

middle school 

to use with any poems or verse/poetry novels



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4 weeks of LESSONS



poetry unit table of contents

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16 DIFFERENT POETRY/VERSE LESSONS. 150+ PAGES OF LESSON PLANS AND MATERIALS.
ALL MATERIALS, REFERENCE SHEETS, GRAPHIC ORGANIZERS, AND EXAMPLES INCLUDED.



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poetry unit pacing guide

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16 DIFFERENT POETRY/VERSE LESSONS. 150+ PAGES OF LESSON PLANS AND MATERIALS. ALL MATERIALS, REFERENCE SHEETS, GRAPHIC ORGANIZERS, AND EXAMPLES INCLUDED.



| 6 th grade WRITING STANDARD | LESSONS |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 6.W.1 Write arguments to support claims with clear reasons and relevant evidence. | 1, 2, 3, 10, 12 |
| 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant details. | |
| 6.W.3 Write narratives to develop experiences related to events using effective descriptive language and well-structured event sequences. | |

| 7 th grade WRITING STANDARD | LESSONS |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 7.W.1 Write arguments to support claims with clear reasons and relevant evidence. | |
| 7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant details. | |
| 7.W.3 Write narratives to develop experiences related to events using effective descriptive language and well-structured event sequences. | |

| 8 th grade WRITING STANDARD | LESSONS |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 8.W.1 Write arguments to support claims with clear reasons and relevant evidence. | |
| 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant details. | |
| 8.W.3 Write narratives to develop experiences related to events using effective descriptive language and well-structured event sequences. | |

| 7 th GRADE READING LITERATURE STANDARD | LESSONS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |
| 7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide a summary of the text. | 2, 9, 12 |

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.RL.3 Analyze how particular elements of a text (e.g., how setting shapes the characters and plot) contribute to the overall meaning and theme of the text. |
| 7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. |
| 7.RL.5 Analyze how a drama's or poem's soliloquy, sonnet) contributes to the overall meaning and theme of the text. |
| 7.RL.6 Analyze how an author develops a point of view or perspective and how it contributes to the overall meaning and theme of the text. |
| 7.RL.7 Compare and contrast a written work, an audio recording, a film, a staged production, or a multimedia presentation, analyzing how different media choices create different effects and convey different messages. |
| 7.RL.8 (not applicable to literature) |
| 7.RL.9 Compare and contrast a fictional character and a historical or contemporary figure as found in media, analyzing how each is portrayed and how that portrayal contributes to the overall meaning and theme of the text. |
| 7.RL.10 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or contemporary fiction as well as from the texts it studies. |

| 8 th GRADE READING LITERATURE STANDARD | LESSONS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12 |
| 8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | 2, 9, 12 |
| 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | 3, 5, 6, 12 |
| 8.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | Pre-Lesson 2 3, 4, 10, 11 |
| 8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | Pre-Lesson 3 1, 5, 8, 12, 13, 14, 15, 16 |
| 8.RL.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | 6, 7 |
| 8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script. | N/A |

6TH, 7TH, AND 8TH GRADE COMMON CORE LITERATURE AND WRITING STANDARD ALIGNMENT INCLUDED.



POETRY LESSON PRE-LESSON ONE: ~~verse novel~~

| COMMON CORE STANDARDS | SIXTH GRADE | SEVENTH GRADE |
|--------------------------------------------|---------------------------------------|----------------|
| | Literature: 10 | Literature: 10 |
| LEARNING TARGET | NOVELS WRITTEN IN | |
| STARBOOKS VERSE NOVEL BOOK CLUB SELECTIONS | BOOK TITLE | |
| | Addie on the Inside | |
| | After the Death of Anna Gonzales *YA* | |
| | All the Broken Pieces | |
| | All We Have Is Now *YA* | |
| | Amiri and Odette: A Love Story *YA* | |
| | And We Stay *YA* | |
| | Ask Me How I Got Here *YA* | |
| | Audacity *YA* | |
| | Beanball *YA* | |
| | Becoming Billy Holiday | |
| | Booked | |
| | Bronx Masquerade | |
| | Brown Girl Dreaming | |
| | Bruiser *YA* | |
| | Coaltown Jesus | |
| | Crazy *YA* | |
| | The Crossover | |
| | Fishtailing *YA* | |
| | Forget Me Not | |
| | Full Cicada Moon | |
| | Garvey's Choice | |
| | Girl Coming in for a Landing *YA* | |
| | The Good Brother *YA* | |
| CLOSING | | |

NOVELS WRITTEN IN VERSE

BOOK

Inside Out and Back Again
The Language Inside *YA*
The Last Fifth Grade Class
Lifeboat 12
Locomotion
Long Way Down
Love and Leftovers *YA*
Love That Dog
Make Lemonade *YA*
May B.
One
Out of the Dust
Paper Hearts *YA*
Pieces of Georgia *YA*
Planet Middle School
Rebound
The Realm of Possibility
The Red Pencil
Shakespeare Bats Clean
Shakespeare Makes the
Shark Girl
Solo
Swing
Unbound
Unlocked *YA*
Up From the Sea






BOOK CLUB SELECTION & BOOK TASTING









RESOURCES, PRINTABLES, PICTURES, AND EXAMPLES TO DO A STARBOOKS BOOK TASTING FOR BOOK CLUB SELECTION INCLUDED.

