Shakespeare and Poe Teach Six Trait Writing

Grade Level or Special Area: 6th Grade
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Length of Unit: Six lessons, 30-60 minutes each

I. ABSTRACT

If you're tired of reading dull, lifeless, but well organized sixth grade papers, but have no time to research the six-trait method of writing, this unit is for you. Contained within this unit are ideas to teach the six-traits of writing with some of the literature in the *Core Knowledge® Sequence*. While teaching the literature, you can engage your students in writing observations and practices. After Lesson One, the lessons can be taught in any order by simply grabbing the appendix titled with the piece of literature you are reading and you have a ready made, material free lesson at your fingertips. Time to get them writing!

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 (pp. 135-136)
      a. Poetry
         i. Poems
            a) All the world's a stage [from *As You Like It*] (William Shakespeare)
            b) If (Rudyard Kipling)
            c) Mother to Son (Langston Hughes)
            d) Lift Ev'ry Voice and Sing (James Weldon Johnson)
            e) A narrow fellow in the grass (Emily Dickinson)
            f) A Psalm of Life (Henry Wadsworth Longfellow)
            g) The Raven (Edgar Allan Poe)
            h) A Song of Greatness (a Chippewa song, trans. Mary Austin)
            i) Stopping by the Woods on a Snowy Evening (Robert Frost)
            j) Sympathy (Paul Laurence Dunbar)
            k) There is no frigate like a book (Emily Dickinson)
            l) Woman Work (Maya Angelou)
      b. Fiction and Drama
         i. Drama
            a) Julius Caesar (William Shakespeare)
         ii. Classical Mythology
            a) Apollo and Daphne
            b) Orpheus and Eurydice
            c) Narcissus and Echo

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
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 sixth 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
   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: All the World's a Stage
E. Appendix E: If
F. Appendix F: Mother to Son
G. Appendix G: Lift Ev'ry Voice and Sing
H. Appendix H: A Narrow Fellow in the Grass
I. Appendix I: A Psalm of Life
J. Appendix J: The Raven
K. Appendix K: A Song of Greatness
L. Appendix L: Stopping by the Woods on a Snowy Evening
M. Appendix M: Sympathy
N. Appendix N: There is no Frigate Like a Book
O. Appendix O: Woman Work
P. Appendix P: Julius Caesar
Q. Appendix Q: Apollo and Daphne
R. Appendix R: Orpheus and Eurydice
S. Appendix S: Narcissus and Echo

VIII. BIBLIOGRAPHY

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B. Hirsch, Jr., E.D. *What Your Sixth Grader Needs to Know.* New York: Doubleday, 1993. 0-385-31467-1.
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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)	• Interesting • Answers the prompt • Creative ideas • Great details	• Follows green, yellow, red • Interesting end and beginning • Great use of transitions	• Writer clearly puts self into topic • Exciting and interesting • The reader wants to respond to the writing	• Strong, interesting words, phrases create powerful images • Some words or phrases are at a higher level	• Sentences are different in length and structure • The rhythm makes you want to read	• Few or no errors • Used paragraph format and grammar correctly at an advanced level
Proficient (3 points)	• Answers the prompt • Okay details • Reader stays interested	• Follows green, and yellow, but not enough reds • Good use of transitions	• The reader is interested • Writer puts self into the topic	• Good use of 5th grade words and phrases • Creates a picture in mind	• Some variety in sentences • Rhythm is good, but many have a few problems	• Errors do not interfere with meaning • Good use of paragraph format and grammar
Partially Proficient (2 points)	• Answers the prompt at times • Missing or unrelated details • Unfocused	• Some use of green, yellow, and red, but hard to follow • Some transitions are not used or are used incorrectly	• Does not have much emotion or spirit • May not be interesting to the reader	• Repetitious or lower level words and phrases • Words may not be clear enough	• Repetitious or simple sentences • No real rhythm to the sentences • Sentences are awkward	• Errors may interfere with meaning • Paragraph format or grammar may have mistakes • Needs some editing
Unsatisfactory (1 point)	• Does not seem to answer the prompt • Ideas are hard to follow • Repeated details	• Is not organized • Beginning or end is missing • Missing transitions	• No emotion or spirit • Seems to be lifeless • Reader is not interested	• Words do not make sense • Words are used incorrectly • Too much repetition	• No variety in sentences • Choppy or incomplete sentences	• 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
All the World's a Stage

Identifying Ideas/Content

- What does Shakespeare compare the world to? What details does he use to support his idea?
- Does he seem hopeful or hopeless regarding the world?

