

<b>Domain:</b> <i>Strand: Reading Literature</i>		
<b>Cluster:</b> <b>Key Ideas &amp; Details</b>		
<b>Standards:</b> <u>RL.6.1</u> . <i>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How does prior knowledge and selection of textual evidence improve comprehension of text?</i>	<i>Citing textual examples and drawing inferences provide a deeper meaning of the text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Rewrite the ending of a story.</i></li> <li>• <i>Character quote collage</i></li> <li>• <i>Story Map</i></li> <li>• <i>KWL Chart</i></li> <li>• <i>Match specific quotes to the characters</i></li> </ul>
<b>Content Statements</b>		
Students will identify the relationship between literal and inferential meanings.		
<b>Assessments</b>		<b>Teacher Resources</b>
<i>Portfolio</i> <i>Teacher/Student Conference</i> <i>Open-ended multiple choice with text support</i>		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>• Grade Appropriate Text (Fiction; nonfiction; poetry)</li> <li>• LCD Projector</li> <li>• SMART Board/Interactive Whiteboards</li> <li>• Webcam/Camcorder</li> <li>• Internet</li> <li>• Laptop/Computer</li> <li>• CD Player</li> <li>• Overhead Projector</li> <li>• Document Camera</li> </ul>		<p>Guidelines for Citing Textual Evidence: <a href="http://www.calstatela.edu/academic/english/comp/engl095/6-1-Using-Text.pdf">http://www.calstatela.edu/academic/english/comp/engl095/6-1-Using-Text.pdf</a></p> <p>Graphic Organizer for citing textual evidence: <a href="http://www.hesd.k12.ca.us/simas/jprincetta/Downloads/Textual%20Evidence%20template.pdf">http://www.hesd.k12.ca.us/simas/jprincetta/Downloads/Textual%20Evidence%20template.pdf</a> <a href="http://owl.english.purdue.edu/owl/resource/747/02/">http://owl.english.purdue.edu/owl/resource/747/02/</a></p> <p>Reading: <a href="http://www.educationworld.com/a_special/reading.shtml">http://www.educationworld.com/a_special/reading.shtml</a> ProQuest Standards-Based Learning Activity Identifying Theme in a Story An English Language Arts Lesson -- Teacher Procedures</p>

[www.Proquestk12.org](http://www.Proquestk12.org)

Interpreting Characters, Setting, Plot, and Theme - The Triangle Shirtwaist Factory Disaster:

<http://www.teachersdomain.org/resource/vtl07.la.rv.text.lptriangle/>

Resource: Making Meaning in Literature: Video Library:

<http://www.learner.org/resources/series169.html>

Video Library: Teacher Resources:

<http://www.learner.org/resources/browse.html?discipline=4>

Video Library: Discovery:

<http://www.discoveryeducation.com/search/page/-/lesson-plan/literature/index.cfm>

Teaching Literary Devices with Comics:

[http://teachingcomics.org/index.php?option=com\\_content&view=article&id=73:Teaching%20Literary%20Devices%20with%20Comics&catid=36:Lesson%20Plans&Itemid=57](http://teachingcomics.org/index.php?option=com_content&view=article&id=73:Teaching%20Literary%20Devices%20with%20Comics&catid=36:Lesson%20Plans&Itemid=57)

Teacher Vision:

<http://www.teachervision.fen.com/literature/teacher-resources/6641.html>

Teaching Today Grades 6 - 8, Language Arts & Literature:

<http://teachingtoday.glencoe.com/lessonplans/6-8/language-arts-literature>

Activities for Children's Literature:

[http://www.ehow.com/about\\_5506678\\_activities-childrens-](http://www.ehow.com/about_5506678_activities-childrens-)

[literature.html](#)

SCORE: History/Social Studies Literature:

<http://score.rims.k12.ca.us/literature/678/>

GRADES 6-8 READING - INTERPRETING LITERATURE:

[http://www.k12station.com/k12link\\_library.html?subject=NLE&sub\\_cat=105155&final=105158](http://www.k12station.com/k12link_library.html?subject=NLE&sub_cat=105155&final=105158)

