By: Amanda Carrizales (Lecklider)

7th Grade Language Arts

EDTL 7100

Summer 2009

Rationale

Middle school is a crucial time period in a students’ life. During this time, students develop sophisticated reading and writing skills that allow them to analyze literature and master the content of the entire curriculum- social studies, science, and math. Reading becomes a powerful tool to find information, make sense of material, and find enjoyment in reading. Therefore, the state keeps a close watch on schools by issuing an achievement test in grades 3-8 to make sure schools are teaching appropriate reading skills.

Many struggling readers in middle school are disengaged from reading. While having low achievement scores, they also have low motivation for reading. There are several factors that contribute to this disengagement in middle school. Reading instruction is often disconnected from content, making reading tedious. Another is that students are too often asked to respond to textbooks with formal criticism rather than their own personal reactions. Third, students do not have as much freedom in the classroom as their elementary years (Evitt, 2009).

The 7th grade curriculum design project included in this document is intended to provide support for engaged reading in the middle school classroom and ultimately improve achievement test scores. This will be done by having rich knowledge goals as the basis for instruction. It will also use real-world interactions to connect reading and student experiences. Third, students will have an abundance of interesting materials and books available to them and they will also have some choices in which materials to read. Last, this design gives direct instruction for important reading strategies and encourages collaboration in many aspects of learning (Guthrie& Davis, 2003).

According to the National Report Card published by the National Assessment of Educational Progress, Ohio’s reading scores are higher than over half of the states in the country (2007). This may be due to the rigorous reading academic content standards that Ohio has in place, which are measured through achievement tests each year. The 7th grade curriculum design included is based on these content standards, as it also builds off of standards in previous years of schooling.

The ultimate goal of this curriculum is to motivate learners to be successful readers. It is designed to provide support for engaged reading while also adhering to the Ohio Academic Content Standards. This design also encourages students to be lifelong learners. The success of this curriculum can not only rely on the design but also on proper implementation.

In this lesson sequence the teacher will gain students’ attention, inform learners of the outcomes, and link what is to be learned with previously learned concepts and skills. Examples will be provided to illustrate new concepts and assist students with reaching a conclusion. Finally, students will be assessed by using the student learning outcomes as the criteria for assessment.

Many activities in this design are constructivist, which is a key component to contextual learning (Chiarelott, 2006); although, some are a blend of behaviorist and constructivist learning models. Most of the activities involve direct instruction followed by hands-on learning. The lesson plans follow the 5-E learning cycle model. This allows students to get engaged, explore, explain, extend, and evaluate. Finally, this instructional design adheres to the Ohio Academic Content Standards, which helps with the organizational pattern and teaches students the valuable information they will be tested on in achievement tests.

References

Chiarelott, Leigh. (2006). *Curriculum in context.* Belmont, CA: Thomson Wadsworth.

Evitt, Marie. (2009). Enhancing Comprehension: Reading Skills in Middle School. Retrieved

May 18, 2009, from <http://www2.scholastic.com/browse/article.jsp?id=1550>

Guthrie, John T. and Davis, Marcia H. (2003). Motivating struggling readers in middle school

through an engagement of classroom practice. *Reading and Writing Quarterly, 19*(1),

59-85.

National Assessment of Educational Progress. (2007). *The nation’s report card: reading report*

*card.* Retrieved May 19, 2009, from The Nation’s Report Card Web site:

http://nationsreportcard.gov/reading\_2007/r0001.asp

Subunit Learner Outcomes

Reading Processes

* Students will answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media. (Comprehension)
* Students will predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples. (Synthesis)

Literary Text

* Students will explain the defining characteristics of literary forms and genres. (Knowledge)
* Students will explain interactions and conflicts in text and how they affect the plot. (Comprehension)
* Students will identify the main and minor events of the plot, and explain how each incident gives rise to the next. (comprehension)

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre Assessment

Short Stories

1. List some literary elements that you might find in a short story. (Example: plot)
2. What is it called when the writer reveals the character through speech and actions? **(Circle one)**

Direct Characterization

Indirect Characterization

1. What is a theme?

**True or False**

1. \_\_\_\_\_\_\_\_\_ A plot is the sequence of events in a short story.
2. \_\_\_\_\_\_\_\_\_ Exposition introduces the setting, the characters, and the basic situation.
3. \_\_\_\_\_\_\_\_\_ A conflict is never a problem in a story.
4. \_\_\_\_\_\_\_\_\_ Climax is usually a boring part of a story.
5. \_\_\_\_\_\_\_\_\_ Falling action is the part of a the story when the conflict lessens.
6. \_\_\_\_\_\_\_\_\_ Resolution is the story’s introduction.

