

ENGLISH STANDARDS OF LEARNING

ENHANCED SCOPE and SEQUENCE

for Grades 9–12



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

Copyright © 2004

by the

Virginia Department of Education

P.O. Box 2120

Richmond, Virginia 23218-2120

<http://www.pen.k12.va.us/>

All rights reserved. Reproduction of materials contained herein for instructional purposes in Virginia classrooms is permitted.

Superintendent of Public Instruction

Jo Lynne DeMary

Assistant Superintendent for Instruction

Patricia I. Wright

Office of Elementary School Instructional Services

Linda M. Poorbaugh, Director

Barbara F. Jones, Reading/English Specialist

Office of Middle School Instructional Services

James C. Firebaugh, Director

Catherine Rosenbaum, Reading/English Specialist

Office of Secondary School Instructional Services

Maureen B. Hajar, Director

Tracy Robertson, English Specialist

Edited, designed, and produced by the CTE Resource Center

Margaret L. Watson, Administrative Coordinator

Bruce B. Stevens, Writer/Editor

Richmond Medical Park

2002 Bremo Road, Lower Level

Richmond, Virginia 23226

Phone: 804-673-3778

Fax: 804-673-3798

Web site: <http://CTEresource.org>

The CTE Resource Center is a Virginia Department of Education grant project administered by the Henrico County Public Schools.

NOTICE TO THE READER

In accordance with the requirements of the Civil Rights Act and other federal and state laws and regulations, this document has been reviewed to ensure that it does not reflect stereotypes based on sex, race, or national origin.

The Virginia Department of Education does not unlawfully discriminate on the basis of sex, race, age, color, religion, handicapping conditions, or national origin in employment or in its educational programs and activities.

The content contained in this document is supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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.

Acknowledgments

We wish to express our gratitude to the following individuals for their contributions to *The English SOL Enhanced Scope and Sequence for Grades K-12*:

Judy Barlyske
Montgomery Public School

Ruth McLachlan
Montgomery County

Leslie Bowers
Newport News City Schools

Nancy Moskway-Vadersen
Virginia Beach City Schools

Barbara Boyd
Charlottesville City Schools

Sue Pasternack
Albemarle County

Gail Brown
Randolph-Macon Woman's College

Lynn Payne
Roanoke County Schools

Dorothy Carney
Charlottesville City Schools

Dr. Joan Rhodes
Virginia Commonwealth University

Alison Dwier-Sheldon
Albemarle County

Cynthia Richardson
Newport News City Schools

Kathy Farrow
Newport News City Schools

Dr. Jan Rozzelle
The College of William and Mary

Kim Kozella
Albemarle County

Randi Smith
Chesterfield County Public Schools

Lisa Long
Virginia Beach City Schools

Jill Stilwell
Richmond City Public Schools

Pat Love
Albemarle County

Susan Traner
Newport News City Schools

Richard Lusk
Newport News City Schools

Dr. Carmelita Williams
Norfolk State University

Kimberly McHugh
Newport News City Schools

Table of Contents

Grade-Level Information	1
The Oral Language Strand for Grades 9-12	
Oral Language Lesson Plans	76
The Reading Strand for Grades 9-12	
Reading Strategies	83
Reading Lesson Plans.....	135
Reading Test Items	163
The Writing Strand for Grades 9-12	
Writing Strategies.....	164
Writing Lesson Plans.....	198
Writing Test Items.....	227

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

GRADE-LEVEL
INFORMATION



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

Organizing Topic → Presentation

Grade 9: ORAL LANGUAGE Strand

Standard(s) of Learning

- 9.1 The student will plan, present, and critique dramatic readings of literary selections.
- Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.
 - Adapt presentation techniques to fit literary form.
 - Use verbal and nonverbal techniques for presentation.
 - Evaluate impact of presentation.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Participate in dialogue scenes from plays, dramatic readings from short stories and/or novels, and interpretations of poetry
- Use verbal and nonverbal techniques
- Analyze and critique the effectiveness of the speaker's or group's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance of information, and delivery
- Analyze and critique the relationship among purpose, audience, and content of presentations
- Evaluate the impact of the presentations
- Evaluate the effectiveness of verbal and nonverbal techniques.

Suggested activities for students

- Participate in Reader's Theater.
- Present dramatic readings.
- Restructure a play to create new perspectives.
- Memorize and present dramatic selections.
- Role-play characters.
- Participate in Story Recycling and presentations.

Suggested resources

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

Suggested classroom assessment methods

- Teacher observation and anecdotal notes based on class discussion
- Conferences and interviews
- Oral exams

- Student journals
- Performance with defined criteria
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Presentation

Grade 9: ORAL LANGUAGE Strand

Standard(s) of Learning

- 9.2 The student will make planned oral presentations.
- Include definitions to increase clarity.
 - Use relevant details to support main ideas.
 - Illustrate main ideas through anecdotes and examples.
 - Cite information sources.
 - Make impromptu responses to questions about presentation.
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Include details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of oral presentations
- Use examples from prior knowledge and experience to support the main ideas of oral presentations
- Give credit in oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in presentations
- Use grammar and vocabulary appropriate for situation, audience, topic, and purpose.

Suggested activities for students

- Present planned oral presentations.
- Research relevant details to include in presentation.
- Use note cards to organize and plan presentation.
- Practice delivery.
- Create audio or visual aides to enhance presentation.
- Use technology.

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

- Teacher observation and anecdotal notes based on class discussion
- Conferences and interviews
- Oral exams

- Student journals
- Performance with defined criteria
- Written student responses
- Student self-assessments
- Rubric scoring

- Model using graphic organizers.
- Model employing reading strategies before, during, and after reading

Suggested activities for students

- Use graphic organizers.
- Employ reading strategies before, during, and after reading.
- Maintain reading response logs or dialogue journals.
- Participate in partner and small-group readings.
- Role play.
- Compare and contrast a novel, epic, or drama with a movie.
- Participate in Literature Circles or discussion groups.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Reading Material* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.
- Required novels
- Selected short stories

Suggested classroom assessment methods

- Teacher observation and anecdotal notes based on class discussion
- Conferences and interviews
- Oral exams
- Student journals
- Performance with defined criteria
- Written student responses
- Objective and essay tests
- Student self-assessments

- Use graphic organizers and pattern guides.
- Use technology to create a brochure.
- Maintain a journal response log.
- Select a product to purchase, using information from manuals, warranties, and brochures.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Reading Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.
- Biographies
- Autobiographies
- Newspapers
- Brochures
- Journals
- Essays

Suggested classroom assessment methods

- Teacher observation and anecdotal notes based on class discussion
- Conferences and interviews
- Oral exams
- Student journals
- Performance with defined criteria
- Written student responses
- Objective and essay tests
- Student self-assessments

Organizing Topic → Comprehending Dramatic Text

Grade 9: READING ANALYSIS Strand

Standard(s) of Learning

- 9.5 The student will read dramatic selections.
- a) Identify the two basic parts of drama: staging and scripting.
 - b) Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.
 - c) Describe how stage directions help the reader understand a play’s setting, mood, characters, plot, and theme.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Identify the components of staging
 - lighting design and cues
 - costumes
 - set design
 - set decoration: properties/props
 - stage movement/blocking
 - voice: tone, pitch, inflection, emotion
 - facial expressions
 - make-up
 - curtain cues
 - music/sound effects
- Identify the components of scripting
 - dramatic structure: exposition, rising action, complication, conflict, climax, falling action, resolution, denouement (conclusion/resolution)
 - monologue
 - soliloquy
 - dialogue
 - aside
 - dialect
- Compare and contrast the elements of character, setting, and plot in or among one-act plays and full-length plays
- Describe how stage directions help the reader understand a play’s setting, mood, characters, plot, and theme.

Suggested activities for students

- Participate in Readers’ Theater.
- Participate in small-group presentations.
- Give monologue performances.

- Write scripts.
- Participate in Story Recycling.
- Attend live dramatic performances.
- Participate in peer evaluation of performances.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site,
<http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Reading Materials* Web site,
<http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes based on class discussion
- Conferences and interviews
- Oral exams
- Student journals
- Performance with defined criteria
- Written student responses
- Objective and Essay tests
- Student self-assessments

Organizing Topic → Composing and Revising Grade 9: WRITING Strand

Standard(s) of Learning

- 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- a) Generate, gather, and organize ideas for writing.
 - b) Plan and organize writing to address a specific audience and purpose.
 - c) Communicate clearly the purpose of the writing.
 - d) Write clear, varied sentences.
 - e) Use specific vocabulary and information.
 - f) Arrange paragraphs into a logical progression.
 - g) Revise writing for clarity.
 - h) Proofread and prepare final product for intended audience and purpose.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Develop written products that demonstrate their understanding of composition, written expression, and usage/mechanics
- Proofread materials for intended audience and purpose
- Use prewriting strategies and organize ideas for writing
- Communicate the purpose of the writing
- Write clear, varied sentences
- Use specific vocabulary and information
- Arrange paragraphs into a logical progression
- Revise writing for clarity.

Suggested activities for students

- Write character sketches and personal anecdotes.
- Write persuasive essays, narratives, letters, analyses.
- Respond to literature.
- Write for a variety of purposes.
- Participate in peer revision.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Writing Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Objective and Essay tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Usage and Mechanics

Grade 9: WRITING Strand

Standard(s) of Learning

- 9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective.
 - b) Use parallel structures across sentences and paragraphs.
 - c) Use appositives, main clauses, and subordinate clauses.
 - d) Use commas and semicolons to distinguish and divide main and subordinate clauses.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Apply rules for sentence development, including:
 - subject/verb
 - direct object
 - indirect object
 - predicate nominative
 - predicate adjective
- Use parallel structure when
 - linking coordinate ideas
 - comparing or contrasting ideas
 - linking ideas with correlative conjunctions (both...and; either...or; neither...nor; not only...but also)
- Distinguish and divide main and subordinate clauses using commas and semicolons.

Suggested activities for students

- Write character sketches and personal anecdotes.
- Write persuasive essays, narratives, letters, analyses.
- Respond to literature.
- Write for a variety of purposes.
- Participate in peer revision.
- Participate in Daily Oral Language activities

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Writing Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Objective and essay tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Documentation of Sources

Grade 9: RESEARCH Strand

Standard(s) of Learning

- 9.8 The student will credit the sources of both quoted and paraphrased ideas.
- Define the meaning and consequences of plagiarism.
 - Distinguish one's own ideas from information created or discovered by others.
 - Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Avoid plagiarism by
 - defining plagiarism as the act of presenting someone else's ideas as one's own
 - recognizing that one must correctly cite sources to give credit to the author of an original work
 - recognizing that sources of information must be cited even when the information has been paraphrased
 - using quotation marks when someone else's exact words are quoted
- Distinguish one's own ideas from information created or discovered by others
- Use a style sheet, such as MLA or APA, to cite sources.

Suggested activities for students

- Do research and write research papers.
- Respond to literature.
- Participate in peer revision.
- Participate in Daily Oral Language activities.

Suggested resources

- English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- Project Graduation: English: Writing Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses

- Objective and Essay tests
- Student self-assessments
- Rubric scoring

- *Project Graduation: English: Writing Material* Web site,
<http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Objective or essay tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Discussion

Grade 10: ORAL LANGUAGE Strand

Standard(s) of Learning

- 10.1 The student will participate in and report on small-group learning activities.
- Assume responsibility for specific group tasks.
 - Participate in the preparation of an outline or summary of the group activity.
 - Include all group members in oral presentation.
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Participate in the preparation of an outline or summary of the group activity, including the preparation of their individual roles in the group presentation
- Participate in small-group learning activities by contributing ideas and respectfully listening to and considering the views of the other group members
- Use grammatically correct language.

Suggested activities for students

- Participate in group discussions.
- Participate in group projects.
- Participate in group presentations.
- Participate in summarizing, paraphrasing, outlining activities.

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

- Teacher observation and anecdotal notes based on class discussion
- Conferences and interviews
- Oral exams
- Student journals
- Performance with defined criteria
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Presentation

Grade 10: ORAL LANGUAGE Strand

Standard(s) of Learning

- 10.2 The student will critique oral reports of small-group learning activities.
- a) Evaluate one's own role in preparation and delivery of oral reports.
 - b) Evaluate effectiveness of group process in preparation and delivery of oral reports.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Define a specific role as a group member
- Access and organize information as part of a group project
- Evaluate their own roles in the preparation and delivery of oral reports
- Critique and offer suggestions for improving their own group's presentations and their classmates' group presentations.

Suggested activities for students

Participate in group presentations

Participate in peer evaluation

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

- Teacher observation and anecdotal notes based on class discussion
- Conferences and interviews
- Oral exams
- Student journals
- Performance with defined criteria
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

- Student journals
- Performance with defined criteria
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments

Organizing Topic → Comprehending Informational Text

Grade 10: READING ANALYSIS Strand

Standard(s) of Learning

- 10.4 The student will read and interpret informational materials.
- Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.
 - Skim manuals or informational sources to locate information.
 - Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Understand the different formats and purposes of informational and technical text
- Locate specific information in manuals or other informational sources by using strategies, such as skimming, summarizing, and highlighting
- Identify how format and style in consumer materials are different from those in narrative and expository text
- Demonstrate an understanding of the information read by successfully completing simulations or actual tasks.

Suggested activities for teachers

- Identify, define, and create activities, using vocabulary from text.

Suggested activities for students

- Use the different formats and purposes of informational and technical text.
- Locate specific information in manuals or other informational sources by using strategies, such as skimming, summarizing, and highlighting.
- Identify how format and style in consumer materials are different from those in narrative and expository text.
- Demonstrate an understanding of the information read by successfully completing simulations or actual tasks.

Suggested resources

- English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- Project Graduation: English: Reading Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.
- Newspapers
- Brochures
- Journals
- Essays

Suggested classroom assessment methods

- Teacher observation and anecdotal notes based on class discussion
- Conferences and interviews
- Oral exams
- Student journals
- Performance with defined criteria
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments

- Give monologue performances.
- Participate in choral readings.
- Participate in echo readings.
- Participate in discussions.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Reading Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.
- Poetry collections

Suggested classroom assessment methods

- Teacher observation and anecdotal notes based on class discussion
- Conferences and interviews
- Oral exams
- Student journals
- Performance with defined criteria
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments

Organizing Topic → Comprehending Dramatic Text

Grade 10: READING ANALYSIS Strand

Standard(s) of Learning

- 10.6 The student will read and critique dramatic selections.
- Explain the use of asides, soliloquies, and monologues in the development of a single character.
 - Compare and contrast character development in a play to characterization in other literary forms.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Analyze the use of dialogue, special effects, music, and set to interpret characters
- Compare and contrast character development in a play as compared to other literary forms, such as a short story or novel
- Identify and describe dramatic conventions, such as
 - aside
 - soliloquy
 - monologue
 - irony: dramatic, verbal, and situational.

Suggested activities for teachers

- Model using graphic organizers.

Suggested activities for students

- Use graphic organizers.
- Participate in Readers' Theater.
- Participate in performances and other presentations.
- Participate in Story Recycling.
- Attend live dramatic performances.

Suggested resources

- English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- Project Graduation: English: Reading Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes based on class discussion
- Conferences and interviews
- Oral exams
- Student journals

- Performance with defined criteria
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments

- Write analyses and explanations.
- Respond to literature.
- Write for a variety of purposes.
- Revise own writing.
- Participate in peer revision.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Writing Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Usage and Mechanics

Grade 10: WRITING Strand

Standard(s) of Learning

- 10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
 - Apply rules governing use of the colon.
 - Distinguish between active and passive voice.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Use direct quotations in their writing, applying MLA or APA style for punctuation and formatting
- Know and apply the rules for the use of a colon:
 - before a list of items
 - before a long, formal statement or quotation
 - after the salutation of a business letter
- Distinguish between active voice and passive voice.

Suggested activities for students

- Write character sketches and personal anecdotes.
- Write persuasive essays, narratives, letters, and analyses.
- Respond to literature.
- Write for a variety of purposes.
- Participate in peer revision.
- Participate in Daily Oral Language activities.

Suggested resources

- English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- Project Graduation: English: Writing Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals

- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Writing Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Composing and Revising Grade 10: WRITING Strand

Standard(s) of Learning

- 10.10 The student will use writing to interpret, analyze, and evaluate ideas.
- Explain concepts contained in literature and other disciplines.
 - Translate concepts into simpler or more easily understood terms.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Be able to respond to literature they read
- Understand the connections between literature and other disciplines.

Suggested activities for teachers

- Use Read-Aloud and Think-Aloud strategies.
- Model using graphic organizers.

Suggested activities for students

- Participate in teacher Read-Aloud and Think-Aloud strategies.
- Use graphic organizers.
- Participate in Story Recycling.
- Participate in paraphrasing and summarizing activities.

Suggested resources

- English Standards of Learning Curriculum Framework* Web site,
<http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- Project Graduation: English: Writing Materials* Web site,
<http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Presentation of Information Grade 10: RESEARCH Strand

Standard(s) of Learning

- 10.11 The student will collect, evaluate, organize, and present information.
- Organize information from a variety of sources.
 - Develop the central idea or focus.
 - Verify the accuracy and usefulness of information.
 - Credit sources for both quoted and paraphrased ideas.
 - Present information in an appropriate format, such as an oral presentation, written report, or visual product.
 - Use technology to access information, organize ideas, and develop writing.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Use technology along with other resources to gather information from various sources
- Evaluate the accuracy and relevance of information
- Organize information coherently
- Use organizational patterns, such as comparison/contrast, chronology, spatial arrangement, cause/effect, definition, order of importance, explaining, listing or enumeration, problem/solution
- Cite primary and secondary sources of information, using the MLA (Modern Language Association) or APA (American Psychological Association) method of documentation.

Suggested activities for students

- Do research projects.
- Give presentations.

Suggested resources

- English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- Project Graduation: English: Writing Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.
- Online Writing Labs
- Style manuals

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals

- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Presentation

Grade 11: ORAL LANGUAGE Strand

Standard(s) of Learning

- 11.1 The student will make informative and persuasive presentations.
- Gather and organize evidence to support a position.
 - Present evidence clearly and convincingly.
 - Support and defend ideas in public forums.
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Define a position and select evidence to support that position through reading, writing, and discussion
- Develop well-organized presentations to defend a position or present information
- Apply persuasive rhetorical devices and techniques
- Use effective evidence and oral-delivery skills to convince an audience
- Make oral-language choices based on target audience response.

Suggested activities for teachers

- Model using graphic organizers.

Suggested activities for students

- Use graphic organizers.
- Participate in debates.
- Give speeches.

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

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Student self-assessments
- Rubric scoring

- Give speeches.

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

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Student self-assessments
- Rubric scoring

- loss of innocence
 - coming of age
 - relationship with nature
 - relationship with society
 - relationship with science
 - alienation and isolation
 - survival of the fittest
 - disillusionment
 - rebellion and protest
- Describe the language choices and devices that authors use, such as
 - rhetorical question
 - sarcasm
 - satire
 - parallelism
 - connotation/denotation
 - pun
 - irony
 - literal and figurative language
 - tone
 - word choice (diction)
 - dialect
 - Describe how the use of context and language structures conveys an author’s intent and viewpoint.