Rhythm Rhyme Results: Characters, Setting, Plot:

<http://www.educationalrap.com/song/characters-setting-plot.html>

Literature Units to Foster Critical Thinking

Lesson Plan:

[http://www.kyrene.org/schools/brisas/sunda/litpack/Lit\\_unit\\_plan.htm](http://www.kyrene.org/schools/brisas/sunda/litpack/Lit_unit_plan.htm)

<i>Domain: Strand: Reading Literature</i>		
<i>Cluster: Key Ideas &amp; Details</i>		
<i>Standards: RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How does theme contribute to story development?</i>	<i>Combined literary elements convey universal messages.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Illustrate a story in chronological order.</i></li> <li>• <i>Complete a story map.</i></li> <li>• <i>Design and create a photo essay.</i></li> </ul>
<i>How can summarizing foster an understanding of theme?</i>		
<b>Content Statements</b>		
Students will identify theme and summarize key supporting details.		
Assessments		Teacher Resources
<i>Presentation supporting or defending choice of selected literature.</i>		<p>Graphic Organizer for theme, supporting details, main idea:  <a href="http://www.balancedreading.com/graphorg.pdf">http://www.balancedreading.com/graphorg.pdf</a>  <a href="http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf">http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf</a></p> <p>Online Story mapping:  <a href="http://www.readwritethink.org/files/resources/interactives/essaymap">http://www.readwritethink.org/files/resources/interactives/essaymap</a></p> <p>Main Idea &amp; Supporting Details Rubric:  <a href="http://www.studyzone.org/testprep/ela4/h/summaryrubric.htm">http://www.studyzone.org/testprep/ela4/h/summaryrubric.htm</a></p>
<i>Class discussion debating the author's message.</i>		
<i>Utilize a story map to discuss the evolution of literary elements.</i>		
<i>Open-ended multiple choice with text support</i>		
Equipment Needed		
<ul style="list-style-type: none"> <li>• Grade Appropriate Text (Fiction; nonfiction; poetry)</li> <li>• LCD Projector</li> <li>• SMART Board/Interactive Whiteboards</li> <li>• Webcam/Camcorder</li> <li>• Internet</li> <li>• Laptop/Computer</li> <li>• CD Player</li> <li>• Overhead Projector</li> </ul>		

- Document Camera

Summary Rubric:

[http://parks.sandi.net/pages/Lesson%20Plans/Summary\\_Rubric.html](http://parks.sandi.net/pages/Lesson%20Plans/Summary_Rubric.html)

Free Educational Videos on Main Idea:

<http://www.watchknowlearn.org/Category.aspx?CategoryID=1285>

Reading

[http://www.educationworld.com/a\\_special/reading.shtml](http://www.educationworld.com/a_special/reading.shtml)

ProQuest Standards-Based Learning Activity:

[www.Proquestk12.org](http://www.Proquestk12.org)

Interpreting Characters, Setting, Plot, and Theme:

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Resource: Making Meaning in Literature: Video Library

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Video Library: Teacher Resources

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Video Library: Discovery

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Teacher Vision

<http://www.teachervision.fen.com/literature/teacher-resources/6641.html>

Teaching Today Grades 6 - 8, Language Arts & Literature

<http://teachingtoday.glencoe.com/lessonplans/6-8/language-arts-literature>

Activities for Children's Literature

[http://www.ehow.com/about\\_5506678\\_activities-childrens-literature.html](http://www.ehow.com/about_5506678_activities-childrens-literature.html)

SCORE: History/Social Studies Literature

<http://score.rims.k12.ca.us/literature/678/>

GRADES 6-8 READING - INTERPRETING LITERATURE

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Rhythm Rhyme Results: Characters, Setting, Plot

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Lesson Plan

[http://www.kyrene.org/schools/brisas/sunda/litpack/Lit\\_unit\\_plan.htm](http://www.kyrene.org/schools/brisas/sunda/litpack/Lit_unit_plan.htm)

