

**2009/2010 Pacing Guide
Year at a Glance**

	Unit 1: Narratives Traditional: Sept. 14 – Nov. 13 Mod. Trad. : Sept. 14 – Nov. 13 Track B: Sept. 14 – Nov. 13	Unit 2: Nonfiction Traditional: Nov. 16 – Feb. 5 Mod. Trad. : Nov. 16 – Feb. 12 Track B: Nov. 16 – Mar. 5 Mid-Term (Trad/Mod. Trad: Jan 12-14; Trk B: Jan 19 – 21)	Unit 3: Novel/Poetry Traditional: Feb. 9 – Apr. 16 Mod. Trad. : Feb. 16 – Apr. 30 Track B: Mar. 8 – May 28 STAR Writing: Mar. 2 (all calendars)	Novel/ Unit of Teacher Choice Traditional: April 19 – June 17 Mod. Trad. : May 3 – June 24 Track B: June 1 – July 23 STAR Testing: Trad Apr. 26-May 21; Mod. Trad: May 3 – 28; Trk B (June 2 – 30) EOC: Trad May 24 – June 11; Mod Trad June 1 -24; Trk B July 1 - 23
Grade 6	<ul style="list-style-type: none"> Elements of Fiction Writing: Narrative Assessments: <ul style="list-style-type: none"> Cluster 8 Theme (Lit Anal/Rdg Comp) <i>Key Standards tested: Lit. Anal.3.3, 3.6,3.8</i> 	<ul style="list-style-type: none"> Types of nonfiction, text structure, persuasion, research Writing: Expository Research skills Functional Texts (completing applications; following directions) Mid-term given (date TBD) Assessments : <ul style="list-style-type: none"> Cluster 11 Persuasion Key standards tested: Rdg, Comp. 2.6, 2.7, Lit. Anal 3.8 	<ul style="list-style-type: none"> Core novel: review elements of fiction Poetry History Through Literature Writing: Response to Literature Assessments: <ul style="list-style-type: none"> Cluster 3 Poetry/Cluster 9 History Through Literature (Lit. Anal/Rdg. Com) Key standards tested: Rdg. Comp: 2.0, 2.2, 2.3, Lit. Anal 3.1, 3.3, 3.4, 3.7 	<ul style="list-style-type: none"> Academic reading Teacher choice: novel, teacher unit Review for standardized tests Writing: Persuasive
Grade 7	<ul style="list-style-type: none"> Elements of Fiction Writing: Narrative Assessments : <ul style="list-style-type: none"> Cluster 5 Theme (Lit. Anal/Rdg Comp) <i>Key Standards tested: Lit. Anal.3.1, 3.2,3.4</i> 	<ul style="list-style-type: none"> Types of nonfiction, text structure, persuasion, research Functional Texts (documents and directions) Writing: Expository Research skills Assessments: <ul style="list-style-type: none"> Cluster 9 Persuasion (Lit. Anal. and Rdg. Comp) Key standards tested: Rdg. Comp. 2.4, 2.6 	<ul style="list-style-type: none"> Core novel: review elements of fiction Poetry/ History Through Literature Writing: Response to Literature Assessments : <ul style="list-style-type: none"> Cluster 3 Poetry/Cluster 9 History Through Literature(Lit. Anal/Rdg. Com) Key standards tested: Word Anal., 1.1, Rdg. Comp: 2.0, 2.1, 2.3,2.6, Lit. Anal 3.0, 3.1 	<ul style="list-style-type: none"> Teacher choice: novel, teacher unit Review for standardized tests Writing: Persuasive
Grade 8	<ul style="list-style-type: none"> Elements of Fiction Writing: Narrative Assessments : <ul style="list-style-type: none"> Cluster 8 Theme (Lit. Anal/Rdg Comp) <i>Key Standards tested: Lit. Anal.3.5, 3.7</i> 	<ul style="list-style-type: none"> Types of nonfiction, persuasion, research Functional Texts (career documents) Writing: Career Research Task Research skills Assessments: <ul style="list-style-type: none"> Cluster 11 Persuasion (Lit. Anal. and Rdg. Comp) Key standards tested: Rdg. Comp. 2.2, 2.6, 2.7 Mid-Term (Trad/Mod. Trad: Jan 12-14; Trk B: Jan 19 – 21) 	<ul style="list-style-type: none"> Core novel: review elements of fiction Poetry/ History Through Literature Writing: Response to Literature Author Study (suggested) Assessments : <ul style="list-style-type: none"> Cluster 4 Poetry/Cluster 9 History Through Literature(Lit. Anal/Rdg. Com) Key standards tested: Rdg. Comp: 2.0, 2.3, Lit. Anal 3.1, 3.6, 3.7 	<ul style="list-style-type: none"> Teacher choice: novel, teacher unit Review for standardized tests Writing: Persuasive
	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> Nov. 12 – 17 Theme Cluster (rdg. comp/lit. analysis) 	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> Dec 10 – 15 Narrative (rhetoric/conventions) Jan 7-12: Persuasion Cluster Feb 2 – 9 Gr. 6, 7: Expository (rhetoric/conventions); Gr. 8: Career Task (rhetoric/conventions) 	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> Mar 2- 9 Mid-term data 	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> May 5 – 11 Response to Literature (rhetoric/conventions) AND Poetry cluster/History Through Literature Cluster (rdg. comp/literary analysis)

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6

UNIT 1: Narrative (taken from Cluster 1: Fiction; Cluster 4: Character and Setting;

Cluster 5: Plot; Cluster 8: Theme)

Unit Description: This unit addresses forms and characteristics of fiction. Students will read to understand the text structure of various forms of fiction and the elements of fiction; write a multiple paragraph narrative essay, use context clues and shades of meaning to clarify word meanings, identify and write simple, complex, compound, and compound-complex sentences.

CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS

Boldface = content standard
Unbold = student outcomes
= Multiple items on CST

1.0 Word Analysis/Vocabulary

1.2 Identify and interpret figurative language and words with multiple meanings. *Students will...*

Identify types of figurative language: simile, metaphor, personification

Identify how subjects are being compared

Use the context of a word in a sentence to determine which of its multiple meanings is appropriate

#1.4 Monitor expository text for unknown words or words with novel meaning using word, sentence, and paragraph clues to determine meaning. *Students will*

Examine word parts (prefix, suffix, base word, roots) sentence clues (restatement, definition, comparison/contrast, definition) and paragraph clues to determine meaning

#1.5 Understand and explain “shades of meaning” (e.g. softly vs. quietly) *Students will...*

Use denotation, connotation, related words to explain shades of meaning.

3.0 Literary Analysis

3.1 Identify forms of fiction

Students will...

Identify short story, novel, novella, historical, fiction, science fiction, realistic fiction

#3.2 Analyze effect of the qualities of the character on the plot and the resolution of the conflict. *Students will...*

Identify major/minor characters, character traits, internal/external conflict, plot structure, character motives.

Explain the relationship between character traits and motives, how the plot develops, and how the conflict is resolved.

3.3 Analyze the influence of setting on the problem and its resolution.

Students will...

Identify setting

Explain how setting impacts a problem/conflict/resolution

Explain how setting may influence character beliefs which in turn can affect the resolution of the conflict.

3.5 Identify the speaker and recognize the difference between first and third person narration.

Students will...

Distinguish between first and third person speaker

Literary Analysis 3.0 (cont’d)

3.6 Identify and analyze features of theme conveyed through characters, actions, and images. *Students will...*

Trace the character actions, character traits, images to determine theme.

#3.7 Explain the effects of common literary devices. *Students will...*

Recognize figurative language, similes, metaphors, personification, imagery, symbolism

Explain what these devices do for the literary piece.

3.8 Critique the credibility of the characterization and the degree to which a plot is contrived or realistic.

Students will...

Determine whether “real people” would act or speak like the characters.

Evaluate whether characters’ actions are consistent with their traits and motives.

1.0 Writing Strategies/2.0 Writing Applications

Students will...

#1.2 Create multiple paragraph expository compositions that develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.

#1.6 Revise writing for organization and consistency of ideas within and between paragraphs.

2.0 Write narratives which ...

- Establish and develop the plot, setting and present a point of view
- Include sensory details and concrete language to develop the plot, setting and characters
- Use a range of narrative devices (e.g. dialogue and suspense)

Written and Oral Conventions

Students will...

1.1 Use simple, compound, complex sentences.

Use effective coordination of ideas (e.g., transitions, commas)

1.5 Spell words correctly

1.0 Listening/2.0 Speaking

Students will...

2.0 Deliver narrative presentations

2.3 Give oral responses to literature.

Participate in daily class discussions.

Spelling Concepts

Students will correctly spell...

- Words with ence, ent, ance
- Words ending in -ary
- Words with com-, -cian, -cial, -cious, al+ly

Grammar and Mechanics

Students will recognize and write...

- Complete sentences
- Compound sentences
- Complex sentences

Students will correctly use...

- Quotation marks in dialogue
- End punctuation
- Transitions
- Conjunctions
- Commas in coordination of ideas
- Capitalization and other appropriate punctuation marks with titles
- Types of nouns and subject verb agreement with collective nouns
- Adjectives

Required Assessments

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, mechanics tasks)
- **Writing folder: Narrative**
- **Cluster 8: Theme (rdg. comp/lit. analysis)**

Data Collection/Deadlines

(see principal for exact date to turn in data)

Nov. 12 - 17: Cluster 8 Theme (rdg. comp/ lit. analysis)

