

# Six Trait Writing with Jonathan Swift and Washington Irving

**Grade Level or Special Area:** 4<sup>th</sup> Grade

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**Length of Unit:** Six lessons, 30-60 minutes each

## I. ABSTRACT

Your fourth graders have been writing paragraphs for a few years now. Some of their writing may be organized and without grammar or spelling errors, but still a bit dull. This unit gives you ideas to teach your students to recognize quality, interesting writing as you read the Core Knowledge literature selections. There are also ideas to help you guide your students to better writing. The lessons can be taught in any order, depending on the focus of your writing assignment.

## II. OVERVIEW

### A. Concept Objectives

1. Students will understand how to demonstrate competence in utilizing the six traits of writing.
2. Students will understand how to evaluate their own writing.
3. Students will understand how to integrate strategies used in literature into their own writing.

### B. Content from the *Core Knowledge Sequence*

1. Language Arts (p. 88)
  - a. Poetry
    - i. Poems
      - a) Clarence (Shel Silverstein)
      - b) Clouds (Christina Rossetti)
      - c) Concord Hymn (Ralph Waldo Emerson)
      - d) Dreams (Langston Hughes)
      - e) The Drum (Nikki Giovanni)
      - f) The Fog (Carl Sandburg)
      - g) George Washington (Rosemary and Stephen Vincent Benet)
      - h) Benet
      - i) Humanity (Elma Stuckey)
      - j) Life Doesn't Frighten Me (Maya Angelou)
      - k) Paul Revere's Ride (Henry Wadsworth Longfellow)
      - l) Things (Eloise Greenfield)
      - m) A Tragic Story (William Makepeace Thackeray)
    - b. Fiction
      - i. Stories
        - a) The Fire on the Mountain (an Ethiopian folktale)
        - b) from *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
        - c) *The Legend of Sleepy Hollow* and *Rip Van Winkle* (Washington Irving)
        - d) The Magic Brocade (a Chinese folktale)
        - e) *Robinson Crusoe* (Daniel Defoe)
        - f) St. George and the Dragon

- C. Skill Objectives
  1. Students will determine why a poor piece of writing is poor.
  2. Students will create quality sentences.
  3. Students will distinguish good writing from poor writing.
  4. Students will verbalize what makes good writing.
  5. Students will identify and discuss the effectiveness of the ideas and content found in a literature selection.
  6. Students will model what they identify in their own writing.
  7. Students will use a rubric to judge the effectiveness of writing by self and others.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Books, Lessons and Ideas for Teaching the Six Traits*
  2. Step Up to Writing (or any structured writing program which teaches how to organize a paragraph)
  3. Daily Oral Language (DOL) or other structured program to teach conventions
- B. For Students
  1. None is needed

### IV. RESOURCES

- A. All the necessary resources are contained within this unit. You will however, need copies of the Core Knowledge® literature selections for fourth grade.

### V. LESSONS

#### Lesson One: An Overview of the Six Traits of Writing

- A. *Daily Objectives*
  1. Concept Objective
    - a. Students will understand how to demonstrate competence in utilizing the six traits of writing.
  2. Lesson Content
    - a. No specific Core Knowledge® Content in this lesson.
  3. Skill Objectives
    - a. Students will determine why a poor piece of writing is poor.
    - b. Students will create quality sentences.
    - c. Students will distinguish good writing from poor writing.
    - d. Students will verbalize what makes good writing.
- B. *Materials*
  1. Appendix A: Overview of the Six Traits of Writing (copies for each student)
  2. Appendix B: Six Trait Writing Rubric (copies for each student)
  3. Appendix C: Poor Pitiful Paragraph (made into an overhead)
- C. *Key Vocabulary*
  1. Prompt - in writing, a topic that is given
  2. Relevant - connected to the topic, related to the topic
  3. Precise - highly accurate
- D. *Procedures/Activities*
  1. Start the class by reading the Poor Pitiful Paragraph found in Appendix C out loud to the class.
  2. Ask the class what problems they see in the paragraph.
  3. Put the paragraph on the overhead with the second paragraph covered up.
  4. Pass out Appendix A: Overview of the Six Traits of Writing and Appendix B: Six Trait Writing Rubric.

5. Read the Overview with the students. Ask them to discuss the paragraph using terminology and ideas from the overview.
  6. Use the rubric to rate the paragraph as a class.
  7. Ask for student suggestions to make it better. Write their suggestions on the transparency or the white/chalk board.
  8. When students have had sufficient time to create their own corrections, show them the second paragraph on the overhead transparency.
  9. Ask them to evaluate this paragraph using the rubric.
  10. Ask them to verbalize what makes this paragraph better. Encourage them to use the terminology from the overview and the rubric.
  11. Let them know that they will be using the overview and the rubric throughout the year to evaluate their own writing and the writing of others so they should put their copies of Appendix A: Overview of the Six Traits of Writing and Appendix B: Six Trait Writing Rubric in a safe place.
- E. *Assessment/Evaluation*
1. Informally assess students as they discuss what is wrong with the first paragraph and what is good about the second. You can make copies of the rubric and have them circle where each paragraph falls on the rubric if you desire a written evaluation.

## **Lesson Two: Identifying and Utilizing Ideas/Content**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will understand how to demonstrate competence in utilizing the six traits of writing.
    - b. Students will understand how to evaluate their own writing.
    - c. Students will understand how to integrate strategies used in literature into their own writing.
  2. Lesson Content
    - a. Select the Core Knowledge® literature you wish to use and the matching appendix
  3. Skill Objectives
    - a. Students will identify and discuss the effectiveness of the ideas and content found in a literature selection.
    - b. Students will model what they identify in their own writing.
    - c. Students will use a rubric to judge the effectiveness of writing by self and others.
- B. *Materials*
1. Select the Appendix that coincides with your literature selection
  2. Appendix A: Overview of the Six Traits of Writing (previous copies)
  3. Appendix B: Six Trait Writing Rubric (previous copies)
- C. *Key Vocabulary*
- Select any unfamiliar words found in the literature selection you are working with.
- D. *Procedures/Activities*
1. Read the Core Knowledge Literature selection of your choice aloud to the class. (If you are working on a longer piece, select a small portion to read aloud to the class).
  2. Ask the students to take out their copies of Appendix A: Overview of the Six Traits of Writing and Appendix B: Six Trait Writing Rubric.
  3. Read the description of Ideas/Content from the overview.