**Circle the correct answer**

1. The use of clues early in a story to hint at events that are going to occur later.

Irony

Flashback

Foreshadowing

1. The general name given to literary techniques that involve surprising, interesting, or amusing contradictions.

Irony

Flashback

Foreshadowing

1. The placement of a scene within a story that interrupts the sequence of events to reveal past occurrences.

Irony

Flashback

Foreshadowing

**Choose the letter of the short story element that best matches each item.**

1. a deserted beach at dawn
2. setting b. plot
3. a student struggles to pass an exam
4. theme b. conflict
5. a wisecracking grandmother
6. character b. setting
7. an unlikely hero saves another person
8. plot b. flashback

Lesson Plan #1: Short Stories

Literary Elements/ Predicting

Unit Objectives

1. Students will explain the defining characteristics of literary forms and genres. (knowledge)
2. Students will predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples. (synthesis)

Time Period Objectives

1. Students will complete their pretest or pre assessment.
2. Students will complete a KWL chart to make connections.
3. Students will discuss the elements of short stories and literary devices.
4. Students will answer questions about the notes to show comprehension.
5. Students will make predictions about tomorrow’s story based on the title.

Materials

1. Overhead projector, markers, overhead with notes
2. Paper and pencil
3. Whiteboard and markers
4. Making Predictions Assessment Practice
5. Exit Slips

Procedures

1. Hand out the pre-test to students to assess what they know and what they need to learn. (15 min.)
2. **Motivation**: Explore students’ prior knowledge by doing a KWL chart on the board of the elements of short stories by making connections to what they already know. Example-they have settings, the characters often have problems or conflicts they must overcome. (5 min.)
3. Have students copy the definitions on Elements of Short Stories and Literary Devices from overhead. Discuss each element. Ask students to think of stories such as “Cinderella.” Talk through the plot and work as a class to identify each element of the plot. (20 min.)
4. Remind students that authors include details in their writing that will help readers guess what will happen. Give a real life example such as: It is the bottom of the ninth inning in a baseball game. The team at bat is losing by 2 points. The bases are loaded. What will happen if the batter hits a homerun? Discuss. Tell students that in short stories finding clues as to what might happen makes the story more interesting to read. Suggest students to make predictions and revise earlier predictions as the read. (5 min.)
5. Have students complete the Making Predictions Assessment Practice. Review the answers as a class. (10 min.)

Closure

Have students complete an exit slip on a piece of notebook paper. Write these two questions on the board and have them answer them and turn them in before they leave today. (3 min)

1. State three things that you learned about literary elements today.
2. What do you predict a story titled “The Bear Boy” will be about? (tomorrow’s lesson)

Key Questions

1. What elements do all short stories share?
2. What is a theme in a short story?
3. What are the five parts of a plot?
4. What are some examples of literary devices?

Notes on Elements of Short Stories

Characters- people or animals who take part in a story’s action

Motivation-the reason or reasons that explain why characters act as they do

Direct characterization- the writer describes the character

Indirect characterization-the writer reveals the character through speech and actions

Theme- the central message expressed in a story

Universal theme- a message about life that is expressed in different cultures and different time periods ex. Hard work pays off in the end.

Plot- the sequence of events in a short story

Exposition-introduces the setting, the characters, and they basic situation

Rising action- introduces the conflict, or problem

Climax- the turning point of a story

Falling action- the part of a story when the conflict lessens

Resolution- the story’s conclusion

Literary Devices

Foreshadowing- is the use of clues early in a story to hint at events that are going to occur later

Flashback- is the placement of a scene within a story that interrupts the sequence of events to reveal past occurrences

Irony- the general name given to literary techniques that involve surprising, interesting, or amusing contradictions. When a story includes irony, something unexpected happens.

