



## *Who gives a hoot?*

About Endangered Species, the Environment, or Other Issues?

A 6<sup>th</sup> grade interdisciplinary novel unit  
based on *Hoot*,  
a novel by Carl Hiaasen



*Please help  
save me!*

**Who Gives A Hoot**  
**About Endangered Species, the Environment, or Other Issues?**  
Standards Based Unit of Study  
6<sup>th</sup> Grade - 6 weeks



**Selected Content/Standards/Big Ideas**

**Inquiry and Research:** Investigating topics important to researcher  
Communicating findings through a product

**Language Arts:** Reflecting and Responding to Text  
Writing Content, Structure and Conventions  
Critical Listening

**Related Content**

**Science** Interdependence  
**Social Studies** Economics  
**Practical Living** Community and Environment

**Unit Organizer/Major Focus: Pancakes vs. Owls – Who Gives A Hoot?**  
(Reading Comprehension, Critical Listening, Persuasion)



**Essential Questions:**

**Language Arts:** (RD-06-4.1); (WR-M-1.1.00; WR-M-1.2.00; WR-M-2.3.00; WR-M-2.4.00; WR-M-3.5.00)

- Through reading and responding to a variety of reading materials, how can our understanding of the impact of human decisions on an animal's survival help us make good decisions about our own impact on an animal's ability to survive?
- Through listening critically to persuasive materials, what conclusions can we make about the effect of persuasion on our lives and our ability to make good choices?
- From our inquiry into human interference with animals' habitats, how can we use effective communication skills to promote our understanding of the importance of saving animals from extinction (or other related topic of our choice) and share our ideas with others?



**Science:** (SC-06-4.7.1)

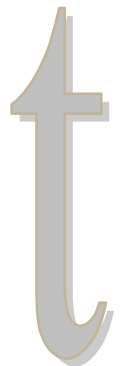
From our inquiry into the survival needs of burrowing owls (or other animal of our choice), what plans do we need to make to help us become "friends" of endangered species and the environment?

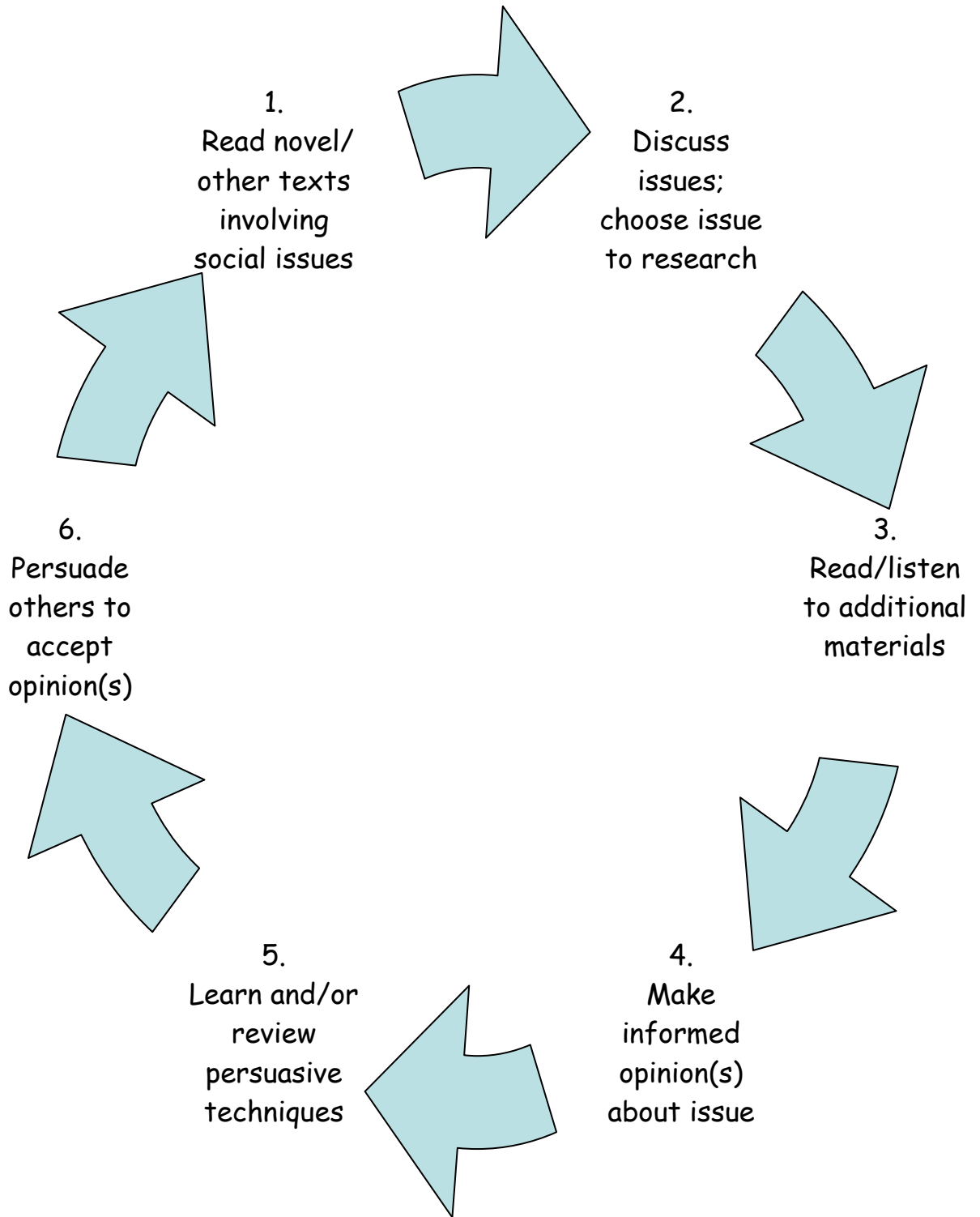
**Social Studies:** (SS-06-3.1.1)

From our study of scarcity as a basic economic problem that we all face, what conclusions can we make about how individual, group and government decisions affect conservation and the environment?

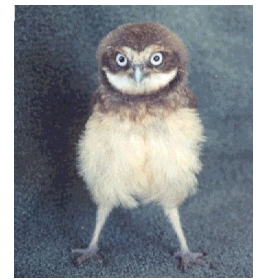
**Practical Living:** (PL-06-3.3.01)

Based on our understanding of the impact of consumer actions on the environment, what decisions do we need to make to become careful consumers to help protect the environment and endangered species?





