Interactive READING LITERATURE Notebooks

Teaching Literary Elements for Common Core

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INTERACTIVE READING LITERATURE NOTEBOOKS
How-To Videos

The most exciting update included with this notebook is the all-new How-To Videos posted for each 3-D activity!

You can find these videos posted on my YouTube channel here:
https://www.youtube.com/channel/UCowDaHsmQB4S9T7-XxfIMCQ

I have created a playlist for all Reading Literature foldables here:
https://www.youtube.com/playlist?list=PLxo41mMZYaynMj-CLq6_q2LyTpvFygMCh

I have included links for each activity's how-to video on that lesson's teacher's instructions page, and I have also listed them in an easy reference chart below.

ACTIVITY	HOW-TO VIDEO
Lesson 1 Activity 1	https://goo.gl/GqQU6D
Lesson 1 Activity 2	https://goo.gl/DI3oZA
Lesson 2 Activity 1	https://goo.gl/h3mWtk
Lesson 2 Activity 2	https://goo.gl/Lfvf5Z
Lesson 2 Activity 3	https://goo.gl/02yo7F
Lesson 3	https://goo.gl/FUFEin
Lesson 4 Activity 1	https://goo.gl/Lntdz9
Lesson 5	https://goo.gl/H0N7ey
Lesson 6	https://goo.gl/Rc3WU1
Lesson 7 Activity 2	https://goo.gl/HcesfD
Lesson 8 Activity 1	https://goo.gl/M9jWbq
Lesson 10	https://goo.gl/0apNiQ
Lessons 11-19	https://goo.gl/CtU5jW
Lesson 20 Activity 1	https://goo.gl/YaXUEN
Lesson 20 Activity 2	https://goo.gl/yHR6Bc
Lesson 22	https://goo.gl/GmkdoK
Lesson 23	https://goo.gl/McC6p9
Lesson 24	https://goo.gl/1i90Y5

INTERACTIVE READING LITERATURE NOTEBOOKS, BOOK 2
Interactive Notebooks ~ Getting Started Guide

Why should I use interactive notebooks when I'm already struggling to fit everything into my day?

Interactive notebooks should not be another thing added to your day on top of what you are already doing. Instead, change what you are already doing to accommodate interactive notebooks. As a middle school teacher, I was already having my students take notes into their notebooks anytime I taught new content (such as what is included in this packet). Interactive notebooking took the place of my giving notes. I consider the time it takes my students to construct their interactive notes as part of my explicit instruction time. And it is so much more meaningful than a lecture!

When students construct these 3D graphic organizers and then put the information they are learning into them, they are making connections and organizing these topics in their brains in a different and more meaningful way than they would be if I were simply lecturing this material or if they were simply taking notes. Furthermore, most of my interactive notes are organized in a way that students can study them like flashcards without having to go through the trouble of writing out flashcards.

Do I have to use composition notebooks?

Although teachers have successfully used spiral notebooks for interactive notebooking, composition books are truly better. They are more durable, less likely to fall apart, and the pages are far less likely to get torn out.

I first decided to use interactive notebooks after a summer workshop when school supplies had already been ordered. Since I have about 150 students, my school (mandates that students purchase pre-packaged supplies) had already purchased 150 Five Star spiral 3-subject notebooks for me. No way was I getting composition notebooks on top of that! So I waited for them to go on sale at Wal-Mart and Target for $0.50 each and slowly purchased 150 of them, about 40 at a time. Some were also purchased (in limited quantities) at Big Lots and Walgreens for as low as $0.20.

Now, you can still implement interactive 3d graphic organizers without ever putting them into a notebook if this works better for you. One teacher I met makes lapbooks for each of her social studies units. After she grades them and shows students their grades, she collects the unit lapbooks and files them. Then, she hands them all back before state testing so that students can study. If you're interested in compiling these into lapbooks, here's a great tutorial on constructing lapbooks:

http://www.youtube.com/watch?v=t1inXbba3cg

Does the type of glue really matter?

Absolutely! You definitely need to use Elmer's school glue when gluing items into your interactive notebooks. Many students may purchase and use the glue sticks, but these are definitely not recommended for interactive notebooking. Yes, they're more convenient and less messy, but they will not bond the paper permanently. I always tell my students that we use liquid glue because it will stick "forever."

Not only does the type of glue matter, but the method of gluing matters also. Here's a tip I learned at a workshop: NO TOASTER STRUDELING! You know what I'm talking about, and your kids will LOVE this analogy. I even begin by putting an image of a yummy cream cheese toaster strudel up on my SmartBoard and asking my students if they've ever eaten one. Most of them have. Do you like putting on the icing? Most students will say it's their favorite part! Well, you will NOT be toaster strudeling in my classroom! This analogy really works for reminding students of the correct method of gluing items into interactive notebooks. Toaster strudeling will result in wavy pages and huge, sticky messes. So what's the proper way to glue? Use small dots (I call them baby dots) spread about 1 inch apart. That's it! The phrases I use with my students are "just a dot, not a lot" and "baby dots" and of course "NO toaster strudeling!"

How should I organize my interactive notebooks?