<i>Domain: Strand: Reading Literature</i>		
<i>Cluster: Key Ideas &amp; Details</i>		
<i>Standards: RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<b>How does story progression facilitate character change and plot resolution?</b>	<b>Character responses lead to plot development and resolution.</b>	<b>To assist in meeting this standard, students may:</b> <ul style="list-style-type: none"> <li>• create a Plot Diagram</li> <li>• Write an advice letter to counsel the character</li> <li>• Graphic organizer</li> <li>• Character questionnaire</li> <li>• Develop a comic strip.</li> <li>• Participate in Reader's Theater</li> </ul>
<b>Content Statements</b>		
<b>Students will understand plot and its relationship to character development.</b>		
<b>Assessments</b>		<p style="text-align: center;"><b>Teacher Resources</b></p> <p><b>Dialogue resources:</b>  <a href="http://contemporarydramanewsletter.contemporarydrama.com/public/item/203949">http://contemporarydramanewsletter.contemporarydrama.com/public/item/203949</a>   <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/character-clash-minilesson-paragraphing-117.html">http://www.readwritethink.org/classroom-resources/lesson-plans/character-clash-minilesson-paragraphing-117.html</a>   <a href="http://ywp.nanowrimo.org/hs_lesson10">http://ywp.nanowrimo.org/hs_lesson10</a>   <a href="http://rubistar.4teachers.org">http://rubistar.4teachers.org</a></p> <p><b>Reading:</b>  <a href="http://www.educationworld.com/a_special/reading.shtml">http://www.educationworld.com/a_special/reading.shtml</a></p>
Use a rubric to assess the components of a comic strip Reader's Response Journal Story Timeline Open-Ended Multiple Choice		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>• Grade Appropriate Text (Fiction; nonfiction; poetry)</li> <li>• LCD Projector</li> <li>• SMART Board/Interactive Whiteboards</li> <li>• Webcam/Camcorder</li> <li>• Internet</li> <li>• Laptop/Computer</li> <li>• CD Player</li> <li>• Overhead Projector</li> <li>• Document Camera</li> </ul>		

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[www.Proquestk12.org](http://www.Proquestk12.org)

**Interpreting Characters, Setting, Plot, and Theme:**  
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**Video Library: Discovery**  
<http://www.discoveryeducation.com/search/page/-/lesson-plan/literature/index.cfm>

**Teaching Literary Devices with Comics:**  
[http://teachingcomics.org/index.php?option=com\\_content&view=article&id=73:Teaching%20Literary%20Devices%20with%20Comics&catid=36:Lesson%20Plans&Itemid=57](http://teachingcomics.org/index.php?option=com_content&view=article&id=73:Teaching%20Literary%20Devices%20with%20Comics&catid=36:Lesson%20Plans&Itemid=57)

**Teacher Vision:**

<http://www.teachervision.fen.com/literature/teacher-resources/6641.html>

**Teaching Today Grades 6 - 8, Language Arts & Literature**

<http://teachingtoday.glencoe.com/lessonplans/6-8/language-arts-literature>

**Activities for Children's Literature:**

[http://www.ehow.com/about\\_5506678\\_activities-childrens-literature.html](http://www.ehow.com/about_5506678_activities-childrens-literature.html)

**SCORE: History/Social Studies Literature:**

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**GRADES 6-8 READING - INTERPRETING LITERATURE:**

[http://www.k12station.com/k12link\\_library.html?subject=NLE&sub\\_cat=105155&final=105158](http://www.k12station.com/k12link_library.html?subject=NLE&sub_cat=105155&final=105158)

