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2012 Louisiana Transitional Comprehensive Curriculum
Course Introduction

The Louisiana Department of Education issued the first version of the Comprehensive Curriculum in 2005. The 2012 Louisiana Transitional Comprehensive Curriculum is aligned with Grade-Level Expectations (GLEs) and Common Core State Standards (CCSS) as outlined in the 2012-13 and 2013-14 Curriculum and Assessment Summaries posted at http://www.louisianaschools.net/topics/gle.html. The Louisiana Transitional Comprehensive Curriculum is designed to assist with the transition from using GLEs to full implementation of the CCSS beginning the school year 2014-15.

Organizational Structure
The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. Unless otherwise indicated, activities in the curriculum are to be taught in 2012-13 and continued through 2013-14. Activities labeled as 2013-14 align with new CCSS content that are to be implemented in 2013-14 and may be skipped in 2012-13 without interrupting the flow or sequence of the activities within a unit. New CCSS to be implemented in 2014-15 are not included in activities in this document.

Implementation of Activities in the Classroom
Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Transitional Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

Features
Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link (view literacy strategy descriptions) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at http://www.louisianaschools.net/lde/uploads/11056.doc.

Underlined standard numbers on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

A Materials List is provided for each activity and Blackline Masters (BLMs) are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for the course.

The Access Guide to the Comprehensive Curriculum is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the Access Guide icon found on the first page of each unit or access the guide directly at http://sda.doe.louisiana.gov/AccessGuide.
Grade 8
English Language Arts
Unit 1: Who Am I? - Biography and Autobiography

Time Frame: Approximately four weeks

Unit Description

This unit focuses on reading, comprehending, interpreting, responding, and writing nonfiction, focusing on biography, autobiography, and the personal essay. Biography and autobiography will be analyzed for defining characteristics and writing techniques. Writing and presenting an autobiography provides an opportunity for student application of the writing process. Researching biographies/autobiographies and writing reports/essays provide opportunities for students’ acquisition of informational, technological, and problem-solving skills. Vocabulary development and grammar instruction occur within the context of the literature and student writing.

Student Understandings

Nonfiction literature tells about real people, real events, real places, and real objects. Students will recognize that nonfiction writing can be subjective or objective. Sometimes known as literary nonfiction, biographies, autobiographies, and essays read like fiction, yet provide factual information. Reading literary nonfiction can also teach students about different periods in history. Reading about other lives may change one’s own life through the connection to others’ personal experiences. One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers.

Guiding Questions

1. Can students identify the defining characteristics of a biography/an autobiography?
2. Can students differentiate between subjective and objective writing?
3. Can students use technology effectively for research?
4. Can students apply a writing process effectively?
5. Can students develop a personal narrative composition following standard English structure and usage?
6. Can students relate a biography/an autobiography to personal experience?
<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>01a.</td>
<td>Develop vocabulary using a variety of strategies, including use of connotative and denotative meanings (ELA-1-M1)</td>
</tr>
<tr>
<td>01b.</td>
<td>Develop vocabulary using a variety of strategies, including use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1)</td>
</tr>
<tr>
<td>02b.</td>
<td>Interpret story elements, including development of character types (e.g. flat, round, dynamic, static) (ELA-1-M2)</td>
</tr>
<tr>
<td>09a.</td>
<td>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including sequencing events to examine and evaluate information (ELA-7-M1) (see ELA-1-M2)</td>
</tr>
<tr>
<td>09b.</td>
<td>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including summarizing and paraphrasing to examine and evaluate information (ELA-7-M2)</td>
</tr>
<tr>
<td>09c.</td>
<td>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including interpreting stated or implied main ideas (ELA-7-M1) (see ELA-1-M2)</td>
</tr>
<tr>
<td>09d.</td>
<td>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including comparing and contrasting literary elements and ideas within and across texts (ELA-7-M1) (see ELA-1-M2)</td>
</tr>
<tr>
<td>09e.</td>
<td>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including making inferences and drawing conclusions (see ELA-1-M2)</td>
</tr>
<tr>
<td>09f.</td>
<td>Demonstrate understanding of information in grade-appropriate texts using a variety of strategies including predicting the outcome of a story (see ELA-1-M2)</td>
</tr>
<tr>
<td>12.</td>
<td>Evaluate the effectiveness of an author’s purpose (ELA-7-M3)</td>
</tr>
<tr>
<td>15a.</td>
<td>Write complex, multiparagraph compositions on student- or teacher-selected topics organized with a clearly stated focus or central idea (ELA-2-M1)</td>
</tr>
<tr>
<td>15b.</td>
<td>Write complex, multiparagraph compositions on student- or teacher-selected topics organized with important ideas or events stated in a selected order (ELA-2-M1)</td>
</tr>
<tr>
<td>15c.</td>
<td>Write complex, multiparagraph compositions on student- or teacher-selected topics organized with organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic (ELA-2-M1)</td>
</tr>
<tr>
<td>15d.</td>
<td>Write complex, multiparagraph compositions on student- or teacher-selected topics organized with elaboration (anecdotes, relevant facts, examples, and/or specific details) (ELA-2-M1)</td>
</tr>
<tr>
<td>15e.</td>
<td>Write complex, multiparagraph compositions on student- or teacher-selected topics organized with transitional words and phrases that unify ideas and points (ELA-2-M1)</td>
</tr>
<tr>
<td>15f.</td>
<td>Write complex, multiparagraph compositions on student- or teacher-selected topics organized with an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1)</td>
</tr>
<tr>
<td>17a.</td>
<td>Develop grade-appropriate compositions on student- or teacher-selected topics that include word choices (diction) appropriate to the identified audience and/or purpose (ELA-2-M2)</td>
</tr>
<tr>
<td>17b.</td>
<td>Develop grade-appropriate compositions on student- or teacher-selected topics that include vocabulary selected to clarify meaning, create images, and set a tone (ELA-2-M2)</td>
</tr>
<tr>
<td>17c.</td>
<td>Develop grade-appropriate compositions on student- or teacher-selected topics that include information/ideas selected to engage the interest of the reader (ELA-2-M2)</td>
</tr>
<tr>
<td>17d.</td>
<td>Develop grade-appropriate compositions on student- or teacher-selected topics that include clear voice (ELA-2-M2)</td>
</tr>
<tr>
<td>17e.</td>
<td>Develop grade-appropriate compositions on student- or teacher-selected topics that include variety in sentence structure (ELA-2-M2)</td>
</tr>
<tr>
<td>18a.</td>
<td>Develop grade-appropriate compositions by identifying and applying writing processes such as selecting topic and form (ELA-2-M3)</td>
</tr>
<tr>
<td>18b.</td>
<td>Develop grade-appropriate compositions by identifying and applying writing processes such as prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers) (ELA-2-M3)</td>
</tr>
<tr>
<td>18c.</td>
<td>Develop grade-appropriate compositions by identifying and applying writing processes such as drafting (ELA-2-M3)</td>
</tr>
<tr>
<td>18d.</td>
<td>Develop grade-appropriate compositions by identifying and applying writing processes such as conferencing (e.g., peer and teacher) (ELA-2-M3)</td>
</tr>
<tr>
<td>18e.</td>
<td>Develop grade-appropriate compositions by identifying and applying writing processes such as revising based on feedback and use of various tools (e.g., LEAP 21 Writer’s Checklist, rubrics) (ELA-2-M3)</td>
</tr>
<tr>
<td>18f.</td>
<td>Develop grade-appropriate compositions by identifying and applying writing processes such as proofreading/editing (ELA-2-M3)</td>
</tr>
<tr>
<td>18g.</td>
<td>Develop grade-appropriate compositions by identifying and applying writing processes such as publishing using technology (ELA-2-M3)</td>
</tr>
<tr>
<td>19.</td>
<td>Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)</td>
</tr>
<tr>
<td>21.</td>
<td>Develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5)</td>
</tr>
<tr>
<td>23.</td>
<td>Use standard English capitalization and punctuation consistently (ELA-3-M2)</td>
</tr>
<tr>
<td>24a.</td>
<td>Write paragraphs and compositions following standard English structure and usage, including varied sentence structures and patterns, including complex sentences (ELA-3-M3)</td>
</tr>
<tr>
<td>24b.</td>
<td>Write paragraphs and compositions following standard English structure and usage, including phrases and clauses used correctly as modifiers (ELA-3-M3)</td>
</tr>
<tr>
<td></td>
<td>M3)</td>
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<tr>
<td>---</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>25a</td>
<td>Apply knowledge of parts of speech in writing, including infinitives, participles, and gerunds, (ELA-3-M3)</td>
</tr>
<tr>
<td>25b</td>
<td>Apply knowledge of parts of speech in writing, including superlative and comparative degrees of adjectives (ELA-3-M3)</td>
</tr>
<tr>
<td>25c</td>
<td>Apply knowledge of parts of speech in writing, including adverbs (ELA-3-M3)</td>
</tr>
<tr>
<td>26</td>
<td>Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5)</td>
</tr>
<tr>
<td>39a</td>
<td>Locate and select information using organizational features of grade-appropriate resources, including complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices) (ELA-5-M1)</td>
</tr>
<tr>
<td>39b</td>
<td>Locate and select information using organizational features of grade-appropriate resources, including electronic storage devices (e.g., CD-ROMs, diskettes, software, drives) (ELA-5-M1)</td>
</tr>
<tr>
<td>39c</td>
<td>Locate and select information using organizational features of grade-appropriate resources, including frequently accessed and bookmarked Web addresses (ELA-5-M1)</td>
</tr>
<tr>
<td>39d</td>
<td>Locate and select information using organizational features of grade-appropriate resources, including organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1)</td>
</tr>
<tr>
<td>41</td>
<td>Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2)</td>
</tr>
<tr>
<td>44</td>
<td>Use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4)</td>
</tr>
<tr>
<td>45c</td>
<td>Give credit for borrowed information following acceptable use policy, including creating bibliographies and/or works cited lists (ELA-5-M5)</td>
</tr>
</tbody>
</table>