Before interactive notebooks, my students' literature notebooks were a nightmare! Now, instead of students having a hodge-podge spiral notebook that contains many random things (and notes here and there), they have an organized reference book of everything I've taught them that makes it easy to study now and easy to save for future reference.

When you begin using your interactive notebooks, be sure to leave about 3 blank pages at the beginning for your table of contents. Every time you make another entry, log it in your table of contents. What a great real-world lesson on this text feature! Here is an example of what one page of the table of contents looked like for my 7th grade notebook.

Table of Contents
1- Genres of Fiction
2- Literary Devices in The Wednesday Wars
3- Lit Terms Review
4- AR Goals
5- Figurative Language
6- Quizlet
7- Irony Pyramid (Types)
8- Irony Examples
9- Elements of Plot
10- Plot Diagram Example
11- Types of Conflict
12- Object Symbolism Chart
13- Color Symbolism Chart
14- Author's Purpose
15- Good Sentences
16- Better Sentences
17- Best Sentences
18- Types of Characters
19- Expository Structure
20- Nonfiction Text Structure Overview
21- Order & Sequence
22- Compare & Contrast
23- Problem & Solution
24- Description

In what order should I teach the concepts in the Interactive Reading Informational Text Notebooks packet?

These lessons can be taught in any order or sequence that fits your classroom and the skills that you teach! You can skip some skills, dig into others more deeply, and mix and match them as you see fit. Take what works for you and modify it to fit your own classroom needs.

Furthermore, if you look closely at the table of contents, you will see that not everything in my students' interactive notebook is content. I also have students glue in their AR goals, records, and even instructions that I don't want them to lose, such as how to access my Quizlet site.

You recommend Youtube video clips, but my school blocks Youtube on our network.

There are a couple of ways around that. First, you can create SafeShare.tv links from home by visiting http://safeshare.tv and entering in the Youtube video link I have provided. This will produce an ad-free (and comment-free!) video page that many schools allow on their network.

The second option and the option I use is http://www.savetube.com. You might be required to update your java, but after that you will be able to enter a Youtube video link and then download a .mp4 file (Mac) or a .wmv file (Windows) that you can bring to school on a flash drive, network drive, or stash in your Google drive. I like using this method because I can keep the video clips saved for next year, but it does require a level of technical proficiency and some users struggle with it.

IMPORTANT Links in a PDF do not always work correctly. If you receive an error when clicking a link, try copying and pasting the link instead of clicking it.

INTERACTIVE READING LITERATURE NOTEBOOKS, BOOK 2
Interactive Notebooks ~ Getting Started Guide

Do I need separate composition notebooks for poetry, reading literature, reading informational text, grammar, and/or writing?

NO! My students keep all of their ELA interactive activities in ONE notebook. I can imagine that using multiple notebooks would create a nightmare of having the right notebook at the right time and gluing the wrong template into the wrong notebook. I have come a little close, but I have never filled an entire composition notebook. If we happened to fill one, I guess we'd just get new notebooks and start over, keeping the old ones around for reference! As long as we're logging what we're doing in the Table of Contents, it will be easy enough to find what we need, even if it IS all in one notebook.
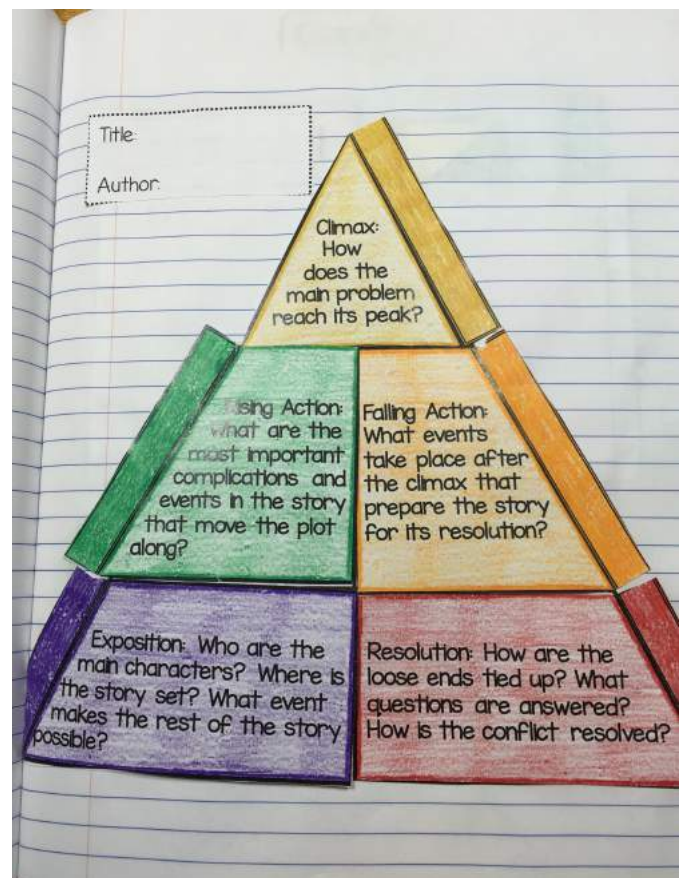
What about Bell Ringers and/or daily writing entries? Do you put those into the interactive notebook?

