




# ENGLISH INSTRUCTIONAL MODULE

## NINTH GRADE

**August 2020**



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## LETTER FOR TEACHERS, STUDENTS AND PARENTS

Dear Student:

This instructional module is a document that favors your learning process. It allows you to learn more effectively and independently, in other words, without the need of having a face to face or online class in every moment. Likewise, it contains all the necessary elements for learning the concepts and skills of the English class, without the constant help from your teacher. Its content has been prepared by teachers, facilitators, and Academic Program Directors of the Puerto Rico Department of Education (PRDE) to support your learning process in these extraordinary times in which we live.

I invite you to complete this instructional module following the progress calendar established per week. In it, you will be able to review knowledge, improve skills and learn new concepts about the English class through definitions, examples, reading passages, exercises, and assessments. We also suggest additional resources available on the internet, so that you can expand your learning. Remember that this learning experience is essential in your academic and personal development, so start now.

Dear Families:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. Its purpose is to provide the academic content of the **English** class for the first ten weeks of the new school year. In addition, to develop, reinforce, and evaluate the concepts and skills domain of our students. This is one of the alternatives that PRDE promotes to develop the knowledge of our students, your children, in order to improve their academic achievement.

It is proven that when families are involved in the education of their children, they improve the results of their learning. For this reason, we invite you to support the academic and

comprehensive development of your children using this module to **support** their learning. It is essential that your child advance in this module following the progress schedule established per week.

The PRDE staff recognizes that you will be anxious with the new teaching methods, and that you want your children to do very well in the process. We request all families to provide direct and active collaboration in the teaching and learning process of their children. In these extraordinary times we live in, we remind you that it is important for you to develop your child's confidence, sense of accomplishment, and independence when doing schoolwork. Do not forget that the educational needs of our children and youth are everyone's responsibility.

Estimadas familias:

El Departamento de Educación de Puerto Rico (DEPR) comprometido con la educación de nuestros estudiantes, ha diseñado este módulo didáctico con la colaboración de: maestros, facilitadores docentes y directores de los programas académicos. Su propósito es proveer el contenido académico de la materia de Inglés para las primeras diez semanas del nuevo año escolar. Además, para desarrollar, reforzar y evaluar el dominio de conceptos y destrezas claves. Ésta es una de las alternativas que promueve el DEPR para desarrollar los conocimientos de nuestros estudiantes, tus hijos, para así mejorar el aprovechamiento académico de estos.

Está probado que cuando las familias se involucran en la educación de sus hijos mejoran los resultados de su aprendizaje. Por esto, te invitamos a que apoyes el desarrollo académico e integral de tus hijos utilizando este módulo para apoyar su aprendizaje. Es fundamental que tu hijo avance en este módulo siguiendo el calendario de progreso establecido por semana.

El personal del DEPR reconoce que estarán realmente ansiosos ante las nuevas modalidades de enseñanza y que desean que sus hijos lo hagan muy bien. Le solicitamos a las familias que brinden una colaboración directa y activa en el proceso de enseñanza y aprendizaje de sus hijos. En estos tiempos extraordinarios en que vivimos, les recordamos que es importante que desarrolles la confianza, el sentido de logro y la independencia de tu hijo al realizar las tareas escolares. No olvides que las necesidades educativas de nuestros niños y jóvenes es responsabilidad de todos.

Dear teacher:

The Puerto Rico Department of Education (PRDE) committed to the education of our students, has designed this instructional module in collaboration with teachers, facilitators, and academic program directors. This constitutes a useful and necessary resource to promote an innovative teaching and learning process that allows the holistic and comprehensive development of our students to the best of their abilities. Furthermore, it is one of the alternatives provided to develop the knowledge of PRDE students; in the face of the emergency situations that confronts our country.

The module's purpose is to provide the content of the English class for the first ten weeks of the new school year. It is a work tool that will help develop concepts and skills in students to improve their academic knowledge. When selecting this teaching alternative, you must ensure that students advance in the module following the progress calendar established per week. It is important to promote their full development, providing tools that can support their learning. Therefore, you must diversify the offerings with creative learning and evaluation alternatives of your own creation to significantly reduce the gaps in their academic achievement.

PRDE staff expect that this module can help you achieve that students have a significant progress in their academic achievement. We hope that this initiative can help you develop the abilities of our students to the maximum of their capacities.

## **Estimada familia:**

El Departamento de Educación de Puerto Rico (DEPR) tiene como prioridad el garantizar que a sus hijos se les provea una educación pública, gratuita y apropiada. Para lograr este cometido, es imperativo tener presente que los seres humanos son diversos. Por eso, al educar es necesario reconocer las habilidades de cada individuo y buscar estrategias para minimizar todas aquellas barreras que pudieran limitar el acceso a su educación.

La otorgación de acomodados razonables es una de las estrategias que se utilizan para minimizar las necesidades que pudiera presentar un estudiante. Estos permiten adaptar la forma en que se presenta el material, la forma en que el estudiante responde, la adaptación del ambiente y lugar de estudio y el tiempo e itinerario que se utiliza. Su función principal es proveerle al estudiante acceso equitativo durante la enseñanza y la evaluación. Estos tienen la intención de reducir los efectos de la discapacidad, excepcionalidad o limitación del idioma y no, de reducir las expectativas para el aprendizaje. Durante el proceso de enseñanza y aprendizaje, se debe tener altas expectativas con nuestros niños y jóvenes.

Esta guía tiene el objetivo de apoyar a las familias en la selección y administración de los acomodados razonables durante el proceso de enseñanza y evaluación para los estudiantes que utilizarán este módulo didáctico. Los acomodados razonables le permiten a su hijo realizar la tarea y la evaluación, no de una forma más fácil, sino de una forma que sea posible de realizar, según las capacidades que muestre. El ofrecimiento de acomodados razonables está atado a la forma en que su hijo aprende. Los estudios en neurociencia establecen que los seres humanos aprenden de forma visual, de forma auditiva o de forma kinestésica o multisensorial, y aunque puede inclinarse por algún estilo, la mayoría utilizan los tres.

Por ello, a continuación, se presentan algunos ejemplos de acomodados razonables que podrían utilizar con su hijo mientras trabaja este módulo didáctico en el hogar. Es importante que como madre, padre o persona encargada en dirigir al estudiante en esta tarea los tenga presente y pueda documentar cuales se utilizaron. Si necesita más información, puede hacer referencia a la **Guía para la provisión de acomodados razonables** (2018) disponible por medio de la página [www.de.pr.gov](http://www.de.pr.gov), en educación especial, bajo Manuales y Reglamentos.

## GUÍA DE ACOMODOS RAZONABLES PARA LOS ESTUDIANTES QUE TRABAJARÁN BAJO MÓDULOS DIDÁCTICOS

Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>Cambian la manera en que se presenta la información al estudiante. Esto le permite tener acceso a la información de diferentes maneras. El material puede ser presentado de forma auditiva, táctil, visual o multisensorial.</p>	<p>Cambian la manera en que el estudiante responde o demuestra su conocimiento. Permite a los estudiantes presentar las contestaciones de las tareas de diferentes maneras. Por ejemplo, de forma verbal, por medio de manipulativos, entre otros.</p>	<p>Cambia el lugar, el entorno o el ambiente donde el estudiante completará el módulo didáctico. Los acomodos de ambiente y lugar requieren de organizar el espacio donde el estudiante trabajará.</p>	<p>Cambian la cantidad de tiempo permitido para completar una evaluación o asignación; cambia la manera, orden u hora en que se organiza el tiempo, las materias o las tareas.</p>
<p><b>Aprendiz visual:</b></p> <ul style="list-style-type: none"> <li>▪ Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras</li> <li>▪ Uso de láminas, videos pictogramas.</li> <li>▪ Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (highlighters), subrayar palabras importantes.</li> <li>▪ Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones.</li> <li>▪ Hablar con claridad, pausado</li> <li>▪ Identificar compañeros que puedan servir de</li> </ul>	<p><b>Aprendiz visual:</b></p> <ul style="list-style-type: none"> <li>▪ Utilizar la computadora para que pueda escribir.</li> <li>▪ Utilizar organizadores gráficos.</li> <li>▪ Hacer dibujos que expliquen su contestación.</li> <li>▪ Permitir el uso de láminas o dibujos para explicar sus contestaciones</li> <li>▪ Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual.</li> <li>▪ Contestar en el folleto.</li> </ul> <p><b>Aprendiz auditivo:</b></p>	<p><b>Aprendiz visual:</b></p> <ul style="list-style-type: none"> <li>▪ Ambiente silencioso, estructurado, sin muchos distractores.</li> <li>▪ Lugar ventilado, con buena iluminación.</li> <li>▪ Utilizar escritorio o mesa cerca del adulto para que lo dirija.</li> </ul> <p><b>Aprendiz auditivo:</b></p> <ul style="list-style-type: none"> <li>▪ Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas.</li> <li>▪ Lugar ventilado, con buena iluminación y donde se les permita el</li> </ul>	<p><b>Aprendiz visual y auditivo:</b></p> <ul style="list-style-type: none"> <li>▪ Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar.</li> <li>▪ Reforzar el que termine las tareas asignadas en la agenda.</li> <li>▪ Utilizar agendas de papel donde pueda marcar, escribir, colorear.</li> <li>▪ Utilizar "post-it" para organizar su día.</li> <li>▪ Comenzar con las clases más complejas y luego moverse a las sencillas.</li> <li>▪ Brindar tiempo extendido para completar sus tareas.</li> </ul>



Acomodos de presentación	Acomodos en la forma de responder	Acomodos de ambiente y lugar	Acomodos de tiempo e itinerario
<p>apoyo para el estudiante</p> <ul style="list-style-type: none"> <li>▪ Añadir al material información complementaria</li> </ul> <p><b>Aprendiz auditivo:</b></p> <ul style="list-style-type: none"> <li>▪ Leerle el material o utilizar aplicaciones que convierten el texto en formato audible.</li> <li>▪ Leer en voz alta las instrucciones.</li> <li>▪ Permitir que el estudiante se grabe mientras lee el material.</li> <li>▪ Audiolibros</li> <li>▪ Repetición de instrucciones</li> <li>▪ Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer</li> <li>▪ Utilizar el material grabado</li> <li>▪ Identificar compañeros que puedan servir de apoyo para el estudiante</li> </ul> <p><b>Aprendiz multisensorial:</b></p> <ul style="list-style-type: none"> <li>▪ Presentar el material segmentado (en pedazos)</li> <li>▪ Dividir la tarea en partes cortas</li> <li>▪ Utilizar manipulativos</li> <li>▪ Utilizar canciones</li> <li>▪ Utilizar videos</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grabar sus contestaciones</li> <li>▪ Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado.</li> <li>▪ Hacer presentaciones orales.</li> <li>▪ Hacer videos explicativos.</li> <li>▪ Hacer exposiciones</li> </ul> <p><b>Aprendiz multisensorial:</b></p> <ul style="list-style-type: none"> <li>▪ Señalar la contestación a una computadora o a una persona.</li> <li>▪ Utilizar manipulativos para representar su contestación.</li> <li>▪ Hacer presentaciones orales y escritas.</li> <li>▪ Hacer dramas donde represente lo aprendido.</li> <li>▪ Crear videos, canciones, carteles, infografías para explicar el material.</li> <li>▪ Utilizar un comunicador electrónico o manual.</li> </ul>	<p>movimiento mientras repite en voz alta el material.</p> <p><b>Aprendiz multisensorial:</b></p> <ul style="list-style-type: none"> <li>▪ Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar.</li> <li>▪ Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio.</li> </ul>	<p><b>Aprendiz multisensorial:</b></p> <ul style="list-style-type: none"> <li>▪ Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas.</li> <li>▪ Establecer mecanismos para recordatorios que le sean efectivos.</li> <li>▪ Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido.</li> <li>▪ Establecer horarios flexibles para completar las tareas.</li> <li>▪ Proveer recesos entre tareas.</li> <li>▪ Tener flexibilidad en cuando al mejor horario para completar las tareas.</li> <li>▪ Comenzar con las tareas más fáciles y luego, pasar a las más complejas.</li> <li>▪ Brindar tiempo extendido para completar sus tareas.</li> </ul>



<b>Acomodos de presentación</b>	<b>Acomodos en la forma de responder</b>	<b>Acomodos de ambiente y lugar</b>	<b>Acomodos de tiempo e itinerario</b>
<ul style="list-style-type: none"><li>▪ Presentar el material de forma activa, con materiales comunes.</li><li>▪ Permitirle al estudiante investigar sobre el tema que se trabajará</li><li>▪ Identificar compañeros que puedan servir de apoyo para el estudiante</li></ul>			

## HOJA DE DOCUMENTAR LOS ACOMODOS RAZONABLES UTILIZADOS AL TRABAJAR EL MÓDULO DIDÁCTICO

Nombre del estudiante: \_\_\_\_\_

Número de SIE: \_\_\_\_\_

Materia del módulo: \_\_\_\_\_

Grado: \_\_\_\_\_

Estimada familia:

**1.**

Utiliza la siguiente hoja para documentar los acomodados razonables que utiliza con tu hijo en el proceso de apoyo y seguimiento al estudio de este módulo. Favor de colocar una marca de cotejo [✓] en aquellos acomodados razonables que utilizó con su hijo para completar el módulo didáctico. Puede marcar todos los que aplique y añadir adicionales en la parte asignada para ello.