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6
UNIT 1 NARRATIVE: KEY VOCABULARY AND TEACHING RESOURCES**

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING COMP. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p>Word Analysis Base Word Connotation Context Clues</p> <ul style="list-style-type: none"> Restatement Definition Comparison/contrast General Sentence Paragraph <p>Denotation Figurative language Metaphor Personification Prefix Root Shades of meaning Simile</p> <p>Literary Analysis Character Character motivation Character traits Climax Conflict Exposition External conflict Falling action Fiction Historical fiction Internal conflict Literary devices Major characters Minor characters Narrative Narrator Novel Novella Plot Plot line Point of View Realistic fiction Resolution Rising Action Science fiction Setting Short Story Speaker Theme</p> <p>Writing and Conventions Concrete language Complex sentence Compound sentence Compound-complex sentence Coordination of ideas Dialogue Indefinite pronouns Fragment vs. run-on sentence Point of view Simple sentence Subject and predicate Subordination of ideas Suspense</p>	<p>Vocabulary <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> Context clues, pp. 1-12 Prefixes, base words, roots, pp. 13-30 Denotation/connotation, pp. 45-46 Similes and metaphors, pp. 51-52; also <i>LOL, T.E.</i>, p. 192 <p><u>Greek combining forms</u> aristo astro auto bio cycl dia graph log mono mytho peri photo syn tele hom</p> <p><u>Pre Fixes</u> ex dis- il- im- in- ir- mid- mis- pre- post- re- sub- super- trans-</p> <p><u>Latin Roots</u> dic, dict form rupt scib, script tract, tract vid, vis other roos flex funct ject pel, pal plain, plan plaud, plod, plos press ten, tend</p> <p><u>Suffixes</u> -able/ible d/ed -er/-or -ion -ive</p>	<p>Core Program Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p><i>Language of Literature 6</i> Articles on Fiction, p. 21, 243, 611</p> <ul style="list-style-type: none"> Characteristics and elements of fiction <p>“The Scribe,” p. 653</p> <ul style="list-style-type: none"> Character traits Traits and plot Traits and conflict Traits and resolution <p>“The Circuit,” p. 264.</p> <ul style="list-style-type: none"> Literary devices Personification Imagery <p>“All Summer in a Day”, p. 209</p> <ul style="list-style-type: none"> Influence of setting Science fiction Theme Credibility of plot/characters (evaluate elements) <p>“Words on a Page,” p. 614</p> <ul style="list-style-type: none"> Character and theme <p>Strategic/ELD Support <i>Interactive Reader</i>, gr.6 “The Circuit,” p. 94. “All Summer in a Day”, p. 66</p> <p>Bridges, gr. 6 “Fiction,” p. 395</p> <ul style="list-style-type: none"> Characteristics and elements of fiction <p>“Sachiko Means Happiness,” p. 98</p> <ul style="list-style-type: none"> Characterization Climax Resolution <p>“Midias and the Golden Touch,” p. 47</p> <ul style="list-style-type: none"> Theme <p>Assessment Resources In addition to teacher-made assessments, these resources may be helpful: CST released items <i>Unit Two Resource Book</i>, pp. 10 - 16 (“All Summer”) and pp. 43-49 (“The Circuit”) and <i>Unit Five Resource Book</i> pp. 4-10, (“Words...”) pp.22-29 (“Scribe”)</p> <p>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</p>	<p>Writing Narratives <i>Language of Literature</i>, p. 176 (autobiographical incident) p. 592 (short story) p. R41(narrative writing)</p> <p><i>Writing Transparencies</i>, pp 9-10 (transitions)</p> <p><i>Unit One Resource Book</i>, pp. 92-99 (personal experience essay) <i>Unit Two Resource Book pp60-69</i> (character sketch) <i>Unit Four Resource Book, pp70-76</i> (short story)</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p>Spelling <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> -ary words, p. 95 ence, ent, p. 143 ance, p. 87 Words with al+ly, p. 105 Words with com-, p. 107 Words with -cian, cious, cial, p. 129 <p>Grammar, Mechanics and Usage <i>Grammar, Usage, Mechanics</i> Blackline Masters Book</p> <ul style="list-style-type: none"> Complete subjects and predicates, p. 1-3 Compound sentences, p. 13 End punctuation, p. 160 Quotation Marks, p. 169 Conjunctions, p. 127 Punctuation of titles, pp. 151, 181 Subject/verb agreement, pp. 133-145 Types of nouns, p.31-40 Adjectives, p. 100-101, 115 <p><i>Language of Literature : Grammar Handbook</i> (back of text)</p> <ul style="list-style-type: none"> Complex sentences, p. R83, R85; also p. 727 Transitions, p. R36 <p><i>Language Network</i></p> <ul style="list-style-type: none"> Complete sentences, p. 6-8 Compound subjects, 169-183 Compound sentences, 218, 228 Complex sentences, 283 Quotations, p. 214-217 Semicolons, p. 218 Conjunctions, p.282 Types of nouns, p. 21, 22, 41, 42, 75-79

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6
UNIT 2: NONFICTION (taken from Cluster 2: Types of Nonfiction; Cluster 10 Text Structure; Cluster 11 Persuasion; Cluster 12 Research Reports)

Unit Description: This unit addresses types of nonfiction, nonfiction text structure, elements of persuasion and research strategies. . Students will read nonfiction, discuss propaganda techniques, write expository and persuasive essays, and improve sentences through the use of phrases and clauses.

CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS

Boldface = content standard; unbold = student outcomes; # = multiple items on CST

1.0 Word Analysis/Vocabulary
#1.3 Use word origins/foreign words in English Use Greek affixes to understand words. Understand foreign words in English.
#1.4 Monitor expository text for unknown words or words with novel meaning using word, sentence, and paragraph clues to determine meaning. *Students will* Examine word parts (prefix, suffix, base word, roots) sentence clues (restatement, definition, comparison/contrast, definition) and paragraph clues to determine the meaning of unknown words.
#1.5 Understand and explain “shades of meaning” (e.g. softly vs. quietly) *Students will...* Use denotation, connotation, related words to explain shades of meaning.

2.0 Reading Comprehension
#2.1 Identify structural features of popular media and use the features to obtain information. *Students will...* Identify features of newspapers, magazines, and online sources. Use features to get information and answer questions.
2.2 Analyze text that uses the compare/contrast organizational pattern. *Students will...* Identify markers for compare/contrast organization. Explain how the compare/contrast details are organized (e.g., all features of Subject A, then features of Subject B or each feature for Subject A and Subject B through essay).
#2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. *Students will...* Identify stated and implied main ideas. Identify supporting details. Explain connections between main ideas and other related topics or sources.
2.4 Clarify texts by creating outlines, logical notes, summaries or reports. *Students will...* Use notes, outlines, summaries to clarify/demonstrate their understanding of texts.
#2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions. *Students will...* Distinguish between fact and opinion. Identify author’s conclusions. Evaluate the adequacy and appropriateness of the author’s evidence.

2.0 Reading Comprehension (cont’d)
#2.7 Make reasonable assertions about a text through accurate, supporting citations. *Students will...* Make reasonable claims about a text and support those claims with evidence.
#2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. *Students will...* Identify types of faulty reasoning and propaganda techniques (snob appeal, bandwagon

2.0 Writing Strategies/2.0 Writing Applications
Students will...
#1.2/2.2 Create multiple paragraph expository essays that state the thesis, explain the situation, follow an organizational pattern, and that offer evidence to validate arguments.
2.3 Write research reports that include a bibliography.
1.6 Revise writing to improve organization and consistency of ideas.

1.0 Written and Oral Conventions
Students will...
1.1 Use effective coordination and subordination of ideas.
1.2 Ensure that verbs agree with compound subjects.
1.5 Spell frequently misspelled words

1.0 Listening/2.0 Speaking
Students will...
 1.2 Identify mood, tone and emotion in oral communication
 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.
 2.2 Deliver informative presentations
 2.3 Give oral responses to literature.
 2.4 Deliver persuasive presentations. Participate in daily class discussions

Spelling Concepts
Students will correctly spell...

- Words with ob-, sub-, in-
- Words ending with -ible, able
- Compound words
- Homonyms, homophones, homographs

Grammar and Mechanics
Students will correctly use...

