

## Appendix B:

### English Language Arts Unit

## Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** Choose Your Words Wisely  
**Designed by:** Juley Harper  
**District:** Odyssey Charter School  
**Content Area:** English Language Arts  
**Grade Level(s):** 6

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### Summary of Unit

Students will build upon the idea that words are influential and will consider how word choice impacts the tone of a text and helps the reader to make meaning of what they read. Students will understand that writers are intentional in their word choice, style, and structure and use a variety of stylistic techniques to engage and persuade their reader.

Students will closely read literature and non-fiction to analyze the writer's careful choices with word choice figurative language and connotation to impact the meaning of the text. As they begin these readings, students will learn about tone, author's purpose and writer's craft and its effect.

Students will build routines for collaborative conversation through collaborative pairs, small group and whole class discussion.

Students will regularly use text-based evidence to deepen their understanding of word choice and central/main idea and will be able to explain how the author's voice is critical to the text.

## Stage 1 – Desired Results

What students will know, do, and understand

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### Common Core State Standards

#### Key Ideas and Details

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL6.1)
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL6.2)
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL6.3)

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RL6.4)
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (RL6.5)

### Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence. (W6.1)

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W6.4)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W6.5)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W6.6)

### Research to Build and Present Knowledge

7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W6.7)
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W6.8)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (W6.9)

### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL6.1)
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL6.1.a)
  - b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (SL6.1.b)
  - c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (SL6.1.c)

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L6.1)
  - a. Ensure that pronouns are in the proper case (subjective, objective, possessive). (L6.1.a)
  - b. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L6.1.e)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L6.2)
  - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (L6.2.a)
  - b. Spell correctly. (L6.2.b)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L6.3)

## **Big Idea(s)**

- Authors include key details in literary and informational texts which can help a reader ask and answer questions.
- Good readers respond to a variety of text by drawing conclusions and using textual evidence to analyze what they read and understand how it connects to their lives.
- Authors include key details in informational texts which can help a reader ask and answer questions.
- Good readers develop effective summaries that capture the central/main ideas of fiction and informational texts.
- Authors make purposeful language choices to create meaning in literary and informational text(s).
- Good readers actively seek the meaning of unknown words/phrases by asking and answering questions to clarify meaning.
- Authors achieve their purpose by controlling what the reader knows through the choices they make (e.g., content, point of view, style, word choice).

## **Unit Enduring Understanding(s)**

- Words are powerful
- Writers are intentional in their style, structure, and words
- Writers use a variety of stylistic techniques to engage their reader
- By comparing texts, readers often gain greater insight into those texts
- Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text

## **Unit Essential Questions(s)**

- How does an author create tone?
- How does word choice impact meaning for readers?
- How do effective writers influence the reader?
- What is the author saying? How do I know?

## **Knowledge and Skills**

### **Students will know...**

- Word choice techniques: (figurative language, connotation, compare/contrast, etc.)
- Author's purpose in a piece of text
- Tone
- Writer's style---audience, purpose, and literary techniques
- How specific word choices shape meaning or tone
- Characteristics of an analysis
- Textual evidence/text support
- Inference
- Prediction
- Author's decisions (e.g., word choice, point of view, literary elements, tone, style)
- Background knowledge

### **Students will be able to...**

- Identify and explain the main events, conflict, rising action, climax, falling action and resolution in a narrative story.
- Identify author's word choice techniques: (e.g., figurative language, connotation, compare/contrast) and using these techniques in writing.
- Cite textual evidence.
- Make inferences or draw conclusions based on information from the text (e.g., quick write).

- Identify and explain stated or implied central ideas and relevant supporting details from text.
- Interpret, comparing, describing, analyzing, and evaluating the relationships among character, setting, plot, and theme within fiction and non-fiction (e.g., quick writes, journal entries, learning logs, reflections).
- Determine the meaning of words and phrases as they are used in a text.
- Make, test and revise predictions as they read.
- Make implied inferences about author's decisions in a text.
- Identify/cite appropriate text support for inferences about author's decisions in a text.
- Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read.

### **Texts and Resources for Close Reading**

Note: "The School Play" (literary text), by Gary Soto), will be used as the anchor text for this section of the 6<sup>th</sup> grade course. There are other non-fiction, supporting texts (e.g., photographs, video clips, news articles, movies) for this unit, ramping up the text complexity.