Unit expectations to share with students



## Learning Events/Instructional Strategies

### Reading/Writing Workshop

Engagement and pre-reading activities (power point and anticipation guide)  
Literary and transactive reading - independent and collaborative (reading circles);  
What Makes A Good Discussion? power point  
Teacher read alouds  
Reading responses - prompts directed toward core content and essential questions (written/oral)  
Mini lessons related to reading, as needed (vocabulary/text structure emphasis)  
Mini lessons related to writing, as needed (persuasive focus)  
Critical listening activities  
Writing-to-learn activities  
Brainstorming writing ideas/developing an angle power point

### Inquiry Project

Related to student interest (see resources below)

### Assessment/Evaluation

Open Response/multiple choice questions/comprehension focus  
On-demand writing/persuasive focus  
Portfolio-appropriate writing/transactive focus/developing an angle/influencing the reader  
Reading Journal, Reading Circle and Open Response rubrics  
Writer's Reference Sheet  
Student designed scoring rubrics  
Analytic Scoring Guide  
Teacher observation/anecdotal records

### Resources

*Hoot* and companion informational texts  
Reading skill lessons for *Hoot*  
[http://www.standards.dfes.gov.uk/secondary/keystage3/downloads/en\\_novel\\_hoot.doc](http://www.standards.dfes.gov.uk/secondary/keystage3/downloads/en_novel_hoot.doc)  
Picture books:  
*Will We Miss Them?* by Alexandra Wright  
*Can We Save Them?* by David Dodson  
*I Wonder Why the Dodo is Dead* by Andrew Charman  
Critical listening materials:  
<http://www.npr.org/programs/atc/commentaries/>  
Saving the Spotted Owl listening activity  
<http://www.npr.org/templates/story/story.php?storyId=3815722&place=home03>  
[http://www.defenders.org/wildlife\\_and\\_habitat/wildlife/northern\\_spotted\\_owl.php](http://www.defenders.org/wildlife_and_habitat/wildlife/northern_spotted_owl.php)

### Inquiry Web Resources (samples)

You Make A Difference

This activity requires students to connect with a single environmental issue, and develop a strategy to acquire support for the problem within the community. Inquirers will learn a few facts about the issue, but their main task will be to convince their classmates/others that they should be committed to helping solve the problem.

<http://www.powayschools.com/projects/mt&r/youmakedifference.htm#resources>

#### Endangered species

<http://www.fws.gov/endangered/wildlife.html>

#### Burrowing owl

<http://www.kidsplanet.org/factsheets/burrowingowl.html>

<http://raysweb.net/specialplaces/pages/owl.html>

<http://members.aol.com/pjbowen/owls.html>

<http://www.thewildones.org/Animals/burroOwl.html>

[http://www.birds.cornell.edu/AllAboutBirds/BirdGuide/Burrowing\\_Owl.html](http://www.birds.cornell.edu/AllAboutBirds/BirdGuide/Burrowing_Owl.html)

[http://www.pnm.com/cam/reeves\\_1.htm](http://www.pnm.com/cam/reeves_1.htm)

[http://www.ecofloridamag.com/archived/burrowing\\_owls.htm](http://www.ecofloridamag.com/archived/burrowing_owls.htm)

#### Green links

<http://raysweb.net/greenlinks/>

#### Author webpage

<http://www.carlhiaasen.com/>

#### Contests/games

<http://www.randomhouse.com/kids/flush/>

#### Pancake recipes

[http://recipes.lovetoknow.com/wiki/Category:Pancake\\_Recipes](http://recipes.lovetoknow.com/wiki/Category:Pancake_Recipes)

#### Recycling

<http://earth911.org/>

<http://earth911.org/just-for-kids>

#### Audiofiles

cool dudes.mp3

julia louis dreyfus.mp3


kenny loggins.mp3

ted danson.mp3

wendie malick precycling.mp3

Daily Plans (to be modified and adjusted as necessary) Small group/individual reading conferences/reading skill lessons to be embedded during reading time				
<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
Introduce <i>Hoot</i> via book talk (power point) Students complete anticipation guide Journal entry: What I give a hoot about	Teacher read aloud/critical listening/making inferences/review reading circle roles; discussion rules, etc. What Makes A Good Discussion? (ppoint)	Review sample reading role responses; students read ch 2-4 Small group discussion from student notes	Change roles; read ch 5-7; reading journal; Small group discussion	Large group discussion: identify major issues, author's purpose, etc; Reading journal entry
Reading Skill Lesson Evaluate writer's craft	Change roles; read ch 8-10  HW complete reading; prepare to discuss	Small group discussion; debrief whole class  Reading Journal	Change roles; read ch 11-13 HW complete reading; prepare to discuss	Small group discussion; debrief whole class  Reading Journal
Reading Skill Lesson Evaluate writer's craft	Change roles; read ch 14-16  HW complete reading; prepare to discuss	Small group discussion; debrief whole class  Reading Journal	Change roles; read ch 17-19  HW complete reading; prepare to discuss	Discussion groups; debrief; identify major issues, topics, etc.  Reading Journal
Reading Skill Lesson Evaluate writer's craft	Change roles; read ch 20-21 Small group discussion; large group debriefing Reading Journal	Open Response P 290-291	Persuasion: Environmental hotline listening activities Explore persuasive techniques	Explore persuasive techniques
Explore persuasive techniques	Reason to write Persuasive letter re environmental concern HW complete first draft	On demand writing Persuasive techniques	Discuss interdisciplinary connections and inquiry project (student choice)	Research inquiry project
Research inquiry project	Writing workshop: Brainstorming; developing angle; choosing form of communication Pre-writing power point	Writing workshop Mini lesson as needed	Writing Workshop Mini lesson as needed	Evaluate progress publish if appropriate celebrate student work (pancakes?)

Now that you have viewed and discussed the introductory power point about the novel *Hoot*, read the following statements and think about whether they are true or false. Put a T or F in the left hand column. After we have finished reading the novel and other activities, you will return to this anticipation guide to see if and why you have changed your opinion.

Before Reading True or False?	 <p style="text-align: center;"><i>Hoot</i> Anticipation Guide</p>	After Reading True or False? Why?
	Construction companies always take the location of wildlife into consideration before they start building.	
	New restaurants and shopping centers are more important to a community than its wildlife.	
	Children might have opinions but they don't have any influence on grownups' decision making.	
	Owls nest in trees so the owls that burrow under the ground in <i>Hoot</i> can't be real.	
	When a state gives an animal the status of a protected species, all building development stops.	
	Wildlife has been sacrificed for the sake of development in Florida.	
	Animals' habitats have never been sacrificed for the sake of housing development, roads and other construction projects in Kentucky.	
	When an author takes a stance on an issue in a novel, the reader can be influenced by the author's opinion.	
	Sometimes an author deliberately tries to persuade the reader to "take action" through an underlying message.	
	Carl Hiassen, the author of <i>Hoot</i> says "the world can be a nasty place and there's nothing wrong with going after the bad guys in a novel." Do you agree?	
	Hiassen also says "I think it's obscene to tolerate a political system in which the greedy are allowed to carve up, pave and poison what's left of the wilderness." Do you agree?	
Journal entry: what I give a hoot about...		

## Making Inferences While Listening

### Introduction:

To help you make inferences while listening, in other words, to understand the meaning between the lines, I am going to read aloud the first chapter of *HOOT*. In this chapter we will become acquainted with the main characters, Roy, Dana Matherson, Officer Delinko and Curly.

### Purpose for listening:

I want you to listen for details about how they look, what they are doing and thinking, as well as where this is taking place. That means the purpose for listening is to gain information and to evaluate that information. I am not expecting that you will all have the same responses, but it will be interesting to see how many of you made similar inferences when we discuss what you heard. To help our discussion, I want you to have pencil in hand and to make notes in your reading journal about details that stand out to you.

After our discussion, I will give you a copy of the text so that you can re-read it for yourselves and make notes about characterization and setting and what you predict will happen next on the blank column. I would also like you to pick out some interesting new words for our word wall.

Remember, our reading friend Louise Rosenblatt says that "words are just black ink on a page until a reader comes along and breathes life into them," so let's see if I can help bring chapter one to life...