**ELA CCSS**

**Reading Standards for Literature**

| RL.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| RL.8.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| RL.8.6 | Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. |

**Reading Standards for Informational Text**

| RI.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| RI.8.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an
### Objective Summary of the Text

- **RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI.8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- **RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

### ELA CCSS

#### Writing Standards

- **W.8.1a,b,c,d,e** Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- **W.8.9b** Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
- **W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Speaking and Listening Standards

- **SL.8.1a,b,c,d** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
  - d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence.
<table>
<thead>
<tr>
<th>SL.8.5</th>
<th>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Standards</td>
<td></td>
</tr>
<tr>
<td>L.8.5a,b,c</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>a.</td>
<td>Interpret figures of speech (e.g. verbal irony, puns) in context.</td>
</tr>
<tr>
<td>b.</td>
<td>Use the relationship between particular words to better understand each of the words.</td>
</tr>
<tr>
<td>c.</td>
<td>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</td>
</tr>
<tr>
<td>L.8.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
</tr>
</tbody>
</table>

- Please note that Bulletin 741 currently states that the minimum required number of minutes of English Language Arts instruction per week for Grade 8 is 550 minutes for schools with a six-period day and 500 minutes for schools with a 7-period day.

- In Grades 6-8 the notations [R] for Reading and [E] for English (writing) are used to indicate the focus and intent of each activity.

- Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

- It is strongly recommended that a teacher preview websites before students access them.

Sample Activities

Activity 1: Independent Reading (Ongoing): CCSS: RL.8.1, RI.8.1 [R]

Materials List: reading material covering a wide range of topics and readability levels, books/materials stored in the classroom itself and a constant flow of new books and reading material, Reading Response notebook or response log, Reading Response Learning Log for SSR BLM, Reading Response Prompts BLM, BLM Book Talk Checklist BLM, A Guide to Creating Text Dependent Questions for Close Analytic Reading BLM

Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. Regardless of the genre being addressed in each unit, students should read silently daily. (It is suggested that students read a variety of materials in the genre of each
Sustained Silent Reading (SSR) occurs when students (and teachers) are reading texts at their independent reading level for an uninterrupted period of time. Students select their own books or reading materials which require neither testing for comprehension nor for book reports. Students will keep a reading log of nonfiction, literary nonfiction, and fiction read. Students may use the Reading Response Log SSR BLM, Response Prompts BLM, or A Guide to Creating Text Dependent Questions for Close Analytic Reading BLM. Students may respond via a reading response learning log (view literacy strategy descriptions) that summarizes the main idea of the text without adding their own opinions. A learning log is a notebook or binder in which students record ideas, questions, reactions, and reflections. Documenting their ideas in this way allows students to process information in a different way and to articulate what they know or do not know about a subject. The summary will be supported with text examples. A marble composition notebook or teacher-created handout may be used as a learning log. When time permits, students will discuss and compare their learning log entries.

### Sample Reading Response Learning Log:

<table>
<thead>
<tr>
<th>Reading Response Learning Log</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title &amp; Author</strong></td>
<td><strong>Genre</strong></td>
</tr>
<tr>
<td><em>Out of the Dust</em> - Karen Hesse</td>
<td>Historical fiction</td>
</tr>
</tbody>
</table>

Sample response log prompts (starters) and a lesson plan on this strategy can be found at: [http://www.readwritethink.org/lessons/lesson_view.asp?id=55](http://www.readwritethink.org/lessons/lesson_view.asp?id=55).

As students read and reflect on their readings, the goal is to go beyond summarizing or giving a personal feeling response. Thinking about context is an expertise students develop by reading each text carefully, through a progression of increasingly complex texts and working with knowledge from the text in their own oral and written explanations and arguments. In essence, students need to build knowledge through content-rich nonfiction and informational texts. Students should read and comprehend literature, including literary nonfiction, stories, dramas, and poems, at the high end of grade 8 text complexity band independently and proficiently. To accomplish this goal, create reflective prompts which require students over the course of the text to do the following:

- cite textual evidence to support analysis of what the text says explicitly as well as inferences
- determine a theme or central idea of a text, and analyze in detail its development, or
- analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision

The learning goal is to have students respond at the higher levels of Bloom’s Taxonomy by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Materials for students’ independent reading within and outside of school should include texts at students’ own reading level, but students should also be
challenged to read on their own texts with complexity levels that will stretch them. Students should be exposed to a variety of texts that elicit close reading. Word counts will vary. The Lexile ranges presented in the Common Core State Standards should be used to guide the selection of texts. The "stretch" text measures in the second column represent the demand of text that students should be reading to be college and career ready by the end of Grade 12.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LEXILE RANGE (approx.)</th>
<th>CCSS &quot;Stretch&quot; Text</th>
<th>TEXT TYPE (approx. distribution)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>805L to 1100L</td>
<td>1040L to 1160L</td>
<td>Literary 45% Informational 55%</td>
</tr>
</tbody>
</table>

One-Page Reading/Thinking Passages Aligned with Core Priorities provide opportunities to develop students' competence for Common Core Anchor Reading may be accessed at [http://teacher.dePaul.edu/Nonfiction_Readings.htm](http://teacher.dePaul.edu/Nonfiction_Readings.htm)

Students who leave grade 8 should know how to cite the textual evidence that most strongly supports an analysis or critique (RL/RI.8.1). As an additional resource for integrating technology, research, and the language arts, students may work collaboratively reviewing books and creating hypertext on the Web. This lesson may be accessed at [Book Reviews, Annotation, and Web Technology](http://www.nancykeane.com)

Optional: Students may respond through quarterly book talks. A book talk is a short, informal oral presentation given after completing one of the SSR books. It is neither a book report nor summary; its purpose is for students to recommend good books to classmates. See Book Talk Checklist BLM. See [http://www.nancykeane.com](http://www.nancykeane.com) for more information on using book talks in the classroom.

Student response also may be through a variety of other strategies (e.g., text-supported writing prompts, response logs, book talks, or, if available, Reading Counts, Accelerated Reader). SSR guidelines for class use may be found at:

- [http://www.dowlingcentral.com/MrsD/area/literature/ssr.html](http://www.dowlingcentral.com/MrsD/area/literature/ssr.html)

**Activity 2: Vocabulary Study (Ongoing): (GLEs: 01a, 01b, 17a, 17b, 17d, 26, 27; CCSS: L.8.5, L.8.6) [R]**

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), graphic organizers, index cards, plastic sandwich bags, electronic/print dictionaries and thesauruses, Suggested Tier 2 Word List BLM
Given that students’ success in school and beyond depends in great measure upon their ability to read with comprehension, there is urgent need to provide instruction that equips students with the skills and strategies necessary for lifelong vocabulary development.

Based on its analysis of research, the National Reading Panel (2000) concluded that no one single instructional method is sufficient for optimal vocabulary learning; therefore, effective instruction must use a variety of methods to help students acquire new words and increase the depth of their word knowledge over time. It takes a minimum of 15 encounters with a new word for a student to understand and apply the word independently. By end of eighth grade, students should be able to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. To accomplish this, students will need implicit and explicit vocabulary instruction.

The effective teacher uses instructional strategies that not only teach vocabulary effectively but model good word learning behaviors. To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 (Suggested Tier 2 Word List BLM) academic words per week for each text (L.8.4.6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words’ meaning(s) and use the words effectively when writing and speaking. Teachers who make a difference in vocabulary learning set aside a few minutes each day to do something playful with words. It is suggested that you use different strategies for various instructional purposes. Determine your purpose, then instruct accordingly. Have students keep a vocabulary folder or log.