4. Ask the students to identify the heart of the piece of literature. What is the main idea? What is the author/poet trying to communicate? Ask other questions as defined in the appendix for your selection as well as any of your own questions.
  5. Ask students to list the relevant details and any fresh ideas or information shared in the piece.
  6. Ask them to use the Ideas/Content column of the rubric to discuss this writing's effectiveness.
  7. Have students complete one of the projects from the "Utilizing Ideas/Content" section of the appendix.
  8. After students have completed a writing piece, have them evaluate the piece using the "ideas/content" and "conventions" sections of the Six Trait Writing Rubric.
  9. With some papers, have students work through a revision and rewrite of the writing piece.
- E. *Assessment/Evaluation*
1. Informal observations of how well the students utilize vocabulary from the Ideas/Content section of the rubric to discuss the piece of literature.
  2. Use the Six Trait Writing Rubric to evaluate student writing.

### **Lesson Three: Identifying and Utilizing Organization**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will understand how to demonstrate competence in utilizing the six traits of writing.
    - b. Students will understand how to evaluate their own writing.
    - c. Students will understand how to integrate strategies used in literature into their own writing.
  2. Lesson Content
    - a. Select the Core Knowledge® literature you wish to use and the matching appendix
  3. Skill Objectives
    - a. Students will identify and discuss the effectiveness of the organization found in a literature selection.
    - b. Students will model what they identify in their own writing.
    - c. Students will use a rubric to judge the effectiveness of writing by self and others.
- B. *Materials*
1. Select the Appendix that coincides with your literature selection
  2. Appendix A: Overview of the Six Traits of Writing (previous copies)
  3. Appendix B: Six Trait Writing Rubric (previous copies)
- C. *Key Vocabulary*
- Select any unfamiliar words found in the literature selection you are working with.
- D. *Procedures/Activities*
1. Read the Core Knowledge Literature selection of your choice aloud to the class. (If you are working on a longer piece, select a small portion to read aloud to the class).
  2. Ask the students to take out their copies of Appendix A: Overview of the Six Traits of Writing and Appendix B: Six Trait Writing Rubric.
  3. Read the description of Organization from the overview.

4. Ask the students to identify how the literature is organized. Are there any transitions used? Can you follow what the writer is saying? Ask other questions as defined in the appendix for your selection as well as any of your own questions.
  5. Ask them to use the Organization column of the rubric to discuss this writing's effectiveness.
  6. Have students complete one of the projects from the "Utilizing Organization" section of the appendix.
  7. After students have completed a writing piece, have them evaluate the piece using the "organization" and "conventions" sections of the Six Trait Writing Rubric.
  8. With some papers, have students work through a revision and rewrite of the writing piece.
- E. *Assessment/Evaluation*
1. Informal observations of how well the students utilize vocabulary from the Organization section of the rubric to discuss the piece of literature.
  2. Use the Six Trait Writing Rubric to evaluate student writing.

#### **Lesson Four: Identifying and Utilizing Voice**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will understand how to demonstrate competence in utilizing the six traits of writing.
    - b. Students will understand how to evaluate their own writing.
    - c. Students will understand how to integrate strategies used in literature into their own writing.
  2. Lesson Content
    - a. Select the Core Knowledge® literature you wish to use and the matching appendix
  3. Skill Objectives
    - a. Students will identify and discuss the effectiveness of the voice found in a literature selection.
    - b. Students will model what they identify in their own writing.
    - c. Students will use a rubric to judge the effectiveness of writing by self and others.
- B. *Materials*
1. Select the Appendix that coincides with your literature selection
  2. Appendix A: Overview of the Six Traits of Writing (previous copies)
  3. Appendix B: Six Trait Writing Rubric (previous copies)
- C. *Key Vocabulary*  
Select any unfamiliar words found in the literature selection you are working with.
- D. *Procedures/Activities*
1. Read the Core Knowledge Literature selection of your choice aloud to the class. (If you are working on a longer piece, select a small portion to read aloud to the class).
  2. Ask the students to take out their copies of Appendix A: Overview of the Six Traits of Writing and Appendix B: Six Trait Writing Rubric.
  3. Read the description of Voice from the overview.
  4. Ask the students to identify the emotion or mood portrayed in the literature. How do you feel when you read it? How does the author/poet make you

- understand the emotion? Ask other questions as defined in the appendix for your selection as well as any of your own questions.
5. Ask students to list the words/phrases that convey emotion in the piece.
  6. Ask them to use the Voice column of the rubric to discuss this writing's effectiveness.
  7. Have students complete one of the projects from the "Utilizing Voice" section of the appendix.
  8. After students have completed a writing piece, have them evaluate the piece using the "voice" and "conventions" sections of the Six Trait Writing Rubric.
  9. With some papers, have students work through a revision and rewrite of the writing piece.
- E. *Assessment/Evaluation*
1. Informal observations of how well the students utilize vocabulary from the Voice section of the rubric to discuss the piece of literature.
  2. Use the Six Trait Writing Rubric to evaluate student writing.