Suggested activities for teachers

- Use Read-Aloud and Think-Aloud strategies.
- Model using graphic organizers.
- Model employing reading strategies before, during, and after reading.

Suggested activities for students

- Use graphic organizers.
- Employ reading strategies before, during, and after reading.
- Maintain reading response logs or dialogue journals.
- Participate in partner and small-group reading.
- Role play.
- Create timelines.
- Do a research project in conjunction with an American History assignment.
- Participate in Literature Circles or discussion groups.
- Write responses to what has been read.

Suggested resources

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

- *Project Graduation: English: Reading Materials* Web site,
<http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Comprehending Informational Text

Grade 11: READING ANALYSIS Strand

Standard(s) of Learning

- 11.4 The student will read and analyze a variety of informational materials.
- Use information from texts to clarify or refine understanding of academic concepts.
 - Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - Apply concepts and use vocabulary in informational and technical materials to complete a task.
 - Generalize ideas from selections to make predictions about other texts.
 - Analyze information from a text to draw conclusions.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Analyze and use the basic vocabulary and concepts of informational texts in all disciplines
- Develop effective applications, essays, resumes, and employment forms through simulations and real-life opportunities
- Analyze key vocabulary, such as jargon, technical terms, and content-specific vocabulary
- Know the purpose of the text they are to read and their own purpose in reading it
- Identify main ideas and supporting details
- Use format (page design and layout) to aid in understanding of text
- Understand how an organizational pattern enhances the meaning of a text
- Apply their knowledge of specific genres and forms to other texts.

Suggested activities for teachers

- Identify, define, and create activities, using vocabulary from text.

Suggested activities for students

- Write a business letter.
- Analyze a speech.
- Use graphic organizers and pattern guides.
- Use technology to create a brochure.
- Maintain a journal response log.

Suggested resources

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

- *Project Graduation: English: Reading Materials* Web site,
<http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

- Participate in small-group presentations.
- Give monologue performances.
- Participate in choral readings.
- Participate in echo readings.
- Participate in discussions.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Reading Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Comprehending Dramatic Text

Grade 11: READING ANALYSIS Strand

Standard(s) of Learning

- 11.6 The student will read and critique a variety of dramatic selections.
- a) Describe the dramatic conventions or devices used by playwrights to present ideas.
 - b) Compare and evaluate adaptations and interpretations of a script for stage, film, or television.
 - c) Explain the use of verbal, situational, and dramatic irony.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Identify and describe dramatic conventions, such as
 - aside
 - stage directions
 - soliloquy
 - monologue
 - irony: dramatic, situational, verbal.

Suggested activities for teachers

- Model using graphic organizers.

Suggested activities for students

- Use graphic organizers.
- Participate in Readers' Theater.
- Participate in performances and other presentations.
- Participate in Story Recycling.
- Attend live dramatic performances.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Reading Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals

- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Composing and Revising Grade 11: WRITING Strand

Standard(s) of Learning

- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
- a) Generate, gather, plan, and organize ideas for writing.
 - b) Develop a focus for writing.
 - c) Evaluate and cite applicable information.
 - d) Organize ideas in a logical manner.
 - e) Elaborate ideas clearly and accurately.
 - f) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - g) Revise writing for accuracy and depth of information.
 - h) Proofread final copy and prepare document for intended audience and purpose.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Gather materials, plan, and organize ideas for writing
- Develop a clear focus for writing
- Understand a variety of organizational patterns
- Elaborate ideas clearly and accurately
- Use specific revision strategies
- Revise writing for accuracy and depth of information
- Use standard MLA (Modern Language Association) or APA (American Psychological Association) form of documentation.

Suggested activities for teachers

- Model using graphic organizers.

Suggested activities for students

- Use graphic organizers.
- Write persuasive essays, letters, editorials, and reviews.
- Respond to literature.
- Write for a variety of purposes.
- Revise own writings.
- Participate in peer revision.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Writing Material* Web site,, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Usage and Mechanics

Grade 11: WRITING Strand

Standard(s) of Learning

- 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.
 - Use verbals and verbal phrases to achieve sentence conciseness and variety.
 - Adjust sentence and paragraph structures for a variety of purposes and audiences.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Apply MLA (Modern Language Association) or APA (American Psychological Association) style for producing research projects.
- Apply rules for verbals:
 - Gerund
 - Infinitive
 - Participle
- Apply rules for verbal phrases:
 - Participial phrase
 - Absolute phrase
 - Gerund phrase
 - Infinitive phrase.

Suggested activities for students

- Write character sketches and personal anecdotes.
- Write persuasive essays, narratives, letters, analyses.
- Respond to literature.
- Write for a variety of purposes.
- Participate in peer revision.
- Participate in Daily Oral Language activities.

Suggested resources

- English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- Project Graduation: English: Writing Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Conferences and interviews
- Student journals

- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Composing and Revising Grade 11: WRITING Strand

Standard(s) of Learning

- 11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.
- a) Apply a variety of planning strategies to generate and organize ideas.
 - b) Organize information to support purpose and form of writing.
 - c) Present information in a logical manner.
 - d) Revise writing for clarity.
 - e) Use technology to access information, organize ideas, and develop writing.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Apply a variety of planning strategies to generate and organize ideas
- Revise writing for style and language
- Read and understand professional models of professional, personal, and informational correspondence, such as
 - business and personal letters
 - memos
 - letters of recommendation
 - cover letters
 - resumes
 - proposals
- Use technology to access, develop, and modify documents for professional and informational purposes.

Suggested activities for teachers

- Use Read-Aloud and Think-Aloud strategies.
- Model using graphic organizers.

Suggested activities for students

- Use graphic organizers.
- Compare and contrast authors' styles.
- Mimic authors' styles
- Use word processing.
- Participate in peer revision.

Suggested resources

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

- *Project Graduation: English: Writing Materials* Web site,
<http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Research Project

Grade 11: RESEARCH Strand

Standard(s) of Learning

- 11.10 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- Narrow a topic.
 - Develop a plan for research.
 - Collect information to support a thesis.
 - Evaluate quality and accuracy of information.
 - Synthesize information in a logical sequence.
 - Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - Edit writing for clarity of content and effect.
 - Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.
 - Proofread final copy and prepare document for publication or submission.
 - Use technology to access information, organize ideas, and develop writing.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Preview resource materials to select a suitable topic
- Develop a plan to gather and collect information
- Identify a topic for research through a variety of strategies, such as
 - mapping
 - listing
 - brainstorming
 - webbing
- Apply formatting rules for sources, using MLA or APA style
- Edit materials for to ensure correct grammar, spelling, punctuation, and capitalization
- Utilize technology to do research, organize information, and develop writing.

Suggested activities for students

- Do research projects.
- Give presentations.

Suggested resources

- English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- Project Graduation: English: Writing Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Suggested activities for teachers

- Model using graphic organizers.

Suggested activities for students

- Use graphic organizers.
- Give presentations with or without visuals.
- Give speeches.

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

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Student self-assessments
- Rubric scoring

Organizing Topic → Presentation

Grade 12: ORAL LANGUAGE Strand

Standard(s) of Learning

- 12.2 The student will evaluate formal presentations.
- Critique relationships among purpose, audience, and content of presentations.
 - Critique effectiveness of presentations.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Evaluate formal presentations by analyzing and critiquing the effectiveness of the speaker's demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery
- Analyze and critique the relationships among purpose, audience, and content of presentations.

Suggested activities for teachers

- Model using graphic organizers.

Suggested activities for students

- Use graphic organizers.
- Give presentations with or without visuals.
- Give speeches.

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

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Student self-assessments
- Rubric scoring

- Maintain reading response logs or dialogue journals.
- Participate in partner and small-group reading.
- Role-play.
- Create timelines.
- Do research projects.
- Participate in Literature Circles or discussion groups.
- Write responses to what has been read.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Reading Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc> .

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Comprehending Informational Text

Grade 12: READING ANALYSIS Strand

Standard(s) of Learning

- 12.4 The student will read and analyze a variety of informational materials, including electronic resources.
- a) Identify formats common to new publications and information resources.
 - b) Recognize and apply specialized informational vocabulary.
 - c) Evaluate a product based on analysis of the accompanying warranty and instruction manual.
 - d) Evaluate the quality of informational and technical materials.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Analyze informational and technical texts, such as
 - product evaluations
 - warranties
 - instructional manuals
 - technical manuals
 - contracts
 - Web sites
 - E-zines
 - search engines
- Examine the format (structure) of an informational or technical text as a route to determining and analyzing its content
- Draw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual.

Suggested activities for teachers

- Use Read-Aloud and Think-Aloud strategies.
- Model using graphic organizers.
- Model employing reading strategies before, during, and after reading.

Suggested activities for students

- Use graphic organizers.
- Employ reading strategies before, during, and after reading.
- Maintain reading response logs or dialogue journals.
- Participate in partner and small-group reading.
- Role play.
- Create timelines.
- Do research projects.
- Participate in Literature Circles or discussion groups.
- Write responses to what has been read.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Reading Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

- Compare and contrast the use of dialogue and staging between or among a variety of plays
 - Identify the most effective elements of selected plays
 - Compare and contrast the use of exposition, rising action, climax or crisis, falling action, and denouement/resolution among plays from various cultures.
-
-
-

Suggested activities for teachers

- Use Read-Aloud and Think-Aloud strategies.

Suggested activities for students

- Participate in Readers' Theater.
- Create timelines.
- Participate in small-group presentations.
- Give monologue performances.
- Participate in choral readings.
- Participate in echo readings.
- Participate in discussions.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Reading Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Comprehending Dramatic Text

Grade 12: READING ANALYSIS Strand

Standard(s) of Learning

- 12.6 The student will read and critique dramatic selections from a variety of authors.
- Describe the conflict, plot, climax, and setting.
 - Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.
 - Identify the most effective elements of selected plays.
 - Compare and contrast dramatic elements of plays from American, British, and other cultures.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Explain how dramatic conflict is created through
 - exposition
 - rising action
 - climax or crisis
 - falling action
 - denouement/resolution
- Explain how a dramatist’s use of dialogue reveals the theme of a drama
- Compare and contrast the use of dialogue and staging between or among a variety of plays
- Identify the most effective elements of selected plays
- Compare and contrast the use of exposition, rising action, climax or crisis, falling action, and denouement/resolution among plays from various cultures.

Suggested activities for teachers

- Model using graphic organizers.

Suggested activities for students

- Use graphic organizers.
- Participate in Readers’ Theater.
- Participate in performances and other presentations
- Participate in Story Recycling.
- Attend live dramatic performances.

Suggested resources

- English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- Project Graduation: English: Reading Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishReadingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Suggested activities for teachers

- Model using graphic organizers.

Suggested activities for students

- Use graphic organizers.
- Write persuasive essays, letters, editorials, and reviews.
- Respond to literature.
- Write for a variety of purposes.
- Revise own writings.
- Participate in peer revision.
- Compare and contrast authors' styles.
- Mimic authors' styles.
- Use word processing.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Writing Material* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

Organizing Topic → Documented Research Paper

Grade 12: RESEARCH Strand

Standard(s) of Learning

- 12.8 The student will write documented research papers.
- Identify and understand the ethical issues of research and documentation.
 - Evaluate the accuracy and usefulness of information.
 - Synthesize information to support the thesis.
 - Present information in a logical manner.
 - Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - Edit copies for correct use of language, spelling, punctuation, and capitalization.
 - Proofread final copy and prepare document for publication or submission.

Essential understandings, knowledge, and skills

Correlation to textbooks and other instructional materials

To be successful with this standard, students are expected to

- Collect information, using a variety of print and electronic sources
- Evaluate information by
 - determining its validity, accuracy, and quality
 - formulating a reason/focus to represent findings
- Record and organize information into a draft by
 - prioritizing information
 - developing an outline with appropriate details
 - summarizing, paraphrasing, or selecting direct quotations
- Revise and edit to comply with major expectations of the requirements of the assignment
- Cite sources of information using MLA (Modern Language Association) or APA (American Psychological Association) style method
- Edit copies for correct use of language, capitalization, punctuation, and spelling
- Avoid committing plagiarism.

Suggested activities for teachers

- Model using graphic organizers.

Suggested activities for students

- Do research projects.
- Term papers.
- Make presentations.

Suggested resources

- *English Standards of Learning Curriculum Framework* Web site, <http://www.pen.k12.va.us/VDOE/Instruction/English/englishCF.html>.
- *Project Graduation: English: Writing Materials* Web site, <http://www.pen.k12.va.us/2plus4in2004/modules/ProjectGraduationEnglishWritingModules.doc>.

Suggested classroom assessment methods

- Teacher observation and anecdotal notes
- Conferences and interviews
- Student journals
- Written student responses
- Multiple choice, true/false, matching, and fill-in tests
- Student self-assessments
- Rubric scoring

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

ORAL LANGUAGE
LESSON PLANS



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

ORAL LANGUAGE Lesson Plan → Expressions

Organizing Topic Presentation

Related Standard(s) of Learning 9.1

Objective(s)

- The student will use verbal and nonverbal techniques for presentation.

Materials needed

- Index cards

Lesson procedure

1. Divide the class into two groups — one to practice and present verbal techniques; the other, nonverbal. The students in each group may pair up if they prefer.
2. Write the names of various emotions or concepts (e.g., *joy* or *freedom*) on index cards, and give them to the students in the nonverbal group. Have the students practice conveying these emotions or concepts to the class without speaking any words.
3. Write on index cards various sentences from a text (e.g., “You’ve cut off your hair?” [from “The Gift of the Magi”]) along with a particular emotion (e.g., shock, pleasure, disgust, humor, etc.) to express. Have the students practice saying the line with the correct intonation to express the emotion.
4. Have the students present their assignments to the class, and have the class discuss or jot down notes on how well the performers convey the technique.

ORAL LANGUAGE Lesson Plan → Adaptations

Organizing Topic Presentation

Related Standard(s) of Learning 9.1

Objective(s)

- The student will adapt presentation techniques to fit literary form.

Materials needed

- Text for adaptation
- Visual aids (e.g., props, costumes)

Lesson procedure

1. Have the students read a literary work that originally would have been told orally.
2. Divide the class into small groups, and assign each group a section of the assigned text. Explain that each group is responsible for teaching their part of the text to the rest of the class by adapting it to another form.
3. Have the students in each group read their section of the text aloud, taking turns so that every student has an opportunity to read.
4. Then, have students jot down any questions or comments they have about their text and discuss these with their group. Following this discussion, have them write down anything they still do not understand so that they may ask the teacher for help.
5. Instruct the groups to select a presentation format, such as a skit, talk show interview, breaking news story, or dramatic monologue, and develop their text into the chosen format. Encourage them to prepare and select visual aids, such as costumes, and/or props, to enhance the presentation. Give the groups time in class to practice their presentation.
6. Have the groups give their presentations while the rest of the class makes notes on how well the adaptation conveys the original text. Hold a class discussion about each presentation: Did it convey everything in the original text? Was it clear? Did the author’s message come across? Did the visual aids really add to the presentation, or were they irrelevant?

Grading Rubric for “Adaptations”

(4 = most effectively; 3 = effectively; 2 = adequately; 1 = poorly)

Group members:				
Selected format was appropriate for selected text.	4	3	2	1
All group members actively participated.	4	3	2	1
Presenters projected their voices.	4	3	2	1
Presenters made eye contact with audience.	4	3	2	1
It is obvious that the group rehearsed.	4	3	2	1
Visual aids, costumes, and/or props were appropriate.	4	3	2	1

ORAL LANGUAGE Lesson Plan → Keep the Good Stuff

Organizing Topic Presentation

Related Standard(s) of Learning 9.2

Objective(s)

- The student will use relevant details to support main ideas.

Materials needed

- Overhead projector and transparency
- Highlighters

Lesson procedure

1. Create a short presentation on a topic that will be informational to the class. However, include some irrelevant details in the presentation.
2. During the presentation, have the students jot down details or ideas that do not seem to support the topic or that seem off-topic.
3. Display a copy of the text of the presentation on the overhead, and discuss with the class which details do not belong and why.
4. Provide pairs of students with a different text that contains irrelevant details. Have the pairs read and discuss the text, highlighting the details that do not support the main idea.
5. Have the pairs orally present their revised text to the class. As before, have students jot down any details that still do not seem to support the main idea of the text.

Assessment

- Check student progress for each activity — class discussion, student notes, and pairs work, or give the students an additional text with which to practice for homework.

ORAL LANGUAGE Lesson Plan → Paideia

Organizing Topic

Discussion

Related Standard(s) of Learning 11.1

Objective(s)

- The student will support and defend ideas in public forums.

Materials needed

- Text for discussion
- Students' reading logs or reading notes
- Timer or stopwatch

Lesson procedure

1. Seat the students in a circle. Have the students locate and prepare to use their previously made reading logs or reading notes on the text being discussed.
2. Begin the discussion by asking an essential question or by relating a critic's comment on the text being discussed. Have the students review their reading logs or reading notes to get information to support their views on the essential question or critic's comment.
3. For the first "round," have each student address the essential question or critic's comment, supporting his or her statements with textual evidence. Allow each student two minutes in which to speak.
4. For successive rounds, have a student begin the discussion of a topic related to the text by commenting on the topic. As others address the comment, make sure that they support their statements with textual evidence. Again, allow each student two minutes.
5. At any time during successive rounds, a student may change the topic by making a statement supported with textual evidence. Then, other students may agree or disagree and cite new textual evidence to support their views.

ORAL LANGUAGE Lesson Plan → At Issue

Organizing Topic Presentation

Related Standard(s) of Learning 11.1, 11.2

Objective(s)

- The student will present evidence clearly and convincingly and critique the clarity and effectiveness of delivery.

Materials needed

- Editorials from newspapers or magazines
- Overhead projector and transparencies

Lesson procedure

1. Collect pairs of editorials that express differing views on a particular topic. Photocopy them for distribution.
2. Distribute a pair of opposing editorials to the class, and allow the students a few minutes to read them.
3. Model analyzing and comparing the editorials by use a transparency to note student responses to the following questions:
 - What is the topic of these two editorials?
 - How would you summarize the opinion expressed by each writer? How are these two opinions different? How are they similar?
 - What are some examples of emotional or loaded language used by each writer to slant the point of view in his/her editorial?
 - What are some specific words or phrases that reflect the stance of the writer or that appeal to the target audience?
4. Have the students work individually or in small groups. Distribute different paired editorials to each group, and give the students a few minutes to read them.
5. Have the groups work through the above questions about their editorials. Then have them present to the class, using a transparency, the topic of their editorials and the opinions expressed by each writer. Have them incorporate the information gathered from the editorials and take a stance on the topic, incorporating persuasive language that reflects their stance on the issue.
6. Have the class peer-evaluate the effectiveness of the presentations, using a rubric like the one shown below.