Utilizing Ideas/Content

- What would you compare the world to? What supporting details would you use?
- Write a poem/story/paragraph comparing the world to something else. Be sure to give lots of details about the comparison.

Identifying Organization

- Shakespeare organized his ideas into a list.
- How does he describe the change of a man throughout the poem?

Utilizing Organization

- Write your own "list" of how life changes as we grow older. Be sure to compare each stage of life to a specific, precise thing, concept, or idea

Identifying Voice

- Read the poem in a toneless voice
- Read the phrases aloud with a lot of cynicism in your voice.

Utilizing Voice

- Have the students change the phrasing of the poem to express other emotions such as hope, joy, anger…

Identifying Word Choice

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

Utilizing Word Choice

- Have students write a description of life that contains a minimum of 5 strong images.

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

- Write a "list" of ideas about life beginning each phrase with a different part of speech. Make sure all sentences have a different number of words.

Appendix E
If

Identifying Ideas/Content

- How does Rudyard Kipling define or describe what a man is?
- What fresh or creative descriptions does he use?

Utilizing Ideas/Content

- How would you describe what makes a man/woman/student/teacher…
- Write a description of a man/woman/student… that contains clear, focused ideas

Identifying Organization

- How does Rudyard Kipling organize his ideas?
- Evaluate the effectiveness of the beginning and the end of the poem.

Utilizing Organization

- Write your own list of what makes a man/woman/teacher…
- Write a clearly organized paragraph that contains at least three details, with examples of what makes a man/woman/student…

Identifying Voice

- What emotion or attitude is conveyed by this poem?
- Do you know how Rudyard Kipling feels about a true man?

Utilizing Voice

- Make a list of words that show how you feel about what makes a true student.

Identifying Word Choice

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

Utilizing Word Choice

- Have students write a description of a man/woman/student that contains a minimum of 5 strong images with precise words.

Identifying Sentence Fluency

- Count the number of words in each line. Notice the variety in length.
- Is Rudyard Kipling's use of repetition helpful or harmful to the poem?

Utilizing Sentence Fluency

- Write a description of a student beginning each phrase with "If…"

Appendix F
Mother to Son

Identifying Ideas/Content

- Has the mother's life been easy or hard? How do you know? What details show you?
- How does she feel about her son's future? How do you know?

Utilizing Ideas/Content

- Write advice to someone that includes some of your own experiences. Give focused supporting details so the reader knows if your own life was difficult or easy.

Identifying Voice

- What emotion or attitude is conveyed by this poem?
- Do you know how the mother feels about her life and her son?

Utilizing Voice

- Write a brief description of your life. Use words that show how you feel about your life.
- Write a brief description of someone you know. Make sure your words support how you feel about that person.

Identifying Word Choice

- Why are there some grammatical errors in this poem? How do they help paint a picture of the "mother?"
- Have students locate six strong, precise words.

Utilizing Word Choice

- Write a paragraph describing your life with precise words to describe experiences and feelings you have had.

Identifying Sentence Fluency

- Count the number of words in each line. Notice the variety in length.

Utilizing Sentence Fluency

- Write a description of your life using one word, then two, then three and so on.

Appendix G
Lift Ev'ry Voice and Sing

Identifying Ideas/Content

- How do the people feel about the birth of Abraham Lincoln and what he did for them?
- What was there life like in the beginning, before Abraham Lincoln changed it?
- Give details to support both feelings.

Utilizing Ideas/Content

- Write about a person or event that changed your life. Make sure that both sections of your writing have details that focus on the main theme of each part of your life.

Identifying Voice

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

Utilizing Voice

- Write about a time where you felt like rejoicing or a time when you felt like crying. Use words that convey your emotion to the reader.

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.
- Change the words at the beginning to make it seem like a dreadful or sad time.
- Change the words at the end of the poem to create a happy, joyful image in the mind of the reader.