**Rhythm Rhyme Results: Characters, Setting, Plot**

<http://www.educationalrap.com/song/characters-setting-plot.html>

**Literature Units to Foster Critical Thinking Lesson Plan**

	<a href="http://www.kyrene.org/schools/brisas/sunda/litpack/Lit_un&lt;br/&gt;it_plan.htm">http://www.kyrene.org/schools/brisas/sunda/litpack/Lit_un it_plan.htm</a>
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<i>Domain: Strand: Reading Literature</i>		
<i>Cluster: Craft &amp; Structure</i>		
<i>Standards: RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<p>How do word meanings affect the understanding of figurative and connotative language?</p> <p>How does word choice affect meaning and tone of a text?</p>	<p>Word choice impacts reader understanding of literature.</p> <p>Words and phrases impact meaning and tone.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• Figurative Language chart depicting examples.</li> <li>• Complete a short story or booklet depicting figurative language.</li> <li>• Think Aloud</li> <li>• Read novel excerpts depicting literary devices.</li> </ul>
<b>Content Statements</b>		
Students will explore author's word choices for meaning and tone.		
<b>Assessments</b>	<b>Teacher Resources</b>	
<p>Teacher Rubric</p> <p>Teacher Observation</p> <p>Short Story Prompt</p> <p>Open-ended multiple choice with textual support</p>	<p>Word Choice, Meanings</p> <p><a href="http://writingfix.com/6_traits/word_choice.htm">http://writingfix.com/6_traits/word_choice.htm</a></p> <p><a href="http://www.literatelearner.com/6traits/word_choice/rubric.php">http://www.literatelearner.com/6traits/word_choice/rubric.php</a></p> <p><a href="http://www.youtube.com/watch?v=qCH3ciUK_X8">http://www.youtube.com/watch?v=qCH3ciUK_X8</a></p> <p><a href="http://teachertube.com/viewVideo.php?video_id=54003&amp;title=Teaching_Word_Choice">http://teachertube.com/viewVideo.php?video_id=54003&amp;title=Teaching_Word_Choice</a></p> <p><a href="http://www.visualthesaurus.com/cm/lessons/1195/">http://www.visualthesaurus.com/cm/lessons/1195/</a></p>	
<b>Equipment Needed</b>	<b>Reading:</b>	
<ul style="list-style-type: none"> <li>• Grade Appropriate Text (Fiction; nonfiction; poetry)</li> <li>• LCD Projector</li> <li>• SMART Board/Interactive Whiteboards</li> <li>• Webcam/Camcorder</li> <li>• Internet</li> <li>• Laptop/Computer</li> <li>• CD Player</li> </ul>		

- Overhead Projector
- Document Camera

[http://www.educationworld.com/a\\_special/reading.shtml](http://www.educationworld.com/a_special/reading.shtml)

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**Teacher Vision**

<http://www.teachervision.fen.com/literature/teacher-resources/6641.html>

**Teaching Today Grades 6 - 8, Language Arts & Literature**

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**Activities for Children's Literature**

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**SCORE: History/Social Studies Literature**

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**Rhythm Rhyme Results: Characters, Setting, Plot**

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**Literature Units to Foster Critical Thinking****Lesson Plan**

[http://www.kyrene.org/schools/brisas/sunda/litpack/Lit\\_unit\\_plan.htm](http://www.kyrene.org/schools/brisas/sunda/litpack/Lit_unit_plan.htm)

<i>Domain: Strand: Reading Literature</i>		
<i>Cluster: Craft &amp; Structure</i>		
<i>Standards: RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
How do text excerpts contribute to the development of theme, setting, and plot?	Text structure contributes to theme, setting, and plot development.	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• Participate in literacy centers/circles.</li> <li>• Direct a scene for a student-selected play.</li> <li>• Change a selected stanza of poetry or a scene from a play.</li> </ul>
<b>Content Statements</b>		
Students will determine the specific text and its connection to theme, setting, and plot.		
<b>Assessments</b>		<b>Teacher Resources</b>
<p>Holistic scoring rubric            Reader's response journal            Student presentation            Peer evaluation            Venn diagram            Open-ended multiple choice with textual support</p>		<p>Compare &amp; Contrast Text and Text Structure:  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html">http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-compare-contrast-structure-54.html</a>   <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcn_chart.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcn_chart.pdf</a>   <a href="http://www.webenglishteacher.com/compare-contrast.html">http://www.webenglishteacher.com/compare-contrast.html</a>   <a href="http://www.teachertube.com/viewVideo.php?title=Crocodiles_and_Alligators_Compare_and_Contrast&amp;video_id=137045">http://www.teachertube.com/viewVideo.php?title=Crocodiles_and_Alligators_Compare_and_Contrast&amp;video_id=137045</a></p>
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>• Grade Appropriate Text (Fiction; nonfiction; poetry)</li> <li>• LCD Projector</li> <li>• SMART Board/Interactive Whiteboards</li> <li>• Webcam/Camcorder</li> <li>• Internet</li> <li>• Laptop/Computer</li> <li>• CD Player</li> </ul>		
		<p>Reading  <a href="http://www.educationworld.com/a_special/reading.shtml">http://www.educationworld.com/a_special/reading.shtml</a></p>