### **Lesson Five: Identifying and Utilizing Word Choice**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will understand how to demonstrate competence in utilizing the six traits of writing.
    - b. Students will understand how to evaluate their own writing.
    - c. Students will understand how to integrate strategies used in literature into their own writing.
  2. Lesson Content
    - a. Select the Core Knowledge® literature you wish to use and the matching appendix
  3. Skill Objectives
    - a. Students will identify and discuss the effectiveness of the word choice found in a literature selection.
    - b. Students will model what they identify in their own writing.
    - c. Students will use a rubric to judge the effectiveness of writing by self and others.
- B. *Materials*
1. Select the Appendix that coincides with your literature selection
  2. Appendix A: Overview of the Six Traits of Writing (previous copies)
  3. Appendix B: Six Trait Writing Rubric (previous copies)
- C. *Key Vocabulary*
- Select any unfamiliar words found in the literature selection you are working with.
- D. *Procedures/Activities*
1. Read the Core Knowledge Literature selection of your choice aloud to the class. (If you are working on a longer piece, select a small portion to read aloud to the class).
  2. Ask the students to take out their copies of Appendix A: Overview of the Six Traits of Writing and Appendix B: Six Trait Writing Rubric.
  3. Read the description of Word Choice from the overview.
  4. Ask the students to identify any strong words or descriptions in the piece. What phrases paint a picture in your mind? Which phrase or sentence is your favorite? Why? Ask other questions as defined in the appendix for your selection as well as any of your own questions.

5. Ask them to use the Word Choice column of the rubric to discuss this writing's effectiveness.
  6. Have students complete one of the projects from the "Utilizing Word Choice" section of the appendix.
  7. After students have completed a writing piece, have them evaluate the piece using the "word choice" and "conventions" sections of the Six Trait Writing Rubric.
  8. With some papers, have students work through a revision and rewrite of the writing piece.
- E. *Assessment/Evaluation*
1. Informal observations of how well the students utilize vocabulary from the Word Choice section of the rubric to discuss the piece of literature.
  2. Use the Six Trait Writing Rubric to evaluate student writing.

### **Lesson Six: Identifying and Utilizing Sentence Fluency**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will understand how to demonstrate competence in utilizing the six traits of writing.
    - b. Students will understand how to evaluate their own writing.
    - c. Students will understand how to integrate strategies used in literature into their own writing.
  2. Lesson Content
    - a. Select the Core Knowledge® literature you wish to use and the matching appendix
  3. Skill Objectives
    - a. Students will identify and discuss the effectiveness of the sentence fluency found in a literature selection.
    - b. Students will model what they identify in their own writing.
    - c. Students will use a rubric to judge the effectiveness of writing by self and others.
- B. *Materials*
1. Select the Appendix that coincides with your literature selection
  2. Appendix A: Overview of the Six Traits of Writing (previous copies)
  3. Appendix B: Six Trait Writing Rubric (previous copies)
- C. *Key Vocabulary*  
Select any unfamiliar words found in the literature selection you are working with.
- D. *Procedures/Activities*
1. Read the Core Knowledge Literature selection of your choice aloud to the class. (If you are working on a longer piece, select a small portion to read aloud to the class).
  2. Ask the students to take out their copies of Appendix A: Overview of the Six Traits of Writing and Appendix B: Six Trait Writing Rubric.
  3. Read the description of Sentence Fluency from the overview.
  4. Ask the students to identify the shortest and longest lines or sentences. How many are long? How many are short? Which sentences are more interesting? Which sentences are the most powerful? Ask other questions as defined in the appendix for your selection as well as any of your own questions.
  5. Ask students to read the selection, or a small portion aloud pausing carefully at all punctuation. For poems, have the students move to the rhythm of the poetry.

6. Ask them to use the Sentence Fluency column of the rubric to discuss this writing's effectiveness.
  7. Have students complete one of the projects from the "Utilizing Sentence Fluency" section of the appendix.
  8. After students have completed a writing piece, have them evaluate the piece using the "sentence fluency" and "conventions" sections of the Six Trait Writing Rubric.
  9. With some papers, have students work through a revision and rewrite of the writing piece.
- E. *Assessment/Evaluation*
1. Informal observations of how well the students utilize vocabulary from the Sentence Fluency section of the rubric to discuss the piece of literature.
  2. Use the Six Trait Writing Rubric to evaluate student writing.

### **Lesson Seven: What about Conventions?**

Since conventions are addressed in many ways, many programs and many books, this unit will avoid any instruction in that area. However, the writer urges you to make students accountable for conventions in all subject areas.

## **VI. CULMINATING ACTIVITY**

- A. Have a "Writer's Wonders" bulletin board.
- B. Have a Reader's Theater where students will share their writings with their peers and parents.
- C. Publish a class book of exceptional writings.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Overview of the Six Traits of Writing
- B. Appendix B: Six Trait Writing Rubric
- C. Appendix C: Pretty Poor Paragraph
- D. Appendix D: Clarence
- E. Appendix E: Clouds
- F. Appendix F: Concord Hymn
- G. Appendix G: Dreams
- H. Appendix H: the drum
- I. Appendix I: The Fog
- J. Appendix J: George Washington
- K. Appendix K: Humanity
- L. Appendix L: Life Doesn't Frighten Me
- M. Appendix M: Paul Revere's Ride
- N. Appendix N: Things
- O. Appendix O: A Tragic Story
- P. Appendix P: The Fire on the Mountain
- Q. Appendix Q: Gulliver's Travels
- R. Appendix R: The Legend of Sleepy Hollow
- S. Appendix S: Rip Van Winkle
- T. Appendix T: The Magic Brocade
- U. Appendix U: Robinson Crusoe
- V. Appendix V: St. George and the Dragon

## **VIII. BIBLIOGRAPHY**

- A. Hirsch, Jr., E.D. *What Your Fourth Grader Needs to Know*. New York: Doubleday, 2004. 0-385-49720-2.
- B. Spandel, Vicki. *Books, Lessons, Ideas for Teaching the Six Traits*. Wilmington, MA: Great Source Education Group, 2001. 0-669-48174-2.

