

ENGLISH STANDARDS OF LEARNING

ENHANCED SCOPE and SEQUENCE

for Grades 6–8



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

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Introduction

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

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

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Table of Contents

Grade-Level Information	1
The Oral Language Strand for Grades 6-8	
Oral Language Lesson Plans	44
The Reading Strand for Grades 6-8	
Reading Strategies	57
Reading Lesson Plans.....	126
Reading Test Items	162
The Writing Strand for Grades 6-8	
Writing Strategies.....	163
Writing Lesson Plans.....	201
Writing Test Items.....	216

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

GRADE-LEVEL
INFORMATION



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

Suggested activities for students

- Socratic Seminar
- Oral Presentations
- Book Talks

Suggested resources

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

Suggested classroom assessment methods

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

- Mapping activities
- Vocabulary Self-Collection Strategy

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

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

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

Suggested classroom assessment methods

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

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

Suggested activities for teachers

- Teacher Read-Alouds and Think-Alouds

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

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

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

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

Organizing Topic → Usage and Mechanics

Grade 6: WRITING Strand

Standard(s) of Learning

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

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

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

Suggested activities for teachers

- Daily Oral Language

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

- Writing samples

- Quizzes
- Tests
- Rubric scoring

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

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

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

Suggested resources

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

Suggested classroom assessment methods

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

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

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

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

Suggested classroom assessment methods

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

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

- Writing samples
- Quizzes
- Tests
- Rubric scoring

Organizing Topic → Usage and Mechanics

Grade 7: WRITING Strand

Standard(s) of Learning

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

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

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

Suggested activities for teachers

- Daily Oral Language
- Diagramming mini-lessons

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

- Writing samples
- Quizzes
- Tests
- Rubric scoring

Organizing Topic → Word Analysis and Vocabulary Acquisition

Grade 8: READING Strand

Standard(s) of Learning

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

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

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

Suggested activities for teachers

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

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

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

Suggested resources

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

Suggested classroom assessment methods

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

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

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

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

- Writing samples
- Quizzes
- Tests
- Rubric scoring

Organizing Topic → Usage and Mechanics

Grade 8: WRITING Strand

Standard(s) of Learning

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

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

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

Suggested activities for teachers

- Daily Oral Language
- Diagramming mini-lessons

Suggested activities for students

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

Suggested resources

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

Suggested classroom assessment methods

- Writing samples
- Quizzes
- Tests
- Rubric scoring

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

ORAL LANGUAGE
LESSON PLANS



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ORAL LANGUAGE Lesson Plan → Sayback

Organizing Topic

Discussion

Related Standard(s) of Learning

6.2 d, 7.1 b, d, 8.2 a, b, c

Objective(s)

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

Materials needed

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

Lesson procedure

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

ORAL LANGUAGE Lesson Plan → Say It Like This

Organizing Topic

Presentation

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

Objective(s)

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

Materials needed

- A poem memorized by the class

Lesson procedure

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

ORAL LANGUAGE Lesson Plan → Waxing Lyric

Organizing Topic Presentation

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

Rubric for Oral Performance of Poetry

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

ORAL LANGUAGE Lesson Plan → Becoming Narrative

Organizing Topic Presentation

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

ORAL LANGUAGE Lesson Plan → Poem Alive!

Organizing Topic

Presentation

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

ORAL LANGUAGE Lesson Plan → Thanks for the Memory

Organizing Topic Presentation

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

ORAL LANGUAGE Lesson Plan → Tell Me about Your Memories

Organizing Topic Discussion

Related Standard(s) of Learning 7.1, 8.1

Objective(s)

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

Materials needed

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

Lesson procedure

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

“What are your earliest memories?”

Ask the students to write five of their early memories.

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

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

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

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

ORAL LANGUAGE Lesson Plan → Tell Me All about It

Organizing Topic Discussion

Related Standard(s) of Learning 7.1, 8.1

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

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

Rubric for Interview

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

ORAL LANGUAGE Lesson Plan → We'll Hook You!

Organizing Topic Discussion

Related Standard(s) of Learning 7.3, 8.3

Objective(s)

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

Materials needed

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

Lesson procedure

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

Persuasive Technique Chart

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

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

READING *STRATEGIES*



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

READING Strategies Organizational Chart

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

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

READING Strategy → Semantic Feature Analysis

Reading component Vocabulary

Related Standard(s) of Learning 6.5

Overview of the strategy

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

Strategy procedure

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

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

Sources

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

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

Reading component Vocabulary

Related Standard(s) of Learning 6.5

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Guess, Locate, and Paraphrase Definitions

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 8.4

Overview of the strategy

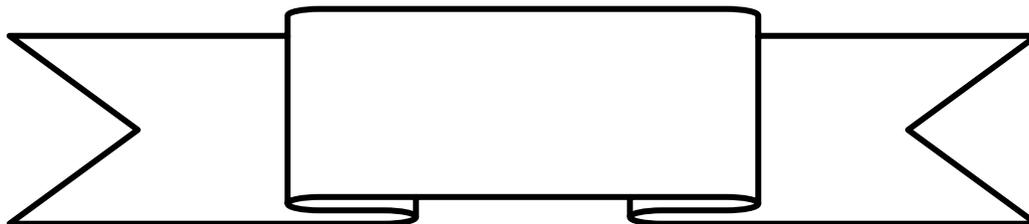
In the Guess, Locate, and Paraphrase Definitions strategy, students use the “Guess and paraphrase the definition” ribbon from the *Wordsalive* set of blackline masters to activate prior knowledge about unfamiliar words before they consult reference tools. Paraphrasing definitions allows students to begin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

Strategy procedure

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

Source

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



READING Strategy → *Wordsalve* Map

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 7.4

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Using the Context with a Speech Bubble

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 6.5

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Click and Clunk

Reading component

Vocabulary

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

Overview of the strategy

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

Strategy procedure

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

Declunking Clue Card

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

Source

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

READING Strategy → Vocabulary Self-Collection Strategy

Reading component

Vocabulary

Related Standard(s) of Learning

6.3, 6.4, 6.5 7.4, 7.5, 7.6, 8.4, 8.5, 8.6

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Flip-A-Chip: Prefixes

Reading component Vocabulary

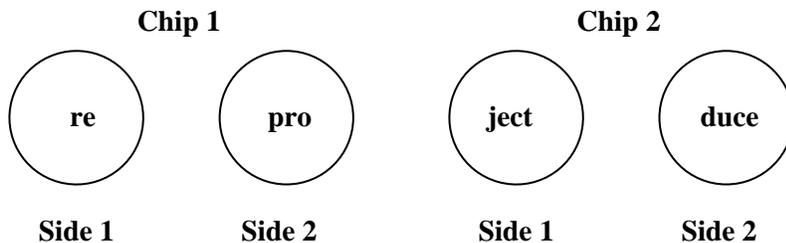
Related Standard(s) of Learning 6.3, 7.4, 8.4

Overview of the strategy

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

Strategy procedure

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



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

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

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

Source

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

READING Strategy → Flip-A-Chip: Suffixes

Reading component Vocabulary

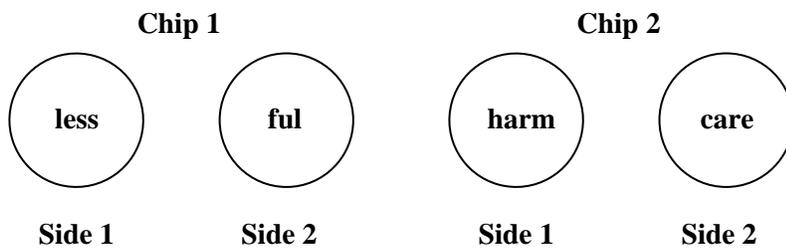
Related Standard(s) of Learning 6.3, 7.4, 8.4

Overview of the strategy

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

Strategy procedure

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



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

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

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

Source

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

READING Strategy → Root Trees

Reading component Vocabulary

Related Standard(s) of Learning 6.3, 7.4

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Homophone Cards

Reading component Vocabulary

Related Standard(s) of Learning 6.7

Overview of the strategy

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

Strategy procedure

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

Front of card

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

Back of card

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

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

READING Strategy → Multiple Meaning Cards

Reading component Vocabulary

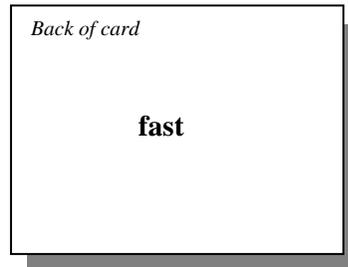
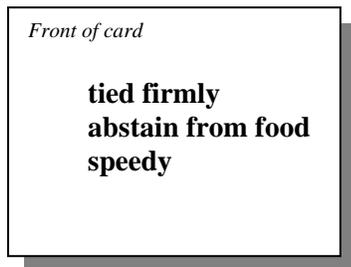
Related Standard(s) of Learning 6.3, 8.4

Overview of the strategy

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

Strategy procedure

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



READING Strategy → Denotations and Connotations

Reading component

Vocabulary

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

Overview of the strategy

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

Strategy procedure

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

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

READING Strategy → Word Harvest (Probable Passage)

Reading component Vocabulary

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

Overview of the strategy

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

Strategy procedure

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

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

READING Strategy → Analogies: Finding Relationships

Reading component Vocabulary

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

Overview of the strategy

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

Strategy procedure

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

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

READING Strategy → Analogy Completion

Reading component Vocabulary

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

Overview of the strategy

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

Strategy procedure

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

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

READING Strategy → Analogy Writing

Reading component Vocabulary

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

Overview of the strategy

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

Strategy procedure

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

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

READING Strategy → Morpheme Game

Reading component Vocabulary

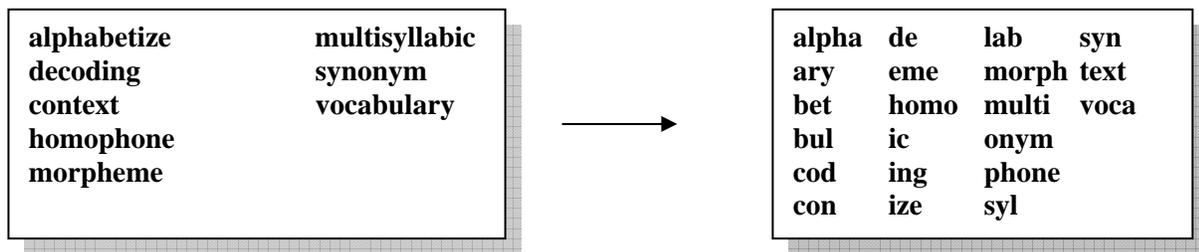
Related Standard(s) of Learning 6.3, 7.4, 8.4

Overview of the strategy

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

Strategy procedure

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



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

Source

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

READING Strategy → Figurative Language

Reading component

Vocabulary

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

Overview of the strategy

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

Strategy procedure

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

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

READING Strategy → Imagery

Reading component

Vocabulary

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

Overview of the strategy

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

Strategy procedure

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

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

READING Strategy → Choral Reading

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

Overview of the strategy

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

Strategy procedure

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

READING Strategy → Echo Reading

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

Overview of the strategy

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

Strategy procedure

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

READING Strategy → Readers' Theater

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

Overview of the strategy

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

Strategy procedure

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

READING Strategy → Partner Reading

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

Overview of the strategy

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

Strategy procedure

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

READING Strategy → Read-Pair-Share

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

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Think and Reflect in Pairs

Reading component

Comprehension

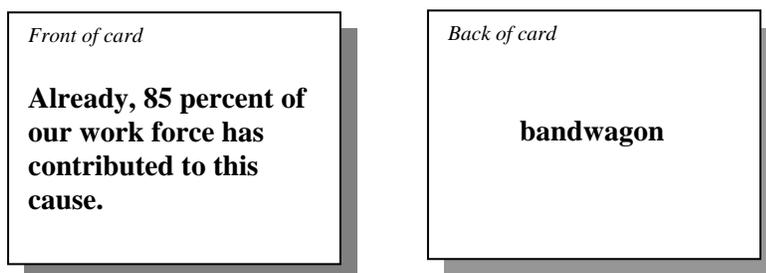
Related Standard(s) of Learning 6.4, 6.5, 7.5, 7.6, 8.5, 8.6