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<i>Domain: Strand: Reading Literature</i>		
<i>Cluster: Craft &amp; Structure</i>		
<i>Standards: RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
How does an author develop point of view in a text?	Point of view is essential for literal comprehension.	To assist in meeting this standard, students may: <ul style="list-style-type: none"> <li>• Role play selected characters from a text</li> <li>• Read two accounts of the same experience</li> <li>• Participate in Reader’s Theater</li> </ul>
<b>Content Statements</b>		
Students will identify how the author develops point of view.		
Assessments	Teacher Resources	
Rubric Essay/story Venn diagram Teacher observation Open-ended multiple choice with textual support	Point of View: <a href="http://edsitement.neh.gov/lesson-plan/edgar-allan-poe-ambrose-bierce-and-unreliable-narrator">http://edsitement.neh.gov/lesson-plan/edgar-allan-poe-ambrose-bierce-and-unreliable-narrator</a>  <a href="http://www.learnnc.org/lp/pages/2916">http://www.learnnc.org/lp/pages/2916</a>  <a href="http://www.brighthub.com/education/k-12/articles/6799.aspx">http://www.brighthub.com/education/k-12/articles/6799.aspx</a>	
Equipment Needed	Reading <a href="http://www.educationworld.com/a_special/reading.shtml">http://www.educationworld.com/a_special/reading.shtml</a>  ProQuest Standards-Based Learning Activity <a href="http://www.Proquestk12.org">www.Proquestk12.org</a>	
<ul style="list-style-type: none"> <li>• Grade Appropriate Text (Fiction; nonfiction; poetry)</li> <li>• LCD Projector</li> <li>• SMART Board/Interactive Whiteboards</li> <li>• Webcam/Camcorder</li> <li>• Internet</li> <li>• Laptop/Computer</li> <li>• CD Player</li> <li>• Overhead Projector</li> <li>• Document Camera</li> </ul>	Interpreting Characters, Setting, Plot, and Theme - The	

Triangle Shirtwaist Factory Disaster

<http://www.teachersdomain.org/resource/vtl07.la.rv.text.lptriangle/>

Resource: Making Meaning in Literature: Video Library

<http://www.learner.org/resources/series169.html>

Video Library: Teacher Resources

<http://www.learner.org/resources/browse.html?discipline=4>

Video Library: Discovery

<http://www.discoveryeducation.com/search/page/-/lesson-plan/literature/index.cfm>

Teaching Literary Devices with Comics

[http://teachingcomics.org/index.php?option=com\\_content&view=article&id=73:Teaching%20Literary%20Devices%20with%20Comics&catid=36:Lesson%20Plans&Itemid=57](http://teachingcomics.org/index.php?option=com_content&view=article&id=73:Teaching%20Literary%20Devices%20with%20Comics&catid=36:Lesson%20Plans&Itemid=57)

Teacher Vision

<http://www.teachervision.fen.com/literature/teacher-resources/6641.html>

Teaching Today Grades 6 - 8, Language Arts & Literature

<http://teachingtoday.glencoe.com/lessonplans/6-8/language-arts-literature>

Activities for Children's Literature

[http://www.ehow.com/about\\_5506678\\_activities-childrens-](http://www.ehow.com/about_5506678_activities-childrens-)

[literature.html](#)