Grading Rubric for "At Issue"

(4 = most effectively; 3 = effectively; 2 = adequately; 1 = poorly)

Students accurately presented both sides of the topic to the class.	4	3	2	1
Students incorporated information gathered from both editorials.	4	3	2	1
Students effectively presented their stance on the issue.	4	3	2	1
Students effectively incorporated persuasive language that reflected their stance on the issue.	4	3	2	1
Students worked together as a group to complete the activity.	4	3	2	1

ORAL LANGUAGE Lesson Plan → Statistically Speaking

Organizing Topic Presentation

Related Standard(s) of Learning 12.1, 12.2

Objective(s)

- The student will use details, illustrations, statistics, comparisons, and analogies to support purposes, use visual aids or technology to support presentations, and critique the effectiveness of presentations.

Materials needed

- Computers
- Internet or library research materials
- Magazine, newspaper, or journal articles

Lesson procedure

1. Have the students brainstorm a list of issues in the community, nation, or world that are of importance to them.
2. Have the students work individually, in pairs, or in small groups to take a position on and research the topic of their choice. Students will read at least three articles on their topic; they may use Internet resources, library materials, or articles from magazines, newspapers, or journals. Tell the students to gather as many statistics as possible to support their position on the topic.
3. Review with students the effective use of statistics. Also, review the ways in which statistics may be misused in research. For example, distorted statistics may be biased toward or against a region of the country, a political party, a gender, an ethnic group or race, or a religion.
4. Have the students create a 5-to-10-minute multimedia presentation on their topic, correctly and effectively incorporating statistics, details, illustrations, comparisons, and analogies to support their stance.
5. Have the students present their multimedia presentation to the class and answer any relevant questions from the audience.
6. Have the students in the audience complete an evaluation for each presentation, using a rubric.

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
Guess, Locate, and Paraphrase Definitions	Vocabulary	9.4		X	X
<i>Wordsalve</i> Map	Vocabulary	9.4	X	X	X
Vocabulary Trees	Vocabulary	9.3, 9.4, 9.5 10.3, 10.4, 10.5 11.3, 11.4, 11.5 12.3, 12.4, 12.5	X	X	X
Using the Context with Sticky Notes and Jot Chart	Vocabulary	9.4, 11.3, 11.4, 12.4		X	X
Vocabulary Self-Collection Strategy	Vocabulary	9.4, 11.4, 12.4		X	X
Probable Passage (Word Harvest)	Vocabulary	9.3, 9.4, 9.5 10.3, 10.4, 10.5 11.3, 11.4, 11.5 12.3, 12.4, 12.5	X	X	
Figurative Language	Vocabulary	9.3, 10.5, 12.5		X	X
Imagery	Vocabulary	9.3, 10.5, 11.5, 12.5		X	X
Readers' Theater	Fluency	9.5, 10.6, 11.6, 12.6		X	
Partner Reading	Fluency	9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6		X	
Read-Pair-Share (Retellings)	Comprehension	9.2, 9.3, 9.6, 10.3, 10, 9, 11.3, 12.1		X	X
Story Map (Elements of Fiction)	Comprehension	9.3, 10.3, 11.3, 12.6		X	X
Hot Spots	Comprehension	9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6	X	X	
Questioning the Author	Comprehension	9.3, 9.5, 10.3, 10.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12.5			X
Anticipation Guide	Comprehension	9.3, 9.4, 10.1, 10.3, 11.4, 12.3, 12.4	X		
Three-Level Guide	Comprehension	9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6		X	X
Pattern Guide	Comprehension	9.4, 10.4, 11.4, 12.4	X	X	X
Signal Words	Comprehension	9.4, 10.4, 11.4, 12.4, 9.3, 9.5, 10.3, 10.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12.5, 12.6	X	X	
Open House	Comprehension	9.3, 10.3, 11.3	X		
Making Connections	Comprehension	9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6		X	X
Jot Charts	Comprehension	9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6		X	X
It Says...I Say...	Comprehension	9.3, 9.4, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5		X	X
Shared Inquiry (Socratic Seminar)	Comprehension	9.3, 10.3, 11.3, 12.3			X
SQ3R	Comprehension	9.4, 10.4, 11.4, 12.4	X	X	X
Biopoem	Comprehension	9.3, 9.4, 9.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12.5			X
About/Point	Comprehension	9.4		X	X
Think-Aloud	Comprehension	9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6		X	

Strategy	Reading Component	Standards of Learning	Before Reading	During Reading	After Reading
Literature Circles	Comprehension	9.3, 10.3, 11.3, 12.3	X	X	X
Story Impressions for Fiction	Comprehension	9.3, 9.6, 10.3, 10.7, 11.3, 11.7, 12.3, 12.7	X	X	X
Story Impressions for Nonfiction	Comprehension	9.3, 9.4, 10.1, 10.3, 11.3, 11.4	X	X	X
Stop, Drop, and Roll	Comprehension	9.3, 9.4, 11.4		X	
Logographic Cues	Comprehension	9.3, 10.1, 10.3, 11.3		X	X
Read, Rate, Reread	Comprehension	9.3, 9.4, 10.1, 10.3, 11.3, 12.4		X	X
Sketch to Stretch	Comprehension	9.3, 9.4, 10.3, 10.5, 10.6, 11.6, 12.3, 12.5, 12.6		X	X
Somebody...Wanted...But...So...	Comprehension	9.3, 9.5, 9.6, 10.3, 10.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12.5, 12.6		X	X
Story Recycling	Comprehension	9.3, 9.4			
Positive Profile (Character Map)	Comprehension	9.3, 10.3		X	X
Scales Comparison	Comprehension	9.3, 10.3, 10.7, 11.3, 11.4, 11.5, 12.4			X
Save the Last Word for Me	Comprehension	9.3, 9.4, 9.5, 9.6, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6,		X	
Small World	Comprehension	9.3, 10.3, 11.3, 12.3			X

READING Strategy → Guess, Locate, and Paraphrase Definitions

Reading component Vocabulary

Related Standard(s) of Learning 9.4

Overview of the strategy

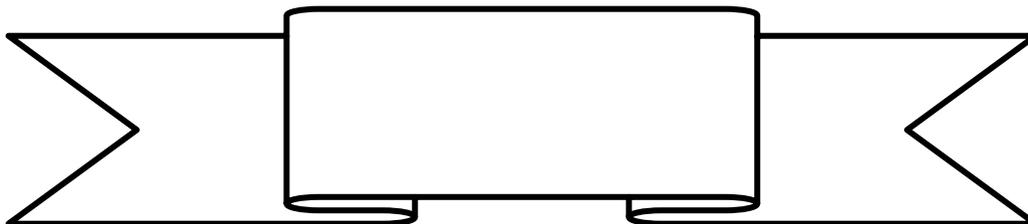
In the Guess, Locate, and Paraphrase Definitions strategy, students use the “Guess and paraphrase the definition” ribbon from the *Wordsalive* set of blackline masters to activate prior knowledge about unfamiliar words before they consult reference tools. Paraphrasing definitions allows students to begin 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 paraphrased definitions on the left-hand part of the ribbons.

Source

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



READING Strategy → *Wordsalive* Map

Reading component Vocabulary

Related Standard(s) of Learning 9.4

Overview of the strategy

The *Wordsalive* Map strategy uses graphic organizers designed to allow students to interact thoroughly with unfamiliar vocabulary. Interactions include use of background knowledge, context, and references, identification of synonyms and antonyms, development of knowledge of morphology and etymology, as well as the generation of sentences and visualizations. It is a strategy for moving students from narrowly defining a word, through comprehending in a broader sense, to properly using the word. It is appropriate in all content areas and facilitates independence with vocabulary acquisition.

Strategy procedure

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

Source

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

READING Strategy → Vocabulary Trees

Reading component

Vocabulary

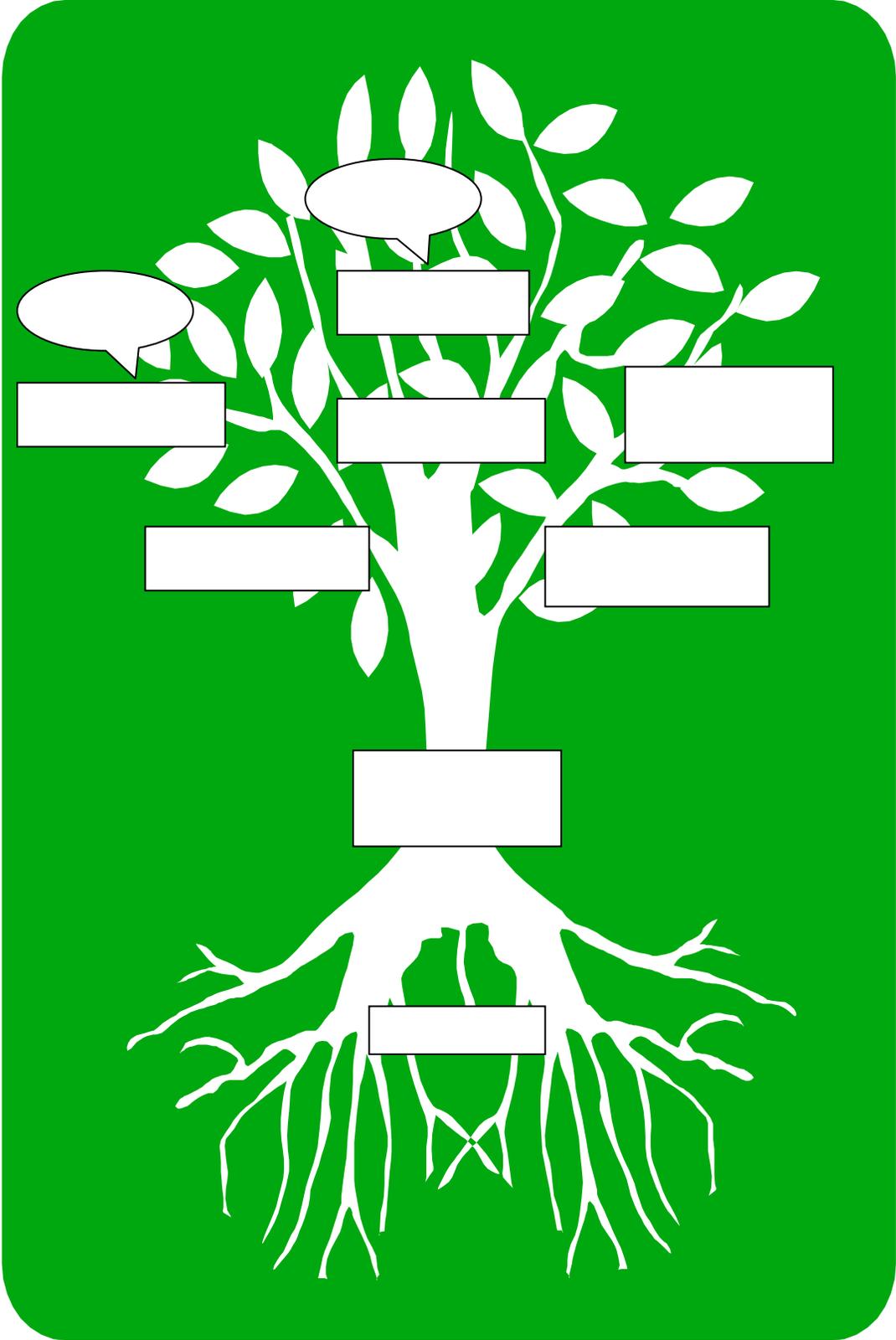
Related Standard(s) of Learning 9.3, 9.4, 9.5 10.3, 10.4, 10.5 11.3, 11.4, 11.5 12.3, 12.4, 12.5

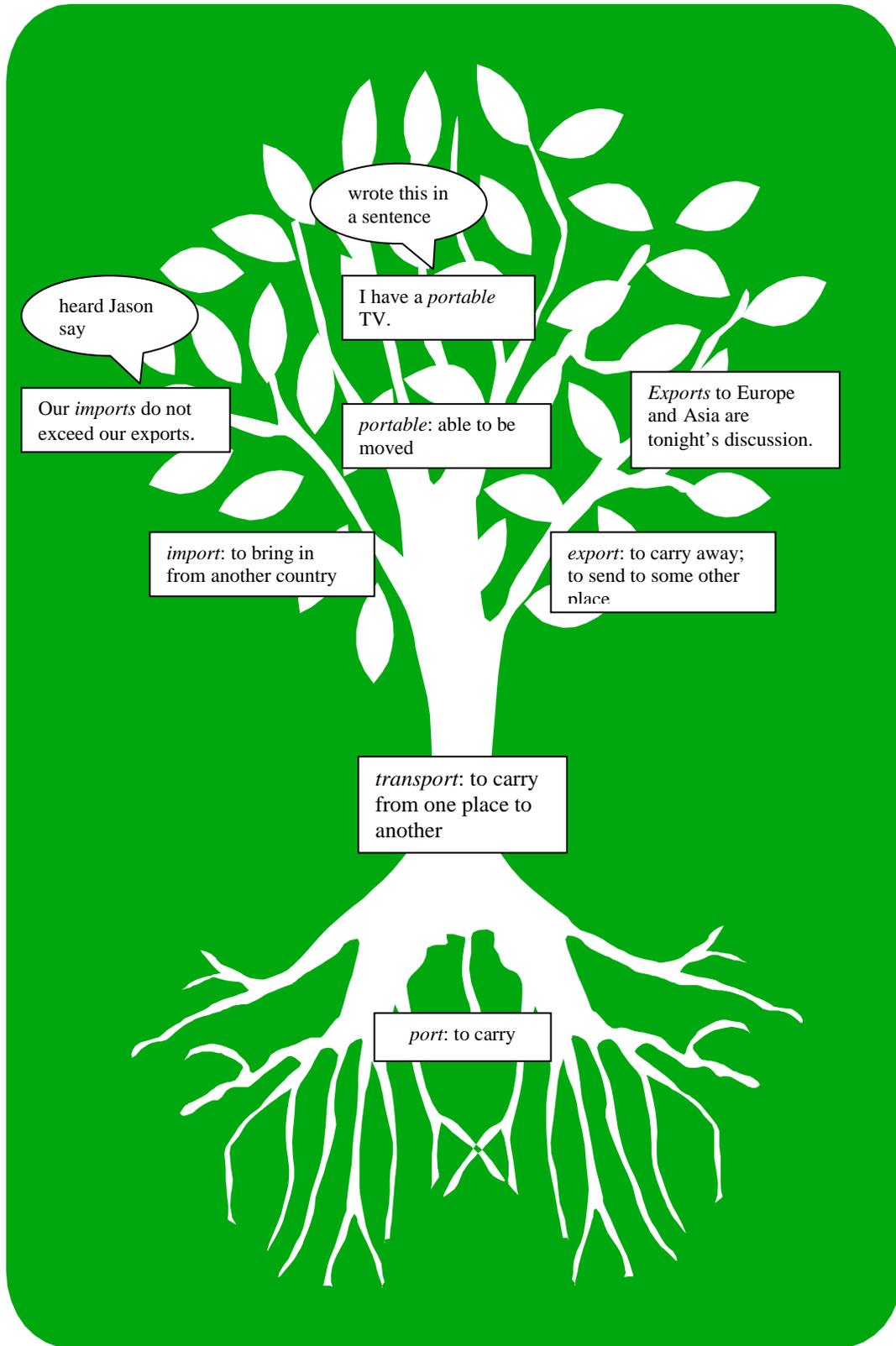
Overview of the strategy

Vocabulary Trees is a strategy that allows a student to develop over time a much richer and more extensive vocabulary. When confronted with words that they have not heard or seen before, students can use this strategy to learn common Latin and Greek roots and understand their part in the make up of other words. This strategy requires students to learn the meaning of a root word or affix and also to recognize the word in different contexts, use it, and listen for it in everyday conversations.

Strategy procedure

1. Give each student copies of the blank Vocabulary Tree handout (see next page). Explain to the students that as they are reading, they should complete a tree for each word about which they are unsure by writing the root or affix on the root section of the tree and the key word that contains the root or affix in the trunk section of the tree.
2. Have students add to this tree during the course of the year. Every time they encounter a word that is relevant to the tree's root word, they should add the information to the branches of the tree. Examples of where they have seen, heard, or written each word should be written in the twigs of the tree. (See example of a completed tree on p. 90).





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

Reading component Vocabulary

Related Standard(s) of Learning 9.4, 11.3, 11.4, 12.4

Overview of the strategy

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

Strategy procedure

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

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

READING Strategy → Vocabulary Self-Collection Strategy

Reading component	Vocabulary
Related Standard(s) of Learning	9.4, 11.4, 12.4

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 understandings 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 → Figurative Language

Reading component Vocabulary

Related Standard(s) of Learning 9.3, 10.5, 12.5

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 and blank sample on next page).
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”		

Figurative Language Chart		
Figurative language	Type	What it means

READING Strategy → Imagery

Reading component Vocabulary

Related Standard(s) of Learning 9.3, 10.5, 11.5, 12.5

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 and blank sample on next page).
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	

Imagery Chart		
Example of imagery	Sense	What it means

READING Strategy → Readers' Theater

Reading component	Fluency
Related Standard(s) of Learning	9.5, 10.6, 11.6, 12.6

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 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 is 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

9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6

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 (Retellings)

Reading component

Comprehension

Related Standard(s) of Learning 9.2, 9.3, 9.6, 10.3, 10, 9, 11.3, 12.1

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 texts.

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 read 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 → Hot Spots

Reading component

Comprehension

Related Standard(s) of Learning

9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6

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 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 9.3, 9.5, 10.3, 10.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12.5

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
 1. What is the author trying to say here?
 2. What is the author's message?
 3. 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

- 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

9.3, 9.4, 10.1, 10.3, 11.4, 12.3, 12.4

Overview of the strategy

An Anticipation Guide strategy, also called a Prediction Guide, is a before-reading activity that helps create interest in a selection and activates students’ prior knowledge and beliefs. The guide also helps students recognize themes since the statements on the guide focus on major concepts found in the selection. An Anticipation Guide prompts rereading, for students must reread the selection to search for supporting evidence for their responses. This strategy works well with fiction and nonfiction.

Strategy procedure

1. Choose a text on the independent reading level of students, read it, and think about the major ideas and/or themes you plan to address after the students have read it. Develop the Anticipation Guide by choosing the ideas or themes most likely to stimulate students’ thoughts/beliefs and writing six to eight thought-provoking statements about these ideas/themes. General statements, famous quotations, and clichés may work well.
2. Distribute and/or display the Anticipation Guide with the statements listed, and instruct the students to mark each statement with which they agree.

Anticipation Guide		
Statement	I agree	Author agrees

3. Instruct students to discuss in small groups the statements and the reasons they agree or disagree.
4. Instruct the students to read the text either individually or with partners, keeping the statements from the prediction guide in mind. A teacher Read-Aloud is another option.
5. Instruct the students to revisit the guide to mark each statement with which the author of the text would agree. Small-group or class discussion should follow.
6. Assign students to reread the text and write a paragraph or two comparing their ideas prior to reading with those of the author. Students should include evidence that the author’s words corroborated or changed the beliefs they held before reading.