FIGURATIVE LANGUAGE

| | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| SMILE | <p>Definition: Compares two unlike things using "like" or "as."</p> <p>Example: "Myra's head is as empty as a flower pot." -Holes by Louis Sachar</p> |  |
| HYPERBOLE | <p>Definition: an exaggeration that can't possibly be true.</p> <p>Example: "Mama was crying, and the rain <u>made it seem as if the whole world was crying.</u>" -Number the Stars</p> |  |
| ALLITERATION | <p>Definition: The repetition of beginning consonant sounds in two or more neighboring words or syllables.</p> <p>Example: The worm worked its way up the warm path.</p> |  |
| IRONY | <p>Definition: the expression of one's meaning by using language that normally signifies the opposite.</p> <p>Example: With a smile one her face and after her son too first place in the race she said, "You were like a snail out there."</p> |  |

| LITERATURE TERMS | | |
|-------------------------|-------------------------------------------------------------------------------------|---|
| tone |  | → |
| MOOD |  | → |
| PLOT |  | → |
| CHARACTER TRAITS |  | → |
| THEME |  | → |

LITERATURE TERMS PAGE 2

| | | | |
|-----------------------------------|---------------------------------------------------------------------------------------|---|--------------------------------------------------------------------------------------------------------|
| AUTHOR'S PURPOSE |  | → | THE REASON THE AUTHOR WRITES A PIECE OF WRITING (INFORM, ENTERTAIN, EXPLAIN, DESCRIBE, PERSUADE, ETC.) |
| TEXT STRUCTURE |  | → | HOW THE INFORMATION WITHIN A WRITTEN TEXT IS ORGANIZED. |
| POINT OF VIEW |  | → | (IN FICTIONAL WRITING) THE NARRATOR'S POSITION IN RELATION TO A STORY BEING TOLD. |
| FIRST PERSON POINT OF VIEW |  | → | THE NARRATIVE IS TOLD FROM THE PERSPECTIVE OF A NARRATOR SPEAKING DIRECTLY ABOUT HIMSELF OR HERSELF. |
| THIRD PERSON OMNISCIENT |  | → | THE OUTSIDE NARRATOR KNOWS ALL OF THE THOUGHTS AND FEELINGS OF ALL OF THE CHARACTERS IN THE STORY. |
| THIRD PERSON LIMITED |  | → | THE OUTSIDE NARRATOR ONLY KNOWS THE THOUGHTS AND FEELINGS OF ONE CHARACTER. |

ALL POETRY TERMS, TYPES OF POEMS, LITERATURE TERMS, AND FIGURATIVE LANGUAGE REFERENCE PAGES INCLUDED.

LITERATURE TERMS PAGE 1

TONE



MOOD



CLIPPY

LITERATURE

AUTHOR'S PURPOSE



TEXT STRUCTURE



POINT OF VIEW



FIRST PERSON POINT OF VIEW



THIRD PERSON OMNISCIENT



TYPES OF POETRY PAGE 2

ACROSTIC

GOES AROUND
LUNAR VIEWS
OUR PLANET
BIG BLUE OCEANS
EARTH IS ROUND



AN ACROSTIC POEM IS A POEM WHERE CERTAIN LETTERS IN EACH LINE SPELL OUT A WORD OR PHRASE. TYPICALLY, THE FIRST LETTERS OF EACH LINE ARE USED TO SPELL THE MESSAGE, BUT THEY CAN APPEAR ANYWHERE.

A BALLAD IS A TYPE OF POEM THAT IS

FIGURATIVE LANGUAGE

SIMILE

Definition: Compares two unlike things using "like" or "as."

Example: "Myra's head is as empty as a flower pot."
-Holes



METAPHOR

Definition: Comparing two things that are not alike to suggest they have something in common.

Example: "It was said that Green Lake was 'Heaven on Earth' and Miss Katherine's peaches were 'food for the angels.'"
-Holes



HYPERBOLE

Definition: an exaggeration that can't possibly be true.

Example: "Mama was crying, and the rain made it seem as if the whole world was crying."
-Number the Stars



ALLUSION

Definition: An allusion is a figure of speech that makes a reference to a place, person, or event.

Example: "Don't act like a Romeo in front of her."
- "Romeo" is a reference to Shakespeare's Romeo and Juliet



ALLITERATION

Definition: The repetition of beginning consonant sounds in two or more neighboring words or syllables.

Example: The worm worked its way up the warm path.



PERSONIFICATION

Definition: Giving something unhuman, actual human qualities.

Example: "The plane went into a glide, a very fast glide that ate altitude, and suddenly there weren't any lakes."
-Hatchet



ON

Definition: the expression of one's meaning by using language that normally signifies the opposite.