- Indefinite pronouns especially in subject/verb agreement
- Pronouns
- Phrases and clauses to improve sentences
- Apostrophes
- Compound-complex sentences
- Conjunctions
- Semicolons in clauses
- Verbs tenses

Required Assessments

- Daily, weekly on-going checks for understanding (e.g, exit slips, learning logs, quizzes, other vocabulary, literary , grammar, spelling, or mechanics tasks)
- **Writing folder : Expository**
- **Cluster 11: Persuasion (rdg. comp/lit. analysis)**
- **Mid-term: Trad/Mod Trad: Jan 12 – 14; Trk B Jan 19 -21**

Data Collection/Deadlines
(see principal for exact date to turn in data)

Dec. 10 - 15: Narrative (rhetoric and conventions)
Jan. 7- 12: Cluster 11: Persuasion (rdg. comp/lit. analysis)
Feb. 2 – 9: Expository (rhetoric and conventions)

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6
UNIT 2 NONFICTION: KEY VOCABULARY AND TEACHING RESOURCES

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING Comp. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p><u>Word Analysis</u> Base Word Connotation Context Clues (types)</p> <ul style="list-style-type: none"> • Restatement, definition, general, sentence, paragraph, comparison/contrast • Comparison/contrast <p>Denotation Prefix Root</p> <p><u>Reading Comprehension: Nonfiction</u> Anecdote Assertion Author conclusions Author evidence Author’s perspective Author purpose Autobiography Bandwagon Bibliography Biography Cause/effect organization Claims Chronological Order Circular reasoning Comparison/contrast organization Either/or Expository Fact Informative article Interview Main Idea/supporting details organization Memoir Opinion Outline Overgeneralizations Propaganda Prose Snob appeal Spatial order Summary Text structure Unsupported inferences</p> <p><u>Writing and Conventions</u> Apostrophe Clause Compound words Conclusion (in essay writing) Contraction Coordination of ideas Homograph, homonym, homophone Lead Nouns (types of nouns) Phrase Subordination of ideas Thesis</p>	<p><u>Vocabulary</u> <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> • Idioms, p. 49 • Homographs, p. 59 • Homonyms, p. 55 • Homophones, p. 57 • Compound words, p. 53 • Context clues, pp. 1-12 • Prefixes, base words, roots, pp. 13-30 • Denotation/connotation, pp. 45-46 • Similes and metaphors, pp. 51-52; also <i>LOL, T.E.</i>, p. 192 <p><u>Greek combining forms</u> aristo astro auto bio cycl dia graph log mono mytho peri photo syn tele hom</p> <p><u>Pre Fixes</u> ex dis- il- im- in- ir- mid- mis- pre- post- re- sub- super- trans-</p> <p><u>Latin Roots</u> dic, dict form rupt scib, script trac, tract vid, vis other roos flex funct ject pel, pal plain, plan plaud, plod, plos press ten, tend</p> <p><u>Suffixes</u> -able/ible d/ed -er/-or -ion -ive</p>	<p><u>Core Program</u> Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p><i>Language of Literature</i>, gr. 6 “Reading for Information,” R4 “Patterns of Organization,” R6 “Mathew Henson...”, p. 101</p> <ul style="list-style-type: none"> • Biography, main idea, supporting details, and point of view from <i>Woodsong</i>, p. 165 • Memoir, imagery “Daring to Dream,” p. 145 • Features of a magazine article • Summarizing “Chinatown”, p. 219 • Fact/opinion, spatial and comparison and contrast order “The First Emperor,” p. 728 • Summarizing • Connecting main ideas • Comparison/contrast order “Trading Card Talk”, p. 48 • Paraphrasing/outlining “Home on an Icy Planet” • Notes, outlining <p><u>Strategic/ELD Support</u> <i>Interactive Reader</i> “Mathew Henson...” p. 12 “from <i>Woodsong</i>, p. 56 “Chinatown”, p. 80</p> <p><u>Bridges</u> “Volcanoes,” p.48</p> <ul style="list-style-type: none"> • Main idea • “I Am Rosa Parks,” p. 218 • Fact, opinion <p><u>Assessment Resources</u> In addition to teacher-made assessments, these resources may be helpful: CST released items <i>Unit One Resource Book</i> pp. 47 – 53 (“Mathew Henson”) pp. 75-77 (“Daring to Dream”) pp. 85-91 (“Woodsong”) <i>Unit Two Resource Book</i> pp. 17-25 (“Chinatown”) <i>Unit Five Resource Book</i> pp. 69-75 (“First Emperor”)</p> <p>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</p>	<p><u>Nonfiction Writing</u> <i>Language of Literature</i>, R 43-46, p. 355, 430 (expository) R 47-48, p. 690 (persuasive)</p> <p>Research Workshop, p. 754</p> <p><i>Unit Three Resource Book</i> Comparison/contrast essay, p23-31</p> <p><i>Unit Five Resource Book</i>, p. 44-52 (opinion statement) Research report, pp. 79-87</p> <p><i>Writing Transparencies</i>, pp. 9-11 (transitions) Research transparencies, pp 40-56</p> <p><i>District Writing Guide</i> <i>CST Released writing samples</i></p> <p><u>Spelling</u> <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> • ob-, sub-, p. 139 • in-, p. 141 • ible, p. 137 • -able, p.103 • homonyms, homophones, homographs, p. 55-60 <p><u>Grammar, Mechanics and Usage</u> <i>Grammar, Usage Mechanics</i> Blackline Masters Book</p> <ul style="list-style-type: none"> • Subject/verb agreement, pp. 133-145 • Apostrophes, p. 178 • Prepositional phrases, p. 124 • Indefinite pronouns, 64, 142 • Verb tenses, p. 91-97 <p><i>Language of Literature</i>, Grammar Handbook (back of text) , phrases and clauses p. R83 Compound-complex sentences, R 85, 737 Subordinate clauses, R 83</p> <p><i>Language Network</i></p> <ul style="list-style-type: none"> • Phrases, pp. 148-153, 171-177, 183 • Subject/verb agreement, p. 164-183 • Indefinite pronouns. P. 72-74 • Semicolons, p. 218-219 • Conjunctions, p.282 • Verb Tense, p. 118-119 <p><i>Universal Access Resource Book</i> Phrases, p. 3.53 Clauses, p. 3.63</p>

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6
UNIT 3: NOVEL and POETRY (taken from Cluster 3 Poetry; Cluster 4 Character and Setting,
Cluster 6: Plot; Cluster 8: Theme, Cluster 9: History Through Literature)

Unit Description: This unit reviews the elements of fiction as applied to a novel and introduces students to the ways tone and meaning are conveyed in poetry. Students will write Response to Literature essays, read and analyze poetry, and read a core novel. Teachers may choose to do a research task related to the novel study.

CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS

Boldface = content standard unbold = student outcomes # = multiple items on CST

2.0 Word Analysis/Vocabulary
1.2 Identify and interpret figurative language.
Students will...
 Identify types of figurative language: simile, metaphor, personification
 Identify how subjects are being compared.
#1.3 Use word origins/foreign words in English
Students will...
 Use Greek affixes to understand words.
 Understand foreign words in English.
#1.5 Understand and explain “shades of meaning” (e.g. softly vs. quietly)
Students will...
 Use denotation, connotation, related words to explain shades of meaning.

Reading Comprehension
2.4 Clarify texts by creating outlines, logical notes, summaries or reports.
Students will...
 Use notes, outlines, summaries to clarify/demonstrate their understanding of texts.

3.0 Literary Analysis
Students will...
 Poetry
#3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
Recognize each element.
Explain how the element(s) contribute to the tone or meaning of a poem.

 Novel
#3.2 Analyze effect of the qualities of the character on the plot and the resolution of the conflict. *Students will...*
 Identify major/minor characters, character traits, internal/external conflict, plot structure, character motives.
 Explain the relationship between character traits and motives, how the plot develops, and how the conflict is resolved.
3.3 Analyze the influence of setting on the problem and its resolution.
Students will...
 Identify setting
 Explain how setting impacts a problem/conflict/resolution
 Explain how setting may influence character beliefs which in turn can affect the resolution of the conflict.

Literary Analysis 3.0 (cont’d)
3.6 Identify and analyze features of theme conveyed through characters, actions, and images. *Students will...*
 Trace the character actions, character traits, images to determine theme.
#3.7 Explain the effects of common literary devices. *Students will...*
 Recognize figurative language, similes, metaphors, personification, imagery, symbolism
 Explain what these devices do for the literary piece.
3.8 Critique the credibility of the characterization and the degree to which a plot is contrived or realistic. *Students will...*
 Determine whether “real people” would act or speak like the characters.
 Evaluate whether characters’ actions are consistent with their traits and motives.

3.0 Writing Strategies/2.0 Writing Applications
Students will...
#1.2 Create multiple paragraph expository essays that state the thesis, explain the situation, follow an organizational pattern, and that offer evidence to validate arguments.
1.4 Use organizational features of electronic texts to locate information.
#1.6 Revise writing to improve organization and consistency of ideas.
2.4 Write responses to literature that develop an interpretation, organize the interpretation around several clear ideas, develop and justify the interpretation through examples and textual evidence.

Written and Oral Conventions
Students will...
1.1 Use simple, compound, complex, compound-complex sentences, effective coordination and subordination to express complete thoughts.
1.2 Properly use present perfect, past perfect, future verb tenses correctly.

3.0 Listening/2.0 Speaking
Students will...
1.4 Select a focus, an organizational structure, and a point of view matching purpose, message, occasion, and vocal modulation to the audience.
2.3 Give oral responses to literature.
 Participate in daily class discussions.

Spelling Concepts
Students will correctly spell...

- Words with -ence, -ent, -ize, -ise
- Contractions
- Foreign words in English
- VAC words/non VAC words
- Words with hard/soft g

Grammar and Mechanics
Students will correctly use...

- Adverbs
- A variety of sentence structures

Required Assessments

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)
- **Writing folder : Response to literature task**
- **Cluster 3: Poetry/Cluster 9: History Through Literature (rdg. comp/lit. analysis)**

Data Collection/Deadlines
(see principal for exact date to turn in data)