NO WAY! I never have my students "stick" random things into their precious interactive notebooks. These notebooks are sacred and no kind of daily work or jargon goes in there. Everything we put into our notebooks is useful in some way. I put things into the notebook that we will need to refer back to at some point, to help recall information, and as a record of the concepts, skills, and strategies we've learned. Don't junk up that notebook! I have another place for daily activities and free-write stuff.

Still have questions? There are dozens more questions and answers online. Please check my online FAQ at http://imlovinlit.blogspot.com/2014/07/interactive-notebooks-faq.html

climax

rising action

falling action

exposition

resolution

Elements of Plot

Inciting Incident

Rising Action

Climax

Falling Action

Title:

Author:

Climax: How does the main problem reach its peak?

Rising Action: What are the most important complications and events in the story that move the plot along?

Falling Action: What events take place after the climax that prepare the story for its resolution?

Exposition: Who are the main characters? Where is the story set? What event makes the rest of the story possible?

Resolution: How are the loose ends tied up? What questions are answered? How is the conflict resolved?

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INTERACTIVE READING LITERATURE NOTEBOOKS
Lesson 2: Elements of Plot & The Plot Pyramid Activities 1, 2, & 3

Purpose: Introduce students to the structure of the plot diagram and the purpose of each of the elements of plot. Teach students through guided practice how to identify each of these plot elements in a story (Goldilocks).

Technology/Resources: - Youtube video clips of Goldilocks and the Three Bears
http://www.youtube.com/watch?v=Oaw-d3r_gIc
(2 minutes)
My older students enjoy the British accents. There are several more cartoon videos on Youtube to choose from.

How to Teach Lesson 2:
1. I start by constructing the foldable in Activity 1 and having students write the notes for each element of plot inside the foldable. I like to teach my students the Inciting Incident as a separate part of the diagram (in between the exposition and rising actions, although I tell them this is basically the first rising action). Still, if you prefer to exclude the inciting incident from this vocabulary lesson, all activities include a version without this listed as a separate term.
2. Shortly after, I introduce them to the Plot Diagram template (found in this section as a Bonus Activity). It is sized so that when you cut it out it will fit nicely into a composition notebook. If I haven't taught the other parts on this diagram such as point of view, conflicts, etc., we might skip that part. Or, some of my more advanced students might like guessing what goes there. Still, I can tell students we will come back and fill out that part later when we get to it. How you handle those parts is up to you.
3. After watching the video clip above of Goldilocks and the Three Bears, we fill out the Plot Diagram Template and glue it into their notebook near their notes. I have included the "answers" at the end of lesson 2 to help you.
4. Next, I apply this to a story we are currently reading in class and now move on to Activity 3 for this. The guiding questions really help students just starting to learn the parts of the diagram, and you can do this same activity over and over again with different stories until your students are comfortable doing this. Here are the short stories I use for the grades I teach, found in our anthologies and in many places online:
   6th grade – Just Once by Thomas J. Dygard
   7th grade – The Monsters are Due on Maple Street Teleplay (The Twilight Zone)
   8th grade – Flowers for Algernon by Daniel Keyes (short story version)
5. You will find that I have also included a worksheet version of Activity 3 for extra practice or assessment.

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INTERACTIVE READING LITERATURE NOTEBOOKS
Lesson 6: Character Traits

Notes for Character Traits Foldable
Character traits describe a character on <u>the inside.</u>
A fabulous sample list of character traits can be accessed here:
http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf
I like to choose traits from this list at the Read, Write, Think website and have my students list positive character traits on the left side of the foldable and negative character traits on the right side of the foldable.
As students open the foldable to write character traits on the **inside**, I stress to them that character traits are found on the **inside** of a character and are different from physical traits or physical features, which describe the outside of a character.