## **Stage 2 – Assessment Evidence**

Evidence that will be collected to determine whether or not Desired Results are achieved

### **Suggested Performance/Transfer Task(s)**

1. A culminating/summative writing task, which assesses whether students met the expectations of the lesson and understood the Essential Question.

### **Tone EQ**

EXTENDED RESPONSE: Answer the following question in the space provided. Use information from what you learned in this lesson to support your answer. Your answer will be scored using the following rubric:

Score Point	Description
4	Response is a thorough (and insightful) explanation that shows complete understanding, supported with sufficient and relevant information from the lesson and/or text.
3	Response is an adequate explanation that shows satisfactory understanding, supported with some relevant information from the lesson and/or text.
2	Response is a limited explanation that shows partial understanding, with mostly general references to the lesson and/or text.
1	Response is an attempted explanation that shows minimal understanding, with mostly vague references to the lesson and/or text.
0	Response is totally incorrect or irrelevant for this question.

**EQ: How does an author create tone in a text?**


**Rubric(s)**

- Use the extended response rubric (above) for the EQ Extended Response for this lesson.
- Use the DE Writing Rubrics to assess students' written responses throughout the lesson [http://www.doe.k12.de.us/aab/English\\_Language\\_Arts/writing\\_rubrics.shtml](http://www.doe.k12.de.us/aab/English_Language_Arts/writing_rubrics.shtml)

**Other Evidence**

- Daily, weekly on-going checks for understanding (e.g. Exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, or mechanics tasks)
- Routine writing, such as short constructed-responses to text-dependent questions
- Constructed Responses using evidence (RL/RI.6.1 and W.6.9) as well as crafting works that display logical integration and coherence (W.6.4, W.6.5 and L.6.1-3) varying in length from answering brief questions to crafting multi-paragraph responses

**Student Self-Assessment and Reflection**

- Quick Writing
- Post-it note responses during reading
- Double-Entry Notebook

## Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

### Key learning events needed to achieve unit goals

**Before Reading:** Explain that Gary Soto is a poet, essayist, short-story writer, novelist, dramatist, and celebrant of adolescent life. His works take his readers to "ground level" to see the sights, sounds, smells, and textures of growing up in Fresno, California, a farming community with overtones of a big city.

- In this author study, explain that we will learn of Gary Soto's life, read his work, and analyze his writing style.
- The Gary Soto Website: <http://garysoto.com/index.html>.
- Encourage students to independently read other pieces of text written by Gary Soto.
- Direct Instruction: Begin with Gary Soto's short story, "The School Play."
- After discussing Gary Soto's life and geography, take time to discuss theme. Explain that themes are underlying ideas that hold a story together. In many stories, themes are not obvious.
- A good plan to understanding theme may include the following steps:
  - Identify big ideas or central topics.
  - Find out what the characters do or say that relate to central topics.
  - State what the author says about life that relates to central topics.
- Explain that as we read various pieces by Gary Soto, we will start to notice big ideas or central topics across his works. We'll also encounter many characters who do or say things related to central topics and record those in a "Double Entry Notebook" (see appendix).
- Theme Connections: Students will build upon their study that words are powerful and continue to consider how word choice impacts meaning for the reader. Students will understand that writers are intentional in their style, structure and words and use a variety of stylistic techniques to engage and persuade their reader. In addition, the main character, Robert, finds HIS voice and overcomes his fear of Belinda, the classroom bully.
- Have students think about the word FEAR. Students should complete a 3 minute QUICK WRITE. Show students the word FEAR and have them write anything that comes to mind when they see that word. Feelings? Personal fears? Common fears that others have? Words that remind them of fear?
- Have students pass their papers to the person to the right. Students should read their classmate's list, highlight or circle any words that they see on their classmate's list that they also had on their own list and add 2 words to that list. The added words can be words that student had on their own list or words that the new list made them think about. (1 minute).
- Pass the paper one more time and repeat the same step. (This is called the Give-One, Get-One Strategy.)
- Papers should then be returned to the original owner. Share out common words that students read and wrote.
- Students should then complete "The School Play" Pre-Reading survey, ranking their fears to see what scares them most (see appendix).
- Share out fears and tally their responses. Which was the most common fear of the classroom? Discuss.