Example: With a smile she her face

IM

Definition: An expression of two or more words that means something other than the actual or literal meaning.

Example: After

TYPES OF POETRY PAGE 1

ODE

A KIND OF POEM, USUALLY PRAISING

HA

POETRY TERMS PAGE 1

VERSE

Example: I have always loved coffee
It pretty much completes me
It helps me to keep going
With it I am all knowing.



Definition: A single line of poetry.

DRUM

Definition: The repetition of the same or similar

POETRY TERMS PAGE 2

STANZA

Example: I have always loved coffee
It pretty much completes me
It helps me to keep going
With it I am all knowing.



Definition: An arrangement of a certain number of lines, usually four or more, forming a division of a poem; separate by a space; The paragraph of poetry.

REFRAIN

Example: I have always loved coffee
It pretty much completes me
It helps me to keep going
With it I am all knowing
I have always loved coffee



Definition: A poetic device that repeats, at regular intervals, in different stanzas

METER

Example: If music be the food of love, play on;
Give me excess of it, that, surfeiting,
The appetite may sicken, and so I die,
That strain again! It had a dying fall,
O, it came o'er my ear like the sweet sound
That breathes upon a bank of violets...



Definition: Meter is a stressed and unstressed syllabic pattern in a verse, or within the lines of a poem; a poetic device that serves as a sound pattern for the verses; gives poetry a rhythmical and melodious sound.

COMPLETE RHYME

Example: I think I will fly to the moon
But I need to do it soon








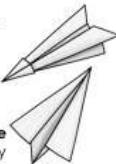


Definition: Rhyme in which the final accented vowel and all succeeding consonants or syllables are identical, while the preceding consonants are different.

PARTIAL RHYME

Definition: also called an

BLACK AND WHITE OPTIONS FOR EASY PRINTING.

FIGURATIVE LANGUAGE

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SIMILE Definition: Compares two unlike things using "like" or "as." Example: "Myra's head is as empty as a flower pot." -Holes by Louis Sachar  | METAPHOR Definition: Comparing two things that are not alike to suggest they have something in common. Example: "It was said that Green Lake was 'Heaven on earth' and Miss Katherine's peaches were 'food for the angels.'" -Holes  |
| HYPERBOLE Definition: an exaggeration that can't possibly be true. Example: "Mama was crying, and the rain <u>made it seem as if the whole world was crying.</u> " -Number the Stars  | ALLUSION Definition: An allusion is a figure of speech that makes a reference to a place, person, or event. Example: "Don't act like a <u>Romeo</u> in front of her." -"Romeo" is a reference to Shakespeare's Romeo and Juliet  |
| ALLITERATION Definition: The repetition of beginning consonant sounds in two or more neighboring words or syllables. Example: The worm worked its way up the warm path.  | PERSONIFICATION Definition: Giving something unhuman, actual human qualities. Example: "The plane went into a glide, a very fast glide that <u>ate altitude</u> , and suddenly there weren't any lakes." -Hatchet  |
| IRONY Definition: the expression of one's meaning by using language that normally signifies the opposite. Example: With a smile one her face and after her son took first place in the race she said, "You were like a snail out there."  | IDIOM Definition: An expression of two or more words that means something other than the actual or literal meaning. Example: After the math test was so easy, Hannah told Jojo, " <u>That test was a piece of cake.</u> "  |

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MOOD AND TONE

MOOD THE ATMOSPHERE OF A PIECE OF WRITING; IT'S THE EMOTIONS A SELECTION AROUSES IN A READER.

TONE THE AUTHOR'S ATTITUDE TOWARD A SUBJECT

| TONE WORDS | | | MOOD WORDS | | |
|------------|--------------|--------------|--------------|-------------|-------------|
| Admiring | Encouraging | Manipulative | Aggravated | Gloomy | Nauseated |
| Afraid | Enthusiastic | Melancholy | Amused | Grateful | Nervous |
| | | Miserable | Annoyed | Grumpy | Ominous |
| | | Modest | Anxious | Heartbroken | Optimistic |
| | | Morbid | Apathetic | Hopeful | Painful |
| | | Naive | Apprehensive | Hyper | Passionate |
| | | Negative | Awed | Hostile | Peaceful |
| | | Nervous | Brooding | Indifferent | Pessimistic |
| | | Objective | Calm | Infuriated | Playful |
| | | Paranoid | Cheerful | Insidious | Relaxed |
| | | Passive | | | |