SCORE: History/Social Studies Literature  
<http://score.rims.k12.ca.us/literature/678/>

GRADES 6-8 READING - INTERPRETING LITERATURE  
[http://www.k12station.com/k12link\\_library.html?subject=NLE  
&sub\\_cat=105155&final=105158](http://www.k12station.com/k12link_library.html?subject=NLE&sub_cat=105155&final=105158)

Rhythm Rhyme Results: Characters, Setting, Plot  
[http://www.educationalrap.com/song/characters-setting-  
plot.html](http://www.educationalrap.com/song/characters-setting-plot.html)

Literature Units to Foster Critical Thinking  
Lesson Plan  
[http://www.kyrene.org/schools/brisas/sunda/litpack/Lit\\_unit\\_pl  
an.htm](http://www.kyrene.org/schools/brisas/sunda/litpack/Lit_unit_pl<br/>an.htm)



<i>Domain: Strand: Reading Literature</i>		
<i>Cluster: Integration of Knowledge and Ideas</i>		
<i>Standards: RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</i>		
<i>Essential Questions</i>	<i>Enduring Understandings</i>	<i>Activities, Investigation, and Student Experiences</i>
How does independent reading differ from the viewing of a produced work?	Context varies based on the medium in which it is presented.	To assist in meeting this standard, students may: <ul style="list-style-type: none"> <li>• Record an excerpt from a text</li> <li>• View and analyze a movie version of a book read</li> <li>• Create script from given text</li> <li>• Compare and contrast film/live production to text</li> </ul>
<b>Content Statements</b>		
Students will differentiate between reading, listening, and viewing a selected work.		
<b>Assessments</b>		<b>Teacher Resources</b>  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/reel-scoop-comparing-books-46.html">http://www.readwritethink.org/classroom-resources/lesson-plans/reel-scoop-comparing-books-46.html</a>  <a href="http://www.rcampus.com/rubricshowc.cfm?code=D59CA4&amp;sp=yes&amp;">http://www.rcampus.com/rubricshowc.cfm?code=D59CA4&amp;sp=yes&amp;</a>  <a href="http://www.pflugervilleisd.net/curriculum/ela/grade6/documents/comparingbkstomovies.pdf">http://www.pflugervilleisd.net/curriculum/ela/grade6/documents/comparingbkstomovies.pdf</a>  A Teaching Resource Pack  <a href="http://www.atgtickets.com/uploads/media/44/11624.pdf">http://www.atgtickets.com/uploads/media/44/11624.pdf</a>
Play		
Podcast or online video		
Venn diagram		
Essay		
Open-ended multiple choice with text support		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>• Grade Appropriate Text (Fiction; nonfiction; poetry)</li> <li>• LCD Projector</li> <li>• SMART Board/Interactive Whiteboards</li> <li>• Webcam/Camcorder</li> <li>• Internet</li> <li>• Laptop/Computer</li> <li>• CD Player</li> </ul>		

- Overhead Projector
- Document Camera

Compare and Contrast Literature: Langston Hughes  
Lesson plans and teaching ideas

<http://www.webenglishteacher.com/hughes.html>

Reading

[http://www.educationworld.com/a\\_special/reading.shtml](http://www.educationworld.com/a_special/reading.shtml)

ProQuest Standards-Based Learning Activity

[www.Proquestk12.org](http://www.Proquestk12.org)

Interpreting Characters, Setting, Plot, and Theme - The  
Triangle Shirtwaist Factory Disaster

<http://www.teachersdomain.org/resource/vt107.la.rv.text.lptriangle/>

Resource: Making Meaning in Literature: Video Library

<http://www.learner.org/resources/series169.html>

Video Library: Teacher Resources

<http://www.learner.org/resources/browse.html?discipline=4>

Video Library: Discovery

<http://www.discoveryeducation.com/search/page/-/lesson-plan/literature/index.cfm>