### Reflection:

- ✚ What did you find out about yourself as a listener after the read aloud of chapter one? For example, were you able to pay attention throughout the reading? Were you able to envision the characters and the setting? Did it help that you knew the purpose for listening before the read aloud? Did you find yourself being able to predict what comes next?
  
- ✚ During our discussion, did you discover that you heard the same details as others, or did your listening focus on something different?

Hoot, Chapter One  
by Carl Hiaasen



My thoughts about:

- how the author is characterizing Roy, Dana Matherson, Officer Delinko and Curly
- predicting what comes next
- word study

Roy would not have noticed the strange boy if it weren't for Dana Matherson, because Roy ordinarily didn't look out the window of the school bus. He preferred to read comics and mystery books on the morning ride to Trace Middle.

But on this day, a Monday (Roy would never forget), Dana Matherson grabbed Roy's head from behind and pressed his thumbs into Roy's temple, as if he were squeezing a soccer ball. The older kids were supposed to stay in the back of the bus, but Dana had snuck up behind Roy's seat and ambushed him. When Roy tried to wriggle free, Dana mushed his face against the window.

It was then, squinting through the smudged glass, that Roy spotted the strange boy running along the sidewalk. It appeared as if he was hurrying to catch the school bus, which had stopped at a corner to pick up more kids.

The boy was straw-blond and wiry, and his skin was nutbrown from the sun. The expression on his face was intent and serious. He wore a faded Miami Heat basketball jersey and dirty khaki shorts, and here was the odd part: no shoes. The soles of his bare feet looked as black as barbecue coals.

Trace Middle School didn't have the world's strictest dress code, but Roy was pretty sure that some sort of footwear was required. The boy might have been carrying sneakers in his backpack, if only he'd been wearing a backpack. No shoes, no backpack, no books-strange, indeed, on a school day.

Roy was sure that the barefoot boy would catch all kinds of grief from Dana and the other big kids once he boarded the bus, but that didn't happen....

Because the boy kept running-past the corner, past the line of students waiting to get on the bus; past the bus itself. Roy wanted to shout, "Hey, look at that guy!" but his mouth wasn't working so well. Dana Matherson still had him from behind, pushing his face against the window.

As the bus pulled away from the intersection, Roy hoped to catch another glimpse of the boy farther up the street. However, he had turned off the sidewalk and was now cutting across a private yard—running very fast, much faster than Roy could run and maybe even faster than Richard, Roy's best friend back in Montana. Richard was so fast that he got to work out with the high school track squad when he was only in seventh grade.

Dana Matherson was digging his fingernails into Roy's scalp, trying to make him squeal, but Roy barely felt a thing. He was gripped with curiosity as the running boy dashed through one neat green yard after another, getting smaller in Roy's vision as he put a wider distance between himself and the school bus.

Roy saw a big pointy-eared dog, probably a German shepherd, bound off somebody's porch and go for the boy. Incredibly, the boy didn't change his course. He vaulted over the dog, crashed through a cherry hedge, and then disappeared from view.

Roy gasped.

"Whassamatter, cowgirl? Had enough?"

This was Dana, hissing in Roy's right ear. Being the new kid on the bus, Roy didn't expect any help from the others. The "cowgirl" remark was so lame, it wasn't worth getting mad about. Dana was a well-known idiot, on top of which he outweighed Roy by at least fifty pounds. Fighting back would have been a complete waste of energy.

"Had enough yet? We can't hear you, Tex." Dana's breath smelled like stale cigarettes. Smoking and beating up smaller kids were his two main hobbies.

"Yeah, okay," Roy said impatiently. "I've had enough."

As soon as he was freed, Roy lowered the window and stuck out his head. The strange boy was gone.

Who was he? What was he running from?

Roy wondered if any of the other kids on the bus had seen what he'd seen. For a moment he wondered if he'd really seen it himself.

That same morning, a police officer named David Delinko was sent to the future site of another Mother Paula's All-American Pancake House. It was a vacant lot at the corner of East Oriole and Woodbury, on the eastern edge of town.

Officer Delinko was met by a man in a dark blue pickup truck. The man, who was as bald as a beach ball, introduced himself as Curly. Officer Delinko thought the bald man must have a good sense of humor to go by such a nickname, but he was wrong. Curly was cranky and unsmiling.

"You should see what they done," he said to the policeman.

"Who?"

"Follow me," the man called Curly said.

Officer Delinko got in step behind him. "The dispatcher said you wanted to report some vandalism."

"That's right," Curly grunted over his shoulder.

The policeman couldn't see what there was to be vandalized on the property, which was basically a few acres of scraggly weeds. Curly stopped walking and pointed at a short piece of lumber on the ground. A ribbon of bright pink plastic was tied to one end of the stick. The other end was sharpened and caked with gray dirt.

Curly said, "They pulled 'em out."

"That's a survey stake?" asked Officer Delinko.

"Yep. They yanked 'em out of the ground, every damn one.

"Probably just kids."

"And then they threw 'em every which way," Curly said, waving a beefy arm, "and then they filled in the holes."

"That's a little weird," the policeman remarked. "When did this happen?"

"Last night or early this morning," Curly said. "Maybe it don't look like a big deal, but it's gonna take a while to get the site marked out again. Meantime, we can't start clearin' or gradin' or nuthin'. We got backhoes and dozers already leased, and now they gotta sit. I know it don't look like the crime of the century, but still--"

"I understand," said Officer Delinko. "What's your estimate of the monetary damage?"

"Damage?"

"Yes. So I can put it in my report." The policeman picked up the

survey stake and examined it. "It's not really broken, is it?"

"Well, no-"

"Were any of them destroyed?" asked Officer Delinko. "How much does one of these things cost-a buck or two?"

The man called Curly was losing his patience. "They didn't break none of the stakes," he said gruffly.

"Not even one?" The policeman frowned. He was trying to figure out what to put in his report. You can't have vandalism without monetary damages, and if nothing on the property was broken or defaced....

"What I'm tryin' to explain," Curly said irritably, "it's not that they messed up the survey stakes, it's them screwing up our whole construction schedule. That's where it'll cost some serious bucks."

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[http://www.alanbrown.com/Z\\_Preview148.html](http://www.alanbrown.com/Z_Preview148.html)

#### Reflection:

✚ Has the author hooked you? If so, how? If not, why not?

✚ When you think like a writer, what writer's craft stands out to you in this chapter?

## Reading Strategies

You will read the novel in your small reading circle groups, using the roles of Word Wiz, Summarizer, Interpreter, Connector, Literary Critic, and Grand Inquisitor. Please change your roles for each chapter.

I have responded to chapter one with each of these roles in mind to show you what is expected. We will discuss these responses before you start chapter two. Please write your responses in your reading journals.

Here's a reminder for what is expected in a good discussion (*What Makes A Good Discussion?* Power point):

✚ **Empathetic Listening:** Give your complete attention to the speakers, showing the students in your group that you value their contributions.

- Use positive body language
- Make eye contact

✚ **Responding to Group Members:** Expand on other group members' ideas by sharing your thoughts and feelings about what they contributed to the conversations.

✚ **Clarifying:** Ask questions to understand each other's ideas better.

- Tell me more about. . .
- What do you mean. . .?
- Why do you think. . .?

✚ **Sharing ideas and justifying opinions:** Share parts of the book that demonstrate the core content that you are addressing and explain why they are important. Justify your opinions.

I think . . . is a good example of a metaphor because. . .

