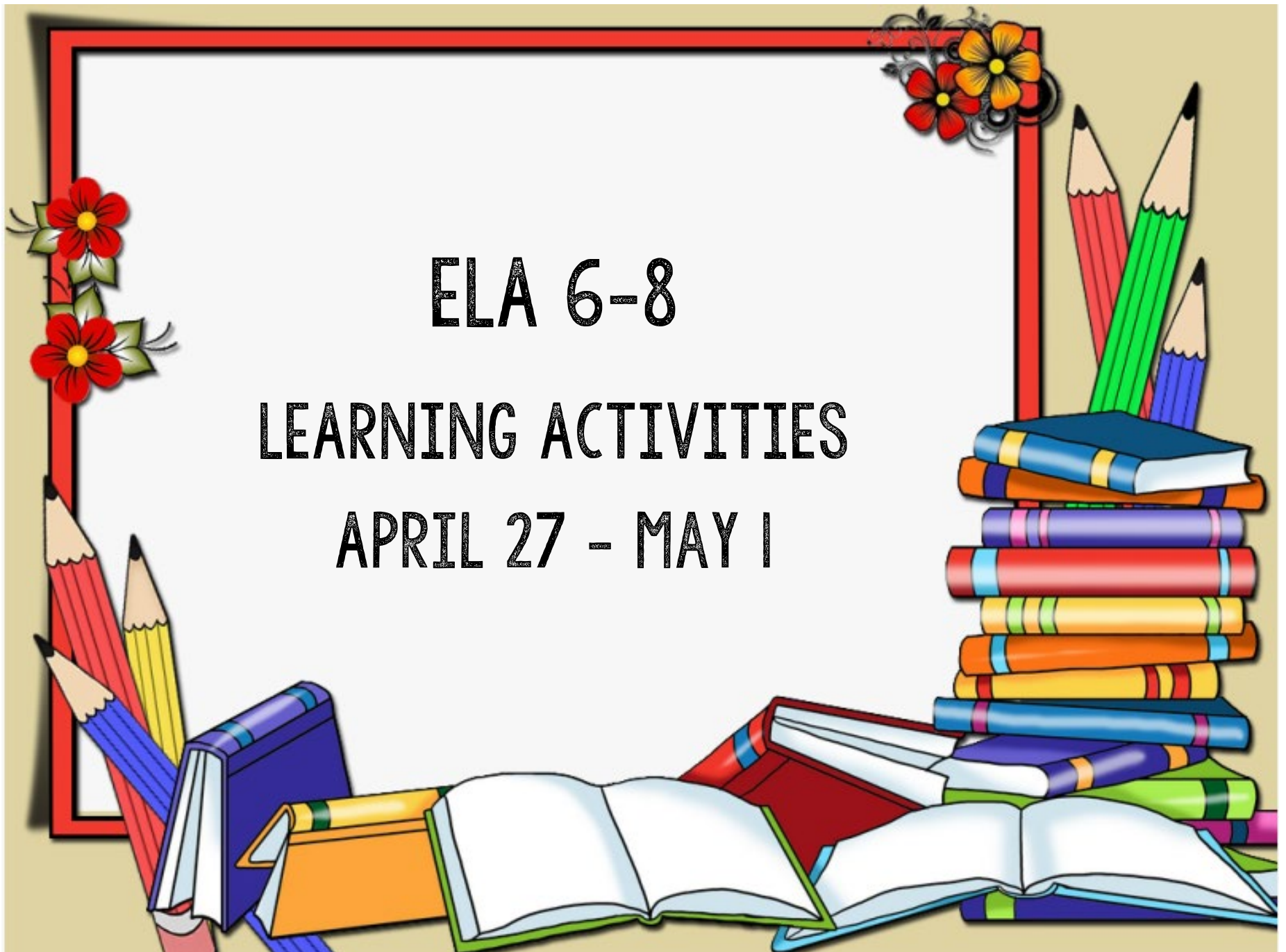




ELA 6-8

LEARNING ACTIVITIES

APRIL 27 - MAY 1





## Learning Plan / Student Overview St. Louis Public Schools Middle School English Language Arts

The following lessons should be completed by students during the week of **April 27 - May 1**. Students may determine their own pacing. Lessons are divided into suggested daily chunks, but students may complete more or less each day. All work may be done on notebook paper or typed. If you have technology access, please complete work in your teacher's virtual classroom space. Check with your child's teacher for directions related to work submission and grading.

**Welcome to Week 6!** Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off completed work.

If you need additional resources to support virtual learning, please visit: <https://www.slps.org/extendedresources>

In this unit, students will investigate some of the challenges and triumphs of growing up, considering the possibilities both good and bad that lie ahead of them. Students will read a variety of texts as they discuss and explore the Essential Questions for the unit: *What are some of the challenges and triumphs of growing up?*

### ELA Skills and Standards Covered in this Unit:

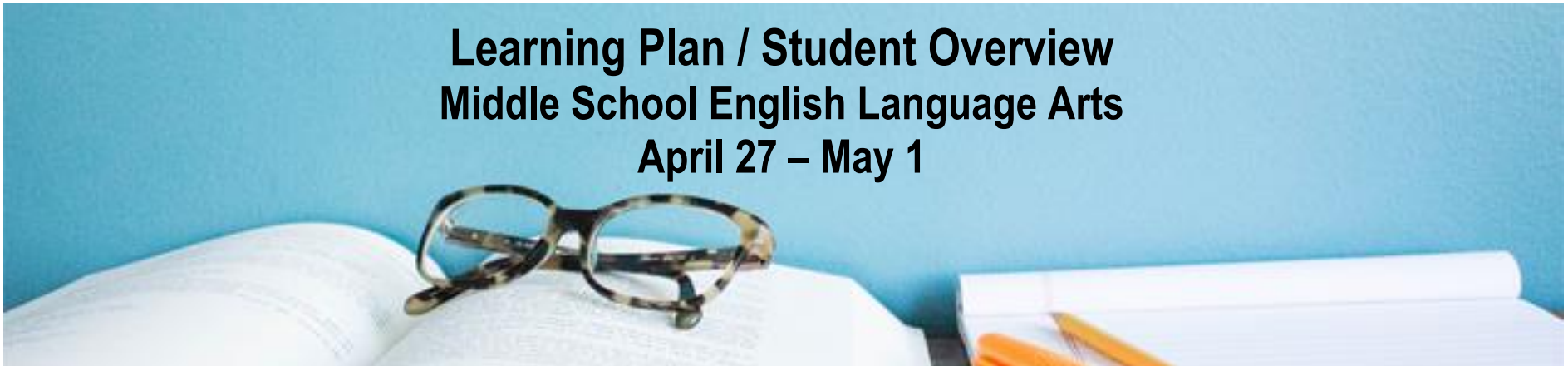
- RL.1.A / RI.1.A – Draw conclusions, infer, and analyze by citing textual evidence.
- RL.1.B / RI.1.B – Determine the meaning of words and phrases as they are used in the text.
- RL.1.D / RI.1.D – Summarize a text.
- RL.2.A / RI.2.A – Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.
- RL.2.B / RI.2.B – Determine an author's point of view in a text and explain how it is developed.
- RL.3.B / RI.3.B – Compare and contrast texts that address similar themes or topics.
- W.2.A – Produce clear and coherent writing in which the development, organization, style, and voice are appropriate to task, purpose, and audience.