MOOD AND

POETRY

notebook tabs reference pages

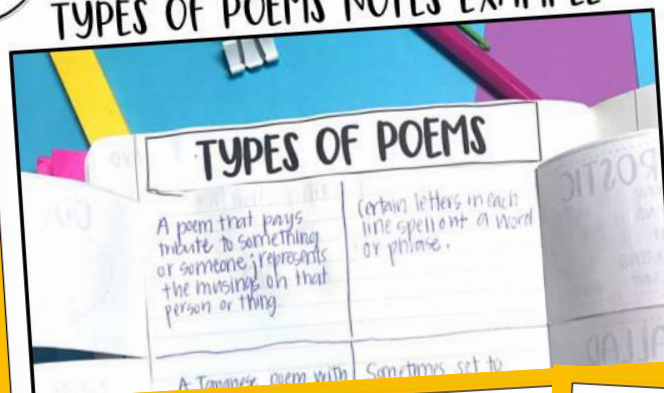


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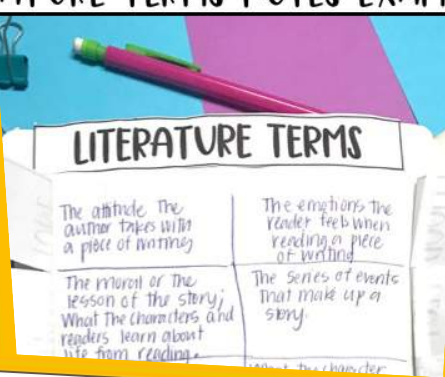
ALSO AVAILABLE IN A TAB REFERENCE PAGE
FORMAT FOR EASY NOTEBOOK ORGANIZATION.



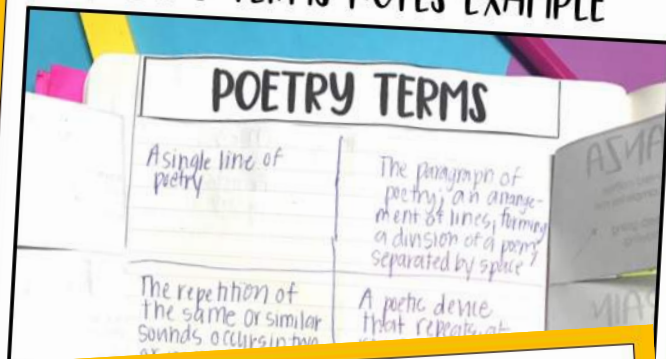
TYPES OF POEMS NOTES EXAMPLE



LITERATURE TERMS NOTES EXAMPLE



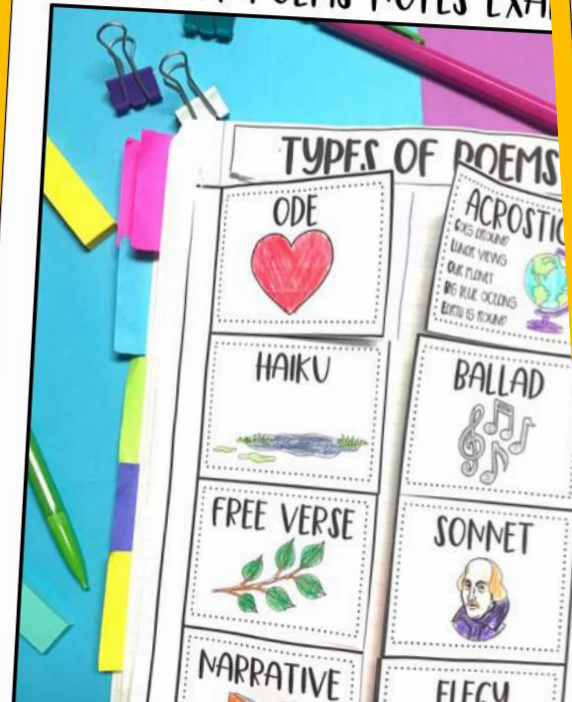
POETRY TERMS NOTES EXAMPLE



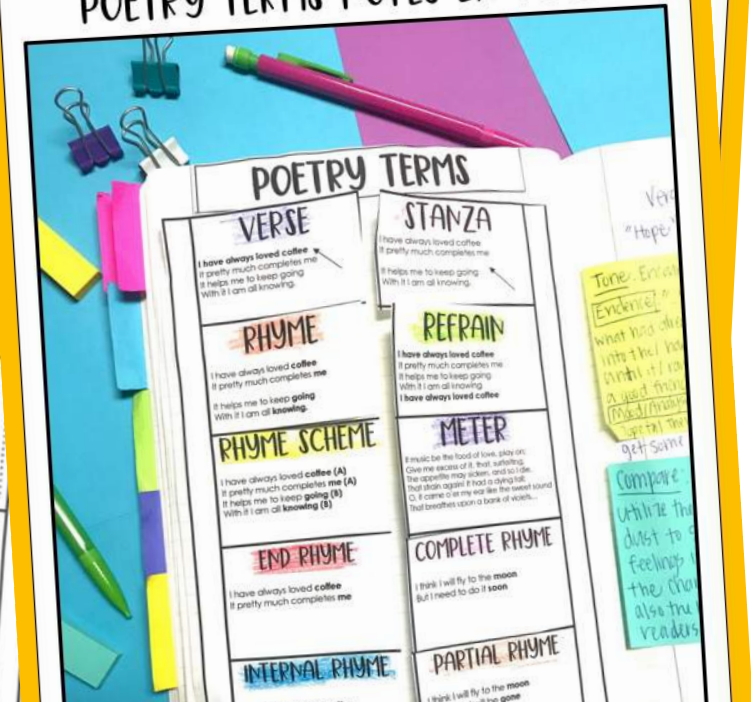
LITERATURE TERMS NOTES EXAMPLE



TYPES OF POEMS NOTES EXAMPLE



POETRY TERMS NOTES EXAMPLE



ALL REFERENCE PAGES COME IN AN INTERACTIVE NOTEBOOK PAGE VERSION IF YOU WANT STUDENTS TO CREATE THEIR OWN NOTES AND REFERENCE PAGES.