Dialect- the form of language spoken by people in a particular region or group. The use of dialect give a short story a more authentic feel and helps a character’s words sound more realistic.

Making Predictions Assessment Practice

Directions: Read the selection. Then answer the questions.

Julie put the finishing touches on her report. Giving her dog, Fluffy, a pat on his head, Julie slipped the report in her backpack, along with her lunch bag. She kissed her Mom and little brother goodbye as they headed out the door and ran upstairs to get ready for school. She returned minutes later, and her backpack was empty. Julie looked high and low for the valuable contents. They were nowhere in the house. The she searched through the backyard, but the only thing she saw was Fluffy, resting in his doghouse.

1. Which would best help you make predictions from this selection?
2. Reports are long term assignments.
3. Children can be careless.
4. Dogs take food.
5. Julia was extremely careful.
6. What piece of information helps you predict the identity of the thief?
7. Julie kissed her mom and little brother goodbye.
8. Julie put her report into the backpack along with her lunch bag.
9. Julie ran upstairs to get dressed for school.
10. Julie put the finishing touches on her report.
11. Where do you think Julia will find her report?
12. In the bottom of her backpack
13. On the kitchen table
14. In her mother’s briefcase
15. In the doghouse
16. What do you predict Julie will do when she gets home from school?
17. Prepare another copy of her report
18. Persuade her mother to punish her brother
19. Give Fluffy a bath
20. Help her mother and father make dinner

Lesson Plan #2: Short Stories

Predicting/Hypothesizing/Comprehension

Unit Objectives

1. Students will predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples. (Synthesis)
2. Students will answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media. (Comprehension)

Time Period Objectives

1. Students will complete an Anticipation Guide.
2. Students will make predictions about “The Bear Boy” and discuss them before they read.
3. Students will listen to “The Bear Boy” on CD and make predictions as they read.
4. Students will answer literal, inferential, evaluative, and synthesizing questions to demonstrate comprehension.
5. Students will write a brief summary of what happened in “The Bear Boy.”

Materials

1. Whiteboard and markers
2. Paper and pencils
3. Yesterday’s exit slips for discussion
4. Audio CD of “The Bear Boy”
5. Copy of “The Bear Boy” for each student
6. Selection Questions for “The Bear Boy” for each student

Procedures

1. **Motivation:** Prepare an Anticipation Guide on the board with the following statements:

* Animals and people have natural desires to love and protect their children.
* Sometimes animals are better parents than people are.
* Both people and animals must be taught how to behave and survive.
* Young people need guidance from adults who love them.

Have students respond to these statements on a piece of notebook paper and then discuss hem in groups. Encourage students to think about their own experiences and to draw conclusions about how difficult it is to be a parent a raise a child. (10 min.)

1. Discuss predictions from yesterday’s exit slips. Then discuss any new predictions students have after looking at the anticipation guide on the board. (5 min.)
2. Listen to “The Bear Boy” on Audio CD. Stop the story after the highlighted text is read. Have students make the following prediction on a piece of paper: Based on your knowledge of bears, what do you think will happen to Kuo-Haya? Discuss the predictions and finish listening to the story on CD. (20 min.)
3. Pass out the Selection Questions for “The Bear Boy” to each student. Have students answer the questions in partners and then discuss the questions as a class. (20 min.)

Closure

Have each student write a brief summary of “The Bear Boy” and have them turn it in as they leave. (5 min.)

Key Questions

1. Based on your knowledge of bears, predict what will happen to Kuo-Haya?
2. What is the climax of the story? How do you know?
3. What lesson does this folk tale teach?

The Bear Boy

By: Joseph Bruchac



Long ago, in a Pueblo village, a boy named Kuo-Haya lived with his father. But his father did not treat him well. In his heart he still mourned the death of his wife, Kuo-Haya's mother, and did not enjoy doing things with his son. He did not teach his boy how to run. He did not show him how to wrestle. He was always too busy.

As a result, Kuo-Haya was a timid boy and walked about stooped over all of the time. When the other boys raced or wrestled, Kuo-Haya slipped away. He spent much of his time alone.

Time passed, and the boy reached the age when his father should have been helping him get ready for his initiation into manhood. Still Kuo-Haya's father paid no attention at all to his son.