Overview of the strategy

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

Strategy procedure

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



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

Source

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

READING Strategy → Think-Aloud

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

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Question-Answer Relationship

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

Overview of the strategy

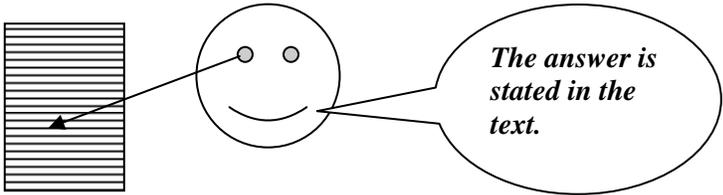
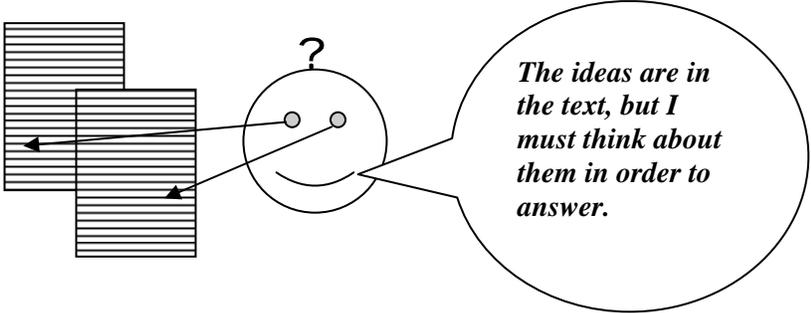
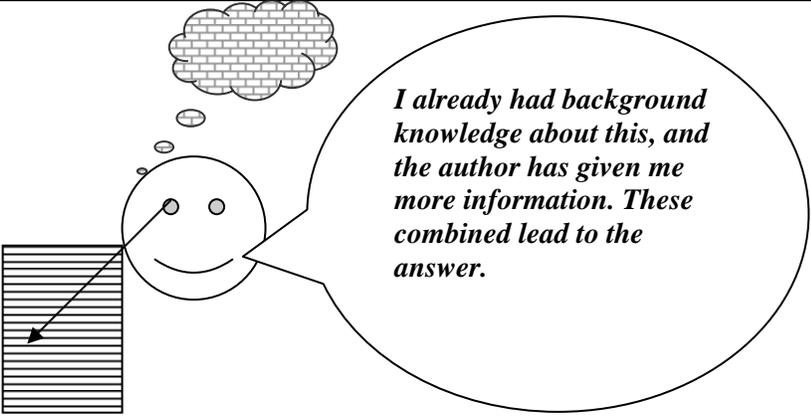
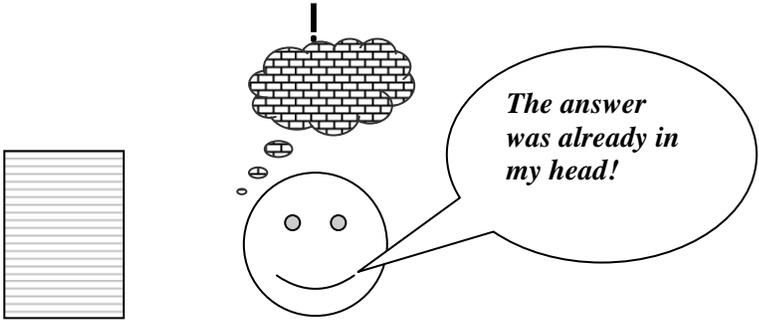
The Question-Answer Relationship (QAR) strategy, developed by Raphael, is based on the idea that students answer questions raised by a text by the location of answers in a four-tiered taxonomy: 1) the reader spots them right there in the text; 2) the reader searches the text for them and works them out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

Strategy procedure

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

Source

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

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

READING Strategy → ReQuest

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

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Written Conversation

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

Overview of the strategy

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

Strategy procedure

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

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

Source

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

READING Strategy → Hot Spots

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

Overview of the strategy

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

Strategy procedure

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

READING Strategy → Questioning the Author

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

Overview of the strategy

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

Strategy procedure

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

Sample queries

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

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

Source

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

READING Strategy → Anticipation Guide

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

Overview of the strategy

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

Strategy procedure

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

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

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

Sources

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

READING Strategy → Three-Level Guide

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

Overview of the strategy

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

Strategy procedure

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

Sources

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

READING Strategy → Pattern Guide

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

Overview of the strategy

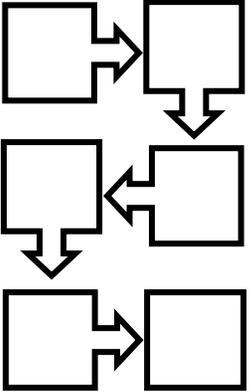
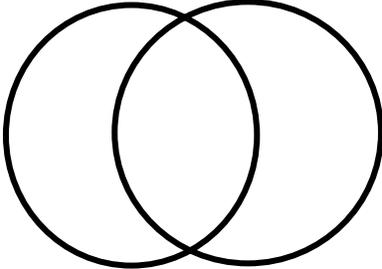
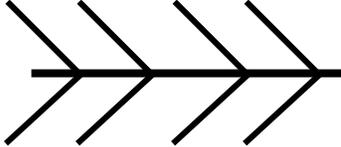
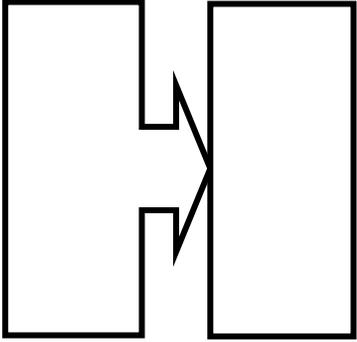
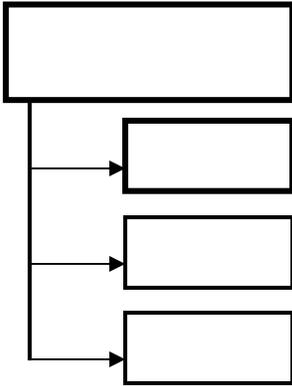
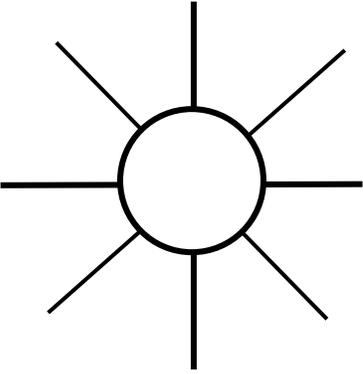
The Pattern Guide strategy, developed by Herber, demonstrates the predominant pattern the author used to construct the text. Pattern guides can help readers recognize causal relationships as well as patterns of organization. These guides, also called graphic organizers, should be chosen or created by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

Strategy procedure

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

Source

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

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

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

READING Strategy → It Says...I Say...

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

Overview of the strategy

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

Strategy procedure

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

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

Source

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

READING Strategy → Collaborative Summarizing

Reading component Comprehension

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

Overview of the strategy

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

Strategy procedure

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

Source

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

READING Strategy → Shared Inquiry (Socratic Seminar)

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

Overview of the strategy

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

Strategy procedure

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

Rules for Shared Inquiry or Socratic Seminar

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

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

Source

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

READING Strategy → Biopoem

Reading component Comprehension

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

Overview of the strategy

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

Strategy procedure

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

Biopoem Formula

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

Source

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

READING Strategy → Literature Circles

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

Overview of the strategy

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

Strategy procedure

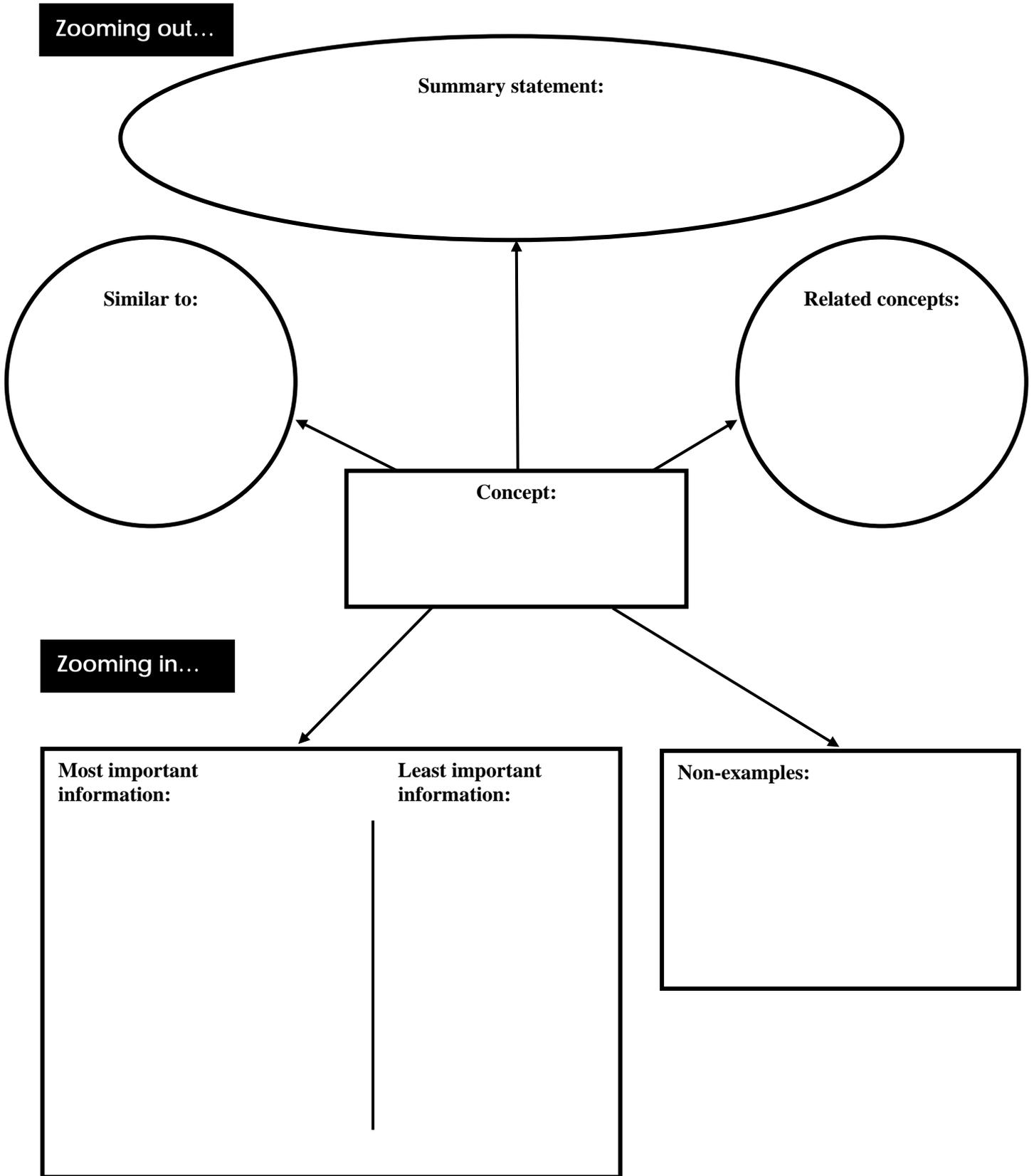
1. Choose a group of related texts on a variety of reading levels. A collection of short stories works well for the first implementation. Introduce each text briefly, and allow each student to select one that he or she deems most appealing.
2. Divide the class into groups of approximately six students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

Source

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

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

Zooming In and Zooming Out Frame



ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

READING *LESSON PLANS*



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

READING Lesson Plan → Guessing Word Meaning through Context

Organizing Topic Word Analysis and Vocabulary Acquisition

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

Organizing Topic

Word Analysis and Vocabulary Acquisition

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

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

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

Organizing Topic

Word Analysis and Vocabulary Acquisition

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

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

READING Lesson Plan → Differentiating Homophones

Organizing Topic

Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning 6.3

Objective(s)

- The student will differentiate between and among homophones

Materials needed

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

Lesson procedure

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

Front of card

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

Back of card

1) their
2) there
3) they're

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

READING Lesson Plan → Expanding Vocabulary through Root Trees

Organizing Topic Word Analysis and Vocabulary Acquisition

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

Objective(s)