# Learning Plan / Student Overview

## Middle School English Language Arts

### April 27 – May 1



Suggested Pacing	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Your Assignments <i>How will you show your teacher that you learned the material?</i>
MONDAY	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #1, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can acquire and use grade-appropriate vocabulary.</li> <li>I can express my opinions in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Video: Best of the Bee <i>Students will need internet access and the BouncePages app to view this video.</i></li> <li>Unit 1 Introduction: Discussion Question #1 Response Chart</li> </ul>	<ul style="list-style-type: none"> <li>Watch Video</li> <li>Discussion Question: Do you think competition should be part of everyone's childhood?</li> </ul>
	<ul style="list-style-type: none"> <li>I can acquire and use grade-appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Concept Vocabulary: Chart</li> </ul>	<ul style="list-style-type: none"> <li>Concept Vocabulary: Rank the vocabulary words for <i>from "Brown Girl Dreaming"</i> from 1-6 based on your prior knowledge of the words.</li> </ul>
	<ul style="list-style-type: none"> <li>I can read grade-level text independently.</li> </ul>	<ul style="list-style-type: none"> <li>First Read: <i>from "Brown Girl Dreaming"</i></li> </ul>	<ul style="list-style-type: none"> <li>Read the text. Use the "First Read: Memoir in Verse" chart to guide your reading.</li> <li>Complete the "First-Read Guide: Poetry" assignment.</li> </ul>
	<ul style="list-style-type: none"> <li>I can draw conclusions, infer, and analyze by citing textual evidence to support my analysis of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension Check Questions</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Comprehension Check questions after you finish your first read of the text. Please answer in complete sentences. You do not need to do the Research task at the bottom of the page.</li> </ul>
TUESDAY	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #2, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can analyze how a particular stanza fits into the overall structure of a text.</li> <li>I can explain how an author develops the point of view of the narrator or speaker in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Close Read: <i>from "Brown Girl Dreaming"</i></li> </ul>	<ul style="list-style-type: none"> <li>Read the "Close Read the Text" section on page 20 for a model of how to annotate, question, and draw conclusions from the text.</li> <li>Reread the text. As you read, complete the close-read notes/questions in the margin of the text.</li> <li>Complete "Analyze the Text" at the bottom of page 20. Be sure to cite textual evidence from "Brown Girl Dreaming" in your responses. You should answer these questions in complete sentences.</li> </ul>

Suggested Pacing	Lesson Objective <i>What will you know and be able to do at the conclusion of this lesson?</i>	Resources <i>What print and electronic resources are available to support your learning?</i>	Your Assignments <i>How will you show your teacher that you learned the material?</i>
WEDNESDAY	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #3, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can analyze how a particular stanza fits into the overall structure of a text.</li> <li>I can explain how an author develops the point of view of the narrator in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Craft and Structure</li> </ul>	<ul style="list-style-type: none"> <li>Complete the "Analyze Craft and Structure" assignment (2 pages). Be sure to use evidence from the text in your responses.</li> </ul>
THURSDAY	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #4, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can determine the meaning of words and phrases as they are used in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Concept Vocabulary Lesson &amp; Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Read the Concept Vocabulary Lesson on page 22 and complete all assignments on both pages.</li> </ul>
	<ul style="list-style-type: none"> <li>I can use knowledge of language and its conventions when writing.</li> </ul>	<ul style="list-style-type: none"> <li>Conventions Lesson &amp; Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Read the Conventions Lesson on page 23 and complete all assignments on both pages.</li> </ul>
FRIDAY	<ul style="list-style-type: none"> <li>I can read independently for pleasure.</li> <li>I can respond to reading through writing.</li> </ul>	<ul style="list-style-type: none"> <li>Any text of choice may be used for independent reading. <i>See resources in this packet.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read for a minimum of 20 minutes from a text of your choice.</li> <li>Complete Reader Response Journal Entry #5, choosing from the list of prompts provided in this packet.</li> </ul>
	<ul style="list-style-type: none"> <li>I can write narratives to develop real or imagined experiences or events.</li> </ul>	<ul style="list-style-type: none"> <li>Writing to Sources</li> </ul>	<ul style="list-style-type: none"> <li>Write a brief poem in which you use Woodson's memoir as inspiration. Follow the steps outlined in the task.</li> </ul>
	<ul style="list-style-type: none"> <li>I can draw evidence from literary or informational texts to support reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on Your Writing</li> </ul>	<ul style="list-style-type: none"> <li>Once you have completed the Writing to Sources assignment, complete the Reflect on Your Writing task at the bottom of page 24.</li> </ul>

Pearson has generously made ELA content available to St. Louis Public Schools during the school closure. Their program resources use BouncePages to allow students the option of interacting with some resources digitally. BouncePages is a free Pearson app for mobile devices used to play multimedia from selected pages in a Pearson textbook. Multimedia includes audio recordings of texts and video clips that pair with printed content. The app is available from either the Apple App Store or the Google Play Store.



#### To download the free BouncePages App:

- Go to the Apple App Store or Google Play Store.
- Enter **bouncepages** in the search box and then tap **Search**.
- Tap to select the **Pearson BouncePages** app (blue 'b' and red 'p' on black rectangle).
- Tap the **Download** icon or the **Install** button to download and install the app.
- Tap the **Open** icon or button to open the app.
- You will get a prompt that says either, "BouncePages Would Like to Access the Camera" or "Allow BouncePages to take pictures and record video?"
- Tap **OK** or **Allow**.

#### To use the BouncePages App:

- The scannable pages in the Pearson textbook will contain either the **bp** logo (shown above) or some other logo that signifies that the page has multimedia attached to it.
- Tap the **bouncepages** icon on your mobile device.
- A rectangle will show on your device that defines the scanning window.
- Aim the camera so the FULL page is easily viewable within the scanning window on your screen.
- Tap the screen to scan the page (this may take a few seconds).
- A button or buttons will appear.
- Tap the appropriate button to go to the multimedia link.





# ASSIGNMENT CHECKLIST - CHILDHOOD UNIT (WEEK 1 OF 4)

Please use this checklist to ensure all assignments for this week have been completed.