One day Kuo-Haya was out walking far from the village, toward the cliffs where the bears lived. Now the people of the village always knew they must stay away from these cliffs, for the bear was a very powerful animal. It was said if someone saw a bear's tracks and followed them, he might never come back. But Kuo-Haya had never been told about this. When he came upon the tracks of a bear, Kuo-Haya followed them along an arroyo, a small canyon cut by a winding stream, up into the mesas. The tracks led into a little box canyon below some caves. There, he came upon some bear cubs.

**When they saw Kuo-Haya, the little bears ran away. But Kuo-Haya sat down and called to them in a friendly voice.**

**"I will not hurt you," he said to the bear cubs. "Come and play with me."**

**The bears walked back out of the bushes. Soon the boy and the bears were playing together. As they played, however, a shadow came over them. Kuo-Haya looked up and saw the mother bear standing above him.**

"Where is Kuo-Haya?" the people asked his father.

"I do not know," the father said.

"Then you must find him!"

So the father and the other people of the pueblo began to search for the missing boy. They went thorugh the canyons calling his name. But they found no sign of the boy there. Finally, when they reached the cliffs, the best tackers found his footsteps along the path of the bears. They followed the tracks along the arroyo and up into the mesas to the box canyon. In front of a cave, they saw the boy playing with the bear cubs as the mother bear watched them approvingly, nudging Kuo-Haya now and then to encourage him.

The trackers crept close, hoping to grab the boy and run. But as soon as the mother bear caught their scent, she growled and pushed her cubs and the boy back into the cave.

"The boy is with the bears," the trackers said when they returned to the village.

"What shall we do?" the people asked.

"It is the responsibility of the boy's father," said the medicine man. Then he called Kuo-Haya's father to him.

"You have not done well," said the medicine man. "You are the one who must guide your boy to manhood, but you have neglected him. Now the mother bear is caring for your boy as you should have done all along. She is teaching him to be as strong as a young man must be strong. If you love your son, only you can get him back."

Every one of the medicine man's words went into the father's heart like an arrow. He began to realize that he had been blind to his son's needs because of his own sorrow.

"You are right," he said. "I will go and bring back my son."

Kuo-Haya's father went along the arroyo and climbed the cliffs. When he came to the bears' cave, he found Kuo-Haya wrestling with the little bears. As the father watched, he saw that his son seemed more sure of himself than ever before.

"Kuo-Haya," he shouted. "Come to me."

The boy looked at him and then just walked into the cave. Although the father tried to follow, the big mother bear stood up on her hind legs and growled. She would not allow the father to come any closer.

So Kuo-Haya's father went back to his home. He was angry now. He began to gather his weapons, and brought out his bow and his arrows and his lance. But the medicine man came to his lodge and showed him the bear claw that he wore around his neck.

"Those bears are my relatives!" the medicine man said. "You must not harm them. They are teaching your boy how we should care for each other, so you must not be cruel to them. You must get your son back with love, not violence."

Kuo-Haya's father prayed for guidance. He went outside and sat on the ground. As he sat there, a bee flew up to him, right by his face. Then it flew away. The father stood up. Now he knew what to do!

"Thank you, Little Brother," he said. He began to make his preparations. The medicine man watched what he was doing and smiled.

Kuo-Haya's father went to the place where the bees had their hives. He made a fire and put green branches on it so that it made smoke. Then he blew the smoke into the tree where the bees were. The bees soon went to sleep.

Carefully Kuo-Haya's father took out some honey from their hive. When he was done, he placed pollen and some small pieces of turquoise at the foot of the tree to thank the bees for their gift. The medicine man, who was watching all this, smiled again. Truly the father was beginning to learn.

Kuo-Haya's father traveled again to the cliffs where the bears lived. He hid behind a tree and saw how the mother bear treated Kuo-Haya and the cubs with love. He saw the Kuo-Haya was able to hold his own as he wrestled with the bears.

He came out from his hiding place, put the honey on the ground, and stepped back. "My friends," he said, "I have brought you something sweet."

The mother bear and her cubs came over and began to eat the honey. While they ate, Kuo-Haya's father went to the boy. He saw that his little boy was now a young man.

"Kuo-Haya," he said, putting his hands on his son's shoulders. "I have come to take you home. The bears have taught me a lesson. I shall treat you as a father should treat his son."