Teaching Literary Devices with Comics

[http://teachingcomics.org/index.php?option=com\\_content&view=article&id=73:Teaching%20Literary%20Devices%20with%20Comics&catid=36:Lesson%20Plans&Itemid=57](http://teachingcomics.org/index.php?option=com_content&view=article&id=73:Teaching%20Literary%20Devices%20with%20Comics&catid=36:Lesson%20Plans&Itemid=57)

Teacher Vision

<http://www.teachervision.fen.com/literature/teacher-resources/6641.html>

Teaching Today Grades 6 - 8, Language Arts & Literature

<http://teachingtoday.glencoe.com/lessonplans/6-8/language-arts-literature>

Activities for Children's Literature

[http://www.ehow.com/about\\_5506678\\_activities-childrens-literature.html](http://www.ehow.com/about_5506678_activities-childrens-literature.html)

SCORE: History/Social Studies Literature

<http://score.rims.k12.ca.us/literature/678/>

GRADES 6-8 READING - INTERPRETING LITERATURE

[http://www.k12station.com/k12link\\_library.html?subject=NLE&sub\\_cat=105155&final=105158](http://www.k12station.com/k12link_library.html?subject=NLE&sub_cat=105155&final=105158)

Rhythm Rhyme Results: Characters, Setting, Plot

<http://www.educationalrap.com/song/characters-setting->

[plot.html](#)

Literature Units to Foster Critical Thinking  
Lesson Plan

[http://www.kyrene.org/schools/brisas/sunda/litpack/Lit\\_unit\\_plan.htm](http://www.kyrene.org/schools/brisas/sunda/litpack/Lit_unit_plan.htm)

<i>Domain: Strand: Reading Literature</i>		
<i>Cluster: Craft &amp; Structure</i>		
<i>Standards: <b>RL.6.9.</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
How does the comparison and contrast of different genres affect the understanding of similar themes?	A relationship exists between texts of different genres with similar themes.	To assist in meeting this standard, students may: <ul style="list-style-type: none"> <li>• Journal response</li> <li>• Timeline of events</li> <li>• Scrapbooking</li> <li>• Play</li> <li>• Create a modern retelling of a fairy tale.</li> </ul>
<b>Content Statements</b>		
Students will recognize different genres may have varying approaches to similar themes.		
<b>Assessments</b>	<b>Teacher Resources</b>	
Teacher evaluation Rubric for timeline Peer evaluation of scrapbook Reflective essay Create a timeline Play Re-enactments Open-ended multiple choice with text support Venn diagram	A Story of Epic Proportions: What makes a Poem an Epic? <a href="http://edsitement.neh.gov/lesson-plan/story-epic-proportions-what-makes-poem-epic">http://edsitement.neh.gov/lesson-plan/story-epic-proportions-what-makes-poem-epic</a>  Writing Myths  <a href="http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Writing_Myths.aspx">http://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Writing_Myths.aspx</a>	

**Equipment Needed**

- Grade Appropriate Text (Fiction; nonfiction; poetry)
- LCD Projector
- SMART Board/Interactive Whiteboards
- Webcam/Camcorder
- Internet
- Laptop/Computer
- CD Player
- Overhead Projector
- Document Camera

Lesson: Using Fractured Fairy Tales to study Archetypes

<http://betterlesson.com/lesson/7373/using-fractured-fairy-tales-to-study-archetypes>

Reading

[http://www.educationworld.com/a\\_special/reading.shtml](http://www.educationworld.com/a_special/reading.shtml)  
[www.Proquestk12.org](http://www.Proquestk12.org)

Interpreting Characters, Setting, Plot, and Theme - The Triangle Shirtwaist Factory Disaster

<http://www.teachersdomain.org/resource/vt107.la.rv.text.lptriangle/>

Resource: Making Meaning in Literature: Video Library

<http://www.learner.org/resources/series169.html>

Video Library: Teacher Resources

<http://www.learner.org/resources/browse.html?discipline=4>

Video Library: Discovery

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[%20Comics&catid=36:Lesson%20Plans&Itemid=57](#)