## Appendix A

# Overview of the Six Traits of Writing

### 1. Ideas/Content

This is the heart of the message, the content and the main theme. Ideas should be focused, clear and purposeful. It should contain relevant details and show insight. Ask yourself: Did the writer stay focused and share fresh information about the topic?

### 2. Organization

This is the internal structure of the piece of writing. The lead is engaging and there is effective sequencing with good transitions and connections. There is a sense of resolution at the end. Ask yourself: Does the structure make the piece easier to understand without overpowering the ideas?

### 3. Voice

This is the writer or character coming through the words on the paper. This is what gives life, soul, breath, wit and feeling to the writing. Ask yourself: Would the reader want to keep on reading this piece if it were longer?

### 4. Word Choice

This is the use of colorful and descriptive language. It is also the use of precise language. Words and phrases paint a picture in your mind as you read. Ask yourself: Do the words and phrases create vivid pictures that linger in your mind?

### 5. Sentence Fluency

This is the rhythm and flow of the language. The sound and word patterns should be pleasing to the ear. There should be a variety of sentence lengths and starting words. Ask yourself: Can you feel the words and phrases flow together as you read the piece?

### 6. Conventions

This is the technical portion of the writing. There should be few or no spelling, punctuation, and capitalization errors. Ask yourself: Can I read this writing without being distracted by the mistakes?

**Appendix B**  
**Six Trait Writing Rubric**

|   | <b>Ideas and Content</b>   | <b>Organization</b>   | <b>Voice</b>   | <b>Word Choice</b>   | <b>Sentence Fluency</b>   | <b>Conventions</b>  |
|---|--|---|--|--|---|---|
| <b>Advanced</b><br>(4 points)             | <ul style="list-style-type: none"> <li>• Interesting</li> <li>• Answers the prompt</li> <li>• Creative ideas</li> <li>• Great details</li> </ul> | <ul style="list-style-type: none"> <li>• Follows green, yellow, red</li> <li>• Interesting end and beginning</li> <li>• Great use of transitions</li> </ul> | <ul style="list-style-type: none"> <li>• Writer clearly put self into the topic</li> <li>• Exciting and interesting</li> <li>• The reader responds to the writing</li> </ul> | <ul style="list-style-type: none"> <li>• Strong, interesting words, phrases create powerful images</li> <li>• Some higher level words</li> </ul> | <ul style="list-style-type: none"> <li>• Sentences are different in length and structure</li> <li>• The rhythm makes you want to read</li> </ul>            | <ul style="list-style-type: none"> <li>• Few or no errors</li> <li>• Used paragraph format and grammar correctly at an advanced level</li> </ul>                        |
| <b>Proficient</b><br>(3 points)           | <ul style="list-style-type: none"> <li>• Answers the prompt</li> <li>• Okay details</li> <li>• Reader stays interested</li> </ul>                | <ul style="list-style-type: none"> <li>• Follow green and yellow, but not enough reds</li> <li>• Good use of transitions</li> </ul>                         | <ul style="list-style-type: none"> <li>• The reader is interested</li> <li>• Writer put self into the topic</li> </ul>   | <ul style="list-style-type: none"> <li>• Good use of 4<sup>th</sup> grade words and phrases.</li> <li>• Creates a picture</li> </ul>             | <ul style="list-style-type: none"> <li>• Some variety in sentences</li> <li>• Rhythm is good, but may have a few problems</li> </ul>                        | <ul style="list-style-type: none"> <li>• Errors do not interfere with meaning</li> <li>• Good use of format and grammar</li> </ul>                                      |
| <b>Partially Proficient</b><br>(2 points) | <ul style="list-style-type: none"> <li>• Answers the prompt at times</li> <li>• Missing or unrelated details</li> <li>• Unfocused</li> </ul>     | <ul style="list-style-type: none"> <li>• Some use of green, yellow and red, but hard to follow</li> <li>• Few or incorrect transitions</li> </ul>           | <ul style="list-style-type: none"> <li>• Does not have much emotion or spirit</li> <li>• May not be interesting to the reader</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Repetitious or lower level words and phrases</li> <li>• Words may not be clear enough</li> </ul>        | <ul style="list-style-type: none"> <li>• Repetitious or simple sentences</li> <li>• No real rhythm to sentences</li> <li>• Sentences are awkward</li> </ul> | <ul style="list-style-type: none"> <li>• Errors may interfere with meaning</li> <li>• Paragraph format or grammar may have mistakes</li> <li>• Needs editing</li> </ul> |
| <b>Unsatisfactory</b><br>(1 point)        | <ul style="list-style-type: none"> <li>• Does not answer the prompt</li> <li>• Ideas hard to follow</li> <li>• Repeated details</li> </ul>       | <ul style="list-style-type: none"> <li>• Is not organized</li> <li>• Beginning or end is missing</li> <li>• Missing transitions</li> </ul>                  | <ul style="list-style-type: none"> <li>• No emotion or spirit</li> <li>• Seems to be lifeless</li> <li>• Reader is not interested</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Words do not make sense</li> <li>• Words are used incorrectly</li> <li>• Too much repetition</li> </ul> | <ul style="list-style-type: none"> <li>• No variety in sentences</li> <li>• Choppy or incomplete sentences</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Errors interfere with meaning</li> <li>• Serious mistakes</li> <li>• Needs a lot of editing</li> </ul>                         |

## Appendix C

# Poor Pitiful Paragraph

I like summer. It is better than school. I have fun. I like to do stuff with my friends. The sun is hot. I don't like homework. But, I do like football. I hope we go on a field trip this year.