READING Strategy → Three-Level Guide

Reading component	Comprehension
Related Standard(s) of Learning	9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6

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	9.4, 10.4, 11.4, 12.4

Overview of the strategy

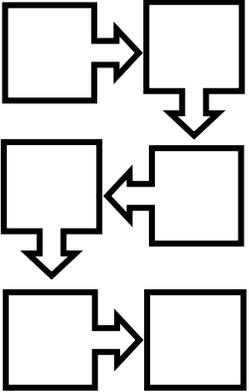
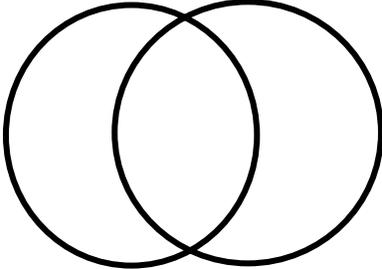
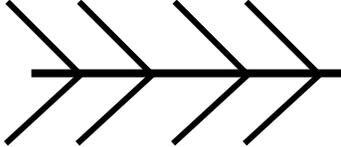
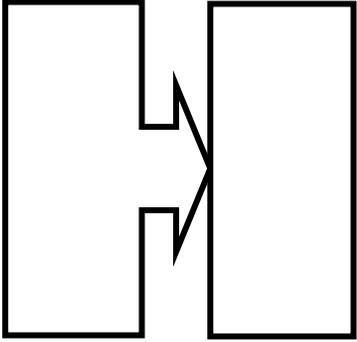
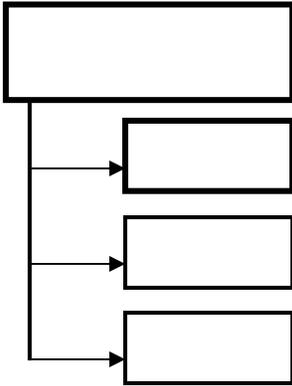
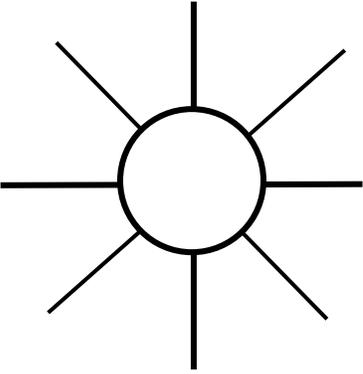
The Pattern Guide strategy, developed by Herber, demonstrates the predominant pattern the author used to construct the text. Pattern guides can help readers recognize causal relationships as well as patterns of organization. These guides, also called graphic organizers, should be chosen or created by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

Strategy procedure

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

Source

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

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

READING Strategy → Signal Words

Reading component	Comprehension
Related Standard(s) of Learning	9.4, 10.4, 11.4, 12.4, 9.3, 9.5, 10.3, 10.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12. 5, 12.6

Overview of the strategy

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

Strategy procedure

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

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

- **No participation (Score 0):** The student does not meet with any class members and fills in no more than one box on his or her *To Discover* sheet.

Source

- K. Beers, *Reading Strategies for High School: A Guide to Teaching Reading in the Literature Classroom* (Austin, Texas: Holt, Rinehart, and Winston, 2000).

READING Strategy → Making Connections

Reading component

Comprehension

Related Standard(s) of Learning

9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6

Overview of the strategy

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

Strategy procedure

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

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

Connections Worksheet		
My connection	Short quote (page #)	Label

Source

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

READING Strategy → Jot Charts

Reading component

Comprehension

Related Standard(s) of Learning

9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6

Overview of the strategy

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

Strategy procedure

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

Sample Jot Chart		
Concept	Definition or Application	Illustration
(Teacher's example)		

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

Source

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

READING Strategy → It Says...I Say...

Reading component

Comprehension

Related Standard(s) of Learning 9.3, 9.4, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5

Overview of the strategy

The It Says...I Say... strategy, developed by Beers, is appropriate for teaching paraphrase and inference.

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 Strategies for High School: A Guide to Teaching Reading in the Literature Classroom* (Austin, Texas: Holt, Rinehart, and Winston, 2000).

READING Strategy → Shared Inquiry (Socratic Seminar)

Reading component	Comprehension
Related Standard(s) of Learning	9.3, 10.3, 11.3, 12.3

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. Have the students read the text carefully.
3. Arrange the class in a circle, and stress that only those who have read the text may contribute to the discussion.
4. Review the rules for Shared Inquiry or Socratic Seminar:

Rules for Shared Inquiry or Socratic Seminar

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

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

Source

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

READING Strategy → SQ3R

Reading component	Comprehension
Related Standard(s) of Learning	9.4, 10.4, 11.4, 12.4

Overview of the strategy

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

Strategy procedure

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

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

Source

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

READING Strategy → Biopoem

Reading component

Comprehension

Related Standard(s) of Learning 9.3, 9.4, 9.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12.5

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

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

READING Strategy → Think-Aloud

Reading component	Comprehension
Related Standard(s) of Learning	9.3, 9.4, 9.5, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6

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 → Literature Circles

Reading component	Comprehension
Related Standard(s) of Learning	9.3, 10. 3, 11.3, 12.3

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 role 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>

READING Strategy → Story Impressions for Fiction

Reading component

Comprehension

Related Standard(s) of Learning 9.3, 9.6, 10.3, 10.7, 11.3, 11.7, 12.3, 12.7

Overview of the strategy

The Story Impressions strategy is similar to Probable Passages but less structured. This strategy works well for drama, short story, and longer fiction.

Strategy procedure

1. List 15 to 20 items from the fiction narrative in order of occurrence. Include characters, setting, and plot clues. Do not include enough to reveal the whole plot. Display and/or distribute the list to students, and instruct each to write a paragraph or two, using all the items in the order listed.
2. Divide the class into small groups, and instruct the members of each group to share and discuss their drafts.
3. Distribute the Peer Assessment Guide (see below) to each student, and instruct group members to use these to evaluate each student’s draft. Discussion should lead to consensus and be beneficial to each writer.
4. Instruct students to read all or the first part of the narrative either individually or in small groups. Another option is a teacher Read-Aloud.
5. Lead a discussion comparing the story impressions drafted by students to the actual story.
6. Assign the remainder of the narrative and/or revision of the impression draft as independent work either in class or at home.

Peer Assessment Guide			
Draft Characteristics	Revise	Accept	Superior
Topic sentence(s) is clear.			
Draft focuses on a single, unified idea.			
Draft achieves its intended purpose.			
Draft demonstrates an effort to create a plausible story.			
Draft includes each word, character, or event listed.			
Draft is interesting and appealing.			
Draft follows the rules of good writing, punctuation, and mechanics.			

READING Strategy → Story Impressions for Nonfiction

Reading component	Comprehension
Related Standard(s) of Learning	9.3, 9.4, 10.1, 10.3, 11.3, 11.4

Overview of the strategy

The Story Impressions strategy is similar to Probable Passages but less structured. This strategy works well for essays and editorials.

Strategy procedure

1. List 15 to 20 items from the nonfiction text in a linked order. Include words and phrases, but do not include so much as to reveal the information conveyed by the text. Display and/or distribute the list to students, and instruct each to write a paragraph or two, using all the items in the order listed.
2. Divide the class into small groups, and instruct the members of each group to share and discuss their drafts.
3. Distribute the Peer Assessment Guide (see below) to each student, and instruct group members to use these to evaluate each student’s draft. Discussion should lead to consensus and be beneficial to each writer.
4. Instruct students to read the text either individually or in small groups. Another option is a teacher Read-Aloud.
5. Lead a discussion comparing the story impressions drafted by students to the actual text.
6. Assign rereading of the text and revision of the impression draft as independent work either in class or at home.

Peer Assessment Guide			
Draft Characteristics	Revise	Accept	Superior
Topic sentence(s) is clear.			
Draft focuses on a single, unified idea.			
Draft achieves its intended purpose.			
Draft demonstrates an effort to create a plausible essay.			
Draft includes each word or phrase listed.			
Draft is interesting and appealing.			
Draft follows the rules of good writing, punctuation, and mechanics.			

READING Strategy → Logographic Cues

Reading component	Comprehension
Related Standard(s) of Learning	9.3, 10.1, 10.3, 11.3

Overview of the strategy

A logographic cue is a simple symbol or picture that acts as a visual reminder of an important literary element in the text, thereby providing a support for students as they read. A reader often finds it helpful to mark the text with symbols as a reminder of the location of the elements of characterization.

Strategy procedure

1. Choose a narrative or dramatic text with a strong character(s).
2. Review the methods an author uses to reveal character traits to readers by
 - describing how the character looks and dresses
 - letting the reader hear the character speak
 - letting the reader listen to the character's inner thoughts and feelings
 - revealing what other people in the story think or say about the character
 - showing the reader what the character does — how he or she acts.
3. Instruct students to design a personal logographic cue on a sticky note to use to mark the places in the text where the author reveals information about a character. Different colors could be assigned to different characters.
4. Read a portion of the text aloud and model pausing to mark the first instance where the author reveals information about a character.
5. Assign students to continue reading, either individually or with partners, and to mark the text with their logographic cues as they read.
6. Assign the students to small groups to discuss the characters in the text.
7. Discuss the text with the class as a whole.
8. Assign the students a character-analysis paper in which they must quote from the text. The marked text should be very helpful to students as they draft.

READING Strategy → Read, Rate, Reread

Reading component

Comprehension

Related Standard(s) of Learning

9.3, 9.4, 10.1, 10.3, 11.3, 12.4

Overview of the strategy

Many readers, especially those who struggle, are often hesitant to read and do not understand the importance of rereading text. The Read, Rate, Reread (RRR) strategy will help students improve their reading comprehension by emphasizing the importance of careful, repeated readings of material. It is effective with informational text, nonfiction, poetry, and excerpts from prose fiction.

Strategy procedure

1. Choose a short but challenging text, and distribute it and the RRR chart (see below) to students.
2. Instruct the students to read the text and rate their personal comprehension of it on a scale of 1 to 10 with 10 being the highest. Instruct them to write on the chart any questions they have about the text.
3. Instruct the students to reread the text and rate their personal understanding again. Instruct the students to return to the questions written after the first reading and check those that they can answer after the second reading.
4. Instruct the students to reread the text and rate their personal understanding again. Instruct them to return to the questions written after the first reading and check those that they can answer after the second reading. Have the students to work with partners to discuss the text and collaborate to answer the questions on the charts.
5. Instruct students to read a fourth time and rate their personal understanding again.
6. Discuss the process, and answer any remaining questions with the class as a whole.
7. Repeat this activity until the idea that rereading improves comprehension is embedded into students' behavior.

Read, Rate, and Reread Chart			
	Understanding Rating (1 – 10)	Questions	Check if you can answer
1 st reading			
2 nd reading			
3 rd reading			
4 th reading			

READING Strategy → Sketch to Stretch

Reading component

Comprehension

Related Standard(s) of Learning 9.3, 9.4, 10.3, 10.5, 10.6, 11.6, 12.3, 12.5, 12.6

Overview of the strategy

Proficient readers visualize the actions, settings, characters, and symbols while reading poetry, short stories, dramatic selections, and novels. In fact, some readers note that it is almost like a movie playing in their minds. However, when struggling readers are faced with new text, they often fail to visualize the content. For them, the text is dull and lifeless. They struggle to make connections between what they know and what the text reveals. The information does not make sense. “Sketch to Stretch” activities help students interpret literature, identify main ideas, visualize symbols, and understand the thematic messages presented by authors. The strategy also helps the students link the new information presented in the text to personal experiences.

Strategy procedure

1. Choose a narrative or dramatic text with a fully described setting.
2. Distribute drawing paper to students. Read aloud the description of the setting, and instruct students to sketch as they listen.
3. Distribute the text, and instruct students to reread the text to add details and/or color to their drawings.
4. Repeat the activity with student working with partners. Instruct one partner to read while the other draws. Then, have them switch roles to add details/color to the sketch.
5. As students gain proficiency, choose texts for which the reader must visualize and draw actions in addition to settings. As students gain even more proficiency, choose texts for which readers must visualize and draw imagery or symbolism.

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

Reading component

Comprehension

Related Standard(s) of Learning 9.3, 9.5, 9.6, 10.3, 10.5, 10.6, 11.3, 11.5, 11.6, 12.3, 12.5, 12.6

Overview of the strategy

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

Strategy procedure

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

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

READING Strategy → Positive Profile (Character Map)

Reading component Comprehension

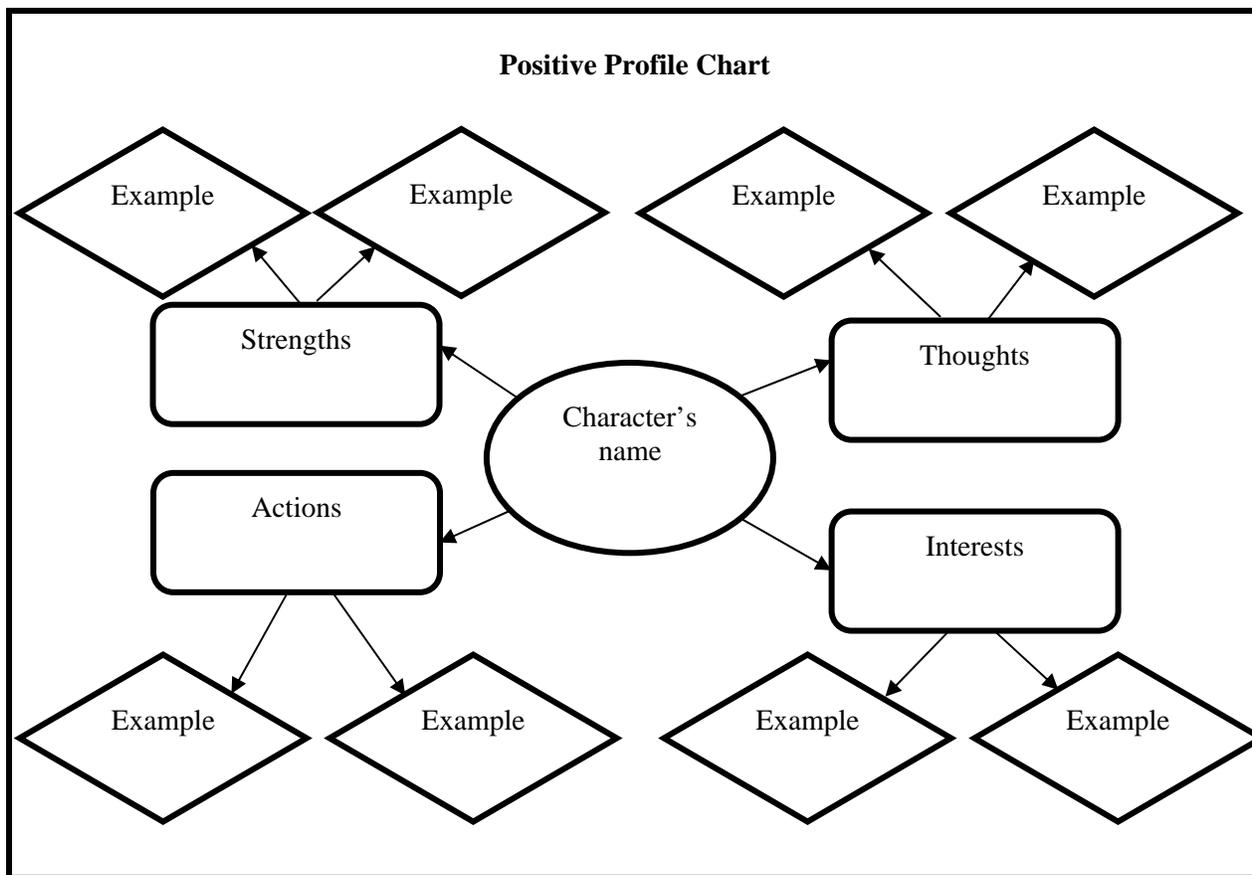
Related Standard(s) of Learning 9.3, 10.3

Overview of the strategy

In fictional writing, a character’s personality is revealed in many ways. The Positive Profile strategy, also known as Character Map, develops a positive profile of a specific character by recording information about the character, evaluating and synthesizing the information, and writing a positive description of the person.

Strategy procedure

1. Choose and assign students to read a text containing one or several strong characters.
2. Distribute the Positive Profile Chart (see below), and assign students to reread the text and record the information about their character of choice. Students should focus on the character’s positive traits.
3. Pair students who have analyzed the same character to discuss their charts and share ideas.
4. Discuss the characters with the class as a whole.
5. Assign students to use their charts to draft a positive profile of their character.



READING Strategy → Scales Comparison

Reading component

Comprehension

Related Standard(s) of Learning 9.3, 10.3, 10.7, 11.3, 11.4, 11.5, 12.4

Overview of the strategy

The Scales Comparison strategy uses a chart to aid student comparison of two or more characters graphically. Attention is focused on a single character trait at a time.

Strategy procedure

1. Choose a narrative or dramatic text with several dynamic and round characters. Have the students read the text individually or with partners. Another option is a teacher Read-Aloud.
2. Display the Scales Comparison Chart (see below), and choose either with or for them a prominent trait that the characters share. Model rating the characters and marking the ratings on the chart. Refer to the text to support your ratings.
3. Distribute a Scales Comparison Chart to students to use with partners or small groups as they rate the characters on another trait chosen either by the teacher or by the group. Encourage students to discuss and support their ratings by referring to the text. Consensus is not necessary.
4. Assign to students a comparison paper based on at least two characters and at least two traits.

Scales Comparison Chart					
Comparison Trait: _____	Very Strong	Strong	Average	Weak	Very Weak
Character 1: _____					
Character 2: _____					
Character 3: _____					

READING Strategy → Save the Last Word for Me

Reading component

Comprehension

Related Standard(s) of Learning

9.3, 9.4, 9.5, 9.6, 10.3, 10.4, 10.5, 10.6, 11.3, 11.4, 11.5, 11.6, 12.3, 12.4, 12.5, 12.6

Overview of the strategy

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

Strategy procedure

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

Source

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

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

READING *LESSON PLANS*



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

READING Lesson Plan → Story Recycling

Organizing Topic

Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 9.3

Objective(s)

- Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Materials needed

- Selected short fiction piece for class study
- Story Recycling handout (see next page)

Lesson procedure

1. Explain to the students the purpose of this exercise and that they will work in groups to “recycle” a piece of literature, transforming it from one genre to another.
2. Review the elements of a short fiction piece. Remind students that they want to identify, discuss, and preserve in their rewriting the characters, major events (plot), setting, tone, point of view, conflicts, and theme of the piece.
3. Divide the class into groups, and have each group discuss the elements of the selected piece. Then, have each group decide how they will recycle the text into a new form. Allow the groups time to rewrite their piece.
4. Have each group share their recycled piece with the class. As the presentations are made, have the other students rate the recycled pieces, using the Story Recycling handout shown on the next page.

Story Recycling

Name: _____ Date: _____

Text: _____ Group: _____

Directions: Use the following checklist to rate the recycled story. For each item below, circle a number from 0 to 3. On this scale, 0 means the recycled story did not include the item at all, and 3 means the recycled story completely and successfully included the item.