READING WORKSHOP/CLASS PERIOD SCHEDULE

The following is a break down of what a class period looks like in terms of timing and what students and teaching are doing during that time. I have 60 minute class periods.

| TIME | SECTION | STUDENTS | TEACHER |
|------------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 5 min. | BELL RINGER | Students complete bell ringers. (Not included in this unit, but we just use my ELA bell ringers). | Takes attendance. |
| 5-10 min. | VOCABULARY | Either looking at and reviewing terms in notebooks or taking note on their interactive notebooks pages. | Teaching and reviewing terms that will be necessary for students during workshop. |
| 15-20 min. | LEARNING PERIOD | Following along during read aloud. Paying attention when teacher models reading response and/or analysis of poems/novels. | Read aloud Shows examples of read alouds, models how to write the reading response, and displays reading response slides and examples. |
| 20-25 min. | READING RESPONSE (READING WORKSHOP) | Independently reading their verse novels and completing their reading response. | I go around and read/grade their reading responses from the day before. Conference with students as necessary. |
| 5-10 min. | BOOK CLUB | Students get into groups and discuss the interpretive questions. | Displays book club interpretive questions, helps hand out literature circle forms and group grading forms. Facilitate book clubs |
| 1-3 min. | CLOSING | Students share their responses. | |

EACH DAY FOLLOWS A SIMILAR STRUCTURE IN A READING WORKSHOP FORMAT WHERE STUDENTS ARE READING AND WRITING A LOT EVERY SINGLE DAY.

LOTS OF FLEXIBILITY FOR TEACHERS TO ADJUST BASED ON THEIR STUDENTS AND CLASS PERIOD SCHEDULES.



SIXTEEN DIFFERENT POETRY/VERSE NOVEL LESSONS IN A READING WORKSHOP FORMAT.

| POETRY LESSON DAY THREE: mood and tone | | | |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|
| COMMON CORE STANDARDS | SIXTH GRADE | SEVENTH GRADE | EIGHTH GRADE |
| | Literature: 1, 4, 10 Writing: 1 Language: 5 | Literature: 1, 4, 10 Writing: 1 Language: 5 | Literature: 1, 4, 10 Writing: 1 Language: 5 |
| LEARNING TARGET | 1. I can analyze the impact of a specific word choice on meaning and tone. | | |
| GUIDING QUESTION FOR STUDENT READING RESPONSE | 1. While you're reading your novels today look for a poem where you can determine the author's tone and poem's mood based on its words and structure. | | |
| BOOK CLUB INTERPRETIVE QUESTION | 1. How do your authors create a tone/mood for their novels? 2. If you're reading different novels/authors, how and why do they create different tones and moods? | | |
| VOCABULARY | 1. Mood: the atmosphere of a piece of writing; it's the emotions a selection arouses in a reader 2. Tone: the author's attitude toward a subject | | |
| PREPARATION | 1. Find a poem during your reading today where you can show students how you determined the tone of the poem. I also have evidence from the poem and then determine the mood and provide analysis. | | |
| MENTOR TEXTS AND MENTOR POEMS USED FOR EXAMPLES | 1. Seventh Grade: "Give Up on Wheat" from <i>Out of the Dust</i> (pg. 40) <ul style="list-style-type: none"> Alternative Poem: "Because I Could Not Stop for Death" by Emily Dickinson https://www.poetryfoundation.org/poems/47652/because-i-could-not-stop-for-death-479 2. Eighth Grade: "Mom Doesn't Like Us Eating Out" from <i>The Crossover</i> (pg. 41) <ul style="list-style-type: none"> Alternative Poem: "Mending Wall" by Robert Frost https://www.poetryfoundation.org/poems/44266/mending-wall | | |

CCSS STANDARD ALIGNMENT FOR EACH LESSON.

GUIDING AND INTERPRETIVE QUESTIONS FOR STUDENTS AND TEACHERS TO BE AWARE OF LEARNING GOALS AS THEY ARE READING.

VOCABULARY NOTES TO BUILD BACKGROUND KNOWLEDGE. INCLUDED AS REFERENCE PAGES OR INTERACTIVE NOTEBOOK PAGES.

PREP TEACHERS NEED TO DO IF THEY DO NOT USE MY COMPLETE EXAMPLES.

ALL MY EXAMPLES WITH PAGE NUMBERS LISTED. ALTERNATIVE POEMS AND LINKS FOR TEACHERS WHO WANT TO TEACH WITH POEMS INSTEAD OF VERSE NOVELS.