ASSIGNMENT NAME	ASSIGNMENT DESCRIPTION	ASSIGNMENT SUBMITTED		GRADE RECEIVED
		PAPER/PENCIL SUBMISSION	VIRTUAL CLASSROOM	
Independent Reading: <i>Reader Response Journal Entry #1</i>	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
Unit Intro: <i>Watch Video</i>	<ul style="list-style-type: none"> <li>✓ Watch Video: Best of the Bee → Use the BouncePages app to view the video (if internet access is available). If internet is not available, proceed to the discussion question.</li> </ul>			
Unit Intro: <i>Discussion Question #1</i>	<ul style="list-style-type: none"> <li>✓ Discussion Question: Do you think competition should be part of everyone's childhood?</li> </ul>			
Concept Vocabulary: <i>Vocab Preview</i>	<ul style="list-style-type: none"> <li>✓ Concept Vocabulary: Rank the vocabulary words for from "Brown Girl Dreaming" from 1-6 based on your prior knowledge of the words.</li> </ul>			
First Read: from "Brown Girl Dreaming"	<ul style="list-style-type: none"> <li>✓ First Read: from "Brown Girl Dreaming" → Read the text. Use the "First Read: Memoir in Verse" chart to guide your reading. There are cues in the margins of the text to help you annotate, question, and draw conclusions as you read. You do not need to write out the questions in the margins for the first read of the text, but you do need to complete the "First-Read Guide: Poetry" assignment.</li> </ul>			
Comprehension Check: from "Brown Girl Dreaming"	<ul style="list-style-type: none"> <li>✓ Complete the Comprehension Check questions after you finish your first read of the text. Please answer in complete sentences. You do not need to do the Research task at the bottom of the page.</li> </ul>			
Independent Reading: <i>Reader Response Journal Entry #2</i>	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
Close Read: from "Brown Girl Dreaming"	<ul style="list-style-type: none"> <li>✓ Read the "Close Read the Text" section on page 20 for a model of how to annotate, question, and draw conclusions from the text.</li> </ul>			
Close Read: from "Brown Girl Dreaming"	<ul style="list-style-type: none"> <li>✓ Reread the text. As you read, complete the close-read notes/questions in the margin of the text.</li> </ul>			
Close Read: from "Brown Girl Dreaming"	<ul style="list-style-type: none"> <li>✓ Complete "Analyze the Text" at the bottom of page 20. Be sure to cite textual evidence from "Brown Girl Dreaming" in your responses. You should answer these questions in complete sentences.</li> </ul>			
Independent Reading: <i>Reader Response Journal Entry #3</i>	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
Standards Practice: <i>Analyze Craft and Structure</i>	<ul style="list-style-type: none"> <li>✓ Complete the "Analyze Craft and Structure" assignment (2 pages). Be sure to use evidence from the text in your responses.</li> </ul>			
Independent Reading: <i>Reader Response Journal Entry #4</i>	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
Concept Vocabulary: from "Brown Girl Dreaming"	<ul style="list-style-type: none"> <li>✓ Read the Concept Vocabulary Lesson on page 22 and complete all assignments on both pages.</li> </ul>			
Conventions from "Brown Girl Dreaming"	<ul style="list-style-type: none"> <li>✓ Read the Conventions Lesson on page 23 and complete all assignments on both pages.</li> </ul>			
Independent Reading: <i>Reader Response Journal Entry #5</i>	<ul style="list-style-type: none"> <li>✓ Read for a minimum of 20 minutes from a text of your choice.</li> <li>✓ Complete a Reader Response Journal entry, choosing from the list of prompts provided in this packet.</li> </ul>			
Writing to Sources: from "Brown Girl Dreaming"	<ul style="list-style-type: none"> <li>✓ This assignment serves as the assessment this week. Write a brief poem in which you use Woodson's memoir as inspiration. Follow the steps outlined in the task. Try to use some of the concept vocabulary words in your writing. The page following the assignment description contains additional support for the task.</li> </ul>			
Reflect on Your Writing: from "Brown Girl Dreaming"	<ul style="list-style-type: none"> <li>✓ Once you have completed the Writing to Sources assignment, complete the Reflect on Your Writing task at the bottom of page 24.</li> </ul>			