- Explain that they are going to read a short story about a character that has a fear that many of them have as well.
- Before reading, "The School Play", introduce **tone**, the attitude that a writer has toward his or her subject. Tone can be humorous, sad, serious, frightening or a combination of attitudes. A reader can identify tone by paying attention to the writer's word choice.
- Provide students with a list of tone words (see appendix). Skim the list with students pointing out the various categories and reading some of the words aloud.
- Show students the movie trailer for Mary Poppins  
<https://www.youtube.com/watch?v=fuWf9fP-A-U>
- Ask students to choose 3-5 words to describe the movie trailer. What tone words would they use to describe the setting, characters, music etc. from the movie trailer? Share out.
- Next, show this *Scary Mary* Movie trailer  
[http://www.youtube.com/watch?v=2T5\\_0AGdFic&safe=active](http://www.youtube.com/watch?v=2T5_0AGdFic&safe=active)
- Ask students to do the same thing they did with the original Mary Poppins's movie trailer. How does the tone in the two trailers differ? How do their chosen tone words differ?
- Provide each student with a copy of "The School Play" Wordle. What words do they see? Which words are the biggest? Why? This Wordle has many of the main ideas, words, phrases that will be the focus of the short story. (See appendix for "The School Play" Wordle.)

**During Reading:** Read the first paragraph of "The School Play" aloud. Have students use the Wordle and the first paragraph of the short story to make predictions about the plot of the story.

- Have students look at the picture and analyze their initial thoughts and observations, using the Analyze Picture handout (see appendix). Students will revisit the picture and the Analyze Picture handout after reading the entire short story.
- Now, have students read the rest of "The School Play" independently in one sitting.
- Have them mark with post-its places where there is a tone of humor.
- After the students have read independently, share that the author initially established humor in his description of the characters on the first page of the text.
- Citing evidence: You can use this lesson on the Teaching Channel to support you.  
<https://www.teachingchannel.org/videos/enhance---student---note---taking?fd=1>
- Students will search for humorous excerpts from the text. Examples might include:
  - "...Mrs. Bunnin wobbled into the classroom lugging a large cardboard box."
  - "Robert was at his desk scribbling a ballpoint tattoo that spelled DUDE On the tops of knuckles."
- Share out the examples of humor that students found and wrote on their post-it notes.
- Explain that this is how the author establishes his tone of humor in the text.
- Engage students in a class discussion about the short story. Complete the Plot Diagram for "The School Play" together as a whole class. Project the Plot Diagram Handout (see appendix) so students can see what is written and can copy it on their own handout.
- This Plot Diagram Handout and discussion should be a review, considering that students already have a prior existing schema for the parts of a short story. This is a transfer task in which students are transferring their prior knowledge of Plot Diagram to a new text (Review Exposition, Rising Action, Climax, Falling Action, and Resolution).



- *Differentiation: A variation of this task could be that the text is read aloud and students and teacher fill out the diagram as the plot of "The School Play" progresses.*

**After Reading:** Have students complete "The Last Word" Handout for "The School Play", summarizing important details and information from the short story (see appendix.)

- *Differentiation: A variation of this task could be to have students complete "The Last Word" summary handout in pairs, working collaboratively to summarize the text.*
- Other ways to engage students in a class discussion about the short story:
  - Choose three passages where you thought the author truly showed humor through his words and phrases. What makes them humorous? Use examples from the text to support your answer.
  - The author established the conflict of Robert having to deliver his Lines to Belinda as a problem right from the beginning. Why is Belinda difficult for Robert to deal with? Describe her character. Use examples from the text to support your answer.
  - How does the author infuse humor into Robert's struggle reviewing his one line in the play and speaking in front of an audience? Use examples from the text to support your answer. Be sure to not only share text evidence, but share why it is humorous.
  - Near the end of the student's play "The Last Stand", Alfonso, the play's narrator, says, "You gotta suck it up in bad times." How do you think Robert lives up to that statement? Use text evidence to support your response.
- *A variation of the above class discussion questions would be to have students answer on or more of the questions in writing in the form of a constructed response.*
- For additional discussion prompts refer to this site :  
<http://websites.pdesas.org/rvisnosky/2014/9/11/580438/file.aspx>
- Now have groups or pairs of students go back to their original "The Last Word" summary handout to focus/narrow down the central idea of the text or the theme.
- Have students review their notes from the class discussion questions.
- Then, using the Circle Map Graphic Organizer (see appendix), have students write the central ideas in the middle of the circle and give examples of text evidence in their outer circle to support the central theme.
- Use the Gallery Walk Strategy to share students' central ideas.
- Look for commonalities in the central ideas.
- Share and verify whole group.