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SIXTEEN DIFFERENT POETRY/VERSE NOVEL LESSONS IN A READING WORKSHOP FORMAT.

BREAKDOWN OF EACH DAYS' LEARNM PERIOD..

PACING FOR THE READ ALOUD NOVELS INCLUDED.

BREAKDOWN OF READING RESPONSE QUESTIONS.
PROJECTABLE PDF SLIDES WITH NOTEBOOKS EXAMPELS
TO DISPLAY DURING THE READING WORKSHOP.

BOOK CLUB BREAKDOWN. PROJECTABLE PDF SLIDES
TO DISPLAY DURING THE BOOK CLUB MEETING.

ALL MY EXAMPLES WITH PAGE NUMBERS LISTED.
ALTERNATIVE POEMS AND LINKS FOR TEACHERS
WHO WANT TO TEACH WITH POEMS INSTEAD OF
VERSE NOVELS.

| | |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LEARNING PERIOD | <ol style="list-style-type: none"> Read aloud a poem or section of a verse novel. <ul style="list-style-type: none"> I read about 15-20 pages from <i>The Crossover</i> and <i>Out of the Dust</i>. I then showed the students how I determined the mood and tone of the poem I selected. Examples on next page. I then tell students that they are responsible for doing the same with their verse novels today by displaying their reading response assignment with my projector. Reading Response slides included in separate file. |
| MY NOVEL PACING <i>Out of the Dust</i> Pgs. 34-51 <i>The Crossover</i> Pgs. 36-53 | |
| READING RESPONSE | <ol style="list-style-type: none"> While you're reading your novels today look for a poem where you can determine the author's tone and the poem's mood based on its words and structure. <ul style="list-style-type: none"> Explain the tone. Provide evidence for what words create the tone. Determine the mood and provide analysis for the tone and mood. Bonus: How do the tone and mood reveal the theme as well? |
| BOOK CLUB ASSIGNMENT | <ol style="list-style-type: none"> Have students get into their book club groups and answer the interpretive question: <ul style="list-style-type: none"> How do your authors create a tone/mood for their novels? If you're reading different novels/authors, how and why do they create different tones and moods? |
| CLOSING | <ol style="list-style-type: none"> Have individual students share their reading response or have book clubs share their reading responses. |

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READING RESPONSE EXAMPLE

OUT OF THE DUST

Verse Novel Mood and Tone 1-19-2020

Mood: The author's attitude towards a subject.
Tone: The emotions aroused in a reader by the piece of literature; influenced by tone

"Give Up on Wheat" from Out of the Dust (pg 40)

Tone: Frustrated
Evidence: "Can't you see / what's happening, Boyard / The wheats not meant to be here." (40)

Mood and Analysis: This creates a sympathetic mood because the reader feels bad for both the husband and wife, both want things to grow, so they have some money, but both are frustrated with the other's ideas

Evidence: Daddy says, / "No. / It has to be wheat / I've grown it before, / I'll grow it again." (40)

Mood and Analysis: This kind of creates a sad/mad mood for the reader because you're angry and/or feel mad that the husband won't even try the wife's suggestions

READING RESPONSE EXAMPLE

THE CROSSOVER

Verse Novel Mood and Tone 1-19-2020

Tone: The author's attitude toward a subject.
Mood: The emotions aroused in a reader by the piece of literature; influenced by tone

"Mom Doesn't Like Vis Eating Out" The Crossover (pg 41)

Tone: Serious
Evidence: "... even though she won't let him touch / half the things on the buffet, / it's Dad's turn / and he chooses Chinese." (41)

Mood and Analysis: This created a concerned mood because the reader is concerned about how "controlling" the mom might be or why she won't let the dad eat a lot of the food

Evidence: "Mom removes the salt / from the table and JB goes to the buffet."

Mood and Analysis: This still creates a concerned mood because the reader now sees that the mom seems to be concerned about the dad's health.

TWO EXAMPLES FOR ALL READING RESPONSES INCLUDED. ALL EXAMPLES ARE FROM OUT OF THE DUST (7TH GRADE IN MY CLASS) AND THE CROSSOVER (8TH GRADE IN MY CLASS).

READING Response 3

THE CROSSOVER

While you're reading your novels today look for a poem where you can determine the author's tone and mood based on its words and structure.

- Determine the tone.
- Provide evidence for what words create the tone.
- Determine the mood and provide analysis for the mood based on its words and structure.
- How do the words and structure reveal the mood?

READING Response 3

While you're reading your novels today look for a poem where you can determine the author's tone and the poem's mood based on its words and structure.

- Determine the tone.
- Provide evidence for what words create the tone.
- Determine the mood and provide analysis for the mood based on its words and structure.

OUT OF THE DUST

Voice: Novel: Mood and Tone: 1-15-2020

Mood: The author's attitude towards a subject or person. The author's attitude is a reader's by the use of a situation influenced by the.