	Rating			
1. The recycled story retains the theme of the original text.	0	1	2	3
2. The recycled story includes the main characters of the original text.	0	1	2	3
3. The recycled story includes the same setting as the original text.	0	1	2	3
4. The recycled story includes the main events as they occurred in the original text.	0	1	2	3
5. The recycled story includes the same conflicts as the original text.	0	1	2	3

Total Score _____

READING Lesson Plan → Short Story Switches

Organizing Topic

Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 9.3

Objective(s)

- The student will explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.

Materials needed

- Selected short stories, one already read by the class, and a new one
- Elements of fiction chart (see next page)

Lesson procedure

1. Have the students use a plot diagram from a short story that they have already read.
2. Divide the class into small groups, and distribute a blank elements of fiction chart to each group. Have the groups change the characters, setting, and point of view of the story, completing the new plot diagram with the altered elements. Have each group discuss among themselves how these changes might affect the plot, tone, and theme of the original story.
3. Have each group present their “new” story to the class.
4. Assign each group a new short story to read.
5. Have the groups discuss among themselves how changing the characters, setting, and point of view might change the story.
6. Have the students individually write a “new” short story, using the changes that the group discussed. Alternatively, have them write an essay discussing the effect that the changes in the characters, setting, and point of view might have on the original story.

Elements of Fiction Chart				
Setting	Character Traits	Character Goals	Plot	Theme
Where does the story take place?	What are the names and descriptions of the major characters in the story?	What is each character trying to accomplish?	<p><u>Exposition:</u> What background information is revealed at the beginning of the story?</p> <p><u>Rising Action:</u> What conflicts lead to the climax?</p> <p><u>Climax:</u> What is the moment of highest intensity in the story?</p> <p><u>Falling Action:</u> How is the conflict resolved?</p>	What message is the author trying to convey by writing the story?
Point of View				Tone
Through whose eyes is the story told?				What is the author's attitude about his subject?

READING Lesson Plan → Editorials

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 9.3

Objective(s)

- The student will identify format, text structure, and main idea.

Materials needed

- Two editorials on the same topic
- Overhead projector and transparencies
- Copies of the Editorial Jot Chart, copied on two sides (see next page)

Lesson procedure

1. Provide the class with copies of two editorials from the local paper on the same topic. Distribute the Editorial Jot Charts, and have the students read the two editorials and complete one side of the chart.
2. Have the students share with the class the information they used to complete the chart. Record this information on an Editorial Jot Chart transparency on the overhead.
3. Assign students the task of finding and bringing into class two additional editorials. Have the students read the editorials that they were assigned to bring in for homework and then complete the other side of the chart.
4. Have the students choose one of the editorials and write a paragraph about how the writer's choices of examples and diction further his/her purpose.

Editorial Jot Chart

Critical Thinking Questions	Editorial #1	Editorial #2
<p>Who is the writer? Is he or she qualified? Is he or she biased? Is the writer’s purpose to inform or persuade?</p>		
<p>Write down at least one statement that is a fact and one statement that is an opinion.</p>		
<p>What is the main idea? Do you agree with it? What is the writer’s purpose? (to inform, persuade, entertain, etc.)</p>		
<p>What information or word choice does the writer use to further his/her purpose?</p>		

READING Lesson Plan → Predicting the Outcomes

Organizing Topics

Comprehending Narrative and Poetic Text; Comprehending Informational Text

Related Standard(s) of Learning 9.3

Objective(s)

- The student will make predictions about a reading.

Materials needed

- Selected fiction or nonfiction piece for class study
- Teacher-created questions about various sections of the text

Lesson procedure

NOTE: This lesson can be applied equally well to any genre.

1. Select a piece for student reading, and determine two or three break points in the text that will elicit strong responses concerning what might happen next.
2. Develop guiding questions for students to answer at each break point in order to predict logically what will occur next.
3. Have the student read to the first break point. During class discussion, direct students to use information from previous readings as well as information from the current reading to predict what will happen. Have students answer the teacher-created questions. Then, have the class predict what will happen next, and write their predictions on the board.
4. Direct students to read to the second break point to verify the accuracy of their predictions, to answer another set of questions, and to make new predictions.
5. Continue this procedure for remainder of text.
6. As a concluding activity, ask students to write a paragraph assessing the value of predicting outcomes in order to enhance comprehension.

READING Lesson Plan → Vocabulary Tree

Organizing Topic

Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning 9.4

Objective(s)

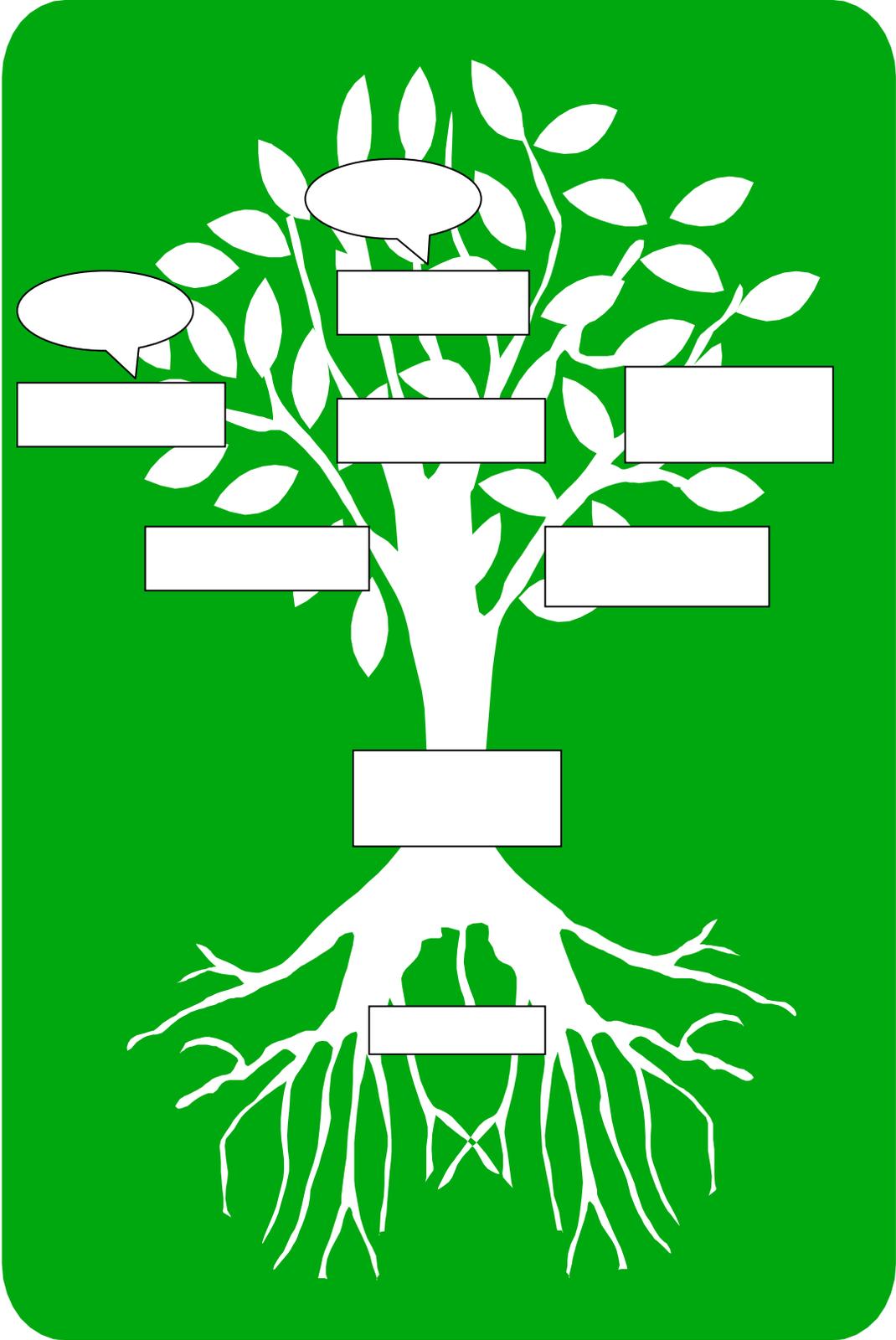
- The student will expand his/her vocabulary and identify roots of new vocabulary words.

Materials needed

- Vocabulary Tree handout (see next page)

Lesson procedure

1. Give each student copies of the blank Vocabulary Tree handout. Explain to the students that as they are reading, they should complete a tree for each word about which they are unsure by writing the root or affix on the root section of the tree and the key word that contains the root or affix in the trunk section of the tree.
2. Have students add to this tree during the course of the year. Every time they encounter a word that is relevant to the tree's root word, they should add the information to the branches of the tree. Examples of where they have seen, heard, or written each word should be written in the twigs of the tree. (For an example of a completed tree, see the 9–12 Reading Strategies, p. 90).



READING Lesson Plan → Show, Don't Tell

Organizing Topic

Comprehending Dramatic Text

Related Standard(s) of Learning 9.5

Objective(s)

- The student will describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

Materials needed

- Selected play for class study
- Selected stage directions extracted from the play and printed in handout form
- Show, Don't Tell Jot Chart (see next page)

Lesson procedure

1. Divide the class into small groups or pairs. Provide each group with stage directions taken from a play that they are about to read in class.
2. Have the students read, practice, and present their stage directions to the class.
3. Distribute copies of the Jot Chart to students. As each group presents, have the other students make notes about what the enacted stage directions reveal about the play's setting, mood, characters, plot, and theme.
4. Following all presentations, have the students predict from the information on their jot charts what the play will be about, including its setting, mood, characters, plot, and theme.
5. After students have read the play, have them refer back to their predictions and, using a Venn diagram, compare and contrast their predictions with the actual play.

Directions: As you watch the groups present their stage directions, jot down what clues the stage directions provide for some or all of the listed elements of the play.

Show, Don't Tell Jot Chart					
	Setting	Mood	Characters	Plot	Theme
Group 1					
Group 2					
Group 3					
Group 4					
Group 5					
Group 6					
Group 7					
Group 8					
Group 9					

READING Lesson Plan → The Play's the Thing

Organizing Topic

Comprehending Dramatic Text

Related Standard(s) of Learning 9.5

Objective(s)

- The student will describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

Materials needed

- Selected play for class study
- Overhead projector and transparencies
- Construction paper

Lesson procedure

1. Photocopy a section of a selected play that the class is about to read. Divide the text into smaller sections, some sections with only stage directions and others with only dialogue. Laminate these smaller sections, or glue them on pieces of construction paper.
2. Divide the class into small groups. Give each group either the stage directions or the dialogue of one section of the play.
3. Give students time to walk about and search for the missing element (the stage directions or the dialogue) for their section of the play and then present to the class.
4. Show the students the original text of the play on the overhead, and discuss the differences between stage directions and dialogue.
5. Have students write their own scene from a list of provided topics, such as a food fight in the cafeteria, or scoring the winning touchdown. Emphasize that their script must include stage directions and dialogue and that these two elements must be easily discernable.
6. Have small groups present a few of these scenes, if desired.

READING Lesson Plan → The Novel: Getting Started

Organizing Topic

Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 10.3

Objective(s)

- The student will make predictions, draw inferences, and connect prior knowledge to support reading comprehension.

Materials needed

- Selected novel for class study

Lesson procedure

1. Have students access their prior knowledge by asking them to free-write about a particular topic that is important in the novel being studied. For example, if the class is reading Chinua Achebe's *Things Fall Apart*, ask the students to write about what they know about Nigeria, the colonization of Africa, or women's rights in third-world countries.
2. Have each student share his/her writing with one other student.
3. Read the first chapter of the novel aloud to the class, modeling the Think-Aloud strategy to focus on questions not answered by the text. Have the students discuss how their predictions have played out so far.
4. Have the students read Chapter 2 silently and write down any questions they may have about what they read.
5. Divide the class into small groups, and have the groups discuss their questions for Chapter 2. Ask for volunteers to share their questions, discoveries, and predictions.
6. After class discussion, have the students read the entire novel. After they finish reading, ask them to write down the differences between what they predicted and what actually happened.
7. Follow up with class discussion.

READING Lesson Plan → Positive Profile

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 10.3

Objective(s)

- The student will create a positive profile of a literary character.

Materials needed

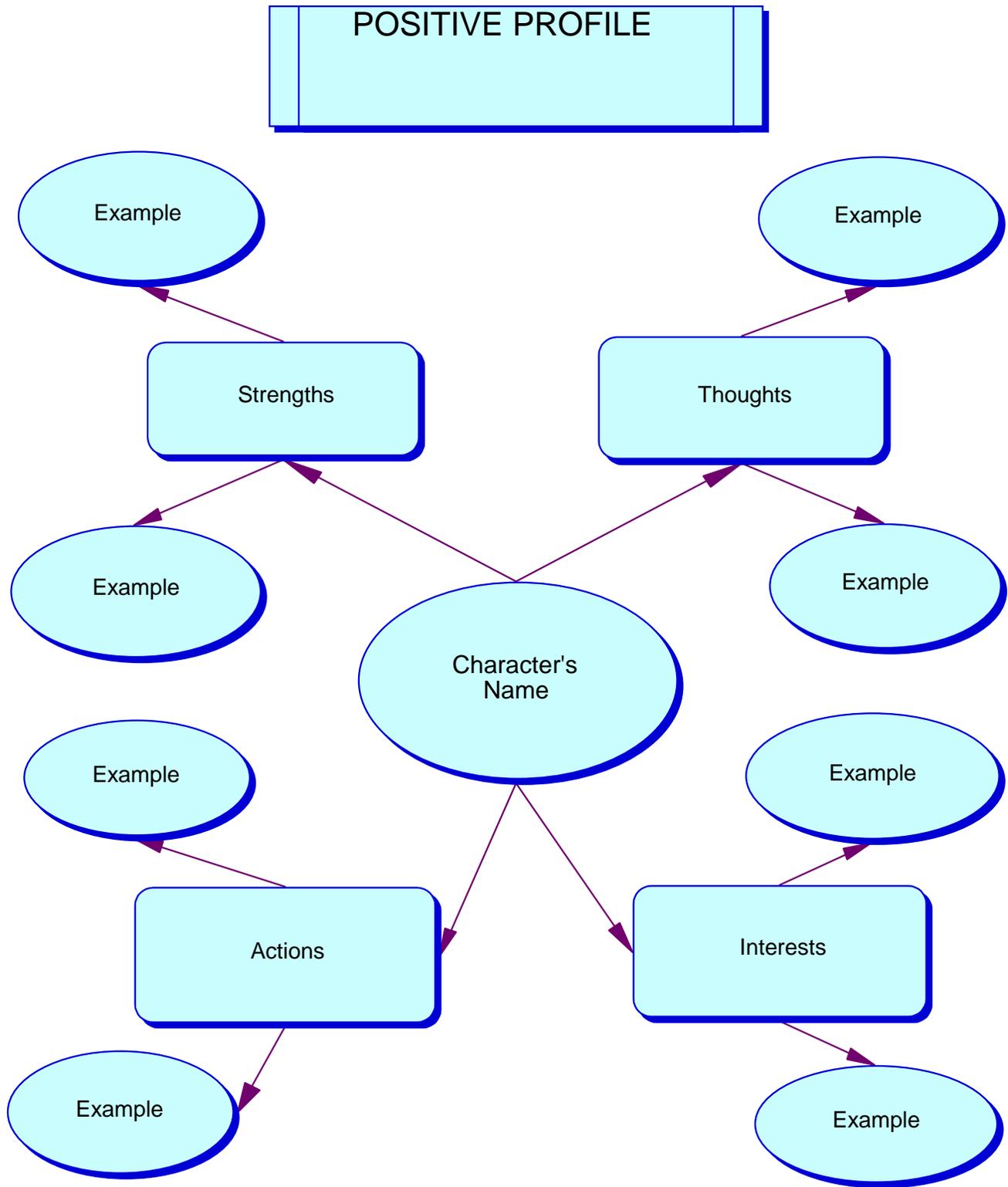
- Selected fiction or poetry piece for class study
- Character Chart handout (see next page)

Lesson procedure

1. Have students choose a character from the reading assignment who has attributes that can be highlighted in a positive way.
2. Distribute the Character Chart handouts to the students. Ask them to chart information about their character, including information about his/her strengths, thoughts, interests, and actions.
3. Have the students use the information from the chart to create a positive profile of the character, ending with a positive statement about him or her. Have the students share their charts with the class.
4. Have the students write a character sketch of their character entitled “Getting to Know _____.”

Character Chart

Directions: Fill in the chart with your character’s positive traits.



READING Lesson Plan → Being Well-Informed

Organizing Topic

Comprehending Informational Text

Related Standard(s) of Learning 10.4

Objective(s)

- The student will analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.

Materials needed

- Student planner, student code of conduct, or student handbook

Lesson procedure

1. Divide the class into small groups. Have the students in each group assume responsibility for specific tasks, such as facilitator, recorder, and reporter.
2. Distribute one of the above-mentioned texts to each group, and assign each group a topic for which they are responsible to research in their text and present to the class. For example, using a student handbook, a group could research topics such as the tardy policy, the attendance policy, or the grading scale. Have all students skim their text for information on their topic, and then have the group facilitator lead a discussion on their findings, focusing on any jargon, undefined terms, and other matters.
3. Have the group reporters present the information to the class, making sure to use grammatically correct language and including vocabulary appropriate to the topic (*verified credit*, for example), audience, and purpose.
4. After each group has presented, lead a class discussion about any information that was not clear, and help students locate that information in the assigned text.

READING Lesson Plan → Revealing Character

Organizing Topic

Comprehending Dramatic Text

Related Standard(s) of Learning 10.6

Objective(s)

- The student will explain the use of asides, soliloquies, and monologues in the development of a single character.

Materials needed

- Selected play for class study

Lesson procedure

1. Review the terms *aside*, *soliloquy*, and *monologue*, and give the students examples of each.
2. Have each student choose one of the main characters to follow as he/she reads the selected play. As the students read, have them note each aside, monologue, and soliloquy made by their characters.
3. After completing the reading, divide the class into groups according to the chosen characters, and have the groups discuss their notes.
4. Have each student write an essay that explains the use of asides, soliloquies, and monologues in the development of their character in the play.

READING Lesson Plan → The Jargon of Forms

Organizing Topic

Word Analysis and Vocabulary Acquisition

Related Standard(s) of Learning 11.4

Objective(s)

- The student will read and follow directions to complete an application for college admission, for a scholarship, or for employment.

Materials needed

- Copies of scholarship forms or employment applications
- Large sheets of paper or transparencies
- Colored markers or transparency markers

Lesson procedure

1. Divide the students into small groups. Distribute copies of a scholarship form or an employment application to each group.
2. Have each group read the scholarship form or employment application and note the specialized vocabulary/jargon used on the form — for example, on a scholarship form: *residency, dependency status*; on an employment application: *DOB, references, work experience*.
3. After the groups have completed their perusal of the form, have the groups list on a transparency or on large sheets of paper posted around the classroom the specialized vocabulary/jargon they found on their forms.
4. As a class, have the students develop a class definition for the specialized vocabulary/jargon listed. Help students with words or phrases that are unfamiliar.
5. Provide each student with a copy of another scholarship form or employment application. Have each student fill in the form, focusing on completing the form correctly using the class definitions of the specialized vocabulary/jargon.
6. If time allows, have students check each other's work in pairs.