# SLPS TEXT ANNOTATION SYMBOLS

SYMBOL	WHAT THIS SYMBOL REPRESENTS	WHAT TO WRITE IN YOUR ANNOTATION
+	I agree with what the text/author says here.	Explain why you agree with the text/author.
-	I disagree with what the text/author says here.	Explain why you disagree with the text/author.
*	Important information, key ideas/concepts.	Summarize or paraphrase the important information/ideas.
!	Information you find interesting, hard to believe, or surprising.	Reflect/Explain what about the information was interesting or surprising to you.
?	Information that confuses you or doesn't make sense or about which you are curious.	Compose a question to express what confuses you or what you are curious about.
=	Information that reminds you of something you have read, heard, seen, or experienced before.	Discuss the connection you are making between this information and information previously read, heard, seen, and/or experienced.
(	Places where you notice the author is doing something unique/deliberate/interesting in their writing (craft/style/conventions).	Comment on author's craft. What specifically are they doing here that stands out and how does this help convey their message more clearly?
	Put a box around words with which you are unfamiliar or are key content words.	Use context clues to form your own definition or look the word up to find a formal definition.
	Put a circle around transition words (but, instead, however...).	How does this transition word signal a shift?
[ ]	Bracket main ideas. If several lines are important, draw a line down the margin to indicate the section of text.	In your own words, summarize the main idea in the margin.
~~~~	Place a squiggly line under examples of positive connotation.	How does this word choice indicate positive connotation?
----	Underline examples of negative connotation.	How does this word choice indicate negative connotation?
S	A symbol is a literal thing that also stands for something else (flag, cross, flame).	What does the symbol represent? How does this help you discover new layers of meaning?
I	Imagery includes words that appeal to one or more of the five senses. Imagery is important in understanding an author's message and attitude.	What senses does this imagery appeal to?
F	Figurative language includes things like similes, metaphors, and personification.	What type of figurative language is used in the text? How does it reveal deeper meaning?
T	Tone is the overall mood of a piece of literature.	What is the mood of this section of the text?
TH	A theme is a broad idea in a story, or a message or lesson conveyed by a work. This message is usually about life, society, or human nature.	What universal theme is indicated in the text?

**Every annotation has THREE elements: a highlight, a symbol, and a sentence.**

- Highlight:** Highlight **words/phrases** that catch your attention in the ways described above. Highlight **ONLY** the **crucial** words/phrases. Do **NOT** highlight entire sentences/paragraphs!
- Symbol:** **Why** did you highlight what you highlighted? Put a **symbol** from the chart above.
- Sentence:** Closely reading a piece of text does you no good if you later forget **why** you made your highlights. The symbols will help remind you, but they are not enough! You **MUST** write a **sentence** to go along with your symbol. If a passage was confusing, write down a question. Making a connection? To what are you connecting this information? If you agree/disagree with an author, write **why**. Do not write phrases like "Wow!" or "This is interesting!" Be **specific**!

# READER RESPONSE JOURNAL PROMPTS

After completing a minimum of 20 minutes of independent reading, please select one of the following prompts. Choose a prompt that is appropriate for the text you are reading. Respond to the prompt thoroughly, crafting a well-written response. Responses may be typed or hand-written. Please be prepared to submit your completed Reader Response Journal Prompts to your teacher upon returning to school or upload your responses in your teacher's virtual classroom space.

## Story Elements

- Explore how the main character changed throughout the story.
- Write about something that surprised you or that you found interesting.
- Describe an interesting or important character in your book.
- Write about your favorite part of the book and why it was important to the story.
- Tell your thoughts or feelings about the theme of the story.
- Write a letter to a character in the book or a letter from one character to another.
- Compare two characters in the book to each other by describing their similarities and their differences.
- Describe places where the author gives good descriptions of the characters, setting, problem, or solution.
- Write a diary entry in the voice of a character in your book.
- Compare a character in your book to a character in another book you have read.

## Recall

- Summarize the chapter you just read.
- Describe in details the setting of your book and how it fits into the story.
- Draw a picture of the climax of the story.
- List five adjectives that describe the book's main character.
- Describe the setting of the story and illustrate it.
- List five facts you learned about the topic covered in the book or article.
- Retell the ending of the story AND write your feelings about it.

## Prediction

- How do you think the story will end?
- Which character do you think will change the most by the end? Why?
- Who do you think the culprit is? Why?
- Based on the title, what do you think the book is about?
- How do you think this conflict will be resolved?
- Draw a picture of what you think will happen next. Describe it.
- Write your predictions about the story and tell whether or not they were right.

## Connections

- Create a Venn diagram that compares the setting of this story with the area where you live.
- What advice would you give a character in this book? Why?
- If you were a character in this book, how would it affect the plot?
- Explain how the book reminds you of yourself, people you know, or of something that happened in your life (T-S Connections).
- Explain how the book reminds you of other books, especially the characters, events, or setting (T-T Connections).
- Describe how this book is like other books by the same author, on the same topic, or in the same genre.
- Do any of the characters remind you of friends, family members, or classmates? Explain.
- How have you changed after reading this book? Explain.
- If you could be related to a character, who would it be and why?

## Language

- Copy a sentence from the book that you think is well written. Why do you like this sentence? Illustrate the sentence.
- Find examples of figurative language in the text. Write them down.
- List five words from the book that you find interesting or unfamiliar. Write their definitions and use them each in a sentence.
- Describe the author's craft: What was good about the author's writing? What things might you try to do in your own writing that you learned from this author?
- Describe how the author makes you feel through their writing.

## Opinion

- Why do you think the author chose the opening line he or she did? Did you like it? Did it make you want to read further?
- Who is your favorite character? Why? Draw a picture of this character.
- What do you think of the antagonist's actions? Are they right or wrong?
- What do you think is the most important scene in the book? Why?
- How would a different setting affect the story?
- Was the cover design effective? Did it make you want to read the book? Create a new cover design for this book.
- Did you like the ending of the book? How would you have liked it to end? Rewrite a new ending for the book.
- Write a question you would like to ask the author. How do you think he or she would respond?
- Do you agree with the point the author is making? Why?
- Did the graphs and diagrams help you understand the text better?
- Do you like the ending of this book? Why or why not? Do you think there is more to tell?

## Evaluation

- Did you enjoy the book? Why or why not?
- Was the book hard or easy to read? Why?
- What didn't you understand in the text?
- Would boys and girls enjoy this book equally? Support your reasons.
- Would you like to read more books by this author? Why or why not?
- Do you think the author chose a good title for the book? Why or why not?
- What did you learn about the time in which the story took place?
- Write about an important lesson that was learned in the story.
- Describe parts of the book that puzzled you or made you ask questions.
- Would you recommend the book to another reader? Explain why or why not.
- Describe what you would change about the book if you could rewrite it.
- Explain what you want to remember about this book and why.
- Make a list of things you don't understand, find confusing, or have questions about.

## Alternative Responses

- Write a "book commercial" to convince or persuade others to read this book.
- Write a poem about your book.
- Illustrate a book cover different from what is on your book.
