and assessments. We also suggest additional resources available on the internet, so that you can expand your learning. Remember that this learning experience is essential in your academic and personal development, so start now.

Dear Family:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. Its purpose is to provide the academic content of the **English** class for the first ten weeks of the new school year. In addition, to develop, reinforce, and evaluate the concepts and skills domain of our students. This is one of the alternatives that PRDE promotes to develop the knowledge of our students, your children, in order to improve their academic achievement.

It is proven that when families are involved in the education of their children, they improve the results of their learning. For this reason, we invite you to support the academic and comprehensive development of your children using this module to **support** their learning. It is essential that your child advance in this module following the progress schedule established per week.

The PRDE staff recognizes that you will be anxious with the new teaching methods, and that you want your children to do very well in the process. We request all families to

provide direct and active collaboration in the teaching and learning process of their children. In these extraordinary times we live in, we remind you that it is important for you to develop your child's confidence, sense of accomplishment, and independence when doing schoolwork. Do not forget that the educational needs of our children and youth are everyone's responsibility.

Estimadas familias:

El Departamento de Educación de Puerto Rico (DEPR) comprometido con la educación de nuestros estudiantes, ha diseñado este módulo didáctico con la colaboración de: maestros, facilitadores docentes y directores de los programas académicos. Su propósito es proveer el contenido académico de la materia de Inglés para las primeras diez semanas del nuevo año escolar. Además, para desarrollar, reforzar y evaluar el dominio de conceptos y destrezas claves. Ésta es una de las alternativas que promueve el DEPR para desarrollar los conocimientos de nuestros estudiantes, tus hijos, para así mejorar el aprovechamiento académico de estos.

Está probado que cuando las familias se involucran en la educación de sus hijos mejoran los resultados de su aprendizaje. Por esto, te invitamos a que apoyes el desarrollo académico e integral de tus hijos utilizando este módulo para apoyar su aprendizaje. Es fundamental que tu hijo avance en este módulo siguiendo el calendario de progreso establecido por semana.

El personal del DEPR reconoce que estarán realmente ansiosos ante las nuevas modalidades de enseñanza y que desean que sus hijos lo hagan muy bien. Le solicitamos a las familias que brinden una colaboración directa y activa en el proceso de enseñanza y aprendizaje de sus hijos. En estos tiempos extraordinarios en que vivimos, les recordamos que es importante que desarrolles la confianza, el sentido de logro y la independencia de tu hijo al realizar las tareas escolares. No olvides que las necesidades educativas de nuestros niños y jóvenes es responsabilidad de todos.

Dear teacher:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers,

facilitators, and academic program directors. This constitutes a useful and necessary resource to promote an innovative teaching and learning process that allows the holistic and comprehensive development of our students to the best of their abilities. Furthermore, it is one of the alternatives provided to develop the knowledge of PRDE students; in the face of the emergency situations that confronts our country.

The module's purpose is to provide the content of the English class for the first ten weeks of the new school year. It is a work tool that will help develop concepts and skills in students to improve their academic knowledge. When selecting this teaching alternative, you must ensure that students advance in the module following the progress calendar established per week. It is important to promote their full development, providing tools that can support their learning. Therefore, you must diversify the offerings with creative learning and evaluation alternatives of your own creation to significantly reduce the gaps in their academic achievement.

PRDE staff expect that this module can help you achieve that students have a significant progress in their academic achievement. We hope that this initiative can help you develop the abilities of our students to the maximum of their capacities.

Estimada familia:

El Departamento de Educación de Puerto Rico (DEPR) tiene como prioridad el garantizar que a sus hijos se les provea una educación pública, gratuita y apropiada. Para lograr este cometido, es imperativo tener presente que los seres humanos son diversos. Por eso, al educar es necesario reconocer las habilidades de cada individuo y buscar estrategias para minimizar todas aquellas barreras que pudieran limitar el acceso a su educación.

La otorgación de acomodados razonables es una de las estrategias que se utilizan para minimizar las necesidades que pudiera presentar un estudiante. Estos permiten adaptar la forma en que se presenta el material, la forma en que el estudiante responde, la adaptación del ambiente y lugar de estudio y el tiempo e itinerario que se utiliza. Su función principal es proveerle al estudiante acceso equitativo durante la enseñanza y la evaluación. Estos tienen la intención de reducir los efectos de la discapacidad, excepcionalidad o limitación del idioma y no, de reducir las expectativas para el aprendizaje. Durante el proceso de enseñanza y aprendizaje, se debe tener altas expectativas con nuestros niños y jóvenes.

Esta guía tiene el objetivo de apoyar a las familias en la selección y administración de los acomodados razonables durante el proceso de enseñanza y evaluación para los

estudiantes que utilizarán este módulo didáctico. Los acomodos razonables le permiten a su hijo realizar la tarea y la evaluación, no de una forma más fácil, sino de una forma que sea posible de realizar, según las capacidades que muestre. El ofrecimiento de acomodos razonables está atado a la forma en que su hijo aprende. Los estudios en neurociencia establecen que los seres humanos aprenden de forma visual, de forma auditiva o de forma kinestésica o multisensorial, y aunque puede inclinarse por algún estilo, la mayoría utilizan los tres.

Por ello, a continuación, se presentan algunos ejemplos de acomodos razonables que podrían utilizar con su hijo mientras trabaja este módulo didáctico en el hogar. Es importante que como madre, padre o persona encargada en dirigir al estudiante en esta tarea los tenga presente y pueda documentar cuales se utilizaron. Si necesita más información, puede hacer referencia a la **Guía para la provisión de acomodos razonables** (2018) disponible por medio de la página www.de.pr.gov, en educación especial, bajo Manuales y Reglamentos.

GUÍA DE ACOMODOS RAZONABLES PARA LOS ESTUDIANTES QUE TRABAJARÁN BAJO MÓDULOS DIDÁCTICOS

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
Cambian la manera en que se presenta la información al estudiante. Esto le permite tener acceso a la información de diferentes maneras. El material puede ser presentado de forma auditiva, táctil, visual o multisensorial.	Cambian la manera en que el estudiante responde o demuestra su conocimiento. Permite a los estudiantes presentar las contestaciones de las tareas de diferentes maneras. Por ejemplo, de forma verbal, por medio de manipulativos, entre otros.	Cambia el lugar, el entorno o el ambiente donde el estudiante completará el módulo didáctico. Los acomodos de ambiente y lugar requieren de organizar el espacio donde el estudiante trabajará.	Cambian la cantidad de tiempo permitido para completar una evaluación o asignación; cambia la manera, orden u hora en que se organiza el tiempo, las materias o las tareas.
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras ▪ Uso de láminas, videos pictogramas. ▪ Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (highlighters), subrayar palabras importantes. ▪ Demostrar lo que se espera que realice el estudiante y utilizar 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Utilizar la computadora para que pueda escribir. ▪ Utilizar organizadores gráficos. ▪ Hacer dibujos que expliquen su contestación. ▪ Permitir el uso de láminas o dibujos para explicar sus contestaciones ▪ Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> ▪ Ambiente silencioso, estructurado, sin muchos distractores. ▪ Lugar ventilado, con buena iluminación. ▪ Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> ▪ Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. ▪ Reforzar el que termine las tareas asignadas en la agenda. ▪ Utilizar agendas de papel donde pueda marcar, escribir, colorear. ▪ Utilizar “post-it” para organizar su día. ▪ Comenzar con las clases más

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>modelos o demostraciones.</p> <ul style="list-style-type: none"> ▪ Hablar con claridad, pausado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante ▪ Añadir al material información complementaria <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. ▪ Leer en voz alta las instrucciones. ▪ Permitir que el estudiante se grabe mientras lee el material. ▪ Audiolibros ▪ Repetición de instrucciones ▪ Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer ▪ Utilizar el material grabado ▪ Identificar compañeros que puedan servir de apoyo para el estudiante <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Presentar el material segmentado (en pedazos) ▪ Dividir la tarea en partes cortas ▪ Utilizar manipulativos ▪ Utilizar canciones ▪ Utilizar videos ▪ Presentar el material de forma activa, con materiales comunes. ▪ Permitirle al estudiante investigar sobre el tema que se trabajará 	<p>comunicador visual.</p> <ul style="list-style-type: none"> ▪ Contestar en el folleto. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> ▪ Grabar sus contestaciones ▪ Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. ▪ Hacer presentaciones orales. ▪ Hacer videos explicativos. ▪ Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Señalar la contestación a una computadora o a una persona. ▪ Utilizar manipulativos para representar su contestación. ▪ Hacer presentaciones orales y escritas. ▪ Hacer dramas donde represente lo aprendido. ▪ Crear videos, canciones, carteles, infografías para explicar el material. ▪ Utilizar un comunicador electrónico o manual. 	<p>interrumpir a otras personas.</p> <ul style="list-style-type: none"> ▪ Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. ▪ Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<p>complejas y luego moverse a las sencillas.</p> <ul style="list-style-type: none"> ▪ Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> ▪ Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. ▪ Establecer mecanismos para recordatorios que le sean efectivos. ▪ Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. ▪ Establecer horarios flexibles para completar las tareas. ▪ Proveer recesos entre tareas. ▪ Tener flexibilidad en cuando al mejor horario para completar las tareas. ▪ Comenzar con las tareas más fáciles y luego, pasar a las más complejas. ▪ Brindar tiempo extendido para completar sus tareas.

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> Identificar compañeros que puedan servir de apoyo para el estudiante 			

HOJA DE DOCUMENTAR LOS ACOMODOS RAZONABLES UTILIZADOS AL TRABAJAR EL MÓDULO DIDÁCTICO

Estimada familia:

1.

Utiliza la siguiente hoja para documentar los acomodados razonables que utiliza con tu hijo en el proceso de apoyo y seguimiento al estudio de este módulo. Favor de colocar una marca de cotejo [✓] en aquellos acomodados razonables que utilizó con su hijo para completar el módulo didáctico. Puede marcar todos los que aplique y añadir adicionales en la parte asignada para ello.

Acomodos de presentación	Acomodos de tiempo e itinerario
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras <input type="checkbox"/> Uso de láminas, videos pictogramas. <input type="checkbox"/> Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (<i>highlighters</i>), subrayar palabras importantes. <input type="checkbox"/> Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones. <input type="checkbox"/> Hablar con claridad, pausado <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante <input type="checkbox"/> Añadir al material información complementaria <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leerle el material o utilizar aplicaciones que convierten el texto en formato audible. <input type="checkbox"/> Leer en voz alta las instrucciones. <input type="checkbox"/> Permitir que el estudiante se grabe mientras lee el material. <input type="checkbox"/> Audiolibros <input type="checkbox"/> Repetición de instrucciones <input type="checkbox"/> Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer <input type="checkbox"/> Utilizar el material grabado <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante 	<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizar la computadora para que pueda escribir. <input type="checkbox"/> Utilizar organizadores gráficos. <input type="checkbox"/> Hacer dibujos que expliquen su contestación. <input type="checkbox"/> Permitir el uso de láminas o dibujos para explicar sus contestaciones <input type="checkbox"/> Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual. <input type="checkbox"/> Contestar en el folleto. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Grabar sus contestaciones <input type="checkbox"/> Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado. <input type="checkbox"/> Hacer presentaciones orales. <input type="checkbox"/> Hacer videos explicativos. <input type="checkbox"/> Hacer exposiciones <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Señalar la contestación a una computadora o a una persona. <input type="checkbox"/> Utilizar manipulativos para representar su contestación. <input type="checkbox"/> Hacer presentaciones orales y escritas. <input type="checkbox"/> Hacer dramas donde represente lo aprendido. <input type="checkbox"/> Crear videos, canciones, carteles, infografías para explicar el material. <input type="checkbox"/> Utilizar un comunicador electrónico o manual.

Acomodos de presentación	Acomodos de tiempo e itinerario
<p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentar el material segmentado (en pedazos) <input type="checkbox"/> Dividir la tarea en partes cortas <input type="checkbox"/> Utilizar manipulativos <input type="checkbox"/> Utilizar canciones <input type="checkbox"/> Utilizar videos <input type="checkbox"/> Presentar el material de forma activa, con materiales comunes. <input type="checkbox"/> Permitirle al estudiante investigar sobre el tema que se trabajará <input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante 	
Acomodos de respuesta	Acomodos de ambiente y lugar
<p>Aprendiz visual:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente silencioso, estructurado, sin muchos distractores. <input type="checkbox"/> Lugar ventilado, con buena iluminación. <input type="checkbox"/> Utilizar escritorio o mesa cerca del adulto para que lo dirija. <p>Aprendiz auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas. <input type="checkbox"/> Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar. <input type="checkbox"/> Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio. 	<p>Aprendiz visual y auditivo:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar. <input type="checkbox"/> Reforzar el que termine las tareas asignadas en la agenda. <input type="checkbox"/> Utilizar agendas de papel donde pueda marcar, escribir, colorear. <input type="checkbox"/> Utilizar “post-it” para organizar su día. <input type="checkbox"/> Comenzar con las clases más complejas y luego moverse a las sencillas. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas. <p>Aprendiz multisensorial:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas. <input type="checkbox"/> Establecer mecanismos para recordatorios que le sean efectivos. <input type="checkbox"/> Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido. <input type="checkbox"/> Establecer horarios flexibles para completar las tareas. <input type="checkbox"/> Proveer recesos entre tareas. <input type="checkbox"/> Tener flexibilidad en cuando al mejor horario para completar las tareas. <input type="checkbox"/> Comenzar con las tareas más fáciles y luego, pasar a las más complejas. <input type="checkbox"/> Brindar tiempo extendido para completar sus tareas.
<p>Otros:</p> <hr/> <hr/> <hr/> <hr/>	

Acomodos de presentación	Acomodos de tiempo e itinerario
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

2.

Si tu hijo es un candidato o un participante de los servicios para estudiantes aprendices del español como segundo idioma e inmigrantes considera las siguientes sugerencias de enseñanza:

- Proporcionar un modelo o demostraciones de respuestas escritas u orales requeridas o esperadas.
- Comprobar si hay comprensión: use preguntas que requieran respuestas de una sola palabra, apoyos y gestos.
- Hablar con claridad, de manera pausada.
- Evitar el uso de las expresiones coloquiales, complejas.
- Asegurar que los estudiantes tengan todos los materiales necesarios.
- Leer las instrucciones oralmente.
- Corroborar que los estudiantes entiendan las instrucciones.
- Incorporar visuales: gestos, accesorios, gráficos organizadores y tablas.
- Sentarse cerca o junto al estudiante durante el tiempo de estudio.
- Seguir rutinas predecibles para crear un ambiente de seguridad y estabilidad para el aprendizaje.
- Permitir el aprendizaje por descubrimiento, pero estar disponible para ofrecer instrucciones directas sobre cómo completar una tarea.
- Utilizar los organizadores gráficos para la relación de ideas, conceptos y textos.
- Permitir el uso del diccionario regular o ilustrado.
- Crear un glosario pictórico.
- Simplificar las instrucciones.
- Ofrecer apoyo en la realización de trabajos de investigación.
- Ofrecer los pasos a seguir en el desarrollo de párrafos y ensayos.
- Proveer libros o lecturas con conceptos similares, pero en un nivel más sencillo.
- Proveer un lector.
- Proveer ejemplos.
- Agrupar problemas similares (todas las sumas juntas), utilizar dibujos, láminas, o gráficas para apoyar la explicación de los conceptos, reducir la complejidad lingüística del problema, leer y explicar el problema o teoría verbalmente o descomponerlo en pasos cortos.
- Proveer objetos para el aprendizaje (concretizar el vocabulario o conceptos).
- Reducir la longitud y permitir más tiempo para las tareas escritas.
- Leer al estudiante los textos que tiene dificultad para entender.
- Aceptar todos los intentos de producción de voz sin corrección de errores.
- Permitir que los estudiantes sustituyan dibujos, imágenes o diagramas, gráficos, gráficos para una asignación escrita.

- Esbozar el material de lectura para el estudiante en su nivel de lectura, enfatizando las ideas principales.
- Reducir el número de problemas en una página.
- Proporcionar objetos manipulativos para que el estudiante utilice cuando resuelva problemas de matemáticas.

3.

Si tu hijo es un estudiante dotado, es decir, que obtuvo 130 o más de cociente intelectual (CI) en una prueba psicométrica, su educación debe ser dirigida y desafiante. Deberán considerar las siguientes recomendaciones:

- Conocer las capacidades especiales del estudiante, sus intereses y estilos de aprendizaje.
- Realizar actividades motivadoras que les exijan pensar a niveles más sofisticados y explorar nuevos temas.
- Adaptar el currículo y profundizar.
- Evitar las repeticiones y las rutinas.
- Realizar tareas de escritura para desarrollar empatía y sensibilidad.
- Utilizar la investigación como estrategia de enseñanza.
- Promover la producción de ideas creativas.
- Permitirle que aprenda a su ritmo.
- Proveer mayor tiempo para completar las tareas, cuando lo requiera.
- Cuidar la alineación entre su educación y sus necesidades académicas y socioemocionales.

Contents

LIST OF COLLABORATORS	1
LESSON 1.....	3
Unit: Language Conventions.....	3
Assessment – Language Conventions	21
LESSON 2.....	24
Unit: Using Editing Marks to Edit a Text.....	24
Assessment: Use of Editing Marks	40
LESSON 3.....	44
Unit: Analyzing Story Structure	44
Assessment – Character Traits	60
Reading Comprehension Assessment.....	68
.....	
.....	Video Library
.....	70
Answer Key	71
LESSON 4.....	74
Unit: Nonfiction & Informational Text.....	74
Narrative Perspective	97
Sensory details.....	100
Quiz - Transitions	103
Reading Comprehension Assessment.....	105
Video Library	107
LESSON 5.....	108
Unit: Poetry.....	108
Assessment – Analyzing a Poem	125
SCORING RUBRIC.....	128
REFERENCE WEBSITES.....	130
REFERENCES.....	130

LIST OF COLLABORATORS

Collaborators

Prof. Lizza Padovani Homs
English Facilitator
ORE Ponce

Prof. Yetzy L. Díaz Maldonado
English Teacher
Bernardino Cordero Bernard Vocational High School
Ponce

Prof. Rina M. Pérez Castro
English Teacher
Sor Isolina Ferré School
Ponce

Editors

Prof. Ines M. Arroyo Morales
English Professor
Inter Americana San German
PRTESOL 2020
Western Chapter Board of Directors

Miguel A. Camacho González
English Teacher
Asunción Rodríguez de Sala
Guayanilla
PRTESOL 2020
Southern Chapter

MODULE PROGRESSIVE CALENDAR

DAYS/WEEKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 (Lesson 1)	Intro Language Conventions	Spelling Ex. 1	Spelling Ex. 2	Spelling Ex. 3	Intro Punctuation Marks
2 (Lesson 1)	Commas	Quotation Marks	Colon & Semicolon	Colon & Semicolon	Language Assessment
3 (Lesson 2)	Writing Process Exploration	Intro Editing Marks	Editing Marks Ex. 1	Editing Marks Ex. 2	Editing Marks Ex. 3
4 (Lesson 2)	Editing Marks Ex. 4	Editing & Proofreading Ex. 5	Editing & Proofreading Ex. 6	Assessment	Assessment
5 (Lesson 3)	Author and Narration	Setting	Characters	Character Traits	Grammar Adjectives
6 (Lesson 3)	Characterization	Assessment	Assessment	Plot	Reading Assessment
7 (Lesson 4)	What is NonFiction	Fact and Opinion	Transition Words	Narrative Perspective	Making Connections
8 (Lesson 4)	Memoirs	Sensory Details	Personal Memoir Organizer	Memoir Final Draft	Assessment
9 (Lesson 5)	Music is Poetry	Imagery & Figurative Language	Imagery & Figurative Language	Sound Devices	Sound Devices
10 (Lesson 5)	Critical Reading	Critical Reading	Writing Poetry	Assessment	Assessment

LESSON 1

Unit: Language Conventions

Objectives:

After the lesson and by means of a series of exercises students will **demonstrate command and usage of the conventions of English grammar and usage when writing sentences and paragraphs with a 70% accuracy.**






Standards and Expectations:

Language

10.LA.1 - Demonstrate command of the conventions of English grammar and usage when writing or speaking.