"Give Up on What" from Out of the Dust (pg 4)

Tone: Frustrated

Evidence: "Can't you see / what's happening, Grand? / The rebels that meant to be here." (pg 4)

Mood and Analysis: This creates a sympathetic mood because the reader feels bad for both the husband and wife. Both want things to go on, so they have some sympathy for both are frustrated with the other's idea.

Evidence: Daddy says, "No. / It has to be / what I've chosen it before / I'll give it again." (pg 4)

Mood and Analysis: This kind of creates a sad mood for the reader because you're angry and feel bad that the husband and wife are trying to.

SLIDES WITH THE READING RESPONSE PROMPTS AND AND EXAMPLES ARE INCLUDED FOR TEACHERS TO DISPLAY. AGAIN, THERE ARE TWO EXAMPLES FOR EACH (7TH AND 8TH GRADE).



POEM OR NOVEL TITLE: _____

POETRY MOOD & TONE

Write the tone you determined from your poem, and the text evidence that supports it. Then write the mood it creates and analyze how that mood is created.

TONE:

MOOD AND ANALYSIS

TEXT EVIDENCE:

TONE:

MOOD AND ANALYSIS

TEXT EVIDENCE:

MOOD AND TONE

MOOD THE ATMOSPHERE OF A PIECE OF WRITING; IT'S THE EMOTIONS A SELECTION AROUSES IN A READER.

TONE THE AUTHOR'S ATTITUDE TOWARD A SUBJECT

| TONE WORDS | | | MOOD WORDS | | |
|--------------|--------------|--------------|--------------|---------------|-------------|
| Admiring | Encouraging | Manipulative | Aggravated | Gloomy | Nauseated |
| Afraid | Enthusiastic | Melancholy | Amused | Grateful | Nervous |
| Aggressive | Euphoric | Miserable | Annoyed | Grumpy | Ominous |
| Arrogant | Excited | Modest | Anxious | Heartbroken | Optimistic |
| Appreciative | Fearful | Morbid | Apathetic | Hopeful | Painful |
| Assured | Fervent | Naive | Apprehensive | Hyper | Passionate |
| Awestruck | Friendly | Negative | Awed | Hostile | Peaceful |
| Bitter | Flippant | Nervous | Brooding | Indifferent | Pessimistic |
| Boring | Frivolous | Objective | Calm | Infuriated | Playful |
| Brash | Giddy | Paranoid | Cheerful | Insidious | Relaxed |
| Calm | Grateful | Passive | Chipper | Intimidated | Relieved |
| Casual | Gracious | Patronizing | Confident | Irate | Restless |
| Cheerful | Gregarious | Peaceful | Confused | Irritated | Satisfied |
| Cold | Happy | Persuasive | Content | Jealous | Scared |
| Complacent | Harsh | Poignant | Cynical | Joyous | Sentimental |
| Confiding | Haughty | Quiet | Depressed | Lethargic | Serious |
| Confused | Hesitant | Romantic | Disappointed | Liberated | Somber |
| Consoling | Humble | Sarcastic | Distressed | Light-Hearted | Surprised |
| Critical | Hollow | Sentimental | Dreamy | Lonely | Sympathetic |
| Cynical | Horrific | Serious | Ecstatic | Loving | Tense |
| Deliberate | Humorous | Shocking | Energetic | Melancholic | Thankful |
| Depressed | Innocent | Somber | Envious | Mellow | Thoughtful |
| Desperate | Inquisitive | Superior | Exited | Merciless | Trustful |

EACH READING RESPONSE HAS A CORRESPONDING GRAPHIC ORGANIZER FOR STUDENTS AND TEACHERS WHO WANT/NEED MORE STRUCTURE. ANY NECESSARY REFERENCE MATERIALS ARE ALSO INCLUDED.

8TH grade middle school POETRY AND VERSE UNIT

BOOK CLUB discussion 1

Show each of your group the poems you selected based on their poet and explain their structure to their members.

BOOK CLUB discussion 2

1. Show your group the poem you selected based on the theme.
• What is the theme of your poem?
• How does it fit into the theme of your whole novel?
• How do the characters and/or plot reveal the theme?

BOOK CLUB discussion 3

1. How do your authors create a tone/mood for their novels?
2. If you're reading different novels/authors, how and why do they create different tones and moods?

book club interpretive discussion questions

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BOOK CLUB discussion 1

Show each other the poems you selected based on their poet and explain their structure to their members.

BOOK CLUB discussion 2

1. Show your group the poem you selected based on the theme.
• What is the theme of your poem?
• How does it fit into the theme of your whole novel?

BOOK CLUB discussion 3

1. How do your authors create a tone/mood for their novels?
2. If you're reading different novels/authors, how and why do they create different tones and moods?

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BOOK CLUB SLIDES
INCLUDED TO DISPLAY
DURING BOOK
CLUB MEETINGS.

6-8TH

middle school LITERATURE & VERSE

mentor sentences to teach grammar



GRAMMAR MENTOR SENTENCES FROM VERSE NOVELS



BONUS: FOUR MENTOR SENTENCE
GRAMMAR LESSONS USING
VERSE NOVEL SENTENCES.