Students will develop vocabulary through the use of connotative and denotative meanings of words, the use of Greek, Latin, and Anglo-Saxon roots and word parts, the use figurative language, word relationships, and nuances in word meaning throughout the unit as appropriate. As students engage in various word studies, they should verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.

2013-2014 - add to Activity 2 Vocabulary

**Teaching Academic Vocabulary:** Academic vocabulary includes those words that readers will find in all types of complex texts from different disciplines. Students should acquire knowledge of general academic vocabulary because these are the words that will help them access a wide range of complex texts. Students may create vocabulary cards (view literacy strategy descriptions) to define words specific to selections read. A vocabulary word card (or map) is an organizer or visual model which helps students engage, as well as think about new terms or concepts in relation to a word. Vocabulary cards are cards created to help students connect the words with the understanding of the words.

When students create vocabulary cards using index cards, they see connections between words, examples and nonexamples of the word, and the critical attributes associated with the word. Students may also create a graphic representation (drawing, picture, clipart) of the word. This vocabulary strategy also helps students with their understanding of word meanings and key
concepts by relating what they do not know with familiar concepts. *Vocabulary cards* require students pay attention to words over time, thus improving their memory of the words. Also by keeping the cards in a binder or small plastic bag, students can easily use them as reference as they prepare for tests, quizzes, and other activities with the words.

Sample Modified *Vocabulary Card* (3x5 index card)

<table>
<thead>
<tr>
<th>Definition:</th>
<th>Characteristics:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WORD</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td><strong>Nonexamples</strong></td>
</tr>
<tr>
<td>way of life</td>
<td>shared ideas</td>
</tr>
<tr>
<td>CULTURE</td>
<td>shared beliefs</td>
</tr>
<tr>
<td>Ex: language</td>
<td>hair color</td>
</tr>
<tr>
<td>music</td>
<td>eye color</td>
</tr>
<tr>
<td>Cajun</td>
<td></td>
</tr>
</tbody>
</table>

To strengthen vocabulary study, use the word wall strategy. A word wall is a set of related words displayed in large letters on a wall or other display area in the classroom. Word walls are a tool to use, not just for display or for the classroom decor. Word walls are designed to promote students’ language learning; they provide ongoing support for varied language learners, as well as enhance learning through practical use. Using the word wall as a reference to highlight vocabulary is easily integrated into daily literacy activities. There is no one right way to build or use a word wall. What to build, what key words to add, and when to add them will depend on the instructional needs of the students.

**Additional resources:** [http://flocabulary.com/wordlists/](http://flocabulary.com/wordlists/)

**2013-2014 add to Activity 2 Vocabulary**

*Teaching Connotation & Denotation:* Continue to have students develop vocabulary through the use of the connotative and denotative meanings of words and the use of Greek, Latin, and Anglo-Saxon roots and word parts throughout the unit as appropriate. As the meanings of words vary with the context, the more varied the context provided to teach the meaning of a word is, the more effective the results will be. Students will use vocabulary to define words specific to selections read. These may include a *vocabulary self-awareness (view literacy strategy descriptions)* chart, *vocabulary cards (view literacy strategy descriptions)*, Frayer model, concept definition map, linear array, or word maps.
Have students create a three-column chart graphic organizer (view literacy strategy descriptions) to record denotations and connotations encountered while reading, emphasizing shades of meaning and/or slanted words or phrases. Students should verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary.

Sample three-column Chart for Denotative and Connotative Word Meaning:

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Denotation (dictionary meaning)</th>
<th>Connotation (feeling or attitude linked with a word)</th>
</tr>
</thead>
<tbody>
<tr>
<td>cool</td>
<td>It is a cool day. moderately cold</td>
<td>Joe is cool person. Joe is an excellent person. (positive)</td>
</tr>
<tr>
<td>conventional</td>
<td>traditional</td>
<td>old-fashioned (negative)</td>
</tr>
</tbody>
</table>

*Teaching Structural Analysis:* Have students create a vocabulary tree graphic organizer. A vocabulary tree is a graphic organizer wherein a prefix or root word and its meaning are displayed. Students then write as many words as they can that contain the root/prefix and find sentence examples as they read.

**Sample Vocabulary Tree: PREFIXES, ROOTS, and SUFFIXES**

Alternative: Students may create a three-column chart graphic organizer wherein a prefix or root word and its meaning are listed. Students should also include examples of the prefix or root.

**Sample three-column chart Prefix/Root Chart:**

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>dict</td>
<td>say, speak</td>
<td>predict, dictionary, dictator, contradict, verdict</td>
</tr>
<tr>
<td>graph</td>
<td>write</td>
<td>autograph, biography, paragraph, telegraph, photograph</td>
</tr>
<tr>
<td>spec</td>
<td>observe, look</td>
<td>inspect, spectator, specify, spectacle</td>
</tr>
</tbody>
</table>
Students will also use electronic and print dictionaries, thesauruses, and glossaries to expand vocabulary during research, drafting, and editing processes. Students should verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary. Students will incorporate connotative and denotative word meanings into their writing products. If computers are available, students can access http://www.wordcentral.com/ for an on-line student dictionary that uses a daily buzzword to build vocabulary. Graphic organizers are available at http://www.region15.org/subsite/dist/page/graphic-organizers-3114

**Teaching Analogies:** Teaching analogies is an excellent way to engage students in higher level word comprehension and logical abilities. Students must analyze simple to complex relationships between facts or concepts and use higher level thinking skills as they comprehend the significance of analogies. Analogies are an effective means to connect familiar concepts with new information. They are also designed to help students examine the multiple meanings of words and concepts. Analogies are expressions of relationships between words and concepts. For example, hot: cold: light:_____. To read this analogy, say hot is to cold as light is to _______. The basic structure of an analogy is the sentence relationship. They are usually written with the symbols: ("is to") and :: ("as"). Thus, "shoe: foot:: hat : head" reads "Shoe is to foot as hat is to head." The key to solving analogies is to determine the relationship that is present among the words that compose the analogy. If the relationship between the words expresses a relationship of synonyms, then one would choose the answer choice that has words that are used as synonyms.

1. Decide what relationship exists between the first two words.
2. Put the words in the context of a sentence: A finger is a part of a hand.
3. Determine which of the choices presented shows a similar relationship.
4. Substitute the selected words in the original sentence to verify choice (Step 2).

The following are a few of the kinds of relationships which analogies may express—antonyms; synonyms; part: whole; category: example; effect: cause; location.

<table>
<thead>
<tr>
<th>Nature of the Relationship</th>
<th>Sample Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>synonym</td>
<td>happy : joyous :: irritated : cranky</td>
</tr>
<tr>
<td>antonym</td>
<td>day : night :: in : out</td>
</tr>
<tr>
<td>part to whole</td>
<td>petal : flower :: pocket : jacket</td>
</tr>
<tr>
<td>symbol and what it stands for</td>
<td>heart : love :: flag : nation</td>
</tr>
<tr>
<td>cause and effect</td>
<td>germ : disease :: fertilizer : growth</td>
</tr>
<tr>
<td>creator and work created</td>
<td>writer : novel :: composer : symphony</td>
</tr>
<tr>
<td>masculine and feminine</td>
<td>actor : actress :: bull : cow</td>
</tr>
<tr>
<td>location or setting of the other</td>
<td>India : Rupee :: USA : dollar</td>
</tr>
<tr>
<td>worker and tool used</td>
<td>gardener : rake :: carpenter : saw</td>
</tr>
<tr>
<td>tool and its action</td>
<td>hammer : nail :: scissors : cloth</td>
</tr>
<tr>
<td>function of a tool</td>
<td>safety pin : fasten :: pencil : write</td>
</tr>
<tr>
<td>category and instance cat</td>
<td>cat : Persian :: automobile : convertible</td>
</tr>
</tbody>
</table>

Additional Resources available at http://englishforeveryone.org/Topics/Analogies.htm
[PPT] Using Analogies to Teach English Language Learners
The Academic Word List

Holt Interactive Word Map (PDF File) can be downloaded and the students can type in the document or it can be printed. Vocabulary Word Map (Reading Quest Word Map) may also be used. Students will also use electronic and print dictionaries, thesauruses, and glossaries to expand vocabulary during research, drafting, and editing processes. Students will incorporate connotative and denotative word meanings into their writing products. If computers are available, optional practice on using connotation and denotation may be found at http://www.dowlingcentral.com/MrsD/area/literature/Terms/Connotation.html.