Teacher Vision

<http://www.teachervision.fen.com/literature/teacher-resources/6641.html>

Teaching Today Grades 6 - 8, Language Arts & Literature

<http://teachingtoday.glencoe.com/lessonplans/6-8/language-arts-literature>

Activities for Children's Literature

[http://www.ehow.com/about\\_5506678\\_activities-childrens-literature.html](http://www.ehow.com/about_5506678_activities-childrens-literature.html)

SCORE: History/Social Studies Literature

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[http://www.k12station.com/k12link\\_library.html?subject=NLE&sub\\_cat=105155&final=105158](http://www.k12station.com/k12link_library.html?subject=NLE&sub_cat=105155&final=105158)

Rhythm Rhyme Results: Characters, Setting, Plot

<http://www.educationalrap.com/song/characters-setting-plot.html>

Literature Units to Foster Critical Thinking  
Lesson Plan

[http://www.kyrene.org/schools/brisas/sunda/litpack/Lit\\_unit\\_plan.htm](http://www.kyrene.org/schools/brisas/sunda/litpack/Lit_unit_plan.htm)

<i>Domain: Strand: Reading Literature</i>		
<i>Cluster: Range of Reading and Level of Text Complexity</i>		
<i>Standards: RL.6.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
How does careful and attentive reading ensure future success?	Critically reading and understanding a variety of literary genres promotes language arts literacy.	To assist in meeting this standard, students may: <ul style="list-style-type: none"> <li>• Participate in a book club.</li> <li>• Poetry contest</li> <li>• Literature circles</li> <li>• Book brochure</li> <li>• Blogging</li> </ul>
<b>Content Statements</b>		
Students will read fiction, nonfiction, and other literary genres at grade level complexity.		
Assessments	<p style="text-align: center;">Teacher Resources</p> <p>Reading and Analyzing Multi-genre Texts Grade 6-8  <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/reading-analyzing-multi-genre-texts-293.html">http://www.readwritethink.org/classroom-resources/lesson-plans/reading-analyzing-multi-genre-texts-293.html</a></p> <p>Colonial Broad sides: A Student-Created Play  <a href="http://edsitement.neh.gov/lesson-plan/colonial-broad-sides-student-created-play">http://edsitement.neh.gov/lesson-plan/colonial-broad-sides-student-created-play</a></p> <p>In the Poet’s Shoes Web-quest</p>	
Teacher evaluation Literature circle rubric Online formal reading assessment (ex. DRA, DORA) Open-ended multiple choice Develop acrostics to recall knowledge of literary elements.		
Equipment Needed		
<ul style="list-style-type: none"> <li>• Grade Appropriate Text (Fiction; nonfiction; poem; etc)</li> <li>• LCD Projector</li> <li>• Computer</li> <li>• SMART Board/Interactive Whiteboards</li> </ul>		

- Webcam/Camcorder
- Internet
- Laptop/Computer
- CD Player
- Overhead Projector
- Document Camera

[http://www.readwritethink.org/files/resources/lesson\\_images/lesson78/poetshoes4.htm](http://www.readwritethink.org/files/resources/lesson_images/lesson78/poetshoes4.htm)

Reading

[http://www.educationworld.com/a\\_special/reading.shtml](http://www.educationworld.com/a_special/reading.shtml)

ProQuest Standards-Based Learning Activity

[www.Proquestk12.org](http://www.Proquestk12.org)

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<http://www.learner.org/resources/browse.html?discipline=4>

Video Library: Discovery

<http://www.discoveryeducation.com/search/page/-/lesson-plan/literature/index.cfm>

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[%20Comics&catid=36:Lesson%20Plans&Itemid=57](#)

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Score: History/Social Studies Literature

<http://score.rims.k12.ca.us/literature/678/>

Grades 6-8 Reading- Interpreting Literature

<http://www.educationalrap.com/song/characters-setting-plot.html>

Literature Units to Foster Critical Thinking

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[http://www.kyrene.org/schools/brisas/sunda/litpack/Lit\\_unit\\_plan.htm](http://www.kyrene.org/schools/brisas/sunda/litpack/Lit_unit_plan.htm)