Topic opener:

In this lesson we are going to start working with language conventions to identify errors in different types of texts to improve your writing skills. In this lesson you will work with:

-  what are language conventions
-  how language conventions help you in improving writing
-  exercises to use language conventions in sentences
-  exercises to use language conventions in paragraphs
-  correction of errors in the use of language conventions in sentences and paragraphs

Introduction to Content

You must be wondering: What are language conventions? What are they used for? What importance do these conventions have for me as a writer and how will they help me in becoming a better writer? All these questions will be answered as we work on this lesson. Now, let us start our journey into the fascinating world of editing and language conventions.

Language Conventions are elements that help make writing clear and understandable. We check for language conventions when we edit a text.

Spelling

- ✍ The way a word is correctly written.
- ✍ It is the action or process of naming or writing the letters in a word.

Punctuation

- ✍ Helps us read something the way it is meant to be.
- ✍ Helps with proper comprehension of the meaning of a text.
- ✍ It helps us to know when to pause, when to read with more expression and when to stop and start a new sentence.

Capitalization

- ✍ Tells us when a sentence begins and when it ends (by means of punctuation).
- ✍ It lets us know when a word is a proper noun/name or a title.
- ✍ It is used in acronyms

Grammar

- ✍ Sentence and paragraph structure
- ✍ Phrases and clauses
- ✍ Parts of speech
- ✍ Word choice

Activity 1: Conceptualization Activity: SPELLING
EXERCISE 1: Word Search and Sentence Writing

FREQUENTLY MISSPELLED WORDS 1

O V M G K E J N Z A N A L Y Z E C N E S B A E Y
 E I X N G E S I V D A C C O M M O D A T E S U X
 R Q Q O D A C R E E E T T I M M O C J J O C G K
 Y X Z M U S M F C B E N E F I T J X T H T J O J
 S U I A U W I R A D N E L A C G F F E C L Y J A Y
 E F A G W N G B Y A T N E R E F F I D M X L A D
 T C C L I M B E D S H T A N X I O U S E L C E T
 R R C T Y H O T I X C E R T A I N X B X Q S T W
 U F E G G V R P B E G I N N I N G I R U C C E F
 O E P S N E Y T I S O I R U C T R I A R A A L Z
 C I T R S I P A L M C D S S P C G I I P X E B K
 Y L D E O E M C M H R A V F S H N P T R A J A W
 T E D X X R D O I P J D W E T T A A Q L U E N
 W B T J I O E T C H F V D C A I I E A S R M G O
 X T A O O J R U L B A I V N O N P C X E E E N I
 E S R U O C G N Q A Z C C N Y P H N A T A P A T
 U D R A W K W A H N E E S K A I P E L E D O H I
 B K P R N M U L O C O D E S E Y A I E L Y L C N
 E R I U Q C A L H D T C I V C M F C C H Q E S I
 V I C L O T H E S B K D E H M Z F S N T S V J F
 X Z G A R G U M E N T M O S W X E N A A V E O E
 V B E A U T I F U L E O W R Y Z C O C O D D T D
 M A F P A C H E E N S P V S K M T C B R Z G W I
 F K F M R J Q O T E C O M P L E T E L Y I R E Q

CHOSE
DESERT
CURIOSITY
COMMITTEE
CERTAIN
BEGINNING
ANALYZE
ADVICE

CHOOSE
DESCRIPTION
COURTESY
COMING
CAPTAIN
BEAUTIFUL
AMONG
ACQUIRE


DISAPPEAR
DESCRIBE
COURSE
COLUMN
CANCEL
AWKWARD
ALREADY
ACQUAINTANCE
ACCEPT

DIFFERENT
DEFINITION
CONSCIENCE
CLOTHES
CALENDAR
ATHLETE
ALLRIGHT
ACHIEVEMENT
ABSENCE


DEVELOP
DEFINITE
CONQUEROR
CHANGEABLE
BENEFIT
ARGUMENT
AFFECT
ACHE

DESSERT
DEALT
COMPLETELY
CLIMBED
BELIEF
ANXIOUS
ADVISE
ACCOMMODATE

EXERCISE 2: Sentence Writing

 Choose 10 words from the list found in the Frequently Misspelled Word Search and write a sentence with each

	CHOSEN WORD	SENTENCE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

 Search the words given in the list of words with double letters in the following word search.

Words With Double Letters

W X H Y R A S R E V I N N A C I C
P E N N I L E S S C G E T D S K C
H X V R R Y L R U H O A S O P A L
C X B U D E O P M L F M W Z I R L
T H O R R I D V A C U U M N E A E
O W O U X I K D S N S Q O A R L P
C R L A M M A M U W H R Y T R L S
S T Z G U D U P M R J O C M A I S
R E S C J U X M A A P N L U Z P I
E N P A D S M L T P M P Y M I R M
T N I R Z A W A O Z R I M B B E N
T E Y R A K M S P K Y E S H K T V
U S E O N D U L O M F H V T R A Q
B S C T J M Z H P K E B T M L C V
X E A N N U A L P F Z I P P E R Y
W E I J J D G W I D W F G R K R S
J P L R J S E X H D E S S E R T Y

hippopotamus mammal comma opossum bizarre
caterpillar butterscotch horrid anniversary zipper dessert
penniless tennessee misspell carrot rudder annual
vacuum



Choose 10 words from the list found in the Words with Double Letters Word Search and write a sentence with each.

	CHOSEN WORD	SENTENCE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

EXERCISE 3: Correct the Misspelled Words In Each Sentence.

Read each sentence carefully. In each you will find some misspelled words. Rewrite the sentence correctly underneath each sentence.

1. Someone once said: "**Curiositi** killed the cat."

2. It is good manners to always show **curtesi** to others.

3. Juan and Martha will **analaize** all their options before choosing a university.

4. Sara is in the school welcome **comiti**.

5. The group made a great job in the **achivment** test this year.

6, Pablo is an old **acuintans** of my father's.

7. Her grandmother says her bones **eik** because of arthritis.

8. Their parents are **comin** to La Parguera for summer vacation this year.

9. I need to **akuair** new glasses **becos** mine broke.

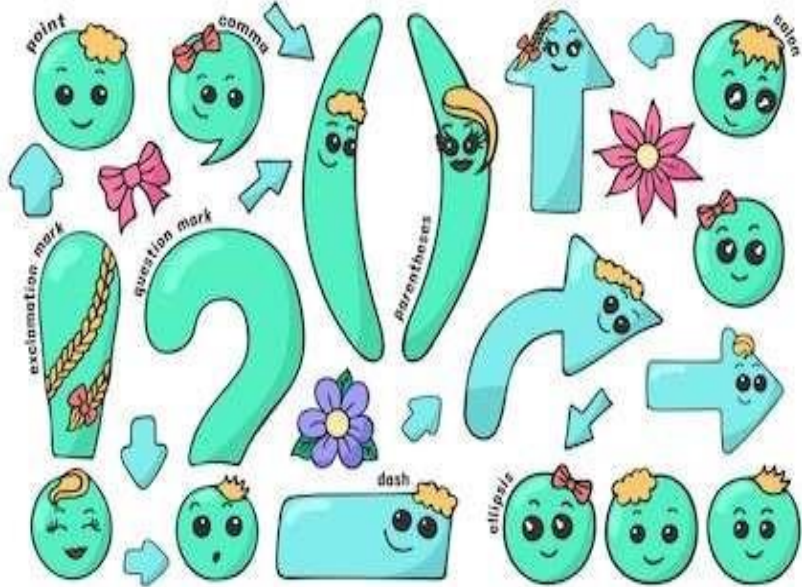
Introduction to Theme: Punctuation

Punctuation marks are symbols that help us to read and understanding any type of text. These areas the different punctuation marks we will work with through the school year:

PUNCTUATION IN ENGLISH

O	Full Stop	at the end of a sentence
,	Comma	to separate items in a series
:	Colon	to introduce a list
;	Semicolon	to join to independent clause
?	Question Mark	to show that it is a question
!	Exclamation Mark	after an exclamation
'	Apostrophe	to show when a letter or a number has been left out
/	Slash	to separate letters, numbers, or words
“ ”	Quotation Mark	to show that someone else has said it
()	Round Brackets	to add extra information to a sentence
ooo	Ellipsis Mark	to separate items in a series

Watch the following video where you will learn more about punctuation marks. Click the picture or click the link to view it:



shutterstock.com • 1530608027

https://safeYouTube.net/w/cez_N

Activity 2: use of Commas in Sentences:

When to Use a Comma

Purpose	Example
Use a comma after an expression.	Most certainly, you can borrow my pencil.
Add a comma when a participle phrases is used.	Walking slowly, I could see the beautiful flowers.
Include a comma when an adverb clause is used.	After we eat, we should leave for our trip.
Use a comma to separate parts of a date.	Tuesday, May2, 2012 was when I graduated.
Add a comma when two separate sentences are combined.	We purchased some cheese, and we purchased some fruit,
Use a comma to set off quoted words.	“I think it is a great idea,” said Clark

Exercise 1: Correct Use of Commas

Now that you know what commas are used for and how to use them, answer the following practice exercise:



COMMAS IN A SERIES

Write commas where needed in the sentences below:

1. We had apples oranges and grapes for snack. 2. We had books paper and pencils on the table.
3. The pizza had cheese peppers and ham.
4. We saw Leah Ella and Grace at the game.
5. My cat can run jump and hop.



Exercise 3. Correct Use of Quotation Marks

Add the Quotation Marks

Below are sentences with direct quotations. Rewrite each sentence, adding the quotation marks before and after the quotation.

1) Philip said, I think we're going to the movies.

2) My vote goes to Belinda, said George.

3) Robert asked, What time is it?

4) Let's each lunch, said Denise, I'm hungry.

5) I never met a man I didn't like, said will Rogers.

6) I like your shoes, exclaimed Carrie, where did you get them?

7) Thank you for the nice present! Said Emma.

8) Liam asked Wesley, Do you want to come with us?

Exercise 4: Quotation Marks

QUOTATION MARKS



Quotation Marks show the exact words someone says. They go before the speaker's first words. They also go after the speaker's last word and the end

❖ Read each sentence. Underline the exact words the speaker says. Put the words in quotation marks. The first one is done for you.

1. Max said, " Let's go on a picnic."
2. Cori replied, That's a great idea.
3. Andy asked, What should we bring?
4. Max sai9d with a laugh, We should bring food.
5. Cori added, Yes, let's bring lots and lots of food.
6. Andy giggled and said, You're no help at all!

❖ Finish the sentences below by writing what Max, Cori and Andy might say next. Use quotation marks.

7. Max said,	
8. Cori asked,	
9. Andy answered,	



COLON & SEMICOLON

Punctuation
Mark

COLON

The colon (:) is a punctuation mark consisting of two dots one over the other.

USAGE:

- Introduce a list of things.
- Introduce a dependent clause that helps to emphasize or illustrate the idea in the preceding clause.

EXAMPLES:

- A man needs three things to survive: air, water, and food.
- I have packed my cricket kit with the equipment I need: bats, gloves and pads.

SEMICOLON

The semi-colon (;) consists of a dot above a comma.

USAGE:

- Separate sentences where the conjunction has been left out.
- Link sentences which also use words such as otherwise, however, therefore, as connectors.

EXAMPLES:

- Sumit likes to play cricket; Amit likes to play soccer.
- I drank lemonade; Manish drank tea.
- I did not finish reading the text; instead, I watched the news.

www.eslgrammar.org

Now that you know more about the use of colon and semicolon in sentences, have fun with the following exercises!

Activity 5: Use of Colon and Semicolon in Sentences

Exercise 5: Correct Use of Colon in Sentences:

Punctuation: Using the Colon



Decide where there should be a colon and insert the colon in the correct spot.

1. I wish I had a job I'm a great worker and I need the money.
2. I never go to bed until 10 00 PM.
3. I have 3 hobbies I collect coins, I read and I knit.
4. Glen doesn't have any friends he's always mean to them.
5. To Whom It May Concern
6. You need the following back to school items pencils, erasers and markers.
7. The places I like to visit are as follows Italy, France and Canada.
8. There are three rules in my class raise your hand, don't speak out and stay on task.
9. I'm feeling really sick today I have a headache and I'm nauseous.
10. I have three more phone calls to make my mom, my sister, and my brother.

Exercise 6: Using Semicolon Correctly

Punctuation: Using the Semicolon



Decide where there should be a semicolon and insert the semicolon in the correct spot.

1. I love soda however soda gives me heartburn.
2. I have relatives in Chicago, Illinois Toronto, Ontario Paris, France and Dallas, Texas.
3. Pasta is the best meal ever it sure is my favorite.
4. I take vitamins I take them daily.
5. My sister is 13 I am 11.
6. We have bunk beds I sleep on the top bunk.
7. I ate all of my supper therefore I should get a treat!
8. My friend doesn't approve of me drinking soda, but I don't care what my friend thinks
about what I drink.
9. I read the book in one evening it wasn't very good.
10. I did not finish reading the book instead, I watched TV.

Exercise 7: Use of Colon and Semicolon in Sentences



Colon or Semicolon?



Decide whether a colon or a semicolon is needed and insert either in the correct area of the sentence. ©<http://worksheetplace.com>

1. I have a dental appointment on Wednesday at 2 00 PM.
2. Bob ate the pizza Jane ate the burgers.
3. I went to the cottage my sister went to the zoo.
4. The restaurant served the type of food we all like pasta.
5. The speech was stellar creative, informative, and well presented.
6. I went to the library it was closed.
7. Tomorrow will start out sunny however, rain is expected by the afternoon.
8. I am sick I need some Tylenol.
9. To Whom It May Concern
10. Jay made a dental appointment he lost a tooth when the puck hit him.
11. I need the following groceries milk, bread, juice, and butter.
12. I have one goal to win the race.

Assessment – Language Conventions

Student Name: _____

Date: _____

10th grade Language Conventions Assessment: 50 points

I. Spelling: (10 points):

Each sentence has misspelled words identified in bold. Rewrite each sentence correctly in the space provided below each sentence.

1. The students took the bus to **scool** this morning.

2. My mother bought fresh **bred** for breakfast.

3. Carlitos cried **becos** he fell from his bike and **brok** his arm.

4. Pedro **thot** that he was going to win the competition, **bot** he was **rong**.

5. Clarisa **meshured** her **hare** and it was 36 **inchis** long.

II. Punctuation: (10 points)

1. Choose the sentence with the correct punctuation:

- a. When did the last show begin?
- b. When the whistle blew the game was over.
- c. When Lucy was running I saw her trip over?
- d. When I have finished this book I will lend it to you?

2. Choose the sentence with the correct punctuation:

- a. "Do you know where my shoes are?" John called from his room.
- b. "Do you know where my shoes are? John called from his room.
- c. "Do you know where my shoes are," John called from his room.
- d. "Do you know where my shoes are." John called from his room.

3. Choose the sentence with the correct punctuation:

- a. Dad said to me, It's time for bed."
- b. Dad said to me. It's time for bed."
- c. Dad said to me. "It's time for bed."
- d. Dad said to me, "It's time for bed."

4. Choose the sentence with the correct punctuation:

- a. How amazing to see a comet!
- b. How amazing to see a comet.
- c. How amazing to see a comet?
- d. How amazing to see a comet...

5. Choose the sentence with the correct punctuation:

- a. The book is red
- b. The book is red?
- c. The book is, red.
- d. The book is red.

6. Choose the sentence with the correct punctuation:

- a. Whoever picked that book is a great reader.
- b. Whoever picked that book? is a great reader.
- c. Whoever picked that book...is a great reader.
- d. Whoever picked that book is, a great reader.

7. Choose the sentence with the correct punctuation:

- a. The boys went to the skate park to have a great time!
- b. The boys! went to the skate park to have a great time.
- c. The boys went to the skate park, to have a great time.
- d. The boys went to the skate park to have a great time.

8. Choose the sentence with the correct punctuation:

- a. Please get me, some eggs milk and some butter.
- b. Please get me some eggs, milk, and some butter.
- c. Please get me some eggs milk, and some butter.
- d. Please get me some eggs milk and, some butter.

9. Choose the sentence with the correct punctuation:

- a. Get the nails the hammer and, the pliers before you start.
- b. Get, the nails the hammer and the pliers before you start.
- c. Get the nails, the hammer, and the pliers before you start.
- d. Get the nails the hammer, and the pliers before you start.

10. Choose the sentence with the correct punctuation:

- a. The window frames, which are all, different colors need painting.
- b. The window frames which are all, different colors, need painting.
- c. The window frames, which are all different colors, need painting.
- d. The window frames which are, all different colors, need painting.

LESSON 2

Unit: Using Editing Marks to Edit a Text

Objectives:

After the lesson and by means of a series of exercises students will...

- demonstrate command and usage when writing sentences and paragraphs
- develop and strengthen writing as needed by revising, using editing marks and rewriting of sentences and paragraphs with a 70% accuracy.

Standards and Expectations:

Language

10.LA.1 - Demonstrate command of the conventions of English grammar and usage when writing or speaking.

Writing

10.W.4 - Develop and strengthen writing as needed by planning (e.g. outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose, and audience have been addressed, avoiding plagiarism, and considering styles) e.g. MLA, and APA) and using citations.

Topic opener:

Today we are going to start working with language conventions in order to identify errors in different types of texts. We will also do some editing, correcting, and rewriting of different texts using editing marks.

Introduction to Content:

You already worked with some language conventions on the previous unit. Now you will work with an important part of the writing process: Editing Marks! What are editing marks? What are they used for? What importance do these marks have for me as a writer and how will they help me in becoming a better writer? All these questions will be answered as we work on this lesson. Now, let us start our journey into the fascinating world of editing and the writing process.