Graphic organizers (view literacy strategy descriptions) are available at:
- http://www.eduplace.com/graphicorganizer/
- ReadWriteThink: Lesson Plan: Internalization of Vocabulary Through the Use of a Word Map

Activity 3: Writer’s Craft Mini-Lessons (Ongoing) (GLES: 17a, 17b, 17c, 17d, 17e, 19, 21) CCSS: W.8.1, W.8.10 [E]

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), writing examples, Writing Craft Mini-lessons BLMs, Transition BLM

According to CCSS and National Assessment of Educational Progress (NAEP) research, in middle school, 35% of student writing should be to write arguments, 35% should be to explain/inform, and 30% should be narrative. These forms of writing are not strictly independent; for example, arguments and explanations often include narrative elements, and both informing and arguing rely on using information or evidence drawn from texts. Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content and to develop needed proficiencies in analysis.

A mini-lesson (15 minutes) is a teacher-directed lesson on writing skills, composition strategies, and crafting elements (e.g., writing quality traits, character development, dialogue, leads for exposition, literary devices), which are demonstrated and practiced through direct modeling of teacher’s writing or others’ work (e.g., shared writing, literature, student papers); initially, mini-lessons will need to focus on establishing routines and expectations. Use the Writing Craft Mini-lessons BLMs to plan instruction.

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. Since writing is a process (prewriting/brainstorming, drafting, revising, proofreading/editing, publishing/sharing) done in recursive stages, it is important that students receive instruction in the writing craft through mini-lessons on target skills in argumentative, narrative, and expository writing. To develop as writers, students should write routinely over extended time frames (time
for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. Clearly know what skills you are trying to develop. Decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, focus on what topic can be employed to ensure student participation. By pragmatically combing these objectives, you can expect both enthusiasm and effective learning.

Have students keep a writer’s notebook or learning log. In teaching students writing craft, first show students how accomplished writers use a particular skill, and then encourage students to emulate those writers. Employ the “I do, We do, You do” modeling technique.

<table>
<thead>
<tr>
<th></th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I do it</strong></td>
<td>Direct Instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Provides direct instruction</td>
<td>❖ Actively listens</td>
</tr>
<tr>
<td></td>
<td>❖ Establishes goals and purposes</td>
<td>❖ Takes notes</td>
</tr>
<tr>
<td></td>
<td>❖ Models</td>
<td>❖ Asks for clarification</td>
</tr>
<tr>
<td></td>
<td>❖ Think aloud</td>
<td></td>
</tr>
<tr>
<td><strong>We do it</strong></td>
<td>Guided instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Interactive instruction</td>
<td>❖ Asks and responds to questions</td>
</tr>
<tr>
<td></td>
<td>❖ Works with students</td>
<td>❖ Works with teacher and classmates</td>
</tr>
<tr>
<td></td>
<td>❖ Checks, prompts, clues,</td>
<td>❖ Completes process with others</td>
</tr>
<tr>
<td></td>
<td>❖ Provides additional modeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Meets with needs-based groups</td>
<td></td>
</tr>
<tr>
<td><strong>You do it independently</strong></td>
<td>Independent practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>❖ Provides feedback</td>
<td>❖ Works alone</td>
</tr>
<tr>
<td></td>
<td>❖ Evaluates</td>
<td>❖ Relies on notes, activities, classroom learning to complete assignment</td>
</tr>
<tr>
<td></td>
<td>❖ Determines level of understanding</td>
<td>❖ Takes full responsibility for outcome</td>
</tr>
</tbody>
</table>

For this unit, target writing skills should include making appropriate word choices; using vocabulary to clarify meanings, creating images, and setting a tone; selecting information/ideas to engage a reader; using a clear voice; enhancing a composition through dialogue; and using a variety of sentence structure. (See Writing Craft Mini-lessons BLMs.) In teaching students writing craft, first show them how accomplished writers use a particular skill, and then encourage students to emulate those writers. The writing craft mini-lesson that can be used for any grade level should occur as follows:

1. The teacher should introduce a skill by showing an example from a trade book, picture book, or magazine article or by demonstrating the technique through modeled writing. The teacher thinks aloud as he/she composes in front of the students; models should be prepared beforehand.
2. The teacher then has the class discuss the skill by asking questions, such as these:
3. The teacher then models the skill orally for students.
4. The students then try it out orally for practice, with partners.
5. Students then apply the skill to a short practice piece of several sentences or more (guided writing).
6. Finally, students practice the skill in their independent writing, using a previously composed draft as a practice write. If the practice writes are kept in a notebook and labeled with a table of contents, students will have a writer’s notebook of target skills practices for future reference.

When students have practiced a new writing craft Target Skill several times, they should use it in a new writing draft. In planning a whole-process piece, the teacher will choose one (new) or two (review) genre target skills, one (new) or two (review) organization or composing target skills, and one (new) or two (review) conventions skills as Target Skills for the whole process piece. These skills then become part of the scoring rubric.

Teacher should teach or review the traits for effective writing. Following are useful sources:

- [http://classroom.jc-schools.net/daley1/6_Traits1.ppt](http://classroom.jc-schools.net/daley1/6_Traits1.ppt) (Six Traits PowerPoint)
- [http://educationnorthwest.org/traits](http://educationnorthwest.org/traits) (Six Traits website)
- [http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html](http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html)
- [http://thewritesource.com/](http://thewritesource.com/) (Models of Student Writing)
- [ThinkQuest Write on Reader – Writing –](http://thinkquest.org) (History of Writing, Forms of Writing, Writing Process, and Glossary of Term, Story Starter Ideas, Word Games)

2013-2014 - add to Activity 3 Writing Craft

To extend this activity in 2013-14, incorporate mini-lessons to teach each transition by explaining that transitions have different functions. Instruct students to copy down in *learning logs* the following examples of how transitions in writing function:

- to show time - *one day later*...
- to clarify cause and effect - *as a result*...
- to show location - *to the right*...
- to introduce examples - *for example*...
- to add more information - *in addition*...
- to contrast information - *otherwise*...
- to conclude - *in conclusion*...
- to compare - *much like*...
Give students a writing sample, one with good transitions. Actually Dr. Seuss’ books are short and easy to use for transitions models, particularly *And to Think That I Saw It on Mulberry Street*. Instruct students to identify transitions and the function they serve. This is best done in groups. Discuss answers. Then tell students to complete the Transition BLM. Discuss.

As students progress through the grades, the Common Core State Standards, increasingly ask students to write arguments or informational reports from sources. Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read. *As a consequence, less classroom time should be spent on personal writing in response to decontextualized prompts that ask students to detail personal experiences or opinions.*

**2013-2014 - add to Activity 3 Writing Craft**
To extend this activity in 2013-14, incorporate mini-lessons in formatting, using graphics and multimedia to enhance the composition. Collaborate with the school’s media specialist to plan and provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire to use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. Model and instruct students to gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

To extend this activity in 2013-14, students will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. In lieu of having peer review groups meeting during class time, set up a wiki or a Google® group for student writers to collaborate using the Internet. Wikis can be set up @ [http://www.wikispaces.com/](http://www.wikispaces.com/). For students to collaborate via Google® groups, students will need a free Google® account. Google® groups may be accessed @ [http://groups.google.com](http://groups.google.com).

**Activity4: Grammar/Usage Mini-Lessons (Ongoing) (GLEs: 23, 24a, 24b, 25a, 25b, 25c, 26)**

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), writing samples, *learning log*, Secondary Editing/Proofreading Checklist BLM

To be college and career ready in language, students must have firm control over the conventions of standard English. While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak. At the same time, they must come to appreciate language as at least as much a matter of craft as of rules and
be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. Target skills should be identified (e.g. varied sentence structure and patterns, phrases and clauses, infinitives, participles, gerunds, superlative and comparative degrees of adjectives, adverbs, spelling). Students may also discuss the common errors in student writing samples. Students continue to correct their papers, using proofreading symbols and recording the types of errors they have made on a proofreading chart.

Mini-lessons should focus on the use of a variety of verbs in the active and passive voice, verb usage in the indicative, imperative, interrogative, conditional, and subjunctive mood, punctuation -comma, ellipsis, dash, and spelling. Consult the district-adopted textbook for instruction and practice.

Use the daily oral language strategy to develop target skills. Provide the students with a sentence or a group of sentences in need of editing to give students consistent practice correcting grammatical errors. The students may also discuss the common errors in student writing samples. Through the writing process, students should use peer editing to work with the mechanics.

Daily Edit/Daily Oral Language Strategy:
1. Begin each lesson with an incorrectly written sentence to be copied onto the board or your overhead projector or whiteboard. Read the sentence aloud for the students and discuss the story as well as the errors (without giving away the answers).