### **Paired Texts (Fiction and Non-fiction) for "The School Play"**

- In order to help students make meaning of the literary text, "The School Play," it is helpful to provide students with background knowledge of the time period, The Westward Movement, the Pioneer way of life and The Donner Party Tragedy.
- Provide students with the background for the short story or have them conduct research before or during reading.
- Background: The Donner Party In the spring of 1846, a group of men, women, and children from Illinois and nearby states set out for California. George and Jacob Donner led the group. While trying to cross the Sierra Nevada Mountains in eastern California, the Donner Party was trapped in a snowstorm. The travelers ran out of food, and members of the group began dying of starvation. In desperation, some of them ate the bodies of the dead. Only half the people made it through that grim winter.

- The Westward Movement: [http://www.kidinfo.com/american\\_history/pioneers.html](http://www.kidinfo.com/american_history/pioneers.html)
- The Donner Party Tragedy: <http://www.legendsofamerica.com/ca-donnerparty.html>
- The Donner Party: <http://www.pbs.org/wgbh/americanexperience/films/donner/>

**Inquiry and Research:** The United States expanded in the 1800s as people followed trails from eastern states to western territories. Research to find the trail used by the Donner Party. Using a map you can write on, sketch the trail and label the Donner Pass, which Robert describes in line 110.

### **Ideas for Active Engagement and Student Writing During Reading:**

- In this lesson, we will focus on using the “Double Entry Notebook” worksheet (see appendix) to look at specific lines and passages and write what we think they mean as we consider various story topics. Begin reading aloud “The School Play,” stopping at the end of the second paragraph to discuss some of the topics in the story.
- Active Engagement during Direct Instruction: Have students “Turn and Talk” to discuss story topics and which ones to include on the “Double Entry Notebook” worksheet.
- Circulate the room and mark students’ contributions by inviting them to participate in the subsequent discussion.
- Reconvene and have a brief whole-class discussion about possible story topics to discuss.
- Shared Reading Continue reading aloud “The School Play” while using and modeling the “Double Entry Notebook” worksheet to support your think-aloud.
- Be sure to consider a topic and what certain lines and passages mean in relation to it.
- Let students know they will have an opportunity to use their “Double Entry Notebook” worksheets with their own texts during independent reading.
- Independent Reading: Allow time for students to read independently and use their “Double Entry Notebook” worksheets to explore topics, passages, and thoughts.
- Confer with students about their ideas on which texts produce thoughts to record on their “Double Entry Notebook” worksheets.
- In addition, invite students to share some topics, quotes, and thoughts from their “Double Entry Notebook” worksheets during Sharing/Closure.
- Sharing/Closure: Invite volunteers to share the information they gathered and the thoughts they constructed using their “Double Entry Notebook” worksheets.
- Remind students that this is only the beginning of exploring Gary Soto’s writing, and that they will have many more opportunities to consider and discuss themes in his works.
- Opportunities for Assessment: Collect students’ “Double Entry Notebook” worksheet to assess which ones can serve as exemplars to be shared with the class and which ones indicate students can benefit from added support during reading conferences. Assess students’ posters and their other creations if they made Gary Soto displays.

### **Mini-lessons**

- Figurative language (imagery, idioms, metaphors, similes)
- Characterization
- Tone
- Using Hooks in Introduction
- Central Idea/Main Idea
- Additional Word Choice
- Choice lessons as needed

### **Reading/Writing Connection**

- Short Response: Write a Review - Drama critics write reviews of plays to give their opinion of a performance. In one paragraph, write a review of Robert's play for his school newspaper. Use your imagination to fill in the details.
- A convincing review will . . .
  - identify the play's strengths and weaknesses.
  - use evidence from the story to support your opinion.
- Extended Response: Analyze the Ending - The way characters deal with conflict affects how the story ends. Write two or three paragraphs explaining how the resolution of the story would be different if Robert had not overcome his fear of being on stage.
- An interesting analysis will . . .
  - provide a different but believable climax.
  - explain the effect of the change on the falling action and resolution.
- See the appendix for a handout of Persuasive Writing vs. Argument to support instruction.

### **Writing/Grammar Task**

- Writing Task: Write a paragraph or more sharing how the author used humor to share the central idea of this text. Be sure to support your ideas with text evidence and use a HOOK in your Introduction.
- If you had put on this play, how would you have designed the set? Write a paragraph describing your ideas. Use at least two vocabulary words in your description. Here is an example of how you might begin.  
Example sentence: I would have used some kind of prop for the snowflakes instead of people.
- Grammar Task: Revise your written responses for proper punctuation, capitalization, grammar, mechanics, etc.

