

Six Trait Writing with Twain and Doyle

Grade Level or Special Area: 5th Grade

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

I. ABSTRACT

If you are short on time, but long on dreams for better writing, this unit is for you. The *Core Knowledge® Sequence* provides great literature to model the six traits for your 5th graders. When teaching a literature selection, simply pull out the corresponding appendix from this unit and you have a six-trait writing lesson at your fingertips. Only the appendix is needed with your literature selection, so each lesson is quick and easy. Get ready for great writing from your students.

II. OVERVIEW

A. Concept Objectives

1. Students will 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. 110)
 - a. Poetry
 - i. Poems
 - a) A bird came down the walk (Emily Dickinson)
 - b) Casey at the Bat (Ernest Lawrence Thayer)
 - c) The Eagle (Alfred Lord Tennyson)
 - d) I Hear America Singing (Walt Whitman)
 - e) I Like to See it Lap the Miles (Emily Dickinson)
 - f) I, Too, Sing America (Langston Hughes)
 - g) Incident (Countee Cullen)
 - h) Jabberwocky (Lewis Carroll)
 - i) Narcissa (Gwendolyn Brooks)
 - j) O Captain! My Captain! (Walt Whitman)
 - k) The Road Not Taken (Robert Frost)
 - l) The Tiger (William Blake)
 - m) A Wise Old Owl (Edward Hersey Richards)
 - b. Fiction and Drama
 - i. Stories
 - a) *The Adventures of Tom Sawyer* (Mark Twain)
 - b) *The Secret Garden* (Frances Hodgson Burnett)
 - c) Tales of Sherlock Holmes, including “The Red-Headed League” (Arthur Conan Doyle)

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 fifth grade.

V. LESSONS

Lesson One: An Overview of the Six Traits of Writing

- A. *Daily Objectives*
 1. Concept Objective
 - a. Students will 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 on 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 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
 3. Appendix B: Six Trait Writing Rubric
- 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 the 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 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
 3. Appendix B: Six Trait Writing Rubric
- 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 the 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 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
 3. Appendix B: Six Trait Writing Rubric
- 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 the 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 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
3. Appendix B: Six Trait Writing Rubric

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 the 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 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
 3. Appendix B: Six Trait Writing Rubric
- 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 the 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: A bird came down the walk
- E. Appendix E: Casey at the Bat
- F. Appendix F: The Eagle
- G. Appendix G: I Hear America Singing
- H. Appendix H: I Like to See it Lap the Miles
- I. Appendix I: I, Too, Sing America
- J. Appendix J: Incident
- K. Appendix K: Jabberwocky
- L. Appendix L: Narcissa
- M. Appendix M: O Captain! My Captain!
- N. Appendix N: The Road Not Taken
- O. Appendix O: The Tiger
- P. Appendix P: A Wise Old Owl
- Q. Appendix Q: The Adventures of Tom Sawyer
- R. Appendix R: The Secret Garden
- S. Appendix S: The Red-Headed League

VIII. BIBLIOGRAPHY

- A. Hirsch, Jr., E.D. *What Your Sixth Grader Needs to Know*. New York: Doubleday, 1993. 0-385-31467-1.
- 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