Identifying Sentence Fluency

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

Utilizing Sentence Fluency

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

Appendix H
A Narrow Fellow in the Grass

Identifying Ideas/Content

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

Utilizing Ideas/Content

- Write a description in question form that describes a different animal. Quiz your friends. Are your details focused and clear enough for your classmates to guess the animal?

Identifying Voice

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

Utilizing Voice

- Take the poem and change the words to make it clear how you feel about snakes… afraid, excited, intrigued, hateful…
- Choose an animal 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 animal 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 animal 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 animal that contains a different number of words in each sentence.

Appendix I
A Psalm of Life

Identifying Ideas/Content

- How does the writer get the message across to you?
- What is the message of the poem?
- How does the poet take a new look at life?
- How does the poet describe life?

Utilizing Ideas/Content

- Write your own poem expressing your view of life. Be sure to stay focused.

Identifying Organization

- How does the poem capture your attention?
- Does the poem resolve at the end?
- Do the ideas seem connected?

Utilizing Organization

- Sequence the ideas about life given in the poem.
- Sequence your own ideas about life.

Identifying Voice

- Do you know how Henry Wadsworth Longfellow feels about life?
- What words or phrases express his feelings about life?

Utilizing Voice

- Write a description of life that communicates your feelings about life.

Identifying Word Choice

- Identify the words and phrases that paint a vivid picture.

Utilizing Word Choice

- Write 1-3 sentences describing your views on life using strong word pictures.

Identifying Sentence Fluency

- Read the poem aloud to share the rhythm and flow of the language.
- Analyze the number of long and short phrases of the poem.

Utilizing Sentence Fluency

- Write your own "Psalm of Life" that follows the rhythm of Longfellow's psalm.

Appendix J
The Raven

Identifying Ideas/Content

- What is Edgar Allen Poe trying to communicate with this poem?
- What fresh or creative descriptions does he use?
- What is the main idea of the poem?

Utilizing Ideas/Content

- In "The Raven" the word uttered by the raven is "Nevermore." Choose a word and create a series of descriptions to support that word. Make sure you focus on that word.

Identifying Organization

- Plot out the outline of ideas in the poem.
- How does the beginning catch your attention?
- How does the poem resolve?

Utilizing Organization

- Create a strong beginning for a poem/paragraph to describe one word, just as "The Raven" communicates "nevermore." Create a strong resolution for your writing.
- Write a clearly organized paragraph using the beginning and ending created above.

Identifying Voice

- What mood is expressed in the poem?
- What feelings are created inside you as you read this poem?

Utilizing Voice

- Change the final stanza to create a feeling of hope and joy.

Identifying Word Choice

- Have students locate at least six images that are created with the words Edgar Allen Poe chose.
- Have students locate twenty strong, precise words.

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 slowly, pausing at punctuation feel the rhythm.
- Identify the rhyme scheme used in this poem.

Utilizing Sentence Fluency

- Take one stanza of Poe's poem and write about an animal that creates a feeling of happiness. Follow his rhythm, but create an image of joy.

Appendix K
A Song of Greatness

Identifying Ideas/Content

- What is the poet's message in this poem?
- How does the poet identify greatness?

Utilizing Ideas/Content

- Write a description of what greatness means to you. Define greatness with at least three examples.
- Will you be remembered for your "greatness" someday? Give examples of how you can be great.
- Describe a "great" person that you have known, or studied. What makes him/her great?

Utilizing Organization

- Create a description of greatness using the same first words as the poet.
- Write a clearly organized paragraph describing the greatness of someone you have studied.

Identifying Voice

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

Utilizing Voice

- Write about a person you consider "great." Be sure to use words and phrases to convey your admiration the person.
- Write about a person that you DO NOT consider "great." Be sure to change your words to express you lack of admiration for this person.

Utilizing Word Choice

- Select one of the strong words in this poem and use it in four different sentences.
- The poet uses the phrase "shall do mightily" in the poem. What is something you can "do mightily?" Write a sentence about that thing and end with the phrase "do mightily."