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

Materials needed

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

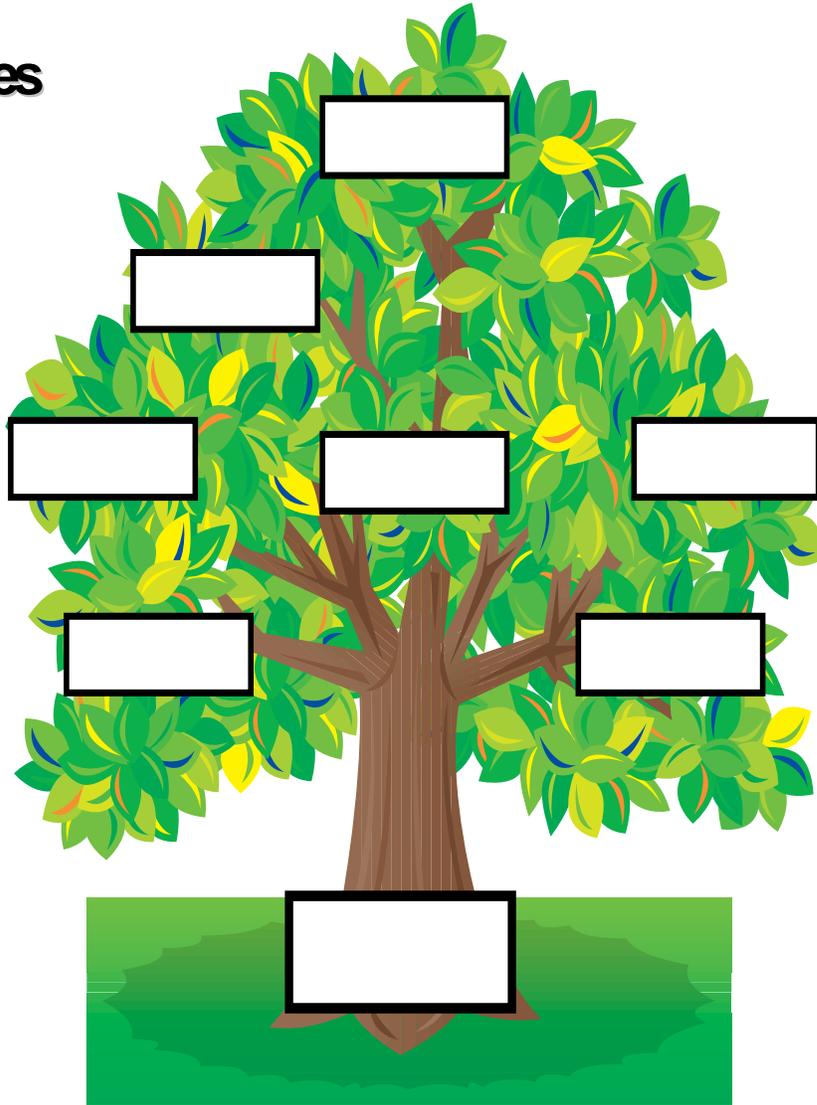
Lesson procedure

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

Build your own family of words.

Related words

Word families



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

READING Lesson Plan → Acquiring Vocabulary through Word Mapping

Organizing Topic

Word Analysis and Vocabulary Acquisition

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

READING Lesson Plan → Analyzing Characters through Biopoems

Organizing Topic

Comprehending Narrative and Poetic Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

Biopoem Formula

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

Source

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

READING Lesson Plan → Analyzing Characters with Characterization Charts

Organizing Topic

Comprehending Narrative and Poetic Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

READING Lesson Plan → Making and Modifying Story Predictions

Organizing Topic

Comprehending Narrative and Poetic Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

READING Lesson Plan → Analyzing a Literature Genre

Organizing Topic

Comprehending Narrative and Poetic Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

Genre Analysis Charts

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

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

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

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

READING Lesson Plan → Recognizing Imagery

Organizing Topic

Comprehending Narrative and Poetic Text

Related Standard(s) of Learning

6.4, 7.5, 8.5

Objective(s)

- The student will recognize imagery.

Materials needed

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

Lesson procedure

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

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

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

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

Organizing Topic

Comprehending Narrative and Poetic Text

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

Objective(s)

- The student will make inferences.

Materials needed

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

Lesson procedure

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

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

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

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

Organizing Topic Comprehending Narrative and Poetic Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

READING Lesson Plan → Finding Poetic Features

Organizing Topic

Comprehending Narrative and Poetic Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

Organizing Topic Comprehending Narrative and Poetic Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

Organizing Topic

Comprehending Narrative and Poetic Text

Related Standard(s) of Learning

6.4, 7.5, 8.5

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

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

READING Lesson Plan → Analyzing Stories with a Story Map

Organizing Topic

Comprehending Narrative and Poetic Text

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

Objective(s)

- The student will comprehend and summarize a short story.
- The student will identify the features of a short story.

Materials needed

- Short stories from the student anthology
- Story maps on transparency and in handout form (see below)
- Overhead projector
- Washable marking pens and wipes

Lesson procedure

1. Display a story map on the overhead projector:

Sample Story Map	
Title: _____	Author: _____
Setting: _____	
Characters: _____ _____	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>↓ Rising Action ↓</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="text-align: center;"> <p>Climax</p> </div> <div style="text-align: center;"> <p>↓ Falling Action ↓</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> </div> </div> <p style="text-align: right; margin-right: 50px;">Resolution</p>	
Initiating event: _____	
Conflict: _____	
Theme: _____	

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

2. Read a story from the student anthology aloud. Students will map as they follow along with the teacher's assistance. For instance, the teacher will pause to allow students to identify the characters, the initiating event, events in the rising action, the climax, and/or the theme of the story.

3. In small groups or pairs students will read and map another story from the anthology. Teacher will circulate, providing assistance as needed.
4. Repeat with many short stories and growing independence.

READING Lesson Plan → Analyzing Poetry with TPCASTT

Organizing Topic Comprehending Narrative and Poetic Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

1. Display a poem on the overhead, and ask students to read it silently.
2. Display the TPCASTT Chart on the overhead, and model the TPCASTT procedure described in the chart:
 - Read the **title** aloud, and demonstrate making a prediction of its meaning by thinking aloud.
 - Read aloud the entire poem with the students following along. Students might be asked to read along during a second reading.
 - **Paraphrase** a line, a sentence, or a stanza, as necessary for student comprehension. Points out one or more poetic features, such as imagery (simile, metaphor, personification, alliteration, and onomatopoeia) rhythm, rhyme, point of view, diction, and/or symbolism.
 - Point out the poet's tone and/or mood, looking deeper for **connotations** in the language and **attitudes** expressed in the tone or mood.
 - Point to any changes or **shifts** in feeling, mood, tone, rhyme, or rhythm.
 - Reexamine the **title**, and explain what it means now that analysis is complete.
 - State a **theme**, main idea, or lesson learned.
3. Assign another poem from the anthology for the students to analyze using TPCASTT. The students should work in small groups and as they gain independence use the procedure more independently.
4. The teacher should point out the poetic feature(s) to look for, so students do not get frustrated looking for features that are not there.

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

Source: The College Board, *English Vertical Teams*.

READING Lesson Plan → Predicting a Story through a Word Harvest

Organizing Topic Comprehending Narrative and Poetic Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

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

Organizing Topic Comprehending Informational Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

READING Lesson Plan → Understanding Text with an Anticipation Guide

Organizing Topic Comprehending Informational Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

READING Lesson Plan → Understanding Owner’s Manual Directions

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 8.6

Objective(s)

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

Materials needed

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

Lesson procedure

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

Vocabulary	Context clues	Definition	Illustration

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

Text’s words	Our paraphrase	Illustration

READING Lesson Plan → Summarizing with Subheadings and Group Collaboration

Organizing Topic Comprehending Informational Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

READING Lesson Plan → Understanding Persuasive Text

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 8.6

Objective(s)

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

Materials needed

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

Lesson procedure

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

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

READING Lesson Plan → Interpreting Political Cartoons

Organizing Topic

Comprehending Informational Text

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

Objective(s)

- The student will read and interpret political cartoons.

Materials needed

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

Lesson procedure

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

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

Organizing Topic Comprehending Informational Text

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

Objective(s)

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

Materials needed

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

Lesson procedure

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

Read-and-Reread Note-Taking Guide Chart for Expository Text

Title: _____ Author: _____

Source: _____ Bias: _____

First reading Paraphrase of first and last paragraph	Second reading Boldface type, italics, subheadings, in order of appearance, and needed clarifications	Third reading Paraphrase of the topic sentence of each paragraph.	Fourth reading Important information not already included

Summary of article

READING Lesson Plan → Following Directions

Organizing Topic

Comprehending Informational Text

Related Standard(s) of Learning 8.6

Objective(s)

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

Materials needed

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

Lesson procedure

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

Vocabulary	Context clues	Definition	Illustration

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

Recipe’s words	Our paraphrase	Illustration (optional)

READING Lesson Plan → Answering Text-Based Questions with ReQuest

Organizing Topic

Comprehending Informational Text

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

Objective(s)

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

Materials needed

- A textbook or informational article
- Sticky-notes

Lesson procedure

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

READING Lesson Plan → Using Rules to Summarize

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 8.6

Objective(s)

- The student will read and summarize informational text.

Materials needed

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

Lesson procedure

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

READING Lesson Plan → Summarizing by Paragraphs

Organizing Topic

Comprehending Informational Text

Related Standard(s) of Learning 8.6

Objective(s)

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

Materials needed

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

Lesson procedure

1. Select, photocopy, and distribute an age-appropriate article from a current newspaper or news magazine at or below the independent reading level of the students.
2. Assign students to read the article silently.
3. Then, read the first paragraph aloud, and model using a sticky-note to record a one-sentence summary of the paragraph. If margins are sufficiently roomy, the sticky-notes can be eliminated and the summary written directly in the margins.
4. Read aloud the second paragraph, and allow students time to summarize it in one sentence and record the summary in the margin or on a sticky-note. Ask for several volunteers to share summaries.
5. Continue having the students read paragraph by paragraph, allowing them to record summaries and share summaries as appropriate.
6. Assign the students to read the last few paragraphs with partners and collaborate on summaries.
7. When the entire article has been read, have the students use their paragraph summaries to formulate a summary of the entire article. The summary's length should be approximately 25 percent of the original text's length.
8. This lesson should be repeated regularly with increasingly difficult articles and diminishing teacher support.

READING Test Items from the Virginia Standards of Learning Assessment

Released reading test items can be accessed at <http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html>. Reviewing these assessment items and using them in the classroom will allow educators and students to become familiar with the type of questions being asked as well as the testing format.

Teachers should also review the electronic format with students to acquaint them with the tools and functionality of online testing. Released reading online testing can be accessed at http://etest.ncs.com/Customers/Virginia/pat_home.htm.