Summer is the season I long for through the dying days of autumn, the cold blizzards of winter and the windstorms of summer. Swimming, skating, and lounging around are some of my favorite activities in the summer. My friends and I thoroughly enjoy the freedom of playing and resting without the pressure of homework hanging over our heads like a noose. Sweating under the blazing sun bakes my brain so that no conscious thought is necessary as the days and nights drift by lazily. If I choose to read, great! If I choose to do nothing, even better! Without a doubt, summer is the season that makes life worth living.

## Appendix D

# Clarence

### Identifying Ideas/Content

- What do you learn about products sold on TV from the poem?
- How do you know Shel Silverstein is not writing a serious poem?

### Utilizing Ideas/Content

- Write a list of useless things a person might see on TV and want to buy.
- Write an advertisement trying to sell a useless product.
- Write a story about a person who bought something they didn't need and what happened after they bought the item.

### Identifying Word Choice

- Make a list of the strong words used in the poem.
- Make a list of the words used to describe Clarence's new and old parents.

### Utilizing Word Choice

- Write a description for a product you want to sell. Use lots of descriptive words.
- Write a description of someone you admire using strong words to show why you admire them.
- Write a paragraph about a person in history who needed to be "traded in" using words explaining why he/she was so awful.

### Identifying Sentence Fluency

- Count the words in each line. Which sentences are the most interesting?
- Look at the beginning word in each line. Notice the different words used.

### Utilizing Sentence Fluency

- Choose a product you might see advertised on TV. Write a four word sentence describing it. Then write a five word sentence, a six word sentence, as so on. See who can write the longest sentence.
- Write a description of your parents. Write the longest sentence possible describing why you are glad they are your parent.

## Appendix E

# Clouds

### Identifying Ideas/Content

- How does the poem look at clouds in a different way?
- What question does the poet leave us with at the end of the poem?

### Utilizing Ideas/Content

- Write a description of what you see in the clouds.
- Choose another form of weather. Write a poem or description of that weather and how it changes over time.

### Identifying Organization

- Look at how the first 4 lines and the second 4 lines mirror each other.
- Write the chain of how the clouds change over time as expressed in this poem.

### Utilizing Organization

- Choose a form of weather. Write a list of events in how that weather changes over time. Take that list and write a poem or description focusing on the change.
- Write a description of a cloud, imagining how it changes as the wind blows.

### Identifying Sentence Fluency

- Compare the first 4 lines as one sentence and the second 4 lines written in two sentences.

### Utilizing Sentence Fluency

- Write a poem about clouds that uses lines of similar lengths.
- Write a description of clouds using descriptive words. Make sure some sentences are short and some are long.

## Appendix F

# Concord Hymn

### Identifying Ideas/Content

- What historical event is described in this poem?
- What do we learn about the cost of freedom from this poem?

### Utilizing Ideas/Content

- Write a tribute of your own to the Americans who fought for freedom in the Revolutionary War.
- Think about the freedom we have as you study the Revolutionary War. What else has been done to assure our freedom? Write a poem/description of the cost of our freedom.

### Identifying Organization

- List the main content of each stanza. How does the poet take an event from history and relate to our lives today?

### Utilizing Organization

- Choose an event that impacted America. Describe the event and then explain how it has affected our lives.

### Identifying Voice

- How does the poem convey pride in the soldiers who fought for America's freedom?

### Utilizing Voice

- Write your own poem or description explaining why you are proud of someone you know or have learned about in history.
- Think of something your parents have done for you. Write a poem/description to show how thankful you are to them.

### Identifying Word Choice

- List the strong words in separate columns for each part of speech.
- Look up any words you are not able to define.

### Utilizing Word Choice

- Use some of the words from the poem in your own writing about an event in history.

### Identifying Sentence Fluency

- Look at each stanza which is a sentence. Examine each stanza and look at the phrases in it.

### Utilizing Sentence Fluency

- Write your own sentence about history copying the pattern used in one of the sentences.
- Write a sentence about an event in your own life, using one of the stanzas to model a complex sentence.

## Appendix G

# Dreams

### Identifying Ideas/Content

- What does Langston Hughes' poem tell us about the importance of dreams?
- What two things are compared to lost dreams in Langston Hughes' poem?

### Utilizing Ideas/Content

- Think of two things to compare dreams to and write a description of dreams using similes or metaphors.

### Identifying Organization

- How do the two stanzas mimic each other?

### Utilizing Organization

- Write a list of things you can compare dreams you believe in to in a description.
- Write a list of things that a broken or lost dream can be compared to and turn at least one into the stanza of a poem.

### Identifying Voice

- What words and phrases show the importance of dreams in Langston Hughes' mind?

### Utilizing Voice

- Write your own description of dreams. Be sure to use words/phrases that show how important our dreams are.

### Identifying Word Choice

- Choose one line in the poem that creates a picture in your mind and illustrate that line.

### Utilizing Word Choice

- Write your own description of a dream you still believe in using a comparison to paint a picture in your mind.

## Appendix H

# the drum

### Identifying Ideas/Content

- What is compared to a drum in this poem?
- Is this poem about a person who wants to be like everyone else, or someone who wants to be unique? What words/phrases in the poem support your answer?

### Utilizing Ideas/Content

- Think of something you would compare the world to and write a description or poem.
- Other than "beat out my own rhythm" what can you compare a person to that shows they do not copy others, they live how they want to live.

### Identifying Voice

- What emotion or attitude is conveyed by this poem?
- Find words and phrases that support your answer above.

### Utilizing Voice

- Write your own poem/description about a person who lives their own way. Be sure to convey that not following the crowd is a good thing.

### Utilizing Word Choice

- Paint a picture of the world using your own words and phrases to describe the world.
- Create a simile or metaphor of the world and your place in it.

## Appendix I

# The Fog

### Identifying Ideas/Content

- How does the poet cause us to look at fog in a new way?