Acomodos de presentación	Acomodos de tiempo e itinerario
<p><b>Aprendiz visual:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Usar letra agrandada o equipos para agrandar como lupas, televisores y computadoras</li> <li><input type="checkbox"/> Uso de láminas, videos pictogramas.</li> <li><input type="checkbox"/> Utilizar claves visuales tales como uso de colores en las instrucciones, resaltadores (<i>highlighters</i>), subrayar palabras importantes.</li> <li><input type="checkbox"/> Demostrar lo que se espera que realice el estudiante y utilizar modelos o demostraciones.</li> <li><input type="checkbox"/> Hablar con claridad, pausado</li> <li><input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante</li> <li><input type="checkbox"/> Añadir al material información complementaria</li> </ul> <p><b>Aprendiz auditivo:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leerle el material o utilizar aplicaciones que convierten el texto en formato audible.</li> <li><input type="checkbox"/> Leer en voz alta las instrucciones.</li> <li><input type="checkbox"/> Permitir que el estudiante se grabe mientras lee el material.</li> <li><input type="checkbox"/> Audiolibros</li> <li><input type="checkbox"/> Repetición de instrucciones</li> <li><input type="checkbox"/> Pedirle al estudiante que explique en sus propias palabras lo que tiene que hacer</li> <li><input type="checkbox"/> Utilizar el material grabado</li> </ul>	<p><b>Aprendiz visual:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizar la computadora para que pueda escribir.</li> <li><input type="checkbox"/> Utilizar organizadores gráficos.</li> <li><input type="checkbox"/> Hacer dibujos que expliquen su contestación.</li> <li><input type="checkbox"/> Permitir el uso de láminas o dibujos para explicar sus contestaciones</li> <li><input type="checkbox"/> Permitir que el estudiante escriba lo que aprendió por medio de tarjetas, franjas, láminas, la computadora o un comunicador visual.</li> <li><input type="checkbox"/> Contestar en el folleto.</li> </ul> <p><b>Aprendiz auditivo:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Grabar sus contestaciones</li> <li><input type="checkbox"/> Ofrecer sus contestaciones a un adulto que documentará por escrito lo mencionado.</li> <li><input type="checkbox"/> Hacer presentaciones orales.</li> <li><input type="checkbox"/> Hacer videos explicativos.</li> <li><input type="checkbox"/> Hacer exposiciones</li> </ul> <p><b>Aprendiz multisensorial:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Señalar la contestación a una computadora o a una persona.</li> <li><input type="checkbox"/> Utilizar manipulativos para representar su contestación.</li> <li><input type="checkbox"/> Hacer presentaciones orales y escritas.</li> <li><input type="checkbox"/> Hacer dramas donde represente lo aprendido.</li> <li><input type="checkbox"/> Crear videos, canciones, carteles, infografías para explicar el material.</li> </ul>

Acomodos de presentación	Acomodos de tiempo e itinerario
<ul style="list-style-type: none"> <li><input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante</li> </ul> <p><b>Aprendiz multisensorial:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Presentar el material segmentado (en pedazos)</li> <li><input type="checkbox"/> Dividir la tarea en partes cortas</li> <li><input type="checkbox"/> Utilizar manipulativos</li> <li><input type="checkbox"/> Utilizar canciones</li> <li><input type="checkbox"/> Utilizar videos</li> <li><input type="checkbox"/> Presentar el material de forma activa, con materiales comunes.</li> <li><input type="checkbox"/> Permitirle al estudiante investigar sobre el tema que se trabajará</li> <li><input type="checkbox"/> Identificar compañeros que puedan servir de apoyo para el estudiante</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizar un comunicador electrónico o manual.</li> </ul>
Acomodos de respuesta	Acomodos de ambiente y lugar
<p><b>Aprendiz visual:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ambiente silencioso, estructurado, sin muchos distractores.</li> <li><input type="checkbox"/> Lugar ventilado, con buena iluminación.</li> <li><input type="checkbox"/> Utilizar escritorio o mesa cerca del adulto para que lo dirija.</li> </ul> <p><b>Aprendiz auditivo:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ambiente donde pueda leer en voz alta o donde pueda escuchar el material sin interrumpir a otras personas.</li> <li><input type="checkbox"/> Lugar ventilado, con buena iluminación y donde se les permita el movimiento mientras repite en voz alta el material.</li> </ul> <p><b>Aprendiz multisensorial:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ambiente se le permita moverse, hablar, escuchar música mientras trabaja, cantar.</li> <li><input type="checkbox"/> Permitir que realice las actividades en diferentes escenarios controlados por el adulto. Ejemplo el piso, la mesa del comedor y luego, un escritorio.</li> </ul>	<p><b>Aprendiz visual y auditivo:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Preparar una agenda detalladas y con códigos de colores con lo que tienen que realizar.</li> <li><input type="checkbox"/> Reforzar el que termine las tareas asignadas en la agenda.</li> <li><input type="checkbox"/> Utilizar agendas de papel donde pueda marcar, escribir, colorear.</li> <li><input type="checkbox"/> Utilizar “post-it” para organizar su día.</li> <li><input type="checkbox"/> Comenzar con las clases más complejas y luego moverse a las sencillas.</li> <li><input type="checkbox"/> Brindar tiempo extendido para completar sus tareas.</li> </ul> <p><b>Aprendiz multisensorial:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asistir al estudiante a organizar su trabajo con agendas escritas o electrónicas.</li> <li><input type="checkbox"/> Establecer mecanismos para recordatorios que le sean efectivos.</li> <li><input type="checkbox"/> Utilizar las recompensas al terminar sus tareas asignadas en el tiempo establecido.</li> <li><input type="checkbox"/> Establecer horarios flexibles para completar las tareas.</li> <li><input type="checkbox"/> Proveer recesos entre tareas.</li> <li><input type="checkbox"/> Tener flexibilidad en cuando al mejor horario para completar las tareas.</li> <li><input type="checkbox"/> Comenzar con las tareas más fáciles y luego, pasar a las más complejas.</li> </ul>

Acomodos de presentación	Acomodos de tiempo e itinerario
	<input type="checkbox"/> Brindar tiempo extendido para completar sus tareas.
<b>Otros:</b> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

## 2.

Si tu hijo es un candidato o un participante de los servicios para estudiantes aprendices del español como segundo idioma e inmigrantes considera las siguientes sugerencias de enseñanza:

- Proporcionar un modelo o demostraciones de respuestas escritas u orales requeridas o esperadas.
- Comprobar si hay comprensión: use preguntas que requieran respuestas de una sola palabra, apoyos y gestos.
- Hablar con claridad, de manera pausada.
- Evitar el uso de las expresiones coloquiales, complejas.
- Asegurar que los estudiantes tengan todos los materiales necesarios.
- Leer las instrucciones oralmente.
- Corroborar que los estudiantes entiendan las instrucciones.
- Incorporar visuales: gestos, accesorios, gráficos organizadores y tablas.
- Sentarse cerca o junto al estudiante durante el tiempo de estudio.
- Seguir rutinas predecibles para crear un ambiente de seguridad y estabilidad para el aprendizaje.
- Permitir el aprendizaje por descubrimiento, pero estar disponible para ofrecer instrucciones directas sobre cómo completar una tarea.
- Utilizar los organizadores gráficos para la relación de ideas, conceptos y textos.
- Permitir el uso del diccionario regular o ilustrado.
- Crear un glosario pictórico.
- Simplificar las instrucciones.
- Ofrecer apoyo en la realización de trabajos de investigación.
- Ofrecer los pasos a seguir en el desarrollo de párrafos y ensayos.

- Proveer libros o lecturas con conceptos similares, pero en un nivel más sencillo.
- Proveer un lector.
- Proveer ejemplos.
- Agrupar problemas similares (todas las sumas juntas), utilizar dibujos, láminas, o gráficas para apoyar la explicación de los conceptos, reducir la complejidad lingüística del problema, leer y explicar el problema o teoría verbalmente o descomponerlo en pasos cortos.
- Proveer objetos para el aprendizaje (concretizar el vocabulario o conceptos).
- Reducir la longitud y permitir más tiempo para las tareas escritas.
- Leer al estudiante los textos que tiene dificultad para entender.
- Aceptar todos los intentos de producción de voz sin corrección de errores.
- Permitir que los estudiantes sustituyan dibujos, imágenes o diagramas, gráficos, gráficos para una asignación escrita.
- Esbozar el material de lectura para el estudiante en su nivel de lectura, enfatizando las ideas principales.
- Reducir el número de problemas en una página.

Proporcionar objetos manipulativos para que el estudiante utilice cuando resuelva problemas de matemáticas.

### 3.

Si tu hijo es un estudiante dotado, es decir, que obtuvo 130 o más de cociente intelectual (CI) en una prueba psicométrica, su educación debe ser dirigida y desafiante. Deberán considerar las siguientes recomendaciones:

- Conocer las capacidades especiales del estudiante, sus intereses y estilos de aprendizaje.
- Realizar actividades motivadoras que les exijan pensar a niveles más sofisticados y explorar nuevos temas.
- Adaptar el currículo y profundizar.
- Evitar las repeticiones y las rutinas.
- Realizar tareas de escritura para desarrollar empatía y sensibilidad.
- Utilizar la investigación como estrategia de enseñanza.
- Promover la producción de ideas creativas.
- Permitirle que aprenda a su ritmo.
- Proveer mayor tiempo para completar las tareas, cuando lo requiera.
- Cuidar la alineación entre su educación y sus necesidades académicas y socioemocionales.

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Member Board of Directors



## MODULE PROGRESSIVE CALENDAR

DAYS/WEEKS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>1 (Lesson 1)</b>	Writing Process Intro.	Writing Process	Editing Marks	Editing Marks	Test
<b>2 (Lesson 2)</b>	Writing an Essay	Essay	Pre-Writing	Pre-Writing	Drafting
<b>3 (Lesson 2)</b>	Revising	Editing	Publishing	Publishing	Oral Presentation
<b>4 (Lesson 3)</b>	Expanding Writing	Clauses	Phrases	Reading	Reading Assessment
<b>5 (Lesson 4)</b>	Narrative Genre	Personal Narrative	Personal Narrative	Writing	Writing
<b>(Lesson 4)</b>	Memoir	Reading	Reading	Compare & Contrast	Art Connection
<b>7 (Lesson 4)</b>	Oral Presentation	Review	Test	Test	
<b>8 (Lesson 5)</b>	Listening	Read Aloud	Poetic Devices	Poetic Devices	Poetic Devices
<b>9 (Lesson 5)</b>	Review	Poetry in Song	Poems	Listening Comprehension	Listening Comprehension
<b>10 (Lesson 5)</b>	Listening	Practice	Practice	Review	Test

## LESSON 1

**Unit:** Genres overview/ Elements of fiction

**Objectives:**

At the end of this lesson, the students will:

1. Familiarize themselves with the writing process.
2. Familiarize themselves with the different editing marks.
3. Edit a paragraph using editing marks.
4. Familiarize themselves with the structure of an essay.

**Standards and Expectations:**

**Reading**

9.R.1a - Make inferences and draw conclusions from text to support analysis.

9.R.10 - Read and comprehend a variety of literature, including stories, dramas, poetry, and informational texts of appropriate grade level.

**Writing**

9.W.4 - Develop and strengthen writing as needed by planning, drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed.

**Language**

9.LA.2a - Use advanced punctuation marks.

9.LA.2b – Spell correctly.

## Day 1

### Introduction:

This week we will begin looking at editing marks and the writing process. It is important to understand these two topics to be used throughout the rest of our academic journey. In high school, there will be a greater emphasis on reading and writing so it is important to familiarize ourselves with the tools and processes related to these tasks. In this manner, whenever we receive feedback from our teachers or professors, we will know exactly how to correct our mistakes and write as perfectly as possible.

**Objective:** Familiarize ourselves with the writing process.

STEPS	DESCRIPTION	ACTIVITIES
<b>Prewriting (Brainstorming)</b>	In this step, you will gather your thoughts depending on the topic you are writing.	<ul style="list-style-type: none"><li>• Think about who will read your writing and why?</li><li>• Form your ideas for writing.</li><li>• Gather and record information.</li><li>• Brainstorm words and thoughts.</li><li>• Think about what to say.</li><li>• Make a list, web, picture, etc.</li></ul>
<b>Writing</b>	After gathering your thoughts, you may start to write and address the topic. This will become your first draft of writing. Remember, there is no revising and editing during the development of your first draft. Revising and editing will come after you finish writing your first draft.	<ul style="list-style-type: none"><li>• Write your draft.</li></ul>
<b>Revising</b>	After writing your first draft, your next step is to read over your writing and determine how to make it better. You can make your writing better by expanding on ideas that need further development, adding more details, and by removing words or sentences that do not allow your writing to flow.	<ul style="list-style-type: none"><li>• Read the writing to yourself.</li><li>• Make it clearer.</li><li>• Change any words that are overused.</li><li>• Read your writing to a friend.</li><li>• Listen to the comments your friend has to make in order to make your writing better.</li><li>• Make any necessary changes in your writing (words, sentences, ideas, etc.).</li></ul>

<b>Editing</b>	Now that you have revised your writing and made it clear, it is now time to make corrections in spelling, grammar, and punctuation. Read over your work again and be sure you make any necessary corrections.	<ul style="list-style-type: none"> <li>• Make sentences complete.</li> <li>• Check spelling and make sure to dot your “i’s” and cross your “t’s.”</li> <li>• Check capitals and ending punctuations.</li> <li>• Have someone else check your work.</li> </ul>
<b>Publishing</b>	Now that you have written your first draft, made revisions, and edited your work, it is time to write your final draft and publish it by sharing it with someone else.	<ul style="list-style-type: none"> <li>• Write it over into a nice clean draft.</li> <li>• Share your writing with others.</li> <li>• Make it into a book.</li> <li>• Record your writing into a tape.</li> <li>• Illustrate your writing.</li> </ul>

You may also be interested in watching the following videos explaining the writing process in depth:

If you learn better by listening, watch this video:

<https://www.youtube.com/watch?v=OEImSyPaYgl>

If you learn better by observing or reading, watch this video:
















<https://www.youtube.com/watch?v=kbP0P8Wxtcg&t=14s>

Keep these steps in mind because next week we will be following them to create our first essay for this year.