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

WRITING *STRATEGIES*



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

WRITING Skills in the Three Domains

The three domains of writing — composing, written expression, and usage/mechanics — are addressed in the English Standards of Learning for Grades 6–8 as follows:

Skills	SOL	Prewriting	Drafting	Revising	Editing
Composing and Written Expression					
Write narratives descriptions, and explanations.	6.6				
Use a variety of planning strategies to generate and organize ideas.		X			
Establish central idea, organization, elaboration, and unity.		X	X		
Select vocabulary and information to enhance the central idea, tone, and voice.			X	X	
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.			X	X	
Revise writing for clarity.				X	
Develop narrative, expository, and persuasive writing.	7.8				
Apply knowledge of prewriting strategies.		X			
Elaborate the central idea in an organized manner		X	X	X	
Choose vocabulary and information that will create tone and voice.			X	X	
Use clauses and phrase to vary sentences.			X	X	
Revise writing for clarity and effect				X	
Use word processor to plan, draft, revise, edit, and publish selected writings.		X	X	X	X
Write in a variety of forms, including narrative, expository, persuasive, and informational.	8.7				
Use prewriting strategies to generate and organize ideas.		X			
Organize details to elaborate the central idea.			X	X	
Select specific vocabulary and information.			X	X	
Revise writing for word choice, sentence variety, and transitions among paragraphs.				X	
Use available technology.		X	X	X	X
Usage/Mechanics					
Edit writing for correct grammar, capitalization, punctuation, spelling, and sentence structure.	6.7				
Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.				X	
Use subject-verb agreement with intervening phrases and clauses.			X		X
Use pronoun-antecedent agreement to include indefinite pronouns.			X		X
Maintain consistent tense inflections across paragraphs.			X	X	X
Choose adverbs to describe verbs, adjective, and other adverbs.			X	X	X
Use correct spelling for frequently used words.			X	X	X

Skills	SOL	Prewriting	Drafting	Revising	Editing
Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	7.9				
Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.				X	
Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.				X	
Choose pronouns to agree with antecedents.			X	X	X
Use subject-verb agreement with intervening phrases and clauses.			X	X	X
Edit for verb tense consistency.					X
Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	8.8				
Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.				X	
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.			X	X	X
Choose the correct case and number for pronouns in prepositional phrases with compound objects.			X	X	X
Maintain consistent verb tense across paragraphs.			X	X	X
Use comparative and superlative degrees in adverbs and adjectives.			X	X	X

WRITING Strategies Organizational Chart

Strategy	Standards of Learning	Prewriting	Drafting	Revising	Editing
Composing					
Brainstorming	6.6, 7.8, 8.7	X			
Narrowing the Topic	6.6, 7.8, 8.7	X			
Using Graphic Organizers	6.6, 7.8, 8.7	X			
Quick-Write	6.6, 7.8, 8.7	X	X		
Free-Write	6.6, 7.8, 8.7	X	X		
Generating Questions	6.6, 7.8, 8.7	X	X		
Cubing	6.6, 7.8, 8.7	X	X		
Outlining	6.6, 7.8, 8.7	X			
RAFT	6.6, 7.8, 8.7	X	X	X	
Personal Topic Collection	6.6, 7.8, 8.7	X			
Written Expression					
Hooking the Reader	6.6, 7.8, 8.7	X	X	X	
Finding Voice	6.6, 7.8, 8.7		X	X	
Choosing Tone	6.6, 7.8, 8.7		X	X	
Peer Revision	6.6, 7.8, 8.7			X	
PQP	6.6, 7.8, 8.7			X	
SOS	6.6, 7.8, 8.7	X	X	X	X
Paragraph Scramble	6.6, 7.8, 8.7			X	
Adding Transitions	6.6, 7.8, 8.7		X	X	
Sentence Combination	6.6, 7.8, 8.7		X	X	
Exploding the Moment	6.6, 7.8, 8.7	X	X	X	
The Hat	6.6, 7.8, 8.7	X	X		
RIP	6.6, 7.8, 8.7		X	X	
Changing the Point of View	6.6, 7.8, 8.7			X	
C3B4ME	6.6, 6.7, 7.8, 7.9, 8.7, 8.8			X	X
Usage/Mechanics					
Editing for Correct Use of Capitalization	6.7, 7.9, 8.8		X	X	X
Editing for Correct Use of Quotation Marks	6.7, 7.9, 8.8		X	X	X
Editing for Correct Use of Commas	6.7, 7.9, 8.8		X	X	X
Editing for Correct Use of Apostrophes	6.7, 7.9, 8.8		X	X	X
Editing for Correct Sentence Formation	6.7, 7.9, 8.8		X	X	X
Editing for Differentiation of Homophones	6.7, 7.9, 8.8			X	X
Editing for Correct Subject/Verb Agreement	6.7, 7.9, 8.8		X	X	X

WRITING Standards of Learning Rubric for Grade 8

Name: _____

		4 Consistent control (but not perfect)	3 Reasonable control (some features better controlled than others)	2 Inconsistent control (control of several features but not of others — “losing it”)	1 Little or no control
Composing	Central idea	Central idea is sharply focused, narrowed by elaboration.	Central idea is present and focused by purposeful elaboration	Central idea may be present, or several ideas may compete.	Central idea is lacking, usually.
	Elaboration	Full: details in sentences; illustrations, examples, reasons, and/or anecdotes within paragraphs	Purposeful and found at both sentence and paragraph levels (occasional thinness of elaboration)	Little or no elaboration; or a few brief details, underdeveloped statements	Sparse or not purposeful elaboration; bare statement the norm
	Organization	Strong: minor lapses don't detract; narrative organization has no lapses, but other modes may.	Reasonable: minor lapses don't detract significantly; narrative organization is generally intact; other modes may lapse somewhat, although overall plan is apparent.	Very little apparent organization; there may be a list of general statements, or an underdeveloped explanation, or skeleton of a narrative.	Often not present; writing jumps from point to point; sentences can be rearranged without changing meaning.
	Unity	Opening and closing present (more than mere repetition); consistent point of view; appropriate transitions; no digressions	Few, if any, digressions; few if any, point of view shifts; introduction and closing present but not sophisticated; transitions purposefully used	Opening and closing may be present; closing may be contrived, fake, or trite; significant digressions; unity not fully created because of lack of logically elaborated central idea	There may be some functional transitions or no digressions, but unity is never created.
Written Expression	Vocabulary	Precise words create images in reader's mind due to careful choice of words and avoiding anemic, vague words.	Specific, but a few vague or anemic words may be present.	Imprecise, bland vocabulary	Imprecise, bland, vague, general, or repetitive vocabulary
	Information	Precise and even information presentation creates images in the reader's mind; figurative language is purposeful.	Specific information present, making the message clear, but there may be a few general statements; some figurative language may be present.	General information presentation is uneven or tells everything that the writer knows.	Imprecise, bland, vague, or repetitive information
	Voice	Strong: enhanced by word choice and information given	Easily discernible, except when general information or vague, functional vocabulary is used	Emerges seldom or only when specific vocabulary and specific information amplify it.	Does not emerge because specific vocabulary and information are not present.
	Tone	Purposeful	Flattens when information and vocabulary are not specific	Rarely emerges due to lack of specific vocabulary and information	Rarely emerges
	Rhythm	Effective, purposefully varied sentence structure; modifiers and subordination are effectively embedded.	Smooth rhythm due to sentence variety and structure, but an occasional awkward construction may diminish it in places.	Sentence beginnings or types not very varied, although an occasional rhythmic cluster of sentences may be present.	Sentence variety lacking; several extremely awkward sentence constructions may be present.

COMPOSING SCORE
Central idea _____
Elaboration _____
Organization _____
Unity _____
TOTAL: _____

WRITTEN EXPRESSION SCORE
Vocabulary _____
Information _____
Voice _____
Tone _____
Rhythm _____
TOTAL: _____

Sentence formation		4	3	2	1
	Standard word order	All	Most	Sometimes	Seldom
	Complete sentences	All	All	Some	Few
	Run-on sentences	Rare	Rare	Some	Many
	Comma-spliced sentences	Rare	Some	Some	Many

Usage		4	3	2	1
	Inflections	Consistently correct	Usually correct	Errors occur	Errors overwhelm
	<ul style="list-style-type: none"> • Verb tense • Plurals • Possessives • Adverbs 				
	Agreement				
	<ul style="list-style-type: none"> • Subject-verb • Pronoun-antecedent 				
	Word meaning				
<ul style="list-style-type: none"> • Double negative • <i>A/an</i> • Compound subject <i>I</i> • <i>Good/well</i> • <i>Them/those</i> 					
Capitalization	Consistently correct	Usually correct	Errors occur	Errors overwhelm	
Mechanics	Formatting	Consistently correct	Usually correct	Errors occur	Errors overwhelm
	<ul style="list-style-type: none"> • Paragraph 				
	End punctuation	Consistently correct	Usually correct	Errors occur	Errors overwhelm
	<ul style="list-style-type: none"> • Commas in a series • Quotations around dialogue • Interrupters • Abbreviations 				
Spelling	Consistently correct	Usually correct	Errors occur	Errors overwhelm	
<ul style="list-style-type: none"> • Common words • Pattern words • Homophones 					

USAGE AND MECHANICS SCORE

Standard word order _____

Complete sentences _____

Run-on sentences _____

Comma-spliced sentences _____

Inflections _____

Agreement _____

Word meaning _____

Conventions _____

Capitalization _____

Formatting _____

End punctuation _____

Internal punctuation _____

Spelling _____

TOTAL: _____

Composing _____ + Written Expression _____ + Usage/Mechanics _____ = _____ /66

WRITING Strategy → Brainstorming

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Brainstorming is a strategy to help students generate ideas for writing. It can be a group activity or one for individual use. A basic rule is that no idea is discarded or criticized but is placed on the list for consideration.

Strategy procedure

1. Choose a general topic for students to write about (e.g., sports). Instruct students to make a list of the subtopics or ideas that fit with the topic.
2. Ask students to share the subtopics, and record them on the board or overhead. Include as many ideas as the students can generate, but do not record duplications. From this list, students should be able to choose one specific subtopic about which to write.
3. As time permits, lead students in brainstorming a list of ideas about the chosen subtopic as a preparation for writing.
4. Repeat with a variety of writing assignments, and encourage independence as students develop proficiency.

WRITING Strategy → Narrowing the Topic

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Once students have brainstormed, they need to narrow the topic and focus their attention on a manageable amount of information. In the words of Spandel and Stiggins, “Small focused topics are not only easier to write about but more interesting.” (141)

Strategy procedure

1. Choose a topic from the brainstormed list, and model making it narrower.
2. Assign the students to partners, and instruct them to choose a topic from the list and work together to narrow it.
3. Have students work individually to narrow a topic chosen from the brainstormed list.

Source

- V. Spandel and R. J. Stiggins, *Creating Writers* (New York: Longman, 1997).

WRITING Strategy → Using Graphic Organizers

Related Standard(s) of Learning 6.6, 7.8, 8.7

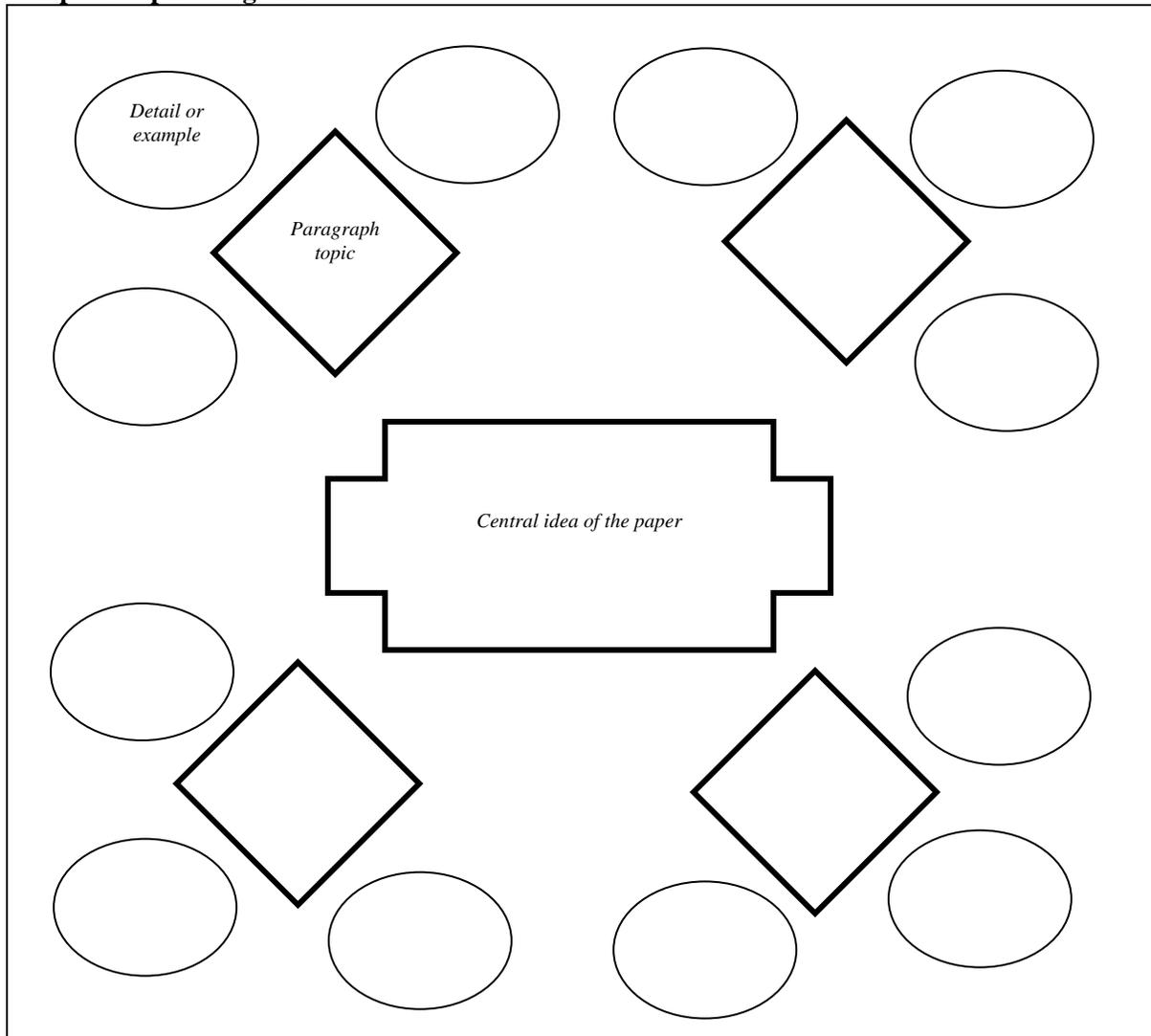
Overview of the strategy

Graphic organizers can help students organize ideas prior to drafting.