### **Vocabulary Study** (See appendix for vocabulary handout)

#### **Reading Vocabulary**

- plot diagram
- exposition
- rising action
- climax
- falling action
- resolution

- tone

### **“The School Play” Vocabulary (Tier III)**

- smirk
- relentless
- narrative
- prop

### **“The School Play” Academic Vocabulary (Tier II)**

- wobbled
- lugging
- mug/slang word
- communal
- fluke
- blot

**Vocabulary Strategy-Denotation and Connotation:** A word’s **denotation** is its literal meaning—that is, the meaning found in a dictionary definition. A word’s **connotation** is the shades of meaning it may take on beyond its dictionary definition. It includes all the thoughts and feelings the word may bring to people’s minds. For example, the vocabulary word smirk does mean “smile.” But smirk also carries negative connotations of smugness or conceitedness. Recognizing connotations can improve both your reading and writing.

## **Resources and Teaching Tips**

- “The School Play” by Gary Soto

### **Supplemental Texts:**

- Mary Poppins’s movie trailer: <https://www.youtube.com/watch?v=fuWf9fP-A-U>
- Citing Textual Evidence/Teaching Channel: <https://www.teachingchannel.org/videos/enhance---student---note---taking?fd=1>
- The Gary Soto Website: <http://garysoto.com/index.html>
- The Westward Movement: [http://www.kidinfo.com/american\\_history/pioneers.html](http://www.kidinfo.com/american_history/pioneers.html)
- The Donner Party Tragedy: <http://www.legendsofamerica.com/ca-donnerparty.html>
- The Donner Party: <http://www.pbs.org/wgbh/americanexperience/films/donner/>
- Plot Diagram Graphic Organizer: [Plot Diagram Graphic Organizer](#)
- “The School Play” Discussion Prompts Site: <http://websites.pdesas.org/rvisnosky/2014/9/11/580438/file.aspx>

### **Differentiation**

- Accommodations and variations to the lesson are listed within Stage 2.
- To differentiate the Plot Diagram handout, use the alternative Plot Diagram in the appendix.
- For visually impaired students, use an audio version of the “The School Play.”
- Sections of “The School Play” could be read aloud with a partner, using a Jigsaw strategy, or listened to via an audio book in order to support struggling readers.
- Sections of “The School Play” can also be read as *Reader’s Theater* selections.

***The School Play* by Gary Soto**  
**Pre Reading Survey**

**SURVEY** What are you most afraid of? Some of the most common fears people have are listed in the survey below. Rank the fears from one to ten, with one being the thing you are most afraid of. Then survey the class to find out what is the most common fear in your classroom.

**SURVEY**

# FACE YOUR FEARS!

Rank the following fears to see what scares you the most:

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Heights</b>               | <input type="checkbox"/> <b>Failing a Test</b>   |
| <input type="checkbox"/> <b>Spiders and Insects</b>   | <input type="checkbox"/> <b>Being Bullied</b>    |
| <input type="checkbox"/> <b>Being in the Dark</b>     | <input type="checkbox"/> <b>Airplane Rides</b>   |
| <input type="checkbox"/> <b>Dentists</b>              | <input type="checkbox"/> <b>Public Speaking</b>  |
| <input type="checkbox"/> <b>Thunder and Lightning</b> | <input type="checkbox"/> <b>Being in a Crowd</b> |



## Tone/Attitude Words Categorized

### Positive

lighthearted  
confident  
amused  
complimentary  
amiable  
relaxed  
soothing  
jubilant  
encouraging  
reverent

hopeful  
cheery  
elated



passionate  
whimsical  
romantic  
calm

enthusiastic  
elevated  
exuberant  
optimistic  
sympathetic  
proud  
fanciful  
appreciative  
consoling  
ecstatic

jovial  
loving  
compassionate  
friendly  
pleasant  
brave  
joyful  
energetic

### Negative

angry  
wrathful



threatening  
agitated

obnoxious  
insulting  
choleric  
disgusted  
bitter  
accusing  
arrogant

quarrelsome  
surly  
outraged  
irritated  
condemnatory  
belligerent



disgruntled  
furious  
indignant  
inflammatory  
aggravated  
brash  
testy

### Humor/Irony/Sarcasm

scornful  
bantering  
disdainful  
irreverent  
condescending  
pompous  
mocking  
ridiculing  
wry



sarcastic  
taunting  
cynical  
insolent  
patronizing  
whimsical



malicious  
droll  
critical  
ironic  
facetious  
flippant  
mock-heroic  
teasing  
quizzical

comical  
satiric  
amused  
sardonic  
contemptuous  
caustic  
ribald  
irreverent