## Day 2

**Introduction:** Today we will go in depth with the different editing marks. These editing marks will be used every time the teacher corrects one of our written projects so get used to seeing and understanding them.

**Objective:** Identify the different types of editing marks and their uses.

EDITING MARKS	
	Insert a word, letter, or phrase
	Delete
	Capitalize
	Change to lower case
	Insert period
	Insert comma
	Insert an apostrophe
	Insert quotation marks
	Insert space
	Close up space
	Transpose letters or words
	Start a new paragraph
	Check spelling
	Move right
	Move left

The following chart illustrates the most common editing marks that will serve as a guide for the rest of the year. Keep a copy close by anytime you have a writing project.

This is an example of the editing marks being used in a writing exercise.

1. erik wEnt two scool incaguas. = Erik went to school in Caguas.  
Editing marks: three horizontal lines under 'erik', a red arrow pointing to 'w', a red arrow pointing to 'E', a red arrow pointing to 't', a red arrow pointing to 'o', a red arrow pointing to 'h', and a red hash symbol under 's'.

2. Juanand Antonio went t o tha Concert = Juan and Antonio went to the concert.  
Editing marks: a red hash symbol under 'n', a red arrow pointing to 'a', a red arrow pointing to 'n', a red arrow pointing to 't', a red arrow pointing to 'o', a red arrow pointing to 'h', a red arrow pointing to 'e', and a red arrow pointing to 'c'.

3. portorico iz atropical Island = Puerto Rico is a tropical island.  
Editing marks: 'Puerto Rico' written in red above 'portorico', a red circle around 'portorico', a red arrow pointing to 'i', a red arrow pointing to 'z', a red arrow pointing to 't', a red arrow pointing to 'r', a red arrow pointing to 'o', a red arrow pointing to 'p', a red arrow pointing to 'o', a red arrow pointing to 'i', a red arrow pointing to 's', and a red hash symbol under 's'.

4. mr Rivera our is inglish teac her. = Mr. Rivera is our English teacher.  
Editing marks: three horizontal lines under 'mr', a red arrow pointing to 'r', a red arrow pointing to 'i', a red arrow pointing to 'v', a red arrow pointing to 'e', a red arrow pointing to 'r', a red arrow pointing to 'o', a red arrow pointing to 'u', a red arrow pointing to 'r', a red arrow pointing to 'i', a red arrow pointing to 's', a red arrow pointing to 'i', a red arrow pointing to 'n', a red arrow pointing to 'g', a red arrow pointing to 'l', a red arrow pointing to 'i', a red arrow pointing to 's', a red arrow pointing to 'h', a red arrow pointing to 't', a red arrow pointing to 'e', a red arrow pointing to 'a', a red arrow pointing to 'c', a red arrow pointing to 'h', a red arrow pointing to 'e', and a red arrow pointing to 'r'.

Practice: In the following multiple choice practice, choose the sentence that correctly uses editing marks by circling the correct letter.

1. Italy islocated I n Europe.
  - a. Italy islocated i n Europe.
  - b. Italy islocated i n Europe.  
Editing marks: a red hash symbol under 's', a red arrow pointing to 'i', and a red arrow pointing to 'n'.
  - c. Italy islocated i n Europe.  
Editing marks: a red arrow pointing to 'i', and a red arrow pointing to 'n'.
  - d. Italy islocated i n Europe.  
Editing marks: a red arrow pointing to 'i', and a red hash symbol under 's'.

2. sanjuan the is Capital of puertorico.
  - a. sanjuan the is Capital of puertorico.  
Editing marks: three horizontal lines under 'sanjuan', a red arrow pointing to 't', a red arrow pointing to 'h', a red arrow pointing to 'e', a red arrow pointing to 'i', a red arrow pointing to 's', a red arrow pointing to 'C', a red arrow pointing to 'a', a red arrow pointing to 'p', a red arrow pointing to 'i', a red arrow pointing to 't', a red arrow pointing to 'a', a red arrow pointing to 'l', a red arrow pointing to 'o', a red arrow pointing to 'f', a red arrow pointing to 'p', a red arrow pointing to 'u', a red arrow pointing to 'e', a red arrow pointing to 'r', a red arrow pointing to 't', a red arrow pointing to 'r', a red arrow pointing to 'i', a red arrow pointing to 'c', a red arrow pointing to 'o'.
  - b. sanjuan the is Capital of puertorico.  
Editing marks: three horizontal lines under 'sanjuan', a red circle around 'the', a red arrow pointing to 'i', a red arrow pointing to 's', a red arrow pointing to 'C', a red arrow pointing to 'a', a red arrow pointing to 'p', a red arrow pointing to 'i', a red arrow pointing to 't', a red arrow pointing to 'a', a red arrow pointing to 'l', a red arrow pointing to 'o', a red arrow pointing to 'f', a red arrow pointing to 'p', a red arrow pointing to 'u', a red arrow pointing to 'e', a red arrow pointing to 'r', a red arrow pointing to 't', a red arrow pointing to 'r', a red arrow pointing to 'i', a red arrow pointing to 'c', a red arrow pointing to 'o'.
  - c. sanjuan the is Capital of puertorico.  
Editing marks: three horizontal lines under 'sanjuan', a red circle around 'the', a red arrow pointing to 'i', a red arrow pointing to 's', a red arrow pointing to 'C', a red arrow pointing to 'a', a red arrow pointing to 'p', a red arrow pointing to 'i', a red arrow pointing to 't', a red arrow pointing to 'a', a red arrow pointing to 'l', a red arrow pointing to 'o', a red arrow pointing to 'f', a red arrow pointing to 'p', a red arrow pointing to 'u', a red arrow pointing to 'e', a red arrow pointing to 'r', a red arrow pointing to 't', a red arrow pointing to 'r', a red arrow pointing to 'i', a red arrow pointing to 'c', a red arrow pointing to 'o'.
  - d. sanjuan the is Capital of puertorico.  
Editing marks: three horizontal lines under 'sanjuan', a red arrow pointing to 't', a red arrow pointing to 'h', a red arrow pointing to 'e', a red arrow pointing to 'i', a red arrow pointing to 's', a red arrow pointing to 'C', a red arrow pointing to 'a', a red arrow pointing to 'p', a red arrow pointing to 'i', a red arrow pointing to 't', a red arrow pointing to 'a', a red arrow pointing to 'l', a red arrow pointing to 'o', a red arrow pointing to 'f', a red arrow pointing to 'p', a red arrow pointing to 'u', a red arrow pointing to 'e', a red arrow pointing to 'r', a red arrow pointing to 't', a red arrow pointing to 'r', a red arrow pointing to 'i', a red arrow pointing to 'c', a red arrow pointing to 'o'.

3. An earthquaake a natural dizaster
  - a. An earthquaake a natural disaster Ⓢ
  - b. An earthquaake a natural disaster Ⓢ
  - c. An earthquaake a natural disaster
  - d. An earthquaake a natural disaster

### Day 3

**Introduction:** The next days will be dedicated to practicing using editing marks.

**Objective:** Determine which editing marks to use in order to correct the paragraph.

**Instructions:** The following paragraph has 33 mistakes. Try to insert as many editing marks as possible using the chart provided on day 2. Our goal is to insert a MINIMUM of 25 editing marks.

a hUrricane is an intense st orm whit powerfull winds andrain. hurricanesdevelope oover warm water and uze it as a power source Hurricanes lose strength wen they Moove overland. The wnids around the Eye of the huricane are the usually strongest. PUerto rico been has afected by to strong. hurr icanes recently It isimportant two be prepared for any kind emergency that may occur,


















## Day 4

**Introduction:** Today is our final editing marks practice. If you are still having difficulties, feel free to look up more information and/or practice online or ask the teacher for additional examples.

**Objective:** Determine which sentences correctly use the different editing marks.

**Instructions:** Choose the sentence that correctly uses editing marks by circling the correct letter.

1. Jorge walked home from school.
  - a. Jorge walked home from school 
  - b. Jorge walked home from school 
  - c. Jorge walked home from school 
  - d. Jorge walked home from school 
2. Cristina decided to study go in Mayagüez.
  - a. Cristina de cided to study go in Mayagüez.
  - b. Cristina de cided to study go in Mayagüez.
  - c. Cristina de cided to ~~study~~ go in Mayagüez.
  - d. Cristina de cided to study go in Mayagüez.
3. Ourworld is facing a huge problem discrimination.
  - a. Ourworld is facing a huge problem discrimination.
  - b. Ourworld is facing a huge problem discrimination.
  - c. Ourworld is facing a huge problem with discrimination.
  - d. Ourworld is facing a ~~huge~~ with problem discrimination.
4. It its important two travel and learn aboutthe world.
  - a.  It its important two travel and learn aboutthe world.
  - b. It its important two travel and learn aboutthe world.
  - c.  It its important two travel and learn aboutthe world.

- d. It its important ~~two~~ travel and learn about ~~the~~ world.
5. To be healthy we shud eat healthy drink plenty of water and exercise
- To be healthy we shud eat healthy drink plenty of water and exercise ☹
  - To be healthy we shud eat healthy drink plenty of water and exercise
  - To be healthy we ~~shud~~ eat healthy drink plenty of water and exercise ☹
  - To be healthy we shud eat healthy drink plenty of water and exercise ☹
6. To do good in school review every day only studying the day before.
- To do good in school review every day ~~only~~ studying the day before.
  - To do good in school review every day ~~only~~ studying the day before.
  - To do good in school review every day ~~only~~ studying the day before.
  - To do good in school review every day ~~only~~ studying the day before.
7. San juan is in the north of the iland
- San juan is in the north of the iland ☹
  - San juan is in the north of the iland ☹
  - San juan is in the north of the iland ☹
  - San juan is in the north of the iland
8. Reading is a grate hobby can improve your vocabulary.
- Reading is a grate hobby can improve your vocabulary.
  - Reading is a ~~grate~~ hobby can improve your vocabulary.
  - Reading is a grate hobby can improve your vocabulary.
  - Reading is a ~~grate~~ hobby can improve your vocabulary.
9. Apple and Samsung competitors are in the world of tecnology.
- Apple and Samsung ~~competitors are~~ in the world of tecnology.
  - Apple and Samsung ~~competitors are~~ in the world of tecnology.
  - Apple and Samsung competitors are in the world of tecnology.
  - Apple and Samsung ~~competitors are~~ in the world of tecnology.
10. Earth is the third planet away from the sun.
- Earth is the third planet ~~away~~ from the sun.
  - Earth is the third planet ~~away~~ from the sun.
  - Earth is the third planet away from the sun.
  - Earth is the third planet away from the sun.

11. PuertoRico has many beautiful beaches.

- a. PuertoRico has many beautiful beaches.
- b. PuertoRico has many beautiful beaches.
- c. PuertoRico has many beautiful beaches.
- d. PuertoRico has many beautiful beaches.

12. Karla and erica went to the Party.

- a. Karla and erica went to the Party.
- b. Karla and erica went to the Party.
- c. Karla and erica went to the Party.
- d. Karla and erica went to the Party.

13. Francisco wants to learn anew language

- a. Francisco wants to learn anew language ☹
- b. Francisco wants to learn anew language ☹
- c. Francisco wants to learn anew language ☹
- d. Francisco wants to learn anew language ☹

14. I wnet to the movies With my olderr sister.

- a. I wnet to the movies With my olderr sister.
- b. I wnet to the movies With my olderr sister.
- c. I wnet to the movies With my olderr sister.
- d. I wnet to the movies With my olderr sister.

15. Writing takes alot of time and dedicacion.

- a. Writing takes alot of time and dedicacion.
- b. Writing takes alot of time and dedicacion.
- c. Writing takes alot of time and dedicacion.
- d. Writing takes alot of time and dedicacion.

## Day 5
















### Test

I. Read the following paragraph that contains 20 common errors. Use the editing marks to correct the paragraphs.

About 450 miles off the coast of Newfoundland in 12,000 feet of water, Scientists discovered the remains of the great ocean liner, *r.m.s. titanic*. The 73 year search for the Titanic, which went down in what is considered the worlds' greatest disaster, was a challenging one. It concluded finally in september 1985.

When it was first launched in 1912, the British steamer was the largest ship in the world. An incredible 882 ft. long and 175 ft. high, the Titanic was proclaimed the the most expensive and luxurious ship ever built. It was said to be "unsinkable. It was equipped with a double bottom, and the hull was divided into 16 separate watertight compartments

Despite its reputation, the mighty ship did sink-on its maiden voyage. Carrying approximately 2,200 passengers and over \$420,000 worth of cargo, the Titanic set sail from England in April 1912, bound for New York. Just a few days out of port, however on the night of April 14, the titanic collided with an iceberg in the north Atlantic Ocean, damaging steel plates along its starboard side. The great "floating palace" sink in a matter of 2 ½ hours, taking with it all of its cargo and 1,522 of it's passengers and crew

<b>EDITING MARKS</b>	
	<b>Insert a word, letter, or phrase</b>
	<b>Delete</b>
	<b>Capitalize</b>
	<b>Change to lower case</b>
	<b>Insert period</b>
	<b>Insert comma</b>
	<b>Insert an apostrophe</b>
	<b>Insert quotation marks</b>
	<b>Insert space</b>
	<b>Close up space</b>
	<b>Transpose letters or words</b>
	<b>Start a new paragraph</b>
	<b>Check spelling</b>
	<b>Move right</b>
	<b>Move left</b>

## **Lesson 2**

### **Day 1**

**Unit:** Genres overview/ Elements of fiction

**Objectives:**

At the end of this lesson, the students will:

1. Use the writing process to create an essay about their goals.

**Standards and Expectations:**

**Reading**

9.R.10 - Read and comprehend a variety of literature, including stories, dramas, poetry, and informational texts of appropriate grade level.