	Ideas and Content	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Advanced (4 points)	<ul style="list-style-type: none"> • Interesting • Answers the prompt • Creative ideas • Great details 	<ul style="list-style-type: none"> • Follows green, yellow, red • Interesting end and beginning • Great use of transitions 	<ul style="list-style-type: none"> • Writer clearly puts self into topic • Exciting and interesting • The reader wants to respond to the writing 	<ul style="list-style-type: none"> • Strong, interesting words, phrases create powerful images • Some words or phrases are at a higher level 	<ul style="list-style-type: none"> • Sentences are different in length and structure • The rhythm makes you want to read 	<ul style="list-style-type: none"> • Few or no errors • Used paragraph format and grammar correctly at an advanced level
Proficient (3 points)	<ul style="list-style-type: none"> • Answers the prompt • Okay details • Reader stays interested 	<ul style="list-style-type: none"> • Follows green, and yellow, but not enough reds • Good use of transitions 	<ul style="list-style-type: none"> • The reader is interested • Writer puts self into the topic 	<ul style="list-style-type: none"> • Good use of 5th grade words and phrases • Creates a picture in mind 	<ul style="list-style-type: none"> • Some variety in sentences • Rhythm is good, but many have a few problems 	<ul style="list-style-type: none"> • Errors do not interfere with meaning • Good use of paragraph format and grammar
Partially Proficient (2 points)	<ul style="list-style-type: none"> • Answers the prompt at times • Missing or unrelated details • Unfocused 	<ul style="list-style-type: none"> • Some use of green, yellow, and red, but hard to follow • Some transitions are not used or are used incorrectly 	<ul style="list-style-type: none"> • Does not have much emotion or spirit • May not be interesting to the reader 	<ul style="list-style-type: none"> • Repetitious or lower level words and phrases • Words may not be clear enough 	<ul style="list-style-type: none"> • Repetitious or simple sentences • No real rhythm to the sentences • Sentences are awkward 	<ul style="list-style-type: none"> • Errors may interfere with meaning • Paragraph format or grammar may have mistakes • Needs some editing
Unsatisfactory (1 point)	<ul style="list-style-type: none"> • Does not seem to answer the prompt • Ideas are hard to follow • Repeated details 	<ul style="list-style-type: none"> • Is not organized • Beginning or end is missing • Missing transitions 	<ul style="list-style-type: none"> • No emotion or spirit • Seems to be lifeless • Reader is not interested 	<ul style="list-style-type: none"> • Words do not make sense • Words are used incorrectly • Too much repetition 	<ul style="list-style-type: none"> • No variety in sentences • Choppy or incomplete sentences 	<ul style="list-style-type: none"> • Errors interfere with meaning • Serious mistakes in grammar and paragraph format • Needs a lot of editing

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

A Bird Came Down the Walk

Identifying Ideas/Content

- What is the main idea of this poem?
- What unique or interesting details does Emily Dickinson include?
- Do you see the bird in a different light than you normally would?

Utilizing Ideas/Content

- Write about an animal describing its normal activities. Try to find a newer, more interesting way to describe those simple actions.

Identifying Organization

- Make a list sequencing the events in the poem.

Utilizing Organization

- Write your own "list" of events in the life of an animal.
- Write a list of the events in your life.

Identifying Voice

- How does Emily Dickinson feel about birds and their daily lives?
- Read the poem with a voice of disgust. Reread it with a voice of wonder and awe.

Utilizing Voice

- Add details to Emily Dickinson's poem to express a strong emotion.
- Add details to a list of events from your life that make your feelings about the events very clear.

Identifying Word Choice

- Have students locate at least three images that are created with the words and phrases Emily Dickinson chose.

Utilizing Word Choice

- Have students write a description of an animal's day that includes 6 adjectives or descriptive phrases from Emily Dickinson's poem.

Identifying Sentence Fluency

- Count the number of words in each line. Notice the variety in length.
- Look at the first word of each phrase, identify which part of speech it is.

Utilizing Sentence Fluency

- Take the lines from Emily Dickinson's poem and put a verb or verb phrase in front of the existing first word. You can rearrange the words to put the verb first.

Appendix E

Casey at the Bat

Identifying Ideas/Content

- What is this story poem about?
- What is the problem and solution?
- What fresh or creative descriptions does the poet use?

Utilizing Ideas/Content

- Choose an event and list six fresh and creative descriptions for that event.

Identifying Organization

- Sequence the events in the game.
- Locate transitions that help keep the story in the poem moving.

Utilizing Organization

- Write about a memorable event in your life. Be sure to use transitions to help the reader follow the story.
- Write a clearly organized paragraph that contains at least three details describing an exciting event.

Identifying Voice

- Track the emotions of the crowd as the poem progresses. Give specific words and phrases that tell you how the crowd feels.

Utilizing Voice

- Write a series of sentences that express changing emotions with each sentence. Stick to one topic as you change the emotional feel of the writing.

Identifying Word Choice

- List all the adjectives and group them by emotion. Add your own adjectives for each emotion.
- Locate strong verbs and nouns that help create a precise picture.

Utilizing Word Choice

- Choose one emotion and use at least ten descriptive words to write about a time you felt that emotion. Or write a piece of fiction that exaggerates the emotion.