READING Lesson Plan → Talking the Talk of Textbooks

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 11.4

Objective(s)

- The student will use information from texts to clarify or refine understanding of academic concepts.

Materials needed

- Texts from other disciplines, e.g., a science textbook or a math textbook

Lesson procedure

1. Have the students bring to class a textbook from another discipline in which they are not enrolled. Have each student skim the informational textbook, noting on paper the special features of this type of text. For example, the student may note words/topics in bold type, pictures and captions, titles/subtitles of sections, diagrams, charts, and tables.
2. Have each student skim the Table of Contents and the Index, noting on paper the major headings in these sections of the text.
3. After they have perused the text and its contents, ask the students to predict
 - the purpose of the course for which this textbook is used
 - the course content that is covered in this textbook
 - the special vocabulary that a student in this course will need to know
 - the main ideas that are important in this course
 - the real-life situations in which a person might use the information presented in this text.
4. Have the students form small groups, share their predictions about the textbook, and reach consensus on the purpose, concepts, and real-life situations in which to use the information presented in the text. Have the students share their findings with the class.

READING Lesson Plan → Lights, Camera, Action

Organizing Topic Comprehending Dramatic Text

Related Standard(s) of Learning 11.6

Objective(s)

- The student will describe the dramatic conventions or devices used by playwrights to present ideas.

Materials needed

- Selected scenes from dramatic selections
- Copies of What I Know chart (see next page)

Lesson procedure

1. Distribute copies of the What I Know chart on dramatic conventions, and have the students complete the chart.
2. Have the students share their responses, creating a class list of responses for each category on the chart.
3. Divide the class into groups, and assign each group a scene from a dramatic selection. Have each group member take a role in the scene during the group reading.
4. After reading the scene, have the group members discuss how the dramatic conventions of actors, scene divisions, intervals (time), soliloquy, asides, the invisible fourth wall, and the curtain contributed to the meaning of the scene. Have the students record their responses in the “What I Know after Reading” section of the chart.
5. As the groups discuss their scenes, have them also determine what they still wish to know about the dramatic conventions used by playwrights and write their questions in the “What I Still Need to Know” section of the chart.
6. Conduct class discussion on the group responses, adding any details necessary to establish the definitions/meanings of the dramatic conventions and/or the playwright’s use of these conventions to present his/her ideas.
7. As the students listen to the class discussion, have them take notes, completing the chart or creating a list of definitions and uses of each dramatic convention.

What I Know Chart

What I Know before Reading	What I Know after Reading	What I Still Need To Know
Actors		
Scene divisions		
Intervals (time)		
Soliloquy		
Asides		
Invisible fourth wall		
Curtain		

READING Lesson Plan → Isn't That Ironic

Organizing Topic

Comprehending Dramatic Text

Related Standard(s) of Learning 11.6

Objective(s)

- The student will be able to explain the use of verbal, situational, and dramatic irony.

Materials needed

- Selected scenes from dramatic selections

Lesson procedure

1. Have the students locate a dramatic selection in their textbook that contains verbal, situational, or dramatic irony. Alternatively, distribute copies of a scene from a dramatic selection that contains these items.
2. Read a portion of the text, stopping at a point where the students should be able to predict what will happen next. Have the students record their predictions. Read another portion of the text, and have students record whether or not their predictions were correct. If correct, have students write down the new information that proves this. If incorrect, have students record the information that changes the prediction. Have the students make another prediction. Continue this process until the selection is completed.
3. Have each student review his/her predictions. In what phrases or sentences does a character say one thing while meaning another? (verbal irony) What did the audience know that the characters in the dramatic selection did not know? (dramatic irony) In what ways was the outcome of the dramatic selection the opposite of what the reader/listener expected? (situational irony) Conduct class discussion on each type of irony.
4. Have the students discuss how each type of irony employed by the playwright enhanced the play or scene. Make sure that students cite specific lines or scenes from the dramatic selection to support their opinions.
5. Have pairs of students write a scene for a real-life situation in which situational irony, verbal irony, or dramatic irony is employed. This could be assigned for homework or could be written during class as a follow-up activity. Have each pair exchange their scene with another pair to identify the types of irony employed by the authors and evaluate the effectiveness of each type of irony.

READING Lesson Plan → Time Marches On

Organizing Topic Comprehending Narrative and Poetic Text

Related Standard(s) of Learning 12.3

Objective(s)

- The student will recognize the characteristics of major chronological eras of British literature and literature of other cultures.

Materials needed

- Short stories and poems from specific literary periods
- Selected short stories or poems from various literary periods
- Jot chart (sample on next page)

Lesson procedure

1. Divide the class into small groups. Assign each group a short story or poem from a specific literary period.
2. Have each group read background material on the assigned literary period so that they can identify and record on paper the themes, motifs, universal characters, and genres characteristic of that period.
3. Have each group read the assigned short story or poem representative of the literary period.
4. After reading, have each group prepare a presentation on the short story or poem, highlighting the themes, motifs, and universal characters of the literary period evident in the selected text. Allow students to use a multimedia format for the presentation, if they choose.
5. Conduct class discussion on each literary period, based on the group presentations. As the students listen to the class discussion, have them record their notes on a jot chart.

Grading Rubric for Time Marches On

(4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor)

Group members adequately researched background material on the assigned literary period.	4	3	2	1
Group members effectively identified the themes, motifs, universal characters, and genres that are characteristic of the assigned literary period.	4	3	2	1
Group members prepared an effective presentation on the assigned short story or poem, highlighting the themes, motifs, and universal characters of the literary period evident in the assigned text.	4	3	2	1
All group members contributed to the successful completion of the presentation.	4	3	2	1

Sample Literary Period Jot Chart			
Literary Period	Themes	Motifs	Universal Characters

READING Lesson Plan → Does It Work?

Organizing Topic Comprehending Informational Text

Related Standard(s) of Learning 12.4

Objective(s)

- The student will evaluate a product based on analysis of the information in the accompanying warranty and instruction manual.

Materials needed

- Copies of product warranties and/or instruction manuals
- Copies of the Does It Work? checklist (see next page)

Lesson procedure

1. Photocopy product warranties and/or instruction manuals for various products.
2. Divide the class into small groups, and distribute copies of a warranty or instruction manual to each group. Give the students in each group a few minutes to read the warranty or manual.
3. Have the group members fill out the “Does It Work?” checklist for their warranty or manual.
4. Have each group report their findings to the class, offering their evaluation of the product based on their analysis of the warranty or the instruction manual.
5. Focus class discussion on the methods that consumers might use to determine if a product is a good buy.
6. On the second day, have students bring to class warranties or instruction manuals for products they or their families own. Have the students share their warranties or manuals with classmates, again completing the “Does It Work?” checklist.
7. Have each student write an evaluation of the product he/she owns, based on the checklist. At the end of the evaluation, have the student write whether he/she thinks this is a good product and if he/she would purchase this product again and why.

Does It Work?

Directions: Evaluate a warranty or instruction manual by answering the following questions:

Warranty

1. What is the pattern of organization used in the warranty?
2. What specific parts, defects, or repairs are covered by the warranty?
3. What specific limitations on repairs or replacements are identified in the warranty? Is there, for example, a list of parts that are covered? Is there a time limitation on such repairs or replacements?
4. Where should the item be taken for repairs? Is this local, or does the item have to be shipped to a repair facility? Who pays for the shipping?
5. Are there certain terms that are defined in the warranty? If so, what are these terms, and why are they important for the purchaser to know?
6. Do you believe that this warranty is adequate for the product? Why, or why not?

Instruction Manual

1. What is the pattern of organization used in the instruction manual?
2. Are the diagrams clearly labeled and useful to the purchaser?
3. What safety precautions are listed in the instruction manual? Why are these safety concerns for the purchaser?
4. Is there a warranty card or a warranty available to the purchaser?
5. If the purchaser has a problem with the item, is there a telephone number, e-mail address, or a FAX number listed in the instruction manual? If so, what is it?
6. Do you believe that this instruction manual is user friendly? Why, or why not?

READING Lesson Plan → Two Thumbs Up!

Organizing Topic Comprehending Dramatic Text

Related Standard(s) of Learning 12.6

Objective(s)

- The student will compare and contrast dramatic elements of plays from American, British, and other cultures.

Materials needed

- Copies of the opening scenes of selected plays

Lesson procedure

1. Photocopy the first few scenes of selected plays by American, British, or other world literature playwrights.
2. Divide the class into small groups, and give each group copies of the first few scenes of a selected play. Each group should receive a different play. Give the students a few minutes to read and record, perhaps on a jot chart, the personalities of the characters, the setting, the conflict, the staging, the stage directions, and the style of the writing evident in the scenes. Have the groups discuss their scenes and the information on the chart.
3. After the discussions are complete, have the groups switch plays and read and complete step 2 above for the second play.
4. After each group has read and discussed two plays' opening scenes, have the groups create Venn diagrams on large sheets of paper, indicating the similarities and the differences between the two plays' opening scenes.
5. Have the groups post their Venn diagrams around the room and present their findings to the class.
6. Focus class discussion on the comparison and contrast of the dramatic elements of plays from various cultures.
7. Have the students create another Venn diagram that represents a comparison of plays from various cultures.

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 9–12 as follows:

Skills	SOL	Prewriting	Drafting	Revising	Editing
Composing and Written Expression					
Develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.	9.6				
Generate, gather, and organize ideas for writing.		X			
Plan and organize writing to address a specific audience and purpose.		X	X		
Communicate clearly the purpose of the writing.		X	X	X	
Write clear, varied sentences.			X	X	
Use specific vocabulary and information.			X	X	
Revise writing for clarity.				X	
Proofread and prepare final product for intended audience and purpose				X	X
Develop a variety of writing, with an emphasis on exposition.	10.7				
Generate, gather, plan, and organize ideas for writing.		X			
Elaborate ideas clearly through word choice and vivid description.		X	X	X	
Write clear, varied sentences.			X	X	
Organize ideas into a logical sequence.			X	X	
Revise writing for clarity of content and presentation.				X	
Proofread and prepare final product for intended audience and purpose		X	X	X	X
Critique professional and peer writing.	10.9				
Analyze the writing of others.				X	
Describe how the author accomplishes the intended purpose of writing.				X	
Suggest how writing might be improved.				X	
Use writing to interpret, analyze, and evaluate ideas.	10.10				
Explain concepts contained in literature and other disciplines.		X	X	X	
Translate concepts into simpler or more easily understood terms.		X	X	X	
Write in a variety of forms, with an emphasis on persuasion.	11.7				
Generate, gather, plan, and organize ideas for writing.		X			
Develop a focus for writing.		X	X		
Evaluate and cite applicable information.			X	X	
Organize ideas in a logical manner.			X	X	
Elaborate ideas clearly and accurately.			X	X	
Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.			X	X	
Revise writing for accuracy and depth of information.				X	
Proofread final copy and prepare document for intended audience and purpose.				X	X
Write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.	11.9				
Apply a variety of planning strategies to generate and organize ideas.		X			

Skills	SOL	Prewriting	Drafting	Revising	Editing
Organize information to support purpose and form of writing.		X	X	X	
Present information in a logical manner.			X	X	
Revise writing for clarity.				X	
Use technology to access information, organize ideas, and develop writing.		X	X	X	X
Develop expository and informational writings.	12.7				
Generate, gather, and organize ideas for writing.		X			
Consider audience and purpose when planning for writing.		X	X		
Write analytically about literary, informational, and visual materials.			X	X	
Elaborate ideas clearly and accurately.			X	X	
Revise writing for depth of information and technique of presentation.				X	
Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.			X	X	X
Usage/Mechanics					
Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	9.7				
Use and apply rules for the parts of a sentence, including subject/verb agreement, direct/indirect object, and predicate nominative/predicate adjective.			X	X	X
Use parallel structures across sentences and paragraphs.			X	X	X
Use appositives, main clauses, and subordinate clauses			X	X	X
Use commas and semicolons to distinguish and divide main and subordinate clauses.			X	X	X
Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	10.8				
Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.				X	X
Apply rules governing use of the colon.			X	X	X
Distinguish between active and passive voice.			X	X	X
Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	11.8				
Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.					X
Use verbals and verbal phrases to achieve sentence conciseness and variety.			X	X	X
Adjust sentence and paragraph structures for a variety of purposes and audiences.			X	X	X

WRITING Strategies Organizational Chart

Strategy	Standards of Learning	Prewriting	Drafting	Revising	Editing
Composing					
Brainstorming	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X			
Clustering (Mindmapping)	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X			
Narrowing the Topic	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X			
Using Graphic Organizers	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X			
Quick-Write	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X			
Free-Write	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X			
Generating Questions	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X			
Cubing	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X			
Outlining	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X			
RAFT	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X	X		
Paper Scramble	9.6, 10.7, 11.7, 11.9, 11.10, 12.7		X		
AEC	9.6, 10.7, 11.7, 11.9, 11.10, 12.7		X		
Hooking the Reader	9.6, 10.7, 11.7, 11.9, 11.10, 12.7		X		
Transitions	9.6, 10.7, 11.7, 11.9, 11.10, 12.7	X	X		
Written Expression					
Finding Voice	9.6, 10.7, 10.10, 11.7, 11.9, 11.10, 12.7		X	X	
Choosing Tone	9.6, 10.7, 10.10, 11.7, 11.9, 11.10, 12.7		X	X	
Peer Revision	9.6, 10.7, 11.7, 11.9, 11.10, 12.7			X	X
PQP	9.6, 10.7, 11.7, 11.9, 11.10, 12.7			X	
SOS	9.6, 10.7, 11.7, 11.9, 11.10, 12.7		X	X	
Paragraph Scramble	9.6, 10.7, 11.7, 11.9, 11.10, 12.7			X	
Adding Transitions	9.6, 10.7, 11.7, 11.9, 11.10, 12.7		X	X	
Sentence Combination	9.6, 10.7, 11.10, 12.7		X	X	
RIP	9.6, 10.7, 11.10, 12.7		X	X	
Changing the Point of View	9.6, 10.7, 10.10, 11.9, 11.10, 12.7			X	
C3B4ME	9.6, 10.7, 11.7, 11.9, 11.10, 12.7			X	X
Musical Interlude	9.6, 10.7, 11.7, 11.9, 11.10, 12.7		X		
Textboxes	9.6, 10.7, 11.7, 11.9, 11.10, 12.7			X	
Usage/Mechanics					
Clocking	9.6, 10.7, 11.7, 11.9, 11.10, 12.7			X	X
Common Errors	9.6, 10.7, 11.7, 11.9, 11.10, 12.7			X	X

WRITING Strategy → Brainstorming

Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 → Clustering (Mindmapping)

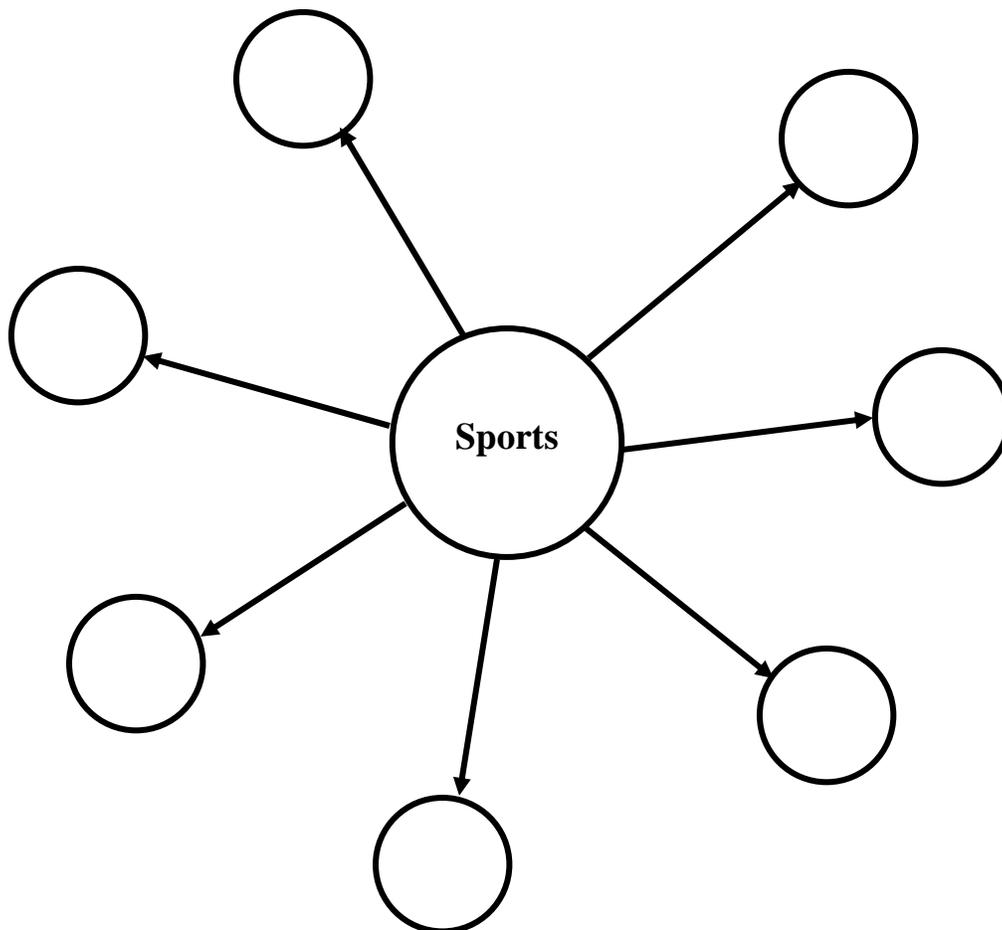
Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

Overview of the strategy

Clustering or Mindmapping is a prewriting strategy that is especially useful for visual learners. The purpose is to generate ideas for writing and to group similar ideas together.

Strategy procedure

1. Choose a broad topic for your students to write about.
2. Demonstrate to the students how to make a Clustering graphic organizer by writing the main idea in the center of a page and drawing a circle around it. Then, have them draw a number of arrows out from the central circle to a number of satellite circles, which will contain expanding ideas.
3. As students generate ideas that expand on the main idea, have them write them in the satellite circles. The satellite circles can be color-coded to show similarities among ideas.
4. Have the students group all similar thoughts together.
5. Have each student choose a topic of his/her own and use Clustering to develop and organize it.