I wonder if the relationship between these two characters would have changed if they had...

I was surprised that the plot changed course because I was expecting . . .

This part reminds me of . . . because . . .

I don't understand why the author keeps on repeating this word . . .

I like this section of writing because . . .

I noticed. . . because . . .

I wish . . . because . . .

I think this story is really about . . . because . . .

✚ **Self-reflection:** Consider what has been done well, and make decisions about what needs to be improved. Set goals for the future.

Reading Circle Literary Roles aligned with 4.1 Core Content					
WORD WIZ	SUMMARIZER	INTERPRETER	CONNECTOR	LITERARY CRITIC	GRAND INQUISITOR
My task is to look for important words	My task is to summarize today's reading	My task is to interpret what we've read today	My task is to find connections	My task is to evaluate the text	My task is to ask questions about writer's craft
As I read, I'll look for:	As I read, I'll:	After I read, I'll:	As I read, I'll look for connections to:	After I read, I'll:	After I read, I'll:
Words I know that stand out or are repeated a lot	Identify or explain the main idea  Find key ideas or information	Explain the relationship between events and the character's behavior	My own personal life, now or in the past	Identify ways in which similar themes, ideas, concepts are developed in more than one literary work	Formulate three important questions about the novel that we would like answered by the time we have finished reading the next few chapters or the whole book and also start finding answers
Words that are used in an unusual way	Make predictions  Draw conclusions	Identify the author's purpose	What's happening in the news, locally or other places	Identify literary devices such as foreshadowing, imagery, and figurative language e.g., similes	For example, what did the author do to make the mean character believable; how did the setting contribute to the mood; what techniques did the author use to get us hooked?
Words that are key to the meaning of the text	Make generalizations	Explain or analyze how the conflict is resolved	What's happening at school or where we live	metaphors personification hyperbole	
Words that I think I understand but don't make sense to me in this context	Make inferences	Identify details that support the main idea or explain their importance	Similar events at other times and places	Identify and explain examples of symbolism, irony, or analogy	
Words I don't know that I need to look up in the dictionary or ask about			Other people or problems that I've heard about	Interpret how meaning is influenced by author's word choice, style, content, or use of literary elements	
			Other writings on the same topic		
			Other writings by the same author		

## Reading Circle Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Book title/reading passage: \_\_\_\_\_

<p><b>Expert Participant</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brings reading material with passages clearly identified</li> <li><input type="checkbox"/> Brings thoughtful written comments</li> <li><input type="checkbox"/> Contributes significantly to discussion</li> <li><input type="checkbox"/> Keeps the discussion going</li> <li><input type="checkbox"/> Listens and responds thoughtfully</li> <li><input type="checkbox"/> Builds on others' comments</li> <li><input type="checkbox"/> Makes insightful connections to other readings and/or experiences</li> <li><input type="checkbox"/> Discusses author's style/literary elements, when appropriate</li> </ul>	<p><b>Active Participant</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brings reading material with passages identified</li> <li><input type="checkbox"/> Brings written comments</li> <li><input type="checkbox"/> Contributes appropriately to discussions</li> <li><input type="checkbox"/> Listens actively and responds adequately</li> <li><input type="checkbox"/> Makes connections to other readings and/or experiences</li> <li><input type="checkbox"/> Discusses author's style/literary elements (when appropriate)</li> </ul>
<p><b>Willing Learner</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brings reading material</li> <li><input type="checkbox"/> Understands purpose of reading circle</li> <li><input type="checkbox"/> Brings some written notes</li> <li><input type="checkbox"/> Contributes to discussions occasionally or when prompted</li> <li><input type="checkbox"/> Sometimes listens and responds appropriately</li> <li><input type="checkbox"/> Occasionally asks questions</li> <li><input type="checkbox"/> Shares ideas when asked</li> </ul>	<p><b>Reluctant Reader</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not prepared for discussion</li> <li><input type="checkbox"/> Forgets written comments or reading material</li> <li><input type="checkbox"/> Conversation off-task</li> <li><input type="checkbox"/> Seldom listens</li> <li><input type="checkbox"/> Rarely responds to group</li> <li><input type="checkbox"/> Reluctant to ask relevant questions</li> <li><input type="checkbox"/> Unwilling to share ideas</li> </ul>

# Draft

Core content 4.1: RD-06-1.0., apply knowledge of synonyms or antonyms to comprehend passage; 1.0.2., select based on context, appropriate meaning for word with multiple meanings; 1.0.3., apply meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in passage; 1.0.7 interpret literal and non-literal meanings of words or phrases, based on context; 2.0.8 explain the meaning of concrete or abstract terms based on context (e.g., "loaded" words, connotation, denotation)

## WORD WIZ (chapter one)

There are some interesting words/phrases in this chapter:

"Dana had snuck up behind Roy's seat and ambushed him." I ordinarily think of "ambushed" as a military term, but here it fits really well with "snuck up behind" and I get the sense of this being a surprise attack on Roy by Dana. I don't think I'm going to like this Dana character.

"Dana mushed his face against the window." I guess "mushed" means pressed, but it sounds a lot more descriptive than pressed.

"It was then, squinting through the smudged glass..." "Smudged" helps to reinforce the effect of "mushing" Dana's face against the window and helps us to see the imprint of his face on the dirty window.

"One neat green yard after another..." It's interesting to see "neat" used as meaning tidy when we usually use it as meaning "cool."

"He was gripped with curiosity..." I like the word gripped here because it is so descriptive.

"He vaulted over the dog, crashed through a cherry hedge, and then disappeared from view." I'm wondering why we need to know that the hedge was cherry.

"The 'cowgirl' remark was so lame..." The literal meaning of the word lame is not being able to walk, but here it must mean stupid.

"Maybe it don't look like a big deal, but it's gonna take a while to get the site marked out again. Meantime, we can't start clearin' or gradin' or nuthin'. We got backhoes and dozers already leased, and now they gotta sit. I know it don't look like the crime of the century, but still-" I'm wondering if the incorrect usage is helping to characterize Curly as uneducated.

# Draft

Core Content 4.1: RD-06-2.0.1 Identify or explain main idea; 2.0.4 locate key ideas or information; 2.0.5 summarize information; 2.0.7 make predictions, draw conclusions, make generalizations, or make inferences based on what is read

## **SUMMARIZER** (chapter one)

This chapter is about an incident on a school bus in which the bully Dana Matherson sneaks up behind the new student Roy and ambushes him. As Dana mashes his face against the window, Roy sees a strange boy running without shoes as if he wanted to catch the bus but, instead, he runs past the bus and through the neighborhood yards. Roy was intrigued because this boy was a really fast runner and he was doing so without shoes.

Roy doesn't seem to be too concerned about being bullied and we can read between the lines that he's got a cool head on his shoulders because he realized that being called names wasn't worth getting mad about, and since Dana was a lot bigger than him, he wouldn't have been able to fight back anyway.

We can predict that the relationship between the bully and Roy is going to be important in the story. Maybe Roy will use his head to plan his revenge.

On the same day a police officer was sent to investigate vandalism on the property where Mother Paula's All-American Pancake House was going to be built. The vandalism didn't appear to be very serious because all that had happened was the survey sticks had been pulled out of the ground, but this incident would affect the construction schedule.

Curly, the building site watchman, seems uneducated by the way he talks.

We can predict that this incident at the building site is going to be a big part of the story.