## Sorrow/Fear/Worry

somber  
mournful  
concerned  
morose



hopeless  
remorseful

poignant  
melancholy  
solemn  
fearful  
pessimistic  
grave  
staid  
ominous  
sad

serious  
despairing  
sober  
solemn



resigned  
horror



disturbed  
apprehensive  
gloomy  
foreboding  
mournful  
regretful

## Neutral



formal  
objective  
questioning  
learned  
authoritative  
disbelieving  
sentimental  
pretentious  
apathetic

conventional  
judgmental  
reflective  
ceremonial  
candid  
instructive  
factual  
incredulous  
urgent  
fervent  
histrionic  
callous

forthright  
lyrical  
sincere  
restrained  
clinical  
matter-of-fact  
didactic  
shocked  
nostalgic  
earnest  
resigned  
contemplative

haughty  
objective  
detached  
admonitory  
informative  
baffled  
reminiscent  
patriotic  
meditative  
intimate  
obsequious



Add your own:

[illegible]



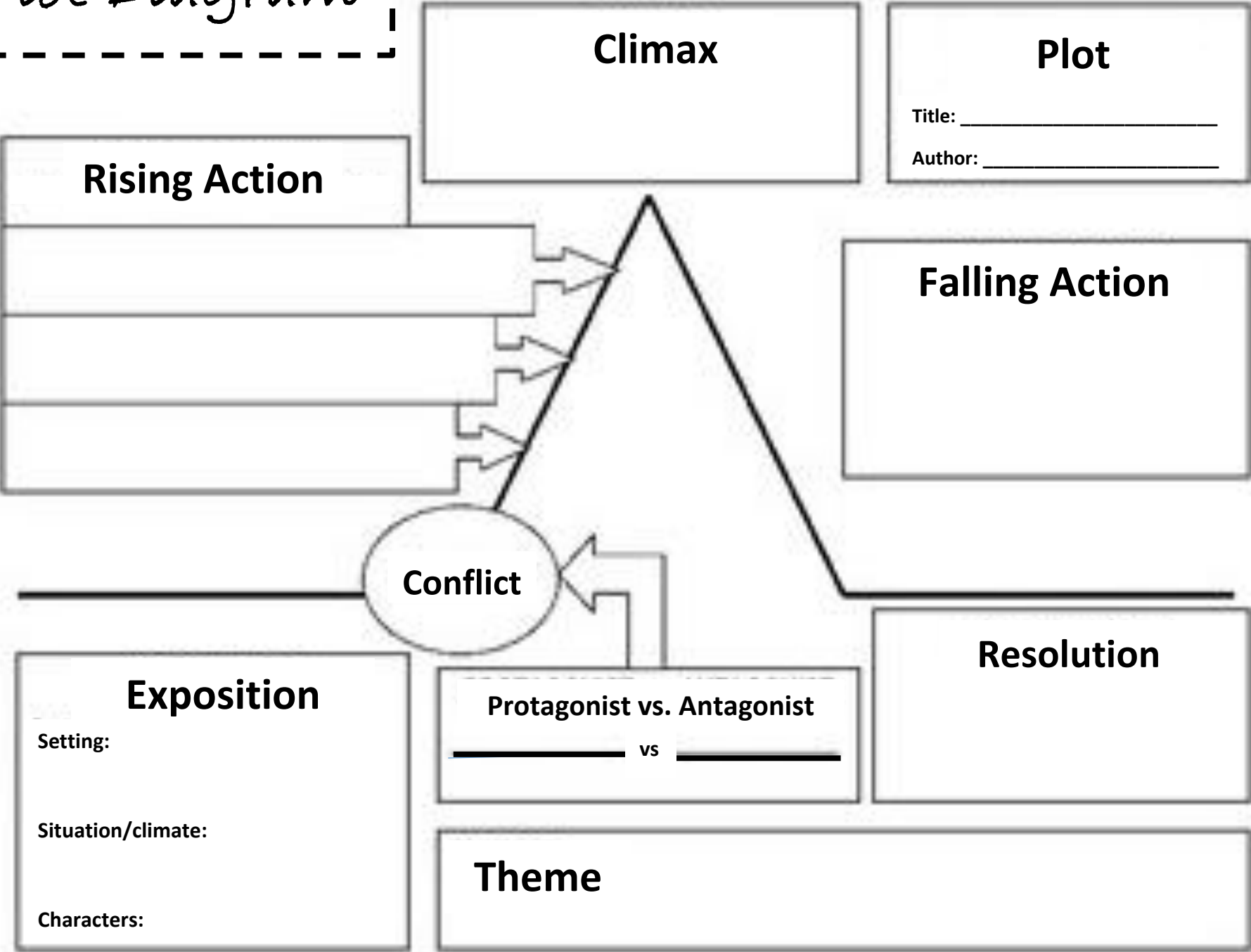
# Analyzing a Visual (Picture/Art)