- Write a feasible solution for a problem a character has that is different from anything suggested in the book.
- Pretend that you are the author and writing a sequel to this book. Explain what should happen.
- Give 3 reasons why this book should be taught to the whole class.
- Choose a food that represents this book and explain why.
- Create a theme song with lyrics for the book.
- Write a letter to the author of your book.
- Choose a character of the book, decide what would be an appropriate birthday present for that character and explain why.
- Discuss a portion of the book that was too predictable.
- Create an award for this book. Explain the award and why this book received it.
- Make a list of the characters in your book and then create a cast of famous people that you would choose to portray that character if you were making a movie.
- Write a letter to a character in your story.
- Make a comic strip story (minimum of 3 frames).
- Make a timeline of the events (minimum 5 events) in this story. You must illustrate each event and label each event with a caption or description.
- Make a list of characters in your book. Transform the major characters in your book to animals. Decide upon an animal for each based upon personality traits.
- List 10 interesting words from your book and... (choose one):
  - Tell why each word is interesting.
  - Write a definition for each word.
  - Use each in a sentence of your own.



# INDEPENDENT READING RESOURCES

Students may select any reading material of their choice for independent reading assignments. If a novel is not available at home, please consider the following free resources.

- [St. Louis Public Library](http://slpl.org) [slpl.org]
- [International Children's Digital Library](http://en.childrenslibrary.org) [en.childrenslibrary.org]
- [Open Library](http://openlibrary.org) [openlibrary.org]
- [Storynory](http://storynory.com) [storynory.com]
- [Unite for Literacy](http://uniteforliteracy.com) [uniteforliteracy.com]
- [Newsela](http://newsela.com) [newsela.com]
- [Dogo News](http://dogonews.com) [dogonews.com]
- [Tween Tribune](http://tweentribune.com) [tweentribune.com]
- [ReadWorks](http://readworks.org) [readworks.org]
- [Google News](http://news.google.com) [news.google.com]
- [PBS News Hour Extra for Students in Grades 6-12](http://pbs.org/newshour/extra) [pbs.org/newshour/extra]
- [Newseum](http://newseum.org) [newseum.org]
- [New York Times Student Section](http://nytimes.com/section/learning) [nytimes.com/section/learning]
- [Time for Kids](http://timeforkids.com) [timeforkids.com]
- [Science News for Students](http://sciencenewsforstudents.org) [sciencenewsforstudents.org]
- [Youth Voices](http://yourcommonwealth.org) [yourcommonwealth.org]

## St. Louis Public Library Resources

The St. Louis Public Library is allowing residents to apply for digital library cards. There is a quick form to fill out and a library card is generated for the patron. They have an amazing collection of e-books and audiobooks available without ever needing to leave the house. They also no longer issue fines for any late materials.

E-Card:

<https://www.slpl.org/ecard>

All Downloadables:

<https://www.slpl.org/resources-types/all-downloadables>

Comics and Graphic Novels:

<https://www.slpl.org/resources-types/comics-graphic-novels>

E-Audiobooks:

<https://www.slpl.org/resources-types/audiobooks>

E-Books:

<https://www.slpl.org/resources-types/ebooks>

Newspapers and Magazines:

<https://www.slpl.org/resources-types/newspapers-magazines>



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## INDEPENDENT READING: READER RESPONSE JOURNAL ENTRY #1

Please write/type the prompt you are responding to in the box below.

Please write/type your response to the prompt in the box below.

## INDEPENDENT READING: READER RESPONSE JOURNAL ENTRY #2

Please write/type the prompt you are responding to in the box below.

Please write/type your response to the prompt in the box below.

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## INDEPENDENT READING: READER RESPONSE JOURNAL ENTRY #4

Please write/type the prompt you are responding to in the box below.

Please write/type your response to the prompt in the box below.

## INDEPENDENT READING: READER RESPONSE JOURNAL ENTRY #5

Please write/type the prompt you are responding to in the box below.

Please write/type your response to the prompt in the box below.

# UNIT INTRODUCTION: DISCUSSION QUESTION #1

**Do you think competition should be part of everyone's childhood?**

Please respond using complete sentences. Use examples to support your opinion.

Set a timer for 5 minutes and write for the full five minutes.

## About the Author



### Jacqueline Woodson

(b. 1964) was born in Columbus, Ohio. She recalls being happiest as a child when she was writing: "I wrote on paper bags and my shoes and denim binders." A 2008 Newbery Honor winner, Woodson believes that writers need to be honest and to listen to the voices of young people.

# from *Brown Girl Dreaming*

## Concept Vocabulary

You will encounter the following words as you read the excerpt from *Brown Girl Dreaming*. Before reading, note how familiar you are with each word. Then, rank the words in order from most familiar (1) to least familiar (6).

WORD	YOUR RANKING
squish	
humming	
twist	
twirl	
shushes	
feathery	

## First Read MEMOIR IN VERSE

Apply these strategies as you conduct your first read. You will have an opportunity to complete the close-read notes after your first read.



Name:	Date:
-------	-------

## First-Read Guide **POETRY**

Use this page to record your first-read ideas.

Selection Title: \_\_\_\_\_

**NOTICE**

**NOTICE** *who* or *what* is “speaking” the poem and whether the poem tells a story or describes a single moment.

**ANNOTATE**

**ANNOTATE** by marking vocabulary and key passages you want to revisit.



**CONNECT** ideas within the selection to what you already know and what you have already read.

**RESPOND** by completing the Comprehension Check and by writing a brief summary of the selection.

**CONNECT**

**RESPOND**



# from Brown Girl Dreaming

Jacqueline Woodson

## BACKGROUND

As a child in the 1960s, Jacqueline Woodson moved with her family from Greenville, South Carolina, to Brooklyn, in New York City. Her memoir *Brown Girl Dreaming* tells of her childhood experiences growing up in both places. In a memoir, an author recalls important events in his or her life. *Brown Girl Dreaming* is unique as a memoir because it is written in verse, or as poetry.

SCAN FOR  
MULTIMEDIA



## brooklyn rain

The rain here is different than the way  
it rains in Greenville. No sweet smell of honeysuckle.  
No soft **squish** of pine. No slip and slide through grass.  
Just Mama saying, *Stay inside today. It's raining,*  
5 and me at the window. Nothing to do but  
watch  
the gray sidewalk grow darker,  
watch  
the drops slide down the glass pane,  
10 watch  
people below me move fast, heads bent.

Already there are stories  
in my head. Already color and sound and words.

## NOTES

**squish** (skwihsh) *n.* spongy, cushioned feeling when walking on a flexible surface

## NOTES

**humming** (HUHM ihng) *v.*  
singing with closed lips  
and without words

Already I'm

- 15 drawing circles on the glass, **humming**  
myself someplace far away from here.

Down south, there was always someplace else to go  
you could step out into the rain and  
Grandma would let you

- 20 lift your head and stick out your tongue  
be happy.

Down south already feels like a long time ago  
but the stories in my head  
take me back there, set me down in Daddy's garden

- 25 where the sun is always shining.

\* \* \*

### another way

While our friends are watching TV or playing outside,  
we are in our house, knowing that begging our mother  
to turn the television on is useless, begging her for  
ten minutes outside will only mean her saying,

- 5 *No. Saying,  
You can run wild with your friends anytime. Today  
I want you to find another way to play.*

And then one day my mother  
comes home with two shopping bags  
10 filled with board games—Monopoly, checkers, chess,  
Ants in the Pants, Sorry, Trouble,  
just about every game we've ever seen  
in the commercials between  
our Saturday morning cartoons.

- 15 So many games, we don't know  
where to begin playing, so we let Roman choose.  
And he chooses Trouble  
because he likes the sound the die makes  
when it pops inside  
20 its plastic bubble. And for days and days,  
it is Christmas in November,  
games to play when our homework is done,  
Monopoly money to count  
and checkers to slam down on boards, ants to flip  
25 into blue plastic pants,  
chess pieces to practice moving until we understand  
their power  
and when we don't, Roman and I argue  
that there's another way to play

- 30 called *Our Way*. But Hope and Dell tell us  
that we're too immature to even begin to understand  
then bend over the chessboard in silence, each becoming  
the next chess champ of the house, depending on the day  
and the way the game is played.