Exploration Activities: Let's see how much you know about the writing process

WRITING PROCESS EXPLORATORY ASSESSMENT

- I. Directions: Print the letter of the matching definition on the line before each term.
(14 POINTS)

___ 1. paragraph	A. able to speak or write smoothly, easily, or readily
___ 2. topic sentence	B. a distinct portion of writing that deals with a particular idea, usually begins with an indentation on a new line
___ 3. fluency	C. a sentence that includes all the important ideas from the paragraph
___ 4. clincher	D. change, take out, or add words to make the meaning clearer
___ 5. graphic organizer	E. make a list of ideas that relate to the prompt
___ 6. brainstorm	F. a picture or diagram with ideas that relate to the prompt
___ 7. details	G. closing sentence
___ 8. edit	H. making a final copy that is attractive and easy-to-read
___ 9. prompt	I. correct, or fix, spelling, punctuation, and grammar errors
___ 10. publishing	J. descriptive words, examples, reasons, or directions
___ 11. topic	K. to look over in order to revise and edit
___ 12. revise	L. an assignment or a set of directions for an essay; suggests the topic for writing
___ 13. proofread	M. words selected to express ideas
___ 14. word choice	N. theme; main idea

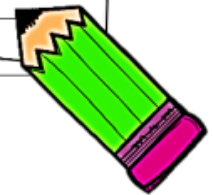
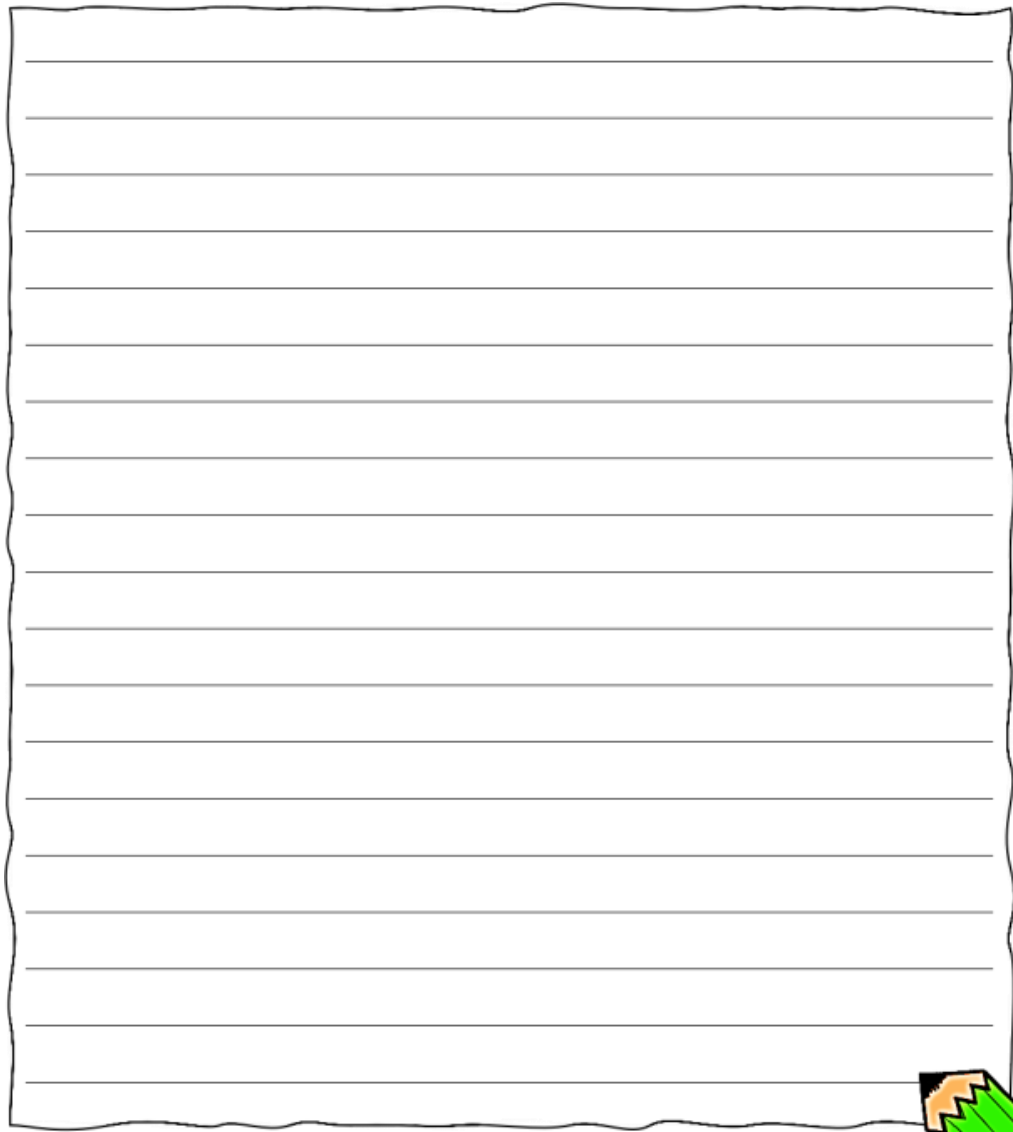
II. Write the NUMBER next to the CORRESPONDING editing mark description:
(15 POINTS)

	capitalize	1	
	delete	2	
	Insert a word, letter, or phrase	3	
	Insert period	4	
	Change to lower case	5	
	Insert comma	6	
	Insert space	7	
	Insert quotation marks	8	
	Insert an apostrophe	9	
	Close space	10	
	Start a new paragraph	11	
	Transpose letters or words	12	
	Move right	13	
	Check spelling	14	
	Move left	15	

III. Answer the following questions about the editing process:

1. Explain the editing process in your own words.
2. How does the editing process differ from the revising process?
3. How do you think editing marks may assist you during the editing process?

Answer here:



INTRODUCTION

EDITING MARKS AND THEIR USE IN THE EDITING PROCESS:

What are proofreading marks?

Proofreading marks are used to highlight spelling, vocabulary, grammatical, and punctuation errors, along with formatting and layout issues. When proofreaders are editing a hard-copy manuscript, they will leave corrections on both sides of the margins: on the left-hand margins for corrections in the first half of the sentence, and on the righthand side for corrections in the latter half of the sentence. A corresponding mark will also be included in-line to indicate where the issue is. Here you have a list of symbols and their meaning:



Editing Marks	
	Delete
	Spelling
	Capitalize
	Lower Case
	Change Order
	Insert
	Add Space
	New Paragraph
	Close Together
	Insert Punctuation

There are 6 steps in the Writing Process.

We will work in this lesson with Step 4: Editing. For that purpose, we will introduce the use Editing Marks to make the process easier.

Understanding the Writing Process

When you look at a book, you do not see the process the writer used to make it. What you see in print might not be much like the first plan for the book. The author might have rewritten many times.

The writing process is often divided into five stages. Most writers go back and forth through these stages. There is no one correct way to write.



Bowie State University (2016). Understanding the Writing Process. [Image]. Retrieved from: <https://bowiestate.libguides.com/c.php?g=442205&p=3014819>

EXAMPLE:

The students are
Awaiting Memorial Day weekend and the unofficial beginning of summer.

Correction:

The students are awaiting Memorial Day weekend and the unofficial beginning of summer

The home team, the Cheetahs, playing before a capacity crowd, [^]Won decisively by a score of 28–3 in yesterday’s Homecoming battle against the Morrisville Minotaurs. Quarterback Henry Martinez lead the offense ^{By} completing fifteen passes, including three for touchdowns. Halfback John Sylvester scored the other touchdown ^{on} a 50-yard pitchout play. The Cheetahs’ defense performed superbly, limiting the Minotaurs to 75 yards on offense. Coach Mark Goddin ^{said} “I’m extremely proud of the way our team played today.”

EDITING MARKS	
	Insert a word, letter, or phrase
	Delete
	Capitalize
	Change to lower case
	Insert period
	Insert comma
	Insert an apostrophe
	Insert quotation marks
	Insert space
	Close up space
	Transpose letters or words
	Start a new paragraph
	Check spelling
	Move right
	Move left

Rewrite the edited paragraph here:

Exercise 2: IDENTIFYING ERRORS WITH EDITING MARKS:

Read the paragraph and correct the errors marked with the editing marks. Use the editing marks guide to help you. Rewrite the paragraph in the space provided:

Correction:

The students are awaiting Memorial Day weekend and the unofficial beginning of summer.

The zebra is a mammal that, like the donkey and the mule, ^{is} ~~are~~ related to the horse. With its bristly mane, ropy tail, and large ears, it most closely ^{resembles} ~~resemble~~ the donkey. One difference between zebras and donkeys, however, is the striped pattern on the zebra's hide. The stripes on a zebra's back ^{is} ~~run~~ vertically and help to camouflage the animal. A herd of zebras ^{is} ~~are~~ an exciting sight for tourists visiting the African plains.

EDITING MARKS	
	Insert a word, letter, or phrase
	Delete
	Capitalize
	Change to lower case
	Insert period
	Insert comma
	Insert an apostrophe
	Insert quotation marks
	Insert space
	Close up space
	Transpose letters or words
	Start a new paragraph
	Check spelling
	Move right
	Move left

Rewrite the edited paragraph here:


Exercise 3: Use of Editing Marks to Identify Errors: The first is done for you.

EDITING: FIND THE MISTAKES IN THE PARAGRAPH.

- ☰ Capitalize letter.
- ⦿ Add a period.
- ❓ Add a quotation mark.
- ^ Add a comma.
- ✂ Take words out
- Ⓒ Spell correctly.
- Ⓕ Indent.
- / Lowercase letter.
- ^ Add words.

It was a busy morning. first, Eddie work up early, so his mother cooked him breakfast instead of just handing him banana on his way out the door. While she was turning a pancake the baby woke up. Then the cat hissed at the dog, and when the dog was running away, he knocked over the recycling bin. "Wow," Eddie exclaimed "I am not going to get up early tomorrow!"

EasyTeacherWorksheets.com

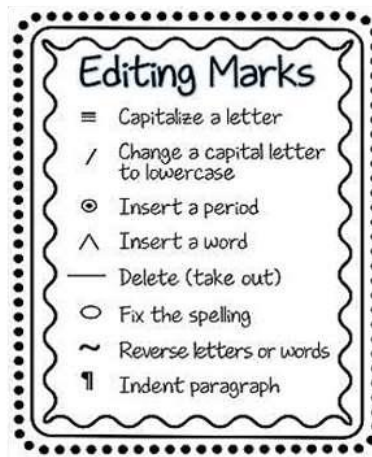
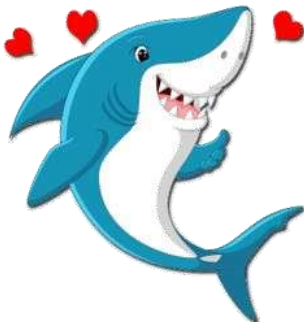


Now rewrite the paragraph in here:

Exercise 4: Editing and Proofreading:

Use editing marks to identify the errors in the paragraph. The first one is one for you:
Sharks:

Sharks have a very streamlined shape ⊙ this shape is good for swimming and helps keep shark buoyant or afloat. a sharks tail otherwise known as the caudal fin moves them forward and downward. the side or pectoral fins provide lift, much like the wings of an aeroplane sharks have many rows replacement teeth, which grow on inside of jaws and move forward when needed. they are a bit like a conveyor belt a sharks feeding depends on its species and location most sharks are carnivores so they eat fish and sometimes other sharks. Some large sharks eat dolphins sealions and small whales smaller sharks eat molluscs clams crabs squid lobster and other small life.



Rewrite the corrected text below:



Exercise 5: Editing and Proofreading:



How Many Mistakes Can You Find?

Use editing marks to identify the errors in the paragraph:

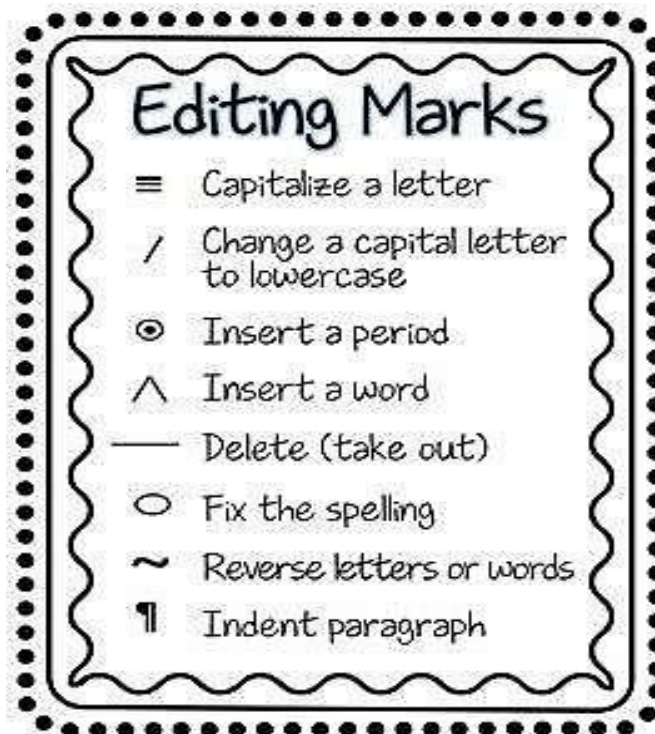
The Twins

Peter and Leon are twins. They look alot like each other, But Leon is a little taller then

peter. The two boys like rideing there bikes and playing on the beach. Peter is

mischeivous always playing tricks on Leon, who likes reeding and singing in the church

choir.



Rewrite the paragraph here:



Exercise 6: Read the following paragraph. This time the errors are underlined. MARK the errors with the corresponding editing marks. Then rewrite the paragraph in the space provided:

Some days are good and some days are bad. Today is day bad. I woke up very
too late. My alarm clock not ring. I ran to take a shower. I didn't have a towel I ran
to find a towel. I got dressed. I couldn't find my socks. I finally found my shoes and socks.
I ran to the corner to catch the bus. He was leaving. I slowly walked home.
Then I saw that my socks were two different colors. I am going back for bed.

Editing Marks

- ≡ Capitalize a letter
- / Change a capital letter to lowercase
- ⊙ Insert a period
- ^ Insert a word
- Delete (take out)
- Fix the spelling
- ~ Reverse letters or words
- ¶ Indent paragraph

Rewrite the corrected text below.



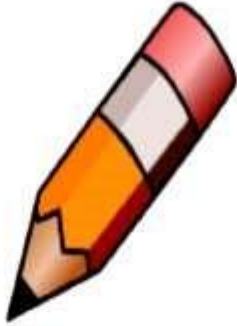
Assessment: Use of Editing Marks

I. Write the NUMBER next to the CORRESPONDING editing mark description

	capitalize	1	
	delete	2	
	Insert a word, letter, or phrase	3	
	Insert period	4	
	Change to lower case	5	
	Insert comma	6	
	Insert space	7	
	Insert quotation marks	8	
	Insert an apostrophe	9	
	Close space	10	
	Start a new paragraph	11	
	Transpose letters or words	12	
	Move right	13	
	Check spelling	14	
	Move left	15	

II. IDENTIFY THE PROOFREADING MARKS AND CORRECT A PARAGRAPH:

Proofreading



DIRECTIONS: Use proofreading marks to correct the paragraph.

- ≡ Capitalize letter.
- ⦿ Add a period.
- ⊙ Add a question mark.
- ^ Add a comma.
- ℓ Take words out
- Spell correctly.
- ¶ Indent.
- / Lowercase letter.
- ^ Add words.









The commuter bus is a good option for drivers who don't like to sit in traffic buses reduce the amount of traffic on the road. They also allow commuters to relaz, or make productive use of time that would otherwise be wasted, sitting on clogged roads. Many commuter buses have electrical outlets, Wi-Fi, and restrooms. Further, it often less expensive to buy a monthly bus pass than it is to pay for gasoline and parking. The buses run every ten minites. You can catch the bus at at various convenient places in the suburbs, and the bus will drop you off at your choice of major destinations in the city. The transit system Encourages Everyone who has to go into the city to give commuter buses a try!

[©www.EasyTeacherWorksheets.com](http://www.EasyTeacherWorksheets.com)

Rewrite the corrected paragraph here:

Part III. Using Editing Marks to Identify Errors and Rewriting:

This student needs help fixing her paragraph. Use the Editing Marks below to make corrections to her work. You should find **nine capitalization, punctuation, and spelling mistakes**. Then, rewrite the paragraph correctly on the lines.

Editing Marks	
 Capitalize letter	 Take words or letters out
 Add a period	 Correct spelling
 Add a question mark	 Lowercase letter
 Add a word or comma	 Indent

the day i got my dog was the best day of my life I knew right away that my dog
and I would be best frends. i chose the name Coach for him. Its the perfect name
for him becaus when my dad and i throw the ball around outside, coach barks. It's
like he is a baseball coach yelling from the dugout!

LESSON 3

Unit: Analyzing Story Structure

Objectives:

At the end of this lesson the students will:

- be able to correctly identify character traits from a short story.
- be able to distinguish shades of meaning among closely related character traits.
- be able to use adjectives/ Character traits correctly in their writing.
- be able to create or select Character Traits to enhance their writing as they write and revise.

Listening

10.L.1b - Follow turn-taking and show consideration by affirming others, adding relevant information, and paraphrasing key ideas. Extend ideas or arguments with minimal support.

Reading

10.R.1a - Explain inferences and conclusions drawn from text to support analysis.

10.R.3L - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot and its components or develop the theme.

10.R.5L- Analyze how an author's choices about structure of literary text, order of events within it (e.g., parallel plots), create such effects as mystery, tension or surprise.

Writing

10.W.4 - Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.

Language

10.LA.1 - Demonstrate command of the conventions of English grammar and usage when writing or speaking.

Activity 1

Author and Narration What is

an Author?

An AUTHOR is the person who wrote a book, article, poem or other work.

Author Background and Perspective

Every author has a different biographical background. An author's biographical background is his or her life story and experiences.

IT INCLUDES:

- CULTURE
- Historical period, or when the author was alive
- Location
- Personal experiences



Depending on the time, place, and culture an author lived in, his or her point of view can be very different from another author. The author biographical background can affect his/her perspective, or the way he or she writes. Once we understand an author's background, we can put his or her writing in that context.

Once we understand what the author is, we can understand more about why he or she wrote the piece in the first place.

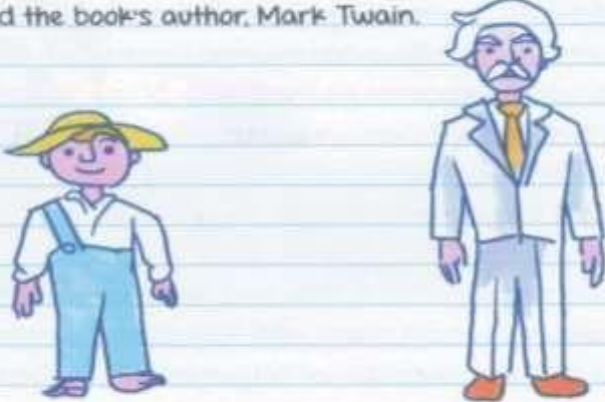
Example:

There were two countries – **Blue** and **Red**. The country of Blue invaded the country of Red and won a huge victory. If a poet grew up in the country of Blue, what might his poem about the country of Blue be like? If a playwright grew up in the country of Red, what

Author vs Narrator

A Narrator is the character who relates the events of a story. It's NOT the same things as an author. The narrator is a character that an author created. The narrator can be similar to or different from the author. In fiction texts, the narrator is a fictional creation of the author—just like any other character in the story.

EXAMPLE:
There are a lot of differences between the character of Huck Finn, who narrates *THE ADVENTURES OF HUCKLEBERRY FINN*, and the book's author, Mark Twain.