2. Have students write the sentence correctly in their notebooks, monitoring and providing feedback as they do so. Be sure to give each student one-on-one attention, even if for only a few seconds.

3. Correct the sentence on the board with the class, asking them for answers and help. Explain why each correction was made and the grammatical theory behind it.

4. Students review their own notebooks, making any additional corrections, and then write the number of errors they missed next to the sentence so they can remember what they misunderstood.

5. Continue throughout the week, having students use the same page every day for the entire weeks’ worth of sentences. At the end of the week, grade the final product and review with the students.

Students should also continue a daily editing or proofreading practice of several sentences in context (related), writing sentences as correctly as they can. Students continue to correct their papers by using proofreading symbols and also by recording the types of errors they have made on a proofreading chart. This will allow you to see which errors are being made by the majority of students in order to plan appropriate whole-class mini-lessons (Adapted from Jane Bell Keister’s Caught Ya: Grammar with a Giggle, Maupin House, 1990).

Sample Daily Edit:

<p>| This is a student’s first attempt – we’ll | This is the fully corrected Caught’Ya |</p>
<table>
<thead>
<tr>
<th>Fix it together:</th>
<th>Sentence:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>munday (9)</strong></td>
<td>Monday (9)</td>
</tr>
<tr>
<td>once upon a time in a school not so very disparate from yours a young man named charlie excess led a very dull one sided life</td>
<td>Once upon a time in a school not so very disparate from yours, a young man named Charlie Excess led a very dull one-sided life.</td>
</tr>
</tbody>
</table>

Grammar instruction should occur within the context of students’ reading and writing. Grammar instruction mini-lessons with examples may be found in the district-adopted textbook. Students should continue to spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly.

Fun lessons for grammar instruction may be found at:
- [Ellipses Guidelines for Using Semicolons, Colons, and Dashes - Points of ...](http://www.wisegeek.com/what-are-verb-moods.htm)

**Activity 5: Literary/Personal Nonfiction Overview (GLEs: 09a, 09e, 09f, 12; CCSS: RL.8.1, RL.8.5, RL.8.6, RI.8.3, RI.8.10)**

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), graphic organizers, literary/personal nonfiction examples, student anthology, Point of View BLM

Discuss with the class the differences between informational nonfiction and literary/personal nonfiction. Present a mini-lesson on the defining characteristics of literary/personal nonfiction (e.g., autobiographies, biographies, personal memoirs, essays, diaries, journals, letters). Have examples (these may be obtained from the library or Internet) to show class. The class will discuss and then list in learning logs (view literacy strategy descriptions) the elements of literary nonfiction (e.g., main idea, drawing conclusions, understanding character, cause/effect, fact/opinion, problem/solution, author’s purpose/viewpoint, chronological order, and persuasive techniques). During the instructional period, present mini-lessons (available in the district-adopted anthology) on these strategies. For examples of different text, the teacher should consult [CCSS Appendix B: Text Exemplars](http://www.scholastic.com/teachers/lesson-plan/fiction-vs-nonfiction), pp.90-95.


As a review, present a mini-lesson on the elements of fiction. Following this teacher-facilitated discussion on the similarities and differences between fiction and literary/personal nonfiction, the class will complete a Venn diagram/word grid (view literacy strategy descriptions) comparing and contrasting the two genres. Students may create a content frame graphic organizer (view...
literate strategy descriptions) to see the shared and unique qualities of the two genres. Students will compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. Content frames should be co-constructed with students, so as to maximize participation in the word-learning process. The teacher should have a simple content frame on the wall that will serve as an example for explaining how it is constructed and used. After analyzing a demonstration content frame, students will be much better prepared to create and study from one with actual disciplinary content. Once complete, the content frame is an excellent study aid. Students will recognize that literary/personal nonfiction such as biographies and autobiographies often reads like fiction and has elements similar to fiction—interesting characters and dialogue, setting, conflict, plot, point of view, and theme.

Sample content frame:

<table>
<thead>
<tr>
<th></th>
<th>Characters</th>
<th>Setting</th>
<th>Plot</th>
<th>Point of View</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nonfiction-biography</strong></td>
<td>real person other than the author</td>
<td>specific period in the person’s life &amp; place(s) where the story occurs</td>
<td>high or low points of person’s life</td>
<td>third-person</td>
<td>life lesson</td>
</tr>
<tr>
<td><strong>Nonfiction-autobiography</strong></td>
<td>real person writing the story</td>
<td>specific period in author’s life &amp; place(s) where the story occurs</td>
<td>high or low points of author’s life</td>
<td>first-person</td>
<td>life lesson</td>
</tr>
<tr>
<td><strong>Fiction</strong></td>
<td>imaginary</td>
<td>any time and any place</td>
<td>events or problems in the story</td>
<td>first-person or third-person</td>
<td>life lesson or explanation</td>
</tr>
</tbody>
</table>

Reading nonfiction (autobiography/biography) can help students to see their own lives and problems more clearly through others’ experiences. Students will determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Students will review with the teacher the difference between subjective writing (personal feelings expressed) and objective writing (strictly the facts), noting that autobiography and biography are subjective writing. Students will analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Facilitate class discussion on the similarities and differences between biographies and autobiographies, explaining that a biography is an account of a person’s life written by someone else, while an autobiography is an account of a person’s life written by that person. Using teacher-selected short autobiographical and biographical excerpts that provide conflicting information on the same topic (from the library, student anthology, or http://www.biography.com), have students analyze the texts by identifying whether the disagreement is over facts or interpretation.

Using the same text pieces, discuss the use of pronouns in these two genres and their relationship to point of view (first person/third person) and viewpoint. Have students discuss an author’s
purpose in writing a biography or autobiography and what real-life lessons can be learned. Student should analyze how point of view can be manipulated to create specific effects such as dramatic irony and investigate how particular passages within a text connect to one another to advance the plot, reveal a character or highlight an idea. Have students complete the Point of View BLM. In learning logs (journals/notebooks), students will write a paragraph evaluating the effectiveness of the author’s purpose in writing an autobiography or biography, discussing which one may tend to be biased. Students will recognize that everyone has a story to tell.

Activity 6: Reading Biographies: (GLEs: 02b, 09a, 09b, 09c, 09d, 09e, )
CCSS: RL.8.1, RL.8.5, RI.8.1, RI.8.2, RI.8.3

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), graphic organizers, Biography Web BLM, Elements of Biography/Autobiography Checklist BLM, Character Map BLM, 3-2-1 Strategy BLM, student anthology, library books, trade books, websites

Using the Biography Web BLM, discuss the common characteristics of a biography. The teacher will discuss the word’s etymology, biography (from the Greek words bios meaning "life", and graphein meaning "write") to clarify that it is an account of a person’s life written or told by another person. The teacher will emphasize that a biographer should attempt to be fair, accurate, and complete by researching the subject through personal letters/memoirs, diaries, public documents, and interviews. Students should recognize that the study of biographies is really a study of character development. Students should understand that although biographies are about real people and based on facts, the biographer combines elements of fiction such as lively dialogue, opinion, characterization, and fictional detail to add color and interest. Students will be made aware that some modern biographies are authorized, approved, and permitted in advance by the subject, and others are unauthorized, not approved, and frequently challenged or discredited by the subject.

Using the district-adopted anthology or other teacher resources, students will read and respond to biographical excerpts and selections. In essence, students need to build knowledge through content-rich literary nonfiction texts. As students respond to the readings, have them cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text by completing the Elements of Biography/Autobiography Checklist BLM. The BLM requires them to cite example from the selections.

The teacher will instruct through mini-lessons on the elements of literary nonfiction (e.g., understanding character, sequencing, summarizing and paraphrasing, interpreting main idea, comparing and contrasting, identifying cause/effect). Students will acquire vocabulary and will respond to literal, interpretative, and evaluative questions for the teacher-assigned literary nonfiction literature. Students will be assessed formally (multiple choice, constructed response, essay). Students or groups may read, analyze, and evaluate a biographical excerpt using elements of biography checklist graphic organizers (view literacy strategy descriptions) (See Elements of Biography/Autobiography Checklist BLM). Students/groups may also read, analyze, and evaluate biographical excerpts using a character trait web (Character Map BLM).
2013-2014 - add to Activity 6 Reading Biographies
To extend this activity in 2013-2014, incorporate a text based strategy. Good readers use effective strategies when reading to help them comprehend text. The goal is to have students cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. The 3-2-1 strategy requires students to summarize key ideas from the text and encourages them to think independently. Using the 3-2-1 Strategy BLM, students will, either individually or in pairs, determine a central idea or provide an objective summary of the biography, citing three strong textual details which support the central idea. After a teacher facilitated discussion on inferences, students will list two inferences drawn from the text. Finally, students will write one question they still have about the text.