Identifying Sentence Fluency

- Read the poem in a very monotone voice. Reread it sing-song. Reread it with emotion and flow, but avoid the sing-song tone.

Utilizing Sentence Fluency

- Write a series of sentences with a sing-song feel. Read them with the sing-song feel and then read them with a strong, normal tone of voice.

Appendix F

The Eagle

Identifying Ideas/Content

- What is the main event of this poem?
- What fresh, creative details does the poet use to describe a simple event?
- What is the ending?

Utilizing Ideas/Content

- Write about one single, simple event. Add fresh, creative, expressive ideas about that event so that you have one or two long sentences that explain the event in a new way. Give your description a dramatic ending.

Identifying Voice

- How do you feel when you hear this poem?
- How is the eagle portrayed?

Utilizing Voice

- Write a brief description of an animal you admire. Choose words that express your admiration.
- Write a brief description of an animal you don't care for. Choose words that express your fear, disgust or disdain.

Identifying Word Choice

- Draw a sketch showing the environment of the eagle as described in the poem. Does the poet give specific details?
- Have students locate all adjectives and strong nouns and verbs.

Utilizing Word Choice

- Write a paragraph describing you're an animal's habitat. Use strong, precise words to paint a very accurate picture. Be sure to describe the animal's posture and position and movement with vivid words.

Identifying Sentence Fluency

- Count the number of words in each sentence or stanza. Notice the punctuation used to help read the poem fluently.

Utilizing Sentence Fluency

- Write a sentence about an animal with about the same number of words as Tennyson uses. What details can you add to extend your sentence?

Appendix G

I Hear America Singing

Identifying Ideas/Content

- What is this poem describing?
- What details help Walt Whitman support his idea?

Utilizing Ideas/Content

- Write about the workers of today. Add fresh, interesting ideas and details.

Identifying Voice

- What phrases or words make it clear that this poem is written in the past?

Utilizing Voice

- Change the poem to describe workers today and their contribution to America. Choose words that will help the reader know that America is still singing today.

Identifying Word Choice

- Have students locate at least six phrases that create a picture of what the people are doing.
- Have students locate six strong, precise verbs.

Utilizing Word Choice

- Write about one profession of today using six to eight descriptive adjectives and verbs.
- Write about one profession from the past using six to eight descriptive adjectives and verbs.

Identifying Sentence Fluency

- Note the use of "the" to begin every sentence. How could you change the first word to make the poem more interesting?

Utilizing Sentence Fluency

- Write a description of your life beginning each sentence with a different word. See if you can begin sentences with verbs, adjectives, adverbs and prepositional phrases.

Appendix H

I Like to See it Lap the Miles

Identifying Ideas/Content

- What is Emily Dickinson describing?
- List the details that prove it is a train.

Utilizing Ideas/Content

- Write a description of a type of transportation. Quiz your friends with your poem. Are your details focused and clear enough for your classmates to guess the type of transportation?

Identifying Voice

- What emotion or attitude is conveyed by this poem?
- Do you know how Emily Dickinson feels about trains?

Utilizing Voice

- Take the poem and change the words to make it seem like a train is a bad thing that people don't like.
- Choose an object you hate and write about it in such a way that all who read your writing will know how much you detest it.
- Choose an object you love and write about it in such a way that all who read your writing will know how much you love it.

Identifying Word Choice

- Have students locate at least six images that are created with the words Emily Dickinson chose.
- Have students locate six strong, precise words.

Utilizing Word Choice

- Have students write a description of an object that is so precise and descriptive every reader will know exactly what animal is being described.

Identifying Sentence Fluency

- Does Emily Dickinson use complete sentences?
- Have students take sentence fragments in the poem and complete them.

Utilizing Sentence Fluency

- Write a description of an object that contains a different number of words in each sentence.

Appendix I

I, Too, Sing America

Identifying Ideas/Content

- How does the poet feel about the way people treat him in the present?
- How does he feel about his future?

Utilizing Ideas/Content

- Write your own poem expressing how you are being treated. Add details about how you hope your future will be.
- Imagine you are being discriminated against...write a poem expressing your frustration, anger, sadness... about your treatment.