NARRATOR	AUTHOR
Huck Finn (a fictional person)	Mark Twain (a real person)
Is an orphan	Is not an orphan
Is a kid	Is a grown man
Can't write standard English	Makes a living writing standard English
Lives on the Mississippi	Lives in Connecticut

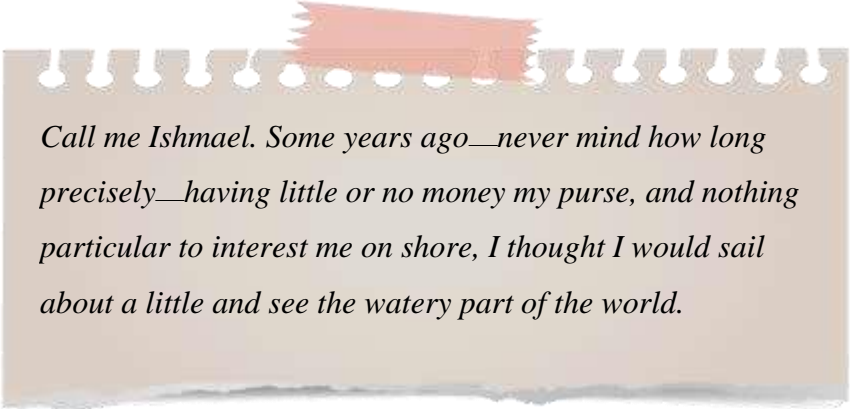
Differentiation between the author and narrator is the first step toward understanding more about fiction. Is the narrator reliable, meaning he or she knows? Or is he or she an **UNRELIABLE NARRATOR** – someone who sometimes hides the truth?

Similar to understanding who the author is, once we understand who the narrator is, we can understand more about the character and what the author is trying to achieve by using this narrator.

Check your Knowledge

DIRECTIONS: Read and answer the following questions.

1. Does the time in which an author is born affect his or her biographical background?
2. What do we call the character who relates the events of a story of a story?
3. Define “culture”.
4. Why is it important to know about an author’s biographical background?
5. Do a narrator and an author always have the same biographical background?
6. Which is the most likely title of a book written by a boy who grew up on a farm during a long drought?
 - a. A CITY SUMMER
 - b. THE LAST DROP OF WATER
 - c. A YOUNG LADY’S DREAMS
7. Would two authors from different countries have different perspectives?
8. Is the narrator’s perspective always the same as the author’s?
9. If two authors are born in the same hometown, a hundred years apart, would they have the same perspective?
10. Read the passage from the beginning of *MOBY DICK*, by Herman Melville. Then, name the author and the narrator.



Call me Ishmael. Some years ago—never mind how long precisely—having little or no money my purse, and nothing particular to interest me on shore, I thought I would sail about a little and see the watery part of the world.

Activity 2

Setting

What is setting?

In literature, the SETTING is the surrounding and time in which the events of a story take place.

Examples:

War and Peace, by *Leo Tolstoy*, is set in Russia during the Napoleonic Wars.

The Wizard of Oz, by *L. Frank Baum*, is set in the fictional land of Oz.

Settings can include information about:

- ✓ Era or period
- ✓ Date and time of day
- ✓ Geographical location
- ✓ Immediate surroundings of a character
- ✓ Social conditions
- ✓ Weather and natural surroundings

How authors set the scene?

An author SETS THE SCENE, or creates the setting, by describing the things you, the reader, might experience if you were there: what you'd see, hear, feel--- sometimes even what you might smell or taste. Authors may also describe what's happening in the world beyond the present moment in the story: where we are in time and what big events have just brought us to this moment.

Example:

In the paragraph from **ALICE'S ADVENTURES IN WONDERLAND**, by Lewis Carroll, Alice has ducked down a rabbit hole to chase a mysterious white rabbit.

The rabbit hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well.

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her, and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything: then she looked at the sides of the well, and noticed that they were filled with cupboards and bookshelves: here and there she saw maps and pictures hung upon pegs.

What we learn about the setting:

- The rabbit hole is like a tunnel. It suddenly dips into something like a well. The "well" is deep.
- Time appears to move slowly in this world.
- It's too dark to see below. The walls are actually shelves filled with things.

The description of this setting builds slowly, adding one detail on another. We learn something more from each new sentence, and if one of the details were left out, the rest of the setting wouldn't make much sense. If we heard about the shelves and maps before we knew Alice was falling through a well, they'd just be hanging in thin air. In poetry, writers also build a setting line by line.

THE SETTING ANSWERS THE FOLLOWING THREE QUESTIONS:

- Where does the story take place?
- When does the story take place?
- What are the conditions like in this time and place?



Check your Knowledge

DIRECTIONS: Answer the following questions in complete sentences.

1. Does a setting describe how something happens or where it happens?
2. In a story about a genie in a bottle who belongs to a prince who lives in a beautiful castle, what is the setting?
3. List **three** features that a setting can include.
4. True or false: Another word for setting is “**surroundings.**”
5. True or false: The setting doesn’t have much impact on a story.
6. Paraphrase the setting of the following passage from “**At the Earth’s Core**”, by *Edgar Rice Burroughs*.

Together we stepped out to stand in silent contemplation of landscape at once weird and beautiful. Before us a low and level shore stretched down to a silent sea. As far as the eye could reach the surface of the water was dotted with countless tiny isles—some of towering, barren, granitic rock—others resplendent in gorgeous trappings of tropical vegetation, myriad starred with the magnificent splendor of vivid blooms.

Activity 3

Characters

What is a Character?

A **CHARACTER** is an individual in a story. If the story is a world, the characters are the population. Think about the story Rumpelstiltskin, who helps a poor miller's daughter pretend to spin straw into gold and then demands her firstborn child in return.

Rumpelstiltskin, the miller, the miller's daughter—even the firstborn child—they are all characters!

A story can be focused less on the action and more on the characters that perform the action and more on the characters that perform the action or are affected by it. By learning to analyze and understand characters, we better understand all the other elements of a story and the author's overall message.



Character Summary Chart

Types of Characters	This Character...
Central	Is the most important character in the story; central to the action.
Secondary	Appears in the story but is not the main focus.
Protagonist	Is a leading figure, the champion or hero of the story?
Antagonist	Comes into conflict with the protagonist and is considered the bad guy or villain of the story.
Flat	Has little depth and little information on beliefs, feelings, or behavior.
Round	Has depth, like a real person. You know a lot about this character
Dynamic	Changes throughout the story and is transformed.
Static	Stays the same throughout the story

To learn more on Types of Characters watch the following video

<https://safeYouTube.net/w/xl0N>

A. Use the following words to help you answer the questions below.

Flat Character
Protagonist

Static Character
Antagonist

Dynamic Character
Round Character

1. Character remains the same throughout the story. _____
2. A character who is typically the central character whom the action centers around. Usually seen as the good person or hero. _____
3. Character who undergoes an important change in personality in the story. _____
4. Character is well-developed and we know a lot about them. _____
5. A character or force that holds the action back; usually seen as a bad person or villain. _____
6. Character is not well-developed and does not have many traits. Easily defined in a single sentence because we don't know a lot about them. _____

B. Answer following statements with T (True) or F (False).

1. The protagonist is usually round and dynamic. _____
2. The secondary character appears in the story but is not the main focus. _____
3. The protagonist is usually seen as the villain or bad person. _____
4. Static characters undergo a lot of change in a story. _____

Activity 4

Definition:

Character Traits



Character traits are valued aspects of a person's behavior. Everyone has **character traits**, both good and bad, including our favorite fictional characters. **Character traits** are often labeled with **descriptive adjectives** such as patient, unfaithful, or jealous. ... This would make honesty one of her **character traits**.

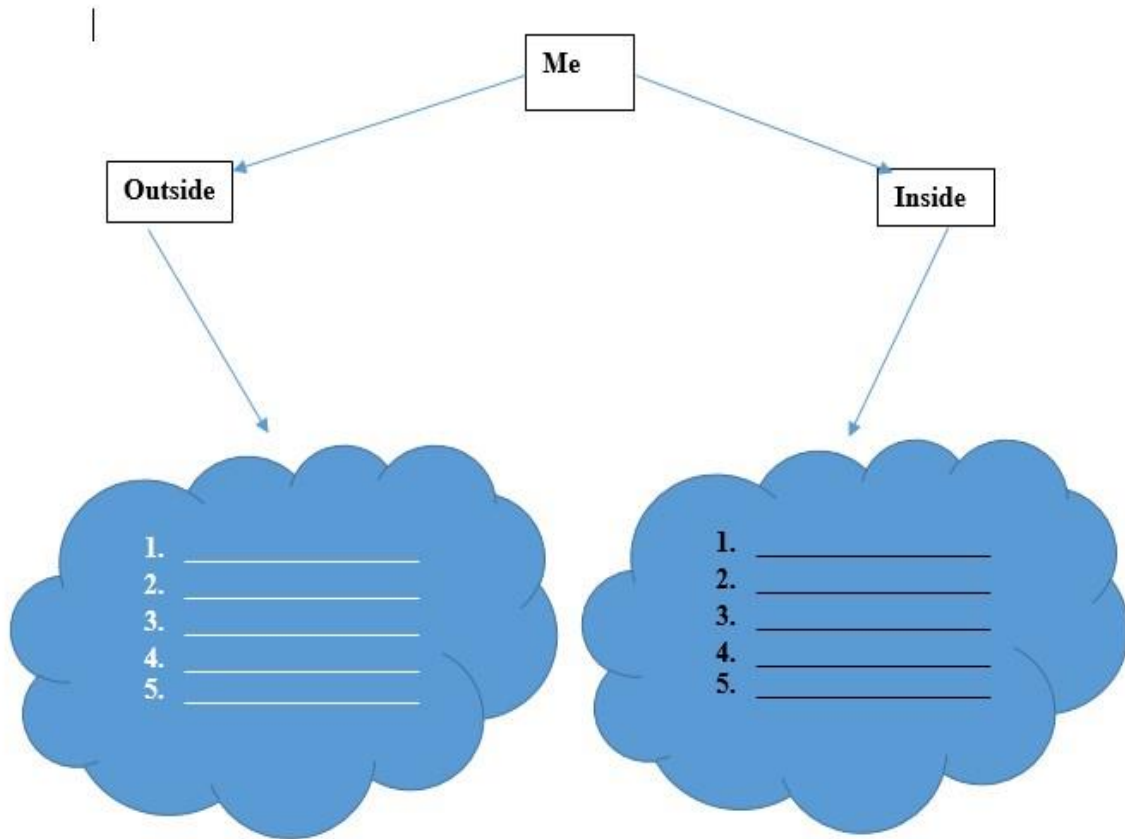
Character Traits

Brainstorming

Think about you. How you are inside and out. Then write at least 5 traits for each.

Look at the picture below as an example and click on this link for more examples:

<https://safeYouTube.net/w/4m0N>



Activity 5

Grammar

Adjectives: is a word that is used to describe a noun or pronoun to give it more specific meaning.

Example:

The realtor was **tactful** about my concerns.

- I considered the realtor **tactful**.



Practice 1- Read each sentence. Underline the adjective and draw an arrow to the noun or pronoun it modifies.

1. There was a major accident on the highway.
2. You have an important medical appointment.
3. There wasn't enough money to pay the bill.
4. A dozen eggs will be enough to make bread.

5. The railing was silvery in the dim shadows.
6. We use the good dishes for holiday meals.
7. My dad hung the curtain rod yesterday.
8. The timid driver was afraid to drive on the roads.
9. The room had dull walls and a dingy rug.
10. My office chair was broken.

Practice 2 – Characterization

Read a short story description, then identify the character trait revealed by each action.

Explain your answer.

1. Jake is Cassie's older brother. One day they are walking home from school when a cold front rolls in and the temperature drops 20 degrees. Jake is dressed more appropriately for the weather than Cassie. He takes off his hooded sweatshirt and offers it to her. She gratefully accepts. Jake is now colder, but he is happier.

What character trait does Jake demonstrate?

Explain:

2. Craig is a football player training over the summer for next season. The coach demands that all players come in at 6:00 AM and lift weights until 8:00 AM, when practice begins. Craig gets there at 5:00 AM to begin his training.

What character trait does Craig demonstrate?

Explain:

- Jonathan invited a bunch of friends over to his house. He then talked to them for hours about all the trophies that he had won, his rare comic book collection, and how much money his dad makes. His friends did not enjoy their time at Jonathan's.

What character trait does Jonathan demonstrate?

Explain:

- The teacher asked Khadija what the answer was to the problem on the board. Khadija wore a worried expression on her face for a moment and then put her head down on her desk. After the teacher moved on to someone else, Khadija whispered to her friend that the answer was 26. Khadija was right.

What character trait does Khadija demonstrate?

Explain:

- Scott doesn't talk much, but five girls in our homeroom class are currently competing for his attention. This is nothing new. Girls have liked Scott for as long as I can remember.

What character trait does Scott demonstrate?

Explain:

Practice 3 – Reading

The passage below is from *A Tale of Two Cities* by Charles Dickens. Read the passage, then answer.

He was shown upstairs, and found Lucie at her work, alone. She had never been quite at her ease with him and received him with some little embarrassment as he seated himself near her table. But, looking up at his face in the interchange of the first few commonplaces, she observed a change in it. "I fear you are not well, Mr. Carton!" "No. But the life I lead, Miss Manette, is not conducive to health. What is to be expected of, or by, such profligates?" "Is it not — forgive me; I have begun the question on my lips — a pity to live no better life?" "God knows it is a shame!" "Then why not change it?" Looking gently at him again, she was surprised and saddened to see that there were tears in his eyes. There were tears in his voice too, as he answered: "It is too late for that. I shall never be better than I am. I shall sink lower and be worse." He leaned an elbow on her table and covered his eyes with his hand. The table trembled in the silence that followed. She had never seen him softened and was much distressed. He knew her to be so, without looking at her, and said: "Pray forgive me, Miss Manette. I break down before the knowledge of what I want to say to you. Will you hear me?" "If it will do you any good, Mr. Carton, if it would make you happier, it would make me very glad!" "God bless you for your sweet compassion!" He unshaded his face after a little while and spoke steadily. "Don't be afraid to hear me. Don't shrink from anything I say. I am like one who died young. All my life might have been." "No, Mr. Carton. I am sure that the best part of it might still be; I am sure that you might be much, much worthier of yourself." "Say of you, Miss Manette, and although I know better — although in the

mystery of my own wretched heart I know better — I shall never forget it!" She was pale and trembling. He came to her relief with a fixed despair of himself which made the interview unlike any other that could have been holden. "If it had been possible, Miss Manette, that you could have returned the love of the man you see before yourself — flung away, wasted, drunken, poor creature of misuse as you know him to be — he would have been conscious this day and hour, in spite of his happiness, that he would bring you to misery, bring you to sorrow and repentance, blight you, disgrace you, pull you down with him. I know very well that you can have no tenderness for me; I ask for none; I am even thankful that it cannot be." "Without it, can I not save you, Mr. Carton? Can I not recall you — forgive me again! — To a better course? Can I in no way repay your confidence? I know this is a confidence," she modestly said, after a little hesitation, and in earnest tears, "I know you would say this to no one else. Can I turn it to no good account for yourself, Mr. Carton?" He shook his head. "To none. No, Miss Manette, to none. If you will hear me through a very little more, all you can ever do for me is done. I wish you to know that you have been the last dream of my soul. In my degradation I have not been so degraded but that the sight of you with your father, and of this home made such a home by you, has stirred old shadows that I thought had died out of me. Since I knew you, I have been troubled by a remorse that I thought would never reproach me again and have heard whispers from old voices impelling me upward, that I thought were silent forever. I have had unformed ideas of striving afresh, beginning anew, shaking off sloth and sensuality, and fighting out the abandoned fight. A dream, all a dream that ends in nothing, and leaves the sleeper where he lay down, but I wish you to know that you inspired it."

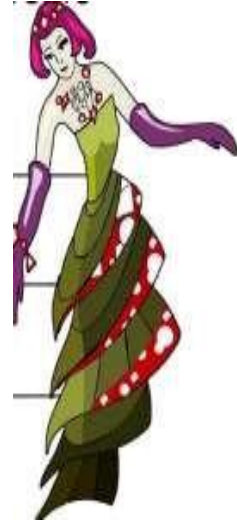
Sydney Carton

Give 10 Character Traits about Sydney Carton



Miss. Manette

Give 5 Character Traits about Miss. Manette that are opposite of Sydney Carton.



Assessment – Character Traits

Part A- Multiple Choice

Read each statement. Circle the best answer for each.

1. Character traits are words that describe a character's _____.
 - a. Emotion
 - b. Personality
 - c. Emotion and personality
 - d. All of the above

2. Which of the following is a character trait?
 - a. Happy
 - b. Kind
 - c. Sad
 - d. Mad

3. Which method of characterization might tell us about a character's weight?
- Action and speech
 - Inner thoughts
 - Reaction
 - Physical description
4. Which method of characterization is an author using if we learn a character stole something?
- Action
 - Inner thoughts
 - Reaction and speech
 - Physical description
5. What is a method of characterization used when we hear what a character thinks?
- Action and speech
 - Inner thoughts
 - Reaction
 - Physical description
6. Instead of getting started in her work right away, Rosa stares out the window, drops her pencil on the floor, and asks her friend to pick it up.
We can infer that Rosa is:
- Nervous
 - Lazy
 - Hardworking
 - Afraid
7. Even though Joe knows the answer to his teacher's question, he doesn't raise his hand.
We can say Joe is acting:
- Disrespectful
 - Shy
 - Happy
 - Annoyed
8. Mary had been trying to solve the same math problem for an hour. She kept writing and rewriting the problem over and over again. When she kept

getting the wrong answer, she put her hands on her head, leaned back in the chair and said. "I quit!".

- a. Mary is sleepy.
- b. Mary is frustrated.
- c. Mary is happy.
- d. Mary is outgoing.

9. Ricardo was jumping up and down watching out the window. He could not wait for his mother to get home. She was bringing his new baby sister home for the first time. He wanted to see her and play with her for the first time.

- a. Ricardo is upset.
- b. Ricardo is excited.
- c. Ricardo is disappointed.
- d. Ricardo is helpful.

10. Dana worked hard at every practice she went to. She kicked the soccer ball in her front yard for about an hour each day. When her coach told her she needed to fix things, she listened carefully and did what he said.

- a. Dana is dedicated.
- b. Dana is lazy.
- c. Dana is silly.
- d. Dana is disrespectful.

Part B – Reading Comprehension

Read and answer the questions below.

Black Beauty, written by Anna Sewell, was published in 1877. It is the story of a black horse called Black Beauty.

Chapter 7 Ginger

One day when Ginger and I were standing alone in the shade, we had a great deal of talk; she wanted to know all about my bringing up and breaking in, and I told her.

“Well,” said she, “if I had had your bringing up I might have had as good a temper as you, but now I don’t believe I ever shall.”

“Why not?” I said.