How to Construct Character Traits Foldable:
How-To Video - https://goo.gl/Rc3WU1

1. Color and cut the foldable around the outside perimeter only.
2. Place glue on the backs of the narrow rectangular tabs on the side only and glue it into the notebook.
3. Once the glue has had a minute or two to dry, cut the middle line so that the foldable swings open in the middle.
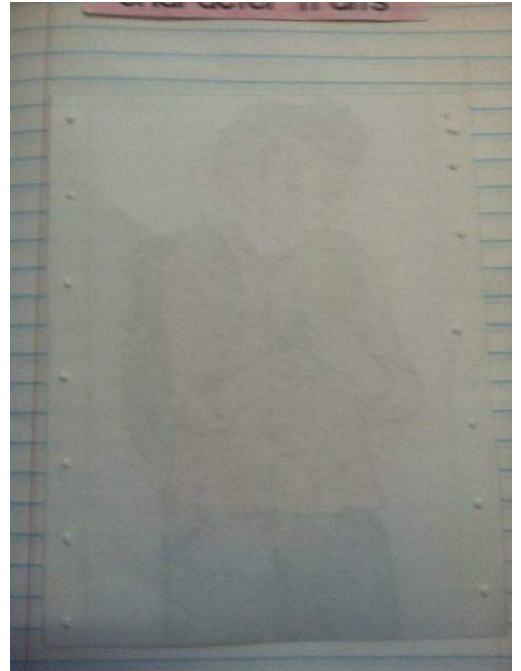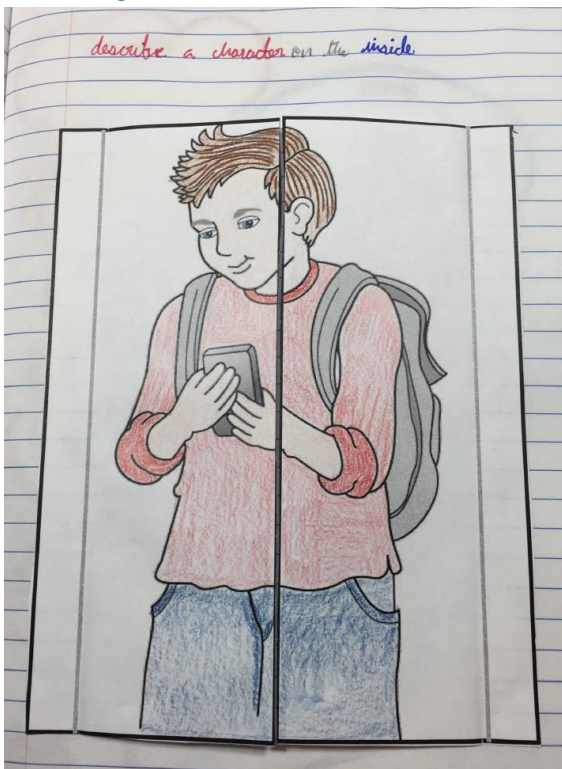
4. Write sample character traits on the inside.

Character Traits
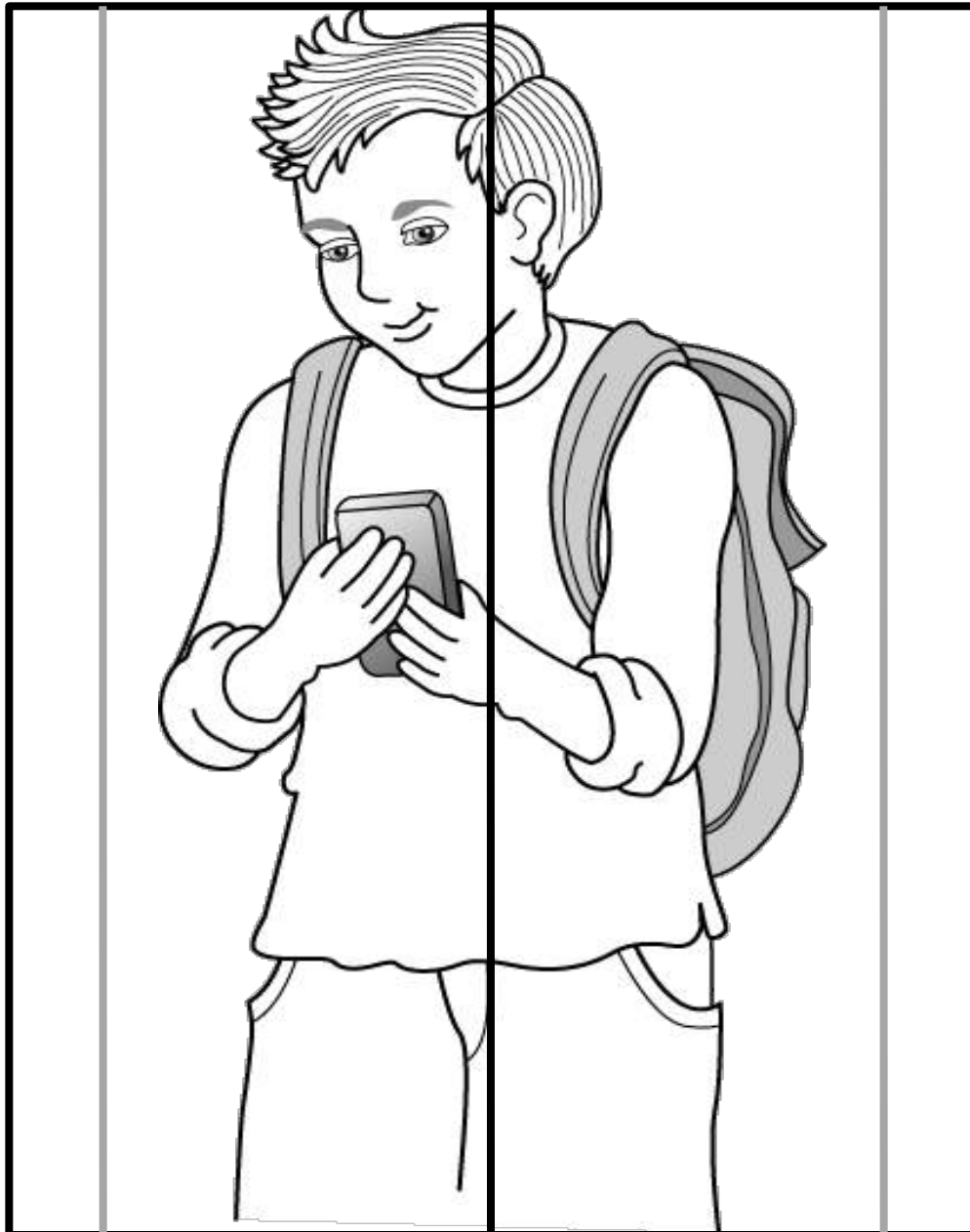
{Song Lyric Excerpt}

"One Thing" by One Direction

Shot me out of the sky
You're my kryptonite
You keep making me weak
Yeah, frozen and can't breathe
Something's gotta give now
Cause I'm dying just to make
you see
That I need you here with
me now
Cause you've got that one thing