Identifying Organization

- How does the poem begin?
- Does the poem resolve at the end?
- Do the ideas seem connected?

Utilizing Organization

- Write about a change. Start your writing with people feeling or acting one way. For the end, have the people change their attitudes or feelings.

Identifying Voice

- Do you know how Langston Hughes feel about the way he is treated?
- What words or phrases express his feelings?

Utilizing Voice

- Write a description of how people should treat others. Be sure to include a feeling of hurt or sadness when people do not treat others well and a feeling of joy and peace when people do.

Identifying Sentence Fluency

- Analyze the number of long and short sentences in the poem.

Utilizing Sentence Fluency

- Write your own "I, Too, Sing America" poem expressing how your own life is a picture of America.

Appendix J Incident

Identifying Ideas/Content

- How did the speaker feel about her trip to Baltimore? How do you know? What details show you?
- Is the purpose clear?
- What is the message or the main idea?

Utilizing Ideas/Content

- List situations in life where we might feel put down. Write about a time you, or a historical figure felt put down. Be sure to focus on the feeling of being treated poorly.

Identifying Organization

- List the events in the poem. Look at the details that describe the event.

Utilizing Organization

- Write your own list about a time you were treated badly. Be sure to describe each event vividly.

Identifying Voice

- How do you think the author felt? Would you want to feel that way?
- What words/phrases help you feel what Gwendolyn Brooks felt?

Utilizing Voice

- Compare how you feel when people treat you badly and when people treat you well. Write a compare/contrast essay describing the difference.

Identifying Sentence Fluency

- Read the poem stopping carefully at punctuation and line endings. Listen to the rhythm of the words.

Appendix K

Jabberwocky

Identifying Ideas/Content

- What is the poet's message in this poem? Can you understand the message?
- What do you know about the jabberwocky from the poem?

Utilizing Ideas/Content

- Write a description of a nonsense creature using nonsense words. Include enough real words to give a sense of whether the creature is kind, dangerous, helpful, cuddly, prickly, etc.

Identifying Voice

- Ask yourself how the poet feels about the jabberwocky. What words or phrases are used to convey the poet's feelings?
- What feelings are created inside you as you read this poem?

Identifying Word Choice

- Identify real and nonsense words.
- Take nonsense words and label with a part of speech using context clues.
- Find at least three strong, real words.

Utilizing Word Choice

- Take a nonsense word, identify its approximate meaning and use it in a sentence.

Identifying Sentence Fluency

- Read the poem and pay attention to rhythm.
- Compare lengths of sentences.

Appendix L

Narcissa

Identifying Ideas/Content

- What is Narcissa doing?
- What fresh or creative details does Gwendolyn Brooks give us about a child's imagination?

Utilizing Ideas/Content

- What do you like to imagine? What details will you use to make your thoughts clear to your reader? What do you like to do? What details will you use to make your activities clear to your reader?
- Choose one the topics from above and develop a complete paragraph. Give enough detail that the reader will clearly picture the activities or thoughts.

Identifying Organization

- List the activities other girls do.
- List Narcissa's imaginings as a word or 2 word phrase. Then look at how the "thing" is described so vividly.

Utilizing Organization

- Make a list of things you might see or imagine. Give 2 descriptive words for each thing. Write a clearly organized paragraph using the details you created above.

Identifying Voice

- How do you feel about Narcissa as you read Gwendolyn Brook's poem?
- Does the poem make an imagination seem like a good thing? Give details to support your answer.

Utilizing Voice

- Write about something you really love to see in your mind and put words and phrases that will help the reader love it too. Then, write about something you hate and put words that will help the reader hate that thing too.

Identifying Word Choice

- Have students list every adjective and precise noun used in this poem.
-

Utilizing Word Choice

- Write a descriptive paragraph using at least six words found in "Narcissa" to create your own image in the reader's mind.

Identifying Sentence Fluency

- Read the poem to feel the flow of the words and the rhyme scheme.
- Notice how some of the lines are longer than others.

Utilizing Sentence Fluency

- Write your own poem expressing what you do to escape when life becomes too busy. Be sure to use sentences of different lengths.

Appendix M

O Captain! My Captain!