1. Study the picture/art from “The School Play” for 2 minutes. Form an overall impression of the picture and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.
2. Use the chart below to list people, objects, activities, and setting in the picture/art.
3. Based on what you observe, list 3 things you might INFER from the picture/art.
  - 1.
  - 2.
  - 3.
4. What do you think the Artists’ purpose was for creating this picture? Provide details from the picture to support your answer.
5. In what ways do the exaggerated details create a humorous effect?

People	Objects	Activities	Setting

Plot Diagram



***The Last Word-  
The School Play***

When using *The Last Word* strategy, the topic to be summarized becomes an Acrostic Poem.

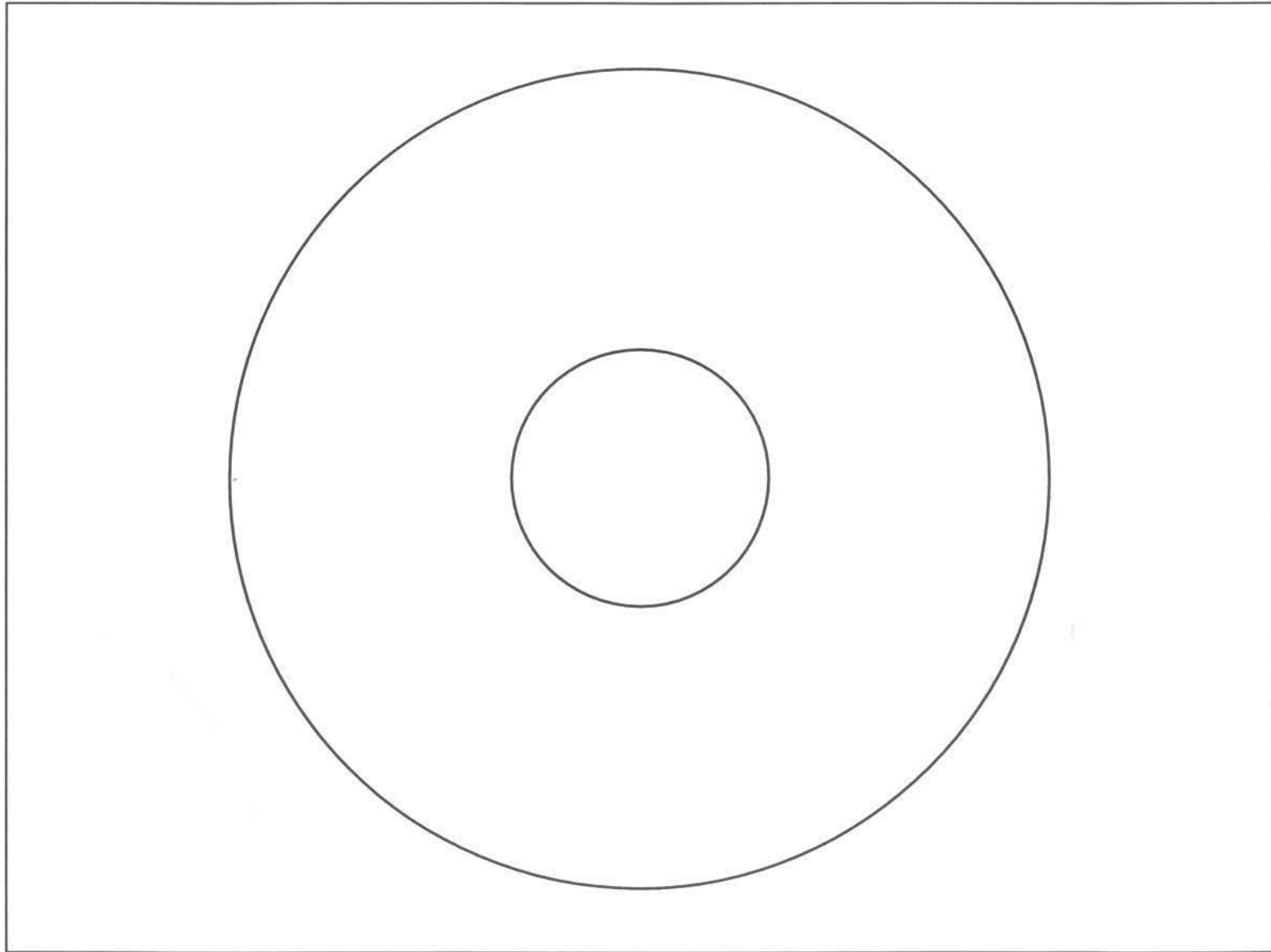
Directions:

1. Summarize the important details from the short story, *The School Play* by Gary Soto.
2. Elaborate on those ideas, creating a phrase/sentence that starts with each letter in the box on the left.
3. For example: T- **T**he main character of the story is Robert.

T
H
E
S
C
H
O
O
L
P
L
A
Y


## Circle Map and Frame

Name \_\_\_\_\_



**Circle Map for Defining in Context • Frame for Frame of Reference**

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

# Double Entry Journal

Title \_\_\_\_\_

Author \_\_\_\_\_

Directions: record important details and events from the text, then record your thinking voice's response.



## The Text

Details and Events

## My Thinking Voice

Questions, Thoughts and Connections



# Persuasive Writing vs. Argument

PERSUASIVE	ARGUMENTATIVE
Claim based on Opinion	<b>Claim</b> (Opinion, Position, Hypothesis, Thesis Statement, Theory)
Not Always Substantiated Claim (e.g., Propaganda, Advertisements)	<b>Substantiated Claim</b> (Based on Relevant & Sufficient Evidence)
“Pathos”—Appeal to Audience Emotion, Desires, Needs	<b>Some “Pathos” but emphasis is on “Logos”</b> —Appeal to logical reasoning and evidence (e.g., Facts, Examples, Historical and Legal Precedents)
“Ethos”—Appeal to writer’s or speaker’s character, credentials, trustworthiness	<b>“Ethos”</b> —Appeal to writer’s or speaker’s credibility (more so than character); credibility is established through knowledge of subject matter and merits of reasons and factual evidence
Persuasive texts may make an “argument,” but they don’t always include elements of a formal argument	<b>Include the following elements of Argument:</b>
	<b>Warrants</b> (Statements about How Evidence Supports Claims)
	<b>Backing</b> (Support for Warrants)
May not take opposing views into account	<b>Counterclaim</b> (Opposing Argument)
	<b>Rebuttals/Refutation</b> (Respond to and Try to Refute)



# *The School Play* by Gary Soto

## Vocabulary



**plot diagram** -A picture that helps you understand the events in a story.

**exposition** -Introduces the setting and the characters.  
Sets up or hints at the conflict. (problem)

**rising action** -Shows how the conflict becomes more difficult  
Builds suspense

**climax**-Is the most exciting part and a turning point.  
Makes the outcome of the conflict clear.

**falling action** -Eases the tension in the story.  
Shows how the main character resolves the conflict.

**Resolution**-Reveals how everything turns out

**tone**-The attitude that a writer has toward his or her subject. Tone can be humorous, sad, serious, frightening or a combination of attitudes

### **Tier III Vocabulary**

**smirk**-To smile in an insulting way

**relentless**-Refusing to stop or give up

**narrative** -a story

**prop** -an object an actor uses in a play

### **Tier II Academic Vocabulary**

**wobbled**-to move unsteadily from side to side

**lugging**-to pull or carry with force

**mug/slang word**-informal vocabulary usage, not appropriate

**communal**-used or shared by everyone in a group

**fluke**-an accidental advantage

**blot**-a spot or stain

Plot Diagram

D59

A Plot Diagram helps you keep track of what happens and when events happen in a story.

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Parts of a Plot	Describe
<b>Exposition</b> (gives background about characters, conflict, and setting)	
<b>Rising Action</b> (tension builds, complications make conflict more difficult to resolve)	
<b>Climax</b> (point of maximum interest or tension)	
<b>Falling Action</b> (shows the results of the climax)	
<b>Resolution</b> (loose ends tied up)	

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