Strategy procedure

1. Display a graphic organizer on the overhead (see sample below), and distribute copies of it to students.
2. Model placing a central idea in the center of the organizer.
3. Instruct students to generate ideas as subtopics, and record these ideas on the organizer. Explain that these will become the topics of paragraphs.
4. List illustrative details together by paragraph topics as a preparation to formulating unified and elaborated paragraphs.
5. Instruct student to use the graphic organizer as a tool to facilitate drafting.

Sample Graphic Organizer



WRITING Strategy → Quick-Write

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Quick-Write is a warm-up or prewriting activity that can be used to generate ideas.

Strategy procedure

1. Announce a topic about which the students will write, and allow a minute for students to think about it.
2. Explain to students that they will have one to two minutes to write down ideas about the topic. Instruct them to write in list or web form as much as they can about the topic, emphasizing that they should not refine their writing in any way, but simply jot down as many ideas as possible. Complete sentences are not necessary.
3. Have the students begin writing as you start a timer. Call time at the end of the time period.
4. Ask for volunteers to share what they have written.

Source

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

WRITING Strategy → Free-Write

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Free-Write is a prewriting activity that can be used to help students formulate their own perspectives about a topic.

Strategy procedure

1. Announce a topic about which the students will write, and allow a minute for students to think about it.
2. Explain to students that they will have approximately five minutes to write down ideas and personal perceptions about the topic. (Adjust the time based on their skill and/or enthusiasm for the topic.) Remind students that mechanics are not important during the free-write, emphasizing that they should write in list, paragraph, or web form as much as they can about the topic and should keep writing until the time is called.
3. Have the students begin writing as you start a timer. Call time at the end of the time period.
4. Ask for volunteers to share what they have written.

Source

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

WRITING Strategy → Generating Questions

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Generating Questions is a prewriting activity which encourages students to formulate questions as a springboard for writing.

Strategy procedure

1. Announce a topic about which the students will write, and allow a minute for students to think about it.
2. Assign students to groups of three to five members, and instruct each group to formulate as many questions as they can about the topic and generate a group list of questions.
3. Reconvene the whole class, and ask a member from each group in turn to share the questions that were generated. List the questions for all to see and/or copy.
4. Instruct students to select question(s) to answer as a springboard for their drafting.

Source

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

WRITING Strategy → Cubing

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Cubing is helpful for stimulating students to write by allowing them to think on six levels of cognition in a concrete way.

Strategy procedure

1. Prepare the cube by covering a small cube-shaped box with plain paper and labeling the six faces with the following prompts:
 - Describe It
 - Compare It
 - Associate It
 - Analyze It
 - Apply It
 - Argue For or Against It
2. Model use of the cube by thinking aloud and/or writing responses to the prompts on each of the six faces. Use a simple topic for the modeling.
3. Announce a topic to the class, and allow a minute for the students to think about it.
4. Instruct students to divide a piece of paper into six sections.
5. Toss the cube and when it lands, announce that students should write based on the prompt facing the ceiling.
6. Allow approximately two minutes for students to write in the first section of their divided paper.
7. Toss the cube again, and announce the new prompt. Allow two more minutes for the students to write in the second section of their paper.
8. Continue until all prompts on the cube have been used for writing.
9. Ask for volunteers to share what they have written; be sure to allow for a variety of responses based on the different prompts.
10. Instruct students to use the cubed writing as they draft a piece on the topic.

Source

- G. Cowan and E. Cowan, E. *Writing* (New York: Wiley, 1980).

WRITING Strategy → Outlining

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

When the product is a formal report, an outline is an effective and traditional prewriting activity.

Strategy procedure

1. Prepare and distribute the format for an outline.
2. Model outlining for students, using either topic format or sentence format but remaining consistent.
3. Provide a list of topics, subtopics, and details that has not been organized.
4. Assign partners, and instruct pairs of students to organize the list and record it on the outline.
5. Have students share outlines with the class and correct any mistakes.
6. Announce a topic, and instruct students to brainstorm a list of subtopics and details, using a graphic organizer.
7. Display a sample outline form, and instruct students to organize the list into an outline as preparation for writing a report.
8. Assign outlining when assigning report writing.

Sample Outline Format

I. _____

A. _____

 1. _____

 2. _____

B. _____

 1. _____

 2. _____

II. _____

A. _____

 1. _____

 2. _____

B. _____

WRITING Strategy → RAFT

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

The acronym RAFT (Role, Audience, Format, Topic) helps students keep the audience in focus during the writing process.

Strategy procedure

1. Prepare and distribute the RAFT Planning Sheet for the students, and explain its use.

RAFT Planning Sheet	
R: Role of the writer	
A: Audience who will read the piece	
F: Format best for presentation	
T: Topic	

2. Demonstrate the use of the RAFT Planning Sheet, as shown in the sample below:

RAFT planning sheet	
R: Role of the writer	Reporter
A: Audience who will read the piece	Newspaper readers
F: Format best for presentation	Front page story
T: Topic	An approaching hurricane

3. List on the board or overhead several roles, audiences, formats (which have been introduced), and topics from which the students will fill in their RAFT Planning Sheets prior to drafting.
4. Instruct students to plan and draft based on the RAFT plan.

Source

- N. Vanderventer, “RAFT: A Process to Structure Prewriting,” *Highway One: A Canadian Journal of Language Experience* (1979, Winter): 26.

WRITING Strategy → Personal Topic Collection

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Keeping a list of potential writing topics in a journal is an effective strategy used by many writers. Students need to develop such a list.

Strategy procedure

1. Instruct students to label the front of a small, pocket-size notebook “WRITING IDEAS.” Have them divide the notebook into three sections and label the sections “Ideas from newspapers, magazines, and books”; “Ideas from conversations with peers and others”; “Ideas from personal feelings or experiences.”
2. Model by sharing and recording ideas that could be used as material for writing assignments.
3. Allow time in class for students to record ideas in their notebooks until it becomes a habit.

Source

- S. Abby, “Activities for Writing,” *Voices from the Middle* 9, no. 1 (2001): 48–56.

WRITING Strategy → Hooking the Reader

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Writing a good opening is an acquired skill. Students need to be exposed to many models and have practice opportunities to perfect the skill.

Strategy procedure

1. Display and distribute a chart demonstrating types of effective leads or openings that compel the reader to read on. Read each example to the class and discuss how it might compel the reader to continue reading.

Hooking-the-Reader		
Type of lead	Example	Source
Question(s)	“The Iron Man came to the top of the cliff. How far had he walked? Where had he come from? How was he made?”	<i>The Iron Man</i> by Ted Hughes (1968)
Short arresting sentence	“I should have been in school that April day.”	<i>A Day No Pigs Would Die</i> by Robert Peck (1972)
Astonishing fact	“There is no lake at Camp Green Lake.”	<i>Holes</i> by Louis Sachar (1998)
Summary of the whole story	“Not every thirteen-year old girl is accused of murder, brought to trial and found guilty.”	<i>The True Confession of Charlotte Doyle</i> by Avi (1990)
Situating the character in context	“Brian Robeson stared out the window of the small plane at the endless green wilderness below.”	<i>Hatchet</i> by Gary Paulsen (1987)
Direct dialogue or character thinking	“ ‘This is our train, Marianne,’ Miss Randolph says, and Nora clutches at my hand.”	<i>Train to Somewhere</i> by Eve Bunting (1996)
Flashback to an earlier time	“Here we go again.”	<i>Bud, Not Buddy</i> by Christopher Paul Curtis (1999)
Giving away the ending	“Maniac Magee was not born in a dump.”	<i>Maniac Magee</i> by Jerry Spinelli (1990)
Focus on one prominent detail	“Skimming over the banks of the stream, Shade heard the beetle warming up its wings.”	<i>Silverwing</i> by Kenneth Oppel (1997)

2. Distribute a chart containing only the types of leads, and assign students to hunt through their anthologies, the books in the class library, and other sources to find examples.
3. Ask students to share what they have found, and discuss how these examples compel readers to continue reading.
4. Instruct students to select a previously drafted piece and use one of the model leads to rewrite the lead of the piece. Have students share their rewrite with partners, small groups, or the class as a whole.
5. Encourage students to use the chart and model leads when drafting and revising.

Source

- S. Abby, “Activities for Writing,” *Voices from the Middle* 9, no. 1 (2001): 48–56.

WRITING Strategy → Finding Voice

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

“Voice is the presence of the writer on the page. When the writer’s passion for the topic and concern for the audience are strong, the text virtually dances with life and energy, and the reader feels a strong connection to both writing and the writer.” (Spandel and Stiggins, 54)

Strategy procedure

1. Find or write several pieces with strong voice. Display and/or distribute these to students.
2. Read one example aloud, and instruct the students to highlight words and/or phrases that convey the writer’s passion about the subject and make his/her voice audible. Ask students to share these powerful words and phrases, and list them on the board or overhead.
3. Repeat with other examples.
4. Ask students to choose one of the examples and to change the strong words to alter the voice of the piece. Have the students share these revisions, and discuss how the voice has changed in each.
5. Instruct students to choose a previously drafted piece and highlight any words or phrases that convey passion and make voice audible. Instruct students to add words or phrases to strengthen the voice of the piece. Have the students share these revisions with partners, small groups, and/or the class as a whole.

Source

- V. Spandel and R. J. Stiggins, *Creating Writers* (New York: Longman, 1997).

WRITING Strategy → Choosing Tone

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Tone expresses the attitude of the writer toward his/her subject.

Strategy procedure

1. Find several pieces on the same topic that have strong tones. The editorial pages of the newspaper are good sources. Display and/or distribute these to students.
2. Read one example aloud, and pause to point out the first example of the author's choice of word or phrase that makes his/her tone obvious. As you continue reading, instruct the students to highlight words and/or phrases that convey the writer's attitude about the subject and make his/her tone obvious. Ask students to share these powerful words and phrases, and list them on the board or overhead. Finally, ask the students to identify the author's attitude toward the subject.
3. Repeat with other examples.
4. Ask students to choose one of the examples and to change the strong words to alter the tone of the piece. Have the students share these revisions, and discuss how the tone has changed in each.
5. Instruct students to choose a previously drafted piece and highlight any words or phrases that convey attitude and make tone obvious. Instruct students to add words or phrases to improve or alter the tone of the piece. Have the students share these revisions with partners, small groups, and/or the class as a whole.

Source

- R. Cohen, *Writer's Mind Crafting Fiction* (Lincolnwood, Illinois: NTC Publishing Group, 1995).

WRITING Strategy → Peer Revision

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Students can collaborate on revising drafts, but they need to be directed.

Strategy procedure

1. Prepare and distribute the Peer Revision Guide (see below). Write an example draft containing opportunities for improvement, distribute it to the class, and read it aloud.
2. Instruct the students to reread the draft and use the Peer Revision Guide to record ideas to help revise it. It might be advisable to set a minimum number of questions to which each student must respond.
3. Ask students to share some suggestions for revision, praising those who are critical in a helpful and positive manner. Model revising the piece.
4. Instruct students to attach a Peer Revision Guide to one of their previously drafted pieces. Assign partners, and instruct students in each pair to exchange their pieces, read the pieces aloud, and then reread and fill in the revision guides for each other’s drafts. Encourage students to discuss their drafts based on the completed revision guides.
5. Assign students to use the revision guide sheet to improve their draft. It may be advisable to set a minimum number of revisions each student must make.