### Utilizing Ideas/Content

- Choose another type of weather. Compare the weather to an animal or a trait of a person.
- Write a different comparison for fog.

### Identifying Word Choice

- Which words are used to create a strong picture in your mind?

### Utilizing Word Choice

- Write a simile or metaphor for a type of weather. Add descriptive words that paint a strong picture in your mind.

### Identifying Sentence Fluency

- Notice the short first stanza and the longer second stanza.
- Which stanza creates a stronger picture?

### Utilizing Sentence Fluency

- Write two sentences describing weather. Make one descriptive, but no more than six words. Make the second sentence a minimum of ten words.

## Appendix J

# George Washington

### Identifying Ideas/Content

- How do the poets combine truth and fiction in the poem?
- What do we learn about *George Washington* from this poem?

### Utilizing Ideas/Content

- Choose a character from history and write a poem like the format of "George Washington" with the fiction leading to the facts.

### Identifying Organization

- Use the poem to make a timeline of the events listed in *George Washington's* life.

### Utilizing Organization

- Write a timeline of 6-10 events in your own life.

### Identifying Voice

- Which words and phrases show the pride the poets (and many other Americans) feel about *George Washington*?
- What words in the poem show that *George Washington* did not want to be a king?

### Utilizing Voice

- Choose a hero and write a poem/description showing why this person is a hero.
- Choose a person who is definitely not a hero and write a poem/description showing why this person is not a hero.

### Identifying Word Choice

- Make a list of words that you do not use often. Look up their meanings in the dictionary.

### Utilizing Word Choice

- Write a descriptive paragraph about a hero. Use a thesaurus to find words that are not as common today to create a mood with a historical nature.

### Identifying Sentence Fluency

- Put the sentences in order from the shortest sentence to the longest sentence.

### Utilizing Sentence Fluency

- Write a description of part of your life, making each sentence longer than the last. Start with a short sentence so that you have room to build.
- Try writing a series of sentences about your life beginning with a 4 word sentence, then a 10 word sentence, then a 5 word, then a 9 word, a 6 word, an 8 word, and finally at 7 word sentence.

## Appendix K

# Humanity

### Identifying Ideas/Content

- What is the main message in this poem?
- How does the poet feel about people who are different than her?

### Utilizing Ideas/Content

- Create a list of other situations where people would be willing to receive help from anyone.
- Choose an event from history where people were not seen as equal. Write a poem/paragraph to show how things would have been different if the people involved lived out Elma Stuckey's beliefs.

### Identifying Organization

- Write the chain of events described in the poem.

### Utilizing Organization

- Write your own chain of events showing situations where people would accept help from anyone.

### Identifying Voice

- What phrases show that the poet feels that all people are equal and should help each other?

### Utilizing Voice

- Write a description showing your gratitude for someone who has helped you. Be sure your details show your thanks towards the person.

### Identifying Sentence Fluency

- Read the poem out loud using punctuation for pauses. Read it again, ignoring punctuation. Does the use of punctuation affect the clarity of the poem?

### Utilizing Sentence Fluency

- Describe four situations where someone helps someone else. Rewrite the events in the format of the poem. Which version flows better? Why?

## Appendix L

# Life Doesn't Frighten Me

### Identifying Ideas/Content

- What is the poet expressing about fear in this poem?
- How does that poet show the bravery of the speaker in the poem?

### Utilizing Ideas/Content

- What, if anything, frightens you? Write about that frightening thing.
- Think about a time when others were scared and you were brave. Write about your bravery.

### Identifying Organization

- List the things in the poem that "do not frighten" the speaker.
- How does the poet transfer from what isn't frightening to what she does to keep from being frightened?

### Utilizing Organization

- List ten things that might frighten some people. Group them in sets of two and write a stanza for each set of two showing what doesn't frighten you.

### Identifying Voice

- What is the poet's feeling toward life? What phrases, beside the title, support your view?

### Utilizing Voice

- Take the poem and change the phrases to show a person who is afraid of all the things listed.

### Identifying Word Choice

- Make a vocabulary log with all the precise words used in the poem.
- Pick the two phrases that paint the clearest picture in your mind.

### Utilizing Word Choice

- Write a list of things that are frightening. Add adjectives and adverbs to make the things more vividly frightening.

## Appendix M

# Paul Revere's Ride

### Identifying Ideas/Content

- How does the poem show the history of Paul Revere in a new way?
- What do we learn about Paul Revere from this poem?

### Utilizing Ideas/Content

- Choose another Revolutionary War hero and write about their actions in poetry form.

### Identifying Organization

- Use the poem to make a timeline of the events of the night of Paul Revere's ride.
- What transition words are used to help move the poem along?

### Utilizing Organization

- Take an event in history. Write a timeline of significant happenings within the event. Convert the timeline into a poem.

### Identifying Voice

- Compare the mood and feeling in the different stanzas.
- What is Paul Revere's mood throughout the poem?

### Utilizing Voice

- Rewrite the poem from the perspective of the British. How would the mood change?
- Write about a time when you did something important. Create a mood of excitement and accomplishment.

### Identifying Word Choice

- Choose 10 strong words from the poem. Define them and illustrate them.
- Choose one stanza to illustrate.

### Utilizing Word Choice

- Take the list of strong words from the poem and write your own sentences using them.
- Take a passage from a history book. Add strong words from the poem or from a thesaurus to make the passage more engaging.

### Identifying Sentence Fluency

- Choose a stanza of the poem. Look at the structure of the sentences. What makes them strong and interesting?
- Look at the first words used in the stanzas. Notice the diversity.

### Utilizing Sentence Fluency

- Mimic the complex sentences used in the poem by writing about your own life.

## Appendix N

# Things

### Identifying Ideas/Content

- What three things does the poet compare in this poem?
- What lesson can we learn from this poem?