**Writing**

9.W.4 - Develop and strengthen writing as needed by planning, drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed.

9.W.5 - Use technology, including the Internet, to produce and publish writing and link to information and cite sources as well as to interact and collaborate with others.

**Language**

9.LA.2a - Use advanced punctuation marks.

9.LA.2b – Spell correctly.

## Day 1

### **Introduction:**

The next 5 days will be dedicated to going through the entire writing process in order to create our own essay.

The topic of our essay will be “**My goals**”.

We will be reflecting on our short- and long-term goals.

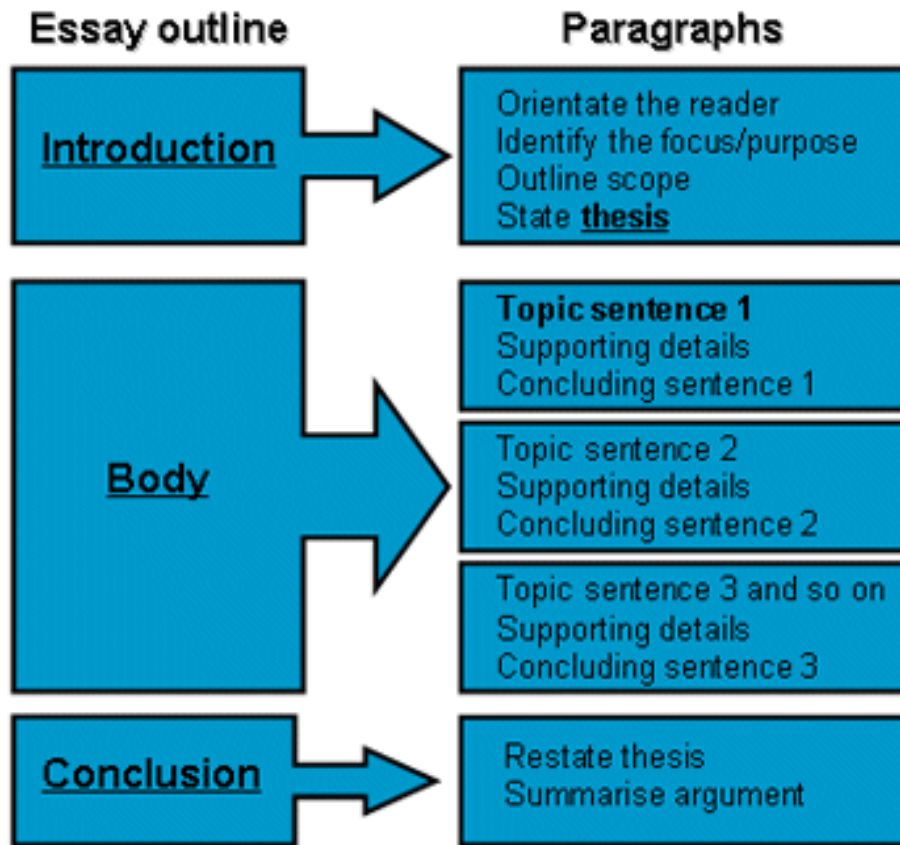
1. What are our goals for this year?
2. What are our goals for high school?
3. What are our goals for after high school?

Goals is an important topic to start the school year with because we are at a time in our lives when we must start thinking about our future and setting concrete goals. This way we can start deciding what to study, where to study, and how high school can prepare us for the future.

**Objective:** Familiarize ourselves with the parts of an essay.

Now that we are in high school, essays should be both longer and more professional. We should make sure that we are following the basic structure of an essay every time we are assigned one. Let us take a look at the structure of an essay.





Image

Retrieved from <https://wr1ter.com/essay-structure#discount=false>

In the image we see, there are three (3) paragraphs in the body. This will change depending on the type and/or length of your essay. However, in high school, we should always aim for a five (5) paragraph essay unless the teacher specifies otherwise.

Click the link below to watch the video. The video also does a great job of explaining the structure of an essay:

Retrieved from <https://www.youtube.com/watch?v=7P4fzbzwwAg>

## Day 2

### Writing an essay

Let us review the previous topics and re-watch the videos. It is important to practice as much as possible. During the next lesson we will begin creating our very own essay.

Read the following essay to increase your knowledge of themes and maybe find inspiration for when writing your own.

#### **Sample Scholarship essay:**

For more people, the future is uncertain; the direction their life will take is not spelled out for them. Each person is responsible for the choices she will make that will determine the course of her life. One of the choices that has an incredible impact on her life is what she will choose for her career.

This can be a difficult decision to make, as it will affect almost every aspect of a person's life to some degree. Most people are also not fortunate enough to receive a startling revelation directing them on the right course for their lives. Instead, the most powerful way that a person is able to determine her direction is not through an earthshaking revelation but through the quiet confidence that this is what she is called to do and to be.

In the same way, I have never received any startling revelations that I should pursue a career in journalism, but as I look back on my life, I am able to see that there were many little steps along the way that have led me to this choice. I have often heard my parents tell the story of how, on my first day of kindergarten, I came home crying because I had not been taught how to read. I have always loved to read and from that has developed a great respect and fascination for the written word.

Joseph Pulitzer stated the purpose of a journalist should be to "Put it before them briefly so they will read it, clearly so they will appreciate it, picturesquely so they will remember it, and above all, accurately so they will be guided by its light." His words serve as a reminder for me of the many different dimensions of writing. Journalism encompasses both creativity and technicality. It is a way of expressing individuality and of communicating with others.

Many of my personal qualities convince me that a career in journalism is my calling. I find that I am a person who responds well to challenges. Perhaps it is because of my competitive nature that challenges motivate me. And I discover that my biggest competitor is usually myself. I think this is why I enjoy trying to combine both the creative and technical aspects of writing. Each time I begin to write, I am presented with a fresh challenge.

Retrieved from <https://www.examples.com/education/short-essay.html>

**Instruction: Read carefully and answer the following questions**

1. Does this essay follow the structure we learned about in class? Why or why not?

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2. Write a sentence that expresses a goal that you have for your life.

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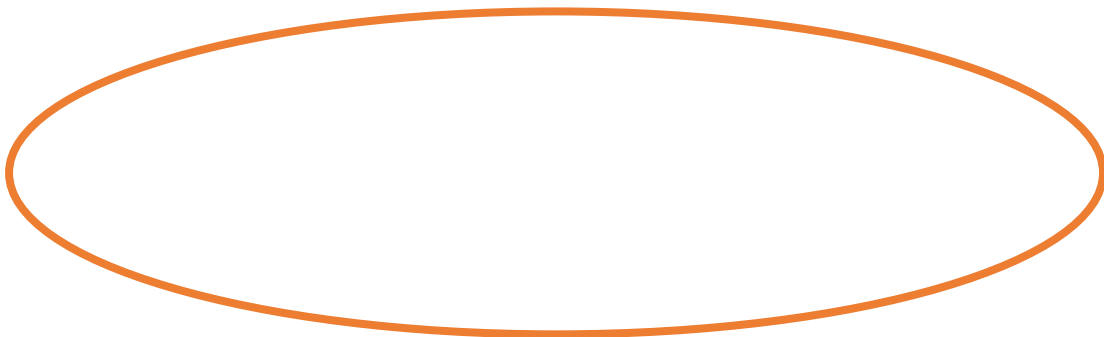
3. How do you feel when you are given a writing assignment?

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Use the graphic to write down a few words that you may use when writing your essay.



### Day 3

**Objective:** Organize ideas for our essay.

#### Point distribution for essay:

The first two steps are worth 10 points each just for completing them. The 20 points for the final draft will be awarded following the provided rubric.

Brainstorming – 10 points

Draft – 10 points

Final draft (publishing) – 20 points

Total – 40 points

**Instructions:** Today is all about step 1 of the writing process and that is “pre-writing”. Use one of the following brainstorming tools to help you organize your thoughts and come up with a plan for the essay. You can use the provided outline, graphic organizer or any other technique of preference you may have for brainstorming ideas to start organizing your initial thoughts.

#### Part I. Prewriting activity outline

Topic: \_\_\_\_\_

- I. Introduction
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
- II. Body
  - a. \_\_\_\_\_
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_
    - iii. \_\_\_\_\_
  - b. \_\_\_\_\_
    - i. \_\_\_\_\_
    - ii. \_\_\_\_\_

iii. \_\_\_\_\_

c. \_\_\_\_\_

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

III. Conclusion

a. \_\_\_\_\_

b. \_\_\_\_\_



## Part II. Clustering/graphic organizer prewriting activity

- According to the topic you have selected use the graphic included to organize the ideas that you will be including in your essay.
- Your topic goes in the center and your supporting ideas/details go in the circles that surround your topic. Look at the example and complete the graphic organizer with your own thoughts and ideas.



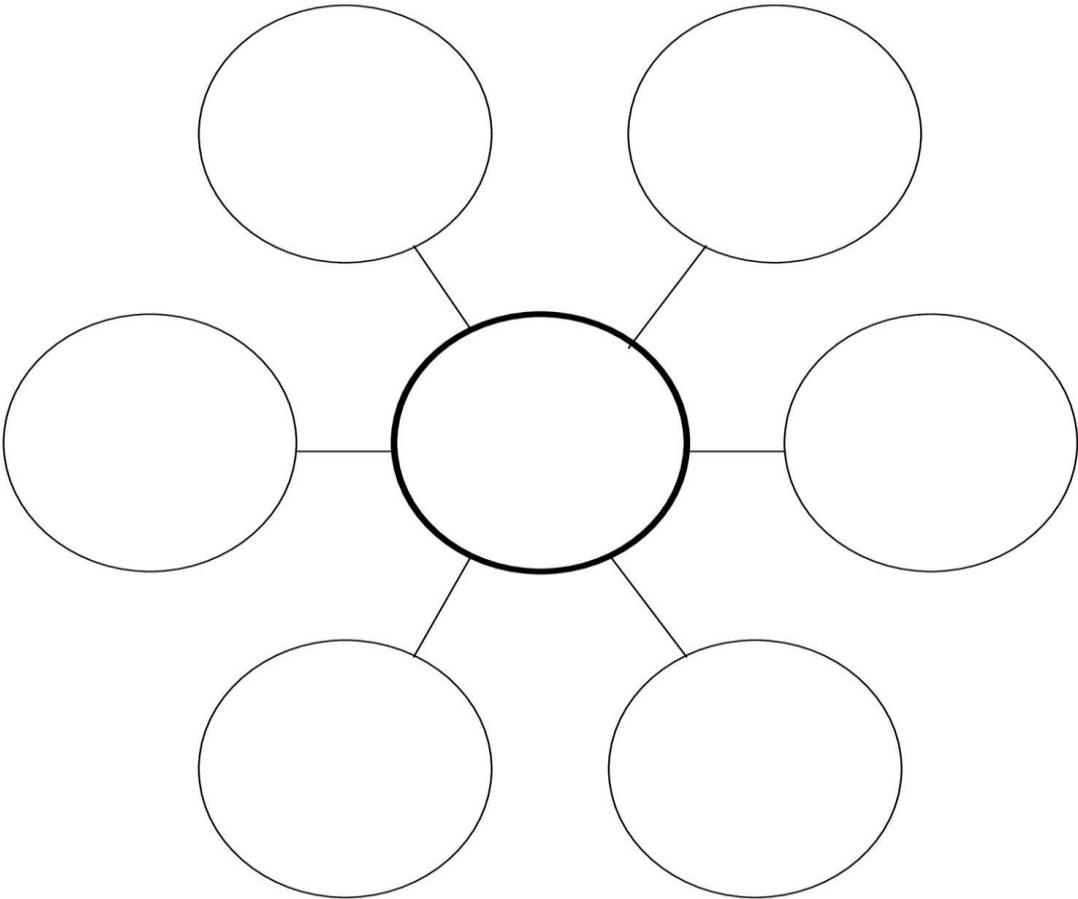
Retrieved from Pinterest.com

Prewriting technique: Use the web and write in the center the title **High School Goals**

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Concept Map

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## Practice

**Introductions:** By now we should have our first draft. Today is going to be dedicated to the “revision” step of the writing process.

**Objective:** Revise the first draft of our essay.

**Instructions:** Revise your essay and add or eliminate information. Read it a few times and make sure it flows well and does not feel like anything is missing. The five (5) paragraphs should flow and be related to the topic of high school goals. Remember, you can go online and look up essays to use as inspiration or guides while creating your own. Finally, use the following checklist to make sure you are on the right track.

Elements	Yes	No
Has five (5) paragraphs.		
Introduction clearly states topic and thesis.		
Each paragraph of the body has at least one goal.		
Conclusion summarizes main points and restates thesis or main idea.		
There is a cohesive flow from beginning to end.		
All paragraphs are related to the topic.		


















## Day 6

**Introduction:** We are almost done with our first essay! Today is editing day. We can either edit ourselves or have someone else edit for us (peer, teacher, adult).

**Objective:** Edit our first draft using the editing marks.

**Instructions:** Take your completed draft and begin correcting/editing the information. Use the editing marks covered last week to mark the changes that should be made. You may have to edit more than once if you really want your essay to be as good as possible. Below is the editing marks table.