Peer Revision Guide	
Writer: _____ Reader: _____	
Answer the following questions, and include suggestions for your partner to use while improving his/her draft. Be as specific as possible in a positive and helpful manner.	
What is the central idea?	
Are there confusing places?	
Where might elaboration be added?	
What should be omitted?	
What should be rearranged?	
Is there bland vocabulary to replace?	
Are there sentences to combine?	
Is the tone consistent and appropriate?	
Is the opening compelling?	
Is voice audible?	
Is the ending effective?	
Other ideas...	

WRITING Strategy → PQP

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Students can collaborate on revising drafts, but they need to be directed. PQP (Praise, Question, Polish) is a quick method that emphasizes the reading aloud of drafts during the revision stage. PQP is most appropriate for groups of three.

Strategy procedure

1. Assign students to groups of three, and instruct each student to bring a drafted piece to the group.
2. Prepare and distribute the PQP Guide (see below).
3. Have the students in each group designate one student the author, one the recorder, and one the reader.
4. Instruct the author to pass the PQP guide to the recorder and the draft to the reader.
5. Instruct the reader to read the draft aloud while the others listen. Then instruct the recorder to fill in the PQP guide with suggestions for revision.
6. Instruct the groups to repeat the process until all three drafts have been read and each PQP guide has been completed.
7. Instruct the student to return the drafts and PQP guides to the authors, who will then use the guides for revision.

PQP Guide		
Author: _____	Reader: _____	Recorder: _____
Praise	What is good about the draft?	
	Why is it effective?	
Question	What was hard to understand?	
	How might it be made clearer?	
Polish	What are some suggestions for improving the draft?	

WRITING Strategy → SOS

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

SOS (Sentence Organization and Structure) is a revision activity designed to help students improve sentence variety.

Strategy procedure

1. Prepare and distribute the SOS Guide on this page or the one on the next page. Explain it and/or model its use.
2. Instruct the students to select a short draft to analyze, using an SOS Guide, by recording on the guide the information about each sentence.
3. Circulate to help students find problems with their sentence structure and variety.
4. Ask students individually to suggest ways to improve their sentences, or make suggestions for improving their sentences. It may be advisable with some students to begin with one or two problems and work toward others as students gain competence.

SOS Guide to Sentence Repair						
Name: _____			Date: _____			
Complete this guide to analyze sentence problems that may have occurred during the writing of the first draft. Number of sentences in the draft: _____						
First three words of sentence	Number of words in sentence	Subject	Simple predicate	Kind of sentence (declarative, interrogative, exclamatory)	Type of sentence (simple, compound, complex)	End punctuation
Problem(s)				Solution(s)		

Source

- R. Cohen, *Writer’s Mind Crafting Fiction* (Lincolnwood, Illinois: NTC Publishing Group, 1995).

SOS Guide to Sentence Repair (alternative)				
Name: _____ Date: _____				
Complete this guide to analyze sentence problems that may have occurred during the writing of the first draft. Use the blank line below each sentence to repair or improve that sentence.				
#	First three words of sentence	Number of words	Words used most often	Words used to describe
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

WRITING Strategy → Paragraph Scramble

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

“The paragraph is a distinct unit with one idea, and everything within that paragraph ideally works to develop this main idea.” (Burke, 81) Students can learn to organize their paragraphs more appropriately by using the Paragraph Scramble both in groups and individually.

Strategy procedure

1. Assign students to small groups.
2. Choose or write several paragraphs, and then cut the sentences into strips. Place the strips for each paragraph into an envelope. Distribute an envelope to each group of students.
3. Instruct the students to read all the strips and then arrange them in a logical order to form a paragraph. There may be a variety of correct arrangements.
4. Ask a volunteer from each group to read the paragraph formed from the arrangement of sentences. Discuss alternate arrangements, if appropriate.
5. Instruct the class as a whole to arrange the paragraphs in a logical order.
6. Repeat with students’ own writing, when appropriate.

Source

- J. Burke, *The English Teacher’s Companion* (New York: Heinemann, 1999).

WRITING Strategy → Adding Transitions

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Transitions between paragraphs strengthen unity.

Strategy procedure

1. Find or write a piece with several effective transitions between paragraphs. Read the piece to the students, and point out the effective transitions. Discuss why these transitional sentences are effective.
2. Find or write another piece with several effective transitions between paragraphs. Move the transitional sentences to the bottom of the last page of the piece, listing them out of order.
3. Distribute the piece with the transitional sentences scrambled at the end, and read the piece aloud without those sentences.
4. Instruct students to reread the piece and insert the transitional sentences where they seem best. Explain that there may be a variety of good places to use these sentences. Discuss the reconstructed piece with the whole class. Share the original with the students, and ask whether they think the author made the best use of his/her transitional sentences.
5. Find or write a piece without transitional sentences between paragraphs and distribute it to students. Assign partners or small groups, and instruct groups to collaborate to create transitional sentences between paragraphs. Discuss the results with the class as a whole; there may be quite a variety of good revisions. Point out why some of these are effective.
6. Repeat with students' own drafts, as needed.

Source

- R. Cohen, *Writer's Mind Crafting Fiction* (Lincolnwood, Illinois: NTC Publishing Group, 1995).

WRITING Strategy → Exploding the Moment

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Most readers want to skip the boring parts of a story and savor the details in the exciting parts. EtM helps writers narrow the focus of writing and expand the elaboration at the same time.

Strategy procedure

1. Find or write a short descriptive piece focusing on an event that lasts but a few minutes or less, yet is full of sensory details and elaboration. Distribute and read the piece aloud. Point out to students the short duration of the event, which the author nonetheless elaborates with such rich sensory detail.
2. Distribute and display a Sensory Analysis Guide, and use it to analyze the sensory details in the piece read aloud. Model recording examples of the sensory details on the displayed guide.
3. Distribute another Sensory Analysis Guide that you have completed from another piece, and have the students use it as the basis for writing an EtM piece. Instruct students to free-write or draft an EtM, referring to the completed Sensory Analysis Guide for details and elaborations to include.
4. Have students share drafts with partners and begin the revision stage of the writing process. Once writings have been revised, ask student volunteers to read their EtM pieces.
5. Follow up by reading the original piece on which the Sensory Analysis Guide was based. Discuss the ways the author effectively exploded the moment, and point out the ways the student writers did the same equally well.

Sensory Analysis Guide	
Moment to Explode:	
Sight	
Sound	
Taste	
Smell	
Touch	
Movement	

Source

- B. Lane, *After THE END; Teaching and Learning Creative Revision* (Portsmouth, N.H.: Heinemann, 1993).

WRITING Strategy → The Hat

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Using an object to help students add description and elaboration can be helpful in stimulating imagination.

Strategy procedure

1. Bring a hat (or other object) to class for students to describe. Ask a volunteer to model the hat, or do it yourself.
2. Instruct students to free-write some descriptions of the hat for a minute. Then, have the students share their descriptions while you record them on the board or overhead.
3. Have the students use some of the shared descriptions to write a draft describing the hat.
4. Repeat with other objects to improve students' ability to describe, as needed.

Sharing Descriptions	
Student	Description

Source

- B. Lane, *After THE END; Teaching and Learning Creative Revision* (Portsmouth, N.H.: Heinemann, 1993).

WRITING Strategy → RIP

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Students must learn to use precise language rather than overused or vague words in their writing. RIP (Replacing Ineffective Pronouns and other anemic words) is a helpful way for students to revise. This strategy points out which words are anemic and should be replaced.

Strategy procedure

1. Find or write a vague sentence full of anemic words and pronouns that lack references. Display it, and ask students to read the sentence. Read it aloud as well. Ask students specific questions about the sentence that are impossible to answer because the information is not in the sentence.
2. Display and distribute the RIP chart. A tombstone graphic might make the chart more concrete for students. Instruct the students to list the vague and anemic words on the chart.
3. Assign partners, and instruct the students to replace those words with precise words and phrases to use during revision. Have the students share their precise language with the class as a whole.
4. Distribute another RIP chart, and instruct students to choose a previously drafted piece from which to list the vague and anemic words and replace them with specific and precise language to use during revision.

Replacing Ineffective Pronouns and other anemic words	
Anemic or vague language	Specific and precise language

WRITING Strategy → Changing the Point of View

Related Standard(s) of Learning 6.6, 7.8, 8.7

Overview of the strategy

Point of view in narration falls into three categories: first person, third person limited, and third person omniscient. Once students recognize these, they should be able to maintain a consistent point of view in their writing. By changing the point of view in a familiar story, students can focus their attention on this aspect of writing.

Strategy procedure

1. Choose and distribute a variety of short, familiar narratives from the student anthology or other sources. Children’s literature can be effective because of its familiarity.
2. Identify the point of view in each narrative, or lead the class in making this identification. Display the titles and the points of view on the board or overhead.
3. Instruct students to choose one narrative from the distributed selections and rewrite it by changing the point of view.
4. Have students share their drafts with partners and/or the class as a whole.
5. Repeat, using the students’ own drafted pieces, as seems appropriate.

Source

- R. Cohen, *Writer’s Mind Crafting Fiction* (Lincolnwood, Illinois: NTC Publishing Group, 1995).

WRITING Strategy → C3B4ME

Related Standard(s) of Learning 6.6, 6.7, 7.8, 7.9, 8.7, 8.8

Overview of the strategy

Students need to understand that any writing they do for serious or formal purposes must be carefully reviewed and revised. This process may involve seeking the opinions of others — adults and peers. C3B4ME (See Three Before Me) consists of consistently seeking review help from three readers. If students must do this consistently, they are more likely to consider their writing as something that usually needs to be revised. Reviewers can be peers, older students, parents, other teachers, or other adults.

Strategy procedure

1. Early in the school year, introduce the concept of C3B4ME to the class. Explain that proper writing must be carefully reviewed and revised during the writing process and that the opinions of others can be genuinely helpful because the eye of an objective reader can often spot problems that the writer himself cannot.
2. Design and distribute a C3B4ME checklist for students to attach to their formal writing pieces (see sample below). Assign students to attach and use the C3B4ME checklist each time they write a formal piece and to allow time for the process to be completed.

C3B4ME Checklist		
Reviewer's initials	Suggestions	Date
1		
2		
3		

Source

- D. Yeager, *The Whole Language Companion* (Glenview, Ill.: Goodyear, 1991).

WRITING Strategy → Editing for Correct Use of Capitalization

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for capitalization as found in the adopted grammar book.
2. Find or write a short piece containing several opportunities to capitalize proper nouns, titles, quotations, and/or other items. Display the piece on the board or overhead without any capital letters. Allow students a few minutes to edit it individually or with partners. Ask for volunteers to correct the piece displayed.
3. Discuss the corrections, and review rules again, if necessary.

WRITING Strategy → Editing for Correct Use of Quotation Marks

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for adding quotation marks as found in the adopted grammar book.
2. Find or write a short piece containing several opportunities to add quotation marks to direct quotations, dialogue, titles of short stories, and/or other items. Display the piece on the board or overhead without any quotation marks. Allow students a few minutes to edit it individually or with partners. Ask for volunteers to correct the piece displayed.
3. Discuss the corrections, and review rules again, if necessary.

WRITING Strategy → Editing for Correct Use of Commas

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for commas as found in the adopted grammar book.
2. Find or write a short piece containing several opportunities to add commas to interrupters, independent clauses, dates, items in a series, letters, and/or other items. Display the piece on the board or overhead without any commas. Allow students a few minutes to edit it individually or with partners. Ask for volunteers to correct the piece displayed.
3. Discuss the corrections, and review rules again, if necessary.

WRITING Strategy → Editing for Correct Use of Apostrophes

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for apostrophes as found in the adopted grammar book.
2. Find or write a short piece containing several opportunities to use apostrophes in singular and plural possessives, contractions, and/or other items. Display the piece on the board or overhead without any apostrophes. Allow students a few minutes to edit it individually or with partners. Ask for volunteers to correct the piece displayed.
3. Discuss the corrections, and review rules again, if necessary.