### Utilizing Ideas/Content

- Think of two things that you like that are quickly gone. Think of one thing that will last. Write a description showing that the thing that lasts is more important.

### Identifying Organization

- Which "thing" is the most important? Is it listed last or first?
- Why is listing the most important item last a good technique?

### Utilizing Organization

- Make a list of things that are important to people. Put them in order from least important to most important.
- Write a paragraph showing how what you think is important has changed as you have gotten older.

### Identifying Voice

- How is the poet's language different than the language you use? Hopefully students will recognize "ain't" isn't commonly used today.
- How does the poet feel about the poem she wrote? How do you know?

### Utilizing Voice

- Choose something really important to you. Describe it in a way that makes it clear to the reader why it is important to you.
- Take the poem and add some information or description to show that the poem is important.

### Identifying Sentence Fluency

- Why is repetition used in poetry and not in paragraph writing?
- What would you change if you were to rewrite the poem?

### Utilizing Sentence Fluency

- Rewrite the poem using more descriptive phrases and words.

## Appendix O

# A Tragic Story

### Identifying Ideas/Content

- Why is this poem titled "A Tragic Story?"
- Is the story truly tragic? Why or why not?

### Utilizing Ideas/Content

- Write your own poem utilizing an exaggerated title. Write "A Wonderful Story" that is not truly wonderful or "A Scary Story" that is not truly scary.

### Identifying Organization

- Draw a comic strip showing the sequence of events in the story.

### Utilizing Organization

- Write an ending to this "tragic story" where his ponytail switches to the front and that becomes a tragedy.
- Draw a sequence of events for your own "A \_\_\_\_\_ Story."

### Identifying Word Choice

- Choose the most descriptive or strongest word in each stanza of the poem.

### Utilizing Word Choice

- Use the words you chose above and write your own sentences using those words.

### Identifying Sentence Fluency

- Identify beginning words that are not usually used to begin a sentence.

### Utilizing Sentence Fluency

- Rewrite the sentences so that they do not begin with "and."

## Appendix P

# The Fire on the Mountain

### Identifying Ideas/Content

- What is the title appropriate for the story?
- What lesson did Hailu teach the judge and Haptom?

### Utilizing Ideas/Content

- Come up with a list of things that could have been used to teach the lesson. Instead of smelling food does not satisfy your hunger, what other images could have been used?

### Identifying Organization

- Sequence the events showing how Arha acquired land in the story.
- List the things that Arha did to try and change Haptom's mind when Haptom said he wouldn't give him the land.

### Utilizing Organization

- Create a list of events where one person makes a bet with another person. Decide on at least three things the person had to do to succeed.

### Identifying Voice

- How does the author show how miserable and cold Arha is while on the mountain?

### Utilizing Voice

- Think of the most miserable situation you can imagine. Write a description of a person enduring that event. Make sure that your description shows how miserable the person feels.

### Identifying Word Choice

- Make a list of words and phrases that paint a strong picture in your mind.

### Utilizing Word Choice

- Use some of the words and phrases above to describe a difficult situation.

### Identifying Sentence Fluency

- Find 5 sentences of less than 5 words. Find 5 sentences with more than 10 words.

### Utilizing Sentence Fluency

- Write a description of an awful situation. Make sure that some sentences have 5 or less words and some have 5-10 words.

## Appendix Q

# Gulliver's Travels

### Identifying Ideas/Content

- What is the main idea of the story?
- What were some similarities and some differences between the world Gulliver was from and Lilliput?

### Utilizing Ideas/Content

- Imagine a place very different than your neighborhood. Write a story about your adventure traveling there.
- Change the encounter in Lilliput to an encounter in a land of giants. What would be different?

### Identifying Organization

- Write a timeline of the encounters Gulliver had with others.

### Utilizing Organization

- Imagine three places you would like to travel. Write a description of each place as you see it.

### Identifying Voice

- How does the author convey the uncertainty the Lilliputians felt towards Gulliver?
- What words and phrases support your opinion?

### Utilizing Voice

- Rewrite the encounter with the Lilliputians changing the emotion to excitement and happiness.

### Identifying Word Choice

- Keep a journal of descriptive words and phrases that create a vivid picture from the story.

### Utilizing Word Choice

- Take the vivid words in the story and choose an antonym for each one. Rewrite a scene of the story changing the mood and emotions by changing the descriptive words.

### Identifying Sentence Fluency

- Count the number of words in each sentence. Find the 2 shortest sentences and the 2 longest sentences. Read them aloud.

### Utilizing Sentence Fluency

- Write a story about your adventures in another land. Start with a three word sentence. Add one word with each consecutive sentence.

## Appendix R

# The Legend of Sleepy Hollow

### Identifying Ideas/Content

- How does this story portray the characters effectively?
- What do we learn about the different characters from the author?

### Utilizing Ideas/Content

- Create a new schoolmaster for the students in Sleepy Hollow. Describe him/her so clearly that your reader can imagine just what the schoolmaster is like.
- Choose one of the other characters in the story and create a scene where we learn more about that character.

### Identifying Organization

- Make a timeline of the events told in the story.
- Look at the first sentence of each paragraph. How does the author use story transitions like "It was the witching time of night" to move the story along?

### Utilizing Organization

- Reread the story using "then" to begin each paragraph. How does that make the story less interesting?
- Brainstorm a list of transitions that might be used in a cheerful, pleasant story. Choose different transitions to convey different moods.

### Identifying Voice

- What words set the tone of "scary" or "spooky" in this story?
- What other emotions are people feeling? Find words and phrases to support your opinion.

### Utilizing Voice

- Rewrite the section of the story where Ichabod Crane meets his end. Change the voice to show friendliness and joy at encountering a companion.