"I will go with you, Father," said the boy. "But I, too, hvae learned things from the bears. They have shown me how we must care for one another. I will come with you only if you promise you will always be friends with the bears."

The father promised, and that promise was kept. Not only was he friends with the bears, but he showed his boy the love a son deserves. And he taught him all the things a son should be taught.

Everyone in the village soon saw that Kuo-Haya, the bear boy, was no longer the timid little boy he had been. Because of what the bears had taught him, he was the best wrestler among the boys. With his father's help, Kuo-Haya quickly became the greatest runner of all. To this day, his story is told to remind all parents that they must always show as much love for their children as there is in the heart of a bear.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Selection Questions

“The Bear Boy”

1. **Comprehension:** How does Kuo-Haya end up living with the bears?
2. **Respond:** Do you think Kuo-Haya did the right thing by returning to live with his father? Why or why not?
3. **Recall:** What kind of relationship does Kuo-Haya have with his father at the beginning of the story? **Analyze:** Describe the effect this relationship has on Kuo-Haya. **Interpret:** Why does Kuo-Haya choose to spend so much time alone?
4. **Recall:** What advice does the medicine man offer the father? **Connect:** How does seeing a bee help the father decide how to get his son back?
5. **Recall:** What does Kuo-Haya first do when he first sees the bear cubs? **Compare and Contrast:** How is Kuo-Haya’s life with the bears different from his life in the village?
6. **Evaluate:** Do you think the lesson of this story applies to people of all cultures? Explain.
7. Identify two plot events that increase the tension of the story.

Lesson Plan # 3: Short Stories

Timed Writing: Conflict & Plot

Unit Objectives

1. Students will explain interactions and conflicts in text and how they affect the plot. (comprehension)
2. Students will identify the main and minor events of the plot, and explain how each incident gives rise to the next. (comprehension)

Time Period Objectives

1. Students will create a timeline of events for “The Bear Boy as a group and as a class.
2. Students will create a list of details associated with the events in the plot.
3. Students will complete a timed writing retelling the plot, giving details of the rising and falling action, and the climax.
4. Students will explain the conflict and how it affects the plot and the resolution of the story.
5. Students will work in groups to peer edit and discuss their summaries.
6. Students will reflect on their summaries.

Materials

1. Poster board and markers
2. Whiteboard and markers
3. Paper and pencil
4. Copy of “The Bear Boy” for each student

Procedures

1. Discuss the events of the plot from “The Bear Boy.” (yesterday’s short story)

**Motivation:** Group students and have them create a timeline of the events in “The Bear Boy” as a group. Have each group share what they came up with. Create a class timeline on the board. (15 min.)

1. Tell students they will be writing a summary of the events in “The Bear Boy.” For each event in the timeline have each student write down a key or interesting detail associated with the event. Students will use this list as an outline for their summary. (10 min.)
2. Have the students complete a timed writing. Instruct them to retell the plot of the story, giving details of the rising and falling action and the climax. (You should review these two definitions from Day #1 Lesson Plans.) Have students explain the conflicts and how they affect the plot. Make sure the students identify the main and minor events of the plot. Last, students should explain the resolution of the story. (20 min.)
3. Students should review and revise their own writing. (5 min.)
4. Students should get into groups of 3 to peer edit and discuss each others summaries. (10 min.)

Closure

Have students read their summaries out loud and reflect on them as a class. Students should turn in their summaries before they leave. (10 min.)

Key Questions

1. Why is the plot important in a story?
2. How do conflicts affect the plot of a story?
3. What is the difference between the main and minor evens of the plot?

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Post Assessment: Short Stories

1. Which of the following is an example of a prediction?
2. It is a complete surprise that school was cancelled today.
3. School will be closed tomorrow because of the snow.
4. It is going to snow all night so school might be cancelled.
5. School will be closed when there is more than six inches of snow.
6. Which of the following would help you predict what might happen next in a story?
7. Thinking about what you know about the characters
8. Looking up unfamiliar words in a dictionary
9. Asking a friend what they think of the story
10. Looking carefully at the author’s use of language
11. What prediction can you make about the weather based on the following sentence?

Although it was only noon, they sky began to darken.