Core Content 4.1: RD-06-3.0.1 explain the relationship between events and character's behavior; 3.0.2., identify author's purpose; 3.0.3 explain or analyze how a conflict is resolved; 3.0.4 identify details that support the main idea or explain their importance

## **INTERPRETER** (chapter one)

Dana Matherson is being characterized as being a big bully by his actions on the school bus, i.e., he is physically and verbally abusing Roy, the new kid on the bus.

Roy is being characterized as level headed and curious. He realizes that Dana is nothing but a bully and that he can't do much about it on the bus, so he doesn't get worked up about it. His curiosity is revealed by his interest in the mysterious boy who is running barefoot through people's yards. We don't get a sense of whether he is chasing something or being chased.

Curly, the construction site watchman, is being characterized as uneducated by the language he uses.

The author's purpose in this first chapter is to introduce the setting, i.e., the school bus and a construction site for a pancake house, and to introduce the characters, i.e., Dana, Roy, Officer Delinko, Curly and the mysterious runner.

# Draft

Core Content 4.0: RD-06-4.1 Connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text, e.g., novel, short story, song, film, website, etc.).

## CONNECTOR (chapter one)

I know that bullying is a big issue at some schools, so it will be interesting to see how Roy handles the bully in this story.

From chapter one there are clues that this story takes place in Florida (Miami Heat basketball jersey; suntanned face of the mysterious runner) and the biography of the author Carl Hiaasen says that he's been writing about Florida since age six, so already this book reminds me of *Tangerine* by Edward Bloor. We already know in *Hoot* that Roy is "the new kid on the bus" and he seems to be new to the area, especially as he is thinking about his friend back in Montana, so that is another connection to the family in *Tangerine* who moved around a lot.

From the blurbs at the beginning of the book, we know that this book is pro-environment, so the building site for the pancake house and the vandalism there must have something to do with a pro environmental group.

Core Content 4.1: RD-06-5.0.1 identify ways in which similar themes, ideas, concepts are developed in more than one literary work; 5.0.3 identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole) 5.0.4 identify or explain examples of symbolism, irony, or analogy; 5.0.5 evaluate the author's word choice, style, content, or use of literary elements

## LITERARY CRITIC (chapter one)

In the opening paragraph of chapter one, we learn that Roy "preferred to read comics and mystery books on the morning ride to Trace Middle." Maybe this foreshadows Roy being involved in unraveling some kind of mystery.

The simile "the soles of his bare feet looked as black as barbecue coals" helps us to visualize not only how black the runner's feet were, but also how he was running, i.e., he had to raise his feet pretty high for Roy to be able to see the soles.

The author's word choice of everyday language helps us to see the characters as real and the use of descriptive language throughout the incident on the bus helps us to visualize what's going on, e.g., Roy's face being *mushed*, the bus window being *smudged*, Dana *digging his fingernails into Roy's scalp*.

The location of the pancake house building site "at the corner of East Oriole and Woodbury," suggests a place that was once quiet and peaceful because the names appear to symbolize construction, i.e., singing birds that once were (now divided into east and probably west) and woods that have been buried.

# Draft

Core Content 4.1: RD-06-1.0.4 formulate questions to guide reading; RD-06-2.0.6 apply information in a passage to accomplish a task/procedure to answer questions about a passage; RD-06-5.0.5 evaluate the author's word choice, style, content, or use of literary elements

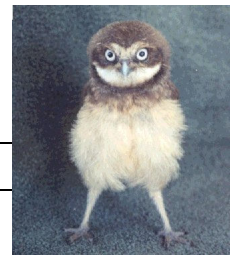
## GRAND INQUISITOR

(chapter one)

I think these are 3 important questions we should have answered:

1. Since Dana Matherson is being characterized through his actions as a big bully in the first couple of pages and vandalism is identified as a cause for bringing in the police in another scene at the beginning, is the author wanting us to connect Dana Matherson with the vandalism?
2. Are names of places going to be significant in this book? For example, the vacant lot at the corner of East Oriole and Woodbury suggests that when those names were assigned, there were woods and birds in that area but now there are not. Are these the types of clues we should be looking for, I wonder?
3. Is the author using names in an ironic way, I wonder? For example, Dana is also a girl's name but Dana is a big bully and calls Roy "cowgirl"; Curly is the name of the security guard, but he is bald. Roy is an ordinary name but it comes from the French *roi* which means king.

# Draft



## Reading Response Journal Prompts

(Based on *Response Journals* by Les Parsons)

Major Focus: Environmental Issues - Who Gives A Hoot?

Core Content: Reflecting and responding to text  
Demonstrating a critical stance  
Connecting information to students' lives and/or real world issues

1. How has the story *Hoot* clarified, confused, or changed your thinking about environmental issues?
2. With what character(s) in *Hoot* or do you identify most closely or feel the most sympathy? What is it about those characters that make you feel this way?
3. What do you think is Roy's most important character trait that has helped him feel at home in Florida? Explain your answer.
4. What issues in *Hoot* are similar to real-life issues that you've thought about or had some experience with? How has this story clarified or confused or changed your views on any of these issues?
5. What character and/or situations in *Hoot* remind you of someone and/or situations in your own life? How are they similar and how do they differ?
6. What writer's craft techniques are you noticing that you want to use in your own writing?
7. What have you been wondering about as you read this book?
8. From our readings and discussions, how would you define "environmental activism?"
9. Evaluate the title *Hoot* now that you have finished reading the book. What is your personal interpretation of the title? What do you give a hoot about?
10. If you could interview the author of *Hoot*, what questions would you ask?

## Rubric for Reading Journals

### Beginner

- Response shows a minimal understanding of the response prompt
- Response uses no information from the text as support
- Errors in spelling, punctuation, and capitalization that interfere with communication

### Learner

- Response shows a basic understanding of the response prompt
- Response uses limited information from the text as support
- Some errors in spelling, punctuation, and capitalization that do not interfere with communication

### Skillful

- Response shows an understanding of the response prompt
- Response uses information from the text as support
- Few errors in spelling, punctuation, and capitalization

### Expert

- Response shows an in-depth understanding of the response prompt
- Response is insightful, well developed and includes information from the text as support
- Control of spelling, punctuation, and capitalization

# Draft

<b>Critical Listening Guide - Persuasion</b>				
Place a check in the appropriate box as you hear the persuasive technique being used				
	Title:	Title:	Title:	Title:
<b>Reasons:</b> A statement of reasons and explanation of why they should be accepted				
<b>Facts, details, statistics:</b> Relevant information that supports author's opinion				
<b>Quotes:</b> An explanation of what others have said or thought that supports author's opinion				
<b>Personal experience/story:</b> An explanation of a relevant personal experience that helps support author's opinion				
<b>Examples:</b> Important examples that help readers see author's point of view				
<b>Explanation of benefits, advantages, and consequences:</b> An explanation of what others stand to gain from agreeing with author and the consequences if they don't				
<b>Slogan:</b> A catchy phrase or statement often used to sell a service or product				
<b>Repetition:</b> The name of a product is repeated many times				
<b>Bandwagon:</b> A statement suggesting that everyone is using a specific product				
<b>Testimonial:</b> A well-known person supports a product or service				
<b>Emotional Appeal:</b> A person is made to have strong feelings about a situation or product				