Identifying Sentence Fluency

- Read the poem once without stopping at any punctuation. How does it sound? Read it again stopping deliberately at each punctuation mark. Describe the difference between the two readings.
- Look at the use of the repetition of the phrase "When I hear…" How does the repetition affect the sound of the poem?

Utilizing Sentence Fluency

- Write a description of greatness. Start each sentence with the phrase "When I hear…" First, add three words to complete the sentence. Then add four, five and so on. Select your favorite sentence and share it with the class.

Appendix L
Stopping By the Woods on a Snowy Evening

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 do you feel about the woods as you read Robert Frost's poem? How could you change the words to make it a scary place?

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 expressing what you do to escape when life becomes too busy. Be sure to use a consistent rhyme scheme and similar lengths of lines throughout the poem.

Appendix M
Sympathy

Identifying Ideas/Content

- Is the purpose clear?
- What is the message or the main idea?

Utilizing Ideas/Content

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

Identifying Organization

- Look at each of the things the poet claims to "know." How does Paul Laurence Dunbar describe each thing?

Utilizing Organization

- Write your own list about three things you "know." Be sure to describe each one vividly.

Identifying Voice

- How do you think the caged bird feels? Would you want to feel that way?
- How does the outside world seem to the caged bird? Does the caged bird long to be outside of the cage? How do you know?

Utilizing Voice

- Compare how you feel when you feel trapped doing something and how you feel when you fell free. Write a compare/contrast essay describing the difference.

Identifying Word Choice

- Pick a phrase that paints a picture in your mind. Draw a picture of that scene.

Utilizing Word Choice

- Write a description of a free, enjoyable, or peaceful place. Use at least two similes or metaphors to create an image in the reader's mind.

Identifying Sentence Fluency

- Notice the repetition of the first and last line of the poem. Would this repetition work in a paragraph? Explain your opinion.
- Read the poem stopping carefully at punctuation and line endings. Listen to the rhythm of the words.

Utilizing Sentence Fluency

- Rewrite the poem in paragraph form with quality sentence. Read it aloud. Does it lose some of its rhythm? Change the sentences enough to make the words flow easily out of your mouth.

Appendix N
There is no Frigate Like a Book

Identifying Ideas/Content
- What is the message of the poem?
- Give supporting details that Emily Dickinson uses to support her belief.

Utilizing Ideas/Content
- Write your own poem/paragraph describing how poems, books or your own thoughts take you traveling to other places.
- Give three reasons why reading is an adventure.

Identifying Organization
- List the ideas in the sequence they occur.
- Did Emily Dickinson put the most important idea first or last? Is this a good strategy?

Utilizing Organization
- Write a description about life and what is important. Put the most important idea at the end. Be sure to include strong words.

Identifying Voice
- Do you think Emily Dickinson likes to read? How do you know? Does she convey her feelings about reading to the reader?

Utilizing Voice
- Communicate how you feel about reading with one strong phrase. Your phrase should compare reading to something else that will help the reader understand your feelings about reading.
- Choose 3 things you love and 3 things you dislike. Write a comparison for each one that carries your feeling to the reader.

Identifying Word Choice
- Draw a picture that illustrates one idea from the poem.
- Look up frigate, coursers, and chariot in the dictionary. How are they different? How are they the same?

Utilizing Word Choice
- Write a set of sentences using the words: frigate, coursers, and chariot.

Identifying Sentence Fluency
- Read the poem aloud to share the rhythm and flow of the language.

Utilizing Sentence Fluency
- Write your own poem about reading or using your imagination with about the same number of syllables in each line.

Appendix O
Woman Work

Identifying Ideas/Content

- What is the message of the poem?
- Does the "woman" in the poem have an easy life? What details support your answer?
- What does the poet wish for?

Utilizing Ideas/Content

- Write your own poem expressing how you feel about the work you have to do at home or at school. Include details about the specific responsibilities you have.

Identifying Organization

- What is the focus of the first stanza?
- How does the focus change in the next stanzas?
- How does the poem end?

Utilizing Organization

- Start your poem/paragraph describing something you dislike doing. Change in the middle to put forth what you wish for. End with a resolution about something you are thankful for.

Identifying Voice

- How does the poet feel about her responsibilities? How do you know?
- What does she wish for to give her joy/rest/relief?