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I feel like I can't move when I'm around you.

I really need you to understand.

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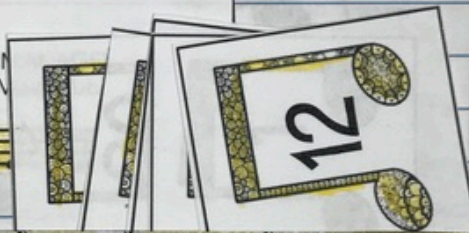
hyperbole an exaggeration that cannot possibly be true
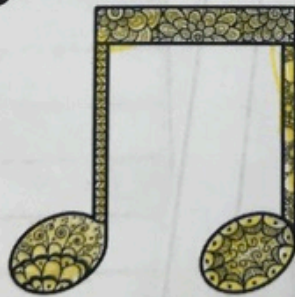
Example: Josie's new friend is as skinny as a toothpick.
(no person could possibly be as thin as a toothpick)

Non-Example: Josie's new friend is as skinny as a fashion model.
(since a girl could be as thin as a model, this isn't a hyperbole)

TIPS:
•often intended to be humorous or fun
•if it could happen in real life, then it isn't actually a hyperbole

Figurative Language

Tonight was the night she had been waiting for. Princess Penelope was head over heels for Prince Patrick and she had finally

alliteration   idiom   alliteration

persuaded her father to allow her to attend the annual royal ball. She could hardly wait. Upon hearing the news, Penelope had sprinted like a

simile

cheetah all the way down to the royal dress shop to pick out the perfect dress. As she searched through the racks, each dress seemed to shudder with excitement, waiting to be chosen. Glancing

onomatopoeia   personification   personification

around, Penelope's eyes landed on the most beautiful dress ever

hyperbole

made. The dress was a sparkling ruby as it reflected light from

metaphor

every angle. Penelope thought the dress must be the color of Dorothy's slippers. Trying on the dress, Penelope knew it was meant

allusion

to be worn by her. Now at the ball, her dress swished as she passed

onomatopoeia

the prince. When she turned around, she found his eyes fixed on hers like laser beams. *simile*

INTERACTIVE READING LITERATURE NOTEBOOKS
Lessons 20 & 21: Figurative Language Review & Annotate

Purpose:
Review the 8 types of figurative language studied and have all 8 definitions in one central location. Identify a variety of different types of figurative language in one text.

Technology/Resources – all included in packet

Instructions for Lesson 20
1. Now that students each have a page for the different types of figurative language, I like for students to also have the definitions all together on the same page for reviewing, studying, and reference. There are two different types of figurative language foldables to choose from here (Activity 1 or Activity 2).
2. After writing the definition inside the foldable, write an example for each type of figurative language on the backside of the flap. Detailed instructions for each one are included on the next page.

Instructions for Lesson 21
1. Now that your students can define each type of figurative language and even identify them in isolation, it's time to move on to a more challenging activity! Can they identify several different types of figurative language in one text? Begin by having students read the story and underline and label each example they find.
2. Have students use the checklist to check off each type found, going back and rereading as necessary until all instances are found. I have included an answer key to help you.
3. After the activity, simply cut out the annotated passage and glue into notebook. This will serve as additional examples for students to refer back to.

Word	Definition	Example
simile	a comparison of two unlike things using the words like or as	The teacher buzzed around the classroom like a bumblebee to flowers.
metaphor	a comparison of two unlike things by saying that one thing is a dissimilar object or thing	This football team is a sinking ship.
hyperbole	an exaggeration that cannot possibly be true	I learned to ride a bike about a million years ago.
personification	giving human qualities to nonhuman things	The thirsty grass drank in the rain.
onomatopoeia	words whose sounds suggest their meaning	The stairs creaked as I tried to sneak down them.
alliteration	the repetition of the same initial consonant sound in a series of words	Coca-Cola, Dunkin Donuts, Peter paid for the pretty poster.
idiom	a group of words whose collective meaning is quite different from their individual, literal meaning	It's time to buckle down and get this yard work done.
allusion	a reference to a person, place, or event from literature, sports, history, movies, or the arts	Marty's beard was whiter than Santa's.
oxymoron	a phrase with words that contradict each other with opposite meanings	Black is my least favorite jelly bean.