- 35 Sometimes, Roman and I leave Hope and Dell alone  
go to another corner of the room and become  
what the others call us—*the two youngest*,  
playing games we know the rules to  
tic-tac-toe and checkers,
- 40 hangman and connect the dots
- but mostly, we lean over their shoulders  
as quietly as we can, watching  
waiting  
wanting to understand
- 45 how to play another way.

\* \* \*

### gifted

- Everyone knows my sister  
is brilliant. The letters come home folded neatly  
inside official-looking envelopes that my sister proudly  
hands over to my mother.
- 5 Odella has achieved  
Odella has excelled at  
Odella has been recommended to  
Odella's outstanding performance in
- She is gifted
- 10 we are told.  
And I imagine presents surrounding her.
- I am not gifted. When I read, the words **twist**  
**twirl** across the page.  
When they settle, it is too late.
- 15 The class has already moved on.
- I want to catch words one day. I want to hold them  
then blow gently,  
watch them float  
right out of my hands.

\* \* \*

### NOTES

#### CLOSE READ

**ANNOTATE:** In "gifted," mark the words that are repeated in lines 5–7.

**QUESTION:** Why has the poet chosen to repeat these words?

**CONCLUDE:** What effect does this repetition have on the reader?

**twist** (twihst) v. wind or spin around one another  
**twirl** (twurl) v. turn around and around quickly

**CLOSE READ**

**ANNOTATE:** Mark words that indicate the exact words of Woodson and her sister in lines 9–23 of “sometimes.”

**QUESTION:** What can you tell about Woodson from these lines? What can you tell about her sister?

**CONCLUDE:** How does this dialogue help you understand the differences between Woodson and her sister?

**shushes** (SHUHSH ihz) *v.* tells or signals someone to be quiet

**sometimes**

There is only one other house on our block  
where a father doesn’t live. When somebody asks why,  
the boy says, *He died.*

- The girl looks off, down the block, her thumb  
5 slowly rising to her mouth. The boy says,  
*I was a baby. Says, She doesn’t remember him*  
and points to his silent sister.

- Sometimes, I lie about my father.  
*He died, I say, in a car wreck or*  
10 *He fell off a roof or maybe*  
*He’s coming soon.*  
*Next week and*  
*next week and*  
*next week . . . but*  
15 *if my sister’s nearby*  
*she shakes her head. Says,*  
*She’s making up stories again.*  
*Says,*  
*We don’t have a father anymore.*  
20 *Says,*  
*Our grandfather’s our father now.*  
*Says,*  
*Sometimes, that’s the way things happen.*

\* \* \*

**uncle robert**

Uncle Robert has moved to New York City!

- I hear him taking the stairs  
two at a time and then  
he is at our door, knocking loud until our mother  
opens it,  
5 curlers in her hair, robe pulled closed, whispering,  
*It’s almost midnight, don’t you wake my children!*
- But we are already awake, all four of us, smiling  
and jumping around  
my uncle: *What’d you bring me?*

- Our mama **shushes** us, says,  
10 *It’s too late for presents and the like.*  
But we want presents and the like.  
And she, too, is smiling now, happy to see her  
baby brother who lives all the way over  
in Far Rockaway where the ocean is right there  
if you look out your window.

- 15 Robert opens his hand to reveal a pair of silver earrings,  
says to my sister, *This is a gift for how smart you are.*  
I want  
to be smart like Dell, I want  
someone to hand me silver and gold  
20 just because my brain clicks into thinking whenever  
it needs to but  
I am not smart like Dell so I watch her press  
the silver moons into her ears  
I say, *I know a girl ten times smarter than her. She gets  
diamonds every time she gets a hundred on a test.*  
And Robert looks at me, his dark eyes smiling, asks,  
*Is that something you made up? Or something real?*  
In my own head,  
25 it's real as anything.

- In my head  
all kinds of people are doing all kinds of things.  
I want to tell him this, that  
the world we're living in right here in Brownsville isn't  
30 the only place. But now my brothers are asking,  
*What'd you bring me,* and my uncle is pulling gifts  
from his pockets,  
from his leather briefcase, from inside his socks.  
He hands  
my mother a record, a small 45—James Brown,<sup>1</sup>  
who none of us  
like because he screams when he sings. But my mother  
puts it on the record player, turned way down low  
and then even us kids are dancing around—  
Robert showing us the steps he learned  
at the Far Rockaway parties. His feet are magic  
35 and we all try to slide across the floor like he does,  
our own feet, again and again,  
betraying us.

*Teach us, Robert!* we keep saying. *Teach us!*

\* \* \*

1. **James Brown** (1933–2006) American singer and dancer, and founding father of funk music. He is often referred to as the “Godfather of Soul.”

## NOTES

### CLOSE READ

**ANNOTATE:** Mark details in lines 15–23 of “uncle robert” that show what the poet is thinking.

**QUESTION:** Why might the poet have included these details?

**CONCLUDE:** What do these details suggest about the poet's character?





**feathery** (FEHTH uhr ee)  
adj. light and airy, like the touch of a feather

### CLOSE READ

**ANNOTATE:** Mark details in lines 4-8 of “wishes” that refer to things you can touch. Mark other words that refer to things you can feel or think, but cannot touch.

**QUESTION:** Why does the poet use these different kinds of details?

**CONCLUDE:** How do these details help the reader understand what the wishes mean to the children?

## wishes

When he takes us to the park, Uncle Robert tells us,  
*If you catch a dandelion puff, you can make a wish.*

*Anything you want will come true*, he says as

we chase the **feathery** wishes around swings,

5 beneath sliding boards,

until we can hold them in our hands,

close our eyes tight, whisper our dream

then set it floating out into the universe hoping

our uncle is telling the truth,

10 hoping each thing we wish for

will one day come true.

\* \* \*

## believing

The stories start like this—

*Jack and Jill went up a hill*, my uncle sings.

*I went up a hill yesterday*, I say.

*What hill?*

5 *In the park.*

*What park?*

*Halsey Park.*

*Who was with you?*

*Nobody.*

10 *But you're not allowed to go to the park without anyone.*

*I just did.*

*Maybe you dreamed it*, my uncle says.

*No, I really went.*

And my uncle likes the stories I'm making up.

15 *... Along came a spider and sat down beside her.*

*I got bit by a spider*, I say.

*When?*

*The other day.*

*Where?*

20 *Right on my foot.*

*Show us.*

*It's gone now.*

But my mother accuses me of lying.

*If you lie*, she says, *one day you'll steal.*

25 *I won't steal.*

It's hard to understand how one leads to the other,

how stories could ever

make us criminals.

It's hard to understand  
30 the way my brain works—so different  
from everybody around me.  
How each new story  
I'm told becomes a thing  
that happens,  
35 in some other way  
to me . . . !

*Keep making up stories, my uncle says.  
You're lying, my mother says.*

Maybe the truth is somewhere in between  
40 all that I'm told  
and memory.

"another way," "believing," "brooklyn rain," "gifted," "sometimes," "uncle robert," "wishes" and "believing" from *Brown Girl Dreaming* by Jacqueline Woodson, copyright © 2014 by Jacqueline Woodson. Used by permission of Nancy Paulsen Books, an imprint of Penguin Young Readers Group, a division of Penguin Random House LLC.

## NOTES

### CLOSE READ


**ANNOTATE:** In lines 23–38 of “believing,” mark words that show how the poet’s mother reacts to her stories. Then, mark words that show how her uncle reacts.

**QUESTION:** Why does the poet include these different reactions?

**CONCLUDE:** How does this contrast help the reader better understand the poet’s struggle?

## Comprehension Check

Complete the following items after you finish your first read.

1. In “brooklyn rain,” what does Woodson’s mother say?
2. In “gifted,” what does the poet hope she will one day be able to do with words?
3. In “uncle robert,” what do Woodson and her siblings want their uncle to teach them?
4.  **Notebook** Write a mini-summary (one or two sentences) of each poem in the excerpt from *Brown Girl Dreaming*.

## RESEARCH

**Research to Clarify** Choose at least one unfamiliar detail from the excerpt. Briefly research that detail. In what way does the information you learned help you better understand an aspect of the memoir?



from BROWN GIRL DREAMING

## Close Read the Text

1. This model, from lines 1–6 of “brooklyn rain,” shows two sample annotations, along with questions and conclusions. Close read the passage, and find another detail to annotate. Then, write a question and your conclusion.