WRITING Strategy → Narrowing the Topic

Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

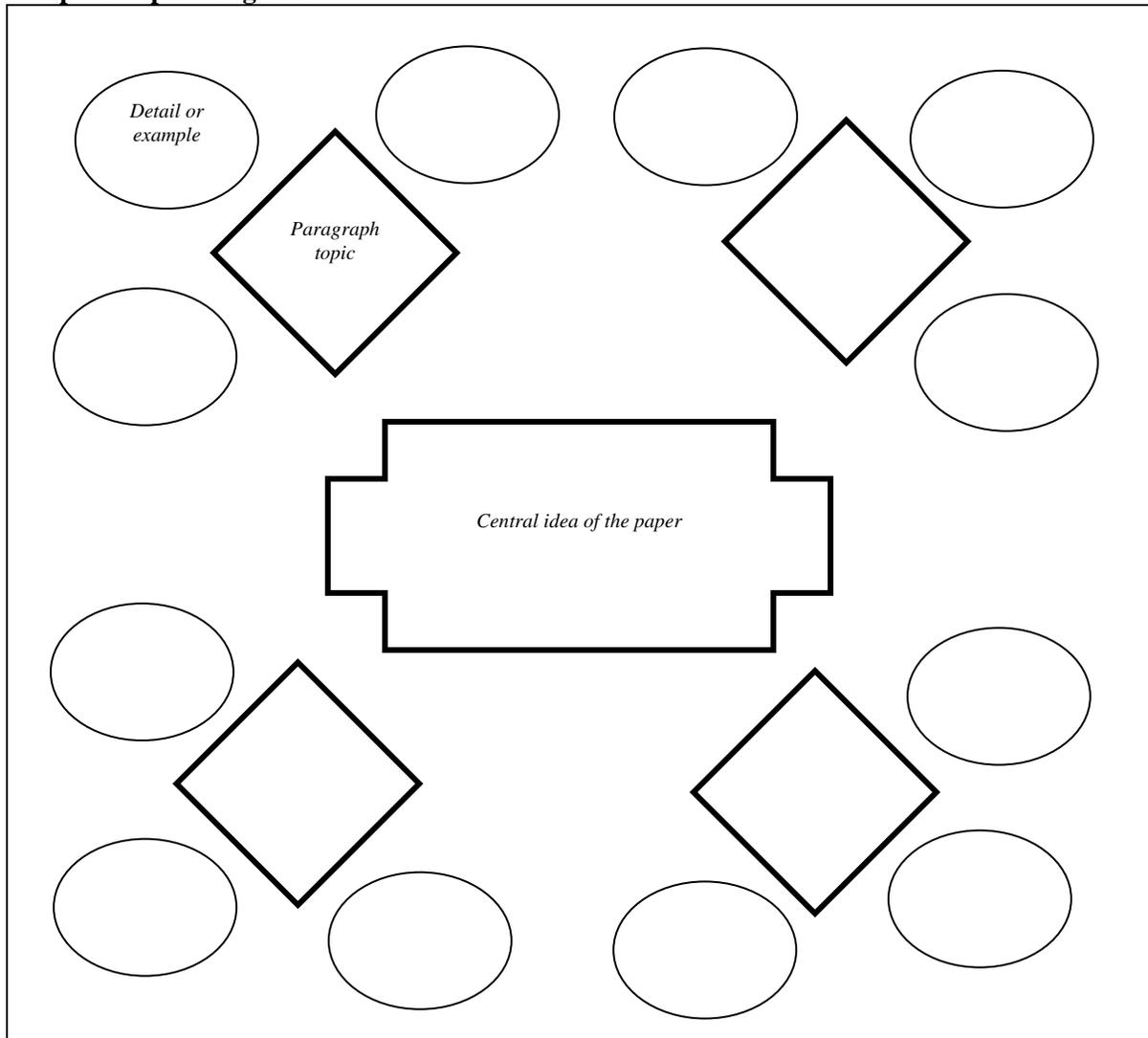
Overview of the strategy

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 begins 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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

Overview of the strategy

Generating Questions 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. Assign students to groups of three to five members, and instruct each group to formulate as many questions as they can about the topic, generating 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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 → Paper Scramble

Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

Overview of the strategy

The Paper Scramble strategy, a timed activity focusing on organization and transition words, helps students recognize appropriate transitions and coherent organization of information

Strategy procedure

1. Find or write a piece of at least five paragraphs that has an introduction, conclusion, and paragraphs containing transition words.
2. Make five copies of the piece on regular paper, and cut the papers into individual paragraphs. Place a set of paragraphs in each of five envelopes.
3. Divide the class into five groups, and give each group a sealed envelope with the cut-up paragraphs inside. Give the groups a few minutes to arrange the paper in order. Time this step to see which group arranges the paper correctly first.
4. After all the papers have been arranged, have each group brainstorm to write a form that describes the format of the paper. Have them also identify and explain the clues or transition words that enabled them to organize the paper.
5. This activity can also be undertaken using comic strips by cutting apart the frames and having students sequence them based on the words, not the visual clues.

WRITING Strategy → AEC

Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

Overview of the strategy

The AEC (Assertion – Evidence – Commentary) strategy encourages organization, form, and structure in essay writing by demanding logical thinking that is elaborated, reinforced, and supported with text. It also requires students to use parenthetical documentation.

Strategy procedure

1. Direct the students to write a single statement (Assertion) about a particular subject. This might be a thesis statement related to a character in a piece of literature, or it might be a statement used to explore a cause-and-effect relationship in a complex social or scientific problem.
2. Then, tell the students that they need to provide specific evidence (Evidence) from the text to support their assertions. Also, instruct them that they must properly cite the passages from the reading. Review with the students the proper use of quotation marks in parenthetical documentation.
3. Direct the students to add their own ideas (Commentary) about the assertions to create paragraphs. By doing this, the students extend their thinking beyond the single example from the text. Commentary may draw on the whole text under study or on the students' own experience.
4. Have students exchange papers and peer edit for proper documentation and supported evidence.

WRITING Strategy → Hooking the Reader

Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

Overview of the strategy

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

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 → Transitions

Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

Overview of the strategy

The Transitions strategy helps students connect ideas within a paragraph.

Strategy procedure

1. Select a one-page essay containing transitional phrases, and delete the phrases. Make copies of the edited essay and distribute them to the class.
2. Have the students read the essay.
3. Then, list some of the deleted transitional expressions on the board, and/or ask students to generate a list of appropriate transitions.
4. Have students place the listed transitional expressions in the most appropriate locations. Discuss the degree of appropriateness of each transition.
5. Have students use these transitional expressions in their own writing, and check for transitional expressions when assessing students' writing.

WRITING Strategy → Finding Voice

Related Standard(s) of Learning 9.6, 10.7, 10.10, 11.7, 11.9, 11.10, 12.7

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 9.6, 10.7, 10.10, 11.7, 11.9, 11.10, 12.7

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 → RIP

Related Standard(s) of Learning 9.6, 10.7, 11.10, 12.7

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 helps students identify anemic words that 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 9.6, 10.7, 10.10, 11.9, 11.10, 12.7

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 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

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 → Musical Interlude

Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

Overview of the strategy

Tone is one of the most difficult elements of writing to teach to students. Most writings reveal a “flat” tone that can be enhanced through the use of music. To show students how music can influence tone, teachers will use a variety of genres to enhance writings.

Strategy procedure

1. Review with students the meaning of the term *tone* in writing: *tone* is used to express a writer’s attitude toward the subject. For example, a piece of writing can have a serious, solemn, sarcastic, objective, enthusiastic, humorous, hostile, disapproving, personal, or impersonal tone.
2. Provide students with a writing prompt, and read the prompt aloud as they read along silently.
3. Have the students begin writing as you play some calm classical music or sounds from the sea, wind, or night. Play this music for no more than five minutes, and have students draw a line or make some notation to indicate where they were writing when this music finished.
4. Next, play music that increases in tempo as the students continue to write. Use jazz or show tunes, again playing the selection for no more than five minutes. Have students note the place where the music finished.
5. Choose another musical selection that uses even faster tempo: hip-hop or rock may work well for this segment.
6. At the end of the session, allow students to peer review the papers, highlighting words that reflect tone or voice. Have them use a different color highlighter to mark figurative language.
7. Discuss the effect that the different types of music had on their writing.

WRITING Strategy → Textboxes

Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

Overview of the strategy

The Textboxes strategy provides an opportunity for students to use the computer to revise their own writing or the writing of peers.

Strategy procedure

1. Have the students draft a piece of writing on the computer and save it to disk or to the network.
2. Acting as editor, insert textboxes into the students' documents in which the writer is asked questions that focus on any lack of clarity in the sentences. Highlighting the text in question in a color will be helpful to the writer. Another option is to have other students act as peer editors and do this step.
3. Have the student writers revise their pieces, answering the editor's questions and making their writing clearer. Alternatively, have the student editors revise the writings of their peers.
4. Have the student writers print out both versions of their pieces and highlight the differences between the two for comparison.

WRITING Strategy → Clocking

Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

Overview of the strategy

Clocking is a creative, yet structured peer-editing technique. Within the strategy, there is time for focus lessons on the elements of good writing. This strategy works well for any writing assignment and can be adapted to any size class or physical arrangement. The students must have drafts of their papers to participate.

Strategy procedure

1. Prior to the actual peer review, present a focus lesson on the first element for peer editing. Focus areas can include thesis statements, topic sentences, unity/coherence, voice, supporting details, sentence structure, or any other aspects of writing. Include new areas and writing skills for which you hold students accountable.
2. Use the sample worksheet shown below to create a worksheet enumerating the elements of good writing for which you wish the students to look. For example, have the students look for subject-verb agreement, proper use of quotation marks, topic sentences, and proper internal parenthetical documentation. Pick the elements that your students commonly leave out or have problems with but that can be easily identified by the students after a mini lesson.
3. Before the class starts, arrange the chairs into two concentric circles with an equal number of desks in each circle and the inner circle facing outward and the outer circle facing inward. Align the desks so that the seated students will face one another.
4. Explain to students that the objective is to help each other improve their drafts. The students in the inner circle will not move, but after each editing step, those in the outer circle will move clockwise (hence, the name of the strategy).
5. Have the students pass their Clocking Worksheets and essays to the person facing them. (With an odd number, have two outer-circle students pair up with one inner-circle student.) The reader signs his/her name in the first editor's box on the sheet. Students then read the writers' papers for the first element only, making their comments either on the draft or on the Clocking Worksheet. When they have finished with the first element, have the students exchange papers again so that all students have their own papers.
6. Have the students in the outer circle move one seat clockwise to face a new student. Have the students repeat steps 5 and 6 until all focus topics have been covered.
7. When all topics are completed and all students have their papers back for the last time, allow them to go to their individual editors if they have questions about comments on their papers or Clocking Worksheet.

Clocking Worksheet		
Writer's name: _____		
Element of focus	Editor's name	Comments
Thesis statement		
Subject-verb agreement		
Unity/coherence		
Voice		

WRITING Strategy → Common Errors

Related Standard(s) of Learning 9.6, 10.7, 11.7, 11.9, 11.10, 12.7

Overview of the strategy

This strategy provides opportunities for peer editing and revision of grammatical and usage errors.

Strategy procedure

1. Review a set of student compositions, marking and making a record of all the different types of grammatical and usage errors found.
2. Starting with the most common errors, review or reteach the rules, and then put actual sentences from student compositions on the overhead or board for class correction. This may be done with several different types of errors on one day.
3. On the next set of student compositions, repeat the first step of making a record of grammatical errors made by the students. Select errors from that set of papers to put on the overhead or board, and have students correct them.
4. Hold students accountable for correcting common errors on their own drafts.

ENGLISH STANDARDS OF LEARNING
ENHANCED SCOPE AND SEQUENCE

WRITING *LESSON PLANS*



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2004

WRITING Lesson Plan → Let Me Clarify

Organizing Topic Composing and Revising; Usage and Mechanics

Related Standard(s) of Learning 9.6

Objective(s)

- The student will write clear, varied sentences and revise writing for clarity.

Materials needed

- Student writing portfolios
- Overhead projector
- Transparencies and colored markers

Lesson procedure

1. Have the students choose from their writing portfolios a piece of writing still in process.
2. Before students revise writing for sentence clarity and variety, model this process on the overhead, using either a previously chosen piece of student writing or a piece created for this purpose.
3. To demonstrate revising for sentence variety, underline with a selected color all the sentences in the piece that start with the same construction, for example, *I*, a noun, or subject-verb. Have the students do the same with their pieces of writing. Ask for volunteers to write one of their sentences on the board. Have the class discuss how to revise the sentences for variety.
4. Next, have the students exchange papers with one another, and have the students underline or highlight any sentences that are not clear. Have the readers discuss the highlighted sentences with the writers. Again, ask for volunteers to write one of their unclear sentences on the board, and have the class discuss how to revise the sentences for clarity.
5. Have the writers revise their pieces for sentence variety and clarity.

WRITING Lesson Plan → Informational Writing Activity

Organizing Topic Composing and Revising

Related Standard(s) of Learning 9.6, 9.7

Objective(s)

- The student will develop an informational brochure or report.

Materials needed

- Books, brochures, or other materials about states in the United States
- Access to computers
- 3-by-5 note cards
- Dictionary and thesaurus

Lesson procedure

1. Instruct each student to choose a state and city to research. Try to have the class include a wide variety of choices, perhaps by providing a list of states and cities from which students may choose.
2. Have the students conduct research on their chosen states and cities, noting all specific identifying characteristics, such as state bird, tree, flower, and major attractions.
3. Arrange for the students to spend a day or two in the computer lab to do real-estate searches and find a neighborhood, school, bank, chamber of commerce, and other specific information for the chosen cities.
4. Instruct students to take notes on cards, categorizing information and citing references, including Web links.
5. Instruct each student to create an informational brochure or report about his/her city and state, following specific guidelines for number of facts to be included, presentation of information, and format. Provide samples to demonstrate the expectations for this product.

WRITING Lesson Plan → Parallel Structure

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 9.7

Objective(s)

- The student will use parallel structures across sentences and paragraphs.

Materials needed

- Copies of selections containing incorrect parallel structure
- Overhead projector

Lesson procedure

1. Choose a sentence that does not demonstrate parallel structure. Post the sentence on the overhead projector, and point out the error in parallelism.
2. Demonstrate how to fix the error.
3. Choose a paragraph with errors in parallelism within and across sentences. Have students work in small groups or with partners to fix the errors. Have them share the revised paragraph. There may be a variety of correct answers.
4. Have students write their own paragraphs, using parallel structure.

WRITING Lesson Plan → Balancing Act

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 9.7

Objective(s)

- The student will use parallel structures across sentences and paragraphs.

Materials needed

- Text that demonstrates repetition for rhythmic purposes
- Overhead projector
- Transparencies

Lesson procedure

1. Use a poem or song lyric to show how *repetition* is used for rhythmic purposes. Use a Venn diagram on the overhead projector to explain the differences between *repetition* and *parallelism*.
2. Have the students make a list of at least three things to complete a statement, such as, “This weekend, I plan to....” Walk around the room and identify students who have used parallel structure to complete their lists. Have a few of these students write their lists on the board. As a class, discuss how the items in these lists are parallel (e.g., all are nouns or all statements beginning with verbs).
3. Have students rewrite their own lists to use parallel structure, if necessary.
4. Have the students write down directions for completing a task with which they are familiar, such as making a peanut butter and jelly sandwich or making a bed. Then, have them revise their directions by beginning each sentence with a specific verb. Have them exchange papers with a classmate, and have the classmate highlight all specific verbs that the writer used to begin a sentence. Have the writer revise any sentence that is not parallel.

WRITING Lesson Plan → Combining for Creativity

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 9.7

Objective(s)

- The student will use appositives, main clauses, and subordinate clauses.

Materials needed

- Teacher-created clauses
- Butcher paper
- Highlighters or pencils in various colors

Lesson procedure

1. From a nonfiction text, select sentences that contain appositives, main clauses, and subordinate clauses. Color-code the various constructions, using highlighters or colored pencils.
2. Cut the sentences into separate clauses or phrases, leaving the first word capitalized and the end of the sentence punctuated. Distribute one clause or phrase to each student. Have each student search for the clauses or phrases that complete his/her sentence. Have the groups of students present the recombined sentences to the class.
3. Then, have each student write his/her clause or phrase on a piece of butcher paper that has been color-coded the same way as the individual clauses or phrases. Have the students choose one appositive, one main clause, and one subordinate clause from the butcher-paper lists and use each in three new sentences.

WRITING Lesson Plan → Web Wariness

Organizing Topic Identifying Resources for Research

Related Standard(s) of Learning 9.9

Objective(s)

- The student will verify the accuracy and usefulness of information.

Materials needed

- Access to the Internet
- Multi-media projector
- Checklist for Evaluating the Effectiveness of a Web site handout (see next page)
- Transparency

Lesson procedure

1. Bookmark two or three Web sites for class evaluation — e.g., a school-owned data base, an online journal, a reader's response to a book on *Amazon.com*, and/or a student paper that has been posted.
2. Distribute the Checklist for Evaluating the Effectiveness of a Web site, and review with the students the criteria for such evaluation.
3. Have students view the Web sites, either from a multi-media projector or from individual computer stations, and evaluate the Web sites according to the criteria on the checklist. Discuss as a class.
4. Have student pairs find at least three Web sites about a specific topic. Have students evaluate each Web site, using the checklist criteria. Instruct the pairs to select the best Web site for that topic and be ready to defend their choice.
5. Have each pair of students present to the class the Web site they chose as best, supporting and explaining the reasons for their choice.

Checklist for Evaluating the Effectiveness of a Web site

Name of Web site: _____

Web address: _____

Answer the following questions:

1. Who created the Web site? Is the creator an individual? If so, who is he/she? Include his/her job title, education, professional experience, etc.
2. What organization sponsors the Web site? What is some information about the organization?
3. When was the site last updated?
4. Is the text well written? If not, what errors can you find?
5. Is there an e-mail address listed for contacting the author or organization?
6. Is the information accurate? Does it agree with information on the same topic from other sources?
7. Is the content biased? If so, toward what or whom?

Circle YES or NO for the following statements:

- | | | |
|---|-----|----|
| The name of the author or organization that created the Web site appears. | YES | NO |
| There is specific information about the author or organization. | YES | NO |
| The site has been updated within the past month. | YES | NO |
| There are no grammatical, spelling, or usage errors in the text. | YES | NO |
| There is an e-mail address for contact purposes. | YES | NO |
| The information is accurate. | YES | NO |
| The content is objective (not biased). | YES | NO |
| The site will be useful for my topic. | YES | NO |

Replacing Weak Verbs

Directions

Be sure the replacement fits or works in your sentence and with your meaning. All words have their own shades of meaning and often create a distinct tone. For example, it would not work to replace *cry* with *boohoo* in the following sentence: “She *boohooed* when she heard the news of her son’s death.” Clearly, a word that creates a more serious tone needs to be chosen here.