Figurative Language Foldables How-To

How-To Videos – Activity 1 - https://goo.gl/YaXUEN
- Activity 2 - https://goo.gl/yHR6Bc

8-door shutter fold
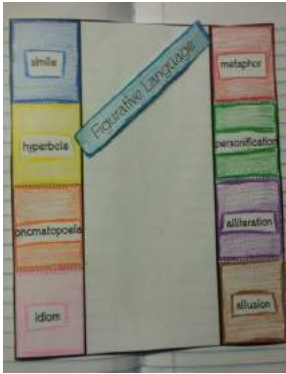
1. Color foldable – I suggest color-coding the terms with my posters if you have them.

2. Cut out around the entire perimeter only.

3. With the foldable facedown, fold in the sides so that it looks like a window shutter.

4. Cut between the dotted lines to make a total of 8 "shutters."

5. Using "Notes for Writing Inside Foldables," write the definition for each term on the back of the glued portion and write the example on the inside flap of the shutter.

9-tab fold

1. Color foldable – I suggest color-coding the terms with the posters.

2. Cut out around the entire perimeter only.

3. Fold side vertical tab in so that a strip of the back shows.

4. Put glue on the back of this side vertical tab ONLY (as shown).

5. After the glue has had a minute to dry, cut between each tab so that they swing open. The left vertical side should not be cut at all.

5. Using "Notes for Writing inside Foldables," write the definition for each term under the tab. You can also write the example on the back of the tab if you wish.

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Mood
reader-centered
(influenced by the setting)

Mood Words

cheerful	mysterious	sad
hopeful	holy	terrifying
lighthearted	intense	horrific
comical	mournful	morbid
joyful	grotesque	pessimistic
optimistic	dark	eerie
soothing	ominous	chilling
romantic	threatening	dismal
calm	spiritual	depressing
powerful	melancholic	gloomy

writer's tone helps to create the mood *

Tone

Tone Words

sincere	paranoid	hurt
enthusiastic	playful	soothing
honest	pleading	nervous
critical	passive	depressed
ecstatic	proud	disappointed
ironic	serious	aloof
affectionate	suspicious	apathetic
approving	condescending	light-hearted
encouraging	aggravated	objective
scornful	cynical	somber

Face of the Writer		Face of the Reader
Tone	VS	**Mood**
In what tone does this person speak?		What mood is this person in?
confident		content
wounded		depressing
uncertain		embarrassed
clever		thoughtful
optimistic		peaceful
suspicious		dismal
light-hearted		silly
enthusiastic		cheerful
resentful		dark
smug		calm

INTERACTIVE READING LITERATURE NOTEBOOKS
Lesson 22: Mood and Tone Activities 1 & 2

Purpose:
Introduce students to mood and tone and help students to distinguish between the two.

Technology/Resources – all included

Instructions for Activity 1:
How-To Video - https://goo.gl/GmkdoK
1. Color and cut out the top definition tabs and bottom words tabs.
2. Glue the bottoms (words) into the notebook as shown in the first photo below.
3. Line the top definition frames with the bottom frames and then glue the tab only to the side so that the frames line up and the tabs swing open from the left. See second photo below.
4. Write Tone and Mood notes onto the top of the definition tab.

Instructions for Activity 2:
1. Before cutting out the chart, I like to have students outline the chart in matching colors to the definition/word tabs created in Activity 1.
2. Complete this activity with students, deciding which tone and mood applies to each face. Students are not bound to use only the suggested word lists in Activity 1 but can refer to them for ideas as needed.
3. The selected tone for each face does not have to match with the chosen mood. Some faces could show more than one emotion so I like to let my students be free with this one.
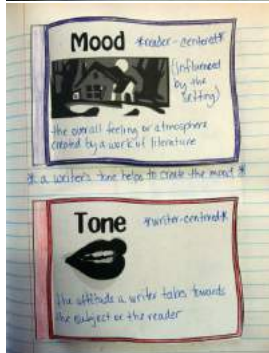4. Glue the chart into the notebook.
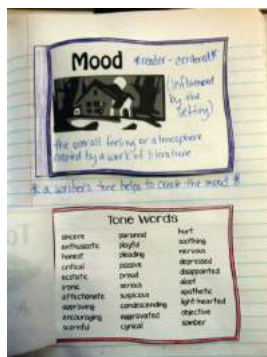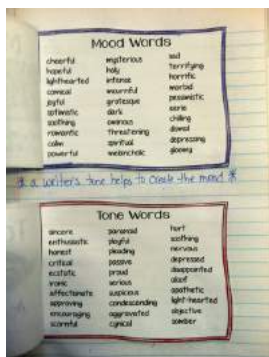
Notes for Mood & Tone Tabs
Mood - *reader-centered*
the overall feeling or atmosphere created by a work of literature (influenced by the setting)
Tone - *writer-centered*
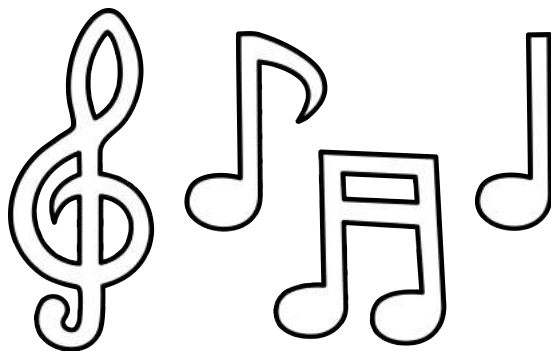the attitude a writer takes towards the subject or the reader