MENTOR
sentence 30

"As in: The fact that Vondie hates astronomy and his mom works for NASA is ironic."

MENTOR
sentence 30

NAME: _____
DATE: _____ PERIOD: _____

Label the following examples of irony as situational, verbal, or dramatic:

____ Sure, I'd love to crawl inside that dumpster and find your wallet for you.
____ Son: I don't know dad, that looks really hot. (while looking at an erupting volcano).

MENTOR
sentence 30

"As in: The fact that Vondie hates astronomy and his mom works for NASA is ironic."

-The Crossover by Kwame Alexander

Monday:

- Irony
- Colon
- Proper noun
- NASA = abbreviation for National Aeronautics and Space Administration
- Compound sentence

Tuesday teaching:

Possible grammar skills to focus on:

- Idioms
- Review colons and semi colons

Wednesday:

As in: The fact that Mrs. Cahill hates teaching grammar but she's our English teacher is ironic.

Thursday:

As in: The fact that Alyssa hates English and...

MENTOR
sentence 30

"As in: The fact that Vondie hates astronomy and his mom works for NASA is ironic."

-The Crossover by Kwame Alexander

7TH-8TH grade middle school LITERATURE & VERSE editable reading response rubrics

| Reading Response Rubric (Reader's Notebook) | | | Reading Response Rubric (Language) | | |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Name: _____ | | | Name: _____ Date: _____ | | |
| Component | Thait | Score 0-4 | Component | Thait | Score 0-4 |
| Reading Literature RL.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | | Language L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| Reading Literature RL.10 | By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. | | Language L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| Argumentative Writing W.1 | Write arguments to support claims with relevant evidence. | | Language L.2a | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* | |
| Informative Writing W.2 | Write informative/explanatory texts to convey ideas and concepts; select relevant, credible sources; and organize information. | | Language L.2b | Spell correctly. | |
| Narrative Writing W.3 | Write narratives to describe events using effective techniques. | | Language L.3 | Use knowledge of language to understand how language functions in different contexts, to analyze the choices made in using language, and to make other effective choices when speaking or writing. | |

CCSS READING, WRITING, & LANGUAGE

| Language | Strength | Goal | Grade |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-------|
| L.1 | Acquire and use academic and domain-specific vocabulary knowledge important to comprehension and expression. | | |
| L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using general and specific strategies, choosing flexibly from a range of strategies. | | |
| L.6 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | | |
| L.8 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | | |
| L.10 | By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. | | |

100%
editable

| Reading Response Rubric (Reader's Notebook) | | |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Name: _____ Date: _____ | | |
| Component | Thait | Score |
| Reading Literature RL.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | |

| Reading Response Rubric (Language) | | |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Name: _____ Date: _____ | | |
| Component | Thait | Score 0-4 |
| Language L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| Language L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| Language L.2a | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* | |
| Language L.2b | Spell correctly. | |
| Language L.3 | Use knowledge of language to understand how language functions in different contexts, to analyze the choices made in using language, and to make other effective choices when speaking or writing. | |
| Language L.3a | Vary sentence structures and word choices when writing or speaking. | |
| Language L.3b | Maintain a formal style, appropriate to the context and occasion, demonstrating command of standard English grammar and usage when writing or speaking. | |
| Language L.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using general and specific strategies, choosing flexibly from a range of strategies. | |
| Strength | | |
| Goal | | |
| Grade | | |

| Reading Response Rubric (Reading Informational) | | |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Name: _____ Date: _____ | | |
| Component | Thait | Score 0-4 |
| Reading Informational RI.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | |
| Reading Informational RI.2 | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | |
| Reading Informational RI.3 | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | |
| Reading Informational RI.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | |
| Reading Informational RI.5 | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | |
| Reading Informational RI.7 | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | |
| Reading Informational RI.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | |
| Reading Informational RI.10 | By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. | |
| Strength | | |
| Goal | | |
| Grade | | |

EDITABLE READING RESPONSE RUBRICS
FOR LITERATURE RESPONSES.

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lesson planning



MODULE TWO
teacher supplies



MODULE THREE
students supplies



MODULE FOUR
routines & procedures



MODULE FIVE
classroom library



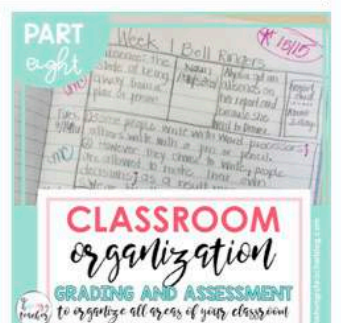
MODULE SIX
novels and book clubs



MODULE SEVEN
small group & supplies



MODULE EIGHT
grading & assessment



MODULE NINE
back to school



MODULE TEN
sub planning



INCLUDES ALL
IMAGES & EXAMPLES

BUNDLE

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MENTOR SENTENCES



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FIFTH GRADE

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SIXTH GRADE

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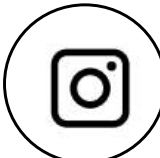
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