WRITING Strategy → Editing for Correct Sentence Formation

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for sentence formation as found in the adopted grammar book.
2. Show students some fragments, and point out strategies for spotting and fixing fragments. Show them some run-on sentences, and point out strategies for spotting and fixing run-ons.
3. Find or write a short piece containing sentence formation errors. Display the piece on the board or overhead, and distribute it to students. Allow students a few minutes to identify and repair the sentence formation problems individually or with partners, using the Sentence Formation Repair Chart shown below. Ask for volunteers to correct the piece displayed.
4. Discuss the corrections, and review rules again, if necessary.

Sentence Formation Repair Chart		
Group of words	Problem	Solution

WRITING Strategy → Editing for Differentiation of Homophones

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

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

Front of card

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

Back of card

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

5. Encourage students to use the cards as a reference source when writing.
6. Encourage students to use the dictionary frequently when proofreading writing that contains homophones.

WRITING Strategy → Editing for Correct Subject-Verb Agreement

Related Standard(s) of Learning 6.7, 7.9, 8.8

Overview of the strategy

Students can benefit from frequent and brief lessons that focus attention on grammar rules.

Strategy procedure

1. Review the rules for subject-verb agreement as found in the adopted grammar book.
2. Find or write a short piece containing errors in agreement between subject and verb. Be sure to include intervening phrases that might cause errors in or confusion about agreement. Display the piece with the errors, and distribute it to students. Allow students a few minutes to identify and repair the subject-verb agreement errors individually or with partners, using the Repair Guide shown below. Ask for volunteers to correct the piece displayed.
3. Discuss the corrections, and review rules again, if necessary.
4. Find additional examples of such errors in students’ writing, and use these with permission of the writer for class discussion.
5. Encourage students to use the Repair Guide with their own drafts.

Subject-Verb Agreement Repair Guide		
Subject (singular/plural)	Verb (singular/plural)	How the sentence should be written to demonstrate agreement

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

WRITING *LESSON PLANS*



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

WRITING Lesson Plan → Our Actions Show Who We Really Are

Organizing Topic

Composing and Revising

Related Standard(s) of Learning 7.8

Objective(s)

- The student will identify and select specific vocabulary and information to create a character description.

Materials needed

- Twelve grocery store items, e.g., vitamins, okra, baby food, kitty litter, frozen pizza, denture cleanser, shoe polish, soy milk, frozen turkey, lima beans, hair dye, snack chips
- Three pictures of individuals, e.g., a teenage skateboarder, a grandmother, a police officer
- Picture of shopping cart

Lesson procedure

- Display the grocery store items and the pictures of the individuals and the shopping cart. Ask students, What items would you *not* expect to find in the teenager’s shopping cart. In the grandmother’s cart? In the policeman’s cart?
- Facilitate discussion of who would buy which items and what this would reveal about that person’s life. Students will probably not expect a teenage skateboarder to select baby food, shoe polish, and okra. Lead a discussion of why these items might seem incongruous and what situation might prompt such a purchase.
- Discuss the writer’s technique of revealing a character through his or her actions. In the case of the shopping cart, the writer would be revealing information about the character based on what his/her shopping cart contains.
- Have students list on a graphic organizer some expected and unexpected shopping items for the characters, as shown in this example:

	Grandmother	Rock band drummer	School principal
Expected items in shopping cart	Bran cereal Toothpaste	Snack foods Bottled water	Lettuce Bread
Unexpected items in shopping cart	Blue fingernail polish	Frozen turkey	Movie star magazine

- Assign students to select a character and describe several items the character might be expected to have in his/her shopping cart that would reveal the personality of the character. Possible additional characters are minister, ballerina, athlete, nurse, truck driver, pharmacist, mother of twins, and Santa Claus.
- Assign students to put one unexpected or “out-of-character” item into their character’s shopping cart. This item should be so unexpected as to make the reader want to know why this item was purchased.
- Model composing some possible beginning sentences, for example: “The Buford students Alex and Alexis weren’t expecting to see their principal, Mr. Flynn, at the grocery store shopping so early in the morning. They watched as he looked at his handwritten list, and then he selected two fresh Roma tomatoes and added them to his cart. Then, he chuckled to himself and put the movie magazine, *Super Stars*, into his cart.”

WRITING Lesson Plan → Explaining a Process

Organizing Topic Composing and Revising

Related Standard(s) of Learning 6.6, 7.8, 8.7

Objective(s)

- The student will write a “how to” paragraph, using multiple steps.

Materials needed

- An example of an expository paragraph explaining a multi-step process.
- Powdered drink mix
- Pitcher, water, and ice
- Sugar, if needed
- Measuring cup
- Spoon and glasses
- Chalkboard or overhead projector and transparency markers

Lesson procedure

1. Lead a discussion about expository writing, and give examples of expository writing that explains a process.
2. Demonstrate a task that requires several steps to complete, for example, how to make a drink from powdered drink mix.
3. While demonstrating the process, stop after each step and ask students to explain the step. Write and number the step on the board (or have a student do the recording on the board), as follows:
 - 1 — Gather the drink mix package, a spoon, sugar, ice, measuring cup, and a 2-quart pitcher.
 - 2 — Carefully open the drink mix package at the top, being careful not to spill any of the contents.
 - 3 — Pour the drink mix into the empty pitcher.
 - 4 — Measure one cup of sugar, and pour it into the pitcher.
 - 5 — Measure and add one cup of water.
 - 6 — Stir the drink mix into the water until all of the powder is dissolved.
 - 7 — Add ice cubes.
 - 8 — Add additional water until the 2-quart pitcher is full.
 - 9 — Pour drink into glasses.
 - 10 — Enjoy a refreshing drink.
4. Have the students choose a multi-step process about which to write, such as:
 - How to eat a fruit roll up (or any sandwich-type cookie) “properly.”
 - How to get your dog (or cat) to go outside.
 - How to convince a parent to let you stay up a half-hour past your usual bedtime.Instruct the students to number and write down the steps for their chosen task.
6. Follow this lesson with the next lesson on using transitions in writing, in which the numbers of the steps are replaced by appropriate transitions and a paragraph is written in standard paragraph format.

WRITING Lesson Plan → Adding Transitions

Organizing Topic Composing and Revising

Related Standard(s) of Learning 6.6, 7.8, 8.7

Objective(s)

- The student will add transitions in an expository paragraph.

Materials needed

- Chalkboard or overhead projector and transparency markers
- Transparency of the 10-steps-to-making-powdered-drink-mix list from the previous lesson

Lesson procedure

1. Display on the board or overhead the 10 steps to making powdered drink mix.
2. Lead students in a discussion about the use of transitions in writing, stressing that transition words are words dealing with time order.
3. Have the students replace the numbers of the steps with some transition words that are used in expository paragraphs, rewriting the list into an expository paragraph in proper format. Words to use include the following:

<i>afterwards</i>	<i>in the beginning</i>	<i>finally</i>	<i>after</i>
<i>secondly</i>	<i>at last</i>	<i>first</i>	<i>when</i>
<i>then</i>	<i>later</i>	<i>afterwards</i>	<i>at the same time</i>
<i>meanwhile</i>	<i>before</i>	<i>during</i>	

WRITING Lesson Plan → Replacing Anemic Words

Organizing Topic Composing and Revising

Related Standard(s) of Learning 6.6

Objective(s)

- The student will identify passages with “anemic words” and replace such words with precise vocabulary.

Materials needed

- Overhead projector and transparency markers
- Transparency of a descriptive paragraph with insufficient elaboration
- A large “Rest in Peace Gravestone” poster or “Garbage Dump” poster
- 3-by-5 cards

Lesson procedure

- Display the following sentence on the board or overhead: “We went on a nice trip and saw a lot of interesting things and learned a lot of stuff.” After reading the sentence several times, quiz the students on its meaning:
 - Who went?
 - Where did they go?
 - What did they see?
 - What did they learn?
 - Would you like to go on a similar trip?

The answer to the last question should be “Who knows?” because the students should recognize that the other questions are impossible to answer precisely — insufficient information is given.

- Display on the board a chart like the following one, and ask students to replace weak, “anemic” language with stronger, specific language like that shown:

Anemic language	Specific language
we	my little brother and I
went	hiked
nice	for three hours
trip	on the Appalachian Trail
a lot	four
interesting	wild
things	orchids
a lot of stuff	grow in lower elevations

Rewrite the sentence as follows: “My little brother and I hiked for three hours on the Appalachian Trail and located four different kinds of wild orchids that grow in lower elevations.”

- Display the RIP Gravestone poster or Garbage Dump poster on a bulletin board. Write anemic words on 3-by-5 cards, and pin them on the visual display. Pin all words that should be replaced on this poster, adding additional words as lessons continue throughout the unit. Such words might include *pretty*, *nice*, *stuff*, *things*, *interesting*, and *good*.

WRITING Lesson Plan → Elaboration

Organizing Topic Composing and Revising

Related Standard(s) of Learning 6.6

Objective(s)

- The student will identify passages that have insufficient elaboration.

Materials needed

- Overhead projector and transparency markers
- Transparency of descriptive paragraphs with insufficient elaboration (see “Original writing” column below)

Lesson procedure

- Have a student read the paragraphs about Johnson Beach (shown in the left-hand column below).
- Lead students in a discussion about insufficient elaboration in the writing. Highlight words and phrases that show a lack of elaboration.
- Reveal the rewritten first paragraph, and analyze it with the students, pointing out how the elaboration helps the reader “see” the setting and anticipate what may come next.
- Have students work in cooperative groups to take a paragraph and rewrite it, using more specific information. A completed example is shown below:

Original writing with little elaboration included	Revised writing with elaboration and explanation included
An event that has affected my life was the summer I went to Johnson Beach with my family. I don’t know why this has affected me, nothing really big happened.	My summer vacation with my family to the beach resort at Johnson Beach affected my life and attitude. Although nothing spectacular happened, I experienced first hand the vastness of the ocean and the uniqueness of Johnson Beach.
We took a ferry from Cape Anna to Johnson Island, and the ocean was so vast and beautiful . It was windy and wet. When we got to the island, it was not anything really special, or so I thought.	We took a ferry from Cape Anna to Johnson Island. The trip lasted only twenty minutes, but half way, I could see only water. I had never been out of sight of land before, and I felt tiny and insignificant in all the vastness. I loved the feeling of the wind and the ocean spray on my face. When we got to the island, it was not anything really special, or so I thought.
My first trip to the beach was wonderful . The water was so warm and crystal clear. It was sandy.	I thought I knew what to expect when I went to the beach because I had read about the beach. I had only knowledge and not experience. The water was warm and crystal clear. The water tasted salty on the tip of my tongue. The salt water made my whole body sting. The sand was so white it blinded me with the glare from the sun.
When we went into town to find a restaurant, the people were so nice and all of the little shops were so wonderful . At night I would walk along the beach and it was so peaceful and beautiful . The ocean was so haunting at night.	After swimming and sunbathing all afternoon, we straggled into the town of Johnson sunburned, sandy, and starving. We didn’t find the usual chain restaurants or food courts. We discovered Mama Mia’s Pizza Parlor. The owner insisted we call her Mama, and she treated us like her own hungry family. After dinner we walked along the dark beach and heard the rhythmic pounding of the waves.
Now all I can think about is the ocean and going back to Johnson Beach. I loved it there. It was so pretty .	Now all I can think about is the ocean and going back to Johnson Beach. For the first time, I didn’t just read about the ocean, but I experienced and loved it.

WRITING Lesson Plan → Vibrant Verbs

Organizing Topic Composing and Revising

Related Standard(s) of Learning 7.8

Objective(s)

- The student will replace ordinary verbs with “vibrant” verbs.

Materials needed

- Overhead projector and markers
- List of complete sentences
- Transparency of chart shown below

Lesson procedure

1. Lead students in a discussion about the use of “vibrant” verbs to create dynamic writing.
2. Ask students to suggest additional verbs that could be used instead of the verb *said*. This list might include *screamed*, *whispered*, *stuttered*, *mumbled*, *yelled*, *uttered*, and *shouted*.
3. Have the students locate the verbs in a series of sentences and replace them with more vibrant verbs. Several examples are shown below. During the next lesson, students will be asked to revise their own writing using vibrant verbs.