EDITING MARKS	
	Insert a word, letter, or phrase
	Delete
	Capitalize
	Change to lower case
	Insert period
	Insert comma
	Insert an apostrophe
	Insert quotation marks
	Insert space
	Close up space
	Transpose letters or words
	Start a new paragraph
	Check spelling
	Move right
	Move left

Retrieved from [Pinterest.com](https://www.pinterest.com)

**Day 7-8**

**Introduction:** Today is the final day in the writing process; publishing day!

**Objective:** Create the final draft of our essay.

**Instructions:** Today your goal is to take the draft with the editing marks you created yesterday and turn that into your final product. Re-write your whole essay with all of the corrections you made and make sure you do not make new mistakes! Once you finish the final draft send it along with your prewriting activity and first draft to your teacher for evaluation.

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## **Writer's Chair – Publish your work!**

### **Day 9-10**

Today we will have the opportunity of sharing our work with others. If you are working with your classmates, in an online group such as teams, take the day to present, your essay to the class. If a group meeting is not possible, select a person you feel confident with and read your essay to them. You can record yourself with a cell phone or any other device. When you are done, watch the video or listen to the audio.

You can practice reading your essay until you read it fluently.

Once you are happy with your work send the file to your teacher.

## Lesson 3: Phrases and Clauses

### Expectations

#### Writing

9.W.8 Write routinely to develop various types of paragraphs, formal and informal letters, and essays over for a variety of discipline specific tasks, purposes, and audiences, using technology.

#### Language

9.LA.1.b. Use various types of phrases: noun, verb, infinitive, adjectival, adverbial, participial, and prepositional. Use various types of clauses: independent, dependent, noun, relative, adverbial.

#### Reading

9.R.2 L. Determine a theme or main idea of a literary text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide a summary of the text.

9.R.3 L. Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the text.

### Day 1

#### Introduction:

Grammar is important for understanding English, because all languages follow grammatical patterns. Improper grammar can affect the meaning and clarity of an intended message.

Lesson 3 will focus on phrases and clauses. Phrases and clauses add details when writing ideas.

A clause is a group of words that contains a subject and a verb. There are two types of clauses, the independent and the dependent clauses. An independent clause is the same as a simple sentence. The dependent clause is one that cannot stand alone. These are used to make sentences more interesting.

**Ex.** Independent clause: Karen ran.

**Ex.** Dependent clause: I didn't do the homework because I forgot.

A phrase is a related group of words. The words work together as a unit, but they do not have a subject and a verb.

**Prepositional phrase:** begins with a preposition and can function as an adjective, adverb or even a noun.

**Ex.** We went around the world.

**Adjective phrase:** can refer to a group of adjectives or any phrase that acts as an adjective.

**Ex.** Someone smarter than me, needs to check my work.

**Adverbial phrase:** a group of adverbs or any phrase that acts as an adverb.

**Ex.** I was sitting by the statue.

Knowing the difference between a clause, and a phrase is very important, because phrases cannot communicate a complete meaning (they lack subject and predicate). Some clauses can communicate meaning, but even the ones that cannot communicate a complete meaning will have subject and verb.

**Let's review. Complete the sentence in your own words.**

1. A clause is \_\_\_\_\_
2. A phrase is \_\_\_\_\_
3. An adjective phrase is \_\_\_\_\_
4. An adverbial phrase is \_\_\_\_\_
5. A Prepositional phrase is \_\_\_\_\_

## Day 2

### Exercise 1

Select the correct answer.

1. \_\_\_\_\_ are clauses that express a complete thought.
  - a. reasons
  - b. prepositions
  - c. dependent clauses
  - d. independent clauses
  
2. A \_\_\_\_\_ is a part of a sentence that has a subject and a verb.
  - a. clause
  - b. phrase
  - c. reason
  - d. preposition
  
3. A \_\_\_\_\_ is a group of words that functions as an adverb.
  - a. verb phrase
  - b. adverbial phrase
  - c. dependent clause
  - d. independent clause
  
4. A \_\_\_\_\_ can refer to the whole predicate of a sentence or just a group of verbs together.
  - a. clause
  - b. verb phrase
  - c. noun phrase
  - d. dependent clause

5. \_\_\_\_\_ always have a subject and verb.

- a. nouns
- b. clauses
- c. phrases
- d. reasons

### Exercise 2

Use the clauses to construct complete sentences.

you look very tired	we went shopping
I forgot to wear socks	had a lot of fun
after months of waiting	if you can explain

1.
2.
3.
4.
5.
6.

### Day 3

#### Exercise 3

A. The purpose of this exercise is to guide you in enriching sentences during writing. Complete the following paragraph by filling in the blanks with a clause or a phrase.

We had been waiting a month until the day arrived. All of the students shouted happily \_\_\_\_\_  
clause. Our field trip to the zoo \_\_\_\_\_  
phrase. I couldn't wait to see the lions \_\_\_\_\_  
dependent clause. Everyone love the reptile exhibit with \_\_\_\_\_  
adjective phrase. In the turtle pond, the fish and turtles swam \_\_\_\_\_  
prepositional phrase. After the tour we had a break to \_\_\_\_\_  
verb phrase.

B. Think about the activities mentioned in paragraph A. If you were part of this field trip, what things would you like to do in the afternoon. Write a paragraph describing the activities that you would do during the afternoon at the zoo. Use phrases and clauses to enrich your writing.

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## Day 4-5

For the next two days we will be working with reading and building comprehension. The selection you will be reading is a short ancient story from India. India is a country located in South Asia. While you read the selection, make notes of any words that you may find challenging. Complete the activities that follow.

**Activity 1** Use a search engine to find a map of Asia and locate India. After you have located the country, search for images of people from India, and other interesting facts about the country.

The following vocabulary words are not commonly used in daily conversations. It is for this reason that they have been highlighted in this section.

### Vocabulary

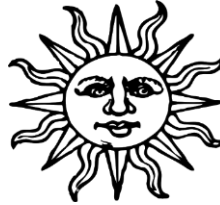
sage: a profoundly wise person

ashram: a monastic community

parched: extremely thirsty

wilt: to lose energy or vigor

Now you are ready to begin reading the story!



**Retrieved from clipart library.com**

### **Summer Madness: Hindu Mythological Story**

One morning when the sage Jamadagni stepped out of his ashram he found that the sun was unusually hot. Soon the sweat began to pour down his body and his throat became parched. He found it hard to concentrate on his work.

"Go away," he shouted at the sun, staring up angrily at the shining orb. "You'll burn the earth!" But the sun stayed where he was and indeed seemed to become even bigger. Enraged, the sage rushed into his ashram and coming out with his weapons began to shoot arrows into the sky. The arrows fell far short of their mark.

The sage shouted to his wife Renuka to bring some more arrows. When she had brought them, he began shooting again. With each shot the arrows rose higher and higher till finally even the sun began to feel vulnerable. He made himself still hotter, hoping the heat would drive Jamadagni back into his house. Jamadagni stood his ground but his wife began to wilt. Finally, she fell down unconscious.

Jamadagni carried his wife indoors, revived her with water and then rushing out again resumed his battle with the sun, with a renewed fury.

Now the sun decided to go down to reason with him. He took the form of a Brahmin and sauntered up to the sage.

"Shooting at the sky?" he asked.

"I'm shooting at the sun!" growled Jamadagni.

"Too far away for your arrows, don't you think?"

"Right now, may be. But at midday, he'll be directly overhead and then he'll be within range. I'll get him then!"

The sun shuddered.

"Please put down your bow," he said, "I am the sun. Heat the earth I must, but I'll give you something that will protect you from my heat."

Jamadagni cooled down — and remained cool the rest of the summer because what the sun gave him was a pair of sandals and a very large umbrella, which, they say, was the world's first portable sunshade.

Retrieved from: [English for students.com](http://Englishforstudents.com)

### **Exercise 1. Reading Comprehension**

#### **Instructions:**

1. Jamadagni had trouble concentrating because-
  - a. it was very hot
  - b. it was a long day.
  - c. the woman was ill.
  - d. the work was too much.
2. What was the shining orb?
  - a. sun
  - b. arrow
  - c. ashram
  - d. weapon
3. Who was enraged?
  - a. sun
  - b. woman
  - c. Jamadagni
  - d. Bahraim

4. Answer the question in the space provided. Remember to answer both parts of the question.

A. Why did the sun become so hot?

B. How did the sun help the man?

A.	
B.	

5. Do you think Jamadagni was really a sage? Why or why not?

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**Exercise 2.**

1. Re-read the story Summer Madness. Copy two sentences that contain a clause and copy two sentences that contain a phrase. Reflect on how the use of the clause and phrase affect the meaning of these sentences. Use a complete sentence to express your thoughts.

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## Lesson 4

### Topic: Personal Narratives and Memoirs

**Introduction:** During this lesson, the student will explore the genres of personal narratives and memoirs. The student will identify the distinguishing characteristics of each type of writing and demonstrate their acquired knowledge while writing about their own experiences.

The student will have 2 weeks to accomplish all the required assignments of lesson 4. If additional support is needed do not hesitate to ask your teacher for assistance.

### Expectations:

#### Reading

9.R.1 Use in-depth critical reading of a variety of texts, presented in various print and multimedia formats to explain ideas, phenomena, processes, cultural identity, genre, and relationships within and across texts, using increasingly detailed sentences, and an increasing variety of general academic and content-specific words. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.

9.R.3 L. Analyze how particular lines of dialogue or incidents in a story or drama develop the action, reveal aspects of a character, or provoke a decision. Analyze character traits to deepen understanding of the text.

9.R.5 L. Compare and contrast the structure of two or more literary texts and analyze how the differing structure of each text contributes to its meaning and style.

#### Writing

9.W.3 Write types of paragraphs and literary texts using transitional words and other cohesive devices to better organize writing that develop real or imagined experiences or events, using literary elements (like narrative structure, theme, mood, plot, setting, moral) and techniques (alliteration, hyperbole, allegory, and others).

9.W.4 Develop and strengthen writing as needed by planning, drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed.

## Day 1

### Personal Narrative & Memoir

#### Personal Narrative

A personal narrative is typically written in first-person about something in the narrator's life. It centers on a certain event and relays the narrator's thoughts, feelings, and experiences. A personal narrative may contain information about what the narrator read, encountered, or heard, and his reactions to these encounters. A narrative will develop setting, characterization, speech, and plot, but it is typically limited to the discussion of one particular event or incident.

Ultimately, a narrative will zoom into a singular moment and expand it, and some reflections and even themes may be present, but the purpose is to detail an isolated incident.

#### Memoir

A memoir is an account of a real person's life. The narrator is a character in a story who reflects on the events of his/her life and, usually, draws certain conclusions. A memoir is typically focused on certain incidents in a person's life, and those incidents make up the individual stories that contribute to the overall work. Unlike an autobiography, which recounts particular historical dates and facts about a person's life, a memoir is a depiction of how that individual remembers his/her own life. The dates and facts in a memoir may not be entirely accurate (though they often are), and they are less important than the memories and the reflections.

Overall, a narrative could fit into a memoir, but a memoir could not fit into a narrative. Additionally, memoirs will often jump around, include flashbacks/memories, and contain multiple stories and events.

1. Mention two similarities of the memoir and personal narrative.

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2. Which type of narrative recounts particular historical dates and facts?

- a. memoir
- b. flashback
- c. autobiography
- d. personal narrative

3. Mention two characteristics that are different about a memoir and personal narrative.

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Let's review...

Watch the following video to learn more about writing personal narratives.

<https://www.youtube.com/watch?v=nWYXCSTrFto>

Copy the 6 traits that a personal narrative should have.

1.

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2.

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3.

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4.

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5.

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6.

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## Day 2-3

Read the selection.



### Fireflies!

by Julie Brinckloe

- (1) On a summer evening I looked up from dinner, through the open window to the backyard. It was growing dark. My tree house was a black shape in the tree and I wouldn't go up there now. But something flickered there, a moment- I looked and it was gone. It flickered again, over near the fence. *Fireflies!*
- (2) "Don't let your dinner get cold," said Momma. I forked the meat and corn and potatoes into my mouth, "Please, may I go out? The fireflies-" Momma smiled, and Daddy nodded. "Go ahead," they said.
- (3) I ran from the table, down to the cellar to find a jar. I knew where to look, behind the stairs. The jars were dusty, and I polished one clean on my shirt. Then I ran back up, two steps at a time. "Holes," I remembered, "so they can breathe." And as quietly as I could, so she wouldn't catch me dulling them. I poked holes in the top of the jar with Momma's scissors. The screen door banged behind me, as I ran from the house. If someone said, "don't slam it," I wasn't listening. I called to my friends in the street, "Fireflies!" But they had come before me with polished jars, and others were coming behind.



- (4) The sky was darker now. My ears rang with crickets, and my eyes stung from staring too long. I blinked hard as I watched them – *Fireflies!* Blinking on, blinking off, dipping low, soaring high above my head, making white patterns in the dark. We ran like crazy, barefoot in the grass. “Catch them, catch them!” we cried, grasping at the lights. Suddenly a voice called out above others, “I caught one!” And it was my own. I thrust my hand into the jar and spread it open. The jar glowed like moonlight and I held it in my hands. I felt a tremble of joy and shouted, “I can catch hundred!” Then we dashed about, waving our hands in the air like nets, catching two, ten – hundreds of fireflies, thrusting them waving our hands for more.
- (5) Then someone called from my house, “It’s time to come in now,”, and others called from other houses and it was over. My friends took jars of fireflies to different homes. I climbed the stairs to my room and set the jar on a table by my bed. Momma kissed me and turned out the light. “I caught hundreds,” I said.
- (6) Daddy called from the hallway, “See you later, alligator.” “After a while, crocodile,” I called back. “I caught hundreds of fireflies.” In the dark I watched the fireflies from my bed. They blinked off and on, and the jar glowed like moonlight. But it was not the same. The fireflies beat their wings against the glass and fell to the bottom and lay there. The light in the jar turned yellow, like a flashlight left on too long.
- (7) I tried to swallow, but something in my throat would not go down. And the light grew dimmer, green, like moonlight under water. I shut my eyes tight and put the pillow over my head. They were my fireflies. I caught them. They made moonlight in my jar. But the jar was nearly dark. I flung off the covers. I went to the window, opened the jar, and aimed at the stars. “Fly!” Then the jar began to glow, green then gold, then white as the moon. And the fireflies poured out into the night. Fireflies! Blinking on, blinking off, dipping low, soaring high above my head, making

circles around moon, like stars dancing. I held the jar, dark and empty, in my hands. The moonlight and the fireflies swam in my tears, but I could feel myself smiling.