Utilizing Voice

- Write a list poem of the things you must do in your life. Be sure to use words and phrases in such a way that your poem communicates how you feel about these things.

Identifying Word Choice

- Make a list of the words that show us the poem is the description of the life of a female slave.

Utilizing Word Choice

- Change the description in the first paragraph to match the work of a male slave. Then change it again to match the kind of work you might do.

Identifying Sentence Fluency

- Read the poem like a long, painful list with no tone of voice. Read it a second time, adding emotion to convey weariness. How does adding the emotion to the reading change the poem?
- Count the words for each idea in the first stanza and then count the words for each main idea in the following stanzas.

Utilizing Sentence Fluency

- Write your own list using short phrases of your responsibilities. Write a longer, more complex sentence describing your hope or wish.

Appendix P
Julius Caesar

Identifying Ideas/Content

- As you read, check understanding of the main concepts of the story.
- Keep a log of interesting details about Julius Caesar. What kind of man 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

- Take the monologue that begins "Friends, Romans, countrymen, lend me your ears." The monologue praises Brutus and looks poorly upon Caesar. Change the words and phrases to make the monologue praise Caesar.

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 person you have studied.

Identifying Sentence Fluency

- Listen to the play 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 play without stopping at punctuation. Now, read it again, deliberately pausing at the appropriate punctuation.
- Write an essay. Write a 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.

Appendix Q
Apollo and Daphne

Identifying Ideas/Content

- What details help you to know this is a myth?
- What is the purpose of this myth?
- Do Apollo and Cupid get along? How do you know? Do Apollo and Daphne get along? How do you know?

Utilizing Ideas/Content

- Write a myth to explain how two people/gods got along. At some point in the myth, one of the people should be turned into a plant or animal. Be sure to give enough supporting details to help the reader understand the relationship between the two people.

Identifying Organization

- Locate the transition phrases used throughout the story
- Suddenly
- At the same time
- The words had hardly left her lips when
- At the same time

Utilizing Organization

- Write your own story using some of the transitions modeled in this story.

Identifying Voice

- Read the final paragraph. How does Apollo feel about Daphne? What words or phrases help you understand his feelings?

Utilizing Voice

- Write a new ending for the story, which has Apollo and Daphne living "happily ever after." Be sure your details show their joy and happiness.

Identifying Word Choice

- Identify the words and phrases that paint a vivid picture.

Utilizing Word Choice

- Include vivid words in the story you write.

Identifying Sentence Fluency

- Count the number of words in each sentence. Find the 2 shortest sentences and the 2 longest sentences. Read them aloud.
- Write down a list of the first word of each sentence. How many are the same? How many are different.

Utilizing Sentence Fluency

- Write a story. Make sure you do not use the same word to start any two sentences.

Appendix R
Orpheus and Eurydice

Identifying Ideas/Content

- What is the main idea of the story?
- What lesson does Orpheus learn in this myth?
- Does the myth stay focused?

Utilizing Ideas/Content

- Write a myth that includes the lesson of not looking back. Be sure to stay focused on the lesson with all of your details.

Identifying Voice

- Locate words and phrasing that show Orpheus' feeling of depression.
- Find phrases and sentences that show the power of Orpheus' music.

Utilizing Voice

- Write a paragraph describing the joy that Orpheus would have felt if Eurydice was returned to him. Be sure your words communicate joy and happiness.

Identifying Word Choice

- Identify the words and phrases that paint a vivid picture.
- Find 10 adjectives.

Utilizing Word Choice

- Write 1-3 sentences, using the 10 adjectives you found in the story to describe a difficult 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
Narcissus and Echo

Identifying Ideas/Content

- How does the myth explain the origin of an echo?
- What details support the explanation?
- How does it approach explaining echoes in a unique way?

Utilizing Ideas/Content

- Write your own myth explaining something in nature.
- Be sure to give relevant, but original details.

Identifying Organization

- Write a list sequencing the events in the story.
- 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 Echo's feeling towards Narcissus.
- Locate words/phrases that convey Narcissus' feelings about Echo.

Utilizing Voice

- Change the words you selected above to show Echo disliking Narcissus and Narcissus liking Echo. How does the feeling of the story change with their feelings changing?

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.

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.