“Because it has been all so different with me,” she replied. “I never had any one, horse or man, that was kind to me, or that I cared to please, for in the first place I was taken from my mother as soon as I was weaned, and put with a lot of other young colts; none of them cared for me, and I cared for none of them. There was no kind master like yours to look after me, and talk to me, and bring me nice things to eat. The man that had the care of us never gave me a kind word in my life. I do not mean that he ill-used me, but he did not care for us one bit further than to see that we had plenty to eat, and shelter in the winter. A footpath ran through our field, and very often the great boys passing through would fling stones to make us gallop. I was never hit, but one fine young colt was badly cut in the face, and I should think it would be a scar for life. We did not care for them, but of course it made us more wild, and we settled it in our minds that boys were our enemies. We had very good fun in the free meadows, galloping up and down and chasing each other round and round the field; then standing still under the shade of the trees. But when it came to breaking in, that was a bad time for me; several men came to catch me, and when at last they closed me in at one corner of the field, one caught me by the forelock, another caught me by the nose and held it so tight I could hardly draw my breath; then another took my under jaw in his hard hand and wrenched my mouth open, and so by force they got on the halter and the bar into my mouth; then one dragged me along by the halter, another flogging behind, and this was the first experience I had of men’s kindness; it was all force. They did not give me a chance to know what they wanted. I was high bred and had a great deal of spirit, and was very wild, no doubt, and gave them, I dare say, plenty of trouble, but then it was dreadful to be shut up in a stall day after day instead of having my liberty, and I fretted and pined and wanted to get loose. You know yourself it’s bad enough when you have a kind master and plenty of coaxing, but there was nothing of that sort for me

"There was one—the old master, Mr. Ryder—who, I think, could soon have brought me round, and could have done anything with me; but he had given up all the hard part of the trade to his son and to another experienced man, and he only came at times to oversee. His son was a strong, tall, bold man; they called him Samson, and he used to boast that he had never found a horse that could throw him. There was no gentleness in him, as there was in his father, but only hardness, a hard voice, a hard eye, a hard hand; and I felt from the first that what he wanted was to wear all the spirit out of me, and just make me into a quiet, humble, obedient piece of horseflesh. 'Horseflesh'! Yes, that is all that he thought about," and Ginger stamped her foot as if the very thought of him made her angry. Then she went on:

"If I did not do exactly what he wanted he would get put out, and make me run round with that long rein in the training field till he had tired me out. I think he drank a good deal, and I am quite sure that the oftener he drank the worse it was for me. One day he had worked me hard in every way he could, and when I lay down I was tired, and miserable, and angry; it all seemed so hard. The next morning he came for me early, and ran me round again for a long time. I had scarcely had an hour's rest, when he came again for me with a saddle and bridle and a new kind of bit. I could never quite tell how it came about; he had only just mounted me on the training ground, when something I did put him out of temper, and he chucked me hard with the rein. The new bit was very painful, and I reared up suddenly, which angered him still more, and he began to flog me. I felt my whole spirit set against him, and I began to kick, and plunge, and rear as I had never done before, and we had a regular fight; for a long time he stuck to the saddle and punished me cruelly with his whip and spurs, but my blood was thoroughly up, and I cared for nothing he could do if only I could get him off. At last after a terrible struggle I threw him off backward. I heard him fall heavily on the turf, and without looking behind me, I galloped off to the other end of the field; there I turned round and saw my persecutor slowly rising from the ground and going into the stable. I stood under an oak tree and watched, but no one came to catch me. The time went on, and the sun was very hot; the flies swarmed round me and settled on my bleeding flanks where the spurs had dug in. I felt hungry, for I had not eaten since the early morning, but there was not enough grass in that meadow for a goose to

live on. I wanted to lie down and rest, but with the saddle strapped tightly on there was no comfort, and there was not a drop of water to drink. The afternoon wore on, and the sun got low. I saw the other colts led in, and I knew they were having a good feed.

"At last, just as the sun went down, I saw the old master come out with a sieve in his hand. He was a very fine old gentleman with quite white hair, but his voice was what I should know him by among a thousand. It was not high, nor yet low, but full, and clear, and kind, and when he gave orders it was so steady and decided that everyone knew, both horses and men, that he expected to be obeyed. He came quietly along, now and then shaking the oats about that he had in the sieve, and speaking cheerfully and gently to me: 'Come along, lassie, come along, lassie; come along, come along.' I stood still and let him come up; he held the oats to me, and I began to eat without fear; his voice took all my fear away. He stood by, patting and stroking me while I was eating, and seeing the clots of blood on my side he seemed very vexed. 'Poor lassie! it was a bad business, a bad business;' then he quietly took the rein and led me to the stable; just at the door stood Samson. I laid my ears back and snapped at him. 'Stand back,' said the master, 'and keep out of her way; you've done a bad day's work for this filly.' He growled out something about a vicious brute. 'Hark ye,' said the father, 'a bad-tempered man will never make a good-tempered horse. You've not learned your trade yet, Samson.' Then he led me into my box, took off the saddle and bridle with his own hands, and tied me up; then he called for a pail of warm water and a sponge, took off his coat, and while the stable-man held the pail, he sponged my sides a good while, so tenderly that I was sure he knew how sore and bruised they were. 'Whoa! my pretty one,' he said, 'stand still, stand still.' His very voice did me good, and the bathing was very comfortable. The skin was so broken at the corners of my mouth that I could not eat the hay, the stalks hurt me. He looked closely at it, shook his head, and told the man to fetch a good bran mash and put some meal into it. How good that mash and so soft and healing to my mouth. He stood by all the time I was eating, stroking me and talking to the man. 'If a highmettled creature like this,' said he, 'can't be broken by fair means, she will never be good for anything.'

"After that he often came to see me, and when my mouth was healed the other breaker, Job, they called him, went on training me; he was steady and thoughtful, and I soon learned what he wanted."

Answer:

1. Give seven (7) character traits about Ginger.

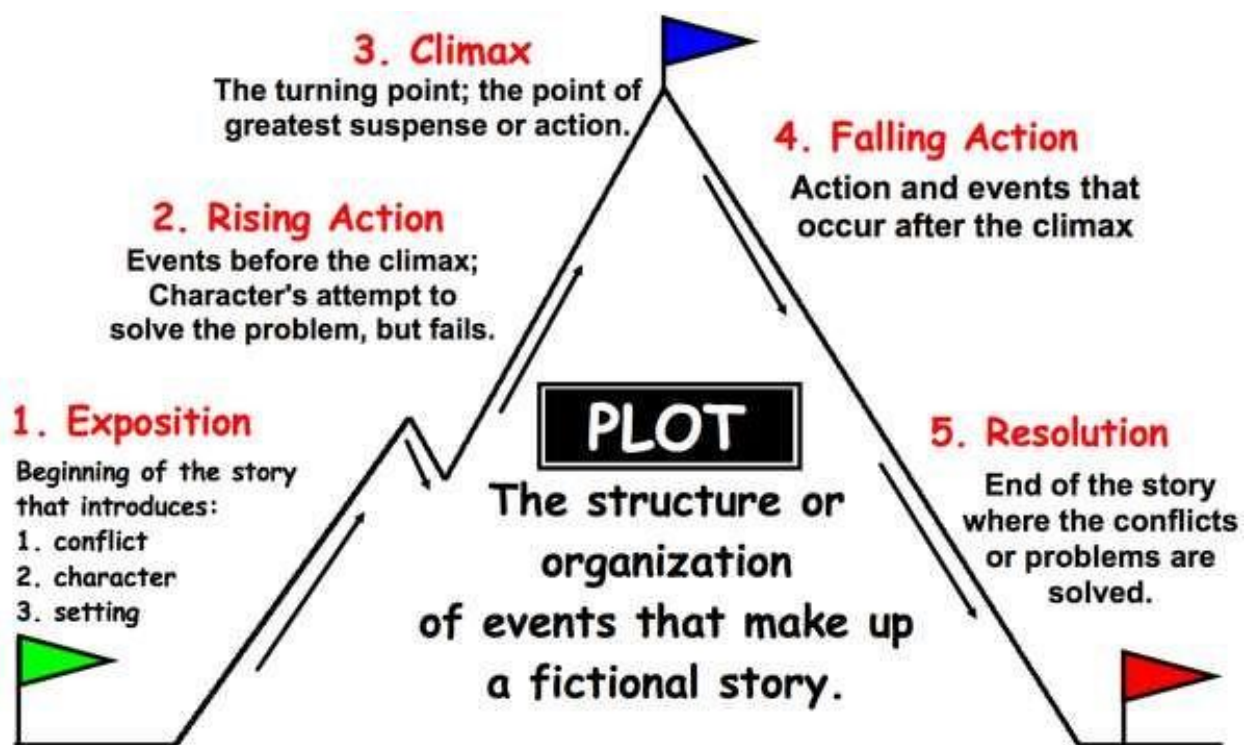
2. Give at least three character traits for the man and boys Ginger talked about?

PLOT

What is PLOT?

The plot, or sequence of events in a story, creates action. The actions in a story build **DRAMA**. All that action and drama usually works toward a **RESOLUTION**. When an author creates a plot, he or she is creating a chain reaction—there are causes and effects to the action. There are an infinite number of **PLOTLINES** that an author can create—what he or she creates can reveal the meaning and message behind the story.

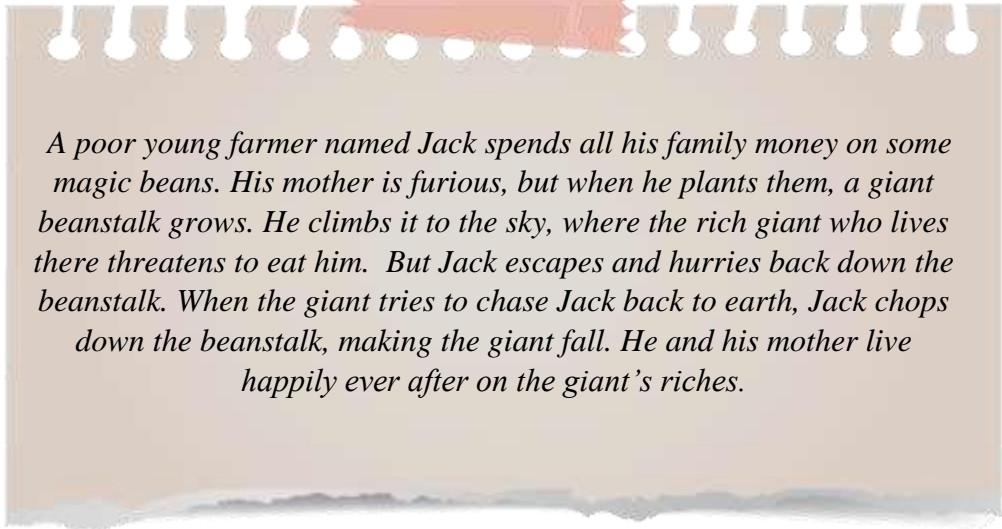
Almost all plots follow this basic sequence, which was first described by the German novelist and playwright *Gustav Freytag* and is sometimes described as *Freytag's Pyramid*.



Visit <https://safeYouTube.net/w/iz0N> for more on *Freytag's Pyramid*.
Check your knowledge

DIRECTIONS: Answer the following questions in complete sentences.

1. What do we call the way events are structured to create a story?
2. Does rising action happen before or after falling action?
3. Does a story's setting affect the plot?
4. What is at the peak of a plot pyramid?
5. What do we call the part of a story where the conflict is settled?
6. Can something as small as a single sentence affect the course of a whole plot?
7. Draw a plot diagram for this story:



A poor young farmer named Jack spends all his family money on some magic beans. His mother is furious, but when he plants them, a giant beanstalk grows. He climbs it to the sky, where the rich giant who lives there threatens to eat him. But Jack escapes and hurries back down the beanstalk. When the giant tries to chase Jack back to earth, Jack chops down the beanstalk, making the giant fall. He and his mother live happily ever after on the giant's riches.

Reading Comprehension Assessment

DIRECTIONS: Read the following short story and answer the questions below.

Thirty Minutes Alone

Carlos hated the half hour before his older brother got home from high school. The house was too quiet, and he felt alone. He didn't like feeling that way. In fact, he had insisted to his parents that he would be fine and that he did not need a babysitter after school. He was old enough to take care of himself. It was only a half hour.

On that day, he did what he usually did. He turned on the television, loud. He laid out the snacks that he and his brother would eat. Their parents had a strange rule about not eating alone, so he had to wait until Samuel got home, even if he was starving. He wasn't allowed to cook either, so any snacks he put out had to be cold. And he had to call his mom at the store, just to let her know that he was home.

The phone rang. It was his mother. "Is Samuel home yet?" She sounded worried. The store where she

worked was almost an hour away. "Get into the basement!" she said. Carlos could tell she was trying to sound calm.



"What's the matter, Mom? You know Samuel won't be home for another twenty minutes." Carlos had a car now that he was 17 and no longer rode on the school bus. "Get down..." Then the line cut out. Miguel ran to the window. Even though it was only four o'clock, the sky had turned black. Hail hit the roof and the front yard. Every few seconds, lightning lit up the landscape. In one flash, he saw the swirl of a tornado. It was headed straight for their house. Then he saw Manolo's car, about a half mile away. He was driving fast. "Hurry up, Manolo!" Miguel whispered to himself. He looked back at the twister, then again toward the road. Manolo was almost at the driveway. He opened the door. In the strong wind, it battered against the side of the house. Manolo rushed in. Without talking, the two of them headed for the basement. They knew what to do. They huddled together and listened to the roar overhead. It seemed to last forever.

1. Carlos main problem, which he doesn't know until he looks out the window, is that _____.
 - a. his brother Manolo drives too fast.
 - b. a tornado is heading toward his house.
 - c. he doesn't really like being home alone.
 - d. his mother has called and is upset with him.

2. Which detail shows that Carlos has a problem?

- a. The phone rings.
 - b. The television is really loud.
 - c. Samuel's car door batters the side of the house.
 - d. Carlos's mother tells him to go to the basement.
3. The statement that tells the reader about Miguel's character is:
- a. he likes calling his mom when he gets home.
 - b. he believes he does not need a babysitter.
 - c. he enjoys eating cold snacks.
 - d. he likes to eat a lot.
4. The climax of the story is when
- a. the reader wonders whether Manolo will get into the basement safely.
 - b. Carlos and Samuel are listening to the roar upstairs.
 - c. Miguel prepares snacks to eat and puts them out.
 - d. the reader realizes that Miguel's mother is upset.
5. Describe what the house would look like if the tornado were to hit it.

—

—

—

Video Library

Setting

<https://safeyoutube.net/w/0XzN>

Types of Characters

<https://safeYouTube.net/w/xl0N>

Character Traits

<https://safeYouTube.net/w/4m0N>

PLOT - Freytag's Pyramid. <https://safeYouTube.net/w/iz0N>

Answer Key

Activity 1

Check your Knowledge – Author and Narration

1. A time in which an author is born can affect his/her biographical background.
2. The character that relates to events in a story is a Narrator.
3. The collection of beliefs, attitudes, and customs of specific group of people.
4. It is important because an author's background affects his or her perspective, or the way he or she sees and writes about the world.
5. A narrator and author not necessarily have the same biographical background.
6. The Last Drop of Water
7. Yes, two authors from different countries can have different perspectives.
8. No, the narrator's perspective does not have to be the same as the author.
9. No, they will not have the same perspective.
10. Author: Herman Melville; Narrator: Ishmael

Activity 2

Check your Knowledge – Setting

1. It describes when it happens.
2. The beautiful castle, and possibly inside the bottle.
3. Any three of the following: *era or period, date, time of day, geographical location, weather, natural surroundings, immediate surroundings of a character, social conditions.*
4. True
5. False
6. Possible answer: *The characters are standing on the shore of a silent ocean filled with many islands, some rock and some covered with vegetation.*

Activity 3

Check your Knowledge – Characters A.

1. Static Character
2. Protagonist
3. Dynamic Character
4. Round Character
5. Antagonist
6. Flat Character

B.

7. T
8. T
9. F
10. F

Activity 4 – Brainstorming

Answers may vary

Activity 5 – Grammar

Practice 1

1. There was a major accident on the highway.
2. You have an important medical appointment.
3. There wasn't enough money to pay the bill.
4. A dozen eggs will be enough to make bread.
5. The railing was silvery in the dim shadows.
6. We use the good dishes for holiday meals.
7. My dad hung the curtain rod yesterday.
8. The timid driver was afraid to drive on the roads.
9. The room had dull walls and a dingy rug.
10. My office chair was broken.

Practice 2

1. Answers will vary (kind)
2. Answer will vary (responsible)
3. Answers will vary (proud)
4. Answers will vary (shy)
5. Answers will vary (nice, good looking) **Practice 3**

Answer will vary

ASSEMENT

Part A- Multiple Choice

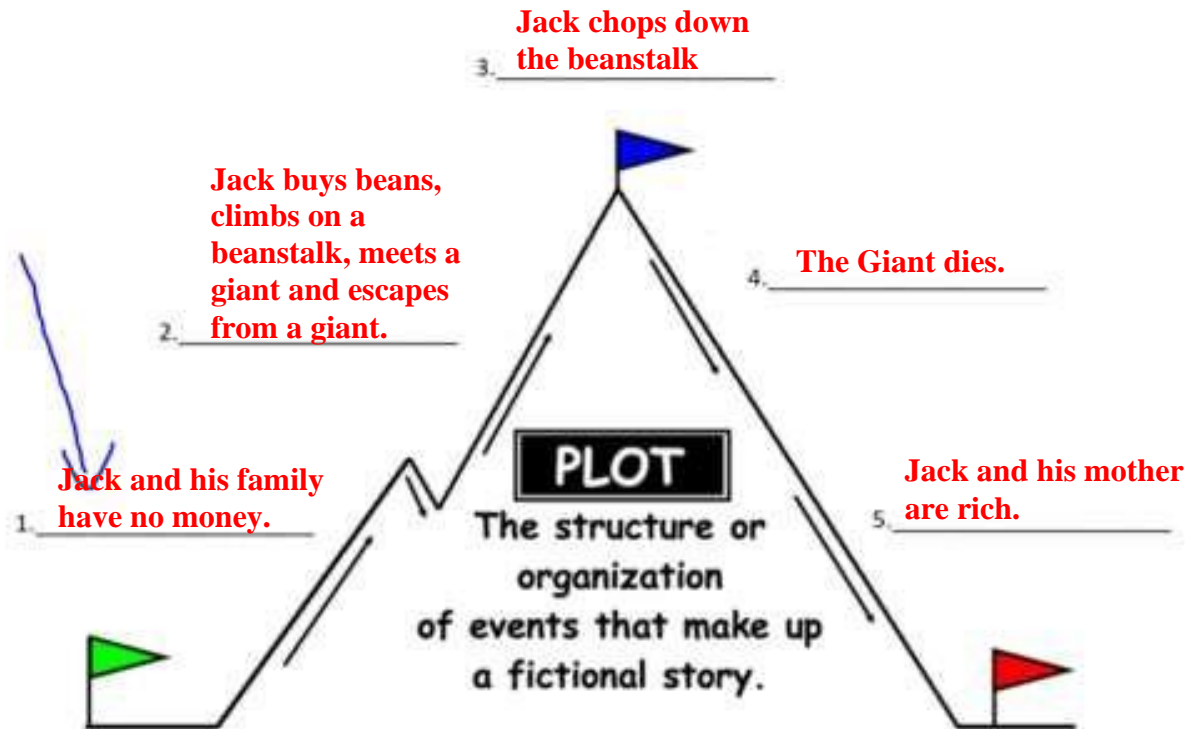
1. d
2. b
3. d
4. a
5. b
6. b
7. b
8. b
9. b
10. a

Part B – Reading Comprehension- Character Traits

1. Answer will vary (feisty, tempered)
2. Answers will vary (great, intuitive)

Activity 6 - PLOT

1. The way events are structured is called PLOT.
2. The rising action happens before the falling action.
3. Yes, a story setting can affect the plot.
4. At the peak of the pyramid you can find the climax of the story.
5. When the conflict is settled you call it Resolution.
6. Yes, a single sentence can affect the course of a whole plot.
7. Plot Diagram



Activity - Reading Comprehension Assessment

Thirty Minutes Alone

1. b
2. d
3. b
4. d
5. Possible Answer: *If the tornado hits the house, heavy objects have been moved and may now be upside down. It is possible the walls of the home may have been destroyed, and the roof may be gone.*

LESSON 4

Unit: Nonfiction & Informational Text

Objectives:

At the end of this lesson the students will:

- Use different types of transition words in their writing.
- Use grade appropriate content-specific words to express personal experiences.
- Make personal connections and relate to others.
- Determine author's point of view in a text.
- Writes memoirs to develop real experiences or events using effective techniques.
- Read and analyze memoirs, making connections between memoir and his/her own experiences or the experiences of family members or friends.