Mar. 2 - 9: Mid-term data

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6
UNIT 3 NOVEL/POETRY: KEY VOCABULARY AND TEACHING RESOURCES

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING COMP. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p>Word Analysis Affix Connotation Figurative language Denotation Metaphor Personification Prefix Root Shades of meaning Simile</p> <p>Reading Comprehension Outline Summary</p> <p>Literary Analysis Character credibility Character motivation Conflict Imagery Major characters Minor character Line length Plot structure Repetition Resolution Rhyme Rhythm Setting Symbolism Theme</p> <p>Writing and Conventions Adjective Adverb Compound sentence Compound-complex sentence Complex sentence Contractions Coordination Conjunctions Future tense Literary devices Past perfect tense Present perfect tense Subordination Textual evidence Transitions</p>	<p>Vocabulary <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> Foreign words in English Greek roots, p. 31 Other roots and affixes, pp. 13-28 Foreign words in English, p. 31-32. <p>Greek combining forms aristo astro auto bio cycl dia graph log mono mytho peri photo syn tele hom</p> <p>Pre Fixes ex dis- il- im- in- ir- mid- mis- pre- post- re- sub- super- trans-</p> <p>Latin Roots dic, dict form rupt scib, script trac, tract vid, vis other roots flex funct ject pel, pal plain, plan plaud, plod, plos press ten, tend</p> <p>Suffixes -able/ible d/ed -er/-or -ion -ive</p>	<p>Core Program Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p><i>Language of Literature 6</i> “Reading Poetry,” p. 193 “It Seems I Test People,” p. 194 “I’m Nobody, Who Are You?,” p. 194 “Western Wagons,” p. 284 “Night Journey,” p. 284 “Street Corner Flight,” p. p. 291 “You Sing,” p. 52 “How to Paint the Portrait of a Bird,” p. 643</p> <p><i>Hatchet</i> or other core novel</p> <p>Strategic/ELD Support <i>Interactive Reader</i> “Western Wagons,” p. 43 “Night Journey,” p. 43</p> <p>Assessment Resources In addition to teacher-made assessments, these resources may be helpful: <i>Unit Two Resource Book</i> pp. 57-60 (“Western Wagons”) <i>Unit Five Resource Book</i> pp. 18-19 (“You Sing”, “How to Paint the Portrait of a Bird”) CST released items See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</p>	<p>Writing <i>Language of Literature 6</i> Writing an Original Poem, p. 236 Response to Literature, p. 89</p> <p><i>Unit One Resource Book</i>, pp 38-46 Response to Literature Workshop</p> <p><i>Unit Two Resource Book</i> Original Poem, pp 25-33</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p>Spelling <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> Base Word Changes p. 127-128 -ise, -ize, p.145 Contractions, p.135 Foreign words in English VAC/Non VAC words p. 117-120 Hard/soft g, p. 97 <p>Grammar, Mechanics and Usage Blackline Masters</p> <ul style="list-style-type: none"> Complete subjects and predicates, p. 1-3 Compound sentences, p. 13 End punctuation, p. 160 Conjunctions, p. 127 Subject/verb agreement, pp. 133-145 Adverbs p. 109-112, 115 <p><i>Language of Literature</i>, Grammar Handbook (back of text) , phrases and clauses p. R83 Compound-complex sentences, R 85, 737 Subordinate clauses, R 83</p> <p><i>Universal Access Resource Book</i> Phrases, p. 3.53 Clauses, p. 363 Compound subjects, p. 3.67 Adverbs p. 3.47</p> <p><i>Language Network</i></p> <ul style="list-style-type: none"> Phrases, pp. 148-153, 171-177, 183 Subject/verb agreement, p. 164-183 Semicolons, p. 218-219 Conjunctions, p.282 Adverbs p. 130-132, 144-145

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6
UNIT 4: ACADEMIC AND INFORMATIONAL READING/NOVEL/ UNIT OF
TEACHER CHOICE**

**ACADEMIC RDG.&
NOVEL/UNIT OF
TEACHER CHOICE**
Trad: April 19- June 17
Mod.Trad: May 3-June 24
TrkB: June 1 –July 23

Unit Description: This reading various types of informational and content area materials. The unit also allows for teacher choice of a second novel and/or a teacher-developed unit.

CONTENT STANDARDS , TEACHNG POINTS, REQUIRED ASSESSMENTS

Boldface = content standard unbold = student outcomes # = multiple items on CST

1.0 Word Analysis/Vocabulary

Students will...
Read and understand vocabulary appropriate to the teacher selected novel.

2.0 Reading Comprehension

Informational Materials

2.2 Analyze text that uses the compare/contrast organizational pattern. *Students will...*

Identify markers for compare/contrast organization.

Explain how the compare/contrast details are organized (e.g., all features of Subject A, then features of Subject B or each feature for Subject A and Subject B through essay).

#2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

Students will...

Identify stated and implied main ideas. Identify supporting details.

Explain connections between main ideas and other related topics or sources.

2.4 Clarify texts by creating outlines, logical notes, summaries or reports.

Students will...

Use notes, outlines, summaries to clarify/demonstrate their understanding of texts.

#2.5 Follow multiple step instructions for preparing applications (e.g., for public library card, bank savings account, sports club, league membership) *Students will...*

Read and complete applications.

Identify information required in the applications.

#2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. *Students will...*

Distinguish between fact and opinion. Identify author's conclusions.

Evaluate the adequacy and appropriateness of the author's evidence.

Review other appropriate skills as needed.

Literary Analysis 3.0 (cont'd)

Novel

#3.2 Analyze effect of the qualities of the character on the plot and the resolution of the conflict. *Students will...*

Identify major/minor characters, character traits, internal/external conflict, plot structure, character motives.

Explain the relationship between character traits and motives, how the plot develops, and how the conflict is resolved.

3.3 Analyze the influence of setting on the problem and its resolution.

Students will...

Identify setting

Explain how setting impacts a problem/conflict/resolution

Explain how setting may influence character beliefs which in turn can affect the resolution of the conflict.

3.6 Identify and analyze features of theme conveyed through characters, actions, and images. *Students will...*

Trace the character actions, character traits, images to determine theme.

#3.7 Explain the effects of common literary devices. *Students will...*

Recognize figurative language, similes, metaphors, personification, imagery, symbolism

Explain what these devices do for the literary piece.

3.8 Critique the credibility of the characterization and the degree to which a plot is contrived or realistic.

Students will...

Determine whether "real people" would act or speak like the characters.

Evaluate whether characters' actions are consistent with their traits and motives.

1.0 Writing Strategies/2.0 Writing Applications

Students will...

Review appropriate skills as needed.

1.0 Written and Oral Conventions

Students will...

Review appropriate skills as needed.

1.0 Listening/2.0 Speaking

Students will...

Review appropriate skills as needed.

Spelling Concepts

Students will correctly spell...

Review appropriate skills as needed.

Grammar and Mechanics

Students will correctly use...

Review appropriate skills as needed.