I. Summarize the selection. Use the graphic organizer included.

Beginning

Middle

End

2. When can fireflies MOST PROBABLY be seen?

- A. Midday
- B. Evening
- C. Morning
- D. afternoon

3. What did Momma ask the writer to do before going outside?

- A. eat dinner
- B. clean a jar
- C. poke holes
- D. call her friends

4. Fireflies are unique because they-

- A. light up
- B. have wings
- C. fly in circles
- D. travel in groups

5. Holes were poked in the jars for-

- A. feeding fireflies.
- B. supplying oxygen.
- C. shining light through.
- D. catching fireflies easier.

6. What did the writer compare the fireflies with?

- A. Stars
- B. Circles
- C. Flashlight
- D. moonlight

7. When did the events take place?

- A. fall
- B. winter
- C. spring
- D. summer

8. Would you recommend reading “Fireflies” to a friend? Why or Why not.

Remember to use complete sentences when writing your answer.

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9. Answer the following questions in the space provided.

- A. What did the writer do with the fireflies?
- B. What did her actions cause?

A.	
B.	

## **Day 4**

After having worked with writing essays and learning about personal narrative, we are going to write our own personal narrative. You will find many resources that will help during your writing. Writing is a process so remember to consult with your teacher, parent or ask for help from a classmate. Good authors always have a group of people that help them with their work.

### **Writing personal narratives**

As we learned in the previous lessons, the first step in writing is the pre-writing phase.

#### **Pre-writing**

Brainstorm possible events you would like to write about.

Select a topic.

Use a chart to gather details about your topic.

#### **Organize the story line**

Personal narrative is essentially a true story, it should contain basic elements that create an effective story or plot line, including a problem to get things started, complications and so on.

#### **Creating a Beginning, a Middle and an Ending**

**Beginning:** The beginning must hook the reader and introduce the situation.

**Middle:** Build interest through actions, dialogue and details. The middle develops and supports the main idea of your narrative.

End: Wrap up your story and explain what you have learned.

Adapted from: Kemper, D., Sebranek P. & Meyer V. (2012) Write Source. Houghton Mifflin Harcourt p141-147

## Personal Narrative

Personal narratives are nonfiction stories from real life. A personal narrative is written from what actually happened.

Watch the series on writing personal narratives. Once you start watching Part 1, the other videos will automatically follow, additionally, you have each link posted below.

Part 1: <https://www.youtube.com/watch?v=OgNVUZvB9Ow>

Part 2: <https://www.youtube.com/watch?v=3fDbenhTwjw>

Part 3: <https://www.youtube.com/watch?v=LdjdLvUwndI>

Part 4: <https://www.youtube.com/watch?v=DfRbqCXoewU>

Part 5: [https://www.youtube.com/watch?v=VR3V38z\\_Deo](https://www.youtube.com/watch?v=VR3V38z_Deo)

After watching the video, think of the recommendations you have just learned.

Brainstorm ideas for writing your own personal narrative.

- A. Do you have a fun activity you enjoyed with friends or family?
- B. Have you ever had something funny happen to you?
- C. Have you learned a lesson through a personal experience?

## Personal Narrative: Tell your Story

### Step 1

Prewriting technique facilitates the organization of ideas

Topic:

Title:

<b>What happened?</b>	<b>Where?</b>	<b>When?</b>
<b>Who was with you?</b>	<b>Beginning</b>	
	<b>Details</b>	
<b>Details</b>		<b>Ending</b>
<b>Details</b>		

Use your notebook and continue to make notes. Tomorrow you will begin to write a personal narrative of your own.



## Day 6

During today's lesson we will work with another type of narrative writing called a Memoir. At the beginning of the lesson we compared personal narratives with memoirs.

The main difference is that a memoir is a narrative involving multiple events of a person's life, while the personal narrative mostly describes one significant event.

## Memoir

### Characteristics of a memoir

- A. A memoir depicts the relationship of the writer with a person, place, or any other significant thing.
- B. A memoir can be based on a specific time or events of a lifetime, but does not place emphasis on specific dates of events.
- C. Memoirs are written in first person point of view and often use flashbacks and vivid descriptions.
- D. Memoirs are rich in details and emotions.
- E. The conclusion is reflective.

## Activity 1

Write examples of the five characteristics of a memoir. The first one is completed as an example.

1. It was the most beautiful meadow I'd ever seen. I can still smell the fragrant roses when I think of that afternoon.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



## Activity 2

Watch the following videos on the characteristics of a memoir. These will help increase your understanding of this genre.

<https://www.youtube.com/watch?v=CD-OanLbcJY>

Use the space below to take notes from the videos.

## Day 7

Read the memoir “When I was Young in the Mountains” by Cynthia Rylant

Underline or highlight the words that were difficult to understand. Rereading the paragraph in which the word is contained helps understand the context of the word and may help you get better understanding. You can also use a dictionary, or a search engine to help you understand unknown vocabulary words.

### **When I Was Young In The Mountains**

by Cynthia Rylant

- (1) When I was young in the mountains, Grandfather came home in the evening covered with the black dust of a coal mine. Only his lips were clean, and he used them to kiss the top of my head.
- (2) When I was young in the mountains, Grandmother spread the table with hot corn bread, pinto beans and fried okra.
- (3) Later, in the middle of the night, she walked through the grass with me to the Johnny house and held my hand in the dark. I promised never to eat more than one serving of okra again.
- (4) When I was young in the mountains, we walked across the cow pasture and through the woods, carrying our towels. The swimming hole was dark and muddy, and we sometimes saw snakes, but we jumped in anyway.

- (5) On our way home, we stopped at Mr. Crawford's for a mound of white butter. Mr. Crawford and Mrs. Crawford looked alike and always smelled of sweet milk.
- (6) When I was young in the mountains, we pumped pails of water from the well at the bottom of the hill, and heated the water to fill round tin tubs for our baths.
- (7) Afterward we stood in front of the old black stove, shivering and giggling while Grandmother heated cocoa on top.
- (8) When I was young in the mountains, we went to church in the schoolhouse on Sundays, and sometimes walked with the congregation through the cow pasture to the dark swimming hole, for baptisms.
- (9) My cousin Peter was laid back into the water, and his white shirt stuck to him, and my Grandmother cried.
- (10) When I was young in the mountains, we listened to frogs sing at dusk and awoke to cowbells outside our window. Sometimes a black snake came in the yard, and my Grandmother would threaten it with a hoe.
- (11) If it did not leave, she used the hoe to kill it. Four of us once draped a very long snake, dead of course, across our necks for a photograph.
- (12) When I was young in the mountains, we sat on the porch swing in the evenings, and Grandfather sharpened my pencils with his pocketknife. Grandmother sometimes shelled beans, and sometimes braided my hair. The dogs lay around us, and the stars sparkled in the sky. A bobwhite whistled in the forest. Bob-bob-bobwhite!
- (13) When I was young in the mountains, I never wanted to go to the oceans, and I never wanted to go to the desert. I never wanted to go anywhere else in the world, for I was in the mountains. And that was always enough

## Activity 1

Write in each word square the definition, part of the speech, divide the word in syllable, look up the synonym and antonym and finally write a sentence with the word. Make a list

### Word Squares

Example:

<b>Word</b> <b>lumberjack</b> Part of the speech <u>noun</u> Divide the word in syllable: <u>lum-ber-jack (3)</u>	<b>Meaning (definition)</b> A person whose job is to cut down trees Synonym: <u>manual laborer</u> Antonym: _____
<b>Sentence</b> Paul Bunyan was a strong lumberjack.	

### Word Squares

<b>Word</b> <b>shivering</b> Part of the speech _____ Divide the word in syllable: _____	<b>Meaning (definition)</b> A person whose job is to cut down trees Synonym: _____ Antonym: _____
<b>Sentence</b>	

<p><b>Word</b> <b>congregation</b></p> <p>Part of the speech _____</p> <p>Divide the word in syllable: _____</p>	<p><b>Meaning (definition)</b></p> <p>A person whose job is to cut down trees</p> <p>Synonym: _____</p> <p>Antonym: _____</p>
<p><b>Sentence</b></p>	

<p><b>Word</b> <b>stuck</b></p> <p>Part of the speech _____</p> <p>Divide the word in syllable: _____</p>	<p><b>Meaning (definition)</b></p> <p>A person whose job is to cut down trees</p> <p>Synonym: _____</p> <p>Antonym: _____</p>
<p><b>Sentence</b></p>	

<p><b>Word</b> <b>draped</b></p> <p>Part of the speech _____</p> <p>Divide the word in syllable: _____</p>	<p><b>Meaning (definition)</b></p> <p>A person whose job is to cut down trees</p> <p>Synonym: _____</p> <p>Antonym: _____</p>
<p><b>Sentence</b></p>	

## Day 8

### Activity 2

Answer the questions. Go back to the selection as you read the questions, this will help you identify the correct answers.

1. Which activity did the writer do with grandmother?
  - a. swimming
  - b. going to church
  - c. sharpening pencils
  - d. getting her hair braided
2. Who worked in the coal mine?
  - a. Peter
  - b. grandfather
  - c. grandmother
  - d. Mr. Crawford
3. What animal did grandmother threaten with a hoe?
  - a. cow
  - b. dog
  - c. frog
  - d. snake
4. What was used as a church?
  - a. pasture
  - b. mountains
  - c. school house
  - d. Johnny house

5. Which paragraph BEST shows the author's love for the mountains?

- a. (2)
- b. (3)
- c. (10)
- d. (13)

6. What MOST PROBABLY was the butter made of?

- a. okra
- b. hot cocoa
- c. sweet milk
- d. water from a well

7. What is the main idea of paragraph 6?

- a. It is hard to get water.
- b. Wood is used to heat water.
- c. Playing in water is fun.
- d. Taking a bath in the mountains.

8. Read the statement.

“The family that lived in the mountains worked hard.”

Write two details from the selection that support this statement.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**Activity 3**

Reread paragraph (4). Use paragraph (4) as a reference to guide your writing. Think of a place that you visited when you were younger and write at least 3 sentences about that experience.

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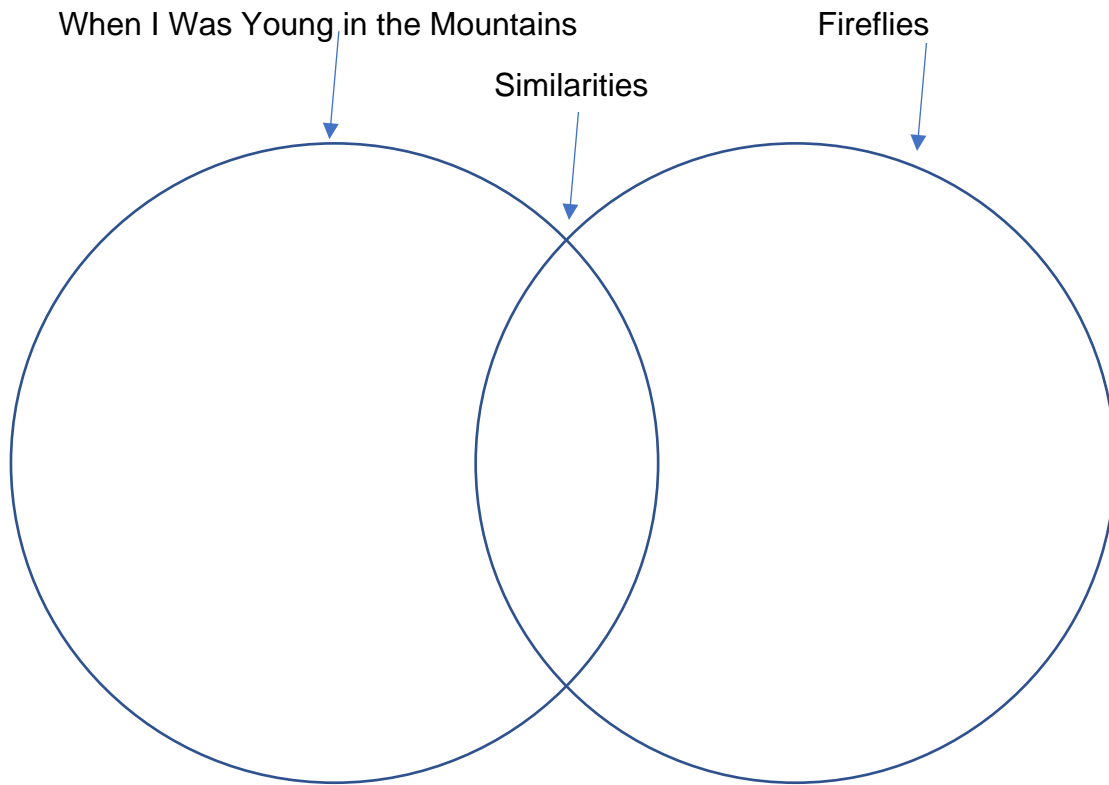
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**Day 9**

Use the Venn diagram to compare the similarities and differences of the selections “When I was Young in the Mountains” and “Fireflies”. When using a Venn diagram, the outside circles should contain the individual information asked of each of the subjects being compared. In this case we are comparing two reading selections. In the space where the circles overlap the information is shared by both subjects being compared.