Identifying Ideas/Content

- How does Walt Whitman feel about the death of Abraham Lincoln?
- What is the main idea of this poem? What details support your opinion?

Utilizing Ideas/Content

- Write about a person or event that changed your life. Make sure your poem makes it clear whether the person is still alive or not.

Identifying Voice

- What emotion or attitude is conveyed by this poem?
- What words or phrases convey the emotion of the poet?

Utilizing Voice

- Write your own tribute to Lincoln or someone you care about. Convey your admiration and respect with the tone of the poem.

Identifying Word Choice

- Have students locate at least six images that are created with the words in the poem/song.
- Have students locate six strong, precise words.

Utilizing Word Choice

- Draw a picture of a phrase that creates a picture in your mind.
- List the words and phrases that are vivid and precise. Use them to write your own paragraph about someone you admire.

Identifying Sentence Fluency

- Identify the flow of long and short phrases within the writing.

Utilizing Sentence Fluency

- Write an anthem for your family, school, country, or a famous person that uses a combination of long and short phrases.

Appendix N

The Road Not Taken

Identifying Ideas/Content

- What is Robert Frost's message in this poem?
- What fresh or creative details does he give us about the woods?

Utilizing Ideas/Content

- Describe a park you know well. Give a sentence about that park in each season. What details will you use to make the season clear to your reader?
- Choose one the season sentences from above and develop a complete paragraph. Give enough detail that the reader will know the season without you actually naming it.

Identifying Organization

- What is the rhyme scheme of this poem?
- List the things Frost describes in his poem. List each as a word or 2 word phrase. Then look at how the "thing" is described so vividly.

Utilizing Organization

- Make a list of things you might see in a place of your choosing. Give 2 descriptive words for each item. Order the items from most important to least important.
- Write a clearly organized paragraph using the details you created above.

Identifying Voice

- How did Robert Frost feel about his decision in the road he chose?
- How could you change the words to make it seem like a bad decision?

Utilizing Voice

- Write about a place you really love and put words and phrases that will help the reader love the place too. Then, write about a place you hate and put words that will help the reader hate the place.

Identifying Word Choice

- Have students list every adjective used in this poem. Then have them list all the imagery used.

Utilizing Word Choice

- Write a descriptive paragraph using at least six words found in "The Raven" to create your own image in the reader's mind.

Identifying Sentence Fluency

- Read the poem to feel the flow of the words and the rhyme scheme.
- Notice how the lines are similar in length.

Utilizing Sentence Fluency

- Write your own poem about a decision you have made. Be sure to use a consistent rhyme scheme and similar lengths of lines throughout the poem.

Appendix O

The Tiger

Identifying Ideas/Content

- What is the message of the poem?
- What kind of animal does William Blake consider the tiger?

Utilizing Ideas/Content

- Write your own paragraph describing an animal. Give clear, precise details about the animal.

Identifying Organization

- List the traits of the tiger as described by William Blake. What is the focus of each stanza?
- How do you feel about the similarity between the first and final stanza?

Identifying Voice

- How does the poet feel about the tiger? How do you know?

Utilizing Voice

- Write a list poem of the traits and habits of an animal. Be sure to use words and phrases in such a way that your poem communicates how you feel about this animal.

Identifying Word Choice

- Make a list of the words that show us the traits of the tiger.
- If possible, find William Blake's poem "The Lamb" and compare/contrast the word used.

Utilizing Word Choice

- Choose a fierce and a gentle animal. List descriptive words for each.

Identifying Sentence Fluency

- Count the words for each question in the poem.
- Compare the number of words.

Utilizing Sentence Fluency

- Write a paragraph about an animal. Use both short and long sentences.

Appendix P

A Wise Old Owl

Identifying Ideas/Content

- What is the lesson of this poem?
- Does Edward Hersey Richards give a fresh look at the idea?

Utilizing Ideas/Content

- Write two sentences of your own to communicate the need to listen more than you talk.
- Write two sentences to communicate another important lesson. Be creative and use an animal comparison.

Identifying Sentence Fluency

- Count the words in each line. How many words are used altogether?
- Read the poem without pausing. Now read it with correct pauses. How does it change the meaning?