Standards and expectations:

Listening

10.L.1d - Listen to a variety of literature, genres (plays, poetry, and others), and styles to analyze character development, setting, tone, voice, and mood to make connections to text.

Reading

10.R.1a – Explain inferences and conclusions drawn from text to support analysis.

10.R.5I - Analyze in detail how an author's ideas or claims (positions) are developed and refined by particular sentences, paragraphs, or portions of an available informational text (e.g., essays, reports, and news articles).

Writing

10.W.3 - Write literary texts to develop real or imagined experiences or events, using literary elements and techniques (narrative structure, theme, mood, plot, setting, moral, alliteration, hyperbole, allegory, and others).

10.W.4 - Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations

Language

10.LA.1 - Demonstrate command of the conventions of English grammar and usage when writing or speaking.

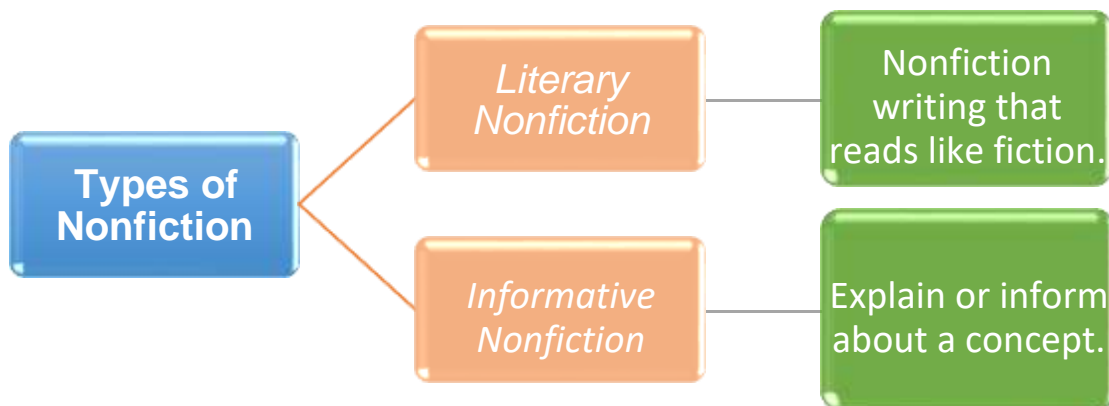
Activity 1

What is Nonfiction?

In today's lesson we are going to review what is nonfiction. **Nonfiction** is a written work based on real events. It's a type of literature that can help us understand our world.

Let's look at some *Characteristics of Nonfiction*:

1. Nonfiction writing must involve **REAL** people, places, and events.
2. The stories in nonfiction must be **TRUE**. If something is made-up, then it falls under fiction.
3. Nonfiction must also contain **FACTS**, which are information that can be proven to be true.
4. Most nonfiction works also have a similar **author's purpose**, which is the reason the author writes.
5. Most nonfiction is written to express or to inform. If the author's purpose is to express, the concepts expressed are always based on true, real-life situations.



Literary nonfiction

- Literary nonfiction includes the elements of fiction, like characters, setting, and plot; however, in nonfiction these elements must be real and not imaginary.
- The stories are meant to amuse the reader, as well as inform on true stories.
- Literary nonfiction includes biographies, autobiographies, memoirs, and essays.
 - Examples: *Anne Frank*, *Amelia Earhart*, *Rosa Parks*, *Long Walk to Freedom: Nelson Mandela*



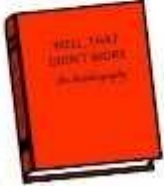
Informative nonfiction

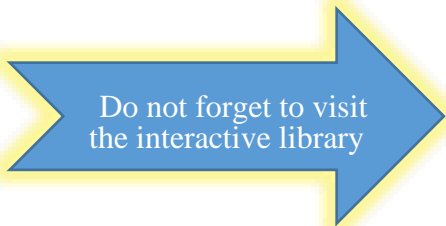
- This type of nonfiction exists to provide the reader with factual information.
- Informative nonfiction includes articles and interviews.

Exercise 1

Nonfiction Texts

Directions: Provide an example of a book with the author for each Genre and explain how you know it belonged to that genre.

Nonfiction		
Type of Book	Title & Author	How Did You Know?
Informational 	Title: Author:	
Biography 	Title: Author:	
Autobiography Story of my life 	Title: Author:	



Activity 2

My Uncle Louis: A Memoir *Remembering the Moon Landing.*

Directions: Read the following Memoir and discuss the questions below.

Before Reading

Forum Discussion Questions

1. What does the word Memoir make you think?
2. What do you think when you hear the words moon landing?

My uncle remembers when Neil Armstrong became the first person ever to set foot on the moon. “The day was July 20, 1969. I was just about your age,” Uncle Louis said. “It was a summer night, way past my bedtime. My parents let me stay up to watch it on TV.” “In school, our teacher had told us that one day astronauts would land on the moon,” Uncle Louis continued. “I didn’t believe it was possible! Then my parents turned on the TV. I watched Neil Armstrong climb slowly down a ladder. He stepped onto the moon. He began to walk around! It was absolutely amazing!” “I’m glad my parents let me stay up,” laughed Uncle Louis, “because that’s when I decided I wanted to be a space scientist someday. And now here I am working for NASA!”



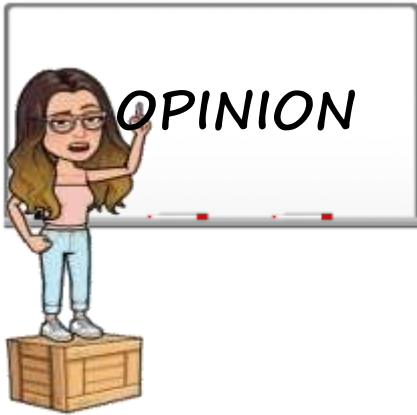
After Reading

Forum Discussion Questions.

1. What did you think about when reading this memoir?
2. From whose point of view is this memoir being told?
3. What aspects of a memoir can be identified?

Activity 3

Fact and Opinion



Fabiola and Olivia are two friends who tend to speak in different manners. Fabiola is objective and just states the facts. Olivia is subjective and speaks her opinion. Read the following statements carefully and determine whether Fabiola or Olivia said the m.

Directions: Write an “F” or an “O” for fact or opinion on the lines next to each statement.

1. “Culebra is the most beautiful town to visit during the summer.”
2. “Mystery novels are the most exciting books to read!”
3. “The Green Turtle is on the endangered species list”
4. “Pablo Picasso is the most talented artist who ever lived.”
5. “My new phone just cost me \$50.00.”
6. “Jellyfish don’t have brains, bones, or a heart.”
7. “The Lakers are going to win the championship this year.”
8. “The Empire State Building is over 1,200 feet tall!”
9. “Skateboarding is the most difficult sport to learn.”
10. “When sunlight hits the moon's surface, the temperature can reach 260 degrees Fahrenheit.”

****WATCH VIDEO****



<https://safeyoutube.net/w/IHrM>

Activity 4

Transition Words

- Transition words are like road signs.
- They help the reader understand the direction of your thought.
- Transition words are used in a sentence to connect two ideas.
- They join clauses together to show a difference or a connection.

Examples:

Actually, most of his classmates were awake by 8:30 AM.

As a matter of fact, those who were present really enjoyed the debate.

First and foremost, she is an artist.

Use Transitions to:

- Clarify relationships
- Create cohesion
- Link major sections of the text
- Convey sequence
- Signal shifts in time or setting
- Show relationships

- Build toward a particular tone and outcome (build suspense)



<https://safeyoutube.net/w/EXrM>

Practice

Transition Words

- ✓ **Using transitional words and phrases** helps papers read more smoothly, and at the same time allows the reader to flow more smoothly from one point to the next.
- ✓ **Transitions enhance logical organization and understandability** and improve the connections between thoughts. They indicate relations, whether within a sentence, paragraph, or paper.
- ✓ **This list illustrates categories of "relationships" between ideas,** followed by words and phrases that can make the connections.










Directions: Circle the transition words and phrases in the sentences below.

1. I like to go to the theatre; in fact, it's my favorite type of entertainment.
2. No one expected so many people at the class reunion; consequently, we ran out of food.
3. The weather was very bad; even so, the farmer had to milk the cow.
4. The girls finished cleaning early; therefore, they were allowed to go to outside with their friends.
5. The roof is leaking in the old house; furthermore, the brick is crumbling.

6. The teacher will accept late homework; however, she will take points off of the grade.
7. Although Jessica was the last to leave class, she was the first on the bus.
8. Edwin learned from his mistake. Likewise, others can learn from theirs.
9. Even though there was no one home, Wilma didn't feel lonely.
10. It takes a lot of concentration to play the violin. In the same way, the piano demands the full attention of the pianist.

List of Transition Words

Relationship	Transitional Words
 Time	first, next, suddenly, when, after, before, soon, at the same time, as soon as, the following, finally, as, then, meanwhile, afterward, immediately, later
 Place	beside, here, near, there, above, below, on the left, on top of, around, opposite, next to
 Importance	first, second, third, primarily, predominantly, largely, above all, chiefly, mainly, principally, for the most part, better, best, last, more important, most important, most of all, least, last but not least
 Cause/Effect	therefore, for that reason, namely, because, due to, thus, as a result, consequently, so, since, for, as a result, then
 Comparison	Similarly, like, clearly, same as, in the same way, as also, obviously, apparently, correspondingly, equally

Relationship	Transitional Words
Contrast 	but, however, yet, although, clearly, even though, in contrast, different from, unlike, on the other hand, nevertheless, but, conversely, in spite of, though, still
Examples 	That is, for this reason, such as, for example, like, in other words, along with, as follows, for instance, as, namely, clearly, evidently, undoubtedly, without a doubt, plainly, unmistakably
Adding information 	Again, also, additionally, in addition, furthermore, another, and besides, for example, for instance, moreover, next, likewise, finally, as well, along with, equally important, in other words

Activity 5

Narrative Perspective

In today's lesson we will be identifying the Narrative Perspective. Narrative perspective is the author's point of view.



<https://safeyoutube.net/w/hArM>

Click to watch

1. First Person - Story is told from the point of view of a character.

The following words are used in **first person**:

I	my	we
me	us	our

SAMPLE SENTENCE: *I really enjoyed diving into the pool!*

2. Second Person – the author is speaking to the reader.

The following words are used in **second person**:

you	yours
your	yourself

SAMPLE SENTENCE: When washing clothes, **you** need to make sure that **you** sort them according to their color.

3. Third Person - a narrator is telling the story.

he	they	her
she	them	his

The following words are used in **third person**:

SAMPLE SENTENCE:

Billy hurt **his** knee when he fell off of his bike.



There are three types of third person:

Limited
Objective
Omniscient

Practice A

Directions: Read the following passages and determine the narrator's point of view, and then mark those words or word phrases that helped you determine the point of view.

First person	Second Person	Third Person
---------------------	----------------------	---------------------

For those passages that are third person, remember to identify which types of third person is being used: **Limited, Objective or Omniscient.**

1. Mario walked into the room carefully. He began to sweat as he looked at the equipment in the room. He wondered what tools Dr. Colón would be using on his

teeth. His fear was short lived. He was excited when the dentist told him that he didn't have any cavities.

2. As I ran up to the stage to receive my award, I didn't realize that the steps were wet. I took a few steps, slipped, and fell flat on my back. The crowd waited in silence to see if I was okay. They erupted in applause, when I stood up and walked to the stage to get my award. For a moment I was ashamed, but I guess I showed courage by getting up and walking to the stage. I made sure that I held my head up high as I accepted my award.
3. When you are reading a passage and you come across a word that you do not know, you should use context clues to help you define the word. Context clues help you figure out the definitions of unfamiliar words. Become a detective and search for the words that will help you define the unfamiliar word. Sometimes the definition is right there in the sentence. You should never skip over a word you do not know. Good readers take the time to understand what they are reading!
4. Amanda looked at the menu with a puzzled expression. The letters were blurring together. She couldn't make out the words. Her waitress approached the table and introduced herself, "I'm Margarita and I'll be your serving your today," she said before announcing the specials and soups of the day. Amanda could not understand a word that Margarita had said. She shook her head politely as she chattered, but she had already made up her mind to point at pictures on the menu to communicate her order.
5. When I was 10 years months old, my father died at war and my mother was left to look after me all by herself... I had no brothers or sisters. So, through boyhood, from the age of 10 onward, there was just us two, my mother and me. We lived in an old gypsy caravan behind a filling station".
6. The wind was strong enough to knock down leaves off the trees. A girl was walking down the asphalt path lined with oaks. The red and brown leaves fell through the air with each gust. The girl dribbled a ball down the path. "Behind you!" shouted a man on a bike. The girl dribbled the ball off the path and avoided the biker. "Sorry," shouted the biker as he sped away. The girl continued walking down the path, dribbling the ball.
7. We never really cared who won or lost. We didn't even keep track of points usually. We just went out there and played our hearts out. There were no coaches, no umpires, and no fans. Just a handful of boys playing a game that we loved. So much happened on that field every time we played. Kingdoms were won and lost in a swing. Titles were made and broken in a pitch. But things were about to change.
8. Once you have your grill assembled, the next thing to decide is where to put it. A grill puts out a lot of heat, so you should position it several feet away from the side

of the house or any plants or shrubbery. You'll have an easier time with a spot that is sheltered from the wind. When positioning a grill on a wooden deck, remember that sparks and live embers can fall from a charcoal grill.

9. Marth looked at herself in the mirror. She thought that the dress fit her very well. She turned to the seller. The seller thought that the dress did not fit Martha, but she had learned a long time ago to be careful when telling a customer that a dress was too small for them. Martha asked the saleswoman, "Well? What do you think?" The seller nodded, put up her thumbs, and said, "It looks stunning, my lady." This response made Martha feel good.
10. No one had to say anything. I can see myself in the mirror. All of you have such nice, flat tummies. Mine is so round and giggly. None of my jeans fit anymore. I can barely button them! I have to go on a diet and quick.

Practice B

The Call of the Wild by Jack London

Below is a passage from *The Call of the Wild* by Jack London. It is a story about a dog, Buck, who is part St. Bernard and part collie. At the beginning of the book, Buck is owned by Judge Miller, who lives on a large estate in California. He is a special dog among the many on the estate. The passage mentions Toots and Ysabel, who are two small house dogs.

The passage is a third-person narration. Rewrite the passage from Buck's point of view, changing it to a first-person narration. Be sure to use your own words and add transition words to make your writing creative.

But Buck was neither housedog nor kennel-dog. The whole country was his. He plunged into the swimming tank or went hunting with the Judge's sons; he escorted Mollie and Alice, the Judge's daughters, on long twilight or early morning rambles; on wintry nights he lay at the Judge's feet before the roaring library fire; he carried the Judge's grandsons on his back, or rolled them in the grass, and guarded their footsteps through wild adventures down to the fountain in the stable yard, and even beyond, where the paddocks were, and the berry patches. Among the terriers he stalked imperiously, and Toots and Ysabel he utterly ignored, for he was king,—king over all creeping, crawling, flying things of Judge Miller's place, humans included.

Answers may vary

Activity 6

Making Connections



<https://www.k12reader.com/worksheet/making-connections-to-text/view/>

In today's lesson we are going to work with making personal connections with text by using our background knowledge. How can we do this?

There are **three** main types of connections we make while reading text.

Text-to-Self	Connections that are made between the text and the reader's personal experience.
Text-to-Text	Connections that are made between a text being read to a text that was previously read.
Text-to-World	Connections that are made between a text being read and something that occurs in the world.

Directions: Read the following story and record the connection you made while reading.

The Car Crash

Our day started out just like any ordinary day. We ran out of milk, so mom and I jumped in the car to go down to the grocery store. That's when everything went downhill. We were driving along the road and suddenly I heard an ear shattering BANG! The car started shaking nonstop and we deviated into the side of the road. I felt a thud as the back of the car hit a tree and we started spinning. Then everything stopped. I could see smoke coming from the bonnet of the car. Luckily mom and I were wearing our seatbelts, so we survived the crash without a single injury. We gave each other a big hug and carefully stepped out of the car. As we looked around, we saw that one of the tires had blown out and that's was the cause of the loud bang the we heard. Then we heard sirens approaching and a police car pulled up next to us. The police officer made sure we were ok. He called for the fire brigade to come and make sure the area was safe. It was a very scary day, but I feel very lucky that it wasn't too serious, and we didn't get hurt.



Types of Connections	Connections I made
<p style="text-align: center;">Text-to-Self</p> <p>This reminds me of when I...</p> <p>I can connect to the story because...</p> <p>I connected to this when...</p>	
<p style="text-align: center;">Text to Text</p> <p>This reminds me of another story... This part makes me think of... This is similar to....</p>	

Types of Connections	Connections I made
<p style="text-align: center;">Text to World</p> <p>This makes me think about...</p> <p>This part makes me remember...</p> <p>This is like...</p>	

Activity 7

What are Memoirs?

Memoirs are:

- ✓ a book of memories
- ✓ works of literary non-fiction
- ✓ about the writer's real experiences
- ✓ sound and feel like literature
- ✓ subjective (influenced by personal feelings)

Also:

- ✓ The writer chooses the theme or purpose.
- ✓ The pacing needs to be just right.
- ✓ Readers should be able to imagine the setting, action, and relationship between the characters.



Characteristics of a Memoir

- A **memory**; a description of an event from the past



- Based on the **truth** and reveals the feelings of the writer.



- Written in the **first person**; told from one person's point of view.



- **Focused on one event**; about one point in the author's life.



- Has meaning; shows **what the author learned** from that experience.



- It's more about the **author's experience** more than about the event itself.



Directions: Read the following memoir about Helen Keller and answer the questions below.