Optional: Students may also respond to biographies through writing, speaking and listening, research, or art activities. Lessons on biographies may be located at:

- http://www.aetv.com/class/teach/index.html (Biography study guides)
- http://712educators.about.com/cs/lessonplans/a/biographies.htm (Teaching through Biographies)
- http://www.education-world.com/a_lesson/lesson/lesson185.shtml (Ten Ways to Teach Biographies)

Activity 7: Locating Information for Writing Biographies: (GLEs: 18a, 39a, 39b, 39c, 39d, 41, 45c; CCSS: W.8.6, W.8.7)

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), graphic organizers, Biography Questions for Split-page Notetaking BLM, Graphic Organizer for Note-taking BLM, Biography File Folder Report Project Directions BLM, library or computer with Internet access

Students will select a well-known person about whom they would like to learn more and use the library or Internet (e.g., http://www.factmonster.com; http://www.biography.com; http://www.s9.com/) to research, summarize, and paraphrase events in this person’s life. Students will conduct short research projects using the Graphic Organizer for Note-taking BLM to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

The teacher will explain important elements in split-page notetaking (view literacy strategy descriptions), to sequence main ideas and details, when reading biographical works. Split-page notetaking is a strategy that assists students in organizing their notes. This strategy also helps to encourage active reading and summarizing. It provides a visual study guide for students to use when they review the material in preparation for their test. Split-page notetaking is a procedure in which students organize their page into two columns. One column is used to record the questions, and the other is used to record the answers. As the students read the material, they
record the answers or notes of their findings beside each question. Students then will skim and scan their selections while using selected guiding questions and taking notes on key ideas or actions and supporting details. Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Sample split-page notetaking:

<table>
<thead>
<tr>
<th>Biography: Harriet Tubman</th>
<th>10/4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why is this person significant?</strong></td>
<td>conductor on the Underground Railroad who made 19 trips to lead slaves to freedom</td>
</tr>
<tr>
<td><strong>When and where did she live?</strong></td>
<td>Dorchester County, Maryland</td>
</tr>
</tbody>
</table>

An excellent lesson on biography (Research and Class Presentation) is available online at [http://www.readwritethink.org/lessons/lesson_view.asp?id=243](http://www.readwritethink.org/lessons/lesson_view.asp?id=243) wherein, according to the website, “As a class, students brainstorm about famous people and each selects one to research.” Each student finds information about the famous person by reading a biography and doing Internet research, and then creates a graphic organizer ([view literacy strategy descriptions](http://www.readwritethink.org/lessons/lesson_view.asp?id=243)) (a web) to teach the class about the person's life. Students evaluate themselves and their classmates by using a rubric (available on website) during the research and web-creation process and by giving written feedback on each other's presentations.”

Biography writing information may be located at [http://teacher.scholastic.com/writewit/biograph/](http://teacher.scholastic.com/writewit/biograph/) (Biography Writing Workshop).

Optional: Have students create a brief biography project. See Biography File Folder Report Project Directions BLM.

**2013-2014 - add to Activity 7 Locating Information for Writing Biographies**

To extend this activity in 2013-14, teach formatting, using graphics and multimedia to enhance the project created by the students to teach the class about the person's life. Collaborate with the school’s media specialist to plan and provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire to use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. By design, pen-and-paper composition is usually an individual effort, but digital writing is often collaborative. Using digital print and digital media, teachers can create virtually any type of content for their students for review, enrichment, or remediation; students can create products (podcasts, wikis, blogs, Glogster, Wordle, Google Docs, Digital Storytelling, etc.) that are a valuable means of project-based assessment.
Activity 8: Writing Biographies:: (GLEs: 15a, 15b, 15c, 15d, 15e, 15f, 18b, 18c, 18d, 18e, 18f, 23, 30, 44; CCSS: RI.8.1, RI.8.7, W.8.6, W.8.7, W.8.9 SL.8.5)

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), pen/pencil/paper, writing examples, Biography Rubric BLM

Have students conduct research about a person they select as the topic of a biography. Have students create short research projects to answer a question concerning the person selected (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Have students gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. After conducting this biographical research, students will prewrite by using the graphic organizer (view literacy strategy descriptions) (Graphic Organizer for Note-taking BLM) made when brainstorming (view literacy strategy descriptions) and/or other prewriting activities to begin a first draft of a brief biography report that uses a hook/lead that engages the reader’s interest and uses dialogue to reveal character. After completing the first draft, students will self/peer edit with a partner, using a checklist focusing on elements of biography, use of dialogue, word choice, vocabulary that creates images and uses stylistic techniques, and voice. After conferencing with the teacher to receive feedback, students will use the Writer’s Checklist (http://www.louisianaschools.net/lde/uploads/2071.pdf) to evaluate and revise the drafts for composing (e.g., ideas and organization) and audience awareness/style (e.g., voice, tone, word choice, variety of sentence structure). Students will also correct errors in capitalization, subject-verb agreement, spelling, and sentence structure (e.g., fragments). Students will review previous work and look for patterns of errors.

Students’ revisions should include varied sentence structure and patterns, correct use of adjectives, and standard capitalization and punctuation. Students will proofread for fluency, usage, mechanics, and spelling, using print or electronic resources.

Model how to write bibliographic entries; how to compile the Works Cited page; and how to determine the validity of sources. Students will give credit for borrowed information following acceptable use policy, by creating a bibliography containing at least two sources. Students’ work will be assessed via Biography Rubric BLM.


Following the teacher’s instructions, the class will decide as a whole group how they would like to share the biographies (e.g., reading aloud, class book, video skit, bulletin board, PowerPoint®) by evaluating the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Students will utilize available technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others to create a final copy of the biography.

2013-2014 - add to Activity 8 Writing Biographies (CCSS: RI.8.7, W.8.6, W.8.7, SL.8.5)
To extend this activity in 2013-14, teach students how to draw evidence from literary nonfiction texts to support their analysis, reflection, and research. The goal is to have students become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. As students research biographies, they should delineate and evaluate the specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient and also recognize when irrelevant evidence is introduced. Instructional strategies that include examining multiple mediums of text focused around the same key concept should be used. For each teacher-selected text, have students use the language and message to identify the intended audience. Then, through partner, small group, or written reflection, students will reflect upon how effectively that medium expresses the message and reaches the intended audience.

2013-2014 - add to Activity 8 Writing Biographies (CCSS: RI.8.7, W.8.6, W.8.7, SL.8.5)
To extend this activity in 2013-14, teach formatting, using graphics and multimedia to enhance the project created by the students to teach the class about the person's life. Collaborate with the school’s media specialist to plan and provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire to use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. By design, pen-and-paper composition is usually an individual effort, but digital writing is often collaborative. Using digital print and digital media, teachers can create virtually any type of content for their students for review, enrichment, or remediation; students can create products (podcasts, wikis, blogs, Glogster, Wordle, Google Docs, Digital Storytelling, etc.) that are a valuable means of project-based assessment.

Activity 9: Reading Autobiographies: (GLEs: 02b, 09a, 09b, 09c, 09d, 09e, 12; CCSS: RL.8.1, RL.8.5, RI.8.3, RI.8.10)
Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), graphic organizers, Autobiography Web BLM, Character Map BLM, Elements of Biography/Autobiography Checklist BLM, 3-2-1 Strategy BLM, student anthology, library books, trade books, websites

Using a copy of an Autobiography Web BLM, discuss with students the common characteristics of an autobiography. Tell students the word’s etymology—autobiography (from the Greek words auto meaning “self,” bios meaning "life," and graphein meaning "write"), to clarify that it is an account of a person’s life written by that person. It gives readers a direct, personal connection with the author. Discuss with students the difficulty for an individual to write objectively about
him/herself. Students will generate a list of autobiographical writing, such as diaries, journals, memoirs, anecdotes, eyewitness accounts, travelogues, personal essays, and letters.

Using the district-adopted anthology or other teacher resources, students will read and respond to autobiographical excerpts and selections. In essence, students need to build knowledge through content-rich literary nonfiction texts. As students respond to the readings, have them cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text by completing using the Elements of Biography/Autobiography Checklist BLM. The BLM requires them to cite example from the selections.

Instruct via mini-lessons the elements of literary nonfiction (e.g., understanding character, sequencing, summarizing and paraphrasing, interpreting main idea, comparing and contrasting identifying cause/effect). Students will continue to acquire vocabulary and will respond to literal, interpretative, and evaluative questions for the teacher-assigned literary nonfiction literature. Students will be assessed formally (multiple choice, constructed response, essay with text support). Students/groups may read, analyze, and evaluate autobiographical excerpts using a character trait web (Character Map BLM).