Appendix Q

The Adventures of Tom Sawyer

Identifying Ideas/Content

- As you read, keep a log of Tom's character traits. Do this for other characters as well.
- Keep a log of interesting details about Tom Sawyer. What kind of boy is he? Give supporting details from your reading.

Utilizing Ideas/Content

- How would you be described if someone were writing the story of your life? Write a paragraph about yourself that contains at least 5 details that help the reader understand you clearly.

Identifying Voice

- Choose a short monologue from the reading. What words or phrases help convey the emotion of the speaker?
- Locate a monologue and read it with no expression. Do the words themselves convey feeling?

Utilizing Voice

- Choose a monologue from the story. What emotion is expressed? Change the monologue to express the opposite emotion.
- Write a paragraph describing Tom as a resourceful boy that other children should imitate. Use your words and phrases to convey praise and admiration for Tom.
- Write a paragraph describing Tom as a naughty boy that no other children should imitate. Use your words and phrases to convey disappointment or dislike of Tom's behavior.

Identifying Word Choice

- Keep 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 another character from a story, or yourself.

Identifying Sentence Fluency

- Listen to the story on tape. How does the narrator make the words flow?
- Find 5 sentences of less than 5 words. Find 5 sentences with more than 10 words.

Utilizing Sentence Fluency

- Read a section of the story without stopping at punctuation. Now, read it again, deliberately pausing at the appropriate punctuation.
- Write an essay. Write at least 3 sentences with less than 5 words. Write at least 3 sentences with 5-10 words. Write at least 3 sentences with more than 10 words that is not a run on sentence.
- Write a story. Make sure you do not use the same word to start any two sentences.

Appendix R

The Secret Garden

Identifying Ideas/Content

- What is the main idea of the story?
- How does Mary change throughout the story?

Utilizing Ideas/Content

- Write a story about your life describing some of the experiences that have affected you. Include interesting details about the events.

Identifying Voice

- Locate words and phrases that describe the feeling of depression or disinterest when Mary first arrives at Misselthwaite Manor.
- Find phrases and sentences that show the difference in Mary's life once she finds the garden.

Utilizing Voice

- Write a paragraph describing a place you love to go. Give details to help the reader picture the wonder of this place. Be sure your words communicate joy and happiness.

Identifying Word Choice

- Identify the words and phrases that paint a vivid picture.
- List the words that are used to describe Mary when she arrives at Misselthwaite Manor.
- Read the description of the garden.
- Draw Mary or the garden based on the description given.

Utilizing Word Choice

- Write 1-3 sentences using 10 adjectives you found in the story to describe a difficult situation.
- Write 1-3 sentences using 10 adjective you found in the story to describe a wonderful situation.

Identifying Sentence Fluency

- Read each line of dialogue out loud. Does it sound like real people speaking?

Utilizing Sentence Fluency

- Write lines of dialogue with very simple language. Then add details, descriptions and imagery to make it more complex. How are the two types of dialogue different? Why does writing contain more description than our common spoken language?

Appendix S

The Red-Headed League

Identifying Ideas/Content

- Does the mystery give the necessary details to support the resolution of the problem?
- What details support the resolution?
- What unique or interesting details are given to help the mystery?

Utilizing Ideas/Content

- Write your own mystery. Try starting with the solution and building the details to explain how the problem started.
- Be sure to give relevant, but original details.

Identifying Organization

- Write a list sequencing the events in the mystery.
- Locate story transition words that help move the story along.
- Read the beginning and the end. How does the writer gain and keep your attention?

Utilizing Organization

- Write a dramatic beginning for a story. Write an emotional ending. If there is time, write the middle using story transition words.

Identifying Voice

- Locate phrases that convey Watson's admiration for Sherlock Holmes.
- Locate words/phrases that convey Sherlock Holmes' feelings for Watson.

Utilizing Voice

- Change the words you selected above and rewrite a paragraph to describe people who do not have respect for each other.

Identifying Word Choice

- Pick the sentence in the story that paints a picture in your mind. Write it on a page and draw a comic strip to illustrate it.
- Keep a list of descriptive words as you read the story.

Utilizing Word Choice

- Find 3 interesting sentences. Change 3-5 words in each one to create a sentence with the opposite meaning or feeling as the original sentence.