# Draft

6 <sup>th</sup> grade CORE CONTENT FOR READING – READING SKILL LESSON/ASSESSMENT CHECKLIST	
<b>Dates</b>	
<b>Forming a Foundation for Reading</b>	
	<b>RD-06-1.0.1</b> Apply knowledge of synonyms or antonyms to comprehend a passage. DOK 2
	<b>RD-06-1.0.2</b> Select, based on context, the appropriate meaning for a word that has multiple meanings. DOK 2
	<b>RD-06-1.0.3</b> Apply meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in passage. DOK 2
	<i>RD-06-1.0.4</i> <i>Formulate questions to guide reading.</i>
	<i>RD-06-1.0.5</i> <i>Scan to find key information.</i>
	<i>RD-06-1.0.6</i> <i>Skim to get the general meaning of a passage.</i>
	<b>RD-06-1.0.7</b> Interpret literal and non-literal meanings of words or phrases, based on context. DOK 2
<b>Developing an Initial Understanding</b>	
	<b>RD-06-2.0.1</b> Identify or explain the main idea of a passage. DOK 3
	<b>RD-06-2.0.2</b> Identify and describe characteristics of short stories, novels, poetry or plays. DOK 2
	<b>RD-06-2.0.3</b> Identify or explain the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 3
	<b>RD-06-2.0.4</b> Locate key ideas or information in a passage. DOK 1
	<b>RD-06-2.0.5</b> Summarize information from a paragraph, a section of a passage or the entire passage. DOK 2
	<i>RD-06-2.0.6</i> <i>Apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage.</i>

# Draft

	<b>RD-O6-2.0.7</b> Make predictions, draw conclusions, make generalizations or make inferences based on what is read. DOK 3
	<b>RD-O6-2.0.8</b> Explain the meaning of concrete or abstract terms, based on the context from a passage (e.g., “loaded” words, connotation and denotation). DOK 2
<b>Interpreting Text</b>	
	<b>RD-O6-3.0.1</b> Explain the relationship between events in a story and a character’s behavior. DOK 3
	<b>RD-O6-3.0.2</b> Identify an author’s purpose in a passage. DOK 2
	<b>RD-O6-3.0.3</b> Explain or analyze how a conflict in a passage is resolved. DOK 3
	<b>RD-O6-3.0.4</b> Identify details that support the main idea or explain their importance in a passage. DOK 3
	<i>RD-O6-3.0.5</i> <i>Distinguish between informative and persuasive passages.</i>
	<i>RD-O6-3.0.6</i> <i>Students will distinguish between fact or opinion.</i>
	<b>RD-O6-3.0.7</b> Identify an author’s opinion about a subject. DOK 2
	<b>RD-O6-3.0.8</b> Identify the argument or supporting evidence from a passage. DOK 2
	<b>RD-O6-3.0.9</b> Identify persuasive techniques (e.g., expert opinion, emotional appeal, logical appeal, repetition) or propaganda techniques (e.g., testimonial, bandwagon). DOK 2
<b>Reflecting and Responding</b>	
	<i>RD-O6-4.0.1</i> <i>Connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</i>
<b>Demonstrating a Critical Stance</b>	

# Draft

	<i>RD-O6-5.0.1</i> <i>Identify the ways in which similar themes, ideas and concepts are developed in more than one literary work.</i>
	<b>RD-O6-5.0.3</b> <b>Identify literary devices (e.g., symbolism, irony, analogies, imagery, foreshadowing, figurative language). DOK 2</b>
	<i>RD-O6-5.0.5</i> <i>Evaluate the author's word choice, style, content, or use of literary elements.</i>
	<b>RD-O6-5.0.8</b> <b>Explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures and captions) enhances the reader's understanding of a passage. DOK 3</b>
	<b>RD-O6-5.0.9</b> <b>Identify organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage. DOK 2</b>



# Draft

## Open Response/Multiple Choice

Read the following passage from *Hoot* that describes Roy's attempt to catch a mullet in his bare hands and then answer the questions that follow:

The tide was very high, and only a weather-beaten wedge of the *Molly Bell's* pilothouse showed above the waterline. Roy hung his sneakers on a forked limb and swam out toward the wreck, the warm current nudging him along.

With both hands he grabbed the lip of the pilothouse roof and hoisted himself up on the warped bare wood. There was scarcely enough space for a dry perch.

Roy lay on his belly, blinked the salt from his eyes, and waited. The quiet wrapped around him like a soft blanket.

First he spotted the T-shaped shadow of the osprey crossing the pale green water beneath him. Later came the white heron, gliding low in futile search of a shallow edge to wade. Eventually the bird lighted halfway up a black mangrove, squawking irritably about the high tides.

The elegant company was welcome, but Roy kept his eyes fastened on the creek. The splash of a feeding tarpon (tropical fish) upstream put him on alert, and sure enough, the surface of the water began to shake and boil. Within moments a school of mullet erupted, sleek bars of silver shooting airborne again and again.

Atop the pilothouse, Roy scooted as far as he dared, dangling both arms. The mullet quit jumping but assembled in a V-shaped squadron that pushed a nervous ripple down the middle of the creek toward the *Molly Bell*. Soon the water beneath him darkened, and Roy could make out the blunt-headed shapes of individual fish, each swimming frantically for its life.

As the school approached the sunken crab boat, it divided as cleanly as if it had been sliced by a saber. Quickly Roy picked out one fish and, teetering precariously, plunged both hands into the current.

For one thrilling moment he actually felt it in his grasp - as cool and slick and magical as mercury. He squeezed his fingers into fists, but the mullet easily jetted free, leaping once before it rejoined the fleeing school.

Roy sat up and gazed at his dripping, empty palms.

Impossible, he thought. *Nobody* could catch one of those darn things bare-handed, not even Beatrice's stepbrother. It must have been a trick, some sort of clever illusion. (from *Hoot*, by Carl Hiaasen, pages 290-291)

### Multiple Choice

1. The sentence *The quiet wrapped around him like a soft blanket* is an example of:
  - metaphor
  - personification
  - hyperbole
  - simile

# Draft

2. The best synonym for *school* in the phrase *as the school approached the sunken crab boat* is:

- group of students
- group of aquatic animals
- group of fish
- none of the above

3. The phrase *sleek bars of silver shooting airborne again and again* is an example of:

- simile
- personification
- metaphor
- hyperbole

4. The author's purpose in this passage is to:

- paint a picture
- convey a mood
- describe a conflict
- all of the above

## Open Response

In your own words

a. describe the setting in this passage and explain how this setting contributes to the mood of the piece (DOK 3)

The tide was high

The weather was warm

It was quiet, except for the sound of birds and splash of water

In the middle of the creek was a sunken crab boat called *Molly Bell*

The setting helps to create a calm mood through describing the creek. "The warm current nudging him along" evokes a gentle image. "The quiet wrapped around him like a soft blanket" reinforces the idea of peacefulness.

b. describe how Roy tried to catch a mullet and explain what we can infer from the mullet freeing itself and leaping back into the water (DOK 3)

He swam out to the middle of a creek to climb onto a sunken crab boat. He lay on his belly and dangled both arms into the water. When he saw the splash of a feeding fish upstream, he knew the mullet would swim toward him. When he saw the school of fish swim near the boat, he quickly picked out a fish but it freed itself and leapt back into the water. We can infer that Roy is not as skilled as Mullet Fingers/that man doesn't always have command of nature

c. create a different setting, using description that conveys a different mood from the one in the passage (DOK 3)

# Draft

Read this press release about how the bald eagle was able to make a dramatic comeback after being on the endangered species list and then answer the questions that follow:



February 13,  
2006

Contact: Cindy Hoffman 202/772-3255

## Defenders of Wildlife Celebrates the Recovery of the Bald Eagle

**Washington , D.C.** -- Defenders of Wildlife hailed the dramatic comeback of our national symbol, the bald eagle, as a true Endangered Species Act success story.