Required Assessments

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)
- Writing folder : Persuasive**
- STAR Testing: Trad: Apr. 26 – May 21; Mod. Trad: May 3 – 28; Trk B: June 2-30**
- EOC Trad May 24 –June 11; Mod Trad: June 1 – 24; Trk B: July 1 -23**

Data Collection/Deadlines

(see principal for exact date to turn in data)

May 5 -11: Response to Literature (rhetoric &conventions) AND Cluster 3: Poetry/ Cluster 9: History Through Literature (rdg. comp/lit. analysis)

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 6
UNIT 4 ACADEMIC AND INFORMATIONAL READING/NOVEL/UNIT OF TEACHER CHOICE
VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES**

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS RESOURCES	LITERARY ANALYSIS RESOURCES	WRITING AND CONVENTIONS RESOURCES
<p><u>1.0 Word Analysis</u></p> <p>Select vocabulary words relevant to the novel.</p> <p><u>2.0 Reading Comprehension</u> Informational Materials</p> <ul style="list-style-type: none"> • abbreviations • applications (for something) • author argument • arrows • boldface • captions • cause/effect order • charts • chronological order • comparison/contrast under • compass rose • diagrams • figures • graphics • graph • headings • key • images • italics • labels • legend • links • main idea • maps • menu • bars • objectives (of a chapter) • opinion • public notice • scale (on a map) • subheads • supporting details • symbols • title • visuals • web address • URL <p>Review other skills as necessary</p> <p><u>Written Conventions</u> Review needed skills as necessary</p>	<p><u>Vocabulary</u> <i>Vocabulary and Spelling Book</i> (To be determined by teacher)</p> <p><u>Words and Stems Commonly Used in Standardized tests</u></p> <p>Excerpt Expression Line (Poetry) Paragraph Passage Phrase Rough Draft Sentence Selection Stanza Statement Summary Text Version</p> <p>According to... Which detail...? Which source...? How does the writer achieve...? Which of the following...? The author probably believes... Based on..._____ implies... Best evidence Best completes Most likely/least likely Most effectively The author's argument... The author's attitude... _____ creates a tone/mood of...</p>	<p><u>Core Program</u> Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p>Selections to be determined by teacher</p> <p><i>Interactive Reader</i> "Academic and Informational Reading," pp 260 - 293</p> <p><i>Language of Literature 6</i> To be determined by teacher</p> <p>Core novel of teacher choice</p> <p><u>Strategic/ELD Support</u> (To be determined by teacher)</p> <p><u>Assessment Resources</u> In addition to teacher-made assessments, these resources may be helpful: CST released items</p> <p>Other assessments determined by teacher</p> <p>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</p>	<p><u>Writing</u> <i>Language of Literature</i></p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p><u>Spelling</u> <i>Spelling and Vocabulary Book</i> To be determined by teacher</p> <p><u>Grammar, Mechanics and Usage</u> <i>Blackline Masters</i> To be determined by teacher</p> <p><i>Language Network</i> To be determined by teacher</p>

Two Hour Strategic Class

Hour 1: READING PERIOD (Vocabulary, Reading Comprehension, Literary Analysis)

Reading Standards -- (1.0, 2.0, 3.0)

Time		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
15 Minutes	Reading Warm Up Tasks: SSR, CORE LIT. NOVEL, CST released item tied to CLUSTER.	READING WARM-UP	READING WARM-UP	READING WARM-UP	READING WARM-UP	Writing task tied to reading task.
25 Minutes	READING DIRECT INSTRUCTION LESSON: Vocabulary, literary/foundation reading skill attached to cluster, or reading of identified selection.	MOTIVATING & BUILDING BACKGROUND VOCABULARY				
		READING LESSON, SKILLS & TEXTS			ASSESSMENT (Must Do)	ENRICHMENT (May Do)
					RETEACHING as needed	
10 Minutes	Reading Closure Tasks Check for understanding (Ticket), mini-quiz, oral sharing or read aloud-novel.	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS

Hour 2: LANGUAGE ARTS PERIOD (Writing, Grammar & Spelling)

Writing Standards, (1.0 & 2.0) Written & Oral English Language Conventions 1.0

15 Minutes	Writing Warm Up Tasks: DOL, Spelling Skill, CST released item(s) tied to CLUSTER with revision or grammar.	WRITING WARM UP	WRITING WARM UP	WRITING WARM UP		Assessment task tied to writing task
25 Minutes	WRITING DIRECT INSTRUCTION LESSON: Grammar, writing (could be tied to a literary task or process writing.)	GRAMMAR				ENRICHMENT (May Do)
		WRITING			ASSESSMENT	
					RETEACHING	
10 Minutes	Writing Closure Tasks: Check for understanding, (exit ticket). mini-quiz, oral sharing, Writer's Workshop, publishing.	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS

Enrichment/Considerations for Advanced Learners

The following ideas may be used to assist teachers in challenging students and in adding rigor to the core program.

Unit 1: Narrative	Unit 2: Nonfiction
<ul style="list-style-type: none"> • Examine archetypal settings and their relationship to theme (e.g., the wilderness, a garden, the river) • Examine archetypal characters and their relationship to theme (e.g., the mentor, the naïve young man or woman) • Study the text through different points of view (e.g., major and minor characters, omniscient observer) • Study author style • Socratic seminars • Extension menus • Apply Costa’s levels of questions to texts • Use depth and complexity icons • Use content imperatives • Think like a writer • Tone, diction, author word choice • Denotation vs. connotation • Book clubs (self-selected reading groups) • Literature circles • Write additional pieces 	<ul style="list-style-type: none"> • Use and study the appeals of ethos, pathos, logos in writing • Argue both sides of an issue • Text structure analysis • Think like a researcher • Etymology of vocabulary words • Socratic seminars • Extension menus • Apply Costa’s levels of questions to texts • Use depth and complexity icons • Use content imperatives • Word arrays (shades of meaning) • Sentence combining/sentence patterns • Do additional reading • Create functional documents • Evaluate functional documents for clarity of message
Unit 3: Novel/Poetry	Unit 4: Novel/Teacher Choice
<ul style="list-style-type: none"> • TP-CASTT analysis of poetry (title, paraphrase, connotation, speaker, shift in speaker/attitude, title revisit, theme) • Diction, tone, word choice, imagery • Think like a poet • Write in a given poet’s style • Extension menus • Examine archetypal settings and their relationship to theme (e.g., the wilderness, a garden, the river) • Examine archetypal characters and their relationship to theme (e.g., the mentor, the naïve young man or woman) • Study the text through different points of view (e.g., major and minor characters, omniscient observer) • Study author style • Socratic seminars • Apply Costa’s levels of questions to texts • Use depth and complexity icons • Use content imperatives • Tone, diction, author word choice • Denotation vs. connotation 	<ul style="list-style-type: none"> • Use depth and complexity icons • Use content imperatives • Extension menus • Novel study • Literature circles/book clubs