2013-2014 - this activity will replace Activity 9
Instructional Exemplar for Douglass’ Narrative of the Life of Frederick Douglass an American Slave (CCSS: RL.8.1, RL.8.3, W.8.1a, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.8.1f, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), writing examples, website document-Grade 8 - achievethecore.org

Grade 8, “Narrative of the Life of Frederick Douglass, an American Slave” is a CCSS exemplar from Achieve the Core that features the following: readings tasks in which students are asked to read and reread passages and respond to a series of text dependent questions; vocabulary and syntax tasks which linger over noteworthy or challenging words and phrases; discussion tasks in which students are prompted to use text evidence and refine their thinking; and writing tasks that assess student understanding of the text.

- **Reading Task**: Students will silently read the passage in question on a given day—first independently and then following along with the text as the teacher and/or skillful students read aloud. Depending on the difficulties of a given text and the teacher’s knowledge of the fluency abilities of students, the order of the student silent reading and the teacher reading aloud with students following might be reversed. What is important is to allow all students to interact with challenging text on their own as frequently and independently as possible. Students will then reread specific passages in response to a set of concise, text-dependent questions that compel them to examine the meaning and structure of Douglass’s prose. Therefore, rereading is deliberately built into the instructional unit.

- **Vocabulary Task**: Most of the meanings of words in the exemplar text can be discovered
by students from careful reading of the context in which they appear. Teachers can use discussions to model and reinforce how to learn vocabulary from contextual clues, and students must be held accountable for engaging in this practice. Where it is judged this is not possible, underlined words are defined briefly for students to the right of the text in a separate column whenever the original text is reproduced. At times, this is all the support these defined words need. At other times, particularly with abstract words, teachers will need to spend more time explaining and discussing them. In addition, in subsequent close readings of passages of the text, high value academic ('Tier Two') words have been bolded to draw attention to them. Given how crucial vocabulary knowledge is for academic and career success, it is essential that these high value words be discussed and lingered over during the instructional sequence.

• **Sentence Syntax Task:** On occasion students will encounter particularly difficult sentences to decode. Teachers should engage in a close examination of such sentences to help students discover how they are built and how they convey meaning. While many questions addressing important aspects of the text double as questions about syntax, students should receive regular supported practice in deciphering complex sentences. It is crucial that the help they receive in unpacking text complexity focuses both on the precise meaning of what the author is saying and why the author might have constructed the sentence in this particular fashion. That practice will in turn support students’ ability to unpack meaning from syntactically complex sentences they encounter in future reading.

• **Discussion Task:** Students will discuss the exemplar text in depth with their teacher and their classmates, performing activities that result in a close reading of Douglass’s prose. The goal is to foster student confidence when encountering complex text and to reinforce the skills they have acquired regarding how to build and extend their understanding of a text. A general principle is to always reread the passage that provides evidence for the question under discussion. This gives students another encounter with the text, helping them develop fluency and reinforcing their use of text evidence.

• **Writing Task:** Students will write an explanatory paragraph using their understanding of the word choice and emotions expressed in the selection to present their opinions about what Douglass is trying to explain to the audience. Teachers might afford students the opportunity to revise their paragraphs after participating in classroom discussion or receiving teacher feedback, allowing them to refashion both their understanding of the text and their expression of that understanding.

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**Additional resources:** Students may also respond to autobiographies through writing, speaking and listening, research, or art activities. To make a real-life connection to the autobiography study, students may create their own autobiographies, using one of the following formats (e.g., life collage; life map [http://teacher.scholastic.com/lessonplans/unit_autobio9_12_lesson1.htm]; timeline; biopoem/mandala [http://www.louisianaschools.net/lde/uploads/1986.pdf]; photo display; PowerPoint® presentation; All About Me booklet; memory bag).
Activity 10: Writing a Personal Narrative/Autobiographical Incident: (GLEs: 18b, 18c, 18d, 18e, 18f, 18g, 44)

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), highlighters, loose-leaf paper, white unlined paper, sticky notes or Avery dots (1” or larger), markers, crayons, or colored pencils, rulers, graphic organizers, computer with Internet access (if available)

Narrative writing offers students opportunities to express personal ideas and experiences; author literature; and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. The close attention to detail required to craft an effective and coherent narrative calls on a skill set similar to that being developed by other writing tasks, and as students mature as writers, their skill with narrative techniques also advances their analytic and explanatory prose.

Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Students enjoy writing about themselves.

If the teacher does not have a method for teaching personal narrative writing, these websites may provide instruction:
- [www.webenglishteacher.com/biography.html](http://www.webenglishteacher.com/biography.html) (Autobiography, Biography, Personal Narrative, and Memoir Lesson plans)
- [http://www.npatterson.net/memoir/memoir.html](http://www.npatterson.net/memoir/memoir.html) (Memoir writing);
- [Exploring and Sharing Family Stories - ReadWriteThink](http://www.readwritethink.org/)

The following personal narrative writing is suggested: Students should create a personal timeline; choose a topic from the timeline as the focus of a personal narrative; write a first draft of a personal narrative, using a hook, transitions of time and place, a personal narrative ending and chronological order. Students will make focused revisions; peer and self evaluate their draft and make more revisions; publish by word processing the piece and add appropriate clip art to it, and finally share it with their classmates.

Activity 11: Beginning a Personal Narrative/Autobiographical Incident: (GLEs: 18b)

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), markers, crayons, or colored pencils; rulers; white unlined paper; copy of *Wilfrid Gordon McDonald Partridge* by Mem Fox; Personal Narrative Characteristics BLM; Graphic Organizer for a Personal Timeline BLM

The teacher will present a mini-lesson on characteristics of a personal narrative using the Personal Narrative Characteristics BLM. An enlarged version of the BLM may be put on poster
paper and attached to the wall so that students may refer to it during the activities. Then the teacher will read aloud to students the children’s book by Mem Fox, *Wilfrid Gordon MacDonald Partridge*. This story refers to Memories That Make Us Cry, Memories That Make Us Laugh, Memories from Long Ago, and Memories As Precious As Gold. (This activity can be done without reading the book, but it loses much without it. As the purpose of the read aloud is to initiate a memory discussion, other picture books such as Eve Bunting’s *The Memory String*, Mary Bahr’s *The Memory Box*, or Susan Bosak’s *Something to Remember Me By* may be used.)

Students can share an object or other artifact that fits a personal memory from one of these categories. Students will explain its significance to other class members. Students will brainstorm (view literacy strategy descriptions) a list of their own memories that fit each of the categories above and record these using copies of the Graphic Organizer for a Personal Timeline BLM.

Students are now ready to choose one event for the focus of a personal narrative. Students should select an event that will engage and orient the reader by establishing a context and point of view. Students then will create a personal timeline of memorable events from their own lives. Students should draw the events or use clip art or pictures above the line as representing positive experiences (meeting a best friend, a special birthday) and those below the line as representing more negative ones (breaking your arm, losing a friend). Each event recorded on the timeline (by year or by age) should be accompanied by a simple symbol or graphic representing the event (e.g., a cake with candles to represent a special birthday, a baseball to represent winning a team championship, a rattle to represent a new addition to the family). Students may do these with rulers and pencils, then trace over the symbols in ink, colored pencils, or markers and color each symbol. Students’ work may be backed with construction paper and displayed.

**Activity 12: Selecting a Topic for a Personal Narrative:** (GLEs: 18a, 18d)

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), pen/pencil; paper; Graphic Organizer for a Personal Narrative BLM; Personal Narrative Beginnings BLM; Personal Narrative Endings BLM; Time Transitions BLM

Students should select an event that will engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Students should then focus their planning by identifying the purpose, targeted audience, tone, and mood they want to create for this composition. The teacher will model the use of a graphic organizer (view literacy strategy descriptions) for a personal narrative by filling it out about his/her own life (See Graphic Organizer for a Personal Narrative BLM). It should include sensory details, events, people, places, and, most important of all for a personal narrative, thoughts and feelings as events unfold. The teacher will model a good personal narrative by having students read one or more aloud, looking at each of these components as they read. Students then will fill out their own graphic organizer for a personal narrative that has all of these components.

Review the characteristics for a personal narrative and discuss each element.
Review good beginnings for narratives (See Personal Narrative Beginnings BLM). Students will practice write at least three different beginnings (hooks) for their own stories. Read to students the endings of several good personal narratives, because the most important component of the conclusion of a personal narrative is the explanation of a lesson learned or insight gained from the experience (See district-adopted English/writing textbook or models from literature for examples). Then review good endings for personal narratives (See Personal Narrative Endings BLM). Writers need to focus on the tiny details that help their readers see a character. In fiction, a character would be make-believe, but for personal narratives, the characters are real. That means each student needs to gather details about him/her and/or the other characters in their stories from direct observation or from memory. Students should think about their own habits and behaviors and what details they can observe or recall about the person they’re writing about, noting things, such as any repetitive habits like nail biting, blinking, talking with lots of hand motions, facial expressions, ways of responding to others, manner of speech, temper, patience, etc.