Write at least 2 differences of each selection and 2 similarities.



Write one thing you enjoyed about this lesson.

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Write one thing you would like to learn more about.

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## Day 10

### Art Connection: Collage

Collage: A piece of art made by sticking different materials such as photographs and pieces of paper or fabric onto a backing. The collage is used to represent an idea, vocabulary, or experience.

1. Make a collage that visually represents the place where you grew up or your favorite place. You can use magazines, clip art, internet images or you can create your own using crayons, markers, etc.
2. Write a minimum of four sentences describing the place your collage is about.
3. Once you are done you can take a photo of your finished work and email it to your teacher. If it was done digitally, upload the file and email to your teacher.

Example of a collage:



## Day 11

### Test: Memoirs and Personal Narratives

During the past weeks we have been learning about memoirs and personal narratives. You will have two days to complete the test.

#### Part I. Writing genres

1. Which point of view is used in both memoirs and personal narratives?
  - a. First person
  - b. Second person
  - c. Third person limited
  - d. Third person omniscient
  
2. Which type of writing is used MOSTLY in a memoir?
  - a. descriptive
  - b. informative
  - c. persuasive
  - d. argumentative
  
3. A memoir is considered –
  - a. fiction
  - b. historical
  - c. non-fiction
  - d. autobiographical
  
4. A personal narrative mostly focuses on-
  - a. one event
  - b. a series of events
  - c. the lifetime of the writer
  - d. telling someone else's story

5. The main characteristic of the conclusion in a memoir is to-
- a. persuade the reader
  - b. summarize the selection
  - c. describe the writer's feelings
  - d. reflect on the events narrated

6. Read the sentence.

It was a Sunday morning; I think in autumn when I had the most awesome experience.

This sentence MOST PROBABLY is part of a-

- a. Memoir
  - b. Biography
  - c. Autobiography
  - d. personal narrative
7. What is the hook when writing a personal narrative?
- a. a tense situation
  - b. a lesson learned
  - c. an attention grabber
  - d. an introduction to the writer

8. A. What did "Fireflies!" and "When I was Young in the Mountains", have in common.

B. How was the conclusion of the reading selections different?

Remember to answer both parts in the space provided. Use complete sentences for your answer.

A.	
B.	

9. What is the first part of writing a personal narrative?

- a. planning
- b. orientation
- c. connecting text
- d. selecting vocabulary

10. What is the author's purpose when writing a personal narrative?

- a. inform
- b. entertain
- c. teach a lesson
- d. create awareness

## Part II: Reading Comprehension

Read the selection and answer the questions that follow.



Retrieved from: [kindpng.com](https://www.kindpng.com)

### River Times

(1) “I caught one!” I would happily yell every time I caught a fish. I go to the Ohio River with my family all the time in the summer. I have had so many wonderful times at that river. It is my favorite place to go in the summer with my family. One of the great times I’ve had at the Ohio River was when we were fishing and the water level was low, (which is the best time to fish).

(2) There was what seemed like a thousand people there because usually there are not very many people that fish there. Some crazy people in their early twenties apparently decided that they wanted to go swimming where everyone was fishing. One of the swimmers got tangled up in some fishing lines and started getting pulled under the water. When the fishers tried to reel him in, they pulled him under, and if they left him there, he would drown anyway. Of course, my dad, the big calm hero went and called 911. When the Ambulance and the firemen arrived, my parents made us leave. While on our way home, we saw three new trucks heading to where that man was in trouble.

(3) About a month later the river was back up to its normal level and it was harder to catch fish. I remember complaining to go home because it was boring not catching fish. The only fish any of us caught in the first hour was a little blue gill that we used as bait. When we were about to leave, my dad put out his last line with no hope of even catching an old can. To his great surprise, he was almost jerked into the water. After catching his balance again, he noticed that his fishing rod was about to snap! I went over and tried to help, but

I did not help. My dad's rod flew out of his hands and under the water. We just stood there watching the rod sink under the water and bubbles shoot up when it went down. We knew my dad was angry so we went home. I laugh whenever I think about that.

(4) Something else that happened in that same summer at the Ohio River was very scary. My family and I were in the fossil garden looking for good fossils to examine. There were few other people looking for fossils too. Some people had a huge Dalmatian that they had taken with them to walk I guess. That Dalmatian was more hyper than a four year-old on a sugar spree. It was dragging its owners all over the place, especially when it smelled a dead fish. I laughed when I saw them being dragged around by their dog. That made me think of me trying to walk my dog, Midnight, who could pull me around the block easily. Back to what I was saying, we were looking for fossils near the Ohio River. We started leaning over to the water to see all of the fish swimming around.

(5) A few seconds after we started looking in the water, that dog unnoticeably came up behind us. "WOOF, WOOF" The dog barked as loud as possible. My dad was so surprised he started falling into the water, screaming. We all grabbed him and pulled him up before he hit the water. My dad got furious and we had to calm him down before he got too mad. We led him to the car and went home so he could play with Midnight and calm down. It was so hard not to laugh when he did that, but I did not.

(6) The Ohio River is one of my favorite places because that is one of the only places that my family spends time together.

Answer the questions. Go back to the selection as you read the questions, this will help you identify the correct answers.

1. Which is the best time to fish?
  - a. at the river
  - b. summertime
  - c. with all of the family
  - d. when the water is low

2. What did the writer find boring
  - a. catching no fish
  - b. going to the river
  - c. watching people swim
  - d. spending time with the family
  
3. What is a blue gil?
  - a. dog
  - b. fish
  - c. bait
  - d. river
  
4. What did the Dad lose at the river?
  - a. fish
  - b. rod
  - c. line
  - d. pants
  
5. How did the writer describe his dad?
  - a. happy
  - b. furious
  - c. big and calm
  - d. angry and afraid
  
6. In addition to fishing, which other activity did the family do at the river?
  - a. throw rocks
  - b. walk the dog
  - c. search for fossils
  - d. swim with friends

7. What is the main idea of the first paragraph?

- a. Demonstrate that fishing is fun.
- b. Introduce the writer to the reader
- c. Describe the writer's favorite place
- d. Explain when the best time to fish is

1. Use complete sentences to answer the following questions. Remember to answer both parts in the space provided.

A. Why did the writer feel there were thousands of people at the river?

B. Why was swimming in the river dangerous?


2. What does the conclusion tell us about the writer?

--



## Open ended question rubric

### Reading Open-Ended Item – 2 Points

The rubric describes exactly how the students should elaborate their answer. To obtain the full score, answers should be brief, clear, and supported by the reading selection. If students write a response that is partially deviated or incomplete, they will obtain 1 point. Students will not get any points if they fail to provide a response or write answers that clearly detract from the question.

Rubric	Description
2	<ul style="list-style-type: none"><li>Full Reading comprehension – A thorough understanding of the reading concept has been demonstrated. The student’s response is correct and complete and provides evidence of higher-order thinking related to the question/task. Details in the response are clear, accurate, and text based.</li></ul>
1	<ul style="list-style-type: none"><li>Partial Reading Comprehension – Partial understanding of the reading concepts has been demonstrated. The student’s response provides some information that is text-based and accurate. However, the response is not complete and may not provide clear evidence of higher-order thinking related to the question/task.</li></ul>
0	<ul style="list-style-type: none"><li>Little or No Reading Comprehension – the student’s response demonstrates very little or no understanding of the reading concept being assessed. The response is inaccurate or unrelated to the question/task.</li></ul>
Responses can be written in Spanish, English, or a combination of languages. Language and writing conventions are not considered when assigning a score to a short-answer item measuring English Reading Comprehension.	

## Lesson 5: Are you listening?

### Day 1

#### Introduction

During this lesson we will be working with our listening skills. Listening is an important academic and social skill. A good friend will listen to you when you talk to them. In class you need to listen carefully to learn new things. As part of the lesson, you will listen to a reading selection, a song and complete a variety of activities.

#### Expectations

9.L.1. a. Ask relevant questions that elicit elaboration and respond to others' questions and comments with relevant observations that build the discussion and keep the conversation on topic.

9.L.1 c. Listen, respond to, and react/analyze complex instructions and statements; apply, clarify, and provide instructions and directions.

9.L.1 d. Listen to a variety of literature to distinguish or differentiate styles to analyze character development, setting, tone, voice, and mood to make connections to the text.

9.R.8 Delineate and evaluate the argument and specific evidence in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. This includes, but is not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.

9.R.10 Read and comprehend a variety of literature, including stories, dramas, poetry, and informational texts of appropriate grade level.

9.LA.5 Demonstrate understanding of figurative language, word relationships, and differences in word meanings.

## Day 1

Look at the map of the Caribbean. Locate the Dominican Republic and Puerto Rico. Discuss the characteristics of tropical islands and mention that both islands are located in the Caribbean Sea. Ask students if any of the students have visited the Dominican Republic or any other islands of the Caribbean.



### Political Map of the Caribbean

Discuss characteristics of the Caribbean.

1. What is the climate?
2. What are islands?
3. What is a peninsula?
4. Which of the countries speak Spanish?
5. Look for images from some of the islands and compare what you see. Write 3 sentences about your findings.

## Day 2

Read the selection and discuss it with students.

### Meet your Neighbors

The Dominican Republic is an island located 236.78 miles south of Puerto Rico. The island covers 18,704 square miles. Its capital is the town of Santo Domingo. The famous explorer Christopher Columbus and his descendants inhabited this area. The “Faro Colon” and a museum are dedicated to the explorer. A very livable city, Santo Domingo is considered one of the most beautiful in the Caribbean, especially its old quarter, whose colonial style buildings surround the oldest cathedral in the Americas.

This neighboring island has captivating beaches, salt lakes and green slopes at Pico Duarte. Pico Duarte in Jarabacoa has an elevation of 6,500 feet. Many people visit the island for the opportunity to hike up its trails and reach the summit. On the southwest of the island is Enriquillo Lake, home to interesting wildlife like crocodiles, pink flamingoes, and iguanas.

Puerto Plata is close to Mount Isabel de Torres where the statue of Christ the Redeemer is located. The impressive statue is 125 feet tall. This town is a tourist hub where people from Europe as well as the Americas travel to enjoy all-inclusive hotels and beach fun.

The island also has many festivals for visitors to enjoy throughout the year. One of the biggest celebrations is on January 26<sup>th</sup> known as Duarte’s day. This festival celebrates Juan Pablo Duarte an important writer and activist who was one of the founding fathers of the nation. Music is an important part of the festivals and has also made this country famous. Just like salsa and reggaeton has been attributed to Puerto Rican origins, bachata and merengue are music genres that have found their origins in the Dominican Republic.

Adapted from: 100 Countries 5000 Ideas. (2008). *National Geographic Editions*, FEO/Prisma Press, Washington, DC, p.104.

## Vocabulary

While reading the selection make note of any unknown words. While discussing the vocabulary words make connections with places or things in Puerto Rico. This will aid in improving comprehension.

After reading the selection, answer the questions.

1. Why did the author name the selection Meet your Neighbors?

- a. both islands have similar characteristics
- b. the Caribbean is a group of tropical islands
- c. the Dominican Republic is next to Puerto Rico
- d. both islands were discovered by Christopher Columbus

2. Where is Pico Duarte located.

- a. Santo Domingo
- b. Jarabacoa
- c. Puerto Plata
- d. Enriquillo Lake

3. What can you see at Mount Isabel de la Torre?

- a. Faro Colon
- b. Pico Duarte
- c. all-inclusive hotels
- d. statue of Christ the Redeemer

4. How tall is Pico Duarte?

- a. 236.78 miles
- b. 18,704 miles
- c. 6,500 feet
- d. 125 feet

5. Which town is known as a tourist hub?

- a. Jarabacoa
- b. Punta Cana
- c. Santo Domingo
- d. Dominican Republic

6. Which type of music originated in the Dominican Republic

- a. salsa and bachata
- b. reguetton and salsa
- c. bachata and merengue
- d. merengue and reguetton

7. Read the sentence and answer the questions that follow.

The Dominican Republic and Puerto Rico are very similar islands.

- A. What makes both islands similar?
- B. Mention a detail that is different.

Use complete sentences to answer the questions. Write your answers in the space below.

A.	
B.	

8. Read the sentence and answer the questions that follow.

The people of the Dominican Republic admire Cristopher Columbus.

- A. Which details from the selection support this statement.
- B. Why is Juan Pablo Duarte an important figure?

Use complete sentences to answer the questions. Write your answers in the space below.

A.	
B.	

### Open ended question rubric

#### Reading Open-Ended Item – 2 Points

The rubric describes exactly how the students should elaborate their answer. To obtain the full score, answers should be brief, clear, and supported by the reading selection. If students write a response that is partially deviated or incomplete, they will obtain 1 point. Students will not get any points if they fail to provide a response or write answers that clearly detract from the question.

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Responses can be written in Spanish, English, or a combination of languages. Language and writing conventions are not considered when assigning a score to a short-answer item measuring English Reading Comprehension.

### Day 3

During the next few days we will continue working with our listening skills with songs. Have you ever noticed that songs have rhyme and rhythm? Sometimes songs use words that represent sounds or repeat sounds like a tongue twister. These devices that make songs interesting and fun are called **poetic devices**. Did you know that many songs begin as poems? Many songwriters write their lyrics and after they add the music.

While we complete the activities for the next few days you will learn about poetry in song. But first let's explore some of the **poetic devices** you will encounter.