Verb	Vibrant Verb
Jane <i>said</i> that her cat was lost.	Jane <i>screamed</i> that her cat was lost.
Bob <i>walked</i> a mile.	Bob <i>huffed and puffed</i> for a mile.
Susan <i>ate</i> the candy.	Susan <i>savored</i> the candy.

WRITING Lesson Plan → Creating Mood

Organizing Topic Composing and Revising

Related Standard(s) of Learning 8.7

Objective(s)

- The student will be able to identify, select, and use words that create a consistent mood within a piece of writing.

Materials needed

- Pictures of three houses: a fancy and attractive house; a modest, nondescript house; and a derelict, “haunted” old mansion
- Moods Organizer in transparency and handout forms (see step 3 below)
- Overhead projector

Lesson procedure

- Introduce students to the idea of mood by discussing music used in movies. Ask students to describe typical background music used when something scary is going to happen, when there is danger, when there is a love scene, or when something funny is about to happen. Students may realize that in movies, the type of “mood” music used in a scene can change the mood of the scene entirely. They may not realize, however, that language can be used to create the same effect.
- Show students the pictures of the three houses. Read the following description of a house that contains little description and does not suggest a mood:

The House

(objective or no mood)

While Charlie and I were **walking**, we came upon an **empty house** that was partially **out of sight** behind **trees** and **bushes**. We **went** inside and **looked** around. The **wind blew** through the house. We went up the **stairs**, and they **squeaked** as we put our weight on them. We found an upstairs bedroom whose **door** was partially ajar. We went in and found it was empty except for a **broken mirror** on the wall.

- Using the sample Moods Organizer shown below, create a Moods Organizer with the center column filled in from “The House,” and the left and right columns blank. Display the organizer on the overhead, and fill in details as the students make suggestions to create a positive or a negative mood for the piece.
- Divide the class in half, and have one group use the details from the positive column to revise “The House” to have a positive mood. Have the other group do the same to create a piece with negative mood.

Example of completed Moods Organizer based on the three pictures of the three different houses.

Moods Organizer		
Positive (happy, sunny mood)	Objective (no specific mood)	Negative (frightening, threatening mood)
hiking	walking	climbing over sharp, jagged rocks
new house under construction	empty house	abandoned, run-down estate
peeking	out of sight	hidden
flowering dogwood trees	trees	oak trees burnt by countless lightning strikes
brilliant red azaleas	bushes	strangled by ivy
skipped across the threshold	went	disappeared
peeped	looked	stared

breeze	wind blew	blast of cold air raged
sturdy wooden ladder	stairs	rotten timbers and missing steps
soft	squeaked	groaned
unlocked door	door	heavy metal door with a rusted, unforgiving lock
cracked	broken mirror	shattered and splintered

The House

(positive mood)

While Charlie and I were **hiking** one sunny afternoon, we found a **new house under construction**. We didn't see it at first because it was only **peeking** out from behind the **flowering dogwood trees** and the **brilliant red azaleas**. We **skipped across the threshold** ready to explore. We **peeped** around. There were no windows, so the **breeze** filled the house with the sweet perfume of the flowers outside. We climbed to the second floor on a **sturdy wooden ladder**, as no stairs had yet been constructed yet. We opened an **unlocked door** and saw only a **cracked** mirror lying on the floor ready to adorn the room.

The House

(negative mood)

Charlie and I lost the path we were on and hated to admit that we were lost. We were **climbing over sharp, jagged rocks**. We saw an **abandoned, run-down estate hidden** behind **oak trees burnt by countless lightning strikes** and **strangled by ivy** that blocked out most of the sunlight. Despite its uninviting appearance we **disappeared** inside and **stared** at the **charred** walls and **stained** wood floor. A **blast of cold air raged** through the room quite unexpectedly. We carefully climbed the stairs that had **rotten timbers** and **missing steps** that **groaned** as we put our weight on them. Upstairs we banged against the **heavy metal door** with a **rusty, unforgiving lock** until it opened and found a mirror that was **shattered** and **splintered** lying on the floor.

WRITING Lesson Plan → Identifying Point of View

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 8.8

Objective(s)

- The student will identify point of view in writing.
- The student will understand that writing should be in a consistent point of view.

Materials needed

- Four familiar children’s books (see step 2 below)

Lesson procedure

1. Define *point of view* in writing, and give examples of two points of view:
 - **First person:** It me, it’s all about me. This is what I did. This is how I understand it. This is what I saw happen.
 - **Third person omniscient:** The narrator knows everything about every character and everything that happened in the past and will happen in the future. The narrator is the “Eye in the Sky.”
2. Give groups of students several examples of familiar books, and ask the groups to determine the point of view of the story in each book. Children’s books, such as the following, could be used to provide examples:
 - *The Berenstain Bears’ Moving Day*

Years ago, when Brother Bear was an only cub, they lived in a hillside cave halfway up Great Bear Mountain at the far edge of Bear Country. It was a comfortable cave, cool in summer and cozy in winter. And while it wasn’t perfect—it tended to be dark and it dripped and trickled a bit—it was home, and the Bear family was quite happy there. (third person)
 - *There’s an Alligator under My Bed*

There used to be an alligator under my bed. When it was time to go to sleep, I had to be very careful because I knew he was there. But whenever I looked, he hid,...or something. (first person)
 - *The Ugly Duckling*

As the shell cracked open, out popped an odd little creature that didn’t look at all like the other little ducklings who were quacking nearby. In the barnyard, the other ducks were quite mean to the duckling, always pecking at him and chasing him away. (third person)
 - *Curious George Goes to the Hospital*

This is George. He lived with his friend, the man with the yellow hat. He was a good little monkey, but he was always curious. Today George was curious about the big box on the man’s desk. (third person)
3. Lead a discussion about the points of view used in writing and the effect point of view has on the reader’s understanding of the story.

WRITING Lesson Plan → Maintaining Consistent Pronouns

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 7.9

Objective(s)

- The student will choose pronouns to agree with antecedents.
- The student will differentiate between first and third person pronouns.
- The student will change the pronouns in writing from first to third person.
- The student will understand that writing should be in a consistent point of view.

Materials needed

- Examples of writing in consistent first person and third person points of view
- An existing piece of writing from each student
- Teacher-collected student examples of pronoun-antecedent agreement errors

Lesson procedure

1. Lead the students in a discussion about the need to maintain consistent point of view and pronoun-antecedent agreement in writing.
2. Have the students pick one sentence from the examples and change it from one point of view to another, for example:
 - “I always knew I was special.” (first person) becomes “The girl always knew she was different from the other people in her village.” (third person)
 - “We had walked for several miles before we noticed the sky was growing purple.” (first person) becomes “The hikers were so intent on following the bear tracks that they did not noticed the changing color of the sky from blue to purple.” (third person)
3. Distribute a paragraph of writing with a strong and consistent first person point of view, and ask students to highlight all the pronouns.
4. Ask students to revise the paragraph to make the point of view third person.
5. Lead students in revising the following sentences to keep pronouns consistent with their antecedents:
 - A teenager should not always expect success when you try hard.
 - People often get lazy when we go on vacation.
 - When one engages in stealing, you should be prepared for the consequences.
6. Distribute teacher-collected student examples of pronoun-antecedent agreement errors. Ask students to revise them to keep pronouns consistent with their antecedents. When students have finished, ask for volunteers to share their revisions. Discuss their revisions with the class.
7. Ask students to revise pieces of their own writing to maintain consistent point of view and pronoun-antecedent agreement.

WRITING Lesson Plan → Identifying the Verb

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 6.7, 7.9, 8.8

Objective(s)

- The student will identify the verb in the sentence.

Materials needed

- Overhead projector and transparency markers
- List of complete sentences

Lesson procedure

- Display the question, “Where’s the verb?” on the overhead. Suggest to students that a useful technique for locating the verb in a sentence is make the sentence negative by adding *does not* (*do not*) or *did not*. The verb phrase usually will follow the word *not*, for example: “Simon tried to put the bike in the garage.” “Simon did not **try** to put the bike in the garage.”
- Provide practice by giving students sentences and asking them to use this technique to locate the verb. Some examples are:

Sentence	Sentence with <i>does not</i> (<i>do not</i>) or <i>did not</i> added	Word following <i>not</i> is the verb
Jane lost her cat	Jane <i>did not</i> lose her cat.	<i>Lose</i> follows <i>not</i> ; <i>lose</i> is the verb (in its past-tense form, <i>lost</i>).
They hiked a mile	They <i>did not</i> hike a mile.	<i>Hike</i> follows <i>not</i> ; <i>hike</i> is the verb.
Susan and Marie eat candy.	Susan and Marie <i>do not</i> eat candy.	<i>Eat</i> follows <i>not</i> ; <i>eat</i> is the verb.

This verb search technique is a suggestion from the National Council of Teachers of English in their article “Some Questions and Answers about Grammar.”

WRITING Lesson Plan → Combining and Diagramming Complex Sentences

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 8.8

Objective(s)

- The student will identify and diagram complex sentences.
- The student will edit writing so that it contains complex sentences.
- The student will use sentence diagramming as a graphic organizer to edit writing to achieve sentence variety.

Materials needed

- Overhead projector and transparency markers
- Transparency of diagrammed sentences
- Grammar book with examples of diagramming
- Internet site for diagramming sentences, such as <http://www.netmagic.net/~taz/files/diagrams.pdf>
- Power Point presentation for diagramming sentences, such as that found at <http://ccc.comnet.edu/grammar/>
- Example of writing from student writing or a grammar book and containing numerous simple sentences

Lesson procedure

1. Read a paragraph containing a series of simple sentences. Lead students in a discussion of the impact of the writing. Students will probably say that it is boring or babyish.
2. Show diagramming of simple sentences on the overhead to show students the repeating pattern of such simple sentences.
3. Ask students to combine the sentences, using subordinate conjunctions, such as *because, since, whereas, after, before, until, when, whenever, while, although, unless, and if*. An example is the combining of the two simple sentences, “I eat breakfast.” and “I am hungry in the morning.” into the complex sentence “I eat breakfast because I am hungry in the morning.”
4. Diagram the resulting complex sentences on the overhead.
5. Provide examples of simple sentences that can be made into complex sentences. Have students rewrite the simple sentences as complex sentences and then diagram them.

WRITING Lesson Plan → Combining and Diagramming Compound Sentences

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 7.9

Objective(s)

- The student will identify and diagram compound sentences.
- The student will edit writing so that it contains compound sentences.
- The student will use sentence diagramming as a graphic organizer to edit writing to achieve sentence variety.

Materials needed

- Overhead projector and transparency markers
- Transparency of diagrammed sentences
- Grammar book with examples of diagramming
- Internet site for diagramming sentences, such as <http://www.netmagic.net/~taz/files/diagrams.pdf>
- Power Point presentation for diagramming sentences, such as that found at <http://ccc.commnet.edu/grammar/>
- Examples of writing from student writing or a grammar book containing numerous simple sentences

Lesson procedure

1. Read a paragraph that contains a series of simple sentences. Lead students in a discussion of the impact of the writing. Students will probably say that it is boring or babyish.
2. Show diagramming of simple sentences on the overhead to show students the repeating pattern of such simple sentences.
3. Ask students to combine the ideas and sentences, using one of the following coordinating conjunctions, *and*, *but*, *or*, or *so*. Identify the combined sentence as a compound sentence. An example is the combining of the two simple sentences, “I like all animals.” and “I especially like my cat.” into the complex sentence “I like all animals, but I especially like my cat.”
4. Lead the students in a discussion about the fact that a compound sentence varies the rhythm of a paragraph, making the writing less monotonous and more interesting to the reader.
5. Demonstrate diagramming this compound sentence.
6. Provide examples of simple sentences that can be made into compound sentences. Have students rewrite the simple sentences as compound sentences and then diagram them.

WRITING Test Items from the Virginia Standards of Learning Assessment

Released writing test items can be accessed at <http://www.pen.k12.va.us/VDOE/Assessment/releasedtests.html>. Reviewing these assessment items and using them in the classroom will allow educators and students to become familiar with the types of questions being asked as well as the testing format.

Teachers should also review the electronic format with students to acquaint them with the tools and functionality of online testing. Released writing online testing can be accessed at http://etest.ncs.com/Customers/Virginia/pat_home.htm.