**ANNOTATE:** These phrases appeal to the senses of smell and touch.

**QUESTION:** Why does Woodson use language that appeals to the senses?

**CONCLUDE:** These phrases create images for readers of how Woodson experienced the rain in Greenville.

**ANNOTATE:** The word *No* repeats.

**QUESTION:** Why does Woodson repeat the word *No*?

**CONCLUDE:** The repetition emphasizes the ways in which Woodson’s life in Brooklyn is different from her life in Greenville.

The rain here is different than the way/it rains in Greenville. **No** sweet smell of honeysuckle./**No** soft squish of pine. **No** slip and slide through grass./Just mama saying, *Stay inside today. It’s raining,* /and me at the window. Nothing to do but/watch . . .

### Tool Kit

Close-Read Guide and Model Annotation

### STANDARDS

#### Reading Literature

- 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.
- Explain how an author develops the point of view of the narrator or speaker in a text.

#### Reading Informational Text

- Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

2. For more practice, go back into the text, and complete the close-read notes.
3. Revisit a section of the text you found important during your first read. Read this section closely, and **annotate** what you notice. Ask yourself **questions** such as “Why did the author make this choice?” What can you **conclude**?

## Analyze the Text

**CITE TEXTUAL EVIDENCE** to support your answers.

### Notebook Respond to these questions.

1. (a) List three details from the poems that connect to an aspect of Woodson’s personality. (b) **Make Inferences** What do these details suggest about Woodson as a child?
2. **Speculate** Why do you think Woodson likes to make up stories so much?
3. **Make a Judgment** Woodson’s mother worries that if Woodson lies, one day she will steal. Do you think this is a reasonable concern? Explain.
4. **Essential Question: What are some of the challenges and triumphs of growing up?** What have you learned about the challenges and triumphs of growing up from reading this selection?

## Analyze Craft and Structure

**Memoir and Poetry** In a **memoir**, an author tells a true story of an important time in his or her life. Most memoirs are written in **first-person point of view**, or from the author's perspective. The author tells what happened and what he or she thought and felt about it. Memoirs are usually written in **prose**, or complete sentences and paragraphs. Most also use dialogue to show how people speak and what they are like. In this memoir, Jacqueline Woodson takes a different approach. Instead of prose, she tells her story in a series of poems that include these elements:

- **stanzas**, or sections, rather than paragraphs
- complete sentences that are broken up into separate lines
- language that breaks certain rules—for example, Woodson sometimes uses sentence fragments and nonstandard capitalization (see the sentence fragment in lines 32–36 of “believing”)

Woodson's choice to tell her story through poems affects how readers understand it. It allows Woodson to emphasize certain words, phrases, and ideas. She also uses storytelling elements, such as dialogue. This combination of poetry and storytelling helps Woodson immerse readers even more deeply into her childhood world.

### Practice

**CITE TEXTUAL EVIDENCE**  
to support your answers.

 **Notebook** Respond to these questions.

1. (a) Identify one example of a private thought or feeling Woodson shares in her memoir. (b) Explain how the use of first-person point of view allows her to share this detail.
2. (a) Identify the sentence fragments in lines 2–3 of “brooklyn rain.” (b) Explain how these fragments help to create a vivid picture of the rain in Greenville.
3. (a) In lines 4–11 of “brooklyn rain,” what word appears on its own line three times? (b) Read the lines aloud. Why do you think Woodson chose to set this word apart in this way?
4. (a) In line 23 of “sometimes,” Woodson's sister says “Sometimes, that's the way things happen.” What does this tell you about her sister's feelings about life? (b) How might the stories of Woodson's childhood be different if they were told from her sister's point of view?

Name:

Date:

**ANALYZE CRAFT AND STRUCTURE** ➔ **MEMOIR AND POETRY**

## **Brown Girl Dreaming**

Jacqueline Woodson

In a **memoir**, an author tells a true story of an important period in his or her life. Memoirs are usually written from the **first-person point of view**, or from the author’s perspective. They include events in the author’s life as well as the author’s thoughts and feelings about those events. Most memoirs are written in **prose**, that is, in complete sentences, like a novel or biography. However, in this memoir, Jacqueline Woodson has chosen to write a series of poems, each expressing a different event or feeling. Woodson’s poems include the following elements:

- **stanzas**, or groups of lines, rather than paragraphs
- complete sentences broken up into separate lines
- language that breaks certain rules, for example, sentence fragments and nonstandard capitalization

Woodson’s memoir combines traditional storytelling elements such as dialogue with poetry. This combination allows Woodson to tell her story, emphasizing certain words, phrases, and ideas through different poetic devices.

**DIRECTIONS:** Answer these questions about “Brown Girl Dreaming.” Use textual evidence from the story to support your responses.

1. How can you tell the point of view of the selection?

---

2. What words does the author repeat in “sometimes”? How does this repetition help the reader understand Woodson?

---

3. In “believing,” what do the italicized words indicate? What does the information in italics reveal about the author?

---

4. Why has the author split the last two lines of “believing,” leaving “and memory” on the last line? What effect does this have on meaning?

---





from *BROWN GIRL DREAMING*

## Concept Vocabulary

squish	twist	shushes
humming	twirl	feathery

**Why These Words?** These concept words are all examples of **sensory language**, or words that appeal to the five senses: touch, sight, smell, hearing, and taste. In *Brown Girl Dreaming*, Woodson uses these sensory words to create **imagery**, or vivid word pictures. Imagery helps readers understand ideas in a deeper way than plain explanations might allow. For example, the words *twist* and *twirl* help the reader understand Woodson's difficulty with reading: "the words twist / twirl across the page."

1. How does the concept vocabulary sharpen the reader's understanding of Woodson's feelings?
2. What other words in the selection are examples of sensory language?

### Practice

**Notebook** The concept vocabulary words appear in *Brown Girl Dreaming*.

1. Find each concept vocabulary word in the text, and write down the sentence in which it appears. Then, rewrite each sentence without using any sensory language. Make sure the sentence has the same basic meaning. For example, "When I read, the words twist / twirl across the page" might become "When I read, I have trouble following the words."
2. How did your changes affect the meaning of the sentences? Did removing the sensory language improve your understanding of the concept vocabulary? If so, how?

### WORD NETWORK

Add words related to childhood from the text to your Word Network.

### STANDARDS

#### Reading Literature

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.

#### Language

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Word Study

**Notebook** **Onomatopoeia** The concept vocabulary words *squish*, *humming*, and *shushes* are examples of **onomatopoeia**, or words that imitate the sounds they mean. Animal sounds—such as *woof*, *moo*, and *meow*—are other examples of onomatopoeia.

1. Use each onomatopoeic concept vocabulary word in a sentence of your own.
2. Jot down other examples of onomatopoeia that you have come across in your own experience or in the selection.

Name:

Date:

**CONCEPT VOCABULARY AND WORD STUDY**

## Brown Girl Dreaming

Jaqueline Woodson

### WORD LIST

squish   humming   twist   twirl   shushes   feathery

**A. DIRECTIONS:** In each of the following items, think about the meaning of the italicized word or phrase, and then answer the question.

1. If you were to *squish* wet mud in your hand, would you expect the mud to crack and crumble? Explain. \_\_\_\_\_
2. When *humming* your favorite song, are you saying the words? Explain. \_\_\_\_\_
3. If Jennie had to *twist* the cap of her toothpaste to take it off, would that mean she had to yank and pull to remove it? Explain. \_\_\_\_\_
4. If a little girl was to *twirl* and *twirl* in her new dress, what would you expect her actions to be? \_\_\_\_\_
5. If an aunt *shushes* her nephew, is she encouraging him to be loud and boisterous? Explain. \_\_\_\_\_
6. If you saw dense, heavy rain clouds, would you describe them as *feathery*? Explain. \_\_\_\_\_

---

**B. WORD STUDY:** *Onomatopoeia* is a word that sounds like what it means. For example, the *buzzing* bee and the *gurgling* baby are both examples of *onomatopoeia*. Choose the word that best completes each sentence.

1. All the tools came (*crashing/swooshing*) down when Pete tried to replace the wrench.
2. Having not eaten since breakfast, all the student's stomachs were (*crinkling/ grumbling*) by three o'clock.