1. **Rhyme**: The end of lines or internal words sound the same or similar.

Ex. I always knew you were the **one** because you make my life so **fun**.

2. **Rhythm**: can be described as the beat and pace of a poem. It is created by the pattern of stressed and unstressed syllables in a line or verse.

3. **Repetition**: Syllables, words, or phrases repeat.

Ex. The bird said, "I don't sing because I am happy; I am happy because I sing."

4. **Onomatopoeia**: Words that sound like the objects they name or the sound that they make.

Ex. The buzzing bee flew away.

5. **Simile**: Comparing two unlike things using the words *like* or *as*.

Ex. Her eyes lit up **like** fireflies in the night.

6. **Metaphor**: Comparing one thing with another that's similar in some way without using the word like.

Ex. The assignment was a piece of cake.

7. **Alliteration**: Use of the same sound at the beginning of each syllable in a line or verse.

Ex. But a better butter makes a batter better.

8. **Consonance**: refers to repetitive sounds produced by consonants within a sentence or phrase. This repetition often takes place in quick succession.

Ex. We heard a pitter, patter down the hall.



9. **Hyperbole:** An exaggeration that stretches the truth

Ex. I have a million things to do next week.

10. **Personification:** Giving a non-human thing human feelings or actions

Ex. The roses were begging for water.

11. **Figurative Language:** Whenever you describe something by comparing it to something else.

12. **Poetry:** Writing organized into stanzas with line breaks. Poetry may or may not rhyme.

13. **Prose:** Writing organized into sentences or paragraphs.

Retrieved from <http://literarydevices.net>

#### Day 4

Today we will continue to familiarize ourselves with **poetic devices**. Complete the exercises on the poetic devices worksheet that follows. You can work with a classmate, or on your own.

#### Exercise 2

I. Classify the following examples using the **poetic devices** you just learned.

1. She sells seashells at the store on the shore. \_\_\_\_\_

2. Your big smile shows those beautiful white pearls in your mouth. \_\_\_\_\_

3. We look fine, all of the time. \_\_\_\_\_

4. With a big crash, the mirror broke. \_\_\_\_\_

5. The baby's cheeks were red like roses in bloom. \_\_\_\_\_

6. I love you to the moon and back. \_\_\_\_\_

## Day 5

Today we will practice our listening skills and explore the use of poetic devices through a song from Katy Perry. Read the short biography of Katy Perry and then proceed to listen to her song Fireworks.

American pop star Katy Perry was born in Santa Barbara, California on October 25, 1984. She began her singing as a young girl in a church choir. In 2008 she rose to fame with an album titled "One of the Boys". Some of her most popular songs are Hot and Cold, California Girls, Teenage Dream and Roar.

Below you will find a link to the song. The best way to reinforce your listening skills is to listen to the song without reading the lyrics.

### Fireworks by Katy Perry

<https://www.youtube.com/watch?v=n1fYh-aUk0>

#### Exercise 1

Use the following words to complete the lyrics of the song. Make your best effort to complete the exercise without looking at the original song lyrics.

plastic	wind	light	cards	start	Hear	you
---------	------	-------	-------	-------	------	-----

Do you ever feel, like a \_\_\_\_\_ bag, drifting through the \_\_\_\_\_  
waiting to \_\_\_\_\_ again?

Do you ever feel so \_\_\_\_\_ thin, like a house of \_\_\_\_\_, one blow  
from caving in.

Do you ever \_\_\_\_\_ already buried deep? Six feet under screams, but no one  
\_\_\_\_\_ a thing. Do you know that there's still a chance for \_\_\_\_\_.

'cause there's a spark in you.

You just gotta ignite, the \_\_\_\_\_ and let it shine. Just own the night like the  
fourth of July!

## Exercise 2

**Instructions:** Match A and B

**A**

'Cause baby

Come on

Make 'em go

As you shout

**B**

and show them what your worth

you're a firework

across the sky

oh! Oh! OH!

Which message is the song expressing?

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What is your favorite part of the song? Why?

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Exercise 3: Listen to the song again. This time pay attention to the poetic devices used in the song. Review the list of poetic devices so you can listen and focus on what you hear. Mention at least 3 poetic devices used in the song and copy the sentence in which you found them.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Now use the song lyrics to verify your answers. Sing the song and enjoy!!!!**

"Fireworks" by Katy Perry

Do you ever feel like a plastic bag  
Drifting thought the wind  
Wanting to start again

Do you ever feel, feel so paper thin  
Like a house of cards  
One blow from caving in

Do you ever feel already buried deep  
Six feet under scream  
But no one seems to hear a thing

Do you know that there's still a chance for you  
'Cause there's a spark in you

You just gotta ignite the light  
And let it shine  
Just own the night  
Like the Fourth of July

'Cause baby you're a firework  
Come on show 'em what your worth  
Make 'em go "Oh, oh, oh!"  
As you shoot across the sky-y-y

Baby you're a firework  
Come on let your colors burst  
Make 'em go "Oh, oh, oh!"  
You're gonna leave 'em fallin' down down down

You don't have to feel like a waste of space  
You're original, cannot be replaced  
If you only knew what the future holds  
After a hurricane comes a rainbow

Maybe a reason why all the doors are closed  
So you can open one that leads you to the perfect road  
Like a lightning bolt, your heart will glow  
And when it's time, you'll know

You just gotta ignite the light  
And let it shine  
Just own the night  
Like the Fourth of July

'Cause baby you're a firework  
Come on show 'em what your worth  
Make 'em go "Oh, oh, oh!"  
As you shoot across the sky-y-y

Baby you're a firework  
Come on let your colors burst  
Make 'em go "Oh, oh, oh!"  
You're gonna leave 'em fallin' down down down

Boom, boom, boom  
Even brighter than the moon, moon, moon  
It's always been inside of you, you, you  
And now it's time to let it through

'Cause baby you're a firework  
Come on show 'em what your worth  
Make 'em go "Oh, oh, oh!"  
As you shoot across the sky-y-y

Baby you're a firework  
Come on let your colors burst  
Make 'em go "Oh, oh, oh!"  
You're gonna leave 'em fallin' down down down  
Boom, boom, boom  
Even brighter than the moon, moon, moon  
Boom, boom, boom  
Even brighter than the moon, moon, moon

Source: [LyricFind](#)

Songwriters: Esther Dean / Mikkel Storleer Eriksen / Tor Erik Hermansen / Katy Perry / Sandy Julien Wilhelm

Firework lyrics © Sony/ATV Music Publishing LLC, Universal Music Publishing Group, Warner Chappell Music Inc

## Day 4

Today you will be listening to a song. Listen carefully to the song as you will answer questions to demonstrate comprehension.

Listen to the song “Shake It Off” by Taylor Swift

Taylor Alison Swift is an American singer-songwriter, record producer, and actress. She is known for her narrative songwriting that often centers around her personal life, which has received widespread critical praise and media coverage.

Follow the link to the song that we will be enjoying today and answer the questions that follow.

“Shake It Off”

by Taylor Swift

<https://www.youtube.com/watch?v=zIOVMHMNfJ4>

How did Taylor Swift most probably feel when she wrote this song?

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According to the song, write three words that describe her personality.

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What is the general message that Taylor Swift wants to share in her song?

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Mention 3 things both songs “Fireworks” and “Shake It Off” have in common?

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“Shake It Off”

by Taylor Swift

I stay out too late, got nothin' in my brain

That's what people say, mmm hmm, that's what people say, mmm hmm

I go on too many dates, but I can't make 'em stay

At least that's what people say mmm mmm, that's what people say mmm mmm

But I keep cruising, can't stop, won't stop moving

It's like I got this music in my mind, sayin' it's gonna be alright

'Cause the players gonna play, play, play, play, play

And the haters gonna hate, hate, hate, hate, hate

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off

Heartbreakers gonna break, break, break, break, break

And the fakers gonna fake, fake, fake, fake, fake

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off

I'll never miss a beat, I'm lightning on my feet

And that's what they don't see mmm mmm, that's what they don't see mmm mmm

I'm dancing on my own (dancing on my own), I'll make the moves up as I go (moves up as I go)

And that's what they don't know mmm mmm, that's what they don't know mmm mmm

But I keep cruising, can't stop, won't stop grooving

It's like I got this music in my mind saying it's gonna be alright

'Cause the players gonna play, play, play, play, play

And the haters gonna hate, hate, hate, hate, hate

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off

Heartbreakers gonna break, break, break, break, break

And the fakers gonna fake, fake, fake, fake, fake

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off

I shake it off, I shake it off

I, I shake it off, I shake it off

I, I shake it off, I shake it off

I, I shake it off, I shake it off

Hey, hey, hey

Just think while you've been getting down and out about the liars and the dirty, dirty  
cheats in the world

You could have been getting down to this sick beat

My ex-man brought his new girlfriend

She's like "Oh my God", but I'm just gonna shake it

And to the fella over there with the hella good hair

Won't you come on over, baby, we can shake, shake, shake, yeah oh

'Cause the players gonna play, play, play, play, play

And the haters gonna hate, hate, hate, hate, hate (haters gonna hate me)

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off

Heartbreakers gonna break, break, break, break, break

And the fakers gonna fake, fake, fake, fake, fake (the fakers baby)

Baby, I'm just gonna shake, shake, shake, shake, shake

I shake it off, I shake it off

I shake it off, I shake it off

I, I shake it off, I shake it off

I, I shake it off, I shake it off



I, I shake it off, I shake it off

Source: [LyricFind](#)

Songwriters: Taylor Swift / Max Martin / Karl Johan Schuster

Shake it Off lyrics © Kobalt Music Publishing Ltd., Sony/ATV Music Publishing LLC, Universal Music Publishing Group

## Day 6

Explore listening to other songs. Select one a song in **English** that demonstrates the use of poetic devices and answer the following questions. These are some suggestions.

“When you believe” Whitney Houston ft Mariah Carey/ “Let it Go”, (Frozen Soundtrack)/“Stitches”, by Shaun Mendez/ “Back to You”, by Selena Gomez

1. Which song did you choose?

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2. Who sings the song?

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3. What is this song about?

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4. Which poetic devices are present in the song? Support your answers with evidence from the song.

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5. What technique did you do to improve your understanding of the song?

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## Day 8: Test

Answer the questions that follow.

1. Which demonstrates personification?
  - a. Be cool, stay in school.
  - b. The piglet sighed in disbelief.
  - c. It was raining like dogs and cats.
  - d. You're like the wind beneath my wings.
  
2. Prose is-
  - a. organized writing.
  - b. the use of exaggeration.
  - c. a narration of life events.
  - d. sentences that sound the same.
  
3. Which is an example of hyperbole?
  - a. The car was like a mouse.
  - b. That girl is as quick as a cheetah.
  - c. It was so tall, we could reach the sun.
  - d. An apple a day keeps the doctor away.
  
4. Rhyme occurs-
  - a. at the end of sentences.
  - b. anywhere in a sentence.
  - c. in the initial sounds of words.
  - d. when words are exactly alike.

Read the sentence.

Click, clack, click, clack, the horses went past.

5. Mention 2 poetic devices used in the sentence.

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6. Which is an example of alliteration?

- a. The birds swooshed by.
- b. Pitter, patter back to bed.
- c. Do not destroy the delicate daisies.
- d. Soar high to the sky, like the eagles fly.

7. Words that sound like the objects they name are –

- a. poetry
- b. consonance
- c. onomatopoeia
- d. figurative language

8. The repetition of consonant sounds in a word, but not at the beginning is-

- a. rhyme
- b. repetition
- c. alliteration
- d. consonance

9. To use a word or phrase many times in a poem is-

- a. repetition
- b. alliteration
- c. consonance
- d. onomatopoeia

10. Words that imitate sounds are used in –

- a. hyperbole
- b. alliteration
- c. consonance
- d. onomatopoeia

## Part II

**Instructions:** Read the poem “Trees”. Follow the instructions, at the end of the poem, and complete the practice exercise.

### Trees

*By Mark Haddon*

(1) They stand in parks and graveyards and gardens.

Some of them are taller than department stores,  
yet they do not draw attention to themselves.

(2) You will be fitting a heated towel rail one day

and see, through the louvre window,  
a shoal of olive-green fish changing direction  
in the air that swims above the little gardens.

(3) Or you will wake at your aunt's cottage,  
your sleep broken by a coal train on the empty hill  
as the oaks roar in the wind off the channel.

(4) Your kindness to animals, your skill at the clarinet,  
these are accidental things.  
We lost this game a long way back.  
Look at you. You're reading poetry.  
Outside the spring air is thick  
With the seeds of their children.

Retrieved from: <https://readalittlepoetry.wordpress.com/2011/01/04/trees-by-mark-haddon/>

## Exercise 1

### Instructions:

1. Circle an example of hyperbole.
2. Underline a personification.
3. Draw triangles around two words that rhyme.
4. Read the verse and answer question number 5.

**“Your kindness to animals, your skill at the clarinet, these are accidental things.”**

5. Why does the author MOST PROBABLY consider these things accidental?
  - a. Many products are made from trees.
  - b. Trees are homes to many living things.
  - c. Trees are planted in many different places.
  - d. Wind passing through trees makes sounds.

6. Answer both parts of the question.

A. What is the main idea of the poem?

B. Write details that support your answer.

A.	
B.	

6. According to the poem, mention three ways trees are used.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

7. Which stanza describes a tree in its natural state?

a. (1)

b. (2)

c. (3)

d. (4)

8. Which line expresses a feeling of helplessness?

a. "your sleep broken by a coal train on an empty hill"

b. "yet they do not draw attention to themselves"

c. "we lost this game a long way back"

d. "outside the spring air is thick"

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