CRY: weep, shed tears, sob, blubber, snivel, boohoo, mourn, lament, whimper, wail, howl, groan, bawl, plead, moan

TALK: speak, converse, chat, reply, gossip, consult, confer, discuss, reveal, confess, address, negotiate, lecture, rant, rave, mutter, chatter, utter, prattle, babble, jaw, rattle on

THINK: reflect, consider, ponder, imagine, meditate, picture, contemplate, deem, recollect, recall, speculate, conceive, envision, fancy, realize, surmise, rationalize, muse, ruminate, brood upon, digest

RUN: race, hurry, speed, hasten, dash, sprint, dart, zoom, scamper, scoot, scurry, bustle, rush, hustle, trot, scramble, flee, take flight, skedaddle, jog, glide, bolt

WALK: stroll, promenade, wander, saunter, march, trudge, tramp, hike, parade, tread, pace, step, prance, amble, trek, waddle, cruise

PLAY: sport, frolic, game, perform

LAUGH: chuckle, giggle, roar, chortle, cackle, guffaw, snicker, titter, snicker

YELL: shout, holler, scream, bellow, roar, howl, shriek, bawl, whoop, yowl

EAT: gobble, devour, munch, snack, consume, swallow, dine, chew, feast, feed, nibble, gulp, wolf down, lunch, sup, ingest

WATCH: look, stare, gaze, peep, ogle, observe, notice, attend, regard, survey, scrutinize, pore over, eye, note, examine, view, tend, oversee, patrol, guard

DREAM: daydream, fantasize, wish, hope, envision, imagine, fantasize, muse, desire

SEE: behold, discern, distinguish, spy, mark, mind, note, notice, observe, view, detect, glimpse, spot, witness

SLEEP: nap, doze, drowse, rest, slumber, nod off, snooze, get shut-eye

WRITING Lesson Plan → My Heritage

Organizing Topic Composing and Revising

Related Standard(s) of Learning 10.7

Objective(s)

- The student will elaborate ideas clearly through word choice and vivid description. The student will proofread and prepare final products for their intended audience and purpose.

Materials needed

- Draft 1 of a paper about family heritage
- Overhead projector
- Transparency of My Heritage writing sample (see next page)

Lesson procedure

1. Have the students bring to class draft 1 of a paper about their family's heritage. (Note: This is a good activity to use in conjunction with teaching autobiography.)
2. Display on the overhead the My Heritage writing sample, and explain how to make writing more vivid by asking the writer questions.
3. Have each student exchange papers with a partner and read the partner's paper. Have each reader use the display sample to question the writer about the information in the paper. Have the reader write these questions on the paper.
4. Have the pairs discuss the questions and what words, phrases, and or information could be used to make the writer's meaning more clear.
5. Have each writer revise his/her paper with emphasis on word choice and vivid description.
6. Have the same partners proofread the final copies.

My Heritage

My dad was born in Washington but mainly grew up in Idaho. (*Which Washington? When was he born? Why did he move to Idaho?*) My mom was born in the south, but moved all over the west. (*Where was your mom born? Why did she move? Where were some of the places that she lived?*) She went to college in California and my dad went to college in California. (*Did they go to the same college? If so, which college?*) They met there (*At a dance? In English class? How did they meet?*) and moved into a small house (*In the same town as the college? Where? What did the house look like?*) and my brother and I was born (*Who is older?*) and we later (*When?*) moved here and my sister was born. (*What are your siblings' names?*)

My mom's ancestors were from Germany and my dad's are from Scotland, Ireland, Germany and like all over Europe. (*Do you know where? When did they come to this country? Where did they first settle?*) I'm like half German and half other. (*Other what?*)

WRITING Lesson Plan → The Colon: An Attention Getter

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 10.8

Objective(s)

- The student will apply rules governing use of the colon.

Materials needed

- Large pieces of paper, markers
- Handout with sentences containing colons
- Highlighters

Lesson procedure

1. Create posters that present the rules governing the use of the colon and that have room for students to write. Display the posters around the room, and ask for volunteers to present them to the class.
2. Have each student choose one poster on which to write a sentence that follows the stated rule. Follow up with class discussion.
3. Distribute a handout with sentences containing both proper and improper uses of the colon. Have the students highlight the sentences that use the colon correctly and then revise the other sentences for correct usage.
4. Ask for volunteers to write the revised sentence on the board. Follow up with class discussion.

WRITING Lesson Plan → Take Control: Active Voice

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 10.8

Objective(s)

- The student will distinguish between active and passive voice.

Materials needed

- Student writing portfolios
- Overhead projector
- Transparencies and markers

Lesson procedure

1. Have the students discuss the terms *active* and *passive*. Provide definitions for *active voice* and *passive voice* as they pertain to grammatical usage.
2. Write sentences from a piece of literature or student writing on the overhead, and have the students copy the sentences. Have the students circle the verb(s) in each sentence and underline the “doer of the action” in each sentence. Have small groups of students decide which sentences use active voice and which use passive voice.
3. Have the students choose a piece of writing from their writing portfolios. Have each student find and write down at least one sentence in which he/she used active voice and one sentence in which he/she used passive voice. If the writer cannot find an example of passive voice, have him/her change one of the sentences from active voice to passive voice.

WRITING Lesson Plan → How Do They Do That?

Organizing Topic Composing and Revising

Related Standard(s) of Learning 10.9

Objective(s)

- The student will describe how the author accomplishes the intended purpose of writing.

Materials needed

- Short, humorous text
- Various short, nonfiction texts with different purposes (to explain, inform, persuade, or entertain)

Lesson procedure

1. Read aloud a short, humorous piece of text. As the students listen, have them jot down any words, phrases, and examples that are funny. Have the students discuss how these words, phrases, and examples help make the piece humorous.
2. Divide the class into small groups, and have each group read a different, short, nonfiction text, each with a different purpose — to explain, inform, persuade, or entertain. Have each group discuss the author's purpose and jot down words, phrases, and examples that accomplish the intended purpose.
3. Have the groups discuss their findings and then present their piece to the class, briefly summarizing the piece, the author's purpose, and how the author accomplishes this purpose.
4. Follow up with class discussion.

WRITING Lesson Plan → Introductions

Organizing Topic Composing and Revising

Related Standard(s) of Learning 10.7, 11.7

Objective(s)

- The student will generate, gather, plan, and organize ideas for writing, elaborate ideas clearly through word choice and vivid description, write clear, varied sentences, and organize ideas into a logical sequence.

Materials needed

- Models of good introductions

Lesson procedure

1. Discuss with students the qualities of a good introduction, showing models of each, i.e., 1) anecdote, 2) examples, 3) quotations, 4) surprising fact, and 5) background information. Remind students that a good introduction needs to capture the reader's attention and set the tone.
2. Have the students count off, one to five. Assign a specific type of introduction to each of the five groups, and have the students in each group write an introduction of their assigned type, using the prompt: "If you could have a choice of only one of the following things — being rich, being famous, having many friends, being in love, or being able to live forever — which would you choose? Why?" Allow the students time to write the first draft of their introductions. Ask them to skip lines and edit and revise their papers. Any student who finishes early should begin writing a second introduction of a different type on this prompt.
3. Then, tell the students to get into pairs, share their papers with each other, and peer edit them.
4. Afterwards, ask for several volunteers to read their papers aloud.
5. Discuss with the class which introduction(s) worked best and why.
6. Have the students review types of introductions on the Web at <http://www.csuohio.edu/writingcenter/introcnc.html>.

WRITING Lesson Plan → Conclusions

Organizing Topic Composing and Revising

Related Standard(s) of Learning 10.7, 11.7

Objective(s)

- The student will generate, gather, plan, and organize ideas for writing, elaborate ideas clearly through word choice and vivid description, write clear, varied sentences, and organize ideas into a logical sequence.

Materials needed

- Models of good conclusions

Lesson procedure

1. Discuss with students the qualities of a good conclusion, showing models of each, i.e., 1) restating the main idea, 2) giving a final example, 3) summarizing main points, 4) referring reader to the introduction, and 5) urging reader to take action. Remind students that the purpose of a conclusion is to leave the reader with a final impression to close out the writing and give a sense of completion.
2. Have the students count off, one to five. Assign a specific type of conclusion to each of the five groups, and have the students in each group write a conclusion of their assigned type, using the prompt: “If you could have a choice of talking to anyone in history, either real or fictitious, who would you choose? What would you talk about? Why?” Allow the students time to write the first draft of their conclusions. Ask them to skip lines and edit and revise their papers. Any student who finishes early should begin writing a second conclusion of a different type on this prompt.
3. Then, tell the students to get into pairs, share their papers with each other, and peer edit them.
4. Afterwards, ask for several volunteers to read their papers aloud.
5. Discuss with the class which conclusion(s) worked best and why.

WRITING Lesson Plan → Specialized Group Peer Comment

Organizing Topic Composing and Revising

Related Standard(s) of Learning 10.9

Objective(s)

- The student will suggest how writing might be improved.

Materials needed

- Drafts of pieces of student writing
- Peer Comment Chart handout (see next page)

Lesson procedure

1. Divide the class into small groups, and assign each group a focus for peer comment, for example, Group 1: Hook; Group 2: Main Idea Sentence, etc. Have the students staple the Peer Comment Chart to the front of draft 1 of a piece of their writing.
2. Help the students in each group discuss how to comment on the assigned focal point as it pertains to the student drafts that they are reading. Have each peer reviewer read only for and make suggestions about that one particular point.
3. After each draft is read by at least one person in the group, have that group pass their set of papers to another group (Group 1 passes to Group 2; Group 2 to Group 3, etc.).
4. Repeat #2 and #3 until all papers have been read for each of the focal points.
5. At the end of the activity, the writers should have their papers returned with all boxes on the Peer Comment Chart completed.
6. Have the students revise their papers, using the comments from the chart.

WRITING Lesson Plan → Biker's Guide

Organizing Topic Composing and Revising

Related Standard(s) of Learning 10.10

Objective(s)

- The student will translate concepts into simpler or more easily understood terms.

Materials needed

- Driver's education book or manual
- Computer

Lesson procedure

1. Divide the class into pairs. Have each pair choose a chapter from the driver's education book to read and discuss, summarizing the information, defining unfamiliar vocabulary, and studying pictures and graphics.
2. Have the pairs rewrite the chapter as an elementary-school-level guide for riding a bicycle.
3. Have the pairs use a word processor to format their chapter, incorporating graphics, bullets, headings, etc.
4. Have each pair exchange their chapter with another pair, read the other pair's chapter, and discuss how to revise it so that a third grader could easily understand it.
5. Have the pairs revise the chapters.
6. If possible, send the chapters to a feeder elementary school to have third-grade students read and comment on the guides.

WRITING Lesson Plan → Take a Stand

Organizing Topic Composing and Revising

Related Standard(s) of Learning 11.7. 11.10

Objective(s)

- The student will generate, gather, plan, and organize ideas for writing; adapt content, vocabulary, voice, and tone to audience, purpose, and situation; and document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Materials needed

- Highlighters in various colors
- Selected articles from newspapers, the Internet, or government publications on a local- or state-level issue of importance
- MLA or APA style sheets

Lesson procedure

1. To prepare to write a persuasive composition, have the students brainstorm a list of issues in their school, community, or state that are important to them — for example, a new attendance policy or dress code at school; a new law affecting teenage drivers; the location of a new park or stadium; the health of local wetlands or a body of water nearby. Have the students locate and bring to class articles on one of the issues on the brainstorming list. Alternatively, collect articles on two or three of the issues ahead of time for the students to use.
2. Have the students read three to five articles on their chosen issue, take notes on the articles, and create a bibliographical entry for each source, using a style sheet, such as MLA or APA.
3. Review with the students the principles of writing effective persuasion, the use of appropriate diction, the focus on audience, and the adherence to purpose in a persuasive piece.
4. Have the students create a Composition Plan sheet (see example on next page). Then, have the students write the first draft of the persuasive composition, paying particular attention to word choice, voice, and tone. Also, have the students create bibliographies for their papers.
5. Have student pairs peer review and edit the compositions. Ask each editor to highlight in one color the words or phrases that best convey the author's purpose, tone, and attention to audience. Have each editor highlight in a second color the main points of the persuasive piece and highlight in a third color the supporting details for each main point.
6. Have each editor evaluate the effectiveness of the diction, content, tone, and appeal to audience, purpose, and situation. The editor should also make suggestions for ways to strengthen the paper in these specific areas.
7. Have the students compare their bibliographies to either a MLA or an APA style sheet for accuracy.
8. Have the students revise and edit their drafts and bibliographies before writing a final draft for evaluation.

Composition Plan

Topic of interest	
Writer's position on the topic (For? Against? Why?)	
Notes from source # 1 that support the writer's position on this issue (cite sources!)	
Notes from source # 2 that support the writer's position on this issue (cite sources!)	
Notes from source # 3 that support the writer's position on this issue (cite sources!)	
The opposition's view on the issue (cite sources!)	
Audience to which this composition is directed	
Effect that the writer wishes to have on the reader of this composition	

WRITING Lesson Plan → Verbal Mania

Organizing Topic Usage and Mechanics

Related Standard(s) of Learning 11.8

Objective(s)

- The student will use verbals and verbal phrases to achieve sentence conciseness and variety.

Materials needed

- Copies of a selection that contains verbals and verbal phrases
- Overhead projector
- Transparencies and transparency markers
- Highlighters

Lesson procedure

1. Review one or more of the types of verbals with the class.
2. Distribute to the class a selected text that contains verbals and verbal phrases (for example, Dr. Martin Luther King's *I Have a Dream* speech). Divide the class into small groups, and assign each group a paragraph or two to read and discuss and to highlight the verbals and verbal phrases.
3. Have each group write on a transparency the verbals and verbal phrases that they located in their paragraphs and then share their findings with the class, focusing on how the verbals and verbal phrases helped to achieve sentence conciseness and variety.
4. Focus class discussion on the types of verbals and verbal phrases used in the selection and the effectiveness of these structures.
5. Have each student select a draft of a composition from his/her writing folder. Ask the students to revise the composition, incorporating verbals and verbal phrases. Then, have the students write a paragraph explaining how the verbals and verbal phrases enhanced their compositions.

WRITING Lesson Plan → E-Mail Etiquette

Organizing Topic Composing and Revising

Related Standard(s) of Learning 11.9

Objective(s)

- The student will use technology to access information, organize ideas, and develop writing.

Materials needed

- Overhead projector
- Transparencies, markers
- Computers
- Copies of teacher-created e-mails
- Guidelines for Writing an Effective E-Mail handout (see next page)

Lesson procedure

1. On transparencies or on paper, show students copies of teacher-created e-mails that are written incorrectly — for example, containing all capital letters, composed as one long paragraph, containing sentence fragments, containing misspelled words, or containing word omissions. Have the students respond to the tone created by each e-mail, the errors contained in the e-mail, and/or the visual appeal of the e-mail.
2. As a class, have the students create a class list of points to remember when writing an e-mail that would be acceptable and effective in the professional world. Distribute and discuss with the class the Guidelines for Writing an Effective E-Mail.
3. Have students partners practice writing e-mails to each other, assuming the roles of coworkers in a company or corporation. Have the pairs print the e-mails, discuss the strong points of each, and offer suggestions for improvement.
4. Focus class discussion on the most effective student e-mails and their adherence to e-mail etiquette.
5. Have each student employ the e-mail etiquette guidelines to compose an e-mail to the teacher. (These may be printed to be submitted for a grade.)

Guidelines for Writing an Effective E-Mail

Checklist

- Did I plan for the e-mail as I would prewrite for a letter?
- Have I considered my audience and my purpose for writing this e-mail?
- Have I gathered all of the details that my reader needs to receive in this e-mail?
- Do I have a greeting at the beginning of the e-mail?
- Have I stated my reason for e-mailing at the beginning of the e-mail?
- Is the body of the e-mail organized into paragraphs just as a letter would be organized?
- Are my paragraphs filled with details? Have I double-spaced between paragraphs?
- Does my ending let the reader know what follow-up action is needed and when? Is my ending polite?
- Have I checked the e-mail for grammatical accuracy?
- Have I avoided all capital letters? Have I used an “emoticon” (e.g., a smiley face [☺]) to avoid misinterpretation of a statement?
- Am I comfortable with and confident about signing my name to this e-mail and sending it?

WRITING Lesson Plan → Research Ethics

Organizing Topic Documented Research Paper; Composing and Revising

Related Standard(s) of Learning 11.10, 12.8

Objective(s)

- The student will identify and understand the ethical issues of research and documentation and cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

Materials needed

- Articles on plagiarism and/or violation of ethics
- Volunteers for a panel discussion on plagiarism and ethics
- Computers and/or library research materials

Lesson procedure

1. Photocopy recent articles from newspapers, magazines, journals, or the Internet on issues of plagiarism and/or ethics (for example, cheating at a high school or college, white collar crimes, downloading music from the Internet, the sale of essays, the use of Internet services to “catch” cheating, or a malpractice suit in the medical profession).
2. Review the definitions of *plagiarism* and *ethics* with the students. Focus class discussion on real-world incidents involving plagiarism or violation of ethics about which the students may have heard or read.
3. Divide the class into small groups. Give each group a photocopied article on an incidence of plagiarism or violation of ethics. Give the students in each group a few minutes to read and discuss their article. Have each group report on its article to the class, summarizing its contents and delineating how it represents plagiarism or an ethics violation.
4. Have each student prepare two or three questions that he/she would like to ask an expert about plagiarism or ethics.
5. On the second day, invite members of the school and/or community to participate in a panel discussion on plagiarism and ethics. Invitees might include student leaders, librarians, representatives of local Internet providers, and/or local musicians or writers. Have the students ask their prepared and approved questions and record the answers along with the name and position of the person answering.
6. On the third day, have each student research an issue that is important to him/her that involves plagiarism/ethics. This may be completed using the Internet or library research materials. Have each student take notes, record bibliographic information, and prepare a thesis statement and outline for a research paper.
7. Review with the students the correct documentation of sources in either MLA or APA format. Also, discuss the correct use of internal citations within the research paper itself.
8. Have each student write the first draft of the research paper, using internal citations and creating a Works Cited page (MLA) or a Reference List (APA).
9. Have student pairs peer review, edit, and revise the first drafts, paying particular attention to the internal citations and the Works Cited or Reference List.
10. Have the students write final drafts of the research papers and submit them for evaluation.

WRITING Lesson Plan → Catalogue Shopping

Organizing Topic Composing and Revising

Related Standard(s) of Learning 12.7

Objective(s)

- The student will generate, gather, and organize ideas for writing; consider audience and purpose when planning for writing; elaborate ideas clearly and accurately; and revise writing for depth of information and technique of presentation.

Materials needed

- Copies of college catalogues or Internet access

Lesson procedure

1. Provide students with copies of college catalogues, or provide Internet access for students, either in a computer lab or in the classroom. Have students peruse the catalogues or the Web sites of at least three colleges or universities.
2. For each college or university, have the students record information such as the location of the college or university (urban, suburban, rural), the size of the student body, three majors offered by the college or university, the cost of tuition and room/board, and special programs or activities offered at the college or university.
3. Have each student summarize the information by writing a short biography of the perfect student who would attend each college or university. The bios should be written as they would appear on the home page of the Web sites, inviting prospective students to apply for admission.
4. Have each student select his/her best bio to share with a partner. Have each partner read the bio of the other, ask questions about details that need to be added, make suggestions for improving the method of presentation of the information, and edit the bio.
5. Have the students write the final draft of the Web-site bios to be submitted for evaluation. Alternatively, have the students present their bios to the class, and have the class evaluate them, voting for the best-written.

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.