From *"The Story of My Life"* by
Helen Keller

¹ My teacher had been with me several weeks before I understood that everything had a name. One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spell "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the word "m-u-g." Miss Sullivan had tried to impress it upon me that "m-u-g." Miss Sullivan had tried to impress it upon me that "m-u-g" is *mug* and that "w-a-t-e-r" is *water*, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She bought me my hat and I knew I was going out into the warm sunshine.

² We walked down the path to the well-house. Some-one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand, she spelled into the other the word *water*, first slowly, then rapidly. I stood still; my whole attention fixed upon the motions of her fingers. Suddenly I felt misty consciousness, as of something forgotten—a thrill of returning thought; and somehow the mystery of language revealed to me. I knew then “w-a-t-e-r” meant the wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free!



1. Circle words and phrases in the title and the first two sentences that tell you who is writing this memoir and what she is describing.
2. Think about how Helen Keller’s memory and emotions influence her writing. Put an asterisk (*) next to the details in **paragraph 1** that only she would know.
3. What is Helen Keller’s purpose for writing her memoir?
 - a. Helen wants to reflect on her experiences.
 - b. Helen tries to explain her childhood actions.
 - c. Helen tries to inform people about the facts of her life.
 - d. Helen wants to entertain people by describing her point of view.
4. Underline words and phrases in the selection that show Helen Keller’s thoughts and feelings about the event she describes.

“What do you think she wants the reader to understand?”

5. What do you learn from a Memoir that you can’t from a Biography?

6. What type of Connection can you make from this Memoir?

- text – to – text
- text – to – self
- text – to – world

7. Explain the Connection you made to yourself, another text, or the real world.

Activity 8



<https://safeYouTube.net/w/gZ0N>

These are words or descriptions that appeal to one of your senses. Sensory details allow the reader to put themselves into your story memoir mentally by forming a picture in his/her mind. Sensory details provide a complete look at the story and make your memoir more interesting.

Sensory details include words that describe *sights*, *sounds*, and *smells* of the setting, characters and interactions.

Directions: Create a powerful, image-creating sentences by taking “Boring Sentences” and adding sensory details. Make up additional details to construct the new sentence. Label the sensory details you added.

Example

Boring Sentence: *It was a cold morning at Prince High School.*

New Sensory details added: *The frosty morning air and dense gray fog did not stop Jane from inhaling the fresh smell of rain from the damp concrete and yelling across the Prince patio, “Good morning, Jose!”*

Sights: dense gray fog **Sounds:** yelling “Good morning, Jose!” **Smells:** rain form the damp concrete

1.	Boring Sentence:	The cake was good.
	Sensory details added:	
	Sights:	
	Smells:	
	Sound:	

2.	Boring Sentence:	The beach was beautiful.
	Sensory details added:	
	Sights:	
	Smells:	
	Sound:	

3.	Boring Sentence:	Jose played video games all day.
	Sensory details added:	
	Sights:	
	Smells:	
	Sound:	

4.	Boring Sentence:	The amusement park was really busy.
	Sensory details added:	
	Sights:	
	Smells:	
	Sound:	



Activity 9



Six Great Ways to Start a Piece of Writing

1. With a question.

Example:

What could be scarier than spending the night in a haunted house?

2. With dialogue.

Example:

“I dare you to stay past midnight,” my brother mocked.

3. With an interesting fact.

Example:

“According to recent study, students want to use their cell phones in class for academic purposes.”

4. With a strong opinion or feeling.

Example:

There’s no such thing as monsters in the closet!

5. With a single word or sentence fragment.

Example:

Me? Scared?

6. With something that leaves the reader wondering.

Example:

There was a sound in the basement, and I knew it wasn't just a mouse.

Let's Practice!

Personal Memoir Organizer

Part I -

Readers need to be able to picture what you describe in your writing. One way to help them is to select a part of your memory and slow down the action by adding specific details.

1. Memory

2. Where and when did this memory take place?

3. List the sequence of events in your memory.

Which of these events will you focus on to slow down the memory?

What specific details will you add to help slow down this part of your memory?

4. Why did you choose to write about this memory?

5. What feelings did this memory bring back?

Final Draft

Part II-

You will write about one important event or situation in your life. The memoir should be written in a descriptive mode: action verbs in the present tense, sensory detail, and first-person point of view.

Narrative Perspective

DIRECTIONS: Read each item and choose the correct answer.

1. What is "point of view"?
 - a. The most important person in a play.
 - b. The perspective or angle from which a story is told.
 - c. The narrator of the story who tells about the events.
 - d. The author's main point in a drama, story, or novel.

2. This point of view tells the story from the perspective of one of the characters and uses "I" and "me," almost like a blog, diary, journal, or other personal narrative. a. First Person
 - b. Third Person
 - c. Second Person
 - d. Third Person Omniscient

3. The author tells the story and is not a character in the narrative. She/he restricts herself to knowing all about only one character in the story (usually the main character) and tells only what that one-character thinks, feels, sees, and hears.
 - a. Third Person Limited
 - b. Third Person Expository
 - c. Third Person Objective
 - d. Third Person Omniscient

4. This point of view tells the story from the perspective of one of the characters and uses pronouns such as "you" to tell the narrative, as in the example, "You go down into the basement and you see this guy sitting in front of the television. You ask him what his name is."
 - a. First Person
 - b. Third Person
 - c. Second Person
 - d. Third Person Omniscient

5. What type of point of view is being use in the following example?

When I went to the store, I witnessed a girl crying on the street and I took a closer look and saw it was my friend. I walked to where she was and asked her what was wrong...

 - a. First Person
 - b. Second Person
 - c. Third Person Limited
 - d. Third Person Objective

6. What type of point of view is being use in the following example?

Julia felt sad all day. Julia thought and thought about her situation and she thought to herself: "I need to get myself together".

- a. First Person
- b. Second Person
- c. Third Person Limited
- d. Third Person Objective

7. What type of point of view is being use in the following passage?

Kate gave Jeff Hedges a withering glance. The top math student in the class, he never missed an opportunity to embarrass Kate or put her down. Only that day he had made a fool of her by deliberately drawing the teacher's attention to her when he knew she wasn't listening.

- a. First Person
- b. Second Person
- c. Third Person Objective
- d. Third Person Omniscient

8. In which point of view is this selection written, and why do you think so?

"You get down on your knees and tear open the bag. The smell of warm dough envelops you. The first bite sticks in your throat and you almost gag. You will have to go slowly. You will have to learn everything all over again."

--Jay McInerney, Bright Lights, Big City

- a. Omniscient – the narrator sees and knows all
- b. Third person- all novels are written in third person
- c. First person – the narrator tells this story from your point of view
- d. Second person- "you" are performing the actions described here.

9. In which point of view was this selection written?

"If you really want to hear about it, the first thing you'll probably want to know is where I was born, and what my lousy childhood was like, and how my parents were occupied and all before they had me, and all that David Copperfield kind of [stuff], but I don't feel like going into it, if you want to know the truth."

-- J.D. Salinger, The Catcher in the Rye

- a. Second person – the narrator uses the word “you”
- b. First person—the narrator speaks from his own personal perspective using “I”
- c. Third person limited omniscient – the narrator limits himself to “just the facts” of what a character said or did.
- d. Third person limited – the narrator speaks only from the point of view of one person.

10. What kind of point of view is being illustrated in the selection below?

"If you are interested in stories with happy endings, you would be better off reading some other book. In this book, not only is there no happy ending, there is no happy beginning and very few happy things in the middle. This is because not very many happy things happened in the lives of the three Baudelaire youngsters. Violet, Klaus, and Sunny Baudelaire were intelligent children, and they were charming, and resourceful, and had pleasant facial features, but they were extremely unlucky, and most everything that happened to them was rife with misfortune, misery, and despair. I'm sorry to tell you this, but that is how the story goes."

--Lemony Snicket, The Bad Beginning

- a. Third person limited: the story is told only from the point of view of Violet Baudelaire.
- b. Third person objective- the narrator sticks to “just the facts” of characters’ actions and statements only.
- c. Second person—the narrator uses “you”
- d. Third person omniscient-- the narrator knows everything that happened to all three major characters.

Sensory details

DIRECTIONS: Choose the correct answer.

1. Which of these sentences uses the sense of touch?
 - a. The apple tasted sweet.
 - b. The thorn on the flower felt sharp.
 - c. We heard a dog barking in the back yard.
 - d. The smell of onions brought tears to my eyes.

2. Which sensory detail does this statement appeal to?

The sweet perfume of the roses filled the room.

- a. Sight
 - b. Sound
 - c. Smell
 - d. Touch
3. Identify the sensory detail used in the underlined sentence.

The late afternoon sun beat down on my face, making my eyeballs feel microwaved. The waves sounded like hands clapping as they washed over the shore. When I sat up and looked around, I saw nothing but an ocean of empty white sand. My skin was sticky and prickly, and my mouth tasted of salt. The smells of brown algae and rotting fish tickled my nostrils and made me sneeze.

- a. Sight
- b. Sound
- c. Touch
- d. Taste

4. Identify the sensory detail used in the underlined sentence.

“The late afternoon sun beat down on my face, making my eyeballs feel microwaved. The waves sounded like hands clapping as they washed over the shore. When I sat up and looked around, I saw nothing but an ocean of empty white sand. My skin was sticky and prickly, and my mouth tasted of salt. The smells of brown algae and rotting fish tickled my nostrils and made me sneeze.”

- a. Sight
- b. Sound
- c. Smell
- d. Taste

5. Identify the sensory detail used in the underlined sentence.

“ I saw snow for the first time when I was ten... When I looked out the window early one morning, it seemed like someone was shaking the stuffing out of pillows and letting it drift downward. I put on my new boots and ran outside. I was surprised by the noise of my boots crunching on the hard surface of the packed snow...The air smelled clean and sweet. I grabbed a handful of snow. It felt like I was putting my hand into an ice-cream sundae!...”


- a. Sight
 - b. Sound
 - c. Smell
 - d. Touch
6. Which sentence is the best example of sensory details in action?
- a. My mom made bacon for breakfast
 - b. The bacon sizzled on the grill.
 - c. The monkey went to his mother.
 - d. Juan took out the trash.
7. Which sentence is the best example of sensory details in action?
- a. They had steak for dinner.
 - b. Our neighbors are barbequing hotdogs.
 - c. I asked for mashed potatoes, gravy, and peas.
 - d. The spicy, mouthwatering aroma came from their backyard.
8. Which sentence is the best example of sensory details in action?
- a. The puppy is cute, young, and energetic.
 - b. The black and white dog was about four months old.
 - c. The dog was black and white and liked running around the yard.
 - d. The black and white puppy ran in circles around the yard, kicking up dust, and barking with a high-pitched yelp.

Read the following passage

"The Monkey Paw" by W. W. Jacobs

Neither spoke but lay silently listening to the ticking of the clock. A stair creaked, and a squeaky mouse scurried noisily through the wall. The darkness was oppressive, and after lying for some time gathering up courage, he took the box of matches, and striking one, went downstairs for a candle. At the foot of the stairs the match went out, and he paused to strike another; and at the same moment a knock so quiet and stealthy as to be scarcely audible, sounded on the front door. The matches fell from his hand. He stood motionless; his breath suspended.....

9. Which phrase from the passage appeals to your sense of sight?

- 
- a. "At the foot of the stairs, the match went out,"
 - b. "squeaky mouse scurried noisily"
 - c. "clicking of the clock"
 - d. "striking one"
10. Which phrase from the passage appeals to your sense of sound?
- a. "he took the box of matches"
 - b. "he stood motionless"
 - c. "the darkness was oppressive, and after lying for some time gathering up courage..."
 - d. "at the same moment a knock so quiet and stealthy as to be scarcely audible"

Quiz - Transitions

Transition Words

DIRECTIONS: Read each item and choose the correct answer.

1. Transition words make your writing flow. When you are moving from one idea to the next, a transition is a quick way to help explain how the two ideas relate. Depending on the relationship between the two things you're connecting, you'll use different transitions. Some transitions show contrast; others give examples.

According to this passage, how can transition words help your writing?

- a. Transition words add complexity to your ideas.
 - b. Transition words make your writing more specific.
 - c. Transition words make your ideas harder to follow.
 - d. Transition words make it clear how your ideas relate.
2. **"For instance"** indicates that an example is about to come.
My youngest sister is the funniest person I know. For instance, a.
 - a. she's often crying and unhappy.
 - b. she recently became afraid of his own shadow.
 - c. I often feel myself longing for sleep when she speaks.
 - d. she can make our mother laugh just by rolling her eyes.
 3. You can use **"consequently"** to show that the sentence that follows describes an effect of the previous sentence.

_____. *Consequently, I was late to the surprise party.*

- a. I missed the bus
 - b. I left an hour early
 - c. I am always on time
 - d. I love surprise parties
4. **"Similarly"** is a transition that means that a statement is very much like the previous statement.

Lydia and I are a lot alike. Lydia enjoys learning about the solar system. Similarly,

- a. I dislike the dark.
- b. I'm a vegetarian.
- c. Lydia goes to bed early.
- d. I enjoy studying the stars.

5. The transition "**meanwhile**" can be used to show that something happened at the same time as something else. It can also be used to point out two conflicting ideas that both occur.

*Which of the following passages uses the word "**meanwhile**" correctly?*

- I quickly ran to the store for more napkins. Meanwhile, "I'll be back!" I shouted, to my unconcerned guests as I hurried out the door.
- b. The mayor supported building a new swimming pool. Meanwhile, the town's citizens opposed the plan.
 - c. My cousin often sleepwalks. Meanwhile, she thinks it is because of her realistic dreams.
 - d. I met my grandfather at the station. Meanwhile, I had really missed him.

DIRECTIONS: Read the sentence and choose the correct transition word.

6. John is very allergic to flowers. _____, whenever he goes anywhere near roses, his nose starts to run, his eyes water, and he sneezes uncontrollably.
- a. However
 - b. Furthermore
 - c. For example
 - d. In conclusion
7. John really hates roses. _____, cigarette smoke doesn't give him any problems.
- a. For example
 - b. In addition
 - c. Therefore
 - d. However
8. Mary doesn't have a car. _____, she has to take the bus.
- a. Therefore
 - b. In addition
 - c. In conclusion
 - d. Nevertheless
9. Amanda forgot her bathing suit. _____, she can't go swimming today.
- a. In addition
 - b. In contrast
 - c. As a result
 - d. For example

10. John Adams and John Quincy were the second and sixth president of the United States. _____, they were father and son.
- Moreover
 - As a result
 - In contrast
 - For example

Reading Comprehension Assessment

Analyzing Memoirs

DIRECTIONS: Read the following Memoir and answer the questions below

From “The Unexpected Dangers of Roasting Marshmallows”
by Rebecca Addleman

Autumn is like eating a hot fudge sundae. It smells good, looks good, and tastes even better. Sue, my roommate, and I had invited a couple friends over for dinner before our weekly Wednesday get-together in town. The meal was peaceful enough, but then my sweet tooth called, “S’mores!” I could envision a lovely marshmallow, roasted to perfection, melting together with a chunk of chocolate between two graham crackers. “Let’s build a campfire and roast marshmallows,” I said. The girls agreed. It was a perfect fall evening; the clouds were cottony, and the breeze was chilly enough for a sweatshirt. I could hardly wait to get started.

“Sorry,” Sue replied. “I passed Smoky the Bear today in town and he said that the chance of forest fires is HIGH.” I, however, was not discouraged. If we couldn’t cook outside, we could always come up with an alternative inside. Our gas stove would make a marvelous substitute for a campfire. Out came the marshmallows, Hershey’s chocolate bars, and graham crackers. I thought it might be going just a bit far to break out the three-foot metal roasting sticks, so I settled for a fork. I shish-kebabbed a marshmallow and carefully placed it over the wavering flames. It took a few tries before I could lightly brown the marshmallow instead of turning it into a fiery inferno; I hate burnt S’mores.

At last, my campfire creation was ready. My mouth began to water. The girls were getting out of their seats and heading to the stove, ready to get their own forks and follow my brilliant example—when, unfortunately, our enthusiasm came to an abrupt halt. I realized that the remains of my marshmallow were beginning to drip off my fork. Since I like things to be neat and tidy—and wouldn’t dream of placing a new, perfect marshmallow on a slimy, gooey fork—something had to be done.

I did not stop to consider the scientific fact that if one places a marshmallow on a fork, holds it over an open flame, browns the outside of the marshmallow—which one eats—but is left with the goo in the middle, which appears uncooked—the fork will still be hot. Yes. I shoved the fork into my mouth, clamped down with my lips, and expected to finish off the remains of the marshmallow. Suddenly, everyone was gaping at me—eyes wide, jaws dropped. I felt nothing but heard a sickening, sizzling sound echo in my ears....

11. What point of view is being used?

- a. First person
- b. Third person
- c. Second person
- d. Third person limited

12. Which of the following sentences from the selection uses sensory details?

It was a perfect fall evening,

- b. Autumn is like eating a hot fudge sundae.
- c. "Let's build a campfire and roast marshmallows,"
- d. Our gas stove would make a marvelous substitute for a campfire.

13. What is the author's purpose for writing her memoir?

- a. She tries to explain her childhood actions.
- b. She wants to reflect on her own life experience.
- c. She tries to inform people about burning marshmallows.
- d. She wants to entertain people by describing her point of view.

14. A. What type of connection can you make from this Memoir?

B. Explain the type of connection you made to yourself, another text, or the real world.

Video Library

Nonfiction Interactive Library

https://docs.google.com/presentation/d/1oIR2JUfnQYzF8_0VyAQA1piJmw2hLMK5j1PoL7dl8w4/present

Fact and Opinion

<https://safeYouTube.net/w/IHrM>

Narrative's Perspective

<https://safeYouTube.net/w/hArM>

Transitions Words

<https://safeYouTube.net/w/EXrM>

Sensory Details

<https://safeYouTube.net/w/gZ0N>

Making Connections

<https://www.k12reader.com/worksheet/making-connections-to-text/view/>

LESSON 5

Unit: Poetry

Lesson: Creative and Critical Thinking, Reflective Thinking, Culture, Skills, Integrity

Objectives:

At the end of this lesson the students will:

- Recognize and appreciate the types and elements of poetry.
- Apply strategies for reading poetry.
- Analyze and respond to literary elements. (Rhyme) - Read, comprehend, analyze and critique poetry.
- Develop vocabulary.
- Develop writing proficiency. (Blog entry)

Standards and expectations:

Listening

10.L.1d- Listen to a variety of literature, genres (plays, poetry, and others), and styles to analyze character development, setting, tone, voice, and mood to make connections to text.

Speaking

10.S.3 - Use a variety of grade-appropriate and content-specific social, academic, college, and career ready words accurately and appropriately when giving speeches, presentations/performances to tell, retell, explain, and analyze stories and personal experiences with current/world events.

Reading

10.R.10 - Read and comprehend a variety of literature, including stories, dramas, and poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.

10.R.2L - Determine theme or main idea of a literary text and analyze in detail its development, including how it emerges in the text and is shaped and refined by specific details; provide subjective or responsive summary of the text.

10.R.4L - Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the cumulative impact of

specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).