1. A storm is coming.
2. A storm will not arrive.
3. A storm will arrive tomorrow.
4. The sun is setting early.
5. Which of the following is the best prediction about Joseph?

Because science is not this best subject, Joseph stayed up very late studying for the test he would be taking the following morning.

1. Joseph will be late for school.
2. Joseph will study more the next evening.
3. Joseph will fail his test.
4. Joseph will do well on his test.
5. What is the meaning of the term plot?
6. The final outcome of a story
7. The high point of a story
8. The arrangement of events in a story
9. A guess about what is going to happen next in a story
10. Which of the following will most likely move the action of a story forward?
11. A unique and interesting title for the story
12. A happy ending with the issues resolved
13. The arrival of a character with new information
14. A friendship between characters that has lasted a long time
15. Identify the climax in the following example.

A boy sees a snake lying still in the road. He bends close to look at it. Suddenly, the snake moves. The boy jumps back.

1. A boy sees a snake lying in the road.
2. The snake is lying still in the road.
3. The boy bends close to look at it.
4. Suddenly the snake moves.
5. Which of the following best describes the events in the plot?
6. Events that increase the tension or contribute to the resolution
7. Events that are unrelated to the story
8. Events that affect only the internal conflict in the story
9. Events that affect only the external conflict in a story
10. Which of the following would be the best resolution to a short story based on the following event?

A man finds a wrapped package on the ground with both a mailing address and a return address written on the front.

1. The man takes the package to the post office.
2. The man burns the package quickly.
3. The man copies the return address but destroys the package.
4. The man throws the package away.
5. After three days of being stranded on a mountain ledge, two boys are saved in a dramatic rescue. They are taken to a ranger station, where their parents are waiting for them. The rescue and the return represent which elements of the story?
6. Exposition and conflict
7. Climax and falling action
8. Rising action and resolution
9. Conflict and climax
10. Which term refers to how a writer creates and develops characters?
11. Process
12. Outlining
13. Point of view
14. Characterization
15. Which of the following best describes a characteristic of an absent-minded person?
16. “I wish Jack would hurry. He’s always so slow.”
17. “You know Lisa. She gets angry at the smallest thing.”
18. “If I know Lisa, she is still hunting for her shin guards.”
19. “Tell Jack that this is the last time I will help him with his math homework.”
20. Which of the following describes a character who laughs uncertainly and speaks nervously?
21. The character is confident.
22. The character is very sad.
23. The character is joyful.
24. The character is insecure.
25. Which word best describes a character who cares for an injured bird?
26. Careless
27. Compassionate
28. Hard-working
29. Argumentative
30. In literature, what kind of conflict occurs when there is a struggle between a character and nature?
31. Internal conflict
32. Natural conflict
33. Intense conflict
34. External conflict
35. What is meant by the term *theme* in a narrative?
36. Theme is the central message of a story.
37. Theme is the music that goes with the story.
38. Theme is the setting and action of the story.
39. Theme is the conclusion of a story.
40. Which of the following would make a good theme for a short story?
41. A family’s history
42. The history of the Civil war
43. The definition of kindness
44. The value of honesty

**Essay (Extended Response)**

**Please complete on a separate sheet of paper.**

1. Retell the events from one of the short stories you have read. Organize your retelling in chronological order. Use transitions to make the sequence of events clear.

**Essay (Short Answer)**

1. Support the following statement with a specific example of your own.

A library is important to a community.

1. Write a sentence or two describing a house in a forest. Include sensory details and use precise language to give a vivid impression.

References

Atwell, N. (1998). *In the Middle: New Understandings about Writing, Reading, and Learning.* Portsmouth, NH: Boynton/ Cook Publishers.

Daniels, H. (2002). *Literature Circles: Voice and Choice in Book Clubs and Reading Groups.* New York: Stenhouse Publishers.

Evitt, Marie. (2009). Enhancing Comprehension: Reading Skills in Middle School. Retrieved

May 18, 2009, from <http://www2.scholastic.com/browse/article.jsp?id=1550>

Kinsella, K., & Vaughn S. (2007). *Prentice Hall Literature*. New Jersey: Pearson Prentice Hall.

Worthy, J. Moorman, M., & Turner, M. (1999). What Jonny Likes to Read Is Hard to Find in School. *Reading Research Quarterly*, 34(1), 12-27.