"The recovery of the bald eagle proves the important role the Endangered Species Act plays in protecting our nation's imperiled wildlife," said Jamie Rappaport Clark.

Thanks to the protections provided by the Endangered Species Act, the U.S. Fish and Wildlife Service, working in partnership with other federal, state and conservation organizations, was able to accelerate the pace of recovery. Through captive-breeding programs, reintroduction efforts, vigorous law enforcement and habitat protection—including the designation of refuges and the protection of nest sites during the breeding season—the bald eagle has risen from a mere 417 nesting pairs in 1963 to 7,066 nesting pairs in the lower 48 states today. These efforts, combined with the banning of the pesticide DDT by the Environmental Protection Agency in 1972, made the recovery of the bald eagle possible.

"The bald eagle is a true American success story," said Clark . "The recovery of the bald eagle shows that when we join together as a community, we can make miracles happen."

As the U.S. FWS moves forward in its process to formally remove the bald eagle from the list of threatened and endangered species, it will be important to put the proper tools in place to secure the future of our national symbol for generations to come. That will include a long-term monitoring plan to ensure that bald eagle numbers do not significantly decline. It will also be important for the southwestern states to continue to encourage bald eagle recovery where populations lag behind other regions.

"Thanks to the Endangered Species Act, our children will have the opportunity to see a bald eagle fly overhead and will know that our nation is committed to carrying on a great wildlife legacy," said Clark .

###

*[Defenders of Wildlife](#) is recognized as one of the nation's most progressive advocates for wildlife and its habitat. With more than 490,000 members and supporters, Defenders of Wildlife is an effective leader on endangered species issues.*

# Draft

## Multiple Choice

1. The word *Celebrates* in the title of this press release, helps us to understand that the best meaning for the word *hailed* in the first sentence is:
  - greeted
  - welcomed
  - praised
  - none of the above
2. A synonym for the word *imperiled* in the second paragraph is:
  - endangered
  - defenseless
  - threatened
  - all of the above
3. The author's purpose in this press release is to:
  - to give a report
  - to give an explanation
  - to give some facts
  - all of the above
4. The main idea of this passage is:
  - The bald eagle is still an endangered species
  - Recovery of the bald eagle was the result of several efforts
  - Children will be able to see bald eagles
  - Defenders of Wildlife is celebrating

## Open Response

Describe in your own words how the recovery of the bald eagle was made possible (DOK 2)

Several government agencies worked together to speed up the recovery of bald eagles. By working together they were able to

- Breed eagles in captivity
- Enforce environmental laws
- Protect the eagles' habitat
- Protect nesting sites during the breeding season

Also the banning of DDT pesticide by EPA in 1972 helped make the recovery possible.

---

## BURROWING OWL

*Athene cunicularia*

Read this fact sheet about the Burrowing Owl and then answer the questions that follow:

---

### **STATUS:**

In the U.S., the burrowing owl is identified as a "candidate" species by the U.S. Fish and Wildlife Service. In several states, they are considered a "species of special concern." They are "endangered" in Canada.

### **DESCRIPTION:**

These small owls have brown and black spots and long legs.

### **SIZE:**

Being one of the smallest owl species, burrowing owls weigh only five or six ounces and are about 10 inches tall.

### **POPULATION:**

Burrowing owls have disappeared from much of their historic range. In Canadian prairie provinces, their numbers have dropped by more than half in the last decade. In North Dakota and western Montana, they are virtually gone.

### **LIFESPAN:**

Little is known about how long a burrowing owl lives. The most current known record of survival for this species is 8 years, 8 months.

### **RANGE:**

Burrowing owls are distributed from the Mississippi to the Pacific and from the Canadian prairie provinces into South America.

### **HABITAT:**

This species of owl prefers open areas with low ground cover. They nest in abandoned burrows of small mammals, such as prairie dogs or ground squirrels.

### **FOOD:**

Burrowing owls mostly eat small mammals such as moles and mice during late spring and early summer. Later they switch to insects, especially grasshoppers and beetles. They also prey on birds,



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Tel: 1-800-385-9712

[defenders@mail.defenders.org](mailto:defenders@mail.defenders.org)

# Draft

amphibians and reptiles.

## **BEHAVIOR:**

Unlike most owls that only hunt at night, burrowing owls also hunt during the day. In October, they migrate to a warmer climate. Burrowing owls make a tremulous chuckling or chattering call.

## **OFFSPRING:**

Burrowing owls often nest in loose colonies about 100 yards apart. They lay 3 to 12 eggs from mid-May to early June. The female incubates the clutch for about 28 days while the male provides her with food. The young owls begin appearing at the burrow's entrance two weeks after hatching and leave the nest to hunt for insects on their own after about 45 days. The chicks can fly well at 6 weeks old.

## **THREATS:**

Some of the main threats to burrowing owl populations is agricultural development, the use of pesticides, and efforts to eradicate prairie dogs, which live side by side with burrowing owls.

## **PROTECTION:**

As a candidate species, burrowing owls receive no legal protection under the Endangered Species Act (ESA). Candidate species are animals and plants which may warrant official listing as threatened or endangered, but there is no conclusive data to give them this protection at the present time. However, this species does receive some legal protection from the U.S. through the Migratory Bird Treaty Act, which forbids the destruction of the birds and active nests.

## ESPECIES FACT SHEETS



### Multiple Choice

- 1, The purpose of the Burrowing Owl fact sheet is:
  - to persuade
  - to entertain
  - to inform
  - all of the above
2. Burrowing Owls are different from nighttime owls because:
  - they are awake at night
  - they hunt during the day
  - they are much larger
  - all of the above

# Draft

3. Burrowing Owls are a "candidate species" because:
- they cannot be protected
  - they may be endangered
  - they are definitely endangered
  - none of the above
4. Burrowing Owls are found:
- in a wide range of places
  - in very few places
  - in North America only
  - none of the above

## Open Response

Based on information about burrowing owls in this passage and what you have learned about them in your reading of *Hoot*, explain why it would be easy for builders to be unaware of the presence of these birds on their construction sight (DOK 3).

Since they are very small, they would be hard to see. Since they live in the abandoned burrows of other animals, you would not expect to find them in those habitats. Since they prefer to live in open spaces where construction is likely to take place, they are more likely to be vulnerable. Since they migrate, it might be difficult to predict where they will move to.

# Draft

## Reasons to Write

After reading the following letter from a 6<sup>th</sup> grade student about pollution, plan how you would persuade a government official or concerned adult to protect an endangered species or address a problem of your choice

([http://www.readwritethink.org/materials/persuasion\\_map/](http://www.readwritethink.org/materials/persuasion_map/))

Dear Mr. President,

Purpose: States problem

Idea Development: Cause-Effect Problem-solution

My name is Tyler Duckworth, and I am a sixth-grade student at Liberty Middle School in Morganton, North Carolina. I think the first thing you should do, Mr. President, is take specific action to protect our environment. As an avid reader of books about science, I am concerned about the natural wonders of our nation and of the world being preserved both for my generation and for future generations. There are many reasons that this concerns me.