Active Participation

Possible methods to implement overt active participation (<u>O</u> ral, <u>W</u> ritten and/or <u>G</u> estures)	ACTIVE PARTICIPATION
STRATEGY NAME & DESCRIPTION	
ORAL	A-B Partner Teach: Teacher prompts students beforehand that they will be responsible periodically throughout the lesson to reteach a portion of the content to a partner. Designate partner pairs as A or B.
	Choral Response/Choral Work: All students respond orally either repeating teacher or answering questions in unison.
	Clock Appointments: Ss make appointments w/ other Ss. As teacher calls that specific appointment time, Ss meet with their designated appointment and discuss a given question or summary statement.
	Expert Line-Up: Through conversation students decide who has the most expertise on a subject and line up accordingly. This allows for partners for the activity to be determined.
	Give and Take: Ss partner up. For each summary statement given to the partner, the partner gives one back.
	Group Alerting: After presenting material, teacher asks a question. Without calling on an individual, the teacher pauses to let the entire group formulate answer. After pausing, the teacher calls on a particular student. When the student has finished answering, the teacher cues the whole class to respond to the individual's answer with a thumbs-up or thumbs-down gesture.
	Mix-Freeze-Match: Students mingle (mix) until teacher says, "Freeze" and they partner with the closest person (match) for sharing.
	Numbered Heads: Ss number off in groups. All are responsible for answer but only one in each group is chosen from a spinner.
	Pass the Q & A: Teacher asks first student in each row a question. Students answer question orally, rephrasing the question in the answer. Student turns around and asks the same question to the next student. Ss continue the domino effect until they reach the back of the row.
	Roll the Dice: Students in groups of six are responsible for answer if their number comes up.
	Round Robin Review: At table groups, students review content student by student, clockwise or counter-clockwise rotation.
	Think-Pair-Share: All students receive individual time to formulate an answer, pair up with a partner to discuss and then share out to class.
	3-Step Interview: Student #1=interviewer, #2=be interviewed, #3=summarize the persons you interviewed.
	3-Word Summaries: At any point in the lesson, the teacher asks students to summarize their learning in exactly 3 words. This can be done orally or in written format.

Active Participation

Possible methods to implement overt active participation (<u>O</u> ral, <u>W</u> ritten and/or <u>G</u> estures)	ACTIVE PARTICIPATION
	What's the Difference?: This strategy involves simply asking students to identify the differences between two or more items. (example: verbs and adverbs, evaporation and absorption, hills and valleys, poems and songs)
	What's the Same?: This strategy involves simply asking students to compare two or more items and describe how they are the same (example: clouds and mist, leaders and followers, eating good food and hiking tall mountains)
	Whip Around, Pass Option: Teacher whips around the room until getting an oral answer/comment from each student. Ss do have the option to pass the first time around.
WRITTEN	Attentive Lecture: In this strategy Ss are not allowed to take notes as the teacher is giving content information. Every 2-3 minutes, the teacher stops giving instruction and students are to write the crucial input given in the last few minutes in their notebooks.
	Clock Appointments: Ss make appointments w/ other Ss. As teacher calls that specific appointment time, Ss meet with their designated appointment and discuss a given question or summary statement.
	Post-It Voting: Students use sticky notes with their initials to vote or comment and put up in designated area of white board. (i.e. used to rubric an anchor paper, categorizing information, graphing class information for lesson)
	Reflection/Summary Writing: Ss use journals or note pages to independently reflect on the learning.
	Response Boards: Students use white boards or mini chalk boards to write ideas/answers.
	Snowball: Ss write a summary statement on a scratch piece of paper, all toss them across the room, pick up a different paper, read and write another summary statement. Process continues.
	Thinking Maps: Not only for pre-writing activities, these graphic organizers that can be used to activate prior knowledge and/or to summarize the learning.
	3-Step Interview: Student #1=interviewer, #2=be interviewed, #3=summarize the persons you interviewed.
	3-Word Summaries: At any point in the lesson, the teacher asks students to summarize their learning in exactly 3 words. This can be done orally or in written format.
GESTURES	Color-coded Choices: Put colored sticker dots on Ss desks or nametags. Each color represents a possible answer to a question from the teacher. Student puts their finger on the answer they choose. (i.e. "If you think it is a fact, put your finger on red. On green, if you think it is an opinion.")
	4 Corners: Teacher designates the 4 corners of the room to represent answers to a question. Students move to the corner they choose as their answer. Great for multiple-

Active Participation

Possible methods to implement overt active participation (<u>O</u> ral, <u>W</u> ritten and/or <u>G</u> estures)	ACTIVE PARTICIPATION
	choice answers!
	Group Alerting: After presenting material, teacher asks a question. Without calling on an individual, the teacher pauses to let the entire group formulate answer. After pausing, the teacher calls on a particular student. When the student has finished answering, the teacher cues the whole class to respond to the individual's answer with a thumbs-up or thumbs-down gesture.
	Hand Signals: A private gesture with the hands. Most effective to teacher (as a check for understanding) when Ss keep gestures close to their chest so other Ss can not see their answer. Examples include: Thumbs up/down, open/closed fist, one finger/two fingers, and arms crossed/uncrossed.
	Post-It Voting: Student s use sticky notes with their initials to vote or comment and put up in designated area of white board. (i.e. used to rubric an anchor paper, categorizing information, graphing class information for lesson).
	Simulated DOL: During Daily Oral Languge activities, students use a different gesture to represent each punctuation or editing change.
	Stand Up/Sit Down: Standing or sitting represent the 2 answer choices. Ss stand or sit depending on what they feel is the correct answer.