Mood

Tone

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Mood Words

cheerful	mysterious	sad
hopeful	holy	terrifying
lighthearted	intense	horrific
comical	mournful	morbid
joyful	grotesque	pessimistic
optimistic	dark	eerie
soothing	ominous	chilling
romantic	threatening	dismal
calm	spiritual	depressing
powerful	melancholic	gloomy

Tone Words

sincere	paranoid	hurt
enthusiastic	playful	soothing
honest	pleading	nervous
critical	passive	depressed
ecstatic	proud	disappointed
ironic	serious	aloof
affectionate	suspicious	apathetic
approving	condescending	light-hearted
encouraging	aggravated	objective
scornful	cynical	somber

INTERACTIVE READING LITERATURE NOTEBOOKS
Lesson 22: Mood and Tone Activity 2

Face of the Writer **Tone** In what tone does this person speak?	VS	Face of the Reader **Mood** What mood is this person in?

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Interactive Reading Literature Notebooks
COMMON CORE ALIGNMENT

Lesson/Topic	Anchor Standard	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Lesson 1: Story Vocabulary (plot, setting, complications, protagonist, antagonist)	CCRA.R.3	RL.4.3	RL.5.2 RL.5.3	RL.6.5	RL.7.3	RL.8.3
Lesson 2: Elements of Plot & The Plot Pyramid (expositing, inciting incident, rising action, climax, falling action, resolution)	CCRA.R.3	RL.4.1 RL.4.3	RL.RL. 5.3.5.2	RL.6.5	RL.7.3	RL.8.5
Lesson 3: Internal and External Conflict	CCRA.R.2	RL.4.3	RL.5.2	RL.6.5	RL.7.3	RL.8.5
Lesson 4: Four Types of Conflict (Man vs. Self, Man vs. Man, Man vs. Nature, Man vs. Society)	CCRA.R.2	RL.4.3	RL.5.2	RL.6.3 RL.6.5	RL.7.3	RL.8.3
Lesson 5: Story Devices (foreshadowing, flashback, suspense, cliffhanger)	CCRA.R.5	RL.4.3	RL.5.3	RL.6.3 RL.6.5	RL.7.3	RL.8.3
Lesson 6: Character Traits	CCRA.R.3	RL.4.3	RL.5.3	RL.6.3	RL.7.6	RL.8.3
Lesson 7: Characterization	CCRA.R.1 CCRA.R.3	RL.4.1 RL.4.3	RL.5.1	RL.6.3	RL.7.6	RL.8.3
Lesson 8: Types of Characters (round, flat, static, dynamic, sympathetic, minor, protagonist, antagonist)	CCRA.R.3	RL.4.3	RL.5.3	RL.6.3	RL.7.6	RL.8.3
Lesson 9: Theme	CCRA.R.1 CCRA.R.2	RL.4.1 RL.4.2 RL.4.9	RL.5.1 RL.5.9	RL.6.1 RL.6.2 RL.6.9	RL.7.1 RL.7.3 RL.7.9	RL.8.1 RL.8.2 RL.8.9
Lesson 10: Point of View	CCRA.R.6	RL.4.6	RL.5.6	RL.6.6	RL.7.6	RL.8.6
Lesson 11: Similes	CCRA.R.4	RL.4.4	RL.5.4	RL.6.4	RL.7.4	RL.8.4
Lesson 12: Metaphors	CCRA.R.4	RL.4.4	RL.5.4	RL.6.4	RL.7.4	RL.8.4
Lesson 13: Hyperbole	CCRA.R.4	RL.4.4	RL.5.4	RL.6.4	RL.7.4	RL.8.4
Lesson 14: Personification	CCRA.R.4	RL.4.4	RL.5.4	RL.6.4	RL.7.4	RL.8.4

Interactive Reading Literature Notebooks
COMMON CORE ALIGNMENT

Lesson/Topic	Anchor Standard	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Lesson 15: Idioms	CCRA.R.4	RL.4.4	RL.5.4	RL.6.4	RL.7.4	RL.8.4
Lesson 16: Alliteration	CCRA.R.4	RL.4.4	RL.5.4	RL.6.4	RL.7.4	RL.8.4
Lesson 17: Allusion	CCRA.R.4	RL.4.4	RL.5.4	RL.6.4	RL.7.4	RL.8.4
Lesson 18: Onomatopoeia	CCRA.R.4	RL.4.4	RL.5.4	RL.6.4	RL.7.4	RL.8.4
Lesson 19: Figurative Language Sorting	CCRA.R.4	RL.4.4	RL.5.4	RL.6.4	RL.7.4	RL.8.4
Lesson 20: Figurative Language Review	CCRA.R.4	RL.4.4	RL.5.4	RL.6.4	RL.7.4	RL.8.4
Lesson 21: Annotating Figurative Language	CCRA.R.4	RL.4.4	RL.5.4	RL.6.1 RL.6.4	RL.7.4	RL.8.4
Lesson 22: Mood and Tone	CCRA.R.4			RL.6.4	RL.7.4	RL.8.4
Lesson 23: Fiction Genres (Novel Genres)	CCRA.R.2 CCRA.R.9	RL.4.9	RL.5.7 RL.5.9	RL.6.9	RL.7.9	RL.8.9
Lesson 24: Folktale Genres	CCRA.R.2 CCRA.R.9	RL.4.9	RL.5.7 RL.5.9	RL.6.7 RL.6.9	RL.7.7 RL.7.9	RL.8.7 RL.8.9