### Identifying Word Choice

- Make a list of phrases and words that paint a strong picture in your mind.
- Choose one phrase and draw a picture so clear that your classmates can guess which sentence or phrase you drew.

### Utilizing Sentence Fluency

- Choose three of the most descriptive sentences from the story. Change them to a very basic, boring sentence. For example: Take "Ichabod quickened his steed, in hopes of leaving the mysterious horseman behind" and change it to "Ichabod rode more quickly." Rewrite it again using your own powerful words.

## Appendix S

# Rip Van Winkle

### Identifying Ideas/Content

- What good came from Rip Van Winkle's 20 year sleep? What does the author mean when he says that many henpecked husbands want to drink what Rip Van Winkle drank?
- Why did some people believe Rip Van Winkle's story even though it seems really unbelievable?

### Utilizing Ideas/Content

- Write your own story about sleeping through 20 years of your life? What would you be sad to have missed? What would you be happy to have missed?
- What do you think Rip Van Winkle's wife would have said to him if she was still alive? Write a monologue of what she might have said to him.

### Identifying Organization

- Compare the opening and closing paragraphs of the story. What is similar? What is different?

### Utilizing Organization

- Write your own story that begins and ends the same way, but create a series of events for the main character to experience.

### Identifying Voice

- Locate phrases that show that Rip Van Winkle is well liked by the people of the town.
- Locate phrases that show that his wife is not a kind.

### Utilizing Voice

- Write a description of Rip and his wife that change them. Make the wife kind and likeable and Rip not well-liked.

### Identifying Sentence Fluency

- Read the dialog with a lot of emotion and power. Reread it in a monotone. How does that change the feeling of the story?

### Utilizing Sentence Fluency

- Write dialog showing excitement at Rip's return. Write more dialog showing disgust at his return, fear at his return... How would the sentences be different for each emotion?

## Appendix T

# The Magic Brocade

### Identifying Ideas/Content

- How would you describe the three brothers?
- Why is the brocade so important to the mother?

### Utilizing Ideas/Content

- What scene would you weave in your brocade? Describe it so that the reader can imagine being there.
- Compare this story to Cinderella. What similarities and differences are there?

### Identifying Organization

- What tasks were the brothers asked to do to gain their mother's brocade?
- How does the ending show that the first two brothers learned their lesson?
- Could "happily ever after" describe the end of this story? Why or why not?

### Utilizing Organization

- Create three different tasks that you might demand in exchange for the brocade.
- Draw a sketch of one of the tasks that Leju completed to gain his mother's brocade.

### Identifying Word Choice

- Locate phrases and words that describe the scene in the brocade.
- Do you have a clear picture in your mind of the scene?

### Utilizing Word Choice

- Choose a scene you love. Describe it in such a way that the reader can picture the scene in his/her mind. Use vivid words and phrases to make the scene appealing to the reader.

### Identifying Sentence Fluency

- Look at the dialog in the story. Does it seem like words people would really speak?
- Read the story out loud. How do the sentences flow?

### Utilizing Word Choice

- Write dialog for the fairies discussing the beauty of the brocade. Imagine someone you know speaking the words.

## Appendix U

# Robinson Crusoe

### Identifying Ideas/Content

- How does the author look at survival in a new way?
- How did Robinson Crusoe change while on the deserted island?
- Does the relationship of Robinson Crusoe and Friday show friendship? Why or why not?

### Utilizing Ideas/Content

- Write your own story of an unlikely pair of people who become friends.
- Write as if you were stranded on a deserted island. How would you react? What would you do?

### Identifying Organization

- Although the opening sentence is simply a statement of fact, why does it capture the reader's attention?
- In the opening paragraph, Robinson Crusoe mentions that his father said he would regret his decision to go to sea. Do you think he regretted it or not?
- How does the end resolve any conflicts or issues created in the story?

### Identifying Voice

- Find words and phrases that show how difficult Robinson Crusoe's life on the island was.

### Utilizing Voice

- Rewrite the story showing a life that is very easy and comfortable.
- Rewrite one scene in the story with Robinson Crusoe as a fearful person who is afraid of everything. How would that change the story?

### Identifying Word Choice

- Make a journal of interesting and vivid words you encounter in this story. Group them by what type of mood they set: fearful, happy, and determined.

### Utilizing Word Choice

- Write a very short story using words that show a brave character. Rewrite a story using words that show a fearful person. Rewrite a story using words that show a funny person. Choose your own emotion and see how you can convey that feeling.

### Identifying Sentence Fluency

- Choose three sentences with less than five words and three sentences with more than eight words. Which ones paint a better picture?

### Utilizing Sentence Fluency

- Take the long sentences and make them short. Take the short sentences and make them longer.
- Write a description of a deserted island using only five words sentences. Then write a description of a deserted island that contains sentences of different lengths. Which is more interesting?

## Appendix V

# St. George and the Dragon

### Identifying Ideas/Content

- What is the focus or purpose of this story?
- What do we learn about the character of St. George?

### Utilizing Ideas/Content

- Rewrite the story showing a greedy knight who only seeks glory. How does that change the tone of the story?
- Write your own adventure myth about a brave hero.

### Identifying Organization

- Write a list sequencing the events in the story.
- How does the ending conclude this story and at the same time hint at further stories?

### Utilizing Organization

- Write a dramatic beginning for this story. Write an emotional ending. Add some story transition words to make the story flow smoothly.

### Identifying Voice

- Locate words and phrases that show the dragon is scary and feared by many.

### Utilizing Voice

- Write a description of a gentle creature that nobody would want to destroy.

### Identifying Word Choice

- Write down all the words used to describe the dragon. Which ones could have a positive connotation in a different story?

### Utilizing Word Choice

- Use the words from the list above. Use as many as you can to describe a positive creature. Use the negative ones to describe a creature other than a dragon.