10.R.6L - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

10.R.7I - Analyze various accounts of a character told in different media (e.g., a person's life story in both print and multimedia), determining which elements are emphasized in each account.

Writing

10.W.3 - Write literary texts using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events, using literary elements and techniques (narrative structure, theme, mood, plot, setting, moral, alliteration, hyperbole, allegory, and others revising, editing).

10.W.5 - Use technology, including the Internet, to produce and publish types of writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Language

10.LA.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

10.LA.5 - Demonstrate understanding of figurative language, word relationships, and differences in word meanings.

10.LA.5a - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

10.LA.5b - Analyze word meaning.

EXPLORATION

Activity 1 – Music is Poetry

1. Listen to the following song: **Can't Stop the Feeling** by Justin Timberlake- Trolls Soundtrack. (Write the lyrics of the song.)
2. **Then answer each of the following questions carefully, thoughtfully and completely after reflecting upon and reviewing the lyrics of the song.**

Analyzing Music Lyrics

Song Title: _____

Artist: _____

You may listen to the song by clicking in the following address:
<https://safeYouTube.net/w/i6dN>

You may find the lyrics to the song in the following address:
<https://www.azlyrics.com/lyrics/justintimberlake/cantstopthefeeling.html>

1.Theme: What message does this song communicate?

<p>2. Connection: <i>What are some specific examples on how this message is relevant in today's world: to your life, in your school. In your community or in your country?</i></p>	<p>4. Author's Purpose: <i>What purpose do you think the song writer had in mind when composing these lyrics? Explain your thinking. Draw upon historical, political or social events of the time period of your reflection.</i></p>	<p>5. Music's Influence: <i>Do you think young people who listen to this song would be influenced by it? Could it sway their beliefs, words or actions? Also do songwriters have the responsibility to use their platforms for positive change? Explain</i></p>
---	---	--

3. Re- Tile it! *What is an appropriate alternate title for this song? Why?*

6. Favorite line: *Draw your favorite lyric below. (Have fun!)*

7. Identify: *In the margins, make annotations (color-coded if possible) of the examples of literary devices use in this song: similes, metaphors, personifications, symbolism, sound device, and etcetera. Then explain how the figurative language of this song adds deeper meaning.*

8. Symbolism: Draw a meaningful image or symbol for this song.

9. Identify Poetic Features:

- Find your favorite line on the song. Draw a star next to it.
- Now, find your favorite stanza. Put brackets around it, { } or ()
- Look for rhyming couplet. Underlined it.
- Label the rhyme scheme at least 3 stanzas.
- Identify the Mood

_____ and Tone
_____ of this song. Now highlight the words that contribute to the mood in a color that symbolizes that adjective.

CONCEPTUALIZATION

Activity 2 – Imagery and Figurative Language

Imagery

Is language that uses images: words or phrases that appeal to one or more senses.

Figurative Language

Is language that is used imaginatively instead of literally.

Figurative Language	Simile	Metaphor	Personification	Oxymoron
Meaning	Figure of speech that compares two apparently unlike things using words “like” or “as”	Figure of speech that shows a similarity between two apparently unlike things without using words “like” or “as”	Is a figure of speech that gives human traits to something nonhuman.	Figure of speech that combines two contradictory words. An oxymoron often expresses a paradox : an idea that seems contradictory but is actually true.
Example	I wandered lonely as a cloud.	Life is a broken-winged bird.	Let the rain sing you a lullaby.	You are a wise fool.

Click on the following link for simile and metaphor: <https://safeYouTube.net/w/66dN>

Click on the following link for personification: <https://safeYouTube.net/w/E6dN>

Click the following link for oxymoron: <https://safeYouTube.net/w/K6dN>

Circle the letter that identifies the figure of speech. Then explain the comparison.

- The cast of Michael’s broken leg was a plaster shackle.
 - Simile
 - Metaphor
 - Personification
 - Oxymoron

2. Thunder grumbled and raindrops reported for duty.

- a. Simile
- b. Metaphor
- c. Personification
- d. Oxymoron

3. The bottle rolled up the table like a raindrop.

- a. Simile
- b. Metaphor
- c. Personification
- d. Oxymoron

4. She hung her head like a dying flower.

- a. Oxymoron
- b. Metaphor
- c. Personification
- d. Simile

5. Her eyes were fireflies.

- a. Simile
- b. Personification
- c. Metaphor
- d. Oxymoron

6. This is another fine mess you have got us into.

- a. Simile
- b. Metaphor
- c. Personification
- d. Oxymoron

7. The comedian was seriously funny.

- a. Metaphor
- b. Simile
- c. Oxymoron
- d. Personification

-
8. The angry storm pounded the thin shelter.
- Oxymoron
 - Metaphor
 - Simile
 - Personification



-
9. Your explanation is as clear as mud.
- Simile
 - Metaphor
 - Personification
 - Oxymoron

-
10. Kisses are the flowers of affection.
- Simile
 - Metaphor
 - Oxymoron
 - Personification
-

**To the top of Mount Nool, as fast as lightning
away I go!**

Activity 3 – Sound Devices

Rhyme and Alliteration

Sound	Alliteration	Rhyme
Explanation	Repetition of initial consonant sounds.	Repetitions of sounds at the end of words.
Example	Adam a te an a pple.	I am chilling in this pl ace Look me in my fac e
		

The rhyme scheme of a poem is indicated by using different letters of the alphabet for each new rhyme.

Example:

Mary had a little lamb	A
Her fleece was white as snow	B
And everywhere that Mary went	C
The lamb was sure to go	B
It followed her to school one day,	D
Which was against the rules,	E
It made the children laugh and play,	D
To see a lamb at school	E
And so the teacher turned it out	F
But still it lingered near	G
And waited patiently about,	F
Till Mary did appear	G
"Why does the lamb love Mary so?"	B
The eager children cry	H
"Why, Mary loves the lamb, you know."	B
The teacher did reply	H

DIRECTIONS: Choose the best answer.

1. Which word rhymes with: butterfly, shy, multiply
 - a. bite
 - b. ugly
 - c. eye
 - d. many

2. Which word does not rhyme with: kite, write, light
 - a. spotlight
 - b. satellite
 - c. meteorite
 - d. sigh

3. What is the most logical line to complete the poem?

Mary had a little poodle
 All day long she ate a _____

 - a. noodle
 - b. lamb
 - c. llama
 - d. cuddle

4. What is the rhyme scheme?

Dust of Snow

By Robert Frost

The way a crow _____
Shook down on me _____ The
dust of snow _____
Form a hemlock tree _____
Has given my heart _____
A change of mood _____
And save some part _____
Of a day I had rued. _____

- a. ABCDEFG
- b. ABCBABCD
- c. AA BB CC DD
- d. ABABCD CD

5. What is the rhyme scheme in stanza 4?

Spring Song

Frog croak
Rain soak

Chicks peep
Crickets leap

Bees hum
Robin come

Birds sing
It's Spring!

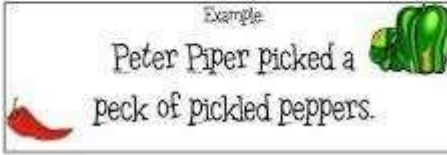
- a. AA
- b. BB
- c. CC
- d. DD

Alliteration

The use of the same beginning consonant sound in a line or verse.

Example

Peter Piper picked a
peck of pickled peppers.



A. Circle all the alliterations.

- Julia jumped in a jar of jelly.
- Despite their mother's warnings, the children chose to chew with their mouths open.
- The grass grew green in the graveyard.
- Sheep should sleep in a shed.

Activity 4 – Sound Devices

Consonance, assonance, onomatopoeia

Watch the following video about: Consonance, Assonance and Alliteration:

<https://safeYouTube.net/w/AweN>

Some examples of onomatopoeia: <https://safeYouTube.net/w/FweN>

Sound	Consonance	Assonance	Onomatopoeia
Explanation	Repetition of final consonant sounds.	Repetition of similar vowel sound.	Use of words that sounds like what it means.
Example	pull – fall	low – tow	fizz - buzz



- A. Read the poem below and circle each case of assonance, underline each case of consonance.

The Raven
By Edgar Allan Poe

*Once upon a midnight dreary, while I pondered weak and weary,
Over many a quaint and curious volume of forgotten lore –
While I nodded, nearly napping, suddenly there came a tapping, As
of someone gently rapping, rapping at my chamber door.
“Tis some visitor”. I muttered, “tapping at my chamber door;
Only this and nothing more”*

- B. Read each sentence below. Circle the onomatopoeia.

1. The snake went hiss when it encountered its prey.
2. The duck went quack in the lake.
3. The bee went buzz when it came close to the pollen.
4. When I pet the cat it went meow.
5. I saw the cow moo at the owner.
6. The sheep went bah bah.
7. The dog went ruff ruff at the intruder.
8. The wild car went crash!

Activity 5 – Critical Reading

Read the following poem. Then answer

Because I Could Not Stop for Death

*Because I could not stop for Death –
He kindly stooped for me –
The Carriage held but ourselves – And
Immortality.*

*We slowly drove – He knew no haste
And I had put away
My labor and my leisure too.
For his Civility.*

*We passed the School, where Children strove
At Recess – In the Ring –
We passed the Fields of Gazing Grain –
We passed the Setting Sun –*

*Or rather – He passed Us –
The Dews drew quivering and chill –
For only Gossamer, my Gown –
My Tippet – only Tulle –*

*We passed before a House that seemed
A Swelling of the Ground – The
Roof was scarcely visible –
The Cornice – in the Ground –*

*Since then – 'tis Centuries – and yet
Feels shorter than Day
I first surmised the Horses Heads
Were toward Eternity –*

Listen to the poem: <https://safeYouTube.net/w/GxeN>

For a better understanding of the poem: <https://safeYouTube.net/w/QxeN>

Getting to know Emily Dickenson: <https://safeYouTube.net/w/WxeN> Critical Thinking

1. **Respond:** Which images in this poem were the most vivid for you? Why?

2. (a) In the first two lines, what adverb defines Death's actions?

(b) **Analyze:** In what sense is this depiction surprising or ironic?

3. (a) What three scenes does carriage pass in stanza three?

(b) **Interpret:** What meaning do you attribute to these scenes?

4. (a) **Take a position:** Do you think this poem has a single meaning or message?

Explain your reasoning.

Activity 6**Writing Poetry****Instructions:**

- ✓ Browse through goodreads.com, google.com or visit a library to look for book titles.
- ✓ You are going to create poems using book titles.
- ✓ You can use the titles randomly or you may organize them.
- ✓ If you don't like the idea of browsing and looking for book titles, just pick a theme like: sports, nature, My future, Who I am, etcetera. Either way you are going to do some writing.
- ✓ Pick one of the activities below and enjoy writing.

Example on how to write a poem with book titles: <https://safeYouTube.net/w/ryeN>

Exercise 1 – Writing Poetry Poem**Title:**

Directions: Find a book title to use as the first line of the poem. Then find another book to write the last line of the poem. You will write the lines in between the first and last line.

Book title:

Book Title:

Exercise 2 – Writing Poetry Poem

Title:

Directions: Find book titles to use as lines in an original poem about a subject of your preference. The book title doesn't have to relate to the subject to work.

Book title:

Book Title:

Book Title:

Book Title:

Book Title:

Book Title:

Book Title:

Book Title:

Book Title:

Book Title:

Book Title:

Exercise 3 – Writing Poetry Poem

Title:

Directions: Choose a topic and start writing your poem.

Assessment – Analyzing a Poem

Activity 1- Analyzing a Poem

The Eagle by Alfred, Lord Tennyson

He clasps the crag with crooked hands;
Close the sun lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls,
He watches from his mountain walls,
And like a thunderbolt he falls.

DIRECTIONS: Read the “The Eagle by Alfred, Lord Tennyson and answer the following questions.

- A. At the beginning of “The Eagle” where does the bird find itself?
- Flying over water
 - Perched on a tree
 - Perched on a crag
 - Soaring high in the air
- B. Which of the following can you infer from the end of “The Eagle”?
- The bird folds its wings and falls into a deep sleep.
 - The eagle recognizes its mate.
 - The eagle plummets to the sea and grasps its prey.
 - The eagle begins to build a nest.
- C. In “The Eagle” the line “*The wrinkle sea beneath him crawls*” illustrates which of the following sound devices?
- Alliteration
 - Assonance
 - Personification
 - Onomatopoeia
- D. What does it mean when the poet describes the eagle as a thunderbolt?

- E. How does the author personify the eagle?
- By comparing the eagle to a thunderbolt
 - By describing the eagle's crooked hands
 - By saying the sea crawls
 - By describing how he watches the water

Activity 2 – Figures of Speech Choose

the correct answer

- In literature the giving of human characteristics to something that is not human is what?
 - Personification
 - Imagery
 - Simile
 - Metaphor
- The attitude the speaker or narrator takes towards a subject or character is called. It can be serious, humorous, sarcastic, ironic, concerned, tongue-in check, solemn, objective, etc.
 - Diction
 - Tone
 - Simile
 - Theme
- Which of the following is an example of assonance?
 - The man ate countless candy bars at the carnival.
 - I like Ike.
 - The fighter was a tiger, ready to pounce on his prey.
 - The moon beamed.
- What literary device does this sentence contain an example of?
 - onomatopoeia
 - metaphor
 - pun
 - hyperbole
- Poetry is way you can express your thoughts and feelings.
 - True
 - False

6. Which figurative language device does Patrick Henry use to help make his point in the following passage?

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House. Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss.

- a. Simile
b. Metaphor
c. Hyperbole
d. Alliteration
7. "Mom's hugs are warm and soft to my skin" is an example of personification.
a. True
b. False

8. **What is the rhyme scheme?**

Line 1: Once upon a midnight dreary, while I pondered, weak and weary,

Line 2: Over many a quaint and curious volume of forgotten lore

Line 3: While I nodded, nearly napping, suddenly there came a tapping,

Line 4: As of someone gently rapping, rapping at my chamber door

Line 5: "'Tis some visitor," I muttered, "tapping at my chamber door

Line 6: Only this and nothing more."

- a. ABBBCC
b. ABCBBB
c. ABABCC
d. AAABBC
9. Write an example of about your favorite food.

- a. Simile:

- b. Personification:

c. Metaphor:

d. Alliteration:

10. Bat and cat are an example of:

- a. Onomatopoeia
- b. Assonance
- c. Alliteration
- d. Simile

SCORING RUBRIC

Writing Open-Ended Item – 3 Points

The 3-point Rubric is longer because it describes the ways in which students can elaborate their answers to obtain a complete score, partial scores (2 and 1) or no points. The 3-point answer are associated with writing indicators which evaluate: supporting opinions, persuading others, providing textual evidence, or describing specific scenario. In addition, students will receive points if they organize ideas correctly and show mastery of vocabulary, grammar, and the mechanics of writing.

Rubric	Description
3	<ul style="list-style-type: none">• Writing addresses, the scenario/information in the prompt and picture and fulfills the required task.• Writing effectively conveys intended meaning, and the vocabulary, grammar structures, and mechanics do not interfere with reader's comprehension.
2	<ul style="list-style-type: none">• The writing partially addresses the scenario/information in the prompt and picture and somewhat fulfills the required task.• Writing somewhat effectively conveys intended meaning, and vocabulary, grammar structures, and mechanics only rarely interfere with reader's comprehension.
1	<ul style="list-style-type: none">• Writing only addresses small portion of the scenario/information in the prompt or picture but does not fulfill the required task.• Writing is barely comprehensible, may be just a list of words or phrases loosely related to the prompt or picture. And the grammar structures and mechanics seriously interfere with reader's comprehension.
0	<ul style="list-style-type: none">• The writing is incomprehensible and/or unrelated to the prompt in any way.• Writing may include one or two words or phrases that are not related to the prompt or picture.• No response is given.

Reading Open-Ended Item – 2 Points

The rubric describes exactly how the students should elaborate their answer. To obtain the full score, answers should be brief, clear, and supported by the reading selection. If students write a response that is partially deviated or incomplete, they will obtain 1 point. Students will not get any points if they fail to provide a response or write answers that clearly detract from the question.

Rubric	Description
2	<input type="checkbox"/> Full Reading comprehension – A thorough understanding of the reading concept has been demonstrated. The student’s response is correct and complete and provides evidence of higher-order thinking related to the question/task. Details in the response are clear, accurate, and text based.
1	<input type="checkbox"/> Partial Reading Comprehension – Partial understanding of the reading concepts has been demonstrated. The student’s response provides some information that is text based and accurate. However, the response is not complete and may not provide clear evidence of higher-order thinking related to the question/task.
0	<input type="checkbox"/> Little or No Reading Comprehension – the student’s response demonstrates very little or no understanding of the reading concept being assessed. The response is inaccurate or unrelated to the question/task.

Responses can be written in Spanish, English, or a combination of languages. Language and writing conventions are not considered when assigning a score to a short-answer item measuring English Reading Comprehension.

REFERENCE WEBSITES

<http://www.theteachersguide.com/>

<https://es.scribd.com/document/375610653/en29punc-l1-quiz>

<https://eslgrammar.org/punctuation-rules/> <https://wordmint.com/puzzles>

https://www.nap.edu.au/resources/Example_Test_Language_Conventions_Y5.pdf

<https://www.worksheetplace.com/> www.teach-nology.com

<https://www.k12reader.com/worksheet/add-the-quotation-marks/>

<https://blog.reedsy.com/proofreading-marks/> <https://englishforeveryone.org/>

<https://www.easyteacherworksheets.com/> <https://www.education.com/worksheets/>

<https://www.teacherspayteachers.com/>

<https://www.teacherspayteachers.com/Store/The-Harstad-Collection>

REFERENCES

Addleman, R. (n.d.). The Unexpected Dangers of Roasting Marshmallows. Retrieved from http://www.readwritethink.org/files/resources/lesson_images/lesson31031/Sample_Memoir_forRevision.pdf

Department of Education. (2016). *Revised Curriculum Framework English Program*.

Haberling, J., & Stanton, K. J. (2016). *Everything you need to ace English Language Arts: The complete middle school study guide*. New York, NY: Workman Publishing.

Mcleod, M. (n.d.). Six Great Ways to Start a Piece of Writing. Retrieved from https://mrmcleod.weebly.com/uploads/5/5/7/4/55740789/grade_7_ela_six_great_ways_to_start_a_piece_of_writing.pdf

Morton, T. (December 8, 2010). Point of View & Narrator's Perspective Lesson | Teaching Common Core Reading Skills. [video file]. Retrieved from <https://www.youtube.com/watch?v=6OGMlrRSALY>

Keller, H. (n.d.). Excerpts from The Story of My Life. Retrieved from <https://freakidsbooks.org/>

Study.com. (2020). What is Nonfiction? - Definition & Examples. Retrieved from <https://study.com/academy/lesson/what-is-nonfiction-definition-examples.html>

Readwritethink. (2020). *Strategy Guide: Making Connections*. Retrieved from <http://www.readwritethink.org/professional-development/strategy-guides/makingconnections-30659.html>

Williamson, J. (2014). Characterization and Types of Characters Worksheet or Test. Retrieved from <https://www.teacherspayteachers.com/Product/Characterizationand-Types-of-Characters-Worksheet-or-Test-994196?st=ffee254b223459e00c6305d68dfa235b>