First of all, the pollution of our earth seems to be on the increase. Factories continue to pollute, cars continue to pollute, and people continue to pollute. If this is not stopped, the human race itself may end as we continue to destroy our air, our water, and our plants and animals. Statistics show that acid rain is on the increase and the hole in the ozone layer is widening at an alarming rate. Too little is being done to stop pollution. I feel action must be taken now, before it is too late.

Secondly, our land must be preserved. The national parks and wildlife refuges must be protected. Strict laws should be passed so that all these areas are kept safe.

Also, the land in the rain forests is essential to our survival. Each year, more and more land in the rain forests is destroyed. If man continues to destroy the rain forests, the species present in them and the plant life present in them can never be replaced. Action must be taken, and it must be taken now, and the action taken must be firm and bound by law.

I believe that you, Mr. President, care about our country. You have stated in many speeches that I have listened to and in many articles that I have read that you care about our environment. It is essential that you, as our leader, do what is necessary to preserve the earth for future generations.

In my dad's office, he has a quote that reads, "We do not inherit the earth from our ancestors; we borrow it from our children." That too is my belief as a 12-year-old citizen of the greatest country in the world—the United States of America.

Mr. President, I ask you to place act now to save our country and our world.

Implies background knowledge; sets context for reader

Positive tone

Quote supports writer's opinion

Sincerely,  
Tyler James Duckworth, 12  
Liberty Middle School  
Morgantown, North Carolina

# Draft

## Sample Guide to Persuasive Letters

Your  
address  
(optional)

Date

GREETING:

Dear.....

PARAGRAPH ONE: Introduce yourself, state the main reason for writing and address the reader

PARAGRAPH TWO: Reason or point number one. Add supporting details, examples, etc.

PARAGRAPH THREE: Reason or point number two. Add supporting details, examples, etc.

PARAGRAPH FOUR: Reason or point number three. Add supporting details, examples, etc.

PARAGRAPH FIVE: Restate the main reason for writing, make a final appeal, and thank the reader for his or her time.

CLOSING:

Examples: Sincerely,  
Respectfully, Your Friend,  
etc.

# Draft

## Writer's Reference Sheet

Follow the steps below to help you successfully write your response.

### Focusing

- ✓ Read the task to identify your purpose and audience and the form of writing you should use.
- ✓ Think about information you may have (personal experiences, current issues, and your knowledge about this topic) that will help you fulfill the purpose in your response to the task and meet the needs of the audience.

### Prewriting

- ✓ After reading the task and focusing your thinking, begin to plan what you will write.
  - Select and narrow your topic.
  - Focus on your purpose by identifying a central/controlling idea.
  - Identify your audience's needs.
  - Generate and organize your ideas and support. (You may use graphic organizers).

### Drafting

- ✓ Write a first draft of your response to the task on paper provided by your teacher.

### Revising

- ✓ Be sure to review your writing for the following:
  - Focus and attention to purpose and audience
  - Development of ideas, details, and support
  - Clear organization, with transitions as necessary
  - Variety of sentence structures

### Editing

- ✓ Review your writing and correct any errors in sentence structure, word choice, punctuation, capitalization, and spelling.

### Publishing

- ✓ The final draft of your response must be written in your Student Response Booklet.

As you revise, ask yourself these important questions.

### When I organized my writing, did I

- include an attention-getting lead (such as a quote, a question, or a statement)?
- develop the body (with supporting details, transitions, and paragraphs)?
- conclude effectively (by referring back to the lead, asking the audience to take action, leaving the audience something to think about, etc.)?

### If it is a letter, have I

- used the correct letter form (business or friendly)?
- supported my purpose with details?
- answered my audience's anticipated questions?

### If it is an editorial, have I

- given my opinion?
- supported my opinion with reasons?
- given examples, statistics, stories, etc., to support each reason?

### If it is an article, have I

- focused on an interesting angle of the topic?
- supported my purpose with relevant idea development?
- used text features effectively (sections with headings, bulleted lists, etc.)?

### If it is a speech, have I

- met the needs of my audience?
- supported my purpose with details that will engage the audience?

Remember to print or write neatly.

# Draft



## On Demand - Persuasive Techniques Becoming Wiser Consumers

### SITUATION:

Nowadays as we watch TV and listen to the radio, it is quite easy for us to be influenced by the commercials we see and hear. But the more we know about the kinds of persuasive techniques that are being used, the better prepared we can be to make wise choices about what we buy. Your school newspaper is going to publish articles about persuasive techniques so that readers can become wiser consumers.

### WRITING TASK:

Read the descriptions of persuasive techniques below and think about two different products that you've seen or heard advertised that use one or more of these techniques. Then write an article for your school newspaper about these products/techniques and convince your readers to think before they act.

<b>Slogan:</b>	A catchy phrase or statement often used to sell a service or product
<b>Repetition:</b>	The name of a product is repeated many times
<b>Bandwagon:</b>	A statement suggesting that everyone is using a specific product
<b>Testimonial:</b>	A well-known person supports a product or service
<b>Emotional Appeal:</b>	A person is made to have strong feelings about a situation or product

# Draft



On Demand

## The Power of Positive Persuasion

### SITUATION:

Using positive persuasive techniques such as the examples listed below can be influential in convincing readers to accept your opinion on an issue or topic. So the more we know about these kinds of persuasive techniques, the more influential we can be. Your school newspaper is going to publish articles about using positive persuasive techniques to help readers become influential writers.

### WRITING TASK:

Read the descriptions of positive persuasive techniques below and think about the ones you have used to help your friends or family accept your opinion. Then write an article for your school newspaper explaining the benefits of using positive persuasive techniques, giving a personal experience to support your purpose.

<b>Reasons:</b>	A statement of reasons and explanation of why they should be accepted
<b>Facts, details, statistics:</b>	Relevant information that supports your opinion
<b>Quotes:</b>	An explanation of what others have said or thought that supports your opinion
<b>Personal experience/story:</b>	An explanation of a relevant personal experience that helps support your opinion
<b>Examples:</b>	Important examples that help readers see your point of view
<b>Explanation of benefits, advantages, and consequences</b>	An explanation of what others stand to gain from agreeing with you and the consequences if they don't

# Draft

Student Created Rubric Sample  
for culminating product  
(criteria dependent upon student choice of inquiry project)

Needs Improvement	Satisfactory	Skillful	Expert
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## Mechanics

Errors in spelling, punctuation, and capitalization that interfere with communication	Some errors in spelling, punctuation, and capitalization that do not interfere with communication	Few errors in spelling, punctuation, and capitalization	Control of spelling, punctuation, and capitalization
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## Organization

No organizer Poor placement of work	Some organization Placement of work does not impede communication	Well organized Placement makes sense and communicates well	Superior organization skills demonstrated
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## Connection to Unit

Shows no connection to the unit and classroom discussions	Shows some connection to the unit and classroom discussions	Shows clear connection(s) to the unit and classroom discussions	Shows insightful, well-developed connections to the unit and classroom discussions
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## Presentation of Product

Ineffective presentation Does not gain attention of audience	Gains attention of audience Attempts to maintain interest level	Makes connection to audience Skillfully maintains interest level	Makes insightful connection to audience Sustains high interest level
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