Interactive Reading Literature Notebooks
TEKS Alignment

Lesson/Topic	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Lesson 1: Story Vocabulary (plot, setting, complications, protagonist, antagonist)	ELAR 4 6 (A)	ELAR 5 6 (A)	ELAR 6 6 (A)	ELAR 7 6 (A)	ELAR 8 3 (C) ELAR 8 6 (A)
Lesson 2: Elements of Plot & The Plot Pyramid (exposition, inciting incident, rising action, climax, falling action, resolution)	ELAR 4 6 (A)	ELAR 5 6 (A)	ELAR 6 6 (A)	ELAR 7 6 (A)	ELAR 8 6 (A)
Lesson 3: Internal and External Conflict	ELAR 4 6 (A)	ELAR 5 6 (A)	ELAR 6 6 (A)	ELAR 7 6 (A)	ELAR 8 6 (A)
Lesson 4: Four Types of Conflict (Man vs. Self, Man vs. Man, Man vs. Nature, Man vs. Society)	ELAR 4 6 (A)	ELAR 5 6 (A)	ELAR 6 6 (A)	ELAR 7 6 (A)	ELAR 8 6 (A)
Lesson 5: Story Devices (foreshadowing, flashback, suspense, cliffhanger)	ELAR 4 6 (A)	ELAR 5 6 (A)	ELAR 6 6 (A)	ELAR 7 6 (A)	ELAR 8 6 (A)
Lesson 6: Character Traits	ELAR 4 6 (B)	ELAR 5 6 (B)	ELAR 6 6 (B)	ELAR 7 6 (B)	ELAR 8 6 (A)
Lesson 7: Characterization	ELAR 4 6 (B)	ELAR 5 6 (B)	ELAR 6 6 (B)	ELAR 7 6 (B)	ELAR 8 6 (A)
Lesson 8: Types of Characters (round, flat, static, dynamic, sympathetic, minor, protagonist, antagonist)	ELAR 4 6 (B)	ELAR 5 6 (B)	ELAR 6 6 (B)	ELAR 7 6 (B)	ELAR 8 6 (A)
Lesson 9: Theme	ELAR 4 3 (A)	ELAR 5 3 (A)	ELAR 6 3 (A)	ELAR 7 3 (A, C)	ELAR 8 3 (A, C)
Lesson 10: Point of View	ELAR 4 3 (C)	ELAR 5 3 (C)	ELAR 6 6 (C)	ELAR 7 6 (C)	ELAR 8 6 (C)
Lesson 11: Similes	ELAR 4 8	ELAR 5 8	ELAR 6 8	ELAR 7 8	ELAR 8 8
Lesson 12: Metaphors	ELAR 4 8	ELAR 5 8	ELAR 6 8	ELAR 7 8	ELAR 8 8
Lesson 13: Hyperbole		ELAR 5 8	ELAR 6 8	ELAR 7 8	ELAR 8 8
Lesson 14: Personification		ELAR 5 8	ELAR 6 8	ELAR 7 8	ELAR 8 8

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TEKS Alignment

Lesson/Topic	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Lesson 15: Idioms	ELAR 4 2.D	ELAR 5 2.D	ELAR 6 8	ELAR 7 8	ELAR 8 8
Lesson 16: Alliteration		ELAR 5 8	ELAR 6 8	ELAR 7 8	ELAR 8 8
Lesson 17: Allusion		ELAR 5 8	ELAR 6 8	ELAR 7 8	ELAR 8 8
Lesson 18: Onomatopoeia		ELAR 5 8	ELAR 6 8	ELAR 7 8	ELAR 8 8
Lesson 19: Figurative Language Sorting	ELAR 4 8	ELAR 5 8	ELAR 6 8	ELAR 7 8	ELAR 8 8
Lesson 20: Figurative Language Review	ELAR 4 8	ELAR 5 8	ELAR 6 8	ELAR 7 8	ELAR 8 8
Lesson 21: Annotating Figurative Language	ELAR 4 8	ELAR 5 8	ELAR 6 8	ELAR 7 8	ELAR 8 8
Lesson 22: Mood and Tone				ELAR 7 8	ELAR 8 8
Lesson 23: Fiction Genres (Novel Genres)		ELAR 5 3 (B, C)	ELAR 6 3 (C)	ELAR 7 3 (C)	ELAR 8 3 (C)
Lesson 24: Folktale Genres	ELAR 4 3 (B)	ELAR 5 3 (B, C)	ELAR 6 3 (B)	ELAR 7 3 (B)	ELAR 8 8

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