Students in cooperative groups (of 2 to 4) should then brainstorm and share lists of character traits they can use in revealing their own personalities and characteristics, as well as those of the other people who are part of their personal narratives. Demonstrate for students the usefulness of creating a word bank of sensory details and/or the usefulness of a thesaurus in building details which are specific and vivid and create images for the reader. Briefly review chronological ordering for narrative writing and the need to create unity in a composition. Model the use of transitions related to time, place, or events in telling a story or personal narrative (See Time Transitions in Narratives BLM).

Activity 13: Drafting a Personal Narrative: (GLEs: 15a, 15b, 15c, 15d, 15e, 18c)

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), highlighters; green bar paper, if available; pen/pencil; Personal Narrative Rubric BLM

Model the writing of a first draft for students. Students will begin a first draft of a personal narrative. This draft should be double-spaced in order to make revision easier. Display the target skills for the personal narrative. These target skills will be reflected in the final assessment rubric and should be posted where the students can refer to them throughout the remainder of this lesson. It is suggested that an enlarged copy of the target skills listing be posted in the room for reference.

The Target Skills for the Personal Narrative are as follows:
- focuses on one main incident in the author’s/writer’s life
- has an effective hook (attention grabber)
- gives sufficient background information
- includes setting and some showing, not telling about main/other characters
- is ordered chronologically
- reveals the author's/writer’s thoughts and feelings throughout the narrative
uses transitions of time, place, and events to connect ideas
ends with the overall meaning of the event, the lesson learned, or the insight gained from the experience for the author

Students will continue to write and revise the first draft.

Activity 14: Focused Revision Activities Suggested for a Personal Narrative: (GLEs: 17a, 17b, 17c, 17d, 17e, 18e)

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), highlighters; red pen; pen/pencil paper; green bar paper, if available; Specific Emotion Words BLM; Exploding the Moment BLM; Figurative Language BLM

Since showing thoughts and feelings is a major characteristic of a personal narrative, students now need to revise the first drafts to include at least four or more places where they reveal their own thoughts and feelings during the experience. Model for students the difference between thoughts and feelings. Simply naming an emotion can usually reveal feelings. Distribute copies of the Specific Emotion Words BLM. Explain that thoughts, on the other hand, can either be direct quotes or summary sentences. Have them practice feel/think sentences from the Specific Emotion Words BLM: “I felt _____ when I thought of/about ____.” With this guidance and support, students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Students should then be ready to revise their drafts to add their four passages that reveal thoughts and feelings. If they do these revisions in red ink, they should be easy to check. Most personal narratives are told in first person, since the author is part of the story. The teacher will review with students the need to keep the point of view consistent throughout the story. Conduct a mini-lesson on verb tense if needed by students. The teacher will model revisions for them. For this unit, target writing skills should include making appropriate word choices; using vocabulary to clarify meanings, creating images, and setting a tone; selecting information/ideas to engage a reader; using a clear voice; enhancing a composition through dialogue; and using a variety of sentence structure. The students may highlight examples in their compositions. See BLMs for suggested focused revision activities.

Activity 15: Student Evaluation & Revision for a Personal Narrative: (GLEs: 18d, 18e)

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), highlighters; paper; pen/pencil; green bar paper, if available; sticky notes or Avery dots (1” or larger); Personal Narrative Rubric BLM

Students should now use the Personal Narrative Rubric to self-evaluate their papers (See Personal Narrative Rubric BLM). Through teacher conferencing and peer editing, students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. They should
make any revisions needed directly on their paper in a different color of ink so that you can spot their revisions easily. Students should then meet in pairs or small cooperative groups to peer evaluate their papers, using the final scoring rubric as the basis of all comments about the writing. This gives students direct practice in reading their own work aloud in cooperative groups. Model this sticky note activity so that the students can see it. In these pairs or groups, using sticky notes or Avery dots, students will evaluate one another’s papers, one target skill at a time, placing a sticky note or dot next to each place in the paper where the writer hit the target and labeling it with the name (only) of the target skill they achieved (e.g., hook, transition of time, thought, feeling). Once every target skill has been addressed, students return the papers to their owners.

Activity 16: Proofreading for a Personal Narrative: (GLEs: 18f, 23, 26)

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), highlighters; pen/pencil; paper; green bar paper, if available; Proofreading Strategies That Work BLM; Proofreading Checklist for a Personal Narrative BLM

Papers should then be self-assessed and/or peer-assessed for errors in grammar, usage, and mechanics. Instruct the students to use one of the strategies listed in the Proofreading Strategies That Work BLM. Students will use knowledge of language and its conventions in writing when correcting for errors in capitalization, subject-verb agreement, spelling, and sentence structure (e.g., fragments). Using proofreading charts/checklists (See Proofreading Checklist BLM) to look for their own most common errors is vital to students internalizing these skills. With some guidance and support from peers and adults, student should develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Students also should demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Activity 17: Publication for a Personal Narrative: (GLEs: 18g)

Materials List: projection or presentation device (e.g., overhead and transparency pen, dry erase board and marker, document camera, SmartBoard, etc.), paper; pen/pencil; computer, if available; Personal Narrative Rubric BLM, LEAP Rubric BLM

A final copy should then be word processed, if possible. Students may now add clip art, if available, to illustrate their narrative. The paper should then be published in some formal way and then presented to the teacher for scoring with the Personal Narrative or LEAP rubric. Student work should be assessed on classroom effort and participation (worksheets, first draft, and all practice writes) and through the use of a rubric for the Personal Narrative Final Draft or the LEAP Writing rubric which is part of the Assessment Guide found at http://www.louisianaschools.net/mark/lde/uploads/9842.pdf.
2013-2014 - add to Activity 17 Publication for a Personal Narrative (CCSS: W.8.6, SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.5)

To extend this activity in 2013-14, students will use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. Students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on reading and reviewing their essays building on others’ ideas and expressing their own clearly. As they interact, students should pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas (i.e. What was a defining moment for you?)

Sample Assessments

General Guidelines

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the type of product that results from the student activities and develop a scoring rubric collaboratively with other teachers or students. The following are samples of assessments that could be used for this unit.

General Assessments

- Students will be provided with a checklist of biographical/autobiographical elements/vocabulary terms for the unit. Students’ completion of vocabulary lists/products and vocabulary acquisition will be assessed via a teacher-created selected/constructed response format.
- Students will be formally assessed via literal, interpretative, and evaluative questions for biographical/autobiographical selections read in a teacher-created, selected/constructed response format.
- Students will complete a visual representation of the knowledge learned about the genre at the end of the biographical/autobiographical study. These may include projects, illustrations, posters, dramatizations, PowerPoint® presentations, multimedia presentations, and/or other technology to demonstrate mastery of the unit. Students will be assessed by a rubric created for the format chosen.
- Students will collect all journal entries/graphic organizers created or completed and turn them in for assessment via a teacher-constructed checklist for completion and/or response to topic.
- Students’ progress in the research process will be assessed via a teacher-determined timeline checklist or teacher observations.
- Students will use a trait rubric (i.e., ideas, organization, voice, word choice, sentence fluency, conventions) to self-assess their written work. A Six Trait Rubric is available at www.nwrel.org/assessment/pdfRubrics/6plus1traits.pdf.

Students’ writing products will be assessed using the LEAP 21 Writing Rubric for final drafts: http://www.louisianaschools.net/lde/uploads/9842.pdf

Students will be assessed via teacher observations, teacher-constructed skills assessments and anecdotal records to monitor individual progress in reading strategies and writing skills.

Activity Specific Assessments

- **Activity 6 and 9**: Reading Biographies/Autobiographies—Students will complete Elements of Biography Checklist (See BLMs Unit 1.)

- **Activity 7**: Locating Information for Writing Biographies—Students will select four/five questions for research (See BLMs Unit 1.)

- **Activity 7**: Locating Information for Writing Biographies—Students will complete (See BLMs Unit 1.)

- **Activity 7 and 10**: Writing Biographies—Students’ writing products will be assessed using the Biography Rubric (See BLM Unit 1.)

- **Activity 10-17**: Writing a Personal Narrative/Autobiographical Incident—Students will be assessed using graphic organizers, checklists, and rubrics (See BLMs Unit 1.)

**Teacher Resources**

- www.corestandards.org/
- www.achievethecore.org/
- Evaluating Web Page Content This guide goes into more depth than the student guide. The teacher should review with students the contents.
2012-13 and 2013-14 Transitional Comprehensive Curriculum