3. The lumberjack kept (*hacking/honking*) at the tree until there was a loud (*fizz/groan*) and it began to fall.
4. Shannon (*slapped/slurped*) up the last of her milkshake.

## Conventions

**Common, Proper, and Possessive Nouns** A **noun** names a person, a place, a thing, or an idea. Here are several types of nouns:

- A **common noun** names any one of a class of people, places, things, or ideas. Common nouns are not capitalized.
- A **proper noun** names a specific person, place, thing, or idea. Proper nouns are capitalized. However, a poet may sometimes choose not to capitalize a proper noun, for effect or for style. For example, Jacqueline Woodson doesn't capitalize *brooklyn*, even though it is the name of a specific place.
- A **possessive noun** shows ownership. Possessive nouns function as adjectives by modifying a noun or pronoun in a sentence. Most singular possessive nouns end in an apostrophe and the letter *s* (*'s*). An example is *sister's*. Most plural possessive nouns end in the letter *s* and an apostrophe (*'s*). An example is *sisters'*.


The chart shows examples of common, proper, and possessive nouns from the excerpt from *Brown Girl Dreaming*.

COMMON NOUNS	PROPER NOUNS	POSSESSIVE NOUNS
<i>And my uncle likes the stories I'm making up.</i> ("believing," line 14)	<i>. . . Robert showing us the steps he learned / at the Far Rockaway parties.</i> ("uncle robert," lines 33–34)	<i>. . . stories in my head / take me back there, set me down in Daddy's garden. . . .</i> ("brooklyn rain," lines 23–24)

## Read It

1. In each sentence, mark proper nouns that should be capitalized. Add an apostrophe to possessive nouns where needed.
  - a. hopes home in south carolina is very different from ericas home in new york.
  - b. jacquelines plans for the weekend include hiking in smith park and calling her grandmother in arizona.
  - c. uncle roberts silly songs and dance lessons make us smile and laugh.
2. Reread "brooklyn rain." Then, mark at least one common noun, one proper noun, and one possessive noun in the poem.

## Write It

 **Notebook** Write a paragraph about the similarities and the differences between Woodson and her sister Odella. Include at least two proper nouns and one possessive noun. Label all common nouns.

Name:	Date:
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**CONVENTIONS** COMMON, PROPER, AND POSSESSIVE NOUNS

## Brown Girl Dreaming

Jacqueline Woodson

A **common noun** refers to a person, place, thing, or idea. It is not capitalized. In the example below, *dog* and *bone* are common nouns:

The dog buried the bone.

A **proper noun** refers to a particular person, place, thing, or idea whose name is capitalized. In the example below, *French*, *Fridays*, and *Mr. Beauchamp* are proper nouns:

We learn French on Fridays with Mr. Beauchamp.

**Possessive nouns** can function as nouns or adjectives. They show possession or ownership and answer the question *whose*? If they are singular, they usually end in *'s*; if plural, they usually end in *s'*. In the example below, *Jenny's* and *twins'* are possessive nouns:

When we go to Jenny's, we take the twins' swimsuits.

**DIRECTIONS:** Underline the nouns in these lines from “Brown Girl Dreaming.” Label each noun common, proper, or possessive. **Note:** There may be more than one kind of noun per line.

Space has been provided for you to write the noun and noun type(s) on the lines instead of underlining.

1. “All kinds of people are doing all kinds of things.”

NOUN: NOUN TYPE:

2. “Just Mama saying, *Stay inside today*.”

NOUN: NOUN TYPE:

3. “The class has already moved on.”

NOUN: NOUN TYPE:

4. “*Jack and Jill went up a hill*, my uncle sings.”

NOUN: NOUN TYPE:

5. “Uncle Robert has moved to New York City.”

NOUN: NOUN TYPE:



from BROWN GIRL DREAMING

## Writing to Sources

In *Brown Girl Dreaming*, Jacqueline Woodson tells stories in poem form about specific moments from her childhood. In each poem, she also shares her thoughts and feelings about the moment she describes. The separate poems work together to tell the story of Woodson's childhood.

### Assignment

Write a brief **poem** in which you use Woodson's memoir as inspiration. Follow these steps:

- Choose a single moment on which to focus. It can be something small or seemingly unimportant. For example, you might write about what you see from your window in the morning, or about eating lunch at school. Then, write a regular prose paragraph in which you describe the moment. Include details that show what the moment looked and felt like.
- Change your paragraph into a poem by applying elements of poetry such as the ones Woodson uses. For example, break up sentences to make poetic lines. Consider repeating important words or setting them on their own lines. You may even play with incomplete sentences or fragments. Try to make the moment you described in your paragraph even more vivid as a poem.
- Once your poem is organized, consider adding dialogue or more descriptive details. Alternatively, you may need to cut some details. Work to make your poem capture the moment and make it fresh and alive for readers.

**Vocabulary Connection** Consider using several of the concept vocabulary words in your writing.

squish

twist

shushes

humming

twirl

feathery

### STANDARDS

#### Writing

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply *grade 6 Reading standards* to literature.

### Reflect on Your Writing

After you have written your poem, answer the following questions.

1. What was the most challenging part of the assignment?
2. What poetic and narrative techniques did you use in your writing? How did they help you bring your ideas to life?
3. **Why These Words?** The words you choose make a difference in your writing. Which words did you choose to create a vivid picture for your readers?

Name:	Date:
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## WRITING TO SOURCES

### Brown Girl Dreaming

Jacqueline Woodson

In *Brown Girl Dreaming*, the author Jacqueline Woodson combines the genres of memoir and poetry. She blends elements of poetry, such as onomatopoeia and imagery, with narrative techniques, such as dialogue and description, to depict scenes from her childhood.

A **narrative in verse** is two kinds of writing. It is a story, and it is a poem. As a story, a narrative in verse has a **narrator**, a **setting**, and **narrative details**, such as events in the story and characters. As a poem, the narrative in verse uses **rhythm**, **figurative language**, and **descriptive details**. It is written in lines of poetry instead of paragraphs. The lines do not have to rhyme or be of the same length. If the narrative in verse is told by an “I” narrator, then it is **autobiographical**, which means it tells a story from the writer’s experience.

**DIRECTIONS:** Select an incident from your own life to use as a basis for your narrative in verse. Use as a model one of the poems from *Brown Girl Dreaming*. Notice how the poet uses point of view and narrative details such as dialogue, reactions of other characters, and the poet’s thoughts and feelings. Notice also the poetic devices of rhythm (stressed and unstressed syllables), figurative language (such as onomatopoeia), and descriptive details. Complete the following chart to help you plan your narrative in verse. For each narrative element listed on the left, list an example you plan to include on the right.

Elements of Narrative in Verse	Examples to Include in Your Own Narrative in Verse
Narrator Point of view	
Setting	
Narrative details Dialogue Characters’ reactions Thoughts and Feelings	
Rhythm Ways of using stressed and unstressed syllables	
Figurative language Onomatopoeia	



# WRITING TO SOURCES: MEMOIR IN VERSE / POETRY

Write a brief **poem** in which you use Woodson's memoir as inspiration.

Follow these steps:

- Choose a single moment on which to focus. It can be something small or seemingly unimportant. For example, you might write about what you see from your window in the morning, or about eating lunch at school. Then, write a regular prose paragraph in which you describe the moment. Include details that show what the moment looked and felt like.
- Change your paragraph into a poem by applying elements of poetry such as the ones Woodson uses. For example, break up sentences to make poetic lines. Consider repeating important words or setting them on their own lines. You may even play with incomplete sentences or fragments. Try to make the moment you described in your paragraph even more vivid as a poem.
- Once your poem is organized, consider adding dialogue or more descriptive details. Alternatively, you may need to cut some details. Work to make your poem capture the moment and make it fresh and alive for readers.

# REFLECT ON YOUR WRITING

**After you have written your poem, answer the following questions.**

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How did they help you bring your ideas to life?
3. **Why These Words?** The words you choose make a difference in your writing.  
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